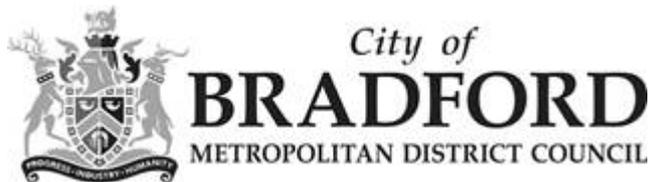


Public Document Pack



Agenda for a meeting of the Children's Services Overview and Scrutiny Committee to be held on Wednesday, 29 January 2020 at 4.30 pm in Committee Room 1 - City Hall, Bradford

Members of the Committee – Councillors

LABOUR	CONSERVATIVE	LIBERAL DEMOCRAT AND INDEPENDENT GROUP	BRADFORD INDEPENDENT GROUP
Engel Arshad Hussain S Khan Mir Mullaney	Gibbons Pollard	Ward	Sajawal

Alternates:

LABOUR	CONSERVATIVE	LIBERAL DEMOCRAT AND INDEPENDENT GROUP	BRADFORD INDEPENDENT GROUP
Choudhry Firth Jamil H Khan Wood	K Green Goodall		Khadim Hussain

VOTING CO-OPTED MEMBERS:

Claire Parr	Church Representative (RC)
Joyce Simpson	Church Representative (CE)
Kathrine Haskett	Parent
Fauzia Raza	Parent

NON VOTING CO-OPTED MEMBERS

Kerr Kennedy	Voluntary Sector Representative
Tom Bright	Teachers Secondary School Representative

Notes:

- This agenda can be made available in Braille, large print or tape format on request by contacting the Agenda contact shown below.
- The taking of photographs, filming and sound recording of the meeting is allowed except if Councillors vote to exclude the public to discuss confidential matters covered by Schedule 12A of the Local Government Act 1972. Recording activity should be respectful to the conduct of the meeting and behaviour that disrupts the meeting (such as oral commentary) will not be permitted. Anyone attending the meeting who wishes to record or film the meeting's proceedings is advised to liaise with the Agenda Contact who will provide guidance and ensure that any necessary arrangements are in place. Those present who are invited to make spoken contributions to the meeting should be aware that they may be filmed or sound recorded.

If any further information is required about any item on this agenda, please contact the officer named at the foot of that agenda item.

From:

Parveen Akhtar
City Solicitor
Agenda Contact: Fatima Butt
Phone: 01274 432227
E-Mail: fatima.butt@bradford.gov.uk

To:

A. PROCEDURAL ITEMS

1. ALTERNATE MEMBERS (Standing Order 34)

The City Solicitor will report the names of alternate Members who are attending the meeting in place of appointed Members.

2. DISCLOSURES OF INTEREST

(Members Code of Conduct - Part 4A of the Constitution)

To receive disclosures of interests from members and co-opted members on matters to be considered at the meeting. The disclosure must include the nature of the interest.

An interest must also be disclosed in the meeting when it becomes apparent to the member during the meeting.

Notes:

- (1) Members may remain in the meeting and take part fully in discussion and voting unless the interest is a disclosable pecuniary interest or an interest which the Member feels would call into question their compliance with the wider principles set out in the Code of Conduct. Disclosable pecuniary interests relate to the Member concerned or their spouse/partner.
- (2) Members in arrears of Council Tax by more than two months must not vote in decisions on, or which might affect, budget calculations, and must disclose at the meeting that this restriction applies to them. A failure to comply with these requirements is a criminal offence under section 106 of the Local Government Finance Act 1992.
- (3) Members are also welcome to disclose interests which are not disclosable pecuniary interests but which they consider should be made in the interest of clarity.
- (4) Officers must disclose interests in accordance with Council Standing Order 44.

3. INSPECTION OF REPORTS AND BACKGROUND PAPERS

(Access to Information Procedure Rules – Part 3B of the Constitution)

Reports and background papers for agenda items may be inspected by contacting the person shown after each agenda item. Certain reports and background papers may be restricted.

Any request to remove the restriction on a report or background paper

should be made to the relevant Strategic Director or Assistant Director whose name is shown on the front page of the report.

If that request is refused, there is a right of appeal to this meeting.

Please contact the officer shown below in advance of the meeting if you wish to appeal.

(Fatima Butt - 01274 432227)

4. REFERRALS TO THE OVERVIEW AND SCRUTINY COMMITTEE

To consider referrals that have been made to this Committee up to and including the date of publication of this agenda.

The Committee is asked to note the referrals listed above and decide how it wishes to proceed, for example by incorporating the item into the work programme, requesting that it be subject to more detailed examination, or refer it to an appropriate Working Group/Committee.

B. OVERVIEW AND SCRUTINY ACTIVITIES

5. PROTECTING CHILDREN AND VULNERABLE ADULTS AT RISK OF EXPLOITATION

The Manager of Bradford Safeguarding Children Board will submit **Document “P”** which provides an update and builds on the report presented to the Committee on the 10th October 2018 and subsequently to the District’s Area Committees regarding the issue of Child Sexual Exploitation (CSE). It now focuses on the Strategic Response to all forms of exploitation in Children and Adults and how partners from the Working Together to Safeguard Children – the Bradford Partnership and the Bradford Safeguarding Adults Board work to drive improvements across the District and to hold agencies to account for their work in their area. The report also outlines the emergence of other complex safeguarding themes and outlines how partners are effectively collaborating and focussing upon the protection of vulnerable Children and Adults.

Recommended-

- (1) That the Overview and Scrutiny Committee is invited to consider the contents of the report (Document “P”).**
- (2) That the Overview and Scrutiny Committee receive a further update on the progress of the response to exploitation in 12 months time.**

- (3) That Partners seek further funding opportunities from Government funding streams to enable the continuation of service provision as outlined in the report.
- (4) That the report is a call to action for all partners to recognise exploitation in its widest sense and continue to provide a coordinated safeguarding response to children and vulnerable adults.
- (5) That subsequent reports be provided to Area Committees.

(Mark Griffin – 01274 434361)

6. SPECIAL EDUCATIONAL NEEDS AND DISABILITY REFORMS

The Strategic Director, Children's Services will submit **Document "Q"** which provides an overview to the Committee of the developments and progress made on the delivery of the SEND Reforms and the current risks and areas for development pending the imminent SEND Local Area Inspection.

Recommended-

That the Committee consider the contents of the report and make recommendations at the meeting.

(Mariam Haque – 01274 431078)

7. POST 16 PROVISION UPDATE

The Strategic Director, Children's Services will submit **Document "R"** which provides an update on post-16 provision in the District, progress with the implementation of the post-16 review and the impact on participation and outcomes.

Recommended-

That the Committee consider the contents of the report and progress made to date in implementing new arrangements for the delivery of post-16 provision in the District.

(Matt Findull – 01274 439572)

8. CHILDREN'S SERVICES OVERVIEW AND SCRUTINY COMMITTEE - WORK PROGRAMME 2019/20

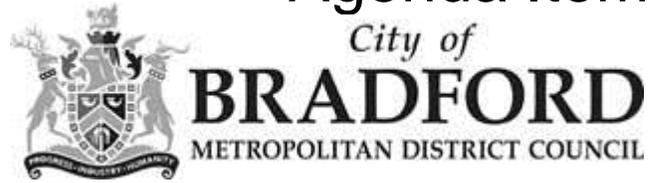
The report of the Chair of the Children's Services Overview and Scrutiny Committee (**Document "S"**) includes the Children's Services Overview and Scrutiny Committee Work Programme for 2019/20.

Recommended –

- (1) That members consider and comment on the areas of work included in the work programme.**
- (2) That members consider any detailed scrutiny reviews that they may wish to conduct.**

(Mustansir Butt – 01274 432574)

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Report of the Chief Executive Office to the meeting of the Overview and Scrutiny Committee to be held on the 29th January 2020

P

Subject:

Protecting Children and Vulnerable Adults at Risk of Exploitation

Summary statement:

This report provides an update to and builds on the report presented to the Overview and Scrutiny Committee on the 10th October 2018 and subsequently to the District's Area Committees regarding the issue of Child Sexual Exploitation (CSE). It now focuses on the Strategic Response to all forms of exploitation in Children and Adults and how partners from the Working Together to Safeguard Children – the Bradford Partnership and the Bradford Safeguarding Adults Board work to drive improvements across the District and to hold agencies to account for their work in their area. This report also outlines the emergence of other complex safeguarding themes and outlines how partners are effectively collaborating and focussing upon the protection of vulnerable Children and Adults.

Kersten England
Chief Executive

Portfolio:

Children and Families/Healthy People and Places

Report Contact: Mark Griffin
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Children Board
Phone: (01274) 434361
E-mail: mark.griffin@bradford.gov.uk

Overview & Scrutiny Area:

Children's Services and Health and Social Care

1. SUMMARY

1.1 This report provides an update to the report presented to the Overview and Scrutiny Committee on the 10th October 2018 regarding the issue of Child Sexual Exploitation (CSE) and also the emerging issue of other criminal exploitation. Previously, the Bradford Safeguarding Children Board (BSCB) has coordinated the District response and this is now coordinated by the new Working Together to Safeguard Children – The Bradford Partnership (TBP). This ensures that partners are working to improve how children are supported and protected and to seek assurance for work in this area. This report now focuses on the strategic response to all forms of exploitation to Children and Adults and how partners are contributing to improve service provision across the District. The report also outlines the emergence of other complex and contextual safeguarding themes and the subsequent partnership response. Partners are continuing to effectively work together to protect vulnerable Children and Adults and particularly through increased collaborative work between TBP, Bradford Safeguarding Adults Board (BSAB) and the Community Safety Partnership (CSP). This has been achieved through an improved awareness and understanding which has enabled professionals to recognise and respond at an earlier stage to wider types of exploitation. (See Appendix A for definitions)

1.2 In summary:

- Recently published Working Together to Safeguard Children 2018 guidance has resulted in changes to safeguarding arrangements nationally and partners in Bradford have agreed and implemented appropriate measures. The Bradford Safeguarding Children Board (BSCB) is now known as Working Together to Safeguard Children – The Bradford Partnership (TBP).
- As part of these new arrangements, partners have recognised the emergence of wider safeguarding themes within TBP Strategic Plan 2019-20.
- The previous CSE/Missing strategic sub group within the Childrens safeguarding arrangements has now an extended remit to coordinate activity around a number of themes and includes membership from the Bradford Safeguarding Adults Board (BSAB) and the Community Safety Partnership (CSP). This group is now known as the Risk and Vulnerabilities in Complex Safeguarding.
- Partners have finalised a Strategic Response to CSE and also a strategic response to Risk and Vulnerabilities in Complex Safeguarding, and recently published a new Exploitation protocol for children.
- The dedicated CSE/Missing Operational group continues to develop and improve the partnership response to children at risk to CSE and Missing and provides operational responses in the delivery of the Strategic plans.
- Bradford District Police Cyber Team and other partners continue to deliver training around topics relating to exploitation and on-line safety.
- The Bradford Partnership has commissioned an independent thematic Serious Case Review of CSE.
- Front Door arrangements within Childrens Social Care have been extended to address wider exploitation, with the development of new multi-agency processes.
- A District Communications and Engagement sub-group continues to provide practitioners, parents, carers, children and communities with proactive,

innovative and consistent approaches to communications and this will be enhanced with a new website for the new Children and Adults Safeguarding arrangements and the Community Safety Partnership.

- Partners have developed a number of positive initiatives to respond to children at risk of sexual and criminal exploitation. A Steering Group coordinates activity and oversees commissioning arrangements.
- Adult exploitation has been recognised by the BSAB and work is underway to develop understanding and how partners can safeguard vulnerable Adults.
- Innovative methods of raising awareness continue through Safeguarding Stories and work within schools involving the theatre company which produced Mr Shape Shifter, Somebody's Sister and Somebody's Daughter and now Kidpower.
- Safeguarding partners from both Children's and Adults have come together to consider joint pieces of work such as transitions.

2 Background

2.1 Nationally and locally, Safeguarding partners are now addressing the emergence of numerous themes including Serious & Organised Crime, Modern Day Slavery and criminal exploitation as new threats in a similar way to the same conversations in the last decade around Child Sexual Exploitation. This is not only within children's safeguarding arrangements but also recognising that vulnerable Adults can be exploited in the same way. These complex safeguarding matters impact across the Working Together to Safeguard Children – The Bradford Partnership (TBP), Bradford Safeguarding Adults Board (BSAB) and the Community Safety Partnership (CSP). Scrutiny and quality assurance has also increased through the media, inspections and inquiries both locally and nationally.

2.2 Governance and Infrastructure

2.3 Working Together to Safeguarding Children - The Bradford Partnership (TBP)

Following changes brought about by government legislation the BSCB ceased to exist and from the 1st September 2019 new arrangements are now in place. The legislative framework behind these changes is the Children and Social Work Act 2017 as well as new guidance in Working Together to Safeguarding Children 2018. The changes set out new statutory responsibilities for the three key agencies responsible for safeguarding within the District, namely Bradford Council (through the Children's Services department) the Airedale, Wharfedale and Craven, Bradford City and Bradford Districts CCG (Clinical Commissioning Group) and West Yorkshire Police. These partners lead on safeguarding have equal and joint responsibility for safeguarding arrangements. There are also a number of "relevant agencies" who are also involved with safeguarding of children within Bradford.

2.4 Partners in Bradford have agreed a structure that caters for the needs of children in Bradford. The previous board has been replaced with a Partnership group, chaired by the Independent Chair and Scrutiny Lead. Sub-groups continue to develop policies, multi-agency training, quality assurance and coordinate Child Safeguarding Practice Reviews, previously known as Serious Case Reviews.

2.5 Bradford has continued to recognise opportunities to increase collaboration between the BSAB, CSP and the new Bradford Partnership and linked sub-groups. This is set against the backdrop of reducing budgets and increasing demands that bring organisational review and reshaping to deliver more with less. Across each of

the three Boards, the sub-group structures manage core functions as well Board specific objectives. Some of these core functions create obvious opportunities for a more consistent and collaborative approach that takes into account cross-cutting themes and presents opportunities for shared learning. Work has commenced to develop these work streams. Appendix B outlines the details of the new arrangements.

2.6 Bradford Safeguarding Adults Board (BSAB)

Work around exploitation of vulnerable Adults is still developing. This recognises the broader group of people who do not fall under the criteria as Adults at Risk within the Care Act. The BSAB has commissioned work to improve understanding and the response to people who may fall within this term. Various work streams are on-going which look at issues of homelessness, substance misuse, mental health and transitions. Partners have recognised that there are people who fall outside the statutory threshold for services as Adults but do need support and safeguarding. Future work streams include:

- The development of a multi-agency Safeguarding Adults Policy and Procedures group to agree and support local guidance and best practice in emerging wider complex safeguarding issues.
- Development of performance datasets, quality assurance and auditing to monitor the implementation and on-going quality of safeguarding responses to exploitation across the partnership.
- Strengthening links with Risk and Vulnerabilities in Complex Safeguarding Group and Housing complex needs panel in developing pathways of support for adults with complex Non- Statutory Safeguarding issues.
- A regional Task and Finish group is in development with West Yorkshire Financial Exploitation and Abuse Team to look at what safeguards can be put in place across Bradford to protect individuals susceptible to financial exploitation and abuse.

2.7 The Business Units for the previous BSCB and BSAB are now combined a single Unit which has improved the synergy between the two partnerships and allows a greater consistency of approach, efficiencies of working, sharing of good practice and increased resilience throughout all functions of the Business Unit. This is now known as the Bradford Safeguarding Partnership Business Team.

2.8 Risk and Vulnerabilities in Complex Safeguarding Group.

Partners considered and developed a definition of complex safeguarding for children and agreed a local definition – behaviour or activity involving Children and Young People and Adults with multiple vulnerabilities where there is exploitation, a risk of exploitation and /or a clear or implied safeguarding concern which is likely to lead to a serious and sustained negative impact on Children & Young People. This definition covers a number of individual safeguarding themes.

2.9 Over a number of years Bradford has benefited from an established and experienced Child Sexual Exploitation and Missing Sub-Group. The group has now extended its remit to coordinate activity around a number of themes, in raising awareness and understanding. The group is now known as Risk and Vulnerabilities in Complex Safeguarding. The group includes representation from a number of partners and also across the impacts across TBP, the BSAB and the CSP. The

group has developed a Strategic Response (Appendix C).

2.10 This strategy has 6 headings

1. Identify and understand the nature and scale of the themes involved.
2. Prevention, Education and Awareness
3. Safeguarding vulnerable people, groups and communities
4. Effective leadership and governance
5. Disrupt and Prosecute
6. Communication, Engagement and Empowerment

2.11 West Yorkshire Risk and Vulnerability Group

Bradford works closely with other Local Authorities and is a member of the West Yorkshire Risk and Vulnerability group which operates under the oversight of the West Yorkshire Police and Crime Commissioner (OPCC), seeking to support the delivery of the West Yorkshire Police and Crime Plan. This group evolved from a CSE group has now developed a West Yorkshire Contextual Children and Young People Safeguarding Strategy 2018-21.

2.12 This group provides an opportunity for the sharing of good practice to learn and the development of a consistent approach to a number of processes. Work throughout the year has included strategic assessments and performance data around CSE, risk assessments, information sharing protocols and missing children placed out of Local Authority areas. A number of partnership events have also been held.

2.13 **Child Exploitation**

Partners have come together to develop new systems and procedures in Bradford for safeguarding and protecting the welfare of children from Child Exploitation. Within the Front Door, a restructure has taken place around staff, roles and protocols to enable partners to address exploitation in its widest sense. This builds upon the existing partnership approach which was recognised as a strength in the Ofsted inspection report published in October 2018. A multi-agency team involving Police, Early Help, Health, Barnardos and Education work in partnership to share information and agree care plans and service provision to children at risk of exploitation. Police have increased resources to deal with exploitation and Children Services staff are now multi-skilled which is a change to previous specialist teams. The new structure builds upon learning from the Ofsted inspection and provides some resilience. This team works closely with the Breaking the Cycles, Trusted Relationship and Family Against Youth Crime Projects (Para 2.53-2.61) signposting children identified and assessed at risk of exploitation to specialist service provision.

2.14 New procedures around exploitation outline how partners provide an enhanced, effective service to reduce the risks and to ensure that interventions are focussed, co-ordinated and have a positive impact on outcomes for Children and Young People. These changes recognise the wider exploitation issues that now exist and take into account the pathways for Children and Young People who go missing, are at risk of Child Sexual or Criminal Exploitation, are at risk of Radicalisation or who have been Trafficked. This work also includes a new exploitation assessment tool. This assists practitioners when making referrals and allows the assessment team to make an informed decision. This work is coordinated through the Bradford

Partnership, and next steps will be communications to front line practitioners. Children and Young People have been consulted as part of the work, in the development of the assessment tool.

2.15 This work follows on from the multi-agency work around Consent and the Continuum of Need. Front line practitioners are now using these documents and awareness raising continues to develop a consistent approach to consent and referrals. Though only introduced in July 2019, professionals within the Front Door have recognised that referrals indicate that practitioners have more confidence around these matters.

2.16 Child Criminal Exploitation.

Child Criminal Exploitation (CCE) takes a variety of different forms. It can include children being forced or coerced into moving drugs or money across the country as part of Organised Crime Groups to other types of activity such as shoplifting, pickpocketing, or to threaten other young people. Recently child criminal exploitation has become strongly associated with one specific model known as 'county lines'. Criminal gangs are most likely to exploit children aged between 14 to 17 year olds. National thinking recognises the need for earlier help for children at risk, responses that see children as victims and not criminals, and joined- up national and local responses. CCE is a complex problem that requires a joined-up approach from statutory and non-statutory agencies, and accurate sharing of intelligence and recording of concerns facing children. Through coordinated, concerted efforts across statutory and voluntary sectors, and by working with local communities and families, partners can reach vulnerable young people more quickly and begin to disrupt child criminal exploitation.

The recently published Counting Lives Report: responding to children who are criminally exploited provides more information around this theme.

<https://www.childrenssociety.org.uk/what-we-do/resources-and-publications/counting-lives-report>

2.17 Partners now convene a Tri-weekly multi-agency Child Exploitation meeting that looks at all aspects of Child exploitation, Criminal, Sexual and Missing, along with County Lines and other forms of Exploitation. This meeting tracks children who may be emerging, moderate or at significant risk. Data feeds into a 6 weekly meeting and a strategic review of all significant risk cases. This provides multi agency scrutiny to ensure the most vulnerable children have the best support plans possible, provide information on locations of concern and any other specific themes. Partners will also be considering those children who may already be at risk of CCE, including through Organised Crime Groups. Police teams are reviewing records to identify any children against the criteria and new procedure and are referring cases into this multi agency team. This will enable a multi agency and coordinated response based upon the existing and well established partnership working around CSE.

2.18 Referrals are expected to increase as will subsequent demands upon all partners as awareness and understanding of wider exploitation grows. This is set against current austerity measures and increases in partnership demands evidenced from the Children Services Improvement Board. Effective and intelligent resourcing has enabled partners to prioritise activity in the areas of greater need as outlined with the projects in paragraphs 2.53-2.61. These projects focus upon preventive

measures; working alongside other established locality models. These recognise the potential reduction in demands through prevention and early intervention.

2.19 Child Sexual Exploitation & Missing

The CSE & Missing Operational Group provides a co-ordinated and focussed approach to tackling CSE, resulting in a greater depth and breadth of understanding about CSE and missing. Throughout the year the group has undertaken work to progress the BSCB CSE Strategic Response (Appendix D) and linked CSE action plan. Data around CSE and Missing can be found at Appendix E. The data and performance knowledge around criminal exploitation and children impacted by Serious Organised Crime is still under development.

- There has been a decrease in the total numbers of children assessed as at risk of CSE from numbers in excess of 350 in November 2018 to approximately 125 in July 2019. This is due to a review and re-assessment process undertaken by partners who are involved in the work around CSE. Across West Yorkshire other Local Authority Areas are seeing a decrease in number of Children assessed at risk of CSE.
- The biggest reduction is in the 13-15 age groups.
- As of 29/8/19 there were 94 Children and Young People (C&YP) flagged as at risk of CCE on Police systems; 94% are male and 55% defined their ethnicity as White British. The average age of those flagged is 14-16yrs. 33% of C&YP with a CCE flag are shown as resident in Bradford West and 30% resident in Bradford East.
- Gender remains consistent with females accounting for approximately 80% in CSE cases. What is emerging is that the main percentage of children at risk of criminal exploitation is male.
- The location of the highest numbers of children assessed as at risk has changed in the last year, from Bradford East to Bradford South constituency area.
- During the period 01/09/18 – 31/08/19 there have been 284 CSE flagged offences (162 recent, 122 non-recent) this is a decrease from 344 offences in the previous year (17% reduction). Bradford East and Bradford South each have 21% of recent offences with Keighley having 16%. With regards non-recent offences 39% have occurred in Keighley and 13% in Bradford West. In 17% of all flagged offences the location is not known.
- The number of Missing episodes for Children Looked After (CLA) shows a decrease in 2018/19 (2587) from 2017/18 (3073) and 2016/17 (2932).

2.20 The Police have led on partnership work with Environmental Health, Taxi Licensing, Barnardos, HMRC, Fire Service, Council Licencing, and Immigration. This has resulted in numerous successful proactive operations to prevent and disrupt criminal activity. Areas of activity include cafes, fast food establishments, snooker and multi-entertainment halls, hotels and domestic dwellings.

2.21 Over the last 12 months the group have developed assessments and understanding of perpetrator profiles and victim profiles through the partnership analytical team. This has provided a variety of data around perpetrators and victims and helps look at the difference in both from a non-recent and recent perspective. This has enabled partners to identify trends and areas of focus and continue

targeted work.

- As of 26/2/19 there were 145 individuals linked to CSE flagged in Bradford; 52 of those relate to recent offences the remainder non-recent. 35% of those flagged have an address recorded in the West of the District and 8% are resident outside of Bradford. This 'flagging' information pertains to individuals suspected of being concerned in CSE and relates to recent and non-recent offences where a crime or intelligence has been recorded. This figures show a slight increase in that of the previous year but a reduction in those flagged to recent offences.
- Of those concerned in recent occurrences 96% are male 38% of those flagged have a self-defined ethnicity of White British and 38% Pakistani. 32% are assessed as High Risk and 60% assessed a Medium.
- With regards non-recent occurrences all those flagged are male; none are risk-assessed as high and 86% are assessed as low risk. 78% of those concerned in non-recent offences have a self-defined ethnicity of Pakistani.
- Analysis of the age of perpetrators at the time of both recent and non-recent offences shows that the highest number are in the age brackets of 16-18yrs (32%) and 20-21yrs (17%).

2.22 In February 2019 Police and TBP hosted a CSE awareness event at a hotel in Bradford. Guests included business stakeholders from around Bradford. In attendance were faith establishments, shopping centres, care homes and many others. Guest speakers included Police and child social care along with Barnardos and the National Working Group on exploitation. There were also inputs from Crimestoppers and the intelligence professionals. Themes around awareness and wider forms of exploitation were examined. The event received positive feedback.

2.23 In June during safeguarding week the Police hosted an event with partners from St Giles Trust, Barnardos, Health and Childrens Social Care. The event was held in the Broadway Centre and partners engaged with the public and offered advice and information on exploitation and how to report.

2.24 Partners across Bradford are learning from the excellent work in Keighley with the Keighley Association Women & Children's Centre (KAWACC). This group has worked in partnership with United Keighley working group, which has established a safe space to co ordinate regular meetings, discussing issues relating to CSE, and raising awareness in and around Keighley and Bradford. The group brings together a range of agencies that have an interest in supporting work associated with CSE. These have included members of the TBP, West Yorkshire Police, Social Care, Early Help, Community Workers, Local Councillors, local voluntary sector organisations, Faith Institutes and local primary and secondary schools. Within Bradford, a number of awareness campaigns, coordinated through groups like KAWACC have focused on parents to provide guidance and support and how to report concerns. Further details of this work can be found at Appendix G.

2.25 Operation Dalesway – Historic CSE Concerns.

West Yorkshire Police and the Local Authority continue to work together in response to the issue of "non recent" CSE concerns. A specialist team has been established, known as "Operation Dalesway", set up in October 2014. Currently this consists of a Detective Inspector, 2 Detective Sergeants, 14 Detective

Constables, 15 investigative officers and 3 social care staff. Staffing levels for this service are being kept under review. The service has clear terms of reference which have been agreed by partner organisations.

- 2.26 There are currently 10 live and 18 completed Operation Dalesway investigations. Of the live investigations 4 are long running investigations, 2 of these are at / approaching CPS charging stage, the others are at / approaching planned arrest phase. Victims for the other 6 investigations have only recently engaged with the investigative process and are still at victim disclosure stage.
- 2.27 To date approximately 150 suspects have been arrested / interviewed. A number of these suspects are still being investigated and new suspects continue to be positively identified as victims engage with the investigative process and provide disclosure.
- 2.28 In February 2019 at Bradford Crown Court, 9 of 10 defendants standing trial for 25 Historic sexual offence indictments were found guilty. They were sentenced to a combined total of 132 years imprisonment.
- 2.29 Partners in Bradford continue to maximise opportunities to learn and improve service provision and the response to CSE and now wider exploitation. The Bradford Partnership has commissioned an independent thematic Serious Case Review into CSE. While this has been prompted by the recent convictions of nine men for grooming and abusing two young people, the SCR will be a thematic review of CSE that will look at other cases, both recent and non-recent, and will seek to engage positively with victims of abuse so that their experience informs the work directly. Partners are contributing towards this review and will act on the recommendations and learning that result from this review.
- 2.30 Bradford District Cyber Team
Child sexual abuse and exploitation continues to grow. This is particularly true of online abuse where ever-more-sophisticated digital tools protect anonymity and where apps encourage children to engage in risky behaviour. Law enforcement agencies including the Police are working with partners from the industry and voluntary sector partners – both in the UK and abroad to raise awareness and support children and parents.

The team has been in place since 2015 and since the beginning of the 2018-2019 academic year, the team have continued to make a significant contribution within the educational sector as well as targeting establishments that have key connections to early intervention, safeguarding and other various vulnerabilities.

- 42, 816 children educated on eSafeguarding from 1480 separate sessions, which is above the recommended target. This equates to approximately 70% of all primary school children. The remaining schools will either have training provision already in place or will be offered future training by the Team.
- 90 vulnerable children received one to one safeguarding visits with their parents/carers also present.
- 5376 members of the community from different groups delivered to from 186 separate sessions. These groups included, NHS staff, Teachers, SEN staff, Governors, Social Workers.

- 2140 parents educated about the dangers of the online world and how to help safeguard their children, through 149 different parent workshops.
- Activities in support of International Safer Internet Day and Safeguarding Week

2.31 **Exploitation within Adult Safeguarding**

The Adult Multi Agency Safeguarding Hub (MASH) in Bradford brings together resources from the Police and Adult Social Care, with links to other partners. All referrals are assessed against the Care Act criteria and where appropriate referrals are signposted to various support services. A review of the MASH is on-going and this recognises the work in the Childrens MASH and wider thinking around exploitation, but accepting the different legislation, particularly around consent within the Adult arena.

2.32 **The Partnership Response to other forms of Exploitation and Vulnerability**

2.33 Vulnerable Learners.

Education has increased focus on vulnerable learners over the last 12 months, highlighting the need for better understanding of complex and contextual safeguarding. A closer working relationship between internal and external partners is helping to support early identification and intervention along with better awareness of the increased vulnerability in children including those children who are looked after, children with SEN, children who are missing education and those not in receipt of efficient and suitable full time education. Professionals are considering indicators of wider exploitation and have reported that they find the newly introduced Continuum of Need an enabling tool to support identification, risk assessment and appropriate referral to services for children who may be at risk or have experienced any form of exploitation or abuse.

2.34 Children Missing in Education (CME). During 2018/2019 1339 pupils have been referred to the LA as missing from Education. Of these enquiries have established the whereabouts of 65% and supported them into education settings or determined they have moved out of the district. The demographic of the population of Bradford often means that families move both within and out of the district without informing school staff of new addresses and contact details.

2.35 The Local Authority will support parents choosing Elective Home Education (EHE) where the delivery of education is sufficient and suitable for the age and aptitude of children. We recognise the varied approaches to home educating and this being a choice for parents to make at any point during a child's educational career. The number of EHE pupils in Bradford has risen over the last four academic years. At January census point between 2015/2016 and 2016/17 there was a **35%** increase in EHE pupils and a **21%** rise between 2016/17 and 2017/18. Overall from January 2016 – January 2018 EHE registered pupils has risen by **63%**. From January 2018 – January 2019 the percentage increase is **7%**.

2.36 Activity will focus on

- Launch of a revised referral and enquiry process for Children Missing from Education from September 2019

- Raising awareness of Elective Home Education across the district through multi agency training
- Targeted training delivery in respect of vulnerable groups of CME children
- Performance related analysis of timescales for actioning initial enquiries for CME referrals and of informal enquiries conducted in respect suitability of education provision for EHE pupils
- Maintain robust multi agency links to collect information in respect of whereabouts of children in the district including improved links with Boarder Control
- Improved data analysis to identify themes and trends
- Data collection and analysis to enable robust action involving the Regional Schools Commissioners (RSCs), Education and Skills Funding Agency (ESFA), OFSTED and the DfE if required, should evidence suggest illegal off rolling of pupils.
- Initiating school attendance orders where informal enquiries determine the education is not suitable or efficient

2.37 Modern Day Slavery and Human Trafficking

The true scale of Modern Slavery and Human Trafficking in Bradford, like in the rest of the country, cannot be accurately quantified; reports from statutory agencies and the third- sector reference the fact that, due to the nature of the offences, there is a significant under reporting of the issue. Of data recorded between April 2018 and March 2019 shows there were 150 recorded offences that have been classified as Modern Slavery and Human Trafficking (MSHT) offences within Bradford District; this is higher than any other West Yorkshire district. These numbers reflect the awareness and understanding by professionals and confidence of victims in reporting cases.

2.38 The Bradford Anti-Trafficking and Modern Slavery Network (ATMSN) is a district forum of the regional West Yorkshire ATMSN. The Bradford forum functions as a strategic group with an aim to provide a cohesive and co-ordinated approach amongst statutory, non-statutory and third sector organisations in combatting modern slavery within the Bradford District. As a multi-agency partnership, the network seeks to establish a clear and consistent response to potential victims of modern slavery through the sharing of intelligence and best practice, facilitating the training of staff from front-line agencies, as well as establishing clear lines of communication for inter-agency collaboration.

2.39 The group has progressed activity in 3 key areas

1. Safeguarding the Most Vulnerable People

Training frontline staff - Training is available to all partners and regularly utilised. Training is delivered to a wide range of audience, mostly police, local authority and third-sector. Further evaluation and provision of the appropriate training is needed.

Housing - Trafficking victims have little or no statutory access to emergency accommodation during intervention processes. There is a city-wide lack of emergency accommodation for vulnerable Adults and whilst options are being considered, no sustainable response has been identified as yet.

Victim Care - A common theme among victims is a general fear and mistrust of the

police, and/or local authority staff. Local partners have been successful in its utilisation of third-sector organisations to address these difficulties, however further steps towards a trauma informed care approach would be most effective.

2. Reducing Crime, Anti-Social Behaviour and Re-Offending

Intelligence - Intelligence submissions in Bradford are relatively low in comparison to the level of criminality recorded as modern slavery in the district.

Operations - A number of successful multi-agency operations have taken place within Bradford District.

3. Building Stronger Communities

Community outreach – The Bradford network includes a number of community agencies and continues to build links with vulnerable communities. Identification of cultural mediators is needed, with a particular need for Vietnamese and Roma community workers. The DICE Project continues its work in Thornbury with Roma and Eastern European Communities.

Raising awareness – the partnership undertakes regular awareness activities through a number of methods, including multi-agency outreach, multi-lingual flyers and posters and the creation of film as part of the Real Safeguarding Stories. Upcoming is a campaign led by the Cabinet Office, which will seek to tackle labour exploitation in West Yorkshire via frontline professionals in the banking, healthcare and job centre sectors.

2.40 Harmful Sexual Behaviour

Harmful Sexual Behaviour (HSB) is developmentally inappropriate sexual behaviour which is displayed by children and young people and which may be harmful or abusive. It can be displayed towards younger children, peers, older children or Adults, and is harmful to the children and young people who display it, as well as the people it is directed towards. If not recognised and dealt with this can lead to more serious sexual abuse.

2.41 Many Local Authorities have worked in conjunction with the NSPCC in assessing and improving the partnership response to HSB. The HSB audit was launched in Bradford in October 2018, the results were analysed & disseminated in December 2018. Over 40 organisations (the education response was a collective response representing 25 schools) contributed towards this work.

2.42 Partners have found value in the learning from this audit and identified a number of areas particularly around identifying and understanding HSB, assessment and the response to HSB. The Bradford Partnership are progressing this work through the learning and improvement framework. The Designated Safeguarding Lead training for school staff incorporates the learning and supports school staff in their response to HSB.

2.43 Serious and Organised Crime (SOC)

Serious and Organised Crime costs the UK economy around £37 billion every year and brings misery and suffering to those who become victims. Serious and Organised Crime covers a range of crimes including drugs, firearms, child sexual exploitation, cybercrime, modern slavery, gangs and county lines.

2.44 The SOC Governance and Silver board continues to build on its partnership

strengths. By developing greater relationships with schools and with the Local Authority Education Team, head teachers from some of the priority high schools form part of the Board, enable concerns and approaches to disruption and intelligence gathering to be shared. Bradford has developed a partnership strategy along the recognised 4 P's – Prevent, Protect, Prepare and Pursue.

- 2.45 The District is seeing a downturn in the number of mapped OCG's against a landscape of improving partnership relationships and work. There is a commitment to continuing this approach. Partners are continuing to assess and analyse how children and vulnerable adults are impacted through organised crime.
- 2.46 The Serious and Organised Crime (SOC) Community Coordinator pilot is to reduce the impact of SOC on communities, divert those most likely to become SOC offenders and protect the most vulnerable members of society from criminal exploitation. The project has worked to deliver a whole system approach to tackling SOC through activities that involve targeted Prevent interventions, community resilience-building and strengthening local partnerships. Since its introduction in 2018/19 the pilot has brought increased scale, consistency and reach to the Government's response to tackling SOC-related harm and vulnerability at the community level and is a key component of the implementation of the Government's 2018 SOC Strategy.
- 2.47 The Home Office are citing nationally some of the positive work being done in Bradford in conjunction with West Yorkshire Police. Programme Precision is the name of a new crackdown involving West Yorkshire Police, local partners and the public to work together to tackle serious and organised crime. This strategy sets out a common vision and commitment to work together in tackling these threats to ensure communities can become safer places to live, work and visit.
- 2.48 Partners will need to develop agreements and understanding around the extent of children and criminality. Evidence and information suggests that there are children in Bradford who are approaching Adulthood and who are criminally active and form part of Organised Crime Groups. It is highly likely that these children were exploited into this lifestyle at a younger age but currently are making a decision to continue committing offences without influence.
- 2.49 Previous reports outlined how partners were understanding the impact of OCGs and children. This work continues to systematically develop the data to better inform the activity required to ensure that the right support and appropriate interventions are available to those at risk of exploitation, as per the definition. There are currently 94 children flagged at risk of CCE where intelligence indicates that they are at risk of exploitation. They have all had the appropriate multi-agency referrals made.
- 2.50 This work is supported by the recently introduced Exploitation Protocols alongside the new Multi-Agency Referral Form which both serve to improve identification of risk and response.
- 2.51 Intervention work and engagement is extremely challenging and partners continue to undertake prevention work in a variety of forms. Appendix F contains details of case studies.

- 2.52 Over 150 Designated Safeguarding Leads from schools have had bespoke training on SOC to aid information and intelligence gathering. This also highlighted the need to recognise exploitation of children and young people in relation to SOC and the multi-agency response to this. The Police are working with schools to support a programme of education in respect of weapons and violence across both primary and secondary schools.
- 2.53 **Service Provision**
- 2.54 Children's Services Child Exploitation Projects Steering Group is the committee which oversees the delivery of exploitation and pathways and is responsible for the development and delivery of the Breaking the Cycles, Trusted Relationship and Family Against Youth Crime Projects. Bradford has developed effective working methods through these projects to prevent and engage with young people on the edge of criminality and vulnerable to exploitation. Whilst this is in its early stage, professionals are seeing the benefits of group and 1-1 work. Appendix F contains details of case studies. This group links with Risk and Vulnerabilities in Complex Safeguarding group to enable coordination of activity against strategic priorities of TBP.
- 2.55 The Family Against Youth Crime Project
The Family Against Youth Crime Project in Bradford is one of 21 Local Authority areas to receive funding through the Troubled Families Programme (Ministry of Housing, Communities & Local Government) for tackling Youth Crime.
- 2.56 This fund has brought together VCS, key/outreach workers, Police, Targeted Early Help, schools and a range of professionals to intervene at an early stage and in order to help stop young people from becoming drawn into crime, serious violence and entering the youth justice system. This locality based model is an extension of the existing Voluntary Community Sector (VCS) Families First Partnership contract (2018-2020) in Bradford including Barnardo's, Brathay Trust, JAMES, YMCA Bradford and now including West Yorkshire Police. The Partnership will deliver a coordinated response for 6-13 year olds and their families through a family key worker, school transition and outreach model of support. This programme will sit alongside the Early Intervention Youth Fund (EIYF) / Trusted Relationship programmes
- 2.57 The aim of the programme is to develop children's personal resilience to withstand peer pressure and make positive choices, particularly around transition from primary to secondary school. This will raise awareness of dangers surrounding gangs, youth violence and knife crime and changing the culture around acceptability of carrying knives. At the heart of this programme is work undertaken with families to give parents/carers the skills to identify the risks and discuss their concerns children. The offer includes a 'Think Family' approach for parents/carers using a signs of safety assessment and plan supported by parenting programmes. Further details of successful case studies can be found at Appendix F.
- 2.58 Young Lives Bradford Consortium - Trusted Relationships
The Consortium received Home Office Funding in September 2018 to deliver a targeted intervention of 1 to 1 support to 10-14 year olds up to a period of 6 months, to young people at low level risk of Child Exploitation. The five Bradford based

providers are Barnardo's; James – Motor Education Services; e;merge; Project 6-Keighley; Bradford YMCA. The consortium has been awarded 2-year funding of a 4 year programme. The programme's target is to reach 100 young people per year who are at low Risk of Child Exploitation. The programme's focus is prevention to support Young People's awareness, resilience, confidence, safety and life skills. Since the start of the programme, the Preventative Group Worker has engaged with 1103 young people through awareness sessions, 272 people through Community Awareness Raising activities, 338 staff / partners through training / workshops / guidance sessions and visited 49 businesses via outreach visits.

2.59 Breaking the Cycles

Breaking the Cycles is a Youth Intervention Project (YIP) in partnership between the Council's Youth Service, the Youth Offending Team and West Yorkshire Police. The project also works closely with the MASH, PRU providers, Early Help Hubs, Leaving and Through Care Services to actively identify and target young people who are vulnerable to exploitation, on the fringes of, or who have associations with young people linked to Organised Crime Groups (OCG), Urban Street Gangs (USG) and those who demonstrate mid / low level Anti-Social Behaviours. There is a close working relationships between the SOC) Community Coordinator and the Breaking the Cycles Project.

2.60 The work of Breaking the Cycles is underpinned by a broad prevention and early help services provided in part by the VCS under contract through Trusted Relationship Funding and Families Against Crime funding. This is now joining up with the different levels of SOC interventions work providing a golden thread and more holistic approach towards positive case management at the earliest possible stage. The project is beginning to evidence the pathways, feeders and identifiers that make young people more vulnerable to participation in SOC, violent crime and ASB, and of what interventions work. This is an attempt to reduce some of the flow to the Front Door and threshold services.

2.61 The challenge remains around funding and continuing service provision as well as capacity. As awareness of criminal exploitation and the availability of these services increase, numbers of referrals will also increase and resource remains limited. Intelligence assessments and data collection is at an early stage in understanding the numbers and level of criminal exploitation impacting upon children. Partners will need to develop effective analytical and performance frameworks to enable intelligent deployment of finite resources.

2.62 Youth Service.

Across all districts in Bradford, the Youth Service continues to offer a broad menu of engaging activity delivered from easily accessible locality bases that ensure pathways of support to young people that are preventative and offer early intervention. The Youth Service works with young people, identifying with them, their concerns, working with young people to better understand the consequences of their behaviours and of others towards them and to support them to reduce their risk. This area of work is often undertaken before young people are engaged in specific support services.

2.63 Buddy support as part of Youth In Mind. Youth Workers receive referrals from the Child and Adolescent Mental Health Service (CAMHS), School Nurses & other

professionals, the Youth Workers then act as Buddies to the young people, their role is to befriend them, support them over a period of time and navigate them to the various support opportunities available to them.

- 2.64 The Youth Service continues to provide direct support to young people at risk of Child Sexual Exploitation. Youth Workers support the young people referred on a 1:1 basis and engage them in support opportunities available. The Youth Service currently runs a number of female only provisions and specialist groups all of which offer young people a safe space to engage in positive informal educative activities.
- 2.65 The Youth Service continues to work with Prevention and Early Help and supports the area based panels. Through these panels young people are referred to the Youth Service and are supported by the area Ward Youth Workers to engage in localised youth provisions, Youth in Mind groups and an offer for those who require 1:1 support. The young people referred have been supported around a number of issues including non engagement in education, anger management, family breakdowns, Anti Social Behaviour (ASB) and domestic abuse, all of which helps to prevent young people from entering the social care system and supports them into a positive destination.
- 2.66 Changing Places and Community Integration. The youth service plays a pivotal role in supporting cohesion of young people across the district; Bradford South has allocated a link worker to champion the Changing Places programme. This innovative programme is focused on young people from new migrant communities including those with refugee status. Bradford South runs a very popular session on a Wednesday evening with over 10 young people engaging weekly.
- 2.67 In line with other areas of Council activity affected by the Government's austerity programme, Youth Services are working towards minimising cuts to base budget from April 2020 through accessing external funding and operating as a traded service. Appendix F contains details of case studies.
- 2.68 **Training and Communication**
- 2.69 TBP provides a varied training facility around a number of topics relating to exploitation, in a wider variety of formats and partners have also provides specialist training. Police teams delivered training to a number of partners to raise awareness and understanding of Organised Crime Groups and County Lines and the work of the Police Cyber Team continues around on-line safety.
- 2.70 The District Communications and Engagement sub-group continues to coordinate communications and messaging. Throughout the year activity has included networking, messaging and newsletters around topics within this report. The group works closely with other groups to share learning and changes to policies and procedures. The group has extended its membership and the Bradford Safeguarding Partnership Business Team now has a Communication and Project officer to facilitate this work. Work continues on the website with a planned launch in autumn and this will enable TBP, BSAB and CSP to share guidance and advice from one portal.
- 2.71 **Real Safeguarding Stories** is a learning tool dedicated to raising awareness of

safeguarding issues. By telling compelling stories based upon real life events, it can help professionals from many walks of life understand these complex issues. Understanding and relating to these stories is the first step towards individuals and organisations being better able to support those at risk. The videos come with guidance to support wider training or awareness activity. Bradford continues to develop these tools and this year has produced stories around County Lines and Modern Day Slavery. As part of Hate Crime Week a bespoke real safeguarding story has been developed and will be delivered by a member of the service user group. (<https://realsafeguardingstories.com/>)

2.72 GW Theatre

Over the last 5 years GW Theatre has delivered several distinct programmes of creative CSE prevention work to children in primary and secondary schools in Bradford, working closely with all key agencies and in particular schools. Some of this work was funded directly by the Local Authority and some was co-funded by WY Police and Crime Commissioner. The impact of this work has been substantial and profound. This includes the play Somebody's Sister, Somebody's Daughter between 2014/6, and Mister Shapeshifter between 2016/8.

2.73 In January 2019, Bradford hosted the launch of the animated version of Mr Shapeshifter. The resource is available online at <https://www.mrshapeshifter.com/> for anyone to use alongside free support materials. It is designed to help teachers, parents, community groups and organisations alike to discuss these complex issues with children of primary school age.

2.74 The latest project Kidpower is still under development. Last year Bradford worked with the company on this project which looks at the same issues with even younger children aged 6-8. The company will be commencing research and development of ideas and materials which will lead to the creative outputs in the project and this involves professionals from Bradford. This will lead to a number of pilot plays.

2.75 Bradford Safeguarding Adult Board – Voice Group

The Safeguarding Voice Group is a sub group of the SAB made up of Service users. The role of the group is to ensure that voice of service users shape the priorities of the SAB and support the SAB in the improvement of services and information to safeguard Adults in the District. The group have recently presented at the BSAB and delivered training to partner agencies in how to ensure making safeguarding personal is embedded in practise This group recently identified a need for targeting awareness raising activities on fast food outlets, buses and places of work.

2.76 Specialist specific training/learning events featured as part of Safeguarding Week that included the Airedale Annual Conference on Complex safeguarding, County Lines, Forced Marriage, Cyber Crime, financial abuse with input from the Gambling project at Citizens Advice Bureau.

2.76 **Emerging Themes**

2.77 **Violence Reduction Units (VRUs).**

The Home Secretary announced in April that £35 million of the Serious Violence Fund will be invested in Violence Reduction Units (VRUs). VRUs will lead and co-ordinate local responses to serious violence, bringing together a range of agencies including, health, education, social services and others to develop a multi-agency approach to preventing serious violence. West Yorkshire OPCC and Chief Constable (CC) have been provisionally awarded £3,370,000 calculated on a tiered basis, reflecting levels of serious violence in West Yorkshire based on hospital admissions for sharp object assault data. There are two mandatory products that the VRU must deliver in the course of the funding period a problem profile and a response strategy. This strategy describes the multi-agency response being delivered by the VRU, its members and other partners that will tackle the drivers identified in the problem profile and work to reduce serious violence in the area.

3. **OTHER CONSIDERATIONS**

3.1 There are no other considerations.

4. **FINANCIAL & RESOURCE APPRAISAL**

4.1 The Bradford Safeguarding Business Partnership Team current has a gross expenditure budget of £0.577m of which £0.329m is funded via the Local Authority and £0.248m is funded by partners.

4.2 The Bradford Safeguarding Business Partnership Team provides support to the Bradford Partnership and Bradford Safeguarding Adults Board. In particular the teams coordinate and facilitate safeguarding activity and the delivery of strategic priorities and Delivery Plans. This is achieved through

- Coordination of inter-agency working
- Administration of meetings
- Coordination of Local Child Safeguarding Practice Reviews and Safeguarding Adults Reviews
- Multi-agency audits and challenge
- Learning and Improvement including multi-agency training
- Performance, information and audit including Section 11 and Section 175.
- Production and publication of the Annual Reports

Funding for the Team covers staffing costs, multi-agency training and audits and reviews.

4.3 The staffing resource for Bradford Safeguarding Business Partnership Team is:

- Manager, 2 x Deputy Managers
- Business Administrators
- Learning and development coordinators
- Performance and information officers
- Communication and Project officer

- 4.4 TBP also has an Independent Chair and Scrutiny Lead and the BSAB has continued with an Independent Chair.
- 4.5 During the course of the year, partners have made successful funding applications to the Community Safety Partnership to enable service provision and events in line with exploitation and wider vulnerability.

5. RISK MANAGEMENT AND GOVERNANCE ISSUES

- 5.1 The protection of Children and vulnerable Adults is the highest priority for the Bradford Council and its partners when considering the implications of exploitation, as is the provision of services to support those who are victims of this abuse. Failure to protect and provide appropriate services significantly increases the risk to Children and vulnerable Adults in the District. It would also lead to significantly reduced public confidence in Bradford Council, West Yorkshire Police and other partners, as has been demonstrated in some other Districts.

6. LEGAL APPRAISAL

- 6.1 The report has been considered by the office of the City Solicitor and there are no identified legal issues to highlight.

7. OTHER IMPLICATIONS

7.1 EQUALITY & DIVERSITY

Child exploitation is a crime committed by predominantly male perpetrators, though not exclusively, from all different racial backgrounds. Victims of exploitation also come from all backgrounds and ethnicities. Nevertheless, local experience and national research indicates that recognised victims and perpetrators do not necessarily reflect the gender ethnicity and other characteristics of the District's population.

- 7.12 Between Aug 2018 – July 2019 the number of male children experiencing or at risk of CSE in Bradford District was approximately 20%, this recognises national research data that highlights that female children are statistically more likely to be at risk of abuse than male children.
- 7.13 Analysis of cases open to the Hub on March 2018 (see Appendix E) shows that 64% of open cases were of white British heritage, which is a an increase of 6%, while 15% were of Asian heritage, which is an increase of 3% from last year.

7.2 SUSTAINABILITY IMPLICATIONS

- 7.21 None

7.3 GREENHOUSE GAS EMISSIONS IMPACTS

- 7.31 None

7.4 COMMUNITY SAFETY IMPLICATIONS

7.41 Exploitation of Children and vulnerable Adults is a criminal offence. The consequences of exploitation can be long-standing for the victim and there is growing research evidence that victims of CSE are themselves over-represented among young people coming to the attention of police services as potential offenders. In addition, Exploitation has lasting consequences for families of victims and perpetrators and has potential implications for community relations.

7.42 The Community Safety Partnership (CSP) currently oversees the commissioning of funding from the passporting of Police and Crime Commissioner funding against key priorities, including CSE and now wider exploitation. Since the last update TBP has now been allocated funding to support worthwhile initiatives or service provision. The Risk and Vulnerabilities Group will allocate funding and oversight of progress.

7.5 HUMAN RIGHTS ACT

7.51 Sexual and Criminal Exploitation is a violation of the rights of the child/adult under the Human Rights Act. The arrangements made by the Council and its partners are intended to prevent the rights of the child/adult being violated in this way.

7.6 TRADE UNION

7.61 None

7.7 WARD IMPLICATIONS

7.71 It is recommended that each Area Committee receives an update report regarding criminal and sexual exploitation in the next 6 months.

7.8 AREA COMMITTEE ACTION PLAN IMPLICATIONS (for reports to Area Committees only)

7.9 IMPLICATIONS FOR CORPORATE PARENTING

7.91 National and local evidence shows that children who are looked after are more likely to become victims of Child Sexual Exploitation than other groups. This means that in relation to safeguarding and corporate parenting responsibilities, partners have a responsibility to understand the safeguarding risks facing children, and especially in relation to Child Sexual Exploitation.

7.10 ISSUES ARISING FROM PRIVACY IMPACT ASSESMENT

7.11 The nature of Sexual and Criminal Exploitation work requires partners to manage confidential matters and data under GDPR regulations in accordance with individual agency guidelines. There is no sensitive data included in this report that requires a Privacy Impact Assessment.

8. NOT FOR PUBLICATION DOCUMENTS

8.1 None

9. OPTIONS

9.1 None

10. RECOMMENDATIONS

- 10.1 That the Overview and Scrutiny Committee is invited to consider the contents of this report.
- 10.2 That the Overview and Scrutiny Committee shall receive a further update on the progress of the response to exploitation in 12 months time.
- 10.3 That Partners seek further funding opportunities from Government funding streams to enable the continuation of service provision as outlined in this report.
- 10.4 That this report is a call to action for all partners to recognise exploitation in its widest sense and continue to provide a coordinated safeguarding response to children and vulnerable adults.
- 10.5 That subsequent reports be provided to Area Committees.

11. APPENDICES

Appendix A - Definitions

Appendix B - Working Together To Safeguard Children – The Bradford Partnership.

Appendix C - Strategic Response to Risk and Vulnerabilities in Complex Safeguarding

Appendix D - CSE Strategic Response

Appendix E – CSE Missing Data Overview

Appendix F – Case Studies

Appendix G – The work of Keighley Asian Women and Childrens Centre (KAWACC)

12. BACKGROUND DOCUMENTS

Working Together to Safeguarding Children 2018 -

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

The Care Act 2014 - <http://www.legislation.gov.uk/ukpga/2014/23/contents/enacted>

West Yorkshire Police and Crime Plan - <https://www.westyorkshire-pcc.gov.uk/our-business/the-police-crime-plan.aspx>

Serious and Organised Crime Strategy 2018 -

<https://www.gov.uk/government/publications/serious-and-organised-crime-strategy-2018>

West Yorkshire Police Serious and Organised Crime Strategy -

<https://www.westyorkshire.police.uk/precision>

NSPCC Counting Lives Report: responding to children who are criminally exploited -

<https://www.childrensociety.org.uk/what-we-do/resources-and-publications/counting-lives-report>

Appendix A – Definitions

Child Exploitation occurs where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18 in exchange for something the victim needs or wants and/or the financial or other advantage of the perpetrator or facilitator and/or through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. Child exploitation does not always involve physical contact; it can also occur through the use of technology.” (Home Office, 2017)

The below nationally agreed definitions will be utilised across Bradford:

Child Sexual Exploitation (CSE) is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity

(a) In exchange for something the victim needs or wants, and/or

(b) For the financial advantage or increased status of the perpetrator or facilitator.

The victim may have been sexually exploited even if the sexual activity appears consensual. Child Sexual Exploitation does not always involve physical contact; it can also occur through the use of technology. (Home Office 2017)

Child Criminal Exploitation (CCE) occurs where an individual or group takes advantage of a person under the age of 18 and may coerce, manipulate or deceive a child or young person under that age into any criminal activity

a) In exchange for something the victim needs or wants, and/or

b) For the financial advantage or increased status of the perpetrator or facilitator and/or

c) Through violence or the threat of violence. The victim may be exploited even if the activity appears consensual (i.e. moving drugs or the proceeds of drugs from one place to another).

Child Criminal Exploitation does not always involve physical contact; it can also occur through the use of technology. (Home Office 2018)

County Lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas (within the UK), using dedicated mobile phone lines or other form of “deal line”. They are likely to exploit children and vulnerable Adults to move (and store) the drugs and money and they will often use coercion, intimidation, violence (including sexual violence) and weapons. (Home Office 2018)

County Lines is a form of Child Exploitation (CE). It is a major, cross-cutting issue involving drugs, violence, gangs, safeguarding, criminal and sexual exploitation, modern slavery, and missing persons. The response to tackle it involves the Police, the NCA (National Crime Agency) and a wide range of Government departments, local government agencies and VCS (voluntary and community sector) organisations. County Lines activity and the associated violence, drug dealing and exploitation has a devastating impact on children, vulnerable Adults and local communities.

Home Invasion (sometimes referred to as Cuckooing)

Urban gangs establish a base in the market location, often by taking over the homes of local vulnerable Adults by force and/or coercion, in a practice referred to as 'cuckooing'. Urban gangs then use children and vulnerable people to move drugs and money.

Human Trafficking

A person commits an offence if the person arranges or facilitates the travel of another person to exploit them. It is irrelevant whether the exploited person, Adult or child, consents to the travel. A person may, in particular, arrange or facilitate another person's travel by recruiting, transporting or transferring, harbouring or receiving them, or transferring or exchanging control over them. 'Travel' means arriving in, or entering, any country; departing from any country and travelling within any country. A person who is a UK national commits an offence under Section 2 regardless of where the arranging or facilitating takes place, or where the travel takes place. A person who is not a UK national commits an offence under Section 2 if any part of the arranging or facilitating takes place in the UK, or the travel consists of arrival in or entry into, departure from, or travel within the UK.

In determining whether or not a child is a victim of trafficking, their consent to being trafficked is irrelevant and how they are trafficked is also irrelevant. Only the act and the purpose need to be present. It is not necessary to prove coercion or any other inducement.

Exploitation alone does not constitute trafficking – there also needs to be recruitment, transportation, transfer, harbouring or receipt of a person. Slavery, servitude and forced or compulsory labour is, or may be, a crime in its own right under Section 1 Modern Slavery Act 2015.

Harmful Sexual Behaviour (HSB) is developmentally inappropriate sexual behaviour which is displayed by children and young people and which may be harmful or abusive Harmful sexual behaviour. HSB includes:

- using sexually explicit words and phrases
- inappropriate touching
- using sexual violence or threats
- full penetrative sex with other children or Adults.

Contextual Safeguarding Contextual Safeguarding expands the objectives of child protection systems in recognition that young people and vulnerable Adults who are vulnerable to abuse in a range of social contexts. This includes sexual exploitation, modern day slavery, harmful sexual behaviour, peer on peer violence and abuse including gangs and groups, criminal exploitation, and going missing and should not be seen in isolation as they often overlap , creating a complex set of harmful circumstances and experiences for children, young people, vulnerable Adults, families, carers and communities.

It recognises that the different relationships that young people form in their neighborhoods, schools and online can feature violence and abuse. Parents and carers have little influence over these contexts, and young people's experiences of extra-familial abuse can undermine parent-child relationships. Contextual Safeguarding, therefore, expands the objectives of child protection systems in recognition that young people and Adults are vulnerable to abuse in a range of social contexts.

Organised Crime Groups and Gangs means a group that:

- d) Has as its purpose the carrying on of criminal activities, and
- e) Consists of three or more persons who act, or agree to act, together to further that purpose

Gang related violence and drug dealing activity is defined as gang related if it occurs in the course of, or is otherwise related to, the activities of a group that:

- a) Consists of at least three people, and
- b) Has one or more characteristics that enable its members to be identified by others as a group. (Serious Crime Act 2015)

Appendix B - Working Together To Safeguard Children – The Bradford Partnership.
(Attached PDF)

Appendix B

Working Together to Safeguard Children – The Bradford Partnership.

Foreword

The fundamental priority for all partners in the Bradford District is the welfare of children and ensuring that any children in need of help and protection receive the highest quality care and most effective and appropriate support. Professionals working with children in Bradford are committed to their responsibilities in delivering on these priorities to keep children safe.

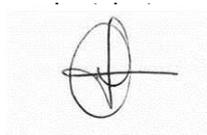
For many years, the Bradford Safeguarding Children Board (BSCB) has overseen the partnership response to safeguard children in the District and to ensure that they are safe, well, and able to reach their full potential.

Following changes brought about by government legislation the BSCB will cease to exist in September 2019 and new arrangements will replace it. The required changes allowed a period of reflection and review of processes and practices, both locally and nationally. Agencies in Bradford have been fortunate to utilise the work of Early Adopter authorities in drawing together a plan for the future structures and functions of the partnership.

The purpose of the new arrangements is to support and enable local organisations and agencies to work together in a system where;

- Children are safeguarded and their welfare promoted
- Partner organisations and agencies collaborate, share and co-own the vision
- Organisations and agencies challenge appropriately and hold one another to account.
- There is early identification and analysis of new safeguarding issues.
- Learning is promoted and embedded in a way that ensures local services for children and families can become more reflective and implement changes to practice.
- Information is shared effectively to facilitate more accurate and timely decision making for children and families.

This document will set out the key changes being made in Bradford District to meet the requirements. In moving to the new arrangements



Osman Khan
District Commander
Bradford
West Yorkshire Police

requirements. In moving to the new arrangements
Working Together to Safeguard Children – The Bradford Partnership

Kersten England

Kersten England
Chief Executive
BMDC



Helen Hirst
Chief Officer
Airedale, Wharfedale and
Craven CCG, Bradford Districts CCG,
Bradford City CCG

1. National and Local Context

In March 2016 the Government accepted the recommendations of the Wood Review into Local Safeguarding Children Board arrangements. This led to changes embedded in the Children and Social Work Act 2017 as well as new guidance in Working Together to Safeguarding Children 2018.

The changes set out new statutory responsibilities for the three key agencies responsible for safeguarding within the District, namely Bradford Council (through the Children's Services department) the Airedale, Wharfedale and Craven, Bradford City and Bradford Districts CCG (Clinical Commissioning Group) in Health and West Yorkshire Police. These arrangements will cover the current boundaries of the Bradford District and its five parliamentary constituencies – Bradford East, Bradford West, Bradford South, Shipley and Keighley.

Each of the three partners has an equal responsibility for the safeguarding arrangements through the Bradford Partnership. There is also a requirement to identify other key partners who will be "relevant agencies" involved with safeguarding of children working within Bradford.

As of 29th September 2019 the new "Bradford Partnership" will be formed. This arrangement will be a formal partnership, with an Independent Chair and Scrutiny Lead who will challenge and scrutinise the safeguarding functions across Bradford District.

The vision and principles of the new partnership arrangements are detailed at section three and these apply to all agencies working in Bradford to safeguard children. The new arrangements will ensure that all partners are working and delivering to the highest standards, and that every child in Bradford has the best opportunity to grow and thrive in a safe environment, ensuring that the right support is available, at the right time and for the right duration.

Safeguarding Snapshot Bradford – April 2018 to March 2019

- ❖ Approximately 140,000 children and young people under 18 making Bradford the youngest city in the UK, accounting for 26% of the total population
- ❖ 29% of children living in poverty
- ❖ 33,406 contacts to Children's Social Care Front Door
- ❖ 8,863 referrals
- ❖ 11,177 assessments completed by Children's Social Care
- ❖ 1,178 children subject of Initial Child Protection Case Conferences as of March 2019
- ❖ 867 children on a Child Protection Plan as of March 2019
- ❖ 1,163 children & young people looked after as of 31 March 2019

- ❖ 5,462 cases open to Children’s Social Care at 31 March 2018
- ❖ 9% of children in need with a disability

2. The Bradford Partnership

The previous LSCB arrangements were in place for many years and the new partnership looks to build on the existing and well established structures and the relationships that underpin them as well as seeking to improve and develop them further.

The new arrangements will continue to work closely with the Health and Wellbeing Board and the Children’s Trust Board, to ensure that the strategic vision and principles are aligned to their priorities¹.

We will seek to collaborate with other safeguarding arrangements across West Yorkshire as well as the Community Safety Partnership (CSP) and the Bradford Safeguarding Adults Board (BSAB); this approach will ensure that cross-cutting areas of work are identified and progressed collectively thereby achieving the best outcomes for people of all ages across the District, avoiding duplication of effort where a co-ordinated response is more appropriate.

3. Voice of the Child

The Voice of the Child will be secured at the heart of the future local safeguarding arrangements and we will continue to listen to children and young people to inform thinking, planning and activity.

We have engaged with young people to understand what they would want from the new arrangements and how we can support and provide guidance to keep them safe. We will continue to work with a number of established groups in Bradford that actively engage and are led by young people. Moving forward the Communication and Engagement Group is the platform for future activity.

In summary, we have found that they highlighted the following

- “Depression”
- “Neglect”
- “Knife Crime”
- “Homelessness”
- “Mental Health”

We will consider these points in our future Business planning and partners have already commenced work on some of these points.

4. Vision and Principles

¹ [Connecting people and place for better health and wellbeing - A Joint Health and Wellbeing Strategy for Bradford and Airedale.](#)

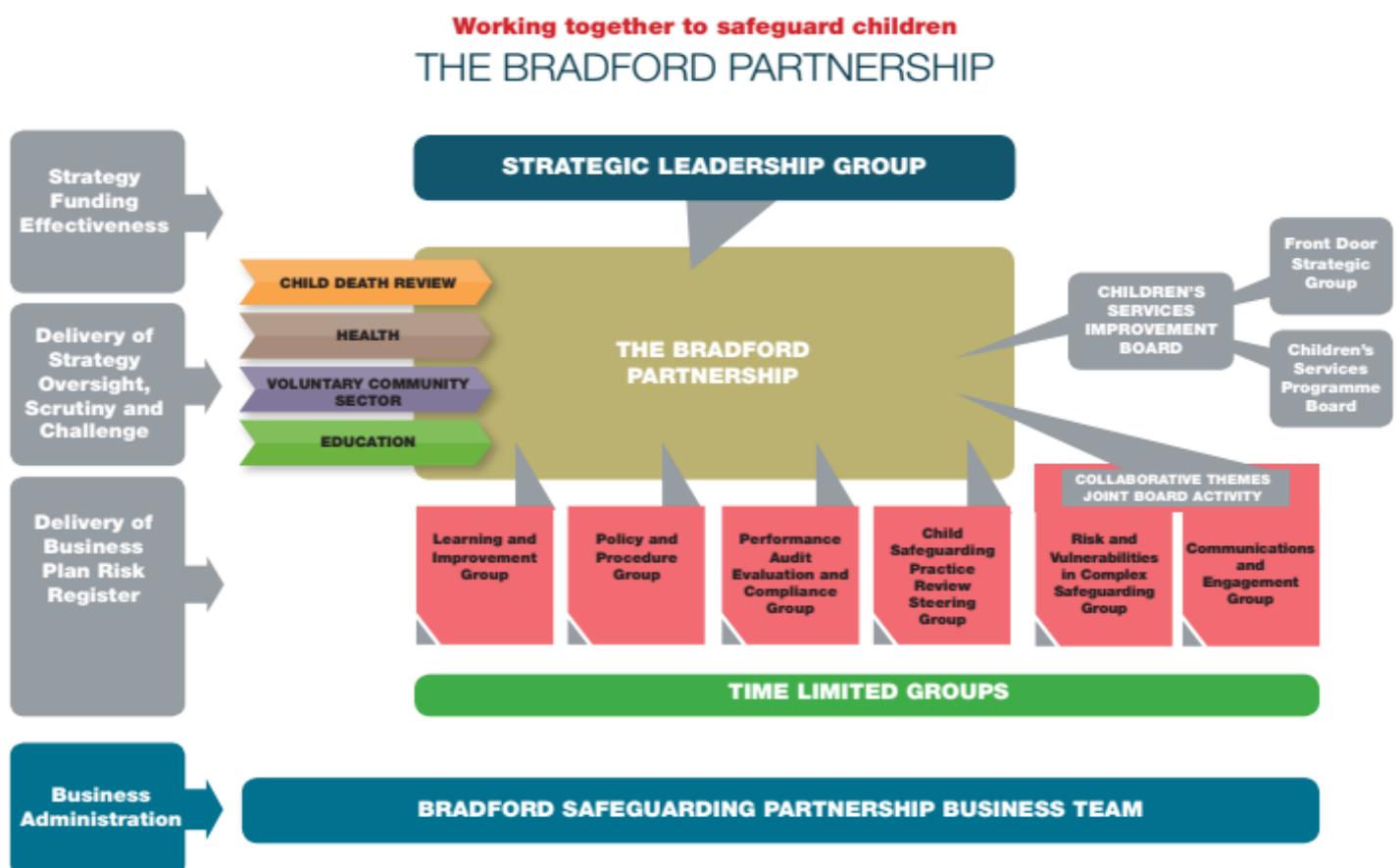
The BSCB undertook a consultation process with partners and agreed the overarching vision and principles for the new arrangements -

“The Bradford Partnership will work to ensure that children are safe and receive a quality service”

Principles

- *The child is always at the centre.*
- *There will be clear governance and accountability, clearly defined roles and responsibilities*
- *There will be transparent, open and honest communication between all*
- *We will foster continual improvement which includes learning from others*
- *We will enable early support at the right time to build independence and self reliance*

5. How the Bradford Partnership is organised



Strategic Leadership Group (SLG)

This group will set strategic direction, ensure effective arrangements are in place, agree funding and resolve disagreements and escalations. The group will comprise of the three safeguarding partners, the Independent Chair and Scrutiny Lead and the Lead Member for children from the Bradford Council.

The Bradford Partnership

This group will be known as “**The Bradford Partnership**”. The membership of the former BSCB has been reviewed and rationalised to include statutory safeguarding partners and relevant agencies. This group will be chaired by the Independent Chair and Scrutiny Lead and will meet quarterly. The function of this group will be delivery of the strategy, oversight, scrutiny and challenge. The group will ensure that activity is focussed and in line with the Business Plan and Risk Register. A flexible and virtual approach will enable previous partners who are not now included as lead or relevant agencies, to remain informed and involved in relevant aspects of future safeguarding arrangements.

Sub-Groups

The Sub-groups will focus upon key core functions and a review of the Chairs and membership will allow an opportunity to ensure that relevant agencies and partners can remain fully integrated in the new arrangements. The sub-groups will be responsible for the delivery of the Business Plan and Risk Register. The sub-groups will meet on a scheduled basis but will, where necessary, adopt a flexible approach to support activity emanating from wider partnership working.

Learning and Improvement Framework



Working Together requires that the new arrangements maintain a shared local learning and improvement framework across those local organisations working with children and families. The ambition of this framework is to enable organisations to improve services to learn from experience into the manner organisations work together to safeguard and protect the welfare of children. Bradford has previously worked to this model, and, moving forward, we will continue to embrace this way of thinking and provide clarity of each organisation’s responsibility.

In Bradford, we see the framework as an opportunity to effectively co-ordinate and bring together the work from all of the sub-groups into an overarching and coherent approach. In particular, we will learn from:

- Local and national Child Safeguarding Practice Reviews
- Multi agency audits
- Data and performance information
- Updates on policies and procedures
- Multi-agency training
- Self assessments – Section 175 and Section 11 Audits
- National Research findings

We also see this as an opportunity to develop our collaborative thinking with the BSAB and CSP in a joint framework.

Learning and Improvement

The new arrangements will ensure effectiveness of safeguarding children learning and development activity in the Bradford District, so that those working with children and families are appropriately skilled and competent.

This will include the delivery of accessible multi-agency training that complements the training available to the staff in single-agency or professional settings and that the training provided is evaluated and analysed to inform future planning.

We will ensure that training is compliant with national and local guidelines and procedures, and they are accessible and incorporate established and innovative delivery methods. As we identify emerging themes and gaps in training provision, the group will work closely with the BSAB, CSP and the new Bradford Partnership to develop programmes to raise awareness and understanding.

Local Child Safeguarding Practice Reviews

The Local Child Safeguarding Practice Review sub-group supersedes the former Case Review Sub-group and will provide oversight and scrutiny of notifiable incidents and subsequent rapid reviews. This will be achieved through a flexible and dynamic approach as well as continuing to provide coordination and oversight of reviews, action plans and subsequent learning. Decision making will be scrutinised by the independent chair and scrutiny lead.

The sub-group will have the following key functions:

- Consider cases referred to it on a timely basis, oversee the rapid review process through a dynamic and flexible approach, ensure that immediate safeguarding action is taken if required and share any immediate learning.
- Report findings to the National Child Safeguarding Practice Review Panel within 15 working days.

- Commission and oversee local case reviews. Leadership of practice reviews will be independent of the agencies involved.
- Identify learning themes from reviews and formulate learning outcomes and action plans.
- Include areas of good practice for moderation and to share learning.

The group will convene on a regular basis to monitor and evaluate progress of multi-agency and single-agency action plans in response to reviews and report progress to the Bradford Partnership. Working with other sub-groups we will ensure that lessons learned from local and national reviews are disseminated to staff in all local organisations and seek assurance that changes to practice have been embedded, and that reviews are published, where applicable, through a number of mediums, including the Partnership website.

Practice and Procedures

This sub-group will enable the co-ordination and development of policies, procedures and guidance for safeguarding and promoting the welfare of children and young people in Bradford. This will take into account the findings of Local Child Safeguarding Practice Review and from all national reviews with a view to considering how identified improvements and learning should be implemented locally. The sub-group will also consider national multi-agency policies, procedures, guidance or research findings, in terms of the need to develop any additional local policy, procedures or guidance.

We will also continue to work with our colleagues in Local Authorities across West Yorkshire to develop policies and procedures.

Performance, Audit, Evaluation and Compliance

This sub-group will monitor, evaluate and seek assurance about the effectiveness of safeguarding activity by partners individually and collectively and report this to the Bradford Partnership and Strategic Leadership Group to inform strategic decision-making. The group will analyse data, receive monitoring information and conduct multi-agency challenge panels to identify quality of practice and lessons to be learned for multi-agency practice, and subsequently provide assurance that findings are being responded to. The group will also oversee multi-agency safeguarding self-evaluations including Section 11 and Section 175 audits. Finally, and most importantly the group will ensure that the voice of the child is evidenced in all areas of work carried out across the partnership. The group will continue to monitor the effectiveness of the new Prevention and Early Help model in Bradford as it evolves and embeds across the District.

Child Death Review (Previously Child Death Overview Panel)

Governmental leadership of Child Death Reviews will transfer from the Department of Education to the Department of Health, with the Local Authority and CCGs being the

accountable bodies locally. The main changes are the additional multi-professional meeting that takes place prior to the Child Death Review partners review.

Whilst continued “affiliation” with the new safeguarding partnership is important for the future, we are looking to establish the most appropriate governance arrangements that recognises the changes to the arrangements and will enable support and accountability. The Bradford Health and Wellbeing Board will maintain strategic oversight and will delegate the executive management of the arrangements to their Integrated Change Board. The new safeguarding arrangements will continue to support the work of the group, and retain the strong working relationship with all the sub-groups to ensure operational change and learning and improvement is maximised throughout the District. It is proposed that that the group will be called the Child Death Overview Panel.

6. Relevant Agencies

The safeguarding partners are keen to ensure that the voice and influence of other partners is maintained in the new arrangements and to also assure themselves that agencies have appropriate, robust policies and procedures in place. This will be achieved through appropriate representation on the Bradford Partnership group as well as all the sub-groups.

Appendix A outlines the relevant agencies

Within Bradford there has been a long standing and effective relationship with the Voluntary Community Sector (VCS) and across the Health partnership.

The **VCS** comprises over 300 organisations working with babies, children, young people and families. It encompasses a wide variety of organisation in terms of size and provision. The VCS have maintained a steering group which reported to the BSCB. This steering group will continue and act as an advisory body to the VCS and to the Young Lives Bradford team, to share information and promote good safeguarding practice for children and young people within the sector and to provide scrutiny and challenge to the new arrangements on behalf of the VCS.

The VCS will be represented on the Bradford Partnership Group as well as across all the sub-groups. This representation will be on behalf of the VCS but in some cases there will be a benefit of having specific VCS organisations also attending groups, including time limited groups as subject matter experts. The VCS steering group with support from Young Lives Bradford will coordinate representation where required.

Health membership will be reviewed to ensure representation from the different agencies and two geographical areas, Bradford and Airedale, whilst avoiding duplication.

Bradford and Airedale Health Safeguarding Children Group play a key role in supporting and overseeing the Bradford and Airedale Health Services’ statutory responsibility for

Safeguarding Children and Young People under the age of 18 years. This is achieved through promoting, coordinating and monitoring the effectiveness of safeguarding practice delivered by health service personnel within Bradford and Airedale Health Services Organisations. The Group also provides expert advice and assurance to Health Services providers and other agencies on specific safeguarding children issues related to Health care services.

The Group will continue to support and contribute to the work of new safeguarding arrangements in providing a source of expert advice, assurance and challenge as well as coordinating activity of the Health agencies that contribute to the sub-groups so as to provide an opportunity for all Health agencies to contribute and influence the agenda.

The education infrastructure in Bradford, like other Districts, remains complex; and in order to ensure effective communication and involvement, all schools (including multi academy trusts), colleges and other educational providers, in Bradford will be fully engaged and included in the new safeguarding arrangements as relevant agencies.

The Bradford Partnership group and sub-groups will include representatives across all aspects of the Educational system. This will include representation from Early Years, Primary, Secondary, Special and Further Education. The Bradford Partnership will maintain the close working relationship with the Local Authority Education Safeguarding Team and engagement will be maintained through the Designated Safeguarding Leads forums, Head Teacher forums and School Governor forums. These networks will allow the other schools such as independent, academies and free schools to become involved in the new arrangements. In Bradford the Section 175 audit will continue to be an opportunity for schools to self assess against consistent safeguarding principles.

7. Collaboration

Bradford continues to recognise opportunities to increase collaboration between the BSAB, CSP and the new Bradford Partnership group and sub-groups. This is set against the backdrop of reducing budgets and increasing demands that bring organisational review and reshaping to deliver more with less. It also recognises the emergence of more complex safeguarding matters which impact across Children's Safeguarding, the Adult Safeguarding arena and the Community Safety Partnership.

Across each of the three Boards, the sub-group structures manage core functions as well Board specific objectives. Some of these core functions create obvious opportunities for a more consistent and collaborative approach that takes into account cross-cutting themes and presents opportunities for shared learning. Work has commenced to develop these work streams namely Risk and Vulnerabilities in Complex Safeguarding, and Communications and Engagement.

Communications and Engagement

Building upon the excellent work by the Safeguarding Adult Board a Communications and Engagement Group now exists with representation from the CSP and the Children's safeguarding arrangements. The group provides a consistent, timely, accessible and inclusive approach to campaigning, awareness raising and key messaging on issues affecting the health, safety and well-being of people in Bradford. The ethos of the group is to allow communication both ways, from the safeguarding partners but also to engage in a way that captures the voice of the child (and service users in Adults).

The intended audiences are:

- Service Users (children, young people and adults)
- Parents, Carers
- Professionals & Practitioners including the Voluntary and Community Sector
- General public
- Board Members

The group includes safeguarding as well as media expertise and aims to provide a proactive, innovative and consistent approach to communications. This work is supported by a Communications officer from the Business Unit Team.

Risk and Vulnerabilities in Complex Safeguarding

Over a number of years Bradford has benefited from an established and experienced Child Sexual Exploitation and Missing Sub-Group. Moving forward, Safeguarding partners are now addressing the emergence of organised crime, modern day slavery and criminal exploitation as new threats in a similar way to the same conversations in the last decade around child sexual exploitation. The group has now extended its remit to coordinate activity around a number of themes, in raising awareness and understanding. This is being developed under the banner of "complex safeguarding".

Serious Case Reviews, Safeguarding Adult Reviews and Domestic Homicide Reviews.

Learning lessons from reviews has created an opportunity for collaboration as many high profile cases repeatedly identify similar themes for learning and improvement. In order to share and maximise learning we have developed specific **shared learning events** that included themes from Serious Case Reviews, Domestic Homicide Reviews and Safeguarding Adult Reviews and will continue this approach. These events take into account local as well as national learning. We also recognise the value in increasing multi-agency training opportunities across all BSAB, CSP and the new Bradford Partnership in the future.

Regional Collaboration

In addition senior leaders from the five Districts in West Yorkshire have indicated a common wish to progress collaborative work. There are a number of county wide/regional groups already in existences and a coordination group is to be formed around these groups to support local activity and share good practice.

8. Independent scrutiny

Bradford has recently recruited a new Independent Chair and Scrutiny Lead. This reflects the traditional role as independent chair and the new role of scrutiny and quality assurance. As a result of the recent Ofsted inspection, the independent chair is a member of the Children Services Improvement Board.

The Business Partnership Team supporting the Partnership reports directly to the Office of Chief Executive. This allows a greater element of independence for the Team, particularly around scrutiny and challenge. We recognise the need for all the partners to professionally challenge each other about their processes and performance and this is coordinated through the new arrangements. The Council's effectiveness of safeguarding arrangements is also scrutinised through the process of Overview & Scrutiny which is recognised as valuable process and will be continued.

The role of independent scrutiny is to provide additional assurance in judging the effectiveness of multi-agency arrangements to safeguard and promote the welfare of all children in a local area, and this will add value to what we already know and do. Working Together to Safeguard Children 2018 requires that safeguarding partners ensure that the scrutiny is objective, acts as a constructive critical friend and promotes reflection to drive continuous improvement. Some forms of scrutiny will need to be independently commissioned, for example local child safeguarding practice reviews.

The role will also

- Assess how well organisations come together to cooperate with one another to safeguard and promote the welfare of children and to hold each other to account for effective safeguarding.
- Scrutinise any quality assurance activity (including multi-agency case file auditing and processes for identifying lessons to be learned).
- Scrutinise the effectiveness of training, including multiagency training, to safeguard and promote the welfare of children.
- Provide a rigorous and transparent assessment of the extent to which appropriate and effective systems and processes are in place in all partner agencies so as to fulfil their statutory duties and ensure that children are

protected and that appropriate safeguarding strategies are developed and embedded.

- Evaluate arrangements for the operation of the safeguarding partnership, including the purpose and functions of meetings, and recommend and implement appropriate changes.
- Confirm, or not, that effective performance management, audit and quality assurance mechanisms are in place within partner organisations which will support the 3 safeguarding partners to fulfil their statutory objectives, and which will enable the partnership to identify and measure its success and impact.
- Ensure that the voices of children, young people and their families are appropriately represented and heard in the work of the partnership.

Professional Challenge and Escalation

Safeguarding partners will work together to resolve any professional challenges and disputes locally. Whilst every effort will be made to work across the partnership in a strengths-based way, there may be occasions where necessary agreement cannot be reached after escalation to the Partnership. Agencies should follow the [‘Resolving Professional Disagreements/Escalation Policy’](#) where such instances occur. Where the disagreements or challenge involves one of more of the safeguarding partners, the Strategic Leadership Group will resolve the matter.

9. Bradford Safeguarding Business Partnership Team and funding.

Bradford has combined the Business Units of Children’s and Adult Safeguarding and moving forward this will enable a more consistent approach and increase opportunities to merge overlapping work. The Unit will be known as the **Bradford Safeguarding Business Partnership Team**.

The team will continue to support safeguarding arrangements namely

- Administration of meetings
- Local Child Safeguarding Practice Reviews and associated learning and practice improvement
- Learning and Improvement including multi-agency training
- Performance, information and audit including Section 11 and Section 175.
- Production and publication of the Annual Report – this will include a contribution from the independent chair and scrutiny lead on the effectiveness of safeguarding arrangements, their performance and the effectiveness of local services. The report will be published through existing networks and on the website for the new arrangements.
- Publication of a threshold document – within Bradford this has been completed with the Continuum of Need and Risk Identification Tool. This recently

commissioned work recognises the new arrangements and a communication plan agreed with partners.

Future funding will be agreed between the safeguarding partners, which should be equitable and proportionate, and will enable the Business Partnership Team to fulfil its functions and enable the new arrangements to deliver against statutory responsibilities and strategic priorities. Current funding covers staffing costs, multi-agency training and audits and limited serious case reviews/lessons learnt work and the future funding will need to continue to adequately cover these functions.

10. Transitional Arrangements and Continuous Improvement

We will continue to carry out all the statutory functions of the BSCB until the commencement of the new Partnership.

For any SCRs not completed or completed and not published in this 12 month period we will ensure that we comply with transitional guidance within Working Together. Where an SCR has not been completed at the point the new safeguarding partner arrangements begin to operate, for example, if any have only recently been commissioned, we will seek to complete and publish the SCR within six months of the date of the decision to initiate a review, with a maximum of 12 months to do so.

Similarly we will also comply with transitional guidance around the transition from CDOP to the new Child Death Review process, and the data recorded appropriately. Before safeguarding partner arrangements begin to operate in a local area, the BSCB will plan how and when to hand over all relevant data and information to the safeguarding partners. In doing so, they should comply with the Data Protection Act 2018 and the GDPR.

If we identify any matters relating to deaths that are relevant to the welfare of children in the District or to public health and safety and we decide it would be appropriate for someone to take action we will ensure these are forwarded to Child Death Review partners for their information and consideration.

As outlined, previously, the BSCB brought together learning and improvements through the Learning and Improvement Framework, Annual Training Delivery Plan (2018/19) and the Learning and Development Strategy (2018-20 Draft). These are shaped through the statutory requirements and the BSCB Learning and Improvement sub-group. This framework provided a sound basis for bringing key sub-groups together to improve practice and learn from reviews, which will be a key requirement of the new Local Child Safeguarding Practice reviews that we are adopting.

11. References and further information

[DfE \(2016\) Wood report: review of the role and functions of local safeguarding children boards](#)

[DfE \(2018\) Working Together to Safeguard Children](#)

[Connecting people and place for better health and wellbeing - A Joint Health and Wellbeing Strategy for Bradford and Airedale](#)

[Bradford Safeguarding Children Board – Continuum of Need](#)

[Bradford Safeguarding Children Board – Resolving Professional Disagreement and Escalation](#)

For more information please contact:

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Appendices

Appendix 1 - Relevant Agencies

- National Probation Service
- CRC
- All schools (including multi academy trusts), colleges and other educational providers
- CAFCASS
- Youth Offending Service
- Housing Providers
- Airedale NHS Foundation Trust
- Bradford Teaching Hospitals Foundation Trust
- Bradford District Care Foundation Trust
- VCS
- West Yorkshire Ambulance Service
- NHS England



Bradford Safeguarding Children Board strategic response to Child Sexual Exploitation (CSE)

Introduction:

Local Safeguarding Children Boards (LSCB) has the responsibility for ensuring that relevant organisations in the local area co-operate effectively to safeguard and promote the welfare of children. Tackling Child Sexual Exploitation, published in March 2015, set out an ambitious programme of work to address on a national scale some of the failures, brought to light by Professor Alexis Jay, Dame Louise Casey and others.

Within Bradford, partner organisations have decided that Bradford Safeguarding Children Board (BSCB) is the lead strategic body for the development and implementation of the District's response to CSE. BSCB is required to ensure that the needs of children and young people who have been, or may be, sexually exploited and their families are considered as it:

- Guides the planning and commissioning of services;
- Develops policies and procedures;
- Ensures that appropriate training is in place;
- Communicates and raises awareness; and
- Monitors and evaluates the work that is being done.

This BSCB strategic response sets out the key strands to be addressed in the work to tackle CSE in the Bradford District and this document takes into account the progress made in improving the Districts response to CSE in the 9 Point Strategic Response and previous BSCB "7 Point Strategic Response to CSE" which was agreed in July 2013.

The overall objective remains that the partnership response to CSE is child, young person and victim focused.

These strands describe statutory safeguarding activity to be undertaken by statutory and voluntary sector partners,

awareness raising and training activity, and community initiatives informed by specific knowledge of the incidence of CSE in the Bradford District. This Strategic response recognizes the links between children who go missing and CSE and takes cognisance of the Bradford Missing Children Multi-Agency Strategy 2016/18. Taken together, the overall aims of these strands are:

7. Identify and understand the nature and scale of CSE
8. Prevention, Education and Awareness
9. Safeguarding vulnerable people, groups and communities
10. Effective leadership and governance
11. Disrupt and Prosecute
12. Communication, Engagement and Empowerment

Definition of CSE from Government Guidance:

Following on from the definition in 2009, the Government has refreshed and produced the following definition in February 2017.

“Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victims needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.”

The plan will focus upon the following groups in all aspects

- Children and young people
- Communities
- On-line activity
- Parents and carers
- Professionals and people involved with children and young people

All activity will consider the voice of the child in responding to immediate needs and how the voice of the child is used to inform planning and designing of services.

1. Identify and understand the nature and scale of CSE

Bradford is committed to understanding the local threat risk and harm to allow a proportionate and appropriate response to CSE.

- Maintain strategic assessments, problem profiles and develop a joint data set
- Vulnerable people and groups
- Victims – recognising gender and age
- Locations which can attract vulnerable people and potential perpetrators
- Methods and types of abuse
- Perpetrators including tackling unacceptable attitudes and pre offending behaviour
- Linkage to emerging threats –Missing/Modern Day Slavery, Criminal Exploitation and Organised Crime Groups
- Effective information sharing – including ISA

2. Prevention, Education and Awareness

Bradford is committed to raising awareness of CSE among children and young people, parents, carers and potential perpetrators, to prevent incidents / repeat incidents of CSE.

- Working closely with children and young people to understand and response to CSE
- Raising awareness amongst all communities, parents, carers and potential perpetrators
- Training for professionals to enable identification and responding to CSE, recognising the importance of CSE work in all phases of schools, colleges and in alternative educational provision.
- Work with the industry sector and night time economy to raise awareness and develop prevention strategies

3. Safeguarding and supporting vulnerable people, groups and communities

Bradford is committed to safeguarding vulnerable children and young people and supporting victims and those professionals who seek to reduce instances of CSE

- Adopting the Journey to Excellence principles
- Support and intervention - timely therapeutic and support services
- Information to advise and access support
- Coordinated services available to work with all groups

4 Effective leadership and governance

Bradford is committed to providing strong leadership, effective systems whilst working with partners to tackle CSE. The BSCB remains open in identifying areas for improvement and to encourage change.

- Effective systems around the Front Door/ MASH and CSE processes
- Encourage statutory and non-statutory partners to work together to develop and strengthen our collective safeguarding efforts
- Quality assurance of improved outcomes for children
- Developing best practice and learning
- Multi agency training at all levels – initial contact through to specialist services, leadership teams and those who are able to influence planning and change
- Improving outcomes and reducing harm to young people who are vulnerable to or at risk of exploitation and victims of exploitation

5. Disrupt and Prosecute

Bradford is committed to disrupting, arresting and prosecuting Child Sexual Exploitation offenders, ensuring a victim centred approach at all times

- Partnership response
- Collaborative working with law enforcement and criminal justice agencies
- Proactive response to prevent crimes and harm
- Early interventions for potential perpetrators
- Support to victims throughout investigations and proceedings
- Continued partnership response to multi-agency historic investigations into CSE

6. Communication, Engagement and Empowerment

Bradford is committed to increasing public confidence and awareness and listening to the views of children, young people and communities to improve the delivery of services.

- Coordinate the delivery of the strategic response to CSE
- Ensure effective internal communications to professionals across the partnership
- Ensure effective external communications to parents, carers and children.
- Maximise on-line and social media opportunities and campaigns
- Raising awareness and understanding amongst all groups
- Empowering and involving communities to develop community resilience

The BSCB Child Sexual Exploitation (CSE) and Missing Children sub group is responsible for ensuring that this Strategic Response is up to date and reflects national and local policy and procedures in respect of CSE. All BSCB action and improvement plans related to CSE and all such individual agency plans must be guided by this Strategic Response.

Bradford District response to Risk and Vulnerabilities in Complex Safeguarding

Introduction:

Bradford continues to recognise opportunities to increase collaboration between Strategic Boards and sub-groups. This recognises the emergence of more complex safeguarding matters which are under intense scrutiny through the media, inspections, and inquiries and impact across Children's Safeguarding, the Adult Safeguarding arena and the Community Safety Partnership.

In order to proactively safeguard children and vulnerable adults within a wide contextual safeguarding remit, a shared approach and collective understanding of the issues and experiences children and vulnerable adults is required. This approach recognises the broader group of people who do not fall under the criteria as Adults at Risk within the Care Act. The BSAB has commissioned work to improve understanding and the response to people who may fall within this term.

This strategy recognises that contextual Safeguarding is an approach to understanding, and responding to, young people's experiences of significant harm beyond their families. It recognises that the different relationships that young people and vulnerable adults form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers have little influence over these contexts, and young people's experiences of extra-familial abuse can undermine parent-child relationships.

Across the three Boards, there are detailed sub-group structures in place to manage core functions as well Board specific objectives. Some of these core functions lend obvious opportunities for a more consistent and collaborative approach which takes into account the cross-cutting themes and presents opportunities for shared learning. Bradford has developed this thinking with the Risk and Vulnerabilities in Complex Safeguarding sub-group.

In the past Bradford has developed a strategic response to CSE and this strategy seeks to use the experience and methodology in developing this strategy.

Taken together, the strategic objectives are:

13. Identify and understand the nature and scale of the themes involved.
14. Prevention, Education and Awareness
15. Safeguarding vulnerable people, groups and communities
16. Effective leadership and governance
17. Disrupt and Prosecute
18. Communication, Engagement and Empowerment

Definitions

The BSCB considered the definition of complex safeguarding and agreed a local definition – Behaviour or activity involving C& YP and adults with multiple vulnerabilities where there is exploitation , a risk of exploitation and /or a clear or implied safeguarding concern which is likely to lead to a serious and sustained negative impact on Children & Young People

Contextual Safeguarding expands the objectives of child protection systems in recognition that young people and vulnerable adults are vulnerable to abuse in a range of social contexts. This includes sexual exploitation, modern day slavery, harmful sexual behaviour, peer on peer violence and abuse including gangs and groups, criminal exploitation, and going missing and should not be seen in isolation as they often overlap , creating a complex set of harmful circumstances and experiences for children, young people, vulnerable adults, families, carers and communities.

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of 'deal line'. They are likely to exploit children and vulnerable adults to move and store the drugs and money and they will often use coercion, intimidation, violence (including sexual violence) and weapons.

Child criminal exploitation occurs where an individual or group takes advantage of an imbalance of power to coerce,

control, manipulate

or deceive a child or young person under the age of 18 into any criminal activity:

- in exchange for something the victim needs or wants.
- for the financial or other advantage of the perpetrator or facilitator.
- through violence or the threat of violence.

The victim may have been criminally exploited even if the activity appears consensual. Child criminal exploitation does not always involve physical contact, it can also occur through the use of technology. The criminal exploitation of children is not confined to county lines but can also include other forms of criminal activity such as theft, acquisitive crime, knife crimes and other forms of criminality.

Harmful sexual behavior (HSB) includes:

- using sexually explicit words and phrases
- inappropriate touching
- using sexual violence or threats
- full penetrative sex with other children or adults.

Children and young people who develop HSB harm themselves and others. More information is available [here](#)

Stakeholders

The strategy will include the following groups in all of the strategic objectives

- Children and young people, particularly those in transitions
- Vulnerable adults
- Communities
- On-line activity
- Parents and carers
- Professionals and people involved with children and young people

4. Identify and understand the nature and scale of risk and vulnerabilities

- Development of a vulnerability profile that includes relevant data sets and amalgamates individual profiles and assessments, to enable the partnership to utilise the profiles to effectively target resources and interventions effectively safeguard children and vulnerable adults. This should be done as part of the Joint Strategic Needs Assessments that all local authorities are required to produce.
- Develop data and performance measures that provides partners with an understanding of trends and allows challenge and scrutiny
- Enhancing the processes for recording flagging or 'markers' on service systems, to support effective consistent record keeping and information sharing with partner agencies, regarding those who pose a risk of harm to children and vulnerable adults.
- Implementing agreed information sharing pathways to enable effective sharing of early information and data between partners, to help collate intelligence and other information about communities, environments, perpetrators and victims, in order to support robust interventions for children and families where emerging problems are recognised.
- Identify specific vulnerable people and groups including transitions, homelessness and vulnerable learners

5. Prevention, Education and Awareness

- Working closely with key stakeholders to understand and respond to a range of risk and vulnerabilities
- Raising awareness amongst all communities, parents, carers and potential perpetrators
- Training for professionals to enable identification, understanding and responding to range of risk and vulnerabilities

- Establish effective working with early years, reducing the number of children beginning school with very low levels of development (Links with Keeping Kids Safe¹)
- Make contacts count - There are many points where support for a child or family can reduce the risk of them joining a gang. At each of these points there are services tasked with working with these families, and the key is ensuring these services are used. (Links with Keeping Kids Safe¹)
- Focus upon all schools, colleges and alternative educational provision.
- Inform training and development opportunities that support agencies and practitioners to recognise that children can simultaneously be both a victim and perpetrator of exploitation, harm and abuse and therefore responses, assessments and interventions must child centred
- Work with the industry sector and night time economy to raise awareness and develop prevention strategies

6. Safeguarding and supporting vulnerable people, groups and communities

- Ensuring that robust multi-agency needs led risk management plans are in place that give full consideration to vulnerability and need factors, , ensuring that these are strengths-based in approach, coordinated, effectively actioned and compliment (where relevant)any statutory processes
- Support and intervention - timely therapeutic and support services, particularly recognising the vulnerability of young people and adults with mental health needs².
- Ensure that there is appropriate information to advise and access support
- Develop effective information sharing to identify and inform gaps in service provision

¹ Childrens Commissioners Report -Improving safeguarding responses to gang violence and criminal exploitation

² Public Health Report - The mental health needs of gang affiliated young people

- Protect vulnerable locations – places where vulnerable young people can be targeted, including pupil referral units and residential children’s care homes³
- Focus upon transitional arrangements –ensure appropriate arrangements are in place to support and protect children who have been assessed as increasingly vulnerable
- Recognise and respond to the children and vulnerable adults with multiple vulnerabilities – including mental health, alcohol and substance misuse and Domestic Abuse

5 Effective leadership and governance

- Coordinate the delivery and oversight of this strategic response
- Ensuring that the local multi-agency response is informed by national / local research and learning and an understanding of the wider context of risk and harm
- Effective systems around the Front Door/ MASH and associated processes for both children and adults
- Encourage statutory and non-statutory partners to work together to develop and strengthen our collective safeguarding efforts
- Quality assurance of improved outcomes for children and vulnerable adults
- Developing best practice and learning
- Multi agency training at all levels – including specialist and non-specialist practitioners and linking with established programmes to widen knowledge of exploitation.
- Improving outcomes and reducing harm to young people and vulnerable adults who are at risk of exploitation and victims of exploitation

³ Home Office Report – Ending gang violence and exploitation

7. Disrupt and Prosecute

- Improve intelligence and information sharing and analysis, to assist local disruption plans and the prosecution of people and businesses where appropriate
- Making best use of licensing laws, Child Abduction Warning Notices, Sexual Harm Prevention Orders, Slavery and Trafficking Risk Orders and other relevant legislation available to address offences to close down premises, deter perpetrators and prevent violence and abuse from occurring, escalating and /or recurring
- Collaborative working with law enforcement and criminal justice agencies
- Ensure a proactive response to prevent crimes and harm
- Supporting children and vulnerable adults through all aspects of the criminal justice system including court processes to improve their experiences and help minimise revictimisation created by the process/system including the often difficult court process and help achieve successful prosecutions of those who exploit, harm and abuse. Seek to identify and develop post CJS support networks and signposting for children, vulnerable adults and their families.

8. Communication, Engagement and Empowerment

- Develop a coordinated programme of information and education for all partners.
- Developing awareness messages/campaigns about what to look for, and how to report concerns, in order to enhance not only the identification of people and places of concern
- Creating public facing campaigns and user friendly materials to effectively signpost children, young people, vulnerable adults families and communities to appropriate advice, support and services, to develop community resilience to empower and involve communities
- Provide clear and unambiguous deterrent messages to perpetrators including campaigns to reach diverse groups
- Ensure effective internal communications to professionals across the partnership
- Maximise on-line and social media opportunities and campaigns

- Coordinating clear pathways to centrally collate feedback received from children, families and vulnerable adults; to enable the reality of children's and service users' experiences to inform and enhance strategic knowledge, through developing and sharing that knowledge.
- Listening to the voice of children and making safeguarding personal for service users to inform thinking and future planning.

Appendix E - CSE & Missing Overview

August 2018 – July 2019



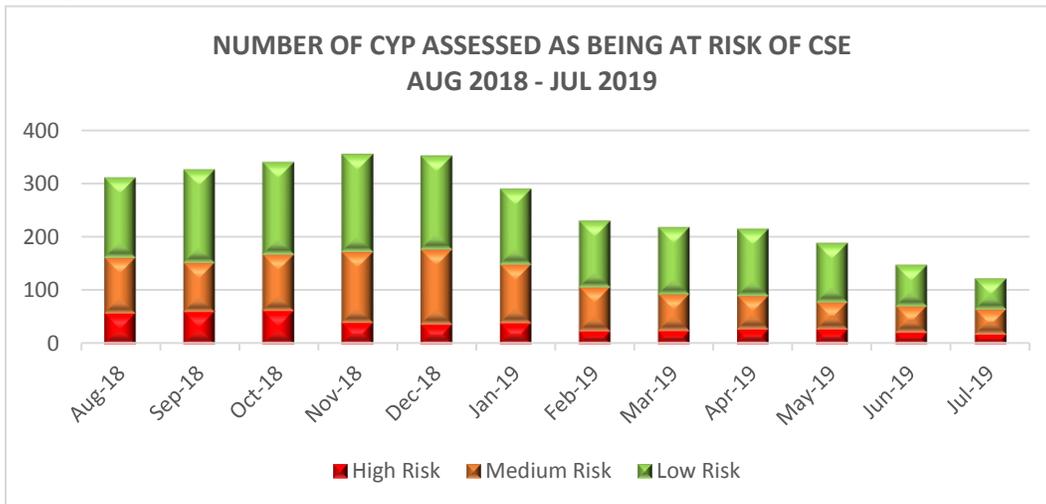
Introduction

The aim of this profile is to provide a robust dataset for children and young people (CYP) at risk of Child Sexual Exploitation (CSE) and those that are reported missing in Bradford. It will assist partner agencies to inform strategic priorities and decision-making to support the reduction in the number of children and young people at risk of CSE and going missing.

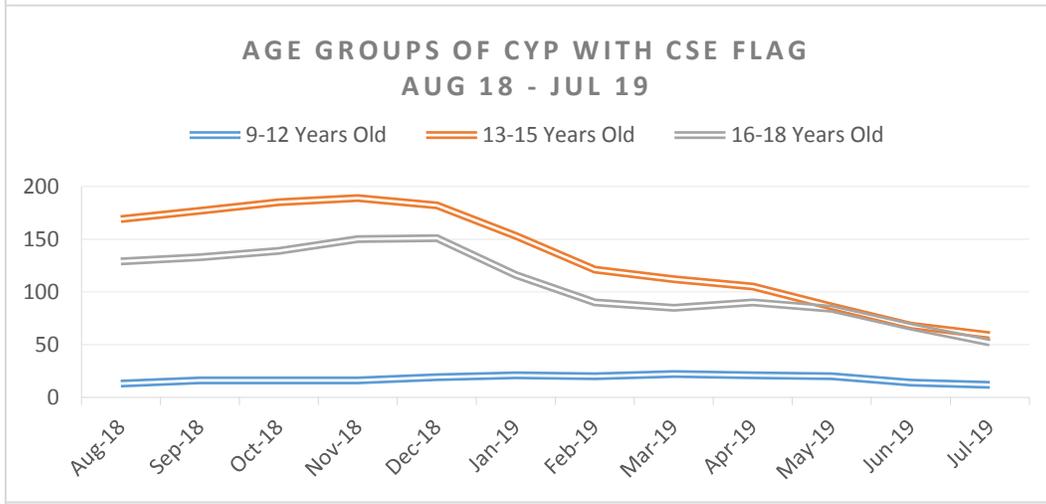
Children and Young people (CYP) assessed as being at risk of CSE

The purpose of the following section is to examine the number of children and young people (CYP) assessed as being at risk of CSE during the period August 2018 to July 2019.

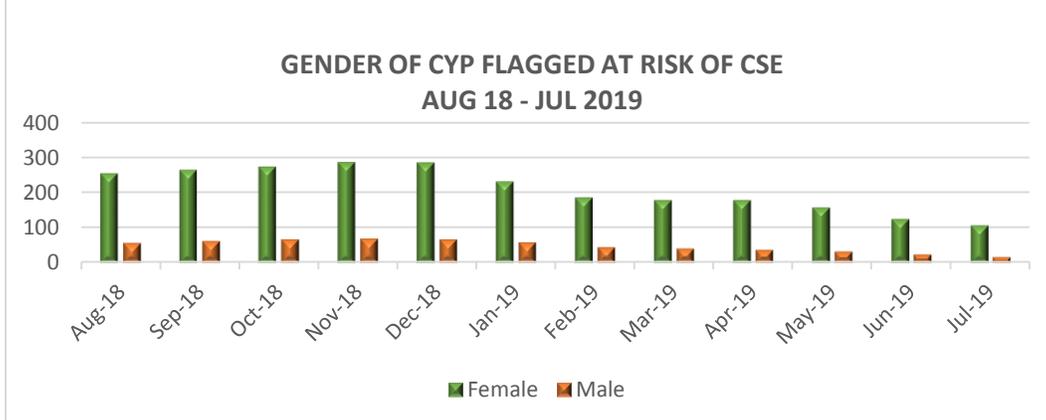
Graph 1



Graph 2

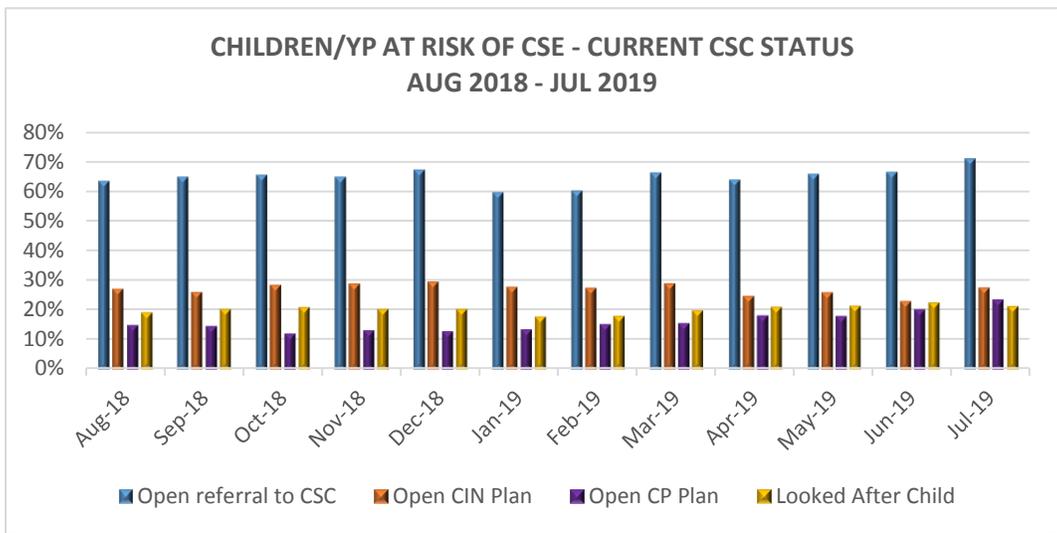


Graph 3

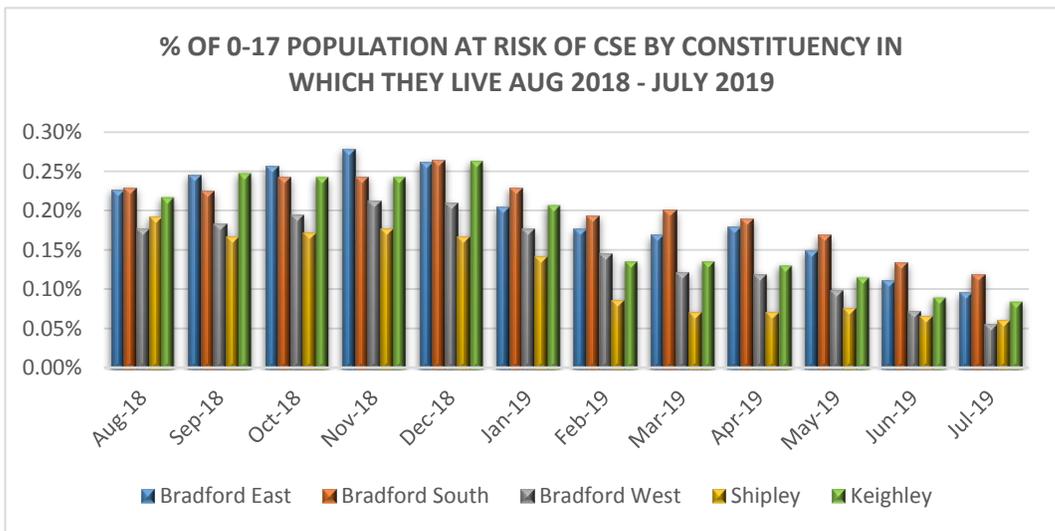


ETHNICITY	Aug-18	Sep-18	Oct-18	Nov-18	Dec-18	Jan-19	Feb-19	Mar-19	Apr-19	May-19	Jun-19	Jul-19	
Asian/Brit. Asian - Bangladeshi	0	2	3	3	5	5	3	3	3	3	1	1	
Asian/Brit. Asian - Indian	1	1	1	1	1	0	1	1	1	1	0	0	
Asian/Brit. Asian - Other	3	3	3	3	3	3	2	2	2	2	1	1	
Asian/Brit. Asian - Pakistani	36	39	41	44	44	34	28	28	27	25	16	17	
Black/Black Brit. - African	1	1	2	2	1	1	1	1	2	1	1	1	
Black/Black Brit. - Caribbean	1	1	1	2	3	3	2	2	2	2	2	2	
Gypsy/Roma	10	11	11	10	10	7	7	6	9	8	8	8	
Information Not Yet Obtained	23	24	26	26	27	19	15	14	13	10	7	1	
Mixed - Other	4	5	5	5	5	5	4	3	3	2	1	1	
Mixed - White/Asian	21	21	21	21	20	14	11	11	12	12	9	8	
Mixed - White/Black African	0	0	8	1	1	1	1	1	1	0	0	0	
Mixed - White/Black Caribbean	6	7	0	8	7	6	5	4	4	4	5	4	
Other Ethnic Group	5	5	5	6	6	5	3	3	2	1	0	0	
Traveller of Irish Heritage	1	1	1	1	1	0	0	0	0	0	0	0	
White - British	181	188	193	201	198	169	136	128	125	112	93	77	
White - Eastern European	10	10	10	10	10	9	7	8	6	3	3	1	
White - Other	8	7	9	11	10	9	5	4	4	4	2	2	

Graph 4

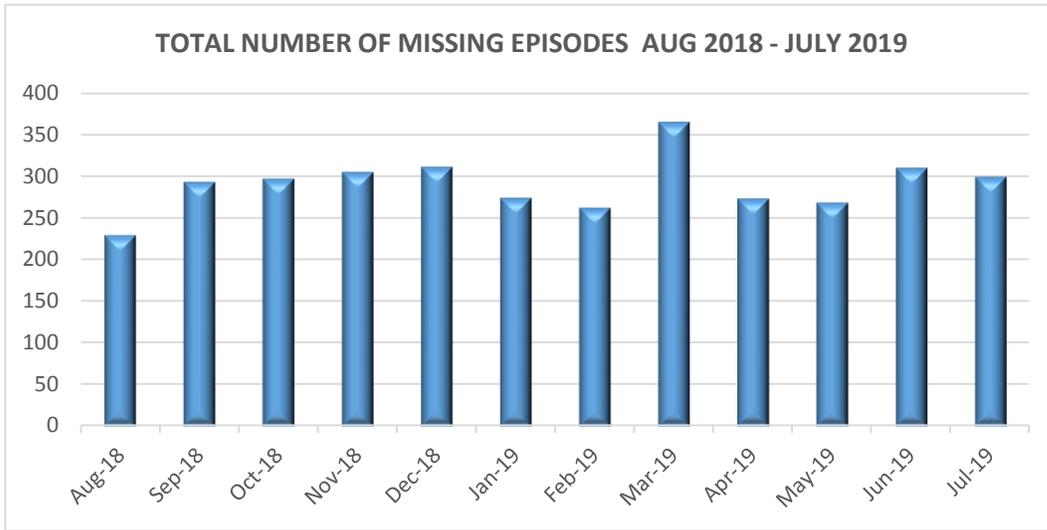


Graph 5

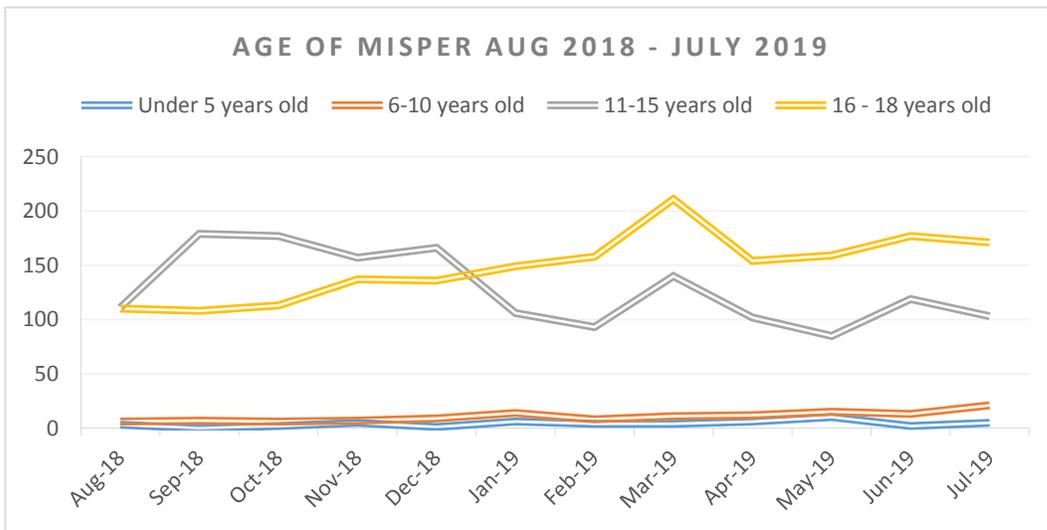


Children and young people (CYP) with missing episodes recorded on Children Services systems

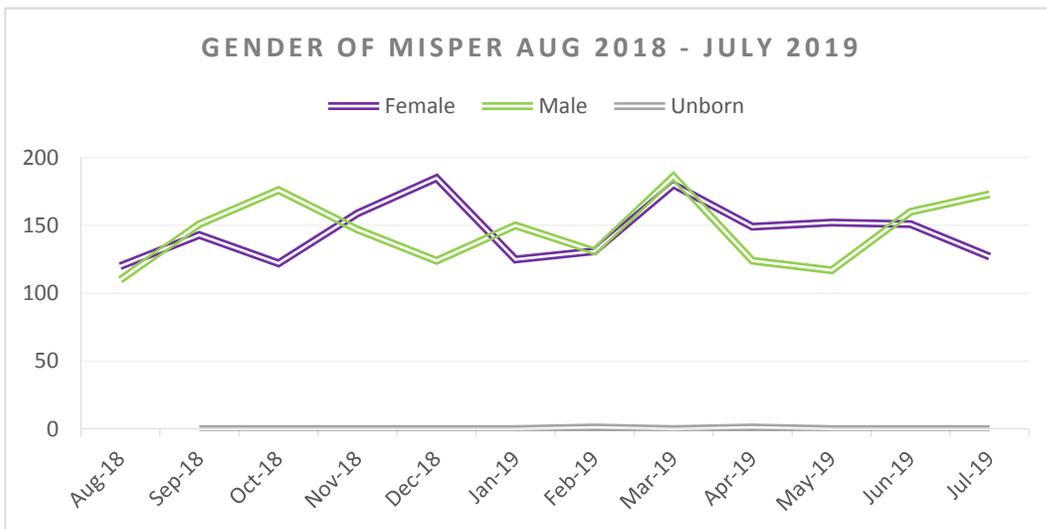
Graph 6



Graph 7

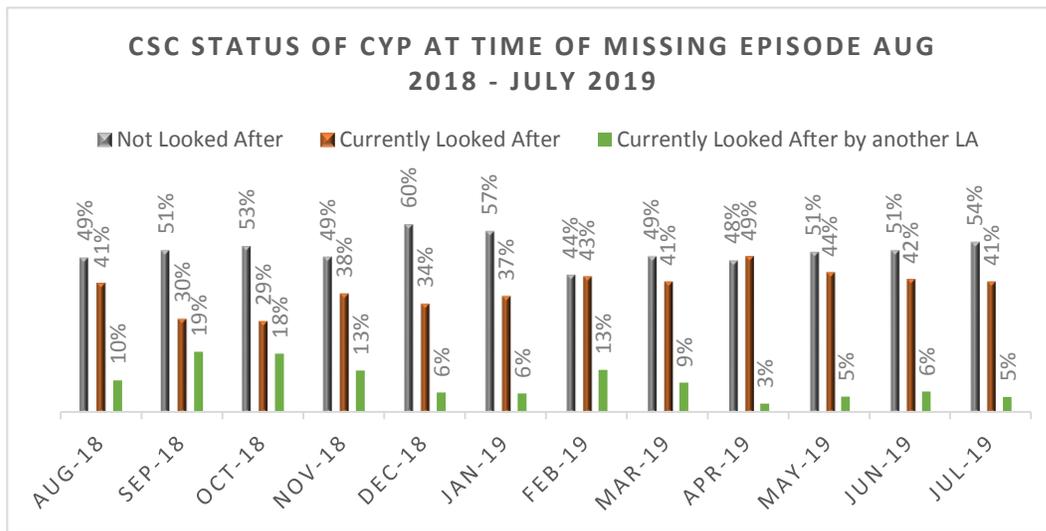


Graph 8

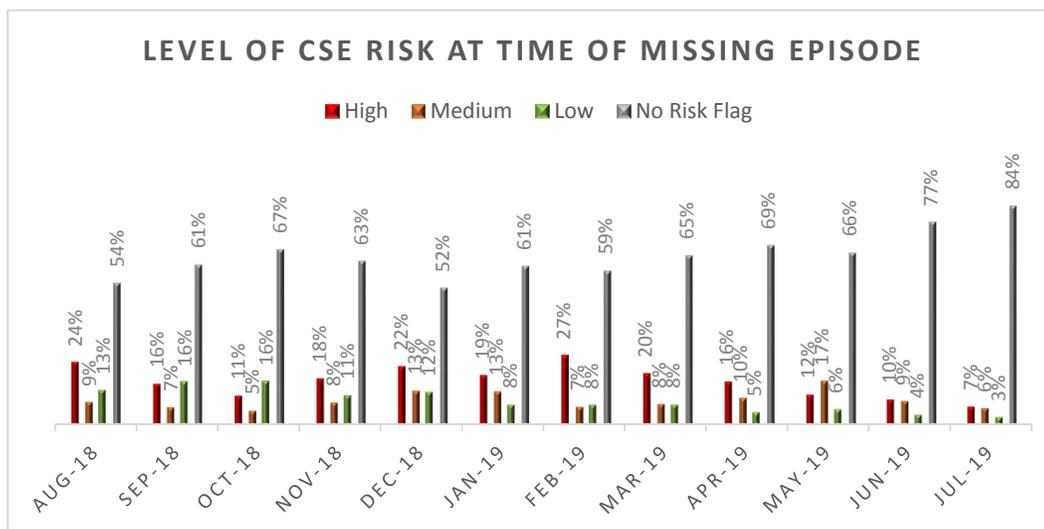


Ethnicity	Aug-18	Sep-18	Oct-18	Nov-18	Dec-18	Jan-19	Feb-19	Mar-19	Apr-19	May-19	Jun-19	Jul-19
Asian / British Asian - Bangladeshi	0	2	2	1	0	0	0	1	2	1	4	2
Asian / British Asian - Indian	0	0	0	0	0	0	0	1	0	2	1	2
Asian / British Asian - Other	1	2	7	3	13	15	2	1	3	1	1	1
Asian / British Asian - Pakistani	34	24	14	21	21	16	37	45	34	32	26	30
Black / Black British - African	7	8	6	3	5	3	15	26	19	9	11	4
Black / Black British - Caribbean	1	0	0	1	1	0	0	0	0	0	0	1
Black/Black British - Other	0	0	2	1	0	0	0	0	0	0	0	0
Gypsy / Roma	2	8	5	4	5	19	2	11	10	9	7	8
Mixed - Other	7	9	5	1	0	2	3	5	2	2	6	5
Mixed - White / Asian	23	21	23	9	11	14	18	25	29	35	33	20
Mixed - White / Black African	0	0	0	0	0	4	0	0	0	0	0	1
Mixed - White / Black Caribbean	11	15	9	7	9	5	6	15	11	6	16	14
Other Ethnic Group	1	1	4	2	1	1	1	2	1	0	3	2
Traveller of Irish Heritage	0	0	2	0	2	1	0	3	2	3	0	5
White - British	101	124	153	200	204	159	124	172	132	132	153	152
White - Eastern European	2	1	3	5	2	6	4	3	3	4	2	11
White - Irish	0	0	0	0	1	0	1	1	2	0	0	1
White - Other	5	19	16	9	3	4	2	4	1	7	4	6
Information Not Yet Obtained	35	60	47	39	31	26	48	51	23	26	44	35

Graph 9



Graph 10



Appendix F – Case Studies

Serious and Organised Crime

Community Cougars Foundation (CCF) – 5 schools across the district:

UAK; Holy Family and Oakbank – Keighley

Laisterdyke Academy and Carlton Bolling – Bradford East.

Work last year focussed on Tong School.

The CCF Inspiring Others Project uses sport as a means to break down barriers and open up communication for 100 young people per school taking part in this programme. The delivery model is through an hour of rugby followed by an hour of work on one of 5 key topic areas (County Lines; ASB; Grooming; Modern Day Slavery and Cyber Crime).

BD3 United – a collaborative approach in Bradford Moor –

In year 1, the work in Bradford Moor was limited and delivered largely by Crime Stoppers as part of an awareness campaign.

A different approach was taken in year 2. This involved inviting together a number of key local representatives of organisations delivering within Bradford Moor – delivering the vision of tackling SOC together and promoting discussion on opportunities. As a result of this, 4 organisations came together on a project which utilises respected local youth workers from the community that are able to target and engage with the young people engaged with or at risk from SOC and then divert them into available interventions which include sports provisions, a community garden and a youth club. A number of family events have been hosted at the Laisterdyke centre to take a whole family approach to tackling SOC.

Real benefits are being seen both in young people who are being stepped away from SOC, but also in the trust and confidence building of the community. Organisations are now speaking to each other, sharing information and taking a collective approach. A neighbourhood watch scheme is now established and a local facebook group has residents speaking up about local issues that concern them.

Holme Wood - 4 local organisations have been funded to deliver work in Holme Wood. E:merge; The Valley Project; All Star Youth Entertainment and Outloud Ltd.

When work was initially commissioned, each project intended to work solo to deliver their planned work however, following similar thinking to Bradford Moor in terms of a co-ordinated approach, and in conjunction with the area co-ordinators office, a collaborative project over the summer was developed titled Holme Wood Moving Up.

This project targeted a cohort of 34 young people, identified by primary schools and through local youth worker knowledge, of being at risk of SOC. This cohort were predominantly of an age that they were transitioning from primary to secondary school. A daily program of activities was offered throughout the summer holidays. By the end of the holidays there were 20 young people consistently attending daily. These young people will continue to be supported throughout the year.

Trusted Relationship Group Work

Innovative area-based youth work response to prevent young people aged 10-14 becoming involved in exploitation through CSE, criminal exploitation and gangs has taken place in Bradford East.

Since the start of the programme to the end of Q2 the Preventative Group Worker has engaged with 1103 young people through awareness sessions, 272 people through Community Awareness Raising activities, 338 staff / partners through training / workshops / guidance sessions and visited 49 businesses via outreach visits.

The rise in engagement with young people at one school can mainly be attributed to the delivery of assemblies to all year groups. The assemblies focussed on the theme 'staying safe over summer' exploring 'risk' and how we all develop knowledge/skills as we grow (particularly with support from those around us) to understand and manage the wide variety of risks we may come across as we grow. The assemblies introduced 'exploitation' and 'grooming' as new risk to think about, top tips for staying safe and information on how to seek guidance and support from trusted adults and services.

Feedback gained at the start of the assemblies highlighted that fewer than 20 of the 824 young people could describe what the words 'exploitation' and 'grooming' meant but by the end all young people reported a clearer understanding and could think of ways to help them stay safe both off and online.

Feedback from a young person participating in an 8 week targeted group work programme:

"I've enjoyed everything, I couldn't pick one thing it was all hilarious and amazing and I've learnt so much, it has been the best experience. Thank you".

Breaking the Cycles/ Youth services

One of the young people referred to the Breaking the Cycle Project was being exploited by a criminal gang and had become heavily used to sell class A drugs. The young person was being exploited by the gang and used in both the local area and in a neighbouring county. In addition to being exploited themselves, the young person had also started to be forced into exploiting some of their own peers.

Intensive work was undertaken with this young person and over time a positive relationship was built that enabled the young person to understand more about exploitation, criminal grooming and county lines.

Through a sustained and consistent approach the young person was encouraged to take up boxing as a relief to get rid of the stress they were experiencing and they now attend a boxing gym three times a week. This has enabled the young person to meet the worker in a safe space and they have increasingly become surrounded by positive role models.

Over the course of the last few months we have been able to develop a better understanding about some of the factors that led to the young person being exploited. Although the young person does not want to use these as an excuse they have been able to reflect on how losing a parent to suicide made them feel isolated and this led to hanging out with the wrong 'friends' and constantly getting arrested. The young person described this as things just getting out of control and getting deeper and deeper and feeling trapped.

We continue to work with this young person who has now started a construction course. The young person's parent reports seeing a massive change in their child's behaviour and believes this is down to the relationship that they built with the worker from the project.

Appendix G – The work of Keighley Asian Women and Childrens Centre (KAWACC)

Purpose of the report

KAWACC has worked in partnership with United Keighley working group, constituting multiagency of local organisations based in Keighley. The group has established a safe space to co ordinate regular meetings, discussing issues relating to CSE, and raising awareness in and around Keighley and Bradford.

The group constitutes a range of agencies that have a keen interest in supporting work associated with CSE. These have included The Bradford Partnership (previously the BSCB) , West Yorkshire Police, Social Care, Early Help, Community Workers, Local Councillors, local organisations, Faith Institutes and local primary and secondary Schools. The admin support has been offered by the Area Co-ordinator (BMDC) office. This forum provides a wider context and perspective for professional working in this area. There is also a strategic plan that draws the work up together joining up thinking and working.

How has this been done?

The group was formed together under the Racial Justice Network, funded by Joseph Rountree Charitable Trust, and hosted by CABAD. Due to media attention surrounding CSE cases, public perception in regards to this taboo subject brought negativity within the Keighley community, causing segregation due to the sensitivity of culture and faith.

To counter this problem a statement was prepared by Reverent Pritchard of Shared Churches, who worked very closely with the network. The United Keighley statement is a clear and unequivocal condemnation of grooming. It also invited the people of Keighley to commit to addressing grooming together. It was based on an earlier letter signed by the local MP, Councillors from across the political and ethnic spectrum, churches and mosques and other community organisations. It also deliberately deracinated the issue. All organisations were invited to join as a working group to counter CSE in Keighley. A lot of time, and hard work was put together by the group all done on a voluntary basis. There was a rise in awareness raising events within Keighley. There were banners provided by the church stating 'All young people matter' teal ribbons were made by women from diverse backgrounds and distributed in the community to promote CSE awareness. This work was a collective contribution from people from all walks of life.

Muslim Women's Council and KAWACC in conjunction with TBP delivered the FRAGILE project in Partnership across the Bradford District in Secondary Schools and faith institutes (mosques/ madrassas). The project facilitated discussions to men and young boys of Pakistani ethnicity in and around Bradford, including Keighley. The project utilised a values based approach to creating awareness around CSE, creating safe spaces to unpack values we live by, unpack cultural, faith and traditional nuances that impact how we form values and how these values then translate into how we parent, choices we make and how we live our lives. This preventative approach was comprehensive and has allowed seeds of CSE prevention to be implanted in both young men of Pakistani ethnicity and at the centre of traditional Asian families.

KAWACC has been leading the e5 project with three other partners CABAD, ICLS and JAMES to deliver preventative work with women and young women across Keighley who are at risk of CSE and violence against them. The project has been delivered across Keighley in primary and secondary schools, Community Organization and faith institutes for over 3 years and we are in our last year of this project. This project has enabled us to engage with women and young girls through direct and indirect work to develop their confidence, self-esteem, self-worth and assertiveness through a range of activity sessions and workshops that have been designed to equip them with the knowledge, tools and support needed to reach their full potential. This project has provided a gateway to access marginalised girls, who may not necessarily be engaged in mainstream services but who are lacking in self-esteem and are at particular risk of sexual exploitation, grooming and domestic abuse.

KAWACC has also worked in partnership with Barnardo's to develop the DICE Parenting Programme for all parents of pre-teens and teenagers. The programme aims to raise awareness about the risks children face growing up in a modern digital world and provide practical parenting support ideas.

The programme is 4 weeks long and covers topics about the life of a teenager; exploitation and grooming; digital dangers; parenting top tips and support services. We have delivered this programme at Ingrow Primary, Victoria Primary, Good Sheppard Centre and KAWACC. This programme has trained a number of professionals to deliver DICE in their communities and organisations. The programme has been developed to make it more culturally appropriate for people from diverse backgrounds to have a better understanding.

For the last two years the United Keighley Working Group has organised a day conference and coordinated activities for CSE awareness week. This year it focused on providing local schools with resources that would help them engage more effectively. It was based on the premise that schools are the most effective way to reach children at risk of, or are being sexually exploited: all children in Keighley go to school - apart from the home educated. The conference encouraged 'school leads' to see their own work in a wider perspective.

At the same time the working group worked alongside community organisations to see how they might mark CSE awareness in terms of their own rationale. For instance, the main town Centre Church (Keighley Shared Church) organised an evening service reflecting and praying about CSE, whilst two mosques had meetings following on from Friday Prayer. The United Keighley statement was translated into Urdu/Bengali by KAWACC to enable the audiences' to have a clear understanding of the message.

The working group continues to meet. The challenge continues to be great. And together we continue to make a difference in Keighley.

Recommendations

- Have a clear bespoke message of what you want the community to buy into
- Work very closely with your grass root organisations as they know their community better
- Strengthen your relationship with the community faith groups and be more visible
- Work closely with the schools and safeguarding staff and improve communication channels.

- Use the schools and community organisations to engage at a grass root level
- Establish community ambassadors
- Set up local groups to disseminate information into communities
- Provide continuance support to organisations through networking training and events.
- Strengthen links with MP's and local Councillors
- Empower local business to be the people to voice your message (especially barbers)
- Invite local communities at events and awareness sessions.
- More visible signs and images in and around community spaces about CSE
- More Intensive work between the Police, Council and the community to build trust and resilience.
- More awareness events in and around the city regularly

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Report of the Strategic Director Children's Services to the meeting of Children's Overview and Scrutiny Committee to be held on 29th January 2020

Q

Subject:

Special Educational Needs and Disability Reforms

Summary statement:

This report provides an overview to the Children's Overview and Scrutiny Committee of the developments and progress made on the delivery of the SEND Reforms and the current risks and areas for development pending the imminent SEND Local Area Inspection.

Mark Douglas
Strategic Director, Children's Services

Portfolio:

Education, Employment and Skills

Report Contact: Marium Haque
Deputy Director

Overview & Scrutiny Area:

Children's Services

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E-mail: Marium.haque@bradford.gov.uk

1. SUMMARY

- 1.1 This report provides an update on the developments and progress in respect of the delivery of the SEND Reforms. It updates the risk profile and impact of the work undertaken and provides an updated SEND Action Plan.

2. BACKGROUND

- 2.1 Under the Children and Families Act 2014 and the SEND Code of Practice (2015) statutory guidance, the local authority, health services, early year's settings, schools and further education providers have statutory duties to identify and meet the needs of Children and Young People aged 0 to 25 years who have Special Educational Needs or Disabilities (SEND).
- 2.2 SEND Inspections of all local authorities and local areas over the period May 2016 to May 2021 will be undertaken to assess how effectively these duties are being met. Inspections are a 10 day process and can be called at 5 days notice. An inspection of the Bradford area is imminent.

3. OTHER CONSIDERATIONS

- 3.1 The SEND Strategic Partnership Board acts as the Strategic Governance Body to oversee the delivery of the SEND Reforms across the Local Area (LA, CCGs and Public Health). The Membership of the Board is reflective of the Local Area and includes representation from key stakeholders, including parents/carers.
- 3.2 The Board receives progress reports from operational workstreams, tasked with delivering key elements of the SEND Reforms and in turn reports on progress and risks in line with the agreed governance structure. The SEND Strategic Partnership Board reports to the Children's Overview and Scrutiny Committee on progress against the SEND Reforms on a quarterly basis. Progress meetings also take place quarterly with representatives from DfE and NHSE.
- 3.3 Co-Production with children, young people and parents is fundamental to all activities relating to the role of the SEND Strategic Partnership Board and associated workstreams.
- 3.4 The operational workstreams are:
- Co-Production and Engagement
 - Preparation for Adulthood
 - Integrated Assessment and Compliance
 - Joint Commissioning
- 3.5 The work of the SEND Transformation and Compliance team facilitates the SEND Strategic Partnership Board and operational workstreams. Monthly highlight reports are presented to the Board which identify progress in implementing the SEND Reforms and also identified areas of concern.
- 3.6 Work to implement the SEND Reforms and to prepare for inspection is on-going,

with the partnership delivering the following key achievements:

- SEND Assessment Team restructure finalised and implemented to become the Integrated Assessment Team (0-25 years).
- Additional Targeted Assessment Team (TAT) in place in June to work through historic backlog cases ensuring these have now been reduced to less than 200 cases.
- Caseload and Performance Management systems have been introduced across the SEND 0 to 25 years service to meet statutory requirements within the 20 week EHC Plan process.
- Revised 20 week EHC Plan statutory process agreed and implemented with Health partners for clarity.
- Training programme for SEND Assessment staff and other key staff to support consistent use of the case management system (CAPITA1).
- Production of a SEND Handbook and Procedure Manuals for SEND staff to reinforce good practice and operational requirements.
- Experienced EHC Plan writers in place to improve the quality of plans and share good practice.
- Quality Assurance review group established with Health and Social Care to ensure quality of Health information in plans.
- Partnership work with North Yorkshire County Council to model good and outstanding EHC Plans.
- SEND teams located on same floor at Margaret McMillan Tower to improve communication.
- 7 SEND Ambassadors have been appointed to champion the voice of children and young people with SEND and to provide insight and feedback on development of key strategies and documentation.
- Parents listening events held in June to provide opportunity to talk to professional across the Local Area. 'You said We did' feedback placed on the Local Offer website. Further Parents listening events held on 20th and 26th November 2019 (37 parents attended along with representatives from key services to provide advice and guidance) and a monthly programme of events planned from January to June 2020.
- Essential data collection from Local Authority (LA) and key partners to help improve performance reporting and inform the Self Evaluation for SEND Inspection. SEND Data Dashboard and headline performance indicators developed and presented to SEND Strategic Partnership Board and DfE/NHS England representatives. Positive feedback received.

- One year SEND Joint Commissioning Strategy and action plan produced and approved by Strategic Partnership Board. Action plan monitored through the Joint Commissioning workstream.
- Engagement and consultation with schools, children and young people to support and promote better inclusion of children and young people with SEND.
- SEND Strategy revised following engagement and feedback process with schools, children and young people, parents/carers Health and SEND Ambassadors including:
 - 25 families who shared their hopes for SEND provision across the District at two summer activities events;
 - 40 students from 3 secondary schools who have helped to shape the 'I' Statements in the Strategy;
 - 16 pupils from Primary Schools who participated in an activity on inclusive schools;
 - One of our SEND Ambassadors who helped us with the 'I' Statements; and
 - Parents and carers from AWARE (Airedale and Wharfedale Autism Resource) who gave their views on what we want SEND provision across the District to 'look like'
 - 2 students who attended SEND Strategic partnership Board in November to tell us about their challenges and wishes for the future.
- SEND Strategy district wide consultation process from November to December 2019 (on Local Offer, Council Website and Bradford Schools Online), final Strategy and new logo to be completed by January 2020.
- Revised LA Accessibility Strategy co-produced with schools, children and young people and approved by SEND Strategic Partnership Board.
- SEND workstreams restructured and action plans developed to enable delivery of SEND Strategy.
- District wide review of SEND provision and school places being implemented creating an additional 354 places within the district.
- Preparation for SEND Inspection with Health colleagues through monthly joint meetings.
- Health SPOC (single point of contact) inbox implemented from September 2019 and appointment of DCO (Designated Clinical Officer) post to support the quality of Health information in EHC Plans. Agreement has been reached that the DCO will attend EHC Panel on a weekly basis as the health representative and will ensure that the health input is as it should be. The new post holder is expected to commence February 2020.
- Bradford's Local Offer is seen as a beacon of good practice by others. On-going work is being undertaken with parents/carers and key partners to

improve website content and access to information about SEND.

- 3.7 There are a number of areas where further activity is required to support the implementation of the SEND Reforms. These areas are being monitored closely by the SEND strategic board. These areas for development are identified across the council and the CCG, as well as the partnership as a whole and include:

Local Authority lead areas:

- Education Health and Care Plan (EHCP) compliance rates within the statutory 20 week assessment period need to further improve. In 2018 they were reported as 28% compared to a national average of 58% and Yorkshire and Humber average of 59.8%. Current performance is improving at about 36% although this figure is depressed by the historical backlog cases which are outside of the 20 week timeframe. A large number of non-complaint EHC plans were finalised in the last three months of the year. This was the result of the Intergraded Assessment Team working more effectively through the backlog of historical cases. This had a significant impact on the overall compliance rate which was previously around 40%.
- Priority work to transfer pupil data from other bespoke systems into the main case management system (Capita) to improve the quality of SEND data and reporting continues to be undertaken. This work is being supported across the wider Council as a priority area.
- Processes for managing and monitoring Out of District SEND Placements including: pupil attendance, future provision projections, individual funding agreements and contracting need to be fully established. We are currently working to extend the Welfare Call system contract used by the Virtual School for Looked after Children, for SEND Placements.
- Individual pupil Annual Reviews to be held within 12 month compliance time frames.

Health (CCGs) lead areas:

- Implementation of the DCO role (Designated Clinical Officer) to enhance capacity to the current DMO (Designated Medical Officer) roles and provide strategic oversight of the quality and timeliness of health information in EHC Plans. As stated above these changes and appointments have been made and this will ensure improved practice in response of EHC plans.
- Reduction in waiting times for specialist services: CAMHS (Child and Adolescent Mental Health Services) and ASD (Autism Spectrum Disorder) Services, including timescale for achieving NICE (National Institute for Clinical Excellence) guidelines.
- Health monitoring of children and young people with SEND and regular sharing of data to inform performance and needs analysis.

Local Area Partners to jointly address:

- Timeliness of the flow of information between Education and Health to ensure statutory requirements are met, within the 20 week process.
- Improving the general quality of Education Health and Care Plans (EHCPs) to ensure good and outstanding plans are developed for individual children. This will be supported by joint quality assurance workshops with Health and Social Care and on-going partnership work with North Yorkshire County Council (an outstanding LA) to help improve the quality of EHC Plans.
- Joint Commissioning of services to meet the needs of children and young people with SEND needs. Although there is evidence of some behaviour projects being jointly commissioned further work needs to be undertaken to demonstrate strategic commissioning as outlined in the SEND Code of Practice.
- The CCGs have committed to jointly commissioning the new SENDIASS (Special Educational Needs and Disabilities Information Advice and Support Services) which is being progressed for April 2020.
- A review of Speech and Language Services with a view to future joint commissioning between the local authority and CCGs.
- A Review of the personal budgets process for education, health and social care and good practice to be led via the Co-Production workstream.
- The need to ensure parents or carers of children and young people with SEND are fully engaged in the design and commissioning of services to instil confidence that the SEND Reforms will be fully implemented. The use of parental listening events will help to ensure that feedback continues to be gathered and that work progresses at pace to improve the experiences of children and young people with SEND and their families.

4. FINANCIAL & RESOURCE APPRAISAL

- 4.1 The Council has committed additional funding to aid the recovery of the SEND Reforms. The Education & Learning Service, within the wider children and young people Directorate, will be reviewing the current allocation of resource to consider if further investment is required from within the allocated budget envelope to ensure that the pace of delivery and change continues and increases.

5. RISK MANAGEMENT AND GOVERNANCE ISSUES

- 5.1 Monthly highlight reports are presented to the SEND Strategic Partnership Board, which highlight progress in implementing the SEND Reforms from each of the four workstreams and also identified areas which require urgent attention.
- 5.2 A monthly composite report is also compiled for the Board to give an overall assessment of progress and highlight any further delays.

- 5.3 Progress in implementing the SEND Reforms in Bradford has been slow and we will be inspected on the assumption that the Reforms should have been fully implemented by 31st March 2018, with a transitional period from 2014-2018.
- 5.4 Whilst there has been much progress since January 2019 as outlined in this report, a number of significant challenges remain for both the Local Authority & the CCG. Therefore, based on the outcomes of inspections in other areas, there is a high probability that the SEND Inspection will identify a number of areas requiring improvement across the Local Area, resulting in a Written Statement of Action.
- 5.5 A Written Statement of Action is determined by Ofsted where they believe that a local area needs to take urgent steps to accelerate progress. A Written Statement of Action is overseen and monitored by the DfE for a period of between 12 months. At the end of the monitoring period, Ofsted will re-inspect the local area to determine if all actions have been addressed adequately. This re-inspection takes place approximately 18 months after the original inspection.

6. LEGAL APPRAISAL

- 6.1 Duties on local areas regarding provision for children and young people with special educational needs and/or disabilities are contained in the Children and Families Act 2014 (the Act), Regulations and in the 'Special educational needs and disability code of practice: 0 to 25 years' (the Code of Practice). The Code of Practice is statutory guidance published by the Department for Education (DfE) and the Department of Health (DoH). The duties came into force in September 2014.
- 6.2 The Minister of State for Children and Families has tasked Ofsted and the Care Quality Commission (CQC) with inspecting local areas on their effectiveness in fulfilling these duties.
- 6.3 A Framework for inspecting local areas under section 20 of the Children Act 2004 sets out the key inspection principles which should be read alongside the Code of Practice and the 'Handbook for the inspection of local areas' effectiveness in identifying and meeting the needs of children and young people who have special educational needs and/or disabilities'.
- 6.4 The inspection handbook is a guide for inspectors on how to carry out local area inspections. The framework and handbook are made publicly available to help ensure that local authorities and health services, early years settings, schools, further education providers and other organisations are informed about the process and procedures of these inspections and to support local areas in their self-evaluation and on going improvement. It is also available to young people, parents and carers to help ensure that they are aware of how these inspections are carried out.
- 6.5 Inspections will evaluate how effectively the local area meets its responsibilities, and not just the local authority. The local area includes the local authority, clinical commissioning groups (CCGs), public health, NHS England for specialist services, early year's settings, schools and further education providers.

7. OTHER IMPLICATIONS

7.1 EQUALITY & DIVERSITY

- 7.1.1 The SEND Code of Practice is aimed at supporting C&YP aged 0-25yrs with Disabilities to have their needs identified, assessed and met as quickly as possible to ensure that they have the best possible chances to achieve their potential and have timely access to services across education, health and care.

7.2 SUSTAINABILITY IMPLICATIONS

- 7.2.1 Not applicable

7.3 GREENHOUSE GAS EMISSIONS IMPACTS

- 7.3.1 Not applicable

7.4 COMMUNITY SAFETY IMPLICATIONS

- 7.4.1 Not applicable

7.5 HUMAN RIGHTS ACT

- 7.5.1 As identified in paragraph 7.1.1

7.6 TRADE UNION

- 7.6.1 Staff and Trade Unions continue to be briefed on the implications of the SEND Action Plan.

7.7 WARD IMPLICATIONS

- 7.7.1 All wards.

7.8 AREA COMMITTEE ACTION PLAN IMPLICATIONS (for reports to Area Committees only)

- 7.8.1 Not applicable

7.9 IMPLICATIONS FOR CORPORATE PARENTING

- 7.9.1 Looked after Children with SEND.

7.10 ISSUES ARISING FROM PRIVACY IMPACT ASSESMENT

7.10.1 Not applicable

8. NOT FOR PUBLICATION DOCUMENTS

8.1 Not applicable

9. OPTIONS

9.1 Not applicable

10. RECOMMENDATIONS

10.1 That the Committee consider the contents of this report and make recommendations at the meeting.

11. APPENDICES

11.1 Updated SEND Action Plan (Appendix 1).

12. BACKGROUND DOCUMENTS

12.1 None.

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Appendix 1- Updated SEND Action Plan

Ref	Area of risk	Actions	Milestone Dates	Outcome/Impact	RAG
1.	Recruitment to new Targeted Assessment Team (TAT) to address significant number of inherited EHC backlog cases (circa 600).	Recruitment to new Targeted Assessment Team. 12 month recovery plan in place (to May 2020). Backlog cases reduced through arrangement of additional Education, Health and Care Panels.	June 2019	New Targeted Assessment Team (TAT) in place to work through backlog. All original backlog cases managed through EHCP process within 12 month recovery period.	
2.	Essential data collection from Local Authority (LA) and key partners to help improve performance reporting and inform the Self Evaluation for SEND Inspection.	SEND Data Repository established to receive and monitor data from LA and key partners.	August 2019	Key data required for SEND Inspection is collated in a central system and can be updated regularly.	
3.	SEND Assessment Team restructure finalised.	New structure agreed with HR Staff and Unions for implementation in September 2019.	September 2019	SEND Integrated Assessment Team (0-25 years). Clarity of roles responsibilities and accountabilities. Staff training needs are identified	

				and training delivered to improve performance and outcomes. New case management system in place. Supervision and performance management systems in place.	
4.	Education, Health and Care Plan (EHCP) process compliant with SEND Code of Practice and statutory requirements.	Revised 20 week EHC Plan statutory process agreed and implemented with Health partners for clarity.	September 2019	New 20 week process is clear to all partners and compliant with statutory requirements.	
5.	Relocation of SEND Teams.	SEND teams located on same floor at Margaret McMillan Tower to improve communication.	September 2019	Communication and working relationships between SEND Teams is improved and enables improved performance.	
6.	CAPITA 1 system – use and reporting.	Project established with IT services and project plan/group. Project support from Corporate IT services to help mitigate priority high level risks. Basic Capita One Training for SEN staff. Super User training for identified staff. Compliance of Capita – review of SEND categories. SEND Data Dashboard (as	August 2019 August - September 2019 September 2019 September	High risks identified for inspection are mitigated as far as is practicably possible, within given timescales. Single Case Management System in place. SEND case management and recording is accurate, robust and Compliant. Data quality is improved. Enables production of reliable performance information.	

		<p>developed) shared with Strategic Partnership Board.</p> <p>Run a comparison between the two systems (Capita and Pathways) to determine gaps and duplication.</p> <p>Change Control process to be put in place. Strategic and Operational Boards to be set up.</p> <p>Minor re- configuration of CAPITA 1 systems on –going.</p> <p>Extract and load all documents to a single document library in a Sharepoint site.</p> <p>Specification for SEND Portal developed.</p> <p>Review and rationalise Capita reports across Services.</p> <p>Transfer of pupil information/files into a single data source (CAPITA).</p> <p>Data quality reports being run weekly by IMT.</p> <p>Quality of data in Capita system</p>	<p>2019</p> <p>Monitored through joint service/IT project plan from August 2019</p>	<p>Unsupported data systems are ceased.</p> <p>SEND Data Dashboard embedded as business as usual.</p> <p>SEND Portal commissioned to support operational process and improve compliance.</p>	
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		<p>being addressed through weekly reporting to SEN Managers.</p> <p>Additional training and development needs of SEND Assessment Team to be identified to ensure robust and consistent use of CAPITA 1.</p> <p>Review of original areas of risk undertaken with IT – majority now completed except for decision re SEND Portal.</p>	November 2019 – January 2020		
7.	<p>Joint Commissioning arrangements are not yet fully embedded; Whilst a couple of small behaviour projects are jointly commissioned between Education, Health and Social Care to meet the needs of a small number of C&YP who have a learning disability/difficulty and challenging behaviour, no services as outlined in the SEND Code of Practice are currently joint commissioned.</p>	<p>A clear and coherent Joint Commissioning Strategy is developed that articulates how provision to meet the needs of C&YP with SEND, aged 0-25, will be jointly commissioned between Children’s Adults and CCGs across the District.</p> <p>Joint Commissioning Strategy 2019/20 finalised and signed off by SEND Strategic Partnership Board.</p> <p>Priority actions are delivered to timescale and overseen by Joint Commissioning Work steam.</p> <p>Opportunities for joint</p>	<p>September 2019</p> <p>September 2019</p> <p>On-going and reviewed</p>	<p>Joint Commissioning and Co-Production is evidenced in line with SEND Code of Practice:</p> <p>Joint Commissioning arrangements must:</p> <ul style="list-style-type: none"> • Cover services for CYP 0-25 years, both with and without EHC Plans • Services will include specialist support and therapies e.g. clinical treatments and delivery of medications, speech and language, CAMHS, occupational therapy, physiotherapy, a range of nursing support and specialist equipment 	

		<p>commissioning are identified including pooling of resources/funding.</p> <p>Needs Analysis for SEND has been updated and will be reviewed 6 monthly to inform the Joint Strategic Needs Analysis (JSNA) for vulnerable CYP including those with SEND.</p> <p>A review of SEND placements and provision needs to be undertaken and established within the SEND commissioning process. To include the refresh of the White Rose Framework for SEND.</p> <p>Agreement with CCG to jointly fund and commission new SENDIASS contract.</p>	<p>monthly through Works Tream</p> <p>January 2020</p> <p>January 2020 – April 2020</p> <p>April 2020</p>	<p>Joint Commissioning must also include:</p> <ul style="list-style-type: none"> • Securing EHC needs assessments • Securing the education, health and care provision specified in EHC plans • Agreeing personal budgets <p>Local Joint Commissioning arrangements must consider:</p> <ul style="list-style-type: none"> • What advice and information is provided about education, health and social care (EHC) for those who have SEND • How complaints about EHC are made and dealt with • Procedures for ensuring disagreements between LA,CCGs (and NHSE)are resolved quickly <p>Outputs of this work must be presented on the Local Offer.</p> <p>Clear decision making structures are in place so that partners can agree the changes that joint commissioning will bring in the design of services.</p> <p>Services are jointly commissioned to meet the needs of CYP with SEND using robust and relevant needs analysis (JSNA) and feedback from</p>	
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				<p>service users.</p> <p>Parents/carers and young people are involved in the commissioning process from the outset.</p> <p>Robust commissioning and contract management arrangements are in place across the Local Area.</p> <p>Improved outcomes for CYP with SEND can be evidenced.</p>	
8.	SPOC (Single Point of Contact) for Health not yet established and working.	<p>Role of SPOC within Health to be clarified in relation to strategic oversight/quality of health information and role of DMO/DCO.</p> <p>Information Governance issues within Health to be resolved asap.</p> <p>Parental Consent and NHS number issues to be resolved between LA and Health.</p> <p>Operational Partnership Agreement to be finalised.</p>	<p>September 2019</p> <p>September 2019</p> <p>November 2019</p> <p>December 2019</p>	<p>SPOC admin inbox in place from 16th September. Recruitment to DCO role November 2019.</p> <p>More efficient flow of information requests between Education and Health.</p> <p>No requests for information refused or delayed.</p> <p>Audit trails of requests for information/information provided.</p> <p>Reduced risk of delay and missing information.</p> <p>Improvement in EHCP quality and compliance rates.</p>	
9.	Current lengthy waiting lists for ASD and CAMHS and difficulty accessing services.	Recovery plan to be produced before SEND inspection to address whole system issues	September 2019	Effectiveness and impacts of pilot projects reported for specific cohort and timescales. Outcomes used to	

	<p>Reduce waiting times for access to specialist Health Services:</p> <p>CAHMS (Child Adolescent Mental Health Services)</p> <p>ASD (Autism Spectrum Disorder)</p>	<p>and led by CCG.</p> <p>Hold a Mental Health Summit involving all key partners and CYP to inform whole system approach.</p> <p>Development of KOOTH on line counselling.</p> <p>Recovery plan to be produced before SEND inspection to address commissioning of new pathways and timescale for achieving NICE (National Institute for Clinical Excellence) guidelines.</p> <p>Re-current funding investment made and recruitment of staff asap.</p> <p>New pathways for referrals are developed, piloted and implemented.</p>	<p>September 2019</p> <p>TBC</p>	<p>inform new pathways to reduce waiting times.</p> <p>Whole system approach to accessing appropriate and timely support and reducing CAMHS waiting times.</p> <p>Assessments for Autism Spectrum Disorder are completed within NICE timescales.</p> <p>ASD waiting list is in keeping with the NICE timescales for delivery.</p> <p>Access to therapy services is improved and families report an improving picture.</p>	
10.	<p>Quality of EHCPs and contributions from Health and Social Care.</p>	<p>Redesign EHCP format- link into My Support Plan format.</p> <p>Consult with partners at panel. Consult with SEND Ambassadors and Parents.</p>	<p>July 2019</p>	<p>EHCP compliance rates need to continue to improve.</p> <p>EHCP format is user friendly and clearly explains the needs of the CYP. Voice of the Child reflected in quality assuring documentation through the</p>	

		<p>Established QA group with Health and Social Care to review and monitor the quality of EHCPs.</p> <p>Introduced new format to all users, providers and partners</p> <p>Partnership work with North Yorkshire to identify and model what a 'good plan' looks like</p> <p>SEND Assessment Team staff training delivered to show what 'Good looks like'.</p> <p>Exemplar EHCPs to be produced to model good practice and SMART outcomes.</p> <p>Develop a CYP friendly EHCP format with SEND Ambassadors.</p> <p>Place new EHCP format/s onto Local Offer.</p>	<p>September 2019</p> <p>On going</p> <p>October 2019</p> <p>December 2019</p> <p>TBC</p>	<p>utilisation of EHCP Champions</p> <p>Good EHC Plans are being produced within 20 week timescale.</p>	
11.	Resourcing, role and impact of the DMO (Designated Medical Officer)/DCO (Designated Clinical Officer) within Health for SEND.	<p>Establish role/JD of DCO in supporting DMO role within Health for SEND.</p> <p>Oversight of flow and quality of information shared between Health and Education.</p>	September 2019	<p>Health strategic oversight embedded in line with COP, to support CCG in meeting its statutory responsibilities in relation to SEND.</p> <p>Quality of information shared between Health and Education is within compliance timescales and is</p>	

		<p>DMO/DCO attendance at SEND Strategic Partnership Board and QA group meetings.</p> <p>Recruitment to DCO role by November 2019.</p> <p>DCO to attend weekly Education, Health and Care Panels to oversee quality of Health information in EHC plans.</p>	<p>November 2019</p> <p>February 2020</p>	<p>of good quality.</p> <p>Quality of EHCPs is rated as good. EHCP compliance rates continue to improve.</p>	
12.	<p>Processes for managing and monitoring Out of District SEND Placements, projections, individual funding agreements and contracting need to be fully established.</p>	<p>Review of Out of District and Independent provider SEND placements.</p> <p>Fiscal and performance officer role is established to monitor and report on SEND placements.</p> <p>Processes established to monitor the quality and VFM of placements, project future needs and associated costs.</p> <p>Individual funding agreements and contracting arrangements are put in place.</p> <p>Outcomes form EHC Panel are captured and recorded to enable tracking of individual pupil placements and funding.</p>	<p>September 2019</p> <p>September 2019</p>	<p>Out of District and Independent provider SEND placements are commissioned and performance managed on a more proactive basis to ensure individual outcomes are met.</p> <p>Placements provide VFM.</p> <p>Attendance issues and provider concerns are identified and addressed to ensure CYP are safe.</p> <p>Future sufficiency and placement needs are more easily identified.</p>	

		<p>Contract management processes are established with providers.</p> <p>Extension of LAC Welfare Call System contract to include SEND CYP.</p> <p>Processes/systems are in place to more regularly track attendance of CYP with SEND.</p> <p>Challenge placements/providers where outcomes are poor or poor value for money (VFM).</p>	<p>December 2019</p> <p>January 2020</p> <p>February 2020</p>	<p>Welfare Call system operational for SEND Out of District CYP.</p>	
13.	Local Area SEND Strategy to be revised and finalised.	<p>1st Draft Strategy consultation feedback reviewed.</p> <p>Strategy Co-Produced with parents/children/young people.</p> <p>Wider engagement with key services, Health and schools/colleges as needed to produce a good Local Area Strategy.</p> <p>Priorities identified linked to progress against SEND Reforms and SEF.</p> <p>Work streams membership and</p>	<p>September 2019 (Final Draft)</p> <p>September 2019</p> <p>October/</p>	<p>Local Area SEND Strategy produced with identified priorities and outcomes for delivery of SEND Reforms.</p> <p>SEND Strategy and progress made available on Local Offer.</p>	

		<p>TOR reviewed and are aligned with delivery of key priorities. Named leads identified to deliver to priorities.</p> <p>Wider consultation on Local Offer and Council website.</p> <p>Final Strategy signed off by SEND Strategic Partnership Board and HWB Board.</p> <p>Strategy logo and strapline developed by SEND Ambassadors.</p>	<p>November 2019</p> <p>November – December 2019</p> <p>January 2020</p> <p>January 2020</p>		
14.	Clarity of function needs to be agreed for SEND business support staff through the development of a core offer of service.	<p>Complete implementation of SEND Assessment Team Structure September 2019.</p> <p>Recruitment of business support staff to fill vacancies.</p> <p>Proposals for core offer from business support staff developed and implemented.</p>	<p>September 2019</p> <p>October 2019</p> <p>December 2019</p>	<p>Clarity of business support offer.</p> <p>Improved consistent business support to SEND Teams and more efficient customer service.</p> <p>Improved response time to FOIRs, DSARs and complaints.</p> <p>Reduced risk of reputational damage.</p>	
15.	Personal budgets need to be encouraged and enhanced for SEND.	Review of personal budgets process for education, health and social care and good practice via Co-Production workstream.	<p>November – January 2020</p> <p>On-going</p>	Personalised provision available to better meet needs of SEND CYP in a flexible manner, supported by necessary processes across Education, Health and Social Care.	

		<p>Personal Budgets guidance is developed and implemented.</p> <p>Information available on Local Offer updated for parent carers.</p>	TBC	<p>Education Personal Budgets information for parents/carers meets DfE statutory guidance.</p> <p>Eligibility criteria is adhered to for Personal Budgets</p> <p>Personal Budgets are being monitored and outcomes reviewed</p>	
16.	Review of SALT (Speech and Language Therapy) provision to meet increasing demands and new resource provision needs.	<p>On-going review process completed for all SALT provision and current commissioned arrangements (Health and LA commissioned).</p> <p>Identification of gaps in service and emerging needs.</p> <p>Identify opportunities for joint commissioning of SALT.</p> <p>Review of current LA provision/SLAs and VFM with a view to re tendering services.</p>	<p>September 2019</p> <p>November 2019</p> <p>April 2020</p>	<p>SALT provision is VFM, meets new and emerging needs.</p> <p>Contract management and performance management arrangements are robust and provide assurance of improving outcomes for CYP.</p> <p>Waiting times are reduced.</p> <p>New service commissioned to meet current needs.</p>	
17.	Preparation for Local Area SEND Inspection.	<p>Health inspection/data sub group meetings in place monthly.</p> <p>Inspection logistics group set up to manage inspection process.</p>	<p>June 2019 onwards</p> <p>July 2019</p>	<p>Inspection readiness across the Local Area.</p> <p>High areas of risk are identified and mitigation actions put in place to manage risks.</p>	

		<p>LA staff reminded of SEND Inspection process via inspection guides.</p> <p>Training delivered for Health colleagues.</p> <p>Logistics preparations for inspection in place with Partners.</p> <p>Draft SEF (self evaluation) shared with key contributors and SEND Strategic Partnership Board.</p> <p>SEF (self evaluation) produced and agreed by Local Area for inspection.</p>	<p>July/October 2019</p> <p>July 2019</p> <p>September 2019</p> <p>November 2019</p> <p>December 2019 – January 2020</p>		
18.	Continue to improve EHCP compliance rates.	<p>TAT team to continue to address backlog cases and remove these from the system. (Currently under 200 cases)</p> <p>Address barriers to improvement through TAT & QA processes.</p> <p>Implement Weekly Monitoring</p>	May 2020 (12 months recovery plan)	<p>Compliance with SEND Code of Practice.</p> <p>CYP receive provision to meet their needs to timescales.</p> <p>Assessment and EHCP delays are reduced – backlogs are removed.</p> <p>Compliance rates are in line</p>	

		<p>& Challenge of EHCP Compliance Rates within SEND Assessment Team.</p> <p>SEND Strategic Partnership Board to Monitor and challenge compliance improvement rates monthly.</p>		with/better than National Average (58%) and Yorkshire and Humber average (60%).	
19.	Annual Reviews	<p>LA to maintain annual review data list detailing 12mth compliance rate for each CYP with an EHCP.</p> <p>Design an additional front sheet for Annual Reviews checking off the requirement of key data.</p> <p>Develop an electronic system with alerts for planning and compliance. SEND Action Plan to address updating backlog.</p>	<p>September 2019</p> <p>September 2019</p> <p>January 2020</p>	<p>Annual reviews are held within compliance time frames.</p> <p>SEND team prioritise attendance at annual reviews according to specific criteria. SEND team can identify priority completed annual review paperwork and challenge and support providers.</p> <p>Back log of Reviews has been addressed through caseload management system</p>	
20.	EHCP Named Provision	<p>Ensure all SEND Children have allocated provision named in EHCPs which matches levels of need and required coproduced outcomes in EHCP.</p> <p>Consultation on the provision of an additional 354 places in the Bradford area, with a profile of</p>	<p>On-going</p> <p>July 2019</p>	All CYP with EHCPs have provision named in their EHCPs. All CYP have allocated provision named in EHCPs which matches levels of need and required coproduced outcomes in EHCP.	

		<p>availability produced.</p> <p>Implementation of provision September – April 2020</p> <p>Development of Data Dashboard to identify pupil with 'no base'.</p> <p>Identification of data quality/coding issues on Capita system and amendment.</p> <p>Develop clear processes for addressing CYP with EHCPs recorded without a base.</p> <p>Work with Transport to identify impact of increasing number of children with EHCPs requiring travel assistance.</p>	<p>April 2020</p> <p>September/October 2019</p> <p>On-going</p> <p>On-going</p>	<p>289 places are proposed to be established September 2019 including at three maintained schools in the district.</p> <p>Any CYP without bases are identified expediently by SEND team and are referred to EHC Panel for consideration.</p> <p>CYP with EHCPs moving into Bradford area are identified and continuity duties are met.</p> <p>Children and young people with SEND receive entitlements to travel assistance to access education.</p>	
21.	Capturing the voice of children and young people with SEND.	<p>Regular attendance and participation of children and young people with SEND at the Strategic Partnership Board.</p> <p>Recruitment of 7 SEND Ambassadors to champion the voice of children and young people with SEND and to provide insight and feedback on</p>	<p>From January 2019</p> <p>June 2019</p> <p>On-going</p>	<p>SEND Ambassadors fully established as representing 'the voice' of children and young people with SEND.</p> <p>Co-production of all SEND related strategies and policies with SEND Ambassadors and wider SEND children and young people representatives.</p>	

		development of key strategies and documentation. Recruitment meeting for more potential SEND Ambassadors planned for January 2020.	January 2020		
22.	Parental Engagement and feedback.	Parental listening events with parents/carers of CYP with SEND – November 2019. Programme of listening events for January to June 2020. 'You said we did' feedback collated following each event and put on Local Offer. Parent Ambassadors recruited to support Co-Production.	November 2019 January 2020 onwards January 2020	Actions taken in response to feedback placed on Local Offer in a timely way. Parental confidence and feedback in the SEND process and services is improved and positive change is reported back.	

Key

Green – Work/Action has been completed within timescale

Red - Actions – Work/Action incomplete, rescheduled or delays have significant impact or risk

Amber – Work/ Action has been started and some progress made

Governance, Support and Monitoring

The Action Plan will form part of the wider Local Area Self Evaluation Improvement Plan which will cover progress against all areas of the SEND Reforms.

Jane Hall 16th January 2020

The SEND Strategic Partnership Board will oversee progress against the Action Plan and will task the relevant Work streams (Integrated Assessment Work stream and the Joint Commissioning Work stream) to provide operational direction and delivery from key partners and stakeholders. Progress will be reported to the Board via regular highlight reports.

The SEND Strategic Partnership Board will produce a composite highlight report of all aspects of SEND Reform delivery to the Health & Wellbeing Board and the Children's Trust. This will include a specific section on the SEND Action Plan.

The SEND Transformation and Compliance Team will provide support and appropriate challenge to facilitate the work of the SEND Action Plan and the wider Local Area Self Evaluation Improvement Plan.

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Report of the Strategic Director Children's Services to the meeting of Children's Services Overview and Scrutiny Committee to be held on 29th January 2020

R

Subject:

Post 16 provision update

Summary statement:

This report provides an update on post-16 provision in the District, progress with the implementation of the post-16 review, and the impact on participation and outcomes.

Mark Douglas
Strategic Director of Children's Services

Portfolio:

Education, Employment and Skills

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Overview & Scrutiny Area:

Children's Services

1. SUMMARY

- 1.1 Post-16 education and training locally and nationally continues to undergo significant change.
- 1.2 The Council with the support, participation and cooperation of a range of key partners led a local review of post-16 provision within the District (concluding in 2016) to ensure that we have a sustainable, high quality offer that delivers the best outcomes for our young no matter where they start.
- 1.3 The partnership continues to work to deliver the “joint approach to post-16” focussing on the pattern of delivery of academic provision in the District that was agreed through the Review. This will make a crucial contribution to implanting the district Workforce Development Plan, “People, Skills, Prosperity” which launches on 4th February.
- 1.4 This report provides an update on progress with the implementation of the agreed approach and the latest post-16 participation, performance and progression data.
- 1.5 The Review highlighted critical challenges around sufficiency and outcomes. The response to the review, “A joint approach to post-16 education improvement in Bradford” is included in the Appendices.

2. BACKGROUND

- 2.1 Post-16 education is changing significantly. National reforms are changing the curriculum, the accountability framework and funding across the full range of provision available to young people.
- 2.2 The changes in funding from the introduction of the 16-19 formula from 2008/09 to equalise rates of funding per learner led to a significant reduction in levels of funding received by Bradford institutions. Alignment of funding with subsequent policy changes, such as the Wolf Report, and the removal of protections have meant further funding reductions.
- 2.3 In August 2019, the Government announced a 4.7% increase to the base rate of funding per learner as part of a £400million investment into 16-18 education. This will increase the base rate from £4,000 to £4,188 for 16 and 17 year olds and from £3,300 to £3,455 for 18 year olds.
- 2.4 Under this arrangement a full-time learner is, theoretically, funded for a study programme of around 600 guided learning hours. This applies whether they are studying academic or vocational qualifications. It is expected that their study programme that should include:
 - substantial academic or applied and technical qualifications;
 - non-qualification activity, in particular there is an expectation that the young person will have some form of work experience; and
 - the continued study of English and maths where they do not hold a grade GCSE 9-4 in either, or both, of these subjects.

- 2.5 Concurrent to this there has been significant reform to Apprenticeships, with the introduction of the Apprenticeship Levy and processes related to that; the on-going, iterative replacement of frameworks with new Apprenticeship standards; and the initiation of the Institute for Apprenticeships which now oversees quality and advises the government on funding.
- 2.6 The changes to Apprenticeships are within the context of major reforms to the technical education system. The new technical option will comprise 15 routes based around occupations with shared training requirements. New level 3 classroom-based technical study programmes – ‘T Levels’ - are being created for each pathway.
- 2.7 T Levels will be equivalent to a three A Level programme and have a common framework consisting of five components:
- a technical qualification;
 - industry placement(s) totalling at least 45 days;
 - maths, English and digital requirement;
 - other occupation specific qualification; and
 - further employability, enrichment and pastoral provision.
- 2.8 The 16-19 phase needs to be considered in the institutional context of the broader education and skills policy and funding landscape. The overwhelming majority of our 16-19 year olds access provision either in schools or colleges. Each of these institutions will also be contending with other qualification, accountability, curriculum and funding reforms across other provision they deliver, i.e. adult provision in Colleges and across Key Stages 3 and 4 in schools.
- 2.9 Despite these challenges Bradford as a District has shown significant improvement over a sustained period of time in the numbers of our young people participating in education and training. We have also seen some improvement in academic outcomes across the District and sustained success in more technical qualifications at Level 3.
- 2.10 In the context of these drivers and pressures partners continue to collaborate to reshape the 16-19 offer across the District. Our collective aim, as set out in People, Skills, Prosperity is to ensure we can give our young people the very best opportunities for future success by offering pathways to skills that are in demand in the labour market.

3. OTHER CONSIDERATIONS

- 3.1 The review of post-16 outlined a clear case for change that was accepted by all partners. Specifically this was based on the need to improve outcomes, the breadth and relevance of the curriculum offer, financial sustainability, and the quality of guidance.
- 3.2 The review found that:

- Outcomes needed to rapidly improve for all young people in all settings - overall the outcomes for young people did not compare well to national and regional figures. Our young people's results were below average and they also achieve fewer qualifications than the national average.
There were also significant differences in performance levels in post-16 education depending on where learners live and their backgrounds;
- The choice for students was limited - the approach was not joined up and as a result duplicated learning opportunities with gaps in the range and types of qualifications and programmes at all levels and the A Level offer does not match local economic need; and
- The offer was not financially sustainable.

Sufficiency of Provision

- 3.3 One of the peculiarities of Bradford that the review highlighted was that the pattern of post-16 provision, specifically the high number of small school sixth forms. At that point all the publicly funded secondary schools in the District had, or planned to open, a sixth form.
- 3.4 Changes to funding represented a significant challenge to smaller sixth forms, especially in the context of reform to pre-16 funding. It was difficult to see how those small sixth forms could realistically be sustained financially moving forward.
- 3.5 Financial viability for these settings could only be achieved by offering a limited range of courses in areas that traditionally attract high volumes. This approach would clearly serve to limit the opportunities for our young people in terms of the coherency of their post-16 study programme and their subsequent transition to the labour market and/or higher education.
- 3.6 If as a partnership we are to achieve our wider economic ambitions as set out in the Workforce Development Plan, we need to ensure raise skills levels across the District. To achieve this we need to make sure that all our young people have access to a wide range of high standard A level and technical vocational qualifications. The offer must be sufficiently broad to provide excellent learning pathways so young people can progress into employment and higher education.
- 3.7 Therefore it was determined that we would work collaboratively to secure a reduction in the number of school sixth forms and the development of a small number of large sixth form colleges or Free Schools.

Progress to date - sufficiency

- 3.8 Significant progress has been made in respect of re-shaping the delivery pattern since the review:
- Two post-16 Free Schools opened this September in the City Centre. Both of these are being sponsored by MATs with a track record of delivering

“Outstanding” provision – Dixons and New Collaborative Learning Trust (New College). The two centres have a significant focus on academic courses at Level 3 directly addressing the area requiring most improvement in post-16 outcomes.

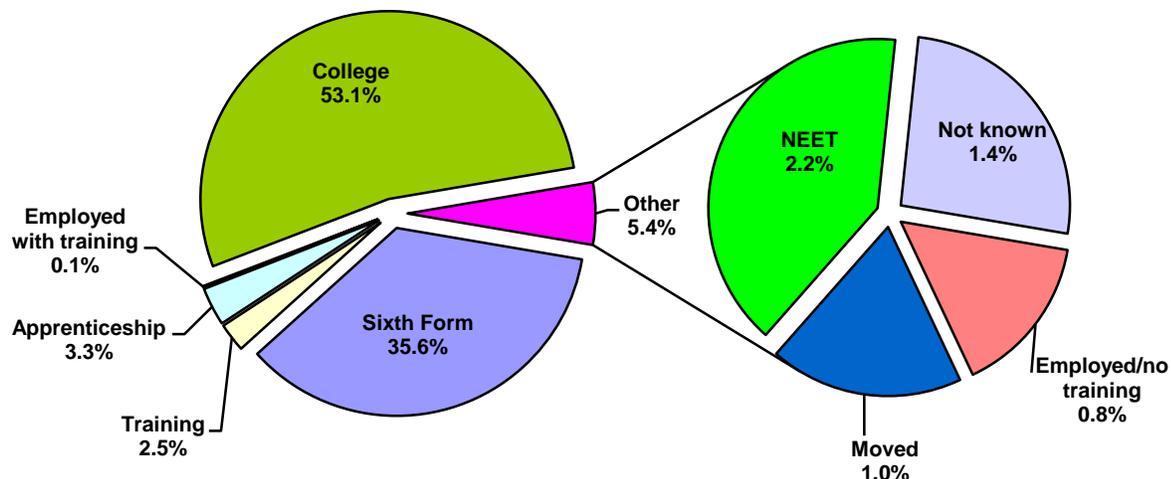
- A number of mainly smaller sixth forms have now either fully closed or not recruited to Year 12 (i.e. they have retained last year’s Year 12 as Year 13 and will close at end of the academic year). These are Appleton Academy; Beckfoot Upper Heaton; Queensbury Academy; Dixons Cottingley; Dixons City; Dixons McMillan; Buttershaw; Co-op Grange; Carlton Bolling; and University Academy Keighley.
- Both Dixons Trinity and Kings, as well as the One In a Million Free School have also formally changed designation to 11-16 but these schools hadn’t previously recruited to post-16;
- In addition Bradford Girls Grammar are consulting on their sixth from July 2021, with further consultations anticipated; and
- Other sixth forms have also considerably revised their curriculum offer, for example ceasing A Level delivery.

3.9 In line with the joint approach the Council will continue to support partners with reviewing their offer to ensure provision across the District is viable, meets the breadth of student and business demand, and above all of high quality.

3.10 Keighley College is now also developing an A Level offer. The College has been meeting with schools within their catchment to develop an offer that is where possible complementary to existing provision and provides pathways that schools are unable to.

Participation in education and training post-16

3.11 The closure of the sixth forms to date has had no discernible negative impact on participation leaving Year 11. The Local Authority is required by DfE to undertake an annual ‘Activity Survey’ in early November, tracking destinations of young people leaving Year 11. For this academic year the proportion of those who were NEET and Not Known (the combined figure is how DfE reports this) actually reduced from 5.0% to 3.6%. The chart below indicates the destinations for the whole cohort:



- 3.12 November's NEET and Not Known rate and 'In-Learning' figures both also showed an improvement on November 2018 with the NEET and Known Rate reducing from 8.1% in November 2018 to 5.2% in November 2019. This puts Bradford in the second quintile nationally.

The nature of young people's participation in education and training across Bradford is currently distributed as follows:

	Academic Age 16		Academic Age 17		Total	Total %
Cohort Total (Excluding Custody)	7192		7099		14291	
1. 16 & 17 Participating through:	6896	95.9%	6356	89.5%	13252	92.7%
A. Full Time Education, of which:	6413	89.2%	5553	78.2%	11966	83.7%
School Sixth Form	2743	38.1%	2758	38.9%	5501	38.5%
Further Education	3667	51.0%	2782	39.2%	6449	45.1%
Higher Education	0	0.0%	4	0.1%	4	0.0%
HE Deferred	0	0.0%	0	0.0%	0	0.0%
Other Post 16 Education	0	0.0%	0	0.0%	0	0.0%
FE with Special Post-16 Institution	0	0.0%	1	0.0%	1	0.0%
Custody with Further Education	3	0.0%	8	0.1%	11	0.1%
B. Employment, of which:	281	3.9%	557	7.8%	838	5.9%
Apprenticeship	273	3.8%	503	7.1%	776	5.4%
Employment with study	7	0.1%	50	0.7%	57	0.4%
Self Employment with study	0	0.0%	1	0.0%	1	0.0%
Working not for reward with study	1	0.0%	3	0.0%	4	0.0%
C. Non-Employed Training, of which:	201	2.8%	246	3.5%	447	3.1%
ESFA & ESF funded Training	135	1.9%	190	2.7%	325	2.3%
Other training provision	20	0.3%	18	0.3%	38	0.3%
Traineeships	46	0.6%	38	0.5%	84	0.6%
Supported Internship	0	0.0%	0	0.0%	0	0.0%

These proportions are broadly similar to national destinations data, however progressions to Apprenticeships are marginally higher across the country at 6%.

Outcomes and attainment

- 3.13 The issues highlighted by size in the Review also linked to the challenge around the quality of outcomes. Typically, across the country, smaller institutions have poorer outcomes for post-16, whilst 16-19 Free Schools have the best A Levels outcomes by type of institution (other than independent schools).
- 3.14 The review acknowledge that attainment, progression and value added across the range of types and levels of provision in all post-16 settings needed to improve at pace.

Progress to date – outcomes and attainment

- 3.15 In terms of outcomes by grades young people completing a Level 3 qualification post-16 in the district achieve comparable outcomes to their national peers as shown below. In particular in 2019 we consolidated 2018's improvement in the A Level fine grade from C- to C. This is encouraging as the full anticipated benefit of the joint approach will not start to be realised for A Levels until the first Free School cohorts complete in 2021.
- 3.16 Applied General and Tech Level provision 16-18 have remained consistently strong compared to national averages. It should be noted that all 2019 results are provisional at the time of writing.

Key Stage 5		2016	2017	2018	2019
A Levels	Bradford	C-	C-	C	C
	National	C+	C+	C+	C+
Tech Levels	Bradford	Dist-	Dist-	Dist-	Merit+
	National	Dist-	Dist-	Merit+	Merit+
Applied General	Bradford	Dist+	Dist+	Merit+	Merit+
	National	Dist	Dist	Merit+	Merit+

- 3.17 It was, however, the case that in term of points per entry that for A Levels and Tech Levels declined slightly in 2019 as can be seen in the charts at Appendix 3. Applied General showed a marginal increase (0.1 points per entry).
- 3.18 The DfE also reports value added measures for A Levels and Applied General at organisational rather than Local Authority level. In 2018 for A Level, two of our schools were classified as 'Above Average' for Value Added, five as 'Average', and nine as 'Below Average'. Of these nine, four have since either closed or consulted on closing their sixth form.
- 3.19 In terms of Applied General eight schools and colleges were 'Above Average', twelve classified as 'Average' and two 'Below Average'.
- 3.20 Post-16 qualifications have undergone significant reform in recent years with the aim of A Levels, Applied General and Tech Level qualifications all becoming more rigorous with greater focus on assessment at the end of qualification rather than coursework. This is likely to impact adversely on Applied General and Tech Level performance locally.

Levels of attainment at age 19

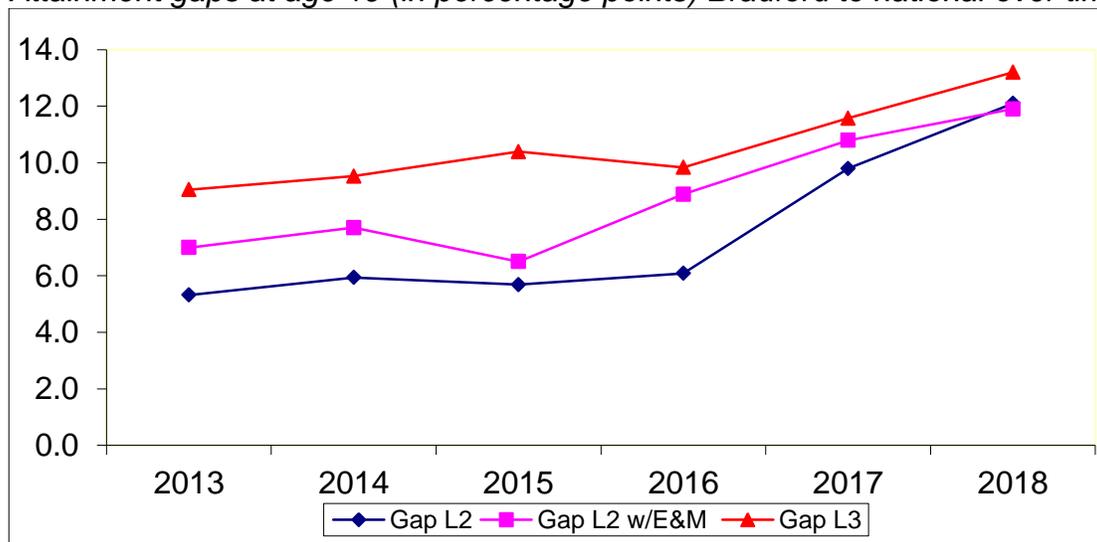
- 3.21 Although the outcomes for those completing Level 3 are broadly in line with national data, we still do not have sufficient of our young people attaining Level 3 by age 19. We have not significantly closed the gap performance to national over time as demonstrated in the next table.

3.22 Closing this gap is our key challenge if we are to deliver against our collective ambition and the key targets expressed in *People Skills Prosperity*.

The latest data pertains to the cohort who sat GCSEs in 2015. As would be expected the on-going impact of implementing reforms to GCSE in 2014 continues to impact outcomes at age 19. The cohort that was 19 in 2017 was the most impacted by these reforms and there was significant variance in national and local performance at that point. Despite minimal increases in GCSE performance nationally and locally the following year, the attainment at age 16 of this cohort of Bradford young people was considerably below national benchmarks.

3.23 Consequently the gap in each of the published measures on attainment rates at 19 (Level 2, Level 2 with English and Maths, and Level 3) increased in 2017.

Attainment gaps at age 19 (in percentage points) Bradford to national over time

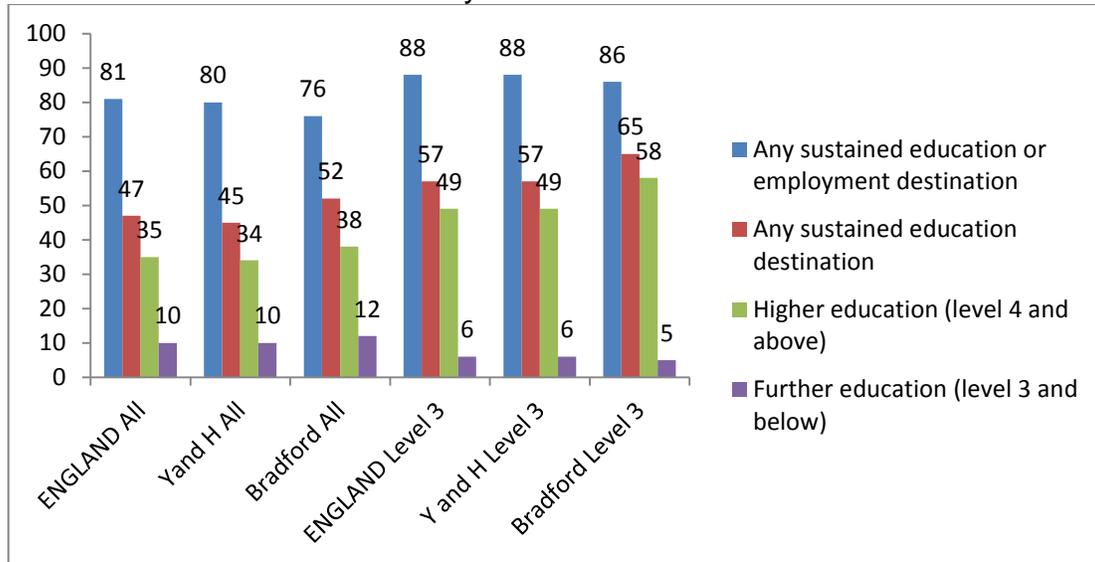


(2019 data expected to be published April 2020)

Progression into positive destinations

3.24 Progression rates for those Bradford young people who do complete a Level 3 are on the whole positive. Of those students who reached the end of a Level 3 in 2016/17 in Bradford (in a mainstream school or college), 65% entered a sustained education destination. As is indicated below, we have a greater rate of progression into any HE destination than is the case nationally for the whole school and college cohort and for those completing a Level 3.

Destinations of 16-18 students by whole cohort and Level 3 cohort:



3.25 This dataset also indicates that across the whole cohort fewer young people progress into employment at the end of 16-18 study (16% in Bradford as opposed to 25% nationally) and more young people from Bradford fail to sustain their destination (16% compared to 13% nationally).

3.26 The challenge with progression into sustained employment is also reflected in the youth unemployment figures for 18-24 year olds. The national youth claimant rate is 3.9% compared to Bradford which has a 6.8% claimant rate for 18-24 year olds. Our overall claimant rate is compared 4.6% for the working age population in Bradford. Bradford has highest youth claimant rate in Leeds City Region:

Local Authority/district	Number of claimants aged 18-24	Rate of claimants aged 18-24 (%)
Barnsley	1,120	5.8
Bradford	3,170	6.8
Calderdale	895	5.7
Craven	70	2.1
Harrogate	210	2.5
Kirklees	1,950	4.9
Leeds	3,045	2.9
Selby	170	3.0
Wakefield	1,225	4.8
York	330	1.1
Yorkshire and the Humber		4.2
Great Britain		3.9

- 3.27 The District Workforce Development Plan sets out how we will improve our employment and skill levels through:
- building the skills employers seek;
 - improving job quality in the district; and
 - connecting our communities to good jobs and careers.
- 3.28 Under the new governance and delivery arrangements for the Plan, it is proposed that two key groups will drive activity under the *building the skills employers seek* theme: the District ICE Board; and the Post-16 Partnership. Their success will be critical to further improving post-16 education outcomes and securing greater progression into work for 19-24 year olds upon leaving education.
- 3.29 The District ICE Board:
ICE broadens aspirations and supports young people to develop a range of sector specific employability skills, engaging 15,000 young people on career related activity in academic year 2018/19. It builds on the Gatsby Benchmarks to prepare young people from all communities for good jobs and careers.
- The Board will continue to expand sector-based careers pathways to serve young people through growing the Industrial Centres of Excellence.
- 3.30 The Post-16 Partnership:
To increase the skills of Bradford's workforce, particularly at higher levels, we need an education and skills system that delivers the highest levels of quality and ensures high attainment.
- 3.31 The Partnership will champion and drive high quality post-16 education in Bradford supporting Bradford's schools and colleges, promoting and disseminating best practice across the education system to improve outcomes and progression. This will both enable more young people to achieve a Level 3 qualification by age 19 and to improve attainment of the highest grades across academic, technical and vocational provision post-16.

4. FINANCIAL & RESOURCE APPRAISAL

- 4.1 There are no financial and resource implications arising out of this report.

5. RISK MANAGEMENT AND GOVERNANCE ISSUES

- 5.1 There are no significant risks to the Council arising from the recommendations in this report.

6. LEGAL APPRAISAL

- 6.1 There are no legal issues arising out of this report.

7. OTHER IMPLICATIONS

7.1 EQUALITY & DIVERSITY

- The approach is predicated on all of our young people having the opportunity to access high quality post-16 education and training regardless of background or protected characteristics.

7.2 SUSTAINABILITY IMPLICATIONS

- Improved outcomes and skills levels will improve the range and quality of opportunities available to our young people in the labour market, and their ability to contribute to society and their communities.

7.3 GREENHOUSE GAS EMISSIONS IMPACTS

- The contents of this report do not directly impact Council's own and the wider District's emissions from other greenhouse gasses.

7.4 COMMUNITY SAFETY IMPLICATIONS

- There are no direct Community Safety implications arising out of this report.

7.5 HUMAN RIGHTS ACT

- There are no Human Rights Act implications arising out of this report.

7.6 TRADE UNION

- There are no Trade Union implications for the Council arising out of this report.

7.7 WARD IMPLICATIONS

- As the pattern of post-16 changes there will be Wards that previously had schools with sixth forms but do not moving forward, however as is set out in the report all young people will have access to appropriate post-16 provision.

7.8 IMPLICATIONS FOR CORPORATE PARENTING

- Officers and the Post-16 Partnership need to consider the participation and performance of Looked After Children post-16.

7.9 ISSUES ARISING FROM PRIVACY IMPACT ASSESMENT

- No data protection or information security matters arising from the report.

8. NOT FOR PUBLICATION DOCUMENTS

- None.

9. OPTIONS

- None.

10. RECOMMENDATIONS

It is recommended that:

- the Committee considers the contents of the report and progress made to date in implementing new arrangements for the delivery of post-16 provision in the District.

11. APPENDICES

Appendix 1 – [Post-16 education and training in Bradford and the need for change](#)

Appendix 2 – [A joint approach to post-16 education improvement in Bradford and the need for change](#)

Appendix 3 – Points per entry attainment by qualification type over time

12. BACKGROUND DOCUMENTS

- Bradford District Workforce Development Plan
- [Pioneering, Confident and Connected](#)



Post-16 education and training in Bradford and the need for change

Foreword from Cllr Susan Hinchcliffe and Michael Jameson

At the heart of our Education Covenant for Bradford District is the belief that strong schools, colleges and other post-16 settings are essential if we are to have strong communities, economic growth and a healthy society.

This is a really important time for the future of post-16 education and training in the Bradford District. In spite of the hard work and commitment of all involved in 16-19 teaching, the need to accelerate improvements in both the quality and choice for learners is accepted by all.

We know there are some excellent examples of post 16 education in the district, but the world of work is changing and we want to make sure that all our young people have access to a wide range of high standard A level and technical vocational qualifications. We must provide excellent learning pathways so young people can progress into employment and further and higher education.

We know that what is on offer for young people now has not delivered enough improvement in Bradford's learning levels right across the board. We must take this opportunity to re-organise our current post-16 offer so that it delivers excellence and is financially sustainable.

In 2015, the Council led a review of post-16 education and training. We carried out the review jointly with schools, colleges and industry so we could set a direction to make sure that the post-16 learning young people receive is relevant to today's and tomorrow's job market.



This document has been produced by Bradford Council to outline the case for change in how we deliver post-16 education in Bradford, but more importantly it describes the Council's view on the future options for post-16 education as a response to the review.

Our role as leaders for Bradford Council is to champion the needs of young people, families, schools and colleges. We now have a clear plan on how we will work with our partners to drive this change so that young people in our District have access to the best post-16 education we can offer.

A handwritten signature in blue ink that reads "Susan Hinchcliffe".

Cllr Susan Hinchcliffe
Leader of Bradford Council

A handwritten signature in blue ink that reads "Michael Jameson".

Michael Jameson
Strategic Director of Children's Services

Reviewing post-16 education

Post-16 education is changing: National reforms are changing the curriculum, how post-16 education is funded and will significantly expand the apprenticeship programme. Alongside this, the organisation of education is more diverse with the growth of multi-academy trusts and the introduction of free schools, university technical colleges and institutes of technology.

The way that post-16 education is offered in Bradford, both its quality and its financial viability, was criticised in Ofsted's 2015 report on school improvement in Bradford. In addition, the Government is reviewing the financial viability of colleges in West Yorkshire as part of a national programme.

To make sure we can meet the needs of our young people, and deliver the skills needed by the local economy now and in the future, Bradford Council led a review of post-16 provision across the District.

The review was undertaken in partnership with schools, colleges, the University of Bradford, West Yorkshire Learning Providers and the Workforce Development Advisory Committee.

While the role of the Council is changing as all secondary schools move toward academy status, it has an important role to play as a champion of young people, parents, carers and families, and educational excellence. The review was an important first step to accelerate the improvements needed across the District.

We view the Council's champion role as crucial to making sure that change has a direct and positive impact on learners and their families. Championing is about local leadership; influencing and creating a common purpose; and challenging providers to deliver excellence and provide support.

The case for change is clear

The post-16 review found that the current way we deliver post-16 education in Bradford needs to change. It needs to do this rapidly to meet the future needs and demands of its learners, communities and employers, and to make sure that it is sustainable in a period of reducing public funding.

An important strand of Bradford's economic regeneration focuses on skills development to maximise employment opportunities. To support this objective post-16 education needs to offer learning and training that is fully aligned to, and shaped by, the needs of local employers and growth sectors in the local economy.

The review found that:

- **Outcomes need to rapidly improve for all young people in all settings.**

Overall the outcomes for young people by the age of 19 do not compare well to national and regional figures. Level 2 (equivalent to 5 GCSEs at grade A*-C) and Level 3 (equivalent to 2 A Levels) performance at age 19 can be described at best as stabilising, and at worst as declining.

Our young people's results are below average and they also achieve fewer qualifications than the national average. Fewer of Bradford's A Level students achieve three A Levels than is the case nationally.

There are also significant differences in performance levels in post-16 education depending on where learners live and their backgrounds. This is not just in the levels of outcomes achieved by young people but also because of the range of course options available and in the quality of learning that young people experience.

- **Young people need to be better supported when choosing what they want to do.**

All students need to access learning suitable for their needs and for which clear progression routes are

understood. Data shows that too many of our young people are making the wrong choices at key transition points. This shows there is a clear need for informed and unbiased information, advice and guidance (IAG) in all settings and better transition support.

- **The current choice for students is limited.**

Currently many of our schools' sixth forms are small and the academic and vocational pathways they provide offer a limited choice for young people. The colleges provide mainly vocational programmes but also some significant A Level provision.

The approach is not joined up and as a result is costly, duplicates learning opportunities, does not provide high quality learning experiences and ultimately impacts negatively on outcomes for learners.

There are clear gaps in the range and types of qualifications and programmes at all levels and the A Level offer does not match local economic need.

- **The current offer is not financially sustainable.**

Population projections show an increase in youth population and there is a pressing need to create additional capacity in secondary school for ages 11-16 years old. This is at a time when the Government is consulting on the future of 11-16 funding and this will mean increasing pressures on school budgets.

Allied to this there are 18 schools which have sixth forms with less than 250 young people. Studies demonstrate that sixth forms with less than 250 students can be inefficient. Those schools with small sixth forms face increasing challenges to be able to afford to deliver a viable sixth form offer. Research has also identified an association between the size of a sixth form and its A Level results; which may explain in part why many of our smaller sixth forms have poor results.



Future priority areas for action and change

The Council has four key priority areas for action and change and we will work with our partners to:

1. Deliver sustainable post-16 provision

We will do this by:

a. Developing sustainable 16–19 education across the District.

We will work with schools, particularly those with school sixth forms with fewer than 250 young people, to develop viable solutions for offering high quality 16-19 education. This may involve collaboration with a partner school or college

b. Collaborating based on geographical factors, communities of interest or provider strengths.

Schools and colleges must work together to broaden their curriculum offer and deliver economies of scale.

c. Collaborating within multi-academy trusts (MAT).

We would like to see MATs reviewing and considering the future of their sixth form provision strategically

across the whole trust, with a view to combining their provision into a single sixth form centre or to stop offering sixth form provision.

d. The development of new sixth form colleges and post-16 free schools.

This needs to be done through a coordinated approach that considers geographical factors to ensure equality of access for all our young people and avoids unhelpful competition impacting on financial security. We want to see the development of four new sixth form colleges that offer a wide range of high quality academic pathways, with two located within the city centre and two located in the north of the District.

e. Develop a financial modelling tool to enable sixth forms to stress-test what they offer.

2. Champion and support better leadership

To do this we will:

- Develop geographical partnerships to develop and share expertise
- Set up peer-to-peer support for teachers and leaders

- Intervene where leadership lacks the skills or capacity to improve
- Provide robust data on performance to highlight good and outstanding practice
- Provide robust data on what our local economy needs now and in the future.

3. Promote networks and partnerships that can raise standards

To do this we will:

- Signpost and broker relationships
- Support collective approaches that tackle underachievement
- Work with schools and colleges to direct

- resources to where they are needed
- Bring schools and colleges together to work to raise aspiration
- Work with schools and colleges and intervene at an early stage to tackle areas of concern.

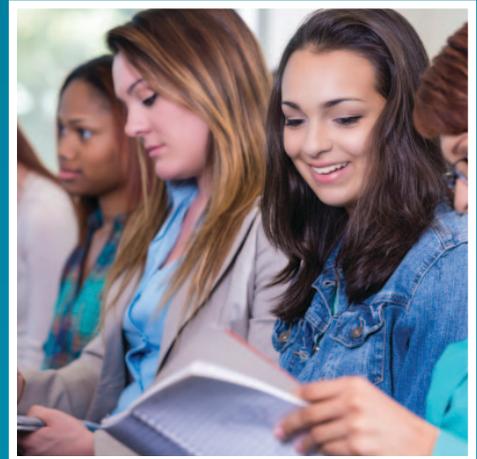
4. Continue to focus on 16-19 outcomes at all levels

To do this we will:

- Develop a post-16 action plan to improve standards
- Develop a post-16 partnership to focus on improving educational standards and outcomes
- Develop an effective transition process between Year 11 and all post-16 destinations
- Make certain independent information, advice and guidance (IAG) is available to all our young people

- and families to inform their decision making
- Champion the view that vocational and academic choices have equal value
- Implement Bradford Pathways so that young people have access to a learning pathway that gives them a rich and balanced curriculum linked to their career goals
- Promote teaching which aims to shift performance for all students.

The wording in this publication can be made available in other formats such as large print and Braille. Please call 01274 433582.



A joint approach to post-16 education improvement in Bradford and the need for change

Bradford Council's position on post-16 education improvement

Foreword from
Cllr Susan Hinchcliffe and
Michael Jameson



This is a really important time for the future of post-16 education and training in the Bradford District. In spite of the hard work and commitment of all involved in 16-19 teaching, the need to accelerate improvements in both the quality and choice for learners is accepted by all. This report sets out a new approach outlining how we can work together to set a direction that drives up post-16 education standards and extends choice for young people.

At the heart of this must be our collective desire to work together to provide the best possible start for our young people by delivering education that inspires them to fulfil their potential.

Bradford Council want to make sure that all our young people have access to a wide range of high standard A level and technical vocational qualifications. The Council view is that collectively we must provide excellent learning pathways so young people can progress into employment and further and higher education.

Our approach must reflect the New Deal reforms that are taking place to build Bradford as a place where everyone is able to maintain stable employment, earn a family-supporting wage, enjoy a good quality of life, and contribute to their local community. It must also take account of the challenges presented by a changing national context.

The Council commissioned review of post-16 education was the start of this new approach. It enabled partners to consider together the direction we need to take. Headteachers, principals of further education, businesses, and the local authority have been able to consider ways to improve education standards together, in a spirit of genuine openness and partnership.

As a local education and business community, we all agreed on the content of the Review. Bradford Council knows that this is only the first staging post in

a wider debate that must now engage both education and business leaders across the District.

We welcome the recommended framework for collaboration that employs sector-led education improvement, a shift towards a Careers Pathway model, and deeper education-industry partnerships. This is important because it means that our local education will be directly linked to employers' talent needs.

The move towards a more autonomous education system means that the role of the Council has changed to one of enabling, brokering and challenging. For an enabling environment to be effective we, the Council, need to take a clear view on what we consider to be in the best interests of Bradford.

We, the Council, also see our role as championing the needs of young people, families, schools and colleges. There are some important decisions that need to be made if Bradford is to deliver the post-16 education that young people need and the Council and its partners cannot shy away from making them.

The current pattern of schools' sixth form provision is not sufficient to realise our collective ambitions. Evidence suggests that in its current form it is not financially sustainable and offers a limited curriculum for our young people. Moving forward the Council wants to see a reduction in the number of school sixth forms and the development of a small number of large school sixth colleges. The Council view is that these need to be located in areas of demographic demand: in Bradford city centre, in the Shipley/Keighley area, and in the north of the District, how this happens is down to our partners.

Alongside this, the Department for Education and Department for Business Innovation and Skills are undertaking a 'West Yorkshire Area Based Review of Further Education' as part of a national programme which will, "...move towards fewer, often larger, more

resilient and efficient providers". Our local approach and the Area Based Review must align to ensure that the young people of Bradford have access to a coherent offer of high quality academic and vocational pathways.

This report is driven by the overriding common purpose to enable every young person to achieve their best regardless of where they start. Bradford Council believes that this demands a transformational approach to raise educational standards and the way we work together. That means every stakeholder has an important role to play.



Cllr Susan Hinchcliffe
Leader of Bradford Council



Michael Jameson
Strategic Director of Children's Services



Acknowledgements

This report has been produced under the governance of the post-16 review steering group. The group is made up of the following members.

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1.1 One District working together for our young people

The improvement of post-16 education standards and achievement is critical to ensuring that all of our young people in Bradford are able to achieve their potential and take advantage of the higher education, career and life opportunities on our doorstep and beyond. This report delivered under the governance of the post-16 review steering group outlines a new approach. It is an outcome of a detailed review of our post-16 education landscape. It has enabled us to consider the future of post-16 education improvement in Bradford from a fresh perspective. Senior leaders from schools, colleges, independent learning providers, the voluntary and community sector, the Council, Bradford University, and business have all had the opportunity to evaluate how we can best raise post-16 education standards together, in a spirit of genuine openness and collaboration.

Over the course of the review, we have closely examined the evidence, considered the different ways forwards and developed clear options for change for how best to work together to improve outcomes for our young people as an education and business community.

Through the course of the review our discussions about how to ensure post-education improvement have been thorough and robust. We have identified that there is a common purpose that unites us as an education and business community: to contribute and support our young people to achieve much more throughout their education, careers, and life.

Whilst the Council took the lead in commissioning the Review, it was produced and agreed by partners working across the post-16 sector. The role of Bradford Council in a collaborative post-16 education approach was also examined. The steering group is clear that the primary responsibility of post-16 education improvement rests with providers. But the Council has a key leadership role in developing effective partnership working, building relationships, sharing knowledge, facilitating peer learning, and upholding accountability. Indeed, we all share a common purpose.

As an education and business community, we have much more to do and we are developing a clear action plan with appropriate outcomes, timescales and measurements to achieve this. This report sets out the collaborative approach we want to take towards post-16 education improvement.



1.2 Our starting point

Over the course of the Review a shared story has been developed among our local education and business community about the current education and employment outcomes for Bradford's young people. The starting point is quite simple: the education and employment outcomes for our young people are not yet good enough. From our Review, it is clear that our young people understand the value of remaining in education and training up to the age of 18. Whilst our young people are remaining in education in greater numbers than ever before, their educational attainment is below the level of their national and international peers. This then is our starting point; the challenge is how we work together to deliver our common purpose.

As an education and business community we have achieved a lot and have a strong partnership ethos to build from. Yet we recognise that we still have much more to harness the strong collaborative spirit to deliver rapid improvement, and a high quality and sustainable post-16 education offer to our young people.

Overall results in our colleges, schools, and other post-16 settings are significantly below national performance levels at both level 2 and level 3. On average our young people take longer to achieve their qualifications, achieve at a lower level, and hold fewer qualifications than elsewhere in the country. And in our colleges, schools, and other post-16 settings, students from poorer backgrounds achieve less than their peers from more affluent homes.

To ensure that in the future all our young people have the best possible start to life the review emphasised the need to reinvigorate and reshape the current pattern and organisation of post-16 provision. Currently, the majority of post-16 providers in Bradford are not rated as good or outstanding, and whilst we have seen improvement in some post-16 settings others have fallen into difficulties. One of the peculiarities of the pattern of post-16 provision in Bradford is the high number of small school sixth forms. Typically, across the county, smaller institutions have poorer outcomes for post-16 and under the current funding arrangements it is difficult to see how small sixth forms can be sustained financially. Realistically financial viability for these settings can only be achieved by offering a limited range of courses in areas that traditionally attract high volumes. This approach can only serve to limit the opportunities for our young people in terms of the coherency of their post-16 programme of study and their transition to the labour market and/or higher education.

The post-16 education landscape is complex and the new reality is that post-16 providers are autonomous and responsible for their own planning, development and improvement. Taken together this context raises questions about how stakeholders from across the post-16 landscape can come together and best organise the current system to deliver rapid

improvement in educational standards, provide an offer to young people with path to employment, and meet the needs of local businesses.

This context sets our clear challenge to develop an approach that delivers long-term and sustainable improvement in post-16 educational standards which will enable every young person in Bradford to achieve more, regardless of their background or where they live. To this end, part of the solution is to make changes to the existing school sixth form organisation, moving to fewer and larger sixth form providers. This can be achieved in a number of ways that this may come about whether individual schools decide to close their sixth forms, groups of schools may decide to collaborate and consolidate their sixth forms through a multi academy trust, or a new schools sixth form centre or college may be developed. Whilst we recognise the autonomy of individual providers, we believe that outcomes can be better improved and more sustainable with mediating arrangements which offer both accountability and co-ordination. In other words, any proposals for new provision needs to be undertaken in a considered and planned way to understand and ensure that it adds value both individually and collectively to our current pattern of post-16 provision.

In the time available for the review it was not possible to address in detail every aspect of the question of how to make a step change in the improvement of post-16 education standards. Consequently, we have focused on those areas that were felt to be most important to create a culture and infrastructure for collaboration in Bradford, which has the power to transform post-16 education and ensure that every young person achieves to their full potential. We are clear on our starting point, and this is an important first step on a journey to build a high quality and sustainable post-16 system.



1.3 Our vision for post-16 education – working together to deliver quality and choice

Vision

A sustainable, responsive and co-ordinated post-16 education system that provides a high quality and broad range of pathways, that evolves based on evidence and best practice, which achieves successful outcomes for our young people, employers, and local community.

Our mission

To liberate the talents and ingenuity of all of our young people.



Principles

Our underlying principles are:

- **Common Purpose.** Our collaboration is founded on a compelling common purpose: To ensure our young people achieve all that they are capable of throughout their education, career, and life.
- **Rigour.** Effective collaborative working must involve evaluation and challenge. We will strive collectively to deliver this.
- **Transformative.** Our overall approach to collaboration must be transformative for every young person, for every school, college and private training provider, and across the whole post-16 education and training system.
- **Sustainable.** The collaborative approach must seek sustainable solutions for the District that optimise current and planned estates, facilities and investment.
- **Evidence-driven.** We must focus on excellence through continuous improvement, innovation and risk management with on-going monitoring, measuring, evaluation and public reporting with clear lines of accountability
- **Outcome-based.** Outcomes and performance must deliver our common purpose.

Objectives

We will work together to:

- **Deliver the right opportunities and experiences for every young person.**
Ensure all young people access pathways that offer them the right opportunities and experiences for personal fulfilment. Support young people with transition between settings to enable a continuous high quality education experience and drive up post-16 education standards.
- **Create a shared culture of professional development, innovation and transformation.**
Sharing know-how and excellent practice to create opportunities for professional learning. Transform education settings into dynamic, exciting places to work and study.
- **Build an environment of trust for effective challenge and support.**
Support reciprocal collaboration with the aim of supporting improvements to young people's education and training. Honesty and openness underpin this approach.
- **Put the right skills in the right place.**
Respect the professional skills of staff and leaders of those staff to make sure the best people transform the learning experience and outcomes for young people.



2.1 A sector-led improvement approach

We believe every post-16 education and training provider in Bradford should be an active member of the post-16 education improvement collaboration.

An effective collaborative approach to post-16 education improvement may take many forms. It is important that there is a coordinated approach. More organic collaborations through local school to school support or Multi Academy Trusts are powerful but not every provider across the system enjoys the benefits of being part of an effective collaboration. We need to put in place a partnership that empowers alliances to grow stronger and transform performance.

We believe that there must be a more formal mechanism to connect intelligence and insights gathered from different improvement activities with strategic decision making at a District level. To achieve this we will develop a sector-led post-16 education partnership which brings together local leaders of education and business.

This partnership will be a catalyst for change and ensure the principle of a sector-led approach is applied to the whole system, locating the post-16 education agenda within wider partnership arrangements. Critically it will build coherence into the collective approach to education improvement, post-16 organisation and sustainability.

It is not intended that the partnership become a separate legal entity or a Council committee, it would instead be an autonomous organisation accountable to the whole education and business communities of Bradford. As such the partnership is the natural body to inherit the work of the review and implement this plan. It will continue to champion a spirit of collaboration and keep alive our collective moral purpose.

The potential functions of the partnership include:

- Building capacity in the system for innovation in post-16 education, embracing and generating opportunities for peer support
- Monitoring progress in achieving our collective ambitions for our young people and our common purpose
- Approval of strategic plans for post-16 education improvement

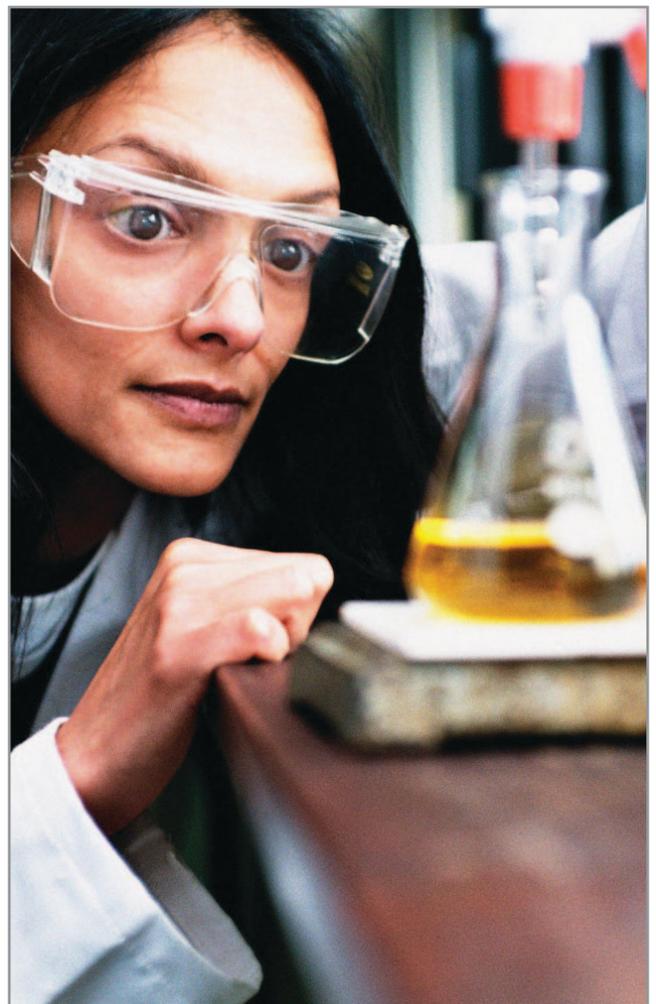
It is important to stress that this model is the starting

point only. The partnership must be dynamic and as concepts of collaboration mature, develop, and become more sophisticated roles within the system must change.

2.2 Bradford Pathways: local pathways to global opportunity

Overall, we want to equip our young people to compete with the best across the UK and beyond. We want to set their ambition as global citizens of the future, confident and with skills they need to look beyond Bradford to seize opportunity wherever that may be.

We need to offer our young people a range of high quality pathways through post-16 education including apprenticeship, academic and technical routes. Young people need to make informed decisions on how their learning choices connect to lifelong learning, the world of work and their career ambitions, and they need to have access to personalised programmes of study that support them to realise their ambitions.



It is our belief that the post-16 education system would be greatly strengthened if pathways to all major occupations are clearly outlined from the beginning of Key Stage 4 so young people and their families are able to clearly see how their decisions on their learning options and other extended learning experiences that would best position them for entry for their chosen field. Young people would not be locked into one career at an early age rather Bradford Pathways would expand their horizons and the knowledge of the range of opportunities available to them. Furthermore, it will better engage and support young people to achieve much more in their education, careers, and lives.

Bradford Pathways will be the new system-wide framework that aligns education and training with specific progression opportunities for a broad range of major occupations and work. Through all partners working together to re-orient their provision to enabling lifelong education and career progression young people will be better prepared to make successful transition into adult life. This effort will include re-imagining sector-focused bridge programmes, skills training, job-relevant curricula, and work-based learning opportunities and credentials. (See Appendix A Shipley College Centre of Excellence case study.)

2.3 An expanded role for employers

Our effort to provide a more effective network of pathways for our young people will require an expanded role of business and other employers. Local business leaders certainly understand the need to improve our post-16 education and have worked with us to this end over the past few years. But the pathways model we envision will require them to become deeply engaged in multiple ways at an earlier stage. In helping to set standards and design programmes, in advising young people, and most importantly providing greatly expanded opportunities



for work-related learning. Employers are full partners in our common purpose to prepare young people to achieve.

Our goal is from the beginning of secondary school all students have access to this system of employer involvement and assistance. This will include career counselling, job shadowing and opportunities to work on projects or problems designed by industry. From Key Stage 4 it will include programmes of study designed in collaboration with business leaders in our priority economic sectors through Industrial Centres of Excellence, see case study above. The ICEs are active collaborations between business and education that specify and give the knowledge and experience that young people need to work in that sector. We envisage that Bradford Pathways create a much tighter link between a student's programme of study and their career ambitions. It enlists the employer as a partner in both training students, and encouraging them to succeed and progress in their studies.

2.4 A new social compact for our young people

Developing a system that provides every young person with high quality pathways will require that we all take a collective moral purpose we assume for the education and training of our young people. Whilst educators will still obviously play a central role, to meet our common purpose will also require major contributions from parents, employers, the Council, and young people themselves.

To this end the Education Covenant (see Appendix B) articulates our new social compact with Bradford's young people. This clearly spells out what the Council, educators, employers, parents, communities, and government will do to provide pathways, and how they will support young people as they navigate them. And it clarifies what we expect from young people.

In broad terms, the Education Covenant's overarching goal is that by the time they reach adulthood, every young person will be equipped with the education and experience he or she needs to lead a successful life as an adult.

The challenge to meet our common purpose will require an enormous expansion of our existing efforts. We must rethink and reform the roles that employers and the public sector play in youth development, and we must create a new collaborative culture that works together to encourage and enables young people to achieve. It may seem daunting. Yet few other efforts have more potential to help Bradford realise its true promise in the 21st century.

To achieve our vision and objectives for the post-16 education system the table below sets out the immediate next steps and areas of activity to put in place the foundations we need to make a step change in post-16 education standards and attainment.

Aspect	Description	Comments
Strand 1: Completion of post-16 review process	Further work needs to be completed as part of the review process – <ol style="list-style-type: none"> i. Post-16 mapping ii. Data analysis iii. Learner consultation 	<p>Strong message from stakeholders that mapping of post 16 provision needs to be implemented (and findings shared) in order to provide a district wide perspective on opportunities for young people (mapping should include current thinking on future plans for post-16 provision and strengths/weaknesses of the existing offer). Mapping should be initiated as part of the review process but be delivered in collaboration with providers. Mapping should draw on pre-existing centrally held information so as to minimise the burden on individual providers. Mapping of provision should be assessed to establish how effectively it meets the needs of the local economy.</p> <p>Further work on data analysis is also recommended (see 4.2), although the review group should identify priority lines of enquiry . There is suggestion that consultation with learners (and possibly parents) should form part of the review. Both qualitative and quantitative work with learners through individual providers and/or Prospects could be considered.</p>
Strand 2: Development of post-16 strategic and operational action plan to improve standards	Once further work undertaken a post-16 strategic action and operational plan with a focus on improving post-16 standards should be developed in collaboration with stakeholders.	Strategic action and operational plan with clear measurements, timescales and lines of accountability needs to be in place to drive change forward and to assist in monitoring of progress. There needs to be agreement as to how stakeholders are engaged in this process. A vision for post-16 provision should be developed to underpin the agreed action plan. The vision should build upon the New Deal for Bradford but provide a clear direction of travel. Needs absolute focus on education improvement particularly on Level 3 outcomes.
Strand 3: Development of structures for post-16 partnership working and sharing of effective practices	3.1 Recreate, extend or adapt the Bradford Partnership and sector-led education improvement model to work across the post-16 sector.	<p>The partnership should be inclusive and should ensure representation from the voluntary and community sector, charitable and commercial providers, FE, school, IAG contractor (s), work based learning providers. Particular thought should be given to the engagement of the MATs. A key role of the partnership is to support the implementation of the post-16 strategic action plan. Other opportunities exist for the partnership to focus on:</p> <ul style="list-style-type: none"> ● Development of post-16 education improvement plan(s) ● Sharing of specialist post-16 teaching resource

Continued on next page

Aspect	Description	Comments
	<p>3.2 Develop an effective KS4-KS5 transition process.</p>	<ul style="list-style-type: none"> ● Collaborative IAG provision, (including further development of Bradford Pathways) ● Sharing of specialist teaching facilities ● Sharing of good practice on collaborative provision across the District ● Joint work on English and maths Level 2 attainment ● Further developing partnerships between schools, FE and HE to engage learners in HE outreach/aspiration-raising activities ● Developing an effective transition process (detailed below) <p>There is demand from stakeholders for an improved transition process, particularly (but not exclusively) to support sharing of information in relation to English and maths skills/attainment. Suggestion that an electronic system is already in place and this should be reviewed/reinstated. Clear plan needs to be in place to inform providers of its use and purpose.</p>
<p>Strand 4: Ensuring capacity to deliver improvements and financial viability/sustainability</p>	<p>4.1 Develop a financial modelling tool to enable sixth forms to stress test their provision.</p> <p>4.2 Use of financial modelling to inform decisions on sustainability of provision.</p> <p>4.3 Assess the scope and viability of collaborative delivery and models and disseminate learning to stakeholders.</p> <p>4.4 Full audit of sixth form and colleges future plans for post-16 provision disseminated to stakeholders across Bradford.</p> <p>4.5 Negotiate changes in post-16 provision for academic year 2017-18.</p>	<p>Building on work already started to model financial viability and to ensure the tool and any associated guidance are disseminated to all sixth form heads and governing bodies.</p> <p>Providers should be encouraged to stress test their provision prior to the post-16 mapping process (detailed in strand 1). Any decisions/ current thinking as a result of financial modelling to feed into mapping process.</p> <p>To support providers to develop collaborative delivery arrangements work should take place to examine the effectiveness of local, regional and national models. Examples of transferable practice to be shared. Examples to be considered include ICEs, Truro College, Ruth Gorse Academy Trust and Trafford College.</p> <p>We anticipate that clarifying the future plans of all providers will be an on-going process, kick started with the initial dissemination of the financial modelling tool and the mapping of provision. We suggest a full audit should be in place and extensively disseminated before the end of the academic year at the latest.</p> <p>The local authority needs continued communication with providers where change in post-16 provision is recommended or anticipated. In particular, detailed dialogue should take place between the local authority and school sixth forms where quality is low and there where sustainability issues have been identified. A clear understanding of likely provision in 2017-18 needs to be in place by the start of next academic year.</p>

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Aspect	Description	Comments
Strand 5: Gathering and sharing of intelligence	Develop central intelligence business cycle, sets and products.	<p>Improved data analysis is crucial for taking a more evidence driven approach to planning of post-16 provision both at institutional and district wide level. There is clear demand from stakeholders for improved access to data analysis and for opportunities to discuss data and agree the implications for the post-16 sector. The local authority have identified the following issues for consideration:</p> <ul style="list-style-type: none"> ● Monthly, quarterly and annual cycle of reports and communication ● Quality ● Demographic ● Labour market information ● Destinations ● Participation <p>We would strongly recommend including data on apprenticeship vacancies and trends in unfilled opportunities.</p>
Strand 6: Increasing effectiveness of CEIAG in supporting post-16 choices	<p>6.1 Develop post-16 provision directory in collaboration with Prospects</p> <p>6.2 Central procurement of effective IAG provision</p> <p>6.3 Maximising potential of Bradford Pathways approach by identifying opportunities for implementation in the post-16 sector</p> <p>6.4 Establish district wide 'think tank' to identify practical steps to improve the take up of Apprenticeship opportunities in Bradford.</p>	<p>Clear message from providers that reinstating/ updating existing database of provision would be of value to ensuring access to information about breadth of opportunities on offer. Consideration needs to be given to the process for updating, maintaining and promoting the database.</p> <p>Need to agree the scope of provision to be commissioned for September 2016 onwards. The re-commissioned service must reflect findings from the post-16 review.</p> <p>Bradford Pathways is currently an untested model but one which has generated a good deal of support since the initial launch in November 2015. Review of the five year implementation plan to identify opportunities for further alignment to needs of post-16 learners would appear appropriate.</p> <p>Work of Apprenticeship Hub and individual providers acknowledged but more work to be done to ensure apprenticeships are a viable opportunity for the young people of Bradford. A chance now exists to examine the current state of play in Bradford and ensure a post-16 strategic action plan is adequately focused on the work based learning sector.</p>
Strand 7: Monitoring of progress	Ensure milestones and outputs identified in the strategic action plan are met.	<p>The local authority should retain oversight of the post-16 strategic plan. A clear process and timetable for how progress is reviewed needs to be agreed. Thought should be given to how progress can be communicated and celebrated and how poor performance can be challenged.</p>

Centre of Excellence for Business case study

Former Creative Media student Nicola, explains how Shipley College was the perfect fit for her journey towards university...

“Sixth form wasn’t for me, I didn’t feel independent, and I didn’t feel like I was taken seriously. I was really unsure as to what I wanted to do when I left. I looked into just getting a full time job straight away or getting an apprenticeship but I knew deep down that it wasn’t what I wanted to do. The posters and billboards dotted around my area really caught my eye, they were advertising Shipley College. I looked into all of the courses that were available and my first impressions of the College were that it was a small, inviting environment offering lots of exciting opportunities. I wasn’t wrong!

When I first started my course I realised immediately how approachable and encouraging all of the staff and students were. I was also treated like an adult, which I loved. Creative Media Level 3 was the course I had enrolled on and straight after my induction to the course, I knew it was the course for me. I really enjoyed learning about all the different software that was available and just being part of the College in general.

There were many opportunities I was encouraged to take part in at College. I had the chance to write for the College newspaper, have my picture in the full-time course guide, be involved in different projects with the College’s Centre of Excellence for Business and do a presentation in front of over one hundred people in a single day! These opportunities really helped to improve my confidence and have given me a wide range of skills and experience, which are great for my CV.

I would recommend Shipley College to anyone who wants to take part in an exciting, opportunity-packed, educational experience, but also because it is the smallest (General FE) college in the country – you are really made to feel part of a community.

I’ll be starting my degree in Journalism at Leeds Beckett University next week and it’s thanks to Shipley College that I’ve reached my goal. I can honestly say I am going to miss College a lot. Sounds silly, but I’m actually glad things didn’t work out for me at sixth form because otherwise I wouldn’t have discovered such an amazing College to study at. As I’m sure you can probably tell, I’ll never forget the time I’ve had here.”



Proud student Nicola passes her course with flying colours

A good school and a great start for all our children: The Bradford Education Covenant

We believe that every child in the Bradford District should have the chance to realise their full potential and that working together with determination, purpose and ambition we can achieve this.

Improving educational achievement and making sure all children can go to a good school are among the biggest and most important challenges we all face in the Bradford District. Providing young people with the right skills and knowledge within an excellent school system is crucial to their future success and wellbeing and that of the district.

In the past, improvement in education hasn't gone far enough, fast enough. We know we've got to do better, there are no excuses. We need urgent and sustained action to drive up education results.

Things have to change and together we all have to take responsibility to improve educational achievement in our district and give all our children a great start in life. The changes we need can't happen unless we all, public services, schools, parents, business and communities, work together.

We have to make sure that children are ready for school and ready to learn, to accelerate the rate of improvement in achievement and to ensure that young people leave school ready for work and life.

Achieving those outcomes is a joint responsibility with everyone involved having their part to play.

So we are setting out what the Council can offer but we are also asking families, schools, business and employers, the Government and young people themselves to work together with us to do all they can to create the best chance of success for all our children and young people.

The proposed Bradford Education Covenant will outline the action the Council will take along with what it is asking of others to ensure our young people get the best possible start in life.



The Bradford Education Covenant

What the Council will offer

Keeping schools and education as a top priority
Improving schools and educational attainment, so that all our children are able to achieve their potential, will stay at the top of our priorities. We will support all Councillors to be effective champions of children, parents and learning and work with schools and parents to develop a vision for education as we pursue our ambition of making all our schools good by 2018.

Driving school improvement

The Council will work to put schools themselves at the heart of driving improvement. We will challenge schools and governing bodies and hold them to account for their performance, taking rapid and robust action where there are issues that may be preventing a school from making progress, whatever type of school it may be.

Promoting learning from the very best

We already have some outstanding school leaders and teachers. We will work even harder with schools to identify, celebrate, promote and share best practice and support them to assist each other to accelerate improvement.

Attracting, retaining and developing the best school leaders and teachers

We will invest resources in attracting, retaining and developing the best school leaders, teachers and classroom assistants. We've already set aside £660,000 to do this. Part of this commitment will involve promoting Bradford District as an attractive career choice for the best teachers and school leaders. Government policy is to increase the numbers of Academies so we will be proactive in seeking out high quality academy sponsors to attract to the district.

Providing school places by working together with government

The Council will work with the Government to ensure the district gets the money it needs to provide enough school places and keep schools well equipped. We've invested £700,000 to match the Government's money for extra school places but we need more money and more places.

Helping to make sure children are ready for school

Support will be there for families and children through the 'early years' helping to make sure children are ready for school and can do their very best at school from day one.

Supporting children and young people to be ready for work and life

Working closely with the business community, the University and colleges, the Council will provide real opportunities for skill development and jobs when young people leave school. We'll continue, in partnership, to deliver the innovative Industrial Centres of Excellence, each covering a different economic sector, linking schools to employers' needs and we'll support business to get the right young person, with the right skills through our Apprenticeships Hub.

Raising aspirations through cultural opportunities

Providing chances for students to benefit from enriched cultural learning by maximising the District's unique local learning opportunities and facilities - for example, with the National Media Museum and City of Film. This will provide inspiration to our young people and stimulate creativity.



Bradford Council's Education Ask

Parents

- Access a nursery place – 15 hours a week is free and it can make a big difference to your child's development
- Involve yourself in your child's education, encourage and celebrate their learning
- Make learning fun at home, read, count and play every day with your young child
- Make sure your child is at school on time, attends regularly and doesn't take unauthorised absence
- Support your child to get their homework in on time
- Support your child to get involved in out of school activities

Parents need to do this because their involvement in children's education from an early age has a significant effect on educational achievement, and continues to do so into adolescence and adulthood.

Children and young people

- Make the most of opportunities for learning at school and at home
- Take responsibility for your own education, build your skills, ask questions, take notes in class and get your work in on time, discover your talents – it's your life, your future, your choice

Children and young people need to do this because motivated and responsible pupils have a better chance of achieving success.

Schools

- Put yourselves at the heart of driving school improvement, working together in partnership, recognising that all types of school are part of a wider education system and need to share solutions and ideas to raise education attainment
- Be active in the district's networks of schools, assist each other each other to challenge and address failure and support the lowest performing schools to learn from the highest performers
- Share resources and expertise to invest in teaching, learning and facilities
- Take timely and robust action to deal with performance, governance, attendance and any other issues in your school to provide the very best education experience and outcomes for your pupils

- Support students to identify future careers opportunities

All our schools need to do this to help us achieve our shared ambition of making sure every school is 'Good' by 2018.

Business and employers

- Support and become involved with an Industrial Centre of Excellence or Bradford Pathways
- Encourage your employees to volunteer for the reading in schools project and to offer mentoring for young people at school
- Provide meaningful work placements to your local schools and be an active partner in educating young people about potential careers
- Provide apprenticeships for local young people

Businesses need to do this because good education and good skills mean greater growth. In engineering alone the UK needs 1.82 million workers with relevant skills by 2022.

Communities

- Everyone in every community and neighbourhood to play their part in making a positive contribution to the growth, development and wellbeing of young people
- Get involved, for example as a volunteer reader

We need our communities to do this because everyone shares in the social and economic benefits of improving education and everyone can play a part in helping to achieve it.

Government

- Provide the funding for the district to have enough places for all our children
- Provide funding and support to help increase education achievement in the district, for example invest in a local programme to drive rapid and sustainable improvements
- Support us to attract outstanding teachers, leaders and, in line with Government policy, Academy chains to the district
- Trust local education partners and devolve more powers to local authorities to tackle failing schools and hold academies to account

We need the government to do this because we have one of the fastest growing populations of young people in the country and will need extra places equivalent to two new secondary schools by 2018.

The wording in this publication can be made available in other formats such as large print and Braille. Please call 01274 433582.

Appendix 3 – Points per entry attainment by qualification type over time

Chart 1 - A Levels

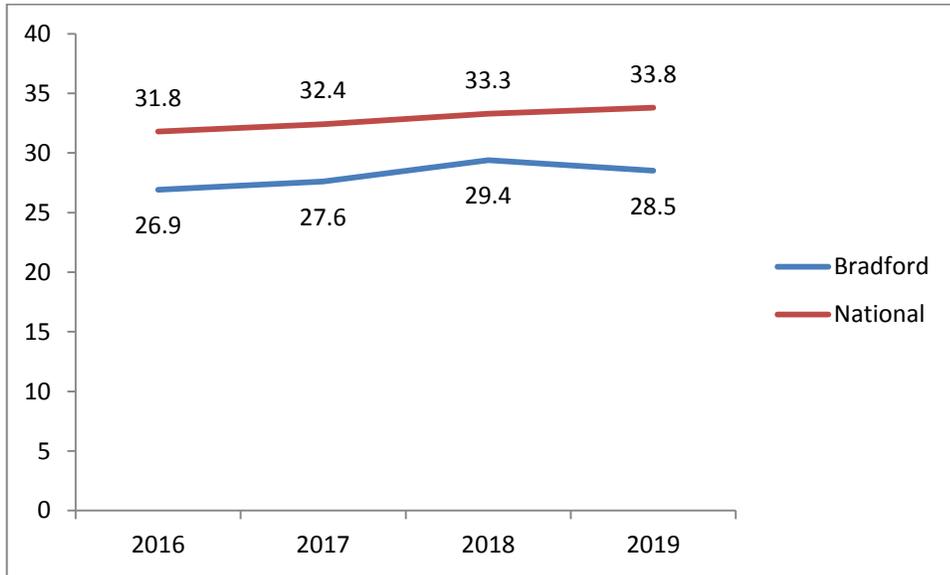


Chart 2 - Applied General

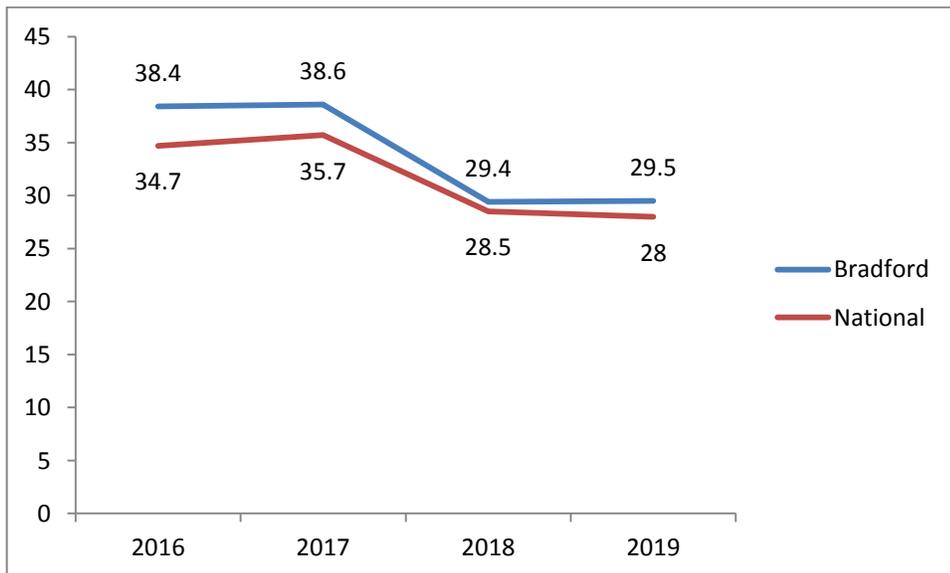
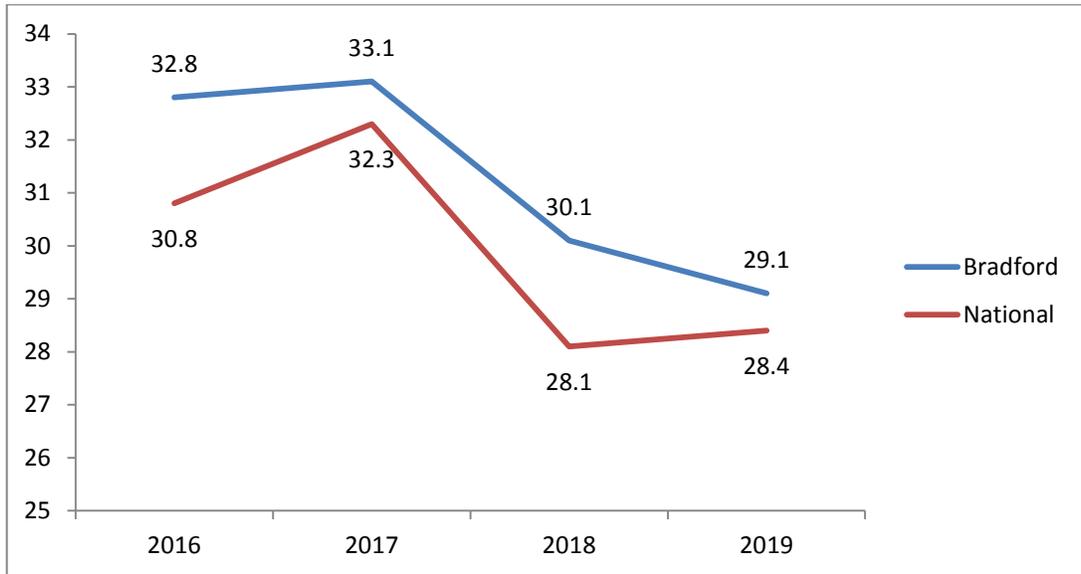


Chart 3 - Tech Level





Report of the Chair of the Children's Services Overview and Scrutiny Committee to be held on Wednesday 29 January 2020

S

Subject:

Children's Services Overview and Scrutiny Committee – Work Programme 2019/20

Summary statement:

This report includes the Children's Services Overview and Scrutiny Committee work programme for 2019/20.

Cllr Mike Gibbons
Chair – Children's Services Overview and
Scrutiny Committee

Portfolio:

Children and Families

Report Contact: Mustansir Butt
Overview and Scrutiny Lead
Phone: (01274) 432574
E-mail: mustansir.butt@bradford.gov.uk

Overview & Scrutiny Area:

Children's Services

1. SUMMARY

- 1.1 This report includes the Children's Services Overview and Scrutiny Committee work programme for 2019/20, which is attached as appendix 1 to this report.

2. BACKGROUND

- 2.1 The Council constitution requires all Overview and Scrutiny Committees to produce a work programme.

3. OTHER CONSIDERATIONS

- 3.1 The Children's Services Overview and Scrutiny Committee has the responsibility for "the strategies, plans, policies, functions and services directly relevant to the corporate priority about services to children and young people." (Council Constitution, Part 2, 6.3.1).
- 3.2 Best practice published by the Centre for Public Scrutiny suggests that "work programming should be a continuous process". It is important to review work programmes, so that important or urgent issues that arise during the year are able to be scrutinised. Furthermore, at a time of limited resources, it should also be possible to remove areas of work which have become less relevant or timely. For this reason, it is proposed that the Committee's work programme be regularly reviewed by members of the committee throughout the municipal year.
- 3.3 The work programme as agreed by the Committee will form the basis for the Committee's work during the year, but will be amended as issues arise during the year.

4. FINANCIAL & RESOURCE APPRAISAL

- 4.1 None.

5. RISK MANAGEMENT AND GOVERNANCE ISSUES

- 5.1 None.

6. LEGAL APPRAISAL

- 6.2 None.

7. OTHER IMPLICATIONS

7.1 EQUALITY & DIVERSITY

Community Cohesion and Equalities related issues are part of the work remit for

this Committee.

7.2 SUSTAINABILITY IMPLICATIONS

None.

7.3 GREENHOUSE GAS EMISSIONS IMPACTS

None.

7.4 COMMUNITY SAFETY IMPLICATIONS

None.

7.5 HUMAN RIGHTS ACT

None.

7.6 TRADE UNION

None.

7.7 WARD IMPLICATIONS

Work of this Overview and Scrutiny Committee has ward implications, but this depends on that nature of the topic.

7.8 IMPLICATIONS FOR CORPORATE PARENTING

This will be a key area of work for the Committee.

7.9 ISSUES ARISING FROM PRIVACY IMPACT ASSESMENT

None.

8. NOT FOR PUBLICATION DOCUMENTS

None.

9. OPTIONS

9.1 The Committee may choose to add to or amend the topics included in the 2019-20 work programme for the committee.

9.2 Members may wish to consider any detailed scrutiny reviews that it may wish to conduct.

10. RECOMMENDATIONS

- 10.1 That members consider and comment on the areas of work included in the work programme.
- 10.2 That members consider any detailed scrutiny reviews that they may wish to conduct.

11. APPENDICES

Appendix One – 2019-20 Work Programme for the Children’s Services Overview and Scrutiny Committee.

Appendix Two – Unscheduled Topics.

12. BACKGROUND DOCUMENTS

Council Constitution.
2018-19 Children’s Services Overview and Scrutiny Committee Work Programme.

Democratic Services - Overview and Scrutiny

Childrens Services O&S Committee

Scrutiny Lead: Mustansir Butt tel - 43 2574

Work Programme

Agenda	Description	Report	Comments
Wednesday, 3rd July 2019 at City Hall, Bradford.			
Chair's briefing 18/06/2019. Report deadline 20/06/2019.			
1) Referral to the Committee			
2) Ofsted inspection of LACS - Improvement Plan	The Committee will receive a report on the "Improving management oversight and quality assurance" theme of the Children's Services Improvement Plan.	Mark Douglas.	
3) Special Educational Needs and Disability reforms	The Committee will receive a report on the SEND reforms, and representatives of the service users be invited to attend the meeting to share their views.	Marium Haque / Ali Jan Haider	Children's Services Overview & Scrutiny recommendation on 13 December 2019.
4) Work Planning	The Committee will discuss issues for its work programme for 2019-20.	Licia Woodhead	
Wednesday, 4th September 2019 at City Hall, Bradford.			
Chair's briefing 19/08/2019. Report deadline 22/08/2019.			
1) Joseph Nutter's Foundation	The Committee will receive information on the work of the Joseph Nutter's Foundation.	Sir James Hill	
2) Ofsted inspection of LACS - Improvement Plan	The Committee will receive a report on the "Improving outcomes for children" theme of the Children's Services Improvement Plan, along with the latest version of the "Vital Signs" report.	Mark Douglas	
3) Family Hubs, Prevention and Early Help Intervention	The Committee will receive a report to include the current impact on the Service compared to the effectiveness of previously available provision, the impacts on Children's Services Social Work caseloads and the progress on any milestones achieved.	Mark Douglas	Children's Services Overview & Scrutiny recommendation on 26 September 2018.

Childrens Services O&S Committee

Scrutiny Lead: Mustansir Butt tel - 43 2574

Work Programme

Agenda	Description	Report	Comments
Wednesday, 4th September 2019 at City Hall, Bradford.			
Chair's briefing 19/08/2019. Report deadline 22/08/2019.			
4) Special Educational Needs and Disability reforms	The Committee will consider a report giving an update on progress to establish a single point of contact (SPOC) and the co location all the SEND teams.	Marium Haque	Children's Services Overview & Scrutiny recommendation on 3 July 2019.
5) Children's Services Overview & Scrutiny Work Programme	The Committee will consider its work programme and make changes as necessary.	Licia Woodhead	
Wednesday, 9th October 2019 at City Hall, Bradford.			
Chair's briefing 24/09/2019. Report deadline 26/09/2019.			
1) Ofsted inspection of LACS - Improvement Plan	The Committee will receive a report on the "Lived experience and the voice of the child" theme of the Children's Services Improvement Plan, along with the latest version of the "Vital Signs" report.	Mark Douglas	
2) Young Carers	The Committee will receive a report monitoring the progress of the new contract, including details of what action is being taken to address any issues of concern.	Cath Dew	Childrens Services O&S recommendation from Wednesday 13 February 2019 - to be schedule for September 2019.
4) Work Planning	There is a need to regularly review the work programme, in order to prioritise and manage the work.	Mustansir Butt	
Wednesday, 15th January 2020 at City Hall, Bradford.			
Chair's briefing 03/12/2019. Report deadline 02/01/2020.			
1) Ofsted inspection of LACS - Improvement Plan	The Committee will receive a further update report on the work of the Improvement Board, along with the latest version of the "Vital Signs"	Mark Douglas	

Childrens Services O&S Committee

Scrutiny Lead: Mustansir Butt tel - 43 2574

Work Programme

Agenda	Description	Report	Comments
Wednesday, 15th January 2020 at City Hall, Bradford.			
Chair's briefing 03/12/2019. Report deadline 02/01/2020.			
2) Educational Standards - Early Years to Key Stage 4	The Committee will receive a report on the Validated data.	Marium Haque	
3) Opportunity Area	The Committee will receive an update report detailing how the Services are monitored and an initial analysis of outcomes. Officers who are able to present evidence based outcomes on the various schemes are requested to attend the meeting.	Kathryn Loftus / Damon Boxer	Children's Services Overview & Scrutiny recommendation on 26 September 2018.
4) Draft Tems of Reference - Scrutiny Review Alternative School Provision, (including Home Schooled Children).		Mustansir Butt.	
5) Work Planning	There is a need to regularly review the work programme, in order to prioritise and manage the work.	Mustansir Butt	
Wednesday, 29th January 2020 at City Hall, Bradford.			
Chair's briefing 16/01/2020. Report deadline 17/01/2020.			
1) Child Exploitation	The Committee will receive an update on the progress of the response to exploitation of children.	Irfan Alam/Mark Griffin/David Walmsley	Children's Services Overview & Scrutiny recommendation on 10 October 2018.
2) Post 16 Education	The Committee will receive a report on the outcome of the Post 16 review detailing issues and challenges, along with information on the destinations of all year 11s for 2018-19.	Jenny Cryer	
3) SEND.		Jane Hall.	Requested update from members.
4) Work Planning	There is a need to regularly review the work programme, in order to prioritise and manage the work.	Mustansir Butt	

Childrens Services O&S Committee

Scrutiny Lead: Mustansir Butt tel - 43 2574

Work Programme

Agenda	Description	Report	Comments
Wednesday, 12th February 2020 at City Hall, Bradford.			
Chair's briefing 28/01/2020. Report deadline 30/01/2020.			
1) Ofsted inspection of LACS - Improvement Plan	The Committee will receive a further update report on the work of the Improvement Board, along with the latest version of the "Vital Signs"	Mark Douglas	
2) Child Friendly City	The Committee will receive a report detailing the progress towards Bradford becoming a "Child Friendly	Sue Woolmore	Stuart Smith suggested the report be presented to O&S rather than the Improvement Board
3) Bradford Safeguarding Children Board - Annual report	The Committee will receive a report monitoring progress of the new contract, including details of action taken to address any issues of	David Walmsley / Mark Griffin	Children's Service's Overview & Scrutiny recommendation on 13 December 2019 - to schedule for February 2020
4) Work Planning	There is a need to regularly review the work programme, in order to prioritise and manage the work.	Mustansir Butt	
Wednesday, 18th March 2020 at City Hall, Bradford.			
Chair's briefing 03/03/2020. Report deadline 05/03/2020.			
1) Ofsted inspection of LACS - Improvement Plan	The Committee will receive a further update report on the work of the Improvement Board, along with the latest version of the "Vital Signs"	Mark Douglas	
2) Work Planning	There is a need to regularly review the work programme, in order to prioritise and manage the work.	Mustansir Butt	
Wednesday, 15th April 2020 at City Hall, Bradford.			
Chair's briefing 31/03/2020. Report deadline 01/04/2020.			
1) Ofsted inspection of LACS - Improvement Plan	The Committee will receive a further update report on the work of the Improvement Board, along with the latest version of the "Vital Signs"	Mark Douglas	

Childrens Services O&S Committee

Scrutiny Lead: Mustansir Butt tel - 43 2574

Work Programme

Agenda	Description	Report	Comments
Wednesday, 15th April 2020 at City Hall, Bradford.			
Chair's briefing 31/03/2020. Report deadline 01/04/2020.			
2) School Expansion Programme, Education Capital Funding, and Academy Conversions	The Committee will receive a report on a number of key areas related to school organisation in the Bradford District.	Ian Smart	
3) Young Carers.	Report to focus specifically on the progress being made against key performance indicators and the new model for providing support to young people.	Cath Dew.	Children's Services Overview and Scrutiny recommendation from Wednesday 9 October 2019.
4) Resolution Tracking.	Monitoring the progress made against the recommendations of Children's Services Overview and Scrutiny Committee.	Mustansir Butt	

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Democratic Services - Overview and Scrutiny

Scrutiny Committees Forward Plan

Unscheduled Items

Childrens Services O&S Committee

Agenda item	Item description	Author	Comments
1 Performance Outturn report		Phil Witcherley	
2 Schools Forum.	An update on the work of the Schools Forum.	Andrew Redding.	Monthly Electronic briefing to members.
3 Child Adult Mental Health Services, Health Services, (CAMHS).	Mark Douglas. (CAMHS), be presented to this Committee.		That a report relating to the structures and effectiveness of Child Adult Mental Children's Services Overview and Scrutiny recommendation from Wednesday 9 October 2019.
4 Children's Services Overview and and Scrutiny	That a programme of Scrutiny Reviews be undertaken across key areas within Children's Services		Mustansir Butt. Children's Services Overview
Scrutiny - Programme of Scrutiny Reviews.	which include:		recommendation from Wednesday 9 October 2019.
	(a) Alternative School Provision, (including Home Schooled Children).		
	(b) Looked after Children.		
	© Children's Homes.		
	(d) Fostering.		
	€ Children's Mental Health.		
	(f) Recruitment and retention of Social Workers.		
	(g) SEND, (Special Educational Needs and Disabilities).		
	(h) YOT, (Youth Offending Team).		
5 Commissioned Servcies for Chidren's.		Jenny Cryer.	
6 Care Quality Commission review in Commission review in relation to CAMHS.	Mark Douglas/Irfan Alam. relation children who are looked after and safeguarding.		The Committee will receive a report detailing the outcome of the Care Quality Recommendationl from Corporate parenting on 15 April 2019.

