

Bury Children's Partnership

Children & Young
People's Plan

2021-24

BURY

LET'S Do It!

FOR CHILDREN AND
YOUNG PEOPLE



Contents

	PAGE
1. Foreword	3
2. Introduction	4
3. The Current Picture/Context	5
4. Progress To Date	6
5. Our Call For Action	8
6. Governance of the children & young people's plan	10
Appendix 1: Call For Action - Outcomes and Priorities	11
Appendix 2: Board Membership	19





1 Foreword



**COUNCILLOR
TAMOOR TARIQ**

The Bury 2030 Strategy ‘Let’s Do It’ sets a vision for Bury to be “a place in which people are helped to make the best of themselves, and where everyone can explore their dreams”.

Our children and young people deserve no less and we are all responsible for encouraging and supporting them to be the best that they can be. We want children and young people in Bury to grow up with the strength to overcome difficulties and to be able to make the most of life’s opportunities.

Partners have worked together to develop this Plan, bringing together our shared experience, knowledge and what we are told by children, young people and families. We know that Covid-19 has been devastating for some of our families and for many others it has made life much more difficult. This means that it is even more important that we work together so that our children are well supported within their families, schools and communities and get the help and support from services when needed.

The Plan describes Outcomes and Priorities and the rationale for why these are important. It sets out a framework of groups that will support the Children’s Strategic Partnership Board to drive the work. However, delivering the Plan is down to all of us. That includes everyone whose work impacts on the lives of families and, most importantly, children, young people and families themselves whose lived experiences makes them key partners in understanding what needs to happen and in making improvements.

We know that we have great people working in Bury who want to do their best for families; and we have brilliant children and young people who deserve to be listened to and taken seriously. We know that some children, young people and families face many difficulties and challenges, but by bringing together all our strengths, experience and expertise, we can make sure that all children and young people in Bury get the best start and have the best life-chances.

COUNCILLOR TAMOOR TARIQ

Deputy Leader, Cabinet Member Children,
Young People and Skills



Welcome to the Bury Children & Young People's Plan 2021/24.

The Bury 2030 Strategy 'Let's Do It' sets a Call for Action for everyone to get together to make Bury a place in which people are helped to make the best of themselves and where everyone can explore their dreams. The Children & Young People's Plan 2021-24 sets out Outcomes and Priorities to make this a reality for children and young people.

Most children and young people in Bury grow up in a safe and loving home environment, have good health and have the support and opportunities that give them the best start in life that means that they can make the best of themselves and explore their dreams.

However, not all children in Bury are so fortunate and for some the additional challenges that they face in their daily life can have a damaging and long-term impact on their opportunities and aspirations.

Our task as set out in 'Let's Do It' is to create the conditions for all children and young people to have the best possible start, to have the opportunities to grow within their community and to be the author of their own life.

'Let's Do It' reflects the need for all of us to be involved in creating these conditions. The Children & Young People's Plan has been built on the experiences, expertise and information from a wide range of stakeholders including children, young people and families, and statutory and non-statutory organisations.

Our Call for Action is that we all work together to make the improvements that will give our children and young people the best start in life. We need to value each other and our children, young people and families as equal partners bringing experience, enthusiasm, knowledge, skills and resources that are essential to ensuring that children and young people are able to make the best of themselves and achieve their dreams.



LET'S
do it!

The current population of 0-25 year olds in the borough of Bury is approximately 45,000.

Just under 4,000 of our 0-5 year olds attend our 176 settings, including nurseries, childminders and play groups and up to 30,000 of our children attend our 81 state schools. In addition, there are 4 independent schools and 2 further education colleges in the borough.

In addition to the universal provision, approximately 1,200 of our children have access to support through an Education, Health and Care plan and approximately 1,000 of our children will have the support of a social worker, either because they are looked after by the Local Authority or are deemed to have needs or risks that require this statutory support. We also have 200 children who directly offer care and support and are deemed young carers.

Approximately 6,000 of our children and young people are eligible for free school meals. Whilst Bury has lower child poverty rates than the England average it has higher levels of income deprivation and this is increasing.

Children's development at age 5 is slightly below the England average but higher than across other Greater Manchester local authorities.

In 2019, the percentage of pupils gaining a good pass in both English and mathematics at age 16 was 6% below national and 4% below the North West average. The gap to the national average for disadvantaged pupils was 3%. The average points score per entry (Best 3 A levels) was below the national average and in line with the figure for the North West.

We now have a much greater understanding of the impact of adverse childhood experiences on the lives of children and young people if they do not get the support that they need to overcome these. Childhood adversity can create harmful levels of stress which impact healthy brain development and can result in long-term effects on learning, behaviour and health.

For all our children and young people the impact of Covid-19 will have had an effect on their lives. For many it will be an adverse childhood experience for which they will need support and understanding to ensure that it does not have a long term damaging effect.

We don't yet fully understand the extent of how this affects our children and young people but we do know that recovering from Covid-19 will be a theme running through all our work with children and young people.



176 early years settings



30,000 school children



81 state schools



4 independent schools



4 Progress to date

Experience shows that when organisations work together to deliver services, we make a real difference to the lives of children, young people and their families.

A governance framework is now in place whereby a number of pre-existing high level partnership groups responsible for children and young people's wellbeing sit under the Children's Strategic Partnership Board. These groups are accountable to the Children's Strategic Partnership Board for the development and delivery of the children and young people's priorities.

By bringing these groups together into a single governance framework, the Children's Strategic Partnership Board can build on existing good practice and drive improvements in a cohesive and clear approach to ensure the needs of all our most vulnerable children and young people are being met.

We promote positive choices by parents, during pregnancy, through early years and right through to transition into adulthood. We encourage care that enables children to flourish.

Coproduction is central to our endeavours so that we can actively pursue new innovative and collaborative solutions with our families to achieve the very best outcomes for Bury children and young people.

4.1 Starting Well/Early Help

The Starting Well Partnership Board and Children's Trust Early Help Operational Group have been brought together into a single Starting Well/Early Help Partnership Board with responsibility for the health and wellbeing of children and young people, aged 0-19, incorporating early years, health, early help and prevention.

4.2 SEND

The reformed SEND Assurance Board is responsible for SEND reforms and has established systems and structure whereby partners are working with children, young people and families to improve SEND services. CCG and council commissioning on SEND has been brought together through the One Commissioning Organisation.

4.3 The Strategic Education Board

The Strategic Education Board has widened its scope and now has responsibility for the education and skills agenda for children and young people up to the age of 25, supported by a Youth Participation & Skills sub group.





4.4 Bury Children's Health and Care programme

The Health and Care work programme includes the following working groups (charters) which are system collaborative groups and previously reported only through Health and Care governance. By aligning the children's Health and Care work programme into the Children's Strategic Partnership Board governance, integration will be strengthened across the locality. This will ensure that as a system we have a shared single focus on the Health and Care aspects of the wider determinants of what makes a happy child.

The children's Health and Care working groups (charters) cover:

- **Maternity**, working closely with starting well and early years teams, ensuring the first 1,001 days of life are the best they can be.
- **Mental health**, working to develop good emotional and mental health in children through the development of a strong, robust system and offer. Identifying inequalities and vulnerabilities to meet needs earlier in a child's lifetime.
- **Special Educational Needs and Disabilities (SEND)**, working with the SEND assurance board across education and social care to promote and protect children and young people with additional needs. Ensuring good quality processes, provision, and services.
- **Physical health**, children with health care needs who live in Bury and who have any identified health inequalities will have them mitigated and will

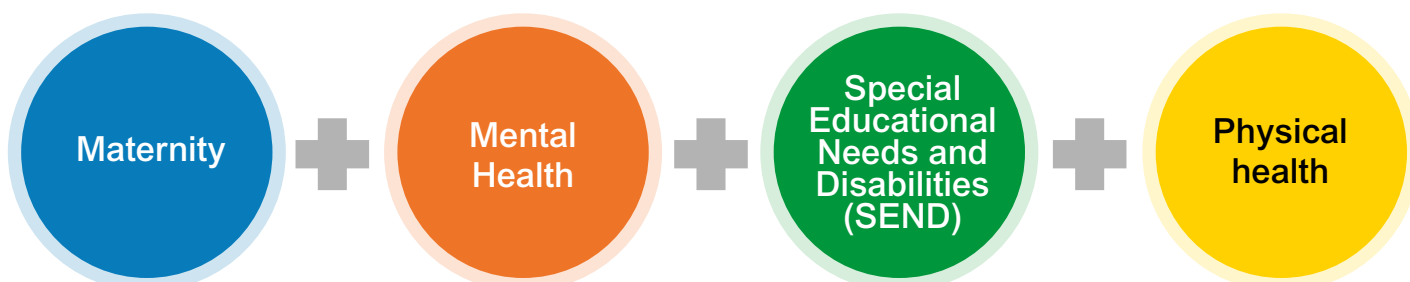
experience improved health, through the transformation of children's health services, ensuring smooth and swift access to appropriate services, supported to achieve optimum health.

4.5 Bury Integrated Safeguarding Partnership

- The Bury Children's Safeguarding Board and the Adult Safeguarding Board have been brought together into the Bury Integrated Safeguarding Partnership (BISP), which was formed in September 2019. This has driven a more rounded approach to safeguarding with shared learning, joint workforce and practice development and an all-age focus, as well as better use of resources and stronger links with local, regional and national partnerships.
- The new governance arrangements ensure that the BISP and the Children's Strategic Partnership Board have strong links which ensure that safeguarding of children and young people is at the forefront, and this working relationship has been formalised in a joint protocol.

4.6 One Commissioning Organisation

Bury Council and CCG have formed a One Commissioning Organisation which brings together all strands of delivery and commissioning across the two agencies under the leadership of the Chief Executive. Together we can better meet the challenges we face and tackle the priority areas we have identified.





5 Our call for action

The Children’s Strategic Partnership Board has responded to Let’s Do It by setting a Call for Action to improve the lives of children, young people and families in the borough. The Board has brought together information from children, young people and families and from the partner agencies to set our Outcomes and Priorities for 2021-24:

Outcome	Priority
1. Children and Young People enjoy safe childhoods and are protected from harm	1.1. We have a safeguarding system across the partnership to ensure ALL children are safe and secure 1.2. Needs are identified and responded to at the earliest opportunity
2. Children and young people have a good education and leave school with the best education outcomes and skills to succeed as adults and make a positive contribution	2.1. Person centred and inclusive opportunities accessible to all 2.2. Rates of progress in learning improve for all, especially the most vulnerable 2.3. Effective transition at key points leading to sustained engagement in learning and positive progression
3. Children and young people live happy, healthy lives in their families and communities	3.1. Children and young people get the support they need local to where they live 3.2. Children and young people are physically and mentally healthy and active 3.3. Services and systems work together to ensure all children get the best start in life
4. Children and young people have fun growing up and are confident and resilient	4.1. We have a strong emotional wellbeing and mental health offer (THRIVE) approach 4.2. Children and young people have access to extra-curricular activities and green spaces
5. Children and young people are active citizens who feel they have a voice and influence	5.1. Children, young people and families help shape policy developments and services that affect them.

*Appendix 1 provides rationale, what success looks like and key objectives for each Priority



In order to achieve the Outcomes and Priorities, we all need to play our part through our aspiration; inspiration; participation and collaboration. 'Let's Do It' provides the following guide of how we can do this:



INSPIRATION

We are proactive and creative, building on our collective strengths to make a difference to what matters most to us by:

- Really listening to understand each other and our shared potential
- Growing relationships and new connections across boundaries
- Being open to trying new things and doing things differently
- Valuing the skills, strengths and successes of individuals and communities

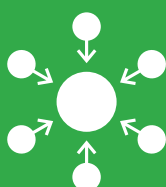


ASPIRATION

We realise hopes and dreams by:

- Demonstrating pride in our collective and individual achievements and in the place where we live
- Ensuring everyone has an equal voice and equal life chances by harnessing and nurturing all talents
- Championing innovation, always looking for ways to improve quality of life for all
- Being courageous and stepping out of our comfort zone to help ourselves and others

Opening doors at every opportunity



PARTICIPATION

We all take responsibility for making a difference by:

- Committing to making a positive, practical difference in addressing and tackling our challenges
- Asking 'what matters to you?' and 'How can I help?'
- Being flexible and putting our energies where we can make the most positive difference
- Demonstrating dignity, kindness and respect in everything we do



COLLABORATION

We will bring our collective talents, energies and power together for the greater good by:

- Bringing people together from all corners of life
- Listening and learning from all voices
- Trusting and helping each other, always working together
- Listening when others talk and then responding, helping and enabling
- Supporting development and growth and removing barriers to collaboration



Governance of the Children & Young People's Plan

The Children's Strategic Partnership Board is responsible for ensuring the development and delivery of the Children & Young People's Plan.

It is supported in this by a range of strategic planning and delivery sub groups within its governance framework. The multi-agency sub groups are required by the Board to work in partnership and with children and young people to co-produce delivery plans and lead activity to meet the Priorities. The Board and its sub groups

identify and work with other partnerships and groups whose work impacts on children, young people and families in the borough to strengthen links and to ensure that we work together to improve outcomes.

This Plan has stressed that everyone has a part in meeting the priorities and in this we all have a responsibility to be proactive in finding ways to work together to give children and young people the best start in life.

**LET'S
do it!**





OUTCOME 1

Children and young people enjoy safe childhoods and are protected from harm

PRIORITY 1.1: We have a safeguarding system across the partnership to ensure that ALL children are safe and secure

Rationale

For children to achieve the best in life they need to feel safe and secure in their families and communities.

What does success look like?

- Children and young people grow up safely in families that care for them
- Children and young people feel safe
- Children, young people and families know where to go if they need help

Objectives (what improvements will we make?)

1. Interagency safeguarding practice is informed by the lived experience of children and adults at risk
2. Effective sharing of information between all partner agencies working with children and adults at risk
3. Safeguarding support is accessible to children and young people who are at risk in every community
4. Risk of harm is reduced through early intervention strategies and the nurturing of positive relationships
5. Practitioners working with children, young people and families are well trained, well informed and confident in fulfilling their roles and responsibilities
6. Safeguarding systems remain effective during the Covid crisis and recovery and are able to respond to local pressures

PRIORITY 1.2: Children's needs are identified and responded to at the earliest opportunity

Rationale

Identifying needs and providing help early is more effective than reacting later in promoting the welfare of children and young people. By providing support as soon as a problem emerges, at any point in a child or young person's life, we can help prevent further problems arising and reduce the likelihood that challenges and adverse experiences will have a long-term impact on health, wellbeing and lifetime opportunities.

What does success look like?

- Children and young people receive the right help at the right time
- Children, young people and families have trusted relationships with practitioners
- Families can give their children the best start in life and know where to go to get help if they need it

Objectives (what improvements will we make?)

1. Development of the Family Offer
2. Development and embedding "Team Around" model
3. Implement Eyes Wide Open Approach
4. Early Years Delivery Model implemented
5. Health Improvement strategies embedded
6. Youth Offending Prevention



OUTCOME 2

Children and young people have a good education and leave school with the best education outcomes and skills to succeed as adults and make a positive contribution

PRIORITY 2.1: Person centred and inclusive learning opportunities are accessible to all children and young people

Rationale

For all children and young people to maximise their potential and achieve the best possible outcomes through accessing learning which meets their needs. We want all children and young people to achieve the best they are capable of and subsequently contribute positively to the world of work and wider society.

What does success look like?

- All learning organisations are inclusive in their practice
- Barriers to learning are identified early and accurately and are addressed through partnership working
- Clear, accessible pathways to specialist services are known by all partners (See Priority 1.2)
- Active engagement from all services
- Strategic place planning ensures a sufficiency of place which meet the needs of children and young people including those with SEND

Objectives (what improvements will we make?)

1. Ensure that all learning organisations have a clear understanding of expectations in inclusive practice (link to Inclusion Quality Mark)
2. Ensure that schools are clear as to thresholds for support and that the support is accessible and timely
3. Improve the scope of provision to meet the needs of children and young people with SEND



**OUTCOME 2****Children and young people have a good education and leave school with the best education outcomes and skills to succeed as adults and make a positive contribution****PRIORITY 2.2: Rates of progress in learning improve for all, especially the most vulnerable and those with additional needs****Rationale**

Bury's performance data indicates the need to improve our educational performance with a particular focus on vulnerable groups. The progress of disadvantaged pupils remains a focus across the age range as does accelerating progress so that a higher percentage of pupils reach the highest levels.

What does success look like?

- Sufficient, high quality early years provision up to age 5 with the sharing of best practice between settings and schools
- Sufficient school places across all key stages in schools judged good or better by Ofsted
- Improved number of children who are school ready at age 5; at least in line with national following the impact of the pandemic
- Improved progress at age 16 so that more pupils are well prepared for post-16 education, employment or training
- There is a good understanding of the barriers that face disadvantaged children and young people and how these impact on their learning
- Clear pathways support early identification and strong partnership working through the early help approach
- A robust and sustainable, graduated approach is embedded enabling early identification and effective support for children with SEND/emerging SEND
- Parents are confident with the support that schools provide to their children without the need for an EHC needs assessment
- A self-improving school led system with greater capacity to lead improvements together and a local authority with effective quality assurance processes leading to appropriate use of support and intervention
- A good level of achievement for disadvantaged children and young people, especially those with special educational needs and/ or disabilities and those in care
- Curriculum provision includes a range of pathways which match the needs and aspirations of young people in our secondary schools and colleges

Note: As learning organisations reset following the COVID-19 pandemic there needs to be a focus on recovery of learning and resources/ activity needs to be targeted informed by intelligence from learning organisations as the latest full data set is 2019. Opportunities to strengthen the system need to be maximised, building capacity and facilitating the sharing of effective practice

Objectives (what improvements will we make?)

1. Ensure a focus on school improvement as education resets following the COVID-19 pandemic
2. Ensure that the self-improving system review leads to a co-produced model with a shared understanding of respective roles, responsibilities and accountabilities
3. Ensure that opportunities, sourced in line with priorities, add capacity to the self-improving system
4. Improve the timeliness and use of attendance data to enable intervention
5. Continue to embed the TAS (Team Around the School) and TAPS (Team around the Pre-School) approach to ensure co-ordinated plans identify need and level of support
6. Ensure that SEND systems support children at the earliest point before statutory processes are required
7. Embed person centred planning and co-production for children with SEND



Call For Action - Outcomes and Priorities

PRIORITY 2.3: Effective transition at key points leads to successful, sustained engagement in learning and positive progression

Rationale

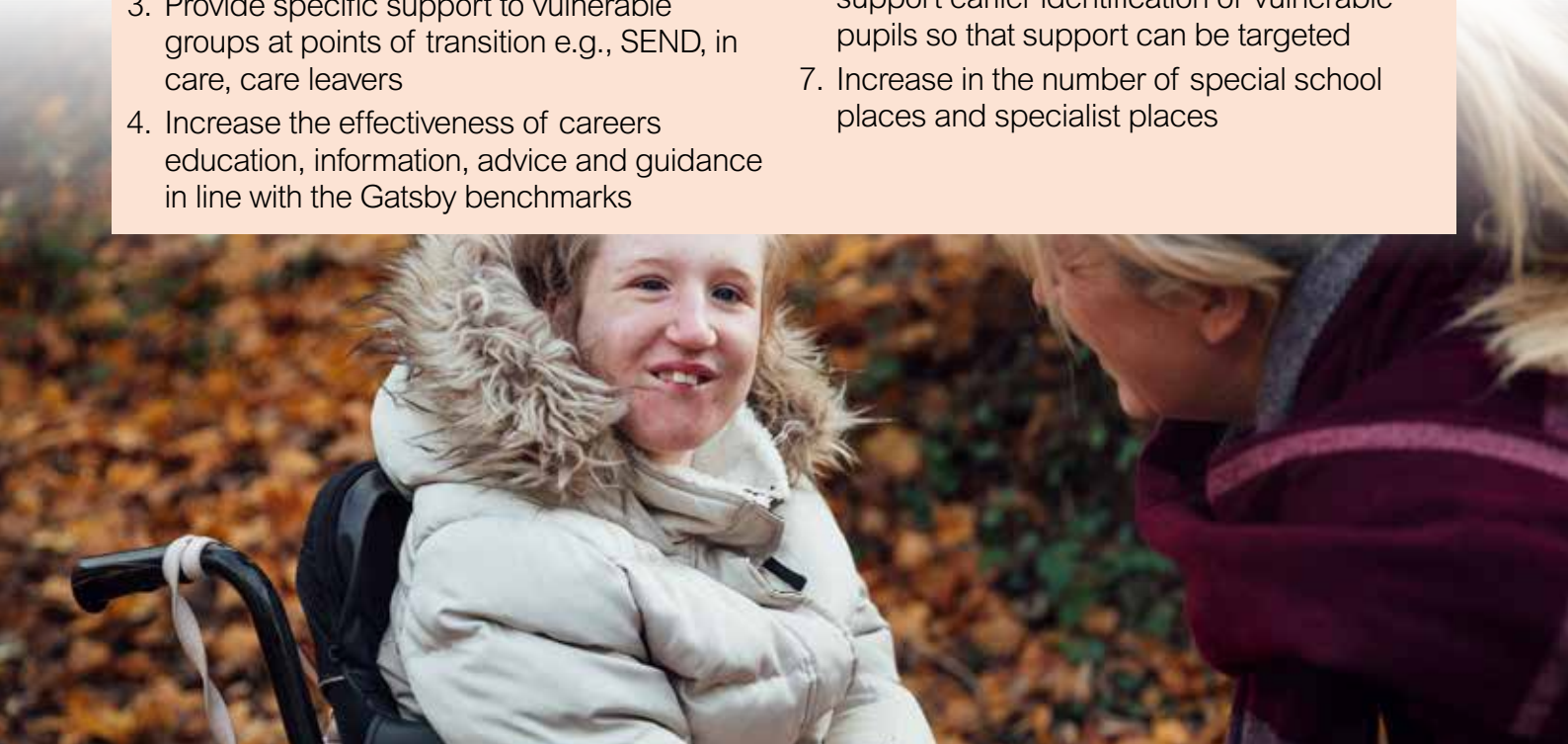
Children and young people, especially the most vulnerable, need supporting as they transition into school, between schools, to post-16 education and into further education, employment or training.

What does success look like?

- Transitions within the early years and into primary school are effective, ensuring, through promotion of high-quality practice in localities, that children and their families are well supported and ready for school
- Primary/secondary transition is effective through mutual understanding and the sharing of information
- Young people have the skills and knowledge required to make well informed choices on leaving school
- Effective transition pathways are in place for young people with special educational needs and/or disabilities, including preparation for adulthood
- Progression into education, employment or training is sustained, particularly for young people with special educational needs and/or disabilities, in care or care leavers
- Place planning is effective and there is sufficiency across the range and type of maintained school places including specialist provision to support vulnerable pupils

Objectives (what improvements will we make?)

1. Improve 'Bury Ready Together' partnership working relating to School Readiness
2. Agree an approach to primary/ secondary transition including information exchange specifically to support Year 6 in 2021
3. Provide specific support to vulnerable groups at points of transition e.g., SEND, in care, care leavers
4. Increase the effectiveness of careers education, information, advice and guidance in line with the Gatsby benchmarks
5. Utilise provision mapping and labour market information to identify and address gaps in progression pathways
6. Develop Risk of NEET (Not in Employment, Education or Training) (RONI) indicators to support earlier identification of vulnerable pupils so that support can be targeted
7. Increase in the number of special school places and specialist places





OUTCOME 3

Children and young people live happy, healthy lives in their families and communities

PRIORITY 3.1: Children, young people and families get the support they need local to where they live

Rationale

We know through extensive consultation that people identify locally within their townships and neighbourhoods, not borough wide. The Bury 2030 vision is for empowered local communities and for public services brought together as one team in each neighbourhood. Our services and resources are better targeted to reflect the needs of individual communities. Our communities are able to shape their local area (Ref Let's Do it and Early Help Strategy).

What does success look like?

- Children, young people and families are supported primarily by their communities to thrive, be healthy and successful
- Children, young people and families have trusted relationships with practitioners and can access help when they need it locally and embedded in the community
- Children, young people, families, communities and practitioners work together to find solutions

Objectives (what improvements will we make?)

We contribute to the vision in the Bury 2030 Strategy around neighbourhood team working and the development of the new Neighbourhood Delivery model, including further development of a preventative approach "at place" as part of the wider public service reform.

PRIORITY 3.2: Children and young people are physically active

Rationale

Leading a physically active life brings many benefits to both physical and mental wellbeing and contributes to community cohesion, economic growth and raising aspirations. In contrast physical inactivity is the fourth leading cause of premature deaths in the UK. Research tells us that more than ¼ of children and young people across Bury are taking part in less than an average of 30 minutes exercise a day and that inequalities exist among different groups of young people and those living in different parts of the borough.

What does success look like?

- All children and young people can take part in a range of physical activities that they enjoy and are active for at least 60 minutes per day (average across the week)

Objectives (what improvements will we make?)

We will work with 'Get Bury Moving': Bury Physical Activity Strategy 2020-25 to ensure children and young people's needs are met within the Action Planning and associated activity.



Call For Action - Outcomes and Priorities

PRIORITY 3.3: Services work together to ensure that all children get the best start in life

Rationale

We know that where services do not work together there is too often overlap, duplicated effort, gaps in service and poor service user experience with families being shunted round the system, having to re-tell their story to multiple professionals and not receiving the help that they need. By understanding each other's delivery, working together and sharing our resources, we will be efficient and responsive in our offer to families.

Fundamental to this process will be exploring new approaches to redesigning person-centred, neighbourhood based holistic models of care across multiple agencies.

What does success look like?

- Our families experience joined up and responsive support with clear communications
- The system is easy to access and navigate and is family-driven as opposed to service-driven
- There will be a reduction in risk taking behaviours such as alcohol and substance misuse and unhealthy sexual activity
- Programmes will be evaluated by outcomes and will enable partners to have honest and open discussions to support a better child experience and improve outcomes

Objectives (what improvements will we make?)

1. We will work together as a successful One Commissioning Organisation
2. We will further develop our existing Early Help locality teams to wider public service support
3. We will endeavour to offer the right structures to promote good health behaviours and reduce lifestyle factors that lead to early illness, such as smoking and poor diet





OUTCOME 4

Children and young people have fun growing up and are confident and resilient

PRIORITY 4.1: We have a strong emotional wellbeing and mental health offer (THRIVE approach)

Rationale

Poor emotional and mental health is closely related to many other health and social concerns which impact on all aspects of children's lives, aspirations and lifetime opportunities. Research suggests that 50% of mental health problems in adults take root before the age of 15. The impact of Covid-19 is yet to be fully understood but there is increasing evidence that children and young people's emotional wellbeing is being detrimentally affected.

The THRIVE framework encompasses service values and principles that enable self-help/management, access to advice and signposting, early intervention, and getting help and more help without a prolonged journey of escalation through different services.

What does success look like?

- Co-production with parents/carers and children and young people shaping the support and resources from the best source (right help, right time)
- Better outcomes with Education, Health and Care Plans from
 - person-centred planning with improved opportunities for children and young people
 - Trauma informed and resilience focused provision across the THRIVE offer for mental health

Objectives (what improvements will we make?)

1. Co-production and data from success stories to support the SEND review and enhance local provision
2. Fully implemented THRIVE framework in Bury Council
3. Adoption of Resilience framework
4. Workforce development and staff training plan in place
5. Children and young people will have access to the right help and the right time (mental Health Support Teams and online offer of counselling)





PRIORITY 4.2: Children and young people have access to extra-curricular activities and green spaces

Rationale

Having the opportunity to take part in positive activities outside of school and college is important to children and young people's emotional and physical health and wellbeing. It helps in building friendships and developing the skills and attributes that will prepare them for life. Children and young people need green spaces to play, meet friends, exercise and enjoy nature. The importance for mental wellbeing is well-researched and documented and has been particularly highlighted during the pandemic.

What does success look like?

- Children and young people feel part of the community in which they live and have a sense of responsible ownership for their local area and green spaces
- Children and young people have opportunities to enjoy accessible and affordable activities
- Parks and green spaces feel safe and accessible to children and young people

Objectives (what improvements will we make?)

1. Build links with Council Planning to ensure children and young people have opportunities to have their say
2. Work with children, young people and families to understand need and co-produce accessible community activities
3. To develop positive activities for young people who are at risk of being involved in crime or harmful behaviours

OUTCOME 5

Children and young people have fun growing up and are confident and resilient

PRIORITY 5.1: Our children and young people and their families help shape policy developments and services that affect them

Rationale

The involvement of children, young people and families as equal partners in the development of services that affect them leads to individuals being more confident, feeling valued and empowered, professionals better understanding the lives and experience of people they support and services that are more accessible, responsive and relevant.

What does success look like?

- Children, young people and their parents/carers are active citizens in their local communities; partners in the development of new and existing services; and participate in democratic processes and opportunities

Objectives (what improvements will we make?)

1. Development and implementation of Engagement, Participation and Co-Production Strategy
2. Services are co-produced with children, young people and families
3. Co-produce a 'Promise to children, young people and families', setting out engagement, participation and co-production expectations of all partner organisations



The Children & Young People's Plan 2021-24 was signed off by the Children's Strategic Partnership Board at their Board meeting on 5 October 2021. The Board is represented across key partner organisations:

Executive Director of Children & Young People, Bury Council; Chair of the Children's Strategic Partnership Board

Cabinet Member Children's Services, Schools & Families

Deputy Director of Commissioning, NHS Bury CCG

Director of Public Health, Bury Council

Executive Director Strategic Commissioning, Bury One Commissioning Organisation

Headteacher, representing Bury Association Primary Heads

Headteacher, representing Bury Association Secondary Heads

Principal Bury College

Chief Executive Early Break - Chair of Children, Young People & Families
VCF Forum and VCFA Board Member

Chief Inspector (Partnership), Bury Division, Greater Manchester Police

Independent Chair Bury Integrated Safeguarding Partnership

Chief Executive, Six Town Housing

Clinical Director, NHS Bury CCG

Programme Manager, NHS Bury CCG

Divisional Managing Director, Bury Community Services

Director of Nursing, Bury Community Services

Partnership Manager, DWP Work & Health Directorate, GM District

Director Education & Skills, Bury Council Children's Services

Assistant Director Early Help & School Readiness, Bury Council Children's Services

Assistant Director Social Care & Safeguarding, Bury Council Children's Services



[More information is available on the Bury Children's Partnership webpage.](#)