

Bristol City Council Children and Education Plan 2025-30



Our vision is to eliminate inequalities so that every child in Bristol – regardless of who they are or where they are born – is given the best chance of having a safe and healthy childhood, where they feel included and are supported to reach their full potential.



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1. Introduction

Bristol is a young city. 22% of the city's population is made up of children and young people. There are 106,000 children and young people in Bristol and for many growing up in Bristol, it is a positive experience and provides the opportunities required to set them up for a happy adulthood.

But not everyone's experience of growing up in Bristol is a positive one, and for these children and young people, their poor experiences are too often determined by systemic issues like poverty, inequality and discrimination. We know that the outcomes for certain groups of children and young people – like those who are from deprived parts of Bristol or who have Special Educational Needs and Disabilities (SEND) – are worse than their peers in the city, and in some cases, worse than their peers across England.

Our vision is to eliminate inequalities so that every child in Bristol – regardless of who they are or where they are born – is given the best chance of having a safe and healthy childhood, where they feel included and are supported to reach their full potential.

We want to work together so that:

- Bristol can be the best place to grow up
- Inequalities are eliminated and the effects of poverty are tackled
- We work in partnership, working with families as early as possible
- We work systemically to put families first
- We do everything with kindness and optimism

Our vision, intended outcomes and goals have been developed following discussion in various sessions with staff in the summer of 2024. We want to work continually with staff and services to build on these, and will review and develop the strategy once a year. This plan will be reviewed in line with the Corporate Strategy 2025-2030 from May 2025 onwards.



2. A summary of our plan

Vision	Priority Outcome	Goals	Measuring success	Key Actions
To eliminate inequality so that every child in Bristol – regardless of who they are or where they are born – is given the best chance of having a safe and healthy childhood, where they feel included and are supported to reach their full potential	1 Better educational outcomes for disadvantaged pupils	1.1 All Education settings are able to provide a high-quality and ambitious education for children and young people from areas of high-deprivation or multi-ethnic communities. 1.2 Improved inclusion and attendance in education settings for our key priority groups 1.3 Pupils from our key priority groups experience improved outcomes at all key stages 1.4 Young people – especially those with a higher risk of being NEET – gain consistent access to high quality employment, learning and skills	- Attendance and Inclusion data - Attainment data - Progress data - NEET data - Early years sufficiency and quality indicators	- Develop a vision for education across Bristol - Develop a plan for ensuring we have the right number of school places at each key stage across our city - Deliver a system wide attendance strategy - Support every child missing education to have a place - Make sure every child in care thrives in school - Deliver a Bristol School Improvement Framework - Ensure that we hold children at the heart of our practice and delivery through an education practice model - Develop a NEET reduction group and plan to support young people into employment, education and training
	2 Families are supported and strengthened, and empowered to succeed	2.1 Families enjoy improved health and wellbeing outcomes through more timely and appropriate support 2.2 Families are supported and strengthened, and empowered to succeed 2.3 Young people have positive options and safety, within education and within their communities 2.4 families can participate meaningfully in the communities that matter to them	We will develop an Early Help Framework with communities to measure how successful we are with these goals	- Embed and expand our physical and digital Family Hub model - Develop a city-wide Early Help Outcomes Framework - Work with families, communities, and partners to develop and strengthen integrated neighbourhood models - Ensure the lived experiences of families and the voice of children and young people steer our work and inform our priorities.

Vision	Priority Outcome	Goals	Measuring success	Key Actions
To eliminate inequality so that every child in Bristol – regardless of who they are or where they are born – is given the best chance of having a safe and healthy childhood, where they feel included and are supported to reach their full potential	3 Our most vulnerable children and young people can thrive in safety and stability	3.1 Children and families receive the right service at the right time, leading to de-escalation of need 3.2 Children and young people are supported to stay within their family network and safely within their communities 3.3 Those in care remain connected to family, friends and school in stable homes in Bristol, and are supported to return to their family when appropriate 3.4 Those leaving care lead happy, healthy and fulfilling lives as adults	- Families in Focus outcomes - Early Help to Children's Social Care step across - Children's Social Care to Early Help step across - Repeat referrals - Child in Care data - Child Protection data	- Combine Families in Focus and Area Services to form 'Neighbourhood' teams - Introduce Family Help Key Workers following changes to statutory safeguarding guidance. - Introduce a centralised Adolescent Team leading on our work with children at risk of harm outside the home and a centralised Edge of Care team - Invest in training and support to recruit and retain more high quality foster carers through our Mockingbird Model
	4 Improved outcomes for children and young people with SEND	4.1 CYP with SEND are able to tell us what they are good at 4.2 CYP with SEND are equal partners in decision making 4.3 CYP with SEND achieve good outcomes 4.4 CYP with SEND have more high-quality and inclusive provision 4.5 CYP with SEND are prepared for their future 4.6 CYP with SEND feel safe and included	- Attainment and progress rates - Attendance and suspension rates - Number of children awaiting specialist provision % of young people with an ECHP who are NEET - Timeliness of care act assessments - We will develop additional measures of success through the SEND and Inclusion Strategy	- Delivering our SEND and Inclusion Strategy - Support more independent travel through the Home to School Transport offer - Working with schools to support all children with SEND to feel included and supported in education - Delivering our new Early Intervention Fund to help schools improve mainstream inclusion - Ensure that we hold children at the heart of our practice and delivery through an education practice model - Work with WECA to ensure that young people with SEN benefit from the new Youth Guarantee trailblazer for the region

Follow up plans:

We will work partners and communities across the city to develop a Children and Young People's Partnership Strategy

We will work across Children and Education, and with other services in the council, to improve the way we work in partnership with children, young people, families and communities.

We will develop a Children and Education People Plan to support our staff to reach their potential and be more confident in reaching our goals. This will be shaped by the three priorities of the council's Workforce Strategy:

Culture and Leadership

We want to create the conditions which support staff to thrive so that they can provide a joined up, holistic service for children, young people and families.

Equity and Representation

We want our workforce to be more resilient through its diversity, both in terms of who we are and the wealth of multi-disciplinary experience we have.

Prepared for the Future

We want staff to be our employees of the future through supporting career development and ensuring staff are fulfilled through what they do.



3. Our Children and Young People

In 2023 there were approximately 106,369 children aged 0-19 in Bristol, equating to 22% of the city's population.

The following tables articulate what the health and social outcomes for the city's children and young people would be like if they were just 100 people.

Colour code:

▼ Worse than England average

▲ Better than England average

◀▶ Similar or same as England average

■ N/A to the England average/
data unavailable

29 Would be eligible for Free School Meals



16 Would be receiving Special Educational Needs (SEN) support

5 Would have an Education, Health and Care (EHC) Plan



22 Would live in a relative low-income household



73 Would be 'White'

9 Would be 'Asian, Asian British or Asian Welsh'

8 Would be 'Mixed or Multiple Ethnic group'

8 Would be 'Black, Black British, Black Welsh, Caribbean or African'

2 Would be from another ethnic group

N/A

22 Would have a first language other than English

N/A



8 Households would be experiencing moderate food insecurity

4 Households would be experiencing severe food insecurity



9 Who live in the most deprived and

4 Who live in the least deprived areas of Bristol would have had a low weight at birth

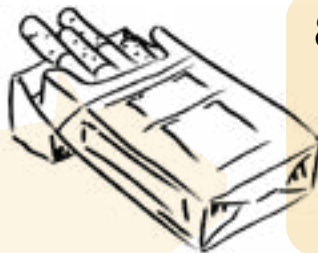
N/A



1 Would be in care



20 would be estimated to live in households experiencing drug or alcohol abuse, domestic abuse, or mental health problems



8 Would have mothers who smoked during pregnancy



4. Our Plan



Priority Outcome 1:

Better educational outcomes for disadvantaged pupils

We want to make sure that every community across the city has access to good education settings, making sure that our changing population and provision does not unfairly disadvantage areas of where outcomes are already below where they should be. We want to work with all settings to drive up standards and make sure there is more of an equitable share of our key groups across all settings.

Why is this a priority?

- You strongly fed back that giving every child and young person access to good education was a priority. Your feedback focussed on ensuring that every child had a place to belong in their setting, that there were enough good places across the city and that we focus on improving attendance.
- We are going to have less children starting in reception in years to come which could make keeping some settings open challenging. This is likely to have an unfair impact on communities with higher levels of disadvantage and deprivation. We want to plan school places to ensure this doesn't happen but also to meet other need such as early years and SEND inclusion.
- We know that persistent school absence damages a child's chance of securing good educational outcomes, yet some of our most disadvantaged pupils are most likely to be persistently absent or be excluded from school.
- Overall, disadvantaged pupils have poorer attainment outcomes than their non disadvantaged classmates, which is being seen in the profile of people who are Not in Education, Employment or Training (NEET).
- Our key groups most affected are those eligible for Free School Meals, those on Education Health and Care Plans, those from specific global majority backgrounds and those who are in contact with social care.

Goal 1.1: All Education settings are able to provide a high-quality and ambitious education for children and young people from areas of high-deprivation or multi-ethnic communities

How we will measure success:

We will measure the take up of the Free Early Years Entitlement for eligible 2-years from households receiving benefits.

We will develop measures for 'high-quality and appropriate' provision for maintained schools through our School Improvement Framework.

Goal 1.2: Improved inclusion and attendance in education settings for our key priority groups

How we will measure success:

We will measure the following for our key priority groups:

- Attendance rates
- Persistent absence rates/
Severe absence rate
- Number of suspensions/ Suspension rates /+ suspension rates
- Number of exclusions
- Children missing education

Goal 1.3: Pupils from our key priority groups experience improved outcomes at all key stages

How we will measure success:

We will measure attainment and progress for our key priority groups:

- Level of development at Early Years Foundation Stage
- Phonics
- Key Stage 2
- Key Stage 4

Goal 1.4: Young people – especially those with a higher risk of being NEET – gain consistent access to high quality employment, learning and skills

How we will measure success:

- % 16-17 year olds NEET or Not Known
- % 16-17 year olds in learning
- %18-25 year olds with an EHCP who are NEET or Not Known

Key actions to reach these goals:

- Develop a strategic vision for education, improve working relationships with education providers across the city and deliver an attendance strategy to improve attendance and improve outcomes for disadvantaged pupils.
- Develop a plan for how we organise our school places to meet our educational needs and other city-wide outcomes.
- Improve outcomes for children missing education and children in care by providing focussed support.

- Develop a Bristol School Improvement Framework, deliver through collaboration with maintained school head teachers and provide enhanced improvement support to schools who require additional support.
- Ensure that we hold children at the heart of our practise and delivery through an education practise model.
- Develop a NEET Reduction group and plan to support young people into employment, education and training.

Main leadership group to take this forward: The Bristol Excellence in Schools Group

Other Important Strategies:

- An Education Vision for Bristol (*being developed*)
- Education Place Planning Strategy (*being developed*)
- [Employment, Learning and Lifelong Skills Plan](#)
- Anti-Racism in Education Strategy (*being developed*)



Priority Outcome 2:

Families are supported and strengthened, and empowered to succeed

We want all families to thrive and prosper through having equitable and timely access to support which is grounded in their community. In the longer-term, we will play our part to tackle child poverty and support children and young people to reach their full potential.

Why is this a priority?

- You strongly fed back that our priorities should focus around supporting families out of poverty, tackling deep seated inequality and work with partners in local communities to make sure that at-risk families can get early and effective help.
- Like many other parts of England, child poverty is rising; in Bristol, it has increased by 11% since 2015. We know that poverty is responsible for poorer health, social and education outcomes, and causes stresses that can lead to children's social care involvement.
- Whether it's the delivering of our Employment, Skills and Lifelong Learning Plan or the delivery of our Family Hubs, we have seen the positive impact equitable and timely support can have on families. We want to build on this by developing hyper-local and community-based support, which can clearly offer support to families before their issues escalate.
- National policy has recently moved towards focussing on early help for families, with funding becoming available to test new approaches to providing this kind of support.

Goal 2.1: Families enjoy improved health and wellbeing outcomes through more timely and appropriate support

How we will measure success:

We will develop our Early Help Framework to measure success against this goal.

Goal 2.2: Families are supported into greater financial resilience through employment, skills and lifelong learning

How we will measure success:

We will develop our Early Help Framework to measure success against this goal.

Goal 2.3: Young people have positive options and safety, within education and within their communities

How we will measure success:

We will develop our Early Help Framework to measure success against this goal.

Goal 2.4: families can participate meaningfully in the communities that matter to them

How we will measure success:

We will develop our Early Help Framework to measure success against this goal.

Key actions to reach these goals:

- Embed and expand our physical and digital Family Hub model to build a collective offer of early help services within local communities.
- Developing a city-wide Early Help Outcomes Framework with partners and communities to measure impact.
- Work with families, communities, and partners to develop and strengthen integrated neighbourhood models.
- Ensure the lived experiences of families and the voice of children and young people steer our work and inform our priorities.

Main leadership group to take this forward: The Early Help Board

Other Important Strategies:

- Early Help Strategy (*being developed*)
- [Employment, Learning and Lifelong Skills Plan](#)
- All-Age Carers Strategy (*being developed*)
- Sanctuary Strategy (*being developed*)



Priority Outcome 3:

Our most vulnerable children and young people can thrive in safety and stability

For those children and young people who do require contact and support from children's services, we want them to be supported as early as possible to thrive and benefit from a clear and consistent offer of support.

Why is this a priority?

- You fed back that providing the right support for children and young people should be a central part of our plan. You told us that providing intensive and personalised support was a priority.
- Our Corporate Parenting Strategy vision is that 'Children in care grow up in safe and stable homes, are supported as young people leaving care and go on to lead happy, healthy and fulfilling lives as adults.' We want this to be true for all of our children in need, those at risk of harm and those in our care.
- We have seen an increase in the number of young people who are being referred for our services, with an increasing proportion of those entering care being over 16. Every child or young person in this position will have unique needs and opportunities, so we want to build locally-based and multi-disciplinary support which will provide the right support at the right time.
- We need to adapt to recent changes to statutory safeguarding guidance, and to opportunities arising from the government's renewed focus on supporting children and young people to stay within their family networks.
- For those who cannot stay within their family network, we know that being with a stable and secure foster carer provides the best chance of having good outcomes. Recruiting and retaining foster carers is a national issue, so it is a key part of creating stable homes for children in care.

Goal 3.1: Children and families receive the right service at the right time, leading to de-escalation of need

How we will measure success:

- % of successful Families in Focus outcomes
- Step across from Early Help to Children's Social Care
- % of repeat social care referrals
- % repeat Child Protection cases

Goal 3.2: Children and young people are supported to stay within their family network and safely within their communities

How we will measure success:

- Rate of children entering care
- Rates of statutory intervention (Children in Need & Child Protection)
- Step across from Children's Social Care to Early Help



Goal 3.3: Those in care remain connected to family, friends and school in stable homes in Bristol, and are supported to return to their family when appropriate

How we will measure success:

- Children in Care placement stability (short and long-term)
- Children in Care distance from home
- Education placement stability

- Reunification data
- Adoption and Special Guardianship Order rates

Goal 3.4: Those leaving care lead happy, healthy and fulfilling lives as adults

How we will measure success:

- Care Leavers in Education, Employment or Training
- Care leavers in suitable accommodation

Key actions to reach these goals:

- Combine Families in Focus and Area Services to form 'Neighbourhood' teams which are led by a Service Manager, and will integrate and streamline our resources and practice at a hyper local level
- Following changes to statutory safeguarding guidance, we will introduce Family Help Key Workers who will be able to work with children requiring family help and with some children needing statutory support as Children in Need.
- Introduce a centralised Adolescent Team leading on our work with children at risk of harm outside the home and a centralised Edge of Care team to deliver specialist interventions for Children on the edge of care. We will provide intensive support for those in our care where their homes are not stable and those children whose plan is to be reunified with family or connected people.
- Invest in training and support to recruit and retain more high quality foster carers through our Mockingbird Model

Main leadership group to take this forward: The Operating Model for First Assessment Service, Youth Justice Service and Localities

Other Important Strategies:

- [Children in Care Sufficiency Strategy](#)
- [Corporate Parenting Strategy](#)

Priority Outcome 4:

Improved outcomes for children and young people with SEND

We will deliver the priorities in our four-year SEND and Inclusion Strategy to help make educational and community life more inclusive and welcoming for every child and young person with SEND, and their families.

Why is this a priority?

- You strongly fed back how creating an inclusive environment for children and young people with SEND should be a priority. Your feedback highlighted the importance of celebrating difference, supporting families with timely assessment and provision, and working with schools to improve inclusive practise.
- We know from speaking to children and young people that being understood, being able to take part in their communities, feeling part of lessons and being prepared for adulthood are important.
- In Bristol, we have a higher than national average proportion of pupils with recognised SEN support needs (16% compared to 13.6% nationally). We want every single child and young person in this position to feel that they belong in the city.
- We have an important role in helping education settings to be more inclusive. Achieving this will help more children and young people to feel included, achieve better education outcomes, and will reduce our reliance on costly provision.
- We also want to make sure that young people with SEN are supported to access good quality employment, learning and skills. We will work with the West of England Combined Authority (WECA) to make sure these young people are a priority.

Goal 4.1: CYP with SEND are able to tell us what they are good at

How we will measure success:

We will develop measures of success through the SEND and Inclusion Strategy

Goal 4.2: CYP with SEND are equal partners in decision making

How we will measure success:

We will develop measures of success through the SEND and Inclusion Strategy

Goal 4.3: CYP with SEND achieve good outcomes

How we will measure success:

We will measure attainment and progress rates for children and young people with EHCPs and SEN support needs at the following stages:

- Level of development at Early Years Foundation Stage
- Phonics
- Key Stage 2
- Key Stage 4



Goal 4.4: CYP with SEND have more high-quality and inclusive provision

How we will measure success:

- Attendance and suspension measures for children and young people with EHCP and SEN support needs
- Number of children awaiting specialist provision

**Goal 4.5: CYP with SEND are prepared for their future**

How we will measure success:

- % of young people (aged 18-25) with an EHCP who are NEET
- Timeliness of care act assessments

Goal 4.6: CYP with SEND feel safe and included

How we will measure success:

We will develop measures of success through the SEND and Inclusion Strategy

Key actions to reach these goals:

- We will work with children and young people, families and partners to deliver our SEND and Inclusion Strategy over the period of this plan.
- We will deliver changes to Home to School Transport so that more young people can travel independently. The offer will become more sustainable through delivering more in-house provision
- Work with education providers across the city to support all children with SEND to feel included and supported in education
- Delivering our new Early Intervention Fund to help schools improve mainstream inclusion.
- Ensure that we hold children at the heart of our practice and delivery through an education practice model
- Work with WECA to ensure that young people with SEN benefit from the new Youth Guarantee trailblazer for the region.

Main leadership group to take this forward: The Bristol SEND and Inclusion Strategy, delivered through the SEND and Alternative Provision Executive Board

Other Important Strategies:

- An Education Vision for Bristol (*being developed*)
- Education Place Planning Strategy (*being developed*)
- [Employment, Learning and Lifelong Skills Plan](#)
- Anti-Racism in Education Strategy (*being developed*)

5. Our Purpose

Our primary purpose as a directorate is to give all children and young people the best start in life, but this duty is delivered in lots of different ways. Our work ranges from offering universal services for all children and young people, to specialist services for those most in need:

Universal offer

- Health visiting for newborns
- Ensure there are enough Early Years places across the city and provide improvement support to the sector
- Work in partnership with education settings to provide high quality and inclusive education
- Provide high quality services to schools - such as admissions - to support school improvement
- Provide youth services across the city
- Continual professional development for our workforce

Early and Targeted Help

- Ensure there is early support for families in their communities
- Improve inclusivity for children and young people with SEND
- Target our employment, learning & skills offer to promote opportunity
- Provide support to refugees and asylum seekers

Specialist and Family Help

- Accommodate and support children in care and care leavers
- Protect and support those at risk of harm
- Manage and review referrals for Education, Health and Care Plans
- Support children and young people who required Alternative Learning Provision
- Provide specialist support for Disabled children

6. Our Teams

These important services and outcomes are delivered by two divisions within Children and Education, these are Children & Families, and Education & Skills. The senior leadership of the directorate can be found by looking at the council's [Senior Leadership Chart](#).

Children & Families

Children's Commissioning

Is responsible for understanding the current and future needs of children and young people in the city, and working with organisations of all sizes to ensure that need is met. The service:

- Oversees the council's strategy for [commissioning care for children and young people](#)
- Manages long-term contracts to get best value from commissioning.
- Oversees grant funding for Bristol's youth sector organisations.

Children's Safeguarding and Targeted Services

Is responsible for making sure children and families who may need additional support are assessed appropriately and then given the right support at the right time. The service:

- Is the 'front door' for referrals to children's social care.
- Provides social workers for children and support for youth offenders.
- Provides intensive support for families when needed.

Permanency and Specialist Services

Is responsible for leading Corporate Parenting services for our children in care and care leavers, and delivering the full range of social care services for disabled children and their families and carers. The service:

- Delivers our regulated services including fostering, kinship, adoption and children's homes.

- Provides long-term social work and support services for children in care, care leavers and Disabled children.
- Delivers therapeutic services for children in care and care leavers, and provides a range of short breaks services for disabled children.

Strategic Safeguarding and Quality Assurance

Is responsible for the processes, practises and policies which keep children and young people safe. The service:

- Manages our internal safeguarding processes and statutory safeguarding partnership with the police and health partners.
- Leads on the improving the quality of services and learning from previous incidents.
- Provides support and development for our social workers.

Bristol Sanctuary Services

Is responsible for supporting refugees, asylum seekers and people with no recourse to public funds, and upholds the principles of Bristol's status as a City of Sanctuary. The service:

- Supports sanctuary seekers in securing accommodation in the private rented sector, through host and lodger agreements, and in emergency accommodation.
- Provides wrap-around support for sanctuary seekers, including allocated Senior Support Workers, welfare checks, access to ESOL, employment and volunteering opportunities, and practical advice around independence and life in the UK.
- Commissions a variety of bespoke services including specialist primary care, integration activities and events across the city, ESOL, and legal immigration advice.

Education & Skills

Employment, Skills and Lifelong Learning

Is responsible for breaking down barriers to opportunity for young people via a wide range of targeted employment, skills and learning offers. The service:

- Provides targeted careers development and work experience for young people through Bristol WORKS.
- Co-ordination and delivery of Post 16 and youth engagement services including 1-to-1 career coach support for those who disengage early.
- Provides adult and community learning, employment support and apprenticeships across the city.



School Partnerships

Is responsible for working with a wide range of education providers to create a sustainable, inclusive, fair and safe early years and school system in Bristol. The service:

- Ensures there are enough early years and school places to meet need across the city.
- Works with education providers to keep everyone safe and well.
- Develops leadership capacity and develops a culture of partnership among education providers.

Inclusion

Is responsible for providing the right support for children and young people with SEND and ensure their families are supported. The service:

- Manages and reviews referrals for Education, Health and Care Plans.
- Provides specific support for children and young people with autism or who have sensory needs.
- Supports children and young people who require Alternative Learning Provision.

Trading with Schools

Is responsible for providing high-quality services to support educational settings to deliver the best possible outcomes for children and young people. The service:

- Coordinates admissions for maintained and academy schools across the city.
- Oversees eligibility and processing of Free School Meals applications.
- Provides other services including payroll and DBS checks, eTeach licences and Data Protection Officer services.



7. What we value

Like the rest of the council's workforce, our Children and Education teams are united by our five organisational values, which are:



We're proud to say that a higher percentage of Children and Education staff who completed the 2024 All Staff Survey said they were aware of the five Values compared to the council's whole workforce. More of our Children and Education staff felt like they were involved in the development of team plans, felt respected and felt they worked in a collaborative environment than the council's whole workforce. This is a sign that the values are being lived out across our teams. But there is more we can do, both in living out our values and in helping others to do the same. That is why we're setting out how we hope and expect the Children and Education workforce will live out the five values through their work, and what senior leadership will do to support this.

Ownership

What we hope to see

- Staff embracing changes to the way we work and taking opportunities to lead on new ways of working.
- Staff all feel trusted to do their job, and trust each other when responsibilities are shared.
- Staff are proactive in taking opportunities to lead and develop themselves in their practise.

What senior leaders will prioritise

- Involving staff in decisions on how we deliver services, and making sure everyone is clear on the changes we're making.
- Creating consistent line management practises across the directorate.
- Identifying a diverse group of leaders and delegating opportunities across the workforce.

Respect

What we hope to see

- Services being delivered with respect, compassion and care at the heart of everything we do. Wherever possible, we take a positive outlook when working with children, young people and families.
- Staff treating each other with care.
- All staff feeling able to be themselves, free from fear of discrimination, and feeling like their culture is understood.

What senior leaders will prioritise

- Leading with compassion and making time to listen to staff's concerns.
- Dealing with potentially discriminatory and unwelcoming environments.
- Developing equalities and inclusion learning opportunities to help build understanding and better collaboration.

Curious

What we hope to see

- Staff taking the time to understand the stories of the children, young people and families they are working with.
- Staff dedicating time to their own learning and development, and broadening their understanding of wider issues.
- Staff feeling able to reach out beyond their own team to share learning and skills.
- Staff thinking creatively about solutions and taking the initiative to share ideas with others.

What senior leaders will prioritise

- Helping staff make time to prioritise learning, development and gaining knowledge.
- Helping different teams share learning and skills with each other.
- Creating a culture where questions are welcomed, and where managers can provide supportive and constructive feedback.
- Being open to staff suggestions on how practises and processes can be improved.

Dedicated

What we hope to see

- An ongoing commitment to supporting children, young people and families get the best results possible.
- Everyone taking fair responsibility for the services they are delivering, and taking a lead on what they are committed to doing.
- Everyone creating an environment where successes are celebrated and people are thanked for their hard work.

What senior leaders will prioritise

- Making sure that staff are looked after and are able to meet manageable expectations.
- Being transparent about the challenges we face and the way we intend to respond to them.
- Creating a culture of celebrating success, with specific times and and processes dedicated to doing so.

Collaborative

What we hope to see

- Teams proactively thinking of ways to collaborate with children, young people, families and our partners in the city.
- Members of each team coming forward as champions of collaboration and going the extra mile to connect with other teams.
- Staff being available to help others, even if it doesn't directly impact them.

What senior leaders will prioritise

- Being clear about each service's role in working together on shared outcomes.
- Supporting members of staff to make connections with other teams.
- Leading by example in supporting other colleagues when they face challenges.

8. Our People Plan

Our workforce is already one of our major strengths, and we know that there are lots of positives to build on. Our latest all-staff survey results have shown that a significant majority of colleagues feel they have the right learning and development opportunities, feel thanked and recognised, and have supportive line managers. The same survey results show that there is more for us to do; for instance, a third of respondents felt they hadn't had an appraisal of their performance in the last 12 months, and only 62% agreed that the workplace supports good mental health and wellbeing.

These results are largely consistent with the rest of the council, so we want to ensure our action supports the three main priorities of the council's Workforce Strategy; these are Culture & Leadership, Equity & Representation, and being Prepared for the Future. We will work with colleagues from across Children and Education to develop a more detailed People Plan. This plan will help us to deliver on our collective pledge to our workforce, which is below.

Culture and Leadership

We want to create the conditions which support staff to thrive so that they can provide a joined up, holistic service for children, young people and families. We will do this by:

- Creating opportunities for people to share their perspectives and ideas,
- Making time for senior leaders to meet staff who are delivering services across the city,
- Using Health and Wellbeing plans to support a more positive mental health environment,
- Prioritising the recognition and thanks of staff and developing a more consistent approach to reviewing and rewarding good practise,
- Ensuring that every member of staff has appropriate and regular appraisals.

Equity and Representation

We want our workforce to be more resilient through its diversity, both in terms of who we are and the wealth of multi-disciplinary experience we have. We will do this by:

- Prioritising cultural awareness and equalities considerations into our directorate wide training offer,
- Taking action to make sure physical workplaces are welcoming and safe for all members of staff,
- Listening to staff from equalities communities to understand their perspectives on working and progressing in the council,
- Working with HR to make recruitment practises more equitable and accessible.

Prepared for the Future

We want staff to be our employees of the future through supporting career development and ensuring staff are fulfilled through what they do. We will do this by:

- Developing new ways of providing supervision to a broader range of practitioners,
- Identifying the core skills we'll all need in the future and building learning into our directorate wide training offer,
- Identifying staff with leadership potential and supporting them with the right leadership opportunities,
- Exploring and developing more mentoring and coaching opportunities across teams,
- Prioritising ways in which colleagues and teams can exchange skills with each other.



**If you would like this document in an alternative format,
please speak to carla.toyne@bristol.gov.uk**



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