

Safeguarding Investigation

Examine the reasons for and impact of reductions in the number of referrals leading to initial assessments and core assessments. Explore operation of initial child protection conferences and application of thresholds.

Within the District the rates of initial and core assessments per 10,000 have been consistently higher than those of the District's statistical neighbours. The rates of initial child protection conferences have been consistently lower than those of the District's statistical neighbours.

- A full audit into Bradford's high rates of referrals, and initial and core assessments in the recent past has been undertaken. It became evident that previous screening arrangements led to high levels of contacts being recorded as referrals, leading to inappropriately high levels of assessment activity.
- Changes made to arrangements for receiving contacts and undertaking assessments resulted in more localised assessment services with higher levels of staffing resource. This has led to a reduction of the number of contacts which progress to referrals.
- The lower level of referrals and initial assessments undertaken since these changes reflect a more realistic position. In addition to the impact of changed arrangements, there are indications that CAF pilot areas are resulting in fewer referrals to children's social care and signposted to the appropriate level of provision.
- A matrix of need is used by all agencies to assist in consistent application of thresholds.
- In 2007 the revised BSCB inter-agency safeguarding procedures have been implemented.
- The Child Protection Unit provides a 37 hour per week consultation service for all agencies working with children and young people in the District. This service assists in ensuring with appropriate recognition of cases that require initial child protection conference.
- Children's Social Care has a comprehensive programme of case file audit which targets the quality of referral, assessment and associated activities. Information from these audits indicates good quality assessments, application of thresholds and decision making.



Safeguarding Investigation

Establish level of progress with the Common Assessment Framework.

A brief summary of the issue:

The CAF is delivered as part of the Integrated Working Board programme of ContactPoint, ICS and the Information Management Strategy. The IW Board has an Implementation Group and Integrated Working Champions in each agency to support operational delivery.

- CAF Guidance and support documents are in place on the dedicated website (www.bradford.gov.uk/integratedworking) with a multi agency Threshold of Need Guidance agreed by the Children and Young People's Strategic Executive in December 2007.
- CAF Register and CAF helpdesk arrangements are in place with a dedicated phone line and e-mail.
- Multi-agency CAF training is delivered by practitioners and managers from partner agencies through a supported trainer pool, with future CAF training being planned via training programmes of partner agencies.
- Three multi-agency CAF pilots have supported the development of the Bradford model, and have been externally evaluated including independent consultation with children, families and young people. Under the AD for Localities services will be delivered through 5 constituencies broken down into 14 localities. Each locality grouped around Extended Schools and Children's Centres. Steering groups for Extended Schools and Children's Centres will be brought together to facilitate this model. The CAF process will be delivered through the 14 localities whose managers will shape the local delivery of integrated provision using the CAF process. Children's Panels will form part of the framework to discuss cases which require specific multi agency attention.
- Further planned CAF activity includes; enhancing core training with "My First CAF" element; targeting every trained practitioner to start/contribute to a CAF by end of February 2008; supporting school staff via Extended Service Project Managers to register current CAF activity; targeted training for a number of children's centres on a locality basis during the early 2008, and at the key practitioners who link with the centres. Support is available to practitioner trainers at the start of the CAF, during and at the review point to offer support in leading the CAF. Evaluation shows a third of the potential school staff are trained with actions to increase this take up.
- 515 staff have had CAF managers training with a programme for 1000 more in place; 1381 Practitioners have been trained and planned programme for 3,000 by March 2008 in place.



Safeguarding Investigation

Check the range and depth of family support services and examine how well multi-agency support packages are managed.

Family support services range across all 4 tiers of intervention and are integral to the parenting support strategy at tiers 3 and 4. The family support strategy agreed by the partnership focuses on families who are at risk of breakdown. The 5 social care family centres will move to localities and 4 designated as Children's Centres, providing a bridge between tiers 1/2 and 3/4 services. Each locality will have governance arrangements to provide a framework for safeguarding procedures and the CAF process supported by a Social Worker with EYCS.

Overall impact of family support services can be demonstrated through the stability and reduction of LAC numbers, the low numbers of children on the CP register, and the stability of placements. The following examples are drawn from the range of services that demonstrate this effectiveness:

- Neo Natal Services in Family Centres: working with substance using women to reduce safeguarding referrals to social care shows 95% success rate.
- Family Support Services: District wide provision to families at risk of family breakdown or with safeguarding issues to establish routines and structure within the home.
- Families Speak Out: Families working alongside family centre staff to design services. Which has led to feedback sheets, suggestion boxes, newsletters, family calendars for each centre, pocket size contact leaflet explaining what contact means for families.
- Family Support Clinics: have reduced the number of referrals to CAMHS.
- Family Support Panel: offers support packages to families at risk of breakdown via: Placement Support Team; AcRES Adolescent Crisis Response Service intensive support packages including respite care; Support Care (short breaks); Crisis care where no other accommodation available; YOT; CAMHS; BEST (Behaviour Evaluation Support Team). In the 6 months to September 2007 50% of cases were provided a package to keep families in the community and the remaining 50% show interventions kept LAC placements stable.
- Children's Centres: A 3 way partnership with Macmillan Adventure Playground association, children's centre and advice and training centre resulted in employment for father from EU community. Partnership between SUDASA (a voluntary organisation for domestic violence cases) and a children's centre helping with parenting and debt advisor resulted in woman and 3 children under 8 remaining in the family home.
- Family Intervention Project: works with families in receipt of or at risk of ASBO has reduced offending by almost 50% between first 2 quarters 2007.
- A Youth Support Service, Bridge Project and CAMHS Virtual Team: early intervention assessment staff work via joint protocol to target interventions.

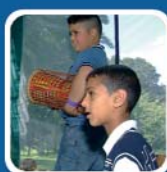


Safeguarding Investigation

Examine the effectiveness of arrangements for safeguarding children and young people from BME backgrounds.

The Bradford Safeguarding Children Board (BSCB) procedures clearly set out for agencies the requirements in respect of referral, assessment and section 47 enquiries for all children, and make clear the need to acknowledge diversity and to ensure equality of access to services for children of all backgrounds.

- A group of senior managers independently reviewed a sample of 20 cases of BME children with safeguarding concerns and its outcome which was reported to BSCB and the Council's Young People and Education Improvement Committee was that the application of thresholds, assessment processes and care management decisions on these cases were all found to be appropriate.
- Inter-agency safeguarding training delivered on behalf of BSCB emphasises the necessity of working with diversity in order to effectively safeguard all children. Certain courses, e.g. "Working with Families and Children who are non-UK Citizens" address issues of particular relevance to children from BME backgrounds.
- Many children from BME backgrounds in Bradford receive services from voluntary and/or faith-based organisations, such as a Madrassah. BSCB and its partners are working with these organisations to achieve high standards of safeguarding in their activities and to raise awareness of safeguarding concerns within BME communities.
- Together with Education Bradford (EB), BSCB has produced a model child protection policy for use in supplementary schools and other faith settings supported by child protection training, and delivered by EB to over 50 such schools and other faith-based organisations during 2007.
- EB provides a CRB checking service for supplementary schools.
- Voluntary organisations access support via the BSCB/Voluntary and Community Sector Safeguarding Children Development Officer who provides support with training, the writing and implementing of procedures and the auditing of children protection policies and procedures.



Safeguarding Investigation

Examine the effectiveness of staff vetting and public protection arrangements.

To ensure that all agencies working with children and families in the Bradford District are compliant with Bradford Safeguarding Children Board (BSCB) policy in respect of Safe Recruitment, Selection and Supervision of staff. To ensure effective strategic and operational links between BSCB and Multi-Agency Public Protection Arrangements (MAPPA) in the District.

- Member agencies of BSCB have endorsed procedures for safe recruitment and allegations management, and ensured their procedures are in line with its requirements.
- A joint audit of local implementation of both sets of arrangements has taken place with DCSF, highlighting good practice, particularly in respect of allegations management systems and inter-agency allegations management training arrangements. The next stage of supporting. Revised inter agency training will further address inter-agency implementation of safe recruitment.
- Ensuring the full implementation of statutory guidance "Safeguarding Children and Safer Recruitment in Education" has been a particular priority. Education Bradford (EB) offers a full CRB vetting service as well as list 99 checks to all schools across Bradford and to EB Employees. During Autumn of 2007 the CRB conducted a Procedural Assurance Audit on EB and it was confirmed by the CRB that EB organisation was compliant in the areas assessed.
- EB have carried out an audit of records held for all employees in schools and identified that there were a number of records that were not held by EB. The requirement in Bradford is that schools ensure that they hold a full record of all their employees and it is strongly recommended that all schools have a rolling programme of Enhanced checks for their employees.
- Strategic Leadership on this issue is demonstrated by jointly issued letter by Director of Children's Services, EB Managing Director and BSCB.
- EB & BSCB are supporting a programme of delivery of NCSL compliant safe recruitment training to Chairs of Governors, Head Teachers and other recruiting managers in education.
- Strategic links between MAPPA and BSCB are achieved by the Probation Service manager responsible for MAPP sitting on BSCB and providing annual report of MAPP activity. Staff from BSCB attend all MAPPA meetings, and support the effective exchange of information between children's services and other MAPPA partners. The engagement of children's services in MAPPA arrangements has contributed to the development of effective management plans for potentially dangerous offenders in the community, and has in turn contributed to planning for particular children who might be at risk.



Safeguarding Investigation

Evaluate the relationship between safeguarding services and schools.

Schools and safeguarding agencies have a duty to protect children and young people from harm, to comply with this requirement schools receive specific support in relation to: safe recruitment, allegations against staff, Child Protection, positive care and control, children missing education, staff training and Whole School Policy development. Schools capitalise on this comprehensive support framework and are in an advantageous position to safeguard the children and young people on their role.

- Schools access a range of safeguarding training supporting their statutory duties via BSCB training strategy and in house centrally-provided training arranged by Child Protection Development Co-ordinator within Education Social Work Service. All schools have identified a 'named person, who is required to attend a two day course specific to their role. A strategy is in place to support online training with NCSL workshop sessions throughout 2008. Access is provided to BSCB Child Protection Unit consultation service regarding potential safeguarding concerns.
- An audit of schools and EB's services to requirements under Section 175 of the Education Act 2002 is due for completion in December 2007 includes: Named persons and Named Governor list update, school's child protection policy audit and training delivered to schools and EB services.
- BSCB's comprehensive multi-agency training programme includes: preventative practices; referral management and service response procedures, including those relating to schools. Internet access to the BCSB website provides immediate access to up-to-date information, advice and guidance.
- An agreed Child Protection Referral Form for schools (introduced in April 2003 and revised in October 2007) is distributed to the Local Area Social Services Offices, ESWS Manager, Child Protection Unit and ESWS Officer for the school.
- EB and the Local Authority designated officer (LADO) provide a rapid response to allegations against staff in schools with senior personnel in key statutory services undergoing joint training and networking to supports the investigations.
- EB has provided a draft Care and Control Policy which schools can adopt following consultation with their Governing Body supported by training events.
- Team Teach, a training course in de-escalation, positive care, control and physical restraint has been established by EB. Staff in special schools and PRUs have been prioritised and phase one was completed in early December 2007. The introduction of Team Teach and other school-based initiatives led to a 61% reduction in recorded incidents of violence to staff in Special Schools 2004-07.
- Schools have at least one designated member of staff for safeguarding. Two-day Child Protection Training for these staff maintains an ongoing capacity for schools to respond to safeguarding concerns as and when they arise and embed a strong preventative ethos.
- EB provides guidance to schools on actions to take when a child is missing education linking directly to procedures managed by the ESWS.



Safeguarding Investigation

Evaluate the impact of work to prevent bullying and tackle domestic violence.

Bullying

Bullying emerged as a priority issue via the young people involved in Bradford & Keighley Youth Parliament, the Children & Young People's Scrutiny Commission and via EB's support to addressing issues affecting young people at school.

- Bradford Safeguarding Children Board (BSCB) is the lead strategic body for coordinating anti-bullying work, and has a dedicated sub group for the issue.
- An Anti-Bullying Coordinator post was recruited to in September 2007 and is located within the Youth Service. Targets to deliver work on anti-bullying issues form part of all Youth Service team and unit plans.
- The Itext Anti-Bullying Service, launched by the 'Make A Positive Contribution' outcome group and managed by the Youth Service and the Youth Offending Team had successfully signposted or dealt with 368 messages as at 10.12.07.
- All Bradford schools have an anti bullying policy in place with 28 out of 29 secondary schools judged satisfactory or better.
- Through the National Healthy Schools Programme 113 schools have been audited and judged to meet the national criteria and all have developed 3 year action plans to further progress this work.
- The Ethnic Minority Attainment team supports children who are victims of racist incidents and ensures that incidents are reported.

Domestic Violence

In one year over 6,000 incidents of DV are reported to police in the Bradford District; many of these incidents occur in households where children reside. The key strategic body coordinating the work is the Domestic Abuse Partnership.

- BSCB has a clear inter-agency policy regarding safeguarding children and young people exposed to domestic abuse, and provides inter-agency training focussing on safeguarding children exposed to domestic abuse. This compliments inter-agency training delivered by the Domestic Abuse Partnership, and single agency training programmes.
- Multi-Agency Risk Assessment Conferences (MARACs) for DV cases are now established throughout the District, with a multi-agency steering group and a coordinator in post.
- The BSCB Child Protection Unit (CPU) receives all domestic abuse notifications from West Yorkshire Police for incidents attended within the Bradford District where children are present within the household. In addition to ensuring that all such notifications are treated as enquiries against the child protection register, notifications can be considered within a safeguarding framework and appropriate sign posting to agencies, or referral to children's social care services can take place. BSCB has committed resources to enable recruitment of a social worker to CPU to support this activity, and to support the collation of information from children's services for MARACs.
- There are a range of initiatives within the District working directly with families affected by DV. The Hope Project funded by the Children's Fund is a partnership between a local voluntary organisation, DV Services Keighley, a local branch of a national organisation, Family Welfare Association, and a local authority family centre, Owlett.
- Each of these activities supports the delivery of the Domestic Abuse Strategy, which also aims to improve access to services and resources for children and young people affected by DV, and to work in mainstream and alternative education settings to help children and young people affected by DV to achieve positive relationships.



Safeguarding Investigation

Evaluate the work to provide children and young people excluded from schools with full-time educational provision.

Local Authorities are required to provide full-time education for pupils excluded from schools and Pupil Referral Units (PRUs). Education Bradford (EB) has developed services to fully comply with these new arrangements and extended innovative practices in responding to the support needs of pupils with SEBD.

- The establishment of Secondary Behaviour and Attendance Collaboratives (BACs) in September 2007 has led to a solution-focused response to young people with behavioural support needs resulting in innovative programmes of support including managed moves, commissioning individual learning programmes, preventative placements in PRUs and a flexible use of Learning Support Unit placements. The impact of the BACs is strategically monitored via a Self Review framework. The BACs have brought about a new relationship between schools and EB, characterised by a shared responsibility and endeavour towards positive outcomes for young people with social, emotional and behavioural support needs. A Strategic Manager for Behaviour and Attendance in was appointed by EB in October 2007.
- The introduction of 6th day full-time education for excluded pupils from September 2007 has significantly reduced exclusions. Data for 01.09.07 to 31.11.07 for 2007 when compared with the same period for 2006 reveals a 30% reduction in secondary exclusions and a 40% reduction in primary exclusions.
- There were 23 secondary permanent exclusions between 01.09.07 to 31.11.07 (12 were carry-over from the Summer Term). 9 pupils accessed a full-time educational programme from the 6th day. 6 accessed their provision between the 7th and 10th day following exclusion. Six pupils are at various stages in engaging in their full-time learning pathway and 2 pupils have left the area.
- There were 15 secondary fixed-period exclusions over five days during the same period. A system has been introduced requesting Head teachers to provide details of the arrangements made to ensure full-time education.
- All three primary permanently-excluded pupils (01.09.07 to 31.11.07) accessed the Primary PRU from the 6th day and contact was made with the Head teacher of two pupils who received fixed-period exclusions over five days, to ascertain details of their full-time education programme.
- Advice and guidance has been sent to all Head teachers on the new exclusion procedures and EB is reinforcing adherence to them through direct contact with schools as and when necessary. On 03.12.07, 31 permanently-excluded Key Stage 4 young people were accessing support through the Alternative Provisions Service. 27 were on full-time programmes with nine providers offering a wide range of personal pathways. Four young people were on home tuition programmes of between five and ten hours' duration due to their specific circumstances. All alternative provisions are risk assessed and quality assured and a Provider Managers Forum gives a valuable springboard for the ongoing improvement in outcomes for young people. A central registration monitoring system provides weekly data across all alternative provisions. All young people receive careers guidance from the Connexions Service to maximise opportunities for post-16 education, employment and training.
- 81 secondary-age pupils were permanently excluded in 2006/7 with provision for these pupils provided through Aire View and Jesse Street Pupil Referral Units (PRUs). 43 pupils were successfully re-integrated into mainstream schools from these two PRUs. A further 30 pupils accessed individual learning pathways through the Alternative Provisions Service or Ellar Carr PRU. A further 8 pupils moved into post-16 provision or left the area.

