10 KEY PRINCIPAL K.I.D.S. V.O.I.C.E.S.

To reduce the risk of children becoming involved in Serious Youth Violence, all multi-agency and community services should apply these key principles to current service delivery models and any new initiatives.



Empower children to understand that carrying a knife won't keep them safe. Teach them how to think differently and provide support to help change this ideology.



Identify the children who require help early and ensure timely progression of support particularly SALT / emotional well being support / identification of learning needs in school and in transition.



Identify and eliminate any unnecessary overlaps or repetitions for children and their families. Work in the spaces that already exist.



Tenacity should be applied to all forms of engagement with children, young people and families. Ask why when faced with non-engagement.



Strategic and senior leaders should respond to the feedback of families and practitioners about what more is needed in Croydon to reduce Serious Youth Violence.



Understanding and evaluating the outcomes of interventions by statutory and community services is required. This should not be solely reliant on short term key performance indicators but on long term outcomes for a child.



Good practice locally and nationally should be used to inform service developments (such as the Youth Justice Service approach to tackling discrimination, including Adultification).



There should be a continued and evolving focus on finding creative and flexible ways to work with the community and with families in full and equal partnership.



Principles to achieve stability of education should be agreed with senior education leads including specialist providers and mainstream schools. The work of the Alternative Provision Specialist Taskforce Programme should continue to be built on.



The importance of place, and the risks posed by the changing landscape in Croydon, must be at the centre of strategic decisions and related policies.

