

THE CASE STUDIES

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Relevance to the Five Performance Areas

Knowing your community and Equality Mapping

Actions		Relevant Case Studies
2.1	Relevant and appropriate information is gathered efficiently using a range of techniques, across the local community, to inform the authority's: corporate policy and strategy, sustainable community strategy, local area agreements and to identify key equality gaps.	1, 16, 17, 18, 21, 22
2.2	Information and data are disaggregated and analysed corporately and at service/unit level to monitor and assess and set equality objectives. (Links to 2.4, 2.17 and 2.25)	5, 16, 18, 21, 22
2.3	Relevant and appropriate information and data (including data relating to the National Indicator Set) is mapped, disaggregated and used with partners, to assess and set equality objectives.	5, 16, 18, 21, 22, 23

Place Shaping, leadership, partnership and Organisational Commitment

Actions		Relevant Case Studies
2.4	Clear organisational and partnership equality priorities have been set and are owned and understood by all key stakeholders, including the voluntary and community sector. (Links to 2.2)	1, 6, 16, 23
2.5	Equality and cohesion priorities are monitored regularly by partners, the authority's political and senior managerial leadership, and appropriate resources are being allocated. (Links to 2.20)	1, 6, 16, 17
2.6	Action is being taken to implement commitments within the equality schemes and monitored regularly by political and senior managerial leadership.	10, 16, 17, 18
2.7	Appropriate resources have been allocated and action has been taken to mitigate adverse impact and improve equality outcomes where shortfalls have been identified. (Links to 2.18)	3, 7, 8
2.8	Political overview and scrutiny processes review equality impacts and objectives.	16
2.9	The authority communicates effectively about its equality and cohesion priorities, how it is responding to its communities' needs and promoting good relations.	10, 17, 18
2.10	The authority ensures that contractors, commissioned services and grant receivers regularly review their services and access to them to ensure they continue to be appropriate and accessible. (Links to 2.19)	4, 16, 19, 24
2.11	Work is being undertaken to promote equality of opportunity in terms of the participation of under-represented groups in civic and public life, including as elected representatives.	10, 13, 14, 16, 17
2.12	The quality of community relations and harassment and hate crimes are monitored and analysed regularly. Appropriate action is taken to address the issues that have been identified.	10, 11, 16, 17, 18

Community Engagement and Satisfaction

Actions		Relevant Case Studies
2.13	Community engagement structures are working efficiently and effectively.	6, 10, 16, 17, 18, 21, 23, 24
2.14	Involvement and consultation influences and informs equality priorities and feedback is given to those consulted.	1, 6, 16, 17, 18, 21
2.15	Consultation influences and informs equality priorities and feedback is given to those consulted.	1, 6, 16, 17, 18, 21
2.16	Partners work together to balance diverse, but sometimes conflicting interests, in the locality.	1, 2, 6, 16, 21, 24

Responsive Services and Customer Care

Actions		Relevant Case Studies
2.17	A set of equality outcomes/ objectives/goals have been produced at service/unit level to meet the needs of identified equality target groups, and those who are most vulnerable. (Links to 2.2 and 2.4)	16, 21, 23
2.18	Appropriate resources have been allocated and action has been taken to mitigate adverse impact and improve equality outcomes where shortfalls have been identified. (Links to 2.6)	2, 3, 7, 8, 9, 16, 17, 18, 21
2.19	Mechanisms are in place to ensure that service equality objectives are delivered by contractors and providers through contract management, and that they are monitored properly. (Links to 2.10)	4, 14, 16, 21
2.20	Equality and cohesion objectives are monitored regularly by portfolio holders and departmental management teams (DMTs). (Links to 2.7, 2.22 and 2.23)	14, 16, 17, 19, 22
2.21	The identified needs of vulnerable and marginalised groups are addressed and services are designed to ensure that customers and citizens are treated with dignity and respect.	2, 3, 7, 8, 9, 10, 16, 18, 21, 23
2.22	Human rights issues are considered and addressed when delivering services to customers and clients. (Links to 2.7 and 2.20)	6, 16, 19, 21
2.23	Access to and appropriateness of services is monitored regularly by portfolio holders and DMTs. (Links to 2.7 and 2.20)	6, 16, 17, 20, 21

Modern and Diverse Workforce

Actions		Relevant Case Studies
2.24	The equality aspects of the workforce strategy are implemented and monitored.	12
2.25	Employment objectives have been set based on internal monitoring, staff consultation and the assessment of the local labour market and barriers. (Links to 2.2)	12
2.26	The authority regularly monitors, analyses and publishes employment data to fulfil its statutory duties.	
2.27	All employment procedures have been impact assessed and action has been taken to mitigate adverse impact and promote equality outcomes.	
2.28	The authority has made significant progress on its equal pay review and is working towards reaching agreement with unions.	
2.29	It delivers a range of learning and development opportunities to support councillors and officers to deliver equality outcomes.	15, 19
2.30	Harassment and bullying incidents are monitored and analysed regularly. Appropriate action is taken to address the issues that have been identified.	6
2.31	Equality implications inform the setting of objectives in management and individual appraisals.	
2.32	Staff are engaged positively in service transformation and in developing new roles and ways of working.	15, 19, 20

1. The Development of a School Improvement Strategy			
What We Did	Why we did it	The Difference it Made	Relevance
<p><i>In consultation with all representative stakeholder groups, a School Improvement Strategy Policy was drawn up. The groups consulted were:-</i></p> <ul style="list-style-type: none"> • Social Care and Learning Directorate Senior Management Team • HIAS Senior Management Team • HIAS team • School Improvement Partners • Governors' Consultative Committee and Lead Member of the Council • School Improvement Strategy group of Primary and Secondary Headteachers • Education Strategic Partnership of Primary and Secondary Headteachers • Chairs and Reps of Locality groups of schools • All Headteachers at Chief Inspector's Meeting • Schools Monitoring Group representing agencies across the Local Authority <p><i>Feedback on progress of the policy was shared with all representative groups. The final policy document included;</i></p> <ul style="list-style-type: none"> • general guiding principles; • clear expectations in terms of school improvement working in partnership with HIAS and other agencies • monitoring and evaluation processes for schools causing concern; • statutory Powers of Intervention; • mapping of Local Authority support according to school categorisation. 	<p><i>From a wide range of data sources, it was evident that the performance gap between some groups of pupils and their peers was larger than the national gap in 2008/09 (ref: Havering data packs shared with all schools). In addition, the performance of a small minority of schools continued to be of concern in terms of leadership, teaching and learning and pupils' performance. In order to reduce inequalities in the educational provision of some pupils in Havering, swift and effective action was necessary.</i></p>	<ul style="list-style-type: none"> • reduction in the number of schools below the DCSF Floor target in 2009; • increased sharing of good practice amongst schools (ref: Collaborative Support for Schools in Havering, March 2010); • less schools categorised as 'schools causing concern'; • schools undertaking intensive support evidenced continued improvements in pupils' performance in 2008/09; • more schools identified at support levels 1 and 2; • positive responses from Headteachers about the quality of support and partnership working with the Local authority and School Improvement Partner (ref: annual returns); • prevention of escalation into a school causing concern due to early identification of increased need and effective partnership working <p><i>Although overall performance of vulnerable groups measured against national outcomes will not be available until November 2010, it is anticipated that the performance gap will be narrowed, particularly for those pupils entitled to Free School Meals.</i></p> <p><u>2010 - KS4 5+ A* - C (inc E&M)</u> <i>The average improvement in 5+ A* - C (inc E&M) across the 18 secondary schools in Havering was 4.37%</i> <i>Last year there were 7 Category 3 schools in receipt of Priority Support.</i> <i>The average improvement in those 7 schools for</i></p>	<p><i>2.1, 2.4, 2.5, 2.13, 2.14, 2.15., 2.16,</i></p>

		<p>5+ A* - C (inc E&M) was over 7.5%. There were 3 Category 2 schools in receipt of additional support. Both schools improved, with an average improvement for 5+ A* - C (inc E&M) of over 8.5%.</p> <p><u>2010 - KS4 5+ A* - C</u> The average improvement in 5+ A* - C across the 18 secondary schools in Havering was 6.86% Last year there were 7 Category 3 schools in receipt of Priority Support. The average improvement in those 7 schools for 5+ A* - C was over 9%. There were 3 Category 2 schools in receipt of additional support. All improved, with an average improvement for 5+ A* - C of over 13%.</p> <p><u>2010 – KS2</u> Improving Schools Programme – Category 3 schools English – L4+ - 77.1% and L5 – 23.5% Average improvement on 2009 in 7 schools for L4+ is 1.6% and for L5 is 4.1% Maths – L4+ - 74.6% and L5 – 20.8% Average improvement on 2009 for 5 schools for L4+ is 9.8% and for L5 is 2.9% English and Maths - L4+ - 76.8% and L5 – 24.5. Average Improvement for L4+ is 4.8% and for L5 is 1.2</p> <p><u>2010 - Foundation Stage</u> The LA gap between the median and the lowest performing 20% of pupils in the LA has fallen from 33.7% in 2008 to 28.8% in 2010. Still awaiting comparison with national figures but the expectation is that it will be less than the national performance gap.</p>	
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2. Learning in the Community – Train to Gain (TtG)

What We Did	Why we did it	The Difference it Made	Relevance
<p><i>We facilitated a partnership between Havering College of Adult Education (HCAE) and Havering Association of Voluntary & Community organisations (HAVCO) to examine whether a combination of the expertise and resources of the two organisations could deliver cost effective provision to meet the needs of under represented group of learners.</i></p> <p><i>Out of the discussions emerged a proposal which entailed each organisation delivering aspects of TtG funded provision which played to their strengths and taken as a whole would deliver a coherent curriculum. These proposals were subsequently incorporated into a formal partnership arrangement.</i></p> <p><i>The terms of the partnership arrangement provide that:-</i></p> <ul style="list-style-type: none"> <i>• HCAE and HAVCO design and deliver a range of TtG funded learning opportunities, targeted at, but not restricted to, employees/volunteers of Havering Council and HAVCO constituent organisations.</i> <i>• HCAE as the lead partner undertook the initial, and subsequently annual, application to the LSC (and its successor body the Skills Funding Agency) for TtG funding.</i> <i>• HCAE exercises the quality control arrangements in respect of the provision.</i> <i>• HCAE is responsible for all data collections and returns to the Information Authority (IA)</i> 	<p><i>The Havering College of Adult Education (HCAE) learner database indicated that there were few learners who were employees/volunteers in the community (third) sector. The third sector is extensive and strong within Havering and is a key member, through the Havering Association of Voluntary And Community Organisations (HAVCO), of the Local Strategic Partnership (LSP). The under representation of learners from the third sector was significant for two major reasons. Firstly they represented a failure of HCAE to provide for a significant part of the community and, secondly, that failure left the 3rd sector organisations less well trained and qualified to deliver services to their clients.</i></p>	<ul style="list-style-type: none"> <i>• Employees /volunteers of HAVCO constituent organisations now have access to a wider range of learning opportunities.</i> <i>• Employees/volunteers of HAVCO are no longer statistically under represented.</i> <i>• Employees/Volunteers are routinely assessed by HAVCO for any Skills for Life needs and guided on to appropriate HCAE provision</i> <i>• Success rates in respect of the partnership provision is above average at over 85%</i> <i>• Interest generated has been such that there are waiting lists for many courses.</i> <i>• The partnership is meeting a significant proportion of the accredited training needs identified by the constituent organisations of HAVCO .</i> <i>• The partnership has been extended to Learner Responsive provision thus extending the range of learning opportunities on offer.</i> 	<p><i>2.16, 2.18, 2.21</i></p>

3. The People Referral Unit Skiing Trip			
What We Did	Why we did it	The Difference it Made	Relevance
<p><i>We provided targeted intervention to 10 students with poor attendance, poor behaviour and low self esteem by taking them on a structured skiing trip to provide a focused response to these issues.</i></p> <p><i>“My Time” funds were used plus funding raised by the unit and some received from the Jack Petchey funds</i></p>	<p><i>A skiing trip for students attending the Key Stage 4 Pupil Referral Unit started in June 2009 when the school’s extended school locality became part of a pilot for use of the DCSF’s Disadvantage Subsidy Fund (called “My Time”.)</i></p> <p><i>The aims of the study were</i></p> <ol style="list-style-type: none"> <i>1. To provide a wider range of activities for all the ARC students</i> <i>2. To increase student confidence and self esteem</i> <i>3. To develop social skills, aspirations and new interests</i> <i>4. Ultimately to be able to achieve their full potential in and out of school</i> 	<ol style="list-style-type: none"> <i>1. Student 1 now attends regularly, is focused on his work and wants to do well as a result of the project. He has since confronted his drug issues and is accepting support from the PRU and his family. Impact described as tremendous.</i> <i>2. Student 2 had very low attendance and no self esteem. So many of the experiences were a ‘first’ and the adaptations he made were very challenging but he became proud of these and his prowess at skiing. He may now be able to envisage a college application.</i> <i>3. Students 3 and 4 (Year 10) were able to address their anger management problems and accept support from the school.</i> <i>4. Effects on staff allowed reflection time to consider school ethos, practice, values and to have an improved understanding of student needs. Lack of social skills had been highlighted as a barrier to students’ personal development.</i> <i>5. Use of this subsidy fund has had a great and positive impact on both the students and the school, allowing for reflection and reaffirmation of beliefs.</i> <i>6. It has given the students beneficial experiences that were unlikely to have been achieved in other ways</i> <i>7. It has fulfilled some of the targets set by Ofsted through the improvement of attendance</i> 	<p><i>2.7, 2.21</i></p>

4. Key Stage 4 Alternative Education			
What We Did	Why we did it	The Difference it Made	Relevance
<p><i>We identified all Alternative Education Providers within the London borough of Havering and some just across the boarder of our borough within the travel to learn area, ensuring all providers were given equal opportunity to offer provision and to ensure a wide variety of provision was made available, making all providers feel included and acknowledged within their specialism.</i></p> <p><i>We created an Alternative Education Spot Purchasing Commissioning Framework and developed Quality Assessment Framework which was based around a self assessment document that the providers completed; we assessed and tested elements and themes within it, using a RAG (Red, Amber, Green) assessment process, ensuring quality and standardisation across all alternative provision whilst measuring the impact of each programme. The QAF action plan identified good practice within the provision and highlighted areas for further development, raising standards and the providers also found the process useful.</i></p> <p><i>We developed a QAF yearly timeline, where all providers were allocated a date for their QAF process to begin, ensuring all providers were quality assessed within a timely manner, enabling better planning, giving providers time to prepare and share good practice prior to the QAF taking place.</i></p>	<p><i>We offer alternative education within our borough, and we were developing a Key Stage 4 Engagement Programme which was designed to offer programmes of learning to students who were at risk of disengaging and possibly becoming NEET.</i></p> <p><i>We knew the providers the schools used to spot purchase provision, using a school by school autonomous arrangement and felt that there needed to be a formal structure for these programmes to sit within, giving the potential for sufficient provision at the appropriate levels being offered, whilst ensuring quality and variety of opportunities.</i></p> <p><i>We decided to develop an Alternative Education Spot Purchasing Commissioning Framework of assessed providers enabling variety whilst meeting commissioning requirements and a Quality Assessment Framework that would assist us when monitoring the provision and measuring its impact.</i></p>	<p><i>All our providers are Quality Assessed and have so far been awarded green overall, with some amber areas for further development.</i></p> <p><i>Our schools have a variety of opportunities that enable a rich mix of learning to take place within the students curriculum.</i></p> <p><i>Version 6 of the prospectus is planned to be emailed to schools by beginning of June 2010 containing 19 providers and 59 lines of learning.</i></p> <p><i>We are planning an Alternative Education Conference in June 2010, where all the providers on the framework will showcase their offers, network with our school staff and develop partnership relationships with each other.</i></p> <p><i>Whilst monitoring is an on-going process an impact is evident already, it is improving the quality of providers, encouraging referral of students and developing a sustainable relationships and early indications are that users are benefiting from the improved quality of service.</i></p> <p><i>Our Alternative Education Framework is now an integral feature of the schools referrals process, enabling choice and ensuring value for money and engaging students who would normally become disengaged.</i></p>	<p><i>2.10, 2.19</i></p>

5. Developing the Foundation Learning (FL) Provision			
What We Did	Why we did it	The Difference it Made	Relevance
<p><i>We identified all the post-16 training providers within the borough who deliver entry level and level 1 provision, in order to map out what Foundation Learning provision was available locally.</i></p> <p><i>We asked the Foundation Learning (FL) partnership group to gather data on post-16 Foundation Learning provision by subject sector area, level and geographical delivery location.</i></p> <p><i>We drafted an FL curriculum map template which we sent out to gather some data on the current mix and balance of provision within all providers. We planned to use this information in order to develop a curriculum map for a borough wide picture on current levels of FL provision.</i></p> <p><i>We also decided to use the planning data we gathered from the local pre-16 providers, in order to make sure we commission sufficient levels of FL provision post-16.</i></p> <p><i>We have completed the commissioning round for 2010/11 and produced a Foundation Learning Curriculum map which will be used to build on our negotiations when managing the mix and balance of provision in the coming academic year.</i></p> <p><i>We are also meeting with all secondary schools within the borough to update them on the work of the FL group and gather planning numbers from the schools.</i></p>	<p><i>The Council is committed to ensuring that we commission suitable provision within a variety of sectors, at the right levels, in order to develop progression pathways for local learners.</i></p> <p><i>We aim to increase the choice of provision which is approved on the National Qualification Framework and listed on the Foundation Learning catalogue.</i></p> <p><i>We aim to increase participation through increasing learner choice, reduce NEETs (learners who are not in education, employment or training) and address the Raising of Participation Age (RPA). (NEET figures for Havering in August 2010 for 16-18 year olds is at 327)</i></p> <p><i>The Councils aim is to work in partnership with stakeholders to include local providers, the Young People's Learning Agency (YPLA) and the Regional Planning Group (RPG)</i></p>	<p><i>We have started using the planning figures to inform our commissioning decisions. The information gathered on post-16 planning numbers has also allowed us to negotiate changes for 2010/11 with some of the larger providers to ensure we provide sufficient levels of FL provision.</i></p> <p><i>We have commissioned a total of 1,171 FL provision places for the next academic year 2010/11.</i></p> <p><i>The FL curriculum map has been launched at the network event and we are now in the process of carrying our briefing sessions with schools and Connexions staff, to support them in providing IAG around the post-16 FL offer. This will enable learners to make the appropriate post -16 options at the right level and aid progression.</i></p>	<p><i>2.2, 2.3</i></p>

6. Developing and Implementing the Anti-Bullying Strategy

What We Did	Why we did it	The Difference it Made	Relevance
<p><i>A multi – Agency Anti – Bullying Forum was established to develop the strategy.</i></p> <p><i>Wide scale and publicised consultation about the draft strategy was conducted with:</i></p> <ul style="list-style-type: none"> • <i>Children and Young People</i> • <i>Practitioners across the children’s workforce</i> • <i>Managers across the children’s workforce</i> • <i>Elected Members</i> • <i>Anti Bullying Alliance and other anti – bullying organisations</i> • <i>LSCB Agencies</i> • <i>Children’s Trust</i> • <i>Children’s Rights</i> <p><i>A Conference was arranged to launch the strategy and to raise awareness and influence anti bullying practice across the children’s workforce.</i></p> <p><i>The Anti Bullying Forum devised a multi agency implementation plan based on the five strands set out in the strategy. These include:</i></p> <ul style="list-style-type: none"> • <i>Children and Young People’s participation</i> • <i>Gathering and Using Data</i> • <i>Share and draw on good practice</i> • <i>Prevention</i> • <i>Establish and maintain a clear communication framework</i> 	<p><i>To improve provision and combat bullying of children and young people within the community.</i></p> <p><i>To set out the commitment and intentions of Children’s Trust partners to reduce the incidence and negative impact of bullying on the lives of Havering’s children and young people.</i></p> <p><i>Gain understanding of the different forms, extent and impact of bullying on children, young people and their families.</i></p> <p><i>To promote cooperation between the local authority and partner agencies to improve the wellbeing of children of Havering.</i></p> <p><i>Provide an environment within which it is safe for children to live, enjoy and achieve.</i></p> <p><i>Ensure children feel safer from abuse, bullying, crime, domestic violence or environmental dangers.</i></p> <p><i>To deliver what Havering Children’s Trust set out to do in its Children and Young People’s Plan</i></p> <p><i>To combat and reduce instances of bullying and create a safe environment for children and young people to live learn and progress into independence</i></p>	<p><i>Multi agency commitment and approach to the work of the ABF</i></p> <p><i>Involvement of children and young people so that the strategy was based on their views and opinions</i></p> <p><i>The involvement of anti bullying organisations to support the work of the ABF</i></p> <p><i>The development of a wide range of practices and techniques to combat bullying.</i></p> <p><i>The ABF monitors its implementation every 6 weeks</i></p> <p><i>The ABF chair reports to the Children’s Trust on a monthly basis in relation to the Anti – bullying objectives in the C&YP Plan and LSCB Business Plan.</i></p> <p><i>The objectives for 2010/2011 have been set and reported to the CT</i></p> <p><i>Plans to review achievements, launch a young persons strategy and look at what future action can be taken will be the focus of a conference on 5th November 2010</i></p>	<p><i>2.4, 2.5, 2.13, 2.14, 2.15, 2.16, 2.22, 2.23, 2.30</i></p>

7. Offender Services			
What We Did	Why we did it	The Difference it Made	Relevance
<p>As part of the implementation of actions on the Supporting People Strategy and following a period of extensive research, it was decided to provide a revamped service consisting of three as follows:</p> <p>An accommodation based service, providing housing support on a 'transitional' basis to service users living in five self contained flats in specialist supported accommodation</p> <p>floating support for a number of individuals within the borough residing in any type of accommodation, including temporary accommodation or to persons of no fixed abode, as well as to people preparing to move into and out of the flats at (i), and</p> <p>Housing Advice and signposting where structured housing related support is not considered appropriate.</p> <p>This service was commissioned in 2008 and is designed to cater for an average of 25 people at any one time, depending on need.</p>	<p>The Supporting People Strategy 2005-2010 identified that there were no services for offenders in the borough which was making the resettling of offenders and the prevention of a return to crime difficult and figures from the Joseph Rowntree Foundation in 2005 found that:</p> <p>Fewer than half of ex-prisoners were able to return to their previous accommodation on release;</p> <p>The majority of home owner prisoners had their properties repossessed; and</p> <p>All prisoners living in the private sector lost their homes</p>	<p>In the year 2009-2010 75% of the people utilising the service moved on positively from the service.</p>	<p>2.7, 2.18, 2.21</p>

8. Provision for People with Learning Disabilities

What We Did	Why we did it	The Difference it Made	Relevance
<p><i>Following consultation and engagement of people with learning disabilities, we remodelled 34 units of supported accommodation to provide more independent living. Sleep in has been removed and services have been transformed to provide person centred, outcome focussed support with people being encouraged to develop their skills for independent living and to move on to more independent living.</i></p> <p><i>In addition a new build supported housing scheme was built and opened in 2007. This provides eight self contained flats with no communal space, deliberately excluded to mimic general needs housing as far as possible. The support is provided by a floating support service, based on site, at around 5 hours per week for people in the service and a similar average number of hours for those living in the community and accessing the support. The accommodation is explicitly designed to be 'transitional' with tenants understanding that move on into general needs accommodation is the aim. Alongside this service, a rent deposit scheme and private rental liaison role was funded (for people from all client groups, not just LD) to assist in enabling people to access greater choice of housing from across different sectors.</i></p>	<p><i>The heavy historical reliance on registered care for people with learning disabilities in the borough has meant that there have been few alternatives and the Supporting People Strategy 2005-2010 identified that opportunities for independent living including move on supported accommodation, other general needs housing options and floating support services needed to be developed to widen options for this disadvantaged group.</i></p>	<p><i>In the last year seven people with learning disabilities have come through services and moved into independent accommodation, some of which is in the private sector. Many more people are now considering a variety of housing options, including shared ownership and we expect to have many more people move through these services.</i></p>	<p><i>2.7, 2.18, 2.21</i></p>

9. Cocaine Awareness Group for Adults

What We Did	Why we did it	The Difference it Made	Relevance
<p><i>A Short term rolling group programme was set up that clients are able to access immediately after an assessment. This rapid access to treatment has meant that this group of clients can begin addressing their drug taking behaviours quickly.</i></p>	<p><i>Cocaine users often come into treatment motivated, ready to change and wanting immediate improvements in their lives. Traditionally motivational work is carried out with clients when they first come into treatment, through key working and then referral to the Day Programme or into counselling. It was found that cocaine users were dropping out of this treatment process.</i></p>	<p><i>This group of clients now has a higher rate of planned exits. The group has also reduced the pressure on key workers and counselling therapists, allowing resources to be targeted at other users who benefit more from one to one work. A much better understanding of what works for this client group has been achieved. A group programme for crack cocaine users and another for cannabis users are being planned for 2010/11.</i></p>	<p><i>2.18, 2.21</i></p>

10. Encourage Participation in Local Democracy

What We Did	Why we did it	The Difference it Made	Relevance
<p><i>New Citizens and groups of people from their communities were invited to the Town Hall to meet the Mayor, to visit the Council Chamber for a presentation on how local democracy works, and to have the opportunity to register to vote.</i></p> <p><i>Short presentations were given on the following subjects and the guests were given a copy of "How your Council Works"</i></p> <p><i>One of these events was held as an open day and schools and our Over 50s group was also invite.</i></p> <p><i>The Mayor's Office has also been innovative in attracting Scout and Brownie Groups throughout the borough to visit the Parlour, Town Hall and meet the Mayor as they complete their Local Knowledge Badge.</i></p>	<p><i>To continue to drive up the number of new citizens registered to vote</i></p> <p><i>To encourage young people to learn about the effects of democracy and how it works.</i></p>	<p><i>As a direct result of the Open Day, an inter-generational debate was organised. Participants were from four local schools and older persons groups within the school's area. The event was very well attended and the debate was lively. Both groups were surprised by how many of the subjects they agreed on. As a result of this debate two of the older persons groups now volunteer with the schools they met at the debate.</i></p> <p><i>Excellent feedback from schools has been received through letters and pupils have benefited as this visit is part of their KS2 curriculum involving citizenship. School Councils have also been welcomed at the Town Hall and the Mayor has presented them with their badges of office. There is now a waiting list of schools and youth groups.</i></p> <p><i>We intend to roll this programme out to Secondary Schools within the borough after consultation with Head Teachers on how this will benefit students as part of the KS3/4 curriculum.</i></p> <p><i>Furthermore all the Junior Schools in Havering are now given the opportunity to visit the Town Hall and meet the Mace Bearers. They are given a detailed talk on the history of the Mace and the Havering Crest. Schools are invited to tour the Town Hall and enter the Council Chamber. The Mayoral Support Officers are now fully trained on the electronic voting system, which gives school children the opportunity to vote on issues important to them and their school in the Council Chamber.</i></p>	<p><i>2.9, 2.7, 2.11, 2.12, 2.13, 2.21,</i></p>

11. National Hate Crime Conference			
What We Did	Why we did it	The Difference it Made	Relevance
<p><i>Havering hosted a national hate crime conference in November 2009. This conference aimed to ensure that this crime is reported. Hate crime is a crime that is under reported and we think this is very prevalent in Havering.</i></p> <p><i>The conference had speakers such as Chair of MP Alan Campbell to discuss the Hate Crime: The Cross Government Action Plan. Rose Simkins – Chief Executive Stop Hate UK, Abigail Lock from Scope the UK Disability Charity.</i></p> <p><i>Dr Nathan Hall – Senior Lecturer in Criminology & Policing, who presentation covered 'Hate Crime and the Legacies of Lawrence'</i></p> <p><i>This was arranged as a free event and an excellent opportunity for networking. There were 200 professionals that attended on the day from across the country.</i></p> <p><i>We also used the Conference to showcase the StopHate UK reporting line and inform the audience of the systems and reporting mechanisms that Stop Hate UK provide nationally. The StopHate UK service are a national organisation for combating hate crime and Havering was the second Borough in London last year to launch this hotline.</i></p>	<p><i>The key reasons for holding this conference was to highlight the issue of under reporting, share good practices with a national audience, raise further awareness of the Government Hate Crime Strategy which was launched in September 2009.</i></p> <p><i>The ethnic population of the borough has increased. At the time of the last census (2001) it was 4.8%. Data for Havering projected this figure around 7.2% in 2007 and it is anticipated to rise to 7.8% by 2010. However, the caveat to this is that the figures may be affected by the current downturn in business. However, even with this caveat it is important to have a comprehensive strategy (hotline, conferences, leaflets, promotions etc) to combat Hate Crime.</i></p> <p><i>The conference was required because of the under reporting outlined above and to raise Havering's national profile in this arena. The needs indicated in the Strategic Assessment, are to address racial crime, and fear of crime</i></p> <p><i>Any type of discrimination or harassment is unacceptable. By reporting it, agencies such as the Police, local authorities and other organisations can help individuals and families to deal with incidents.</i></p> <p><i>The under reporting of this crime may be for fear of repercussions. This perception needs to be corrected.</i></p>	<p><i>Agencies and residents in the local area will benefited. The conference highlighted the awareness and effects of Hate Crime and will be part of an overall strategy to increase reporting in the Borough.</i></p> <p><i>The conference aim was also to increase Havering's profile nationally. The Council and partners, having won a Beacon Award for the night time economy, this conference cemented further this growing national reputation.</i></p> <p><i>The Stop Hate UK service since the conference, have confirmed that 6 other London boroughs have now signed up to the reporting service. Currently there is 8 London borough's using this service for residents to report hate crime.</i></p> <p><i>The National Conference has highlighted the good practices and systems that Havering has in place to address the issue of under reporting.</i></p>	<p><i>2.12</i></p>

12. Improving the E & D Distribution of job applications

What We Did	Why we did it	The Difference it Made	Relevance
<p><i>We are working closely with our outsourced response handling providers to improve applicant data to ensure that they are disaggregated. With this in place we have been able to conduct further analyses to encourage interest and applications from the BME and disabled groups.</i></p>	<p><i>Prior to 2006/07 limited data available to analyse E&D distribution of applications, shortlisted applicants and selection. By working closely with our outsourced response</i></p> <p><i>Figures produced for 2006/07 showed low numbers of candidates / shortlisted applicants and appointments in both BME and disabled groups.</i></p>	<p><i>Through working closely with the ROSE project (see case study 32) and WORKSTEP, we have seen improvement in both the disabled and BME groups comparing 2006/07 to 2008/09 with an increase from 2.3% to 7.3% in the number of applications from applicants who consider themselves to have a disability and an increase from 1.1% to 5.8% in percentage of applicants appointed.</i></p> <p><i>Similar results apply with BME applicants with an increase from 24.7% to 30.7% in the number of applicants and a slight increase from 15.3% to 15.9% in the percentage of applicants appointed which means that the overall increase in the number of applicants from BME groups appointed.</i></p>	<p><i>2.24, 2.25</i></p>

13. The ROSE (Realistic Opportunities for Supported Employment) Project

What We Did	Why we did it	The Difference it Made	Relevance
<p><i>We engaged 3 members of staff from the ROSE project to assist with the challenge of managing internal post operations.</i></p> <p><i>The increase in the volume of internal post moving between these more densely populated buildings in the town centre allowed CBFM to justify, and successfully establish the role of Internal Post Distributor, the creation of which led to us employing 3 clients of the ROSE Project to fulfil that role.</i></p>	<p><i>Following the ongoing implementation of the Corporate Office Property Strategy a majority of the Authority's staff are now located within premises in and around Romford Town Centre. The resultant need for changes to the internal post operation provided CBFM with an opportunity to become involved with the ROSE Project and to subsequently become an employer supporting the Project.</i></p> <p><i>ROSE places young people with learning difficulties into real or "proper" jobs using Job Coach's to support their development into the role.</i></p>	<p><i>The 3 members of staff we recruited via the ROSE Project have had a very positive effect on the way we do our business. Not just for the fact they have, since joining the team, made it possible for a wider range of items and "stuff" to be transported between buildings on a scheduled basis, but also by their willingness to become involved with almost everybody they meet during their work. They have brought a very refreshing approach to their work, and this approach has, in turn, had a very positive effect on the colleagues they encounter.</i></p>	<p><i>2.11,</i></p>

14. "Upskilling" Local Small Medium Sized Enterprise (SME)

What We Did	Why we did it	The Difference it Made	Relevance
<p><i>The Business Development Unit developed a Tendering workshop which is aimed at 'up skilling' local Small Medium Enterprises (SMEs) to apply for public sector contracts.</i></p> <p><i>The workshop is specifically aimed at giving them an insight into public sector procurement and helps them compete on a more level playing field with the larger suppliers.</i></p>	<p><i>We have an established 8-Step procurement process which includes planning, market testing etc. The process is supported by the procurement strategy, the procurement framework and the contract procedure rules (the constitution).</i></p> <p><i>An analyses of tenders received showed that local SMEs were not tendering for contracts. Feedback received from local SMEs indicated a lack of understanding of the process.</i></p>	<p><i>This initiative has improved the Councils profile in general within disadvantaged groups.</i></p> <p><i>A member of the BME community that was operating a local SME taxi company attended one of the workshops which helped improve his tendering skills. The next time the taxi contract for vulnerable residents was let by LBH we received a number of good quality submissions and after undertaking the evaluation the local SME that had attended the tendering workshop was included as part of the framework. This was a major contract for the local company and increased their turnover significantly.</i></p> <p><i>Apart from the obvious boost to the local economy, another benefit of this particular SME being awarded the contract became more obvious with the recent bad weather with most of the streets in and around London being snowed under. This taxi company (being local) and with extensive knowledge of the borough was able to keep services running which would not otherwise have been possible.</i></p>	<p><i>2.11, 2.19, 2.20,</i></p>

15. Islamic Centre Visit			
What We Did	Why we did it	The Difference it Made	Relevance
<p><i>As part of the Councils' commitment to Community Involvement and Engagement, 11 members of the Finance & Commerce Equalities and Diversity Group visited the Islamic Centre in Romford.</i></p> <p><i>The group was given a full tour of the centre with an explanation of the main activities. It had been anticipated that there may be some sensitivity around which parts of the premises the group could see and whether our female representatives may be restricted from entering certain parts. As it turned out though the group were made to feel very comfortable and relaxed, all questions were willingly answered and there was also room for quite a bit of humour! The visit ended with a further informal discussion; all conducted in a cordially informal and informative atmosphere.</i></p>	<p><i>The Finance and Commerce Equalities and Diversity Group decided to find out more about the purpose and experience of those groups within the community who try to represent the needs of groups within society for whom equality and diversity issues play a significant part.</i></p> <p><i>There was no particular focus on faith as the starting point however the group was aware that, although founded around the Islamic faith, the Islamic faith Cultural Centre in Romford tries to undertake a broader range of activities within the community.</i></p>	<p><i>This gave our representatives a better insight into the Islamic faith and some interesting facts which brought home some of the interesting similarities between the main faith groups. This was a refreshing change from the way society often picks out the differences between groups.</i></p> <p><i>It also generated a greater mutual awareness of some of the access issues community groups typically experience when seeking to interact with the Council and the practical reasons why this may occur. These issues are being now being addressed corporately.</i></p> <p><i>F&C group member Vicki Felton said "A couple of things surprised me – firstly the number of prayer times there were during the day and secondly the hospitality the group showed. They really welcomed us and were so grateful for our visit."</i></p> <p><i>It was evident that the Centre's representatives were pleased that the Council had taken time out to find out more about their activities and experiences. They indicated a willingness to host further such visits as they clearly see benefit in raising mutual awareness of the centre's role and its objectives for engaging both with the Council and the wider community.</i></p>	<p><i>2.29, 2.32</i></p>

16. Harold Hill Ambitions			
What We Did	Why we did it	The Difference it Made	Relevance
<p><i>In Summer 2007 the Council created 'Harold Hill Ambitions' - a place-shaping regeneration programme with the aim to 'improve the quality of life for local people'. The programme was developed through extensive consultation between all Council departments, partner organisations and local residents. The final proposals, agreed by Cabinet in November 2008, include more than 30 interrelated physical, social, economic and environmental projects and improvements to service delivery. These include:</i></p> <ul style="list-style-type: none"> - o <i>Physical improvements, including; i) development of a learning village with new children's centre, primary and SEN schools, Academy School and FE College all on one campus; ii) new youth centre; iii) new library with community learning and information centre; iv) new sports focussed park; v) road, pavement and cycle route improvements; vi) new family focussed residential development; vii) focused regeneration of a large 1960s estate.</i> o <i>Social, economic and environmental improvements, including; i) energy efficiency programme; ii) better youth and adult education opportunities; iii) employment services including job brokerage; iv) community safety improvements; v) youth amenities and activities; and vi) community development programme.</i> 	<p><i>Harold Hill is a large post-war housing estate on the periphery of north-east London. Originally built to re-house east Londoners after the war it is home to approximately 25,000 people and is one of the most deprived parts of the borough.</i></p> <p><i>Early conversations with residents were often met with a combination of distrust and disinterest. Some of the feelings expressed by residents were that Harold Hill had been ignored and that there was a negative stigma attached to living in the area. Residents were unconvinced about the ability and/or likelihood of the Council actually delivering the proposals within the programme, making comments such as "we will believe it when we see it".</i></p>	<p><i>The engagement and consultation process was a great success. There was a seven fold increase in the number of residents who knew about the programme (increasing to more than half of all residents). The proportion of residents saying they feel informed about the Council's proposals for Harold Hill has almost doubled.</i></p> <p><i>Perhaps more important was the change in attitudes that was apparent through the engagement process.</i></p> <p><i>After Cabinet gave approval to go ahead with the Ambitions programme in November 2008, implementation began apace and now, over a year into the programme, a huge list of important milestones have already been achieved. This was made possible due to the strong leadership and direction of the Programme Board, cross-department and partnership working, and strong project management methodology.</i></p> <p><i>Also essential to achieving early physical improvements was the decision to start delivering some early capital projects through prudential borrowing and existing revenue reserves. This meant that the momentum and engagement achieved during the consultation was not lost by a perceived lack of action.</i></p>	<p><i>All performance measures from 2.1 to 2.23</i></p>

17. Community Cohesion - The Peer Communicators

What We Did	Why we did it	The Difference it Made	Relevance
<ul style="list-style-type: none"> • <i>Completion of insight research to get underneath opinions/attitudes – influenced by Values Modes segmentation model</i> • <i>Development of network of peer communicators in two wards to help strengthen two-way flow of information between the Council and local communities</i> • <i>Skills training for front-line staff to help engage residents who might express negative perceptions</i> 	<p><i>Need for improvement around key national indicators NI 1 & NI4 – performance on both in the lowest quartile by comparison with other London boroughs. Evidence showed linkages to concerns around population change amongst long-standing communities (Havering is London’s least ethnically diverse borough), and issues around the Council’s role in bringing about population shift, and its overall reputation</i></p>	<p><i>Change in language and ‘tone of voice’ in relation to communications aimed at the general public, specifically through the Council’s fortnightly resident magazine, ‘Living’. The message from the insight research was that an aspirational tone of voice can be actively off-putting for residents who for whatever reason have fears/anxieties about change and the future, despite its inevitability.</i></p> <p><i>There is also specific attention to ensuring that issues raised through the peer communicators are specifically and quickly addressed through Living’s editorial coverage.</i></p> <p><u>From the Peers</u></p> <p><i>Mr Y was annoyed that the Council contractors only ever did a half-job when cutting the lawns locally. To start with he was distant. I contacted streetcare who arranged for the edges of the lawns to be cut within the week. They were and when I met with him a couple of weeks later he was much happier and more willing to talk with me about the problems as he sees them in the area. I was also able to push out the Council message that they have been trying to promote wildlife by leaving edges of lawns growing.</i></p> <p><i>Ms X was not keen on participating in a Council project and was slightly dubious about the benefits of it. She said that the Council never listened and every experience she had was terrible. She asked a question about why only some plastics were recycled but did not believe I would get back to her. The next week I contacts</i></p>	<p><i>2.1, 2.5, 2.6, 2.7, 2.9, 2.11, 2.12, 2.13, 2.14, 2.15, 2.18, 2.20, 2.23,</i></p>

		<p><i>Ms X again and said I had looked into the issue and could I come over to talk some more about the area. I was invited over where I told her all about how we are pushing the contractors to take more of our waste but there had been a global downturn in the market and it was proving difficult. Even though it was not a solution Ms X is now appears much more at ease talking with me and has been doing so for a few months now.</i></p>	
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18. Older People's Volunteering Project			
What We Did	Why we did it	The Difference it Made	Relevance
<p><i>We designed a consultation programme based on face-to-face consultation, aiming to make contact with 500 older people across Havering.</i></p> <p><i>We recruited and trained volunteers to help us to carry out the bulk of the work, which included making house visits to over 300 properties, talking to older people in their homes about what services they need, currently use, and what else is available to support them. Working with partners across the Havering Strategic Partnership, we produced information packs from a variety of agencies, and benefits advice</i></p> <p><i>Using customer insight intelligence, which we had gathered as part of a project with Experian to develop bespoke customer insight segments for Havering, we identified our target group of residents to be in 'Category 1' (which consists of older people, often in single person households, on low incomes and with below average general health). Our research told us that these people are most likely to respond to face-to-face communication rather than other forms such as letters, telephone or the internet. This enabled us to target the households we specifically wanted to reach – saving lots of time and money and enabling us to deliver the consultations much more efficiently.</i></p> <p><i>At this point, the Improvement & Development Agency (IDeA) recognised our innovative approach to targeting vulnerable older people and awarded us £50,000 to help fund the project.</i></p> <p>.</p>	<p><i>The Borough of Havering has the highest proportion of older people out of all of London (24% of our overall population are over 60). Population projections show us that this is likely to increase to 43% by 2031. This means that as a local authority, we face unique challenges in making sure that we have the right services in place, that meet the needs of our ageing population.</i></p> <p><i>To do this, we needed to capture the views of our older residents and give them the opportunity to shape services and to give feedback on council services.</i></p> <p><i>We wanted to design a consultation which enabled us to reach 'hard to reach' groups of older people, who would normally fall under the radar of traditional postal surveys, such as the Place Survey, for example</i></p>	<p><i>The consultation was very well received by most older people we spoke to. Many older people experience loneliness and isolation at home all day on their own – this gave them the chance to talk about their needs and to learn more about what was available to them.</i></p> <p><i>Wherever possible, our consultation volunteers referred the older people on to our partners – including Age Concern, NHS Havering, the Police, the Fire Service, and many more – and we made sure we followed up on the suggestions and queries put forward by the older people and fed back to them what was happening as a result.</i></p> <p><i>The project is still only half way through, with another six months still to go. So far, we have some excellent examples of really improving outcomes for local people. For example, one resident we visited, a woman living alone in her 70s living in extreme financial hardship, was unaware of the benefits she was entitled to. We referred her to CAB for advice on how to apply for support, and she is now £120 a week better off than she was – making a massive difference to her life.</i></p> <p><i>So far, by using our intelligence to target consultation, we have contacted and visited over 300 older people and given them the opportunity to shape council services, and to make sure they are aware of all the services on offer to them to increase their quality of life. By consulting in a different way, by doing what our research tells us that our target customer group most prefer, we are ensuring that we give vulnerable older people a voice and opportunity to improve our services.</i></p>	<p><i>2.1, 2.2, 2.3, 2.6, 2.7, 2.9, 2.12, 2.13, 2.14, 2.15, 2.18, 2.20, 2.21,</i></p>

19. E & D Training for StreetCare Staff			
What We Did	Why we did it	The Difference it Made	Relevance
<p><i>All staff attended interactive role play, featuring actors who set the scene and then reacted to the directions of the staff audience.</i></p> <p><i>Issues covered included dealing with difficult customers, making comments that the individual sees as ok, such as “you can’t park there love”. Age, racial and gender comments that are not appropriate were all tackled in different role plays.</i></p> <p><i>Once the scene has been set, the actors respond to the audience wishes on how to continue, or how to retrieve the situation</i></p>	<p><i>To raise awareness of the type of situations staff can find themselves in every day when working out on the street, or in the office environment, and how they should respond to ensure everyone they come into contact with are treated equally and fairly.</i></p>	<p><i>Staff were positive with their comments and enjoyed the chance to interact with others. They also realised how comments or actions which they took to be normal, could be construed to be offensive, rude, or inappropriate.</i></p> <p><i>We receive a lot of positive comments from residents concerning staff attitude and this training has helped improve the overall service improvements as reflected in our NI targets/performance.</i></p>	<p><i>2.29, 2.32</i></p>

20. Customer Services - The Mystery Shopper

What We Did	Why we did it	The Difference it Made	Relevance
<p><i>Participated in 4 Mystery Shopping exercises in 2009-2010 in conjunction with the Customer Services for London Group.</i></p> <p><i>As part of the mystery shopping process, boroughs are judged on technical knowledge, call handling and customer satisfaction. Staff are also judged on closing the call professionally, that the information given is clear and jargon free, that calls are handled with confidence and clarity, and pitch and tone are of a good standard</i></p>	<p><i>Well planned mystery shopping can be used to recognise and reward good staff performance, motivate and encourage improved performance or identify any weaknesses in systems, process or personal performances that can be rectified through changes or training. Focusing on these areas leads to improvements in customer satisfaction levels and service delivery.</i></p>	<p><i>Haverling achieved top place overall in the league tables compared to other London boroughs, indicating a strong commitment to providing an excellent service to our customers. Members of staff were praised for their performance which assists in leading to increased motivation to provide a good service to our customers.</i></p>	<p><i>2.23. 2.32</i></p>

21. Customer Services - Complaint Procedure			
What We Did	Why we did it	The Difference it Made	Relevance
<p><i>Corporate Complaints Procedure</i> Implemented a new Corporate Complaints Procedure to ensure all corporate complaints were dealt with in the same way, with the same process and timescales. The new procedure incorporates:</p> <ul style="list-style-type: none"> • Accountability & Ownership of Complaints • Automated e-mail notifications • Electronic complaints management • Complaints history • Generated acknowledgement and full response letters • Attachment of scanned documentation • Escalation • Customer satisfaction monitoring 	<p><i>There were two key reasons for this:</i></p> <p><i>Feedback from the MORI survey and comparisons with other organisations indicated that the Council's complaints handling performance needed to improve. In it was indicated that only 26% of Havering residents are satisfied with complaints handling. This compares to upper quartile performance in London of 32% and 36% in England.</i></p> <p><i>The Annual Letter from the Local Government Ombudsman highlighted a number of issues relating to the Council's handling of complaints that were causing him concern.</i></p>	<p><i>The new arrangements have made it easier for customers to complain, improved the handling of complaints and enabled the Council to learn from them better.</i></p> <p><i>Customers now have the name and contact details of the person dealing with their complaints.</i></p> <p><i>A higher proportion of complaints are completed within 10 working days.</i></p> <p><i>As all corporate complaints are now recorded on a single system they can be regularly monitored and spot checking carried out on responses.</i></p> <p><i>Management information is now available to determine:</i></p> <ul style="list-style-type: none"> <i>How many complaints we receive</i> <i>How we receive them</i> <i>Who receives them</i> <i>Why customers are complaining</i> <i>The complaint outcomes</i> <i>The time taken to deal with complaints</i> <p><i>Since the new procedures were introduced there have been no corporate complaints which have reached a stage three or gone to an adjudication & review panel</i></p>	<p><i>2.1. 2.2, 2.3</i> <i>2.13 to 2.23</i></p>

22. Culture and Leisure Annual Survey			
What We Did	Why we did it	The Difference it Made	Relevance
<p><i>Culture and Leisure in Havering includes a number of service areas; libraries, parks and open spaces, sports and physical activity, arts, community halls and allotments. To get feedback on our services, we run an in-house annual survey each summer, which takes place across the borough.</i></p> <p><i>The survey has a sample size of 1,000 and is carried out face-to-face by trained researchers. Respondents are asked a series of roughly twenty questions about the service, from satisfaction questions to social outcome questions about their experiences of and attitudes about taking part in cultural activities. Demographic data is also collected in line with corporate standards.</i></p> <p><i>The data is analysed and turned into a report which is presented at management team meetings and cascaded to teams. Recommendations are fed into service planning and shared with the Culture Forum. Our response to the issues raised is published in our Council Living magazine.</i></p>	<p><i>The information gathered each year through the annual service is useful in gauging public opinion of our services and identifying issues that need to be addressed. Where satisfaction is low, participants are questioned in more detail about the reasons for their response, allowing us to target potential problems in the service.</i></p> <p><i>The survey also allows us to broadly measure the social impact some of our work is having upon our residents. In the last survey for example, 73% agreed that visiting the library made them feel part of the local community and 82% said that their participation in an arts activity had increased their sense of health and well being.</i></p> <p><i>The demographic information collected in the survey (along with our activity specific data) allows us to identify potential gaps in provision and to identify discrepancies in the satisfaction levels of particular groups.</i></p>	<p><i>The information gathered in the report allows us to advocate the value of culture in terms of how it is valued by the local community. It also helps us to improve our services. For example, issues around cleanliness at the pool side in our leisure centres have been addressed through our contract with leisure provider SLM. Shoes are now no longer allowed at the poolside in Central Park and use of special pool shoes for staff has been enforced. The new Central Library in Romford has included additional seating in response to the recommendations of the last survey and the decision to establish more 'bio-diversity' areas in parks was taken partly in response to the identified need for more ecology spaces in the 2009 survey.</i></p>	<p><i>2.1. 2.2, 2.3</i></p>

23. Disability Sports Steering Group			
What We Did	Why we did it	The Difference it Made	Relevance
<p><i>In March 2008 our Health and Sports Development Team drew together representatives of a range of disability sports providers to establish the Havering Disability Sports Steering Group. The initial meetings included representatives of Culture and Leisure Services, the Integrated Youth Service, Havering Disability Sports Association, the School Sports Partnerships, Havering Association of People with Disabilities (HAD), the YMCA, and the London Forum for Disabled People (now Interactive).</i></p> <p><i>The group's first task was to audit sports activities for disabled people across the borough, and it immediately identified that while there were lots of activities taking place, there was a major problem in communicating the availability of this range of opportunities to the community. In response, the group organised an event to 1) give disabled people and their families, friends and carers a chance to try out new sports, 2) to distribute information about the sports on offer in Havering and 3) to consult the groups about what they would like to see in future.</i></p>	<p><i>Active People 1 showed disabled people in Havering to have a disproportionately low level of engagement in sports and physical activity, which was backed up by information held by the local PCT (now NHS Havering). The Mayor's Inclusive and Active Strategy was also published in 2007. This information was consequently reflected in the Sports and Physical Activity strategy, which identified disabled people has a target audience (along with women, those aged 50+, and BME communities).</i></p> <p><i>The most recent Sports and Physical Activity strategy was written in partnership with NHS Havering to ensure our priorities are targeted effectively.</i></p>	<p><i>The initial Havering Active for All day was attended by over 100 people and was such a success it has been followed up by one more full day event and a series of four mini sports days in summer 2010. The next major event will be held in November 2010. The Havering Active website has been upgraded to meet WC3 disability access criteria.</i></p> <p><i>The steering group, which was initially chaired by a council officer, is now chaired by a disability sports representative. Its membership has been extended, and all providers are encouraged to bring a service user to the meeting. The Lead Member for Culture Towns and Communities now sits on the steering group and the group has been presented as an example of best practice at the Proactive East London Inclusive and Active Steering group. Most importantly, the last Active People survey showed Havering with an increased level of participation for disabled people in sports and physical activity.</i></p>	<p><i>2.3, 2.4, 2.13, 2.17, 2.21</i></p>

24. Friends of Parks			
What We Did	Why we did it	The Difference it Made	Relevance
<p><i>Havering has over 100 parks and open spaces and has always had a strong voluntary sector in this area. In 2009 there were 20 'Friends of Parks' groups, some constituted more formally than others. Parks Officers met with the Chairs of these groups over an extended period of time to establish a partnership agreement which they felt they could sign up to. All the Friends groups were then invited to apply for official 'Friends of Parks' accreditation, which would give them special status.</i></p> <p><i>Successful groups would be given £1,000 to spend in their park on projects of their choice. They would also be eligible to apply for a one-off grant of £5,000 to undertake a capital project within their park, and would receive support in running events and activities within the park – this included the Council covering insurance costs, administrative and marketing support and training.</i></p>	<p><i>The Parks and Open Spaces department and Havering Association for the Voluntary and Community Sector (HAVCO) were interested in developing the involvement of voluntary groups in the maintenance and operation of parks and there was a high level interest among the volunteers themselves. At this time any member of the public could refer to themselves as a Friends group, and this did not necessarily reflect the quality of the governance arrangements or ensure that the group represented the community.</i></p> <p><i>In return for funding and support, the groups were required to meet specific criteria relating to their governance arrangements. To achieve official Friends group status all meetings were required to open, the minutes circulated widely and the Chair to be elected annually at a formal AGM. The group was also required to run a consultation of over 500 local residents on an annual basis and to hold one community event a year, which the Council would support. Groups were encouraged to find match funding for the £1,000 they received from other sources and to run their own improvement projects in the park.</i></p>	<p><i>This year, Havering has won eight Green Flags for its Parks service, two more than the previous year. Members of the Friends groups have reported that they feel more confident in their local area and there have been some examples of entrepreneurial activity: the Friends of Upminster Park succeeded in drawing in an additional £5,000 by using the £1,000 they were given as match funding, and have installed a new children's play area with the money. The groups have done an excellent job in taking on new responsibilities and have been empowered to take decisions that inform the development of their local area. In year 2, the criteria for accreditation became a little more challenging, and included the requirement of having a youth representative on the committee of each successful group.</i></p>	<p><i>2.10, 2.13, 2.16</i></p>