



## TRAFFORD COUNCIL

# SUPPLEMENTARY AGENDA PAPERS FOR CHILDREN AND YOUNG PEOPLE'S SCRUTINY COMMITTEE

Date: Tuesday, 19 November 2024

Time: 6.30 pm

Place: Committee Rooms 2&3, Trafford Town Hall, Talbot Road, Stretford, M32  
0TH

<b>A G E N D A</b>	<b>PART I</b>	<b>Pages</b>
5.	<b>HOME TO SCHOOL TRANSPORT</b>	1 - 10
	To receive a report on Home to School Transport from the Director of Education, Standards, Quality and Performance and the Head of Education Places, Access and Vulnerable Children.	
6.	<b>BEE WELL SURVEY - STRATEGIC RESPONSE AND APPROACH TO FINDINGS</b>	11 - 32
	To receive the response to the findings of the Bee Well Survey from the SEND Improvement Lead.	
7.	<b>ANNUAL REPORT ON COMPLEX SAFEGUARDING</b>	33 - 68
	To receive the Complex Safeguarding Annual Report from the Director of Early Help and Children's Social Care.	

**SARA TODD**  
Chief Executive

### Membership of the Committee

Councillors D. Western (Chair), R. Duncan (Vice-Chair), J. Bennett, Z.C. Deakin, G. Devlin, S. G. Ennis, E.L. Hirst, S. Maitland, E.R. Parker, S. Procter, O. Sutton, D. Butt (ex-Officio) and F. Hornby (ex-Officio).

This page is intentionally left blank

## **TRAFFORD COUNCIL**

**Report to:** CYP Scrutiny Committee  
**Date:** 19 November 2024  
**Report of:** Karen Samples  
Director of Education Standards, Quality and Performance

### **Report Title**

**Overview of travel assistance to support children, young people and adults to access education and training.**

### **Summary**

This report provides an overview of the how the local authority is meeting its duties in relation to provision of travel assistance for eligible children, young people and adults to access education and training. It has a specific focus on travel assistance for pupils with Special Educational Needs and Disabilities (SEND) and includes details of:

- Eligibility criteria
- Travel solutions
- Trafford Travel Coordination Unit functions
- Staff induction and training, including health and safety
- Procurement and contract management
- Application and appeals
- IT Systems and Business Intelligence
- Licensing
- All age travel assistance policy and review process

### **Recommendation(s)**

For information only.

Contact person for access to background papers and further information:

Name: Sarah Butters  
Extension: 3233  
Background Papers: None

### **Background**

1. Local authorities have statutory duties around provision of travel assistance to support certain groups of children, young people and adults to access education and training. The duties are different depending on the age of the person requesting assistance:
  - Compulsory school age – national eligibility criteria

- Pre-school and school age – discretionary eligibility criteria
  - Sixth form age young people 16 to 19 years (or up to 25 with an education, health and care plan EHCP) who started their course before their 19<sup>th</sup> birthday.
  - Adult learners – 18 years and over, including those with an EHCP, adults attending daycare and adult learners who started a course after their 19<sup>th</sup> birthday.
2. The Trafford All Age Travel Assistance Policy describes how these duties are met and it is reviewed annually.
3. There is increasing demand for travel assistance linked to the increasing number of pupils with Special Education Needs and Disabilities (SEND). This table shows how the number of commissioned transport routes for passengers with SEND has increased over time:

Year	No. Routes	No. SEND Passengers
2022	254	778
2023	261	868
2024 (to date)	284	886

4. This table shows the increasing budget pressures over time:

Transport / Financial Year	Budget (£'000)	Actual Spent (£'000)	Variance (£'000)
2024/25 (to date)	8,508	8,382 (projected)	-126 (projected)
2023/24	6,756	7,515	759
2022/23	5,217	6,624	1,407
2021/22	5,014	5,692	678
2020/21	4,430	4,766	336
2019/20	4,198	4,486	288
2018/19	3,573	3,902	329
2017/18	3,332	3,401	69

### Eligibility – School Age

5. Parent/carers have responsibility for making sure their child attends school and travel arrangements are an important consideration when making school preferences. In certain circumstances, we provide travel assistance for eligible children to attend their nearest suitable school. Parent/carers have a responsibility to apply for this.
6. The LA must provide free travel assistance to eligible pupils of compulsory school age as defined by the Education Act. This is a summary of the eligibility criteria and travel solutions:

Age	Criteria	Travel Solutions
5 to 16 years	Pupils attending their nearest suitable school and it is further than the statutory walking distance: Under 8 years old - 2 miles Over 8 years old - 3 miles Travel assistance is not offered for those that choose to travel to a school that is further away	Free travel pass or for SEND pupils could also be commissioned transport, personal travel budget, independent travel training or disabled

Age	Criteria	Travel Solutions
	from home.	travel pass.
5 to 16 years	Extended rights for children eligible for a free school meal to remove any financial barrier of exercising school choice. Age 8-11 (over 2 miles) Age 11-16 (between 2 and 6 miles) Age 11-16 (between 2 and 15 miles for religious preference)	Free travel pass
5 to 16 years	Unsafe route - for pupils within statutory walking distance but where walking route would be unsafe.	Free travel pass
5 to 16 years	SEND - for pupils who live within statutory walking distance but who could not reasonably be expected to walk due to their SEND or mobility issue, even if accompanied by parent.	Commissioned transport, personal travel budget, independent travel training or disabled travel pass.

7. Trafford has also defined 3 additional discretionary criteria within its policy:

Age	Criteria	Travel Solution
5 to 10 years	Primary age children eligible for a free school meal who choose to travel between 2 and 15 miles for religious preference.	Free travel pass – but we have never had any application under this criterion.
4 years	Reception children prior to reaching compulsory school age (term after 5 <sup>th</sup> birthday) if they would otherwise be an eligible child under one of the nationally defined eligibility criteria above.	Free travel pass, commissioned transport, personal travel budget, independent travel training or disabled travel pass – depending on why they are eligible.
2 to 4 years	Pre-school children aged 2 to 4 years with an EHCP or who are undergoing an EHC needs assessment and are placed at a Trafford primary special school. There must also be medical or social reasons why the child could not attend without travel assistance.	Commissioned transport

8. The guidance permits local authorities to charge for travel assistance provided under discretionary criteria and Trafford currently charges for commissioned transport offered to pre-school children with SEND. The charge is £185 per term, reduced to £85 per term for low-income families who meet the criteria for free school meals.

### Eligibility – Sixth Form Age

9. The sixth form duty applies to young people aged 16 to 19 years, and up to 25 years for those with an EHC plan where they are continuing a course started before their 19<sup>th</sup> birthday. The policy intention is to ensure sixth formers can access education and training of their choice and if travel assistance is requested, it is assessed and provided where necessary.

10. The majority of learners are signposted to the Greater Manchester free travel pass which is universally available to all 16 to 18-year-olds, or other travel passes for disabled people with enhanced benefits.
11. Commissioned transport is offered for those with the most complex needs who are not able to travel independently. A small number choose to access a personal travel budget to make their own travel arrangements.
12. The guidance permits local authorities to charge a contribution for commissioned transport provided to sixth form age learners. Trafford do not currently charge but this is being reviewed in light of increasing number of pupils with EHC plans.

### **Eligibility – Adult Learners**

13. The adult duty applies to those attending a course which they started after their 19<sup>th</sup> birthday, including those with EHC plans. The policy intention is that those with the most severe disabilities with no other means of transportation can undertake further education and training after their 19<sup>th</sup> birthday to help them move towards more independent living.
14. If travel assistance is requested, it is assessed and provided where necessary and it must be free of charge.
15. Commissioned transport is offered for those with the most complex needs who are not able to travel independently. A small number choose to access a personal travel budget to make their own travel arrangements.

### **Travel Assistance Solutions**

16. A variety of travel assistance solutions are available. These are some of the types of assistance that may be offered:
  - Travel passes for use on the bus and tram network issued by us.
  - Car mileage allowance of 45p per mile if the child is eligible but parent/carers want to make their own transport arrangements. If the equivalent cost of us arranging transport is less, then parent/carers will be paid the lower amount. Costs are reimbursed termly, based on the child's attendance at school.
  - A personal transport budget may be offered for children with SEND. This means parent/carers can organise their own travel arrangements to school, giving them more flexibility and control. The amount paid will be calculated based on the distance between home and school. Payments are usually made directly into the parent/carer bank account each term.
  - Independent travel training so that children are able to travel independently to and from school and other social activities.
  - Provision of transport commissioned by us for outward and return journeys between home and school.
  - Passenger assistants (PA) may be provided on transport we commission where this is necessary for the safe operation of vehicles and/or care of children.

### **Trafford Travel Coordination Unit (TTCU) Functions**

17. Trafford Travel Coordination Unit (TTCU) oversee the provision of travel assistance. They are a small team comprised of:

- 1 Service Manager
- 1 Senior Travel Assistance Officer
- 5 Travel Assistance Officers
- 1 Independent Travel Training Officer

18. TTCU roles and responsibilities include:

- Managing all aspects of the operations which currently includes over 880 passengers, across more than 280 commissioned transport routes, delivered by more than 25 contractors.
- Recruiting passenger assistants (PAs) with support from Trafford HR, via the safer recruitment process.
- Managing PAs in line with Trafford's corporate policies and procedures.
- Making sure the staff employed to work in the service are appropriately qualified and trained, including over 130 passenger assistants and over 280 drivers.
- Making sure all staff have the necessary information to enable them to act appropriately should an emergency situation arise.
- Procuring vehicles which are appropriate to meet the needs of the service.
- Undertaking risk assessments for the transport service and ensure control measures are in place.
- Investigating accidents and incidents regarding employees, passengers and vehicles and take appropriate action in accordance with Council Policies.
- Ensuring an appropriate risk assessment is completed when needed for passengers.
- Acting as a point of contact in the event of dispute.

### **Staff Induction and Training**

19. A comprehensive Passenger Assistant Handbook has been produced in partnership with TTCU employees, Health and Safety, Human Resources and appropriate Trade Unions to help passenger assistants and drivers deliver a high-quality transport service.

20. It is designed to support staff in conducting their duties and is used as both an induction document for new employees and as a refresher for existing employees. PAs are required to confirm they have read and fully understand the handbook.

21. It provides detailed information for PAs and drivers covering:

- health and safety procedures – infection control, accidents, dangerous occurrences, emergencies
- medical needs and illness including the emergency care pathway and epilepsy care pathway
- risk assessments and control measures
- confidentiality
- seeking further support and escalation of issues
- record keeping and passenger register
- pick up and drop off procedures
- safety procedures including for wheelchair users
- communication, dignity and respect
- HR processes including reporting absence, annual leave

22. Training of staff is provided via several avenues, including via the Council's online learning platform, classroom-based training delivered by a range of professionals

including Trafford Health & Safety Unit, TTCU, Trafford Virtual School, Special Schools and other education professionals.

### **Service Standards**

23. A set of service standards has been in place for a number of years to clearly define the specific responsibilities of the Council, transport providers and of parents and carers in relation to the approved travel arrangements offered to children and young people with special educational needs and disabilities.
24. Underlying these standards is the principle that, if Trafford Council agrees to provide travel assistance, it will be provided in a safe and cost-effective manner, taking account of the specific needs of the child and with regard to the best use of the Council's resources.
25. One element of the service standards covers the expected standards of behaviour on the vehicle. On some rare occasions, and only in consultation with the school, TTCU may be required to instigate permanent or fixed periods of exclusion from travel assistance. In these circumstances where the Council is unable to provide safe transport, either on a temporary or permanent basis, parents/carers are responsible for transporting their child and ensuring their regular attendance at school.

### **Procurement and Contract Management**

26. Commissioning arrangements are through a Dynamic Purchasing System (DPS). Contractors go through an application process to join the DPS which is managed by STAR procurement and includes a wide range of checks including a quality element which is scored by TTCU. If a contractor application to join the DPS successfully meets all the requirements, they are then able to bid to deliver routes.
27. When TTCU need to commission a vehicle for a route, a tender document is created specifying the requirements and this is then advertised. Any contractor who is part of the DPS can then bid for the work. TTCU review the bids once the tender submission date has passed and award to the winning bidder.
28. Before a tender is awarded, the contractor is asked for the driver details which are then verified with the appropriate licensing authority.
29. As part of the DPS, contractors are obliged to ensure that their drivers undergo any training required by the Council. Drivers are invited to school-based training. We are currently piloting the use of the Council's online learning platform with one of our contractors with a view to rolling this out to all contractors.

### **Applications and Appeals**

30. The School Transport module of the EYES system was recently procured to manage applications for travel assistance. It went live in June 2024 meaning parents apply for travel assistance through the parent portal, alongside other applications such as school admissions and early years. This has delivered customer journey improvements, as well as some small administrative efficiencies in the processing of applications, although these have been offset by increasing demand. Applications are then processed within the EYES system and parents are notified of the outcome in writing. TTCU are working with colleagues in Business Intelligence to design and implement further reports to improve our understanding



of passenger needs linked to wider information available within Liquid Logic systems.

31. A two-stage appeal process is in place for all transport applications:

**Stage one**

Parent/carers can request a review of our decision within 20 working days from receipt of their outcome letter. The request should explain why the decision should be reviewed and provide any additional information about personal or family circumstances which parent/carers feel we should consider. A senior officer will review the decision and inform the parent/carer of the outcome in writing within 20 working days of receipt of the written request for review.

**Stage two**

If the parent/carer is not satisfied with the outcome at stage one, they can make a written request to escalate the matter to stage two. Requests must be submitted in writing within 20 working days from receipt of the stage one outcome letter. Within 40 working days of receiving the request, an independent appeal panel will consider written and verbal representations. The independent appeal panel will be independent of the original decision-making process but not necessarily independent of the council. Parent/carers will receive a detailed written notification of the outcome within 5 working days of the panel meeting.

32. There is an increasing number of appeals at both stage one and two. In calendar year 2024, there have been 6 stage two appeals heard by the independent panel, none of which have been upheld, evidencing robust decision making at stage one.

**IT Systems and Business Intelligence**

33. Logistical planning and route management is carried out via a recently procured cloud-based school contract and passenger transport management system known as PAX. It uses QRoutes software which provides industry standard logistical planning to achieve route optimisation.

34. This system is used to either find a space on an existing run for a pupil or used to create a new run for a pupil. Once the run details have been finalised, this information put into a letter to parents.

35. Some small savings (around £30k) were achieved in 2023/24 through a route optimisation pilot using this software to recommission all routes for some individual schools. Further route optimisation took place in September 2024 and will continue to be rolled out in stages linked to the commissioning cycle for individual routes.

36. The next step with this system is to configure and roll out the financial management element of PAX which will achieve more robust budgetary control, this is being carried out jointly with finance colleagues. Implementation expected by end of the current financial year. This will support with costing of any future savings options that may be identified.

37. Scheduling for the new academic year is normally conducted during the summer school holidays, once the schools have finished. This means TTCU officers can concentrate on scheduling the routes to incorporate leavers and new starters, go out to tender for any new runs required and to terminate any runs no longer required. It is a very busy time for the service and to ensure any applications for

the new academic year are actioned for the start of September, applications must be submitted by the end of June. Parents are notified of the arrangements for the new academic year by the end of August, once the scheduling has been finalised.

## Licensing

38. TTCU work in partnership with Trafford Licensing who are responsible for enforcing licensing regulations in our area, as well as with other relevant licensing authorities. This includes DVSA in relation to checks on Passenger Carrying Vehicles (PCV).
39. Due to recent licensing incidents involving Trafford licensed drivers, TTCU and licensing have increased the number of checks undertaken to mitigate against any unlawful acts. A revised 4 level process was jointly developed and implemented by TTCU and Trafford Licensing:

### Level 1 – Contractor Responsibilities

All contractors formally commissioned through DPS with contractual obligations to check all drivers used. The contract prescribes “all drivers must be a competent and reliable person, properly and appropriately licensed and be Disclosure & Barring Service (DBS) checked to enhanced level in accordance with procedures authorised by the Home Office for the disclosure of the criminal backgrounds of people with access to children or other vulnerable persons.”

### Level 2 – License Details Data Collection

When a contract is issued for a particular run, the contractor completes a form to provide the driver details including licence number, expiry date, licensing authority and information about the operator licence where relevant.

### Level 3 – Licence Verification

Where Trafford is the licensing authority, a list of licences is shared with Trafford Licensing who will check them against details held in their system. Drivers are recorded as being used for school transport in the Licensing system enabling improved joint monitoring and notifications when a driver’s licence expires or is revoked / refused.

For non-Trafford issued licenses, TTCU check the licence information with the relevant licensing authority.

### Level 4 – Spot Checks

A program of audit checks is carried out across agencies. Trafford Licensing carry out annual checks on all Trafford operators. Annual checks at Trafford school gates carried out jointly by TTCU, DVLA and Trafford Licensing.

## Policy Review

40. The All Age Travel Assistance policy is reviewed annually, to ensure delivery in line with statutory guidance and with a view to identifying strategies to improve efficiency of service delivery.
41. The SEND code of practice sets the expectation that professionals working with children with special educational needs or disabilities will support them to prepare for adult life and help them to achieve the best outcomes in employment, independent living, health and community participation. For many children, learning

to travel independently is an important part of preparing for adulthood and will help them lead fulfilling adult lives. Independent travel is therefore a strategic priority.

42. Several workstreams are underway in relation to review of the policy for travel assistance provided from September 2025:

#### **GM School Transport**

- Trafford is a pilot LA working alongside Salford and Manchester to explore collaborative commissioning of routes to out of borough schools, particularly those furthest away, to achieve savings. It is currently at proof-of-concept stage, looking at the 20 highest cost routes for each LA. Learning will be shared as this work progresses and if successful, it is proposed the collaborative approach is rolled out across all routes across LA borders.
- Trafford have expressed an interest to work on a GM approach for post 16 transport, with a view to developing and implementing a consistent approach across the region. This work has only recently commenced and is currently at an information gathering stage.
- Senior officers attended GM school transport legal training in July.

#### **Independent travel training offer**

- Review and development of the current offer.
- Exploration of opportunity to offer coach transport for identified cohort at one particular school as stepping stone towards independent travel on public transport.

#### **Transfer to post 16 provision**

- Targeted communication to parent/carers of current passengers in year 11 to highlight the difference in travel assistance within statutory guidance once a pupil becomes post 16. Signpost to the local offer of travel passes, specific schemes and support offered by local post 16 education providers. Key messaging to encourage careful consideration of transport when exploring post 16 options.
- Engagement has taken place with Trafford schools to support this messaging. Wider communication planned with professionals across the system.

43. Any policy change identified as a result of this work will be consulted on. The timescale for publishing the new policy is no later than 31 May 2025 for implementation from 1 September 2025.

This page is intentionally left blank

**TRAFFORD COUNCIL – CHILDREN’S SERVICES**

Report to: Children and Young People’s Scrutiny Committee  
Date: 19.11.24  
Report for: Information  
Report of: Sally Atkinson , Specialist Commissioner Childrens Health  
Report Title The BeeWell Survey

In Autumn 2021, the BeeWell Survey was co-created with young people, schools and mental health experts and is recognised as a gold standard survey to measure adolescent wellbeing across England.

The survey gathers the thoughts and feelings of young people each year to determine their wellbeing and the factors that influence these. Results are published privately to schools and publicly by neighbourhood.

This report provides an overview of the findings in the most recently published survey and the actions being taken by Trafford in response

**Recommendations**

For scrutiny committee to note the contents of this report and offer challenge to the service.

**Contact person for access to background papers and further information:**

Sally Atkinson

Sally.Atkinson@Trafford.gov.uk

**Background**

The #BeeWell survey is divided into two sections that together encompass what matters most to young people. The first section is for the “domains” of wellbeing; different aspects of wellbeing. The second section is for the “drivers” of wellbeing; the different influences on wellbeing.



The survey has now reached 63,000 Children and Young People (CYP), this equates to 55% of all registered pupils in Greater Manchester and reached 60% of Greater Manchester secondary schools. Greater Manchester average scores are lower than national averages and international comparisons (Appendix 1.0).

This year’s data captures how responses have changed as young people have moved from Year 8 in 2021, Year 9 in 2022 to Year 10 in 2023, and compares three years of Year 10 snapshots.

In 2021, Year 8 and Year 10 pupils completed the survey. This year only Year 10 pupils completed the survey with 1,275 Trafford CYP responding from 12 (63%) of Trafford’s 19 Secondary Schools with representation across all Trafford neighbourhoods:

North: Lostock High School, Stretford Grammar, and Stretford High School

Central: Sale Grammar School

South: Altrincham Grammar School for Girls, Blessed Thomas Holford Catholic College, Saint Ambrose, Wellington School

West: Flixton Girls School, Saint Anthony’s Roman Catholic School, Urmston Grammar Academy, Wellacre Technology Academy

## Survey Outcome

The survey is broken down by neighbourhood, North, South, West and Central and sets out the information using a RAG rating format on severity with Green being the most positive and Red being the most negative. (Appendix 2.0)

There were distinctive differences in the views of young people in different neighbourhoods which is perhaps understandable and reflects the demographics in Trafford. This means that there will need to be differences in the plan to reflect needs.

The 1275 CYP who responded to this year's survey account for 43% of the 2936 Y10 pupils who live in Trafford.

- The North neighbourhood received the most responses with 461, representing 73% of the 631 Y10 pupils living in this neighbourhood.
- In the South neighbourhood 343 (34%) of 1017 Y10 pupils completed the survey.
- West neighbourhood received 273 responses, representing 48% of the 563 Y10 pupils living in the neighbourhood.
- The Central neighbourhood recorded the lowest response level with 198 (27%) of 725 Y10 pupils who live in this neighbourhood responding.
- Though the data in relation to gender is incomplete the available data shows 48% male, 52% female split.

The responses in the survey do not include CYP who are home schooled. However, gaining responses from this group of young people is being trialled in a limited area outside of GM, in the upcoming 2024/25 survey and it is hoped will be included as standard in future iterations.

We can also see results for 128 children with Special Educational Needs and Disabilities. The survey recognises that Free School Meals (FSM) is not the most accurate measure of poverty, but in this context, and avoiding the need for CYP to answer difficult questions in relation to this, FSM is viewed as the most appropriate measure. This year's survey recorded responses from 187 pupils who access FSM.

Young people in the central area reported higher than average scores in relation to wellbeing which has raised the Trafford average overall. Changes over the two-year period show:

- The north of the borough reported lower self-esteem, material deprivation and social opportunities to support their wellbeing
- The north also reported they felt discriminated because of their race and/or religion and children in the west feel they are discriminated because of their disability
- A high number of responses from females have improved psychological wellbeing and life satisfaction
- Bullying scores improved over the 2-year period in central, north and south however declined in the west
- Results in the north show that young people felt less happy in comparison to other neighbourhoods
- Though local environment scores were good compared to other areas in GM, there was a deterioration in how young people felt about community spaces
- The metric with the greatest reduction was how much time young people spent on hobbies

- There was a significant reduction in the satisfaction with local environment in terms of community spaces across all four neighbourhoods and the participation in arts culture had declined (whilst some of this may be accounted for by changing age and stage of development)
- North is the only neighbourhood to see a drop in both self-esteem and emotional regulation domains, all other neighbourhoods were consistently amber or had made improvements
- Central is the only neighbourhood to see improvements in emotions
- South, west and central reported improved levels of life satisfaction and the north reported a decline
- North and west neighbourhoods have both seen no improvements within health and routines, south and central have both seen improvements in health, diet and physical activity.
- South neighbourhood has seen the biggest decline in participation in arts, culture and entertainment.
- North is the only neighbourhood to see a decline in school attainment and relationships with school staff, where is south and central this improved.
- Both north and west saw no improvement in environment and society, whilst south and central are both rated 'green'
- South neighbourhood recorded the lowest levels of preparedness and optimism in the newly added 'future' domain with 5 of 18 drivers rated red, including meeting a business, careers advisor, work experience, apprenticeship or traineeship and GM apprentice and careers service.
- South neighbourhood saw the greatest number of drivers rated 'green' in the relationship domain; areas included relationships with parents/carers, friendships and social support, bullying, discrimination and disability.

## Implementation

Following the publication of the report there has been wide dissemination and information sharing. Partners have been asked to ensure that in all plans they are developing across activity in Trafford they take account findings of the survey. This information is then being centrally collated into an action plan held by the Children's commissioning team, this relates to findings that are red and amber and is broken down by neighbourhood.

This plan whilst still in development highlights all the findings from the survey, the agreed relevant actions, relevant leads and timelines for development. Here are some of examples of activity so far:

- In response to low levels of physical activity, Move More partnerships have been established to co-design and co-produce action plans to enable communities who are less active to move more. Includes formal sport and activity opportunities as well as active travel opportunities. In north neighbourhood there are partnerships set up in Old Trafford and Stretford starting in December
- The upcoming retender of Trafford's Sports based Mentoring service to include transitions plans to support CYP into community sports groups and teams
- Emotional regulation - Commissioning of a parent education programme on children's mental wellbeing
- School attachment, attainment and relationships with staff - Belong- Attachment and Trauma Informed Schools will be delivered in all Trafford Schools by the Virtual School.



- Self Esteem - Self-esteem workshops to be included in broader universal offer in Schools
- During monitoring of mentoring services, closer attention and prioritisation will be given to the youth outcome star focusing on areas including feeling able to identify risk, control behaviour, and feeling they have a strong network around them
- Develop wellbeing guide to support parents to support their child`s wellbeing
- Safe area to live - Targeted work in Gorse Hill, including Personal Safety and Bystander training and Community Cohesion for Young people, residence and businesses.

Schools involved in the survey received their own dashboard, and they then use this within the school to implement change. Appendix to the report is a case study (Appendix 3.0) from one of the schools demonstrating how they have made changes to their extracurricular activity offer following the findings in relation to loneliness.

There is more work to do to understand how this is being taken forward by other individual schools.

All progress against the action plan will then be collated to feedback to children and young people following a 'you said, we did' format. It is planned that this will be rolled out through schools in June 2025.

Feedback will be used to shape and develop commissioning activity as well as shaping the narrative within quality assurance meetings to ensure providers are delivering support in and targeting engagement in line with the findings.

## Appendices

### 1.0 National and Greater Manchester Data Comparisons



National%20and%20  
GM%20Data%20Com

### 2.0 BeeWell Summary



#BeeWell  
2023.24.pptx

### 3.0 Case Study – Stretford Grammar School



Case Study - Bee  
Well.docx

This page is intentionally left blank

There are some caveats when comparing GM averages to national and international comparisons.

Caveat 1: there are very few truly national estimates for the areas measured by the #BeeWell survey.

Caveat 2: When national data is available, the measure should be *exactly* the same in order for any comparisons to be made. If there is a slight difference (for example, slightly different wording or response format), any gap between GM average and national average could be because of the measurement difference, or a genuine difference between GM and the rest of the country.

Caveat 3: timing of national measure is crucial. For example, whether a given national measure is pre or post pandemic. Ideally it should be within a year or two of #BeeWell measurements in order to be comparable, given the evidence around increasing rates of MH difficulties over time.

Caveat 4: Comparisons are applied to a wider age band than used in the #BeeWell survey e.g. Children's Society covers ages 10 to 15 and it is known that responses do change as young people get older.

Some of the differences in national and GM data include.

#### Children's Society Household Survey

- **Life satisfaction** – average score from Children's Society Household Survey 10-15 year olds 2023 is **7.6/10** (see p.39 in the latest [GC report](#)), GM 2023 Y10 average from the dashboard is **6.64/10**
- **Happiness with home environment** – average score from Children's Society Household Survey 10-15 year olds 2023 is **8/10** (see p.37 in the latest [GC report](#), it's the 'home' item), GM 2023 Y10 average from the dashboard is **8.17/10**
- **Material deprivation** – average score from Children's Society Household Survey 10-15 year olds 2023 is **7.4/10** (see p.37 in the latest [GC report](#), it's the 'things' item), GM 2023 Y10 average from the dashboard is **8.17/10**

#### Understanding Society

- **Physical health** - latest data is Wave 13 (2022/24) of the [Understanding Society](#) study, aged 10-15. Isolating responses of Excellent/very good, the USoc Wave 13 average is **69.73%**, GM 2023 Y10 is **55.8%**

#### Health Behaviours in Schools

- **Sleep** – latest [Health Behaviour in School-aged Children data](#) is from 2022 where **42%** of 15 year olds report not getting enough sleep (see page 25 of the linked report). GM 2023 Y10 is **44.1%**.

This page is intentionally left blank



# #BeeWell Survey 2023-24





# #BeeWell



Greater Manchester  
Integrated Care

- Developed in response to a growing concern for the wellbeing of young people in the UK;
- Collaboration between The University of Manchester, The Gregson Family Foundation and Anna Freud, who, together with the Greater Manchester Combined Authority (GMCA), founded the programme in 2019;
- Co-designed survey, listening to the voices of as many young people as possible;
- Results are published privately to schools and publicly by neighbourhood;
- #BeeWell's mission is to see this approach implemented nationally by 2030.



# Reach and Engagement

- Survey has now reached 63,000 CYP.
  - This is 55% of all registered pupils in Greater Manchester.
  - Survey reached 60% of Greater Manchester secondary schools.
- GM average scores are lower than national averages and international comparisons.
- This year only Year 10 pupils completed the survey with 1,275 Trafford CYP responding from 12 schools:

<b>Altrincham Grammar School for Girls</b>	<b>St Antony's Roman Catholic School</b>
<b>Blessed Thomas Holford Catholic College</b>	<b>Stretford Grammar School</b>
<b>Flixton Girls School</b>	<b>Stretford High School</b>
<b>Lostock High School</b>	<b>Urmston Grammar Academy</b>
<b>Saint Ambrose College</b>	<b>Wellacre Technology Academy</b>
<b>Sale Grammar School</b>	<b>Wellington School</b>

# #BeeWII - Questions

## Optimism<sup>6</sup> (EPOCH)

Items		Response format				
13.	I am optimistic about my future.	Almost never	Sometimes	Often	Very often	Always
14.	In uncertain times, I expect the best.	Not at all like me	A little like me	Somewhat like me	Mostly like me	Very much like me
15.	I think good things are going to happen to me.	Not at all like me	A little like me	Somewhat like me	Mostly like me	Very much like me
16.	I believe that things will work out, no matter how difficult they seem.	Not at all like me	A little like me	Somewhat like me	Mostly like me	Very much like me

## Sleep<sup>14</sup> (Health Behaviours in Schools Checklist)

Item		Response format	
55.	Is the amount of sleep you normally get enough for you to feel awake and concentrate on your school work during the day?	Yes	No

## Life Satisfaction<sup>5</sup> (Office for National Statistics)

Item		0 = Not at all   10 = Completely										
12.	Overall, how satisfied are you with your life nowadays?	0	1	2	3	4	5	6	7	8	9	10





# Trafford Response - 2023

## Domains of Wellbeing



Greater Manchester  
Integrated Care

### Males

	TC	TN	TS	TW	Trafford
<b>Meaning, Purpose and Control</b>					
Autonomy	a	a	a	a	a (n=533)
Life satisfaction	a	a	g	g	g (n=536)
Optimism	a	a	a	a	a (n=528)
<b>Understanding Yourself</b>					
Psychological wellbeing	a	a	a	a	a (n=522)
Self-esteem	a	r	a	a	a (n=525)
Stress and Coping	g	a	a	a	a (n=519)
Emotion regulation	a	a	a	a	a (n=512)
<b>Emotions</b>					
Negative affect	a	a	a	a	a (n=526)
Positive affect	a	a	a	a	a (n=530)

	TC	TN	TS	TW	Trafford
<b>Meaning, Purpose and Control</b>					
Autonomy	a	a	a	a	a (n=1193)
Life satisfaction	g	a	g	a	g (n=1206)
Optimism	a	a	a	a	a (n=1193)
<b>Understanding Yourself</b>					
Psychological wellbeing	g	a	a	a	g (n=1171)
Self-esteem	a	r	a	a	a (n=1186)
Stress and Coping	g	a	a	a	g (n=1178)
Emotion regulation	g	a	a	a	g (n=1161)
<b>Emotions</b>					
Negative affect	g	a	a	a	a (n=1174)
Positive affect	g	a	g	a	a (n=1198)

### Females

	TC	TN	TS	TW	Trafford
<b>Meaning, Purpose and Control</b>					
Autonomy	a	a	a	a	a (n=557)
Life satisfaction	g	a	g	a	g (n=567)
Optimism	g	a	a	a	a (n=564)
<b>Understanding Yourself</b>					
Psychological wellbeing	g	a	g	a	a (n=549)
Self-esteem	g	a	g	a	a (n=558)
Stress and Coping	g	a	a	a	g (n=555)
Emotion regulation	g	a	a	a	g (n=554)
<b>Emotions</b>					
Negative affect	g	a	a	a	a (n=554)
Positive affect	g	a	g	a	a (n=569)

Key	
Trafford Central	TC
Trafford North	TN
Trafford South	TS
Trafford West	TW



# Drivers of Wellbeing



Greater Manchester  
Integrated Care

Happiness with attainment			
	2021	2023	Change
Trafford Central	a	g	1.81
Trafford North	a	r	-1.91
Trafford South	a	g	2.03
Trafford West	a	a	0.32

Health and routines	TC	TN	TS	TW	Trafford
Physical health	g	a	g	a	a (n=1218)
Sleep	a	a	a	a	a (n=1210)
Nutrition					
- Fruit and vegetables	g	a	g	a	g (n=1216)
- Unhealthy snacks	r	a	a	a	a (n=1214)
Physical activity	g	a	g	a	g (n=1194)
School					
School connection	g	a	g	a	g (n=1214)
Happiness with attainment	g	r	g	a	a (n=1211)
Relationships with staff	g	r	g	a	a (n=1199)



# Drivers of Wellbeing



Hobbies and Entertainment	TC	TN	TS	TW	Trafford
Free time	a	a	a	g	a (n=1219)
Social media use	g	g	g	a	g (n=1220)
Participation in arts, culture, and entertainment					
- Go to the cinema or theatre	a	a	a	a	a (n=1214)
- Watch live sports	a	r	a	a	a (n=1207)
- Sing in choir or play in band/orchestra	a	a	a	a	a (n=1202)
- Read for enjoyment	g	g	g	a	g (n=1207)
- Go to youth clubs, scouts, or girl guides	a	a	g	a	g (n=1211)
- Go to museums, galleries, historic places or stately homes	a	a	r	g	a (n=1215)
- Attend a religious service	r	g	r	r	a (n=1208)
- Draw, paint or make things	a	a	a	a	a (n=1206)
- Play games on a computer or games console	a	a	r	a	a (n=1207)
- Play sports, do exercise, or other physical activities	g	a	g	a	g (n=1210)
- Spend time on other creative hobbies	a	a	a	a	a (n=1207)



# Drivers of Wellbeing



Greater Manchester  
Integrated Care

Bullying scores			
	2021	2023	Change
Trafford Central	a	g	1.76
Trafford North	a	g	2.26
Trafford South	a	g	3.09
Trafford West	a	a	-1.54

Environment and Society	TC	TN	TS	TW	Trafford
Home environment	g	a	g	a	a (n=1217)
Material deprivation	g	r	g	a	a (n=1216)
Local environment					
- Safe area to live	g	a	g	g	g (n=1220)
- Supportive people	g	a	g	a	g (n=1215)
- Trustworthy people	g	a	g	a	g (n=1215)
- Helpful neighbours	g	a	g	a	a (n=1213)
- Good places to spend free time (e.g. parks)	g	g	g	g	g (n=1214)
<b>Relationships</b>					
Relationships with parents/carers	a	a	g	a	g (n=1195)
Friendships and social support	g	a	g	a	g (n=1190)
Bullying	g	g	g	a	g (n=1197)
Discrimination					
- Your race, skin colour, or where you were born	a	r	a	a	a (n=1200)
- Your gender	a	a	a	a	a (n=1201)
- Your sexual orientation	a	a	a	a	a (n=1196)
- Your disability	a	a	g	r	a (n=1196)
- Your religion/faith	a	r	a	a	a (n=1198)
Loneliness	a	a	a	a	a (n=1203)



# Year 8 Tracked – A Snapshot



Greater Manchester  
Integrated Care

Psychological Wellbeing Scores			
	2021	2023	Change
Trafford Central	a	g	3.9
Trafford North	a	a	-0.81
Trafford South	a	a	0.19
Trafford West	a	a	0.99

Life satisfaction scores			
	2021	2023	Change
Trafford Central	a	g	1.87
Trafford North	a	a	-1.01
Trafford South	a	g	3.5
Trafford West	a	a	0.87



# Year 8 Tracked – A Snapshot



Greater Manchester  
Integrated Care

Local environment - Good places to spend free time (e.g. parks)			
	2021	2023	Change
Trafford Central	82.40%	76.40%	-6.00%
Trafford North	77.80%	68.40%	-9.40%
Trafford South	86.40%	73.60%	-12.80%
Trafford West	81.70%	70.80%	-10.90%

Participation in arts, culture, and entertainment – Read for enjoyment			
	2021	2023	Change
Trafford Central	61.40%	48.40%	-13.00%
Trafford North	53.80%	41.20%	-12.60%
Trafford South	60.60%	47.40%	-13.20%
Trafford West	52.90%	35.20%	-17.70%



Neighbourhood Data Hive

[#BeeWell Neighbourhood Data Hive \(uomseed.com\)](https://uomseed.com/#BeeWell)

Trafford Dashboard – Password: K2K@iv\*tztyG  
[uomseed.com/beewell-neighbourhoods/locality/](https://uomseed.com/beewell-neighbourhoods/locality/)



Any Questions?



# Case Study: Implementing the #Bee Well Project at a Secondary School

## Background

At Sale Grammar School we have the highest aspirations for everyone and work together to achieve these, acting in a way that demonstrates our collective values at all times. We strive to provide extensive opportunities for our students to engage in activities outside of the classroom and for this reason we felt it was important to engage with the #BeeWell project. The school has now been an active participant of the project since 2021. With an ongoing commitment to student well-being, we are set to include our Year 7 students in the #BeeWell survey for the first time this year. The school has also contributed to the #BeeWell project by advising other schools on effective survey implementation, participating in feedback groups to shape the survey's future, and providing testimonials about how we have utilised the data to enhance student well-being.

## Delivering the #BeeWell Survey

To ensure a seamless #BeeWell survey experience, we typically schedule it after the October half-term, allowing students to settle into the new academic year. Our school accommodates 192 students per year group, organised into a six-form entry with 32 students in each. Our Skills for Life lessons, which encompass our personal development curriculum, are designated as the optimal time for students to complete the survey.

We leverage our three bookable computer suites to facilitate survey completion. In preparation, we send an introductory presentation link to form tutors to share with students during a form period the week prior to the survey. This strategy enables students to watch the introductory video, saving time during the Skills for Life lesson, where all students complete the survey simultaneously. Typically, students require about 15-20 minutes to finish the survey.

## The #BeeWell Dashboard - Indicator Concerns

The first cohort to complete the #BeeWell survey was our current Year 11, who took part when they were in Year 8 a short time after their return from lockdown. Analysing the data on our #BeeWell dashboard revealed concerns with the loneliness indicator. Given that this cohort transitioned from primary to secondary school during lockdown, we suspected that this might have contributed to feelings of isolation.

To address this, we recognised the importance of fostering opportunities for students to connect and spend time together outside the classroom. We consistently shared survey results with students during year group assemblies, emphasising transparency and community engagement.

## Outcomes

In response to the loneliness indicator, we focused on enhancing our extracurricular provision for the Year 11 cohort. We ensured a diverse range of activities was available, promoting participation through assemblies and form periods. Over the course of twelve months, we saw a notable increase in participation rates in extracurricular activities among this year group.

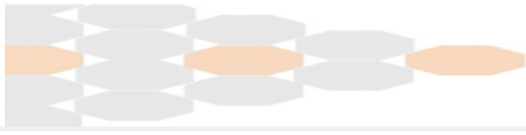
We also arranged and promoted to students from this cohort school trips, such as skiing and educational excursions related to Geography and History. For the end-of-year activity week, we incorporated more group-oriented activities, facilitating interaction among students from different form groups.

A highlight of our initiatives was organising an outdoor adventurous activity day for the entire year group. Activities such as caving, rock climbing, abseiling, and water sports were designed to promote teamwork and socialisation across the cohort. Students collaborated with peers outside their form groups, fostering new friendships and connections.

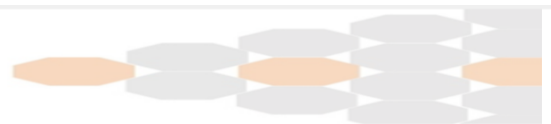
The impact of these initiatives was evident in subsequent #BeeWell surveys conducted in 2022 and 2023, which showed significant improvement in the loneliness indicator for the cohort. This positive trend underscored our commitment to addressing student well-being and enhancing their school experience.

## Conclusion

The implementation of the #Bee Well project has been instrumental in identifying and addressing key areas of concern within our student population. By responding proactively to the loneliness indicator and enhancing our extracurricular offerings, we have fostered a more connected and supportive school environment. As we continue to engage in the #BeeWell project, we remain dedicated to monitoring student well-being and adapting our strategies to ensure all students thrive both academically and socially.



**Trafford Children’s Services**  
**Complex Safeguarding**  
**Annual Report**  
**2023 – 2024**



## TRAFFORD COMPLEX SAFEGUARDING ANNUAL REPORT 2023- 2024

Content	Page
Forward	3
Governance and Greater Manchester Combined Authority	4-5
Trafford Complex Safeguarding in Context	5
Staffing	6-7
Professional Development	7 - 11
Complex Safeguarding [SHINE] Development	10 - 12
Performance Data	12-20
Quality Assurance	21- 27
Review of 2022- 2023 Recommendations and Plan	27 - 29
Conclusion and recommendations	29
Appendix 1: <i>Case study, Child A</i>	30-32
Appendix 2: <i>Feedback from young people, parent, and a professional.</i>	31 - 33
Appendix 3: Example of a <i>Risks and Strengths</i> map	34
Appendix 4; <b>Research project</b> <i>How does institutional racism limit our capacity to May 2024 assign victim status to Black and minority adolescents?</i>	35

## Foreword

*Welcome to Trafford's Children's Services Complex Safeguarding Annual Report 2023 - 2024.*

*Our vision is for Trafford to be the best place for children and young people to grow up happy, healthy, with confidence, ambition and surrounded by love, care, and kindness. We want our children and young people to have the very best start in life and to thrive throughout their childhood and teenage years, and for families and carers to be supported to enable this.*

*We recognise that complex safeguarding is an approach to understanding and responding to our young people's experiences of significant 'extra familial harm'. We know that the relationships young people have with peers, adults, people in their neighbourhoods, professionals, or 'online', in all their environments can feature exploitation in varying forms. Sometimes parents and carers have little influence over these contexts, and this can undermine family relationships.*

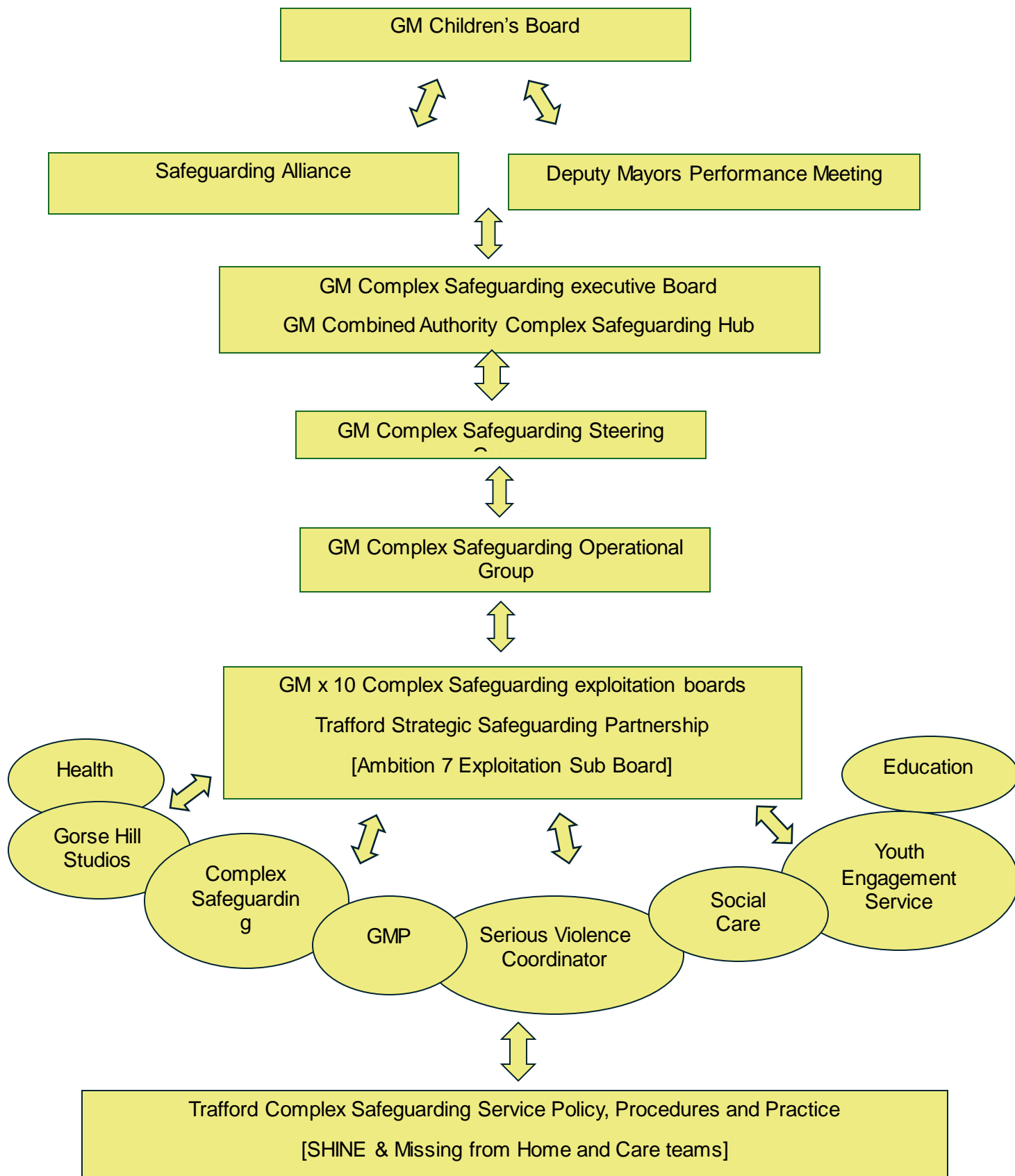
*Complex safeguarding often expands beyond the objectives of traditional social care and child protection systems and can be a scary time for young people, their parents and families, and professionals who are supporting them. The social workers in our complex Safeguarding team 'SHINE' and wider partners are committed to engaging with young people, and anyone who has influence over them to promote safety and stability wherever possible. We recognise that assessment and intervention within these other spaces are a critical part of safeguarding practices that can be delivered using innovative and creative approaches. Greater Manchester's definition of complex safeguarding is,*

*"Complex Safeguarding is criminal activity (often organised), or behaviour associated with criminality, involving children and young adults (often vulnerable) where there is exploitation and/or a clear or implied safeguarding concern." (Complex Safeguarding Delivery Plan 2019).*

*Our principles are founded in relational practice and based on our 'EPIC' values of 'Empowerment, Person centred approaches, Inclusivity and Collaboration' and we align with the Greater Manchester definition and approach. Trafford is committed to working holistically and collaboratively with parents, carers, families, partners, communities and the Greater Manchester Complex Safeguarding Hub to achieve this vision, and to prevent abuse and exploitation, to protect children and young people, and to pursue perpetrators and bring them to justice.*

TRAFFORD COMPLEX SAFEGUARDING ANNUAL REPORT 2023- 2024

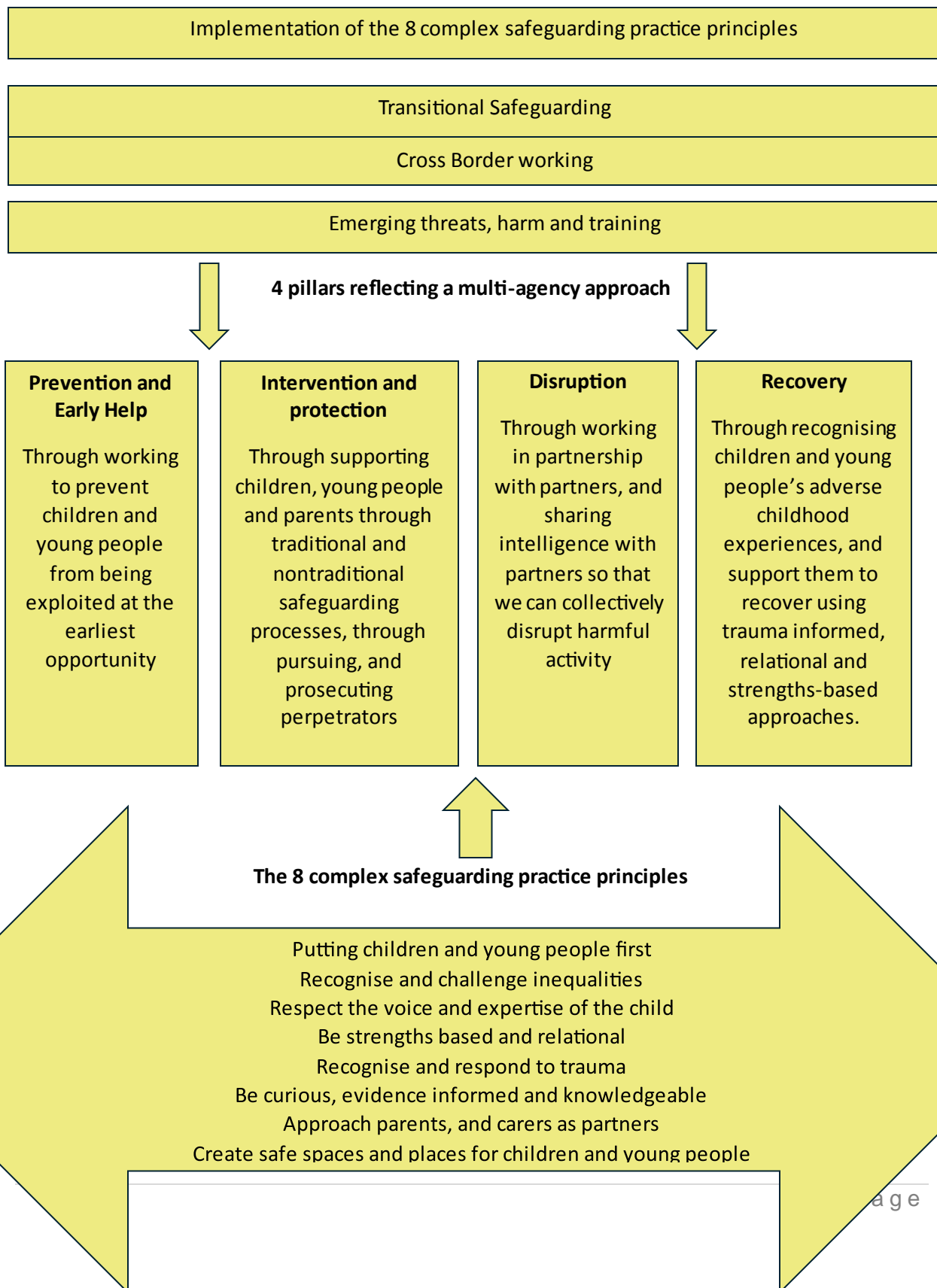
**1 Governance arrangements and Greater Manchester Combined Authority**



TRAFFORD COMPLEX SAFEGUARDING ANNUAL REPORT 2023- 2024

1.1 The diagram above shows a clear governance framework and line of accountability for Trafford complex safeguarding service, 'SHINE'. SHINE practice is aligned with the Greater Manchester complex safeguarding hub, and committed to the wider strategy that consists of 4 key priorities, delivered through 4 pillars reflecting a multi-agency approach that is underpinned by 8 practice principles, referred to below [2023-2024]

1.2 GM Key Priorities



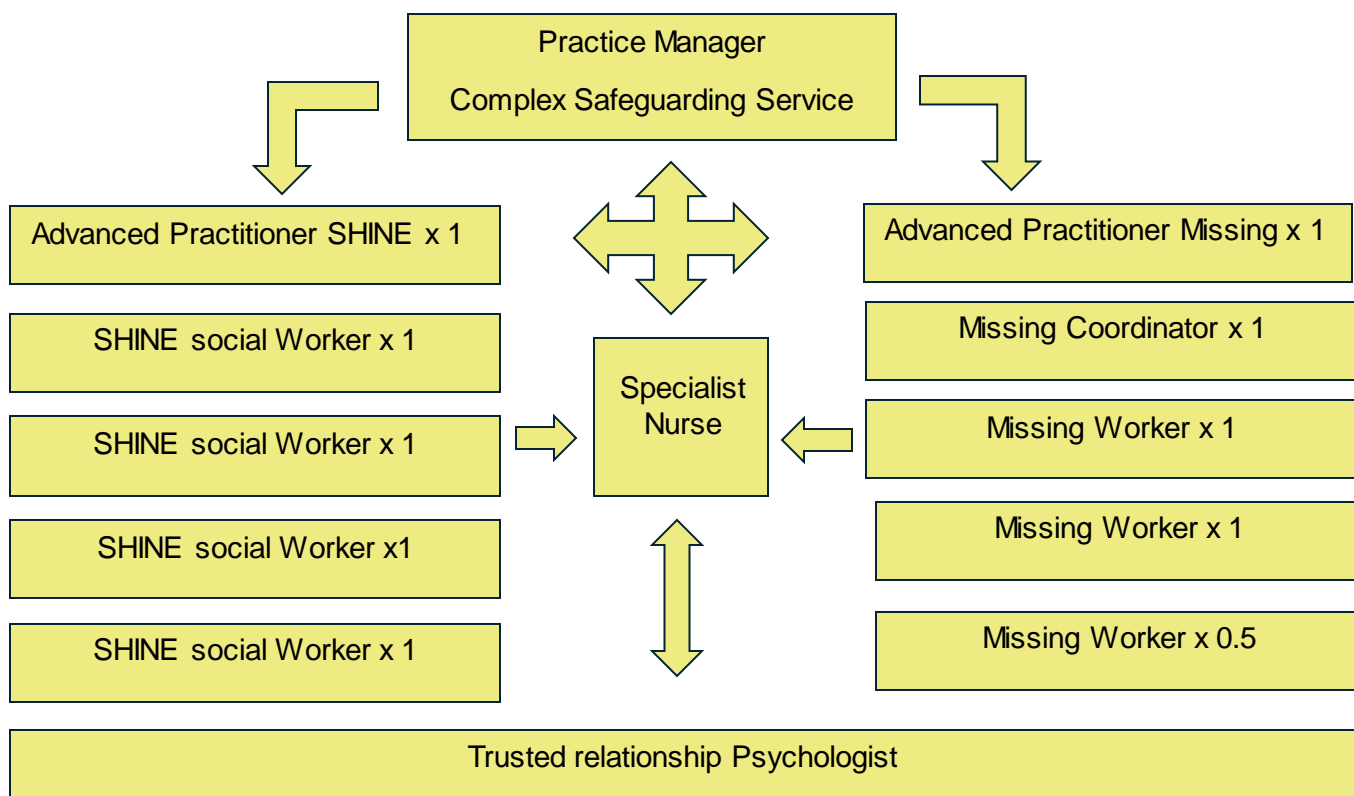
TRAFFORD COMPLEX SAFEGUARDING ANNUAL REPORT 2023- 2024

1.3 Our multi-agency complex safeguarding team was established in 2019 and works with children and young people who are known to be exploited, suspected to be exploited, and/or who are vulnerable to being exploited. We know that missing children and young people are at an increased risk of exploitation, and our missing from home /care team are co-located with SHINE, and inextricably connected.



2 Our SHINE team consists of a Head of Service, Practice

Manager, SHINE Advanced Practitioner, missing from home/care Advanced Practitioner, social workers, young persons' missing coordinator, and missing workers. Our SHINE team has a dedicated complex safeguarding specialist nurse, and a trusted relationship psychologist, so that our children and young people can benefit from a broad range of expert health advice. We continue to have a stable workforce.

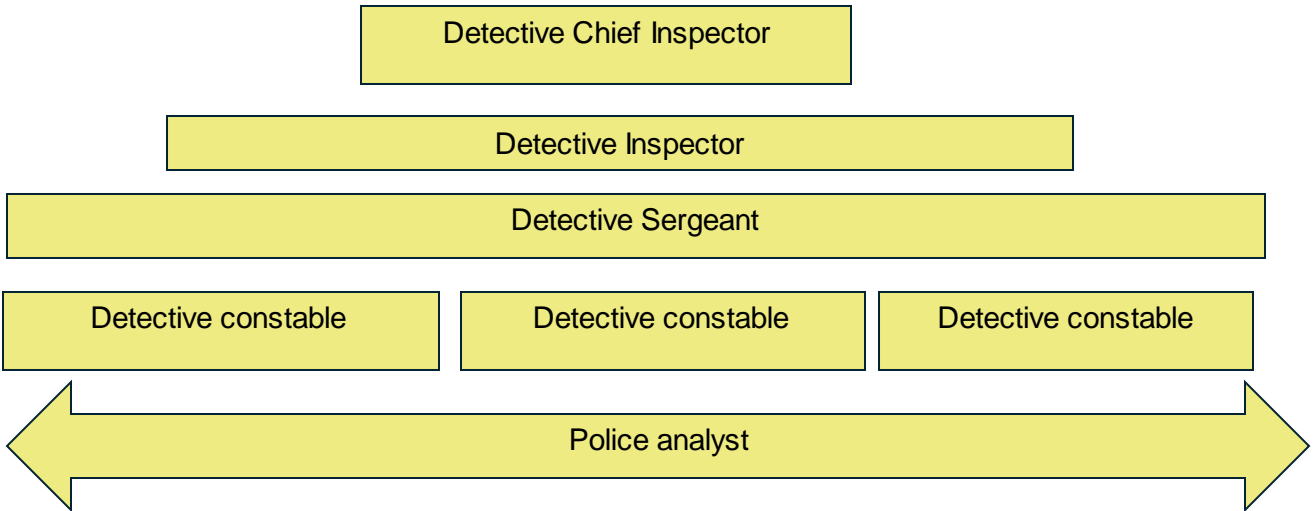




TRAFFORD COMPLEX SAFEGUARDING ANNUAL REPORT 2023- 2024



**2.1** The SHINE, and missing team is co-located with Greater Manchester Complex Safeguarding Police, at the Police station and this helps us to work closely, so that we can achieve the Greater Manchester 4 Key Priorities, and deliver a coordinated response to prevent exploitation, intervene and protect our children, disrupt perpetrators, and support recovery.



**2.2.** SHINE and our missing team sit within the Vulnerable Adolescent Service and is aligned with the Youth Justice and Youth Engagement Service, including our Childrens Rights Service. This allows us to access advice from colleagues and partners across the Vulnerable Adolescent Service, including a Speech and Language Therapist, Children and Adolescent Mental Health link worker, Mental Health Counsellor, and Careers Advisors. We have access to our 'talk shop' resources and share our information with the detached outreach youth work team, so that we can target any local areas where there are concerns around exploitation.



**3** We have continued to invest in our SHINE practitioners, Missing workers, Social Care Colleagues, and Partners through supporting a multi-faceted comprehensive training offer: training through our Vulnerable Adolescent Service meetings, via the Safeguarding Board, during Trafford Strategic Safeguarding partnership 'Weeks of Action', and Trafford Children's Services 'Practice Weeks'. The Greater Manchester Combined Authority Complex Safeguarding Hub provides a breadth of training and can also commission specific training in response to identified needs and trends across the region. The impact and outcomes are referred throughout this report.

## Vulnerable Adolescent Service Meetings



**3.1 January 2023:** Our Police colleagues delivered training about 'Urban Street Gangs', Drill music' and the influence and impact of social media. This improved our understanding of the concerns surrounding 'opposing' groups of young people, and our collective 'mapping' of information and intelligence, so that we are better able to protect them.

**3.2 March 2023:** AFRUCA training on cultural awareness, adultification and cultural competence in the work with our Black and minoritised children and young people. This has helped us to tailor our support and work with children and young people in a way that considers their lived experience.

**3.3 May 2023:** Peer Review [2023]. We delivered the findings of our peer review and started our collaboration with practitioners to challenge victim blaming language and improve our understanding of adolescent development. This has helped us empower our children and young people and gain their trust, which can be seen in the Appendix 1 and 2.

**3.4 July 2023;** Care Planning and links to exploitation, *roles and responsibilities*. Understanding our care planning and links to exploitation has enabled us to understand our role in care planning, to support our cared for children to have the same opportunities, that none-cared for children have. We are now more able to advocate for our cared for children in care planning forums, supporting them to have 'typical teen' experiences whilst promoting safety and stability.

**3.5 September 2023;** PREVENT, the links between *radicalisation as exploitation*. We have developed our understanding of the vulnerabilities that exploiters can take advantage of to radicalise our young people. This has improved our knowledge about how to identify and respond to any concerns of radicalisation.

**3.6 'Round Midnight'** delivered training on their Virtual Reality programme developed to address youth '*gang*' and '*knife*' culture. We have since commissioned the Virtual reality headsets and programmes and our SHINE and Youth Justice practitioners are using this to encourage children and young people to make different decisions. Early analysis of the data shows that we have completed 32 sessions, and none of the children or young people have gone on to be exploited into committing further group or knife related behaviours. [Round Midnight Creative Arts - Creative Community Projects](#)

**3.7 January 2024:** We revisited and refreshed our understanding of the '*Adolescent Brain*' and '*Child First*' principles.

**3.8 March 2024:** '*Engaging and working with our neurodivergent children and young people*'. We have raised awareness of specific vulnerabilities that our neurodiverse young people experience and reminded practitioners that these children are vulnerable to being exploited through controlling and coercive behaviours. This has supported us to reflect on our communication styles, and different creative approaches so that our work is relatable and makes sense to them.

TRAFFORD COMPLEX SAFEGUARDING ANNUAL REPORT 2023- 2024

**3.9** Trafford children’s Services have commissioned in the Strengthening Practice programme, which has supported our practitioners to develop knowledge and skills around assessment, planning and parenting. The programme has equipped us with a range of evidence-based tools, so that we can work more effectively to improve the lives of the children, young people and families we work with. [Strengthening Practice | Developing Vibrant & Skilled Professionals](#)

**3.10** We have worked with partners to raise awareness of exploitation through Trafford Strategic Safeguarding Partnership ‘weeks of action’ [March and October 2023] to reach children, young people, parents, carers, colleagues, partners, and the residents of Trafford both in person through training: support and detached youth work at schools: and in places of work and the community. We have also promoted awareness through media communications. Below is an example of the training and communication offer.



**Training delivered during March and October 2023 ‘Weeks of Action’**



**3.11** We collectively reached a wide range of children, young people, parents, carers, colleagues, **Youth Engagement Service detached outreach work, schools and communities** weeks of action to create an opportunity to design leaflets, go out in the community and visit local

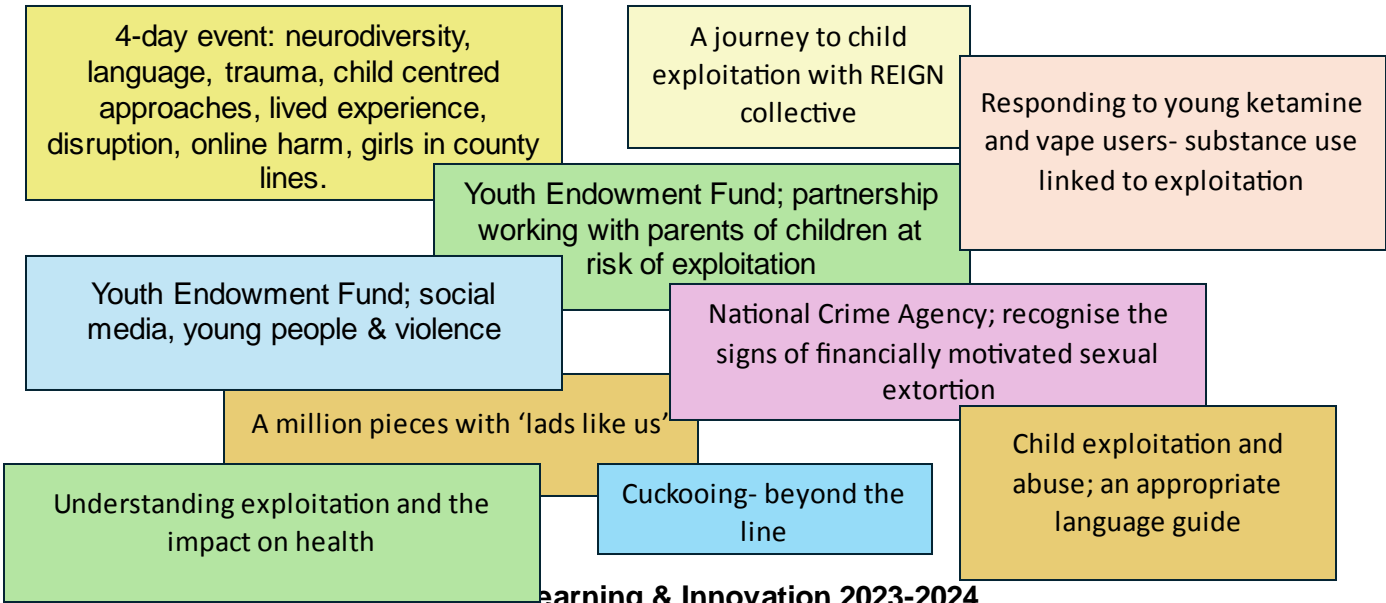
TRAFFORD COMPLEX SAFEGUARDING ANNUAL REPORT 2023- 2024

businesses, hotels, and in particular metro-link tram stations known to be areas of concern. We listened to residents and raised awareness about the signs of exploitation, and how they can support us to support our children through reporting it. It is difficult to evaluate the impact of our weeks of action, but we have some headlines.

**Impact:** Quantities of drugs seized, and adults arrested; students at Wellacre and Sale High reported better relationship with the police following their visit; Several warrants executed; complex safeguarding team spoke with 40 young people who engaged in the topic; 14 partners attended the exploitation roundtable describing the sessions as positive and informative; MFT provided a session at St Mary’s sexual assault referral centre cascading information about exploitation to 8 specialist workers; we reached in excess of 350 practitioners, colleagues and young people providing education about exploitation across a range of topics. Our social media analysis indicates Facebook 149 ‘post reach’; Twitter 9300 Impressions, 3% engagement, 48 links ‘clicked’ and 53 re-tweets and 88 likes; You tube had 380 views, with 14 hours watched and our website Week of Action page had 57 views.

**3.11 Greater Manchester Combined Authority complex safeguarding hub**

Key concerns about exploitation trends, and the needs of our children and young people are discussed at the Greater manchester Steering group, and this results in raising an awareness of the wider issues, and commissioning in training. Our SHINE and Missing practitioners have attended a range of training, referred to below. This has meant that we our practitioners are ready and able to support children open to our service in the right way, and that we can target our resources to meet their needs. Exploitation ruins live and undermines communities, so understanding the local landscape and being able to adapt and respond to changing trends is critical to promote safety and stability.



**Greater Learning & Innovation 2023-2024**

**4.1** Shine has been established for 5 years, and we have continued to learn from our children, young people, parents, carers, and partners.

We share our 2023-2024 experiences of internal and external quality assurance process further in this report, and we have continued to learn and act on the findings, leading us to develop and innovate. Some examples are referred to below.



**4.2** Ambitions & Aspirations plan: Our young people write their own '*Ambitions Plan*'. However, we want our service to be aspirational for our young people, so we have amended the plan to add what our aspirations are for them. This supports our young people to feel cared for and empowered.

**4.3** SHINE panel: We have expanded the membership of our multi-agency SHINE panel, and we now have standing members early break substance use, and adult social care [17+ young people] as well as the police, health, social care, and education. The SHINE panel are now accountable for decisions to allocate, to review the *Ambitions & Aspirations* plan [3 monthly], and support in decisions to signpost children and young people to other services as part of their exit strategy. This ensures that all the information is shared about children open to SHINE, prevents '*drift and delay*' in providing services, and supports in their recovery through the right '*forward journey*' arrangements.

**4.4** Transitional safeguarding: The adolescent brain does not reach maturity until the age of 25 years. We want all young people open to us at 17 years and 6 months to have an opportunity to transition to adult services and because of that we now have an adult social worker who attends our SHINE panel for this age group. As a corporate parent we invite the personal advisor from the leaving care team so that we share our knowledge about the young person, and this supports a safer transition and stops them having to 're-tell' their story. We are also available for consultation and advice for our leaving care service so that our 18 – 25-year-olds can have the right support.

**4.5** National Referral Mechanism [NRM]: We have embedded a new 'pre-NRM multi-agency process', utilising support from Barnardo's when necessary. This has enabled us to strengthen our submissions to the Home Office. Because of that we have more young people with a *reasonable* or *conclusive* ground decision. This means that our young people are recognised as *victims* of child criminal or sexual exploitation, as opposed to '*criminals*' or '*promiscuity*', and they are more likely to have a legal defence if matters go to Court.

**4.6** SHINE, and children who are missing: The advanced practitioner attends the SHINE panel so that we collectively '*connect the dots*' between children who are missing, and potential exploitation. We have worked with our police colleagues to develop their '*trigger plan*' and this helps us understand which partners need to respond to protect children who are missing and exploited. This helps us keep children safe '*pre*', '*during*' and '*post*' missing episode. The sharing of this information supports the police to understand when to intervene through issuing a 'Child Abduction Warning Notice', for adults who are harbouring children who are missing.

**4.7** Innovation: We have continued to innovate, and we have commissioned in 'Round Midnight', a programme using virtual reality, delivered through headsets and conversation to support our young

## TRAFFORD COMPLEX SAFEGUARDING ANNUAL REPORT 2023- 2024

people to understand child criminal exploitation [gangs and knife crime], and to inspire them to make different decisions. Some of our young people are open to Youth Justice because of child criminal exploitation, and our preliminary findings indicate that we have delivered 32 sessions, and none of the young people have gone on to commit further 'group' or 'knife' related behaviours, which suggests that we are disrupting some exploitation and exploiters.

**4.8** We have just started to implement our pilot intervention 'MyPlan', which is an alternative to traditional social care approaches for children, young people and their parents, specifically when risk is assessed as outside of the family home. We have also recently commissioned in parenting support for this cohort. This pilot approach is in its infancy and the evaluation will be included in 2024 – 2025 SHINE annual report.



**5** Trafford aligns with the GM Complex Safeguarding performance framework 'Insight and Impacts' data to understand our children and young people across 3 domains:

- \* Referrals and re-referrals
- \* Children and young people who are 'open cases'
- \* Children and young people who are 'closed', showing the distance travelled on their journey with SHINE

More importantly we ask our children, young people, parents/carers and partners to share their experiences of SHINE, and this is referenced in our quality assurance and Appendix 2.

***\*Percentages must be caveated by the small numbers of children, that can present as a higher percentage. Additionally, GM data is an average across 10 local authorities, and cannot be an accurate comparable, but is treated as an indication if there is a significant difference\****

### 5.1 Number of referrals, re-referrals and allocation

**5.1** Positively SHINE has received 64 referrals in 2023- 2024, which is 19 more than the previous year. We have noticed that we tend to get more new referrals when we have had some Greater Manchester or Trafford activity to raise the profile of exploitation, which suggests that the 'weeks of action', and 'practice weeks' are working.

**5.2** We have increased the number of children we have allocated from 54% [2022-2023] to 75% [2023-2024] and the Greater Manchester average referral to allocation is 74%. We offer consultation, advice, and signpost children and young people to more appropriate services if the SHINE panel decide not to allocate. Our re-referral rate is low at 11%, [7 children].

### Referrals and social care status

## TRAFFORD COMPLEX SAFEGUARDING ANNUAL REPORT 2023- 2024

**5.3** The table below shows the social care status of children referred to us. We have seen little or no significant change from 2022- 2023 to the current year, although a slight increase of 7% for those supported by child protection.

Social care status	% of CYP 2022- 2023	% of CYP 2023-2024
Child in need	45%	44%
Child protection	2%	9%
Cared for Children	22%	23%
Care leaver	0%	0%

**5.4** Most of our children live with their family [77%], some live in residential care [18%] and a small number live in Foster Care [2%]. Our aim is for all children and young people to live with their family where it is safe to do so.

#### Referrals and type of exploitation

**5.5** In 2022-2023 we saw an increase in the number of boys exploited into criminality through 'Urban Street Gang's' and serious organised crime groups. Subsequent police operations targeted and disrupted perpetrators, and court sanctions for those involved appears to have had a salutary effect. Our 2023- 2024 data shows a 10% reduction in the number of referrals for child criminal exploitation.

**5.6** We have however observed a 12% increase in child sexual exploitation from 2022-2023. This is likely to be because we have strengthened our collaborative 'mapping' of children and young people and we better understand where the exploitation occurs, and who is exploiting them. As such our police colleagues have deployed specific operations uncovering child victims, leading to more referrals.

Referrals by 'Type' of exploitation		
Type of exploitation	% 2022- 2023	% 2023-2024
Criminal Exploitation	65%	55%
Sexual Exploitation	22%	34%
Other	2%	3%
Multiple types - CCE & CSE	11%	8%

**5.7** Following on from the 'type' of exploitation, there is a gender connection that suggests exploiters are more likely to recruit boys into criminality, and exploit girls through sexual exploitation. The reduction in criminal exploitation is likely to contribute to the 17% reduction in referrals for boys, and 14% more for girls.

#### Referrals by Gender

## TRAFFORD COMPLEX SAFEGUARDING ANNUAL REPORT 2023- 2024

Gender	% 2022-2023	% 2023-2024
Female	28%	42%
Male	72%	55%
Trans Female	0%	0%
Trans Male	0%	0%

**5.8** There has been a slight reduction in the number of Black children referred to SHINE [4%], and a notable increase in referrals for White children [18%]. This correlates with the fact that we have reduced the 'other' category, and now have a better understanding of ethnicity at the referral point. We understand that children and young people of Black, or Mixed ethnicity are more likely to be 'adultified' and are nationally over-represented in services. We continue to reflect on the experience of our Black and Mixed heritage children and young people and understand their lived experience and identify, so that we offer the right support. We have supported a SHINE practitioner on a research project in conjunction with Salford University, *"How does institutional racism limit our capacity to assign victim status to Black and minority adolescents?"* Referred to on page 23, and the author is supporting us to shape our Youth Justice disproportionality plan.

Referrals and ethnicity		
Ethnicity	% 2022- 2023	% 2023 – 2024
Asian	2%	3%
Black	9%	5%
Mixed	24%	23%
Other	20%	8%
White	45%	63%

**5.9** We have seen the number of referrals for our 15 and 16-year-olds reduce considerably [25%]. This correlates with the increase in the number of referrals for our 17 and 18-year-olds [23%]. Most of our young people have a range of complex needs and their vulnerability can increase during adolescence though missing from home/care and being exploited by older peers. We do need to strive to identify and support younger children to prevent exploitation and this continues to be a focus during 2024- 2025.

Referrals and Age		
Age	% 2022- 2023	% 2023 – 2024
11 & under	0%	0%
11 - 12	13%	11%
13 - 14	24%	28%
15 - 16	59%	34%
17-18	4%	27%

### Children and Young People open to SHINE



**5.10** Our performance data for children and young people who are opened to SHINE aligns with the Greater Manchester ‘insights and impact’ framework. We report on sources of harm, type of exploitation, social care status, age, gender, ethnicity, SEND, education, substance use, health, and length of time supported by SHINE. Trafford also reports on children and young people who have had a National Referral Mechanism submission.



### Sources of harm

**5.11** We have seen a slight increase in the number of children and young people who are targeted by a lone perpetrator [6%], although significantly more are targeted by multiple perpetrators [22%], linked to ‘online’ exploitation, and organised groups of exploiters, for example ‘county lines. There are fewer children exploited by peers this year because the ‘Urban Street Gang’ activity has calmed. The ‘unknown’ data has reduced, demonstrating our improved understanding of who the exploiters are.

Sources of harm for children and young people open to SHINE			
Source of Harm	% CYP 2022-2023	% of CYP 2023-2024	GM
Lone offender (Both Online & in person)	18%	24%	22%
Multiple offenders (Network or Organised: Online/in person)	23%	45 %	45%
Non-adult(s) or peer(s)	13%	7%	7%
Unknown	46%	34%	27%

### Children and young people open to SHINE by ‘Type’ of exploitation

**5.11** We continue to work with a range of children and young people who are known to be exploited [39%], suspected of being exploited [38%], and /or vulnerable to exploitation [23%] showing no significant change from 2022-2023. Our assessment tool WISE has enabled us to specifically focus on contextual and complex safeguarding / exploitation, and we are better able to understand when and what our children and young people are experiencing. We recognise that not all Greater Manchester complex safeguarding teams are using WISE.

Children and young people open to SHINE by ‘Type’ of exploitation			
Type of exploitation	% of CYP 2022- 2023	% of CYP 2023-2024	GM
Criminal Exploitation	47%	49%	49%
Sexual Exploitation	36%	38%	37%
Other	2%	0%	3%
Multiple types - CCE & CSE	15%	13%	7%

### Children and young people open to SHINE by social care status

## TRAFFORD COMPLEX SAFEGUARDING ANNUAL REPORT 2023- 2024

**5.12** We continue to support children who are suspected/vulnerable to exploitation, and they are more likely to meet the child in need social care threshold, as opposed to child protection. Trafford has a higher number of cared for children than Greater Manchester, and this is likely to be because our SHINE service only supports children and young people open to social care, whilst other authorities have different models. Positively in 2023-2024 most of our SHINE children lived with their family [72%], whilst 16% of our cared for young people lived in foster care, 22% of them lived in residential care. We continue to support our cared for children through promoting a ‘*typical teen*’ approach with carers, so that they have the same opportunities as our ‘*non-cared for teens*’ and ‘*non-service using teens*’.

Children and young people open to SHINE by social care status			
Social Care threshold/status	% of CYP 2022- 2023	% of CYP 2023-2024	GM
Child in need	32%	41%	42%
Child protection	14%	17%	16%
Cared for children	38%	38%	27%
Care leavers/experienced young people	0%	0%	2%

#### The age of children and young people open to SHINE

**5.13** There is no significant change in the age of children and young people open to SHINE.

The age of children and young people open to SHINE			
Age	% CYP 2022- 2023	% CYP 2023 2024	GM
11 & under	0%	0%	1%
11 - 12	6%	10%	7%
13 - 14	15%	18%	26%
15 - 16	59%	54%	46%
17-18	20%	18%	19%

#### The gender of children and young people open to SHINE

**5.14** There is no significant change in the gender of children and young people open to SHINE.

The gender of children and young people open to SHINE			
Gender	% CYP 2022-2023	% CYP 2023-2024	GM
Girls	47%	45%	44%
Boys	53%	53%	55%
‘Trans’ Girl	0%	0%	0%
‘Trans’ Boy	0%	0%	0%

## TRAFFORD COMPLEX SAFEGUARDING ANNUAL REPORT 2023- 2024

**The ethnicity of children and young people open to SHINE**

**5.15** Our data shows no significant change between 2022-2023 and 2023- 2024. Our data shows some difference with the Greater Manchester averages, and those are likely to be because of different demographics, caveated by smaller numbers and the translation into percentages. Our plan is to reduce the number of 'other' in 2024- 2025.

<b>The ethnicity of children and young people open to SHINE</b>			
<b>Ethnicity</b>	<b>% CYP 2022- 2023</b>	<b>% CYP 2023/2024</b>	<b>GM</b>
Asian	2%	2%	6%
Black	5%	7%	11%
Mixed	21%	18%	10%
Other	13%	13%	5%
White	59%	59%	68%

**Children open to SHINE with a Statement Educational Needs Disabilities**

**5.16** We have seen an increase in the number of children who have SEND support [14%], and in part this is because we have strengthened our connections with our colleagues in health and education, so we are better able to identify children with SEND needs. Our young people who are supported by SEND is higher than Greater Manchester [26%], and upon reflection this could be a combination of factors such as demographics, and because some other local authorities support children and young people who are not open to any other service. We continue to work closely with the lead social workers through attending EHCP reviews, child in need, child protection, and Care Planning meetings to ensure their 'Ambitions' are reflected in their plan. Our aim in 2024 – 2025 is to report in more detail children with neurodiverse abilities, and work in partnership with our children to develop a sensory room at our 'Talk Shop'.

<b>Children open to SHINE with a Statement Educational Needs Disabilities</b>			
<b>SEND</b>	<b>% CYP 2022- 2023</b>	<b>% CYP 2023 2024</b>	<b>GM</b>
SEND	46%	60%	34%
Non-SEND	54%	40%	66%
SALT	NA	9%	10%

**Children open to SHINE engaged in Education, Training, Employment**

**5.17** We have seen a good increase in the number of children and young people who have engaged in education [23%], although the data shows this is linked to alternative provision. We have notably more young people in alternative provision than the Greater Manchester average, again potentially because of a combination of factors such as demographics, and because some other local authorities support children and young people who are not open to other services.

**Children open to SHINE engaged in Education, Training, Employment**

## TRAFFORD COMPLEX SAFEGUARDING ANNUAL REPORT 2023- 2024

<b>Education, Training and Employment</b>	<b>% CYP 2022- 2023</b>	<b>% CYP 2023 2024</b>	<b>GM</b>
Engaged in Education, Training, Employment	45%	68%	68%
Registered in alternative pupil provision	26%	46%	27%
Home educated	0%	0%	NA

**Children open to SHINE and Substance use**

**5.18** The number of children and young people who have experienced substance use has increased and it could be because we have an Early Break practitioner at our SHINE panel so we can identify substance use as a feature of the exploitation early; and because we have strengthened our assessments through using WISE, which is better able to consider substances linked to exploitation, for example county lines. We have 19% more children accessing specialist provision; and our SHINE practitioners have accessed training on drug and alcohol use, and county lines so are more equipped to address this with our young people.

<b>Children open to SHINE and Substance use</b>			
<b>Substance use</b>	<b>% CYP 2022- 2023</b>	<b>% CYP 2023 –2024</b>	<b>GM</b>
Substance misuse is a feature in the child’s life	57%	73%	52%
Child is receiving support / from:	43%	80%	91%
SHINE	29%	66%	61%
Specialist provision	14%	33%	21%
Other	NA	1%	18%

**Children open to SHINE and Emotional/Mental Health**

**5.19** There is little change in our data since 2022. Our SHINE service has a specialist complex safeguarding nurse integrated into the team for 3 days each week; and we have access to a Trusted Relationship Psychologist, who supports our practitioners to understand how best to work with our young people who struggle with their emotional and mental health. Young people open to Youth Justice and SHINE will be supported through a different health ‘triage’ approach, offering mental health counselling, speech and language therapy, and a link children and adolescent mental health worker.

<b>Children open to SHINE and Mental Health</b>			
	<b>% CYP 2022- 2023</b>	<b>% CYP 2023 2024</b>	<b>GM</b>
Children accessing mental health support	32%	31%	21%

**Length of time children are open to SHINE**

**5.20** This data was not reported on in 2022-2023. Most of our children are open to us for a short period and this tends to relate to those who are vulnerable to exploitation, or when exploitation is suspected [0-6 months] and our support is to remain curious through assessment and educate to

TRAFFORD COMPLEX SAFEGUARDING ANNUAL REPORT 2023- 2024

prevent exploitation. Children and young people who are being exploited tend to be open longer [6-12 months], and we work to ‘map’ their experience of exploitation and intervene to protect them. The critical few are open for more than 12 months, and we work collaboratively with partners to share information, disrupt and pursue perpetrators, protect our young people and where possible support them into recovery.

Length of time children are open to SHINE			
	% CYP 2022- 2023	% CYP 2023 –2024	GM
0-6 months	NA	66%	65%
6-12 months	NA	23%	23%
1-2 years	NA	9%	9%
2+ years	NA	2%	2%

**5.21** Submitting a National Referral Mechanism promotes an ‘active’ response from our complex safeguarding police team and means that the child is recorded as a victim of a crime. We have developed our National Referral Mechanism process, and we now have a multi-agency ‘pre-NRM’ meeting if we have *suspicion* of modern-day slavery. The data shows us that we have submitted 8 more NRM’s in 2023- 2024 than the previous year, and that fewer children have had a ‘reasonable grounds’ decision, and many more a ‘conclusive grounds’ decision. Children with a conclusive ground’s decision are more likely to have a legal defence if they find themselves in court, because of their exploitation.

Children with a National Referral Mechanism Referral			
NRM	No CYP 2022- 2023	No CYP 2023 –2024	GM
Number of children with a NRM	11	19	NA
Number of children with reasonable grounds	7	4	NA
Number of children with conclusive grounds	4	15	NA

**Children and Young People closed to SHINE**

**5.22** The performance data across Greater Manchester reports on the circumstances of children and young people who have closed to complex safeguarding. This is what our SHINE data tells us.



Children and young people closed to SHINE	% CYP 2023 –2024	GM
The <u>number</u> of children closed to SHINE	70	-
Percentage of children who have closed to SHINE but have ongoing support from parents, carers, partners and / or other services remains	91%	

## TRAFFORD COMPLEX SAFEGUARDING ANNUAL REPORT 2023- 2024

high, which is positive because they are more likely to feel loved, and cared for, and less likely to be exploited.		73%
The percentage of children engaged in education training or employment related activities at the point of being opened to SHINE was 68%. At the point of closure this was 90% which continues to be high. Education, Training and Employment is a significant protective factor for our children and young people, so they are less likely to be exploited.	90%	73%
The percentage of children closed to SHINE who are in stable and suitable accommodation remains high. Most of our children and young people feel settled in their living arrangements and having a stable home life is a protective factor.	91%	88%
The <u>number</u> of young people with missing episodes has reduced. Some children and young people who go missing are more likely to be exploited. Fewer missing reduces the opportunity for exploiters to exploit our young people.	37	-
Yes: percentage missing episodes reduced	97%	80%
No: percentage missing episodes not reduced	3%	12%
Missing episodes same level	0%	8%
The percentage of young people closed to SHINE that are referred to or have an agreed transitioned pathway into adult services is high. We recognise that developmentally adolescents are not 'adults' at the age of 18 years old, and we will continue to support them during their transition.	80%	40%
The percentage of young people who have achieved at least one agreed 'Ambition' or Aspirations is high. This provides our young people with a sense of achievement and is likely to increase their self-esteem and reduce the exploiters opportunity to groom them.	94%	91%
The percentage of young people who have engaged in positive or fulfilling activities, such as making their own music, or achieving an AQA certificate is good. Aspiring to achieve is a protective factor.	66%	68%
The percentage of young people who have formed a trusted relationship with at least one positive role model is high. Many of our young people have someone they can turn to for the right support.	83%	88%
The percentage of young people who tell us that one or more of their relationships have improved because of their SHINE support is high which tells us that we help young people to trust others to help them.	83%	77%
The percentage of young people, parents and carers who shared their experience through direct feedback remains low, but slightly higher than 2022 – 2023 [36%]. This is an area of focus in 2024- 2025, and we need to	46%	44%

reflect on how we ‘modernise’ our approaches in hearing the voice of the child.

**6** Trafford Children’s Services has a quality assurance framework in place, and the Vulnerable Adolescent Service is committed to this through the audit and moderation process incorporating a mix of quantitative measures, and qualitative narrative. SHINE is quality assured through the Trafford Strategic Safeguarding Board, exploitation board; monthly Senior Leadership quality and performance meetings; and monthly assurance meetings with the Corporate Director of Children’s Services, and Director of Early Help and Social Care. Of course, Ofsted provide us with external scrutiny and more recently we have offered assurance to HMICFRS, CQC, and Ofsted inspectors as part of the Mayoral Review, and peer review exercise, although this will be referred to in the SHINE annual report 2024- 2025



**Children and Young people’s audit outcomes.**

**6.1** Our quality assurance framework considers 4 domains in the audit process: quality of the assessment, plan/planning, management grip, and the child’s journey, and the measures within those domains were quite specific to traditional social care practice. As such, we have amended and ‘tailored’ the audit mid 2023- 2024, so that the metrics in each domain reflects complex safeguarding principles, and missing processes. Whilst this will enable us to have a clearer picture of our practice, it does mean that we are unable to compare data with our 2022- 2023 audits findings.

**6.2** We have continued to develop our quality assurance activity, and our audits now include a conversation with the young person, and their parents / carer so that we hear their view of our service, which will help us shape it going forward. Each audit also results in a reflective conversation and learning experience with the SHINE practitioner, so that we understand our strengths, and areas to develop in ‘real time’.

Quality Assurance Framework: Audits	% 2023- 2024
<b>Audits Submitted:</b> We have improved on the percentage submitted, from 60% [2022-2023] to 75% [2023- 2024] Our aspiration is to achieve 100% target for audit submissions in 2024- 2025	75%

## TRAFFORD COMPLEX SAFEGUARDING ANNUAL REPORT 2023- 2024

<b>Graded Inadequate:</b> Significantly the number of audits graded as inadequate in 2023- 2024 is 0 %, and we plan to continue with this progress in 2024- 2025.	0%
<b>Graded Requires Improvement:</b> The number of audits that are considered as requires improvement is quite high, and these largely relate to practice towards practice before we implemented WISE. Our aim is to reduce this further in 2024- 2025, and preliminary findings indicate progress in this area.	60%
<b>Graded Good;</b> The number of audits considered as good appears relatively low. This is likely to be because of the increase in those graded as outstanding, and this gives us some sense of improvement.	15%
<b>Graded Outstanding;</b> A quarter of our audits show our practice as outstanding.	25%

**SHINE: thematic audit [Early Indicators of exploitation & Early Help]**

**6.3** We explored the circumstances and characteristics of 10 children who had been referred to SHINE and allocated to the team. We selected the children based on a *High and Medium* level of risk at the time of the referral, and a proportionate representation of age, gender, and ethnicity. We used the '*It was Hard to Escape*' review findings completed in 2020 to consider which of the areas of vulnerability to include in the audit [The Child Safeguarding Practice Review Panel - It was hard to escape - report \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/91212/it-was-hard-to-escape-report.pdf) We considered indicators such as missing, missing from education, substance use, criminality, use of weapons, school exclusion/reduced timetable, mental health, family 'dysfunction', neurodiversity, send, and ehcp's. Our findings show:

Thematic Audit understanding early indicators of exploitation									
Area Of concern	Criminality	Missing from Home	Missing From ETE	Mental health	Neuro Diversity	SEND EHCP	Substance Use	Local Area Concern	Family concerns
Number Children	6	9	7	6	4	8	9	9	10
Number of concerns	5	6 or less	7 or less	8 or less	9 or less	10			
Number of Children	1	1	3	2	2	1			

- All the children had 5 or more vulnerabilities at the point of referral into SHINE
- Some children had neurodiverse abilities
- More children experienced mental health struggles, had a SEND supported by an EHCP, and had poor school attendance and some element of 'offending' behaviour.
- Most children had been missing from home, spent time in an area of local concern, used substances and experienced a difficult family life.



**6.4** As a result of these findings, we have formed links with our early help service and have offered advice and support through their ‘*family hubs*’. We have also engaged with our designated safeguarding leads in schools, and subsequently offer consultation and advice through our safeguarding board training, and wider workforce development raising awareness of early indicators, and practice approaches.

**Research Project by Sussana Clapcott [SHINE social worker], supported by Trafford Children’s Services in collaboration with Salford University.**

***“How does institutional racism limit our capacity to assign victim status to Black and minority adolescents?”***

#### **See Appendix 4**

**6.5** Sussana writes that child criminal exploitation is a pervasive and increasing issue that involves the recruitment of vulnerable children into criminal activities. Fundamentally, the victims of exploitation need to be recognised as *victims*, not treated as *perpetrators*. We must avoid the mistakes and grave consequences of our past failings and recognise exploitation for what it is. Susanna’s research examines what is currently known about the varying, yet complex factors that drive the criminalisation of Black and ethnic groups and focuses primarily on the systemic influence in the assignment, or lack of assignment of a victim status for male adolescents.

**6.6** Susanna’s research analysis identifies definitions of institutional racism, the extent and gravity of criminal exploitation, and the role of racial bias within social care, education, the police, and the criminal justice system. She refers to *Social Harm* theories to explore concepts and influences on practice and the effects of adultification. Ultimately her research finds that there is scope to improve young peoples’ experiences of frontline services through adopting cultural humility and promoting inclusivity.

**6.7** The research makes several recommendations for practice, and Sussana has been involved with the development of our Vulnerable Adolescent Service ‘*disproportionality*’ action plan [Youth Justice] and we will take this forward into 2024- 2025.

- Cultural humility and the understanding of unconscious bias to be embedded in supervision and practice frameworks.
- Inclusive community engagement involving children with lived experience, their parents, families, and communities.
- Reframing of language across services, to avoid and prevent the adultification of Black and minority adolescents
- Further research and training relating to the nuances of intersectionality.

#### **Mayoral Review assurance process**

## TRAFFORD COMPLEX SAFEGUARDING ANNUAL REPORT 2023- 2024

**6.8** The ongoing independent review into Child Sexual Exploitation, commissioned by The Mayor of Greater Manchester in 2017 is nearing its conclusion. The focus of the review is to ensure that children and young people in Greater Manchester are being adequately protected from sexual exploitation. Trafford have offered assurance through a position statement from the Corporate Director Children’s Services completed in September 2023. The statement provided an overview across the following 3 areas:

- The first position provided an overview of our operational delivery, demonstrating that we monitor our performance, identify and address risks, and achieve our objectives through working collaboratively with partners.
- The second position provided an overview of our management oversight and activity, separate from operational delivery, yet interdependent with the organisation’s management structure. This typically included quality assurance activity, reviews that have been undertaken and our approach to organisational planning, learning and continuous service improvement.
- The ‘third line’ provided assurance of any independent and objective oversight about our operational front-line delivery and internal governance framework. Unlike the first and second line of ‘defence/assurance’, the third line demonstrated our independent checks and balance to the effectiveness and efficiency of arrangements and learning outcomes.

#### Deputy Mayor Kate Green assurance visit

**6.9** The deputy Mayor Kate Green, and colleagues from the Greater Manchester Violence Reduction Unit met with the SHINE and Trafford Police complex Safeguarding team, and partners on the 7<sup>th</sup> of March 2024. The Director of Children’s Social Care and Early Help, Head of Service Vulnerable Adolescent Service, Complex Safeguarding Team Practice Manager, Practice Manager Complex Safeguarding, Detective Sergeant Katy Southern and partners provided a briefing on the work that we do.

<b>Introduction</b>	The Deputy Mayor and Councilor Carter, Executive lead member for children and young people were introduced to the complex safeguarding teams, practitioners and partners.
<b>Young person case study</b>	GMP, Health and Complex Safeguarding practitioners presented a young person’s <i>case study</i> . We shared an overview of his lived experience, and how we worked together in partnership with him, and his dad on his journey from being exploited into county lines and sleeping in a car, to achieving his ‘Ambition’ plan, of being accepted into the Armed Forces.
<b>Child’s Voice</b>	Practitioners shared the feedback that we have received from young people.

**Peer Review 2023: Review of the Peer Review action plan**

**7** In 2023-2024 Greater Manchester Complex Safeguarding Hub, and Bolton Local Authority peer reviewed Trafford SHINE and key partners Greater Manchester Police and Manchester Foundation Health Trust. The peer review reflected on our partnership arrangements and practice in tackling child criminal and sexual exploitation, modern slavery, and human trafficking. The review identified areas of strength, and reflections, and we subsequently developed an action plan, and our updates are referred to below.

*A note of caution, the Peer Review process only consists of 4 young people and case files audit findings reflect information from across social care. Partners in Greater Manchester Police and the National Health Service have sourced information from their own recording systems.*

**Summary of findings Peer Review 2023****6.10 Areas of Strength**

- The Complex Safeguarding team has manageable caseloads which ensures integrity to the 'Achieving Change Together' model.
- The 'SHINE' panel has a clear referral pathway in, review and closure process. The panel is multi agency, and reflects partners from Greater Manchester Police and Health, as well as Youth Justice and social care.
- There is a good daily duty system in place, and information sharing through the daily risk management meeting.
- There is a good and reflective management oversight on the young person's file.
- SHINE workers show a good level of persistence, flexibility, evidence of direct work, strengths based and relational practice that supports young people to form meaningful and trusted relationships.
- There is evidence of good collaborative working, and clear strong multi agency partnership in place for young people open to SHINE.
- There is good level of recording, and the voice of the child or young person is evident throughout this.
- There is good information sharing and strong evidence of police targeting exploitation and disruption strategies and approaches.
- There are detailed care plans between the Police and SHINE, in terms of 'Trigger plans' which clearly demonstrates pro-active safeguarding, promote safety and stability, and address key risk issues.

## TRAFFORD COMPLEX SAFEGUARDING ANNUAL REPORT 2023- 2024

- There is evidence of Civil Orders [Slave & Trafficking] on the young person’s file, and the prosecution of perpetrators.
- There is good leadership, who works to ensure a sense of embedded learning
- There is considered information governance and the sharing of ‘patient’ information to support partnership working and promote the safety and wellbeing of the young person.
- There is evidence of SHINE, and partners using a trauma informed approach in working with young people.
- There are some excellent examples of health assessment, particularly with a young person who is an Unaccompanied Asylum Seeker.
- There is good safety planning & evidence of supervision about safety planning.

**6.11** Areas of reflection [relating to SHINE]

- The Risk Management Tool for Child Criminal and Sexual exploitation is not an analytical tool
- There is some evidence of ‘victim blaming language’, for example *‘he places himself at risk’*.
- Some of the case recording is ‘overwhelming’, and does not always reflect other agencies, evidence of ‘mapping’ or disruption activity.
- There is limited reference to Adolescent Development, and how that is considered.

Peer Review Actions and Updates

The Risk Management Tool for Child Criminal and Sexual exploitation is not an analytical tool

**6.12** We no longer use the risk management tool as an assessment model. We have trained staff on the Greater Manchester Working to Increase Safety in Exploitation [WISE] assessment tool, and implemented that in March 2023, and this has replaced the risk management tool. WISE was developed as a complex safeguarding assessment tool. This has undoubtedly supported SHINE to understand the wider contextual safeguarding influences, and specific complex safeguarding ‘push and pull’ factors that our children experience. The WISE assessment informs our aspirations for our children and young people.

There is some evidence of ‘victim blaming language’, for example *‘he places himself at risk’*.

**6.13** Victim blaming language continues to be a legacy, and we remain committed to changing the culture of misunderstanding exploitation as a *‘child’s lifestyle choices*. Changing a culture takes time and we have amended our safeguarding board training to promote perspective and change victim blaming language. The Children’s Society, and Youth Justice Legal Centre promote non-victim blaming language and we continue to share these with colleagues and partners. [Child Exploitation](#)

[Appropriate Language Guide 2022.pdf](#) and [Child Criminal Exploitation: The Power of Language](#)

Some of the case recording is 'overwhelming', and does not always reflect other agencies, evidence of 'mapping' or disruption activity.

**6.14** We have developed a risks and strengths map, referred to in Appendix 3, and this is updated at the child's review SHINE panel and shared with professionals who are working with the child. Disruption activity is now recorded in the minutes taken at each SHINE panel, at strategy meetings, and are saved on the child's file. This enables us to share up to date intelligence and triangulate the information so that we can work collaboratively to disrupt exploiters and protect our children. Other multi agency activity is recorded through our quality assurance documents, in our WISE assessment, at our daily risk management or other statutory meetings. We would like to develop the existing workspace on our child recording system, and this is something we hope to achieve during 2025 – 2026.

There is limited reference to Adolescent Development, and how that is considered.

**6.15** An understanding of adolescent development is critical to our role, because we know that the adolescent brain does not reached maturity until the age of 25. SHINE has led on supporting practitioners to understand adolescent development, to create a shift from a culture of 'risk management', and 'controlling' adolescents, which can re-traumatise a child through mirroring the behaviour of their exploiter; to promoting 'Safety and Stability' and supporting resilience. We have delivered training on the adolescent brain through the safeguarding board, and at our leadership forum.

**6.16** More recently [October 2024] Inspectors from Ofsted, His Majesty Inspectorate Constabulary Fire Rescue Service, and Care Quality Commission have visited Trafford, and 4 other local authorities to review the 2023 peer review process, governance arrangements, learning and subsequent action and implementation plan. Their findings will be referred to in our SHINE annual report 2024- 2025.

### **7 SHINE Annual report 2022- 2023: Review of our previous recommendations**

We set some targets in our SHINE annual report 2022-2023, aspiring to continue to develop our service during 2023- 2024 and a summary of our progress against each objective is referred to below



**What did we want to achieve....** *We wanted to promote service stability*

**Activity...** *To recruit a permanent Practice Manager*

**Outcomes...** *We have recruited a permanent Practice Manager [October 2024]*

**Impact...** *A permanent Practice Manager will continue to build on the progress made so far.*

## TRAFFORD COMPLEX SAFEGUARDING ANNUAL REPORT 2023- 2024

**What did we want to achieve...** We wanted a knowledgeable and skilled workforce that felt supported.

**Activity ...** Service meetings, Safeguarding Board and Greater Manchester Training, Reflective supervision and conversational audits.

**Outcomes...** Complex safeguarding practitioners have accessed a wide range of training, and felt supported by the Practice Manager, and Head of Service. SHINE practitioners have met the needs of the young people open to our service, and we have consistently had positive feedback from them. Our Vulnerable Adolescent service is more cohesive and work to share resources that benefit our young people.

**Impact ...** Our practitioners are resilient, and we have retained staff. One of our social workers was successful at interview for the Advanced Practitioners post; one of our practitioners has been supported to complete a research project with Salford University. Our children and young people have a consistent service, and practitioners who understand and respond to their changing needs using approach that is meaningful for them.

**What did we want to achieve...** We want to understand our practice, and our young people's experience of exploitation and missing, so that we can target our resources.

**Activity...** Work with the practice improvement team to develop the audit tool to reflect specific metrics for exploitation and missing. Continue to submit audits.

**Outcomes ...** We have developed the quality assurance audit tool, and processes as discussed in this report.

**Impact ...** We have a better understanding of our practice, and of the lived experience of our children and young people, and we use this information to inform Greater Manchester Complex Safeguarding hub of exploitation trends so that we can access the right training, and target resources appropriately, for example reducing exploitation into Urban Street 'Gangs'.

**What did we want to achieve...** We want to hear what young people, parents/ carers and professionals have to say.

**Activity ...** Conversational audits with young people, parents and carers so we understand how to shape our service. Feedback questionnaires.

**Outcomes ...** Our audits show that we have secured 10% more feedback from our young people than the year before. We have also engaged young people through our conversational audits.

**Impact ...** Our young people have been positive about the service that we have provided, overall telling us that we have made a difference to them though listening and being aspirational on their behalf. We still have a way to go, and we want to be more innovative and creative in our approach to hear the voice of our children and young people.

Gorse Hill evening showcase; understanding exploitation. Developed, produced and delivered by our young people was a sensational production from the voice of the child.

**What did we want to achieve...** We want to understand what the early indicators of exploitation are, so we can offer the right support to our early help service and schools.

**Activity...** We will complete a thematic audit and understand the early indicators.

**Outcomes...** We have completed a thematic audit that highlights early indicators, and the findings suggest several recommendations. We have promoted our offer for 'consultation and advice' across the early help service, and with our designated safeguarding leads.

**What did we want to achieve...** We want to promote safety and stability and support parents to support their child and protect them from extra familial harm. We want to deliver alternative approaches to support children, young people and families when 'risk' occurs outside the family home.

**Activity...** We will commission in parenting services; we will implement MyPlan

**Outcomes...** There has been some delay in mobilising parenting services and MyPlan, although this is now underway, but will be discussed in the SHINE annual report 2024- 2025.

**Impact...** This will be evaluated following full implementation of the pilot programme MyPlan, and parenting

## 8 Conclusion

It has been another busy and productive year for our complex safeguarding service. We have continued to invest in our staff, partners and wider workforce through delivering training both internally, through the safeguarding board, and Greater Manchester Complex Safeguarding Hub.

Our children and young people never stand still, and neither do we. We understand our performance data is important, but what we hear, and what we see, and our story about the data is equally so.

We have amended our audits and been active in assuring the quality of our practice so that we better understand our strengths, and reflections, and how children, young people, parents, carers and partners experience our service because we want to continually move forward.

We have innovated, reaching our children and young people through ‘virtual’ programmes, and we are striving to shift our adolescent safeguarding culture, to move from traditional perspectives such as *risk management*, and *controlling* strategies to promoting *safety* and *stability*. We continue to be aspirational for our children and young people and we are committed to supporting and empowering them to achieve their ambitions.

Our journey continues in 2024 – 2025 when we see the implementation of non-traditional approaches such as *MyPlan* and *Parenting services* specifically to support parents of children and young people who are at risk of harm outside the family home, and we look forward to sharing our progress next year’s annual report. Our priority areas during 2024-2025 are:

To implement MyPlan and tailored Parenting Service

To continue to embed our transitional safeguarding offer.

To continue to offer consultation and advice to our Early Help Colleagues and Schools

To continue to support staff to understand Adolescent Development, Intersectionality, Adulthood, Victim Blaming language and Trauma informed approaches for children and young people open to complex safeguarding.

To improve how we hear what our children, young people, parents/ carers, and partners share their experience of SHINE, and to use that information to shape our service.

### Appendix 1

#### Young person case study: Child A

## TRAFFORD COMPLEX SAFEGUARDING ANNUAL REPORT 2023- 2024

*Child A was a 15-year-old boy when he was referred to SHINE, and he has been with us for just over 12 months now. Child A is a white British boy who lives at home with his mum and younger sister.*

*Child A had endured significant trauma because he witnessed the murder of his father's girlfriend, by his father. This was undoubtedly a horrific incident. Child A's father remains in prison and Child A no longer has contact with him. Child A has neurodiverse abilities, diagnosed with Autism. He uses cannabis.*

*Child A's mother married a man with criminal convictions for child sexual abuse and he was not allowed to have contact with children. Child A's mother has since ended this relationship and is in the process of a divorce. Child A's mother struggles with her own emotional health and is supported through therapy.*

*Child A's mother reported some concerns to the police after he returned home in possession of brand new and expensive clothing, 'tech' products and a new Apple device. He told her that these had been given to him by a 'friend'. Child A reported the friend to be a young male adult. His mother became increasingly concerned as Child A was spending more time with this friend, who seemed to have control and influence over him.*

*As more information came to light, SHINE and the complex safeguarding police became aware that Child A was visiting a local area known for exploitation, and 'gang' activity.*

*Despite her own troubles, Child A's mother has been a source of stability, support and love for Child A, and she has advocated on his behalf, and supported him to access services that will promote his safety and stability.*

*The SHINE worker spent some time getting to know Child A and formed a trusted relationship with him. The SHINE worker empowered Child A to be open and talk about his 'friendship' with the adult male. Child A disclosed that this had become sexual over time. This was a difficult conversation for him, but the trusted relationship enabled him to feel safe to make this disclosure.*

*Child A received Immediate safeguarding support from SHINE, Social Care, the Police, his Mum, Education, and Health practitioners and he had emotional and physical support put in place. Police took specific steps to disrupt the harm, arresting the adult perpetrator, and imposing bail conditions to prevent him from contacting Child A. Sadly the matter did not progress to trial, however the Police supported a civil non molestation order against the adult male. Child A shares that he feels safe now.*

*The impact of the trauma that he experienced rendered him vulnerable to exploiters, and they took advantage of his need to meet new friends, leading him into criminal and sexual exploitation. We concentrated on supporting Child A to achieve his 'ambitions & our aspirations' to shift his focus to positive and constructive activities and his avid interest in motor sports and being a mechanic. We supported Child A to complete his GCSE's and to enrol on a mechanics course.*

*Child A was supported through funding from the Serious Youth Violence Panel which opened an opportunity for him to go 'Go Karting' and he took to this so well that he became the youngest competitor in the 'heats', leading him to make it to the regional finals! A fabulous achievement given that he was completing against adults who had been driving for many years.*



*Child A is now excelling in college and enjoying his passion for driving and competing in 'Go Kart' racing. With the support from SHINE and all partners and working in partnership with his mother and Child A, he is in the process of recovery.*

## **Appendix 2**

### **Conversational audit feedback about SHINE interventions: Child B**

Child B was a 14-year-old boy, who had been 'abandoned' by his parents, and who had been exploited into criminality, leading him to be remanded into custody, before being released back into the community.

There was a full telephone conversation between the Complex Safeguarding Practice Manager [EW] and Child B. However, we refer only to his direct feedback for the purpose of this report.

*Child B: 'I'm so pleased that [X] will continue to be an independent visitor for me' and that [X] is 'not gone' from my life. '[X] understood me more than all the other's' and 'I could tell her more than anyone else'.*

*[EW]: What worked about SHINE?*

*Child B '[X] helped me to understand exploitation' and 'cos of that I know how to not be exploited again'. That [X] 'would ask the right questions' and 'helped me with what I was thinking'. '[X] made me think it isn't always easy to see exploitation' and 'friends aren't always friends.*

*[EW]: I asked was there anything maybe we could have done differently?*

*Child B: 'no nothing y Know'.*

*[EW]: You talked about the time you were on remand and how*

*Child B: '[X] really helped me'.*

*[EW]: I asked how things were going for you now, and we celebrated your success in completing your barbering course, and your efforts to get into college. I told you how proud I was of you. I wished you all the best and told you to keep 'smashing it'.*

*Child B: You told me a fond memory of Sussana dressed up looking like Buzz Lightyear!*

### **Feedback about SHINE: Child C**

Q] Has having a Shine Social Worker made a difference to you? If YES, then please explain how?

A] *"Yes. It has given me someone to talk to about what is going on in my life"*

Q] What is different about having a Shine Social Worker than other people you have worked with?

A] *"They are someone you can talk too about stuff that's happening", "scary stuff".*

## TRAFFORD COMPLEX SAFEGUARDING ANNUAL REPORT 2023- 2024

Q] What do you think your SHINE worker should do differently or could change?

A] *"Nothing really"*

Q] Is there anything else that you would like to add?

A] *"No"*

Q] Do you want to continue working with your Shine Social Worker?

A] *"No. I am happy to be closed to Shine as things are better for me now"*

### **Feedback about SHINE: Child D**

Q] Has having a Shine Social Worker made a difference to you?

A] *"Yes, she actually listened to me and made an effort to get to know me. She pushed me to do positive things like working with [L] "(Reconnect Programme)"*

Q] What is different about having a Shine Social Worker than other people you have worked with?

A] *"She tried with me, even though I didn't turn up sometimes" "she kept trying" and "I could rely on her". "I feel able to speak to her and actually enjoy our sessions and chats"*

Q] What do you think your SHINE worker should do differently or could change?

A] *Nothing*

Q] Is there anything else that you would like to add?

A] *"I'm grateful and appreciate pushing me to do things for myself and helped me with my confidence. It helped me to make changes in my life"*

Q] Do you want to continue working with your Shine Social Worker?

A] *"Yes because I can trust her"*

### **Feedback from [Mother of; Child F]**

**If you had a positive relationship with [A], what did you like about her? Please share the actions, character or reasons that contributed to this positive relationship.**

*"Both me and Child F found [A] to be very professional and caring, she is always on hand with any support we may need and had taken the time to bond with Child F and give him a safe space to open and talk freely about any issues that arise. Child F finds it really hard to engage with people and [A] is one of the only people that he has found himself comfortable enough with to let in. Both me and Child F are very sad for our time with [A] to be coming to a close but she has reassured us both that if any incidents that we feel Child F needs support with should arise then she would be happy to support him with this. [A] has had a really positive and important role in getting Child F through such a traumatic time in his life and I feel that without her support he wouldn't be where he is today".*

**Have you experienced any positive changes since having Shine involved. Can you please provide brief details?**

*“With [A] help, Child F has been able to reflect on previous bad experiences and recognise what was wrong with them. He is also able to realise what bad influences people have been on his life and will hopefully be able to avoid or discuss his concerns he might have with me to help him to steer clear from these types of bad characters going forward”.*

**If you could change one thing about the support you have received, what would it be?**

*“Nothing. [A] has been amazing helping both me and Child F with problems in and out of the school setting and helping him distinguish between “real” friends and those posing to be friends in order to manipulate him”.*

**Is there anything else you would like to share?**

*“With Child F I feel that there will be occasions in the future where he will be manipulated again by other children into doing things that are not in his best interest, this is due to his autism mainly. As Child F and the children around him get older I feel like the level of manipulation may increase where he won’t be able to recognise the sophistication of their manipulation or able to remove himself from this. Because of this I feel that Child F will require intervention again from shine in the future, especially as he transitions into college where he will be around other children from new, different areas of [XXX] and also with his friend group from school who are very protective moving on to do different things in different colleges. Child F is going to find it really hard weeding out the good from the bad especially when he will be in such a vulnerable position with him being out of his safe space (school) with his usual peer group not being available to help guide him with this”.*

**Feedback email from an Independent Reviewing Officer; Child E**

*Hi*

*I have been the Independent Reviewing Officer for Child E for over 10 years – Child E will be 18 years old in [XX] and my involvement will cease.*

*Over the past 2/3 years [GT] from the Shine Team has supported Child E, and has built up a strong, trusting relationship with him – I can say with some confidence that [GT] is the professional with whom Child E has best “connected” with*

*At Child E’s final CLA review meeting earlier today [GT] explained that the Shine Team is to end their involvement with Child E, however [GT] wishes to remain in contact with Child E in the role of Independent Visitor. Child E is very keen on this arrangement, and I fully support the proposal*

*Could [GT] be formally accepted as Child E’s Independent Visitor? She intends to visit him perhaps monthly and take him out for lunch and a chat*

*Many Thanks*

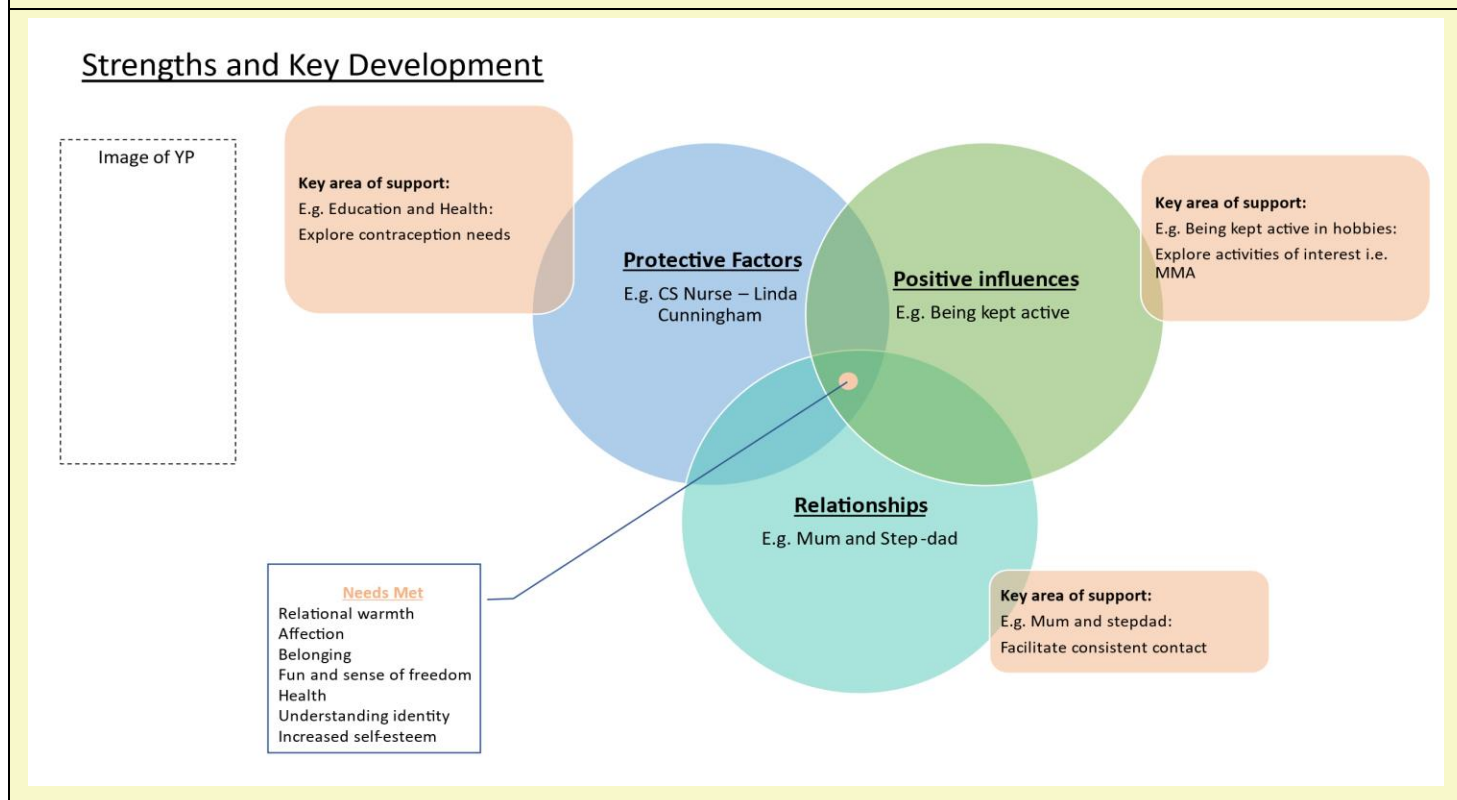
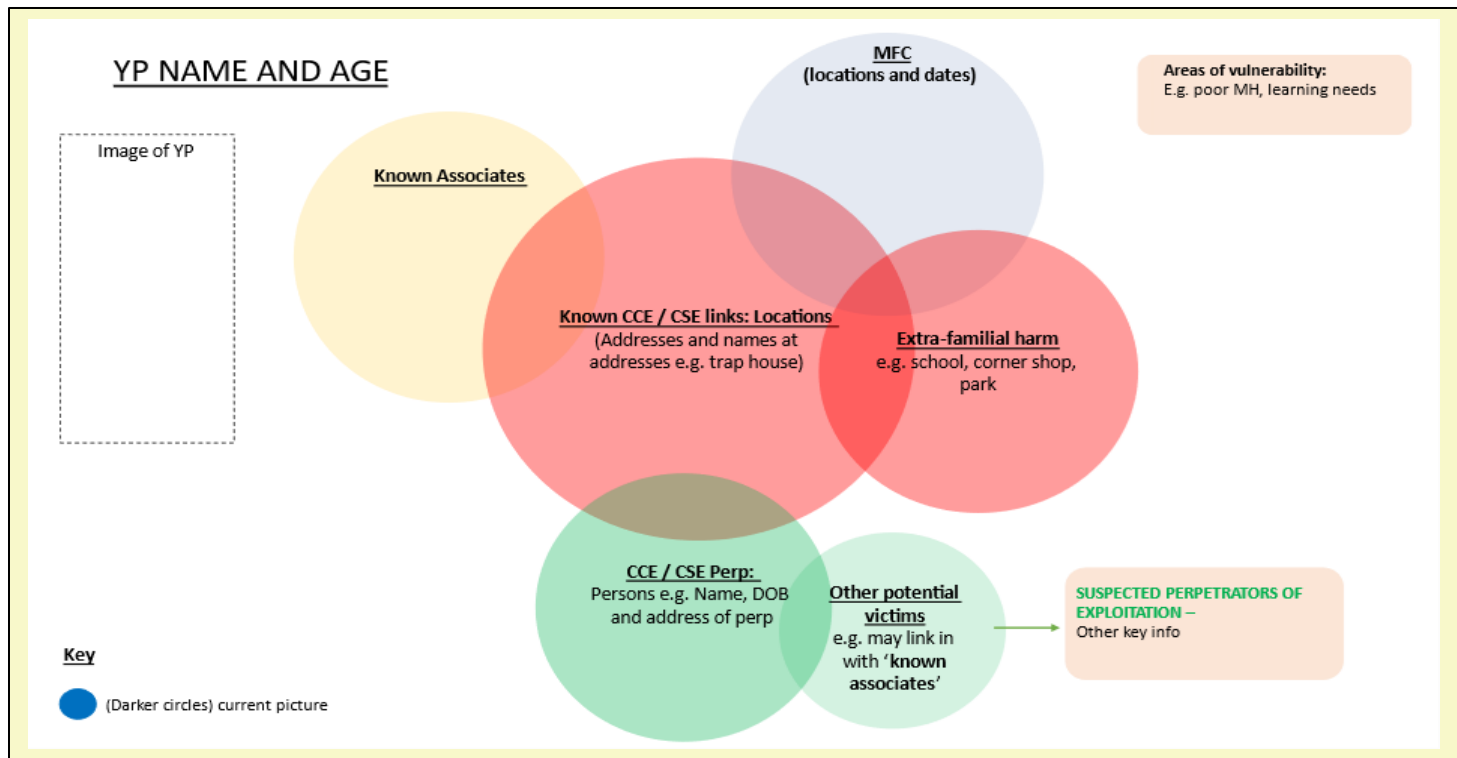
*[PT]*

*Independent Reviewing Officer*

**Appendix 3**

TRAFFORD COMPLEX SAFEGUARDING ANNUAL REPORT 2023- 2024

This is a blank example of a ‘map’ on a page which we developed to support our collective understanding of key areas of strength and concerns for each child, or young person open to SHINE.



Appendix 4

**Please see the full Research Project report.**



Research paper (C)  
.pdf

This page is intentionally left blank