Bradford Safeguarding Children Board Strategic Plan 2019-2021

**Priority One:**
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

- **Our People**
  - Ensure our staff are confident, competent and resilient

- **Communication**
  - Signs of safety at a strategic and operational level
  - 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’.

- **Data and analysis**
  - Establish baselines, inform resource deployment, maximise wider data sources.

- **Voice of the child**
  - To respond to children in need and to shape services and learning

- **Our people**
  - 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

- **Key objectives**
  - How we will know that we have made a difference

**Priority Two:**
Ensure that the care and protection of all children in the Bradford District remains the highest priority

- **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

- **Voice of the child**
  - Children live in caring and resilient communities
  - Children are able to learn and develop skills for life
  - 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

**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

- **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

**How we will know that we have made a difference**
Voice of the child – children and young people can express their views

- Vulnerable Learners pupils accessing Post 16 education, employment or training increasing future opportunities of employment
- Partners can evidence that staff have the skills to protect and safeguard children
- Children and families are safe and well
- Reduction in children experiencing abuse or neglect