



# **Bradford Children and Families Trust Social Care Performance Framework April 2024**

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## 1. Introduction and Purpose

This framework supports the implementation of the Children and Families Plan, is underpinned by the Bradford Children and Families Trust Practice Approach (1.1) and the Trusts values (1.2). The framework is specifically designed to support our journey of continuous learning and development and is specifically focused on social care in the Trust including early help, integrated front door, child exploitation, social work, youth justice, residential, fostering and adoption services.

The framework includes all the performance management activity undertaken by the Trust which will help us understand the difference we have made to the lives of children and their families in the district ensuring we are supporting the right children, at the right time and in the right way. The framework will promote a culture of continuous learning and development using data intelligently to understand and evidence impact rather than an obsession with numbers, this will ensure performance management in the Trust has a wide focus on improvement, rather than the narrow delivery of targets.

**Our purpose** is to provide high-quality services with partners that help safeguard, support and promote the welfare of children, young people and families across the Bradford District.

**Our vision** is for all children and young people in the Bradford District to be safe and able to realise their full potential.

### 1.1 Bradford Practice Approach

Bradford Children and Families Trust Children's Services is committed to delivering a high-quality service that is effective and has a positive impact on children, young people and family's lives in the District of Bradford.

In order to do that we need to have a practice approach that clearly sets out the way we will work with children and families. The approach will specify a framework for how we will work with children and families, providing all staff and partner agencies with a value base, language, behaviours and tools to strengthen relationships with children and families and each other. Our restorative approach focuses on empowering our children and families to find solutions to their problems and recognises them as experts of their own lives.

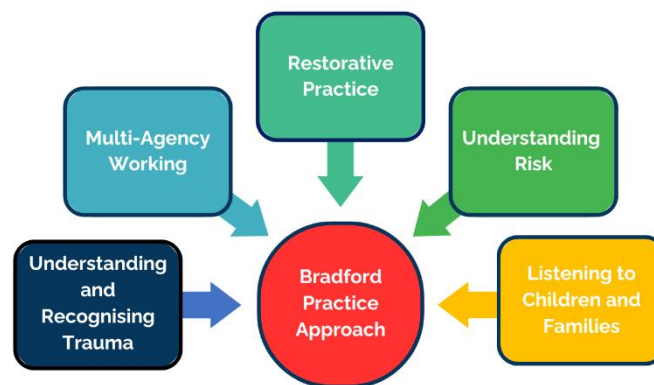
There are 5 elements that make up our Practice Approach.

- Restorative Practice
- Listening to children and families
- Multiagency working
- Understanding risk
- Understanding and recognising trauma

Central to the practice approach is strong meaningful relationships which means that we work with children, young people and their families. This will include how we as a professional network will work together to deliver the best service possible, working alongside and with individuals and not doing to or for; we know that this is the most effective way to build relationships.

We also know that relationships are formed through a common goal and shared understanding, recognising power imbalances and being respectful.

Children, young people and their families want to be listened to, for their strengths and the positives about them and their lives to be recognised. It is therefore important to understand their unique journey or experiences to make sure that the service is for them. This includes understanding and recognising the impact of trauma. Our approach in Bradford is underpinned by anti-oppressive and anti-discriminatory practice, which places a collective responsibility on all within the District to promote and uphold fairness and equity for everyone. This means that we will speak up when people behave in a way that is disrespectful or unacceptable, whether of families or of colleagues. We will identify and address when behaviour discriminates reflecting on our own beliefs and learning about educating ourselves on different cultures and practices.



### Underpinned by Practice Principles



## 1.2 Our values

Our values were co-developed with our staff community and reflect the way in which we will operate individually, in our service and as an organisation.



## 2. Performance Culture

We believe that performance management is everyone's responsibility. We use a restorative practice approach that offers high support and clear expectations that keep children at the centre of all performance conversations. All staff and managers are responsible for their own work and their contribution to the work of their team and service. Senior managers have additional responsibility to monitor and address performance issues within their service area, team and with individual staff members. In the spirit of working WITH and not doing TO or FOR this performance framework has been developed with input from practitioners and managers from across the Trust. All managers will be provided with training and development opportunities to equip them with the skills, knowledge and tools to access, understand, interpret and use performance information.

Effective performance management requires a culture of inquiry and curiosity as well as openness and transparency at all levels of the organisation, which creates an environment for growth and learning which ultimately supports those we seek to serve. Our values are central to promoting such a culture.

A culture of reporting upwards encourages staff at all levels to be responsible for their own work, enables them to describe context, highlight successes, and identify areas for growth with their line managers and senior leaders in the Trust building a holistic picture of performance and context.

**2.1 Doing the simple things well** is a simple mantra and part of our “managing upwards” approach that helps staff and managers to focus on and evidence that:

- We will never do nothing, all children will receive the right support, at the right time by the right person.
- All children and young people will be seen and seen alone where appropriate.
- Children and young people will have an up to date, good quality assessment.
- Children and young people will have a plan including a contingency plan.
- Children’s plans will be reviewed.
- Staff will be supported by regular reflective supervision.
- There is clear evidence of management grip and decision making.
- Children’s voices will be heard and will influence their plans and the direction of the Trust.

A simple dashboard summary is circulated weekly. This along with products like the weekly team forecasting help support managers in being able to quickly understand and provide summary reports of their teams’ current position, placing the numbers in the context of their professional insight. This encourages a shared ownership based on no surprises and that short term performance questions aren’t problems if they are understood, owned, shared as appropriate and addressed. On a monthly basis team managers will use the dashboard summary to inform a simple report that they share with their SM and HoS who in turn use to analyse the performance of their teams considering the narrative provided around context and share with relevant AD and Executive Director. In their reports team managers are asked to highlight what has gone well, what has not gone well and plans for the next period. Feedback is then provided to the teams by the senior leadership team on the progress they are making and the plans for next period with a focus on learning and development.

# Doing the simple things well!



## Children are seen.

Are we responding in a timely way to children and young people who need help and/or protection?

Are all children allocated to a social worker where needed?

Are children and young people receiving the right support, at the right time, by the right person/ service?

Are children seen and seen alone (where appropriate)?

## Safety arrangements are in place.

Are Strategy Discussions always undertaken when they should be to ensure safety planning for all children and young people who need it?

Are s47 enquiries undertaken and completed within timescales?

Have referrals with physical abuse/sexual abuse as a factor had a Strategy Meeting?

## Children have an up-to-date assessment.

Are we undertaking good quality assessments in a timely way?

Are we looking at Assessments that are overdue to ensure support is in place and the assessment is progressing?

Are we responding to young people aged 16 and 17 who are homeless and privately fostered children?

## Children have a plan.

Can we evidence planning for all children and young people?

Do children and young people understand why they have a plan and are they involved in planning?

When required, are children and young people having an Initial Child Protection Conference on time?

Do all children who are looked after have a plan in place?

## Childrens plans are reviewed.

Are child in need plans reviewed every three months?

Are child protection plans reviewed every 6 months and core group meetings every 6 weeks?

Is there Management footprint and a contingency plan?

Are reviews and visits progressing plans?

## CHILDS VOICE AND INFLUENCE

Are children being heard, are they influencing their plan?

## SUPERVISION

Is supervision taking place, is it reflective and of a good quality?

## DECISION MAKING AND EVIDENCING PRACTICE (CASE RECORDING)

Will children and young people be able to read their story on their file? Is decision making evidenced? What is the quality?



### 3. Performance Management Framework

Our Performance Management Framework consists of:

- A wide focus on improvement
- A regularly updated self-evaluation.
- Benchmarking nationally and with statistical neighbours.
- Set of key performance indicators with comparators and expected achievement.
- Clear monitoring arrangements
- Ownership and understanding by staff at all levels in the organisation.
- A clear child-centred focus on impact, aimed at improving services and outcomes.
- Feedback loop to all staff individually and as staff groups/service areas.

**3.1 Meetings-** The Executive Leadership Team (ELT) oversees a set of performance management meetings which include:

**Monthly performance Executive Leadership meetings-**Every month ELT is provided with a dashboard that provides a high-level overview of the performance within Social Care. The report contains headline figures from the 'Doing Simple Things Well' report alongside trends in numbers of children open to Social Care, key workforce statistics, and Quality & Assurance. The report is designed to facilitate a well-rounded discussion about performance in Social Care and the linkages and interdependencies with Corporate Services.

**Monthly Childrens Social Care Leadership meeting-** Every month CSCMT is provided with a regular set of intelligence information that reflects and evidences operational performance and consideration of comparative data. This includes the weekly doing simple things well report, chAT report, Annex A lists and consideration of key indicators from other relevant

reports. The service has access to a number of power bi reports to help drill down into specific subjects. In these meetings heads of service provide their own exception reports to encourage a discussion about what's working well, what needs to improve and what actions are being or can be taken. These discussions ensure that the wider leadership team understand the context in which part of the service is working, the challenges they face but also what is working well.

#### **Service area progress meetings.**

Each service area holds a weekly meeting attended by the service leadership team (team managers, service managers and head of service) where there is a conversation about progress for children. The format of each meeting may be different however the purpose will be to examine the relevant performance areas, to look at what's working well, what needs to improve and agreeing actions to take forward. Understanding context is key for these meetings, for example staffing, caseloads and complexity of work. The group should always come back to outcomes for children and whether we are making a difference and if not what needs to change. The data for the meeting will be drawn from the doing simple things well dashboard and the live reports available to all managers.

#### **4. Performance management reports**

Our performance reports and supporting processes are designed to be used in a variety of different contexts dependant on the audience and information that is required. The performance intelligence team produce a set of reports that are aimed at supporting staff at all levels to understand and be able to interrogate the data. The performance measures are linked strategically to the Trusts overall aims and intended outcomes as set out in the business plan and Children and Families Plan. Further work is being done to develop specific dashboards for example corporate parenting, child exploitation and the front door.



#### 4.1 Table of reports

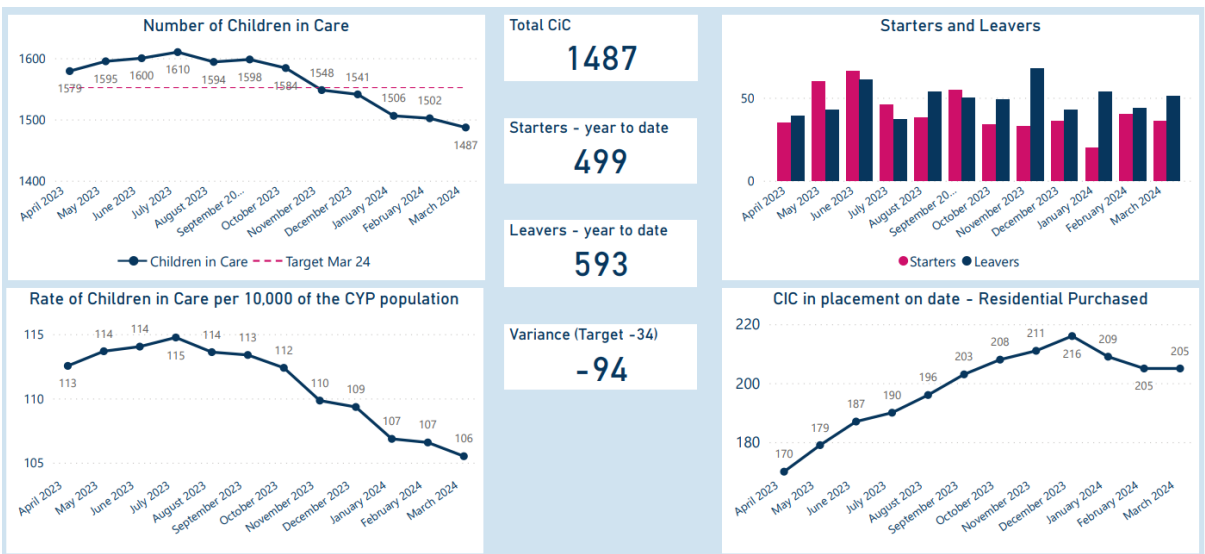
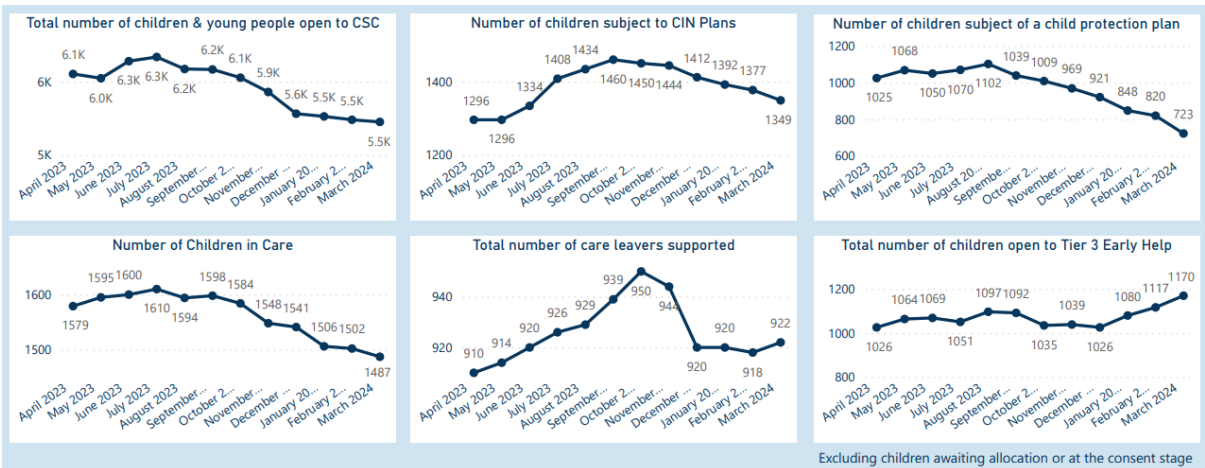
Report	Description	Frequency
Annexe A lists/ChAT	Annexe A is the data that is submitted to Ofsted when an inspection starts. It is the first set of data that Ofsted sees. The ChAT is a document based on the data in Annexe A and produces key measures, shown against comparator data, where relevant. The document is reviewed regularly to identify emerging successes and areas for growth.	Fortnightly
Vital Signs	This document is a key set of measures, identified by the Children's Improvement Board, that inform the board of progress across most areas of the Statutory Services.	Monthly
Contract Monitoring Report	A report that feed into the larger OJWG report. The document pulls together the data for the Contract KPIs alongside the targets and comparator information, where relevant.	Monthly
ELT report	A high-level set of measures allowing ELT an overview of different aspects of the service, promoting conversation amongst ELT regarding cross organisational linkages; areas of improvement and areas for growth	Monthly
CiC Throughput	A report that details trends children who are coming into and out of care. It facilitates monitoring of the numbers of children in care against our targets. The report is broken down into age groups, placement types and reasons for changing placements	Monthly
Doing Simple Things Well	A report detailing trends over time of 20 measures against targets and comparator data where relevant	Monthly
Weekly Activity Summary	A summary of Key Activity for the preceding week, emailed to each HoS. This report is amended routinely to reflect current areas of growth and facilitates 'dip-sampling'	Weekly

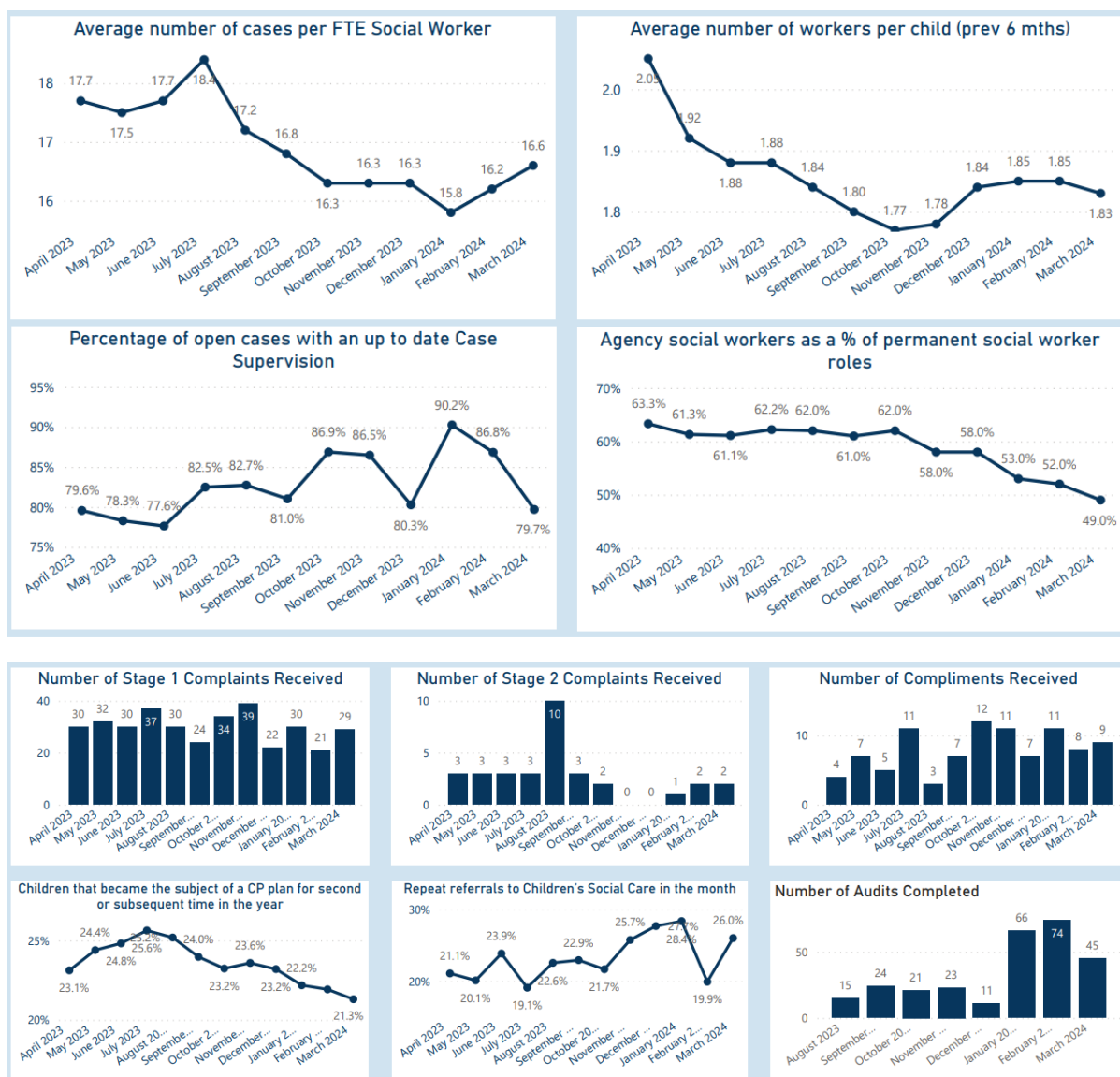
## 4. 2 Examples of dashboards

### Doing simple things well dashboard

	Jan-24	Feb-24	Mar-24	13 Month Trend	DoT	Good performance	2023			Contract Target
							SN	Y&H	Eng	
Unallocated cases	88	57	37		↓	Low				
Up to date case supervision	90.2%	86.8%	79.7%		↓	High				
Contact Timeliness	92.9%	94.0%	93.5%		↑	High	N/A	N/A	N/A	78%
Referrals	751	748	719		↓					
Child and Family Assessments	588	646	598		↑					
Assessment Timeliness 45 working days	85.2%	87.2%	86.5%		↑	High	82%	81%	83%	85%
Child & Family Assessment Child seen	83.5%	84.5%	87.6%		↑	High				
ICPC Timeliness	91.1%	89.8%	87.9%		↓	High	82%	73%	78%	75%
CIN Plans	1392	1377	1349		↓					
CIN visited on time through month	74.4%	77.9%	72.5%		↓	High				
CIN reviews on time	68.4%	71.2%	75.0%		↑	High				
CP Plans	848	820	723		↓					
CPP visited every 2 weeks throughout month	55.3%	60.9%	58.1%		↑	High				
CP reviews on time	82.5%	81.8%	100.0%		↑	High				
CIC	1506	1502	1487		↓					
CIC visited on time through month	77.6%	84.8%	83.4%		↑	High				
CIC reviews on time	94.7%	97.0%	99.3%		↑	High				
CIC annual health assessment	95.0%	94.4%	91.6%		↓	High	92%	94%	89%	
CIC PEP	70.4%	76.3%	71.8%		↑	High				
CIC SDQ up to date	77.3%	83.9%	84.1%		↑	High				

### ELT dashboard





### 4.3 Live reports

A suite of online reports is available, allowing users to track and monitor activity and children open to Trust services. These reports are based on nightly extracts from LCS/EHM and are considered 'Live'.

[Intelligence hub home page](#) – the home page for all the live reports. Has links to a variety of Family Support; Social Care; Fostering and Residential reports. Below is a list of generic reports available for use, the hub includes more specific and specialised also:

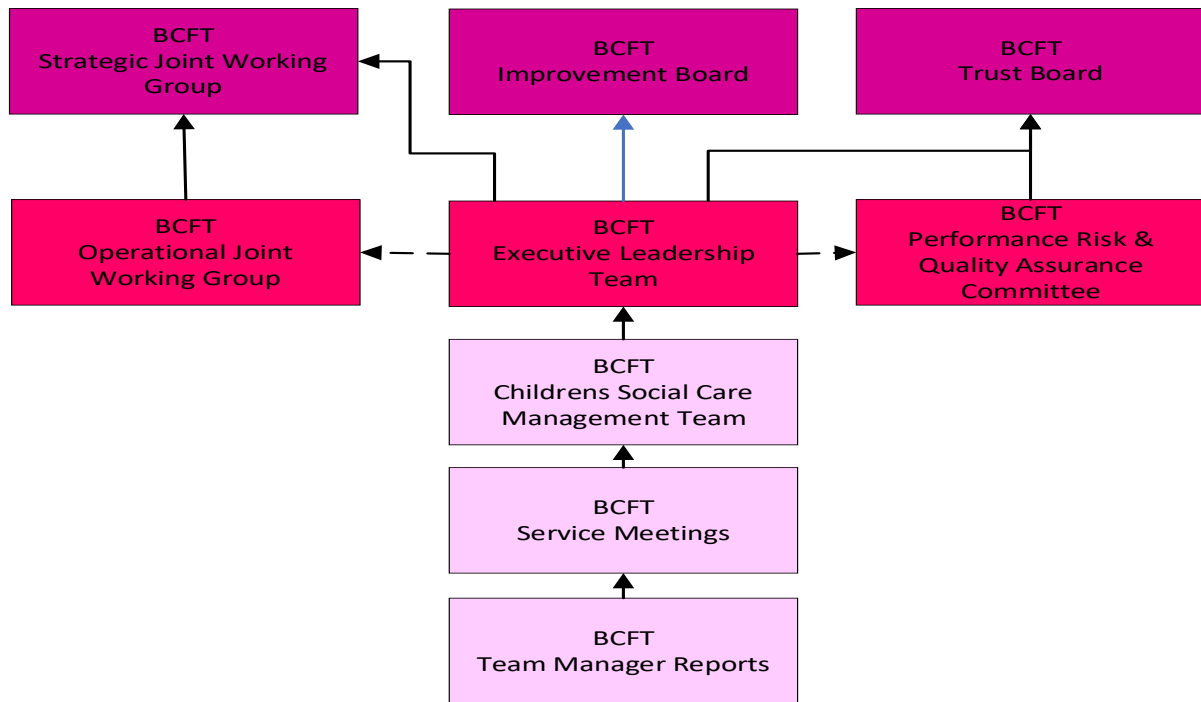
[Forecasting](#) – A Social Care report that informs the user about tasks, such a visit, that are upcoming and overdue. This report includes the Weekly Planning Report which collates an overview of all outstanding tasks to facilitate planning discussions with case holders. Family Support and Fostering Versions also available.

[Current Case Data](#) – provides summaries of each type of plan as well as detailed lists of children subject to plan. The report can be filtered to match requirements.

[Activity by Date](#) – provides summaries of activities, including throughput of plans, as well as detailed lists of children. This report can be filtered to match requirements.

## 5. Governance Arrangements and other reporting.

**Diagram 1.**



All performance reporting and activity is held within a governance arrangement (as illustrated in Diagram 1) which ensures that there is visible accountability from the team level, up to and including the Board. Regular reports are considered at the different organisational levels to ensure appropriate leadership and management oversight. Performance reporting and information is fed into the appropriate organisational level for consideration and appropriate action.

### Trust Board

The Board of Directors are responsible for ensuring the strategic objectives of the Trust are achieved, have control over the affairs and the property of the Trust and are responsible for the overall direction, supervision and management of the business and the affairs of the Trust, for which purposes they may exercise (and have full authority to exercise) any and all of the powers of the company. The Board are responsible for securing the Council's approval of any draft Business Plan and conducting the Trust's business and operations in accordance with the approved Business Plan.

The Board comprise of the following Directors: The Chair, the Chief Executive, two (2) Additional Executive Directors, five (5) Independent Non-Executive Directors and two (2) Council Directors

### **Performance Risk and QA Committee**

The Committee is responsible for reviewing all key issues relating to the performance, practice improvement, risk, and quality of services provided by the Trust to children, young people and their families in Bradford and monitoring progress against addressing those issues. It is also responsible for learning from and promoting best practice within the Trust relating to the quality of help provided to children and families in need in Bradford, their protection from significant harm, and their development and wellbeing, including children in care and care leavers. The Committee are provided with a number of performance and QA products that provide assurance to the board of progress being made against the business plan and the 4 strategic plans which includes the social care performance report.

### **Strategic Joint working group**

The Strategic Joint Working Group meets on a quarterly basis and is chaired by the Council's Lead Member. This group takes a more strategic overview, receives updates and escalations from the OJWG and is responsible for agreeing change requests, and agreeing the Trust's Business Plan. Both these groups are also designed to hold the Council to account for delivery of support services in accordance with the 12 Service Level Agreements which have been established for provision of these services. Whilst monitoring delivery of the contract, the SJWG's purpose is to enable the right discussion for effective partnership working and meaningful escalation of issues to help improve services for children and families in the district.

### **Operational Joint Working Group**

The Operational Joint Working Group (OJWG) meets on a monthly basis and oversees day to day delivery of the Service Delivery Contract reporting on 18 Key Performance Indicators providing a summary of the Trust's performance, discussing any progress, challenges and plans to bring performance back on track where appropriate. Alongside this, OJWG oversees delivery of the 12 Service Level Agreements through which the Council provide a range of support services to the Trust. Delivery of these is monitored through 21 Key Performance Indicators and some supporting Management Information as well as receiving updates on progress on operational deliver of improvements and priorities for the Trust and collaborative approaches through the Joint Working Protocols.

### **Improvement Board**

The improvement board meets monthly, chaired by the Commissioner appointed by the DfE. The Board's purpose is to ensure that improvements are delivered across all agencies that support and deliver services for children in Bradford to ensure that all children and young people in the area have the opportunity to reach their potential and enjoy good outcomes. To oversee the development and sustainable implementation of a restorative model of practice that works *with* families to enable positive change. To oversee, support

and challenge the Improvement Plan, a document that addresses the deficits and concerns found by Ofsted. To ensure partnership alignment to enable all partners, at both strategic and operational levels, are able to make effective contributions to early help support, to child in need and child protection plans, and to children in care and care leavers as corporate parents, so as to improve outcomes for these children and young people.

**ELT -Executive Directors and Directors**

- Set appropriate outcome-based targets and standards for performance.
- Identify and manage strategic and cross-cutting performance themes and opportunities facing the Trust.
- Ensure the integration of performance management into the culture of the Trust.
- Ensure the voices of children, young people and families are used to improve our practice and service delivery.

**Heads of Service and Assistant Directors** are responsible for ensuring that performance is effectively managed and continuously improved within all areas of their service to standards expected by our children and families. They have a key role to:

- Promote and embed a performance management culture within their respective areas of service.
- Hold managers to account for the performance of their areas of responsibility.
- Identify, analyse, understand, and continuously improve service performance.
- Report as required to ELT and CSCMT on their service area performance through the scrutiny of strategic service plans and budgets.
- Monitor service standards and performance.
- Ensure the voices of children, young people and families are used to improve our practice and service delivery.
- Use the doing simple things well framework to report performance information to Assistant Directors and Executive Director social care and practice.

**Service Managers** are responsible for managing and improving performance effectively in their service area through these activities:

- Use performance intelligence to improve services for children and young people.
- Chair service performance meetings.
- Maintain awareness of and promote the Performance Management Framework to all relevant staff and contribute to developing and embedding a performance management culture.
- Ensure performance management is integrated into the service planning.
- Ensure performance management is a regular item in team meetings and 1:1s (supervision).
- Ensure the voices of children, young people and families are used to improve our practice and service delivery.

- Use the doing simple things well framework to report performance information to Assistant Directors and Executive Director social care and practice.

**Team Managers** are responsible for managing and improving performance effectively in their team as follows:

- Use performance intelligence to improve services for children and young people.
- Discuss team performance at Team meetings.
- Maintain awareness of and promote the Performance Management Framework to their staff.
- Ensure performance management is integrated into the team planning.
- Ensure performance management is a regular item in team meetings and 1:1s (supervision).
- Ensure accurate recording on children's records.
- Ensure the voices of children, young people and families are used to improve our practice and service delivery.
- Use the doing simple things well framework to report performance information to Assistant Directors and Executive Director social care and practice.

**Social care staff members** are responsible for contributing to and managing performance effectively in their day-to-day work in the following ways:

- Be aware of the quality of their performance, using supervision to reflect on what's working well and what needs to be developed further.
- Contribute to performance management through attendance and contributions at performance meetings.
- Contribute to performance improvement through accurate and timely recording of practice activity.
- Ensure the voices of children, young people and families are used to improve our practice and service delivery.