

# Bradford APST and Safe taskforces

Effective Multi-Agency Working in Alternative Provision & Mainstream School Settings – Learning from Bradford’s SAFE Taskforce and Alternative Provision Specialist Taskforce



## TIER 1

**Targeted support in mainstream schools**

**AP specialist early interventions and support** to help at-risk pupils stay in mainstream school.

## TIER 2

**Time-limited placements**

**Short-term placements in AP schools** to assess and address pupil's needs, with the expectation of return to their mainstream school.

## TIER 3

**Transitional placements**

**Placements in AP schools for pupils who need support to move on** to a new mainstream school or sustained post-16 destination.



# BRADFORD AP ACADEMY

# Bradford APST and Safe taskforces

Feedback from the YEF to share:

- it's ok to disagree if we do it respectfully,
- there is no such thing as a silly question,
- these discussions can bring up difficult emotions and encourage people to take care of themselves
- There are different professional backgrounds of people and ask

everyone to avoid using jargon or acronyms so that everyone feels included

- Learning from the evolution of BAPA and the APST taskforce
- Learning from the Safe taskforce
- Use of the Change programme to create a more sustainable model to work with all 3 tiers

Please feel free to ask questions at any point



# BRADFORD AP ACADEMY

# Bradford APST and Safe taskforces

Stand up Bingo

You still have a  
full head of hair



# BRADFORD AP ACADEMY



# Evolution of Bradford APST through the evaluation process

## Initially:

**Core Aim – to reduce youth violence**

Mental health therapist (0.6)

Speech & language therapist (0.6)

Youth worker (0.8)

Youth Justice Worker (2.8)

Post 16 coach (0.6)



## Evolved to:

Mental health therapist (0.6) (+0.2 working in Primary AP)

Speech & language therapist (0.6)

Youth worker (0.8)

Youth Justice Worker (2.8)

Post 16 coach (0.6)

Enrichment Co-Ordinator (0.4) (Non DfE)

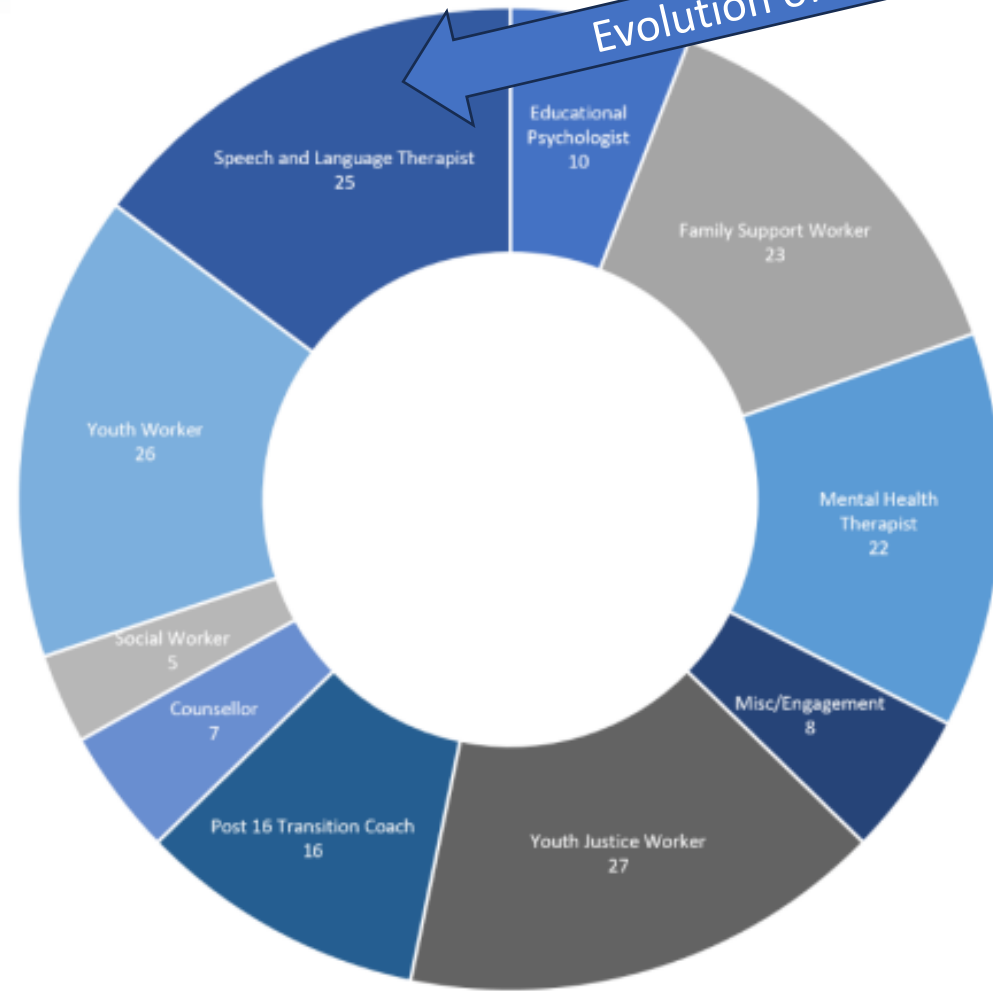
Family Support worker (0.4) (Non DfE)

Funded by BAPA

Deployed from school nursing team

# BRADFORD AP ACADEMY

## National APSTs



Evolution of the Bradford APST

Evolution of the Bradford APST

# BRADFORD AP ACADEMY

Core aim – to reduce youth violence. This has evolved...

# Start of Bradford APST

Induction process:

Two days in a hotel

- An understanding of BAPA and our vision / intent / culture
- Visioning
- Non negotiables
- How we link together
- Referral process
- What information was essential / desirable
- Trauma informed training provided by an Ed Psych

Impact:

- Retention
- Change when needed
- Minimise disruption to our previous ways of working
- Understanding

## TIER 3

Transitional placements

Placements in AP schools for pupils who need support to move on to a new mainstream school or sustained post-16 destination.

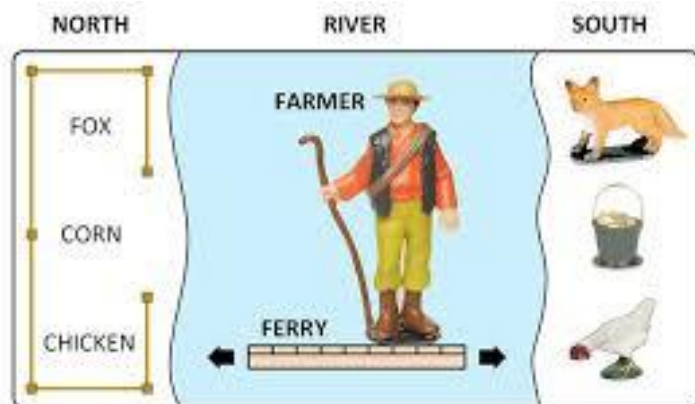


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# Start of Bradford APST

Learning up to this point:

- Relationships were key to increase the likelihood of maintaining and improving our culture
- Weekly meeting was CRUCIAL
- Our sites were at least one room too small
- Co-ordination of “Right support, right place, right time” is a logistical problem to solve, as well as a philosophical one!
- All staff need to be kept in the loop regarding the journey



# BRADFORD AP ACADEMY

# Initial impact of Bradford APST

## Key Performance Indicators:

| Primary Outcomes                                                                                                                                                                                                       | Secondary Outcomes                                                                                                                                                                                                              |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Attendance</b> – improved attendance for individual students: <ul style="list-style-type: none"><li>○ Compared to prior to the task force</li><li>○ Compared to their attendance at their previous school</li></ul> | <b>Offending behaviour</b> – reduction in offences committed compared to prior to the task force. Improved perception of themselves as citizens in the SDQ surveys.                                                             |
| <b>Behaviour</b> – reduced incidents within BAPA compared to prior to the task force. Elimination of incidents that could result in a permanent exclusion.                                                             | <b>Reintegration</b> – students successfully transition to the next stage of their education, either within the structure of BAPA or to their next provider.                                                                    |
| <b>Mental health wellbeing</b> – engagement with mental health professionals over an extended period of time. Improved perception of themselves as learners in the SDQ surveys.                                        | <b>NEET</b> – reduction in NEET figures compared to: <ul style="list-style-type: none"><li>○ Cohorts prior to the task force</li><li>○ National figures, especially in areas where there is no task force involvement</li></ul> |

All indicators were positive from the outset.  
(We were building on a solid platform though!!)

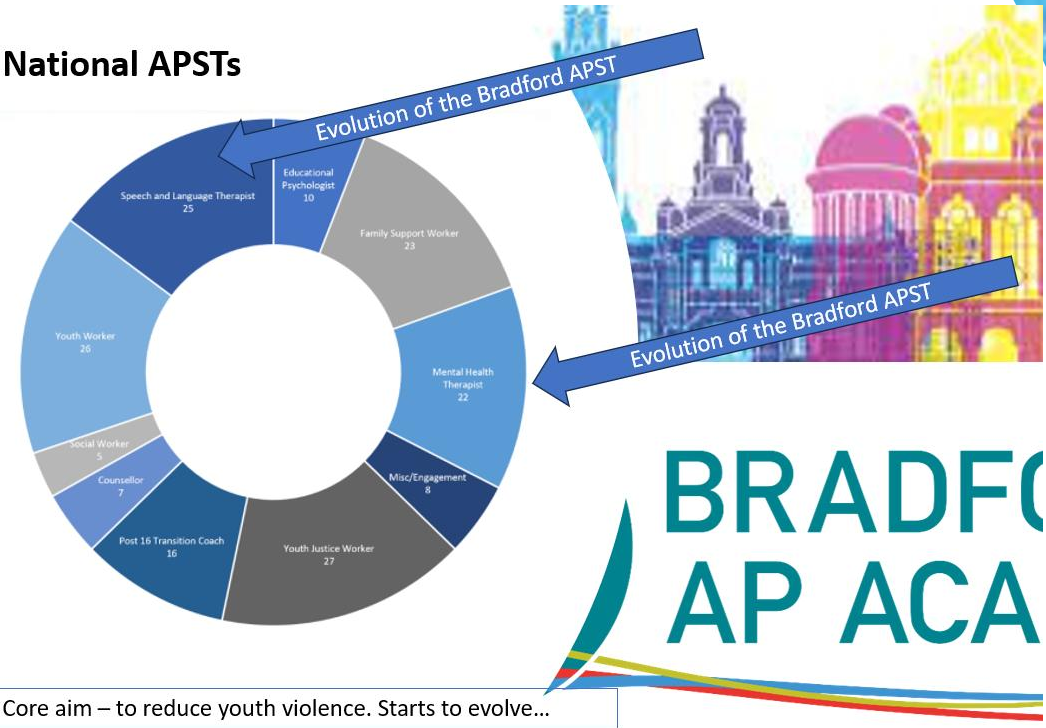


# BRADFORD AP ACADEMY



# Evolution of Bradford APST

National APSTs



## Evolution:

- “Getting under the skin of the problem.” Students understanding of themselves
- Looking at all the KPIs and beyond
- “Right support, at the right place at the right time.”
- EHCPs more accurate reflection of need

Key Performance Indicators:

| Primary Outcomes                                                                                                                                                                                                          | Secondary Outcomes                                                                                                                                                                                                                 |
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TIER 2

Time-limited placements

Short-term placements in AP schools to assess and address pupil's needs, with the expectation of return to their mainstream school.

TIER 3

Transitional placements

Placements in AP schools for pupils who need support to move on to a new mainstream school or sustained post-16 destination.

DEMY

# Evolution of Bradford APST

## Morally and financially the best way to work?

- Our mental health therapist and SALT became trained in delivering ADOS and ADHD assessments.
- Fast tracking of referrals to JAC clinic for the most vulnerable.
- Youth workers and YJS workers are incredibly skilled at building positive relationships with hard to reach families.
- The co-ordination of support progressed to creating more sustainable end points for student.

### TIER 2

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# BRADFORD AP ACADEMY

# Hypothetical case study

## **Student A:**

Permanently excluded in Y9 for taking a bladed article into school.

Previous attendance of 40%

Known to YJS, but not statutory. Lot of ASB and suspected knife carrier in local community.

On SEN register, but SEN support.

## **Once working with APST:**

Stabilised by the AP

SaLT assessment provides diagnosis of DLD, refers to mental health therapist as in need of assessment.

Youth worker supports out of school behaviour.

Identifies previously enjoyed football when younger.

Links with enrichment co-ordinator to find a local team.

Enrichment co-Ordinator meets, provides new kit, supports football coach with training on students needs

Fast tracked through neuro assessment, then follow up.

EHCA via JAM – 10 weeks.

Family support worker, provides parental support



# BRADFORD AP ACADEMY

# Task

Can you match the answer to the question?

Answers:

3  
33  
25  
26,000  
86  
271,000  
140  
20  
10  
16,000  
14  
6  
3  
35  
3



**BRADFORD  
AP ACADEMY**

|                                                                                                                                            |                                                                                                          |                                                                                                                                                      |                                                                                                                                                                    |                                                                                                                                                          |
|--------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>What was the percentage increase of permanent exclusions in Bradford in 2022/23?</p> <p>140%</p>                                        | <p>What is the length of the EHCA process in weeks, <u>in order to</u> meet compliance?</p> <p>20</p>    | <p>What is the approx. annual cost of a place in AP in Bradford?</p> <p>£26,000</p>                                                                  | <p>What multiplication of time, has it taken to complete tier 1 support for those most vulnerable to PX in school, rather than for tier 2 or 3 in AP?</p> <p>3</p> | <p>At the current rate, how many years is it estimated that it will take <u>Camhs</u> to work through the current medication waiting list?</p> <p>86</p> |
| <p>What is the average waiting time in years in Bradford from referral to <u>Camhs</u> to first meeting for neuro assessment?</p> <p>3</p> | <p>How many local authorities are in the safety valve programme?</p> <p>35</p>                           | <p>What is the average cost of 1 year in custody at a YOI?</p> <p>£271,000</p>                                                                       | <p>What percentage of the caseload of the YJS worker in the Bradford APST is statutory work?</p> <p>33%</p>                                                        | <p>How many months can the APST go from referral to <u>Camhs</u> to diagnosis for ASD or ADHD?</p> <p>3</p>                                              |
| <p>Within how many days must a local authority have an education offer in place for a permanently excluded young person?</p> <p>6</p>      | <p>What percentage of the UK population are estimated to have either ASD or ADHD or both?</p> <p>14%</p> | <p>In the first year of APST, what percentage of PX secondary students in Bradford, went on to get a diagnosis for ASD, ADHD or both?</p> <p>25%</p> | <p>How many weeks can an EHCA process be completed in, using the JAM process?</p> <p>10</p>                                                                        | <p>What is the average cost of an EHCP in Bradford for secondary school students?</p> <p>£16,000</p>                                                     |

# Task

Discussion:

What do you think are the moral and financial debates that have taken place regarding the setting up of an extended and sustainable taskforce in Bradford?



# BRADFORD AP ACADEMY

# What is the SAFE Taskforce?

- 2021 Beating Crime Plan
- £30 million for 10 SAFE Taskforce areas – DfE funding
- Bradford allocated £3.37 million over three years
- Commission and invest in evidence-informed interventions that:
  - Tackle violence directly
  - Increase engagement in education
  - Improve behaviour and attendance

Support young people with challenging behaviour

Attend school regularly

Fulfil their potential

Exceed their expectations

- 18 secondary schools identified to join the Taskforce



# Commissioning

## Consultation

- Strategic Needs Analysis
- School Needs Survey
- Community Voice – 431 responses
- Student Voice – 1729 responses
- Secondary data – VRP publications

## Stakeholder engagement

- Steering group
- Safer Schools Policing team
- Community Safety
- Local Authority Attendance Team
- Education sub-group



Together we Exceed

# Priority Needs – Identified through strategic needs assessment & consultation

**Need 1 - Social and Emotional Regulation**

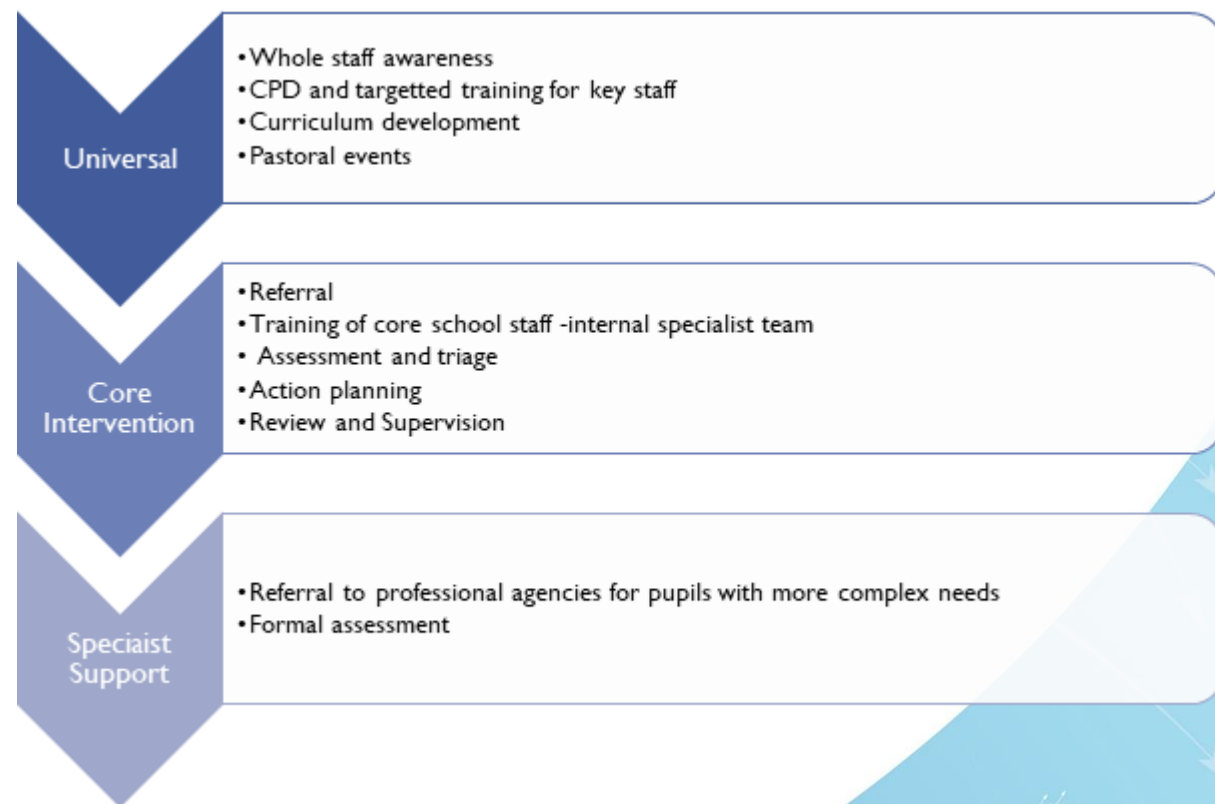
**Need 2 - Anti Social Behaviour**

**Need 3 - Developmental Delay in Social Language**

**Need 4 - Mental Health**

**Need 5 - Attendance**

**Need 6 - Girl's involvement in serious violence**



# At a glance overview



**18 secondary schools**



**42 staff members**



**44 primary schools**



**1304 individual children supported**



**8 interventions**



**Over 20,000 children reached through SAFE activities**

# Early Impact Analysis – Suspensions & Attendance

|             | Schools within the SAFE Taskforce |         |             |                          |         |             |                 |         |             | 2022/23 to<br>2023/24<br>Difference |
|-------------|-----------------------------------|---------|-------------|--------------------------|---------|-------------|-----------------|---------|-------------|-------------------------------------|
|             | Number of Suspensions             |         |             | Number of Pupils on Roll |         |             | Suspension Rate |         |             |                                     |
| Year Group  | 2021/22                           | 2022/23 | 2023/24 YTD | 2021/22                  | 2022/23 | 2023/24 YTD | 2021/22         | 2022/23 | 2023/24 YTD |                                     |
| 7           | 1401                              | 2706    | 1680        | 3543                     | 3484    | 3468        | 39.5%           | 77.7%   | 48.4%       | -29.2%                              |
| 8           | 1512                              | 3334    | 2576        | 3428                     | 3523    | 3446        | 44.1%           | 94.6%   | 74.8%       | -19.9%                              |
| 9           | 1769                              | 3325    | 2772        | 3451                     | 3421    | 3483        | 51.3%           | 97.2%   | 79.6%       | -17.6%                              |
| 10          | 1981                              | 2850    | 2439        | 3411                     | 3450    | 3430        | 58.1%           | 82.6%   | 71.1%       | -11.5%                              |
| 11          | 1030                              | 1687    | 1617        | 3471                     | 3407    | 3463        | 29.7%           | 49.5%   | 46.7%       | -2.8%                               |
| Grand Total | 7693                              | 13902   | 11084       | 17304                    | 17285   | 17290       | 44.5%           | 80.4%   | 64.1%       | -16.3%                              |

- Reduction in suspensions for Taskforce schools 22/23 to 23/24 in Y7-9 is -22.2%
- Suspension for physical assault against a pupil has seen a reduction in the number of days lost to suspension in 2023 when compared to 2022 = indicating less suspensions/shorter exclusions
- Suspension for physical assault against a pupil has also seen a reduction in the proportion of days lost
  - In 2021 approximately 20% of all days lost
  - In 2023 approximately 10% of all days lost to date

## Attendance:

- An average of 43% of the SAFE cohort recorded improved half-termly attendance at school
- An average of 45% of the SAFE cohort recorded improved termly attendance

## YJS known SAFE Cohort:

- 24% of participants demonstrated improved attendance across the comparative term blocks

# Funded Interventions 7 interventions over 3 years



- Character education curriculum delivered by trained instructors
- Resilience, empathy, self-awareness, passion, excellence, communication and teamwork
- Small groups and one-to-one work

**St Giles**

- Support for girls at risk of violence as both victims and perpetrators
- Lived experience model
- Mentoring and group work alongside year group assemblies



- Attendance-focused project focusing on persistently absent cohort
- Work outside of school with the whole family to remove barriers to attendance
- 'Whatever it Takes'

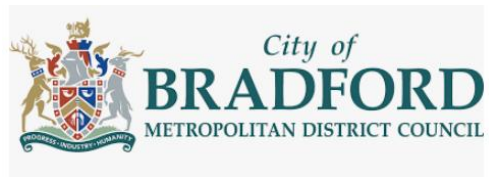


- YES Project
- Mentoring and social skills development
- Managing Anger, Behind the Blade & bespoke offerings

Together we **Exceed**



# Funded Interventions



- Educational Psychology – purchased 150 sessions per year
- Identification of needs at an earlier stage
- Support with transition & development of EHCP's



- BD4 Attendance Pilot – three schools in the catchment
- Assertive outreach programme, targeting 70-85% persistently absent children
- CCE prevention



- After-school activities fund
- To provide activities and supervision in the 3pm-5pm window
- Enrichment, sports and arts focused

**\*All interventions based on a bespoke Strategic Needs Analysis, alongside surveys of schools, pupils and the wider community. VRP Needs Analysis also used in development**

Together we Exceed



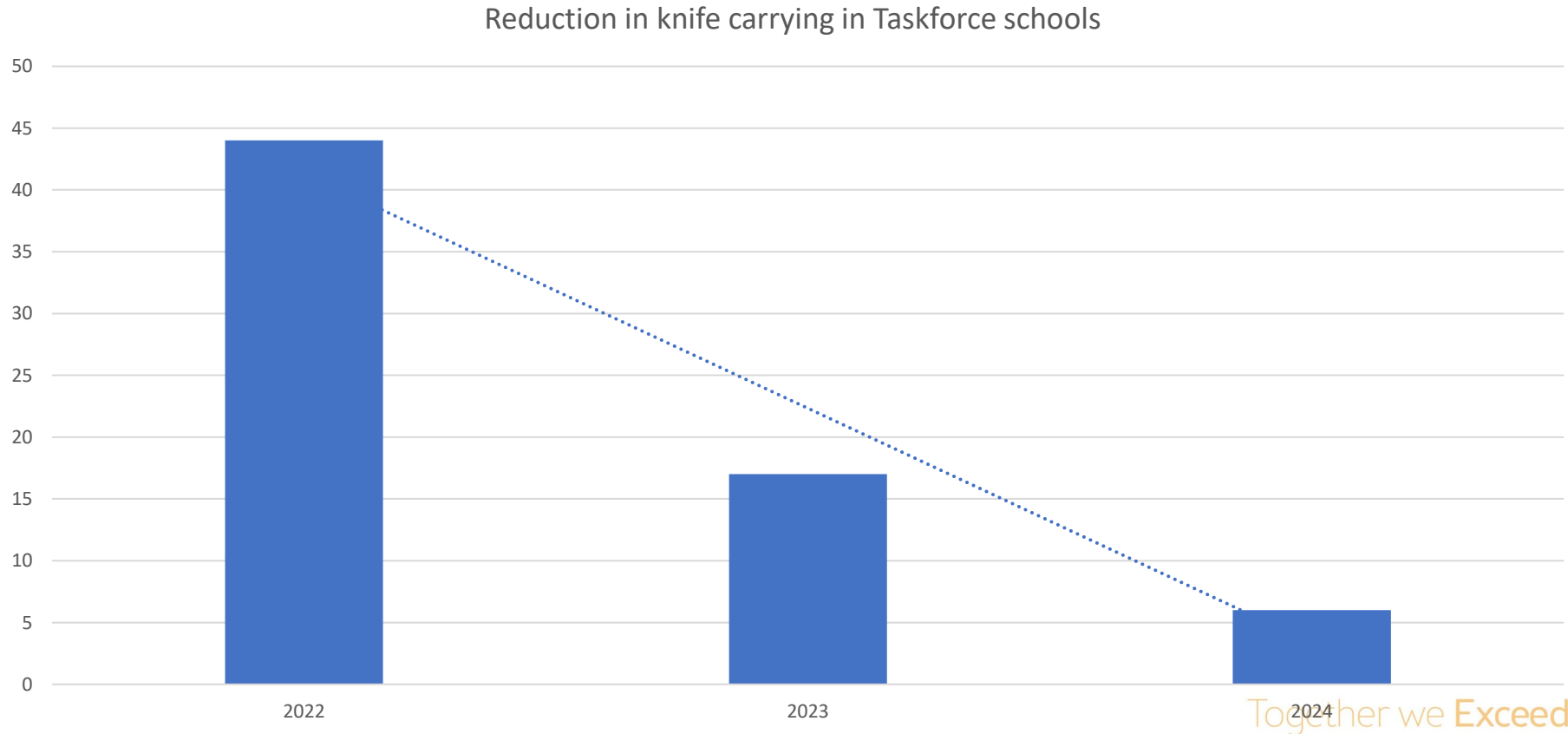
# Children carrying a knife in school

A significant reduction in recorded incidents of children carrying a bladed article on school premises:

**2022 – 44 incidents**

**2023 – 17 incidents (representing a 62% reduction from the previous year)**

**2024 to date – 6 incidents**



As we approached 31 March 2025!!

Aim was for an extended and sustainable  
Bradford taskforce

The Change Programme was our main way  
of engineering these conversations.

A joint APST and Safe taskforce becomes a  
*Bradford Taskforce*

#### TIER 1

Targeted support  
in mainstream  
schools

AP specialist early  
interventions and  
support to help at-  
risk pupils stay in  
mainstream school.

Youth workers supporting those who  
are not quite vulnerable to PX, but  
potentially escalating. Can refer to  
APST:

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Time-limited  
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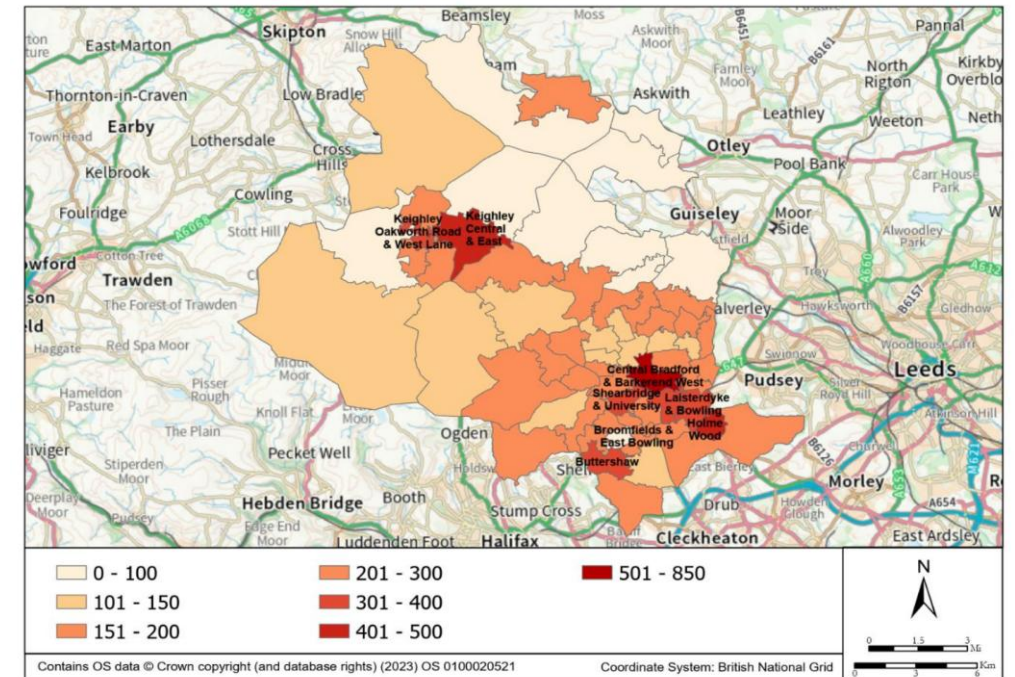
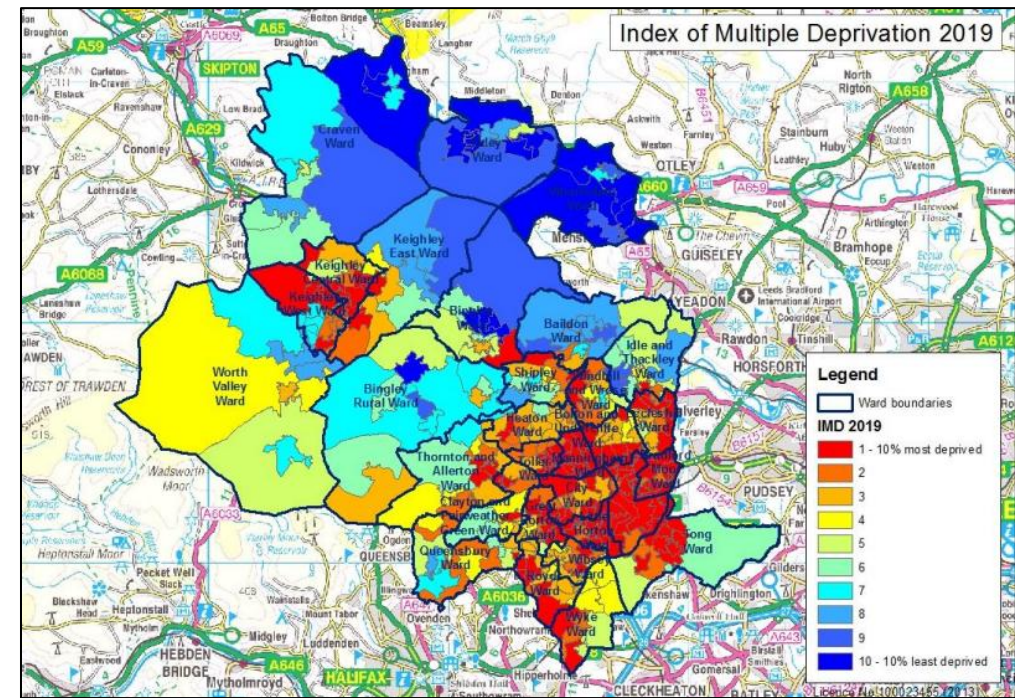
Placements in AP  
schools for pupils  
who need support  
to move on to a new  
mainstream school or  
sustained post-16  
destination.

APST work 60/40 split  
with those in all three  
tiers, using taskforce  
model



# Bradford Context

- Bradford falls within the national top 10% most deprived local authorities in England
- High levels of inequality
- 4th highest proportion of children under the age of 15 (21.4%)
- Highly diverse population
- A Trust is in place to run Children's Services.
- LA Ofsted SEND report cites significant areas of weakness
- Attendance is very low compared to national averages
- Significant number of secondary schools are currently rated as RI or below
- Last year permanent exclusions rose by 140%
- Significant concerns over the city's finances



## Local Authority AP strategy:

1. Increased AP and Specialist provision (BAPA growing from 75 to 140 students)
2. LA to provide list of AP available in the city and to support in quality assuring this
3. Review of FAP and SEN processes
4. Taskforce to support those vulnerable to permanent exclusion



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AP specialist early interventions and support to help at-risk pupils stay in mainstream school.

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## Where we are up to:

| Role                          | Funding 25/26 | Funding beyond 25/26 |
|-------------------------------|---------------|----------------------|
| Leader (0.2)                  | DfE           | HNB                  |
| Co-Ordinator (0.6)            | DfE           | HNB                  |
| Mental health therapist (1.0) | Change prog   | Change prog (?)      |
| SaLTs (2.5)                   | Deployed      | Deployed             |
| YJS (1.6)                     | Deployed      | Deployed             |
| Youth workers (1.6)           | Deployed      | Deployed             |
| Youth worker apprentice (1.0) | DfE           | HNB                  |
| Family support worker (1.0)   | DfE           | TBC                  |
| Youth workers (approx. 3)     | LA            | LA                   |
| Post 16 coach (1.2)           | HNB           | HNB                  |
| Enrichment Co-Ordinator       | HNB           | HNB                  |
| St Giles trust                | Deployed      | Deployed             |

£360k annually from the HNB funding

Approx £420k of resources deployed in

40%

60%

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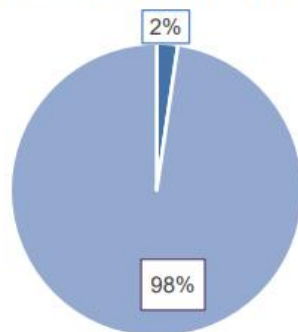
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# Key indicator from APSTs overall

Percentage of pupils offered support by the APST who worked with or refused to work/stopped working with specialists before the taskforce thought they were ready in the first half of Autumn term 2023 (September-October).



- Students who refused to work or stopped working with specialist before taskforce thought they were ready
- Percentage of students working with specialists



# BRADFORD AP ACADEMY