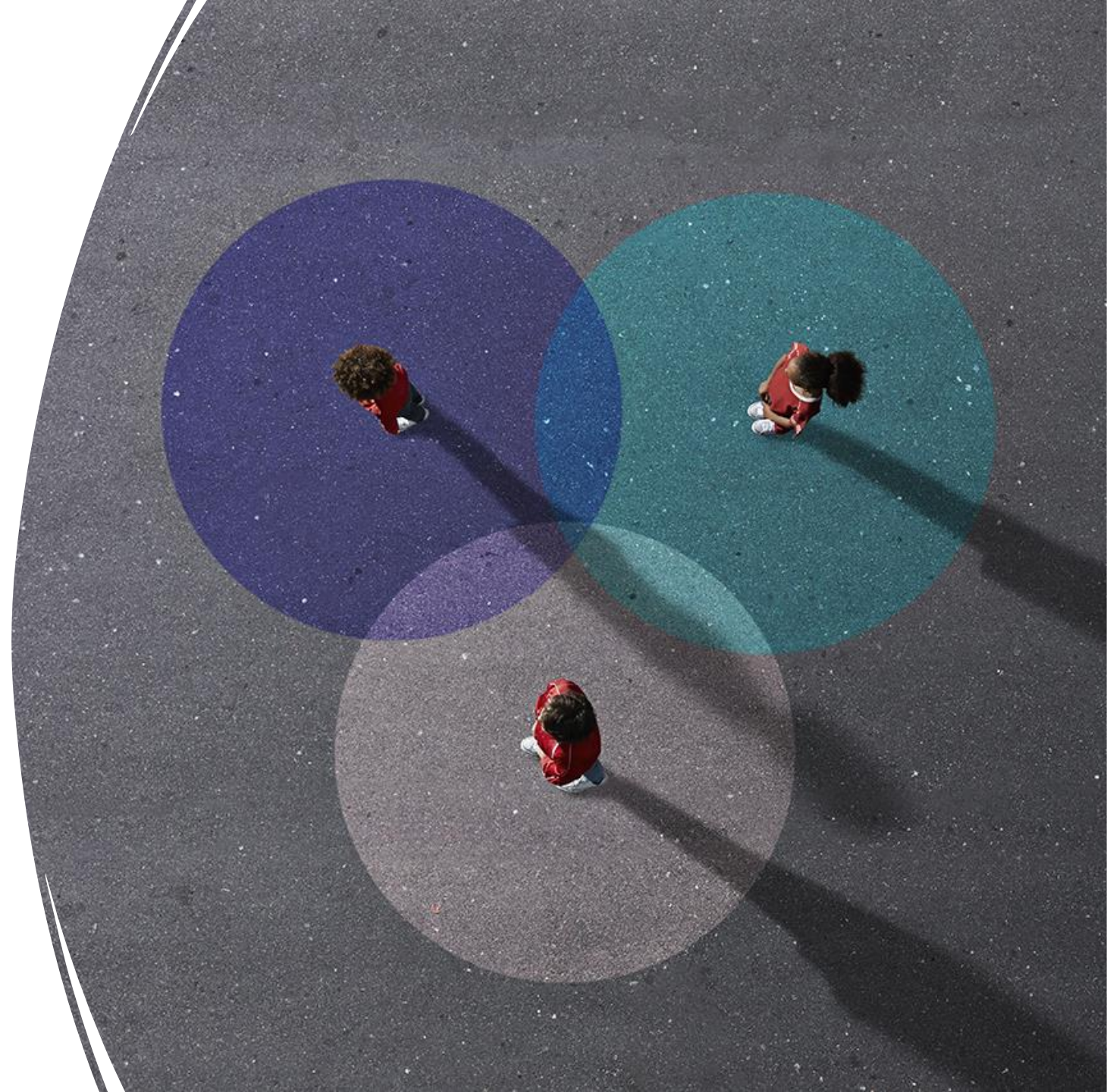




CHILDREN & YOUNG PEOPLE WHO ARE CARE EXPERIENCED **COFFEE & CHAT**

The coffee and chat way...

- Exploring a theme together to join up the dots – building our knowledge and learning through others
- Building connections between colleagues – *who are we, where do we fit within the wider Surrey team around a child or young person, who can I reach out to?*
- Bringing multi agency partners together to share more of what can help now and beyond
- Sharing resources so that together we can make an even bigger difference to those children and young people we support.



How the session is going to look

- 01** Welcome
- 02** Connecting together
- 03** Why this matters
- 04** Surrey Landscape and outcomes
- 05** The 'family business' approach –Surrey Heartlands, Virtual Schools, Corporate Parent , Care Leavers Covenant
- 06** Your Role (Slido/Chat)
- 07** Language that cares (why language matters)
Inclusion – the Club4 experience
- 08** Resources, Your Views Matter





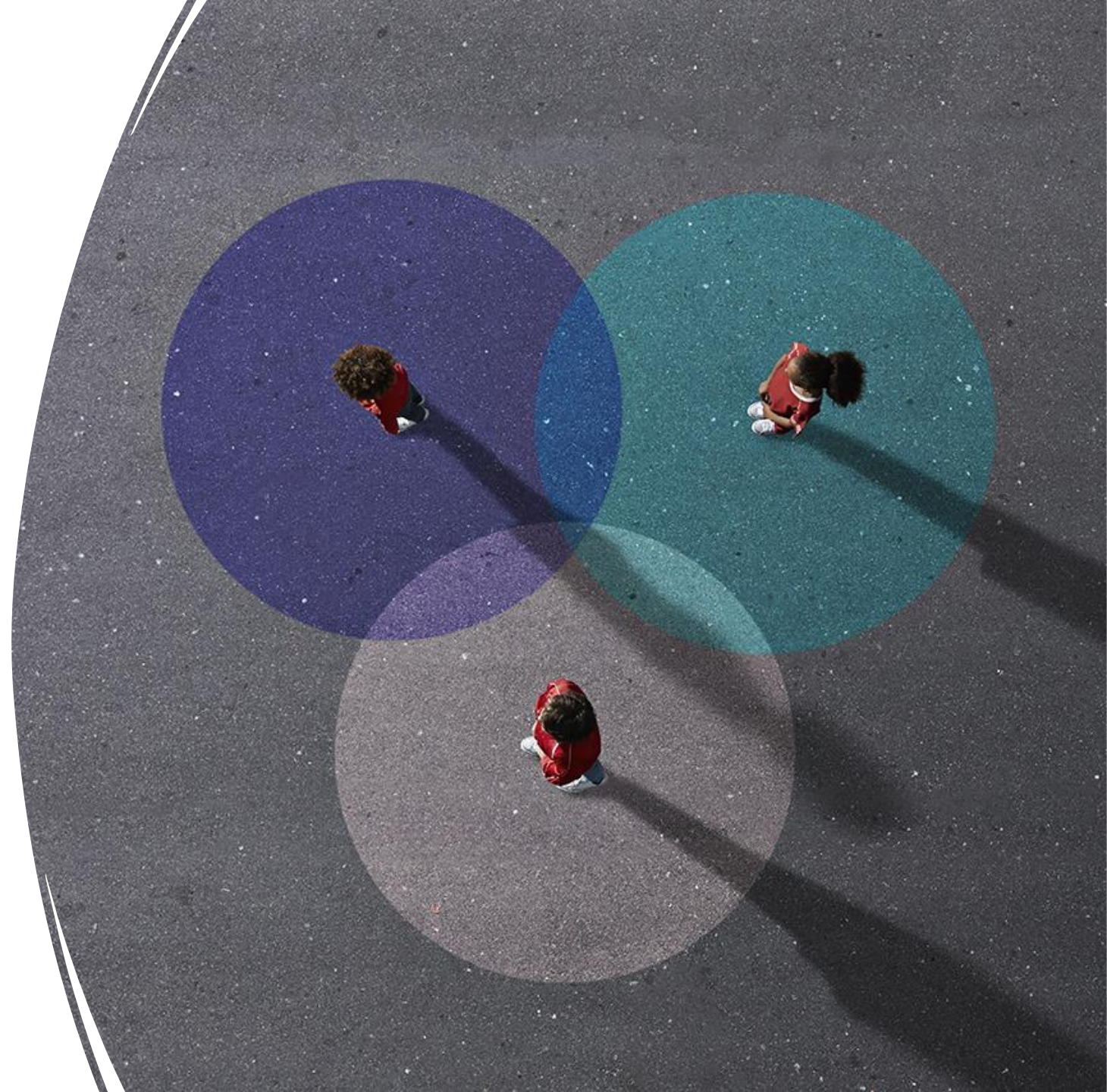
Session Outcomes:

- Enabling conversations between practitioners from different roles / sectors to connect and support cross system relationship building
- Share the national and local context for a shared approach to improving outcomes for care experienced young people and hear from lived experience
- Explore the importance of getting language right when communicating with care experienced children and young people and the impact language can have.
- Provide an opportunity for ‘real time’ listening from practitioners to shape further thinking with strategy and boards.
- Discuss pledges and explore new and different opportunities (extra curricular) for care experienced.



Connections

- Your name
- What part of the children's system to do you come from?
- Why you are interested in this topic (notice is this same or different from others)





CHILDREN & YOUNG PEOPLE WHO ARE CARE EXPERIENCED **COFFEE & CHAT**

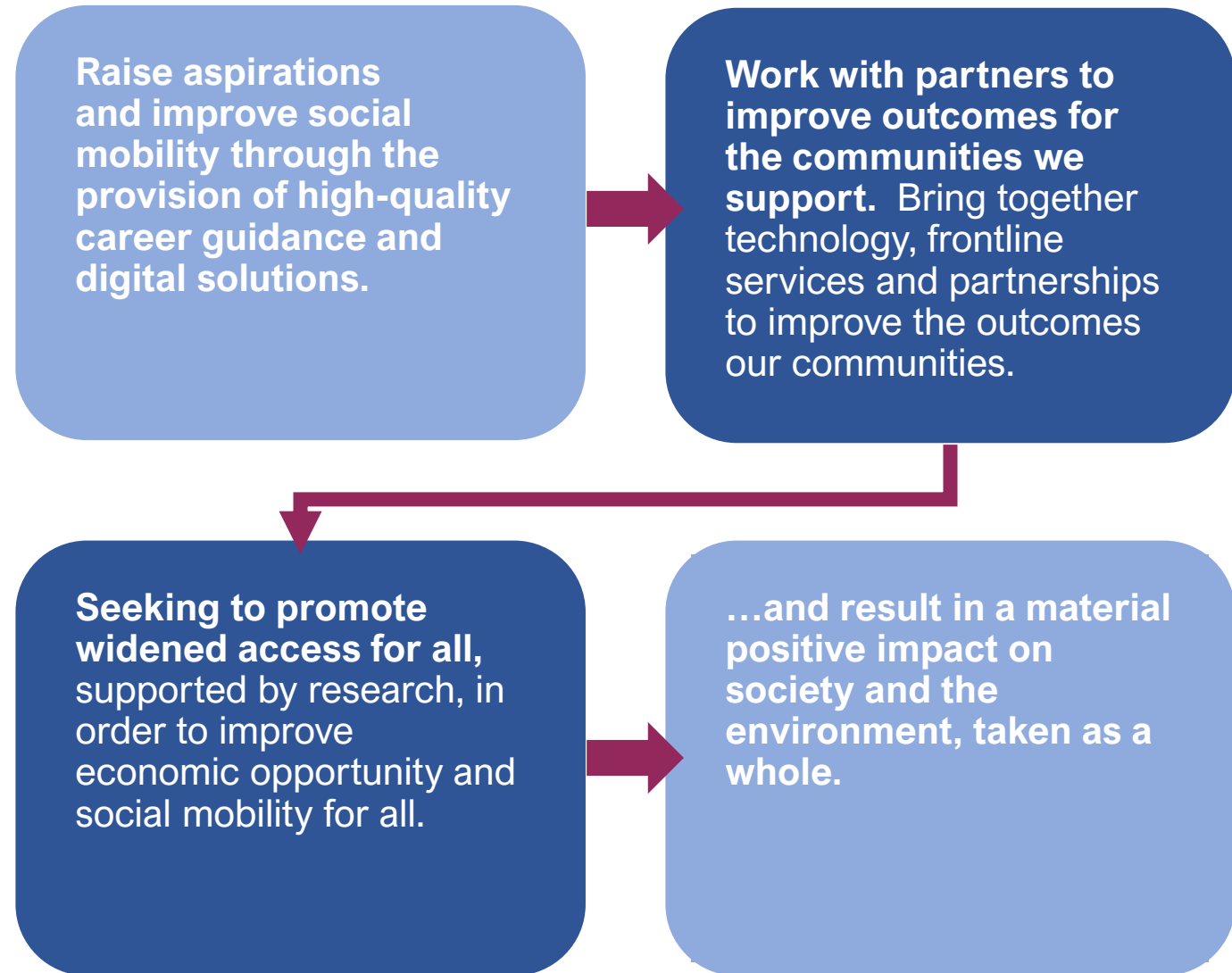


career
matters

**Why support young
people with care
experience?**

Hannah Kirkbride - CEO, Career Matters

- * A social enterprise working with care experience and people with lived experience of criminal justice.
- * Providing opportunity, inspiration and hope. Through representation and support from others with lived experience.
- * Team of experts across education, careers, social care, health and industry.
- * We create inspirational opportunities and tangible jobs for our communities.
- * Our Story - A team led by, delivered by and for people with lived experience of criminal justice and/or the care system.
- * And our supporters who want to see a 'step change' for the communities we support.



Statistics – Care Experience

A disconnect exists between job opportunities and care leavers' ability to access them.

- NEET figures stand at 41% for 19 to 21-year-olds compared to the national average of 11.6%.
- Only 17% gain 5 GCSEs compared to the national average of 60%.
- 12% of 18 to 21-year-olds go to University.
- 10,000 young people 16+ leave care per annum – cliff edge of care
- **Adverse Outcomes costing England £23 billion per year. Cost for each child that needs a social worker £720,000 across their lifetime. Alma Economics Care Review.**

Currently no data available about care leavers post-25 years.

- 2% of care leavers go into apprenticeships.
- 12% of care leavers whereabouts unknown.
- 70% of care leavers are likely to die prematurely.
- 27% of adult prison population are care experienced.
- [Independent review of children's social care - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/441212/Independent_Review_of_Children's_Social_Care.pdf) [Recommendation for 0.6 % representation of care experienced people in the NHS workforce.](#)

Surrey Heartlands pilot project

Part of the Care
Leavers Covenant

Working with delivery partners: Career **Matters** and **Surrey Youth Focus**

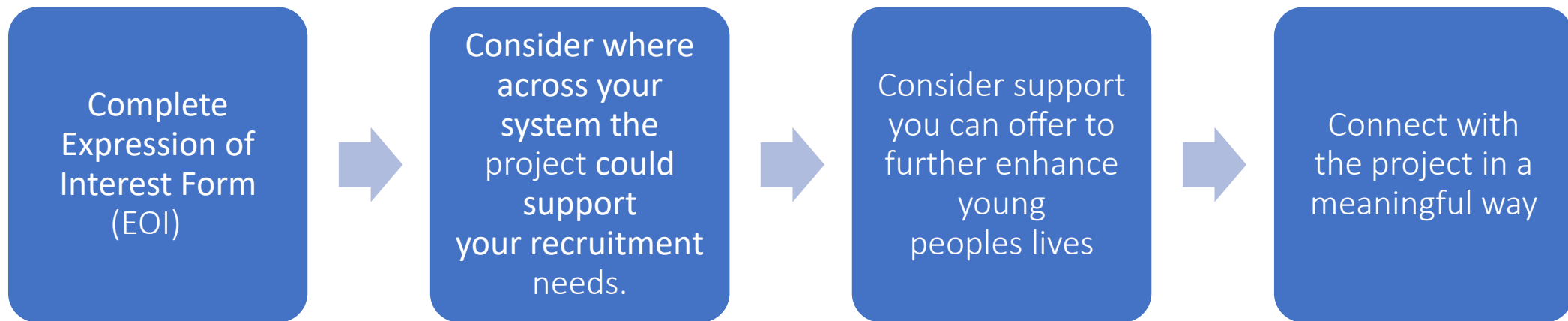
Commitment to supporting care experienced young people in Surrey to access employment opportunities, work experience and learning opportunities

Build information, knowledge and signposting for rollout to other ICB's and local employers

Taking a system approach to ensure at least 25 young Care Leavers, access employment, education and training opportunities by March 2024

Commitment to Lived Experience Charter

How to refer and pledge support to the programme



Employers EOI - <https://www.career-matters.org/surrey-heartlands-career-matters-employers-eoi/>

VCSE EOI - <https://www.career-matters.org/surrey-heartlands-career-matters-vcse-eoi/>

Career Matters - Useful resources and keeping in touch

Project Lead Hannah Kirkbride - hkirkbride@career-matters.org

Twitter/LinkedIn

- @CareerMattersUK
- @CareLeaversMatter
- @KirkbrideHannah
- www.career-matters.org
- Join the **Thrive Multi-agency Action Group** – an ecosystem for engagement and developing support and pilots for care experienced young people and adults.
- **Register for our newsletter** on www.career-matters.org
- Update us on **Job Opportunities** or training needs so we can support you in improving Lived Experience representation across your workforce.

[How the care system affects career prospects | Hannah Kirkbride | TEDxNHS - YouTube](#)

A photograph of two young people, a girl on the left and a boy on the right, sitting at a table and working on a project. The girl is pointing at something on the table, and the boy is looking down at it. They are both smiling and appear to be engaged in their work. The background is bright and slightly blurred. The text is overlaid on a semi-transparent blue band across the middle of the image.

Setting the scene in Surrey

CHILDREN & YOUNG PEOPLE WHO ARE CARE EXPERIENCED **COFFEE & CHAT**

1013 children looked after

- 66 0 to 5 year olds
- 192 6 to 10 year olds
- 347 11 to 15 year olds
- 308 16 to 17 year olds

382 females

631 males

143 unaccompanied asylum-seeking children

67% live in foster care

20% live in residential care

49% live outside of the Surrey border

848 young people supported as care leavers

- 14 16 to 17 year olds
- 705 18 to 21 year olds
- 122 22 to 25 year olds

34% females

66% males

We are in touch with 91% of 18-21 year olds

64% are in employment education or training

45% live in semi-independent accommodation or a supported environment

5% live with former foster carers

8% live with their parents

1422 children were looked after at any time during 2022/23

- 389 became looked after
- 424 left care

7% adopted

25% returned home

10% Special Guardianship

58% turned 18 or left care for other reasons

Length of time looked after

308
Less than 1 year

283
1-2 years

241
3-5 years

116
6-8 years

44
9-11 years

15
12-14 years

6
15-17 years



Age of Care Leaver	No's living in Surrey
16	1
17	10
18	102
19	126
20	97
21	69
22	27
23	21
24	5
Total	458

Care Leavers living out of county	337
Care Leavers post codes incorrect	28

Total number of Care Leavers (01.11.2023)	823
---	------------

Lifelong outcomes

- Surrey's Joint Strategic Health Needs Assessment updated in 2022 identified that looked after children and care experienced adults are the second highest group impacted by lifelong health inequalities
- Nationally, 26% of the homeless population have care experience, 24% of the prison population in England have spent time in care, and 41% of 19-21 year old care leavers are not in education employment or training compared with 12% of all other young people in the same age group
- Murray et al (2020) found that adults who spent time in care between 1971-2001 were 70% more likely to die prematurely than those who did not.
- The NHS Long Term Plan recognised the impact that “the most vulnerable children, who need extra help from the state to safeguard their wellbeing, do not reliably get the support or access to the services that their needs demand. This results in poorer health outcomes, particularly for care leavers.” (5) with reported low self-esteem, anxiety, depression, and isolation (10).
- BUT we also know what can make a difference in the short and long-term:
 - Having support networks that understand the impact of trauma, and helping children and young adults understand their life-story, have stability and belonging can be pivotal (Adshead 2012, Adler 2012)
 - Gilligan (2009) found that the availability of one key adult has been shown to be the turning point in many looked after young people's lives
 - Having a meaning or purpose to life is strongly associated with well-being (ONS 2014)
 - Being and feeling trusted is important to children and young people
 - A key determinant of well-being is having positive social connections (ONS 2017)

Coram Bright Spots Survey: Your Life Beyond Care

January 2023

180 Care Leavers responded / 23%

Bright Spots

- 72% of Surrey Care Leavers felt 'where they lived was the right place for them' – compared to 68% of the general population.
- 55% of Surrey Care Leavers felt 'body positive' – compared with 46% from 'other LA's'.

Areas for development

- 19% of Surrey Care Leavers said they were struggling to cope financially – compared to 9% of the general population.
- 19% felt lonely 'often/always' – compared with 10% of general population.





Exploring the 'Family business'

CHILDREN & YOUNG PEOPLE WHO ARE CARE EXPERIENCED **COFFEE & CHAT**

- Looking after children is one of the most important things a council **and partners** do.
- When a child comes into care in Surrey, the County Council becomes their ‘Corporate Parent’. This continues for young adults who were previously looked after.
- **Everyone** involved **in the care of these children** has the responsibility to make sure that they are the best parent it can be. Together they should act for that child in the same way as a good parent would.
- They should always ask themselves ‘**would this be good enough for my child**’?
- The Council works with **partners and communities** to ensure they understand how they can apply the corporate parenting principles in the services they provide to looked after children and care experienced young adults.
- The **Corporate Parenting Strategy** sets out what the Council will do to meet its responsibilities and what things are planned. It also shows how decisions are made and how the Council will know how well it is doing.

“Would this be good enough for my child?”

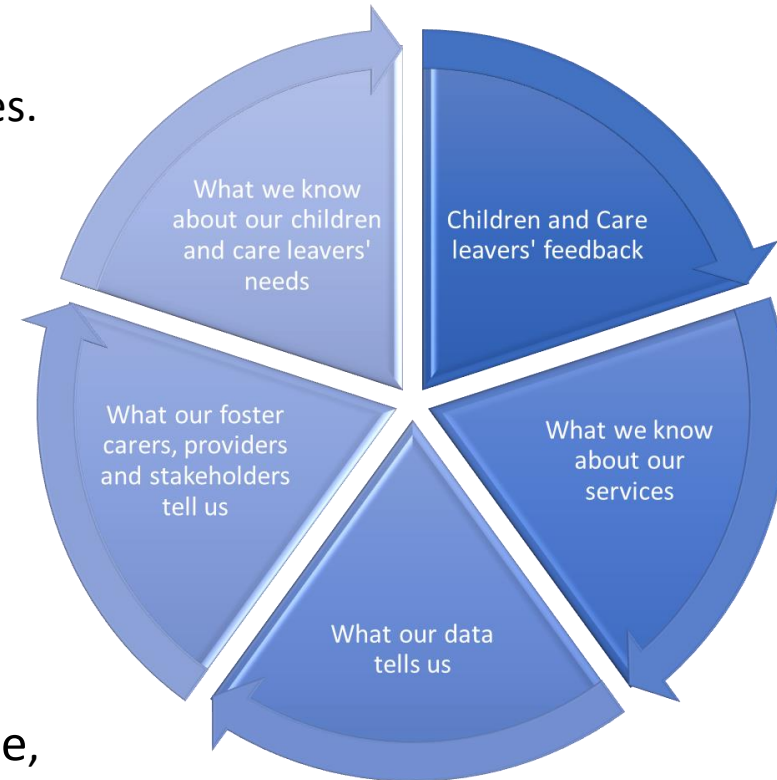
The Corporate Parenting Principles are the seven things that all councils have to think about when they are doing anything that would affect looked after children or care leavers:

- To act in the best interests, and promote the physical and mental health and well-being, of children and young people
- To encourage children and young people to express their views, wishes and feelings.
- To take into account the views, wishes and feelings of children and young people.
- To help children and young people gain access to, and make the best use of, services provided by the local authority and its relevant partners.
- To promote high aspirations, and seek to secure the best outcomes, for children and young people.
- For children and young people to be safe, and for stability in their home lives, relationships and education or work.
- To prepare children and young people for adulthood and independent living

- The **Corporate Parenting Strategy** is being refreshed and will set out the ambitions and priorities for the next three years:

To be the best Corporate Parents we can be, working together to provide children and young people in our care with happy and healthy childhoods, helping them reach and exceed their potential and aspirations, and supporting them into successful adulthood.

- The priorities have been developed from the feedback from children, young people and other stakeholders, what we know about children and young people's needs and about our services. Partners have been instrumental in helping develop the detail
- They are grouped into six themes:
 - Education, employment and training
 - Health and wellbeing
 - Leisure culture and skills
 - Preparation for independence
 - Safeguarding
 - Placements, sufficiency and permanence
- **We** will also refresh the Pledge to children and young people, setting out what they can expect of us as their Corporate Parent



What is the Care Leaver Covenant?



In 2022 we engaged care leavers through:

- A face-to-face workshop
- Online CLC survey
- Residential home visits
- Housing provider presentation
- 1-1 Teams & telephone interviews

Surrey CLC action-plan 2023-24

1. Increasing EET opportunities
2. Council Tax exemption
3. Creating opportunities through Social Value
4. Economic Development
5. A Whole LA Approach
6. Awareness Raising of the Covenant
7. Promoting Health & Wellbeing

Some Care Leaver Covenant Achievements 2023

Priorities	Achievements from first quarterly monitoring
1. Raising awareness	The Leaving Care Service updated Statutory Pathway Planning meetings to include information and links to the CLC. Two dedicated web pages for care leavers and local businesses.
2. Education, employment & training	The Virtual School introduced a 'CV builder tool' and Personal Advisors are currently being trained on how to use it. EVERY care leaver will have a CV (if they wish). The Academy are creating an online learning portal for care leavers to access L&D through Olive.
3. Social Value	CLC has been added to the social value 'Needs & Priorities' list. Contractors are sponsoring events for CYP in care (Beard, Ringway & Aocom). Wealden's Christmas Tree's 2023. Waitrose 'air fryers'.
4. Economic development	The council's economic growth division are planning 'Insight Day's with local employers to create pathways for YP. Cabinet Member is lobbying cabinet to extend Surrey Link Card for Care Leavers 21 years+ (to provide free/discounted travel).
5. A whole LA approach	Launching an out of county gym pass scheme. A new housing strategy is being developed promoting housing and employment opportunities for care leavers.
6. Health & wellbeing	FREE pre-paid prescription scheme for Care Leavers. Recruitment of up to 25 Surrey Care Leavers within the NHS.



CHILDREN & YOUNG PEOPLE WHO ARE CARE EXPERIENCED **COFFEE & CHAT**

Linda Cunningham / Rachael Redwood
Designated Nurses Looked After Children SH
ICB





Designated Professionals for Looked After Children Roles and Responsibilities

- To provide strategic support and advice to SH ICB member responsible for adult and children safeguarding and ensure the regular provision of training to staff and board of the ICB
- Assist SH ICB and other commissioners of health services in fulfilling their statutory responsibilities to improve the health of Looked After Children and work collaboratively with the local authority to comply with requests for completion of statutory health assessments.
- Work with other ICBs to ensure there are robust arrangements to meet the health needs of children in care placed outside the local area and ensure close working relationships with local authorities to achieve placement decisions which match the needs of children.
- To provide strategic advice on monitoring of elements of contracts, service level agreements and commissioned services to ensure the quality of provision for children in care.
- To advise commissioning bodies on training needs and the delivery of training for all health staff across the health community including those GPs, paediatricians and nurses undertaking health assessments and developing plans for children in care.





Current Priorities

Strategy development

- Surrey Heartlands (SH) ICB Looked After Children and Care Leavers Health Partnership Strategy 2023-2026
- SH ICB Forward Plan
- Emotional Health and Wellbeing Strategy
- [Surrey Health and Well-being Strategy - update 2022 | Healthy Surrey](#)
- Corporate Parenting Strategy

Corporate Parenting Subgroup & Healthy Outcomes Sub Group (Governance)

Care Leavers Covenant

- Prepayment Certificates for Prescriptions
- NHS Universal Family Pilot Pilot

Whole System Approach to Healthy Weight

Multiagency Training – Healthy Outcomes for Looked After Children

[Training - Surrey Safeguarding Children Partnership \(surreyscp.org.uk\)](https://surreyscp.org.uk)





Emotional Wellbeing and Mental Health for Looked After Children, Care Leavers and UASC

- Looked After children and Care Leavers are well referenced within the Emotional Wellbeing and Mental Health strategy developed by public health.
- The offer for Looked After Children and Care Leavers is called New Leaf a name which has been chosen by Looked After Children.
- New Leaf is a bespoke service and provides dedicated and needs led mental health support to Looked After Children and Care Leavers up to age 25 and up to 20 miles outside Surrey. Where Looked After Children are placed further away from Surrey bespoke support can be arranged where there are local service delays.
- Care Leavers with a Surrey GP can also access prompt mental health referrals (priority status) via their GP practice.
- New Leaf also encompasses the specific needs of the Unaccompanied Asylum-Seeking Children through the provision of highly skilled and specialist mental health support from a dedicated mental health practitioner. A new evidence based pro forma has been introduced which supports best practice in providing Initial Health Assessments for Unaccompanied Asylum-Seeking Children.

<https://www.mindworks-surrey.org/our-services/intensive-interventions/new-leaf-service>





Contact Details

Designated Doctor Looked After Children Surrey Heartlands ICB

Sharon Kefford

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Designated Nurses Looked After Children Surrey Heartlands ICB :

Linda Cunningham and Rachael Redwood

lindacunningham2@nhs.net

rachael.redwood@nhs.net

Named Nurse Looked After Children Children & Family Health Surrey

Jean Mukarati

Jean.mukarati@nhs.net

Named Dr Looked After Children/Medical Advisor to Surrey Adoption and Permanency Service: Children and Family Health Surrey (CFHS)

Zahida Ahmed

zahidaahmad@nhs.net

Named Dr Looked After Children Epsom & St. Helier Hospital

Rajendra Mahendrakar

rajendra.mahendrakar@nhs.net





CHILDREN & YOUNG PEOPLE WHO ARE CARE EXPERIENCED **COFFEE & CHAT**



Surrey Virtual School

Wednesday 22 November 2023



Education context for children looked after



Nationally, for the academic year 2021-2022, children looked after, alongside all other social care groups (CIN and CP) were:-

- Over twice as likely to have a special educational need (SEN) than the overall pupil population.
- Around half as likely to achieve the expected standard in reading, writing and mathematics at Key Stage 2 (primary) compared to the overall pupil population.
- Performed less well than their peers across all Key Stage 4 (Year 11) measures

CLA were:-

- More likely to be suspended (fixed term exclusion) with CLA new to care (less than 12 months) the most likely of all to be suspended (12.43%)
- More likely to have better attendance than children in the other social care groups
- Less likely to be permanently excluded (0.03%) than the rate for the overall pupil population (0.05%).

DFE most recent published data (new data March 2024)

Within the Surrey CLA cohort

- As of 21.11.23 there were 978 children in care to Surrey
- 36% have an EHCP and a further 21% are in receipt of SEND support

For the academic year 2021-22

- Children in primary achieved better end of key stage outcomes than CLA nationally
- Children in secondary performed less well than CLA nationally at the end of Key Stage 4 (however provisional data shows that this has reversed for 2022-23)
- Overall school absence was slightly above the national average for this group (by 1.3%) however children who were persistently / severely absent performed less well than those with better attendance
- There were no permanent exclusions for CLA during 2021-2 or the following year and instances of suspension reduced in both academic years after a spike in the Autumn term

Legislation

Partners

Looked-after children

The Virtual School (VS), as part of a local authority's **corporate parent role**, is the educational advocate that parents are for others.

Advocacy; acting as the corporate parent at all times. This includes ensuring education provision in relation to Helen admission, attendance, education planning (PEPs), interventions using the pupil premium plus and education outcomes.

- [Promoting the education of looked-after children and previously looked-after children \(GOV.UK\)](#)
- [The designated teacher for looked-after and previously looked-after children \(GOV.UK\)](#)
- [Applying corporate parenting principles to looked-after children and care leavers \(GOV.UK\)](#)

The golden thread...

- Attachment aware settings
- Trauma informed practice
- Advice and guidance
- Raising aspirations and enabling opportunities
- 0-18
- Training across all stakeholders
- Influencing policy and practice through research

- Designated teachers, schools and governing bodies
- Social workers and independent reviewing officers
- Foster carers and residential homes
- Services across the local authority

- Designated safeguarding leads and school leaders
- Surrey Childrens Services
- Services across the local authority



Virtual Schools have a **strategic leadership role** to champion the educational attendance, attainment, and progress of children with a social worker. This means that they should be making visible the disadvantages that children with a social worker can experience, enhancing partnerships between education settings and local authorities, including with children's social care, to help all agencies hold high aspirations for these children.

They should also be promoting practice that supports children's engagement in education, recognising that attending an education setting can be an important factor in helping to keep children safe from harm. Finally, also levelling up children's outcomes and narrow the attainment gap so every child has the opportunity to reach their potential.

- Designated teachers and designated person
- Parents and Special guardians
- Local authority adoption teams

For previously looked-after children, the Virtual School is a **source of advice and information** to help their parents to advocate for them as effectively as possible.

Virtual Schools are integral to ensuring that local authorities discharge their duty to provide suitable advice and information for the purpose of promoting the educational achievement of previously looked-after children.
They can also undertake any activity they consider appropriate where that activity will promote the educational achievement of such children in their area.

[Promoting the education of looked-after children and previously looked-after children \(GOV.UK\)](#)

Previously looked-after children

Children with a social worker

[Promoting the education of children with a social worker \(GOV.UK\)](#)

The role of the Virtual School

Ensure each CYP has access to the best possible education which meets their individual needs

Ensure CLA are prioritised for school admissions and in all other services, provide challenge and support

Challenge drift and delay around access to a school place, using powers of direction where needed

Address barriers to good attendance, including working with schools and education providers to reduce fixed term exclusions

Equip Designated Teachers with the specialist knowledge, information and skills they need to advocate effectively for looked after children on roll of their school

Ensure each child has a current, high quality Personal Education Plan (PEP) within their Care Plan which identifies their individual needs and enables their voice to be heard

Monitor the experience attendance, progress, educational outcomes and experiences of children in care.

Ensure Pupil Premium Plus is used appropriately and effectively to support children's needs

Provide advice and guidance to improve the educational outcomes of all care experienced children, including those who are previously looked after

Strategic oversight to improve education for CWSW

Celebrate success, change the narrative, challenge stereotypes

Continuously learn from CYP, and from all the available research, data and information about the best ways to improve their educational experiences and outcomes

Provide training, support and challenge across the whole system for children around the education of children in care, working with carers, social workers and a wide range of teams

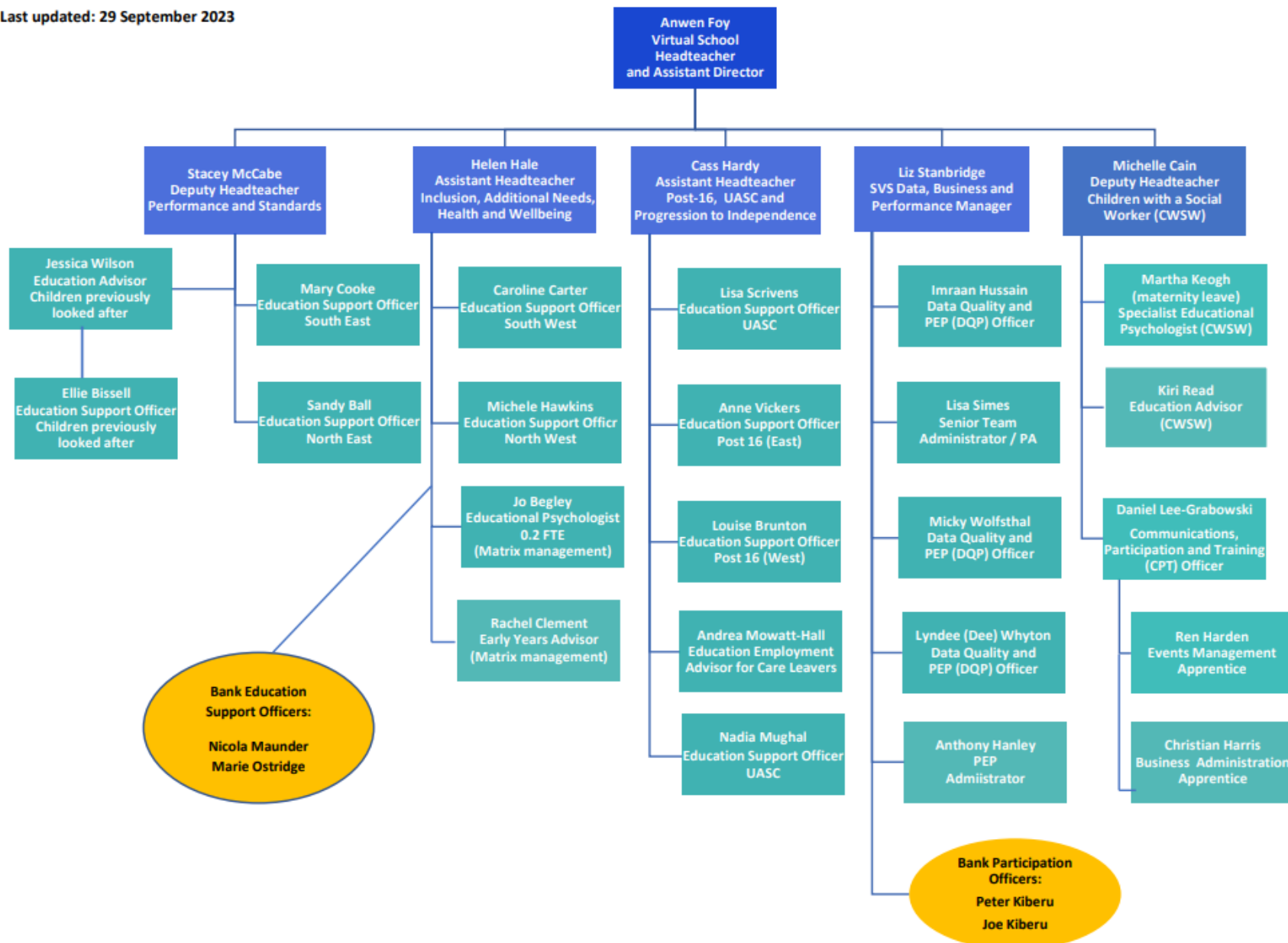
Develop partnerships and deliver interventions to support the cohort's educational needs from the early years to post 16

Meet the team

Forename.Surnamesurreycc.gov.uk

Contact us

- General enquires: virtual.school@surreycc.gov.uk
- Training enquiries: svs.trainingschool@surreycc.gov.uk
- Previously looked-after enquires: virtualschool.plac@surreycc.gov.uk
- CWSW consultations: cswconsultations@surreycc.gov.uk



The significance of school stability and learning as a protected factor

A lived experience...



CHILDREN & YOUNG PEOPLE WHO ARE CARE EXPERIENCED **COFFEE & CHAT**



slido



What might you do or think about within your role, team or community for children and young people who are care experienced?

① Start presenting to display the poll results on this slide.

A young woman with brown hair in a ponytail, wearing a blue and white plaid shirt, is pointing at a red electronic device. A young man with dark curly hair, wearing a grey hoodie and a denim jacket, is looking down at the device. They are both smiling and appear to be working together on a project. The background is a bright, slightly blurred outdoor setting.

Language that cares— Surrey Voice Youth

CHILDREN & YOUNG PEOPLE WHO ARE CARE EXPERIENCED **COFFEE & CHAT**

Care Experienced - Preferred Language

Who are Surrey Youth Voice?



Surrey Youth
VOICE

Jargon Buster

Surrey Youth
VOICE

IYKYK

NPC

Sus

Mid

Situationship

Jargon Buster Answers

IYKYK: If You Know You Know – can be used in any context about an inside joke or reference for specific groups like fandoms etc.

NPC: Non-playable character. Someone that automatically agrees with public opinion and believe what they are told. From video game terminology.

Sus: An abbreviation for "suspect" or "suspicious,"

Mid: When something is mediocre – it's fine, ok, meh

Situationship: An ambiguous romantic relationship – dating but not quite dating

The Impact of Language

- How did you feel when you could not guess the correct word?
- How do you think this activity relates to the language we use with children & young people?
- How can we improve our practice to ensure children & young people do not feel this way?



The Impact of Language

When young people **do not** understand it can cause young people to:

- Feel anxious
- Not engage
- Have negative views of services
- Information being misinterpreted

When young people **DO** understand it can cause young people to:

- Feel comfortable
- Feel included
- Have a better understanding
- Confident to engage



Examples from care experienced young people:

“someone to be my voice” instead of “advocate”

“family time” instead of “contact”

“Children’s services / Local authority” instead of “Corporate Parent”

“sleepover/break” instead of “respite”

“[young person’s name] meeting” instead of “LAC review”

“Looked after Children” instead of “LAC” and “Children Looked After (CLA)” or even better, use children and young people's names!

“catch up” instead of “statutory visit”

Surrey Youth
VOICE



Examples from care experienced young people:

“stable home” instead of “permanence”

“my plan/your plan” instead of “care plan”

“moving into independence” instead of “leaving care”

“moving to a new home” instead of “changing placements”

“stable home” instead of “permanence”

“will try our best” instead of “promise”

Young people continue to express the importance of the language we use as professionals and the impact this can have on them. Where possible, please always **ask individuals their preference** for language at initial meetings.



Preferred Language

Surrey Youth
VOICE

During August 2023, care experienced children & young people worked with the Surrey Youth Voice Team to share their preferred language and terminology.

The Surrey Youth Voice team and partners are working together to establish a communication plan to share this feedback. More information to follow!

In the meantime, what will you **stop, start or change** as a result of your learning today?



A photograph of two young people, a girl on the left and a boy on the right, looking down at a red electronic device they are working on. The girl is pointing at the device. The background is bright and slightly blurred.

Creating Inclusive settings – Club4/SOLD

CHILDREN & YOUNG PEOPLE
WHO ARE CARE EXPERIENCED **COFFEE
& CHAT**



A Learning Experience for Life

Louise Edwards

Louise.Edwards@surreycc.gov.uk

Creating an Inclusive Environment

- **Adaptive Capacity**
- **Expectations/Contracting**
- **Flexibility**
- **Learner Led/choices**
- **Reflection/celebrating achievement**



innerdrive.co.uk

DEVELOPING A **GROWTH MINDSET**



INSTEAD OF.....	TRY THINKING....
I'm not good at this	What am I missing?
I give up	I'll use a different strategy
It's good enough	Is this really my best work?
I can't make this any better	I can always improve
This is too hard	This may take some time
I made a mistake	Mistakes help me to learn
I just can't do this	I am going to train my brain
I'll never be that smart	I will learn how to do this
Plan A didn't work	There's always Plan B
My friend can do it	I will learn from them

A young woman with brown hair tied back, wearing a blue and white plaid shirt, is leaning over a young man with dark curly hair, wearing a denim jacket over a white hoodie. They are both focused on a red breadboard with various electronic components and wires. The background is softly blurred, showing a light-colored wall and a blue object. A semi-transparent blue horizontal band is overlaid across the middle of the image, containing text.

The “Family Business”

How can I find out more

CHILDREN & YOUNG PEOPLE WHO ARE CARE EXPERIENCED **COFFEE & CHAT**

A young woman with brown hair in a ponytail, wearing a blue and white plaid shirt, is pointing at a red Raspberry Pi board. A young man with dark curly hair, wearing a grey hoodie and a denim jacket, is looking down at the board. The board is connected to various colored wires. The background is a bright, slightly blurred outdoor setting.

Your views matter

CHILDREN & YOUNG PEOPLE WHO ARE CARE EXPERIENCED **COFFEE & CHAT**

Social Research – your chance to get involved

Silvia and the Research Team in Surrey Heartlands *Integrated Care System* are carrying out some research around Surrey Youth Focus' Better Together Programme, which includes this Coffee and Chat!

This research is looking at supporting the creation of a more connected and integrated culture in Surrey. The research will take a case study approach to explore, in depth, how, and if, initiatives such as the coffee and chats support greater connectivity and integration within the system. It is not an evaluation of the session or meeting itself – but use this as a case study to understand what and why helps people across the system connect and integrate.

To do this, **researchers from Surrey Heartlands are inviting YOU to take part in this research.** This is a chance to share your views and experiences to support system connectivity and integration.

If you'd like to take part, please register your interest using [this form](#) by Sunday 26th November – it should take no longer than 2 minutes to complete. The responses to this online form will be accessible to the research team at Surrey Heartlands only.

Members of the research team will conduct one-to-one interviews either in person or via Teams, lasting approximately 1 hour, throughout December 2023. Participation is entirely voluntary, and you can withdraw at any point in the process. Everything you say will be anonymised to protect your privacy. Attached is an information sheet explaining this research and your involvement in more detail.

Because of the limited number of places and the need to ensure a diverse range of participants, the Research Team may not be able to offer an interview to everyone who completes this form.

If you have any questions, or simply would like to have an informal chat to know more about this work, please contact Silvia Molino at silvia.molino@nhs.net OR Freya Pugh at freya.pugh@surreycc.gov.uk

Enablers



1 Bottom-up initiatives & (fairly) informal settings: peers coming together

This allows for the creation of psychologically safe spaces where people engage and are engaged meaningfully, as equals. It also enables true partnership working, by developing networks to support shared learnings and resources, and spread good practices

2 Balancing strategic direction with bottom-up learning

Top-down strategic direction provides the general context and framework within which people are enabled and empowered to work. Strategy should be informed by on-the-ground learnings and experiences to be meaningful and impactful.

3 A shared ethos, purpose & no 'othering'

There is a common purpose across all working in the health and care space. By co-producing shared doctrines, ways of working and values, people have been able to integrate better and overcome previous barriers, legacy of old structures.

4 Sharing and communicating success stories/impact: cascading up & down

Engaging with others and sharing experiences have emerged as key to supporting wider understanding of the benefits and impact of collaborative system working. There's a shared responsibility in doing this.

5 Opportunities to connect: informal networks, joint training, workshops, ...

These have proven to be key approaches to encourage exposure and greater understanding of system working, support relationship building and integration.

6 There is permission/mandate for people to connect and work differently

Integrated working is not just relegated to policies and strategies, but is seen as intrinsic to the BAU ways of working for each individual. People are supported to do this and their time protected and valued.



CHILDREN & YOUNG PEOPLE WHO ARE CARE EXPERIENCED **COFFEE & CHAT**