

Final Version Executive [29-03-2011]

Creating Opportunities

A Joint Strategic Plan for Children and
Young People in Bracknell Forest
2011 – 2014

PREFACE

On behalf of the Children and Young People's Partnership, I am delighted to welcome you to *Creating Opportunities - A Joint Strategic Plan for Children and Young People in Bracknell Forest 2011 – 2014*.

This strategic plan identifies how the Partnership will work together over the next three years to improve the life chances of children, young people and families in the Borough.

We are proud of our children and young people and believe there is much to celebrate in terms of their achievements; their behaviour and their aspirations.

Our aim is to ensure that children and young people are able to express their views and thoughts about the things that are important to them, and a special thank you goes to all those who have contributed to this plan.

This plan is being introduced at a time when there are fewer resources available to us. We hope this plan strikes a balance between what we can realistically achieve and continuing to be aspirational for the future.

We believe that working together is the best way to achieve our priorities. We invite you to join us in ensuring success and in creating opportunities for children, young people and families in Bracknell Forest.

Dr Gareth Barnard
Chairman Children and Young People's Partnership
Executive Member Children and Young People

EXECUTIVE SUMMARY

1. Introduction

Creating Opportunities is the Joint Strategic Plan for children, young people and families in Bracknell Forest. It enables the organisations that sit on the Children and Young People's Partnership to identify and agree priorities for improving outcomes, and provides a framework through which improvement can be delivered. It has been developed using a broad range of evidence, which includes findings from inspections, use of data, needs analysis, consultation and engagement with partners and stakeholders, including children, young people and families.

2. Children and Young People's Partnership

The Children and Young People's Partnership represents the range of agencies who provide support to children, young people and families in Bracknell Forest. Formerly known as the Children and Young People's Trust it operates through a Partnership Board, responsible for the development of the plan, and monitoring delivery of the plan, and a Partnership Forum, a broader range of partners who share responsibility for the effective delivery of the plan. The Children and Young People's Partnership sits under the Bracknell Forest Partnership, and is one of a number of themed partnerships supporting the delivery of the Sustainable Community Strategy, *Living Together, Working Together*. There are also strong links to the Local Safeguarding Children Board in relation to the safeguarding activity, ensuring effective practice and promoting the welfare of children and young people.

3. Policy and Legislation

Informing the work that has taken place within the Children and Young People's Partnership is a range of policy and legislation, which has been subject to some change over recent years. This began in 2004 following the death of Victoria Climbié, through to most recent changes which include the introduction of a series of White Papers within Education and Health, and a series of policy reviews on safeguarding, early intervention and prevention. The main legislation supporting the work of the Children and Young People's Partnership is Section 10 of the Children Act 2004 which places a duty on partners to cooperate to improve wellbeing of children and young people, and Section 11 of the Children Act 2004, which places a duty on partners to safeguard and promote the welfare of children and young people.

4. Bracknell Forest Story of Place

A summary of the Bracknell Forest Story of place provides a broad overview of Bracknell Forest, demonstrating a largely positive picture of outcomes for people who live in the Borough. It is important to note that while the overall picture is very good, there are some areas where deprivation is an issue and has an impact on those who are disadvantaged.

5. If Bracknell Forest had 100 Children

This has been developed to enable the reader to visualise some of the needs of children and young people and is a representation of what this might look like on a smaller scale.

6. Our Priorities in the New Plan

We have identified a number of priorities for improvement. We have four outcome priorities which focus broadly on attainment, health, safeguarding and protecting children and young people, and providing a focus on outcomes for those children and young people who we believe are more vulnerable. The six underpinning priorities enable us to focus on targeting our support and services to minimise and reduce

disadvantage and ensure the best possible opportunities to achieve positive outcomes.

7. How We Have Identified These Priorities

We have used a very broad evidence base to support the delivery of this plan and this section provides the detail of this evidence base. Included in this is:

- Findings from key inspection and performance – this provides a focus on findings from inspections which identify both strengths and areas for development.
- Children and Young People’s Needs Analysis which provides a detailed breakdown of information and data at ward level, and even lower than this at local super output area level.
- Joint Strategic Needs Assessment which provides a much broader analysis of need across the whole population in Bracknell Forest. The findings from the JSNA have been incorporated into our priorities and actions wherever this is relevant.
- Consultation has been extensive and includes a Visioning Event, a range of presentations and workshops, a young people’s questionnaire designed and executed by the Youth Parliament, and a young people’s event. Consultation included targeting those who may be considered harder to reach, and this included commissioning some research which sought the views of parents / carers and children and young people who have experienced difficulties such as exclusion from school, bullying or not in employment, education or training.
- We have also taken note of the reports being published following a range of reviews taking place nationally, which include the Frank Field report on preventing poor children become poor adults, Graham Allen’s review on early intervention and the Munro review of child protection.

8. Developing our Outcome Priorities

This section provides an overview of where we think we are in relation to each of the four outcome priorities and provides information on some of the positive outcomes we feel have already been achieved, and also on some areas where we think we still have some work to do. Each priority has a range of information, and a number of areas for further development, which feed into the delivery plan at the end of the document.

9. Developing the Underpinning Priorities

The underpinning priorities are important as they enable us to focus on some key areas of work which support the overall delivery of good outcomes. The underpinning priorities support specific areas of work such as transition, poverty, prevention and early intervention and use them to provide a robust platform from which to work with children, young people and families.

10. Workforce Development

We recognise the need to ensure that the workforce has the skills, confidence and competence to support the delivery of this plan. We have sustained a focus on workforce development through previous plans and will continue to do this. We will focus on those areas which we feel support multi-agency and partnership working and will have a specific focus on strengthening inter-agency and multi-disciplinary working, and in strengthening safeguarding training.

11. Equalities

All services are subject to equalities legislation, which ensures that when we are planning and delivering support to children, young people and families we take into account any additional needs that they may have, and take steps to ensure they are not disadvantaged as a result. Throughout the plan we have recognised a range of additional needs and have identified how we aim to support and meet those needs.

12. Monitoring Progress

The Children and Young People's Partnership will play a key role in monitoring the delivery of this plan and will use a range of mechanisms to support them which will include monitoring performance and data, keeping outcomes under review, ensuring that the views of children, young people and families are actively sought through the range of services delivered, engaging with other key partnerships and reporting progress on a regular basis to the overarching Bracknell Forest Partnership. We will also carry out an annual review of the plan to measure progress against priorities; ensure the priorities remain relevant and up to date; and the ongoing views of children, young people and families are incorporated into the work that we do.

13. Conclusion

The development of this plan has taken place over many months and has included a significant range of consultation and evidence gathering. We hope it tells our story and provides the reader with a strong feel for what it is like to live and grow up in Bracknell Forest. We have not just looked at the positives; we have looked at areas for development, where we think we can do better. As we have said throughout the document the success of this plan in delivering the improvements is reliant on the strength of our ability to work in partnership, and we feel we are starting from a strong foundation on this. We look forward to being able to put this plan into action and reporting on our progress in a year's time.

14. Delivering the Priority Outcomes

We have identified in this section under each outcome the areas of activity which need to be progressed in the coming three years in order to enable improvements to take place, and we have identified the way in which this activity will be delivered, either through groups, partnerships or service areas. There are many ways to measure success and we have identified some of those in this section. We will explore other ways to measure success of this plan on both a local and national level.

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1. INTRODUCTION

Creating Opportunities is the defining statement of strategic planning for children, young people and families in the Borough, and is central to the work of the Children and Young People's Partnership.

Section 10 of the Children Act 2004 places a duty on partners to cooperate to improve the wellbeing of children and young people. This plan provides the framework to achieve this goal.

The plan identifies key priorities for improvement which we believe can be achieved by working in partnership. It is **not intended** to cover all the services delivered to children, young people and families across the wide range of organisations. Sitting underneath this plan will be a more detailed range of plans and strategies.

The priorities identified in the plan have been identified through a range of approaches:

- Reviewing performance and inspection findings
- Using data from our updated Children and Young People's Needs Analysis
- Using the information set out in the Joint Strategic Needs Assessment [JSNA]
- Undertaking a wide ranging consultation with children, young people, parents and carers, and partners in both statutory, voluntary and community sector services
- Undertaking research directly with young people and parents / carers
- Taking note of national research and reviews.

2. CHILDREN AND YOUNG PEOPLE'S PARTNERSHIP

The Children and Young People's Partnership in Bracknell Forest represents the range of partners who deliver support and services to children, young people and their families in the Borough.

The CYP Partnership [formerly the Children and Young People's Trust] has, over a period of years worked effectively to identify and address issues that have an impact on the wellbeing of our children and young people. The main vehicle for this has been through the development and delivery of the Children and Young People's Plan.

The Children and Young People's Partnership aims to:

“Enable all children, young people and families to lead healthy and fulfilled lives, to play an active role within their community and realise their aspirations and potential through the well coordinated provision of support and services”

The Partnership operates through a Board and a Forum:

The **Partnership Board** is a small executive group, responsible for ensuring the plan is developed and that actions and working groups are progressed and monitored on a regular basis.

The **Partnership Forum** represents the range of agencies that share responsibility for the successful delivery of the plan. It is an important forum to enable partners to influence policy, strategy and planning, to give and share information, discuss progress and developments, and evaluate the impact of the plan on the outcomes and opportunities for our children, young people and families.

A number of working groups support the delivery of the priorities, and report progress directly to the Board.

Full terms of reference and membership of the Board and the Forum are attached as annex 1.

Links to Other Partnerships

The *Children and Young People's Partnership* is one of a number of themed partnerships which sit under the Bracknell Forest Partnership and support the delivery of the priorities in the Sustainable Community Strategy, *Living Together, Working Together*. This is achieved through a range of plans and strategies, all of which impact on the wellbeing of children, young people and families to a broader or lesser extent

The **Bracknell Forest Partnership** has established a long-term vision for the Borough set out in the Sustainable Community Strategy. It brings together agencies that deliver public services (local councils, police, fire and rescue service and local health services) with businesses and people that reflect voluntary organisations and the community. The Bracknell Forest Partnership has a single purpose: to improve the quality of life for local people.

A number of the priorities expressed in the Sustainable Community Strategy have particular relevance, none more so than *Nurturing the next generation*, in tackling the priorities set out in this Plan.

Links to the Bracknell Forest Partnership and the Sustainable Community Strategy is set out below:

http://www.bracknellforestpartnership.org.uk/Assets/sustainable_community_strategy_2008-2014.pdf

<http://www.bracknellforestpartnership.org.uk/>

The **Local Safeguarding Children Board** (LSCB) is a statutory partnership that is responsible for securing the effectiveness of local safeguarding arrangements and coordinating activity to safeguard and promote the welfare of children and young people in Bracknell Forest. It is required to form a view of the quality of local activity and to challenge organisations as necessary.

Within its remit the LSCB is required to produce an annual report on the effectiveness of safeguarding in the area and to make recommendations to the Children and Young People's Partnership on ways in which safeguarding activity could be improved. A full list of these recommendations can be found at annex 2, and actions as a result of these recommendations are incorporated within the priorities in this plan.

The LSCB is made up of representatives from a broad range of services that work with children and young people, or with their parents/carers (in statutory, voluntary, community and independent settings). These partners include the Council (Children's and Adults Services), Thames Valley Police, Probation, Health Services, Schools, Bracknell Forest Voluntary Action, Broadmoor Hospital and many more.

The LSCB contributes to the wider goals of the Children and Young People's Partnership to improve the wellbeing of all children and young people, and has a particular focus on safeguarding.

Information and reports on the LSCB can be found at:

<http://www.bracknell-forest.gov.uk/living/liv-children-and-families/liv-local-safeguarding-children-board.htm>

3. POLICY AND LEGISLATION

The way in which we work across Children's Services is largely determined by national policy and legislation. Below is a summary of some of the key developments which are relevant to the work of the Children and Young People's Partnership.

2004 – 2010

The Children and Young People's Trust was originally established as a result of the publication of Every Child Matters following the death of Victoria Climbié and consequent inquiry by Lord Laming.

The purpose of the Trust was to bring together key partners to work together in the interests of children and young people, and there was a significant emphasis on a model of working in partnership to secure positive outcomes.

Legislation was introduced to place Children's Trusts on a statutory footing and to increase the range of statutory relevant partners. This came into effect on 1 April 2010. There was also a requirement on the Children's Trust to produce a Children and Young People's Plan by 1 April 2011.

2010 – Present

In May 2010, a new Coalition Government came into power; and announced immediate changes in legislation.

The Coalition Government announced that the statutory guidance on Children's Trust Boards will be removed, and there will no longer be a statutory requirement to produce a Children and Young People's Plan.

Children's Trust Boards remain on a statutory basis until there are further changes in legislation; this is anticipated some time during 2011.

The Children Act 2004 remains in force and the principles of partnership working are supported by **Section 10 of the Children Act 2004** which places a duty on partners to cooperate to improve the wellbeing of children and young people.

Section 11 of the Children Act 2004 places a duty on partners to safeguard and promote the welfare of children and young people, and this is embedded in all that we do.

The Children and Young People's Partnership Board will replace the former Children and Young People's Trust arrangements in Bracknell Forest on 1 April 2011 and the plan, whilst no longer a statutory requirement, will provide the framework for the Partnership Board to address the priorities for improvement.

School and Education

The schools White Paper, *The Importance of Teaching 2010*, sets out a radical reform programme for the schools system, with schools freed from the constraints of central Government direction and teachers placed firmly at the heart of school improvement.

Drawing heavily on evidence from the world's best education systems, it outlines how they will raise the prestige of the teaching profession, and how they will transform the quality of initial training and continuing professional development. It also commits

Government to cutting away unnecessary duties, processes, guidance and requirements.

<http://www.education.gov.uk/schools/teachingandlearning/schoolswhitepaper>

The *Education Bill* was introduced into the House of Commons on 26 January 2011. The Bill is an important step in implementing the Government's education reform programme and helping to create an education system that delivers ever higher standards for all children.

<http://www.education.gov.uk/aboutdfe/departmentalinformation/educationbill>

NHS and Public Health

The NHS White Paper, '*Equity and Excellence: Liberating the NHS*' sets out the Government's long-term vision for the future of the NHS. The vision builds on the core values and principles of the NHS - a comprehensive service, available to all, free at the point of use, based on need, not ability to pay.

http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_117353

'Healthy Lives, Healthy People White Paper: Our strategy for public health in England. The White Paper sets out the Government's long-term vision for the future of public health in England. The aim is to create a 'wellness' service (Public Health England) and to strengthen both national and local leadership.

http://www.dh.gov.uk/en/Publicationsandstatistics/Lettersandcirculars/Dearcolleagueletters/DH_122261

National Reviews

In addition the Coalition Government has commissioned a number of reviews. These are reporting at various points during 2010 – 11. The reviews include:

- The Munro Review on Child Protection, a final report is expected in April / May 2011.
- Graham Allen's review on early intervention.
- Frank Field review on child poverty.

4. BRACKNELL FOREST STORY OF PLACE

- Bracknell Forest lies 28 miles west of London, at the heart of the Thames Valley and within the county of Berkshire.
- The Borough's population is 115,100 (ONS 2009 estimate). Between 1991 and 2001, this grew twice as fast as the average for South East England (14% compared to 7%).
- Our population is relatively healthy. Average life expectancy is increasing and is currently 79.6 years for men and 83.4 years for women. Smoking and circulatory diseases are below national levels, although the proportions of the population who are obese, who binge drink or with cancer are higher. However, none of these figures is excessive in the national context.
- Educational attainment of children and young people has improved significantly between 2001 and 2010. Overall results are consistently above the national averages for younger children and GCSE performance in 2010 improved significantly, with 56 per cent of students achieving five or more passes at the top A* to C grades including English and mathematics. The A Level results in 2010 were the best ever achieved by schools in the Borough, showing a continued improvement over a number of years.
- Our residents are generally well-educated, with a higher-than-average proportion qualified to NVQ Level Four and above. However, in parts of the Borough, particularly Bracknell Town Wards, attitudes to learning tend to reflect the New Town origins and are less positive. We have focused on equipping parents to support children's learning in these areas and particularly on the Early Years Foundation Stage where the gaps in inequality develop and unless tackled, widen throughout life.
- The 2001 Census showed that 90.6% of the population was 'White British'. The BME population at that time was 5.9%. However, the 2007 census estimates showed that 85.2% of the population was 'White British' and 14.8% of the population was BME and 'white other'.
- Since 2001 the proportion of school pupils from Minority Ethnic Groups increased from 6% to 15% in 2010. Nearly 8% of pupils have English as an Additional Language (EAL) and 77 different languages are spoken in our schools, although many of these in very small numbers.
- Bracknell Forest is generally affluent (ranked 320 out of 354 on the Index of Multiple Deprivation 2007). Property prices and levels of car ownership are significantly higher than the national average and average free school meals eligibility remains relatively low in the national context (7.3% in 2010).
- These headline figures mask significant pockets of deprivation. For instance, nine primary schools have free school meal eligibility of 14% or more and two Lower Super Output Areas (LSOA) are in the most deprived 25% in the country in relation to education, skills and training.
- Crime levels remain lower than the national average. Work to reduce drug and alcohol misuse forms an important part of the overall strategy to reduce crime as does reducing the rise in domestic abuse, violent crime and sexual abuse.

5. IF BRACKNELL FOREST HAD JUST 100 CHILDREN:

- 48 would be girls, 52 would be boys
- 85 would be White British and 15 would be from ethnic minorities
- 8 would speak English as an additional language
- 10 would be living in poverty and 7 would be eligible for free school meals
- 2 children would be 'in need of social care services'; of these less than one child would be in care or have a child protection plan
- 20 would have a special educational need and 3 would have a statement
- 21 say they generally eat five or more portions of fruit and vegetables. However, 8 would be obese in reception class and by year 6 this would have increased to 16
- 61 would walk to school every day and 34 say they do something active after school
- 40 young people (12-15 yrs) say they have had an alcoholic drink, 8 would have tried smoking once and 5 would have experimented with drugs
- 49 would enjoy being at school. 52 say they have been bullied (at some time) at school and 27 say they have been bullied elsewhere
- 77 would leave school with 5 or more A*-C grades at GCSE.
- 84 would be in education or training. However, 6 would be NEET (not in education, employment or training) at the age of 17

N.B this will be represented in graphics in the final version

6. OUR PRIORITIES IN THE NEW PLAN

Our ambition for all children and young people in the Borough is to provide opportunities to maximise their potential and strive for excellence. We want our children and young people to do well in school, have high aspirations, to be happy and healthy and to grow up to become well adjusted adults, able to play an active and confident role within the community.

We have identified a small number of outcome priorities, which we believe will support this ambition. In order to ensure the success of these outcome priorities, we have also agreed six priorities which we believe underpin everything that we do.

Outcome Priorities

OP 1	Raise levels of attainment and pupil progress across all phases of learning for all pupils
OP 2	Improve physical and emotional health and wellbeing from conception to birth and throughout life
OP 3	Safeguard and protect children and young people
OP 4	Improve outcomes for all children and young people, especially the more vulnerable [e.g. ethnic minority groups, vulnerable learners, children looked after, children with learning difficulties / disabilities, post 16, those not in employment, education or training, young carers, children living in poverty, young offenders or those at risk of offending]

Underpinning Priorities:

UP 5	Support children and young people through key transitions in their lives
UP 6	Embed prevention and early intervention into the routine delivery of all services to children, young people and families
UP 7	Close the gap between children from low income backgrounds and their peers
UP 8	Strengthen parents and families through effective family support and engagement
UP 9	Support children and young people to become active citizens within their communities
UP 10	Ensure good quality service provision through effective commissioning

7. HOW HAVE WE IDENTIFIED THESE PRIORITIES?

❖ Reviewing Performance and Inspection Findings

Each year, many of the services working with children, young people and families are subject to inspection; this includes for example inspection of individual provision such as Schools, Early Years settings, Children's Homes, Fostering and Adoption Services, Childminders and the Further Education College.

In addition to these individual inspections partners have been subject to larger organisational inspection annually through Ofsted, and a programme of three-yearly Inspections of Safeguarding and Looked After Children's Services.

In August 2010 there was an unannounced inspection of contact, referral and assessment arrangements within Bracknell Forest which looked at the effectiveness and quality of contact, referral and assessment arrangements within Children's Social Care. The outcome of this inspection identified no areas of immediate concern.

Key Strengths Included:

- Contact, referral and assessment arrangements are very well managed.
- Referrals are responded to appropriately in a very timely way
- Assessments are thorough and detailed with good information gathered from partner agencies.
- Staff are well supported, with high quality annual appraisals undertaken.

Key areas for further development:

- Some inconsistency in recording the views of children and young people within the assessment process.
- There was evidence of detailed and thorough Common Assessments taking place, however the use of the Common Assessment Framework is not consistent or fully established, and on occasions only completed at the point of referral.

Our most recent assessment was the Annual Children's Services Assessment [December 2010]. This was undertaken by Ofsted and assessed the quality of services and outcomes for children in Bracknell Forest. This assessment took into account findings from across Ofsted's inspection and regulation of services and settings for which the local authority has strategic or operational responsibilities, either alone or in partnership with others.

The annual rating is based on a four point scale from 1 (performs poorly), to 4 (performs excellently.)

The assessment for Bracknell Forest [published in December 2010] was that Children's Services scored **3, (performing well)**.

Key strengths included:

- Local authority children's home is outstanding.
- Fostering service is good.
- Large majority of Early Years and childcare provision, as well as primary schools were good in 2009, and remain so.

- Arrangements to help children and young people stay safe and do well educationally are good or better in the very large majority of settings and services.
- Improved results at GCSE and A level, and good progress made.
- National performance measures show a large majority of outcomes for children and young people are broadly average or better.
- Good performance in reducing the number of young women who become pregnant under the age of 18.
- There has been some success in tackling obesity, with a notable drop in the number of 11 year olds who are overweight.
- The number of young people committing an offence for the first time has reduced significantly.
- Young people from low income families have seen improving results in education.

Key areas for further development:

- Improve secondary schools and sixth form colleges so that more are good or better.
- Improve educational outcomes for 11-year olds and continue to improve educational outcomes for 16-year olds.
- Increase the number of young people in education, training or work.
- Increase Chlamydia screening for young people.
- Children and young people who say they have been bullied is above average for similar areas.
- Children in care experience more disruptions in care placements than nationally.

Information on all of the Ofsted inspections and reports can be accessed via the link below:

[http://www.ofsted.gov.uk/oxcare_providers/la_view/\(leaid\)/867](http://www.ofsted.gov.uk/oxcare_providers/la_view/(leaid)/867)

❖ **Children and Young People's Needs Analysis**

Our Children and Young People's Needs Analysis enables us to consider a wide range of data and information on children and young people at borough, ward and at Lower Super Output Area [LSOA]. This provides a picture of where there may be difficulties, and to consider how we might target support or resources in those areas. The needs analysis is carried out to support the development of the Children and Young People's Strategic Plan priorities, and to provide information to partners to inform their plans. Information from the needs analysis has also been taken forward to use in the JSNA, and in the development of the Child Poverty Strategy. The document contains many graphs, maps and detail at ward level; however a summary of the main points is shown below.

Overview

The overview information largely reflects a positive picture of Bracknell Forest, but information to note includes:

- Only 14% of the population is of pensionable age, compared to 19% nationally.
- The increase in birth rate and corresponding growth in numbers of 0-4 year olds.
- A small number of wards have above the average number of 0-19 year olds. Whilst this is not extreme, it may impact on the services supporting children, young people and families in those areas.
- There has been a steady increase in the BME (Black and Minority Ethnic) groups in schools; the proportion was 15.2% in January 2010.
- The number of languages (excluding English) spoken in schools is relatively high at 77. However, these are often in very small numbers, presenting more of a challenge in terms of support and resources. The borough average for English as an Additional Language (EAL) is 7.8%.
- The overall rank of deprivation masks significant pockets of deprivation at ward level.
- The borough average for entitlement to free school meals is 7.3%, slightly up on the previous year.
- At 10.9%, the proportion of children defined as living in poverty in Bracknell Forest is lower than the South East average (14.9%).

Health and Wellbeing

The overall health of Bracknell Forest children is good; with many positive indicators for children and young people and their families. Information to note includes:

- Childhood obesity is an issue with the data for Year 6 children just below the South East average but on a rising trend.
- Based on the results of the Tellus4 survey, the number of pupils in Bracknell Forest participating in sporting activity is higher than the national average.
- Ward level data shows significant differences in health outcomes when comparing the most deprived wards and the least deprived wards.
- Rates of teenage pregnancy have improved over time although this remains a concern in some wards, where levels of teenage pregnancy are still higher than average.
- In 2009/10, Bracknell Forest had the highest number of children and young people diagnosed with Autistic Spectrum Disorder (ASD) in Berkshire.
- In terms of substance misuse, the number of young people aged 14 or under being referred increased significantly.

Safeguarding

Safeguarding covers a broad range of issues, including child protection and children looked after, youth victims of crime, domestic abuse and bullying. Information to note includes:

- The number of children who become subject of a Child Protection Plan rose significantly between 2009 and 2010. Many of these children live in the most deprived wards of the Borough.
- Bullying remains a concern for young people, as is the fear of crime in and around local areas.
- Incidents of domestic abuse have risen, and need to be monitored to ascertain whether there is a genuine increase in incidents, or whether the rise is due to improved recording practices. There has also been a rise in the numbers of repeat incidences of domestic violence.

Learning and Achievement

This covers attainment and progress made by children and young people through their educational journey. Information to note includes:

- There has been an improving picture in narrowing the gap in the Early Years Foundation Stage profile since 2006 so that more children attain expected levels.
- Overall performance for Key Stage 2 in 2010 shows that English and mathematics performance are both in line the South East and national average.
- Performance for GCSE in 2010 was lower than the South East average but above national average (5+ A*-C incl. English and mathematics) but has increased significantly by over 5%.
- Ward level data shows a number of wards where the gender difference in GCSE results is more marked.
- A significantly lower percentage of pupils eligible for free school meals achieved 5+ A*-C (incl. English and mathematics) GCSEs, compared to those not eligible.
- With regard to pupils with special educational needs, the percentage achieving 5+ A*-C (incl. English and mathematics) GCSE is significantly lower than regional and national averages.
- Bracknell Forest had a higher rate of permanent exclusions in secondary schools than statistical neighbours, and the England average but this has improved in 2010. The most common reason for the exclusion was persistent disruptive behaviour.

Youth Crime and Anti-Social Behaviour

Information to note includes:

- Wildridings and Central ward has by far the highest number of anti-social behaviour incidents committed by young people under 20 but this is not unexpected as it includes the town centre.
- The number of first time entrants into the Youth Justice System aged 10 – 17 has reduced with 55 first time entrants in 2009/10 compared with 104 in the previous year, a reduction of 42%.

Poverty and Economic Deprivation

Information to note includes:

- The IMD for deprivation showing the average rank of income shows a significant difference between the most deprived ward and the least deprived ward.

- Almost every ward has seen an increase in the number of benefit claimants since 2009.
- Approximately 8% of the under 19 population live in households dependent on workless benefits.
- According to statistics from the Citizens Advice Bureau (CAB) clients requiring debt counselling has increased substantially.
- The number of homeless households that the Council has a statutory duty to re-house has seen a significant increase. There were 19 homeless families in April to June 2010 and 20 from July to September.
- Bracknell Forest continues to have relatively high numbers of young people who are NEET (Not in Employment, Education or Training). This is explored further within the child poverty needs assessment.

The Local Picture

Analysis at local level reveals a much more polarised picture, with several wards consistently demonstrating high levels of need and deprivation for children and families. These areas should be the focus for early intervention and support.

Typically the wards with the highest levels of deprivation are those wards in and around Bracknell Town Centre.

In terms of economic deprivation (Income and Employment) the five wards with the lowest level of income and the lowest employment rates are:

- Bullbrook
- Great Hollands North
- Old Bracknell
- Priestwood and Garth
- Wildridings and Central

In terms of Free School Meals eligibility (another standard measure of deprivation) the wards listed above also feature prominently, along with the wards of Harmans Water, Crown Wood and Great Hollands South.

A full copy of the Children and Young People's Needs Analysis 2010 can be accessed via <http://www.bracknell-forest.gov.uk/living/liv-children-and-families/liv-change-for-children/liv-changes-in-the-council/liv-children-and-young-peoples-needs-analysis.htm>

❖ Joint Strategic Needs Assessment [JSNA]

The JSNA provides a much broader analysis of need, covering the total population of Bracknell Forest and has a particular focus on health and well-being. The JSNA is a joint activity between the local authority and health partners, and is intended to inform strategic commissioning of services to meet local need.

The JSNA identifies a range of priorities for action across a range of organisations and Departments including the local authority, police, NHS and Public Health, some of those which impact directly on children, young people and families include:

- Access to a midwife / doctor by 8 – 10 weeks of pregnancy
- Improve joint commissioning of children’s services to address the need for early intervention programmes, which may be affected by reduced funding.
- Improve common assessment framework liaison with maternity services.
- Commission life course early interventions to improve outcomes and reduce child protection, health, education, social care and criminal justice system costs.
- Increase physical activity in children, young people and adults.
- Reduce domestic abuse, sexual abuse and violent crime.
- Increase Chlamydia screening

The Executive Summary of the JSNA can be found at <http://www.berkshireeast-pct.nhs.uk/about.asp?fldID=511&fldSubAreaNum=6>

❖ Consultation

During the process of developing this plan there has been a significant amount of consultation with partners and stakeholders, including children, young people and families. This has included:

- A Visioning Event which attracted over 70 people from the statutory, voluntary and community sector, also some young people from the Youth Council, and a number of elected members of the Council.
- Presentations at key partnership meetings for example the Bracknell Forest Partnership, the Cultural Partnership. These partnerships include representatives from Town and Parish Councils, elected Members and representatives from the business, private and voluntary sector.
- Workshops sessions with practitioner groups e.g. School Advisers
- Consultation with Headteachers
- Youth Council members developed a questionnaire and carried out a “community” survey among their peers.
- An event for young people
- Targeted questionnaire to parents / carers and children and young people, including those attending Children’s Centres, Larchwood Short Break Unit, Margaret Wells Furby Children’s Resource Centre, play scheme for disabled children , Youth Offending Service, Family and Adolescent Support Team and the Open Learning Centre.

In addition to these activities, we have also taken into account the results of the **TellUs 4** survey [published in 2010], of children and young people in years 6, 8 and 10. This was a national survey, which provided Bracknell Forest with localised results. Many of the results of the survey were very positive; however two areas stand out as priorities for action:

- In terms of emotional health and wellbeing, the Bracknell Forest score is only marginally higher than the national and statistical average.

- In terms of bullying the score is slightly higher than the national and statistical neighbour score. We have already undertaken a lot of work to address the issue of bullying, and have a well developed peer mentoring scheme in place, there is further work underway to understand and address this issue.

	Bracknell Forest %	National %	LA Statistical Neighbour %
NI50: Emotional health and wellbeing <i>(higher is better)</i>	58 %	56 %	56 %
NI69: Children who have experienced bullying <i>(lower is better)</i>	33 %	29 %	29 %
NI110: Participation in Positive Activities <i>(higher is better)</i>	76 %	66 %	72 %
NI115: Substance misuse by Young People <i>(lower is better)</i>	5 %	10 %	10 %
NI199: Satisfaction with parks and play areas <i>(higher is better)</i>	61 %	54 %	59 %

The **Community Survey** undertaken by the Youth Council identified a range of issues young people felt were important, the top five are listed below.

- Make it easier for children and young people with disabilities to get the support they need.
- Do even more to try and prevent bullying.
- Help children and young people to feel safe in and out of school.
- Make sure that all schools help children to do their best.
- Make sure young carers receive the help they need.

Young People’s Consultation event

Following on from the Community Survey we supported an event for children and young people to consider the five issues which were felt to be important to them.

The Youth Council planned and facilitated the event, which was held over the period of a morning. 70 young people ranging in age from 10 to 16 attended and participated in the exercises and discussion. The group included pupils from our Special School.

The table discussions were facilitated by an adult and a member of the Youth Council and after a warm-up exercise, they got down to the business of considering five questions. These are summarised below, with more detailed answers in annex 3.

Question 1 – How can we do more to prevent bullying?

It was clear from the discussion that bullying is still very high on young people’s list of worries, and that it is not necessarily restricted to bullying in school. Cyber bullying is a very high priority for them which was very evident in the table discussions. Perceptions of bullying and what it meant were very different, some young people said it was physical, others said it was being picked on and some identified it as emotional bullying.

Some very useful and practical solutions were put forward by the young people but it is clear that awareness raising, consideration of the impact of bullying and appropriate support for young people is important to them in addressing these issues.

Question 2 – What can be done to ensure that young people feel safe in and out of school?

Young people have raised a range of concerns in this area which possibly reflect some of the changes in society, events such as ambulance or police being in the vicinity on a call, sales people at the door and worry about white vans suggests that fears may have been heightened by increased media coverage of issues on television and increased access to information. It was interesting to note that young people did not mention anything specifically about feeling unsafe in school, but one of their solutions was a support network in schools,

Question 3 - How can we make it easier for young people with disabilities to get the support they need?

The responses indicated that young people have a good level of awareness of issues like good access to buildings, and equality and discrimination. Many of the thoughts and ideas were focused on how good assessment of needs would help, and that more support for families would help.

Question 4 – How can we make sure that all schools help young people to do their best and to have ambition?

The young people were quite focused in this discussion and had firm ideas about what they wanted to see. They looked to adults / teachers to provide appropriate advice, guidance and support and felt that there could be a greater involvement of local businesses and higher education facilities in supporting their aspirations. Equally they were identifying the desire for more motivation and more challenge.

Question 5 – How can we make sure that young people from disadvantaged backgrounds get the help and support they need?

This question was a difficult one for young people to answer as the term disadvantage meant different things to different people. The possible solutions proposed showed recognition of a range of needs that could arise from being disadvantaged and the range of support that could be on offer.

The targeted questionnaire to parents / carers and children and young people focused on parent / carers of children with learning difficulties / disabilities, young people who are NEET and their parents, young people who have been excluded from school and parents attending Children's Centres. They were asked three questions:

1. What hopes and aspirations do you have for your future / your child's future?

Parents' responses included:

- Want children to be happy and healthy
- Want children to feel loved, secure, kind and confident
- Want children to receive a good education and fulfil their potential

Children / young people's responses included:

- Being successful in a career.
- Doing well at school and getting a place at college.

2. What support would be helpful?

Parents' responses included:

- Provision of good schools, playgroups and leisure facilities.
- Provision of good information.
- Parents of disabled children cited support from Larchwood [short term care unit as invaluable as it enabled young disabled people to spend time with their peers in a safe environment.
- Not all parents thought they needed support in order to help their child achieve their goals.

Children / young people's responses included:

- Young people felt that they did need support in order to achieve their goals.
- Support through education and training.
- Practical help in filling out forms, funding assistance.
- Sometimes more emotional support, help build confidence.
- Help with job seeking and application process.

3. If you could ask the Bracknell Forest Children and Young People's Partnership for one thing to help you achieve your goals what would it be?

Parents' responses included:

- Education – good schools and support with educational needs.
- Improvement in schools – more funding for schools.
- Better leisure facilities and affordable sporting activities.
- Advice and information on what is available.
- More opportunities for disabled children to socialise with other peers.

Children / young people's responses:

- Education, careers advice, training, work experience.
- More specific and individual responses around dance lessons, to be famous, to have a starring role on stage.

❖ Direct Research with young people and their parents / carers

The aim of the Care Pathways project was to gain information about support provided to some of the vulnerable young people in Bracknell Forest; what support had been provided, the quality of the support given, and how useful and effective it had been.

A selection of 16 case studies was made, identifying young people from one of three key areas:

- Young people, who have been permanently excluded from school,
- Young people who are Not in Employment, Education or Training after the age of 16 (NEET),
- Young people who have been bullied.

Background research was undertaken on each young person using case records, followed by a semi –structured interview with the young person and where appropriate their parents.

The themes that emerged from the background research and interviews were separated into issues relating to the parents and issues relating directly to the young people.

Parental themes:–

- Breakdown in parental relationships, many of which had involved domestic violence, was the most significant parental theme to emerge;
- Parental ill health (either physical or mental);
- Parental lack of engagement with support offered;
- Significant number of house moves, due to either housing and finance problems or the breakdown in parental relationships referred to previously.

Issues relating directly to the young people:

- Exclusion from school featured regularly in the chronologies of the young people who went on to become NEET as well as the excluded pupils group; most NEET having been excluded at some point;
- Concerns around emotional well-being;
- Multiple school changes;
- Child Protection concerns raised at some points in their early lives;
- Experience of bullying when at school, which had potentially damaged their self-esteem.

Important risk factors which may contribute to young people who are bullied.

These include:

- Having a disability such as an Autistic Spectrum Disorder.
- Having caring responsibilities for a parent.

Whilst this research focused on only a small number of young people, we feel it has given us insight into some of the key issues affecting outcomes for children, young people and families. There is a strong correlation between the findings of this research, and evidence in the JSNA, evidence from the young people's community survey, and evidence from a wide range of stakeholders through the Visioning event.

❖ National Research and Reviews

We have also taken into account a range of national research and guidance to inform our thinking.

This includes:

- *Grasping the Nettle, Early Intervention for Children, Families and Communities*, carried out by C4EO and the Association for Directors of Children's Services.
- Frank Field report *The Foundation Years: preventing poor children becoming poor adults*. This report focussed on the Early Years and child poverty, and concluded that children's life chances are heavily predicated on their development in the first five years of life. It also recognised that important changes can and do take place later in children's lives and that investment in the early years will not be fully effective unless it is followed up with high quality services for those who need them most later in childhood.
- Graham Allen Report *Early Intervention The Next Steps* looked at early intervention in terms of general approaches, policies and plans which help give children in early years a strong foundation for reaching their potential as they grow and develop. There was an emphasis in the report on the use of evidence based programmes to support the delivery of effective intervention.
- Eileen Munro *Review of Child Protection* is looking at a systematic review of child protection, and has published two interim reports to date, one focusing on the systems which support work in child protection, and the second looking at the process and activity of front line practitioners. A final report with recommendations is due out by April, and will inform the way in which child protection is undertaken in the future.

8. DEVELOPING OUR OUTCOME PRIORITIES

So far in this plan we have looked at a selection of information which details how we have agreed on our outcome priorities for the coming three years.

This section provides some information on where we think we are now, and highlights what we think we need to do to further improve. The way in which we will achieve this is detailed in the delivery plan.

It is important to note that for all of our priorities there will be many supporting plans and documents which will be more detailed. This plan highlights some of those areas we feel are most important.

Outcome Priority 1	Raise levels of attainment and pupil progress across all phases of learning for all pupils.
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The current picture:

Overall education attainment has been improving steadily and the outcomes from national tests and examinations remain in line with or above national levels of attainment. There has been good performance and improvement from results in previous years in some areas.

Information shows that there are some significant differences in achievement between boys and girls, and there is also a gap in achievement in pupils originating from the more deprived / disadvantaged wards in the Borough. Permanent exclusions in secondary schools, although reduced, remain higher than the national average.

Overall performance for Key Stage 1 in 2010 is in line with the South East for reading and slightly below for writing, but above in both against the national average. Mathematics is higher than both the South East and the national averages

Overall performance for Key Stage 2 in 2010 shows that English is inline with both the South East and the national average. Mathematics has seen a slight increase this year but is just below the national average.

Overall performance for Key Stage 3 in 2010 is above both the South East and national averages in English, and significantly higher in mathematics. The improvement in ICT attainment is particularly marked in 2010, with a rise of 6% at Level 5+ and 12% at Level 6+.

Results for GCSE in 2010 show that the proportion of young people obtaining 5 or more GCSE grades A* - C including English and mathematics increased significantly by over 5% so that performance is above the national average.

The proportion of young people achieving the other main measure of attainment at Key Stage 4 (5 or more GCSE grades A* - C) has risen by over 13% taking it above both the South East and national average.

Looked After Children and Care Leavers

At 31 March 2010 Bracknell Forest had 9 out of 12 [75%] care leavers aged 16+ who achieved at least 1 GCSE grade at A* - G or GNVQ equivalent.

Ethnic Minority Pupils

In Bracknell Forest a lower percentage of pupils whose ethnicity was not White achieved 5+ A*-C grades (incl. English and Maths) except for Chinese pupils. This was not reflected regionally and nationally where most ethnic minority pupils (except Black) did better than White pupils.

Pupils whose first language is not English

In Bracknell Forest a slightly higher percentage of pupils whose language is other than English achieved 5+ A*-C grades (incl. English and Maths). This was not reflected regionally and nationally where more pupils whose first language was English did better.

Pupils eligible for free school meals

In Bracknell Forest less than half the percentage of pupils known to be eligible for free school meals achieved 5+ A*-C grades (incl. English and Maths) compared to those not eligible. There was a similar picture in England and the South East.

Pupils who have special educational needs

Two percent of pupils with a statement of special educational needs achieved 5+ A*-C grades (incl. English and mathematics) in Bracknell Forest compared to 8% and 6% regionally and nationally. The percentage of pupils with SEN (but without a statement) achieving the same grades was slightly higher (14%) but still lower than the South East and England (19%).

Areas for further development:

- Improve secondary schools and sixth forms in schools so that more are good or better. [Ofsted 2010]
- Improve educational outcomes for 11-year olds and continue to improve educational outcomes for 16-year olds. [Ofsted 2010]
- Continue to target schools where results and performance fall below expectations.
- Continue to target support for vulnerable groups.

Outcome Priority 2	Improve physical and emotional health and wellbeing from conception to birth and throughout life.
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The current picture:

The health profile of Bracknell Forest shows that Bracknell Forest residents are healthier when compared to the national population.

Within the Borough there is a significant variation in the Individual Indices of Deprivation - Health Deprivation and Disability, between the lowest rated ward Great Hollands North [15.7%] and the highest rated ward Winkfield and Cranbourne [63.7%] -

Whilst breastfeeding rates at 6-8 weeks have improved, levels in the central wards in Bracknell town remain at lower levels. Breastfeeding clinics provided by maternity services or the Breastfeeding Network are running in Children's Centres. In Berkshire East PCT the figures have continued to improve with 75.4% initiating breastfeeding in Quarter4 2009/10 compared to 72.7% across England.

Child and Adolescent Mental Health Services (CAMHS) are 'performing well', with a score of 15, based on a self-assessment completed in January 2010 as part of the annual CAMHS Mapping Exercise. The provision of the full range of CAMHS services to children and young people with Learning Difficulties and Disabilities is not yet fully implemented which has limited the score to 15.

There were 643 referrals made to CAMHS in Bracknell in 2009-10, this was the third highest number in Berkshire.

384 children and young people were diagnosed with Attention Deficit Hyperactive Disorder [ADHD] or Autistic Spectrum Disorder [ASD] in Bracknell during 2009/10. This is highest number across the Berkshire authorities particularly for ASD where CAMHS saw 20% of the total children seen in the county.

The aim of Targeted Mental Health in Schools (TaMHS) is to enable schools to deliver a holistic, whole school approach to promote children's mental wellbeing. Teams from 13 schools involved in a TaMHS project have attended a successful event leading to developing a broader knowledge and skill base for working with vulnerable children and young people who may have emotional health issues.

Data for teenage pregnancy is collected nationally and is normally 2 years in arrears. Overall Bracknell Forest has made good progress in tackling teenage pregnancy and had the highest % reduction in U18 conceptions nationally between 1998 and 2008.

The weighing and measuring targets have been met for both reception and year 6. For the last year of the Local Area Agreement the target was to achieve 87%, this was exceeded in reception year and achieved in year 6.

Schools are already fully engaged in the healthy schools programme which ensures that healthy eating and physical activity are optimised. From March 2011 enhanced healthy school status will be a schools led programme with a locally agreed focus on developing multi-skills to improve physical activity rates.

The number of young people being seen within the substance mis-use treatment system reduced significantly in 2009/10. This is in part due to earlier interventions being in place within schools and better information and education being offered. In 2009/10 a much higher proportion of the treatment population were female than in previous years.

The highest number of referrals to the young people's substance misuse service are from the criminal justice system. The number of referrals via the criminal justice system has remained high despite the actual reduction in young people in treatment reflecting the impact drugs and alcohol have on offending.

The Parenting Early Intervention Project (PEIP) is a government initiative working with families of children aged 8 – 13 who are vulnerable to poor outcomes. Parenting Early Intervention work within the Drug Action and Alcohol Team [DAAT] encompasses working with both parents and young people whom are struggling with substance or alcohol issues. The principle aim of the project within the DAAT is to deliver one to one parenting support as well as group programmes to families. A Parenting Early Intervention worker also works within the Community Mental Health Team.

Good progress is being made in schools delivering 2 hours of high quality PE with a rise year on year from 2004-05 to 2009-10 for 5-16 year olds participating in two

hours of PE and school sport in curriculum hours. The percentage of young people participating in 2 hours curriculum PE and sport was 90% in 2009/10.

Performance measurement on emotional health and wellbeing has until now been based on the Tellus questionnaire. It looks at the percentage of children with good relationships and those able to access the widest range of possible sources of support.

There has been a decline in the indicator outcomes for emotional health and wellbeing. This decrease has been more significant in England (-11%) than Bracknell Forest (-5%) and nationally this has been attributed to the fall in the number of respondents who felt that they could talk to an adult other than their parent.

Young people in Bracknell Forest worry significantly more about being bullied, money, their parents or family or something else than young people nationally and within statistical neighbour authorities.

Overall the health of looked after children and care leavers is good, and the average % of children who have had their teeth checked by a dentist and an annual health assessment has risen over a number of years.

Children and young people continue to access advice, guidance and individual or group support in relation to substance misuse issues identified.

Areas for further development:

- Further improve breast feeding rates, particularly in areas with low take up.
- Implement CAMHS strategy
- Development of CAMHS services for children and young people with learning difficulties and disabilities
- Increase physical activity for children and young people in and out of school
- Continue focus on reduction of teenage pregnancy and sexual health.
- Continue to work on reducing levels of obesity in children and young people
- Joint commissioning of health and wellbeing activity
- Continue to focus on young people's substance misuse issues.
- Further development of early intervention initiatives [e.g. evidence based parenting programmes]

Outcome Priority 3	Safeguard and protect children and young people.
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The current picture:

The outcome of an unannounced inspection of contact, referral and assessment arrangements within Children’s Services undertaken by Ofsted in August 2010 was very positive; no areas were identified for immediate or urgent action. A significant number of strengths and satisfactory practice were noted with only a small number of areas for improvement.

The Common Assessment Framework (CAF) is a standardised approach to assessment and enables agencies to provide improved early intervention support to children, and young people with additional needs. Use of the CAF is now the recognised assessment tool for nearly all agencies working with children in Bracknell Forest. Take- up by schools, health services and voluntary organisations is one of the best in the South East Region, but further work needs to be undertaken to ensure it is fully embedded in all agencies as a tool to support assessment and early intervention.

Levels of bullying as reported in DfE [Department for Education] Tellus4 survey remain higher than our statistical neighbours. Work is ongoing to investigate possible reasons for this, and an updated Anti-Bullying Strategy will address these issues. The Anti-Bullying Group has been responsible for the development of work in this area, and has reported regularly to the LSCB and the Children and Young People’s Partnership.

The number of children and young people that have been victims of racist incidents in schools in the last 12 months (09-10) = 48. As recorded for the LSCB data set for end of quarter 4.

Through regular monitoring of partnership performance the LSCB noted that Bracknell Forest had a slightly higher than expected rate of sexual offences; as a result the LSCB commissioned a review of sexual offences against children/young people occurring in 2009/10 in order to understand these offences more fully and identify whether there were opportunities to reduce the risk of offences occurring in the locality.

There has been an increase in the reporting of domestic abuse to the police in the last three years, however the rate of the increase has reduced overall [there was a 20% increase in 2008/09, which reduced to a 6% increase in 2009/10]. Domestic abuse is a significant feature in child protection cases and further partnership work is planned to respond to this issue with significant investment of resources by the Council.

The numbers of children with a Child Protection Plan can vary from month to month. However there has been a significant increase in the numbers over the past year with a rise from 44 at the end of March 2009 to 70 at 31 March 2010. Numbers have continued to increase and at the end of December 2010 there were 84 children and young people with a CP Plan. This increase is in line with the national trend of an increase, but is double the rate per 10,000 compared to March 2009. The numbers of looked after children may fluctuate from month to month. This is an important consideration when looking at planning and balancing resources as a swing in numbers either way could have a significant impact on budgeting and resources. At the end of December 2010 there were 92 children looked after, including 8 looked after under short break arrangements.

The indicator for Stability of placements of looked after children: number of moves, looks at the percentage of children looked after at 31 March with three or more placements during the year. In Bracknell Forest the rate has been higher than its statistical neighbours and nationally since 2004/05. The rate of 19.3% in 2009/10 equates to 17 out of 88 children. This is being addressed by Children's Social Care to try to reduce this high rate which affects the continuity of relationships and education for these vulnerable children.

The LSCB has played an active role in providing a scrutiny and challenge of safeguarding. The LSCB Annual Report identifies key areas of achievement and activity over the past year, and provides a number of recommendations for the Children and Young People's Plan which have been incorporated where relevant and appropriate.

Areas for development:

- Continue activity to reduce the number of children with a Child Protection Plan.
- Continue activity to reduce the number of children Looked After Children.
- Reduce incidences of Domestic Violence and impact on children.
- Respond to the recommendations of the LSCB in relation to the Sexual Offences Analysis.
- Improve placement stability for looked after children.
- Revise Anti-Bullying Strategy to include addressing identity based bullying.
- Embed CAF and ensure it is used effectively across agencies to assess needs and support early intervention.
- Taking the views of the child into account when planning support for them [Ofsted 2010].
- Implement recommendations from LSCB Annual Report as detailed in annex 2.

Outcome Priority 4	Improve outcomes for all children and young people, especially the more vulnerable [e.g. ethnic minority groups, vulnerable learners, children looked after, children with learning difficulties / disabilities, post 16, those not in employment, education or training, young carers, children living in poverty, young offenders or those at risk of offending]
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The current picture:

Many of the issues that will impact on vulnerable children, young people and families have been mentioned earlier on in this plan, for example domestic violence, levels of children with a child protection plan, children who are looked after by the local authority, higher than average levels of secondary exclusions, educational outcomes for children from minority ethnic groups and children with special educational needs, and young people who offend or are at risk of offending who have substance misuse issues.

Larchwood, the short term care unit for children with learning difficulties / disabilities, has been inspected by Ofsted and has been awarded an outstanding grade.

Kennel Lane School, the local school for children with learning difficulties / disabilities has also been inspected and given a good with outstanding features.

The gap in attainment between the majority of children and those from low income families, as well as those with special educational needs is slow to close [although it is noted numbers are small and do fluctuate from year to year].

In Bracknell Forest at Key Stage 2 English and mathematics the gap between Special Educational Needs pupils and the remainder was in the worst 10% at 55.6%. For GCSE for five or more A* - C the score was average both for pupils entitled to free school meals and their peers, and for BME groups very small variations were recorded.

The number of young people convicted for an offence for the first time has reduced significantly over the last few years and re-offending rates are broadly average. Custodial sentences after conviction appear high compared to similar areas; however numbers involved are very low.

The impact of the credit crunch on young people's employment was challenging and the number of 16 – 18 year olds not in work, education or training remains high, although there is a downward trend [6.9% in 2008/09, and 6.8 % in 2009 /10 and 6.1% in 2010/11].

Overall Bracknell Forest is an affluent area with low levels of unemployment and deprivation. The Department for Work and Pensions data shows children living in poverty in Bracknell Forest was 10.8% in 2007, which is lower than the South East [14.9%] and the England [21.6%] average.

Within Bracknell Forest there are seven wards where the percentage of children in poverty is higher than the England and South East average, with the most deprived ward at 23%.

The exact number of children and young people who are carers living in Bracknell Forest is currently unknown. Research by Loughborough University suggests that young carers represent 1.5% of the population, which in Bracknell Forest equates to potentially 450 children and young people. Within these figures some young people who have caring responsibilities will be identified as being in need of additional services. There is currently a number of young carers identified who access a Young Carers Project run by a Voluntary Sector organisation. The Children's Society has been commissioned to help us to further develop our strategy for young carers.

Areas for Development:

- Continue to monitor outcomes in relation to vulnerable groups and target resources in accordance with need.
- Continue to reduce the gap in communication and learning at Early Years and Foundation stage.
- Explore further development of diversionary activities for those who would otherwise enter the Criminal Justice system.
- Narrow the gap in outcomes at key stages for those with learning difficulties / disabilities.
- Continue to develop effective early intervention support.
- Further develop mechanisms to identify and support young carers.

9. DEVELOPING OUR UNDERPINNING PRIORITIES

The underpinning priorities we have identified are those which we feel will ensure the successful delivery of the outcomes in this plan. They relate to either process or activity and cut across all partner activity.

Underpinning priority 5: Support children and young people through key transitions in life

Transitions are something young people experience in their daily lives. For most people they are smooth, trouble-free and they might not even notice the process has taken place. Children and young people move automatically throughout life, from birth to adulthood accessing universal and some targeted support, from a midwife to Health Visitor to School Nurse, from early years settings to primary school, secondary school and to university, college, training and / or employment.

For some, often those who may be more vulnerable, the process is not smooth and trouble free and they may require some additional assistance to support them.

Those groups most likely to be vulnerable include:

- Children who become looked after by the local authority who need to be supported through placement changes, moving through the care system and into after care once they become 18, or moving back home with their families.
- Children with learning difficulties / disabilities who may require a range of different support throughout their life from different agencies, and who are likely to require ongoing support into adulthood.
- Children with significant or complex health needs who may require ongoing support into adulthood.
- Children moving through the education system, who may be experiencing difficulties in adjusting to changes in their lives, and may have additional problems at home which impact on their ability to cope with transitions.
- Young people who may be disengaged from school, or who are leaving school with no future destination planned, at risk of being NEET [not in employment education or training].

Underpinning Priority 6: Embed prevention and early intervention into the routine delivery of all services to children and young people

The growing interest nationally in early intervention as a policy issue reflects the widespread recognition that it is better to identify problems early and intervene effectively to prevent their escalation than to respond only when the difficulty has become so acute as to demand action.

A definition of early intervention used in the research by C4EO “Grasping the Nettle” is “intervening early and as soon as possible to tackle problems emerging for children, young people and their families or with a population most at risk of developing problems. Early intervention may occur at any point in a child or young person’s life.”

Within Bracknell Forest we have been committed to ensuring that we have a strong and robust approach to prevention and early intervention, and there are many examples of improved outcomes for children and young people as a result of this approach.

A key aim within this plan will be to ensure that appropriate early support is available, and there are mechanisms in place to ensure those working with children, young people and families have the necessary skills and tools to be able to identify additional needs at an earlier stage, through the use of appropriate assessment [e.g. Common Assessment], share information appropriately and provide support to meet assessed needs through either single or multi-agency responses.

Underpinning Priority 7: Close the gap between children from low income and disadvantaged backgrounds and their peers

Children who come from low income and disadvantaged backgrounds are at a higher risk of a range of poor outcomes when compared to their more affluent peers. This includes risk of poor health, unemployment, poor educational attainment, behavioural problems, bullying, taking part in risky behaviours and a higher risk of becoming involved in criminal activity for example.

The Frank Field report [The Foundation Years: Preventing Poor Children becoming Poor Adults] investigates the issue of poverty and makes a series of recommendations in relation to improving life chances of children as they grow into adults, and provides a specific focus on the early years as being crucial to outcomes later in life.

In Bracknell Forest we have located our Children's Centres across the Borough to ensure that they are well placed to support those communities which are experiencing higher levels of need and deprivation.

The Early Years Foundation Stage Inclusion Service (EYFSIS) provides a team of teachers who support pre- school children with special educational needs, mainly within their homes.

The School Advisory Team offers targeted support to ensure children and young people are given the support they need to achieve their full potential, support may include provision of high quality and bespoke training, dedicated Advisers for each learning phase, and for additional needs such as Inclusion and Diversity, and supporting English as an Additional Language [EAL]. The team also has an Adviser who provides advice and support in relation to Gypsy, Roma and Traveller pupils.

Success in ensuring we are able to narrow the gap will rely on being able to work with all our partners, and coordinate effectively. The **Child Poverty Strategy** provides the evidence and the framework for this to happen.

Part 2 of the Child Poverty Act 2010 requires responsible local authorities and their partner authorities to cooperate to reduce and mitigate the effects of child poverty in their local areas.

Key responsibilities are:

Cooperation

The local authority has a lead role in setting up and maintaining the cooperation and partnership arrangements which will ensure that needs assessment and strategy are produced. It is important to ensure that all partners are engaged in the development of an effective and sustainable strategy to reduce child poverty in the area.

The Children and Young People's Partnership has taken a lead role in the development of the Child Poverty strategy work, and will report to the Bracknell Forest Partnership as the lead body.

Needs Assessment

A needs assessment is seen as a key activity to enable a real focus on those issues which impact on child poverty, and is important to consider how this can be aligned with other key strategies and needs assessments.

The Child Poverty Needs Assessment complements and supports the Children and Young People's Needs Analysis and the Joint Strategic Needs Assessment discussed earlier in this plan.

Developing the Strategy

The key aim of the strategy is to ensure there is a coordinated approach to addressing child poverty and to minimise the effects of child poverty across the Borough, using the network of partner organisations.

The strategy will sit under the Children and Young People's Strategic Plan as one of a range of documents to support the successful delivery of improved outcomes.

Underpinning Priority 8: Strengthen parents and families through effective family support and engagement

The Council and its partners wish to improve support to families through effective support and engagement and has been working through an approach which considers the family as a whole unit, rather than separate entities. This approach can be taken across all services and multi-agency work.

It is important to recognise that some families may need intensive help and support. The Family and Adolescent Support Team [FAST] offer an immediate family focused support in times of crisis, while the Family Intervention Project [FIP] supports families particularly where there is a risk of youth crime, risk of offending, anti-social behaviour and nuisance in local communities.

Family Group Conferencing offers families experiencing difficulties the opportunity to get together and discuss the best way to resolve difficulties and seek the best plan possible.

Parents and carers have fed back that they would often welcome support at an earlier stage and this is provided through a range of structured group programmes, known as Parenting Early Intervention Programmes [PEIP]. These are normally targeted at those parents with specific needs. One to one support is also available to parents if required.

Family support is also available through health visitors, school nurses, children's centres, family support advisors in schools, and family outreach workers. The Council's Family Information Service provides information and assistance on a wide range of activities and services.

Our Voluntary and Community Sector play an important role in supporting parents through projects such as Home-Start Bracknell, Margaret Wells Furby Children's Resource Centre.

Underpinning Priority 9: Support children and young people to become active citizens within their own communities

The Bracknell Forest Cultural Strategy [2008 – 2012] identifies as one of its strategic themes "Improve the sense of belonging and Community Spirit for all". This strategy identifies the range of facilities and activities available to all in Bracknell Forest which has an impact on outcomes for all, and includes a range of cultural resources.

Leisure services provide a range of targeted activities for young people, there is a Young People in Sports Scheme, sports development programmes, local clubs with junior sections accessing local provision [swimming, athletics etc]. School Sports Partnership works closely with Leisure to enable young people to access sports, and a range of other activities targeted at young people.

We have an active Youth Council, supported by the Youth Service. They meet on a regular basis, and are actively involved the Children and Young People's Partnership. They have been responsible for undertaking surveys of their peers, organising events to engage with young people, organising the Bracknell Awards for Teenagers event annually, and undertaking their responsibilities in relation to being elected members of Youth Parliament.

The Youth Service facilitate young people in volunteering for their communities in a variety of ways. Young people can volunteer in their local youth club, either informally - such as the running of the tuck bar, or more formally helping to deliver elements of the clubs programmes. The Service has a significant cohort of young people aged 16 yrs+ who have been through a structured recruitment and training programme to ensure they support good quality of youth work. The offer of volunteering opportunities in the Youth Service forms part of the range of opportunities Connexions offers information, advice and guidance to young people not in education employment or training.

The Youth Service helps young people find volunteering opportunities external to the youth clubs. This includes the delivery of the Duke of Edinburgh's Award. Volunteering is accredited through a variety of methods in addition to the Duke of Edinburgh's Award, including the V-Involved scheme and the Berkshire Award.

The concept of citizenship runs throughout the very core of youth work methodology. Examples include; alcohol awareness session each week in Great Hollands, tied in with a greater awareness of the perception and effect of anti-social behaviour. Young people closely involved in the week to week running of their youth centres, babysitting courses enable young people to offer an informed and considered service to their communities, as well as regular first aid courses for young people.

Many of our schools are implementing the Rights Respecting Schools [RRS] programme and the Social and Emotional Aspects of Learning [SEAL]

RRS is an overarching framework of values based on the UN Convention Rights of the Child. It is aimed at enabling children and young people to realise their rights and responsibilities and is incorporated into their learning.

SEAL provides a supportive programme for children and young people to develop positive attributes of emotional health and wellbeing, which in turn helps them understand and exercise their rights and responsibilities in everyday life.

Underpinning Priority 10: Ensure good quality service provision through effective commissioning

In a climate where resources are becoming more limited it is necessary to ensure we are able to support children, young people and families effectively and that we are making the best use of the resources available to us.

We believe that commissioning is the strategic process of assessing needs, and making best use of available resources to meet those identified needs.

We have many examples of commissioning, some of which is undertaken by individual partner agencies, for example Berkshire East Primary Care Trust [PCT] commissions the Health Visiting Service, School Nursing service etc, Bracknell Forest Council commissions places for children who are looked after, children who attend schools outside the Borough etc.

Much of this will continue to take place; however we feel that there are opportunities for a more coordinated approach, to pool our resources to secure greater efficiency. We have examples where partners jointly commission some services, for example Margaret Wells Furby Children's Resources Centre [run by NCH Action for Children] receives funding from the local authority and the PCT, as does Home-Start Bracknell.

In developing and agreeing this plan, we are demonstrating our commitment to commissioning. We have undertaken a thorough needs analysis, and through a range of consultation we have agreed the priorities for improvement which we believe will have the greatest impact on outcomes.

Over the coming year we will be undertaking further work to identify all the resources available to us, and will be directing these resources towards the effective delivery of our priorities.

10. WORKFORCE DEVELOPMENT

Critical to our success is the need to increase the skill, confidence and competence of our children's workforce; ensuring that it is well-led and made up of people who are willing and able to work effectively in an integrated way across agencies. The Children's Workforce includes everyone who works directly with children, young people and their families, or is otherwise responsible for improving their outcomes.

Throughout the delivery of the previous Children and Young People's Plan [2006 – 2009] the Workforce Development Strategy has focused on five key areas:

- Recruiting more people with the right skills and qualities into the children's workforce.
- Developing and retaining more people within the children's workforce.
- Promoting stronger leadership, management and supervision.
- Strengthening inter-agency and multi-disciplinary working and workforce remodelling.
- Developing the skills of the workforce in relation to safeguarding children and young people.

Significant progress has been made in all of these areas. Much of the activity is undertaken and managed within each of the partner agency's own policies and procedures, for example recruitment and retention, leadership, management and supervision, under the umbrella of the Workforce Strategy Group.

Sector specific activity has also been undertaken, for example developing early years professional status, developing induction standards for Children's Social Care, training parenting workers and leadership in the Youth Service.

The Workforce Strategy Group, on behalf of the Children and Young People's Partnership will monitor and maintain an overview of individual agency progress in these areas. In addition it will focus specifically on:

- Strengthening inter-agency and multi-disciplinary working.
- Developing the skills of the workforce in relation to safeguarding children and young people.

These two areas will form the core activity of the workforce strategy to support the delivery of this plan.

11. EQUALITIES

All services are subject to equalities legislation, which ensures that when we are planning and delivering support to children, young people and families we take into account any additional needs that they may have, and take steps to ensure they are not disadvantaged as a result.

Throughout the development of this plan we have worked hard to ensure that we have recognised a range of additional needs and have identified how we aim to support and meet those needs.

The public sector equality duty provisions will come into force in April 2011. The Council will have a general duty to pay due regard to:

- Advance equality of opportunity
- Eliminate discrimination, harassment and victimisation and
- Foster good relations.

The Children and Young People's Strategic Plan will be one of a range of plans and strategies that will demonstrate the way in which the Council and its partners are achieving this duty.

12. MONITORING OUR PROGRESS

The successful delivery of our jointly agreed priorities is reliant on all the partners who represent, and work with children, young people and families.

We have identified key areas of activity to support the priorities, and identified some measures of success. These are detailed in the next section Delivering the Priority Outcomes.

These measures will provide us with an overview of data and performance, although it must be noted that the data and performance requirements of local authorities are currently under national review. Therefore these measures may be subject to change in the coming months.

The Children and Young People's Partnership will monitor progress through:

- Key plans and strategies
- Maintaining an overview of data and performance information
- Receiving regular progress reports from the working groups supporting delivery of the plan
- Ensuring effective liaison and engagement with other key Partnerships and Boards [such as the Community Safety Partnership, the LSCB]
- Outcomes of inspection activity across partner agencies
- Ongoing and renewed needs analysis
- Ensuring we seek the views of children, young people and families throughout the year.

The Children and Young People's Partnership will report progress regularly to the overarching Bracknell Forest Partnership to ensure effective governance of the work, and to ensure we are able to continually inform ongoing policy and developments in the interests of children, young people and families.

We will also carry out an annual review of the plan to measure progress against priorities; ensure the priorities remain relevant and up to date, and the ongoing views of children, young people and families are incorporated into the work that we do.

13. CONCLUSION

The development of this plan has taken place over many months and has included a significant range of consultation and evidence gathering, from a wide range of sources.

Following publication of the full plan which will be available on the Council website, we will develop a summary version of the plan for distribution. We will also work in partnership with the Youth Parliament to produce a version of the plan for children, young people and families, which will highlight the key information in the plan and identify what they might contribute to support the delivery of the plan.

We hope it tells our story and provides the reader with a strong feel for what it is like to live and grow up in Bracknell Forest. We think it is a great place to live and grow up in, but we know that this is not the same story for everybody, some people experience disadvantage and are less likely to achieve good outcomes in their lives.

This plan is a way of ensuring we can provide the right level of support and encouragement to enable people to aspire to achieve better outcomes and life chances.

We have not just looked at the positives; we have looked at areas for development, where we think we can do better. As we have said throughout the document the success of this plan in delivering the improvements is reliant on the strength of our ability to work in partnership, and we feel we are starting from a strong foundation on this.

This plan is being delivered over a period of significant changes in policy and legislation, and a time when resources and funding are being reduced, and we recognise the need to be realistic in what can be achieved.

We believe however that this plan and a commitment to working together will ensure we are successful and can contribute to improving outcomes and life chances for our children, young people and their families.

We look forward to being able to put this plan into action and reporting on our progress in a year's time.

14. DELIVERING THE PRIORITY OUTCOMES

Outcome Priority One Raise levels of attainment and pupil progress across all phases of learning for all pupils	
Activity	Delivery
<ul style="list-style-type: none"> • Improve Early Years Foundation status including communication and language • Improve Secondary Schools and sixth form provision • Strengthen leadership across all schools and partnerships. • Focus on assessment and tracking of pupils and use data to target support more effectively for vulnerable groups. • Reduce the number of exclusions in Secondary Schools. • Focus on attendance and performance of looked after children. • Continue to ensure access to life long learning opportunities • Ensure workforce is equipped with skills to support this outcome. • Provide sufficient school places to meet the changing patterns and demand 	<p>Early Years Foundation Stage Team</p> <p>Children’s Centres</p> <p>School Improvement Partners</p> <p>English as an Additional Language Team.</p> <p>Special Project – Reducing exclusions and those at risk of exclusion</p> <p>Head teachers / Senior Leaders in Schools</p> <p>Looked After Children’s Education Service.</p> <p>14 – 19 Partnership</p> <p>Life Long Learning Team</p> <p>Workforce Strategy Group</p> <p>School Places Planning Group</p>
Outcome One: Measures Of Success:	
<p>Early Years Foundation Stage Profile</p> <p>Key Stage assessment data – National Curriculum and qualifications</p> <p>SEN statement completion</p> <p>Narrowing the gap indicators</p> <p>Outcome of School, Children’s Centre and Early Years Inspection.</p> <p>School exclusion and attendance rates</p>	

Outcome Priority Two Improve physical and emotional health and wellbeing from conception to birth and throughout life	
Activity	Delivery
<ul style="list-style-type: none"> • Work with parents to encourage healthy eating and promote healthy lifestyles. • Provide opportunities for children and young people to take regular exercise, in and out of school hours. • Continue to work with young people in relation to alcohol and substance misuse • Improve breast feeding rates, and continue to reduce levels of obesity. • Continue to reduce the numbers of teenage pregnancies, and improve sexual health awareness and screening. • Continue to monitor and support looked after children to stay healthy • Implement CAMHS Strategy and Targeted Mental Health Programme in Schools Project • Ensure workforce is equipped with skills to support this outcome. 	<p>Children’s Centres</p> <p>Early Years Childcare and Play</p> <p>Family and Parenting Support</p> <p>Healthy Child Programme</p> <p>Healthy Schools Programme</p> <p>PSHE in schools</p> <p>Social and Emotional Aspects of Learning in Schools</p> <p>Rights Respecting Schools Programme</p> <p>Weighing and Measuring Programme</p> <p>Workforce Strategy Group</p> <p>Environment and Leisure Services</p> <p>LAC Health Service</p> <p>School Sports Partnership</p> <p>CAMHS Partnership</p>
Outcome Priority Two: Measures of Success	
<p>Effectiveness of CAMHS</p> <p>Obesity among primary school children in Reception Year</p> <p>Breast feeding rates</p> <p>Obesity in primary school age children in year 6</p> <p>Children’s participation in PE and sport</p> <p>Emotional and behavioural health of children in care</p> <p>Under 18 conception rate</p> <p>Sexually transmitted infection rates</p> <p>Substance misuse by young people</p> <p>Numbers of accredited PSHE staff</p>	

Outcome Priority Three Safeguard and Protect Children and Young People	
Activity	Delivery
<ul style="list-style-type: none"> • Provide easy accessible and responsive service for children in need of Social Care support. • Work with partners to reduce the incidences of domestic violence and the impact this has on children and families • Reduce bullying in all forms, including cyber-bullying and identity based bullying / Review Anti-bullying Strategy • Raise awareness of roles and responsibilities of all partners in relation to safeguarding and child protection • Work towards ensuring children and young people feel safe, in and out of school • Provide stable and secure placements for our looked after children, and reduce the number of placements out of the area • Ensure evidence based parenting programmes are reaching those with the greatest need • Ensure workforce is equipped with skills to support this outcome. • Promote effective prevention and early intervention through CAF and Integrated Care Pathways approach 	<p>Children's Social Care</p> <p>Safer Communities Partnership</p> <p>Local Safeguarding Children Board</p> <p>Domestic Violence Project</p> <p>Anti-bullying group</p> <p>E-Safety Group</p> <p>Safer Schools Partnership</p> <p>Family and Parenting Support</p> <p>Workforce Strategy Group</p> <p>Shared Processes Group</p>
Outcome Priority Three: Measures of Success	
<p>Fewer children in need who progress to Child Protection or who become LAC</p> <p>Fewer children becoming subject to a Child Protection Plan</p> <p>Fewer incidences of reports of repeat domestic violence where children are present</p> <p>Fewer children reporting they are worried about bullying</p> <p>Record of workforce attending child protection training at the appropriate level</p> <p>Numbers of Children who are subject to a CAF assessment - outcomes of CAF process</p> <p>Outcomes of CAF</p> <p>CAF reviews completed</p> <p>Outcomes from parenting support interventions</p>	

Outcome Priority Four Improve outcomes for all children and young people, especially the more vulnerable	
Activity	Delivery
<ul style="list-style-type: none"> • Ensure children and young people who have behavioural difficulties are supported to remain in an appropriate educational setting. • Provide parent / carers with support appropriate to their needs and circumstances. • Focus on attendance and performance of looked after children. • Provide additional / targeted support to children / young people who have English as a second language. • Provide early intervention support when parents are experiencing difficulty • Ensure workforce is equipped with skills to support children and young people from vulnerable groups. • Provide targeted support for young people who are disenfranchised • Ensure Young Carers receive support appropriate to their identified needs. • Delivery of Aiming High for Disabled Children • Monitor outcomes for children and young people at ward level through Needs Analysis. 	Behaviour Support Service Family and Parenting Support English as Additional Language Team Special Project - Economic Well Being Looked After Children Education Service Young Carers Steering group Youth Service Youth Offending Service Connexions Aiming High for Disabled Children Working Group Children and Young People's Partnership Economic Skills Partnership
Outcome Priority Four: Measures of Success	
Offending / re-offending rates of young people Outcomes monitored for vulnerable groups will inform ongoing commissioning and priorities Young people's participation in positive activities Educational attainment of looked after children Emotional health of looked after children Improved identification and numbers of Young Carer's receiving appropriate support Reduced numbers of young people 16+ who are not in employment, education or training Children living in poverty Increased numbers of young people 16+ accessing further / higher education.	

UNDERPINNING PRIORITIES

Underpinning Priority	Activity	Delivery
<p>Support children and young people through key transitions in life</p>	<ul style="list-style-type: none"> • Pathway Plans in place for children leaving care • Transition plans in place for young people with learning difficulties / disabilities when moving from child to adult services • Transition programme for entry to Secondary School • Provide information advice and guidance to make informed decisions 	<p>Children's Social Care</p> <p>Disabled Children's Team / Community Team for People with Learning Difficulties</p> <p>Behaviour Support Team</p> <p>Schools</p> <p>Connexions Service</p> <p>Berkshire Healthcare Foundation Trust</p>
<p>Embed prevention and early intervention into the routine delivery of all services to children and young people</p>	<ul style="list-style-type: none"> • Continue to work with and support the development of the voluntary and community sector • CAF is used as the universal assessment tool to support early intervention • Information sharing is clearly understood and implemented • Thresholds to services are clearly understood by professionals and members of the public. • Integrated Care Pathways are established at key stages [Early Years, Primary, Secondary, and post 16], and receive referrals from a range of agencies 	<p>Children and Young People's Partnership</p> <p>Bracknell Forest Voluntary Action</p> <p>Children's Voluntary Sector Forum</p> <p>Shared Processes Group</p>
<p>Close the gap between children from low income and disadvantaged backgrounds and their peers</p>	<ul style="list-style-type: none"> • Special Project Child Poverty 	<p>Child Poverty Strategy</p>
<p>Strengthen parents and families through effective family support and engagement</p>	<ul style="list-style-type: none"> • Provision of a range of evidence based parenting support programmes • Intensive Family Support to a small number of 	<p>Family Support Advisors</p> <p>Behaviour Support Service</p> <p>Family and Parenting</p>

	<p>targeted families</p> <ul style="list-style-type: none"> Promote and support access to life long learning 	<p>Project Board Life Long Learning Team</p>
<p>Support children and young people to become active citizens within their own communities</p>	<ul style="list-style-type: none"> Promote volunteering through Youth Service activity and in partnership with the Voluntary / Community Sector Promote the range of cultural opportunities and services available to young people across the Borough Continue to implement the Rights Respecting Schools agenda Provide opportunities to celebrate young people's contribution to their communities [for example the BAFTA awards] Schools working to promote citizenship through wider community involvement and engagement, and schools council Strengthen cultural and environmental knowledge and awareness Maintain access to leisure facilities, parks and open spaces 	<p>Youth Service Bracknell Forest Voluntary Action Rights Respecting Schools Cultural Partnership Bracknell Forest Partnership Climate Change Partnership</p>
<p>Ensure good quality service provision through effective commissioning</p>	<ul style="list-style-type: none"> Undertake a thorough needs analysis Carry out sufficiency planning as and where appropriate or required [e.g. Childcare sufficiency, LAC sufficiency] Identify opportunities to align or pool budgets / resources Develop clear service specifications linked with outcomes 	<p>Children and Young People's Partnership</p>

Delivery Plans and Strategies

These separate plans and strategies support the delivery of the overarching Children and Young People's Strategic Plan for Bracknell Forest

Plan or Strategy	Group / Service Area / Partnership
Sustainable Community Strategy – Living Together Working Together 2008 – 2014	Bracknell Forest Partnership
Community Safety Strategy	Safer Community Partnership
Cultural Strategy – Life is for Living 2008 – 2012.	Cultural Strategy Partnership
Working Together for Sustainable Economic Prosperity – A Local Economic Development Strategy for Bracknell Forest 2011 – 2014.	Economic Skills and Development Partnership
Young Carers Strategy	Youth Service
Aiming High for Disabled Children Strategy	Aiming High for Disabled Children Working Group
Looked After Children Commissioning Strategy	Children's Social Care
Sufficiency Duty Plans[looked after children and short break care]	
Bracknell Forest Adult Learning Development Plan	Lifelong Learning Team
School Places Plan	Performance and Resources
Health and Wellbeing Strategy	Public Health Working Group
Creating Opportunities – Breaking the Cycle / Child Poverty Strategy	Children and Young People's Partnership
Youth Justice Strategic Plan	Youth Offending Service
14 – 19 Education Plan 2008 – 2012	14 – 19 Partnership
NEET Strategy and Action Plan	
Creating Opportunities – Ensuring Success / Secondary Education Strategy	14 – 19 Partnership
Children, Young People and Learning Departmental Service Plan	Children, Young People and Learning Department
CAMHS Strategy – We All Have a Part to Play	CAMHS Working Group

Anti-bullying strategy	Anti-Bullying Working Group
LSCB Business Plan	Local Safeguarding Children Board
Family and Parenting Strategy	Family and Parenting Group

Annex 1

BRACKNELL FOREST CHILDREN AND YOUNG PEOPLE'S PARTNERSHIP

The Children and Young People's Partnership represents the range of agencies who share the delivery of support and services to children, young people and their families in Bracknell Forest.

The Partnership works to identify and address issues that have an impact on the wellbeing of children, young people and families, and the main vehicle for achieving this is through the development of a plan called "*Creating Opportunities*" a joint strategic plan for children and young people in Bracknell Forest.

The **Partnership Board** is a small executive group, responsible for ensuring the plan is developed and that actions and working groups are progressed and monitored on a regular basis.

The **Partnership Forum** represents the range of agencies that share responsibility for the successful delivery of the plan. It is an important forum to enable partners to influence policy, strategy and planning, to give and share information, discuss progress and developments, and evaluate the impact of the plan on the outcomes and opportunities for our children, young people and families.

Terms of Reference - Children and Young People's Partnership Board

- The Board is responsible for providing inter-agency governance arrangements and for ensuring effective cooperation of agencies under Section 10 of the Children Act 2004.
- The Board will meet bi monthly from 1 April 2011 onwards
- The Board is responsible for setting the strategic vision for children, young people and their families, and for developing the Children and Young People's Plan, and joint working / joint commissioning arrangements.
- The Board acts on behalf of all agencies for setting work programme priorities, approval of plans, policies and strategies.
- It represents and reflects the voice of children, young people and families at partnership level and ensures that outcomes for children, young people and families remain at the centre of partnership working and delivery.

Its responsibilities are to:

1	Ensure all relevant partners work collaboratively under Section 10 [Duty to Cooperate] of the Children Act 2004 to improve outcomes for children and young people.
2	Produce, implement, monitor and review the Children and Young People's Plan.
3	Lead the development of joint commissioning and pooled budget arrangements, and maintain an overview of the working groups.
4	Lead the development and ongoing review of a children and young people's needs analysis, and the broader Joint strategic Needs Analysis.
5	Monitor the impact of the effectiveness of services and receive reports on the impact, outcomes and improvements for children and young people.
6	Liaise with the Local Safeguarding Children's Board and other key Partnership Groups to promote improved outcomes for children and young people.
7	Report to the Bracknell Forest Partnership and liaise with other partnerships.
8	Ensure that all service delivery meets the requirements of Section 11 of the Children Act 2004 in relation to safeguarding, and to receive regular scrutiny reports from the LSCB on conformance to safeguarding.
9	To ensure services work collaboratively to support integrated workforce development.
10	Play a key role in the coordination and participation of partners in the inspection framework / process.

Membership Children and Young People's Partnership Board

** Denotes a Statutory Relevant Partner [as at December 2010]

Bracknell Forest Council
Lead Member for Children and Young People [Chair] ** - or nominated Deputy
Executive Member for Education
Director Children, Young People and Learning **
Chief Officer Children's Social Care
Chief Adviser Learning and Achievement
Youth Offending Service Manager **
Head Teacher to represent Schools
NHS Organisations
Assistant Director Commissioning NHS Berkshire East **
Assistant Director Children and Young People Berkshire Healthcare Foundation Trust **
GP Commissioning Representative
Assistant Director Public Health
Other Community Organisations
Children's Voluntary Sector Forum representative
Director Bracknell Forest Voluntary Action
Other Organisations
Connexions Manager **
Thames Valley Police **

Membership will be reviewed on a six monthly basis to ensure it reflects local and national policy development.

Terms of Reference Children and Young People's Partnership Forum

- The Forum will share responsibility for the successful delivery of the plan. It is an important forum to enable partners to influence policy, strategy and planning, to give and share information, discuss progress and developments, and evaluate the impact of the plan on the outcomes and opportunities for our children, young people and families.
- Members of the Forum represent their organisation and will have the authority to contribute effectively to the meetings and discussion.
- The Forum will support development of key partnership plans, in particular the Children and Young People's Plan and linked plans and strategies.
- The Forum will receive important information on national and local developments.
- The Forum will enable networking and information sharing across all partner and stakeholder organisations. This will include the involvement of the Youth Council and other groups of young people, who may be encouraged to participate through attendance, or running some of the presentation / sessions.
- The Forum will meet 3 times per year.

Its responsibilities are to:

1	Support the delivery of the shared vision and desired outcomes for children and young people in Bracknell Forest and work collaboratively under Section 10 [Duty to Cooperate] of the Children Act 2004.
2	To monitor and review the Children and Young People's Plan.
3	Work in partnership to implement a joint commissioning framework, pooling of budgets where appropriate. Including effective use of resources.
4	Monitor the impact of the effectiveness of services and receive reports on the impact, outcomes and improvements for children and young people.
5	Ensure that all service delivery meets the requirements of Section 11 of the Children Act 2004 in relation to safeguarding.
6	Work collaboratively to support integrated workforce development.

Membership of the Children and Young People's Partnership Forum

The list below is not exclusive and will be amended / updated as the new structure develops.

Lead Member for Children and Young People
Executive Member for Education
Leader of the Opposition or representative (elected member)
Director Children Young People and Learning
Chief Officer - Children's Social Care
Chief Adviser – Learning and Achievement
Youth Offending Service Manager
Head Teacher / Schools Representative
Adult Social Care and Health Representative
Environment and Leisure Representative
Housing Needs
Asst Director Children and Young People Berkshire East Community Health Services
Assistant Director Commissioning NHS Berkshire East
Community Paediatrician, Windsor, Ascot and Maidenhead PCT
Consultant in Public Health
Representative of the Voluntary Sector Forum
Representative of Bracknell Forest Voluntary Action [BFVA]
Representative of Faith Groups
Representative/s of Bracknell Forest Youth Council
Independent Chair LSCB
LSCB Business Manager
Connexions Manager

Successor to Learning and Skills Council
TVP Local Area Commander or representative
FE College Representative
Berkshire Fire and Rescue Service
Job Centre Plus
Early Years and Childcare Manager
Children and Families Manager
Principal Educational Psychologist
Head of Youth Service
Head of Service, Safeguarding
Head of Services Learning Difficulties and Disability
Head of Service, Looked After Children

Annex 2

The LSCB is required to produce an annual report, providing a comprehensive analysis of safeguarding practices in the area, and make recommendations on actions it feels should be taken to rectify these. Any recommendations made should be considered within the context of the priorities in this plan.

The recommendations for 2011 onwards made by the LSCB are:

Section 11 development areas	To ensure that sufficient support/ resources are made available and promoted to support organisations with development needs in information sharing and safer workforce processes
Commissioning priorities - Multi-Agency review of a child death	<p>That the CYP Trust reviews Targeted Youth Support with specific reference to providing more individualised and focussed support to vulnerable young people;</p> <p>That the CYP Trust actively promotes the use of CAF and ICP, and the Lead Professional role, by all sectors of the children's workforce,</p> <p>That the CYP Trust seeks to ensure that parenting course are actively promoted and advertised to the workforce.</p>
Child Death Overview Panel	That the Child Poverty Strategy considers the need to reduce social and health inequalities for disadvantaged children, in the context of the Joint Strategic Needs Analysis.
Sexual Exploitation	That the CYP Trust notes that Bracknell Forest is a Thames Valley hotspot for sexual offences against young people and takes this into account in decisions re: commissioning and de-commissioning of services. The findings of the sexual offences analysis work will be shared with the CYP Trust to inform a local preventative approach.
Performance Management	That the CYP Trust notes the safeguarding priorities identified in LSCB exception reports and take this into account in strategic planning and commissioning. /cont...
Challenges	That the CYP Trust gives specific attention to the LSCB's concerns about whether reductions in resource (i.e. public service budgetary pressures) may reduce the workforce's capacity to identify safeguarding needs, contribute to assessments and monitor/support families. In particular the LSCB recommends that the workforce's potential capacity to safeguard children is risk assessed when services are planned or commissioned and embedded in service specification requirements.

Annex 3

Youth Council Community Survey and Event

In November 2010 the Youth Council designed a questionnaire¹ to find out what is important to young people in Bracknell Forest.

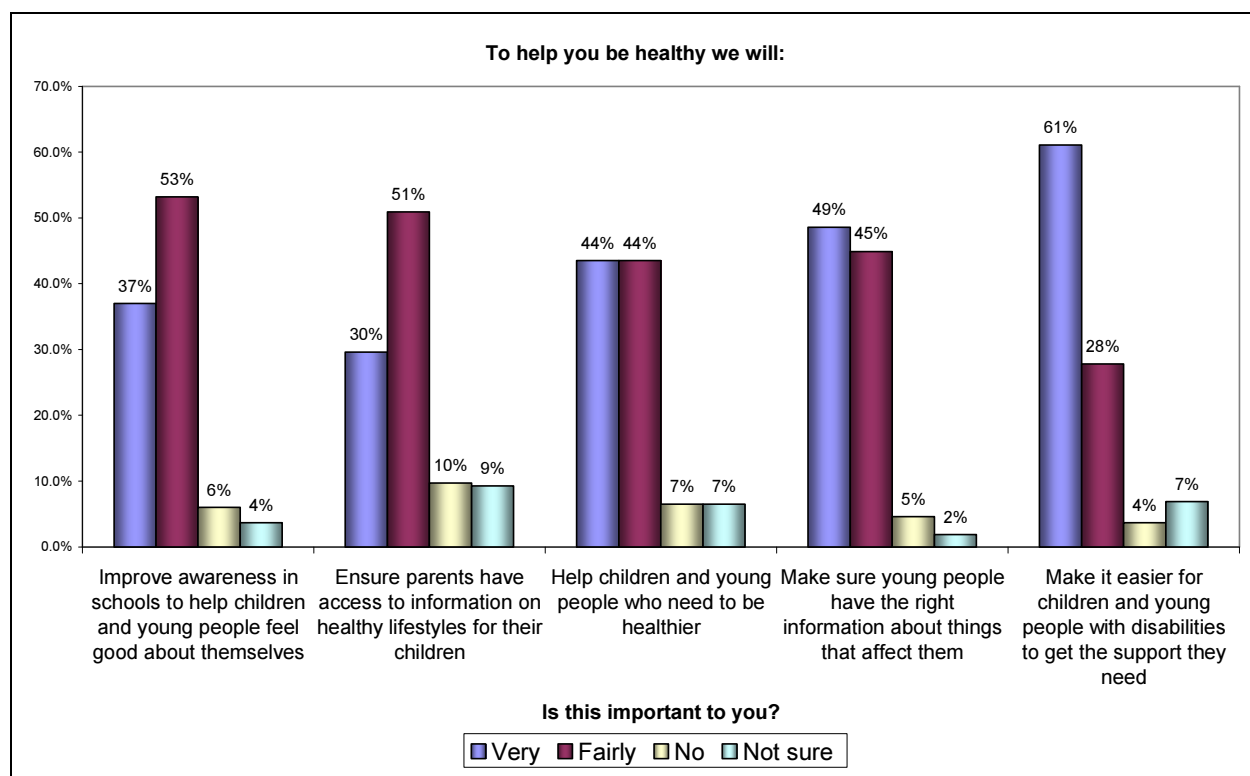
The top five 'most important' issues identified for young people in the 216 surveys that were completed, were²:

1. Make it easier for children and young people with disabilities to get the support they need.
2. Do more to try and prevent bullying.
3. Help children and young people to feel safe in and out of school.
4. Make sure that all schools help children to do their best.
5. Make sure young carers receive the help they need.

The majority (70%) of young people that completed the survey were aged between 14 – 16 years

The survey was split into five sections and the results shown in the following graphs.

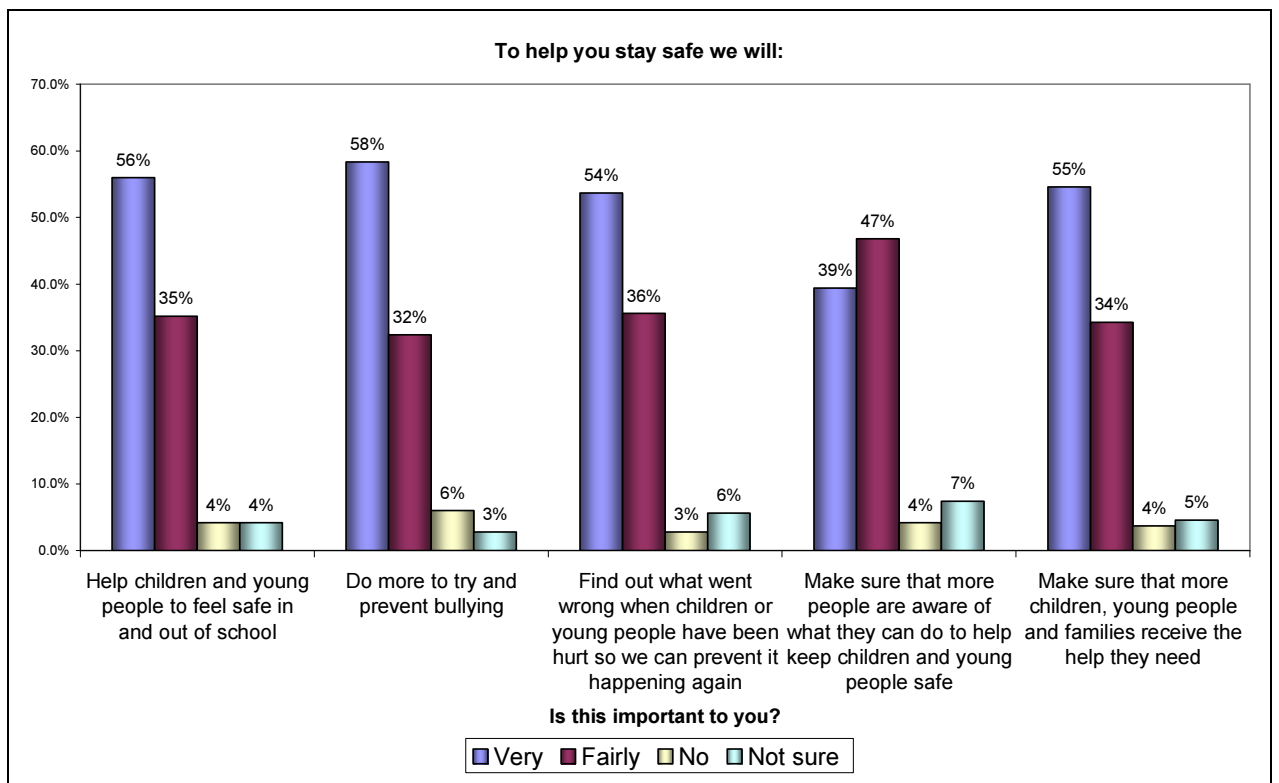
Be Healthy



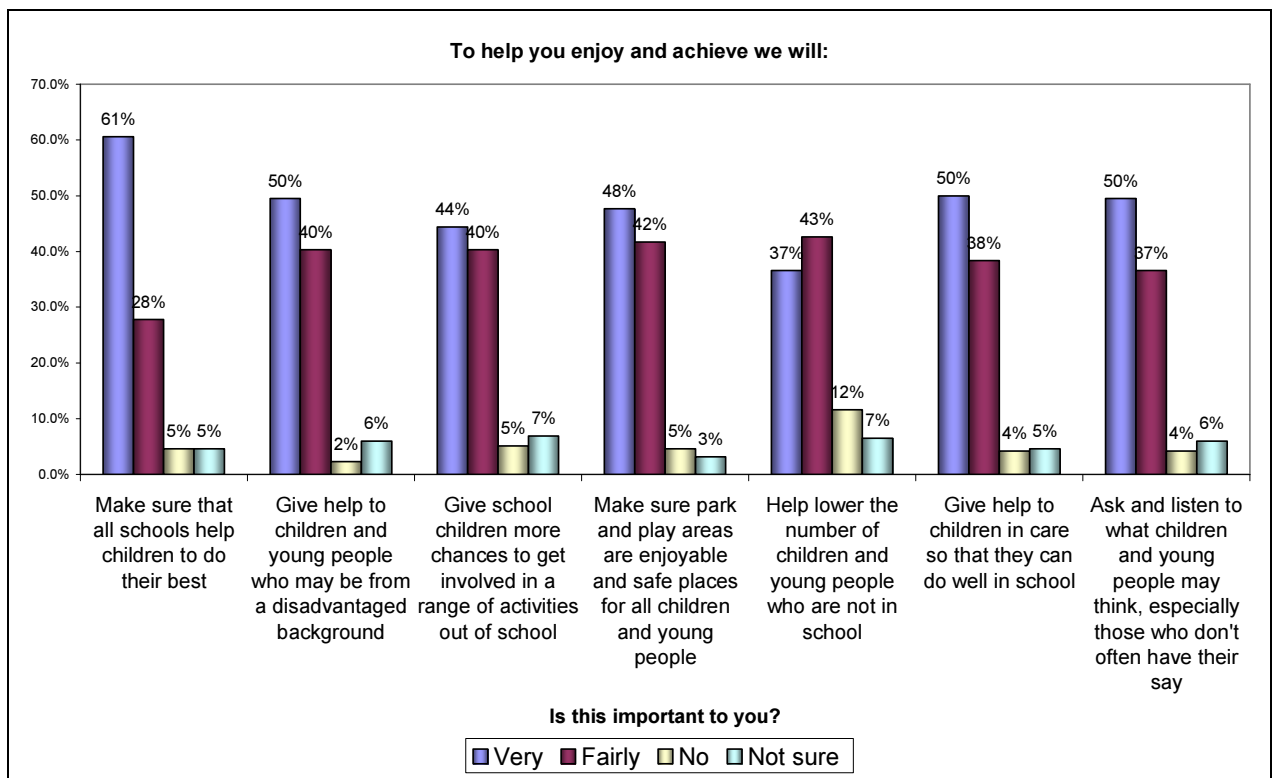
¹ Based on the priorities that had been identified at that time in the Children and Young People's Plan.

² Based on 'scores' given to individual questions.

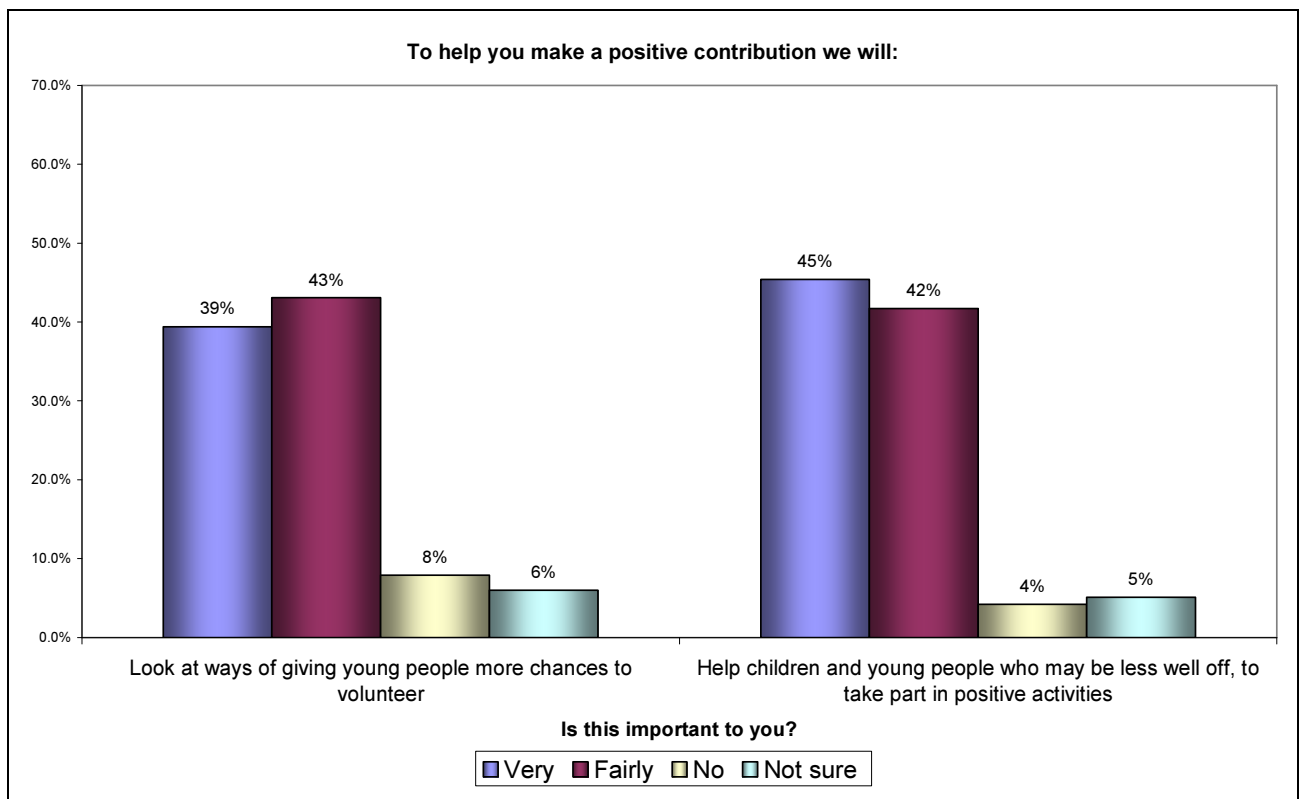
Stay Safe



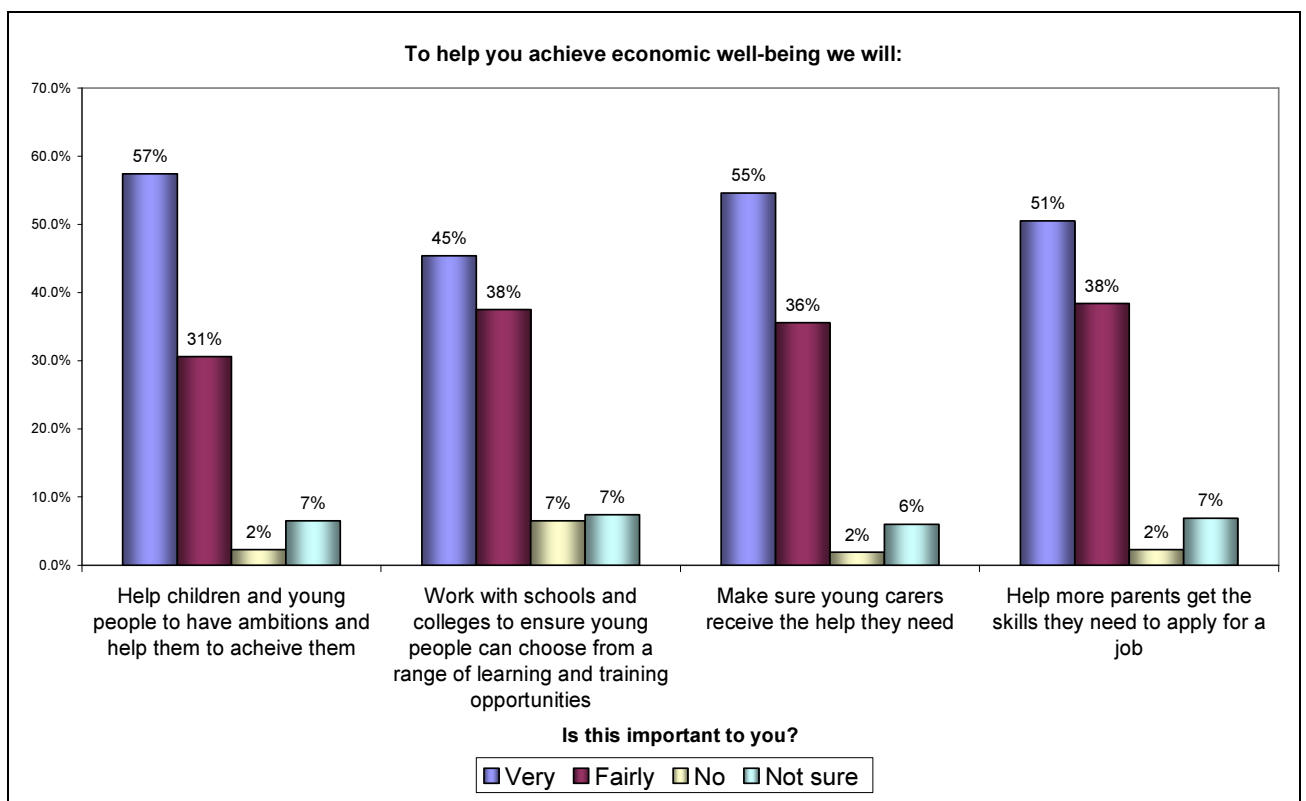
Enjoy and Achieve



Make a Positive Contribution



Achieve Economic Well-being



Respondents were asked what they thought we had to do to make these things happen in Bracknell Forest, their responses included:

- More youth centres
- Listening to young people
- Making sure young people are aware how they can get involved
- Fundraising to increase activities and opportunities for young people
- Support for young people who need additional help.

Children and Young People's Event

Following on from the community survey we supported an event in January 2011 for children and young people to consider the five issues which they had identified as being important to them.

The Youth Council planned and facilitated the event, which was held over the period of a morning. 70 young people ranging in age from year 6 to year 11 attended and participated in the exercises and discussion, this included a group of pupils from our Special School.

The table discussion were facilitated by an adult and a member of the Youth Council and after a warm up exercise involving marshmallows and spaghetti, they got down to the business of considering five questions.

Question 1 – How can we do more to prevent bullying?

- Participants considered what bullying meant to them, some said it was physical, picking on people, talking behind your back, cyber bullying, hear say, emotional bullying and long term ?.
- Participants considered why it happens, some said it was jealousy, they have been bullied before, bullied at home; bullies are unhappy, letting out emotions.
- Participants considered what happens in their school, many talked about worry boxes and a bully book or box that was lockable and confidential.
- Participants considered where bullying takes place, this included a range of venues outside of the school and included up town, at home, in the shops, anywhere, texting / computer and neighbours. School was not listed here.
- Participants felt that cyber-bullying was an issue.
- Participants considered what might be done to help, responses included tell someone you trust, ignore and walk away, stand up to them, make people aware, social worker could visit families of bullies, bully book / box [every school should have one]
- Participants were asked for top three suggestions or ideas, some of these included:
 - block contacts with cyber bullying on facebook
 - tell a trusted friend or teacher
 - worry boxes
 - more education on the effects of bullying
 - anti-bullying workshops
 - peer mentors
 - punishment proportionate to the severity of bullying

A happy book was suggested when problems were solved.

It was clear from the question that bullying is still very high on young people's list of worries, and that it is not necessarily restricted to bullying in school. Cyber bullying is a very high priority for them which was very evident in the table discussions.

Some very useful and practical solutions were put forward by the young people but it is clear that awareness raising, consideration of the impact of bullying and appropriate support for young people is important in addressing these issues.

Question 2 – What can be done to ensure that young people feel safe in and out of school?

- Participants were asked what made them feel safe, they said things like street lighting including in underpasses, CCTV, being in groups, being at home or with adults and in local libraries.
- Participants considered where they felt unsafe, they said in unlit street / underpasses and parks, sales people coming to their doors, where property is damaged, or alarms are going off, gangs of teenagers in the park were intimidating, the town centre, graffiti or when anti-social behaviour was evident, and with strangers. Some comments were made about feeling unsafe when white vans were around.
- Participants were asked who they might talk to if they felt unsafe, they identified support systems in schools, youth worker, teacher or other known adult including parent, ChildLine or police.
- Participants were asked what might be put in place to support young people, they identified provision of premises for youth clubs and identifiable youth workers, peer mentors, workshops, buddy schemes, improve public transport and to be taken seriously by adults.
- Participants were asked to identify their top three suggestions or ideas, these included:
 - support networks in schools
 - more PCSO and Police visibility
 - young people taken seriously by adults
 - more youth centres / clubs / groups
 - fix street lighting
 - improve public transport
 - improve communication between age groups.

Young people have raised a range of concerns in this area which possibly reflect some of the changes in society, events such as ambulance or police being in the vicinity on a call, sales people at the door and worry about white vans suggests that fears may have been heightened by increased media coverage of issues on television and increased access to information. Young people generally felt safe in schools, however a few did mention occasions where people had broken into the schools grounds during the day and also felt that staff didn't always stop fights that occurred between students. One of their solutions was a support network in schools.

Question 3 - How can we make it easier for young people with disabilities to get the support they need?

- Participants were asked to think about what disability means, they said it might effect behaviour or personality, it might effect education, different speech, discrimination, something might be wrong with your body.
- Participants were asked how young people with disabilities could be included more, they said making sure assessments were kept up to date so that they feel they can ask for help, better access to buildings, support staff in and out of school, open minded, awareness, more respectful, transport.
- Participants were asked for top three suggestions or ideas, these included:
 - contact with support staff
 - learning about disabilities that young people in the school have
 - more individual space away from crowded classrooms
 - support for the family
 - equal opportunities
 - more clubs / workshops.

The responses indicate that young people have a good level of awareness of issues like good access to buildings, and equality and discrimination. Many of the thoughts and ideas were focused on how good assessment of needs would help, and that more support for families would help.

Question 4 – How can we make sure that all schools help young people to do their best and to have ambition?

- Participants were asked what ambition meant to them, responses included something you would love to do, something you want to do, dreams.
- Participants were asked what could be done better, they said recognition of achievements, teamwork, teacher support [explaining more], variety of lessons, build confidence, developing a what next plan [with Connexions] understanding options, more inspiring assemblies, clubs.
- Participants were asked what extra support they would like to see, they said, motivation and more challenge, recognition of achievements, college schemes, university projects, enthusiastic teachers that want to teach, mentors, extra tuition, visits to companies.
- Participants were asked for their top three suggestions or ideas, these included:
 - allow people to learn in different ways
 - provide individual timetables to accommodate all abilities
 - get professional companies more involved in workshops
 - get higher education involved
 - college schemes
 - fairness and equality
 - positive messages
 - and adult input.

The young people were quite focused in this discussion and had firm ideas about what they wanted to see, they looked to adults / teachers to provide appropriate advice, guidance and support and felt that there could be a greater involvement of local businesses and higher education facilities in supporting their aspirations. Equally they were identifying the desire for more motivation and more challenge.

Question 5 – How can we make sure that young people from disadvantaged backgrounds get the help and support they need?

- Young people were asked what they thought disadvantage was, they identified physical, financial, mental, lack of family support, culture difference / language barriers, poverty. They identified older people and young carers as possible disadvantaged groups.
- Participants were asked to identify what support or help might be needed, they said youth groups/ clubs, contacts [ChildLine] support from schools / parents, support for young parents, more training for staff.
- Participants were asked for top three suggestions or ideas, they said:
 - being able to identify people who are disadvantaged
 - support for teachers / professionals
 - cheaper / free public services
 - vouchers for leisure, food
 - general wellbeing
 - youth groups/ clubs/ places to go
 - more support for parents
 - more money available.

This question was a difficult one for young people to answer as the term disadvantage meant different things to different people. The possible solutions proposed showed recognition of a range of support that could be on offer and was a well considered response.