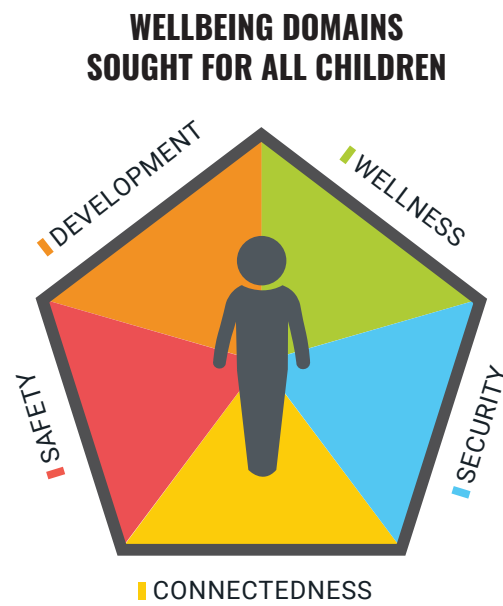


# APPENDIX B: CHILD WELLBEING STRATEGY – DRAFT OUTCOMES FOR ALL CHILDREN, AND POTENTIAL FOCUS AREAS FOR POLICY WORK

The wellbeing outcomes we are seeking for all New Zealand children – and for future generations of children – can be grouped into five ‘domains’. The five domains overlap with one another, as different aspects of children’s wellbeing can touch on many domains. When children experience wellbeing in these domains, it supports them to participate as citizens, enjoy their rights, meet their responsibilities, and play a positive part in society, now and through their whole life course. Several measures will be identified for each domain.



SAFETY	SECURITY	CONNECTEDNESS	WELLNESS	DEVELOPMENT
<p><b>Children are safe, and feel safe</b></p> <ul style="list-style-type: none"> <li>Whānau and homes are safe and nurturing</li> <li>Communities are safe and supportive, with children protected from victimisation</li> <li>All environments are safe, to protect children from accidental injury</li> </ul>	<p><b>Children enjoy sufficient financial, natural and social resources to thrive</b></p> <ul style="list-style-type: none"> <li>Children have a good standard of material wellbeing, including food and housing</li> <li>Parents and caregivers, and young people transitioning to adulthood, enjoy quality employment</li> <li>Children live in sustainable communities and environments</li> </ul>	<p><b>Children understand who they are, where they belong, and their connection to whānau, culture and community</b></p> <ul style="list-style-type: none"> <li>Children have positive relationships with family, wider whānau, friends, community groups and school</li> <li>Children have a positive sense of identity, opportunities to express themselves creatively, and to connect to their culture or belief systems</li> <li>Children are encouraged to play, participate in social and community activities, and be civically and environmentally engaged</li> <li>Children are valued for who they are, and their voices are heard</li> </ul>	<p><b>Children enjoy the best possible physical and mental health</b></p> <ul style="list-style-type: none"> <li>Children and whānau are empowered to understand and make positive decisions about health</li> <li>Physical and mental wellbeing are promoted, and health status is not a barrier to living good lives</li> <li>Young people take a positive approach to sexual health and reproductive choices</li> <li>Where children experience trauma, they can access timely, quality support for healing and recovery</li> </ul>	<p><b>Children have the skills and knowledge to live good lives and meet their aspirations</b></p> <ul style="list-style-type: none"> <li>Positive development starts before birth, including through mothers’ wellbeing</li> <li>Children develop resilience, emotional skills, and positive behaviour skills</li> <li>Children are actively and positively engaged in learning</li> <li>Children are achieving in education and building skills and knowledge for life</li> <li>Children form positive peer relationships, and avoid offending behaviour</li> </ul>

<b>OUR APPROACH TO CHILD WELLBEING IS UNDERPINNED BY THESE KEY PRINCIPLES:</b>	Recognising the United Nations Convention on the Rights of the Child as a foundational treaty, setting out children’s rights in international law, and helping to achieve those rights	Ensuring children’s voices are fundamental in developing and implementing the child wellbeing strategy	Promoting the primary role of strong, loving whānau in caring for children	Affirming that children are members of whānau and communities and cultures – and these must be at the heart of any action to improve children’s wellbeing	Recognising the knowledge and potential in communities to nurture children’s wellbeing and create positive change	Acknowledging the importance of the Crown-Māori partnership in all work to promote the wellbeing of New Zealand’s children
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Sixteen potential focus areas for the child wellbeing strategy have been identified using evidence on what matters for child wellbeing and an assessment of areas where New Zealand is not doing well. Across all areas, there will be a focus on mitigating the effects of child poverty and socio-economic disadvantage. The focus areas have been linked to the domains they align most strongly with, but they also contribute to other domains.

<p><b>Children are safe and nurtured, in their whānau and their homes</b></p> <ul style="list-style-type: none"> <li>Children live in loving homes, free from abuse, neglect and family violence</li> <li>Adults enjoy good mental health, including freedom from misuse of alcohol and drugs</li> <li>Children in care, including those removed from home because of offending, have a safe and caring environment</li> </ul> <p><b>Children’s physical safety is protected during everyday activities like travel and recreation</b></p> <ul style="list-style-type: none"> <li>The community, physical, policy and regulatory environment work together to promote children’s physical safety</li> <li>Serious injury and death through road accidents, drowning and other major accidental causes are reduced</li> </ul> <p><b>Children have positive interactions with peers and others outside the home</b></p> <ul style="list-style-type: none"> <li>Children have safe and appropriate peer and intimate relationships</li> <li>Children have safe relationships with adults outside the home</li> <li>Bullying in schools and recreational environments is reduced</li> <li>Children’s safety online is supported</li> </ul>	<p><b>Children and whānau live in affordable, quality housing</b></p> <ul style="list-style-type: none"> <li>Families can access and afford housing near where they live and work</li> <li>Housing is warm and dry, has space and facilities to meet essential needs, and supports good health</li> <li>There is stability of tenure for children in rented accommodation</li> <li>Housing is supported by quality infrastructure and community facilities to enable good quality of life</li> </ul> <p><b>Child poverty is reduced, in line with the Government’s intermediate and ten-year targets</b></p> <ul style="list-style-type: none"> <li>Children and whānau have the resources they need to meet children’s basic needs, and enable them to participate fully in society</li> <li>Rates of child poverty are significantly and sustainably reduced</li> <li>Mothers’ education is supported</li> <li>Housing needs to be affordable, with enough income left over for families to meet their other needs</li> </ul> <p><b>Children and whānau have equitable access to timely, good quality services</b></p> <ul style="list-style-type: none"> <li>Core government services, like health, disability and education, meet the needs of different cultural and socioeconomic groups</li> <li>All children and their families can access and benefit from these services</li> </ul>	<p><b>Children are free from racism, discrimination and stigma</b></p> <ul style="list-style-type: none"> <li>All children are respected and valued for who they are</li> <li>Unconscious bias is addressed</li> <li>No child, or group of children, faces discrimination or stigma on the grounds of race, or for any other reason</li> </ul> <p><b>Children’s cultures are celebrated, and Te Ao Māori and Te Reo Māori are promoted</b></p> <ul style="list-style-type: none"> <li>All children can participate in te ao Māori and te reo Māori</li> <li>Te ao Māori and te reo Māori are actively promoted</li> <li>Children see their cultures portrayed in a positive way</li> </ul> <p><b>Children have improved opportunities for civic engagement and environmental awareness</b></p> <ul style="list-style-type: none"> <li>Children are positive, valued contributors to civic life</li> <li>Children’s individual and collective agency is encouraged, and they participate in decisions that affect them directly and wider society</li> <li>Children are stewards of the environment</li> </ul>	<p><b>Children and whānau are empowered to maintain healthy lifestyles for children</b></p> <ul style="list-style-type: none"> <li>Children and families have the knowledge and resources to make healthy decisions about diet and exercise</li> <li>Children maintain a healthy weight, including though diet, being active and getting enough sleep</li> </ul> <p><b>Disabled children have improved opportunities and outcomes</b></p> <ul style="list-style-type: none"> <li>Disabled children: <ul style="list-style-type: none"> <li>are recognised as full and equal participants in every aspect of community and society</li> <li>have agency and voice in their wellbeing and choices</li> <li>have access to quality support and services to enable full and equitable participation</li> </ul> </li> <li>Neurodisability is recognised, with children receiving quality services and support</li> </ul> <p><b>Children’s mental wellbeing is supported</b></p> <ul style="list-style-type: none"> <li>Children are supported to build the resilience that helps them navigate life’s challenges</li> <li>Children with emerging mental health needs are identified and receive quality, culturally appropriate support</li> <li>Children experience less bullying</li> <li>Substance abuse, self-harm and suicide are reduced</li> </ul>	<p><b>Children experience best development in their first 1000 days: safe and positive pregnancy, birth and parenting (conception to around 2)</b></p> <ul style="list-style-type: none"> <li>People make positive, empowered choices about when to have a family</li> <li>The environment around the mother helps her make positive choices for pregnancy, birth and parenting</li> <li>Services for parents and babies are accessible, culturally appropriate, and meet a range of needs</li> <li>Mother’s mental wellbeing is supported</li> </ul> <p><b>Children are thriving socially, emotionally and developmentally in the early years (around 2 to 6)</b></p> <ul style="list-style-type: none"> <li>Parents are supported to provide the best environments for their children to develop</li> <li>Children build resilience, self-control and mental wellbeing</li> <li>Children participate in high quality early learning</li> <li>Children’s learning needs are identified quickly, and responded to in a timely way, including through additional learning support</li> </ul> <p><b>All children have an equal chance to gain the skills, knowledge and capabilities for success in life, learning and work</b></p> <ul style="list-style-type: none"> <li>High quality education for all children is assured, as an important protective factor and an enabler of social mobility</li> <li>Inequities in access to learning and achievement are reduced, among children of different socio-economic groups and ethnicity</li> <li>Barriers are removed, so all children can take part in a full range of opportunities to develop and express their talents</li> </ul> <p><b>Children are supported to behave in pro-social ways</b></p> <ul style="list-style-type: none"> <li>Behaviours with negative impacts for self or others are reduced, including alcohol and drug taking and unsafe sexual behaviour</li> <li>Offending by children is reduced</li> </ul>
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