

# SUTTON'S DEVELOPMENTAL ASSETS

In partnership  
with Sutton's  
Voluntary Sector



# COMMISSIONING FOR OUTCOMES



**T**he 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

### 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.

c1

### 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.

c2

### 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.

c3

### 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).

c4

### 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.

c5

## HEALTH & WELLBEING

### 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.

c6

### 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.

c7

### 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.

c8





## 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

### **Sufficient affordable housing of a decent quality**

c17 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.

### **Integration of social/private housing and fair tenant management**

c18 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.

### **Affordable and renewable energy sources**

c19 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.

### **Energy efficient homes and buildings**

c20 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

### **Crime prevention**

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

### **Support for victims of crime and vulnerable people**

c22 A range of support including networks and support groups (online and face to face); counselling; advice and information; practical help.

### **Reducing fear of crime**

c23 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

### Prevention of waste creation & sustainable waste disposal

c24

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.

### Conservation

c25

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

### Sustainable water management

c26

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.

### Accessible natural environment

c27

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

### Access to sustainable vehicles

c28

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

### Access to sustainable transport, promoting a healthy lifestyle

c29

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.

### Sustainable food growing

c30

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.

### Potential for community management and control of local facilities

c31

Local people can run or be part of decision making bodies for local services.

### High quality streets

c32

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](http://www.sutton.gov.uk)

**Strategic Commissioning**

[www.sutton.gov.uk/strategiccommissioning](http://www.sutton.gov.uk/strategiccommissioning)

**Sustainability tool**

[www.suttonst.org](http://www.suttonst.org)

**Volunteer Centre Sutton**

[www.vcsutton.org.uk](http://www.vcsutton.org.uk)

**BioRegional**

[www.bioregional.com](http://www.bioregional.com)

**Sutton Centre for the Voluntary Sector**

[www.suttoncvs.org.uk](http://www.suttoncvs.org.uk)

**Search Institute**

[www.search-institute.org/research/developmental-assets](http://www.search-institute.org/research/developmental-assets)

**Centre for Public Innovation**

[www.publicinnovation.org.uk](http://www.publicinnovation.org.uk)

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