



## Delivering a recovery that works for children: Full list of recommendations

		Short term	Longer term
<b>Child Poverty and Social Security</b>	<i>Benefits</i>	<ul style="list-style-type: none"> <li>• £10 increase in Child Benefit</li> <li>• £10 increase to Child Tax Credit and the child element of Universal Credit</li> <li>• removal of the benefit cap and the two-child limit</li> <li>• Advance payments should be given as grants and therefore be non-repayable, rather than as loans</li> <li>• clearer communication and support for people transitioning into new systems, so they can navigate an already-complicated welfare system without additional stress or anxiety.</li> <li>• For those claimants who have moved to UC in error, for example claimants in receipt of severe disability premium or claimants who moved to UC following advice from the</li> </ul>	<ul style="list-style-type: none"> <li>• The government must conduct a review of the social security system, as part of a broader child poverty strategy</li> </ul>

		DWP, steps must be taken to transition these claimants back to legacy benefits as soon as practically possible	
	<b><i>Free School Meals</i></b>	<ul style="list-style-type: none"> <li>the government extends the Free School Meal (FSM) voucher scheme to include cash payments where possible</li> <li>The Department for Education should change eligibility to Free School Meals to ensure that children without recourse to public funds who are living in poverty continue to have access to Free School Meals beyond the current crisis, regardless of their parents' immigration status.</li> <li>government should also provide more support for newly eligible parents to register for Free School Meals, so families are not still left facing crisis.</li> </ul>	<ul style="list-style-type: none"> <li>We recommend that the DfE conduct a review of Free School Meal eligibility, with a view to extending eligibility to capture working families who currently fall outside of the maximum income thresholds.</li> </ul>
	<b><i>No Recourse to Public Funds</i></b>	<ul style="list-style-type: none"> <li>we call on the government to suspend NRPF policies without further delay so that families can access the lifeline of social security under the same conditions as everyone else.</li> </ul>	
	<b><i>Housing</i></b>	<ul style="list-style-type: none"> <li>all families, including homeless families living in temporary accommodation and those with NRPF, must be protected against eviction and have access to suitable self-contained accommodation.</li> <li>Legal protections against eviction and homelessness due to Covid-19 should be strengthened by scrapping Section 21 'no fault' evictions, and temporarily suspending the use of Section 8 (Housing Act 1998) evictions or making it a discretionary, rather than mandatory, ground for eviction.</li> <li>Local Housing Allowance should be increased to the 50<sup>th</sup> percentile so that renters are supported to pay actual rent costs and do not face eviction and homelessness.</li> </ul>	<ul style="list-style-type: none"> <li>Government should ensure that children and homeless families are not placed in accommodation that is harmful to their health and wellbeing, including converted office blocks and housing of multiple occupancy with shared facilities. This includes stopping children and homeless families being placed in B&amp;Bs, including council-owned B&amp;Bs, for longer than the 6-week legal limit.</li> <li>Local authorities must be given the resources necessary to ensure that all homeless families have access to safe and secure housing.</li> <li>there needs to be greater investment in sustainable and accessible social housing.</li> <li>Local authorities, planners and developers must have children's best interests in mind when designing and building homes and public spaces</li> </ul>
	<b><i>Crisis Support</i></b>	<ul style="list-style-type: none"> <li>The UK Government should urgently make a funding allocation of £250 million to higher-tier local authorities in England for use in the year 2020/21</li> </ul>	<ul style="list-style-type: none"> <li>government provides improved and sustained funding for voluntary sector organisations, especially second-tier welfare advice sector.</li> </ul>

		<ul style="list-style-type: none"> <li>• This funding should have accompanying guidance, which sets out strong expectations for how the money should be spent.</li> </ul>	
<p><b>Mental Health and wellbeing</b></p>	<p><i>Pre-birth to 4 years of age</i></p>	<ul style="list-style-type: none"> <li>• DfE, DHSC, Public Health England and the NHS should work together to urgently publish and update guidance and resources which equips parents and practitioners with the knowledge, skills and confidence to support emotional wellbeing and mental health in children under five</li> <li>• The priority focus for babies and young children starting or returning to education and childcare settings must be their personal, social and emotional development above all else.</li> <li>• The Government should ensure that early years settings, children’s centres and specialist mental health services are adequately resourced to support children returning after lockdown with gaps in their development, and wellbeing needs.</li> <li>• financial support is needed for parenting advice providers to expand and adapt their services to meet rising demand for information and resources to improve children’s home learning environments and wellbeing.</li> <li>• All routine health visiting contacts with families should be reinstated as soon as possible to enable contact with families and assessment of children’s needs. These must involve personal contact.</li> <li>• Social work, health visiting, perinatal and parent-infant teams and other core services should be equipped with sufficient PPE for face-to-face visits.</li> </ul>	<ul style="list-style-type: none"> <li>• The Government must take concerted, cross-system action with clear leadership, to protect and promote the emotional health and wellbeing of young children, underpinned by sufficient resources. We urge the Government to develop a Recovery Strategy for Children that fully addresses the mental health needs of children starting from pregnancy, and supports their parents now and in the coming years of hardship.</li> <li>• UK Governments should develop and deliver an impactful public awareness campaign to dispel common myths about infant mental health that is culturally responsive and sensitive, and which promotes the use of a common and accessible language.</li> <li>• The Government should include a mandatory assessment of emotional wellbeing at the 2-2.5 year health visitor review and review ways to streamline measurement across the four nations, with all health visitor contacts having an increased focus on social-emotional development.</li> <li>• Increase the knowledge, confidence and skills of universal early years’ practitioners, including health visitors, GPs, midwives and early education and childcare practitioners by including a mandatory training module in social and emotional development. This should also include improving specialist expertise and skills within the mental health workforce to work with babies, toddlers and young children.</li> <li>• Health commissioners and local authorities should conduct a review of the range of services available</li> </ul>

			in local areas – by level of need, target population, mode of delivery, etc.
	<b><i>Primary and secondary school</i></b>	<ul style="list-style-type: none"> <li>• In the immediate future, the Government must allow schools flexibility with the curriculum to ensure schools can focus on the mental health and wellbeing of their pupils.</li> <li>• Remote support should continue to be improved alongside school reopening, to support the many children not returning initially.</li> <li>• Schools must be given the resources to prioritise staff wellbeing, including the provision of training and wellbeing support, in turn increasing pupil wellbeing.</li> <li>• Mental health and well-being services schools provide, school based support for children with learning disabilities, counselling, speech and language therapy, and a range of other support must be restarted as quickly as possible and schools should provide safe, COVID-secure environments for this to take place.</li> <li>• The summer catch up scheme must include a focus on mental health and well-being, alongside activities to support students catching up academically.</li> </ul>	<ul style="list-style-type: none"> <li>• The Government must work towards adopting a trauma-informed approach to policy making, and supporting schools to become trauma informed.</li> <li>• The Government should take this opportunity to review the role of the wider education system on staff and pupil wellbeing.</li> <li>• The Government should ensure that all children and young people benefit as soon as possible from the aims of the Transforming Mental Health Green Paper - not just those living in the trailblazer pilot areas. They should guarantee faster roll out of the trailblazers to achieve greater geographical coverage sooner.</li> <li>• The Government must ensure the mental health and wellbeing needs of children in care and care leavers are prioritised within recovery plans, including embracing the findings and recommendations of the Social Care Institute for Excellence’s Expert Working Group on the mental health and emotional wellbeing needs of children in care and care leavers.</li> <li>• The Government must prioritise children and young people’s mental health and wellbeing in the aftermath of this pandemic, and provide additional ring-fenced funding to schools and local authorities to rapidly scale up the capacity of early mental health and wellbeing support to meet the expected increase in demand</li> </ul>
	<b><i>Post-16 support</i></b>	<ul style="list-style-type: none"> <li>• NHS CYPMHS services should continue to provide support to those young people who should be transitioning to AMHS until the recovery period is over and face to face assessments and planning can take place.</li> </ul>	<ul style="list-style-type: none"> <li>• Commissioners should consider commissioning a sub-threshold service to provide additional support who require mental health support as a</li> </ul>

		<ul style="list-style-type: none"> <li>• Appropriate mental health and well-being support should be put in place for young people returning to sixth form or college. Higher and Further Education Institutions should also review the support they have on offer.</li> </ul>	<p>result of the pandemic but do not meet NHS CYPMHS or AMHS thresholds.</p> <ul style="list-style-type: none"> <li>• We strongly urge that the ambition for NHS CYPMHS to support young people up to the age of 25 is progressed with urgency across the country, and that implementation is monitored.</li> </ul>
	<b><i>The wider mental health support system</i></b>	<ul style="list-style-type: none"> <li>• Staff working in mental health support services should be provided with PPE in order to carry out their roles safely.</li> <li>• CCGs and NHS Trusts must support local community mental health services to re-open as quickly as possible.</li> <li>• Public Health England should work with the Voluntary and Community Sector to develop and promote a national, age-appropriate campaign on mental health for children and young people.</li> </ul>	<ul style="list-style-type: none"> <li>• Community based support services should be given additional funding and support to increase capacity over the long-term to not only deal with the likely influx of young people with mental health needs, but to also prevent additional pressure being placed on NHS mental health services. Silos between community based and clinical support should also be broken down.</li> <li>• To prepare for the rise in referrals, the front door to NHS CYPMHS should be reviewed and guidelines issued to partners about when to refer and how to work with Covid-19 related issues, for example, what is the threshold, and what other services and support are available.</li> <li>• The Government must urgently set out more detailed plans about how it will meet the target in the NHS Long Term Plan for 100% of children and young people who need specialist mental health care to be able to access it in the coming decade.</li> </ul>
<b>Early Years Recovery</b>	<b><i>Cross system recommendations</i></b>	<ul style="list-style-type: none"> <li>• Government to ensure that the physical and emotional needs of the youngest children are considered more explicitly and transparently by those making decisions about the response to COVID-19.</li> <li>• The Department of Health and Social Care, NHS England, Public Health England and the Department for Education to provide clear guidance and best practice for early years services across health, early education, social care and voluntary sector services on how they can swiftly and</li> </ul>	<ul style="list-style-type: none"> <li>• The early years must become an explicit, cross-system priority through a commitment to developing a single, cross-government Children's Recovery Strategy, starting in the first 1001 days.</li> <li>• To deliver this recovery strategy for early years and to address the growing health inequalities exacerbated by the crisis, it will require long-term investment across the full range of early years services.</li> <li>• A key pillar of sustainable solutions for the early years must be a fully resourced, trained and</li> </ul>

		<p>safely return to offering high-quality face to face support to families.</p> <ul style="list-style-type: none"> <li>• Commit to a rapid review of the strengths and limitations of the virtual and digital adaptations implemented due to COVID-19.</li> </ul>	<p>valued early years workforce, through the development of a Children’s Workforce Strategy. It must take into account the fact that many professionals are bereaved and struggling with their mental health due to COVID-19.</p> <ul style="list-style-type: none"> <li>• The Children’s Workforce Strategy should also address the need for a sufficiently resourced and skilled community-based practitioner and volunteer workforce who can reach parents who might not otherwise engage, signpost to specialist services, and offer support to parents with less entrenched or urgent needs.</li> </ul>
	<p><b><i>Strengthening public health, perinatal, parent-infant and child mental health, and community services</i></b></p>	<ul style="list-style-type: none"> <li>• Health visitors must be fully financially resourced and supported to enable them to understand the scale of missed health visitor contacts and to mitigate known limitations of virtual contacts and support effective assessment of needs/ risks and re-institute face to face contacts for families.</li> <li>• There must also be capacity to address these needs as they are identified, through a coherent pathway of support, incorporating community-based parenting support, specialised parent-infant relationship teams, mental health services delivered through CAMHS, and perinatal mental health teams for parental mental health needs.</li> <li>• The Treasury must therefore commit to additional funding for local authorities to ensure they are sufficiently resourced to urgently attend to the backlog of missed health visitor contacts as well as the subsequent demand for a range of support services.</li> </ul>	<ul style="list-style-type: none"> <li>• We need to see investment that goes beyond the £120m which has been taken out of public health early years services since 2014, to deliver the investment of £700m in services for children under four to ensure every area of England can provide the standard of public health service all families are entitled to.</li> <li>• The vital role that charities and community-based organisations play in supporting families must be championed. Additional funding must be provided to ensure these parenting support services have the resources to support families, making up for the investment taken out of early help services in recent years.</li> <li>• The modernisation of the Healthy Child Programme should extend the current mandated five health visitor reviews with additional reviews, in line with the rest of the UK, where the value of a robust and fully resourced health visiting service has been accepted</li> </ul>
	<p><b><i>Strengthening early education</i></b></p>	<ul style="list-style-type: none"> <li>• Department for Education and Department of Health and Social Care should develop a mental health support</li> </ul>	<ul style="list-style-type: none"> <li>• Government should allocate additional Early Years Pupil Premium for ‘COVID-19 catch-up’</li> </ul>

	<b><i>and childcare settings</i></b>	<p>package for the early education and childcare sector and the babies and young children attending, to mirror the support package being offered to schools, colleges and their pupils. This should be culturally responsive and sensitive to the concerns of the BAME early education and childcare workforce, as BAME communities have been disproportionality affected by COVID-19.</p> <ul style="list-style-type: none"> <li>• The priority focus for babies and young children starting or returning to education and childcare settings must be their physical safety and their personal, social and emotional development above all else</li> <li>• The Treasury must urgently commit to additional short-term funding for the early education and childcare sector to make sure all children, especially the most vulnerable and disadvantaged can access: <ul style="list-style-type: none"> <li>• their early education entitlements;</li> <li>• a summer programme so children can catch-up on their emotional security and personal, social and emotional development, as the foundation of learning</li> </ul> </li> </ul>	<p>programmes focused on communication and language and emotional wellbeing.</p> <ul style="list-style-type: none"> <li>• As well as the need for short-term funding for the early years and childcare sector, Government also need to commit to increased long-term investment to secure the sustainability of the early education and childcare sector to ensure all children have access to their early education entitlements, thereby providing for their future life chances.</li> </ul>
<b>School Returns</b>	<b><i>Ensuring children and young people are happy and healthy</i></b>	<ul style="list-style-type: none"> <li>• The initial school timetable as pupils return to the classroom should focus on well-being and not solely on academic catch-up;</li> <li>• Children will take some time to reintegrate back into school life and to re-establish friendships and routine. Children should be given the opportunity to talk about their experiences during the pandemic, both in groups and individual conversations. Parents and carers should also have an opportunity to share their experiences with school where necessary and appropriate. Unexpected behaviour should be seen as a form of communication, and disciplinary measures such as exclusions should be used as a last resort;</li> <li>• Schools should review their joint working with statutory and community services to ensure they can access a range of support for young people.</li> </ul>	<ul style="list-style-type: none"> <li>• The Department for Education should provide schools with support to implement RSE and Health education and provide guidance to teachers to deliver the new curriculum as part of a whole school approach.</li> <li>• The Department for Education should establish a national programme of well-being measurement for children and young people.</li> <li>• The Department for Education should provide additional ring-fenced funding to schools and local authorities to ensure early help services are available to help meet any needs that have arisen during the crisis.</li> <li>• Schools should draw on the support offered by the Department for Education to ensure that they are properly supporting the well-being of their staff.</li> </ul>

	<p><b><i>Ensuring children and young people are safe</i></b></p>	<ul style="list-style-type: none"> <li>• Make contact with families and review support for children currently known to the Designated Safeguarding Lead;</li> <li>• Use trusted relationships to encourage vulnerable children to return to school if it is in their best interests;</li> <li>• Work with their local authority to identify children who are missing from education;</li> <li>• Review safeguarding training and policies to respond to growing threats like online harms, exploitation and trafficking;</li> </ul>	<ul style="list-style-type: none"> <li>• The Department for Education’s ‘Actions for Schools’ Guidance should state clearly the duties of schools and local authorities during the coronavirus lockdown towards young people missing from school to monitor and follow up with families. In the long-term, the Government should act on the proposals in the 2019 “Children not in School” consultation and create an obligation for schools and local authorities to keep a record of unexplained school exits and monitor these.</li> <li>• To prepare for the anticipated increase in safeguarding disclosures as more children return to school, schools should provide support for staff to effectively support children through safeguarding disclosures.</li> </ul>
	<p><b><i>Learning and attainment</i></b></p>	<ul style="list-style-type: none"> <li>• Schools should adopt a whole-school approach to well-being to create an enabling environment for academic learning;</li> <li>• In line with the Children in Need Review the Department for Education must place a particular focus on how best to support the attainment of pupils facing adversity through a greater focus on emotional wellbeing and providing tailored help.</li> </ul>	<ul style="list-style-type: none"> <li>• The Government should set out further guidance on the Coronavirus ‘Catch-up Package’ and should enable schools to use this for mental health and well-being support, as well as academic catch-up. The Government should also urgently address the gap in support for early years, PRU’s, secure accommodation, children in hospital, and post-16 provision;</li> <li>• Provide additional guidance and support for students at key transition points</li> <li>• Work with Ofqual to undertake and implement necessary arrangements for 2021 exams to prevent students experiencing lost learning due to school closures from being unfairly disadvantaged;</li> <li>• Provide guidance and financial support for schools to support lost learning for particular groups, including children with EHC plans and looked after children;</li> </ul>

			<ul style="list-style-type: none"> <li>• Ensure any guidance around summer school provision is flexible, child-centred, non-stigmatising and non-mandatory for children to attend;</li> <li>• The Government should conduct a national review of the experience of providing online learning during the pandemic to identify key challenges and opportunities and develop plans for a more resilient future.</li> </ul>
	<b><i>Financial Hardship and Poverty</i></b>	<ul style="list-style-type: none"> <li>• Schools should provide information for staff so they understand the condition of NRPF, ways to support families who have it attached to their immigration status, and can make the family aware of their right to challenge the condition and signpost them to immigration advice to do so.</li> <li>• Schools should offer universal advice and guidance for parents and carers about support for financial hardship and help them to access their full entitlements from the local council e.g. FSM or local welfare schemes;</li> </ul>	<ul style="list-style-type: none"> <li>• Schools should review uniform policies to relieve pressures on families facing hardship and prevent pupils from being disciplined as a result of their financial circumstances;</li> <li>• Schools should ensure extracurricular activities, and other school activities with costs associated, are accessible to all students as they will play a big role in helping to rebuild friendships;</li> <li>• The Department for Education should introduce a permanent scheme to ensure that all children in receipt of FSMs – and others growing up in low-income households but not eligible for FSM - have access to broadband internet and appropriate IT hardware to participate in school learning from home and complete homework.</li> </ul>
<b>Children in care</b>	<b><i>Enabling children in care to access education, employment and training</i></b>	<ul style="list-style-type: none"> <li>• The Department for Education should coordinate joint-working with Virtual School Heads, local authorities and carers to organise a comprehensive Back to Education plan for children in care.</li> <li>• For those care experienced young people who have not attended school and whose education may have suffered, the government must encourage schools to use existing Pupil Premium Plus (PPP) funds and newly-announced 'catch-up' funding on targeted support.</li> <li>• schools and colleges must work closely with Virtual School Heads, designated teachers and other social care</li> </ul>	

		<p>professionals who support children in care's education to ensure any exam grade predictions submitted are fair,</p> <ul style="list-style-type: none"> <li>• The government should continue and extend its rollout of technology support to children in care and care leavers, and provide sufficient operational and funding support to local authorities so the devices can be properly maintained and used</li> </ul>	
	<p><b><i>The Adoption and Children (Coronavirus) (Amendment) Regulations 2020 (SI445)</i></b></p>	<ul style="list-style-type: none"> <li>• the application of any easements in are subject to rigorous scrutiny by the Principal Children and Families Social Worker, the IRO and other relevant decision makers and there is a national register of the easements used in practice;</li> <li>• there is clear accountability on the use of easements to children and families who are subject to them,</li> <li>• restrictions are put in place on the number of easements in services that an individual child or family may experience at a time; and</li> <li>• the application of any easements in practice is done in a transparent way with local and national monitoring and reporting in place, and data made publicly available</li> </ul>	<ul style="list-style-type: none"> <li>• The Adoption and Children (Coronavirus) (Amendment) Regulations 2020 (SI445) must expire on 25 September 2020. The Government must invest into building the capacity of social care to respond rather than cutting right and protections for children in care.</li> </ul>
	<p><b><i>Support for BAME care experienced young people</i></b></p>	<ul style="list-style-type: none"> <li>• The government must identify and raise awareness in all agencies working with care experienced young people of the disproportionate effect that COVID-19 has had on those from Black, Asian and Minority Ethnic (BAME) backgrounds.</li> <li>• Plans must be put in place to provide targeted support for BAME young people who are care experienced who may have a lost family member or any other person that they have a significant relationship with due to COVID-19.</li> </ul>	<ul style="list-style-type: none"> <li>• As part of the Care Review the government must address the long-term impact of COVID-19 on care experienced children and young people. They must take steps to prevent increases in inequalities across this group, in particular addressing the issue of the disproportionate impact the pandemic has had on people from BAME communities.</li> </ul>
	<p><b><i>Sufficiency of placements, and Unregulated accommodation</i></b></p>	<ul style="list-style-type: none"> <li>• all children living in unregulated placements should be provided with additional support from their social workers and have access to <b><i>independent advocates</i></b> to ensure that they are able to express any concerns with these placements during the pandemic</li> <li>• The <b><i>ban on evictions</i></b> should be extended to include all children in care and care leavers in semi-independent/supported accommodation.</li> </ul>	<ul style="list-style-type: none"> <li>• The Department for Education should develop an Emergency Action Plan to address the issue of the lack of placements for children in care and children in need.</li> <li>• The Government need to support the recruitment of more foster carers. The new intake will need specialist training to deal with additional traumas associated with the impact of lockdown.</li> </ul>

	<b><i>Supporting children's mental health and well-being</i></b>	<ul style="list-style-type: none"> <li>recovery planning should prioritise a trauma-informed approach to addressing mental and emotional needs, both in collective and individual approaches.</li> </ul>	
	<b><i>Supporting the workforce to support children</i></b>	<ul style="list-style-type: none"> <li>- <i>Face-to-face contact</i> between the social care workforce and children must resume, when it is identified as safe.</li> <li>To mitigate the negative impact of COVID-19 on mental health and wellbeing on children the government must provide advice, guidance and support for carers and the wider social care workforce.</li> <li>The wider social care workforce must be offered emotional support and consistent clinical supervision to prevent burn-out which could have a long term negative impact on the workforce as a whole.</li> <li>The should be an immediate focus on <i>rebuilding relationships</i> that might have been damaged due to lack of contact during lockdown between care experienced young people and their family.</li> </ul>	<ul style="list-style-type: none"> <li>A Multiple Professional Perspective. The Care Review must explore how a multiple professional and multi-agency perspective becomes the driver for service provision into the future.</li> <li>Commissioning reform. The way care services are commissioned and procured should be reviewed and re-designed to ensure that it is children's best interests that are at the heart of any placement decision.</li> </ul>
	<b><i>Support for care leavers</i></b>	<ul style="list-style-type: none"> <li>Local authorities should proactively contact all care leavers in their area,</li> <li>The DfE should provide further guidance to local authorities on discretionary payments to care leavers, clarifying that they should be provided at short notice if necessary and that payments should be authorised unless there is a clear reason not to.</li> <li>Local authorities should make sure that other forms of financial support for care leavers including Setting Up Home Allowances can continue to be accessed during the COVID-19 pandemic,</li> <li>Local authorities should update their local offer to care leavers to show their entitlements during COVID-19,</li> <li>Targeted financial support should be provided to care leavers at risk of homelessness</li> <li>The government should support deposit and guarantor schemes, and advice with the processes for finding and securing somewhere to live.</li> </ul>	<ul style="list-style-type: none"> <li>The government should introduce a national council tax exemption for care leavers till they are 25 which is available to care leavers no matter where they go on to live as young adults.</li> <li>Shared accommodation rate and Discretionary Housing Payments (DHP). We would recommend that care leavers are automatically supported through DHP or through one-off grants to help with the cost of rent, so these young people have a level of security during these times.</li> <li>Extending priority need for housing for care leavers. The current legal criteria for priority need for housing should be extended to include all care leavers up to 25, not just those who are 21+ and can evidence vulnerability as is currently the case.</li> </ul>
	<b><i>Targeted guidance and</i></b>	<ul style="list-style-type: none"> <li>The government should produce and disseminate guidance and information for children in care and care leavers in the</li> </ul>	

	<b><i>information for children</i></b>	context of COVID-19 outlining their rights and responsibilities on social care as restrictions start to be lifted. Any guidance must be tailored to include the needs of the most vulnerable groups, e.g. unaccompanied asylum seeking care leavers, children in unregulated accommodation.	
	<b><i>The Care Review</i></b>	<ul style="list-style-type: none"> <li>The Department for Education should work with local authorities to enable young people to document their positive experiences to inform how care and support are provided in future.</li> </ul>	<ul style="list-style-type: none"> <li>The government should prioritise the Care Review as part of a long term recovery plan. The review should be independent, evidence-based, given sufficient time and resource with cross-government commitment, and have lived experience at its centre.</li> <li>Among other issues, the Care Review should address: early support work with families, sufficiency and commissioning of care placements, use of unregulated accommodation, trauma-informed practice, and support for social care professionals and carers.</li> <li>Care-experienced people must be meaningfully included and represented throughout the review's lifecycle.</li> </ul>
<b>Keeping children safe</b>	<b><i>Ensuring social care support reaches all who need it, and learning from the pandemic in future responses</i></b>	<ul style="list-style-type: none"> <li>Local safeguarding partnerships, with encouragement and support from the Government, should put in place local recovery plans mapping the key impacts of COVID-19 on keeping children safe in their areas and specifying actions to address those</li> <li>The Government should work with local safeguarding partnerships to assess the capacity of social care workforce and local partners in voluntary sector to respond to local needs.</li> <li>Local authorities should ensure that where children have experiences abuse in lockdown they have access to coordinated therapeutic recovery services</li> <li>Local authorities should ensure there is clear transition planning between children and adult social care services</li> </ul>	<ul style="list-style-type: none"> <li>Long-term investment in children's social care is needed to stabilise the system and enable local authorities to rebalance spending towards high-quality preventative services.</li> <li>The Government must ensure that support for child victims of domestic abuse is central to its COVID-19 response, and that their needs are considered when allocating additional funding to victim support services.</li> </ul>
	<b><i>Enabling vulnerable children to attend education</i></b>	<ul style="list-style-type: none"> <li>Local authorities should work together with schools to enable vulnerable children to attend school and help overcome barriers that may prevent children attending, including through provision of appropriate care packages</li> </ul>	

	<b><i>provision, including school, colleges and alternative provision</i></b>	<p>for families with young carers, and resolving practical arrangements of getting child to and from school</p> <ul style="list-style-type: none"> <li>• The government should work with local authorities to prepare a 'Back to Education' plan for vulnerable pupils to ensure they are prepared, ready and able to engage with schools when they re-open</li> </ul>	
	<b><i>Resuming face to face contact with children and families, and reviewing the use of digital technology in safeguarding</i></b>	<ul style="list-style-type: none"> <li>• In relation to children at risk of harm, face to face contact should resume, if safe, to rebuilt or strengthen relationships and reassess needs and interventions. The government and local authorities should work together to ensure that appropriate and sufficient PPE provision is available and give advice on how to make more spaces available in community for face to face contact in safe and socially distant way.</li> <li>• Local authorities should ensure that children and families receive appropriate information about the safety of face to face contact, and provide information about any changes to services</li> </ul>	<ul style="list-style-type: none"> <li>• The COVID-19 pandemic has shone the light on the importance of digital technology for safeguarding children. They should provide guidance on how technology may continue to be utilised in the future, and consult with children and families.</li> <li>• The Government should consider provision of technology to vulnerable children and families as a part of future social care responses.</li> </ul>
	<b><i>Setting a timetable for national policy changes</i></b>	<p>During the COVID-19 crisis many of the national policy changes previously announced were put on hold. The Government should set a timetable of when the following policy changes will be introduced:</p> <ul style="list-style-type: none"> <li>· Sexual Abuse Strategy</li> <li>· Missing children's guidance</li> <li>· Victim's legislation</li> <li>· Serious Violence legislation</li> <li>· Online Harms legislation</li> <li>· Extension on independent of child trafficking guardians across the country</li> <li>· Extension of legal aid to special guardians in private law cases</li> <li>· Plans around improving standards and oversight of unregulated accommodation</li> </ul>	<ul style="list-style-type: none"> <li>• The government should commit to having a world-leading Online Harms Act on the statute book within 18 months to address the existing weaknesses in online platform moderation and their poor design choices leading to greater risks of child online exploitation.</li> <li>• The law must be clarified to ensure that children who are groomed, coerced and controlled into committing crime are seen as victims of abuse and exploitation and there is a greater focus on early intervention and disruption of exploitation</li> </ul>

	<b><i>Learning from the current response and addressing long-term outcomes</i></b>	<ul style="list-style-type: none"> <li>The Government needs to help document learning from and sharing of effective practice delivered during the pandemic across all areas.</li> </ul>	<ul style="list-style-type: none"> <li>The government should commission an independent review of how the child welfare system has responded to the pandemic and assess the long-term impact of COVID-19 on children and young people, their safety, health and wellbeing and long-term prospects. The review should specifically look at the impact and responses to children from BAME communities.</li> <li>Local authorities should draw directly on the experience of children, young people and families, including kinship carers, during the crisis in order to inform their priorities.</li> </ul>
<b>Overarching principles for recovery</b>	<b>An integrated and holistic approach</b>	<ul style="list-style-type: none"> <li><b>National:</b> deliver a single cross-government recovery strategy for children, young people and families; put children's rights, and the voice of children, young people and families, at its heart.</li> <li><b>Local action:</b> develop an integrated response to recovery, including community, health, education, social care and VCS services; co produce this plan with children, young people and families.</li> </ul>	
	<b>Protect and promote children's rights and entitlements</b>	<ul style="list-style-type: none"> <li><b>National:</b> use realisation of the UN Convention on the Rights of the Child as the basis for recovery; pay particular attention to children in vulnerable situations and young people whose rights are most at risk.</li> </ul>	
	<b>Treat children, young people and their families as partners</b>	<ul style="list-style-type: none"> <li><b>National:</b> ensure the recovery planning process is conducted in partnership with children, young people and families; work with affected children, young people and families to understand their experiences to inform decisions; give children, young people and families the tools to make the best decisions for them.</li> <li><b>Local:</b> Work with children, young people and families to build trust and confidence in the system; understand the experience of particular communities in lockdown; work with children, young people, families and communities to plan what recovery looks like.</li> </ul>	

	<p><b>Have an explicit focus on reducing inequalities</b></p>	<ul style="list-style-type: none"> <li>• <b>National:</b> recognise and reflect on why COVID-19 has affected particular groups more than others, for example Black and Minority Ethnic communities; provide resources to public services to prevent further widening of inequalities among children and young people; take urgent action to reduce child poverty and inequality.</li> </ul>	
	<p><b>Invest in children and young people's futures through a comprehensive, long-term funding settlement</b></p>	<ul style="list-style-type: none"> <li>• <b>National:</b> acknowledge that public services entered the pandemic already facing financial challenges and must now address the backlog of pre-existing need in addition to the expected increase in demand; provide a comprehensive long-term funding that incentivises partnership working, free from silos.</li> </ul>	
	<p><b>Understand how needs have changed and respond</b></p>	<ul style="list-style-type: none"> <li>• <b>National:</b> recognise that many children and families were not having their needs met before COVID-19; develop a comprehensive evidence base of how the needs of children and families have changed over the course of the pandemic and invest time and resources accordingly; prioritise an understanding of how children's wellbeing and mental health has been affected;</li> <li>• <b>Local:</b> collect evidence from across all local services to assess need and provide the specialist support required; prioritise an understanding of how children's wellbeing and mental health has been affected; use data to consider how services need to change; invest in evidence based services.</li> </ul>	
	<p><b>Value and invest in the workforce</b></p>	<ul style="list-style-type: none"> <li>• <b>National:</b> take active steps to protect the physical and mental health of the workforce during recovery; seek out, listen to and act on what they say; ensure that workers' rights are protected and upheld; understand how the knowledge and skills of the workforce needs to change to support recovery; recognise the breadth of the children's workforce, including volunteers and those whose decisions affect children.</li> </ul>	

	<b>Value strong relationships and take a person-centred approach to new models of service delivery</b>	<ul style="list-style-type: none"><li>• <b>Local:</b> recognise that digital delivery has worked for some children and young people and in some services and work to mitigate and prevent any negative impacts; recognise the importance of face to face meetings for building and maintaining relationships; base any decisions on face-to-face versus digital service delivery on an understanding of what children, young people and families want and the evidence.</li></ul>	
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