

Corporate Parenting Strategic Plan – Project Plan Jan 2024

Ref	Aim/Outcome	Actions	Success measure	Lead	When	Milestones
1.	Healthy (Lead Sam McVeigh)					
1.1	Children have and contribute to a full and meaningful health record from throughout the time they have been in our care.	Further develop the health passport				
1.2	Children feel that their emotional health and wellbeing needs, specifically around self-harm, are well-understood and supported by their carer.	Development of training for carers				
1.3	Children know where to go to access up to date sexual health advice, guidance, support and appointments	Develop communications and guidance				
1.4	Children know where to get information about how to access different services such as GPs, dentist and opticians.	Develop video				
2.	Happy (Lead: Adele Ion)					
2.1	Children know and understand how to access emotional health and well-being support. They also know that their care givers are understanding. Provide information to Foster Carers so they know how to care for children safely and that they are kind, helpful and nonjudgemental. They provide unconditional support and care.	Wellbeing booklet, emotional help	Reduced hospital admissions Reduction of incidents and episodes Stickability of carer givers			
2.2	Children can make choices on how they spend their free time, they can sample different hobbies and activities and build new friendships and interests.	Free time, social time, creative opportunities	Children can talk about their hobbies and interests. Children are healthy and have good friendships.			
2.3	Children are cared for by adults who have an understanding of their experiences and the physical, verbal and non-verbal ways they communicate their emotions as a result of this.	All about me, memory box, life work	Reduction in incidents at home and school. Their presentation is seen as communication and not poor behaviour. Children feel that they have autonomy and their emotional wellbeing and relationships improves.			
2.4	Children will have access to mentors to help them to develop their aspirations and their and self-esteem.	Peer, mentor, role models	Children can learn from others and think about what their own success will look like. They will be able to tell those around them what they want both now and in the future.			
3.	Safe (Lead: Jayne Jones)					
3.1	We will improve children's family and social connections / networks to make sure that they are able to develop long lasting relationships with people who are important to them, so they do not feel, unsafe, isolated or unconnected.	Ensure all children have opportunities to develop their family and social networks. Thinking about promoting FGC, fostering networks.	Children have secure and lasting relationships into adulthood. Reduction on reliance of professional interventions			
3.2	Children will feel safe where they live, within their environment and the community they live in. This will ensure that they are able to live safely and securely.	Safety advice around being safe within your home.	Children will not move properties multiple times. This will save on the cost of moves. Children will develop independent skills around being safe.			
3.3	To ensure that children's lived experiences are fully understood (neurodiversity / social values) and that this is fully considered in identifying children's safety plans.		Children will not be disadvantaged by any characteristics, and this will			

			provide opportunities to thrive and be safe.			
3.4	We will ensure all children feel safe traveling in and around Manchester and that they will not be disadvantaged by not having access to a wide variety of safe transport across GM.	Transport policy	Children have access to different modes of transport to enable them to maintain education, employment, friendships and family relationships.			
4.	Successful (Lead: Jane Johnson)					
4.1	Children and young people and care leavers feel supported to attend well at their education, employment and training settings. They feel safe to talk about any barriers to them attending and receive the right support.	Reviewing training and guidance about child led termly PEP meetings, training and guidance for carers, social workers, designated teachers on conversations about school attendance	Improved attendance Reduction in YP not in education, employment and training			
4.2	Children are supported to stay in their school or education setting if they have to move to a new home. If they do need to change education settings they feel well supported to stay in touch with important friends and to settle into their new school or setting and to make new friends.		YP feel supported in their education and to have positive contact with friends Improved outcomes at all KS			
4.3	Children and young people have access to a leisure offer wherever they live. The offer includes wide-ranging opportunities matched to their different interests.	Review current Manchester Leisure pass offer	YP have access to a leisure offer wherever they live			
4.4	Children and young people have the opportunity to talk about their careers and they are well supported to develop their career plans and fulfil their aspirations.	Springboard, support from CEIAG conversations, work with employers to provide opportunities. Work with Agent. University links				