

# Bradford Safeguarding Children Board Strategic Plan 2019-2021

**Key objectives** 

What we will do

How we will we do it

How we will know that we have done it

How we will know that we have made a difference

How we will know that we have improved the child's life

Voice of the child

can express their

Learners pupils

accessing Post

increasing future

opportunities of

16 education.

employment

or training

- children and

young people

views

Vulnerable



By ensuring we have strong and effective safeguarding arrangements and a collective accountability across the system the Board will improve outcomes and reduce the harm to children in the District



**Priority Two:** 

Ensure that the care and protection

of all children in the

**Bradford District remains the** 

highest priority

# **Our People**

Ensure our staff are confident, competent and resilient

#### Communication -

clear priorities. innovative branding and mediums. simple language and a common understanding

#### Data and analysis -

establish baselines. inform resource deployment, maximise wider data sources.

### **Vulnerable** Learners, early intervention and

prevention

Ensure that the needs of children and their families are identified and met at the earliest opportunity by agencies working together effectively

to respond to children in need and to shape services and learning

Voice of the

child -

# **Priority Three:**

The high level risks experienced by marginalised and/or highly vulnerable children are understood and interventions are multi-agency, proportionate and evidence based



## Children with complex needs and complex safeguarding concerns

**Understand and** respond to the most vulnerable children in a coordinated. informed and consistent approach

# **Partnership** working and safeguarding relationships -

effective links with other Boards and Groups to share information. learning and challenge

# Our people

Signs of safety at a strategic and operational

Staff receiving reflective supervision

Back to basics – strengthening foundations in all of our work

Effective constructive and professional challenge has improved practice

Relevant and creative training methods and programmes have enabled staff to learn and develop

Consistent assessments that are 'Good'.

Number of multi-agency audited cases identified as 'Good'.

Improved compliance and quality of referrals, assessments and care plans

Reflective supervision evident in case work

Analysis of escalation process demonstrates appropriate escalation and improving practice and confidence in challenge

Improved quality of training evidenced in **Section 11 Audit** 

**Vulnerable Learners, early** intervention and prevention

Vulnerable learners and parents are receiving appropriate education and support

Children requiring support are identified and receive timely and appropriate interventions

ACE principles have been developed and embedded into policy and practice

Children live in caring and resilient communities

Children are able to learn and develop skills

Children are healthy and well and reach their potential

Reduction in unauthorised absence for vulnerable learners (VL)

Improved school attendance for VLs

Improved progress data for VL.

Partners can evidence that staff have the

employment

skills to protect and safeguard children

Children and families are safe and well

Reduction in children experiencing abuse or neglect

# Children with complex needs and complex safeguarding concerns

Better understanding of risk through analysis and mapping

Better understanding of what works through research and collaboration

Trauma informed approach is developed and embedded

Methodologies developed to effectively prioritise activity

Consistent understanding and response to neglect through strategic commitment and a system wide approach by all partners

Identification and positive interventions for children at risk of organised crime or modern day slavery

Number of children identified under this criteria

Reduction in the number of children becoming the subject of CP Plans for a second or subsequent time

Identification and positive interventions for children experiencing neglect