SUTT😀😀N'S
DEVEL😊PMENTAL
ASSETS

Sutton

COMMISSIONING FOR OUTCOMES

The London Borough of Sutton has adopted an approach to commissioning which brings together two tools:
- Outcomes Based Accountability and
- Developmental Assets

Outcomes based accountability enables commissioners to collaborate with users of services and providers to agree not only the outcomes to be delivered against, but also what will change as a result of that intervention or service. This means that we can harness the flexibility of commissioning for outcomes, whilst ensuring that we are able to measure the performance and impact of every service commissioned.

Developmental Assets are listed in this booklet and are split into two sections; Individual Level Assets and Community Level Assets.. We have developed this tried and tested model in conjunction with our local voluntary sector partners to be a proportionate and accurate approach to measuring the social impact of services commissioned by us (in line with the Public Services (Social Value) Act 2012). We have also built our own community level assets, because the Council commissions services for people as well as for places.

We do not expect any organisation commissioned by us to be able to deliver against every asset listed, but we are going to be looking for evidence of where a provider can help to build those assets most needed in Sutton. It is unlikely that any organisation will deliver a large number of these assets as we expect delivery to be more focused, but, it is likely that there will be a combination of individual and community level assets.

Over time, you will see reference to these assets in our tender documentation. Prospective providers may be asked to evidence performance against specific assets as part of the procurement process. Providers may also find that part of their contract monitoring arrangements refer to these assets and they will need to prove they are helping to build those they are commissioned to deliver against. Equally importantly, this also enables providers to demonstrate where they have helped to build assets in Sutton which are outside of their contractual obligations – thereby demonstrating their added social value.

Sutton is a borough where all can take part and all can take pride – and this approach to commissioning will reflect that.

Cllr Simon Wales
Lead Councillor for finance, assets and the voluntary sector,
London Borough of Sutton

OUR DEVELOPMENTAL ASSETS

Assets are positive resources that strengthen an individual's or communities ability to achieve set outcomes. Sutton's Developmental Assets is an anti-deficit model, that starts with 'What's working?' The more of these assets we build, the more sustainable our communities will be.

INDIVIDUAL ASSETS
What do people need to succeed?

i1 Family support
i2 Positive family communication
i3 Other adult relationships
i4 Caring community
i5 Caring school/work/home climate
i6 Family involvement in school/work/home life
i7 Community values individual
i8 Individuals as resources
i9 Service to others
i10 Safety
i11 Family boundaries
i12 School/work boundaries
i13 Community boundaries
i14 Role models
i15 Positive peer influence
i16 High expectations
i17 Creative activities
i18 Community programmes
i19 Faith community
i20 Time at home

i21 Achievement motivation
i22 Education/learning engagement
i23 Homework/personal study
i24 Bonding to school/work/home
i25 Reading for pleasure
i26 Caring
i27 Equality and social justice
i28 Integrity
i29 Honesty
i30 Responsibility
i31 Restraint
i32 Planning and decision making
i33 Interpersonal competence
i34 Cultural competence
i35 Resistance skills
i36 Peaceful conflict resolution
i37 Personal power
i38 Self-esteem
i39 Sense of purpose
i40 Positive view of personal future

COMMUNITY ASSETS
What do sustainable communities need to take part and take pride?

c1 Diverse, secure and ethical employment opportunities
c2 Access to local shops, products and services
c3 Local people and neighbourhoods develop employability and economic resilience
c4 Community has opportunity and support to develop skills and knowledge
c5 Access to high quality learning opportunities
c6 Information and advice about how to achieve good mental and physical health
c7 Services and support for individuals with poor mental and physical health
c8 Services to promote and support healthy eating in the community
c9 Community identity and cohesion
c10 Celebrating diversity
c11 Access to arts and cultural events
c12 Educational establishments engage with their community
c13 Public participate in decision making
c14 People are able to make informed choices and decisions
c15 Social networks and neighbours
c16 A good environment to develop community networks

c17 Sufficient affordable housing of a decent quality
c18 Integration of social/private housing and fair tenant management
c19 Affordable and renewable energy sources
c20 Energy efficient homes and buildings
c21 Crime prevention
c22 Support for victims of crime and vulnerable people
c23 Reducing fear of crime
c24 Prevention of waste creation & sustainable waste disposal
c25 Conservation
c26 Sustainable water management
c27 Accessible natural environment
c28 Access to sustainable vehicles
c29 Access to sustainable transport, promoting a healthy lifestyle
c30 Sustainable food growing
c31 Potential for community management and control of local facilities
c32 High quality streets

SUPPORT

i1 **Family support**
Family life provides high levels of love and support.

i2 **Positive family communication**
Family communicate positively, and individual is willing to seek advice and counsel from family.

i3 **Other adult relationships**
Individual receives support from three or more non-family adults.

i4 **Caring community**
Individual experiences a caring community.

i5 **Caring school/work/home climate**
School/work/home provides a caring, encouraging environment.

i6 **Family involvement in school/work/home life**
Family are actively involved in helping individual succeed in school/work/home.

EMPOWERMENT

i7 **Community values individual**
Individual perceives that the community value them.

i8 **Individuals as resources**
Individuals have useful roles in the community.

i9 **Service to others**
Individual volunteers in the community one hour or more per week.

i10 **Safety**
Individual feels safe at home, and in the community.

BOUNDARIES & EXPECTATIONS

i11
Family boundaries
Family has clear rules and consequences and monitors the young person's whereabouts.

i12
School/work boundaries
School/work provides clear rules and consequences.

i13
Community boundaries
Community takes responsibility for monitoring others behaviour.

i14
Role models
Adults model positive, responsible behaviour.

i15
Positive peer influence
Individuals friends' model responsible behaviour.

i16
High expectations
Others encourage the individual to do well and believe the individual can achieve.

CONSTRUCTIVE USE OF TIME

i17
Creative activities
Individual spends three or more hours per week in lessons or practice in music, art, theatre, or other creative activities.

i18
Community programmes
Individual spends three or more hours per week in sports, clubs, or organisations in the community.

i19
Faith community
Individual spends one or more hours per week in activities in a faith institution.

i20
Time at home
Individual spends quality time at home relaxing at least once a week

COMMITMENT TO LEARNING/WORK

i21 **Achievement motivation**
Individual is motivated to do well in school/work/home.

i22 **Education/learning engagement**
Individual is actively engaged in learning.

i23 **Homework/personal study**
Individual reports completing set work/tasks that need completing.

i24 **Bonding to school/work/home**
Individual cares about her or his school/work/home.

i25 **Reading for pleasure**
Individual reads for pleasure three or more hours per week.

POSITIVE VALUES

i26 **Caring**
Individual places high value on helping other people.

i27 **Equality and social justice**
Individual places high value on promoting equality and tackling injustice.

i28 **Integrity**
Individual acts on convictions and stands up for her or his beliefs.

i29 **Honesty**
Individual "tells the truth even when it is not easy."

i30 **Responsibility**
Individual accepts and takes personal responsibility.

i31 **Restraint**
Individual believes it is important not to retrain from problematic behaviours.

SOCIAL COMPETENCIES

i32 **Planning and decision making**
Individual knows how to plan ahead and make choices.

i33 **Interpersonal competence**
Individual has empathy, sensitivity, and friendship skills.

i34 **Cultural competence**
Individual has knowledge of and comfortable with people
of different cultural/racial/ethnic backgrounds.

i35 **Resistance skills**
Individual can resist negative peer pressure and dangerous situations.

i36 **Peaceful conflict resolution**
Individual seeks to resolve conflict non-violently.

POSITIVE IDENTITY

i37 **Personal power**
Individual feels he or she has control over "things that happen to me."

i38 **Self-esteem**
Individual reports having a high self-esteem.

i39 **Sense of purpose**
Individual reports that "my life has a purpose".

i40 **Positive view of personal future**
Individual is optimistic about her or his personal future.

EMPLOYMENT, ECONOMY & LIFELONG LEARNING

c**1**
Diverse, secure and ethical employment opportunities
Partnership working with employers; fair terms for employment & procurement; stimulating the local economy. Employers engaged in community. Evidence of social investment made philanthropically/through Corporate Social Responsibility (CSR). That socially entrepreneurial businesses have opportunities to trade and prosper locally.

c**2**
Access to local shops, products and services
There is a strong local economy, products and services are locally and sustainably sourced. Local transport supports local economy and ensures traders and residents have suitable access.

c**3**
Local people and neighbourhoods develop employability and economic resilience
Diverse and accessible training and volunteering opportunities help people develop skills and access employment. Local economic conditions create financial independence and reduce poverty.

c**4**
Community has opportunity and support to develop skills and knowledge
Range of opportunities for people to broaden their skills sets that are open to all at an appropriate level (or people are signposted to some where suitable).

c**5**
Access to high quality learning opportunities
Information and advice about where educational establishments are located. Performance and access criteria are made clear to prospective students/learners.

HEALTH & WELLBEING

c**6**
Information and advice about how to achieve good mental and physical health
Access to information and advice for all peoples that helps people to improve and maintain physical and mental health. Information about harmful practices and how to avoid them are available.

c**7**
Services and support for individuals with poor mental and physical health
Access to services and support (including peer support and social networks) to help people improve and maintain their health. People know where to access support for their mental and physical health.

c**8**
Services to promote and support healthy eating in the community
Access to food growing space and/or locally grown and fresh produce; advice and information about nutrition and affordable healthy eating; practical support or financial support.

CULTURE & HERITAGE

c9
Community identity and cohesion
People have a shared community identity and feeling of belonging; local and natural heritage is visible, known about and protected.

c10
Celebrating diversity
Individual and protected characteristics are accepted, welcomed and understood.

c11
Access to arts and cultural events
Access to a diverse range of activities, interventions and opportunities that reflect local priorities.

INFLUENCE, ENGAGEMENT & COMMUNITY NETWORKS

c12
Educational establishments engage with their community
Relevant organisations can demonstrate a strategic approach to engagement and ensure the voices of all people, especially those who are hard to reach, are heard and can influence change.

c13
Public participate in decision making
The public are involved in the commissioning cycle at every stage. Channels exist to challenge any policy making body not adhering to these criteria.

c14
People are able to make informed choices and decisions
Information is helpful, tailored and available from a range of sources and is accessible to people with a range of needs.

c15
Social networks and neighbours
People have ways of making and maintaining social connections. People have a diverse and large enough social network to meet their needs

c16
A good environment to develop community networks
Social infrastructure is available and accessible including transport links. People have the opportunity to use social spaces that are accessible and affordable.

HOUSING, ACCOMMODATION & THE BUILT ENVIRONMENT

c17
Sufficient affordable housing of a decent quality
There is an equity/equality of service when meeting needs of tenants regardless of the sector within which their landlord operates. Future housing developments are affordable, accessible and integrated. Homes are warm and not in disrepair. New-build houses which have heat-retaining features such as good insulation, double glazing and loft quilts are affordable to the average resident.

c18
Integration of social/private housing and fair tenant management
Planning of new properties must account for the need to integrate social and private housing. Residents engage, socialise and have access to the same services and amenities regardless of the type of housing they occupy. People in existing social housing estates are not 'isolated', and feel integrated and welcome in the community.

c19
Affordable and renewable energy sources
People have information on appropriate, affordable and renewable energy sources, and can purchase from trusted sources and have options on making those purchases. People have access to easy-to-understand and reliable information on how they can invest in energy-saving measures that will be cost effective for them.

c20
Energy efficient homes and buildings
Buildings should be energy efficient, well insulated, run using renewable energy resources and use recycled water. The planning and building of new properties should consider environmental factors. People understand how they can take easy and practical steps to reducing their energy and resource use, and why.

PUBLIC SAFETY & CRIMINAL JUSTICE

c21
Crime prevention
Intervention and prevention activities that help "design out crime" in the area.

c22
Support for victims of crime and vulnerable people
A range of support including networks and support groups (online and face to face); counselling; advice and information; practical help.

c23
Reducing fear of crime
Reducing fear by informing people about the reality of crime in Sutton; reducing fear by helping people to feel prepared and protected through the following channels: training, information, safety plans, access to services which can help with crime, encouraging peoples to come together to prevent crime in that area.

NATURAL ENVIRONMENT

c24 **Prevention of waste creation & sustainable waste disposal**
Establishment of networks and facilities to help people reuse items. Promotion, advice, information, support, and availability of infrastructure to help and prevent litter dropping, and aid sustainable waste disposal; including home composting, recycling and disposal of waste that cannot be recycled, reused or composted.

c25 **Conservation**
The borough's natural assets are recognised, valued and promoted, and development enhances their quality and biodiversity value.

c26 **Sustainable water management**
Water is used more sustainably; clean water is easily accessible. Rainwater collection and re-use; Water efficient buildings; Water conservation; promotion, advice and information on how to use water more sustainably. Partnership working to incorporate flood alleviation in existing and new development.

c27 **Accessible natural environment**
Conservation activities, advice, information, skill development; Support to access native habitat and wildlife including information, financial and practical), and access to clean air.

SUSTAINABLE COMMUNITIES

c28 **Access to sustainable vehicles**
Access to car club/sharing; Access to Electric Car infrastructure; use of renewable transport fuel.

c29 **Access to sustainable transport, promoting a healthy lifestyle**
Public transport provision is sufficient; people are supported to access public transport; necessary adaptations to public transport and infrastructure to ensure effectiveness and accessibility. Improve the quality, safety and convenience of cycle/walking routes to and facilities at key community amenities such as high streets, community buildings, schools, parks, workplaces, etc.

c30 **Sustainable food growing**
Growing or buying food that has been produced locally and sustainably; Access to skills, equipment and resources to make it easy, attractive and affordable to grow food individually or collectively.

c31 **Potential for community management and control of local facilities**
Local people can run or be part of decision making bodies for local services.

c32 **High quality streets**
Where people feel able to congregate and can find a mixture of businesses that meet their needs and are conducive to feelings of a good quality of life.

London Borough of Sutton
www.sutton.gov.uk

Strategic Commissioning
www.sutton.gov.uk/strategiccommissioning

Sustainability tool
www.suttonsst.org

Volunteer Centre Sutton
www.vcsutton.org.uk

BioRegional
www.bioregional.com

Sutton Centre for the Voluntary Sector
www.suttoncvs.org.uk

Search Institute
www.search-institute.org/research/developmental-assets

Centre for Public Innovation
www.publicinnovation.org.uk

London Borough of Sutton
Civic Offices
St. Nicholas Way
Sutton
SM1 1EA