

BRADFORD AND DISTRICT

Children and Young People's Strategy 2023-25

One Vision: Bradford and District will be Child Friendly where all babies, children and young people are able to reach their potential

OUR THEMES



1) EDUCATION



2) PHYSICAL & MENTAL HEALTH



3) SAFE HOMES, PLACES & COMMUNITIES



4) SKILLS DEVELOPMENT

Four outcomes we want for our babies, children and young people

All babies, children and young people in Bradford and District will do well at all levels of learning.

All babies, children and young people in Bradford and District will enjoy positive physical and mental health.

All babies, children and young people in Bradford and District will be safe in their home and communities.

All babies, children and young people in Bradford and District will become active citizens, with voice influence and the skills for life.

Eighteen Priorities

1. Improved partnership working between preschool childcare, schools, statutory services and the voluntary and community sector so that the needs of the child and family are prioritised and met.
2. All children have the opportunity to enjoy learning and school, have good attendance, and that those who need additional support can, and do access it.
3. All Children are ready for the next stage by improving educational outcomes and access to 'skills for life' education. Pupils who have SEND, are disadvantaged, are care experienced or who have other vulnerabilities, have support for their transition to adulthood.

4. Ensure babies (and new mothers), children and young people have early access to, and a good experience of, universal services, wellbeing and mental health support.
5. Improve families' access to affordable and healthy food
6. Focus on prevention and promotion: work with communities, children and young people to co-create what works to protect their wellbeing.
7. Support easy access to services and pathways by Implementing the Thrive framework and establish one front door so everyone knows where to access help when needed.
8. Promote Living Well and Healthy Minds in Schools: develop whole school approaches with our Healthy Minds charter, champions, and support teams.
9. Focus on children who need more support and have trauma informed approaches
10. Review pathways to improve access to services whilst ensuring children and young people are directed to the correct service and receive the necessary support whilst on that pathway

11. Ensure that babies, children's and young people's homes, and the wider physical, social and digital environments are safe, clean and sustainable. Children are protected from all types of harm.
12. Ensure children and young people have opportunities to have fun and enjoy their local leisure, social, and cultural opportunities.
13. Ensure that our children and young people have safe, clean, well-lit and accessible places and spaces where they can play, socialise and be physically active and reduce sedentary behaviour.
14. Ensure our children and young people are confident to be themselves in different spaces and be supported to be safe and have a sense of belonging wherever they may be

15. Providing opportunities for children and young people to influence decision making
16. Ensure young people leave school with the right qualifications and skills, including life, social and independence skills, to pursue their chosen education, employment or training pathway and to live healthy, happy, fun, safe and fulfilling lives
17. Ensure all children, young people and families have access to digital resources, provision and skills. Services must also be tailored and accessible, according to need.
18. Lift families out of poverty and into better paid work through targeted skills improvement and employment support.

How we will deliver: Working together in partnership with children, young people, families and communities; Using research and evidenced based practice to maintain a focus on delivering good outcomes for babies, children and young people; Treating everyone with dignity and respect, challenge inequalities and respond positively to, different needs and circumstances so that everyone can achieve their potential.

How we will know we are making a difference

- Early Years Foundation Stage: Percentage/number of children achieving a Good Level of Development and key groups
- Key Stage 2: Percentage/number of pupils achieving reading, writing and maths at the end expected standard and key groups
- Key Stage 4: Percentage/number of pupils achieving English and maths at grade 4+/5+ and key groups
- Attendance and Persistent Absence rates and key groups
- Suspension rates and number of permanent exclusions
- SEND: Numbers of CYP being assessed for an EHCP in Bradford
- Number of good or outstanding school places

- Breastfeeding prevalence at 6-8 weeks after birth - current method
- Reception: Prevalence of obesity (including severe obesity)
- Year 6: Prevalence of obesity (including severe obesity)
- Rate of children admitted to hospital for accidental and deliberate injuries (combined; per 10,000)
- Rate of children admitted to hospital for accidental and deliberate injuries (combined; per 10,000)
- Waiting times for assessment, diagnosis and treatment
- Under 18 conception rates
- Number/rate of children with up to date immunisations.

- First time entrants to the youth justice system
- Homelessness - households with dependent children owed a duty under the Homelessness Reduction Act
- Children in care
- Children killed and seriously injured (KSI) on England's roads
- Proportion police calls to domestic violence at home where child present
- Rate of child mortality (1-17 years) per 1000
- Number of children subject to a child protection plan
- Parents having a child removed for a second or successive time

- 16 to 17 year olds not in education, employment or training (NEET) or whose activity is not known
- Children in absolute low income families (under 16s)
- Children in relative low income families (under 16s)
- Proportion of 19 year olds achieving Level 3 qualifications
- Proportion of adults qualified to Level 3 or above
- Destinations of young people with special educational needs and/or a disability when they leave school