

BRADFORD

Character 2026

— Event Programme —

Kloodle

With BDAT, PwC & Food Savers Network

Morning: Darley Street Market

16–24 Darley St, Bradford BD1 3AW

Afternoon: PwC Offices, Bradford

2026

09:00 Introductions

Introduction from Neil Wolstenholme, Chairman of Kloodle.

Professor Phil Cummins will inspire the audience on the power of belonging and why character development is the cornerstone that underpins your future. Success has many forms, whether that be academic, personal happiness and growth, or vital contributions to the success and happiness of your peers and family.

10:00 Community – The Power of Belonging

Panel Section 1 | Darley Street Market, 16–24 Darley St, Bradford BD1 3AW

Illustrating some of the issues faced in the community. Identifying problems that young people or communities face. Research, anecdotes and struggles discussed. Identifying aspiration objectives moving forward.

- **Mark Mon-Williams**, Professor of Cognitive Psychology, University of Leeds – Academic Lead of Born In Bradford
- **Qasim Akhtar**, Bradford City AFC Women
- **Richard Bottomley**, Bradford Alternative Provision
- **Phil Sage**, Education Alliance for Life Chances
- **Gareth Edwards**, BBC

10:45 Community – The Power of Belonging

Panel Section 2 | Darley Street Market

A positive look at all of the incredible opportunities that are accessible for young people in or around Bradford. A celebration and a review of how these impactful projects make a difference.

- **Fozia Naseem**, Philanthropy and Partnerships Manager at GiveBradford
- **Neil Wolstenholme**, The Manjit W Fund
- **Amy Calvert**, First Give
- **Mark Stevens**, Mark Stevens Music LTD, Sound of Change
- **Juli Thompson**, Food Savers Network (lead and intro into next section)

11:30 Character & Community in Action

Food and music bringing people together

Using learners and teachers from Food Savers/Inn churches and Mark's creative music/media workshops, inviting classes from local schools. They demonstrate the cooking skills, the vibrancy of collective experiences and showcase the power of these enrichment activities and how that can grow the individual as well as their community.

Attendees will be able to walk around and view the workshops, ask questions, and get involved. This will conclude with lunch at Darley Street Market. Real time, real life impacts!

12:00 Lunch

Darley Street Market

01:00 Make an Impact

Turning Ideas into Reality | PwC Offices, Bradford

Phil Cummins and the Kloodle team will showcase Kloodle in action and explain how we can deliver and embed character education across Bradford – a practical blueprint showing school leaders, teachers and business owners how to build character-driven projects which develop lasting employability skills in young people.

This brings together leaders in education, business and local government to share perspectives on supporting youth character development.

It culminates in an ambitious vision of a legacy: harnessing Bradford's 2025 Capital of Culture year to deliver real cultural capital across the region and transform the city into the Capital of Character for a generation, where every school, business and community is committed to measurable character growth, backed by the necessary investment.

- **Richard Crane**, Bradford Council
- **Mark Hollebon**, PwC Senior Partner
- **Chris Humphreys**, Lovell Homes
- **Rebecca Fitzgerald**, West & North Yorkshire Chamber of Commerce
- **Gareth Edwards**, BBC
- **Jonathan Kennedy**, BDAT
- **Diane Alnsworth**, SEND Specialist
- **Phil Sage**, Education Alliance for Life Chances
- **Aaron Smithson**, CEO, Legacy AP Education
- **Oasis Academy**
- **Mark Stevens**, Sound of Change
- **Juli Thompson**, Food Savers Network

Bradford Character 2026

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Afternoon: PwC Offices, Bradford

Darley St Market

PwC

The Broadway Car Park

Train Station

16, 24 Darley St,
Bradford
BD1 3AW

One City Park,
The Tyrus,
Bradford,
BD1 1LA

Hall Ings,
Bradford,
BD1 1JR

Bridge Street,
Bradford,
BD1 1TU

Introduction from Neil Wolstenholme, Chairman of Kloodle.



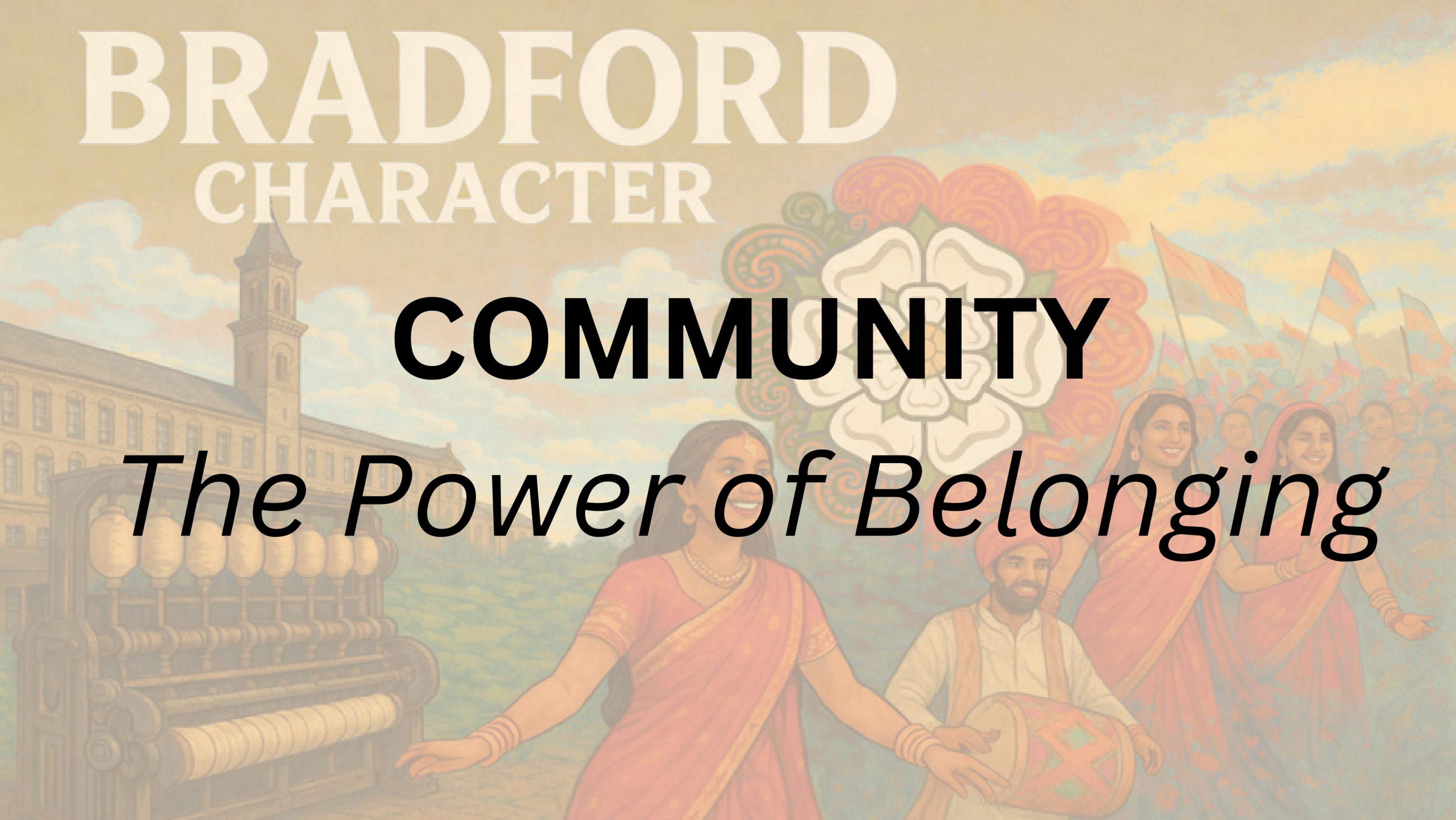
Setting the scene, what to expect from the day and leading into Professor Phil Cummins

Kloodle

BRADFORD CHARACTER

COMMUNITY

The Power of Belonging





Professor Mark Mon-Williams

We Are Born in Bradford

A world-leading research programme which aims to find out what keeps families healthy and happy by tracking the lives of over 60,000 Bradfordians.



Qasim Akhtar

Bradford City AFC Women- Chairman



Head of FDP (Football Development Programme)

Bradford City FC Community Foundation

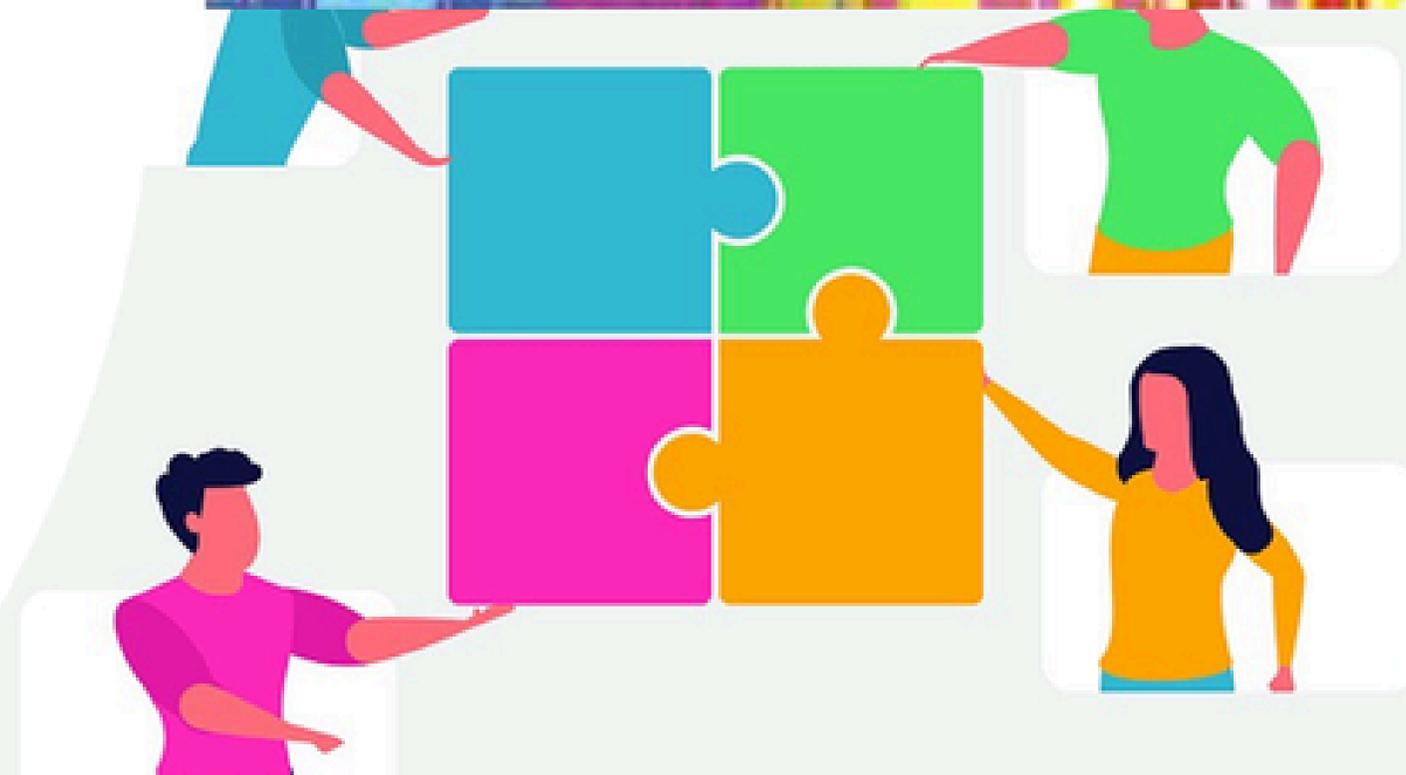
Richard Bottomley

Bradford AP Academy



BAPA and BPIT:

- BAPA: Providers of statutory 6th day provision for permanently excluded students in Bradford.
- BPIT: multi professional team that work with BAPA students and those vulnerable to permanent exclusion.
- Relational approach
- Self regulation over compliance
- Balance of academic and pastoral support. PSHE, careers, resilience.
- Investment in staff and training.



Phil Sage

Act Locally Manage

Education Alliance for Life Chances



phil@educationallianceforlifechances.org.uk

Gareth Edwards
Executive Producer BBC

B B C

BRADFORD

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2026

BRADFORD CHARACTER

COMMUNITY

The Power of Belonging

cont....



**GIVE
BRADFORD**



BRADFORD CHARACTER EVENT

Fozia Naseem

£7.3m

grants awarded since 2017

768

grants made

262

organisations supported

ABOUT US

As an independent grant maker, GiveBradford is the place for giving in Bradford and we're building a movement. Working collaboratively with leaders, community organisations and donors, we're strengthening the future of our communities, building a fairer Bradford for everyone.

GiveBradford nurtures strong relationships, connects resources, and possesses a deep understanding of communities across the district. We put local people at the heart of our decision-making, so funds are distributed fairly to often marginalised groups that contribute to making Bradford the remarkable place it is.

Investing through GiveBradford allows people and businesses to collaboratively contribute to strengthening Bradford's communities. It represents more than just economic and charitable growth; it signifies investing in a place with an unwavering spirit, a rich cultural tapestry, and boundless potential for positive change.

Together, we're building a fairer future for everyone.

**GIVE
BRADFORD**

**WE ARE
GIVE
BRADFORD**

**UNITED BY
COMPASSION, HOPE
AND COMMUNITY.**

Fozia Naseem
Philanthropy and Partnerships Manager
fozia@givebradford.org.uk



Amy Calvert

First Give



The programme

 **First Give**

How can a First Give partnership support your school?

- ◆ Curriculum links
- ◆ SMSC
- ◆ Character Education framework
- ◆ Gatsby Benchmarks
- ◆ Personal Development (+ OFSTED Framework)



Meeting your needs

Building Understanding: Students lead workshops that advocate for the visually impaired

Bronte Girls Academy students increased their empathy and compassion through social action.



Impact and Legacy

 First Give



**Join us in
Yorkshire**



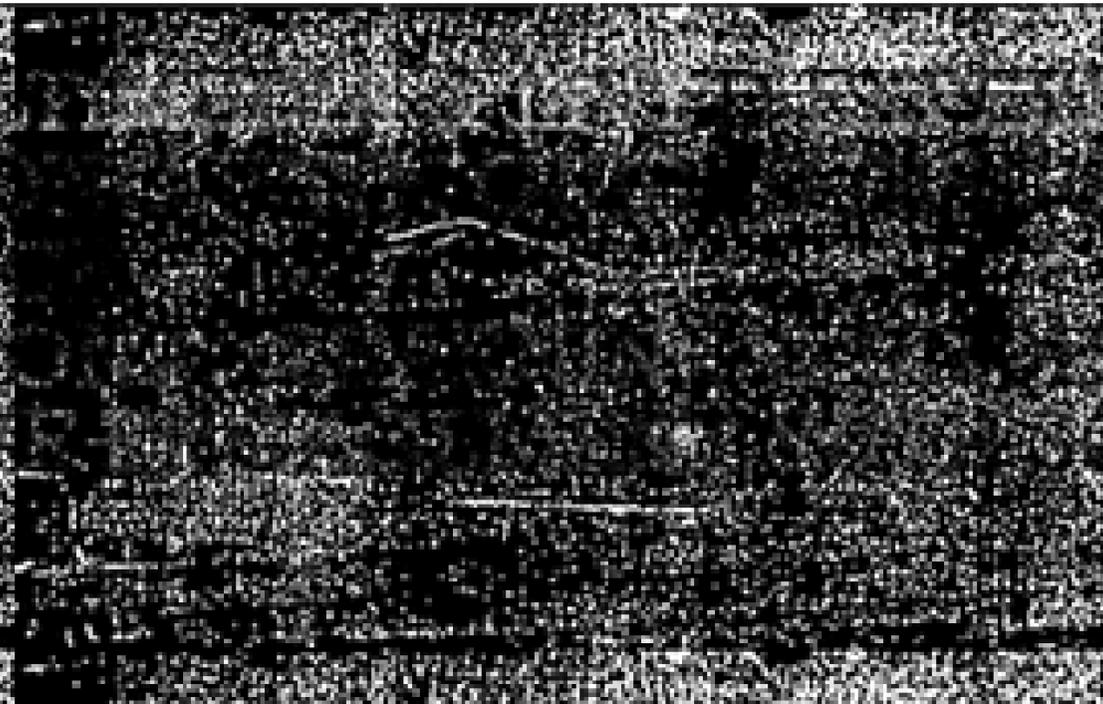
Mark Stevens
Sound of Change

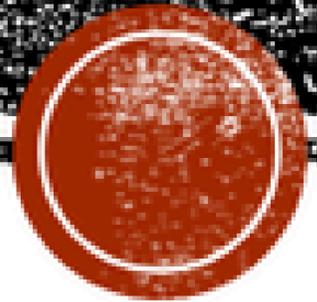


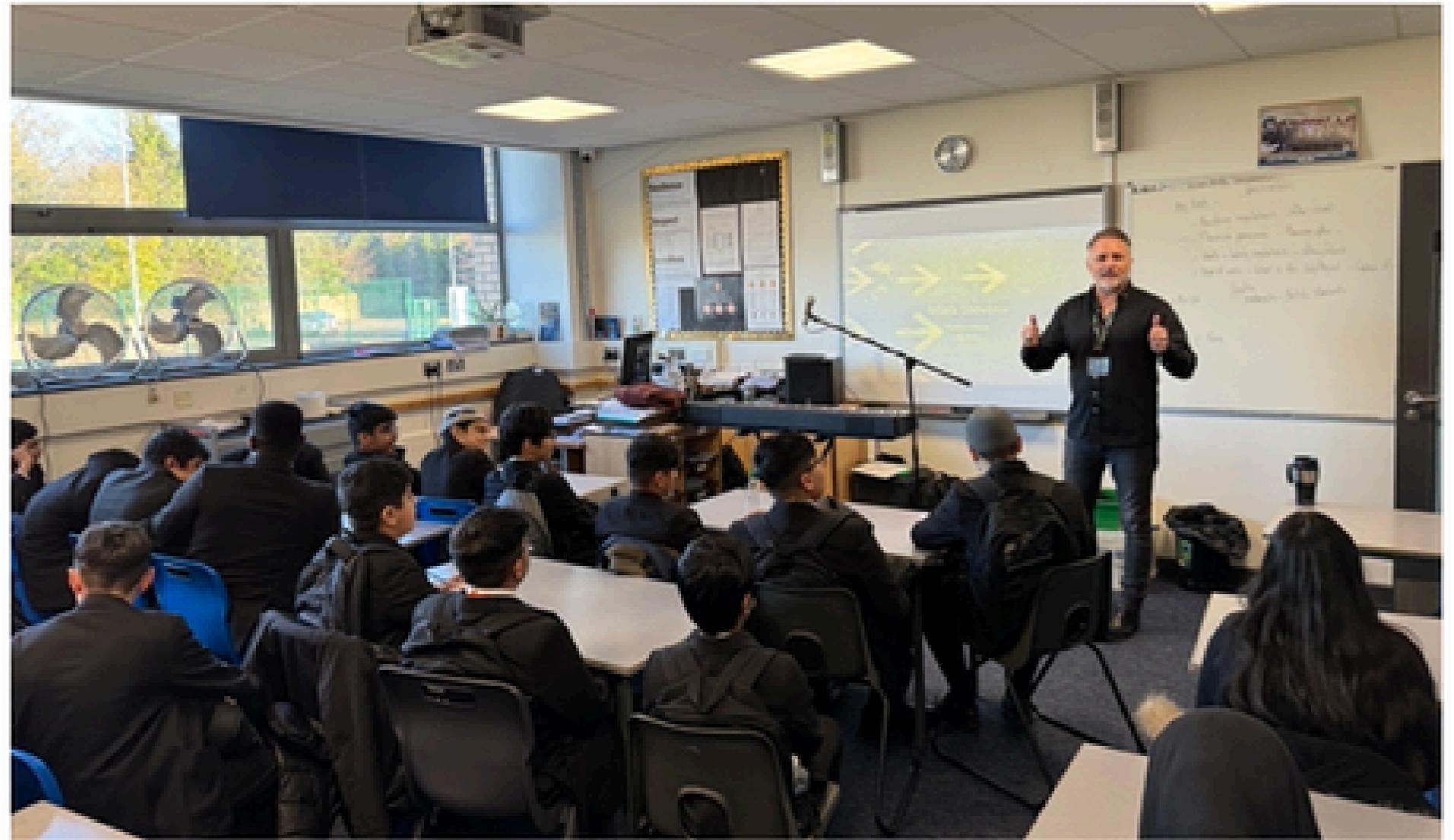


**WE DELIVER CREATIVE
ENGAGEMENT
PROGRAMMES ACROSS
SCHOOLS, YOUTH SERVICES
AND COMMUNITY SETTINGS.**

**OUR SESSIONS ARE
DESIGNED TO BE
PREVENTATIVE.**

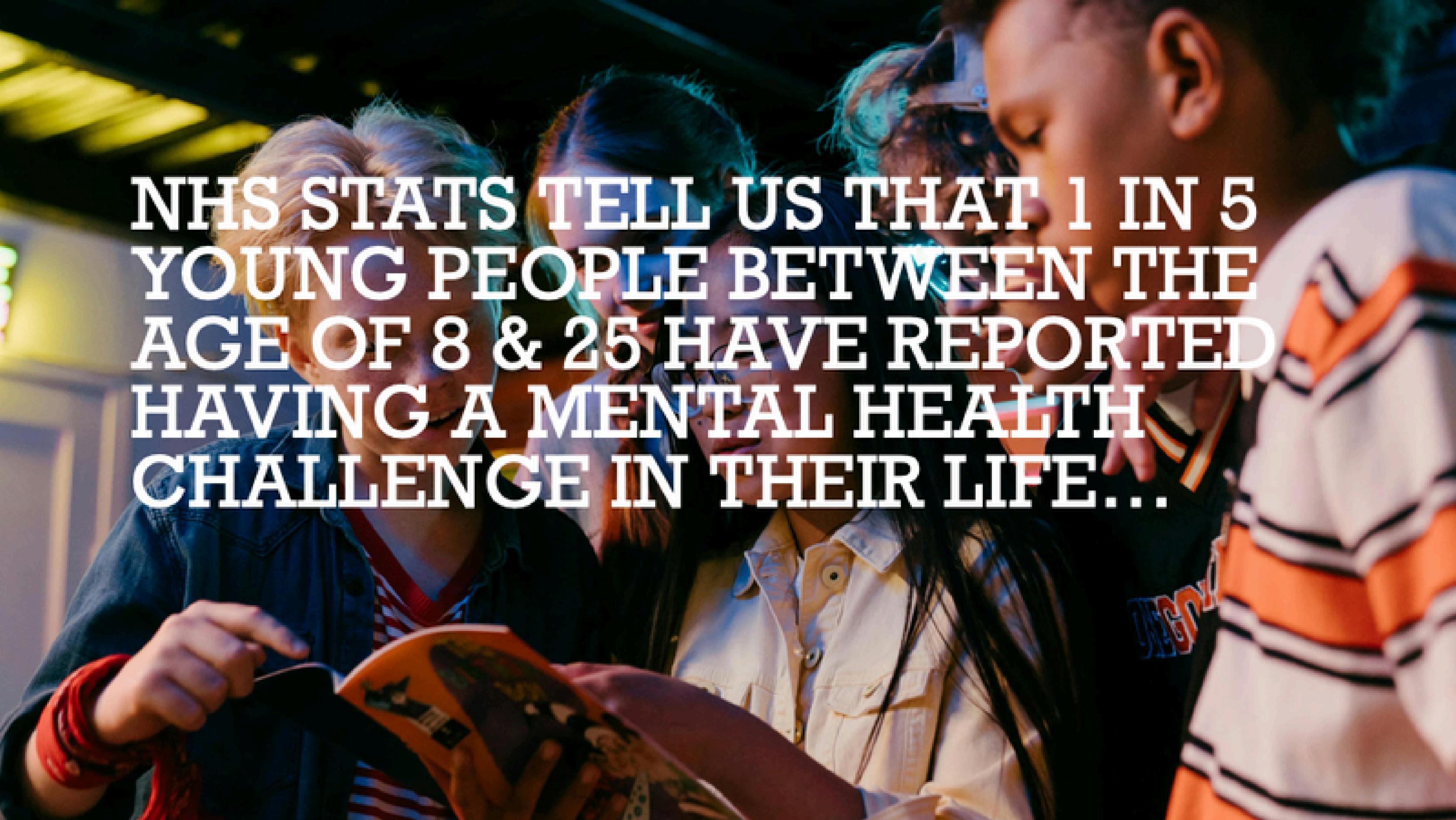




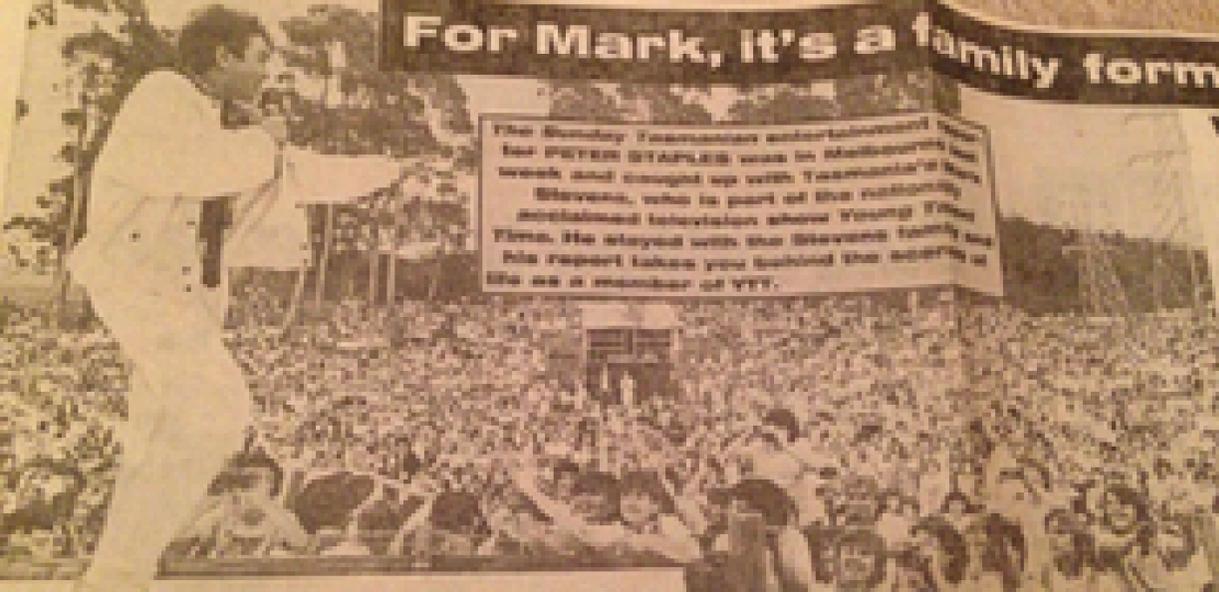


WHY I DO WHAT I DO...



A group of diverse young people, including a boy with blonde hair, a girl with glasses, and a boy with a baseball cap, are gathered around a book. They appear to be in a library or a classroom setting, looking intently at the pages. The lighting is warm and focused on the group.

**NHS STATS TELL US THAT 1 IN 5
YOUNG PEOPLE BETWEEN THE
AGE OF 8 & 25 HAVE REPORTED
HAVING A MENTAL HEALTH
CHALLENGE IN THEIR LIFE...**





NEIGHBOURS – NICK PAGE

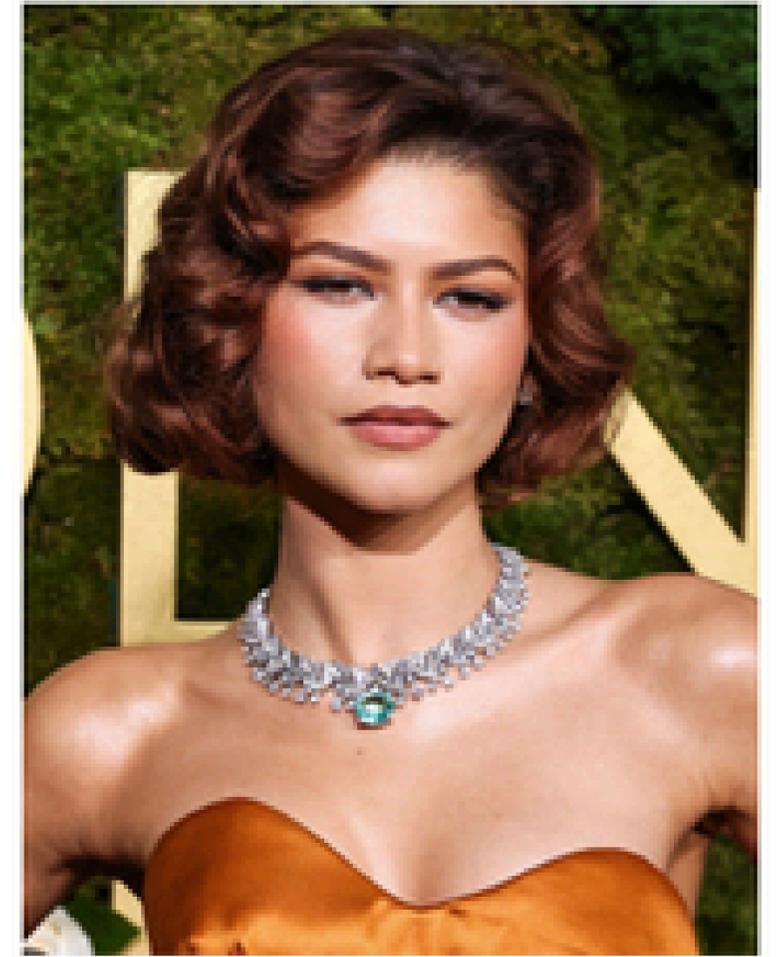




I ALMOST LOST MY LIFE TO ADDICTION

THANK GOD I SURVIVED!





GIFT AND CHARACTER



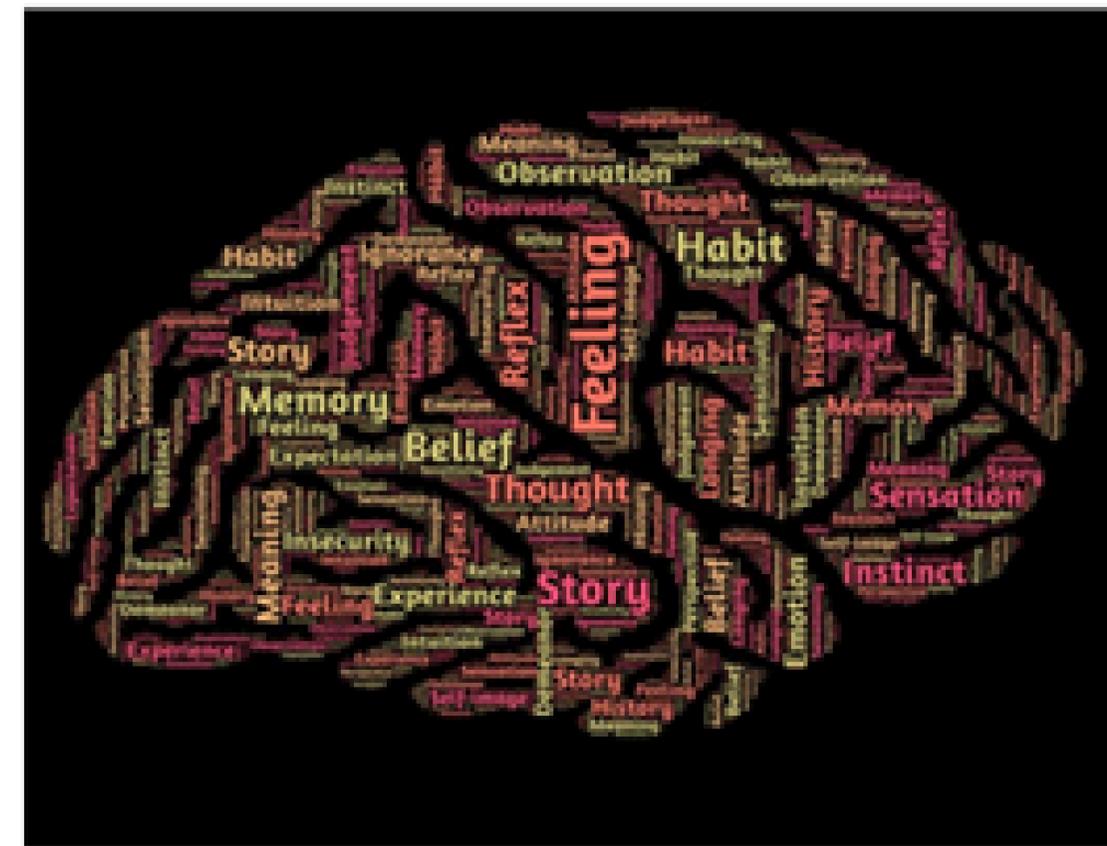
MY GOAL IS TO
TEACH YOUNG
PEOPLE “WISDOM
FOR LIFE.”



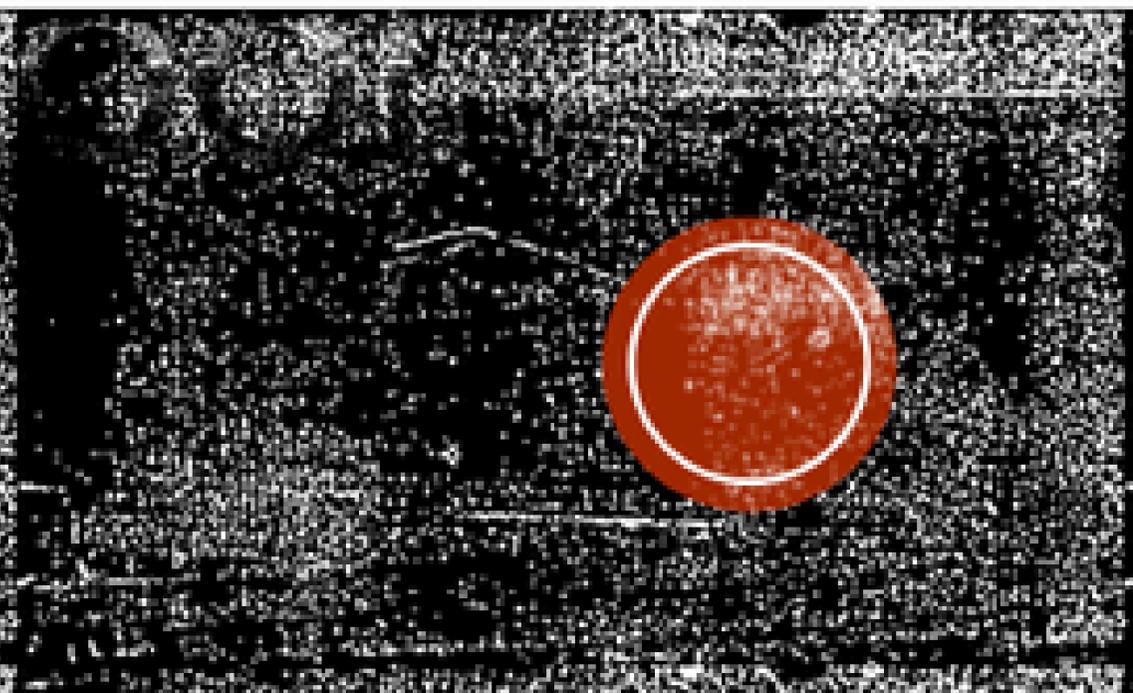
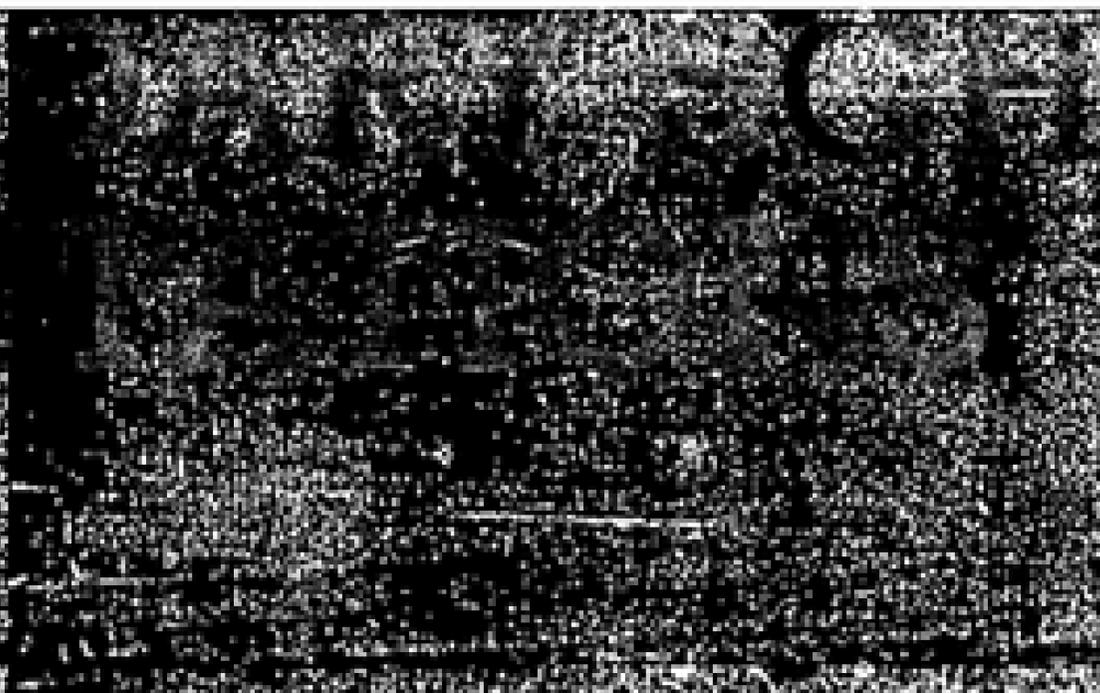
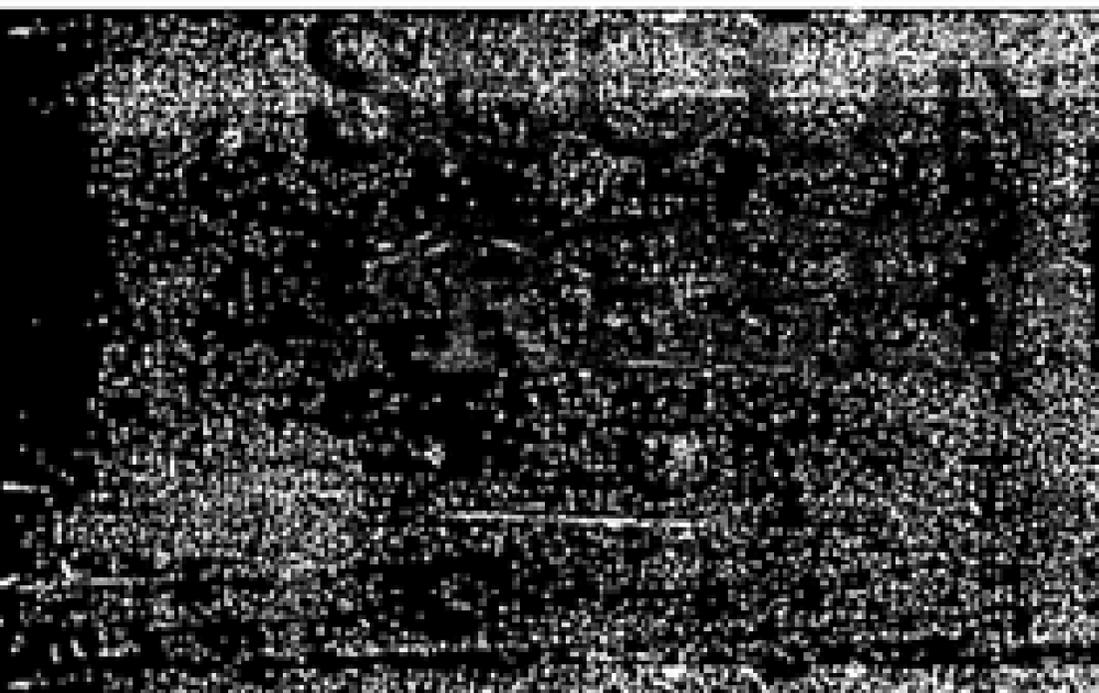
Healthy Habits

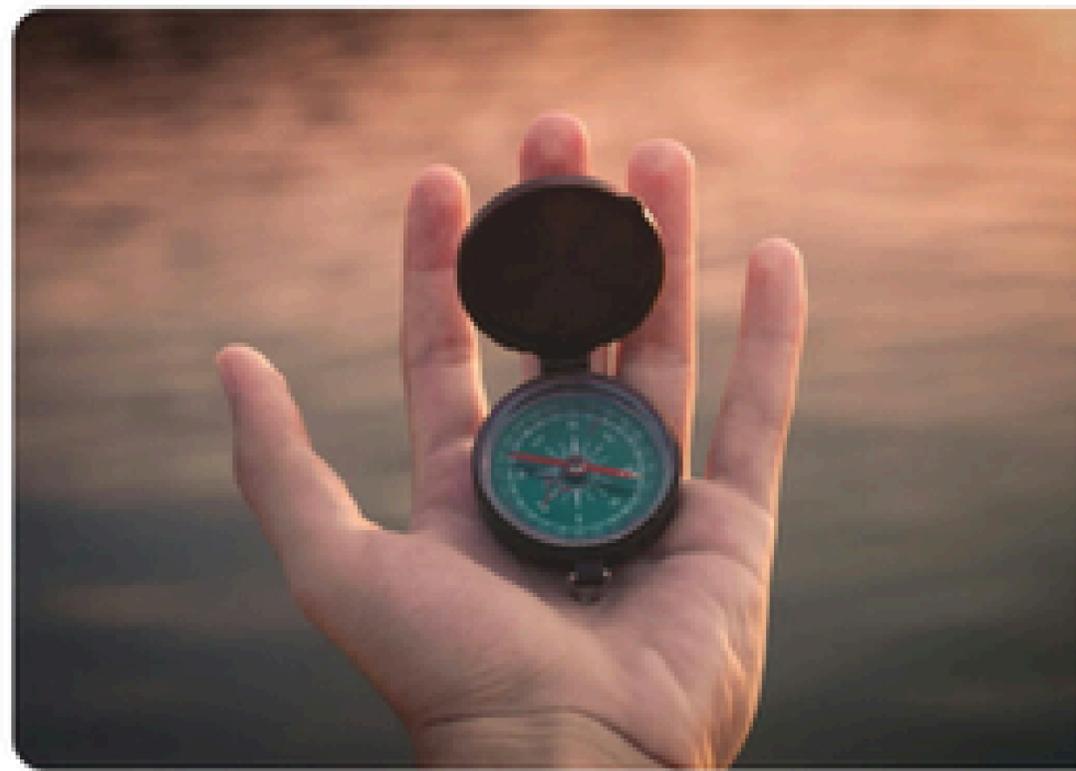


Healthy Relationships



Healthy Thinking





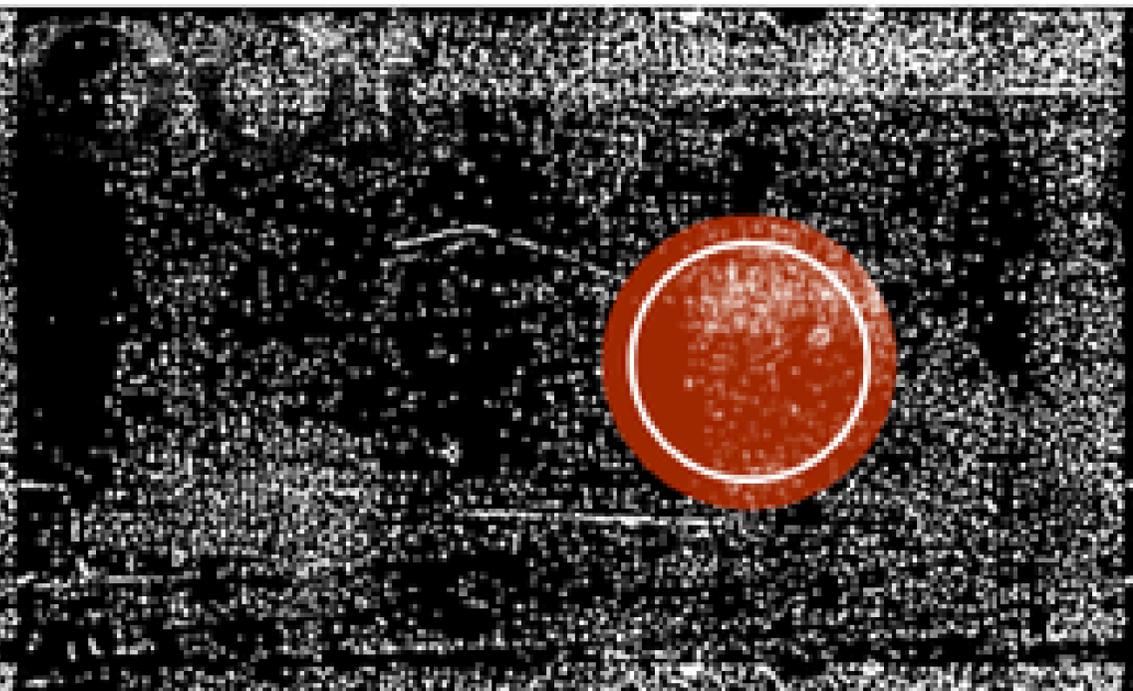
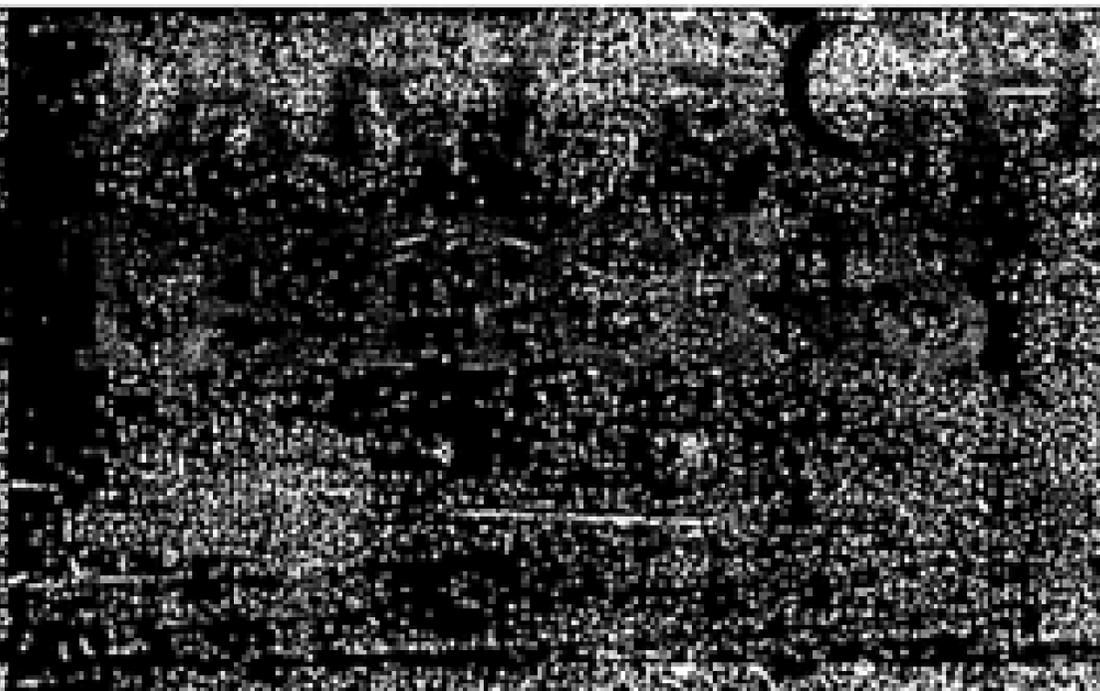
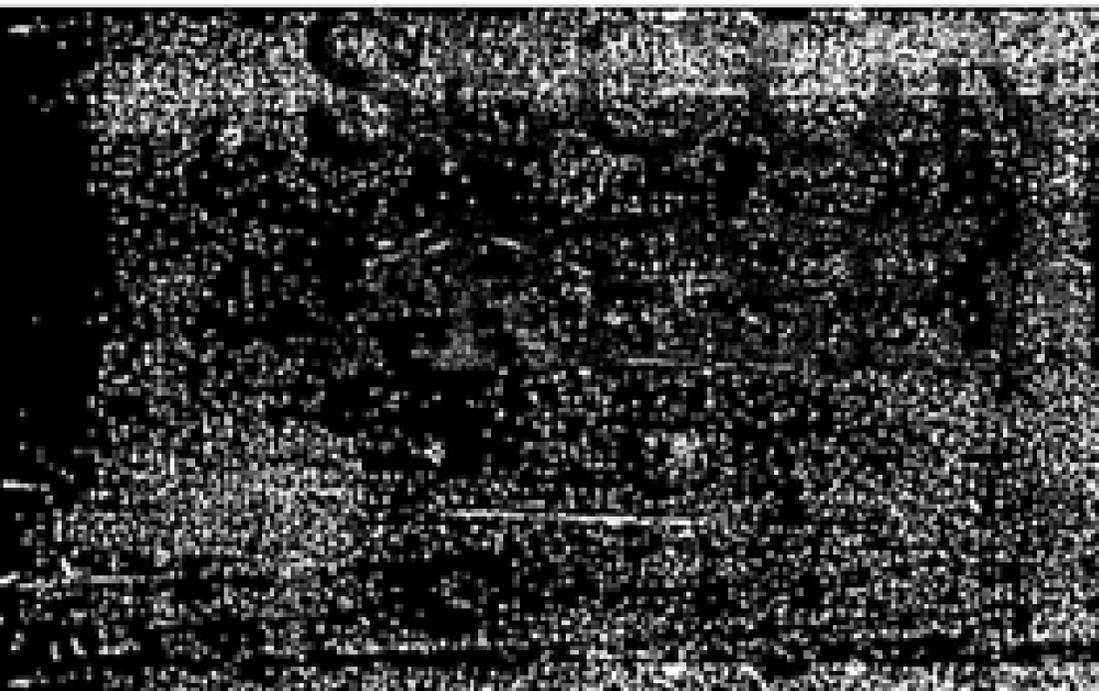
**Purpose: More Than
Popularity**



**Resilience: Bouncing
Back When Life Hurts**



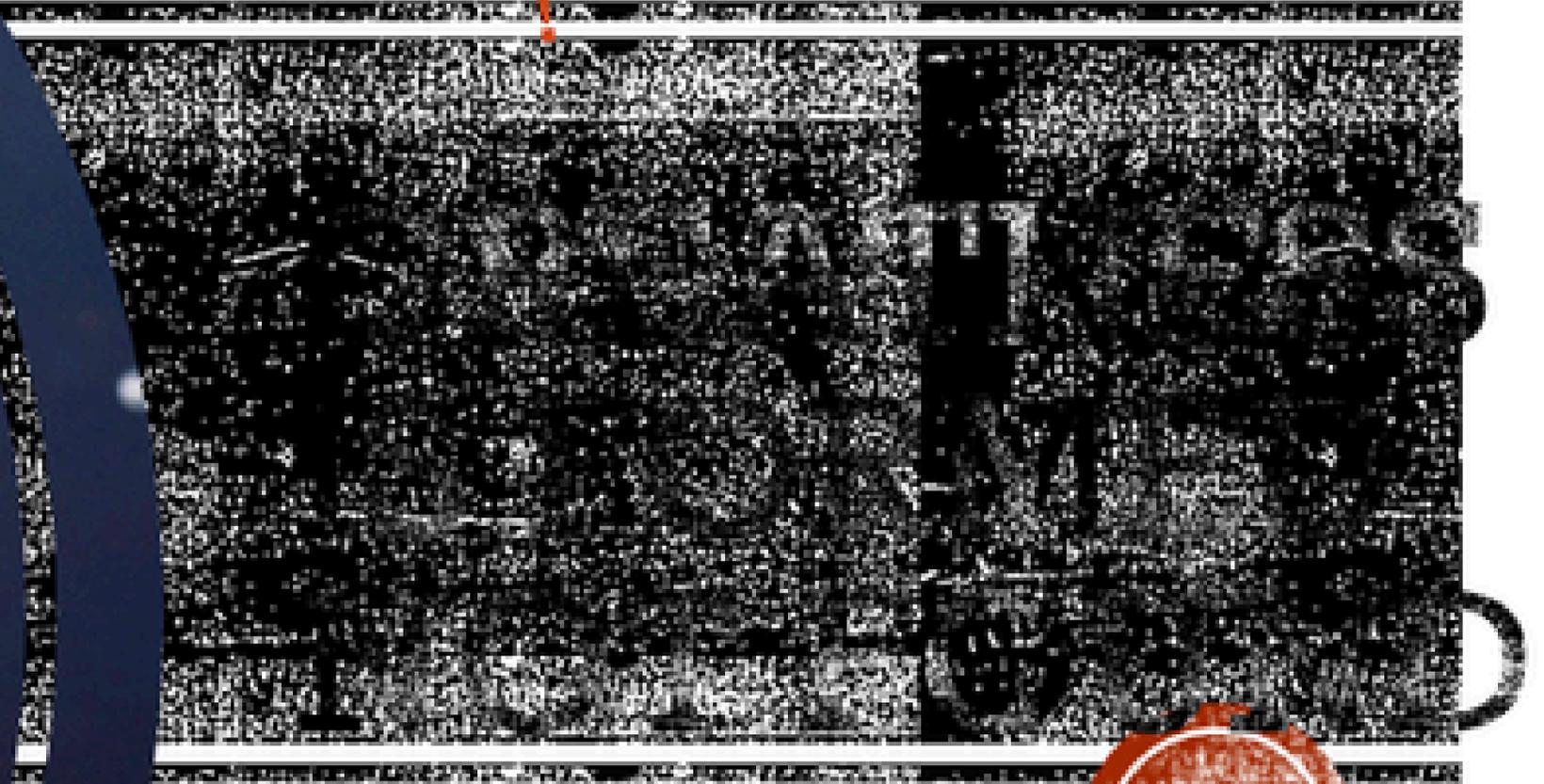
**Respect in a Digital
World**







New
Resource





SOUND OF
CHANGE



Julie Thompson

CEO at FoodSavers



FoodSavers
Food for health not wealth

Save money on your weekly shop

Save food from going to landfill

Save in a recognised Credit Union scheme

foodsavers.org.uk



FoodSavers
Network



FoodSavers
Food for health not wealth

Find your local FoodSavers outlet at foodsavers.org.uk

FoodSavers offers high quality fresh and store cupboard food for a low weekly membership fee (typically £6). Much of our food is unwanted or surplus food, intercepted from being wasted.

Membership also gives you the opportunity to attend cookery classes, save in a recognised Credit Union scheme, and enjoy other benefits, dependent on location.

foodsavers.org.uk

FoodSavers
Shaw House, 22 Raven Road,
Bradford, BD1 3SQ
01274 270770
hello@foodsavers.org.uk



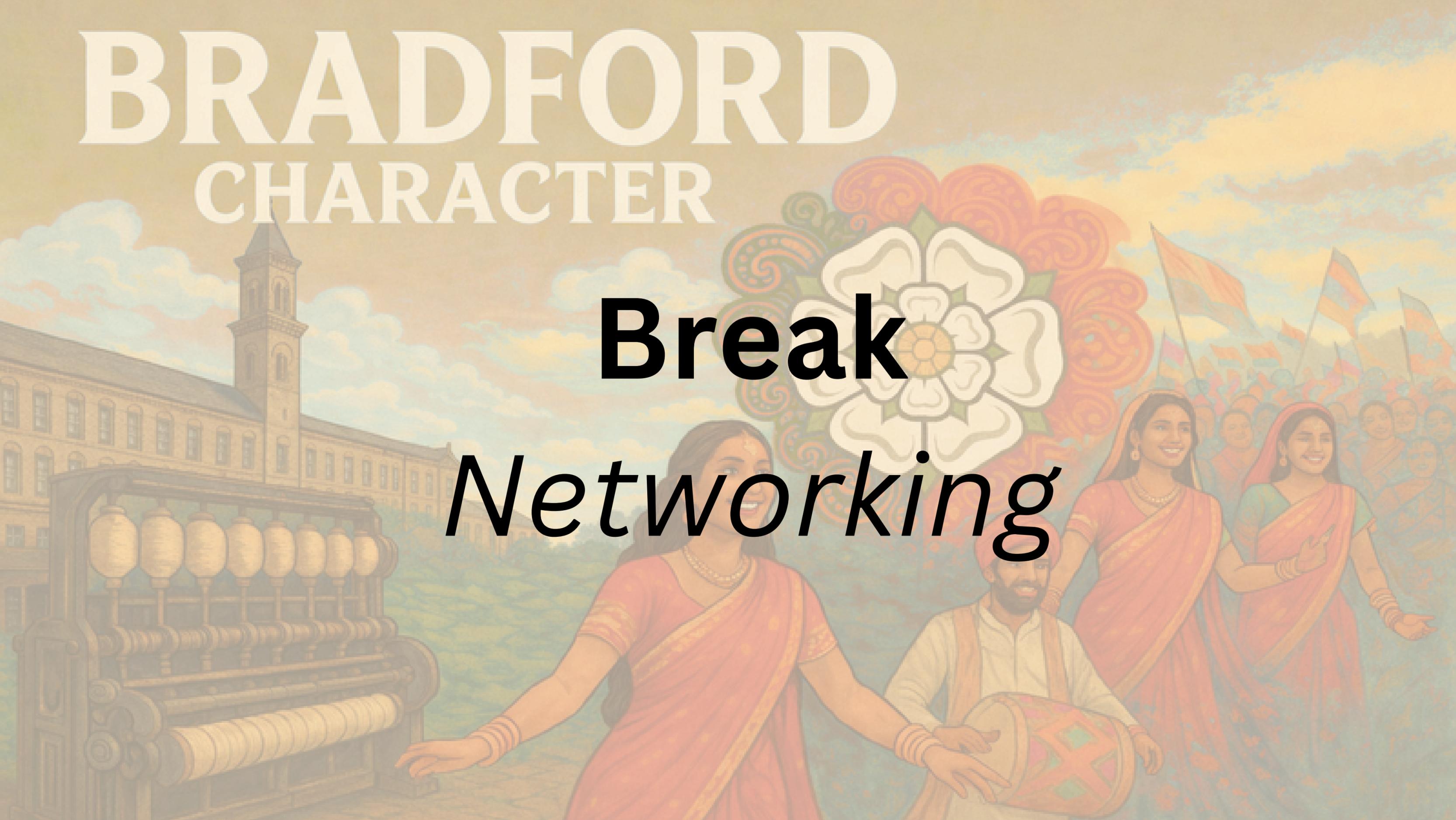
FoodSavers
by
Inn Churches

FoodSavers by Inn Churches is a registered charity 0144902

BRADFORD CHARACTER

Break

Networking



BRADFORD CHARACTER

Afternoon Session

Make an Impact



Our Panel

Chair - Prof Phil Cummins

- Richard Crane - Interim Strategic Director - Children's Services
- Mark Hollebon - PwC - Senior Partner
- Rebecca Fitzgerald - West & North Yorkshire Chamber of Commerce

Kloodle

*A unique learner action plan
that ties all this together*

Timetabling

Custom Records

Quality Reports

All Prompt Center

Quality

Settings

Work Experience Placements

PROGRESS

Outcomes, targets, baselines, and evidence

Refresh

See progress clearly, add baseline evidence, generate milestone plans, and post evidence to each step.

Outcomes

11

Targets

38

Baseline Done

0

Evidence Posts

15

OUTCOME

Vocational Skills & Career Readiness

Building vocational skills and career pathways

Complete health & safety carpentry module

Pass H&S assessment with 80% or higher

Baseline Needed

Waiting for Baseline

0 posts

View Evidence

Baseline Evidence

Use this for the learner's starting point against the target.

No baseline evidence uploaded yet.

0 posts

+ Add Baseline

Progression Milestone Plan

Generate the steps for this target, then post evidence directly to each milestone.

Add baseline evidence before generating the milestone plan.

0 steps

Create Plan Manually

Generate Plan

Build bird box project

Complete final portfolio project with measurements and finishing

Baseline Needed

Waiting for Baseline

0 posts

View Evidence

Baseline Evidence

Use this for the learner's starting point against the target.

No baseline evidence uploaded yet.

0 posts

+ Add Baseline

kloodle Plan Home This is a favourite ★ Search learners or classes... + Quick Post Impersonate ↻ Logout

Dashboard
This is a favourite

Home JOURNEY ●

Setup

Starting Evidence

Progress

Evidence & Feedback

Check-Ins

Support

Activities Centre

Plans & Targets

Skills Wheels Home JOURNEY ●

Setup

Starting Evidence

Progress

Evidence & Feedback

Check-Ins

Support

Activities Centre

Plans & Targets

Skills Wheels

Programme Aims

Learners (10) ▼

Will Hughes W Export PDF ↻

Plan Progress Report
9 Mar 2025 - 9 Mar 2026 Generated 9 Mar 2026, 00:42

Report Period
09 Mar 2025 - 09 Mar 2026
Last 30 days Last term 6 months
Full year

Report Type
Progress Report
Standard progress report with target completion, evidence analysis, and recommendations.

Generate Report

User Overview

Plan Outcomes	11
Total Targets	38
Completed Targets	4
Evidence Posts	15

Summary Targets Recommendations Predictions

Progress Summary

Will Hughes demonstrates variable engagement across his EHCP targets, with 49 evidence submissions between 2025-03-09 and 2026-03-09, but significant quality concerns. His strongest area appears to be vocational skills, evidenced by 'Building My First Bird Box' (2026-02-27) where he states 'I successfully completed my bird box project, which taught me essential skills in design and construction... This experience has not only enhanced my technical skills but also boosted my confidence.' However, all 51 targets remain without baseline data captured, preventing meaningful progress measurement from baseline-to-milestone journeys. The evidence shows promising glimpses of development, such as his reflection on discovering barbering as a career path during 'Discovering My Passion for Barbering' (2026-02-27) where he wrote 'I realized that I want to become a barber when I finish school... it inspired me to pursue it as a career.' Multiple targets show concerning gaps - 'Tea Making Success' (2026-02-24) demonstrates practical skills for daily living independence, but most life skills targets lack supporting evidence. Social connection targets appear strongest with 4/5 completed in 'Build Social Connections and Friendships,' though this contradicts the lack of evidence posts for these achievements.

Evidence Quality Assessment

Evidence quality is severely compromised by numerous meaningless submissions including 'juytyrjuytdc mhjydfjkuhmd' (2026-02-26), 'ygikufgiuyf ;lhbnlkgb' (2026-02-25), and 'ergewrgegrwewger erwgegrer' (2026-02-24). Only 8-10 submissions contain substantive content.

Strengths

- Detailed vocational reflections like 'Building My First Bird Box' show clear skill development and confidence building
- Career exploration evidence such as 'Discovering My Passion for Barbering' demonstrates forward-thinking and goal-setting
- Practical skill demonstration in 'Tea Making Success' shows sequential task completion with safety awareness

Areas for Improvement

- Over 60% of submissions contain random character strings with no educational value
- No baseline data captured for any of the 51 targets despite multiple evidence posts
- Multiple submissions like 'kiuyfkyfkyjyf' and 'jkhgfkjhfkjhgjkuhydfjh' are completely illegible

kloodle Plan Home This is a favourite ★ Search learners or classes... + Quick Post Impersonate ↻ Logout

Dashboard
This is a favourite

Home JOURNEY ●

Setup

Starting Evidence

Progress

Evidence & Feedback

Check-Ins

Support

Activities Centre

Plans & Targets

Skills Wheels

Full year

Report Type
Progress Report
Standard progress report with target completion, evidence analysis, and recommendations.

Generate Report

User Overview

Plan Outcomes	11
Total Targets	38
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Evidence Posts	15

Summary Targets Recommendations Predictions

AI Recommendations

Immediate Actions

- Establish baseline data for all 51 targets, particularly 'Reading Comprehension Skills' and 'Mathematical Problem Solving' which have no supporting evidence despite being core academic areas
- Implement evidence quality control to prevent meaningless submissions like the 15+ posts containing random characters
- Focus on targets with existing quality evidence - expand on carpentry skills from 'Build bird box project' target which shows genuine engagement

Long-term Goals

- Develop the barbering career pathway identified in 'Discovering My Passion for Barbering' by creating work experience opportunities and skill development targets
- Build on the practical independence shown in 'Tea Making Success' to address the 5 unmet targets in 'Increase Daily Living Independence'
- Address the contradiction between achieved status of 'Build Social Connections and Friendships' (4/5 targets completed) and lack of supporting evidence

Support Strategies

- Provide structured templates for evidence submission to improve quality and reduce meaningless posts

BDAT Student Leadership



Jonathan Kennedy
BDAT Student Leadership and Student Voice Co-Ordinator

Character



Character



Character



Character



Student Leadership and Character



- Student voice
- School councils
- Ambassador roles (within school and cross-Trust)
- Student Parliament
- Sports and the arts
- Eco Committees
- Linking Network
- BCB Radio
- West Yorkshire Citizens
- Every day, in and out of the classroom, by demonstrating values!



Student Leadership



During radio shows, I have had the opportunity to express myself freely. Not only has it strengthened my communication skills; it has also improved my teamwork and co-operation skills. I have had the chance to work with a diverse range of people and to speak about issues such as racism and many other things where the world is in dire need of compassion. Radio shows have really proven to be a medium where I can get my voice across as a young person, in fact I have felt really empowered.



Student Leadership



We cannot focus on driving change without first shedding light on what needs to be addressed in our schools and communities. We had the opportunity to present in front of our local city council, telling our stories and highlighting why our three key issues – and our views – are critical for them to consider. This step was especially big for two reasons: it laid the foundations for ongoing collaboration with local policymakers, and it emboldened us with confidence and public speaking skills we did not previously possess.

Links to employability

- Builds strong communication skills.
- Develops leadership and initiative.
- Strengthens teamwork with diverse groups.
- Increases confidence in professional settings.
- Builds confidence in public speaking
- Shows community awareness and responsibility.
- Enhances problem-solving and adaptability.
- Signals strong values.

What is Bradford Character?



What is Bradford Character?



Young people's voices should be heard; we are basically the future of society. It's important to be the cause of change if we want that change, as we must be the difference we want to see.

A student from Bradford Forster Academy



A character curriculum for Children and Young People with Special Educational Needs and Disabilities. Pathways into Employment

DIANE AINSWORTH

Youth Unemployment

Youth unemployment disproportionately affects:

- **Young people with Education, Health and Care Plans**
- **Those with social communication difficulties**
- **Those with Social Emotional Mental Health needs**
- **National data consistently shows lower sustained employment rates for young people with SEND compared to their non-SEND peers.**
- **For young people with SEND the transition from education to employment remains one of the most fragile points in the system**



So what is the issue?

The issue is not aspiration.

The issue is readiness — and opportunity.

Do these issues reflect ability — or system design?

Employers consistently report gaps not primarily in qualifications, but in:

- Communication
- Adaptability
- Emotional regulation
- Initiative
- Professional behaviours

These are **not** included in GCSE specifications. They are **character competencies** - And yet our accountability systems overwhelmingly reward academic performance.

Our
experiences
with
employers
tells us.....

Curriculum Design and execution- SEND and beyond

Questions we need to ask:

Does the curriculum intentionally develop resilience?

Does it assess collaboration?

Does it explicitly teach workplace communication and behaviours?

Does it prepare students for supported internships, apprenticeships or vocational pathways?

If not — is it truly inclusive?

A competency based curriculum develops:

- ✓ Self-efficacy
- ✓ Perseverance
- ✓ Reliability
- ✓ Emotional literacy
- ✓ Adaptability
- ✓ Self-advocacy

Academic success may open a door
Character determines whether
someone stays in the room



The SEND-Specific Challenge



Reduced work
experience
exposure

Lower employer
confidence

Over-scaffolded
school
environments

Limited risk-taking
opportunities

If we overprotect,
we underprepare.

Are we designing
safe schools — or
successful futures?

Rethinking Curriculum Design- Key takeaways

To be fit for purpose for ALL young people, curriculum must:

Embed employability skills explicitly

Provide structured employer encounters

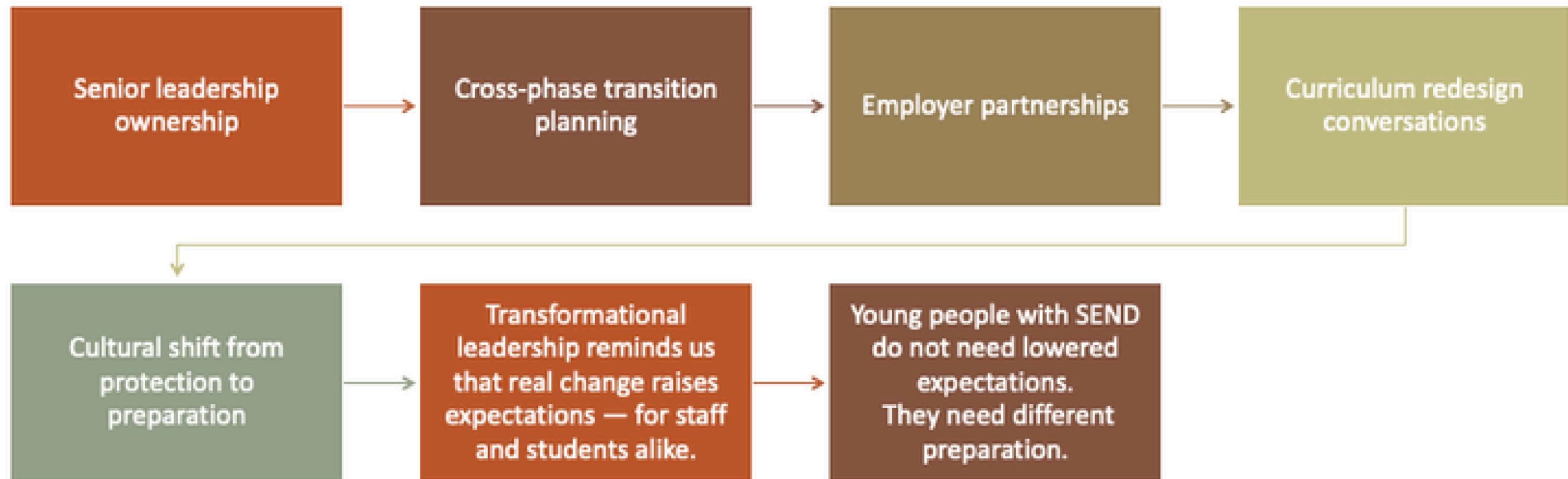
Develop independence progressively

Include supported risk

Measure personal development meaningfully

Character must be taught, modelled and practised — and NEVER assumed.

What are we incentivising — grades or life chances?



A call to leadership....

Kloodle Free Trial



andrew@kloodle.com