



investing in children

Investing in Children Information Pack

January 2008

***Investing in Children* – Information Pack**

Contents

This pack contains basic information about *Investing in Children*. We try to keep it up-to-date, and so the contents may change slightly over time. We may also add extra items for particular audiences.

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Introduction

Children and young people: citizens of today.

Children and young people occupy an ambiguous position within society. At different times, and in different debates, they are portrayed in different ways. They are seen as objects of concern, vulnerable and in need of protection. They are thought of as an investment opportunity for the future, to be carefully nurtured and prepared for responsibilities to come. They are represented as a threat to the community's sense of harmony and security, to be kept under close supervision and control. And occasionally and optimistically, they are described as citizens, with human rights guaranteed by International Convention.

Making sense of these often contradictory discourses is a challenge to everyone concerned with children's issues, including children and young people themselves. For the past seven years, *Investing in Children* has been working with children and young people themselves, along with key agencies in local and national government, to explore this challenge. Models of practice have been developed that seek to challenge the traditional view of children and young people, and to assert a more positive and active role for them, as citizens now.

Through the National Service Framework for Children and the Green Paper 'Every Child Matters' this Government has committed itself to an ambitious programme designed to provide a framework of universal services which promote good outcomes for all children and young people. One of the fundamental dilemmas that confronts everyone is connecting policy initiatives with the lived life of children and young people now. We believe that, amongst a range of questions, consideration must be given to how relevant and effective these proposals appear to the children, young people and families who are to be their recipients/users. We must be prepared to answer the challenge posed by a young person in Durham:

"I'm not interested in your grand plans and strategies. I want to change my life where I live it"

In this pack, we attempt to describe how *Investing in Children* has gone about trying to meet this challenge. We don't propose that we have found the answers, but our experience has persuaded us that the key questions facing us now are:

- How do we ensure that children and young people are genuine participants in the dialogue?
- How do we construct policy that respects and promotes the human rights of children and young people?

- How do we enact policies that assert the status of children and young people as citizens now?
- How do we include children and young people in processes that reinvigorate democracy? →
- How do we provide targeted services, within a universal framework, that do not stigmatise and further isolate the service user?

Over the past seven years we have developed a number of different and hopefully innovative ways in which children and young people have been enabled to contribute to political dialogue. We have worked with over four thousand children and young people from a range of different backgrounds, on a wide range of different issues. We are currently working with over fifty different groups, looking at topics from access to leisure to services for children with spina bifida, from community safety to school toilets.

Some of the work is reported in our newsletter, which is edited by a young person. In addition, we now have over seventy reports, written by children and young people, about their perspective on the services they receive. This archive, along with the discussions with the children and young people currently engaged with *Investing in Children* provide useful reference material not only about the lived lives of children and young people in County Durham and Darlington today, but also about how we might continue to develop strategies to ensure the meaningful participation of children and young people in dialogue.

This information pack contains details about the origins and development of Investing in Children, some of the key lessons that we think we have learned, and the models of practice that have been created as a consequence.

Further information can be gained by visiting our website at iic@durham.gov.uk, or contacting the *Investing in Children* Office at the address at the end of the pack.

LC
Jan 2004

The origins of Investing in Children

Investing in Children was created in County Durham in the mid nineties. The initial motivation was to counteract the damaging negative stereotypes of children and young people being promoted in the media, particularly after the James Bulger case. A group of chief officers of key local government agencies were concerned to challenge this development by promoting an alternative view of children and young people as citizens and positive contributors to their community.

At the same time, there was also an acknowledged need to find an integrated approach to the provision of local authority services which were becoming increasingly complex. There was a growing overlap of responsibilities between Health, Education, Social services and other agencies which created pressure to improve the ability of these organisations to work together more effectively. “The potential for duplication, confusion and waste is considerable”. (Durham County Council 1995, P5).

In 1995, the Chief Executive of the County Council convened a seminar for senior officers of agencies concerned with providing services to children and families. Central government was about to create a new duty on local authorities to produce a comprehensive Children’s Services Plan, and the purpose of the seminar was to begin discussions about how this should be done. Although the statutory responsibility rested upon the Director of Social Services, the new Plan was intended to bring together the strategies of the various agencies, including for example, Health, Education and the Police, whose activities had an impact upon children and their families. The intention was to create a framework within which the efforts of these different groups could be understood as providing a coherent and comprehensive range of services.

The working party acknowledged the difficulty of the exercise: “establishing shared values and principles across agency boundaries which could be agreed as underpinning both joint and separate operating activity presents a daunting task”. (Durham County Council, 1996, P6). The UN Convention on the Rights of the Child was seen to be the only coherent available framework to achieve this, and it became the foundation upon which the *Investing in Children* Statement of Intent was built.

Investing in Children: Statement of Intent

Our aim is to work in partnership with children and young people to promote their best interests and enhance their quality of life.



We will achieve this by:

- ***Consulting with children, young people and their families about decisions affecting their lives and the development of services;***
- ***Promoting partnerships between individuals and agencies to address young people's issues;***
- ***Developing accessible children and young people and family-centred services that promote dignity and independence and which do not discriminate or stigmatise;***
- ***Ensuring that, when making decisions on policies and services, consideration is given to their potential impact on the lives of children and young people.***

The values that underpin our work with children and young people are consistent with the UN Convention on the Rights of the Child and the Children Act 1989.

Agencies were invited to 'sign up' to this Statement of Intent' and to adopt practices which reflect the principles contained within it. In theory, this allowed for the agencies to face forward together, and to develop new ways of thinking about, and planning and providing services for, children, young people and their families.

In 1997, three agencies, the County Council's Social Services Department and Education Department and County Durham Health Authority, came together to fund an initiative, *Investing in Children*, with the aim of translating "the values and principles into real, tangible changes for children and young people". (Shenton, 1999, p5)

Over the next six years, almost all of the agencies concerned with providing services to children, young people and their families have endorsed the Statement of Intent. In 2001, Darlington Borough Council, a separate but adjacent local authority, became a stakeholder organisation. (See sheet 14 for a full list of partner organisations)

How children and young people see the Statement of Intent.

The language and format of the Statement of Intent clearly reflects the fact that it was written by a committee of local government officers. It is worth considering here how young people have interpreted the Statement, and the opportunities it might present to them.

In 1999 *Investing in Children* collaborated with the National Children's Bureau, a national children's voluntary organisation, to run a series of conferences on the subject of children's rights. In preparing for the first conference, "*The Emperor's New Clothes*", a group of young people working with *Investing in Children* put forward the following analysis of the key points from the Statement of Intent:

- **Adults don't always know best.** Children and young people have a legitimate, and often revealing perspective of the world in which they live, and adults must learn to listen to them and involve them in decision making which effects them. This is one of the most fundamental concepts at the heart of *Investing in Children*. As Jemma Greenley from one of the research teams put it: "Young people have a great deal to say, and a lot of new and interesting ideas, which have scope for a brighter future" (Benga and others, 2000)
- **Services must include everyone.** It is relatively easy for some young people to be made to feel that they have not been included in the planning or delivery of a service. A group of parents and young people cited school transport as an example. This group lived in a village in the south of the county. The local secondary school was five miles away, and the children of poorer families were entirely dependent upon the school bus service. This effectively meant that they were unable to take part in extra-curricular activities as the bus always left the school at 3.30. Children from more affluent families, who had the resources to make independent transport arrangements, were therefore included in school life to a greater extent than their poorer peers.
- **A universal approach.** *Investing in Children* is based upon the belief that **all** children and young people are in possession of rights, and the project must be concerned with asking questions about whether partner agencies treat all children and young people with respect and dignity. (Cairns, 2001)

Early lessons.

Adopting a clear set of principles was an important first step, but nobody was naïve enough to think that this would be sufficient to change the way children and young people were perceived, or the way services were provided to them. Given that the Statement of Intent committed us to working in partnership with children and young people, it seemed a logical first step to go out and start talking to them.

In the early days, there was a budget, but no staff or premises – in truth, although the sponsoring agencies were clear about **what** they hoped the Initiative would achieve, there wasn't too much clarity about **how**, exactly this would be done. In many ways, this was (and, arguably continues to be) one of the great strengths of *Investing in Children*. The approach we have adopted has been very much one of 'finding out by doing'. Of necessity, we have had to develop as a learning organisation, in which failure has been as informative as success.

In the first year, we tried in a number of different ways to develop meaningful opportunities for children and young people to engage in dialogue about issues which were important to them. We were very careful not to make ambitious claims about the significance of the work we had commissioned as we were acutely aware that we had made a start, no more than that, and that we had worked with a tiny proportion of the population of children and young people in the County. But we had learned some important lessons, which would stand us in good stead for the future.

- First of all, it was apparent that, when given the opportunity, the young people we had worked with were both willing and able to think independently and articulate an agenda of issues based upon their own experiences.
- Significantly, there were common threads running through the reports of most of the groups, which allowed us to suggest that there might be an agenda shared by different groups of young people in different parts of the County, and that this agenda varied from the priorities being discussed by the main agencies providing services to children and young people.
- We were also able to reflect upon our approach to the task, and identify those aspects which the young people seemed to be suggesting were the most helpful. The strategy of establishing and resourcing young people's research teams seemed to create a *process*, and judging by the commitment shown by the researchers themselves, one which was sustainable. In an evaluation by the University of Durham, Shenton comments: "The



young people led research appears to have been a very successful strategy both for encouraging young people's active and continued involvement, creating a dialogue and in establishing a young person led agenda" (Shenton, 1999, p39).

What we do now

The work we started in 1997 has remained at the heart of the project. Creating space, and providing resources to support children and young people to contribute to debates and campaign for change on issues which they have identified as important is the foundation upon which much of our other work is built. This has ranged from 'big' issues such as, for example, transport policy, to more local concerns, for example, leisure facilities in particular villages. We have called this **'Research and Campaigning Work'**

A variation of this is work around involving children and young people in debates identified by adults about issues which effect children and young people. Again, this work varies in its scope, from supporting contributions to, for example, the development of community legal services to informing the management of curriculum development in a particular school.

After the publication of the first *Investing in Children* Children's Services Plan in 1998, we were challenged by young people to develop opportunities for more immediate change at a local rather than strategic level. Specifically, the question was: "Can you help me change things where I live my life?" Our response was the creation of the **Membership Scheme**.

This allows us to recognise and celebrate examples of imaginative and inclusive practice which, in many cases, existed long before *Investing in Children* was created.

One of the most difficult areas for us has been supporting young people to contribute to the creation of public policy, at a local and a national basis. The challenge here is around timescales, the pace of debate can be extremely slow, and relevance, the gap between the lived lives of young people and the subject of policy debate can be extremely wide. We have called this **Policy work**.

The original general remit of *Investing in Children* was to help partner agencies translate the rhetoric of the Statement of Intent into reality. In addition to the direct work with young people, and drawing heavily on the lessons we have learned from this work, we have developed a **Staff Development Programme**, which sets out to support workers in their own agencies to develop strategies to engage with children and young people.

Most recently, in response to requests for support from organisations outside of County Durham and Darlington, we have created an ***Investing in Children* Development Agency**. The



central purpose of the Agency is to develop mechanisms which support other organisations to share in the learning and hopefully to become partners in the process, whilst at the same time ensuring that the quality of the work of *Investing in Children* remains high.

These five distinct areas are described in greater detail in the following information sheets.

Research and Campaigning Work

It was apparent from a very early stage that simply providing a means of 'consulting' children and young people would not of itself create the sort of change in attitude which some of the creators of *Investing in Children* had in mind. Having asked the young people who took part in the initial research to help us understand where they believed the problems and challenges lay, it was logical to invite them to help us understand what the solutions might look like.

To start with, this seemed a fairly obvious next step, but it very quickly became clear that having an opinion (and even having an opportunity to voice it) was one thing, but having that opinion taken seriously and having it lead to change was a much more difficult proposition. The dominant discourse on childhood does not easily accommodate the idea that children and young people themselves might have a valuable contribution to make to public policy debate.

Supporting children and young people to campaign for the right, not only to be consulted, but to have a seat at the table when decisions are made is the inevitable logical consequence of the *Investing in Children* Statement of Intent. This is our position, not only in relation to issues chosen by young people. *Investing in Children* is the creation of a group of adults, and is paid for (and therefore owned by) a group of agencies associated with local government. Inevitably, therefore, a significant proportion of the work undertaken by the project is at the behest of these agencies.

Whether a particular project starts with an issue identified by young people, or is initiated by one of our Partner agencies, our approach is similar:

- We will often start by arranging an '**Agenda Day.**' This involves creating space for large groups of young people (20-30) to get together to consider a particular question and agree 'what's on the agenda' i.e. what, from their perspective, are the key questions.
- Often smaller groups will emerge from 'Agenda Days' focusing on particular issues. These groups, or '**research teams**' will work together to explore the issue. This may involve canvassing the views of other young people, gathering information, and often finding out how other people have approached the problem. An excellent example of this approach was an *Investing in Children* research team of young people with diabetes, who visited Sweden to look at alternative treatment models.
- Most research teams will create some form of report, and using this as a platform, attempt to enter into **dialogue** with the key agencies they wish to influence.



We define dialogue as an interactive, ongoing process. It is not an **event**. In particular, we make a distinction between 'consultation,' where powerful people consult the powerless, and dialogue in which people come together, recognise the valid contribution of other partners, and share in the process of decision making.

These activities are absolutely central to the project's work, but it has to be acknowledged that we are not always successful in supporting young people to achieve the changes they seek. Although agencies show no hesitation in 'signing up' to the rhetoric of the Statement of Intent, in some cases this commitment has not been sustained, especially when we are supporting young people who are challenging their practice. This can be particularly frustrating where the project was initiated by the agency involved. The expectation created by the act of commissioning a piece of work is that the results will have some significance and influence upon the commissioning agency. However, this is not always the case.

Having said this, we are confident that this approach has considerable merit. It appears to hold out an opportunity which is attractive to children and young people over a wide age range and from a variety of backgrounds. Research teams have included, for example, young people from travelling families, young people with learning difficulties, young people excluded from school, and young people identified as anti-social. This approach not only attracts different young people, but their engagement with Investing in Children is often sustained over long periods.

The *Investing in Children* Membership Scheme

After the publication of the first *Investing In Children* Children's Services Plan in 1998, we were challenged by young people to develop opportunities at a local level. The question posed was: "can you help me change things where I live my life" Our response was the creation of the *Membership Scheme*.

The *Investing In Children* Membership Scheme recognises and celebrates examples of imaginative and inclusive practice. *Investing In Children* members are those services that can demonstrate a commitment to **dialogue** with young people that leads to **change**. For many services the involvement of children and young people in decision-making is well established. For others it will mean changes to the way things are done.

Dialogue

Dialogue is an interactive, ongoing process, not a one off event. A distinction needs to be made between 'consultation' where powerful people consult the powerless, and 'dialogue' where young people are seen as partners with a valid contribution to make to the design and delivery of services. To achieve *Investing In Children* status, services will also have to demonstrate that this is an inclusive process and that some young people are not prevented from making a contribution.

Change

Dialogue should not be seen as an end in itself, dialogue must lead to change. Having invited young people to comment on how a service is provided we need to make sure young people are then able to influence it's development. *Investing In Children* services are those that have demonstrated that out of dialogue have come improvements.

Providing Support

The level of support required by each service applying for membership will vary. It is expected that in most cases services will need little support, for some *Investing In Children* will help develop an action plan for change (*see flowchart*).

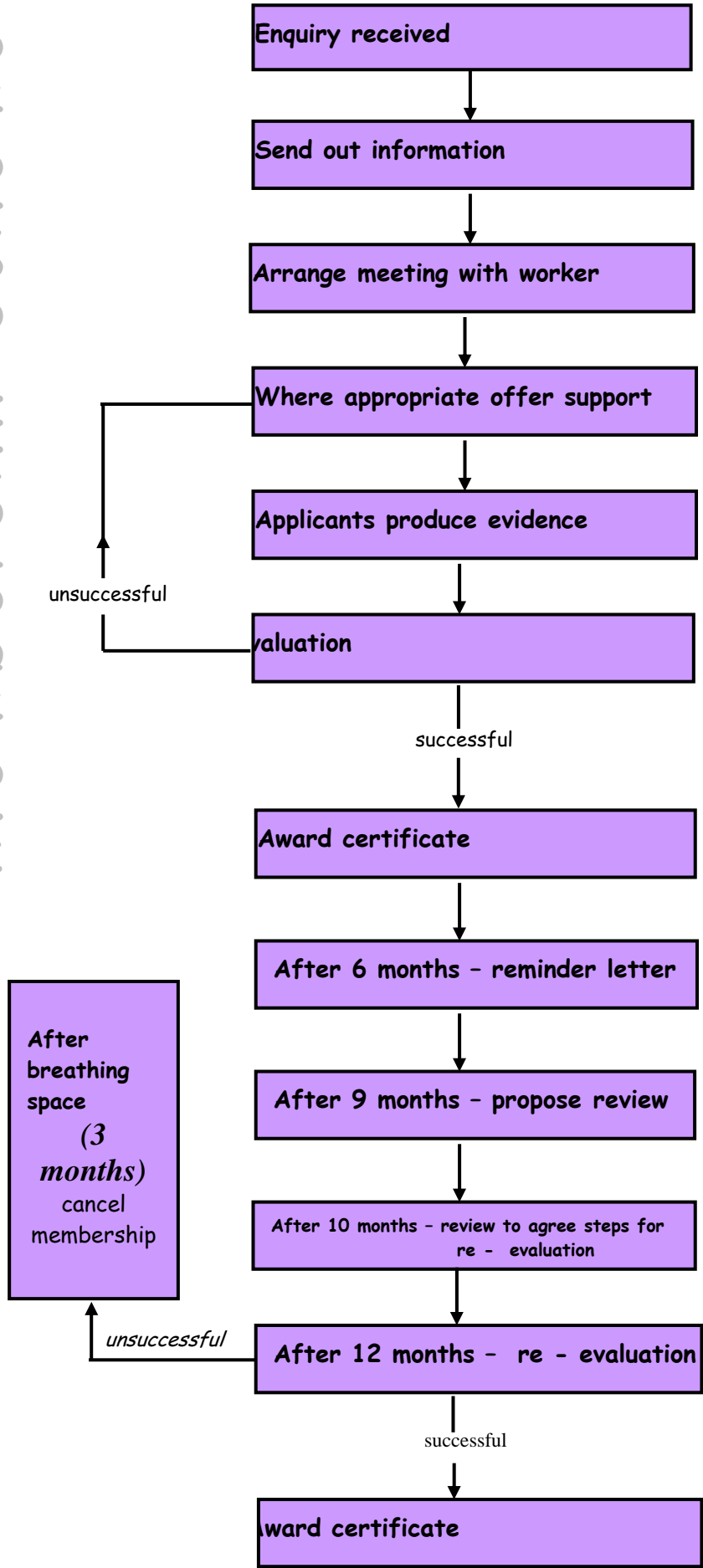
Achieving and maintaining *Investing In Children* status

The decision to award the *Investing In Children* certificate will be based on the views and opinions of young people who use the

service. The award is the start of a continued commitment to dialogue and change, and is evaluated on an annual basis.

The Way Forward

Membership Scheme:



Policy Work

From its creation, there has been an expectation that *Investing in Children* will provide a medium through which children and young people can contribute to the formulation of policy. In the late nineties, young people were involved in the creation of the County Durham Children's Services Plans, and since 2001, young people have contributed to the Children and Young People's Strategic Partnerships in County Durham and Darlington.

This area of work is particularly challenging. The pace of progress can be extremely slow. One of the obvious features of childhood is its transient nature – young people don't stay young forever. We have been involved in policy debates where young people who were engaged at the start, have grown up and left before the end.

The second major area of challenge is the 'relevance gap.' Often it is difficult to make the connection between the 'lived lives of young people' and the manner in which policy debates are conducted. It isn't always easy to see the immediate relevance of many policy debates.

These difficulties, however, should not prevent us from persevering, as potentially this is an extremely important area. We have learned that where young people have experience of effective engagement in dialogue 'on the ground' as it were, their capacity to engage in longer-term policy debates is increased. In effect, the more experienced the young people are in taking part in discussions about issues that effect them, the more prepared they are to take on difficult issues (just like adults really).

However, this is a process which needs constant regeneration, because, as is noted above, just as young people develop the knowledge and confidence to take their place at the discussion table, they grow up.

We have developed strategies in *Investing in Children* which allow us to create opportunities for young people to widen their range of interests. We encourage young people to get involved in different debates, and we support more experienced young people to work with less experienced young people, to try to build in some continuity.

Over the last year, more young people have been involved in various policy debates, including for example the Green Paper 'Every Child Matters,' proposals for Information, Referral and Tracking, a Best Value Review on services for children and improving Key Stage 4 results in Schools.

The Training & Development Framework

Aims

1. To provide an opportunity for dialogue and debate on the issues associated with encouraging children and young people's participation in service planning, development, delivery and evaluation.
2. To provide a set of values and principles upon which individual practice can be centred and services should be based.
3. To assist teams/projects or agencies to develop an Action Plan to implement the necessary changes within their own organisation to ensure that active dialogue with children and young people becomes an integral part of their work.
4. To provide information, support and resources from *Investing in Children* to assist in the development and implementation of an Action Plan.

What does the Framework include?

The Framework can include as much or as little as you want and depending on your needs and budget (see diagram on the back of this sheet for full details). However there are two essential requirements, which any package must involve.

They are:

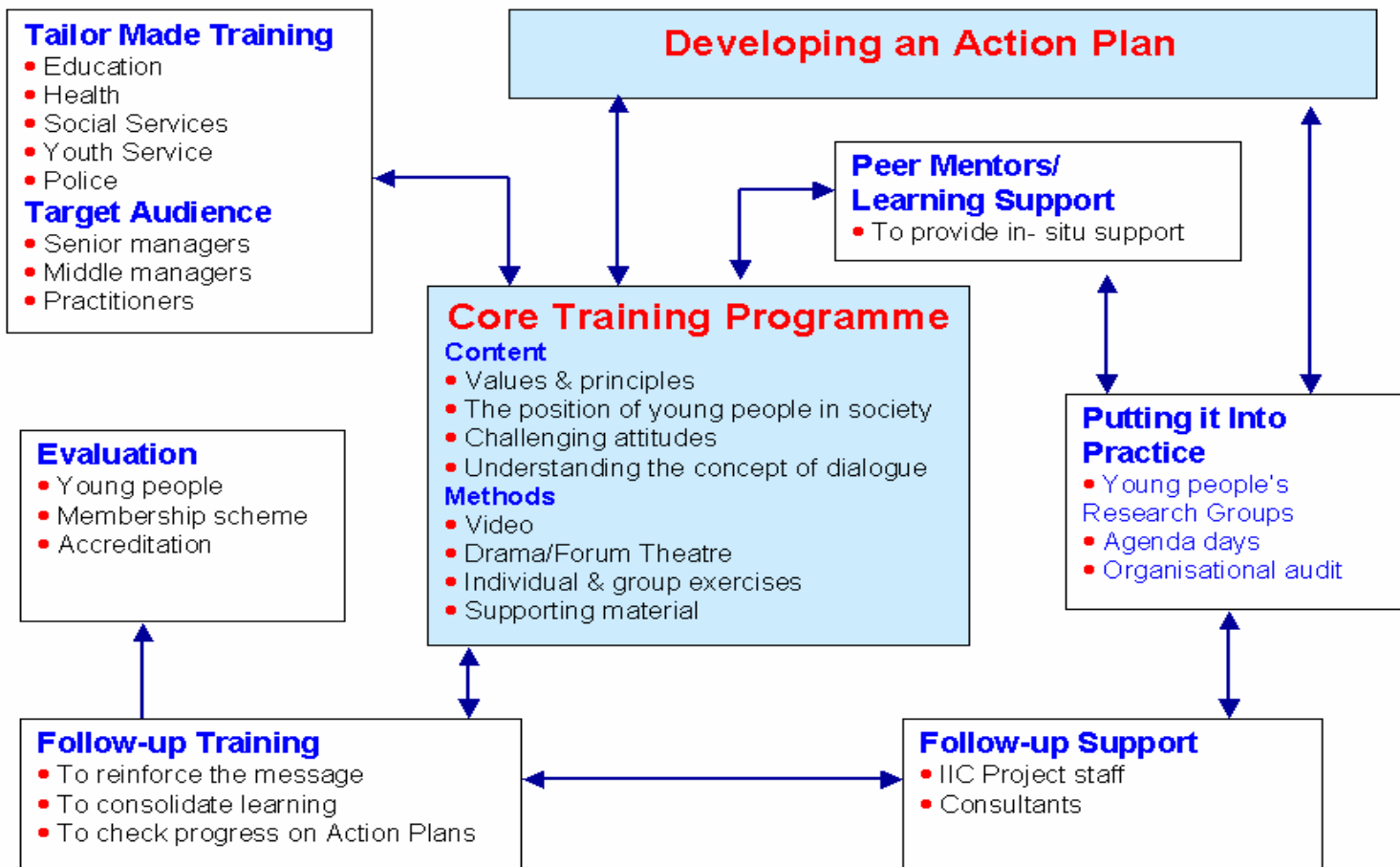
- The Core Training Programme - Day 1
- Developing an Action Plan

Additional elements can be selected from the range of choices as shown. These include:

- Peer Mentors/learning support
- Agenda Days
- Young people's research groups
- Evaluation and membership schemes

Initial planning is critical to the success of the Framework and *Investing in Children* staff will work closely with any interested party to ensure that there is an agreement about the outcomes that are being pursued.

Investing in Children Training & Development Framework



***Investing in Children* Development Agency and Statement of Underlying principles and expectations of all Investing in Children Partners**

Over the past six years, *Investing in Children* has built a reputation regionally, nationally, and internationally, as an initiative that has been trying to find new ways of addressing difficult issues. Although we are always careful to state that we do not think that we have discovered any 'magic bullets,' and have been open about projects which have not always achieved what we had hoped for, our approach has continued to attract attention from other agencies and authorities outside Durham and Darlington.

In 2003 we decided that we should develop the capacity to respond positively and constructively where we could, to these expressions of interest. We are working towards setting up a 'Development Agency.' The main purpose of the Agency would be to support other authorities beyond our 'core business' to develop their own '*Investing in Children*' projects.

The Agency will be able to draw upon the experience of the *Investing in Children* team, its pool of consultants, and its partners, to provide consultancy, support, training and development. We are looking to develop a 'franchising' model, whereby, after a period of support from the Agency, new authorities will have their own, wholly owned *Investing in Children* programme.

The one area of practice which will not be franchised is quality assurance. The Development Agency will continue to hold responsibility for this, and provide evaluation for applications for *Investing in Children* membership.

Alongside this development, we are also setting up a Shadow Partnership Board which ultimately will have responsibility for core work and new work. Our intention is that new authorities, when they have established their own '*Investing in Children*' projects will then take up seats on the Partnership Board. In this way we hope to create a 'community of practice' in which different agencies and authorities can jointly own and develop *Investing in Children*.

We see the advantages of this to be threefold:

- It will allow for the lessons learned over the past six years to be applied outside Durham and Darlington
- It will provide a wider network for children and young people to use and exploit in pursuit of their research and campaigning work
- It will make the future of *Investing in Children* more secure.

**Investing in Children Development Agency.
Statement of underlying principles and expectations of all Investing in
Children Partners.**

Principles.

The Investing in Children Development Agency believes that:

- Children and young people are **citizens now**;
- As citizens, they have the **right** to participate in decisions that effect them;
- This places a **responsibility** on agencies to open up their processes and engage children and young people in dialogue;
- **Dialogue** is different from consultation;
- Children and young people know about what is happening around them (what they have referred to as their '**lived lives**').
- Dialogue should be aimed at bringing about **improvements** in their lived lives.
- The means of engaging children and young people must be **inclusive** and respect the **democratic rights** of all.

In becoming an liC partner, we expect partners to be able to demonstrate that:

- There is a clear strategy for developing, publicising and sustaining dialogue with all children and young people who wish to be involved.
- Responsibility for children and young people's participation is accepted collectively, across the partnership, and members of the partnership hold each other accountable for this.
- Children and young people are treated with respect and honesty, and their contribution is acknowledged as important.
- Children and young people have access to the agenda, and are able to initiate dialogue on issues identified by them.
- Key decision-makers make themselves available to talk and listen to children and young people
- Sufficient resources, including staff time, are committed to supporting children and young people to engage in dialogue.
- The process has resulted in change, recognised as significant by children and young people.

The Grit in the Oyster

Final Report of the Evaluation of *Investing in Children*

Professor Bill Williamson

School of Education, University of Durham

October 2003

EXECUTIVE SUMMARY

This report is of an evaluation of the work of *Investing in Children* over the period 2000-2003. It is based on conversations, interviews, focus groups, reports and data analysis describing the work of *Investing in Children* from the point of view of its different stakeholders. The evaluation was designed to be an exercise in learning: to discover from the work of *Investing in Children* principles of good practice in working with young people to enhance their participation in the civic life of their communities.

The key conclusions set out in the report can be highlighted as follows:

1. *Investing in Children* is a successful project that has met most of the objectives it was set up to achieve.
2. *Investing in Children* has been managed in ways that have enabled it to learn a great deal from its own practice. Its work has been open to inspection and widely reported. Colleagues have, in the main, felt well supported and the project has opened up new ideas and ways of working with young people. Central among these is the need to build up frameworks of dialogue through which the voices of young people can be heard.
3. *Investing in Children* has developed a model of working with young people that is innovative, that strives to be inclusive and which enables those who participate to develop their skills and responsibilities as citizens. Young people engaged with *Investing in Children* have valued the way it helped them develop skills, understanding and confidence.
4. The work of *Investing in Children* challenges many features of the ways in which services to young people are delivered. By taking the experience of young people seriously and encouraging them to research and deepen their understanding of the issues that concern them, the project has been an agent of change and service development in County Durham and Darlington.



5. Despite its success, there are several questions that the project has no clear answers for: How inclusive has its work been? How sustainable are its achievements? How well understood are its working methods? How can its work be continued within the complex changes in the policy environment in which services to children and young people are currently being delivered? How far is the current working philosophy of *Investing in Children* dependent on its current employees? Would the approach of the project be sustainable beyond the involvement of key members of the current staff team or the project's current senior managers and partners?

6. *Investing in Children* must develop beyond the immediate context of its work if it is to be sustainable in the longer term. It must continue with its methods of partnership working but extend significantly its membership of both regional and national networks - particularly in relation to research and professional development - of practitioners in this field.

7. *Investing in Children* is an organization that tests the practices and procedures and values of a wide range of organizations that provide services to children. Discussion is needed about how best *Investing in Children* can itself be tested so that it continues to develop in innovative ways.

A full copy of this report is available on our website www.durham.gov.uk/iic (evaluations).

Investing in Children Partner Organisations

Durham County Council
: Cultural Services
: Education Department
: Environment and Technical Services Department
: Social Services Department
Chester-le-Street District Council
Derwentside District Council
Durham City Council
Easington District Council
Sedgefield Borough Council
Teesdale Borough Council
Weardale District Council
Darlington Primary Care Trust
County Durham Primary Care Trust
County Durham Learning and Skills Council
County Durham Connexions Service
County Durham Foundation
Durham and Darlington Police Service
Durham and Darlington Police Authority
Durham Youth Offending Service
Darlington Youth Offending Service
Barnardos North East
The Childrens Society
NSPCC
DISC
Groundwork
Save the Children Fund
NCH Action for Children
The Julie Graham Children's Charity
National Children's Bureau
Include
FCA North East
Early Years Development & Childcare Partnership
Local Agenda 21
Durham Business and Education Executive (DBEE)
North Durham Health Care Trust
Durham City Youth Project
The Waste Wise Project
Durham Children & Young People's Council
Newcastle City Council
Tees Valley CAMHS Partnership
Northumberland CAMHS Partnership
Stockton Children's fund
5 Boroughs Partnership NHS Trust
Liverpool Children's Fund
Barnet PCT
Cambridgeshire County Council

Membership sites as at 1 December 2007**Sheet 15**

1 Orchard Lane	Councillor Hodgson
10 Brough Close	Councillor Hunter
12 Brough Close	Councillor Nicholls
5 Brough close	Coxhoe Children's Home
9 Cedar Drive	Coxhoe Youth Room
Acre Rigg Infant School	Crook Library
Adoption and Permanency Team	Cruddas Park Early Years
Annfield Plain Library	Daisy Hill Play and Youth Centre
Anti-Bullying Service - Co Durham	Darlington Crown Street Library
Ashfield Nursery	Darlington Memorial Hospital
Atkinson Road Nursery	DCCYP
Aycliffe Village Primary	Dene House Primary
Balkermeen High School	Denton Young People's Project
Barnard Castle Library	DERIC Bus
Barnard Castle Police Station	Derwentside District Council SPICE
Barnardos Teenage Pregnancy Support Unit (NIN)	Design, Landscape and Environment Team
Behaviour Support Service	Diabetes Clinic, Bishop Auckland Hospital
Belmont Library	Dinnington First School
Benwell Library	DISC Young Carers
Benwell YIP (Plus Project)	Durham Community Business College
Bishop Auckland College: Student Support	Easington Colliery Library
Bishop Auckland Hospital: Children's Ward	Eden Community Primary School
Bishop Auckland Nursery Centre	Education Psychology Service
Blackhall Youth Centre	Education Welfare - Central Office
Bowburn Junior School	Education Welfare Service
Bowburn Youth Project - DJ Evans Centre	Education Welfare Service East Durham
Bowes Hutchinson VA Primary School	Education Welfare Service -South West

Bowes Museum
Brandon Carrside Youth Centre
Brandon Lane Surgery
Brandon Library
Butterwick Children's Hospice
Byker Primary School
Canning Street Primary
Catchgate Children's Home
Cestria Primary School
Chester-le-Street Library
Chester-le-Street Youth Centre
Children's Therapy - "It's in the Bag!"
Project
Chillingham Road Primary
Chilton Library
Clairmont Family Centre
Clayport Library
Community Support Service
Consett Library
Copelaw Activites - CATS
Cotherstone Primary School
Councillor Armstrong
Councillor Barker
Hartburn Walk
Hartlepool Learning Disabilities Team
Hartlepool Library
Hawthorn Primary
Hermitage Comprehensive
High Etherley Children's Home
Home and Hospital Support Service

Durham
Edward Lloyd Trust
Elemore Hall School
Escomb Primary School
Esh Winning Library
Fairbridge
Family Services Team
Ferryhill Library
Fishburn Youth and Community Centre
Foster Care Associates - Alnwick
Foster Care Associates - Darlington
Foster Care Associates - Newcastle

Foster Care Solutions
Fostering Team
Framwellgate Moor Children's Home
Framwellgate Moor Primary School
Gainford Primary School
Gilesgate Primary School
Gilesgate Youth Club
Glendene School
Grangefield Youth & Community Centre
Groundwork East Durham
Hadrian School
Northbourne Street Youth Initiative
On Track
Orchard Young Carers
Paediatric Clinic for Cystic Fibrosis
Paediatric Home Care (North Team)
Park House
Parkside Community Centre

Horden Youth Centre
Independent Reviewing Officer's
Information to the Public
Initial Assessment Team

Inline
Integrating Children
Interactive Project
Jackass
John Boste Youth Centre
Kensington Junior Youth Inclusion Project
Kids Co-operative Green Corridor
Kids Kabin
Kingston Park Primary
Lanchester Library
Laurel Avenue Centre
Laurel Avenue Primary School
Laxey School
Linhope Pupil Referral Unit
Linking Home and Schools Project
Liverpool ADHD Foundation
Longbenton Youth Project
Looked After Social Work Service (North
& South)
Lumley Duke of Edinburgh
Merseyside Society for Deaf People
Youth Service

Mid Durham Projects Club
Middle Chare Surgery
Middlesbrough CAMHS
Middleton in Teesdale Youth Drop In

Pelton Library
PSS Fun Club (Personal Service Society)
Physiotherapy Team
Places for Children
PLAY- Progressive Learning Activities for
Youngsters
Prince Bishop's Community Primary School
Real Care Ltd - Villa Real School
Redcar and Cleveland CAMHs
Riverside Community Health Project
Roseberry Primary
S.H.A.I.D
Sacred Heart Primary
Sacriston & Youth Project
School Nursing Service - Deerness Valley
School Nursing Service - Durham
School Nursing Service - Tanfield
Seaham Detached Youth Project
Seaham Family Centre
Seaham Library
Seaham Police
Seaham Youth Centre

Secure Services
Sedgefield Library

Sedgefield Primary
Sensory and Communication Support
Service
Shildon Library
Shincliffe C & E Controlled Primary School
Shotton Colliery Library

Monkchester Road Nursery School
Moorside Children's Home
Moorside Community Association
Murton Library
NCH Family Mediation & Children's
Support Service
Newberry Centre
Newbiggin Hall Library
Newburn Manor Nursery
Newcastle Bridges School
Newcastle City Library
Newton Aycliffe Children in Need Team
Newton Aycliffe Library
Newton Aycliffe Youth Centre
Newton Hall Library
North Benwell Youth Project
Stanley Youth Centre
Stepping Stones
STEPS - Therapeutic Services Team
Stockton Asylum Support Team
Stockton Parent Support
Streetwise
Sugarhill Primary School
Tanfield Comprehensive School
Teesdale Leisure Services
Teesdale Youth Theatre
The Getting Along Primary Initiative
The Holland Centre
The Mulberry Centre
The Turrets
Them Wifies

Sir Charles Parson
South Moor Library
Speech and Language Therapy Team
Spennymoor Library

Spennymoor Youth and Community Centre
Spennymoor Youth Theatre
St Anthony's House
St Chad's RCVA Primary
St Hild's College C of E Primary School
St John's Primary School
St Joseph's RCVA Primary School
Staindrop Comprehensive
Stanley Crook Primary School
Stanley Library
Stanley Young People's Club

Throckley Primary
Tow Law Childrens Home
Treetops Ward - University Hospital
Trimdon Community College
Trimdon Library
Trinity School
University Hospital A & E
Ushaw Moor Junior School
Valley View Nursery
Viewpoint
Walker Technology College
Walkergate Children's Centre
West Cornforth Library
West Cornforth Primary School
West End Women and Girls Centre
West Rainton Satellite Home
Westwood Centre
WEYES
Willington Library
Willington Youth Theatre
Wingate Infants
Wingate Library
Woodham Communtiy Technology
College
Woodhouse Acting Silly Harry's
Woodhouse Close Library
Woodhouse Community Primary School
Young Carers East Raven Trust
Young People's Service