

Bedford Borough
Children's Trust



building bridges for brighter futures

Children and Young People's Plan

2010 - 2013



Welcome

We are pleased to introduce the first Children and Young People's Plan for Bedford Borough Children's Trust; this document is the first overarching plan setting out what our partnership is doing in order to improve outcomes for children and young people in Bedford Borough.

Our vision is to make Bedford Borough the best place in England for children and young people to grow up.

This plan covers a three year time span from 1 April 2010 to 31 March 2013. It is an ambitious plan, but we are ambitious in what we want to achieve. We have already achieved so much since the establishment of the Trust arrangements on 1 April 2009, but we recognise that there is still much more we need, and want, to do.

Through the Bedford Borough Local Strategic Partnership and the Bedford Borough Children's Trust, partners are working together to make certain that we have an "Aspiring" vision to ensure children and young people are able to lead safe, healthy and happy lives and are provided with opportunities to develop their self esteem, maximise their life chances and realise their full potential.

This plan is about the difference we can make by working together; you will not find a list of all the areas of work covered by the different partners in Bedford Borough's Children's Trust; what you will see on the following pages is the work we are doing together in order to turn our "Aspiring" vision into reality.



The Children Act 2004 says we must work together; it also says that we must produce a plan setting out how we will do this, and that we must refresh this every year to show how we are performing and whether our priorities have changed.

Through the partnership arrangements we have in place for the Children's Trust Board we will monitor our performance and challenge those areas where we are not doing as well as we should.

We hope you find this plan useful and informative; if you have any questions or comments then please let us know. We have a dedicated email address for the Children's Trust; please email us at bbct@bedford.gov.uk



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Welcome from Bedford Borough Youth Cabinet

We feel that the Children and Young People's Plan is a good starting point for the new Borough. Together with the Children's Trust we can use this to move forward and help improve children and young people's lives.

By focusing on key areas such as safety, aspirations and health we can ensure that the best services are offered to young people to enjoy for years to come.

Our co-operation with Bedford Borough Council, partners and other crucial services shows our determination to make a difference and move into the future together.

Children and young people should be aware of the plan because, at the end of the day, it is important to us, if not now then it will be in the future. That is why the Youth Cabinet has been involved in the Children's Trust since day one, to keep the decision makers in tune with what children and young people actually want.

Children and young people need to get their views seen and heard - we need to make sure we get our opinions across! That is why, in our capacity as members of the Youth Cabinet, we attend meetings to discuss issues in our areas, speak to our youth workers and take the issues higher where the problems are solved.

After our elections in March 2010, everything that the Cabinet chooses to do will fit in with this new Children and Young People's Plan, so it is great that the Cabinet has been involved with the creation of this plan. We intend to make Bedford Borough a better place for young people to grow up in now and for the future.

Let us move forward together!

Bedford Borough Youth Cabinet (2009 - 2010)



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Executive Summary

This first Children and Young People's plan for Bedford Borough Children's Trust is ambitious and inspirational; it describes the strategic aims and actions that will drive forward improvements in outcomes for children and young people in Bedford Borough. The Children Act 2004 says we must work together; it also says that we must produce a plan setting out how we will do this, and that we must refresh this every year to show how we are performing and whether our priorities have changed. This plan is the agreed joint strategy of the partners in Bedford Borough Children's Trust detailing how they will co-operate to improve outcomes for children and young people.

It is not just through school or work that children and young people will define themselves, develop self esteem and realise their potential. Play, sport, volunteering and cultural activities all help to give children and young people a sense of purpose, promote physical and mental wellbeing and reduce complaints about nowhere to go, nothing to do, as well as the risk of becoming involved with crime. This plan, therefore, is holistic in its approach; we have not focused on just educational attainment or achievement, or just on how safe or healthy our children and young people are in Bedford Borough. We have looked at what it is we can do together to ensure that we are improving outcomes for children and young people in all areas of their lives.

The plan will underpin the work of partners in Bedford Borough Children's Trust, all of whom are committed to achieving the priorities we have set. It is through this partnership working that we will be able to improve outcomes for children and young people in Bedford Borough. We also recognise that here in Bedford Borough we have a unique opportunity to support families detained at the Yarl's Wood Immigration Removal Centre and the challenges this brings.

This process of working together will be at both a strategic level, through the development of key strategic documents such as this one; and at an operational level, through the use of tools such as the Common Assessment Framework and joint training opportunities for the children's workforce.

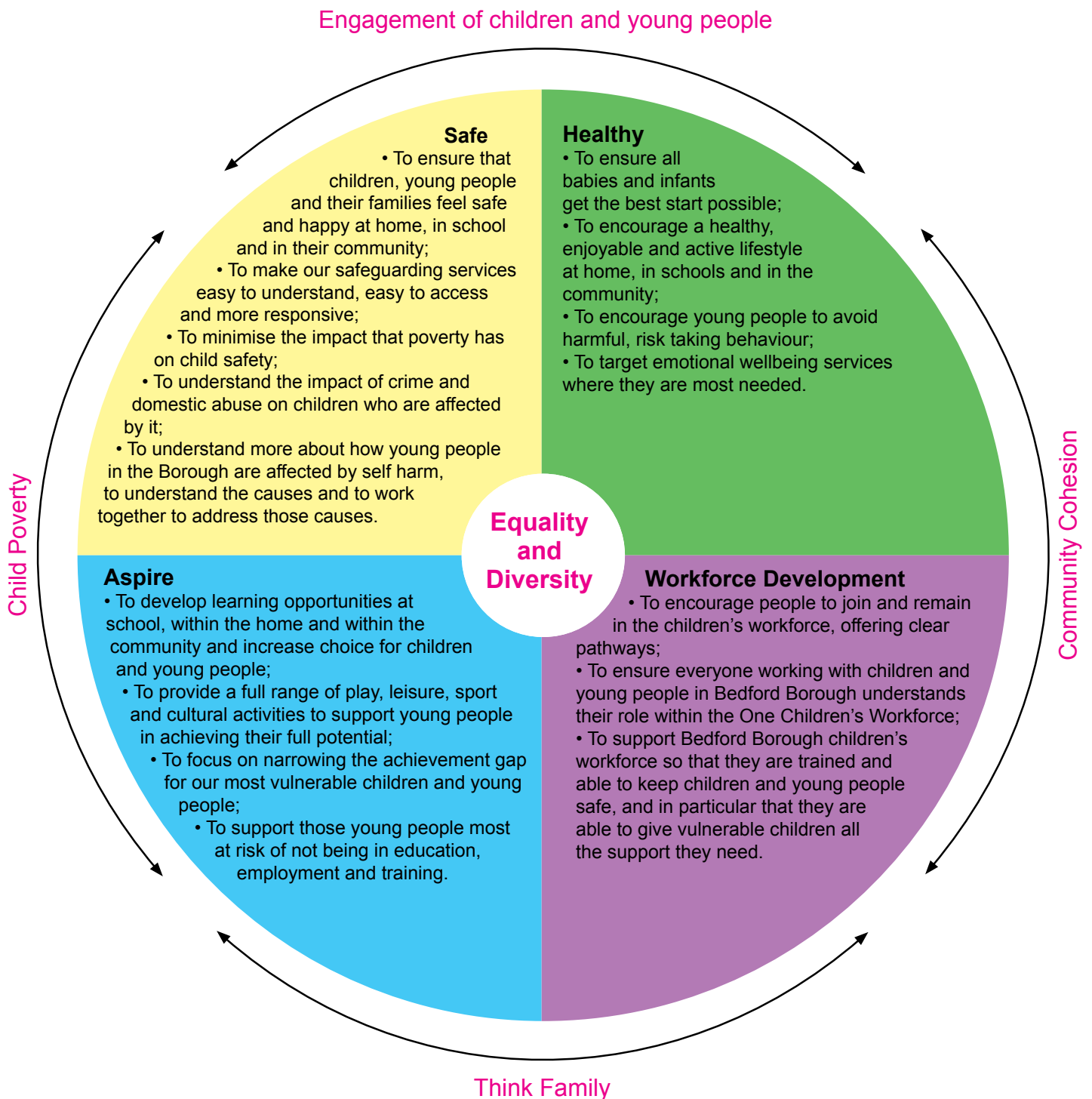
We have developed four priority areas, each with key work streams and led by a Strategic Implementation Group (SIG) - for more information on SIGs, please see section one on page 14. It is through the delivery of these work streams over the next three years that we will see an improvement in outcomes. The diagram on the page opposite shows the relationship between these areas, work streams and the cross cutting themes we have identified during consultation and development of this plan, which are:

- Child Poverty
- Think Family
- Engagement with children and young people
- Community Cohesion

We see equality and diversity as a common thread running through the whole plan and underpinning the work we do.



Diagram to show the relationship between Priority areas and our cross cutting themes



Section two of our plan on page 22 outlines the actions and workstreams that will help us make sure we achieve these priorities. This Executive Summary draws together our four cross cutting themes.

The Cross Cutting Themes

Child Poverty

“ *Children in Britain can be said to live in poverty when they live in families which lack the resources to enable their children to participate in the activities and have the living conditions and amenities which are customary or at least widely encouraged or approved.* ”

Child Poverty in the UK, Work and Pensions Committee, Second Report of Session 2003-04

At the Borough Assembly in November 2009, a hard hitting documentary film highlighting the real life issues facing families who are challenged by the effects of poverty in Bedford Borough was launched to a 300 strong audience. The impact of showing this has been far reaching and has encouraged partners to renew their focus on the impact of poverty in the Borough. The film has also helped individuals and organisations to recognise and understand the cross cutting issues which need to be addressed to reduce the impact of poverty.

We have established a Poverty Task Force, which will report to the Local Strategic Partnership, and will comprise partners from across Bedford Borough. This task force will look at the impact of poverty, focusing on child poverty, fuel poverty, pension poverty and disability poverty.

Priorities for 2010 – 2013 include:

- Work across Bedford Borough Children’s Trust to understand the requirements and implications of the forthcoming Child Poverty Bill;
- Develop a three year anti-poverty strategy for change;
- Identify which parts of the community are most affected by child poverty and work to ensure easier access to services;
- Identify available resources and funding from across Bedford Borough Children’s Trust to support the agenda.



Think Family

“ Think Family as the problems of the individual do not exist in isolation. Understanding the family situation can be highly important in diagnosing the root causes of a problem and in developing appropriate responses. ”

Cabinet Office Social Exclusion Task Force, Reaching Out, Think Family, June '07.

We recognise that children and young people usually live in families and the needs of their parents, carers and other significant family members are directly relevant to their well being. Research has shown that parenting and support given in the home has much more of a positive impact on children and young peoples' achievement than parents' social class or level of education.

'Think Family' is more than improving outcomes for children and young people; it focuses on the better co-ordination of the services supporting individuals in families at risk, regardless of their age. This also includes the support to particular groups of young people as they make the transition into adulthood.

The term 'at risk' is a shorthand used to describe families whose members experience, or are at threat of, multiple and complex problems. The most vulnerable families in Bedford Borough are those at risk who are either not being helped by services from us now **or** those helped from time to time when there is a crisis.

Key problems experienced by families, which means they will be 'at risk', can include a combination of:

- Poverty, debt, inactivity or worklessness;
- Low levels of education and skills in parents;
- Domestic abuse and conflict within relationships;
- Neglect and family not 'working' together;
- Poor mental health, physical health and disabilities;
- Teenage pregnancy;
- Learning disability;
- Poor school attendance and attainment;
- Involvement in crime, anti-social behaviour or substance mis-use;
- Poor housing and homelessness.



It means we need to change the systems and services provided for children, young people and adults to ensure we work together to:

- Identify those families at risk in order that we provide support at the earliest opportunity when it is needed most;
- Meet the full range of needs of each family we are supporting or working with;
- Develop services which can respond effectively to those families that need it most;
- Strengthen the ability of family members to provide care and support to each other.

Bedford Borough Children's Trust has adopted the 'Think Family' approach to services and we are committed to ensuring that when working with children, young people and families we consider the whole family picture.

Priorities for 2010 – 2013 include:

- Identify 'Think Family' champions who will lead and account for progress on changing systems and processes;
- Work with children, young people and families to explain the 'Think Family' approach and the benefits; and to involve them in developing or reviewing strategies, policies and services;
- Review the Common Assessment Framework (CAF) to develop an integrated approach to link the CAF, initial assessment and other assessment processes in understanding the needs of children, young people and families;
- Use information sharing, staff training, family assessment and budget pooling arrangements across Bedford Borough Children's Trust to identify those families who need help earlier, and to co-ordinate and 'join up' the support we offer.



Engagement with children and young people

“ *Children’s Trusts need to empower young people: increasing their influence over the design and delivery of services and offer them opportunities to contribute to their communities.* ”

DCSF, 2008. Children’s Trust: Statutory Guidance on Interagency Co-operation to improve the wellbeing of children, young people and families

This is the Children and Young People’s Plan for 2010–13, and therefore, it is reasonable to expect that we have asked children and young people what it is that we should be doing for them in 2010 to 2013.

The Convention on the Human Rights of the Child (1989), article 12 *respect for the views of the child* says that when adults are making decisions that affect children, children have the right to say what they think should happen and have their opinions taken into account.

We believe that children and young people have the right to be heard and taken seriously; their role and influence is important when developing services to improve outcomes. When children and young people are involved in the design and delivery of services they are more likely to access and participate in them.

Two members of the Bedford Youth Cabinet sit on the Bedford Borough Children’s Trust Board to represent the views of young people, take part in the decision making process and to feedback to the Youth Cabinet on what happens at the Trust Board meetings. At every Trust Board meeting, a group of young people are invited to present on projects they are involved in or on issues they face in their local community, giving young people a genuine opportunity to directly question the partners in Bedford Borough Children’s Trust and influence their thinking, understanding and decision making.

As part of the consultation process in the development of this plan, we asked children and young people from across the Borough, what it was that mattered to them. We have identified a number of key priorities for the next three years to improve our engagement with children and young people in Bedford Borough, these include:

Priorities for 2010 – 2013

- To ensure we continue to engage children and young people in the design and delivery of services;
- To ensure the workforce has appropriate skills and knowledge to be able to communicate effectively with children and young people in the Borough;
- To work with the Youth Parliament members who sit on our Children’s Trust Board to ensure that they are involved in the decision making process and that meetings are fit for purpose.
- To introduce an annual survey of the views of children and young people so that we consolidate our consultation processes and can track their views across important issues like bullying and healthy lifestyles, over time.
- To embed the ‘hear by right’ standards for the active involvement of children and young people.

The table on the next page shows what they said was important to them and what it is we are doing in this plan to make sure we include these areas of work.



What children and young people told us they want	What we are doing about it
Better play facilities in school grounds / More sports activities / More places to go / More things to do / More and better parks	<p>We appreciate that it can be difficult to find things to do sometimes, and that the right equipment and facilities are not always available.</p> <p>In the 'Aspire' section we have outlined our commitment to complete a number of pieces of work to identify where we need to do more and to ensure that there are the right people with the right skills and training to help children and young people enjoy their free time.</p>
Stop bullying	<p>We have included this as a major theme in the 'Safe' section of our plan. We have identified a number of key activities under this heading, including the development of a strategy for tackling bullying during journeys to and from school.</p>
Safe places to keep our things at schools	<p>We have passed this onto the Bedford Schools for the Future programme team within Bedford Borough Council to consider; and will update on progress in the refresh of this plan to be published in April 2011.</p>
Discount card / Cheaper things to do or buy	<p>Throughout the plan, we have shown what we are doing to tackle the impact of child poverty in Bedford Borough, and how our plans link with other groups doing similar work.</p> <p>As a result of this work, we will look to see if there is anything we can do across Bedford Borough to make transport and other activities more affordable for young people.</p>
More job opportunities for young people	<p>We agree with this aspiration, we would also like to ensure that young people have all the skills they need to be able to join the job market.</p> <p>Part of this will involve us looking at developing opportunities for job shadowing, work experience and apprenticeships; but we will also be working through the Local Strategic Partnership to support the development of the Borough's economy as set out in the Sustainable Community Strategy.</p>
More rewards for behaving and doing well at schools	<p>We will work with young people in 2010 and beyond to identify and work out what rewards they would like to see for behaving and doing well at school. We are working to improve both opportunities and access to learning, including opportunities for learning in the community.</p>
Stop bad behaviour and crime in our area	<p>With the help of young people, we are starting to understand the main causes of crime and bad behaviour in the communities they live in. In the 'Safe' section of this plan, we outline the key pieces of work we are doing to ensure young people feel safe and are less likely to be a victim of crime.</p>



Community Cohesion

“ *Our Goal: A Borough where all people feel part of the wider community and are proud to celebrate its rich cultural diversity; where inequalities are reduced and all people are able to participate in the sporting, artistic and civic life of the Borough.* **”**

An Inclusive Borough
Sustainable Community Strategy 2009 -2021

Bedford Borough Children’s Trust, and other partners in the Local Strategic Partnership, want everyone to be included in the life of the Borough, to feel that they can influence what happens around them and join in with community based activities, such as volunteering, sports and the arts.

We can proudly claim to be one of the most culturally diverse Boroughs in the East of England, with over 60 different ethnic groups living within our boundaries.

We understand that if we want our communities to be inclusive and to have a sense of belonging, working and living together, there is work to be done with children and young people as they represent the future of our communities and include groups who are especially vulnerable to disengagement and anti-social behaviour.

We know that where community cohesion and working together breaks down, it is often due to:

- High levels of unemployment, especially in young people;
- Inadequate provision of services and facilities for young people;
- Not involving local communities, especially young people, in the decision making process;
- Increasingly defensive behaviour about differences in racial, cultural and religious beliefs.

In Bedford Borough, the Community Cohesion Partnership works across communities, local groups and partner organisations to develop joined up ways of working and to breakdown the barriers to community cohesion.

Priorities for 2010 – 2013 include:

- Continued engagement with children and young people in the design and delivery of services;
- Training for staff to ensure understanding of differences in racial, cultural and religious beliefs across the Borough;
- Develop the Community Network Clusters further to ensure that members of the community are engaged with decision making processes in Bedford Borough Children’s Trust.



Section One

Developing our Children and Young People's Plan

Living in Bedford Borough

In developing our Children and Young People's Plan, we have undertaken a thorough needs analysis so that the plan is built on what we know about what families in the Borough need and want.

This page gives a snapshot of what it is like to be a child or young person living in Bedford Borough and all the information is taken from our needs analysis.

If Bedford Borough were a Borough made up of 100 children and young people aged between 0 and 19 years, then...

18 would participate regularly in individual musical opportunities

24 would live a significant distance from a doctor, primary school, shops and other services

48 would be girls

65 would live in an urban area and 35 in a rural area

68 would achieve five or more A*-C grades at GCSE

19 would live in workless households

56 would have a parent, sibling or friend who smokes most days

8 would live in a lone parent household

24 would be younger than 5 years old.

8 would have had a low weight at birth

2 are at risk of being a victim of crime



2 would be teenage mothers

**24 would come from ethnic minority groups-
5 would be Indian,
4 Bangladeshi,
4 Mixed heritage
3 Pakistani
3 White Other
3 Black**

39 would come from a low income family

10 will have Chlamydia or other sexually transmitted infection before they are 24

4 would have been referred to services, and 2 would be subject to a Child Protection Plan

10 would be being bullied at least once a week

91 would feel safe in their school and 84 would say their schools are happy places

16 would be obese in Year 6

29 would be involved in volunteering or leadership in their sports activities

15 would be entitled to free school meals

94 would have attended school on this 'school day'

27 would have some dental decay at age 5

"If you lined up all local authorities in order of deprivation, disadvantage and diversity; Bedford Borough would sit right in the middle. It has all of the community cohesion and socio-economic problems of the city, all of the connectivity and isolation problems of the countryside and pockets of social problems and pressure points just like all the other places Britons call home."

From the Harpur Trust

When you read the plan, you should try to imagine being a child or young person in Bedford Borough – we have worked hard to ensure our needs analysis has helped to shape all the priorities we have set.

Consulting on our Children and Young People's Plan

We wanted everyone who has an interest in children and young people, as well as children and young people themselves, to have a chance to have their say on our Children and Young People's Plan.

Phase one started by asking over 150 children and young people, including many from vulnerable and 'hard to reach' groups, a very simple question; "what's important to you?" Over 1,100 of their peers then ranked these answers, using voting handsets; the top two statements for the four priority areas (safe, healthy, aspiring and workforce) were then put forward into the consultation document used in phase two.

Phase two involved wide consultation with stakeholders who were invited to tell us what they thought about the consultation document we developed from phase one. We consulted with many teams face to face, including the Voluntary Sector, and presented to a group of representatives from the Borough's schools to encourage them to get involved and have their say on our consultation document.

Phase three was to develop the priorities emerging as a result of feedback from phases one and two. These priorities were then 'launched' for further consultation, only this time targeting parents, carers, children, young people and the wider community. We asked for feedback on whether consultees agreed with the proposed priorities and whether they felt there were any gaps.

We used a mix of electronic communication, including "Netmums" and the 'Bedford News' to reach as many parents and carers as possible. We also took a more targeted approach with those groups which sometimes find it harder to access our services; asking both the Diversity Network and the Bedford Racial Equality Council to forward the link to our webpage to their members. Our Children and Young People's Involvement Network and Extended Services Officers were asked to work with as many groups of children and young people as possible.

What stakeholders told us:

Without some serious support for parents, the underlying problems will remain the same.

To tackle this theme it is important to know who is not (and who is) using your service. This takes on added importance when you are dealing with complaints or allegations of discrimination and bullying.

The plan doesn't say how we will encourage young people back into school, like teen parents.



There needs to be more about road safety issues in this plan. The importance of parents and the home as a learning environment needs to be in the plan.

We need to be clearer about our plans for tackling domestic abuse. It needs a really clear definition of what One Children's Workforce is, I'm not sure people understand it?

What about play? We need more on activities outside of school and the extended learning opportunities these offer.

This is just a small sample of the feedback we had when we consulted across the Borough to help us develop our Children and Young People's Plan. We have tried hard to address all the issues that were raised, both from stakeholders and from the community, because:

- Our stakeholders have a huge range of experience to draw on and because we cannot achieve the priorities we have set out without their support.
- We want to make sure that our Children and Young People's Plan genuinely reflects what families are telling us.



What is a Children and Young People's Plan and why do we have one?

This section will explain what a Children's Trust is, who the partners are, what the Children and Young People's Plan is and why we have one. The development of Children's Trusts, the arrangements between partners, the decision about who should be on the Trust Board and other important points are covered by legislation.

What is a Children's Trust?

The Children's Act 2004 sets out the framework and arrangements for the development of a Children's Trust. Each local authority which has responsibility for children's services has to have a Trust. Specifically, within the Act, there is a responsibility for the local authority to *make arrangements to promote co-operation* between partners.

As Bedford Borough Council has responsibility for Children's Services, it must therefore make arrangements for its partners to work together to improve outcomes for children and young people in the Borough. Bedford Borough Children's Trust is not a separate legal entity; each partner within the Trust will still retain its own functions.

All the partners in the Bedford Borough Children's Trust are listed on the back cover of this plan.

What does it do?

Bedford Borough Children's Trust promotes working in partnership to achieve the priorities set out in this plan, in order to improve outcomes for children and young people in Bedford Borough.

How does it do this?

The Trust has developed its own governance arrangements and structure to ensure that there are the right people, with the appropriate skills and knowledge, leading on priorities and actions.

The diagram opposite shows the structure of these arrangements and key relationships with other partnerships in Bedford Borough.

The Bedford Borough Children's Trust Board is made up of senior leaders from the partner organisations. Members of the Bedford Borough Children's Trust Board have set and signed up to the vision for the Trust and is responsible for publishing this plan and monitoring progress against the priorities.

The Executive Commissioning Board, maintains an overview of the total 'resource envelope' (see section three page 51) from all partner agencies and ensures partners maximise all opportunities for improving outcomes for children and young people in the Borough.

This Board will also develop new ways of working that will support the achievement of priorities as appropriate through:

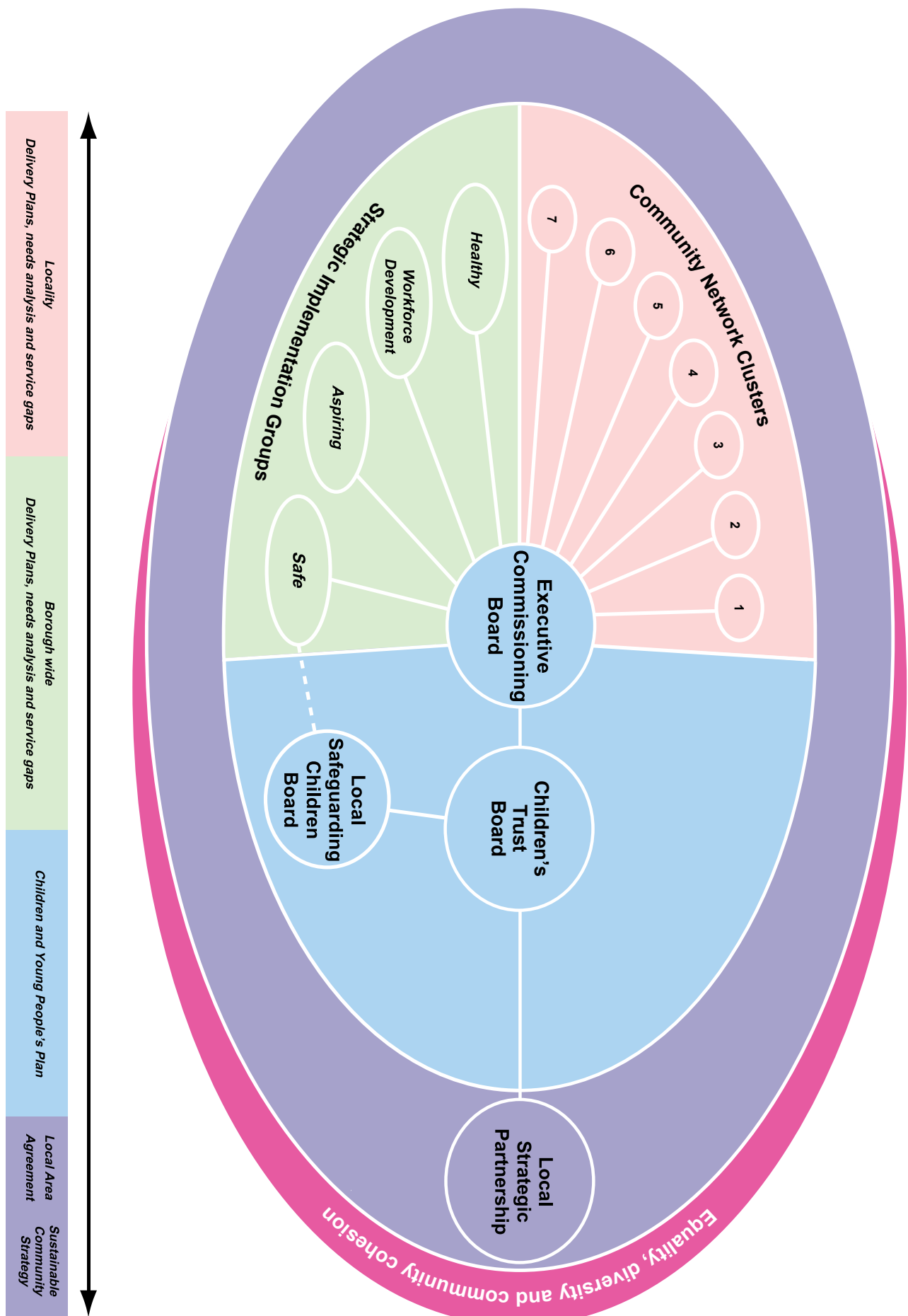
- Aligned budgets
- Pooled budgets
- Integrated working
- Co-location of teams
- Joint bids for new grants

There are four Strategic Implementation Groups (SIGs), which are the 'doing' groups; made up with representatives from partners across the Bedford Borough Children's Trust. It is their responsibility to co-ordinate activity and report progress to the Executive Commissioning Board.

In addition, there is representation from each Community Network Cluster on the Executive Commissioning Board. Our Community Network Clusters are based around seven localities and have been established around the upper schools network. These clusters provide a local focus for the Bedford Borough



Structure of Bedford Borough Children's Trust



Children's Trust, ensuring there is effective engagement with the community and that there are discussions and decisions at both neighbourhood and ward level.

What is a Children and Young People's Plan and why do we have one?

The Bedford Borough Children and Young People's Plan is a joint strategy, from all the partners in Bedford Borough Children's Trust, setting out how we are all going to work together to improve outcomes for children and young people in the Borough.

What you will not find in this plan is a list of all the different things we do separately to improve outcomes, but rather the things we do **together**. This plan sets out what resources we have to work together and how we will measure success to demonstrate the difference we have made by working together.

The legislation says we must work together, and it also says that we must produce a plan setting out how we will do this, and that we must refresh this every year to show how we are performing and whether our priorities have changed.

How does this all fit together in Bedford Borough?

The Bedford Borough Children's Trust is one of seven thematic partnerships which, under the umbrella of the Local Strategic Partnership, are determined to make the Borough a better place to live, work and visit.

The Local Strategic Partnership monitors the performance of the Bedford Borough Children's Trust to ensure it is doing what it says it will, and that it is representative of the community, children and young people in the Borough.

The partnership also develops and delivers the Sustainable Community Strategy; for more information and a copy please visit www.bedford.gov.uk/council_and_democracy.

Bedford Borough Local Safeguarding Children Board

There is also a link between the Bedford Borough Children's Trust and Bedford Borough Local Safeguarding Children Board. The Local Safeguarding Children Board is an interagency forum for co-ordinating the work done by partner agencies from the Borough to safeguard children and young people, and to promote their welfare; including those who are unaccompanied asylum seekers.

For more information please visit:

www.bedfordshirescb.org.uk

Other key documents that link together children's needs in the Borough include Child Poverty Strategy, Parenting Strategy, Workforce Strategy, Local Safeguarding Children Board Plan, and Healthy Bedfordshire Strategy. For links to these and websites of partners of the Bedford Borough Children's Trust Board, please see section three.

The national focus

The Children and Young People's Plan for Bedford Borough is a local document, setting out the local plans for improving outcomes for children and young people.



However, all partners involved in the Trust also have a responsibility to apply and follow a number of national policies and documents. For example:

- *The Children's Plan*, published by the Department for Children, Schools and Families (2007);
- *The Healthy Child Programme*, published by the Department for Children, Schools and Families and the Department of Health (2009);
- *National Service Framework for Children, Young People and Maternity Services*, published by Department of Health (2004);
- *Youth Matters Next Steps*, published by the Department for Children, Schools and Families (2006);
- *Public Health White Paper "Choosing Health"*, published by Department of Health (2004)
- *Policy and Procedure*, published by the Association of Chief Police Officers.

For more examples and links to key documents, please see section three.

Monitoring Performance

Through the structure of the Bedford Borough Children's Trust Board, there are arrangements in place to monitor performance and delivery of priority areas and cross cutting themes. The Strategic Implementation Groups, the Executive Commissioning Board, Bedford Borough Children's Trust Board, and the Local Strategic Partnership will challenge and support each other when outcomes are not improving.

In April 2011, Bedford Borough Children's Trust will publish a refresh of the Children and Young People's Plan, outlining how we have done in delivering the priority areas and cross cutting themes. We will also publish any new priorities and areas of work, so that the plans published are reflective of the work we are doing across Bedford Borough Children's Trust.



Section Two

What are we going to do?

This section details our plans for ensuring we achieve the priorities we have set for 2010 – 2013, so that we can improve outcomes for the Borough's children, young people and families. For each of our four priority areas, we introduce the key issues and then give details of what it is we are going to do and the resulting work streams. These will be the focus of the work for our Strategic Implementation Groups over the next three years. Because we see Equality and Diversity as such an important issue, we have also developed plans for this area of work.



A. Healthy

Vision for Bedford Borough Children's Trust

We want a Borough where there is equal access to health provision for all children and young people, a Borough where we challenge the causes of child poverty and strive to remove barriers to success in life.

There are four priorities to help us achieve this:

- To ensure all babies and infants get the best start possible;
- To encourage and support a healthy, enjoyable and active lifestyle at home, in school and in the community;
- To encourage young people to avoid harmful, risk taking behaviour;
- To target emotional wellbeing services where they are most needed.

Why these priorities?

Health levels in Bedford Borough vary and most enjoy good health overall; life expectancy is better than the national average but lower than the regional average. The four priorities are important in ensuring that we do all we can do to keep levels of health the best we can in the Borough; evidence suggests that much can be done to improve health and wellbeing in later life through choosing healthy options during pregnancy and childhood.

The health and well being of children and young people has a significant impact on their ability to undertake tasks and make the most of the opportunities that are afforded to them.

We know that breastfeeding is important in improving the health and development of babies; it can provide babies with vital nutrients and helps prevent infection and disease. It can also help to reduce the Mothers' chances of getting certain diseases later in life.

Obesity is a major concern with over 11% of our 4 – 5 year olds and over 16% of our 10 – 11 years olds classed as obese. Obesity in children and young people is increasing nationally, and we know that very few health problems are identified in obese children, but they go on to develop complications in later life. By working with our children and young people now we are trying to prevent problems or at least reduce them for later in life.

The Borough has an under 18 conception rate of 42.5 per 1000 which is higher than the national average of 40.4 per 1000 (provisional 2008 data). Whilst many young people make excellent, caring parents and their children thrive and do well, we do know that babies of young parents are statistically more likely to show behaviour problems, have poorer educational attainment and more likely to become a young parent themselves. Young Mothers are more likely to suffer post natal depression, mental health issues and experience feelings of loneliness; whilst young Fathers are often excluded from the family, and by the age of 30, half of them will not be living with their children.

We understand the effects that harmful, risk taking behaviour can have on young people and their families. The consumption of alcohol, tobacco and drugs is not only unhealthy; it can also create dependency that limits choices leading to incidents of crime and unprotected sexual activity.

Children and young people with good emotional and mental well being are more likely to be confident, resilient and possess a range of social skills; these children and young people are more likely to achieve their full potential.



Our priorities and workstreams for 2010 - 2013

Priority 1

To ensure all babies and infants get the best start possible.

How are we going to do it?

Increase both the number of babies who are breastfed from birth and the number of Mothers who continue to breastfeed past 6 to 8 weeks.

- Improve our understanding of where we need to target intensive support by improving the data and information we collect.
- Use Children's Centres to offer targeted, intensive and individual support for breastfeeding Mothers.
- Improve support to new Mothers in hospital or at home to successfully initiate breast feeding after the baby is born.
- Enable Mothers to offer support to others by rolling out our "Mother to Mother" Peer Support Programme.

- Deliver UNICEF Baby Friendly training to all General Practitioners, to improve the provision of Breastfeeding support to Mothers.

Increase the number of pregnant women who access antenatal care within 3 months of becoming pregnant.

- Improve our understanding of where within Bedford Borough pregnant women are either not accessing antenatal services or doing so late, so that we can target services appropriately.
- Increase the number of midwife led bookings in clinics, particularly in our Children's Centres.

Reduce the number of babies born with a low birth weight.

- Review and analyse current evidence on preventing low birth weight deliveries.
- Use local data and information to develop a better understanding of where low birth weight is a major concern in Bedford Borough, so that we can target support most effectively.

Encourage more pregnant women to give up smoking.

- Improve collection and analysis of data on smoking whilst pregnant so that we highlight those areas where smoking in pregnancy is high and can then target "stop smoking" services most effectively.
- Support on-going training for maternity healthcare professionals so they can deliver effective "stop smoking" services.
- Support staff in Children's Centres with on-going training so that they are able to offer effective advice, make referrals, promote the smoke free homes and cars scheme and where appropriate deliver "stop smoking" support to quit.
- Work with partners to develop a more holistic and long term "stop smoking" support programme.



Support pregnant women who are obese at the start of their pregnancy.

- Review Bedford Hospital's pilot maternal obesity programme.

Offer more support to young parents so that they are in the best position to give their babies the best possible start in life.

- Evaluate the recent needs assessment and agree our partner led approach to supporting young parents.
- Ensure that we adopt a 'Think Family' approach to how we support young parents.

How will we know we have made a difference?

- There is an increase in the number of babies who are breast fed; including those babies who are breast fed after 6 – 8 weeks.
- There is an increase in the number of women who are accessing antenatal care within 3 months of becoming pregnant.
- There is an increase in the birth weight of babies.
- There is a reduction in the number of pregnant women who are smoking during pregnancy.
- There is an increase in the support available for pregnant women who are obese at the start of the pregnancy.
- There will be a support programme for young parents developed and rolled out across Bedford Borough.

Priority 2

To encourage a healthy, enjoyable and active lifestyle at home, in school and in the community.

How are we going to do it?

Reduce the number of children who are overweight and obese.

- Use the National Child Measurement Programme to help us identify those areas in the Borough where we need to offer the most support.
- Deliver community and school based prevention programmes to targeted areas as part of the wider "Change 4 Life" programme.
- Offer BeeZee Bodies - our highly successful weight loss programme for children – to more families.

Build on the excellent achievements of the Healthy Schools Scheme.

- Continue to work towards 100% of our schools achieving National Healthy Schools Status (92% of our schools have achieved this to date).
- Increase the number of schools achieving "enhanced" Healthy Schools Status, supporting the whole school community to work intensively on reducing conceptions amongst the under 18s and improving children's emotional wellbeing.

Continue to support the implementation of the Aiming High programme.

- Provide a full range of short break services for children and young people with disabilities.
- Manage the transition to adulthood across all service areas to ensure young people with identified needs receive the continuous appropriate level of support needed at a vulnerable time.



How will we know we have made a difference?

- The number of children who are overweight or obese will decrease within Bedford Borough.
- There will be an increase in the number of families who access the BeeZee Bodies weight loss programme.
- All schools within Bedford Borough will have achieved National Healthy Schools Status.
- The number of schools receiving “enhanced” Healthy Schools status will have increased.
- There is a reduction in the number of conceptions for under 18s.
- The activities outlined in the Aiming High Delivery Plan are completed.

Priority 3

To encourage young people to avoid harmful, risk taking behaviour.

How are we going to do it?

Reduce the number of young people who start smoking and to encourage those who do, to give up.

- Build on the early success of the ‘Working with Young Smokers Scheme’ in all our Upper Schools.
- Support the delivery of the Broader Tobacco Control Agenda as a partner in the Bedfordshire and Luton Smokefree Alliance.
- Support the children’s workforce with training so anyone working with young people is able to offer advice and guidance on giving up smoking and, if appropriate, refer to the Specialist Stop Smoking Service.
- Support the delivery of Tobacco Control education within schools.

Promote good sexual health amongst young people across the Borough.

- Increase the number of young people who are screened for Chlamydia by promoting the wide range of options for screening which are offered by partners across the Borough.
- Build on partner involvement by supporting partners to be able to promote other sexual health services and by devising a prolonged, targeted programme of communication on sexual health messages for both young people and their families and for partner agencies.
- Evaluate the ‘Undercover’ condom distribution scheme, whilst continuing to work closely with all the partner agencies who are involved, such as the Youth Service, Voluntary Sector partners and Children’s Centres.
- Improve how we trace, screen and treat the sexual partners of those young people who test positive.
- Work with partners to make sure that young people know where and how to access contraception and sexual health services.
- Support the children’s workforce with effective training so that they are able to offer advice and guidance on sexual health and contraception to the young people they are working with.
- Develop a planned programme of training to support schools to prepare for delivering statutory Personal, Social, Health and Economic Education (PSHE) lessons by 2011.



Reduce the number of under 18 conceptions in the Borough.

- Ensure that all partner agencies in the Children's Trust give this priority the commitment it needs to see improvement over the 3 year period of the plan.
- Improve collection and analysis of data on under 18 conceptions so that we highlight where we need to focus our support and can work closely with those young people who are most likely to become pregnant at a young age.
- Support and implement intensive programmes of sexual relationship education in schools and the communities in these target areas.
- Develop a planned programme of training to support schools to prepare for delivering statutory PSHE lessons by 2011.
- Work with partners to make sure that young people know where and how to access contraception and sexual health services.
- Support parents and carers so that they feel comfortable and are confident to discuss sex and relationships within the family.

Reduce the harm caused by drugs and alcohol on the lives of children, young people and their families.

- Ensure that we take a 'Think Family' approach to supporting the whole family where there are drugs and alcohol issues, working more closely with Adult Services to keep vulnerable children and young people safe.
- Develop a planned programme of training to support schools to prepare for delivering statutory PSHE lessons by 2011.
- Support and implement intensive programmes with schools and the community where there are identified alcohol and anti-social behaviour issues amongst groups of young people.

- Work closely with our voluntary sector partners to ensure that more young people finish their course of treatment and then receive on-going support.

How will we know we have made a difference?

- There is a reduction in the number of young people within Bedford Borough who take up smoking;
- There is an increase in the number of young people who give up smoking;
- There is a reduction in the number of young people who test positive for a sexually transmitted infection;
- There is a reduction in the level of under 18 conceptions;
- There is a reduction in the number of adults admitted to hospital for alcohol and substance mis-use related harm;
- There is a reduction in the number of children and young people admitted to hospital as a result of unintentional or deliberate injuries.



Priority 4

To target emotional wellbeing services where they are most needed.

How are we going to do it?

Improve the effectiveness and efficiency of Child and Adolescent Mental Health Services (CAMHS) offering better access for children, young people and their families.

- Undertake a detailed needs analysis to highlight gaps in services and areas for improvement.
- Ensure that mental health services for children and young people are available when and where they are needed.
- Ensure mental health services are specifically appropriate for 16 and 17 year olds.
- Work with partners to ensure that there are alternatives to in patient services, so children and young people can be seen closer to home.
- Work with schools to develop targeted mental health services, to include training for school staff, improved information and support for parents and carers as well as direct counselling.
- Support the children's workforce with appropriate training and support material, such as web based guidance, so that they are clear on what support and advice they can offer and when they should refer on and to which service.

To build on existing mental health services for children and young people with learning difficulties.

- Review current service provision for those children and young people with learning difficulties who are seeking mental health services.
- Ensure that families with children and young people who are seeking mental health services know where and how to access these services.
- Review co-ordination of services between those professionals who are working with

the children, young people and families to ensure that there is an understanding of the need and how to support.

How will we know we have made a difference?

- There is an increase in services available to children and young people through CAMHS;
- There are specific services available through CAMHS for children and young people with learning difficulties;
- There is an increase in the opportunities for the children's workforce to develop skills and experience to be able to support children and young people when in distress.

Vital Signs Targets: We also use Vital Signs targets, which are part of the Department of Health Operational Framework, to measure progress for a range of work areas to improve health outcomes for children and young people. The Vital Signs targets relevant to the Healthy section of the Children & Young Peoples Plan include the following Access to antenatal care – VSB06
Teenage pregnancy – VSB08
Childhood obesity – VSB09
Immunisations – VSB10
Breastfeeding – VSB11
CAMHS – VSB12
Chlamydia screening – VSB13

National Indicators

We use national indicators to measure how well we are doing in improving outcomes for children and young people.

For more information on national indicators, please see section three or visit

www.communities.gov.uk

The national indicators relevant to this section are - 38, 39, 41, 42, 50, 51, 52, 53, 54, 55, 56, 57, 109, 110, 112, 113, 115, 123, 126

See page 56 for a description of all National Indicators.



B. Safe

Vision for Bedford Borough Children's Trust

We want a Borough where all children and young people are safe and happy at home, school and in their local community.

There are five priorities to help us achieve this:

- To ensure that children, young people and their families feel safe and happy at home, in school and in their local community
- To make our services easy to understand, easy to access and more responsive
- To minimise the impact that poverty has on child safety
- To understand the impact of crime on children who are victims of it
- To understand more about how young people in the Borough are affected by self harm, to understand the causes and to work together to address those causes.

Why these priorities?

The Children Act 2004, as well as ensuring that we all work together in a Children's Trust, also placed a duty on all partners to co-operate to safeguard and promote the welfare of children and young people. In Bedford Borough, we are committed to improving the safety of **all** children and young people.

“ Safety is fundamental – if children are not safe, they cannot be happy, healthy, achieve or reach their full potential. It is the responsibility of us all to keep children and young people safe. ”

Rt. Hon. Ed Balls, MP
Secretary of State for Children, Schools and Families

It is a “bigger agenda” than we might consider as traditional ‘safe’ work, which might have been thought of as child protection. In many ways, children and young people are safer today than in previous generations and have many more opportunities afforded to them, through, for example, new technologies, leisure and travel. Rates of sudden infant deaths have fallen and rates of accidents are reduced.

However, children and young people today also live in a much more complex world; there are choices, but also challenges. Family structures are changing, communities are more diverse, and there are less family support networks available. The development of technology that brought new opportunities can also bring potential for exploitation and harm.

Bedford Borough Children's Trust Board will continue to be a key stakeholder in the emerging transport infrastructure consultation process.

Crime levels in Bedford Borough have been falling over the last five years; with the exception of incidents of domestic burglary which have increased. We know that this level of crime is important to the residents of Bedford Borough, and ‘crime levels’ was ranked as their most important quality of life factor in surveys carried out in 2006 and 2008.

We recognise that bullying, wherever and whenever it occurs, has a negative effect on everyone involved; especially for victims who are left feeling distressed and can adversely affect concentration, achievement, attainment and health. Those who bully are more likely to be victims of bullying themselves. Those who witness bullying can also suffer harm, and it does have an effect on the community and the extent to which people feel safe. It is certainly not just an issue within schools and it is our intention to reduce the number and effects of incidents of bullying, wherever and whenever they occur.

We know that being a victim of crime can lead to all kinds of problems, for children, young people and their families. Some of these can be very difficult to deal with, and the effects may cause problems later in life. We are working together to reduce levels of crime across the Borough, but also to ensure that where there is a victim of crime, each person receives the appropriate support.

In Bedford Borough, there are young people who are self harming as a way to deal with difficult feelings; young people who self harm say they do it for a number of reasons. We want to do more in the Borough to understand and identify those more at risk from self harm and ensure we are doing all we can to provide the services they need to overcome it.

No matter what the story or what support is needed from us; when children, young people or the families come to us, we must ensure they we are all listening and all understand our roles and the roles of our colleagues. We want to make sure that children, young people and their families know where to go to access services and tell their story. It is important that when this happens we know how to help and they do not have to tell their story to other people / partners as they are passed from one service to another.

Our priorities and workstreams for 2010 - 2013

Priority 1

To ensure that children, young people and their families feel safe and happy at home, in school and in their local community.

How are we going to do it?

Develop a Bedford Borough Anti-bullying partnership, involving all partners and communities, which will take responsibility for delivering and consolidating the Anti-bullying Strategy.

- Consolidate the Anti-bullying strategy so that it covers the work of all partners in Bedford Borough Children's Trust and in particular, that it tackles bullying which takes place outside school and cyber bullying.
- Support the children's workforce with an on-going programme of training for all staff, starting with school based staff and then extending to anyone who works with children and young people.
- Review and re-issue guidance on anti-bullying.
- Develop our strategy for tackling bullying during journeys to and from school, so that children and young people feel safe and comfortable when travelling.
- Build on the work of the Police School Liaison Officers (SLOs) so that their work promotes anti-bullying messages.

Reduce harm to children and young people as a result of accidental injury.

- Implement the 'Keeping Baby Safe' campaign which raises awareness of safe sleeping with a baby, dangers of overheating and reducing the risk of cot death, working with Health Visitors to reach new mothers.



- Continue to expand the award winning “Passport for Life” road safety programme, encouraging more schools to get involved.
- Build on the success of the “Bikeability” safe cycling training and “Xcelerate” which target 17 year olds aiming to influence driving behaviour before young people start to learn to drive.
- Review our licensing arrangements, taking a partnership approach to local licensing, ensuring that all applications are considered by the Local Safeguarding Children Board (LSCB).
- Strengthen our enforcement of sales of alcohol to underage drinkers.

Reduce the number of injuries to children and young people as a result of non-accidental harm.

- Improve the effectiveness of our ‘team around the child’ which involves professionals including voluntary sector partners working closely in cluster areas to support families.
- Develop a communication programme to improve understanding amongst both professionals and families of how harmful drugs and alcohol can be to the unborn baby.
- Build on the successful pilots of the “safe and sound relationships” packs for schools which help to educate 11 and 14 year olds on healthy relationships.
- Develop the existing Domestic Abuse communication strategy so that it includes a more targeted approach to reaching children and young people.
- Develop new, joint strategies with the Police to support families where there are repeated domestic abuse incidents.
- Expand the availability of parenting support to help parents and carers cope with challenging behaviour.

How will we know we have made a difference?

- Children and young people report a reduction in bullying through the ‘Tell Us’ and other surveys.
- There is a reduction in the number of children and young people attending Bedford Hospital Accident and Emergency as a result of a road traffic accident.
- There is a reduction in the number of children being the subject of a child protection plan as a result on non-accidental harm.

Priority 2

To make our safeguarding services easy to understand, easy to access and more responsive.

How are we going to do it?

Develop a communications strategy to ensure that families have a good understanding of what services are available across all partners.

- Develop a standardised set of easy to understand Bedford Borough Children’s Trust literature available from all partners.
- Devise an easy to understand “map” showing how to access our safeguarding services, both to support the Children’s workforce and to help families understand what services are available and how to access them.

Ensure that families receive the same welcome and high quality service across all Bedford Borough Children’s Trust partners, wherever they choose to access our services, be it through their General Practitioner, Teacher, Social Care Worker or the Police Service.

- Ensure families can choose where and how to access services and that they get the same supportive approach wherever they do so.



- Support the Children’s Workforce so that it has a clear understanding of how families access safeguarding services and is able to offer support quickly and effectively.
- Work towards devolving resources to Locality Clusters so that action can be taken more quickly.
- Implement ContactPoint to enable improved information sharing between agencies.

Develop a single assessment process, based on the Common Assessment Framework (CAF), for use by all partners in the Trust.

- Ensure that we take a “whole family” approach to assessment, so that the needs of all members of the family are taken into account.
- Develop a “tell your story once” approach to assessment, so that a family does not have to explain their story repeatedly to different professionals during assessment.

Support young people as they make the transition from services for children to services for adults, particularly children with disabilities and other vulnerable groups, so that they can enjoy a fulfilled adult life.

- Develop a transition pathway to adult services, to include health, schools, social care, housing and the Voluntary sector.
- Ensure young people, from the age of 14, are able to make decisions for themselves which will need the commitment of the full range of partners. We can then help maximise the young person’s chances of leading an independent, happy adult life.

- Ensure that young people leaving care have access to employment, training, further education and decent housing, and that we support them to make the transition smoothly and successfully.
- Review and update continuing care arrangements with the Primary Care Trust in Bedford Borough.

How will we know we have made a difference?

- There is an increase in the number of children, young people and their families who have been made aware of the different services that are available in Bedford Borough and how to access them.
- The time taken for assessments after referral is reduced.
- There is an improvement in the assessment process.
- There is an increase in the volume of CAFs received from partner agencies.
- There is an increase in the number of services developed in ‘Think Family’ manner.
- There are robust transition procedures in place to ensure that children and young people continue to receive the right support as they make the transition from children to adults.



Priority 3

To minimise the impact that poverty has on child safety.

How are we going to do it?

Work with partners to maximise family income.

- Develop our Child Poverty Family Intervention Projects which support families experiencing barriers to employment, such as substance mis-use, domestic abuse or mental health problems, to access training and employment.
- Offer parenting support which includes practical, easy to understand advice on benefit entitlement, how to access affordable, quality childcare and household budgeting.
- Promote “Home access” and similar programmes which enable families to have access to computers at home.

Ensure families have access to affordable and appropriate housing.

- Working with the Children and Families Accommodation Partnership, ensure that families and young people with housing and support needs can access appropriate accommodation and Housing Benefits so that they have a secure base.
- Ensure that we minimise the need to put families into temporary accommodation, preventing families becoming homeless wherever possible.
- Ensure that vulnerable children and families have priority in the ‘supporting people commissioning programme’.

Reduce the number of parents and carers mis-using drugs and alcohol.

- Embed the “Think Family” approach to supporting the whole family where there are drugs and alcohol issues, working even more closely with Adult Services to keep vulnerable children and young people safe.
- Work closely with even more providers including our voluntary sector partners, to ensure that treatment programmes are sufficiently flexible so that more young people complete their course.

How will we know we have made a difference?

- The number of families living in poverty will reduce within Bedford Borough.
- There is an increase in the take up of appropriate benefits.
- There is an increase in the availability of appropriate and affordable housing for families who need it.
- There is a reduction in the number of children, young people and families who are affected by drugs and alcohol abuse, including a reduction in the number of admissions of children and young people to hospital because of these factors.



Priority 4

To understand the impact of crime and domestic abuse on children who are affected by it.

How are we going to do it?

Reduce the number of children and young people who are first time entrants to the Criminal Justice System.

- Working in partnership, we will ensure that children and young people who commit less serious offences are engaged in restorative interventions to repair the harm caused by their behaviour.
- Ensure that children and young people who are at risk of involvement in crime and anti-social behaviour are engaged in appropriate early intervention activities such as the Youth Inclusion and Diversity Projects.
- Ensure that parents or carers of children and young people at risk are offered the opportunity to participate in a range of parenting support activities.

Reduce the number of young people who re-offend.

- Ensure that all young people who offend are engaged in appropriate activities to challenge their behaviour and attitudes.
- Work across Bedford Borough Children's Trust to identify and address factors that contribute to young people becoming offenders.
- Ensure that young people have access to services - such as support to deal with substance mis-use, accommodation and mental health services - which will challenge and support them as they move out of offending.

Reduce the number of incidents of anti-social behaviour by children and young people.

- Identify children and young people causing concerns in communities and intervene at the earliest opportunity to prevent formal action becoming necessary.
- Ensure that restorative interventions are available in communities to address specific incidences of anti-social behaviour and repair the harm caused to the community.

Reduce the impact that crime and domestic violence between adults has on children and young people.

- Build on the successful pilots of the "safe and sound relationships" packs for schools which help to educate 11 and 14 year olds on healthy relationships.
- Develop the existing Domestic Abuse Communication Strategy so that it includes a more targeted approach to reaching children and young people.
- Develop new, joint strategies across Bedford Borough Children's Trust to support families where there are repeated domestic abuse incidents.
- Ensure support is provided to those families who are affected by offending; including where family members spend time in prison or offenders unit.



How will we know we have made a difference?

- There will be a reduction in the number of children and young people involved in crime and anti-social behaviour.
- There will be an increase in the number of children and young people engaged with Restorative Interventions.
- Reduction in the number of first time entrants to the criminal justice system.
- Reduction in the number of children and young people who go on to re-offend.

Priority 5

To understand more about how many young people in the Borough are affected by self harm, to understand the causes and to work together to address those causes.

How are we going to do it?

Understand more about the children and young people in Bedford Borough who self harm.

- Commission research to understand how many young people are involved with self harm, local risk factors and what services are currently available.
- Use existing research and information from known cases to help develop tools to assist professionals in identifying risk factors of those children and young people who are at greater risk of self harming.

Provide improved support and treatment for children and young people who self harm.

- Improve access to counselling services for children and young people suffering emotional and behavioural difficulties and those with mental health problems.

- Improve engagement with children and young people who are resisting contact with our support services.
- Provide better education for young people about the risks of substance mis-use.
- Offer improved access to age appropriate in-patient health and treatment services.

How will we know we have made a difference?

- We will have more information about which groups of children and young people in Bedford Borough are self harming.
- There are more opportunities available to the children's workforce to improve skills and knowledge to identify which children and young people are at risk of self harm.
- There are more services and information available for those children and young people who are self harming.

National Indicators

We use national indicators to measure how well we are doing in improving outcomes for children and young people.

For more information on national indicators, please see section three or visit www.communities.gov.uk

The national indicators relevant to this section are – 14, 17, 19, 21, 22, 23, 26, 27, 28, 30, 32, 34, 38, 39, 40, 41, 43, 45, 46, 47, 48, 49, 50, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 69, 70, 71, 111, 115, 116, 117, 118, 140, 142, 147, 148, 151, 153, 154, 155, 156, 175.

See page 56 for a description of all National Indicators.



C. Aspire

Vision for Bedford Borough Children's Trust

We want a Borough where all children and young people have high aspirations and expectations regardless of their background or particular needs.

There are four priorities to help us achieve this:

- To develop learning opportunities at school, within the home and within the community and increase choice for children and young people.
- To provide a full range of play, leisure, sport and cultural activities to support young people in achieving their full potential.
- To focus on narrowing the achievement gap for our most vulnerable children and young people.
- To support those young people most at risk of not being in education, employment and training.

Why these priorities?

As a priority area, Aspire brings together three of the five Every Child Matters (ECM) outcomes:

- Enjoy and Achieve,
- Making a Positive Contribution and
- Achieve Economic Well Being.

Aspire, noun; 'directing hopes towards achieving something special.'

We know it is not just in primary and secondary school that children and young people learn and that it is not just qualifications that lead to being ready for work. So, Bedford Borough Children's Trust took the bold decision to work on these three ECM outcomes together, to enable us to make the biggest difference possible for children and young people.

Educational attainment has risen over the last five years; however, there are still significant inequalities and in 2008, the percentage of pupils achieving five A* - C grades in GCSE, including English and Mathematics, varies from 20% to 70% in different schools. In 2009, around half of our 16 years olds left schools with fewer than five GCSEs at this grade.

We know that GCSE results in the Borough could be better and all pre-statutory providers, schools and The Local Authority School Improvement team are working hard to deliver the Borough Council's aim to achieve a 'step change in attainment'. The Aspire section of our Children and Young People's Plan deals with how we support this, as well as how all partners will work together to help children and young people to:

- Enjoy their childhood and young adulthood;
- Achieve both academically and personally;
- Have fantastic opportunities for employment and training;
- Help them to play a really positive part in their local community.

If we get these things right then we will go a long way towards having a significant impact on GCSE results in secondary schools across the Borough, and on how well prepared young people are for work.

We know that between 5% and 6% of 16 – 18 year olds are not in education, employment or training.

We also know that we need to offer effective parenting support and a range of family and community learning opportunities. We need to take a genuinely inclusive approach, where no child or young person is excluded from opportunities to use their imagination in play and to enjoy their leisure time.

We want to encourage a love of learning and we want children and young people to enjoy being at school. We think that allowing



the learner to lead what they do is key; this is fundamental to our 'Bedford School for the Future' programme, where we plan to transform learning through new and improved buildings as well as transforming the way children and young people learn. We plan to involve partners in this, which is why it features in this plan.

We want parents and carers to enjoy their child's development and to get involved with and encourage their child's play – imagine a place where communities playing together happens all the time, not just when it snows! We want communities and families to learn together as well – be it cooking, learning new IT skills or a new sport.

Finally, we want to encourage vulnerable and disadvantaged children and young people to have the same opportunities and to make the same progress as their peers.

Our priorities and workstreams for 2010 - 2013

Priority 1

To develop learning opportunities within the home, the community and at school and increase choice for children and young people.

How are we going to do it?

Support and encourage family and life-long learning so that children get the best start and continue to thrive throughout childhood and early adulthood.

- Support parents and carers to be great role models for learning for their children by acknowledging and respecting their role as the child's first teacher.
- Develop our joint strategy for speech and language development in very young children, ensuring we support the children's workforce to understand the importance of communication in the very early years.
- Work with partners, in particular the voluntary and community sector, to increase the range of opportunities for families to learn together.

Build on existing community learning opportunities to provide more choice for families.

- Work with the community and voluntary sector to identify where there are gaps in community learning opportunities, and develop provision to fill those gaps.
- Ensure that all children and young people and their families are able to access community learning opportunities, seeking to reduce or remove barriers to access such as transport and cost.
- Develop a joint communications strategy to promote both the community learning opportunities which are available and the benefits they offer families.



Facilitate the way children and young people in Bedford Borough learn by encouraging schools at both primary and secondary level, and community learning settings to be led by the learner, so that children and young people can learn in the way that suits them best.

- Promote the benefits of 'learner led learning' amongst the children's workforce.
- Embed this approach within the transformation of learning in the 'Bedford Schools for the Future' programme.
- Build on the early success of 'accredited informal learning' offered by our youth services.
- Provide one to one targeted support and impartial information, advice and guidance for those young people who need it most.

Engage all partners in the Bedford Schools for the Future (BSF) programme.

- Ensure all partners have the opportunity to get involved in BSF in a way that encourages creativity and innovation in how we deliver services to children and young people.

- Make sure that children and young people are treated as partners in BSF, and that their opinions and ideas are listened to and acted upon.

How will we know we have made a difference?

- There is an increase in the number and range of opportunities for the family to learn together;
- There is an increase in the number of opportunities for community learning in Bedford Borough;
- There is an increase in the number of children, young people and families accessing community learning;
- There are opportunities for learning in Bedford Borough to be 'led by the learner';
- There is an increase in involvement of partners, children, and young people in the BSF programme.



Priority 2

To provide a full range of play, leisure, sport and cultural activities to support young people in achieving their full potential.

How are we going to do it?

Support all partners so that they understand and can promote how leisure, sport and cultural activities help children and young people to achieve and enjoy.

- Work with partners to identify where there are gaps in our provision of leisure, sport and cultural activities for children and young people and develop plans to fill those gaps.
- Ensure that all children and young people and their families are able to access leisure, sport, cultural and outdoor / adventure activities, seeking to reduce or remove barriers to access such as transport and cost.
- Develop a marketing programme which promotes the range of activities available and their benefits and which encourages take up.
- Provide training for the children's workforce so that they encourage the children and young people they are working with to take part in more activities in their local community.

Promote the value of play and every child's right to exciting, imaginative and safe play space and play time.

- Ensure that all partners work towards play friendly communities.
- Support the children's workforce so that those working with children and young people feel confident to encourage play.
- Promote the value of play as an important part of the school day.
- Work with communities in the Borough to develop and enhance their local play spaces.

Enable young people to shape play, leisure, sport and cultural activities by investing in their ideas.

- Make sure we listen to what children and young people tell us about what they want to do in their free time.
- Ensure that the Youth Cabinet is involved in decision making.
- Encourage volunteering in schemes that help communities and are worthwhile for young people.

How will we know we have made a difference?

- There is an increase in the number of, quality and access to play, leisure, sport and cultural activities available in the Borough.
- Children and young people will tell us that they enjoy using the spaces for play.
- Children and young people are involved in the development of opportunities for play, leisure, sport and culture in the Borough.
- There are more opportunities for volunteering.



Priority 3

To focus on narrowing the achievement gap for our most vulnerable children and young people.

How are we going to do it?

Challenge and evaluate how we support looked after children so that they are more likely to achieve their potential.

- Develop a meaningful reward programme for improved attendance at school, as part of a full package of rewards for behaving and doing well at school which children and young people have told us they want.
- Build on the individual support offered to looked after children by Integrated Youth Support.
- Ensure that the provision of health assessments, health education and promotion for looked after children is improved to ensure that we are enabling this group of children to be as healthy as possible.
- Reduce the number of looked after children who are at risk of becoming involved in criminal activity.
- Ensure that all partners understand their role in improving opportunities and support provided to looked after children.

Remove the barriers faced by children and their families who are living in poverty so that they achieve their potential.

- Improve access for families living in poverty to key services such as health and housing and advice on employment and training.
- Offer parenting support which includes practical, easy to understand advice on benefit entitlement, how to access affordable, quality childcare and household budgeting.

- Ensure that all our funded early education for 2, 3 and 4 year olds (whether provided by private, voluntary or independent partners) is of the highest quality throughout the Borough.
- Support the children's workforce to understand the effects of poverty and to be able to help mitigate the impact that poverty has on children, young people and their families.

Ensure all partners understand the challenges faced by children and young people who have a caring role at home, to be able to take advantage of opportunities to enjoy themselves and to achieve.

- Raise awareness of the issues faced by young carers amongst partners.
- Improve communication between partners so we can take a more proactive approach to supporting young carers.
- Enable young carers to support each other.

Work creatively with all our partners to look for ways to enhance and develop the curriculum.

- Building on experience from the community and voluntary sector, encourage all our partners to undertake a review of what its organisation could bring to the curriculum to make it more appealing.
- Involve partners in developing curriculum materials where appropriate.



How will we know we have made a difference?

- There is improved attendance at school for looked after children.
- More looked after children secure a place at university or college.
- We have an established Anti Poverty Task Force and we will have a full set of baseline data.
- There is an increase in the quality of funded early education provided through private, voluntary and independent partners.
- There are more opportunities for young carers, including a support network across the Borough.
- Partners are involved in enhancing and developing the curriculum.

Priority 4

To support those young people most at risk of not being in education, employment and training.

How are we going to do it?

Support vulnerable families so that their children get the best start in life.

- Provide targeted parenting programmes which encourage parents and carers in vulnerable families to see the benefit of early reading, writing and communication.
- Support parents and carers to parent with confidence, to strengthen their family unit and encourage them to become part of the local community.
- Promote communication within families and especially communication, speech and language development in very young children.

Support families through the challenges adolescence might bring.

- Offer a range of parenting support to help parents and carers feel confident to talk with their child about risky behaviour and to set fair boundaries.
- Support parents and carers by informing them of the range of choices available to young people for post 16 and further education, work experience, training and apprenticeships.

Recognise the needs of all children and young people and provide support for everyone to flourish.

- Encourage all settings working with children and young people to have a truly inclusive approach and to involve, engage and develop all children and young people.
- Encourage children and young people to support each other.
- Encourage partners, in particular the community and voluntary sector to offer a range of activities and support from a younger age, ensuring that children and young people have a say in developing them.
- Continue to prevent the exclusion of children and young people from settings wherever possible.
- Develop strategies and approaches to providing support to those young people who have been away from education or from activities, such as young parents, children and young people who have been excluded and young people who have been in custody. This should enable them to return to learning or activities as quickly and as smoothly as possible.



As a Children's Trust, create more opportunities for work experience, work placements and apprenticeships for young people across the Borough.

- Make sure the opportunities are attractive by listening to young people.
- Encourage partners in Bedford Borough Children's Trust, as well as those working to implement the Sustainable Community Strategy, to take a creative and innovative approach to developing opportunity for young people to gain experience of the work place.
- Support the workforce so that they understand how to make these opportunities meaningful.
- Ensure that where partners enter into contracts, that they encourage contractors to offer work experience and apprenticeship opportunities.

Improve our knowledge of the whereabouts of young people over the age of 16 to enable effective one to one support to enter education, employment and training.

- Develop information sharing protocols.
- Through our cluster arrangements, develop a consistency of local knowledge to allow support for individuals.



How will we know we have made a difference?

- There is a reduction in the number of young people who are not in education, employment and training (NEET).
- There is an increase in the number of families accessing targeted parenting programmes.
- There is an improvement in levels achieved in reading, writing and the community engagement of children and young people.
- Parents and carers tell us they understand options post 16.
- Young people tell us they feel supported with the return to education or training.
- There is an increase in the quality and quantity of work experience opportunities available.

National Indicators

We use national indicators to measure how well we are doing in improving outcomes for children and young people.

For more information on national indicators, please see section three or visit www.communities.gov.uk

The national indicators relevant to this section are – 1, 2, 3, 4, 6, 9, 10, 11, 57, 69, 72, 73, 75, 76, 78, 79, 80, 81, 82, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 100, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 135, 148, 152, 161, 162, 163, 164, 165, 199.

See page 56 for a description of all National Indicators.



D. Workforce Development

Vision for Bedford Borough Children's Trust

We want a world class workforce working with and for children and young people in the Borough.

There are three priorities to help us do this:

- To encourage people to join and remain in the children's workforce, offering clear career pathways.
- To ensure everyone working with children and young people in Bedford Borough understands their role within the 'One Children's Workforce'.
- To support Bedford Borough children's workforce so that they are trained and able to keep children and young people safe and in particular that they are able to give vulnerable children all the support they need.

Why these priorities?

The Government has a vision; by 2020 every Children's Trust will have a 'One Children's Workforce', where everyone who works with children and young people should be:

- Ambitious** for every child and young person
- Excellent** in their practice
- Committed** to partnership and integrated working
- Respected** and valued as professionals.

In Bedford Borough, we have a vision too; we want everyone who works with children and young people across the Borough – including those in volunteering roles - to think of themselves and to be recognised as part of the 'One Children's Workforce'. We want those who work with children and young people to have similar values and use similar language; to be highly and appropriately trained; to understand safeguarding and how to keep children safe; to understand and use the right tools and processes for working together;

to know what their role is and that of their colleagues; to share the identity of being part of the 'One Children's Workforce'.

The 'One Children's Workforce' is a term developed to describe anyone who works or volunteers with children, young people and their families; regardless of their profession or specialism. One of the first things we need to do is to work with partners to understand the children's workforce in the Borough, where they work, what skills they have and what further training they need.

In order to develop a 'One Children's Workforce' in Bedford Borough, there are several building blocks we need to create to reform the workforce and change the way it works together.

This section sets out what we plan to do over the next three years; including the development and embedding of the key frameworks around "Common Core of Skills and Knowledge" and "Championing Children" in all that we do and deliver. These are frameworks for sharing skills, knowledge and experiences; and for developing a common language for all those who work with children and young people. By using these frameworks in the Borough, we will be able to help those in the 'One Children's Workforce' work together more productively and use the integrated working tools more effectively.

The development and reform of the children's workforce is key to the delivery of **all** the priorities and actions set out in this plan; that is why Bedford Borough Children's Trust has a Strategic Implementation Group dedicated to looking at workforce development and ensuring it delivers a reformed workforce. In addition, this group will ensure that there is effective use of all the different Central Government grants and funding available to "up skill" and develop the workforce.

We will know we have a reformed 'One Children's Workforce' when children and young



people feel that all those who work with them understand enough about them to see what is best for them; and that individuals identify themselves as part of the children's workforce and share a common vision of success and purpose regardless of job role and function.

As well as developing the workforce we want, we also need to be sure that colleagues will stay in the Borough, and that they can continue to progress and develop throughout their career. We will work together to look at how we can develop opportunities for the 'One Children's Workforce' to develop and grow in Bedford Borough and therefore retain knowledge and skills.

For more information please visit the Children's Workforce Development Council website at: www.cwdcouncil.org.uk

Our priorities and workstreams for 2010 - 2013

Priority 1

To encourage people to join and remain in the children's workforce, offering clear career pathways.

How are we going to do it?

To develop a "grow your own" approach to recruitment and retention for Bedford Borough Children's Trust's children's workforce.

- Plan for and implement an annual Bedford Borough Children's Trust Careers Fair.
- Encourage local people who may be interested in working with children and young people to take the first steps to join the children's workforce.
- Working with local training providers, develop a range of entry level opportunities for those wishing to be part of the children's workforce.

- Work with partners to develop secondment, job shadowing, work experience, mentoring and job opportunities; remove barriers (actual or perceived) between the different sectors of the workforce.
- Recruit a workforce which truly represents the diversity of the local community.

Identify clear career pathways across all partners.

- Encourage all partners to promote mobility and progression across the children's workforce.
- Support the implementation of the national Integrated Qualification Framework (IQF); working with local training providers to ensure that new and appropriate training courses are available.
- Develop a communication programme to raise awareness and understanding of what different career opportunities there are in the children's workforce.
- Work with partners to develop a clear information, advice and guidance strategy for careers in the children's workforce.

Develop a shared approach to succession planning and leadership and management training across all partners.

- Support the children's workforce by promoting the benefit of succession planning and leadership and management training amongst partners.
- Encouraging partners to adopt the skills and behaviours of "Championing Children".
- Work with partners to audit existing leadership and management development programmes, looking for opportunities to develop shared training wherever possible.



How will we know we have made a difference?

- There is an increase in the diversity of people recruited to the children's workforce in Bedford Borough.
- There are more high quality training opportunities available at entry level.
- Partners and the community understand the different roles and jobs within the children's workforce.
- Leaders and managers in the children's workforce have the right skills and knowledge and there are training opportunities where needed.

Priority 2

To ensure everyone working with children and young people in Bedford Borough understands their role within the 'One Children's Workforce'.

How are we going to do it?

Implement the common core of skills and knowledge across the children's workforce.

- Devise and implement a communications programme to ensure the children's workforce has a good understanding of the standards in the common core of skills and knowledge.
- Encourage all partners in Bedford Borough's Children's Trust to champion the common core of skills and knowledge and promote it amongst their staff.
- Encourage all partners to review their learning and development programmes and ensure that they are underpinned by the common core of skills and knowledge.

Develop and implement a Common Induction Training programme across the children's workforce, ensuring that it is underpinned by the common core of skills and knowledge.

- Undertake an audit of current practice on induction training across all partners, using the 'One Children's Workforce' on-line toolkit.
- Ensure that our Common Induction Training promotes awareness of anti-discriminatory practices, equality and inclusion.

Ensure that everyone working in the children's workforce in Bedford Borough has a personal portfolio.

- Pilot the personal portfolio with small groups of the children's workforce, evaluate the pilot and then implement a full launch.
- Encourage everyone in the children's workforce to gather and keep evidence of their achievements, to give them a head start with compiling a personal portfolio.
- Promote the benefits of personal portfolios amongst partners, particularly emphasising how it supports recruitment and retention.

How will we know we have made a difference?

- Training or development opportunities will include the Common Core of Skills and Knowledge.
- We will have more information to tell us what the children's workforce is in Bedford Borough and what skills it needs.
- People in the children's workforce will have a personal portfolio which will encourage professional development.



Priority 3

To support Bedford Borough children's workforce so that they are trained and able to keep children and young people safe and in particular that they are able to give vulnerable children all the support they need.

How are we going to do it?

Working closely with the Bedford Borough Local Safeguarding Children Board (LSCB), develop a joint strategy to ensure the children's workforce is appropriately trained and supported to keep the children and young people they work with safe.

- Ensure that our safeguarding training promotes awareness of anti-discriminatory practices, equality and inclusion.
- Ensure that the message "safeguarding is everybody's business" is adopted by all partners across the Trust and that it underpins their recruitment and training programmes.
- Partners will adopt safer recruitment practices which are recommended by the LSCB.
- Partners will take responsibility for providing safeguarding training to those members of the workforce who need it, and will ensure that it is quality assured by the LSCB.
- Develop a communications programme to support partners with promoting the safeguarding message.

Ensure that the use of the Common Assessment Framework (CAF) is embedded across the children's workforce and that our approach to its use involves assessing the needs of the whole family.

- Use the integrated working self assessment from the 'One Children's Workforce' online toolkit to audit how successful we are in using the CAF.

- Ensure that the children's workforce has a good understanding of why we use the CAF, how to use it and feel confident when they do use it, so that assessments made using the CAF are all of a high quality.

How will we know we have made a difference?

- There is an increase in the number of staff in the children's workforce who have received the right safeguarding training and in a timely manner;
- There is an increase in the use of safer recruitment practices across organisations within Bedford Borough.
- There is an increase in the quality of information provided on assessment paperwork through the CAF;
- There is an increase in the number of assessments completed through the CAF;
- There is an increase in the proportion of the children's workforce that understands integrated working and the tools used.

National Indicators

We use national indicators to measure how well we are doing in improving outcomes for children and young people.

For more information on national indicators, please see section three or visit www.communities.gov.uk

The national indicators relevant to this section are – 161,162,163,164,165

See page 56 for a description of all National Indicators.



E. Equality and diversity

Vision for Bedford Borough Children's Trust

All children and young people in Bedford Borough enjoy equality of opportunity and support appropriate to their needs.

There are two priorities in helping us achieve this:

- Make sure that our many and diverse communities are actively involved in the planning, development and delivery of services;
- Deliver services which appropriately and effectively meet the needs of different groups, ensuring that no one is discriminated against.

Why these priorities?

The children, young people and families who live in Bedford Borough come from many different heritages, speak many different languages, hold a range of beliefs and faiths, have differing levels of health and disability and are interested in a range of different activities.

As a Children's Trust we need to make sure that we respond to this diversity in the services we deliver and to ensure that no one is served less well because of their differences.

Children and young people differ from one another in many ways, but the seven listed below are those that are recognised by the Equality and Human Rights Commission; in addition Bedford Borough Children's Trust recognises the emergence of 'poverty' as a factor which can lead to being treated differently, and has therefore included it here.

We need make sure that no discrimination takes place because of these differences.

Disability – many children and young people have special physical, medical, learning, or difficulties which may require particular services to meet their needs.

Belief – children and young people and their families may hold beliefs in line with recognised major religions and smaller faith groupings, or may have none.

Gender – being a boy or a girl (or perhaps transgendered) makes a difference to how life is experienced.

Ethnicity - the ethnic group, race, nationality or cultural heritage a child is born into has a significant impact on day to day life.

Sexual orientation – as children grow into adulthood, they should be encouraged to develop an understanding and respect for the range of sexual orientations in society.

Age - as well as a specific range of issues relating to young people rather than old people, this includes the ages and stages that children and young people go through each with its own needs and challenges.

Poverty – increasingly we are also recognising that being born into poverty can be the single biggest difference between children who succeed and those who have poor outcomes.

In our Children and Young People's Plan, we will refer to these as the equality and diversity strands or issues.

Several laws have already been enacted to ensure equality in our society. This year the government hopes to draw much of this into a Single Equality Bill which will also bring in new and extended aspects of equality.



Over the next three years we will need to make sure that all partner agencies, including schools, fully understand and feel confident about what is expected of them.

We measure ourselves against national standards to see how good our practice is with regard to equalities and diversity. An important part of this is finding out what the people who use our services think of us – and so we undertake a number of surveys with children, young people and their families. These tend to ask a small number of questions of a small number of participants and we want to do a lot more of this, and make sure that we specifically ask children and young people whose voice might get missed.

“Diversity to me means enrichment. We are blessed to be a [place] of many cultures, languages and experiences, It is an exhilarating environment in which to live. Our diversity is a glorious celebration of life.”

*Archbishop Desmond Tutu
Nobel Peace Prize winner*

Priority 1

Make sure that our many and diverse communities are actively involved in the planning, development and delivery of services.

How are we going to do it?

Expand our knowledge and understanding of what life is like for all the many different children and young people living in Bedford Borough.

- Set up on-going, regular surveys of what children and young people think about growing up in the Borough, to complement existing surveys like the “Tell Us” survey.
- Gather more detailed information from children and young people about how often and why they have experienced bullying.
- Work with partners to make sure that we are all collecting the same type of data across the seven equality and diversity issues so that we can improve our analysis and therefore understanding of diversity in Bedford Borough, particularly for children and young people.
- We will review and re-issue guidance to schools and other settings on all the major areas of equality and diversity, such as tackling racist incidents and homophobic bullying.

How will we know we have made a difference?

- There will be an increase in the development of services informed by real life experiences of children and young people in Bedford Borough.
- There is an increase in the quality and quantity of data available from across the Borough on equality and diversity issues that we can use in planning services.



Priority 2

Deliver services which appropriately and effectively meet the needs of different groups, ensuring that no one is discriminated against.

How are we going to do it?

All partners will complete an audit against the National Equality Standard from which we can determine what actions we need to take to improve.

- Partners in Bedford Borough Children's Trust will undertake the audit seeking support from advisers from the National Equality Standard if necessary.

All partners will review their guidance across all seven equality and diversity issues, and, if necessary, re-issue refreshed guidance on good policy and practice.

- We will promote any revised guidance amongst our schools and settings.
- Schools in particular will be asked to review and refresh their disability equality schemes as part of the three year review cycle.

How will we know we have made a difference?

- Audits completed against the National Equality Standard, and actions taken on findings.
- Guidance and policy issued about equality and diversity is up-to-date and relevant across Bedford Borough.



Section Three:

How are we going to do it?

Needs assessment

The **Emerging Needs** document has gathered together a broad range of data and information on what we know about the children and young people in Bedford Borough.

This data is collected in a variety of ways – by national census, annual school surveys and service user data. Some of it is current while some is only collected every ten years. It is also important to include information collected from young people themselves about how they experience life.

We compare the figures for the Borough against national data, regional data from the East of England, and data about our statistical neighbours.

Statistical neighbours are identified by finding the other Trust partners across England with the most similar values for a given set of variables. These variables include:

- Economic – income, wealth, employment;
- Mobility;
- Parental education;
- Ethnic minorities;
- Population – density, change, rural or urban;
- Size.

All the information together provides us with a picture of emerging needs which in turn shapes the identification of priorities and the actions we undertake in service delivery.

Joint Strategic Needs Assessment

The Joint Strategic Needs Assessment (JSNA) is a comprehensive process between health and local authority partners to identify both current and future health and well being needs of the local population. This identification of need is not just for children and young people, but adults too.

NHS Bedfordshire and Bedford Borough Council are currently developing the first JSNA, and when finalised, it will be available on both organisation's websites. The assessment will be refreshed on an annual basis and will be used to help set priorities for the refreshed Children and Young People's Plan in future years.



Resources

How are we going to resource what we plan to do?

The Children and Young People's Plan sets out priorities of Bedford Borough Children's Trust and how the work streams will contribute to improving outcomes for children and young people. Each organisation within the partnership will ensure that resources are made available to deliver their contributions; these will be identified in the Strategic Implementation Group action plans that sit underneath this plan.

It is intended that during the first year of delivery of this Children and Young People's Plan, an improved picture of the **Resource Envelope** available from partners on services for children and young people will be developed for Bedford Borough. This will show what funding and resources are committed from each organisation in Bedford Borough Children's Trust and whether there are any conditions or limits on spending it.

We recognise that the financial position is challenging for all partners and sectors involved in Bedford Borough Children's Trust. However, we are all committed to ensuring that resources are applied effectively and efficiently.

The Joint Commissioning Strategy for Bedford Borough Children's Trust has been developed to ensure there is a shared understanding of the way in which partners will work together to commission services that are needed to fulfil our vision and ambitions for children and young people in the Borough.

The Children's Trust has adopted the Department for Children, Schools and Families' model for commissioning services; more information on which can be found at:

www.bedford.gov.uk

The Bedford Borough Children's Trust Board will develop, as appropriate and with agreement, new ways of working that will support the achievement of improved outcomes through:

- aligned budgets
- pooled budgets
- joint bids for new grants.

Currently, the partners within Bedford Borough Children's Trust predominantly align resources and implement a lead organisation commissioning model around:

- Child and Adolescent Mental Health Services (CAMHS)
- Risk taking behaviour, including drug and alcohol mis-use
- Prevention and early intervention.

Local Area Agreement (LAA) Reward Money

The Children's Trust has been given 'Reward Money' as a result of the Local Strategic Partnerships' delivery of the Local Area Agreement 1 (2006 – 09) stretch performance target. For 2010/11, the total received will be £159,000.

This additional funding demonstrates the benefits of working together to meet targets and then being able to improve outcomes for children, young people and families.

The Children's Trust Board will prioritise this funding against important areas of work within this plan and ensure it contributes to the needs of children and young people and what they have told us is important to them.

Managing performance

How do we know we are improving outcomes for children and young people in the Borough?

In order to monitor the performance of the Bedford Borough Children's Trust and to ensure that it delivers what it has set out in this plan, there is a performance management framework in place. This framework requires each of the Strategic Implementation Groups to submit a completed 'dashboard' on a quarterly basis which identifies what they have done, what is still to be done and what help they need to do this.

Each of the four Strategic Implementation Groups (Healthy, Safe, Aspire and Workforce Development) has a detailed action plan that sits under this Children and Young People's plan. The detailed action plan shows which partner is leading on which piece of work; what stages or actions need to be completed; what the key deadline dates are; what the outputs are; how they will know they have completed each stage and how they will know they have made a difference.

These dashboards are submitted to the Executive Commissioning Board, which in turn will challenge and support the Strategic Implementation Groups when outcomes are not improving. This performance information is fed to the Children's Trust Board and then onto the Bedford Borough Local Strategic Partnership.

As part of this monitoring of the performance, there are a number of measures used by all local authorities, known as National Indicators. Performance information will be published separately by each Strategic Implementation Group; this will be on the Bedford Borough Children's Trust website when available. For more information on National Indicators, what they are and how they are used, please visit www.communities.gov.uk



Links to documents and websites which we have referred to in our plan

Bedford Borough Council: www.bedford.gov.uk for

- Child Poverty Strategy
- Parenting Strategy
- Workforce Strategy
- Needs Assessment

Department for Children, Schools and Families: www.dcsf.gov.uk for

- Every Child Matters and the five outcomes
- The Children's Plan
- Youth Matters Next Steps, published by the Department for Children, Schools and Families (2006)

The Sustainable Community Strategy is available at www.bedfordboroughpartnership.org.uk

Children's Workforce Development Council: www.cwdcouncil.org.uk

National Indicators: www.communities.gov.uk/publications/localgovernment/updatednidefinitions

National Service Framework for Children, Young People and Maternity Services, published by Department of Health (2004): www.everychildmatters.gov.uk

Public Health White Paper "Choosing Health", published by Department of Health (2004): www.dh.gov.uk

Bedford Borough Children's Trust Partners:

Bedfordshire Local Safeguarding Children Board www.bedfordshirelscb.org.uk

NHS Bedfordshire www.bedfordshire.nhs.uk

Bedfordshire Police www.bedfordshire.police.uk

Bedfordshire Probation www.bedsprobation.org.uk/index.php

Voluntary Organisations Consortium www.voluntaryworks.org.uk/VOCypf/Index.asp

Bedfordshire & Luton Fire and Rescue Service www.bedsfire.com

Job Centre Plus www.jobcentreplus.gov.uk



Glossary

Bedford Borough Assembly

The Bedford Borough Partnership is made up of the Borough Council, Health Service, Police, Fire and Rescue, local businesses, parish councils, voluntary organisations and community groups - all wanting to make life better for everyone who lives, works and visits Bedford Borough.

Bedford Racial Equality Council

A non-government organisation which works to promote good race relations and the elimination of racial and religious discrimination.

Bedford Youth Cabinet

Every 2 years, elections are held in schools across Bedford Borough to vote in representatives from middle, upper, special, independent schools and settings (like Connexions for young people not at school, the Foyer for young people who live independently and the Children in Care Council) to sit on the Borough Youth Cabinet.

Bedford Schools for the Future

The Bedford Schools for the Future project in Bedford Borough is being delivered as an integrated project to include Building Schools for the Future, Primary Capital Programme and the School Organisation Review.

Children and Families Accommodation Partnership

A partnership focusing on developing effective links with agencies and organisations in order to improve the quality of life for children and their families who are, will be or have been homeless.

The Children's Act 2004

The Children Act 2004 provides the legal underpinning for the transformation of children's services as set out in the Every Child Matters: Change for Children programme. Section 10 of the Act provides the statutory basis for Children's Trusts (the duty to cooperate).

Common Assessment Framework (CAF)

The CAF is a standardised approach to conducting assessments of children's additional needs and deciding how these should be met. It can be used by practitioners across children's services in England.

Common Core of Skills and Knowledge

The common core is a set of skills and knowledge for the children and young people's workforce that underpins integrated working.

ContactPoint

ContactPoint is an online directory, available to authorised staff who need it to do their jobs. It is a tool to help improve the wellbeing of all children, keep them safe and ensure that no child slips through the net of support services. It is a key element of the Every Child Matters programme, to transform children's services through effective prevention and early intervention.

Convention on the Human Rights of the Child (1989)

The Convention on the Rights of the Child is the first legally binding international instrument to incorporate the full range of human rights—civil, cultural, economic, political and social rights. In 1989, world leaders decided that children needed a special convention just for them because people under 18 years old often need special care and protection that adults do not.

Cultural Activities

Cultural Activities include a wide variety of activities including the performing and visual arts, craft and fashion, media, film and television, museums and libraries, sport events, parks, wildlife habitats, play activities, festivals and informal leisure pursuits.



Diversity Network

A Local Authority group, chaired by a member of the community, made up of representatives across the equality strands who advise, respond and challenge.

Every Child Matters (ECM)

In 2003, the Government published a Green Paper called Every Child Matters alongside the formal response to the report into the death of Victoria Climbié. After a thorough consultation process, the Children Act 2004 became law. This legislation is the legal underpinning for Every Child Matters, which sets out the Government's approach to the well-being of children and young people from birth to age 19.

The aim of the Every Child Matters programme is to give all children the support they need to be healthy, stay safe, enjoy and achieve, make a positive contribution and to achieve economic well-being.

Family Intervention Projects

The primary objective of family intervention projects is to stop the anti-social behaviour (ASB) of a small number of highly problematic families and restore safety to their homes and to the wider community.

Initial Assessment

Once a referral has been made, an initial assessment is a series of questions based on the child's developmental needs, parenting capacity, family and environmental factors

National Equality Standard

The national equality standard tests the effectiveness of how we ensure equality and diversity is a key part of all the work we do. It helps us to check whether our Equalities Policy and Schemes are really making a difference to the lives of residents and staff.

One Children's Workforce Toolkit

This one children's workforce online tool aims to help every Children's Trust establish the progress they have made in developing One Children's Workforce - a workforce that is integrated and high quality. By using this tool, we will be able to highlight areas for potential improvements, and focus development activity on the areas that are likely to have the greatest positive impact on all five of the Every Child Matters outcomes.

Police School Liaison Officers

This is a joint initiative between Bedfordshire Police and Children's Services, Schools and Families; the programme aims to work towards reducing levels of crime and disorder within our young communities, through the medium of Education and at the same time, promoting the principles of positive citizenship, in school and the wider community.

Resource Envelope

A comprehensive breakdown of resources, both in terms of staffing and money, which are available to the Children's Trust to enable us to deliver the priorities we have set.

Transitions

Children and young people naturally pass through a number of stages as they grow and develop. Often they are expected to cope with changes, such as movement from primary to secondary school, and for children with disabilities or chronic ill health, from children's to adult services.

Such changes are commonly referred to as transitions. Some children may have to face particular and personal transitions, not necessarily shared or understood by all their peers. These include: family illness or the death of a close relative; divorce and family break-up; issues related to sexuality; adoption; the process of asylum; disabilities; parental mental health; and the consequences of crime.



National Indicators

Indicator	Plain English description
NI 1 % of people who believe people from different backgrounds get on well together in their local area	The percentage of people who believe that people from different backgrounds get on well together in their local area. The information will be gathered in a survey, to be conducted every two years.
NI 2 % of people who feel that they belong to their neighbourhood	The percentage of people who feel that they belong to their neighbourhood. The information will be gathered in a survey, to be conducted every two years.
NI 3 Civic participation in the local area	The level of civic participation in the area, measured as the percentage of people participating in decision making groups that affect their local area and how often they do so. The information will be gathered in a survey, to be conducted every two years.
NI 4 % of people who feel they can influence decisions in their locality	The percentage of people who feel they can influence decisions in their locality. The information will be gathered in a survey, to be conducted every two years.
NI 6 Participation in regular volunteering	The percentage of people who take part in formal volunteering at least once a month. Formal volunteering is defined as giving unpaid help through groups, clubs or organisations which support social, environmental, cultural or sporting objectives.
NI 7 Environment for a thriving third sector	The percentage of third sector organisations who answer 'positive' or 'very positive' to the question "...how do the local statutory bodies in your local area influence your organisation's success?". Third sector organisations are those serving social, cultural or environmental objectives and operating for public benefit. The definition includes (but is not limited to) registered charities, social enterprises, and housing associations. Data will be collected by survey every two years.
NI 9 Use of public libraries	The percentage of the adult population who say they have used a public library service at least once in the last 12 months. This information will be collected from the Active People Survey.



Indicator	Plain English description
NI 10 Visits to museums and galleries	The percentage of the adult population who say they have attended a museum or gallery at least once in the last 12 months. This information will be collected from the Active People Survey.
NI 11 Engagement in the Arts	The percentage of the adult population that has engaged in the arts at least three times in the past 12 months. Engagement involves attending or participating in arts activities or events, regardless of whether they are funded by the authority. This information will be collected from the Active People Survey.
NI 14 Reducing avoidable contact: Minimising the proportion of customer contact that is of low or no value to the customer	The percentage of customer contacts with council services that are assessed as being avoidable. Examples of 'avoidable contact' include contact made necessary through services or information being unavailable, previous council communication being unclear, or repeated contact to provide the same information (such as change of address or circumstances) to different departments. A full definition of "avoidable contact" can be found in the National Indicator Set guidance.
NI 17 Perceptions of anti-social behaviour PSA 23	The percentage of people stating that antisocial behaviour is a problem, based on their combined response to a question about seven types of anti-social behaviour. This information will be gathered in a survey, to be conducted every two years.
NI 19 Rate of proven re-offending by young offenders	The average number of offences committed per person by members of a cohort of young people (aged 10-17) during a 12-month tracking period. The cohort is established during January-March and includes all those receiving a reprimand or final warning, a community penalty or who are released from custody.
NI 21 Dealing with local concerns about anti-social behaviour and crime issues by the local council and police	The percentage of people who think that anti-social behaviour and crime are tackled effectively by the local authority and the police. This information will be collected every 2 years through the Place Survey and the British Crime Survey.



Indicator	Plain English description
NI 22 Perceptions of parents taking responsibility for the behaviour of their children in the area	The percentage of people who think that parents not taking responsibility for the behaviour of their children is a problem. This information will be collected every 2 years through the Place Survey.
NI 23 Perceptions that people in the area treat one another with respect and consideration	The percentage of people who think that there is a problem in their local area with people not treating one another with respect and consideration. This information will be collected every 2 years through the Place Survey.
NI 26 Specialist support to victims of a serious sexual offence (for introduction in 2009/10)	This indicator will be based on referrals by police to specialist sexual violence services. Details of measurement are still under development.
NI 27 Understanding of local concerns about anti-social behaviour and crime issues by the local council and police	The percentage of people who agree with the statement that “The police and local council seek people’s views about the anti-social behaviour and crime issues that matter in this area”. This information will be collected every 2 years through the Place Survey.
NI 28 Serious knife crime rate	The number of serious knife crimes per 1000 population.
NI 29 Gun crime rate PSA 23	The number of gun crimes per 1000 population.
NI 30 Re-offending rate of prolific and other priority offenders	This indicator is measured in two parts: - The percentage reduction in the total numbers of convictions recorded in successive financial years for the cohort of all current Prolific and other Priority Offenders (PPOs); and - The percentage reduction in the number of convictions over a 12 month period that was achieved by the first national cohort of PPOs, after they had belonged to their schemes for the same length of time as the current cohort
NI 32 Repeat incidents of domestic violence (for introduction in 2009/10)	This indicator will be delayed until the support arrangements measured by it are further rolled out across the country.



Indicator	Plain English description
NI 34 Domestic violence – murder	The number of domestic homicides per 1000 population.
NI 38 Drug-related (Class A) offending rate (for introduction in 2009/10)	The definition of this indicator is still under development.
NI 39 Rate of Hospital Admissions per 100,000 for Alcohol Related Harm	The number of alcohol-related admissions to hospital per 100,000 population.
NI 40 Number of drug users recorded as being in effective treatment	The change in the number of drug users (crack and opiates) in effective treatment this year compared to the number that were in effective treatment in the baseline year 2007/08.
NI 41 Perceptions of drunk or rowdy behaviour as a problem	The percentage of people who think that there is a problem with people being drunk and rowdy in their area.
NI 42 Perceptions of drug use or drug dealing as a problem	The percentage of people who think that there is a problem with people using or dealing drugs in their area. This information will be collected every 2 years through the Place Survey.
NI 43 Young people within the Youth Justice System receiving a conviction in court who are sentenced to custody	The percentage of young people (aged 10-17) sentenced in court who receive a custodial sentence.
NI 45 Young offenders' engagement in suitable education, training and employment	The percentage of young offenders (aged 10-17) who are engaged for 25 hours or more in suitable education, employment or training in the last working week of their intervention.
NI 46 Young Offenders' access to suitable accommodation	The percentage of young offenders (aged 10-17) who are in suitable accommodation at the end of their intervention.
NI 47 People killed or seriously injured in road traffic accidents	The percentage reduction in the number of people killed or seriously injured during the calendar year compared to the previous year.
NI 48 Children killed or seriously injured in road traffic accidents	The percentage reduction in the number of children aged under 16 killed or seriously injured during the calendar year compared to the previous year.



Indicator	Plain English description
NI 49 a, b, c. Number of primary fires and related fatalities and non-fatal casualties (excluding precautionary checks)	This indicator is in three parts: - the number of primary fires (major fires involving property, casualties or involving 5 or more appliances) per 100,000 population; - the number of fatalities due to primary fires per 100,000 population; and - the number of non-fatal casualties (excluding precautionary checks) per 100,000 population
NI 50 Emotional health of children	The percentage of children (in years 6, 8 and 10) who enjoy good relationships with their family and friends, as defined by their answers to questions in the annual TellUs survey.
NI 51 a, b, c, d. Effectiveness of child and adolescent mental health (CAMHS) services	Score of service effectiveness based on the authority's self-assessment against four indicators. Effectiveness against each indicator can be rated between 1(lowest) and 4(highest), leading to an overall score of between 4 and 16.
NI 52 a, b. Take up of school lunches	The percentage of full time pupils who have a lunch at school which is provided either by the school or the local authority. Figures for primary and secondary schools are reported separately.
NI 53 a, b. Prevalence of breastfeeding at 6 – 8 weeks from birth	The percentage of infants who are recorded as being totally or partially breastfed at the 6-8 week health check.
NI 54 Services for disabled children (for introduction in 2009/10)	An assessment of parents of disabled children's general experience of services, to be measured by an annual survey which is currently being developed.
NI 55 Obesity in primary school age children in Reception	The percentage of children in reception year (age 5) who are obese, as shown by the National Child Measurement Programme. Children are defined as obese if their body mass index exceeds reference levels for their age and sex.
NI 56 Obesity in primary school age children in Year 6	The percentage of children in year 6 (age 10-11) who are obese, as shown by the National Child Measurement Programme. Children are defined as obese if their body mass index exceeds reference levels for their age and sex.



Indicator	Plain English description
NI 57 Children and young people's participation in high-quality PE and sport (for introduction in 2009/10)	Participation by young people aged 5-16 in at least 2 hours of high quality physical education each week. 16-19 year olds should be offered the opportunity to participate in 3 hours or more of sport. The basis for measurement and calculation of this indicator is still under development.
NI 58 Emotional and behavioural health of looked after children	Average value of the 'Strength & Difficulties Questionnaire' total difficulty scores (ranging between 0 and 40) for all children looked after by the authority for 12 months or more.
NI 59 Percentage of initial assessments for children's social care carried out within 7 working days of referral	The percentage of initial assessments made within 7 working days of referral.
NI 60 Percentage of core assessments for children's social care that were carried out within 35 working days of their commencement	The percentage of core assessments (in-depth assessments addressing the most important aspects of a child's needs) carried out within 35 working days of the initial assessment end.
NI 61 Timeliness of placements of looked after children for adoption following an agency decision that the child should be placed for adoption	The percentage of looked after children adopted who were placed for adoption within 12 months of the decision that they should be placed for adoption, and who remained in that placement on adoption.
NI 62 Stability of placements of looked after children: number of placements	The percentage of looked after children with three or more placements during the year.
NI 63 Stability of placements of looked after children: length of placement	Percentage of children looked after for more than 2.5 years living continuously in the same placement for at least 2 years.
NI 64 Child Protection Plans lasting 2 years or more	The percentage of children ceasing to be the subject of a Child Protection Plan, who had been the subject of a Child Protection Plan continuously for two years or longer.
NI 65 Percentage of children becoming the subject of Child Protection Plan for a second or subsequent time	The percentage of children becoming subject to a Child Protection Plan who had previously been the subject of a Plan, or on the Child Protection Register, no matter how long ago that was.
NI 66 Looked after children cases which were reviewed within required timescales	The percentage of looked after children whose cases should have been reviewed which were reviewed within the required timescales.



Indicator	Plain English description
NI 67 Percentage of child protection cases which were reviewed within required timescales	The percentage of children with a Child Protection Plan whose case was reviewed within required timescales.
NI 68 Percentage of referrals to children's social care going on to initial assessment	The percentage of children referred to social services (i.e. a request is made for services to be provided) whose case goes on to initial assessment.
NI 69 Children who have experienced bullying	The percentage of children who have experienced bullying at least once in the past 4 weeks, based on responses to the annual TellUs survey carried out on year 6, 8 and 10 pupils in schools.
NI 70 Reduce emergency hospital admissions caused by unintentional and deliberate injuries to children and young people	The number of emergency admissions of children and young people to hospital as a result of unintentional and deliberate injury, per 10,000 population aged 0-17.
NI 71 Children who have run away from home/care (for introduction in 2009/10)	This indicator is still under development.
NI 72 Achievement of at least 78 points across the Early Years Foundation Stage with at least 6 in each of the scales in Personal Social and Emotional Development and Communication, Language and Literacy	The percentage of children (aged 5) assessed against the Early Years Foundation Stage Profile who achieve at least 78 points across all 13 scales, and achieve at least 6 points in each of the scales in Personal, Social and Emotional Development and Communication, Language and Literacy.
NI 73 Achievement at level 4 or above in both English and Maths at Key Stage 2	The percentage of pupils achieving level 4 or above in both English and Maths at Key Stage 2 (aged 11).
NI 75 Achievement of 5 or more A*- C grades at GCSE or equivalent including English and Maths	The percentage of pupils achieving 5 or more A*-C grades at GCSE or equivalent, including English and Maths at Key Stage 4 (aged 16).
NI 76 Reduction in number of schools where fewer than 55% of pupils achieve level 4 or above in both English and Maths at KS2	The number of schools in the local education authority where the percentage of pupils achieving level 4 or above in both English and Maths at Key Stage 2 (aged 11) is less than 55%.



Indicator	Plain English description
<p>NI 78 Reduction in number of schools where fewer than 30% of pupils achieve 5 or more A*- C grades at GCSE and equivalent including GCSEs in English and Maths</p>	<p>The number of schools in the local education authority where the percentage of pupils are achieving 5 or more A*-C grades or equivalent including English and Maths at Key Stage 4 (aged 16) is less than 30%.</p>
<p>NI 79 Achievement of a Level 2 qualification by the age of 19</p>	<p>The percentage of young people in the local authority area achieving a level 2 qualification by the end of the academic year in which they turn 19. A candidate with 5 GCSEs at A*-C or equivalent qualifications would be deemed to have achieved level 2.</p>
<p>NI 80 Achievement of a Level 3 qualification by the age of 19</p>	<p>The percentage of young people in the local authority area achieving a level 3 qualification by the end of the academic year in which they turn 19. A candidate with 2 A-Levels at grades A-E or equivalent qualifications would be deemed to have achieved level 3.</p>
<p>NI 81 Inequality gap in the achievement of a Level 3 qualification by the age of 19</p>	<p>The percentage point gap in achievement of level 3 qualifications at age 19 between those young people who were in receipt of free school meals at academic age 15 and those who were not. A candidate with 2 A-Levels at grades A-E or equivalent qualifications would be deemed to have achieved level 3.</p>
<p>NI 82 Inequality gap in the achievement of a Level 2 qualification by the age of 19</p>	<p>The percentage of young people who were in receipt of free school meals at academic age 15 who attain level 2 qualifications by the age of 19. A candidate with 5 GCSEs at A*-C or equivalent qualifications would be deemed to have achieved level 2.</p>
<p>NI 84 Achievement of 2 or more A*- C grades in Science GCSEs or equivalent</p>	<p>The percentage of pupils achieving 2 or more A*-C grades in Science GCSEs or equivalent at Key Stage 4 (aged 16).</p>



Indicator	Plain English description
NI 85 a, b, c. Post-16 participation in physical sciences (A Level Physics, Chemistry and Maths)	The number of entries for pupils aged 16-18 for A Level Physics, Chemistry and Maths. Entries for pupils are counted regardless of whether they go on to take the exam.
NI 86 Secondary schools judged as having good or outstanding standards of behaviour	The percentage of secondary schools graded 1 (outstanding) or 2 (good) for standards of behaviour by Ofsted inspection. Schools' behaviour standards can be graded from 1 (outstanding) to 4 (inadequate).
NI 87 Secondary school persistent absence rate	The percentage of secondary pupils missing 20% or more of the school year.
NI 88 Percentage of schools providing access to extended services	The percentage of schools providing access to the full core offer of extended services (parenting and family support, referral to specialist services, community use of school facilities, and a varied range of activities including study support all year round)
NI 89 a, b. Reduction of number of schools judged as requiring special measures and improvement in time taken to come out of the category	The number of schools in special measures at the end of the summer term, and the average number of months spent by schools in special measures.
NI 90 Take up of 14-19 learning diplomas	The number of active 'learner accounts' indicating participation on a diploma programme. Diplomas are a new qualification available in 5 subject areas for 2008, with qualifications being introduced for a further 12 subject areas in the years to 2011.
NI 91 Participation of 17 year-olds in education or training	The percentage of young people aged 17 at the start of the academic year who are in full or part-time education, training, or work-based learning.
NI 92 Narrowing the gap between the lowest achieving 20% in the Early Years Foundation Stage Profile and the rest	The percentage difference between the median Foundation Stage Profile score of all children (aged 5), and the mean score of the lowest-scoring 20% of children.
NI 93 Progression by 2 levels in English between Key Stage 1 and Key Stage 2	The percentage of pupils making at least 2 levels progress in English between tests at Key Stage 1 (aged 7) and Key Stage 2 (aged 11).
NI 94 Progression by 2 levels in Maths between Key Stage 1 and Key Stage 2	The percentage of pupils making at least 2 levels progress in Maths between tests at Key Stage 1 (aged 7) and Key Stage 2 (aged 11).



Indicator	Plain English description
NI 99 Looked after children reaching level 4 in English at Key Stage 2	The percentage of looked after children who had been in care for at least one year achieving level 4 in English at Key Stage 2 (aged 11).
NI 100 Looked after children reaching level 4 in mathematics at Key Stage 2	The percentage of looked after children who had been in care for at least one year achieving level 4 in Maths at Key Stage 2 (aged 11).
NI 101 Looked after children achieving 5 A*-C GCSEs (or equivalent) at Key Stage 4 (including English and maths)	The percentage of looked after children in year 11 who had been in care for at least one year achieving 5 A*-C GCSEs including English and Maths (or equivalent).
NI 102 a, b. Achievement gap between pupils eligible for free school meals and their peers achieving the expected level at Key Stages 2 and 4	<p>This indicator is made up of two parts:</p> <ul style="list-style-type: none"> - The percentage point gap between pupils eligible for free schools meals (FSM) achieving at least Level 4 in English and Maths at Key Stage 2 (aged 11) and pupils ineligible for FSM achieving the same outcome, and - The percentage point gap between pupils eligible for FSM achieving 5A*-C grades at GCSE (and equivalent), including GCSE English and Maths, at Key Stage 4 (aged 16) and pupils ineligible for FSM achieving the same outcome.
NI 103 a, b. Special Educational Needs – statements issued within 26 weeks	<p>This indicator is made up of two parts:</p> <ul style="list-style-type: none"> - the percentage of final statements of Special Educational Need issued within 26 weeks excluding exception cases - the percentage of final statements of Special Educational need issued within 26 weeks including exception cases
NI 104 The Special Educational Needs (SEN)/non-SEN gap – achieving Key Stage 2 English and Maths threshold	The percentage point gap between pupils who are identified as having Special Educational Needs achieving level 4 or above in both English and Maths at Key Stage 2 (aged 11), and pupils who have not been indentified as having Special Educational Needs.



Indicator	Plain English description
NI 105 The Special Educational Needs (SEN)/ non-SEN gap – achieving 5 A*- C GCSE inc. English and Maths	The gap between the percentage of pupils who are identified as having special educational needs who achieve 5 A*-C GCSE grades or equivalent including English and Maths at Key Stage 4, and pupils who have not been identified as having special educational needs.
NI 106 Young people from low income backgrounds progressing to higher education	The gap between the percentage of pupils who are eligible for free school meals at age 15 and those who are not eligible progressing to higher education at age 18-19.
NI 107 a, b, c, d, e, f. Key Stage 2 attainment for Black and minority ethnic groups	Percentage of pupils from each minority ethnic group containing 30 or more pupils who achieve level 4 or above in English and Maths at Key Stage 2 (aged 11).
NI 108 a, b, c, d, e, f, g. Key Stage 4 attainment for Black and minority ethnic groups	Percentage of pupils from each minority ethnic group containing 30 or more pupils who achieve 5 GCSEs at A*-C, including English and Maths.
NI 109 Delivery of Sure Start Children's Centres	The number of Sure Start Centres as a percentage of the number required to reach all under 5s.
NI 110 Young people's participation in positive activities	The percentage of pupils in year 10 responding 'yes' to the question "In the last 4 weeks, have you participated in any group activity led by an adult outside school lessons (such as sports, arts or a youth group)?" in the annual TellUs survey.
NI 111 First time entrants to the Youth Justice System aged 10 – 17	The number of young people (aged 10-17) who receive their first substantive outcome from the youth justice system (relating to a reprimand, a final warning, or a court disposal for those who go directly to court).
NI 112 Under 18 conception rate	The change in the rate of under-18 conceptions per 1000 girls aged 15-17 as compared with the 1998 baseline rate (expressed as a percentage of the 1998 rate).
NI 113 a, b. Prevalence of Chlamydia in under 25 year olds	This indicator is measured in two parts: - The percentage of population aged 15-24 accepting a chlamydia test - The number of positive diagnoses for chlamydia in the resident population aged 15-24 (measured from 2009/10)



Indicator	Plain English description
NI 114 Rate of permanent exclusions from school	The percentage of pupils who are permanently excluded from school during the academic year.
NI 115 Substance mis-use by young people	The percentage of young people reporting frequent mis-use of drugs / volatile substances, alcohol or both in response to questions in the TellUs survey of pupils in years 6, 8 and 10.
NI 116 Proportion of children in poverty	The percentage of children under 16 living in households in receipt of out of work benefits. From 2009, this indicator will measure the number of children living in households whose income is below 60% of the national median.
NI 117 16 to 18 year olds who are not in education, employment or training (NEET)	The percentage of 16-18 year olds whose situation is known that are not in education, employment or training.
NI 118 Take up of formal childcare by low-income working families	The percentage of working families receiving more than the family element of Child Tax Credit, who are benefiting from the childcare element of Working Tax Credit.
NI 123 Stopping smoking	The number of people per 100,000 population aged 16 or over who declare that they have given up smoking for over 4 weeks while receiving support through the NHS Stop Smoking Service.
NI 126 Early access for women to maternity services	The percentage of women receiving services provided in the area who have seen a midwife or a maternity healthcare professional, for health and social care assessment of needs, risks and choices by 12 completed weeks of pregnancy.
NI 135 Carers receiving needs assessment or review and a specific carer's service, or advice and information	The number of carers receiving a 'carer's break' or other specific service following a carer's assessment or review, as a percentage of the number of adults receiving community-based services.
NI 140 Fair treatment by local services	The percentage of people who say that they are treated with respect when: <ul style="list-style-type: none"> * at work * at school or college * using public transport * using health services



Indicator	Plain English description
NI 142 Percentage of vulnerable people who are supported to maintain independent living	The percentage of people receiving Supporting People Services who have established, or are maintaining, independent living. This includes living in their own home or in long stay accommodation.
NI 147 Care leavers in suitable accommodation	The percentage of people aged 19 who were formerly in care when aged 16 who are living in suitable accommodation. Accommodation is to be regarded as suitable if it provides safe, secure and affordable provision for young people. It would generally include short-term accommodation designed to move young people on to stable long-term accommodation.
NI 148 Care leavers in education, employment or training	The percentage of people aged 19 who were formerly in care when aged 16 who are in full or part-time employment, education or training. This can include higher or other education, training including government supported training. Employment includes paid employment, self-employment, and voluntary unpaid work.
NI 151 Overall Employment rate (working-age)	The percentage of the working age population (16-59 for females and 16-64 for males) who do at least one hour's paid work per week. Also included are people working unpaid in family businesses and people on government supported employment training schemes.
NI 152 Working age people on out of work benefits	The percentage of the working age population (16-59 for females and 16-64 for males) who are claiming out of work benefits (unemployed people on Jobseekers Allowance, Lone Parents on Income Support, Incapacity Benefits customers, and others on income-related benefits).
NI 153 Working age people claiming out of work benefits in the worst performing neighbourhoods	The percentage of the working age population (16-59 for females and 16-64 for males) claiming out of work benefits (unemployed people on Jobseekers Allowance, Lone Parents on Income Support, Incapacity Benefits customers, and others on income-related benefits) and living in neighbourhoods where the benefit claimant rate is 25% or more.



Indicator	Plain English description
NI 154 Net additional homes provided	The net increase in dwelling stock (self-contained units) over the year, taking into account new builds, changes in use, demolitions and conversions.
NI 155 Number of affordable homes delivered (gross)	The number of affordable homes delivered. This includes social rented housing and intermediate housing, which is housing at prices or rents above those of social-rent but below market prices or rents.
NI 156 Number of households living in temporary accommodation	The number of households living in temporary accommodation provided by the council under the homelessness legislation.
NI 161 Number of Level 1 qualifications in literacy (including ESOL) achieved	The number of Level 1 qualifications in literacy (including English for Speakers of Other Languages) achieved in each academic year.
NI 162 Number of Entry Level qualifications in numeracy achieved	The number of approved entry level qualifications in numeracy achieved in each academic year.
NI 163 Proportion of population aged 19-64 for males and 19-59 for females qualified to at least Level 2 or higher	The percentage of the population (aged 19-64 for males and 19-59 for females) qualified to at least level 2 or higher. People are counted as being qualified to level 2 and above if they have achieved at least either 5 GCSEs grades A*-C (or equivalent O levels or CSE Grade 1s), two A/S levels, or any equivalent or higher qualification in the Qualifications and Credit Framework.
NI 164 Proportion of population aged 19-64 for males and 19-59 for females qualified to at least Level 3 or higher	The percentage of the population (aged 19-64 for males and 19-59 for females) qualified to at least level 3 or higher. People are counted as being qualified to level 3 and above if they have achieved at least 2 A-levels grades A-E, 4 A/S levels graded A-E, or any equivalent (or higher) qualification in the Qualifications and Credit Framework.



Indicator	Plain English description
<p>NI 165 Proportion of population aged 19-64 for males and 19-59 for females qualified to at least Level 4 or higher</p>	<p>The percentage of the population (aged 19-64 for males and 19-59 for females) qualified to at least level 4 or higher. People are counted as being qualified to level 4 and above if they hold qualifications equivalent to National Qualifications Framework (NQF) levels 4-8. Level 4-6 qualifications include foundation or first degrees, recognised degree-level professional qualifications, teaching or nursing qualifications, diploma in higher education, HNC/HND or equivalent vocational qualification. Qualifications at level 7-8 include higher degrees and postgraduate level professional qualifications.</p>
<p>NI 175 Access to services and facilities by public transport, walking and cycling</p>	<p>This indicator follows the definition of target LTP1 in the authority's Local Transport Plan, which aims to ensure that all households have access to frontline healthcare services within 30 minutes by public transport.</p>
<p>NI 199 Children and young people's satisfaction with parks and play areas (for introduction in 2009/10)</p>	<p>This indicator is under consultation, but will be based on responses to the question "What do you think of the parks and play areas in your area?" in the annual TellUs survey of pupils in years 6,8 and 10.</p>



Finding out more

If you would like further copies, a large-print copy or information about us and our services, please telephone or write to us at our address below.

Për Informacion

المعلومات

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برای اطلاع

Per Informazione

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Informacja

Za Informacije

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building bridges for brighter futures



**Bedfordshire and Luton
Fire and Rescue Service**

