Schedule 4 (Tender)

Barnardo's is the UK's largest children's charity, delivering over 800 services to 300,000 children, young people and families.

We are well-placed to deliver the Attendance Mentor Pilot Project. As we will show, we have a demonstrable track record of implementing programmes of this nature quickly and effectively. Our successful delivery of See, Hear Respond between June 2020 and March 2021, across the UK, provided assistance to over 100,000 vulnerable children, young people, and their families, that were adversely affected by the COVID-19 pandemic and lockdown measures.

Delivery Model

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See Hear Respond

Between June 2020 and March 2021, in response to the COVID-19 pandemic, Barnardo's, in partnership with the Department for Education (DfE), delivered a new and innovative programme across England that coordinated a dynamic sector response. This meant intervening and finding the most vulnerable children and young people who are were hidden from view; that were not receiving support at the time from statutory organisations and those who were at risk and/or experiencing adverse impact to their health and wellbeing.

Working in partnership with schools and other services

Many of our most vulnerable children and young people are being missed and the harm that they experience is now hidden more than ever. Through a partnership approach we supported and safeguarded these children early, preventing additional harm and ensuring that their needs didn't escalate to become chronic and persistent levels.

The children and young people that we targeted, found and supported during these unprecedented times included the most vulnerable within our community.

Including:
- Under 5s with a specific focus on under 2s, new parents and babies
- Those with SEND who have other associated harms such as exploitation
- Children out of the home at risk of criminal and sexual exploitation (working in outreach detached settings)
- BAMER children (who are not being seen or reached)
- Young carers
- 6 weeks in to the programme a further core priority group was added Children requiring mental health and emotional wellbeing support

Local delivery partners **worked with schools and colleges to identify children that were continuing to face significant barriers into returning and remaining in education**.

These children and families were provided with pathways of support that address the key barriers including:

- supporting children's anxiety, mental health and bereavement and loss impact
- bullying and racism
- children at risk of exploitation and missing from education
- children with caring/ shielding duties at home that make school attendance challenging
- breakdown in relationship between school and child and
- children feeling like they have fallen behind academically and feeling unable to cope with academic pressure.

Pathways included:

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In some cases children needed support to access home schooling or alternative placements. Although the outcomes of this work should always have positive pathways into education as its key focus – we recognised that for many children that outcome may take longer than the programme allowed or the impact of COVID-19 allowed. Therefore, other smaller outcomes that were equally beneficial to children's mental health, and wellbeing included:

- building positive relationships with key school staff and children/ parents
- attending school on a part time basis
- engaging in home schooling
- finding alternative placements
- travelling to school independently
- finding positive friendships and peers that make school a safer and happier place
- school understanding and working with the difficulties a child has in returning to education
- equipment and support in place for children with SEND
- children feeling able to manage their feelings and behaviours in positive ways in school

Some children needed intensive support to achieve the planned outcomes, others needed less support as other people (parents/ school pastoral staff) were able to pick up the support needs quite quickly once initial challenges had been addressed.

We learnt that some children just need some basic support and advocacy, whilst other children needed more intensive support.

Managing resources and effective use of funding

In addition to the regular financial modelling that is undertaken for any Barnardo's programme. It was necessary for SHR to develop a **consistent, fair and equitable financial model** that enabled a wide range or national and local partners to be commissioned to deliver similar types of work but through a diverse range of mediums.

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We attended meetings with the Department for Education daily, weekly, and monthly. We also conducted internal and partnership monitoring meetings which proved essential in sharing issues in real time, that enabled the government and our partners to respond agilely and take mitigating action. It created a level of transparency and openness about the delivery and progress of the programme that enabled us to garner confidence and commitment to extend funding at the end of phase one.

We provided reports at contract meetings, programme board, programme advisory board, weekly ops meeting with DfE.

See Hear Respond Evaluation, April 2021, Cordis Bright

SHR was collaboratively designed and established rapidly.

SHR generated 15,950 individual referrals for individual support, group work and support for reintegration to education2. Stakeholders reported that the partnership approach was critical to this success.

Children felt more supported.

- Children were successfully supported to reintegrate to education.
- 2,263 (80%, n=2,833) families who provided feedback to SHR delivery partners reported that their child(ren) was more settled at school. 79% (119, n=150) children responding to the Esurvey felt more supported to go to school or college since working with SHR.
- Children experienced reduced feelings of isolation or loneliness.
- Children were supported to access additional services and community support.

Working with Children and Young People with barriers to attendance

Barnardo's Employment, Training and Skills (ETS) is an established provider delivering 30+ ETS services in England & Scotland to over 3,000 young people each year.

Barnardo's ETS North provision, has been providing an Alternative Curriculum programme to students from North Tyneside for over 16 years. We currently hold a Service Level Agreement with North Tyneside Council for a bespoke alternative education programme, working with secondary schools, colleges and local authority partners across the region. The students we work with may struggle with their mental health, self-esteem, are anxious and are generally struggling in a school environment and require more practical activities hence their referral to Barnardo's ETSN.

Our experience of supporting young people through their learning journey has allowed us to identify key factors and interventions that increase their engagement with learning; enjoyment of provision; achievement of qualifications and positive progress progressions.

- Initial contact via referral from external partners and/or contact via community work

- Initial meeting with learner, teachers, connected agencies and parents carers
- Introductory session **initial assessment** conducted and robust CEIAG - Careers Education, Information, Advice and Guidance to identify students individual needs, any potential barriers to learning and students career and personal ambitions.
- **Extensive on-going wrap-around support vocational and pastorally with robust regular progression reviews** which include progress to completing the course, progress towards Functional Skills if applicable, EEP – Enrichment, Employability and Pastoral with Work Placements is possible for students' career aspiration.

Tees Valley Services

The success of our work in the Tees Valley is our **ability to effectively connect with children, young people and families through a trauma informed and relational practice approach**. This had been the gold thread achieving many years of successful service outcomes. Through our vulnerable adolescent prevention and intervention work in Middlesbrough, we have been able to evidence through our internal assessment system:

- Reduction in level of risk/harm
- **Improved school attendance**
- Improved mental health & well-being
- **Episodes of missing from home/care/school has reduced**
- Enhanced parent/carer/adult - child relationships
- Reduced association with risky peers/adults

Barnardo's has recently worked in schools to support them in understanding low level harmful sexual behaviour, how it can be addressed and working with children to address concerns where this behaviour is evident.

Working with three partner schools (Unity City Academy, Trinity Catholic College and Priory Woods), schools identified children where there was a concern about low level sexual behaviour. Barnardo's specialists worked with children in school on a one-to-one basis over six sessions which resulted in a reduction in the level of concern, a greater understanding of sexual behaviours and appropriate behaviour.

Following delivery in schools, Barnardo's evaluated learning from the sessions. This resulted in the **delivery of training for teachers in schools and the production of an education tool** for schools looking at the consequences of low level harmful sexual behaviour. #DidYouKnow

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Monitoring outcomes and KPIs

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Risk

At Mobilisation we will establish a Risk Register, owned by the local Assistant Director of Children's Services, regularly reviewed and updated by the delivery team and reported to the Regional Director. Risks will be assessed for Impact and Likelihood to reach a composite risk level, with appropriate mitigations then identified to implement which will modify these downwards. The Regional Director will scrutinise issues within the Risk Register to ensure they are correctly assessed and that mitigations are appropriate and implemented. The live Register will be available at all times to the Department.

Supporting and Challenging Delivery

During and following induction, Mentors will be allocated agreed targets for performance and progression. These will be monitored through monthly supervision and annual appraisals completed by their line manager, where successes can be celebrated and shared, whilst areas for improvement can be identified and addressed. Learning objectives are set to promote professional development, underpinned by mandatory and role specific training which meets regulatory bodies' CPD requirements.

A Quarterly Performance Review (QPR) will be completed for this service, where compliance with contracted outcome requirements and KPIs will be analysed. The Children's Services Manager, will track progress and review any issues arising.

Barnardo's is committed to working within Operational Quality Assurance standards, which are reviewed and measured through a cycle of continuous improvement, as well as encouraging service user feedback. This is a holistic approach that builds effectiveness and is designed to ensure all aspects of service delivery are appropriately tailored to the needs of YP. Target areas include:

- Recording, outcomes and case planning
- Safeguarding
- Complaints
- Service user participation
- Staff learning and development

The business planning process is designed, through the process of review, to enable mentors to learn from experience and build on successes ensuring continual improvement and learning from best practice.

Collecting and sharing performance data

We will meet regularly (decided with the department during contract mobilisation) with the Department to review the service against performance standards, outputs and outcomes and determine future action to address any deficits. The Service Manager will provide a written report for each meeting.

Quarterly management information will be provided on the following, as a minimum:

- Number of mentors recruited and trained
- Schools referring CYP
- Number of persistent or severely absent pupils (Expected to decrease)
- Number of pupils allocated per mentor
- Expected increase in attendance/engagement in education/attainment
- expected decreased offending rates
- Expected improved Mental health and wellbeing /emotional resilience
- Mentoring approaches used/barriers
- Time spent supporting pupils
- Service user feedback
- statutory reviews, conferences and complaints;
- case studies to highlight issues and outcomes

We will agree Data Sharing protocols with the Department and the Evaluator to ensure that the pilot can be assessed for effectiveness. All data sharing will be compliant with GDPR specifications, and we will work to identify any issues with data sharing, e.g. any arising from controller/processor status. We will also have information sharing agreements in place with other agencies involved in delivery.

In line with the Monitoring Outcomes and KPIs (above), progression towards attendance will be monitored against Barnardo's Outcomes Assessment Tool on a 1-5 grading; subject to review once the pilot begins, we would expect to see progression against the gradings from initial engagement onwards. This will be reflected in updates to the ISP, with this data aggregated up to programme reports. Part of work with evaluation will involve assessing the impact of various types of engagement upon the Tool, but we would always expect progression so that e.g. an improved mental health and wellbeing score can be used as a base to encourage and support improved attendance.

Contract and Financial management

Contract management infrastructure is well embedded in Barnardo's and our standard methodology is set out in the attached Contract Management plan. Scrutiny is in place through the structure identified in the opening paragraph, to ensure 100% adherence to sound principles.

Our financial risk management will incorporate oversight by our Finance and business manager who supports the CSM monthly to analysis budget with oversight from the ADCS. We will use contract data, evidence of good practice and emerging findings from the evaluation to work with the DfE to ensure value for money. As the UK's largest children's charity, the contract will benefit from economies of scale from administration and referral perspectives. We will utilise existing service building and management infrastructure to deliver this service and use IT to minimise unnecessary costs.

Barnardo's commitment to social value is clearly demonstrable across all elements of the areas detailed in PPN 06/20. For example:

1. COVID-19 recovery:
2. Tackling economic inequality: we are working with highly vulnerable young people to promote entrepreneurship, "hothousing" potential young businesspeople with specialist and business support to help them grow a new enterprise

3. Fighting climate change: We have developed a five-year strategy that reduces the environmental footprint of the organisation and aims to achieve our commitment to the government's 2050 Net Zero strategy ten years early
4. Equal opportunity: Alongside reflective diversity training, our systems and processes have been realigned to be more reflective and responsive to the UK's demographics, e.g. our job application process is now a "blind" one which removes details of personal characteristics at sifting.
5. Wellbeing: We have enhanced employee support in place in acknowledgement of the issues many have faced over the last three years, including wrap around staff welfare provision.

As indicated in the attached plan, some of the measures that will demonstrate that whilst some measures, as corporate policy/systems, will be in place from Day One, others will be implemented during the course of the programme.

Social value measures will be embedded into project planning and reviewed during the mobilisation and active phases by the responsible Assistant Director, providing metrics and evidence to the commissioner through regular monitoring. This will include reporting on developments within the project intended to provide evidence of model effectiveness to inform longer-term commissioning, and/or to present alternative delivery methods e.g., development of a volunteer mentor role profile and evidence of its effectiveness.

We will work with the Local Authority, schools and other organisations through the Reference Group to co-design the best solutions and use evidence from early pilot activity to inform improvements. We will promote this at events within each EIA, and through our national Barnardo's Education Community website, which is accessed by over 200,000 professionals each year.

As a children's charity, we recognise the importance of being open and transparent in financial matters. We are experienced in managing budgets and allocating funds to services – nationally and locally, long and short term – and have **effective financial planning strategies to balance value for money with delivering effective services to support vulnerable children and families**.

In order to deliver a cost-effective and successful Attendance Mentor Project, we have considered the following:
- Key performance indicators
  - Support a minimum of 335 pupils in Year 1
  - Support to be provided to at least 1665 pupils over 3 years
- Five geographical areas to be covered across the period of the contract
- Effective recruitment, training and supervision of staff
- Effective programme management, promotion and evaluation
- Locality base and expenses (IT, travel etc).

Year 1 Delivery

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In initially establishing the Attendance Mentor Project in Year 1, we have ensured that we put in place appropriate levels of staffing to meet the KPI's, in addition to being able to effectively develop and roll out the new service in Middlesbrough, with service developments evaluated and shared with future EIA areas.

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Year 2 & 3 Delivery

Redacted under FOIA Section 43, Commercial Interests

Governance and Board Structure

We understand the importance of ensuring robust governance and oversight processes are in place rapidly, to provide responsible operational and financial stewardship.

Overall organisational governance structure

All staff (including those in roles below) Processing information, managing records, and complying with security standards and requirements in line with our information governance policy, as well as other related policies and guidance.

Chief Executive Officer (CEO) and the Board of Trustees Ensuring that systems are in place to support compliance with information law, access and management of records, information security and continuity of service

Corporate Leadership Team Approving and signing off relevant policies

Senior Information Risk Owner (SIRO) Ownership of the Information Governance Policy. Responsibility for 'managing information risk across the organisation and for ensuring that the data and information assets of Barnardo's are identified, processed, transmitted, stored and used in line with the principles of good information governance and in compliance with Barnardo's legal, statutory and organisational requirements.'

Caldicott Guardian Providing advice and oversight to ensure that confidential personal information relating to people who use the services we regulate is obtained, used, handled and shared in accordance with the Caldicott Principles

Data Protection Officer (DPO) To carry out the tasks under Article 39(1) of GDPR, to: a) Inform and advise on compliance with GDPR. b) Monitor compliance with GDPR. c) Provide advice as regards data protection impact assessments. d) Cooperate with the ICO. e) Act as contact point with the ICO on issues relating to processing. To carry out these tasks with due regard to risks relating to the processing of personal data.

Each locality will have their own dedicated governance structure as follows

Monitoring:	Quality Assured through:	Owner/Supported by:
Performance against contract requirements	Qualitative and quantitative data; assessment and reviews; progress against outcomes; case studies; monthly/quarterly reporting	CSM/ADCS
Supporting Staff	Supervision, Annual PDR's, Staff Training & Learning Commitment; Staff Surveys	CSM
External Relations and Contract Management	Contractual requirements being met. Regular formal and informal meetings with Inverclyde Council	CSM/ADCS
Case file review/sign off	Regular reviews and internal compliance checks by Service Manager/Assistant Director	CSM/ADCS
Resource Management	Monthly/quarterly finance review; weekly update from Administrator	CSM/ADCS/Local Finance Manager
Safeguarding	Induction, training, supervision, management support for safeguarding concerns, safeguarding practice.	CSM
Health & Safety	Training and risk assessments in place for all activities and reviewed annually. Induction standards met.	CSM
Data Protection and Information Sharing	Staff trained, standard of outcome measurement met, files signed off.	CSM/ Local Management Information Officer
Equality, Diversity and Inclusion	Staff training. Targets of reach and engagement met	CSM/ Local EDI Lead
Consultation/participation analysis	Involvement of CYP/Families and staff, evidence of actions and methods used to collect views, complaints and compliments, action taken in response	CSM/ Voice and influence team

Children's Service Manager (Supported by Assistant Director Children's Services) At an operational level, managers routinely check that policies and procedures have been effectively implemented and practice is of the required quality through management oversight and quality assurance activity. Such activity includes case file sign off, case file sampling, supervision file sampling, health and safety audits and data security audits. Details of key quality standards and roles and responsibilities in relation to quality assurance are provided in Barnardo's Operational Quality Assurance Guidance. Managers ensure that these activities are programmed into their overall planning and performance timetable.

Contract management plan

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Social Value Plan

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Project Plan

Redacted under FOIA Section 43, Commercial Interests

Key Milestones

Redacted under FOIA Section 43, Commercial Interests

Pricing Schedule

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