

COMMUNITY  
BINDS FAMILIES  
TOGETHER

**GIVE A VOICE  
TO THE VOICELESS**

**A  
FUTURE  
FOR US**

PREVENTION  
IS BETTER  
THAN  
CURE  
**BEST  
START  
IN LIFE**

EACH OF US CAN  
MAKE A DIFFERENCE

TO LOVE OUR YOUNG PEOPLE  
IS TO INVEST IN OUR FUTURE

**THEIR AMBITIONS,  
OUR FUTURE**

A PLACE THAT  
WORKS FOR  
ALL CHILDREN

MY FAIR **SMALL STEPS CAN**  
ISLINGTON **MAKE A BIG CHANGE**

**FAIR  
FUTURES  
COMMISSION**

Supported by



**ISLINGTON**

Fair Futures Commission, 2018  
For enquiries, contact [tania.townsend@islington.gov.uk](mailto:tania.townsend@islington.gov.uk)

The Fair Futures Commission report can also be found online at [fairfutures.org](https://www.fairfutures.org)

# CONTENTS

<b>1. MESSAGE FROM JERMAIN AND KADEEMA</b>	<b>4</b>
<b>MESSAGE FROM COUNCILLORS JOE CALUORI AND RICHARD WATTS</b>	<b>6</b>
<b>2. SUMMARY OF OUR RECOMMENDATIONS</b>	<b>8</b>
<b>3. CHILDREN, YOUNG PEOPLE AND FAMILIES IN ISLINGTON</b>	<b>13</b>
What we heard	
<b>4. 21ST CENTURY SKILLS FOR GROWING UP</b>	<b>15</b>
Why this matters	
What we heard	
Our call to action	
<b>5. 21ST CENTURY SKILLS FOR WORK AND THE FUTURE WORLD OF WORK</b>	<b>25</b>
Why this matters	
What we heard	
Our call to action	
<b>6. CONNECTED COMMUNITIES</b>	<b>32</b>
Why this matters	
What we heard	
Our call to action	
<b>7. A CHILD-FRIENDLY PLACE TO LIVE AND GROW</b>	<b>36</b>
Why this matters	
What we heard	
Our call to action	
<b>8. ALLIANCES FOR AMBITIOUS AND FAIRER FUTURES</b>	<b>42</b>
Why this matters	
What we heard	
Our call to action	
<b>9. WHAT HAPPENS NEXT?</b>	<b>44</b>
<b>10. THANK YOU FROM CARMEL LITTLETON</b>	<b>44</b>
People and organisations who took part in the Commission	
<b>11. INFORMATION WE USED WRITTEN BY OTHERS (REFERENCES)</b>	<b>47</b>
<b>12. THE FULL LIST OF RECOMMENDATIONS AND WHO CAN MAKE THESE HAPPEN</b>	<b>52</b>

# 1. MESSAGE FROM JERMAIN AND KADEEMA



Jermain Jackman, Chair of the Fair Futures Commission



Kadeema Woodbyrne, Deputy Chair of the Fair Futures Commission

As young adults who studied or were born and brought up in Islington, it has been a great honour and humbling opportunity to lead the Fair Futures Commission. We were joined by dedicated and amazing commissioners who care about what truly equips children and young people to be great adults.

With Islington being such a diverse and dynamic place, it is the people of Islington that continue to shape their community. However, they are often not part of the big discussions that directly impact their lives. As a Commission, we made it our duty to make sure children, young people and their families drew on their experiences to guide their own narrative rather than pre-existing notions of what works for them.

Times have changed. To have a true reflection about what could make a difference to the lives of children, young people and their families we actively went out and spoke to different pockets of the community. We were particularly

interested in the most vulnerable, the invisible and the voiceless. We heard incredible and hard hitting stories about the ups and downs of growing up in today's society.

We have been inspired and learnt so much from the children, young people and adults that have contributed to this report. They have been transparent and honest about their experiences. We experienced the joy of bringing together passionate young people and adults into the same room to create solutions. They have shared their knowledge, experiences and ideas in order to make a difference for their own generation and the next.

Using what we heard, we have crafted the themes and issues that arose about growing up in Islington to produce some ideas to make big and small changes.

These include:

- 1. Preparing and equipping children and young people with the skills for life.** There should be a guarantee for children and young people living or studying in the borough that sets out the support they can expect from Islington Council and its partners from birth to early adulthood.
- 2. Preparing young people for the world of work and future of work.** Every young person should have access to and complete at least 100 hours of experience of the world of work by the age of 16.
- 3. Making Islington's places and spaces child-friendly.** All major developments in the borough should include consultation with children and young people from the beginning of the project.
- 4.** The use of signs and policies such as 'no ball games' should be reviewed in consultation with local young people and other residents.

- 5. Keeping children and young people safe in the community.** Every contact between children and young people and those who work with them should be used as an opportunity to learn about the young person's safety. This information should identify their concerns and help to work out how to overcome these.

Only through the coordinated approach of young people and the community, the council and its partners, our community leaders and even our MPs in Parliament, can every child – no matter what walk of life – have the fairest chance of a great future.

Preparing our children and young people well prepares for Islington's economic and social future. It doesn't stop with this report. We, the Commission, are just the catalyst – you are the change. To do nothing will be a mistake. To do what you can will help every Islington child and young person grow up in a safer, fairer and compassionate society. The best place to grow up in.

## MESSAGE FROM COUNCILLORS JOE CALUORI AND RICHARD WATTS



Councillor Joe Caluori, Executive Member for Children, Young People and Families, Islington Council



Councillor Richard Watts, Leader of Islington Council

**We are committed to making Islington a fairer place for all.** At the heart of this mission is ensuring that everyone has the best start in life and is supported to achieve their dreams, regardless of their background.

For many of the 45,000 children and young people who live in Islington it is the best possible place to grow up. Our borough has world class cultural, artistic and sporting facilities on their doorstep, and our local schools help them to thrive.

However, far too many children and young people growing up in Islington face significant barriers that prevent them from benefitting from the opportunities around them. Poverty, overcrowding at home, unemployment and a lack of opportunities to learn and earn – some children and young people face many, or all, of these barriers.

In setting up this Commission we started with one simple question. What do we as a Council, along with our partners, need to do to make sure that every child and young person in Islington, no matter how they start off in life, has the opportunity to thrive, enjoy their childhood and achieve their true potential?

It is a hugely challenging question, but as this report shows, Jermain, Kadeema and their fellow commissioners have accomplished something truly inspiring over the last year.

The Commissioners brought together children, young people, parents, teachers, the voluntary sector, police, health partners and many more to share their experiences and knowledge. They then spent many hours boiling down the countless proposals and ideas which were submitted into the recommendations you see in this report. Above all else though, they truly listened and heard what children and young people had to say about life in Islington.

Children and young people growing up today live in a world which is totally different from the world we knew as children, and the pace of change grows ever faster. It's our collective responsibility to ensure that all children and young people have the chance to benefit equally from new opportunities, and that starts in childhood.

One powerful lesson we should take away from this Commission is that when those who hold power take the time to really listen to children and young people and to respond to what they have said, truly exciting things are possible. We look forward to working with our Youth Council and partners over the coming months and years to implement the recommendations in this report.

## 2. SUMMARY OF OUR RECOMMENDATIONS

### 21ST CENTURY SKILLS FOR GROWING UP

All children and young people with the skills to manage their emotions and feelings, health, relationships, home and money

#### A foundation for school and the teenage years

1. A commitment to building on Bright Start Islington for children aged 0 – 5.
2. A commitment to building life skills in the primary school years and developed through play – in adventure playgrounds, parks, leisure centres and play streets. Make the Islington Play Offer visible – in one place – to young children and parents.

#### Helping young people to move forward – positively

3. A commitment to empower young people to support each other. This may help young people who got through their challenges to support others in similar situations.
4. Islington Council to lead the way and use their staff volunteering programme to recruit staff to ‘community/real/goal model’ roles. Invite local businesses and community leaders to take part.
5. Explore a way where public and community services work together to support young people to build their abilities and tackle past experiences. This should empower them socially, emotionally and develop their thinking and reasoning skills.

#### Skills for life

6. Make learning about money, healthy relationships, the political system, physical and emotional health, cultural awareness and personal safety statutory. Time should be set aside in every school’s timetable and in youth work services.
7. Work together and pledge practical ways to teach young people how to live independently and prepare for managing a home and their money.

#### Skills for life - managing emotions and feelings

8. Develop ways that empower children and young people to manage their feelings and emotions – community spaces to go to, linking them to ‘Five Ways to Wellbeing’ opportunities, training for staff in schools and digital technology..
9. Link young people to social action by using social prescriptions together with medical ways to address mental health.
10. Train those who work with young people about mental health first aid, and ways that respond to children and young people’s past negative experiences and events.
11. Support young people to have the skills and understanding about mental health and asking for help.
12. In organisations, consider mental health awareness training for staff who manage young people such as apprentices and young adults.

## Information and resources

13. Review [Izzy-info](#) for what's needed for an online one stop shop.
14. A commitment to opening up school buildings as a resource for young people to use when the school day finishes or during the school holidays. Some schools do this already and could support other schools to make it happen.

## 21ST CENTURY SKILLS FOR WORK AND THE FUTURE WORLD OF WORK

All children and young people are prepared for work and the future of work

### Preparing for the world of work

1. Develop great experiences of the world of work. All Islington young people would benefit from at least 100 hours experience of the world of work by the time they reach the age of 16. Work experience should be a priority.
2. Build on business talent and mentoring networks for young people. These should be for young people who do not have access through their family or social connections. There should also be a better focus on encouraging young people into other routes for work, such as turning their innovations and ideas into their own business.
3. Form an alliance for preparing young people for work and the future world of work. This should lead the way with creating opportunities for both young people who live and/or go to an Islington school.
4. Ofsted should prioritise careers education and advice in school inspections. We suggest Islington Council arranges a roundtable with the Government's Chief Inspector of Education, other local authorities, schools and employers to discuss a way forward to achieving this.

### Working with businesses and employers

5. Develop an Investors in Young People qualification for employers to encourage their contribution to preparing young people for the world of work.
6. Create a connection with digital businesses of all sizes, including in Tech City, so that Islington young people access opportunities and support.

### Supporting young people

7. Prepare young people with the skills they will need to secure jobs in the future, such as creativity, new ways of working and decision making. Equip schools and young people with up to date information about the future of the world of work, so that this informs careers education and choices.
8. Explore a model that could be used to offer start-up grants to young entrepreneurs. This could be similar to what is known as a corporate social responsibility or incubator fund approach.
9. Test how affordable workspaces with childcare facilities for young parents or parents with children could work.

## CONNECTED COMMUNITIES

Young people, parents and carers leading change in their communities and supporting each other

1. Join up youth leadership and social action opportunities. It should be clearer for young people and parents/carers about how they can get involved. Monitoring of the social and employment skills they gain from their involvement should take place.
2. Consider social action as part of future contracts for services. For example, reserve part of the budget to fund youth peer support or parent champions.
3. Explore tried and tested digital technology to support young people and parents. Integrate this as part of the service or support offer for them. This could be Skype for follow up appointments, advice and guidance. Or this could be online peer support so that they can support others who are going through the same challenges.

## A CHILD-FRIENDLY PLACE TO LIVE AND GROW

Children and young people living in a safe community with space to grow, live and play

### Places and spaces

1. Use the next version of the [Local Plan](#) to set out a vision and design for how Islington becomes a child-friendly place. This includes helping some of the recommendations in this section happen.
2. Consult children and young people on major development proposals including social housing. This includes the way consultations are run to involve children and young people. It also includes feeding back about what has happened as a result of their views. The consultation design process timescales and methods should work for all.
3. Change the culture and design of park spaces to create a welcome and inclusive playable landscape that is child and young person friendly. Design public spaces in ways that include and benefit all residents.
4. A commitment to improve the basics of good quality surroundings including the visual appearance, safety, lighting and mix of use, particularly on Islington's estates, and in other parts of Islington.
5. Use community development approaches for spaces where there are conflicting uses by young and older residents. One part of the community's gain should not be the other's loss. Try to build shared ways for using public space across the young, very young, adults and older people.
6. Parks and open spaces should be available for all without favouring one community group over another. Children and young people's presence and involvement should be welcomed and encouraged equally with adults.

## Travel and safety

7. Actively engage children, young people and families in planning the important transport and travel opportunities in Islington.
8. Create and consult children, young people and families on maps of walking and cycling routes. Take into account air pollution and road safety. Recognise the additional challenges posed by views about crime, gang lines, and other concerns. Where possible, try to design out and overcome these issues. Try to connect these networks to all schools, leisure centres and other key places for children and young people.
9. Explore how young people can raise concerns about their safety on Islington transport routes.
10. Explore how young people can communicate concerns about their safety in particular places and spaces in Islington. This includes finding out the themes for the places where young people say they feel unsafe. This may help target action. Ask professionals working with young people to have this conversation with them regularly – for example, during assessments and visits.
11. Create ways for children and young people to send ideas about making places better and safer on an ongoing basis. This could be crowdsourcing ideas and similar to platforms such as Fill That Hole.
12. A commitment to organise more [Play Streets](#) and broaden these out to schools and estates.

## Housing

13. Develop housing options and approaches for young people growing up in Islington, that allow them to pursue education and work whatever their background.
14. Develop ways to reduce the impact of overcrowding for children and young people on their long-term health conditions and their education and employability opportunities. This could be drying or communal facilities and study space in libraries, leisure centres and business.
15. Review signage on estates with children, young people and adults, such as the 'No Balls Games' signs. Use positive messages. Use the shared external environment and communal facilities to support health, play, physical activity and access to activities.
16. Create a community feel and ownership of both place and the community with young people by involving them in the design of housing and other development projects.

## ALLIANCES FOR AMBITIOUS AND FAIRER FUTURES

A strong community of leaders that come together, collaborate, invest and deliver ambitious futures with children and young people, making our community a great place to grow up in

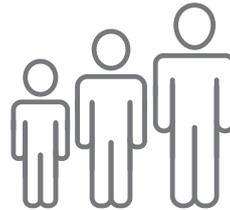
- 1.** Develop an 'Islington Guarantee' or 'Promise for Young People' for those living and/or studying in Islington. It should be from birth to adulthood. It should set out the life and work skills, outcomes and support young people can expect or are entitled to at different stages of their lives.
- 2.** Build on the leadership that looks out for children and young people's interests, responding to what matters to them and improving their futures. The Islington Children's Trust Board should evolve to:
  - Organise opportunities, ideas and resources from different people, places and organisations.
  - Take forward these recommendations. It should lead the Guarantee and health and wellbeing investment and priorities for children.
  - Hold an annual Fair Futures Summit. This should check in on children and young people's experiences and what they need, progress on these recommendations and the future for learning, life and work skills.
- 3.** Build on strengthening partnerships for young people using health or social care services, such as those with learning difficulties or disabilities, to help their independence.

### 3. CHILDREN, YOUNG PEOPLE AND FAMILIES IN ISLINGTON

Islington is home to a wonderful mix of children, young people and families. It can be a fantastic place to grow up in but it is also challenging.



The **0-19** population is more densely populated in the north east



Over **71,000** children and young people aged 0 to 24 year olds (2016)

Over **45,000** children and young people aged 0 to 19 (2016)

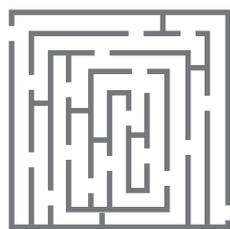


One of the highest proportion of births to older women in the country

**228,500** people living in Islington (2016)

**22,952** households with dependent children (2016)

Rates of children in need and of children looked after by the Council are higher than comparative authorities



Up to **2,000** families with multiple and complex needs

About **5,000** disabled children and young people aged 0-25 (2015)



Infant and child mortality rates lower than national averages



Approx. **83** languages are spoken as the main language at home by those aged 3 and above (2011)

Over **43%** of primary age children and over

**45%** secondary age children have a mother tongue other than English



Islington is the **24th** most deprived area in England and the fifth most deprived in London

## WHAT WE HEARD

- Young people and families move between different areas in London for services and support. For example, 29% of young people living in Islington don't go to an Islington secondary school.
- Because of how children and young people grow up, early help must happen when children are very young but also in their school and teenage years.
- The issues for children, young people and families are becoming more complex. This affects services:
  - supporting children and young people with special educational needs or disabilities
  - helping children and young people to manage their emotions and feelings
  - keeping children and young people safe from harm and exploitation
  - children and young people who cannot live with their parents or carers
  - preventing children and young people from getting involved in criminal activity.
- Our young people are aspirational. Young people are generally positive about living in Islington. Some young people living in poorer families felt living next to wealthier residents provided aspiration.
- On the other hand, others felt excluded by things they or their families could not control such as gentrification, money and people who were in control of what happens to them. Young people mentioned local and national decision-makers, schools, and the police.
- Children's health particularly those with long-term conditions and mental health continue to affect their daily lives.
- Young people said that there are a lot of things to do, places to go and support in Islington. Sometimes, it just depends on whether they can find out about these places to go and things to do.

**“If you're bored in Islington, you're in the wrong part of Islington”**

- Some national changes decided by the Government are making it harder to grow up in Islington. Some of these changes are out of the control of the council, local health care services, schools and the police. Some things are not the responsibility of the council such as what happens in schools. Leaving the European Union (also known as Brexit) will affect children and young people too and they will have little say about it.
- Challenges are affecting both low and middle-income families in London. These families are hit by their wages not growing at the same pace as high and rising living costs and reduced support from the state. The number of children with parents who work, earn a decent amount of money and are still struggling is growing. Because of the high cost of living, families who earn a decent wage sometimes have to move out of Islington.

## 4. 21<sup>ST</sup> CENTURY SKILLS FOR GROWING UP

### WHY THIS MATTERS

At every age and stage, children and young people grow up learning the skills to be great adults.

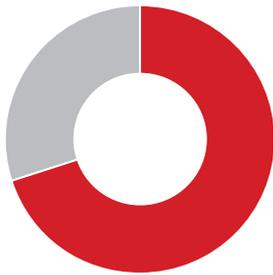
Early experiences have a lasting effect on children. Children thrive by five when they are happy, safe, active and developing physically, emotionally and socially. This lays the foundation for a good childhood and teenage years.

The changeover from 'childhood' to 'adulthood' can be an intense phase of life. This is known as adolescence and continues beyond the age of 19. During this time, young people experience:

- Physical changes to their body known as puberty
- The brain fine-tuning itself. This drives understanding, weighing up risks and what is right or wrong, learning from experience and interacting with others
- Emotional changes such as how to cope when life events and challenges happen, working out who they are and developing self-confidence
- Social changes where more relationships form outside the family. The influence of other young people becomes powerful
- Changes in their behaviour where they are more likely to take risks

Some children and young people have support that makes the change easier. Others don't and go through challenges that make it difficult. All children and young people, even those who are in challenging situations, have the potential to improve their futures.

## WHAT WE HEARD



In 2017,  
**70%**  
of children  
achieved a  
good level of  
development  
age 5

**88%** of children centres  
**94%** of private, voluntary and  
independent nurseries were  
judged as good or outstanding  
by Ofsted (2016/17)

**12** adventure playgrounds  
**2** Youth Hubs **3** full time Youth Centres  
**A range** of community-based  
youth provision  
**23** providers of Summersivity and  
Launchpad (summer programmes and activities  
for young people who live or study in Islington)  
Around **200** social sector  
organisations working with children,  
young people and their families  
**13** theatres and dance venues  
**10** public libraries **10** museums  
Over **75** arts organisations **3** cinemas

## CHILDREN SUPPORTED BY THE STATE

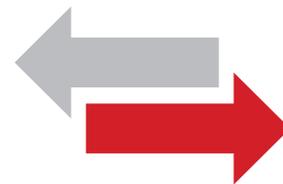


**1,016**

children with statements  
or Education, Health and  
Care Plan (Jan 2017)



A rise in older young  
people looked after by  
the Council over a number  
of years. Demand for  
social care services is  
growing nationally.



**108**

care leavers aged 17  
and 18 (March 2017)

## CHILDREN WITH HEALTH-RELATED CHALLENGES



**1,674** children in  
Islington aged under  
17 with a long-term  
health condition

**3,917** children in  
Islington schools who  
a special educational  
need and/or disability  
(not on an Education,  
Health and Care plan)



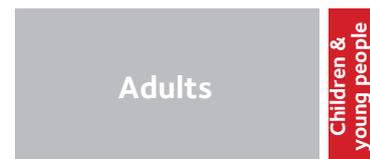
**1 in 10** Islington  
children and young  
people will have a  
mental health condition



**50%** of all mental health  
problems are established  
by the age of **14**



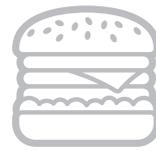
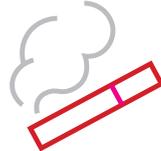
**75%** of all mental health  
problems are established  
by the age of **24**



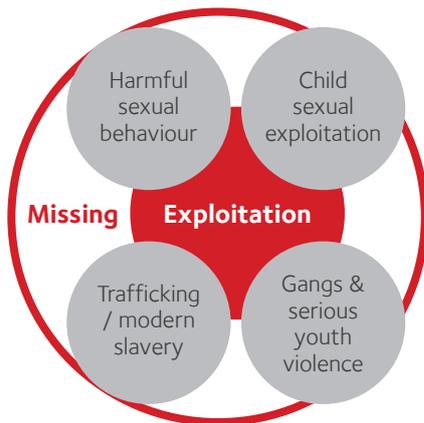
£ spent on services for  
mental health conditions by  
UK Government

Islington children and young people wait around **15** weeks from referral  
to treatment by Child and Adolescent Mental Health Services

## CHILDREN AND YOUNG PEOPLE WHOSE FUTURES AT RISK



**12%** of 15 year olds in Islington reported that their lifestyle involved 3 or more unhealthy or illegal behaviours such as poor diet, smoking, drinking alcohol or using drugs (2014)



The majority of **children who go missing** in Islington are aged 15 to 17.

Around one third of all missing children are at risk of **child sexual exploitation, gangs or serious youth violence**. Those at risk of these issues go missing for longer periods of time and more frequently.

**County lines** is where a child or adult from cities travels to a town or location such as rural areas and use a dedicated mobile phone (lines) to sell drugs. These young people are groomed to do this by gangs and suffer from abuse as part of this.



The number of first time young offenders has decreased over time but remain above London and national averages. Serious violence by young people and knife crime have increased across London and the UK in the past year.

## CHILDREN LIVING IN FAMILIES WITH CHALLENGES



Islington has an estimated **431** young unpaid carers aged under 16 looking after their mum, dad, brother or sister



**1,600** children were homeless or in temporary accommodation

**3,023** children and young people in **1,084** families were supported by Early Help services (2016/17)

**272** children were known to children's social care where parental drug use was a concern and **329** children where parental alcohol use was a concern

The Children's Commissioner in England found there is a group of

### 'invisible' children

where not enough is known about them – these include children in mental health detention, children not in enough need to receive help from social workers and children without an immigration status.

## THE FOUNDATION FOR SCHOOL AND THE TEENAGE YEARS

- Mums, dads, carers and early childhood services must work together to help babies and children start their lives well. The council and health care services has created **Bright Start Islington** to help families and their children.
- Research tells us that being healthy, social skills and self-confidence develop when children play as babies or in their primary school years. Outdoor and adventurous play with nature are important too.
- Research also tells us that play teaches young children how to deal with risks, social and creative skills. Without this awareness and learning they are ill equipped to deal with adult life.

## THE EFFECT OF PAST EXPERIENCES AND EVENTS

- The experiences that children and young people have early in life can affect their risk of involvement in violence in adolescence and adulthood.
- Negative experiences and events can have a lasting impact on health and wellbeing in adulthood. They can lead to situations such as criminal activity or becoming a victim of abuse or exploitation. When this happens, many children and young people have physical and mental health problems as they grow into adults and during their adult life.

- The early life experiences of some Islington children and young people has influenced their involvement in criminal – sometimes serious and violent – activities. Some young people who are part of a gang were emotionally and physically neglected – social work services were in contact with them for most of their young lives.
- For children and young people, adults they trust are important. Losing a good relationship to adults who were close and important to them as they grew up may have played a role in their negative situations.
- Research suggests that ways of addressing how these experiences affect a young person include being aware of what a young person has gone through, good services for young children, strong relationships with adults they trust and learning social and emotional skills.

## SKILLS FOR LIFE

- Research suggests programmes that develop life and social skills in young people can help by building their social and emotional abilities. These skills help with issues such as the world of work, preventing violence, avoiding poor health and avoiding involvement in criminal activity.
- Adults tend to focus on the negative things to do with being a young person. Young people want the conversation changed to the skills and strengths they should be equipped with.

### GOOD TO KNOW...

#### Social Sector

Social sector organisations exist mainly to provide benefits for society or the environment. Their motivation is to achieve social goals. It includes voluntary and community organisations (both registered charities and other organisations such as associations and community groups), social enterprises, mutuals and co-operatives.

- Young people said there was not enough support for teaching social and emotional skills. They want children and young people to be taught about:
  - Preparing for work and the future of work
  - Managing emotional wellbeing and feelings
  - Positive relationships with their peers and adults including how to avoid conflicts
  - Living independently including planning for and managing a home and money
- Some young people who are not in trouble or in care still need support. Some of these young people prefer, and find, support in the community, from friends or from trusted adults such as teachers or adults outside the family.

“ I wasn’t taken into care but I still had a hard life. I’ve had to work twice as hard to get over the crap in my life. I’ve had to have counselling. My friends and people in the community helped a lot, kept me motivated, even giving me plates when I moved into my flat. I’m ok now but yeah, if you’re not in a system, no one cares really ”

- Research tells us that play and youth work are more than just fun, diverting young people from trouble or places to hang out. They provide structured and unstructured opportunities for learning, building confidence, creativity, social skills, resilience and self-esteem.

## SKILLS FOR LIFE - RELATIONSHIPS WITH ADULTS AND OTHER YOUNG PEOPLE

- Responding to issues such as youth crime or exploitation is broader than a police or child protection response. It also needs a public health approach - using data and research, thinking about the whole population and working in preventative not a reactive way. This means addressing the young person’s needs and their relationships, what is happening in the family and what is happening in the community and wider society.
- Relationships when working or engaging with young people and parents are important. It involves trust and working in a way that supports their development. Play and youth workers can be good examples of how to do this.
- Young carers’ relationships and opportunities to connect with other young carers help them to cope with the challenge of being a young carer. They want better awareness about how

### GOOD TO KNOW...

#### Young Carer

A young carer is someone aged 18 or under who helps to look after someone in their family who is ill, disabled, or has a drug or alcohol problem. Most young carers look after one of their parents or care for a sibling.

### GOOD TO KNOW...

#### LGBTQIA

The letters refer to lesbian, gay, bisexual, transgender, queer/questioning, intersex, and allies.

to respond to their situation particularly in schools and health care services.

- LGBTQIA young people are a diverse and potentially invisible group. Their issues, challenges and understanding about who they are should be dealt with as seriously as race or disability – in and out of school.
- Young adults who had difficult experiences earlier in their lives said organisations should learn from what happened with them to avoid repeating the same way of working with young people in the future. This may help identify ways to help them earlier.
- Young people suggest that Islington should have people and services that empower imagination and possibilities.

“ I can’t talk to people I don’t know, and start telling you about my life ”

“ Need the people who are making decisions to understand the psyche of young people and what they are going through if they want to affect change ”

“ ...disempowering and degrading environment. People look at you like you’re a jobsworth, even people who are sitting down [in the JobCentre] are judging you ”

“ I was what they called a young offender...I only stopped because I was in a hospital over some argument over food [drugs] – none of the man dem came to check me or my family. That’s how I knew that dem man there were only interested in what I could do for them ”

## SKILLS FOR LIFE - MANAGING EMOTIONS AND FEELINGS

### Some of the issues that children and young people say affect them

- Situations such as becoming a young carer, coming out, bereavement and exams can cause worry and stress.
- Loneliness and social isolation also happens to children and young people. Young carers, LGBTQIA young people, new arrivals to the UK and care leavers can feel like they are on their own and left to cope.
- Young people can feel pressured to have valuable things, be rich and popular. This affects how they feel about themselves and what they achieve.
- Research tells us when bad experiences and events happen in the past, many young people can go on to have mental health problems as they grow into adults and during their adult life.

### A different way to support children and young people to manage emotions and feelings

- Both adults and young people think that children and young people should have more choice and control about the support for managing emotions and feelings.

- Young people spoke about ways to support their emotional health and wellbeing that are different from the traditional health approach such as enabling young people to help themselves and their friends in different places and spaces.
- Doctors could signpost a young person to community activities, groups or services to help them with their social and emotional health. This is known as social prescription.

## GOOD TO KNOW...

### Social prescription

Social prescription is another way of linking people with community activities and services. It enables healthcare professionals to refer people to local, non-clinical services often provided by social sector organisations such as walking clubs or self help groups.

### Young people supporting themselves and each other

- They want to be able to support themselves and other young people. They need to be able to identify signs and symptoms so they can support each other.
- Sometimes young people connect with people online when they are going through a similar issue. These young people liked being anonymous with no one to judge them.

### Support from adults to manage emotions and feelings

- Sometimes parents and carers are so entrenched in their beliefs that children don't feel able to talk to them about issues.
- They spoke about forming their network for sources of support – sometimes this is an older brother, sister or cousin.
- They like the idea of having mentors who are on the journey with them and don't just turn up at a crisis point. These could be community parents – someone they trust who is looking out for and guiding them.
- Young people want to work with adults who they can relate to or who have experience of their world. They find that these are adults who understand them and the world they are growing up in.

- Both young people and adults think that adults should be trained on how to talk to and work with young people. Some young people spoke about being scared to talk to adults because they might be cross or tell someone. Some young apprentices were concerned that their managers didn't understand how their mental health interfered with their working life.

### Support from services

- It is good that there is a mental health service in all schools. Young people said they want those in pupil referral units and young residents who go to school or college outside of Islington to get the same offer of support as students in Islington schools.
- Adults and young people suggest there could be safe spaces to go to in the community when they are not coping – like pop-up or drop ins at youth hubs, barber shops, leisure centres and libraries.
- Both adults and young people suggest that creative arts can give a voice to young people to flag up their concerns. Mentors and activities such as music and football provide similar interests with others and ways to express emotions.

“ I want help with making friends – how to go into a new environment and get to know people “

“ Exclusions make you miss out on lessons and doesn't address the issue at hand “

“ online bullying is fashionable “

“ Basketball or any sport, you can express yourself. I forget my worries and it lets me cool off. Sports calm you down “

“ Adults will only give their point of view and not listen. It is two different worlds. This is adults in general and not just those in authority. Adults have their own culture “

## SKILLS FOR LIFE - LIVING INDEPENDENTLY AND MANAGING MONEY

- Young people said that not every young person is fortunate to learn life skills from their parents or carers. They do not feel prepared to live independently or do things such as open a bank account.
- Young carers, care leavers and homeless 16 and 17 year olds have to live on their own or look after their families. Support to manage money, a home and emotions well is important to being independent at an earlier age and with less family help than other young people.
- Research tells us that three-quarters of young adults in their twenties admit to making money mistakes in their first years of financial independence. A third of young people aged 16 to 17 years never put money in a bank account and two-thirds could not read a payslip. Nearly a third of young people were unaware what would happen if council tax was unpaid. These young people are months away from access to credit and loans – poor financial decisions can affect them in the long term.

## OUR CALL TO ACTION

### **FAIR FUTURES OUTCOME: ALL CHILDREN AND YOUNG PEOPLE HAVE THE SKILLS TO MANAGE THEIR EMOTIONS AND FEELINGS, HEALTH, RELATIONSHIPS, HOME AND MONEY**

We believe that by using the many resources in Islington, children and young people can be equipped with the skills for growing up. We like the idea that children and young people should have 'community parents', 'real' models and 'goal' models to help them through their journey to becoming adults.

## OUR ASKS

### **A FOUNDATION FOR SCHOOL AND THE TEENAGE YEARS**

- 1.** A commitment to building on Bright Start Islington for children aged 0 – 5. (Islington Council, health care and early childhood services)
- 2.** A commitment to building life skills in the primary school years and developed through play – in adventure playgrounds, parks, leisure centres and play streets. Make the Islington Play Offer visible – in one place – to young children and parents. (Islington Council and organisations working with young children)

### **HELPING YOUNG PEOPLE TO MOVE FORWARD - POSITIVELY**

- 3.** A commitment to empower young people to support each other (usually called peer support). This may help young people who got through their challenges to support others in similar situations. (Islington Council and other organisations – like the police and schools)
- 4.** Islington Council to lead the way and use their staff volunteering programme to recruit staff to 'community/real/goal model' roles. Invite local businesses and community leaders to take part. (Islington Council)
- 5.** Explore a way where public and community services work together to support young people to build their abilities and tackle past experiences. This should empower them socially, emotionally and develop their thinking and reasoning skills. (Islington Council and other organisations who work with young people)

## SKILLS FOR LIFE

6. Make learning about money, healthy relationships, the political system, physical and emotional health, cultural awareness and personal safety statutory. Time should be set aside in every school's timetable and in youth work services. (The Government)
7. Work together and pledge practical ways to teach young people how to live independently and prepare for managing a home and their money. (Islington Council, organisations such as the National Citizen Service, universities, housing and schools)

## SKILLS FOR LIFE - MANAGING EMOTIONS AND FEELINGS

8. Develop ways that empower children and young people to manage their feelings and emotions – community spaces to go to, linking them to 'Five Ways to Wellbeing' opportunities, training for staff in schools and digital technology. (Islington Council, health care services, schools and other groups)
9. Link young people to social action by using social prescriptions together with medical ways to address mental health. (Islington Clinical Commissioning Group)

### GOOD TO KNOW...

#### Clinical Commissioning Group (CCG)

A CCG is the a local NHS organisation which plans and decides on healthcare services.

### GOOD TO KNOW...

#### Social Action

Social action is about coming together with other people to solve problems in the community. This can be through taking part in elections, user forums or advisory groups for services they use, volunteering and activities that help other people or the environment, such as fundraising, campaigning, tutoring/mentoring and giving time to charity.

10. Train those who work with young people about mental health first aid, and ways that respond to children and young people's past negative experiences and events (Islington Council and Islington health care services)
11. Support young people to have the skills and understanding about mental health and asking for help (Islington Council and Islington health care services)
12. In organisations, consider mental health awareness training for staff who manage young people such as apprentices and young adults (Islington Council and Islington health care services)

## INFORMATION AND RESOURCES

13. Review [Izzy-info](#) for what's needed for an online one stop shop (Islington Youth Council and Islington Council)
14. A commitment to opening up school buildings as a resource for young people to use when the school day finishes or during the school holidays. Some schools do this already and could support other schools to make it happen. (Schools)

## 5. 21<sup>ST</sup> CENTURY SKILLS FOR WORK AND THE FUTURE WORLD OF WORK

### WHY THIS MATTERS

Children and young people will be the future leaders, employers and employees driving London's economy. They will be in a very different world of work to what we have today. This means we have to educate them for that future.

Many young people feel left behind at the moment. This may feel worse with the social, financial, technology and political changes such as austerity, automation and Brexit.

There used to be a clear pathway from study to work and 'a job for life'. The basic model for education – a strict focus on academic qualifications – has not changed. But in the future, employers are likely to want skills such as creativity, teamwork, flexibility and self-discipline.

When today's school children start working, many will be faced with roles that do not exist today. Young people will need to succeed in a global and competitive world of work that will be rich in technology.

The challenge will be preparing young people for the future world of work and equipping them with the right skills and knowledge.

## WHAT WE HEARD



- 42** maintained primary schools
- 3** primary academies and free schools
  - 1** primary age pupil referral unit
- 6** maintained secondary schools (3 of these schools have sixth forms)
  - 3** secondary academies (2 of these schools have sixth forms)
  - 1** secondary age pupil referral unit

- 1** further education college
  - 1** 16-19 free school
- 1** academy for children and young people aged 4 to 19
- 3** maintained special schools for children and young people aged 2 to 19
  - 1** alternative provision free school for children and young people aged 5 to 14
  - 1** free special school for young people aged 14 to 18
  - 1** pupil referral unit for children and young people aged 5 to 16



**88%** of learners go to a good or outstanding school or pupil referral unit

The proportion of young people aged 16 to 18 who were not in education, employment or training has fallen in recent years from 5.2% in 2014 to **1.7%** in 2016. Only **1.1%** of Islington 16 and 17 year olds were not in education, employment or training (2016/17)



**3.4%** of 16 and 17 year olds were not in education, employment or training or their status was not known in 2016. This is better than the London average (5.3%)



The average Attainment 8 score for Islington pupils is **45.6** per pupil

The attainment of disadvantaged pupils is lower than for all other pupils at the end of Key Stage 4 (age 14-16).

In 2017, the average Attainment 8 score for disadvantaged pupils was **43.1** per pupil. The score for Islington disadvantaged pupils is higher than the London and national averages

### Attainment 8

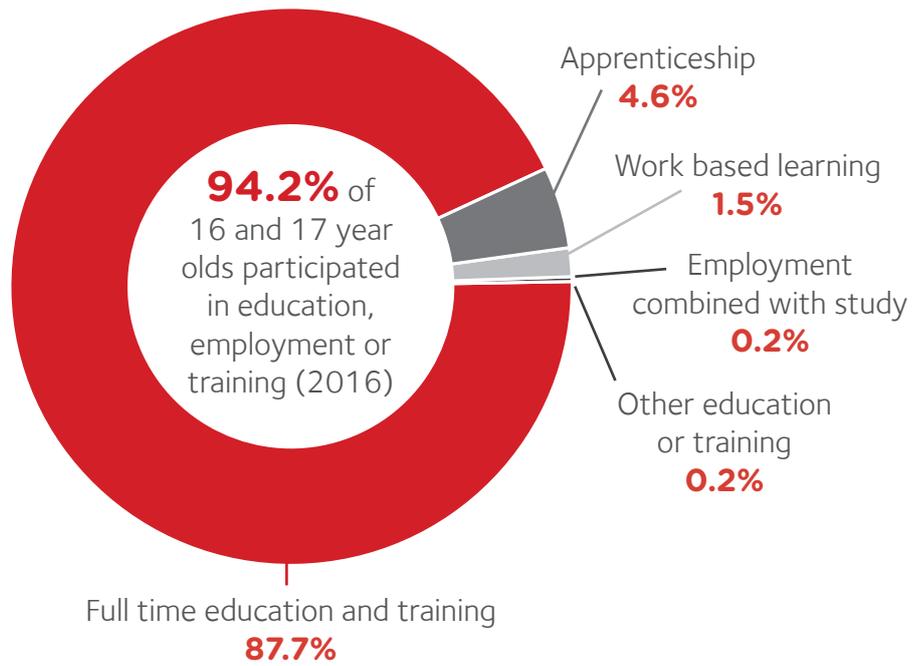
Attainment 8 is a new Key Stage 4 measure. It reports the average achievement of pupils in up to eight qualifications including English, maths, and other options from a specific list.

### Disadvantaged pupils

Disadvantaged pupils include pupils known to be eligible for free school meals, in alternative provision or pupil referral unit from year 6 to year 11 or are looked after children for at least one day or are adopted from care.

**88.4%** of businesses in Islington are micro-businesses with no more than 9 employees





<p>There are around <b>1.5</b> jobs per Islington resident aged 16 to 64</p>		<p>Roughly seven in ten people are currently in jobs where it is not known for certain what will happen in the future world of work</p>
--	--	---

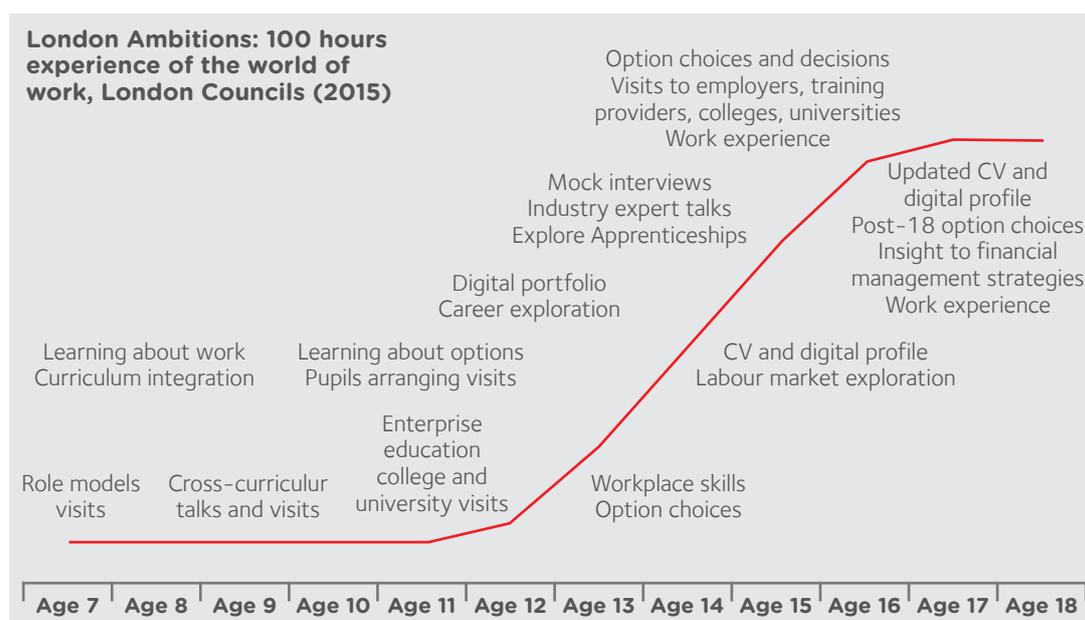
## EXPERIENCES OF THE WORLD OF WORK

- Young people want schools to prioritise work experience. They find it difficult to find work experience opportunities especially if the school doesn't help them. Some young people feel that having no work experience reduces their chances of securing paid jobs in the future.
- Research tells us that even when school leavers are ready to start work, they often lack experience. However, the proportion of employers offering work experience is low. Some adults mentioned that some employers may lack the capacity and experience to support a quality work experience placement.
- Adults suggest that there should be more emphasis on the experiences of the world of work. This includes work experience. Some young people like the idea of 'master classes' and activity days, and want more opportunities to try work tasters.

- The London Ambitions Careers Offer says that every young Londoner should have completed at least 100 hours experience of the world of work, in some form, by the time they reach the age of 16. Experiences include career insights, work tasters, mentoring, part-time work, careers and skills events, work shadowing, work experience and other activities.
- Young people also felt that their experiences of the world of work were important to add to their CV. Some adults felt young people would benefit from a digital CV so references and testimonials could be logged.

## BARRIERS SOME YOUNG PEOPLE FACE

- Some young people felt that getting a job is about who you know. They suggest there are a lack of opportunities for young people who don't benefit from parents or family friends with connections in the business world or the arts, culture and digital sectors.



- Some young people and adults indicate that it is challenging for young parents with young children to get into, or back into, work because of their childcare responsibilities.

## PREPARING FOR THE WORLD OF WORK

- Young people suggest that careers advice and guidance still happens too late at school. There are mixed views about when education about careers should start. They suggest they are not taught to consider several career options.
- They would value independent advice and guidance from people who work in the sectors or industry they are interested in.
- Some young people feel pressured to follow academic routes or go to university. They proposed that parents should be given more information about apprenticeships and other vocational routes, to help them understand the value of such options.
- Young people told us that there is no time to focus on preparing for the world of work or careers. Some feel there is pressure to focus on exams and they would welcome opportunities outside of school to learn more about future career options.
- There is little awareness of the employment sectors on Islington's doorstep, particularly Tech City, and how organisations could creatively apply corporate social responsibility to stimulate the next generation.

## PREPARING FOR THE FUTURE WORLD OF WORK

- Some young people in Islington don't feel prepared with the skills needed to compete with others for jobs, or for the future of the world of work.
- Some organisations, such as **NESTA** question whether schools, colleges, universities and policymakers are prepared for the future of work.
- Research tells us that jobs and skills by 2030 will be shaped by:
  - Changes to technology which may create new jobs and ways of working
  - A young population with a different way of living and working to previous generations
  - Political and financial uncertainty
  - Using technology such as 3D printing
  - Working with networks of people both inside and outside an organisation
  - Changes to the way we work – flexible contracts, hours, workspaces and virtual interaction
- Research also tells us that, in the future, there will be more emphasis on social skills and creativity, including judgement, decision-making and technology design.

## TURNING THEIR IDEAS INTO BUSINESSES

- Some young people in Islington feel that there are not many opportunities to consider being an entrepreneur. Young people recognise that they would need money to help them at the start, but some young people are from families that are not in a position to help them with start-up funds.
- Research tells us that youth and adult entrepreneurship are very different. Young people have limited resources, or life and work experience. They face greater barriers than adults, which includes a lack of education about running a business, access to finance or start-up funding and business assistance and support.

## OUR CALL TO ACTION

### FAIR FUTURES OUTCOME: ALL CHILDREN AND YOUNG PEOPLE ARE PREPARED FOR WORK AND THE FUTURE OF WORK

We believe more young people could be better equipped for work and the future of work. There is currently a gap and an unequal approach for them.

## PREPARING FOR THE WORLD OF WORK

- 1.** Develop great experiences of the world of work. All Islington young people would benefit from at least 100 hours experience of the world of work by the time they reach the age of 16. Work experience should be a priority. (Islington Council, schools and businesses).
- 2.** Build on business talent and mentoring networks for young people. These should be for young people who do not have access through their family or social connections. There should also be a better focus on encouraging young people into other routes for work, such as turning their innovations and ideas into their own business. (Islington Council and its partners).
- 3.** Form an alliance for preparing young people for work and the future world of work. This should lead the way with creating opportunities for both young people who live and/or go to an Islington school. (Islington Council, schools, colleges, businesses, organisations such as the NCS and young people).
- 4.** Ofsted should prioritise careers education and advice in school inspections. We suggest Islington Council arranges a roundtable with the Government's Chief Inspector of Education, other local authorities, schools and employers to discuss a way forward to achieving this (Ofsted).

## WORKING WITH BUSINESSES AND EMPLOYERS

- 5.** Develop an Investors in Young People qualification for employers to encourage their contribution to preparing young people for the world of work. (Islington Council, businesses and young people).
- 6.** Create a connection with digital businesses of all sizes, including in Tech City, so that Islington young people access opportunities and support. (Islington Council and the Greater London Authority).

## SUPPORTING YOUNG PEOPLE

- 7.** Prepare young people with the skills they will need to secure jobs in the future, such as creativity, new ways of working and decision making. Equip schools and young people with up to date information about the future of the world of work, so that this informs careers education and choices. (Islington Council and schools).
- 8.** Explore a model that could be used to offer start-up grants to young entrepreneurs. This could be similar to what is known as a corporate social responsibility or incubator fund approach (Islington Council).
- 9.** Test how affordable workspaces with childcare facilities for young parents or parents with children could work. (Islington Council and affordable workspace providers).

## 6. **CONNECTED COMMUNITIES**

### **WHY THIS MATTERS**

Empowering children, young people and parents gives them the opportunity to determine their own future and support others.

Children and young people in Islington live in a global and diverse society, as well as different types of communities. Being part of the community is important as they grow up. The community influences their development. Young people also have an impact on their community.

There are situations where children, young people and parents can feel isolated from the community, leaving them feeling lonely or left on their own to cope. Research tells us that this can have an upsetting effect on individuals and the rest of the community.

Having few social networks and support, or feeling lonely, can affect someone's health, especially their mental health. It makes it harder to build willpower. It can lead to involvement in unhealthy, aggressive or criminal behaviour.

When people actively get involved in decisions and help shape the community, this helps to build healthy connected communities. This is also known as 'active citizenship' and 'social action'. It is a way of coming together to help improve lives and solve problems that are important to the community. The important thing is it also gives a sense of belonging to the community, builds skills, confidence and friendships. Children, young people and parents become part of the solution to what happens in the community.

## WHAT WE HEARD



Young adults are still noticeably

**less likely to vote** than older people

Turnout in the 2017 Islington Youth Council Election was **51%** – higher than in Islington’s 2014 local election of adult councillors.

Turnout for the Youth Council elections continues to grow



Young people are early adopters in all kinds of technological developments, with **90%** of 16–24 year olds in the UK owning a smart phone, compared to 18% of those aged 65+

**96%** used social networking sites



In 2017, **94%** of households in London had internet access

Nearly all households with children had an internet connection in the UK (98%)

**73%** of adults accessed the internet “on the go” using a mobile phone or smartphone



In the UK, **53%** of young people have felt depressed because they felt alone.

**48%** of 18–24 year olds say they often felt lonely

**47.6%** of 15 year olds in Islington reported that they’ve been bullied



Islington has a number of **opportunities** for young people and adults **to get involved in leading and responding to issues** they care about

## SOCIAL SKILLS AND SOCIAL BONDS

- Research tells us that if social skills are not developed in young people, this can lead to loneliness and poorer social and emotional health. Strong social bonds of trust in some communities act as a buffer to the impact of negative experiences.

## OPPORTUNITIES TO SHAPE THE COMMUNITY AND SOLVE PROBLEMS

- Adults said that there are a number of opportunities in Islington to get involved in shaping the community and services. But there is little co-ordination of these or advertising the opportunities to all. Sometimes there is little interaction between the groups set up by the Council and those set up in the community.

## PEER SUPPORT

- Research suggests that where peer support was used for severe mental illness, there was evidence of improved engagement, reduced emergency admissions, and improved feelings of hope and control for people supported by their peers.

## ONLINE AND DIGITAL TECHNOLOGY

- Young people are more likely than adults aged 25 and above to go online to find information and for social networking. 91% of young people aged 16 to 24 use the internet for social networking.
- Research suggests that online interaction can help young people with their social skills. But there needs to be further research to better understand the negative impact of social media on health.

- Health care services are using digital support more and more with interesting results. This support tends to be a combination of:
  - self-management
  - professionals guiding the support
  - real-time face to face interaction.
- Research tells us that a reason for parents using the internet for information and interaction is because of the weak support they may experience from their own relatives and friends. Sometimes it is because they want to reach out to others in a similar situation. The benefits of online networks for parents and carers included: the ability to get information around the clock, anonymity, sharing experiences, receiving general support, venting feelings and accessibility. A benefit for organisations was the opportunity to identify issues earlier, take action or improve a service offer.
- Most of the research available for online support for young people is mainly for health conditions. This research tells us that the online support may create a safe space for connecting with others in similar situations and share experiences. These online support groups happen with professional support. An example of this approach is [Big White Wall](#).
- For both young people and parents, online support helped them to share experiences, feelings and strategies for living with long-term conditions. It also helped to empower them when they interacted with healthcare professionals.

“ Why do I have to trek all the way to a building when you can just talk to me online. Sometimes I can't face going outside because of my anxiety ”

“ I'm not alone! My friend introduced me to an online group where we support each other. But sometimes you need someone there who actually knows..someone professional ”

“ Enabling young people to be more connected with family and friends, share common interests and creativity, be more involved in the community by being made aware of volunteering activities and political activism, have access to health information and support networks, are all positive impacts of social media **(Royal Society of Public Health 2017)** ”

## **CASE STUDY: REMOTE (SKYPE) CONSULTATIONS - NEWHAM DAWN**

In 2011, Newham Clinical Commissioning Group rolled out Skype appointments to help young people keep on top of their diabetes care. The Diabetes Appointments via Webcam in Newham (DAWN) scheme, a web-based follow up, reduced the number of young people who did not attend their appointments. Using readily available video conferencing software (Skype) made this a low-cost approach.

Data security and confidentiality regulations are made clear in the appointment agreement and patients are encouraged to consider their own privacy. The team produced guidance for use of Skype in clinical care with support from their technology department, using NHS guidance.

The scheme offers a regular clinic appointment on Skype for those patients who do not require physical examination. There is also a facility to seek advice through Skype messaging. This could be anything from advice on insulin dosage, confirming a lifestyle decision or requesting a conversation with a clinician if they have a concern. Clinicians respond to queries on the Skype message system in between appointments or after clinics. The clinicians found that this approach meant they could keep in touch with patients who might otherwise disengage or present later with complications.

## **OUR CALL TO ACTION**

### **FAIR FUTURES OUTCOME: YOUNG PEOPLE, PARENTS AND CARERS CAN LEAD CHANGE IN THEIR COMMUNITIES AND SUPPORT EACH OTHER**

We believe, with the right support and tools, young people, parents and carers can lead change and support in their communities.

- 1.** Join up youth leadership and social action opportunities. It should be clearer for young people and parents/carers about how they can get involved. Monitoring of the social and employment skills they gain from their involvement should take place (Islington Council, schools, health care services and other partners like the NCS).
- 2.** Consider social action as part of future contracts for services. For example, reserve part of the budget to fund youth peer support or parent champions. (Islington Council and NHS commissioners).
- 3.** Explore tried and tested digital technology to support young people and parents. Integrate this as part of the service or support offer for them. This could be Skype for follow up appointments, advice and guidance. Or this could be online peer support so that they can support others who are going through the same challenges. (Islington Council and health care services)

## 7. A CHILD-FRIENDLY PLACE TO LIVE AND GROW

### WHY THIS MATTERS

How a place or space looks, feels and is designed can have a direct impact on the physical, mental and social health of children and young people. Their experiences are shaped by where they live.

Children's social and emotional development is helped by places and spaces that stimulate their imagination, where they can explore and belong. It gives them an opportunity to have relationships with people of all ages in their neighbourhood. It also builds their relationship to the place they live in.

Making places and spaces needs the issues facing children and young people to be integrated in planning how these are designed. Places and spaces that are child-friendly can help children develop creative, social and emotional skills. It is more than just buildings, roads and parks – it is a learning opportunity. These needs could be met by seeing how these places and spaces are seen through their eyes.

Islington is a borough of lots of people and very little land, meaning space is hugely valuable to people and is under an enormous amount of pressure. The lack of space is something that affects how Islington can change to integrate children, young people and families' needs. We have to start thinking about other ways to meet need through small changes, such as the way we use an existing space, behaviour change or empowering communities.

## WHAT WE HEARD



Islington is densely populated and has the **least amount of green space** per person of all the London boroughs



**22%** of children in Year 6 do not have a healthy weight. The most common long term health conditions are **asthma, epilepsy and diabetes**



Islington has higher than average levels of air pollution



Islington has high accessibility to the public transport network

**61%** live in council or housing association homes



**11%** of children live in overcrowded housing (lower than the London average). Islington has a higher proportion of social rented stock than other London areas but demand is high

House prices are beyond the reach of the average family. In Islington, the average house price in 2014 was **£530,000**

The number of people on the housing waiting list for social rented housing over time in Islington has been growing. The average private sector rent in Islington for a 3 bedroom home was **£2,383**



## PLACES AND SPACES IN ISLINGTON

- How the places and spaces around them looks matters greatly to children and young people. It affects how they feel valued and how they feel around other young people and in themselves.
- Young people's "ends" matter. Living in a run-down area is a statement about them and is seen as a sign of the esteem that the council holds about them. How different neighbourhoods in Islington look makes young people from more deprived ends feel less valued in themselves.
- Some children and young people don't just use or play in spaces that are specifically designed for them. Their use of space has been linked to increasing use by the wider community. This can strengthen neighbourhood communication and bonds.
- Experiences in play spaces help children and young people develop competencies, such as assessing and managing risks.
- Some children and young people see parts of the borough – such as Upper Street and Tech City – as not for them.
- We saw some developments with a mixture of private and social housing that cut off access to open space to social housing tenants.
- The conflict between young and older people and the use of space can be an issue in a borough with such limited space.

**"The landscape has an impact on how you feel"**

“

Something as simple as taking down the ‘No Ball Games’ signs that litter our estates would automatically encourage more play on a child’s doorstep where they can meet with their friends and still be close by to parents and carers. It would get members of the community used to seeing children in public spaces, fostering intergenerational interaction and encouraging community members to look out for one another in different ways

”

- Children and young people’s voices are often absent from decisions about what to build and where and how it affects them. They should be involved at the earliest stages of the design, development and delivery of new and improved places and spaces across the borough.

“

We can continue to create better links between children’s services professionals, planners, developers and community leaders, making sure that adults understand the lived experience of children in Islington and the impact that their decisions have on children’s ability to travel and play

”

## TRAVEL AND SAFETY

- There are very good transport links in Islington.
- Some adults think much crime in Islington is committed by young people (whether to other young people or the wider general public). Most young people in Islington are not involved in criminal activity nor are victims of crime. But the impact of those who are affects how safe young people feel.
- Primary-aged children at some of our Adventure Playgrounds said that they hardly travelled or played out without their parents. Children and young people’s use of spaces is linked to what they think about the threat of traffic and crime in the area.
- Making people slowdown in areas where children are or play is positive. But there are several crossings which are confusing and potentially unsafe – such as the junction of Drayton Park and Holloway Road.
- How safe children and young people feel when making a journey affects whether they will go to a destination. This can change between day and night.
- ‘Gang lines’ are a serious barrier to travelling across Islington for young people who are affected by them.

“

...no one’s really safe, no matter where you go, who you are, if you are in the wrong area at the wrong time, and somebody sees you, then it could be your day...and that’s not right

”

“ I’ve grown up in Islington all of my life, on this estate. It was much worse before but people don’t realise that. The media and everyone over-hypes so it makes us feel unsafe ”

## HOUSING

- Research tells us that there is a link between children and young people’s home environment and their wellbeing – poor housing can affect long-term health conditions.
- The lack of space in the borough, increasing population and high levels of poverty has led to problems such as overcrowding and challenging living conditions for families. Overcrowding, housing conditions such as damp, air quality and limited access to outside space can make issues worse for children and young people with health problems such as asthma.
- Children and young people say that living in overcrowded homes often affects their ability to study.

- Some young people don’t see themselves remaining in Islington due to their potential ability to rent or buy and the cost of living. Where young people can no longer afford to live in Islington, this could lead to a brain drain which could be detrimental to local economic growth.
- Islington needs more homes that are truly affordable to rent or buy. But it is also a place with some of the highest property prices and private rents and with very little space left for development. The pressure to build more homes creates tensions with the size and height of properties and space for play, leisure and businesses.

“ Went into the million-pound complex across the road, it felt like kids in a candy store looking like rah, I’d really like to grow up and have one of these apartments. But it just de-motivates me. Just like, wow, they’ve just made us stay in the middle and look out at this and have to fantasise about that but not have the opportunities ”

## CASE STUDY: EUROSTAR HOMEWORK CLUB

As part of the [Urban Partners programme](#), Eurostar provides students from Maria Fidelis School with a place to do their homework after school. The Eurostar offices based in Kings Cross is an inspiring and peaceful space for students who live in overcrowded homes to focus on their studies. Since it began, the homework club has expanded to include individual tuition in subjects such as French. This partnership has supported students to improve their learning outcomes.

## OUR CALL TO ACTION

### FAIR FUTURES OUTCOME: CHILDREN AND YOUNG PEOPLE LIVE IN A SAFE COMMUNITY WITH SPACE TO GROW, LIVE AND PLAY

We believe places and spaces should be designed, sometimes with a child/youth 'lens', to provide children and young people with experiences to be healthy, safe, learn, play and connect with each other. This is an opportunity to create a sense of ownership for the place they live in.

## PLACES AND SPACES

1. Use the next version of the **Local Plan** to set out a vision and design for how Islington becomes a child-friendly place. This includes helping some of the recommendations in this section happen. (Islington Council)

### GOOD TO KNOW...

#### What is the Local Plan?

The Local Plan sets the priorities for developing an area, including what will and won't be allowed, and covers housing, commercial, public and private development, transport infrastructure and protection for the local environment.

2. Consult children and young people on major development proposals including social housing. This includes the way consultations are run to involve children and young people. It also includes feeding back about what has happened as a result of their views. The consultation design process timescales and methods should work for all. (Islington Council and private developers).
3. Change the culture and design of park spaces to create a welcome and inclusive playable landscape that is child and young person friendly. Design public spaces in ways that include and benefit all residents. (Islington Council).
4. A commitment to improve the basics of good quality surroundings including the visual appearance, safety, lighting and mix of use, particularly on Islington's estates, and in other parts of Islington. (Islington Council and its partners).
5. Use community development approaches for spaces where there are conflicting uses by young and older residents. One part of the community's gain should not be the other's loss. Try to build shared ways for using public space across the young, very young, adults and older people. (Council and its partners).
6. Parks and open spaces should be available for all without favouring one community group over another. Children and young people's presence and involvement should be welcomed and encouraged equally with adults. (Council and its partners).

## TRAVEL AND SAFETY

- 7.** Actively engage children, young people and families in planning the important transport and travel opportunities in Islington. (Islington Council).
- 8.** Create and consult children, young people and families on maps of walking and cycling routes. Take into account air pollution and road safety. Recognise the additional challenges posed by views about crime, gang lines, and other concerns. Where possible, try to design out and overcome these issues. Try to connect these networks to all schools, leisure centres and other key places for children and young people. (Islington Council).
- 9.** Explore how young people can raise concerns about their safety on Islington transport routes. (Transport for London and British Transport Police).
- 10.** Explore how young people can communicate concerns about their safety in particular places and spaces in Islington. This includes finding out the themes for the places where young people say they feel unsafe. This may help target action. Ask professionals working with young people to have this conversation with them regularly – for example, during assessments and visits. (Council and community services working with young people).
- 11.** Create ways for children and young people to send ideas about making places better and safer on an ongoing basis. This could be crowdsourcing ideas and similar to platforms such as Fill That Hole. (Islington Council).
- 12.** A commitment to organise more **Play Streets** and broaden these out to schools and estates. (Islington Council).

## HOUSING

- 13.** Develop housing options and approaches for young people growing up in Islington, that allow them to pursue education and work whatever their background (Islington council and other social housing landlords).
- 14.** Develop ways to reduce the impact of overcrowding for children and young people on their long-term health conditions and their education and employability opportunities. This could be drying or communal facilities and study space in libraries, leisure centres and business. (Islington council and other social housing landlords).
- 15.** Review signage on estates with children, young people and adults, such as the ‘No Balls Games’ signs. Use positive messages. Use the shared external environment and communal facilities to support health, play, physical activity and access to activities (Islington council and other social housing landlords).
- 16.** Create a community feel and ownership of both place and the community with young people by involving them in the design of housing and other development projects (Islington council and other social housing landlords).

## 8. ALLIANCES FOR AMBITIOUS AND FAIRER FUTURES

### WHY THIS MATTERS

Partnerships between public, business and community organisations are important because children and young people do not fit neatly under one organisation's influence. Their interests cut across council departments, health, police, businesses, education and others. It also cuts across other London areas.

Children and young people cannot vote. Adults make most of the decisions about them and for them. This questions who represents their interest when decisions about what everyone in Islington needs and how much money should be used to support them.

## WHAT WE HEARD

- Public and community organisations are facing hard choices because their funding continues to go down every year. Making changes to services and support when the pressures on public funding are intense is challenging.
- Adults believe that there could be a different way for leaders across the public, business and third sectors to invest in children and young people. This will require a rethink about how the democratic and accountability structure for children, young people and families works.
- Nationally there needs to be a focus on the importance of health and care for children and young people in the same way that it is now viewed for adults and older people.
- For the benefit of children, families and a thriving community, ambitious futures is a challenge that those involved in all areas of children and young people's lives must continue to invest in.

## OUR CALL TO ACTION

### **FAIR FUTURES OUTCOME: ISLINGTON HAS A STRONG COMMUNITY OF LEADERS THAT COME TOGETHER, COLLABORATE, INVEST AND DELIVER AMBITIOUS FUTURES WITH CHILDREN AND YOUNG PEOPLE, MAKING OUR COMMUNITY A GREAT PLACE TO GROW UP IN**

We believe Islington has many organisations, community groups and businesses who are passionate about children, young people and their families. If they collaborate, invest, think creatively and join together, Islington can achieve more and children and young people will have leaders who look out for their interests, are responsive to what matters to them and improve their futures.

- 1.** Develop an 'Islington Guarantee' or 'Promise for Young People' for those living and/or studying in Islington. It should be from birth to adulthood. It should set out the life and work skills, outcomes and support young people can expect or are entitled to at different stages of their lives (Islington Council and its partners)
- 2.** Build on the leadership that looks out for children and young people's interests, responding to what matters to them and improving their futures. The Islington Children's Trust Board should evolve to:
  - Organise opportunities, ideas and resources from different people, places and organisations.
  - Take forward these recommendations. It should lead the Guarantee and health and wellbeing investment and priorities for children.
  - Hold an annual Fair Futures Summit. This should check in on children and young people's experiences and what they need, progress on these recommendations and the future for learning, life and work skills. (Islington Council and its partners)
- 3.** Build on strengthening partnerships for young people using health or social care services, such as those with learning difficulties or disabilities, to help their independence. (Islington Council and its partners)

## 9. WHAT HAPPENS NEXT?

The Fair Futures Commission will only be a success if the answer to this question is 'change'. After listening to the real experiences of children and young people in Islington, we submit this report for the consideration of the Council and its partners. The Council should respond to the report before Summer 2018, setting out how it intends to meet the recommendations of the Commission.

Actions must be tailored for the appropriate equality groups such as disabled children and LGBTQIA young people, and other key groups of children and young people such as young carers, refugees and those in care. We would like to see plans for how the actions will be put in place to make sure that they happen.

## 10. THANK YOU FROM CARMEL LITTLETON, CORPORATE DIRECTOR OF CHILDREN, EMPLOYMENT AND SKILLS

A big thank you to all the children, young people and adults that contributed this report. I am grateful and indebted to all the Fair Futures Commissioners who have dedicated their time to listening to what is important to children and people growing up in Islington.

The Commission was supported by a range of people from different parts of the council and other organisations from the health, business and the social sectors. A number of young people and adults kindly provided access to their lived experiences, advice and their ideas. We owe you a special debt of gratitude.

My role at the council is to be a champion for children and young people, making sure that what they need to thrive is always on the agenda. I look forward to steering and creating opportunities across public, private and social sector organisations in response to what the Commission heard. My favourite part of this will be working with children, young people and the community to make these recommendations a reality.

## PEOPLE AND ORGANISATIONS WHO TOOK PART IN THE COMMISSION

Children from Awesome Adventure Play  
Islington Youth Councillors (2016-18)  
Young apprentices from Islington Council  
Young carers from Family Action Young Carers Service  
Young people and coaches from Arsenal in the Community  
Young people from Dragonhall  
Young people and staff involved in the research undertaken by Every Voice, Copenhagen Youth Project, Company Three, Eritrean Youth Project and Jobs-in-Mind (WRAP project)  
Young people from [Insert Name Here]  
Young people from the Children's Active Involvement Service  
A New Direction  
Abianda  
Afon Aur Ltd  
All Change  
Archimake  
Cheryl Pilliner-Reeves, Architectural Educator  
Argent LLP  
Arsenal Football Club - Arsenal in the Community  
Arts & Media School Islington  
Ash Sakula Architects  
Awesome  
Barnsbury Housing Association  
BDP  
Become  
Body & Soul  
CHANCE UK  
City and Islington College  
Crafts Council  
Cripplegate Foundation  
Cubitt Artists  
Cullinan Studio  
Deapul UK  
Dragonhall  
Electric Voice Theatre  
Eurostar International  
Every Voice, Race Equality Forum  
Family Action – SENDIAS and Young Carers Service  
Featherstone Young  
Fitzrovia Youth in Action  
Friends of the Rose Bowl  
Global Generation  
Green and Fortune  
Groundwork London  
Hanover Primary School  
Heads of Children's Centres  
Hyde Housing  
Alganesh Messele, Independent Social Researcher  
Inspire!  
Isledon Arts  
Islington and Shoreditch Housing Association  
Islington Business Board  
Islington Children and Young People's Voluntary Sector Forum  
Islington Children's Services Scrutiny Committee  
Islington Clinical Commissioning Group  
Islington Council, Adult and Community Learning  
Islington Council, Adult Social Care  
Islington Council, Arts and Culture  
Islington Council, Business Engagement and Employment Support  
Islington Council, Chief Executive's Unit  
Islington Council, Early Help for Families  
Islington Council, Early Years and Childcare  
Islington Council, Economic Development  
Islington Council, Environmental Health  
Islington Council, Finance  
Islington Council, Finance Operations and Customer Service  
Islington Council, Greenspace and Leisure  
Islington Council, Homes and Communities

Islington Council, Housing Strategy and Needs  
 Islington Council, Human Resources  
 Islington Council, Islington Autism Project  
 Islington Council, Learning and Schools  
 Islington Council, Libraries and Heritage  
 Islington Council, Planning and Development  
 Islington Council, Play and Youth Commissioning  
 Islington Council, Post-16 Progression  
 Islington Council, Public Health  
 Islington Council, Public Protection  
 Islington Council, Pupil Services  
 Islington Council, Safeguarding and Family Support  
 Islington Council, School Improvement  
 Islington Council, Transport Planning  
 Islington Council, Youth and Communities  
 Islington Council, Youth Employment  
 Islington Council, Youth Offending Service  
 Islington Council/CCG, Children's Health Commissioning  
 Kirsty Fay and her young daughter, (formerly) Islington Council, Chief Executive's Unit  
 Fiona Horigan, (formerly) Islington Council, Early Years and Childcare  
 Karen Montgomerie, (formerly) Islington Council, Planning and Development  
 Islington Health and Wellbeing Board  
 Islington Housing Partnership  
 Islington Partnership Board  
 Islington Play Association  
 Jane Briginshaw, Janebriginshawassociates  
 Jobs in Mind  
 Joseph Homes  
 Little Angel Theatre  
 London Village Network  
 London Youth  
 Mary's  
 Metropolitan Police  
 Music Centre London  
 Open City  
 Park Theatre  
 Peabody Housing  
 Pollard Thomas Edwards  
 Powerful Media  
 Refugee Therapy Centre  
 Reluctantly Brave  
 Rhys Farthing, Researcher  
 Rinova Ltd - Ep Dem Labs Project  
 Robert Hylton  
 Samuel Rhodes School  
 Scarabeus Aerial Theatre  
 Seventh Generation Arts  
 Slaughter and May  
 Solace Womens Aid  
 Space for Childhood  
 Spear Islington Trust  
 The BIG Alliance  
 The Brandon Centre  
 The Careers and Enterprise Company  
 The Courtyard  
 The Garden Classroom  
 The Hyde Group  
 The Maples/Dramatize/TRAF/Culpeper Gardens/Primavolta  
 The Peel  
 The Spitz  
 Union Chapel Project  
 Urban Design London  
 Urban Partners  
 Vinspired  
 Whittington Health NHS Trust  
 Youth Employment UK  
 Dinah Bornat, ZCD Architects

**Fair Futures Commission Project Team**

Tania Townsend  
 Rose Yorke-Barber  
 Stephen Suggate-Francis  
 Matthew Beevor  
 Jason Strelitz  
 Angelina Taylor  
 Michele Chew  
 Polly Kwok  
 Ian Sandford  
 Ashley Mitchell

## 11. INFORMATION WE USED WRITTEN BY OTHERS (REFERENCES)

### Summary insights and presentations from:

2017 Health and Wellbeing Survey in Islington Schools

Fair Futures Commission – Conversations with young carers, LGBTQIA young people, young apprentices at Islington Council, young adults who grew up in Islington

Fair Futures Commission – Launch event

Fair Futures Commission – Place Summit including presentations from Dinah Bornat, Rys Farthing, Ryan, Rory Olcayto, Louise Barnell and Andre Schott

Fair Futures Commission – Place Youth and parent-led walking tours

Fair Futures Commission – #FairFuturesHack event (Their Ambitions, Our Future)

Previous conversations about young carers, children and young people's mental health, mothers and employment, children and young people with disabilities, Families First Early Help services, Islington's looked after children and care leavers.

Snapshot data on vulnerable children and young people

Snapshot of vulnerable adolescents presented to Islington Council's Children's Services Scrutiny Committee (January 2017)

ViewPoints received from Christine Lehmann (Islington Council) and Andrew Bedford (Islington Council)

### Chapter 3: Children, young people and families in Islington

Bright Start Islington: <http://bit.ly/2EuBRIGHT>

Department for Education. (2016) *Schools, pupils and their characteristics: January 2016 – Cross-border movement local authority tables: SFR20/2016*. [online]. Available at:

<http://bit.ly/2Gd4Rav>

Every Voice. (2017). *Fair Futures Commission: How Fair? Submission of evidence and recommendations for Islington's Fair Futures Commission*

Five Ways to Wellbeing: <http://bit.ly/2EDzWELL>

Islington Clinical Commissioning Group and Islington Council. (2015). *Children and Young People's Health Strategy 2015 – 2020*. [online]. Available at: <http://bit.ly/2ErRqXV>

Islington Council. (2015). *Giving Children The Best Start in Life: Prevention and Early Intervention Strategy 2015 – 2025*

Islington Council. (2015). *Vulnerable Children Needs Assessment 2014*

Izzy-info: <http://bit.ly/2GIZZI>

Jones, A. (2017). *Briefing: Resolution Foundation Living Standards Audit 2017*. Local Government Information Unit

Kaizen Partnership and Islington Giving. (2016). *Making the most of free time: a consultation with Islington's young people*. [online]. Available at: <http://bit.ly/2GfX9wz>

Office for National Statistics. (2016). *Population estimates – local authority based by five year age band*. [online]. Available at: <https://www.nomisweb.co.uk>

Office for National Statistics. (2011). *Proportion of population (3+) who speak different languages*. [online]. Available at: <http://bit.ly/2GaSwna>

## Chapter 4: 21st century skills for growing up

- Bellis, M., Bennett, A., Hughes, K. and Perkins, C. (2012). *Promoting People, Protecting Health: A Public Health Approach to Violence Prevention for England*. Department of Health
- Brown, D. and Trigg, N. (2017). *Mental Health: 10 charts on the scale of the problem*. [online]. Available at: <http://www.bbc.co.uk/news/health-41125009>
- BTEC First Children's Care, Learning and Development. *Understanding Children's Development*. Available at: <http://bit.ly/2BYFhYK>
- Coleman J. (2014). Understanding adolescence: Chart. [online]. Available from: <http://bit.ly/2BYxll8>
- Children's Commissioner. (2017). *Children's Voices: A review of evidence on the subjective wellbeing of children involved in gangs in England*. [online]. Available at: <http://bit.ly/2BYRiP>
- Early Intervention Foundation. (2015). *Preventing Gang and Youth Violence: A review of risk and protective factors*. Available at: <http://bit.ly/2F14EIF>
- Every Voice. (2017). *Fair Futures Commission: How Fair? Submission of evidence and recommendations for Islington's Fair Futures Commission*
- Felitti V, Anda R, Nordenberg D, Williamson D, Spitz A, Edwards V, et al. Relationship of Childhood Abuse and Household Dysfunction to Many of the Leading Causes of Death in Adults. *American Journal of Preventative Medicine*. May 1998. 14(4): 245–258
- Ford K, Butler N, Hughes K, Quigg Z, Bellis M A. (2016). *Adverse Childhood Experiences (ACE) in Hertfordshire, Luton and Northamptonshire*. [online]. Available at: <http://bit.ly/2BugVVK>
- Gutman L., Brown J., Akerman R. and Obolenskaya P. (2010). *Change in wellbeing from childhood to adolescence: risk and resilience*. [online]. Available at: <http://discovery.ucl.ac.uk/10019040/>
- Hagell, A., Shah, R. and Coleman, J. (2017). *Key Data on Young People 2017*. London: Association for Young People's Health
- Hair E, Jager J, Garrett S. (2002). *Helping Teens Develop Healthy Social Skills and Relationships: What the Research Shows about Navigating Adolescence*. *Child Trends Research Brief*. [online]. Available at: <http://bit.ly/2ErFF4u>
- Hanson, E. and Holmes, D. (2014) *That Difficult Age: Developing a more effective response to risks in adolescence: Evidence Scope*. [online]. Available at: <http://bit.ly/2CkRiP>
- Health and Social Care Information Centre. (2015). *What About Youth Survey by borough*. [online]. Available at: <http://fingertips.phe.org.uk/what-about-youth>
- Islington Council. (2017). *Education in Islington 2016 – Annual Report*
- Islington Council. (2017). *Working Together for a Safer Islington*
- Islington Clinical Commissioning Group and Islington Council. (2017). *Islington CAMHS Transformation Plan 2017 Refresh*. [online]. <http://bit.ly/2ErCCG>
- Islington Clinical Commissioning Group and Islington Council. (2017). *Islington CAMHS Health Equity Audit*. [online]. Available at: <http://bit.ly/2ErCCG>
- The Institute for Human Services for The Ohio Child Welfare Training Program. (2007). *Developmental Milestone Chart*. Available at: <http://bit.ly/2BXLzYT>
- Institute of Education. (2013). *The impact of non-cognitive skills on outcomes for young people – Literature review*. Available at: <http://bit.ly/2CkUIOE>
- Masten A, Best K, Garmezy N. Resilience and development: Contributions from the study of children who overcome adversity. *Institute of Child Development*. <http://bit.ly/2ErQNK5>
- Mental Health Taskforce. (2016). *The Five Year Forward View for Mental Health*. [online]. Available at: [www.england.nhs.uk/mentalhealth/taskforce](http://www.england.nhs.uk/mentalhealth/taskforce)
- McNeil, B., Reeder, N. and Rich, J. (2012). *A framework of outcomes for young people*. The Young Foundation [online]. Available at: <http://bit.ly/2GfllYF>

- Money Advice Service. (2016). *Young Adults' Financial Capability*. [online]. Available at: <http://bit.ly/2nZLriX>
- Public Health England. (2016). *Health matters: giving every child the best start in life*. Available at: <http://bit.ly/2Gd6IMv>
- Public Health England. (2016). *The Mental Health of Children and Young People in London*. [online]. Available at: <http://bit.ly/2ED4itJ>
- Prilleltensky I, Nelson G, Peirson L. (2001). *The Role of Power and Control in Children's Lives: An Ecological Analysis of Pathways toward Wellness, Resilience and Problems*. J. Community Appl. Soc. Psychol., 11: 143-158
- Russell S, Ryan C, Toomey R, Diaz R, Sanchez J. *Lesbian, gay, bisexual, and transgender adolescent school victimization: implications for young adult health and adjustment*. J Sch Health 2011 May; 81(5):223-30
- Save the Children. (2012). *Closing the Achievement Gap in England's Secondary Schools*. Available at: <http://bit.ly/2EEcmue>
- Whitebread, D. (2012). *The importance of play*. Available at: <http://bit.ly/2BsMP5c>

## Chapter 5: 21st century skills for work and the future of work

- Armstrong, H., Bakhshi, H. and Schneider, P. (2017). *The Future of Skills: Trends impacting on UK employment in 2030*. [online]. Available at: <http://bit.ly/2ErlDyJ>
- Bakhshi, H., Downing, J., Osborne, M. and Schneider, P. (2017). *The Future of Skills: Employment in 2030*. [online]. Available at: <http://bit.ly/2BYHKCt>
- Department for Education. (2017). *Proportion of 16-17 year olds recorded in education and training, June 2017*. [online]. Available at: <http://bit.ly/2EsE1yZ>
- Department for Education. (2018). *SFR01/2018: GCSE and equivalent results in England 2016/17 (Revised)*. [online]. Available at: <http://bit.ly/2BvKFSr>
- Every Voice. (2017). *Fair Futures Commission: How Fair? Submission of evidence and recommendations for Islington's Fair Futures Commission*
- Islington Council. (2017). *Education in Islington 2016 – Annual Report*
- London Councils. (2015). *London Ambitions: Shaping a Successful Careers Offer for All Young Londoners*
- O'Connell, M. and Torii, K. (2017). *Preparing Young People for The Future of Work*. [online]. Available at: <http://bit.ly/2HhJpCQ>
- UK Commission for Employment and Skills. (2014). *The Future Of Work: Jobs and Skills in 2030*. [online]. Available at: <http://bit.ly/2Ge6G7p>

## Chapter 6: Connected communities

- ACEVO. (2016). *Coming in from the cold: Why we need to talk about loneliness among our young people*. [online]. Available at: <http://bit.ly/2sva6R8>
- Barnfather A, Stewart M, Magill-Evans J, Ray L, Letourneau N. *Computer-Mediated Support for Adolescents with Cerebral Palsy or Spina Bifida*. Computers Informatics Nursing. January-February 2011. 29(1):24-33
- Barak A, Dolev-Cohen M. *Dose activity level in online support groups for distressed adolescents determine emotional relief*. Counselling & psychotherapy research. September 2006. 6(3):186-190
- Benlafqih T. *Has social media made young people better citizens?* World Economic Forum. January 2015 Available at: <http://bit.ly/2015nW6>
- Berkshire Healthcare NHS Foundation Trust. *Support, Hope and Recovery Online Network (ShaRON)*. [Presentation]

- Beyond Differences. *The Health Consequences of Social Isolation*. [online]. Available at: <http://bit.ly/2Gc25m8>
- Big White Wall: <http://bit.ly/2ErBWW>
- Bradshaw D, Jay S, McNamara N, Stevenson C, Muldoon O. *Perceived discrimination amongst young people in socio-economically disadvantaged communities: Parental support and community identity buffer (some) negative impacts of stigma*. British Journal of Developmental Psychology. Available from: <http://bit.ly/2EEd0YG>
- Bywater T. *A social ecological, relationship-based strategy for parent involvement: Families and Schools Together (FAST)*. Journal of Children's Services. Available at: <http://bit.ly/2Cmfkye>
- Buckingham D. *Youth, Identity, And Digital Media*. Edited by David Buckingham. The John D. and Catherine T. MacArthur Foundation Series on Digital Media and Learning. Cambridge, MA: The MIT Press
- Dodsworth J, Bailey S, Schofield G, Cooper N, Fleming P, Young J. *Internet Technology: An Empowering or Alienating Tool for Communication between Foster-Carers and Social Workers?* British Journal of Social Work. 1 June 2013. 43(2): 775–795
- Every Voice. (2017). *Fair Futures Commission: How Fair? Submission of evidence and recommendations for Islington's Fair Futures Commission*
- Grimm R, Dietz N, Spring K, Arey K, Foster-Bey J. *Building Active Citizens: The Role of Social Institutions in Teen Volunteering*. Youth Helping America. Available at: <http://bit.ly/2EEoN9g>
- Health and Social Care Information Centre. (2015). *What About Youth Survey by borough*. [online]. Available at: <http://fingertips.phe.org.uk/what-about-youth>
- Henn M, Foard N. *Young people, political participation and trust and in Britain*. Nottingham Trent University. Available at: <http://bit.ly/2HgKURu>
- King K, Vidourek R, Davis B, McClellan W. *Increasing Self-Esteem and School Connectedness Through a Multidimensional Mentoring Program*. Journal of School Health. September 2002. 72(1):294–299
- Kirk S, Milnes L. *An exploration of how young people and parents use online support in the context of living with cystic fibrosis*. Health Expect. April 2016. 19(2):309–21
- Kowaleski-Jones L. *Staying Out of Trouble: Community Resources and Problem Behavior Among High-Risk Adolescents*. May 2000. 62(2):449–464
- Laird R, Jordan K, Dodge K, Pettit G, Bates J. *Peer rejection in childhood, involvement with antisocial peers in early adolescence, and the development of externalising behaviour problems*. Dev Psychopathol. 2001. 13(2):337–354
- Matthews H. *Citizenship, Youth Councils and Young People's Participation*. Journal of Youth Studies. 2001. 4(3):299–318
- Ohlin J, Heller A, Byrne S, Keevy N. *How young people participate in civic activities using internet and mobile technologies*. National Youth Affairs Research Scheme 2010. Available at: <http://bit.ly/2GfZMOX>
- Office for National Statistics. (2017). *Internet Access – Households and Individuals – 2017*. [online]. Available at: <http://bit.ly/2nZsGfu>
- Plantin L, Daneback K. *Parenthood, information and support on the internet. A literature review of research on parents and professionals online*. BMC Family Practice. Available at: <http://bit.ly/2EpZsfQ>
- Print M. *Citizenship education and youth participation in democracy*. British Journal of Educational Studies. September 2007. 55(3):325–345
- Rice E, Stein J, Milburn N. *Countervailing social network influences on problem behaviours among homeless youth*. Journal of Adolescence. October 2008. 31(5): 625–639
- Sawyer M, Reece C, Bowering K, Jeffs D, Sawyer A, Mittinty M et al. *Nurse-Moderated Internet-Based support for new mothers: non-inferiority, randomised controlled trial*. J Med Internet Res. 2017 Jul 24;19(7): e258

Schmidt, M. and Rich, M. *Media and Child Health*. Pediatrics in Review. August 2006. 27 (8). Available at: <http://bit.ly/2EtIjTS>

Simons-Morton B, Crump A, Haynie D, Saylor K. *Student-school bonding and adolescent problem behaviour*. Health Education Research. 1 February 1999. 14(1):99-107

Smith, R. E., & Smoll, F. L. (1990). *Self-esteem and children's reactions to youth sport coaching behaviors: A field study of self-enhancement processes*. Developmental Psychology, 26(6), 987-993. <http://bit.ly/2EiWuXk>

South East Clinical Network for Children and Young People. (2016). *Harnessing digital technologies to improve children and young people's mental health*. [Conference papers]

Strickland M, Quille T, Griffin R, Stuart E, Bradshaw C, Furr-Holden D. *Community Violence and Youth: Affect, Behaviour, Substance Use and Academics*. Clin Child Fam Psychol Rev. June 2009. 12(2):127-156

Tatum, B. *Family Life and School Experience: Factors in the Racial Identity Development of Black Youth in White Communities*. Journal of Social Issues. 11 February 2005. Available at: <http://bit.ly/2Gc2ViM>

## **Chapter 7: A child-friendly place to live and grow**

Bicket, M, et al. (2015). *Children's Independent Mobility: an international comparison and recommendations for action*. [online]. Available at: <http://bit.ly/2EoRVOh>

Environment and Urbanization. (2002). *Building better cities with children and youth*. [online]. Available at: <http://bit.ly/2Cmflga>

Every Voice. (2017). *Fair Futures Commission: How Fair? Submission of evidence and recommendations for Islington's Fair Futures Commission*

Islington Play Streets: <http://bit.ly/2BuhPLAY>

Travlou, P. (2003). Teenagers and Public Space: Literature Review. [online]. Available at: <http://bit.ly/2Ge4igK>

Travlou, P, Eubanks Owens, P, Ward Thompson, C & Maxwell, L (2008). 'Place mapping with teenagers: locating their territories and documenting their experience of the public realm' Children's Geographies, vol 6, no. 3, pp. 309 – 326

Urban Partners Programme: <http://bit.ly/2suHOMEWORK>

## 12. THE FULL LIST OF RECOMMENDATIONS AND WHO CAN MAKE THESE HAPPEN

Call to action	Organisations who play a part in making these happen					
	Islington Council	Health	Schools	Businesses	Social sector	Other
<b>21st century skills for growing up</b>						
We ask Islington Council, health care and early childhood services for a commitment to building on Bright Start Islington for children aged 0 – 5	X	X			X	Early years private, voluntary and independent providers
Being healthy, social skills and self-confidence happen when children play as babies or in their primary school years. Outdoor and adventurous play with nature are important too. We ask the Council and organisations working with young children for a commitment to building life skills in the primary school years and developed through play – in adventure playgrounds, parks, leisure centres and play streets. <b>Actions could include:</b> <ul style="list-style-type: none"> <li>Renewing and making the Islington Play Offer visible – in one place – to young children and parents. The offer may include informal childcare at play settings during the school holidays</li> </ul>	X				X	
We ask the Council and other organisations – like the police and schools – for a commitment to empower young people to support each other. This may help young people who got through their challenges to support others in similar situations. This may help young people who got through their challenges to support others in similar situations	X	X	X		X	Metropolitan Police
We ask Islington Council to lead the way and use their staff volunteering programme to recruit staff to ‘community /real/goal model’ roles. Invite local businesses and community leaders to take part	X					
We ask Islington Council and other public and community organisations to explore a co-ordinated way to support young people to build their abilities and tackle past experiences. This should empower them socially, emotionally and develop their thinking and reasoning skills	X	X	X		X	
We ask the Government to make learning about money, healthy relationships, the political system, physical and emotional health, cultural awareness and personal safety statutory. Time should be set aside in every school’s timetable and in youth work services						Central Government (Department for Education and Department for Culture, Media and Sport)
We ask Islington Council, organisations such as the National Citizenship Service, universities, housing and schools to work together and pledge practical ways to teach Islington’s young people how to live independently and prepare for managing a home and their money	X		X		X	National Citizenship Service Social housing landlords Universities

Call to action	Organisations who play a part in making these happen					
	Islington Council	Health	Schools	Businesses	Social sector	Other
<b>21st century skills for growing up</b>						
<p>We ask Islington Council, health care services, schools and other groups to develop ways that empower children and young people to manage their feelings and emotions.</p> <p><b>Actions could include:</b></p> <ul style="list-style-type: none"> <li>▪ safe and clear spaces for friends to flag when a young person they know may be struggling. This could also be for young people to go for support to manage their emotions and feelings. Make this a youth-led approach similar to <b>You're Welcome for health services</b>. Spaces could be in schools, pop-ups in youth hubs, businesses and Islington Council buildings</li> <li>▪ support children and young people to feel good by connecting them to <b>'Five Ways to Wellbeing'</b> opportunities, for example: <ul style="list-style-type: none"> <li>▪ Connect – see friends, talk to family, get involved in a youth group</li> <li>▪ Keep Learning and Be Creative – read or learn a new activity for fun, join a library, draw, paint, act, play</li> <li>▪ Be active – walk, cycle, play sports, swim, dance</li> <li>▪ Take Notice – mindfulness meditation, yoga</li> <li>▪ Give – volunteer, get involved in community or youth-led activities or campaigns.</li> </ul> </li> <li>▪ training for staff in schools on how to identify and support children and young people to manage their emotions and feelings</li> <li>▪ create a calm and peaceful reflection space in a local park for young people and families when faced with difficult and challenging times such as bereavement</li> <li>▪ explore how digital technology can support young people to manage their feelings and emotions</li> </ul>	X	X	X		X	
<p>The Clinical Commissioning Group is the local organisation which plans and decides on health care services. Social action is about coming together with other people to solving social problems in the community. Social prescription is another way of linking young people with community activities and services. We ask the Islington Clinical Commissioning Group to consider linking young people to social action by using social prescriptions together with medical approaches to mental health. For example, a doctor would signpost a young person to community activities, group or services to help them improve their mental health</p>		X				
<p>Train those who work with young people about mental health first aid, and ways that respond to children and young people's past negative experiences and events</p>	X	X				
<p>Support young people to have the skills and understanding about mental health and asking for help</p>	X	X				
<p>In organisations, consider mental health awareness training for staff who manage young people such as apprentices and young adults</p>	X	X		X		
<p>Review <b>lizzy-info</b> for what's needed for an online one stop shop</p>	X					Islington Youth Council
<p>We ask schools for a commitment to opening up school buildings as a resource for young people to use when the school day finishes or during the school holidays. Some schools do this already and could support other schools to make it happen</p>			X			

Call to action	Organisations who play a part in making these happen					
	Islington Council	Health	Schools	Businesses	Social sector	Other
<b>21st century skills for work and the future world of work</b>						
<p>We ask Islington Council, schools and businesses to develop great experiences of the world of work. All Islington young people would benefit from at least 100 hours experience of the world of work by the time they reach the age of 16. Work experience should be a priority.</p> <p><b>Actions could include:</b></p> <ul style="list-style-type: none"> <li>a clear roadmap for gaining the experiences of the world of work</li> <li>clarifying what meaningful work experience is e.g. the core set of non-industry specific outcomes and skills to be achieved through work experience placements</li> <li>guidance for employers on offering meaningful, structured placements</li> <li>a role description for placements</li> <li>coupling work experience with the specific options students pick for GCSE</li> <li>an approach accessible to young people either living in Islington and/or studying in Islington schools</li> <li>flexible models of work experience placements (e.g. not only traditional one week blocks, but could be one day/week, offered as part of curriculum, done during school holidays etc)</li> <li>access to digital portfolio platforms so that Islington young people and students can connect with employers, build their CV, receive references and testimonials, connect to their alumni and connect to work experience placements</li> </ul>	X		X	X		
<p>We ask Islington Council and its partners to build on business talent and mentoring networks for young people. These should be for young people who do not have access through their family or social connections. There should also be a better focus on encouraging young people into other routes for work, such as turning their innovations and ideas into their own business.</p> <p><b>Actions could include:</b></p> <ul style="list-style-type: none"> <li>a focus on specific industries such as culture, creativity, digital or STEM (Science, technology, engineering, and mathematics) careers</li> <li>connecting young people with entrepreneurs to learn from them</li> </ul>	X		X	X	X	
<p>We ask Islington Council in conjunction with schools, further education, businesses, organisations such as the NCS and young people to form an alliance for preparing young people for work and future of work. This should champion and lead the way with turning information about the future of work into local action, creating opportunities for both young people who live and/or go to an Islington school and working differently to develop young people's employability and entrepreneurial skills. It could also oversee the approach to talent and business networks</p>	X		X	X	X	National Citizenship Service Further Education settings Universities Young people
<p>We ask Ofsted to prioritise careers education and advice in school inspections. We suggest Islington Council arranges a roundtable with the Government's Chief Inspector of Education, other local authorities, schools and employers to discuss a way forward to achieving this</p>	x					Ofsted

Call to action	Organisations who play a part in making these happen					
	Islington Council	Health	Schools	Businesses	Social sector	Other
<b>21st century skills for work and the future world of work</b>						
<p>We ask Islington Council, businesses and young people to develop an Investors in Young People qualification for employers to encourage their contribution to preparing young people for the world of work.</p> <p><b>Actions could include:</b></p> <ul style="list-style-type: none"> <li>incentives for employers who prioritise efforts to train and equip young people with skills for work</li> </ul>	X			X		Young people
<p>We ask Islington Council to create a connection with digital businesses of all sizes, including in Tech City, so that Islington young people access opportunities and support</p>	X			X		
<p>We ask Islington Council and schools to prepare young people with the skills they will need to secure jobs in the future, such as creativity, new ways of working and decision making.</p> <p><b>Actions could including:</b></p> <ul style="list-style-type: none"> <li>Equipping schools and young people with up to date information about the future of the world of work, so that this informs careers education and choices</li> </ul>	X		X			
<p>We ask Islington Council to explore a model that could be used to offer start-up grants to young entrepreneurs. This could be similar to what is known as a corporate social responsibility or an incubator fund approach</p>	x			X	X	
<p>We ask Islington Council and affordable workspace providers to test how affordable workspaces with childcare facilities for young parents or parents with children could work</p>	X					Affordable workspace providers
<b>Connected communities</b>						
<p>We ask Islington Council, together with schools, NHS and other partners to join up youth leadership and social action opportunities. It should be clearer for young people and parents/carers about how they can get involved. Monitoring of the social and employment skills they gain from their involvement should take place.</p> <p><b>Actions could include:</b></p> <ul style="list-style-type: none"> <li>a central online 'opportunities' point for young people or parents to register for these opportunities</li> <li>equal access to opportunities for children, young people, parents and carers to creatively get involved at different levels (from being a young advisor, parent champion, on a school council or youth councillor to responding to consultations, designing new services and involvement in focus groups). This includes appropriate reward and recognition</li> <li>opportunities to crowdsource ideas with children, young people and families using digital and online platforms</li> <li>publishing consultation and engagement results and guidelines on techniques</li> <li>a commitment for new policy and commissioning projects to include co-production in either the development or delivery of services particularly children, young people or parents/carers with 'hidden voices'</li> </ul>	X	X	X		X	

Call to action	Organisations who play a part in making these happen					
	Islington Council	Health	Schools	Businesses	Social sector	Other
<b>Connected communities</b>						
We ask Islington Council and NHS commissioners to consider social action as part of future contracts for services. For example, reserve part of the budget to fund youth peer support or parent champions	X	X				
We ask Islington Council and NHS services that support young people, parents and carers to explore tried and tested digital technology as part of the service or support offer for them. <b>Actions could include:</b> Enabling young people, parents and carers to: <ul style="list-style-type: none"> <li>use technology such as Skype for follow up appointments, advice and guidance in circumstances where a young person or parent do not have to be seen or examined. This excludes social care where a child must always be seen</li> <li>use online peer support so that they can support others who are going through the same challenges</li> </ul>	X	X				
<b>A child-friendly place to live and grow</b>						
We ask Islington Council to use the next version of the <a href="#">Local Plan</a> to set out a vision and design for how Islington becomes a child-friendly place. This includes helping some of the recommendations in this section happen	X					
We ask Islington Council and private developers to consult children and young people at the earliest stages of the design, development and delivery of major development proposals including social housing. This includes the way consultations are managed and run to involve children and young people. It also includes feeding back about what has happened as a result of their views. The consultation design process timescales and methods should work for all	X					Private developers
We ask Islington Council to change the culture and design of park spaces to create a welcome and inclusive playable landscape that is child and young person friendly. Design public spaces in ways that include and benefit all residents	X					
We ask Islington Council and its partners for a commitment to improve the basics of good quality surroundings including the visual appearance, safety, lighting and mix of use, particularly on Islington's estates, and in other parts of Islington	X					Social housing landlords
We ask that community development approaches are used for spaces where there are conflicting uses by young and older residents. One part of the community's gain should not be the other's loss. Try to build shared ways for using public space across the young, very young, adults and older people	x					
We ask Islington Council to actively engage children, young people and families in planning the important transport and travel opportunities in Islington	X					

Call to action	Organisations who play a part in making these happen					
	Islington Council	Health	Schools	Businesses	Social sector	Other
<b>A child-friendly place to live and grow</b>						
We ask Islington Council to create and consult children, young people and families on maps of walking and cycling routes. Take into account air pollution and road safety. Recognise the additional challenges posed by views about crime, gang lines, and other concerns. Where possible, try to design out and overcome these issues. Try to connect these networks to all schools, leisure centres and other key places for children and young people	X					
We ask Transport for London and the British Transport Police to explore how young people can raise concerns about their safety on Islington transport routes						Transport for London British Transport Police
We ask services working with young people to explore how young people can communicate concerns about their safety in particular places and spaces in Islington. This includes identifying any themes regarding places where young people say they feel unsafe as a way to target interventions and/or ask professionals to explore this as routine when working with young people	X	X	X		X	
We ask Islington Council to create ways for children and young people to send ideas about making places better and safer on an ongoing basis. This could be crowdsourcing ideas and similar to platforms such as Fill That Hole	X					
We ask Islington Council for a commitment to organise more <b>Play Streets</b> and broaden these out to schools and estates	X					
We ask Islington Council and other social housing landlords to develop housing options and approaches for young people growing up in Islington, that allow them to pursue education and work whatever their background	X					Social housing landlords
Develop ways to reduce the impact of overcrowding for children and young people on their long-term health conditions and their education and employability opportunities. <b>Actions could include:</b> <ul style="list-style-type: none"> <li>■ Drying or communal laundry facilities or the design/redesign of flats to minimise the development of damp which affects conditions such as asthma</li> <li>■ Enabling access to good study space in places such as libraries, leisure centres and businesses</li> <li>■ Exploring a fund to mitigate the impact of overcrowding for children, young people and families</li> </ul>	X					Social housing landlords
We ask Islington Council and other social housing landlords to review signage on estates with children, young people and adults, such as the 'No Balls Games' signs. Use positive messages. Use the shared external environment and communal facilities to support health, play, physical activity and access to activities	X					Social housing landlords
We ask Islington Council and other social housing landlords to create a community feel and ownership of both place and the community with young people by involving them in the design of housing and other development projects	X					Social housing landlords

Call to action	Organisations who play a part in making these happen					
	Islington Council	Health	Schools	Businesses	Social sector	Other
<b>Alliances for ambitious and fairer futures</b>						
<p>We ask Islington Council and its partners to develop and communicate an 'Islington Guarantee' or 'Promise for Young People' for those living and/or studying in Islington. It should be from birth to adulthood. It should set out the life and work skills, outcomes and support young people can expect or are entitled to at different stages of their lives.</p> <p><b>Actions could include:</b> linking to a concessions card which includes discounts or access to local attractions, culture, leisure including cinema, sport, libraries, museums, etc</p>	X	X	X	X	X	
<p>Build on the leadership that looks out for children and young people's interests, responding to what matters to them and improving their futures. The Islington Children's Trust Board should evolve to:</p> <ul style="list-style-type: none"> <li>▪ Organise opportunities, ideas and resources from different people, places and organisations.</li> <li>▪ Take forward these recommendations. It should lead the Guarantee and health and wellbeing investment and priorities for children.</li> <li>▪ Hold an annual Fair Futures Summit. This should check in on children and young people's experiences and what they need, progress on these recommendations and the future for learning, life and work skills</li> </ul>	X					
<p>We ask Islington Council and its partners to build on strengthening partnerships for young people using health or social care services, such as those with learning difficulties or disabilities, to help their independence</p>	X	X	X		X	



