

Overview & Scrutiny

Children and Young People Scrutiny Commission

All Members of the Children & Young People Scrutiny Commission are requested to attend the meeting of the Commission to be held as follows

Monday, 14th January, 2019

7.00 pm

Council Chamber, Hackney Town Hall, Mare Street, London E8 1EA

Contact:

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Tim Shields

Chief Executive, London Borough of Hackney

Members: Cllr Sophie Conway (Chair), Cllr Margaret Gordon (Vice-Chair), Cllr Katie Hanson, Cllr Soraya Adejare, Cllr Ajay Chauhan, Cllr Humaira Garasia, Cllr Clare Joseph, Cllr James Peters, Cllr Clare Potter and Cllr Caroline Woodley

Co-optees: Graham Hunter, Michael Lobenstein, Liz Bosanquet, Jane Heffernan, Jo Macleod, Ernell Watson, Shuja Shaikh, Sevdie Sali Ali, Jodine Clarke, Maariyah Patel and Aleigha Reeves

Agenda

ALL MEETINGS ARE OPEN TO THE PUBLIC

- 1 Apologies for Absence
- 2 Urgent Items / Order of Business
- 3 Declarations of Interest
- 4 Outcomes of Exclusions - evidence session (Pages 1 - 184)
- 5 Annual Question Time with Deputy Mayor and Cabinet Member for Education, Children and Young People and Children's Social Care (Pages 185 - 186)
- 6 Minutes of the Previous Meeting (Pages 187 - 200)
- 7 Children and Young People Scrutiny Commission - 2018/19 Work Programme (Pages 201 - 212)
- 8 Any Other Business

Access and Information

Getting to the Town Hall

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Induction loop facilities are available in the Assembly Halls and the Council Chamber. Access for people with mobility difficulties can be obtained through the ramp on the side to the main Town Hall entrance.

Further Information about the Commission

If you would like any more information about the Scrutiny Commission, including the membership details, meeting dates and previous reviews, please visit the website or use this QR Code (accessible via phone or tablet 'app')

<http://www.hackney.gov.uk/individual-scrutiny-commissions-children-and-young-people.htm>



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The Monitoring Officer, or the Chair of the meeting, may designate a set area from which all recording must take place at a meeting.

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Providing oral commentary during a meeting is not permitted.



<p>Children and Young People Scrutiny Commission</p> <p>14th January 2019</p> <p>Item 4 – Exclusion Outcomes – evidence gathering session 2.</p>	<p>Item No</p> <p>4</p>
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Outline

The Children and Young People Scrutiny Commission is undertaking a review of the outcomes of children excluded from school. The aims and objectives of the review are at **Appendix A** below. This is the second evidence session at which the Commission will receive the following submissions.

(i) **Feedback from site visits and focus groups (Scrutiny Commission)**

- New Regents College;
- The Garden School;
- Hackney Quest;
- Focus group with young people who have been excluded.

(ii) **Hackney Learning Trust**

Paul Kelly, Head of Wellbeing and Education Safeguarding
 Marian Lavelle, Fair Access Panel
 Rachel Thompson & Jack Newling, Re-Engagement Unit

Supporting documentation:

- HLT Report 1 - Outcomes for CYP excluded from school
- HLT Report 2 - Permanently Excluded Children 2016/17
- HLT Report 3 - Fixed Term and Permanently Excluded Children 2014-17
- HLT Report 4 - Early Help and Universal Service Provision
- HLT Report 5 - New Regents College
- HLT Report 6 – Risk of Exclusion and SEND
- HLT Report 7 - Exclusion Reduction Action Plan
- FAP Report 1 - Fair Access Protocol Report
- FAP Report 2 – Hackney Headteachers’ Protocol for allocation of FA pupils
 - Appendix A - In – year Admission Application form
 - Appendix B – Categories of evidence
- FAP Report 3 – In year Fair Access Data 2017/18 – Years 7-11
- FAP Report 4 – In year Fair Access Data 2017/18 – Years 0-6
- REU Report 1 - Re-Engagement Unit Evaluation Report 2017/18

(iii) Children and Families Service: Young Hackney, Youth Justice and Troubled Families

Sarah Wright, Director of Children and Families Service
Lisa Aldridge, Head of Service, Safeguarding and Learning
Pauline Adams, Principal Head of Service, Early Help and Prevention

Supporting Documentation:

Children Families Service Report 1

(iv) London Borough of Hammersmith & Fulham

Jan Parnell, Assistant Director of Education

(v) Islington Law Centre

Suzanne Frazer

Action

Upon receiving evidence from the contributors outlined above, the Commission may wish to pursue further lines of enquiry to support the aims and objectives of the review (Appendix A).

The members may wish to reflect on:

- (i) Further evidence which may be needed to meet the aims of the review;
- (ii) Emerging conclusions or recommendations from the evidence thus far.

Appendix A.

Overarching aim:

'To identify and assess what happens when a child is at risk of permanent exclusion or has been excluded, scrutinise the outcomes of excluded pupils and to identify those policies and practices which best help to ensure excluded children and those at risk of permanent exclusions have the same opportunities as their peers in mainstream education.'

Component objectives:

A. To assess what provision or support is available to children and their parents, in Hackney schools, at risk of permanent exclusion and those at the point of exclusion.

B. To identify what alternative provision is available pre 16 and post 16 to children who have been excluded from Hackney schools and identify and assess:

(i) if there are any gaps in provision.

(ii) the quality of support received.

(iii) how the impact of being excluded, on their mental health and wellbeing, is monitored to ensure that every child has the same educational opportunities as pupils in mainstream schools.

C. To identify if the different pathways, for children at risk of permanent exclusions or who are excluded, provide the same opportunities as their peers in mainstream school.

D. To acquire a better understanding of how schools, alternative provision settings and the local authority measure and track the attainment and outcomes of children who are at risk of permanent exclusions or excluded to identify:

(i) Where the outcomes for excluded pupils are the poorest and if the outcomes vary across the pupil characteristics?

(ii) Any correlation between exclusions or periods out of school (e.g. reduced timetable or twilight hours) and youth crime, criminal exploitation and wider safeguarding issues.

(iii) The most effective practices, including the support offered, used to successfully reintegrate excluded pupils back into mainstream school and/or into an alternative provision to complete their education.

(iv) How the outcomes are being used to inform the commissioning of alternative provision for excluded children.

E. To assess:

(i) If alternative provision are sufficiently equipped to manage the rising rates of exclusions.

(ii) If the provisions can meet the individual needs of pupils, particularly the disproportionate number of children with Special Educational Needs or Disabilities (SEND) within the excluded cohort.

F. To assess if the partnership between mainstream schools and alternative provision can be expanded to include special schools in order to ensure:

(i) Best practice and expertise between special schools and across all schools settings is shared.

(ii) All provisions are adequately used, and as much as possible.

(iii) That practices in schools with lower rates of exclusions are informing behaviour management strategies, support to pupils, SEND provision as well as mental health and wellbeing support, in those schools with higher levels of exclusions to help reduce the number of exclusions across Hackney.

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CYP Scrutiny Commission

Outcomes for Children and Young People who have been excluded from Hackney Schools

Review 2018/19

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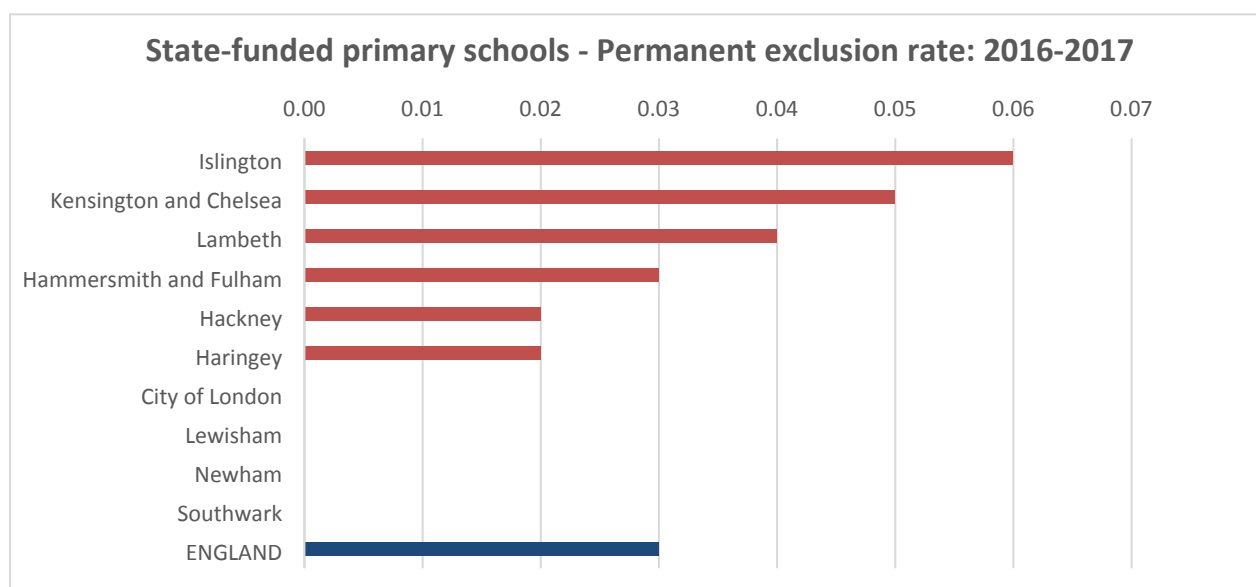
HLT REPORT 1 - CYP Commission 2018 / 19 – outcomes for Children and Young People who have been excluded from Hackney Schools.

1. Executive Summary

Ofsted Inspections of Schools in Hackney identify behaviour as being of a consistently high standard. Exclusions in Hackney impact on a relatively small, but significant, percentage of Hackney pupils, as details taken from the 2016 / 17 DfE Statistical First Release (SFR) will identify:-

Rate of Permanent Exclusions in Primary Schools: Hackney, Inner London LAs, London and National figures. 2016-2017

LA/London/National	State-funded primary schools	
	Number of permanent exclusions	Permanent exclusion rate ¹
Islington	10	0.06
Kensington and Chelsea	4	0.05
Lambeth	9	0.04
Hammersmith and Fulham	3	0.03
Hackney	4	0.02
Haringey	4	0.02
City of London	0	0.00
Lewisham	0	0.00
Newham	0	0.00
Camden	x	x
Southwark	x	x
Tower Hamlets	x	x
Wandsworth	x	x
Westminster	x	x
INNER LONDON	40	0.02
LONDON	100	0.01
ENGLAND	1,255	0.03

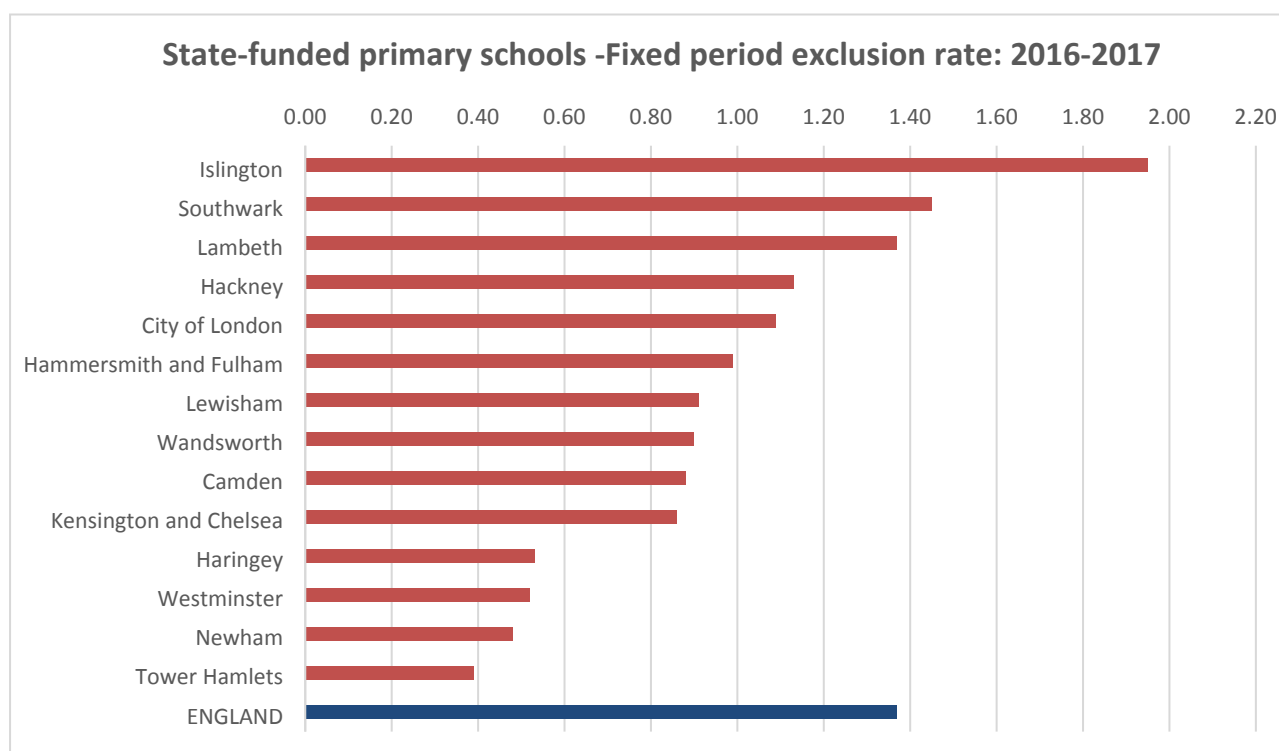


Rate of Fixed-Period Exclusions in Primary Schools: Hackney/Inner London LAs and National. 2016-2017

¹ The number of permanent exclusions for each school type expressed as a percentage of the number (headcount) of pupils (including sole or dual main registrations and boarding pupils) in January 2016

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LA/London/National	State-funded primary schools	
	Number of fixed period exclusions	Fixed period exclusion rate ²
Islington	304	1.95
Southwark	367	1.45
Lambeth	305	1.37
Hackney	235	1.13
City of London	3	1.09
Hammersmith and Fulham	106	0.99
Lewisham	232	0.91
Wandsworth	188	0.90
Camden	106	0.88
Kensington and Chelsea	63	0.86
Haringey	125	0.53
Westminster	57	0.52
Newham	177	0.48
Tower Hamlets	101	0.39
INNER LONDON	2,370	0.92
LONDON	6,235	0.83
ENGLAND	64,340	1.37

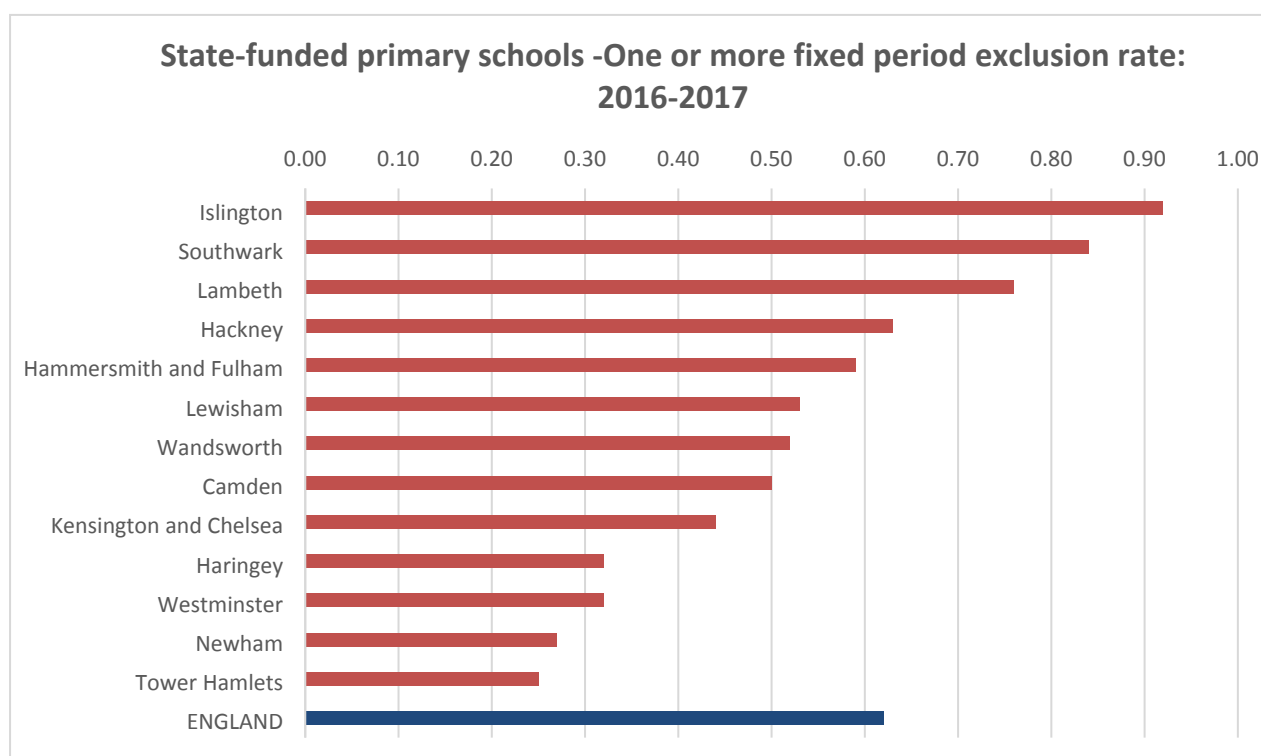


Rate of Pupils with One or More Fixed-Period Exclusions in Primary Schools: Hackney/Inner London LAs and National. 2016-2017

² The number of fixed period exclusions for each school type expressed as a percentage of the number (headcount) of pupils (including sole or dual main registrations and boarding pupils) in January 2016.

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LA/London/National	State-funded primary schools	
	Number of pupil enrolments with one or more fixed period exclusion	One or more fixed period exclusion rate ³
Islington	143	0.92
Southwark	211	0.84
Lambeth	169	0.76
Hackney	131	0.63
Hammersmith and Fulham	63	0.59
Lewisham	136	0.53
Wandsworth	109	0.52
Camden	60	0.50
Kensington and Chelsea	32	0.44
Haringey	76	0.32
Westminster	35	0.32
Newham	100	0.27
Tower Hamlets	64	0.25
City of London	x	x
INNER LONDON	1,330	0.52
LONDON	3,340	0.45
ENGLAND	28,940	0.62



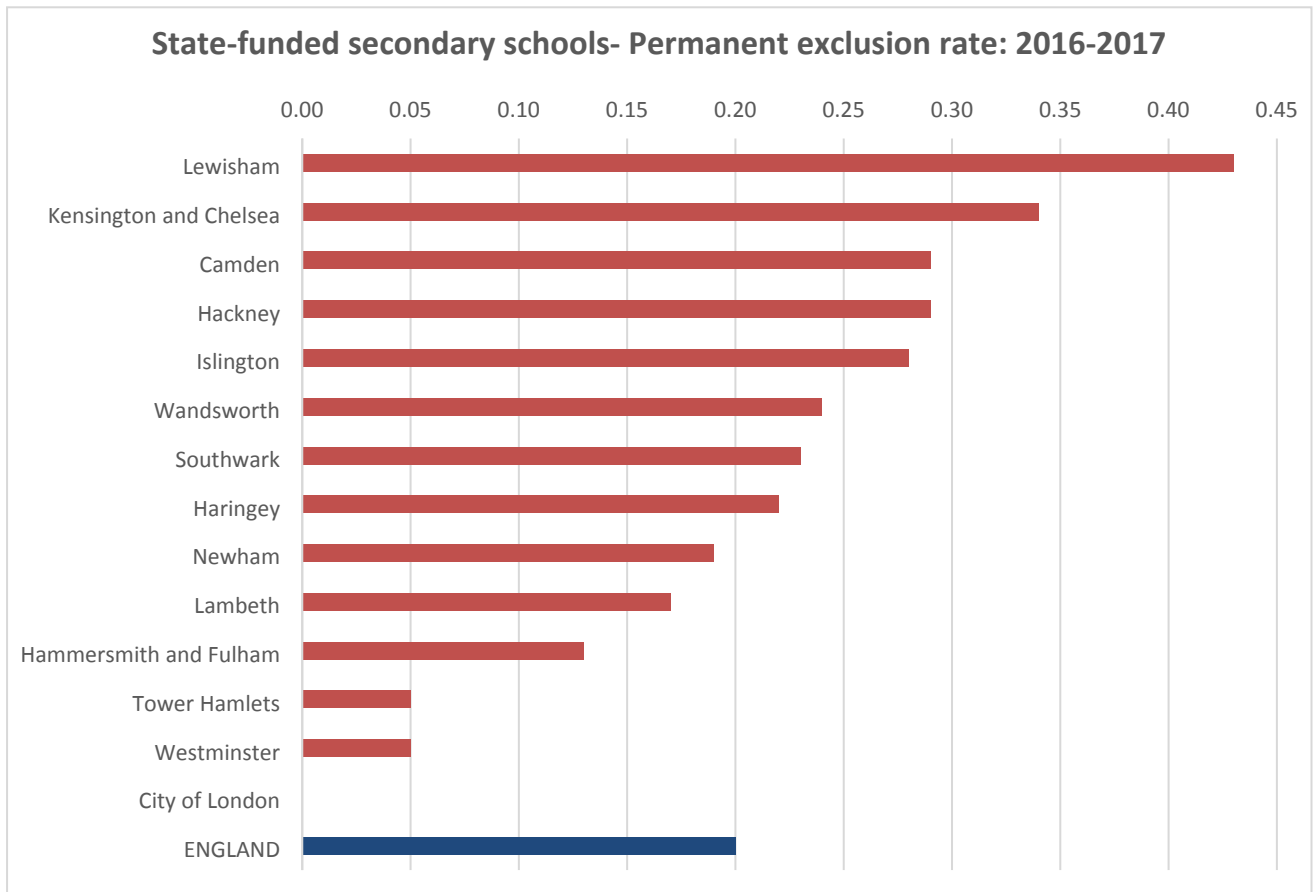
Secondary Schools

Rate of Permanent Exclusions in Secondary Schools: Hackney, Inner London LAs, London and National figures. 2016-2017

³ The number of pupil enrolments receiving one or more fixed period exclusion for each school type expressed as a percentage of the number (headcount) of pupils (including sole or dual main registrations and boarding pupils) in January 2016

HLT REPORT 1 - CYP Commission 2018 / 19 – outcomes for Children and Young People who have been excluded from Hackney Schools.

LA/London/National	State-funded secondary schools	
	Number of permanent exclusions	Permanent exclusion rate
Lewisham	63	0.43
Kensington and Chelsea	17	0.34
Camden	29	0.29
Hackney	39	0.29
Islington	24	0.28
Wandsworth	28	0.24
Southwark	36	0.23
Haringey	29	0.22
Newham	44	0.19
Lambeth	25	0.17
Hammersmith and Fulham	12	0.13
Tower Hamlets	8	0.05
Westminster	6	0.05
City of London	0	0.00
INNER LONDON	360	0.21
LONDON	980	0.19
ENGLAND	6,385	0.20

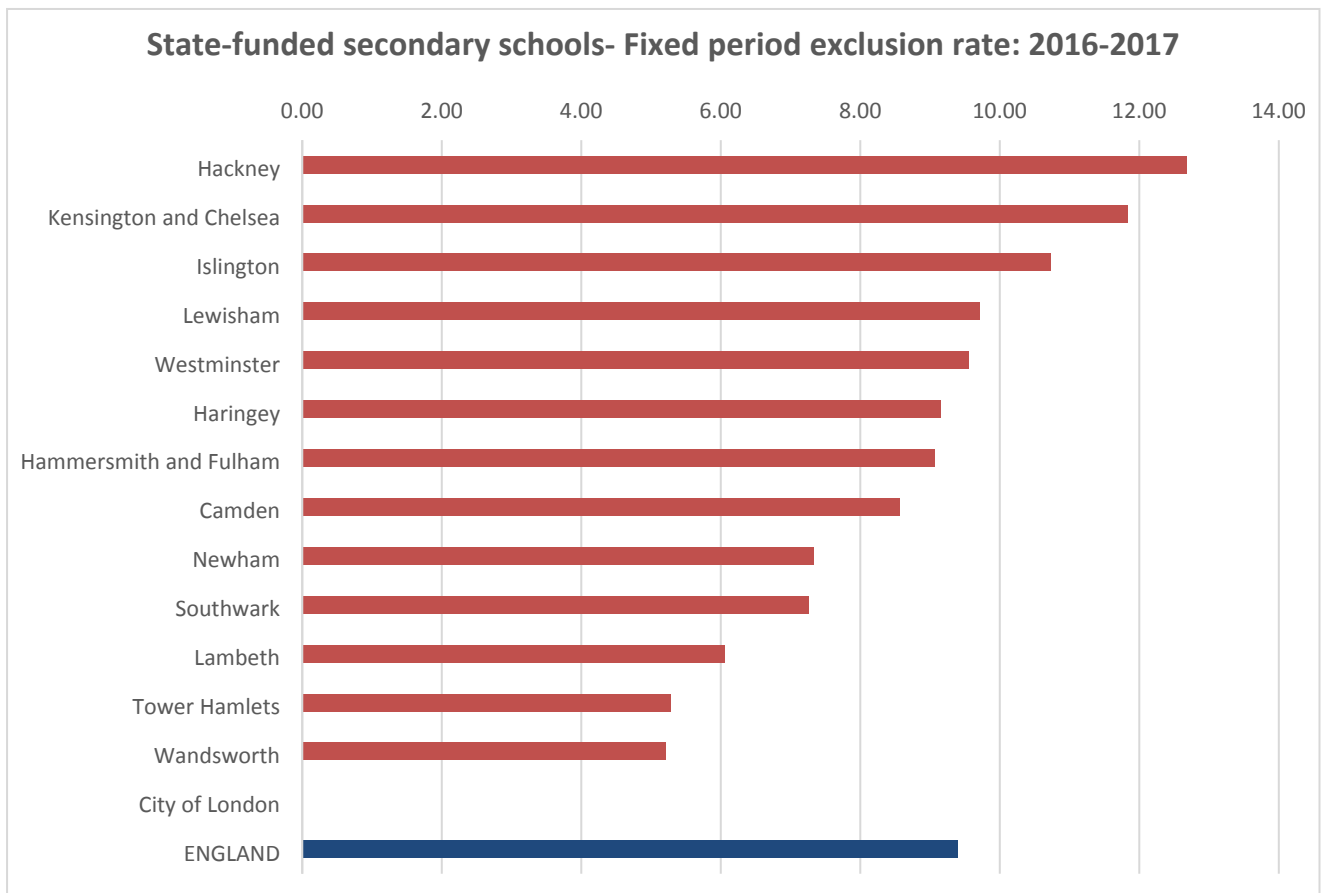


Rate of Fixed-period Exclusions in Secondary Schools: Hackney, Inner London LAs, London and National figures. 2016-2017

LA/London/National	State-funded secondary schools
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HLT REPORT 1 - CYP Commission 2018 / 19 – outcomes for Children and Young People who have been excluded from Hackney Schools.

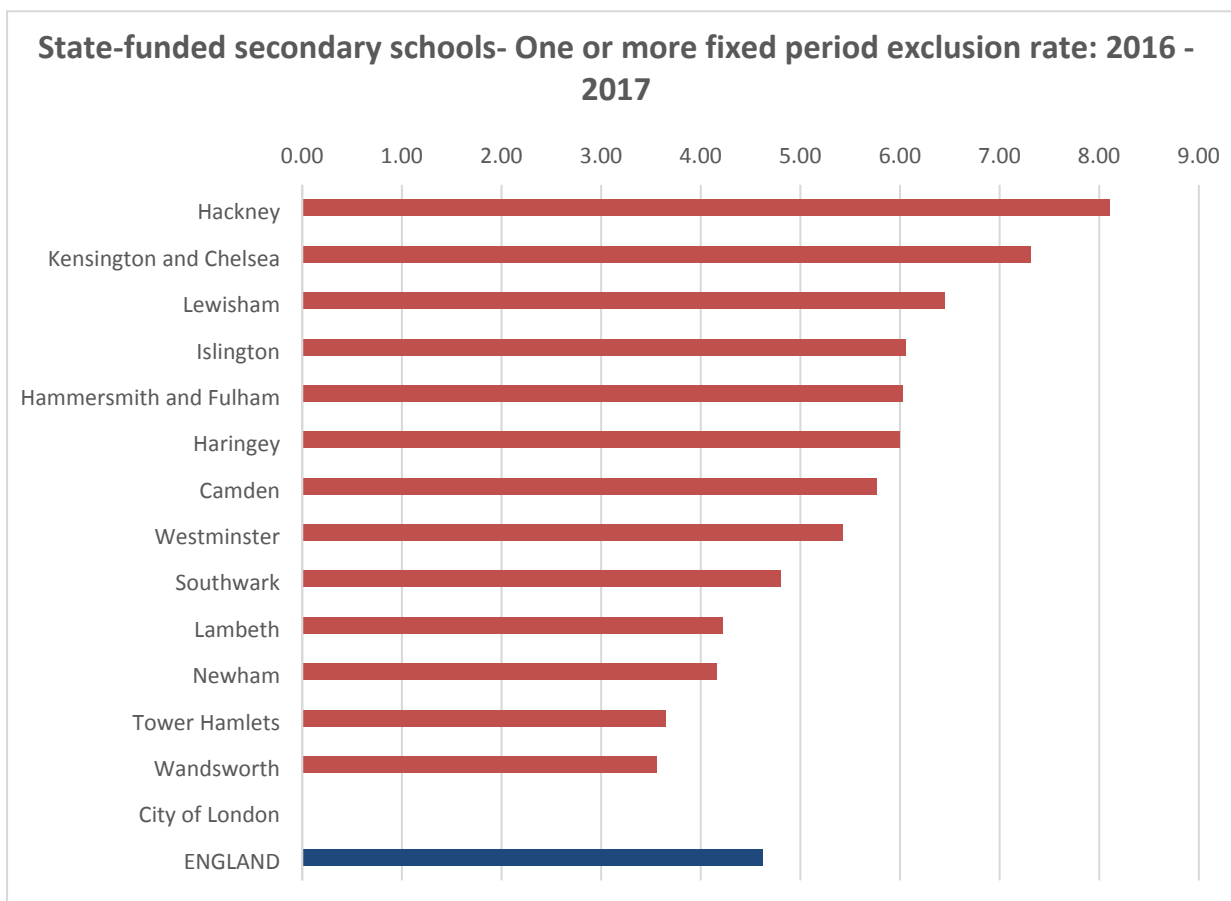
	Number of fixed period exclusions	Fixed period exclusion rate
Hackney	1,680	12.68
Kensington and Chelsea	597	11.83
Islington	922	10.73
Lewisham	1,436	9.71
Westminster	1,083	9.55
Haringey	1,226	9.16
Hammersmith and Fulham	834	9.07
Camden	855	8.57
Newham	1,696	7.33
Southwark	1,139	7.26
Lambeth	883	6.06
Tower Hamlets	895	5.28
Wandsworth	608	5.21
City of London	0	0.00
INNER LONDON	13,855	8.27
LONDON	37,790	7.50
ENGLAND	302,890	9.40



Rate of Pupils with One or More Fixed-Period Exclusions in Secondary Schools: Hackney/Inner London LAs and National. 2016-2017

HLT REPORT 1 - CYP Commission 2018 / 19 – outcomes for Children and Young People who have been excluded from Hackney Schools.

LA/London/National	State-funded secondary schools	
	Number of pupil enrolments with one or more fixed period exclusion	One or more fixed period exclusion rate
Hackney	1,074	8.11
Kensington and Chelsea	369	7.31
Lewisham	954	6.45
Islington	521	6.06
Hammersmith and Fulham	555	6.03
Haringey	803	6.00
Camden	576	5.77
Westminster	616	5.43
Southwark	753	4.80
Lambeth	614	4.22
Newham	963	4.16
Tower Hamlets	619	3.65
Wandsworth	416	3.56
City of London	0	0.00
INNER LONDON	8,835	5.27
LONDON	23,610	4.69
ENGLAND	148,820	4.62



Hackney Learning Trust and Hackney Schools have worked in partnership for a number of years to both prevent and to provide alternatives to exclusions, as this report will identify.

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It is important to note that SFRs reflect only the data that is submitted; they do not reflect that fact that practice is not identical across all local authorities in terms of how exclusions are managed and so how data reflects this.

Nationally, in 2016/17 the overall rate of permanent exclusions increased from 0.08 per cent of pupil enrolments in 2015/16 to 0.10 per cent and the number of exclusions increased from 6,685 to 7,720. The DfE reported similar patterns by pupil characteristics to previous years, with some groups incurring higher rates of permanent and fixed term exclusion than others:

- The permanent exclusion rate for boys (0.15 per cent) was over three times higher than that for girls (0.04 per cent) and the fixed period exclusion rate was almost three times higher (6.91 compared with 2.53 per cent).
- Pupils known to be eligible for and claiming free school meals (FSM) had a permanent exclusion rate of 0.28 per cent and fixed period exclusion rate of 12.54 per cent - around four times higher than those who are not eligible (0.07 and 3.50 per cent respectively).
- Pupils known to be eligible for and claiming free school meals (FSM) accounted for 40.0 per cent of all permanent exclusions and 36.7 per cent of all fixed period exclusions.
- Pupils with identified special educational needs (SEN) accounted for around half of all permanent exclusions (46.7 per cent) and fixed period exclusions (44.9 per cent).
- Pupils with SEN support had the highest permanent exclusion rate at 0.35 per cent. This was six times higher than the rate for pupils with no SEN (0.06 per cent).
- Pupils with an Education, Health and Care (EHC) plan or with a statement of SEN had the highest fixed period exclusion rate at 15.93 per cent - over five times higher than pupils with no SEN (3.06 per cent).
- Pupils of Gypsy/Roma and Traveller of Irish Heritage ethnic groups had the highest rates of both permanent and fixed period exclusions, but as the population is relatively small these figures should be treated with some caution.
- Black Caribbean pupils had a permanent exclusion rate nearly three times higher (0.28 per cent) than the school population as a whole (0.10 per cent). Pupils of Asian ethnic groups had the lowest rates of permanent and fixed period exclusion.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/726741/text_exc1617.pdf

Within the context of national increases in exclusion rates as identified in the Executive Summary, this report, and the associated evidence and data seeks to address the request from the CYP Scrutiny Commission in regard to outcomes for pupils excluded from Hackney Schools. This follows the review undertaken by the CYP Scrutiny Commission in 2016/17 in regard to Exclusions in Hackney schools.

2. Context

In compiling this report, it is evident that there will be a degree of repetition in terms of the evidence and data provided to the CYP Scrutiny Commission in 2016. Where this is the case, this report will seek to provide an update on the current situation within Hackney in promoting inclusion and positive outcomes.

This report displays a collective response from services across HLT, CYPS, Schools, and New Regent's College / Alternative providers . The Commission request is broad, and in

HLT REPORT 1 - CYP Commission 2018 / 19 – outcomes for Children and Young People who have been excluded from Hackney Schools.

formulating a full response, evidence and information is required from a range of services which include:-

- HLT Exclusions Team
- Primary Re-engagement Unit (REU)
- School Improvement Partners / Leadership and Management Advisors (SIPs / LaMAs)
- Admissions Service
- Management Information Systems and Analysis (MISA)
- Educational Psychology Service (EPS)
- Child and Adolescent Mental Health Service (CAMHS)
- Young Hackney
- Youth Offending Team
- New Regent's College (NRC)
- Exclusions Research Project Officer
- Prospects

3. Legislation

The current DfE guidance can be viewed here:-

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf

It is important to note that the majority of this guidance is focussed on the role of the Head teacher and Governing Body. The statutory role and function of the LA is limited to:-

- Ensuring 6th day provision
- Collect data for Exclusions above 5 days, for PEx, and for any exclusion where a pupil would miss a public examination. All other exclusions should be reported to the LA once per term.
- Providing advice and representation to Pupil Disciplinary Committees (upon invitation if the excluding School is an Academy)
- Arranging (and clerking) Independent Review Panels for any appeal received (within 15 days of PDC decision) in regard to exclusions from maintained schools
- Providing an SEN expert for IRPs where requested
- Ensuring that IRP panel members have received appropriate training within the last two years of the date of the review

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- Overseeing financial readjustment following exclusion

In terms of potential changes to exclusions legislation (yet to be announced) Hackney Learning Trust responded in full to the DfE Call for Evidence that was launched in the Spring term 2018. In drafting the response to the Call for Evidence, Officers were keen to ensure that the following was clearly reflected:-

- The degree to which many schools will work to manage challenging behaviour and engage other resources and professionals
- That in most cases, Exclusion is the last resort following a continuum of interventions
- That the role of Governance should be strengthened in any subsequent guidance, to enable effective challenge where required
- That the (national and local) increase in exclusions is clearly identified
- Examples of effective practice
- Challenges to parenting
- The current variance in practice across LAs and the extensive differences within, that will impact on SFR reporting

4. The Hackney Strategy

Despite the clear limitations on the role of the Local Authority within DfE guidance, since 2015 HLT has devised and promoted a 'No Need to Exclude' strategy that underpins the partnership approach to promoting positive outcomes and inclusion. This approach has attracted attention from a number of other local authorities who are also considering how to bring about a collective responsibility in regard to the challenges and behaviours that can lead to exclusion. The HLT approach has been considered as 'best practice' by those other Local Authorities that have made contact.

Here is a link to the 'No need to exclude' web page and all relevant content can be found from here.

<https://www.hackneyservicesforschools.co.uk/extranet/no-need-exclude>

Link to the HLT Exclusions Web page can be found here:-

<http://www.learningtrust.co.uk/content/exclusions>

5. Data and information requested

CYP Scrutiny Commission have specifically requested the following for the meeting to be held on January 14th 2019:-

- What provision or support is available to children and their parents, in Hackney schools, at risk of permanent exclusion and those at the point of exclusion and what the existing partnership working with schools including the alternative pathways look like,
- What works well and how outcomes are monitored and tracked (including the impact on mental health and wellbeing) and how this informs the commissioning of alternative provision.
- The aim is for the Commission to gain a better understanding of the provision in the borough in order to assist the local authority in their work to ensure children at risk of

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permanent exclusion and excluded children have the same opportunities as their peers in mainstream education and to inform individual schools' decision making around exclusions and

-broaden parents' understanding of the offer available for excluded pupils and to ascertain whether the local authority is prepared for the proposed changes in legislation and expectations around alternative provision
- Whether, in the borough, there's a correlation between exclusions (or periods out of school) and youth crime (more broadly), violent offences and any other related safeguarding issues.
- In the past two years - Destinations of the children who were excluded from our schools, reasons why, age of child and achievements and destination following the placement as well as the pupil's own assessment of their placement.
- In the past two years - Excluded pupils' outcomes by school year including the number of successful re-integration into mainstream school;
- In the past two years - Where possible cross reference data on SEND, FSM with the exclusion data as well as how many (and who) of the excluded children were known to other services.
- In addition, HLT to share the result of the Exclusions Survey with all Hackney schools that permanently excluded pupils in 2016/17 (noted to be available spring term 2018 – recommendation from previous Exclusion review) as well as an update on the recommendations from the Exclusions review (last update received Nov 2017).
- An update, including early findings and the next steps, on the HLT deep dive into exclusions (the journey and support).

6. Evidence

What provision or support is available to children and their parents, in Hackney schools, at risk of permanent exclusion and those at the point of exclusion and what the existing partnership working with schools including the alternative pathways look like

In accord with DfE guidance, Hackney Schools will only revert to permanent exclusion as a last resort. Schools continue to work in partnership with HLT and parents to promote inclusion, and there is a notable impact on reducing fixed term exclusions (Secondary level 2017 / 18).

Schools

In order to avoid exclusions, schools will promote a range of alternatives and strategies, including but not limited to:-

- Referral to external agencies
- Young Hackney input in school including 1:1, small group work etc
- Mentoring from school based mentors
- Use of individual behaviour plans which include fortnightly review meetings with parents to regular review progress with targets
- Using Home School Liaison workers to build tighter relationships with parents
- 1:1 support from a Behaviour Consultant
- Referral to Police Safer Schools where necessary
- Referral to Police/Fire/Army cadets around positive activities and engagement
- Increased liaison with CAMHS/Social Care/Young Carers support

HLT REPORT 1 - CYP Commission 2018 / 19 – outcomes for Children and Young People who have been excluded from Hackney Schools.

- Pastoral Support Programmes (PSPs) that are regularly reviewed
- Restorative approaches as opposed to internal exclusion of fixed term exclusion
- Development of fully supported Schools Internal Alternative Provision which is also available to other schools
- Reduced or personalised timetables as a short term measure
- 'Time out' in order to develop emotional regulation
- Calm spaces
- Robust Learning Support teams in schools
- Single point of contact in school for parents whose children may be experiencing repeated fixed term exclusions.
- 'Wellbeing Triage' – initial assessment
- Parent engagement programmes
- Parent volunteers to support literacy

A specific example of school based support and intervention is as follows:-

Internal support

- Behaviour mentoring – through behaviour mentors/AHOS/HOY
- Peer mentoring with Sixth Form students
- Individual behaviour plans – particularly for at risk SEN students
- Behaviour reports
- Student referral group bringing together key professionals
- Pastoral Support Programme
- Head teacher's contract

In developmental phase:

- Refined support process that enables the support provided to be more targeted and for earlier intervention
- Targeted group mentoring programmes
- More bespoke one to one mentoring programme

External support

- Reachout
- Speech and Language Therapy (SaLT)
- Child and Adolescent Mental Health Service (CAMHS)
- Alternative provision

Young Hackney.

- 1:1 Mentoring
- Boys Group for lower school, focusing on Behaviour and positive peer groups
- SEN focus group – co-ordinated and planned with Schools CAMHS clinician and Young Hackney
- Girls Group - to start in Spring term. Focusing on confidence/ self image/ and positive peer groups.

Aspace

- 1:1 session.
- Year 7 transition group(Completed, 4 sessions)
- Year 11 Exam anxiety group sessions (1 off sessions over 3 weeks to begin in spring term)

Groundworks

- Achievement coaching for year 11s, 1:1 sessions after school and group

interventions regarding exam practice/ motivation.

- Start date: 15/11/18

Empower

- Girls Group for Yr 10 girls, Focusing on confidence/ sexual awareness/ negative and positive decision making/ empowerment.
- Start date: Pending.

St Giles/ Young Hackney

- Joint group work for students who were involved in a particular incident.

In developmental phase:

Identification of offsite external programmes looking at teachfirst partners initially – for example Jamie’s Farm

School based case studies are included in this report at Appendix 8 of this report.

Hackney Learning Trust

Underpinning all the interventions identified above, the No Need to Exclude strategy identifies a continuum of provision and alternatives to Exclusion, which can be found at Appendix 1 to this report.

In supporting the work of schools to promote positive outcomes and Exclusions, HLT deploys resources primarily through the Exclusions Officers, and the (Primary) Re-engagement Unit (a fully traded service available to all Hackney Primary Schools). The EHCP team within HLT will support permanently excluded pupils who have an Education Health Care Plan.

HLT Exclusions officers:-

- 1 x Deputy Head of Service (also responsible for operational delivery on School Attendance, and Children Missing Education)
- 1 x Primary Exclusions Officer 0.5 fte
- 1 x Secondary Exclusions Officer 0.5 fte

These officers work to provide advice and guidance to schools and families on the whole process of exclusions, ensuring fairness and transparency. In addition, these officers will advise schools on alternative strategies to avoid exclusion and promote continuity of education and positive outcomes.

As an example, the Secondary Exclusions Officer has devised a centralised managed move process and this has had some significant success in placing pupils in another mainstream setting, with pupil and parental agreement, for a trial period that leads to permanent placement if successful. In 2017 / 18, 34 successful managed moves were implemented and in 2016/ 17, 22 managed moves were successful. Without this strategy, these pupils would likely have been permanently excluded.

Case Studies relating to the work and of the Exclusions Team are at Appendix 6 of this report.

Re-engagement Unit:-

The Re-engagement Unit (REU) was established in 2013 as a school focused support service for behaviour and social and emotional needs of primary aged pupils in Hackney maintained schools.

In September 2018 the REU became a fully traded service.

Six key performance indicators were assigned to the REU in August 2013.

1. Schools that work in partnership with the REU feel supported to develop, deliver and monitor plans; with a focus on supporting the effective implementation of a Pastoral Support Plan, increasing the engagement of the family and the prevention of exclusion.
2. Reduction in fixed term exclusions for targeted pupils.
3. Improved attendance or maintained good attendance for targeted pupils.
4. Improved learning outcomes within PSP targets for targeted pupils.
5. Improved behaviour and wellbeing outcomes within PSP targets for targeted pupils.
6. Improved partnerships between schools and families for targeted pupils.

See Appendix 7 of this report for REU Case Study

EHCP team:-

A key principle in providing educational provision to pupils with SEND is an understanding that these pupils may have more difficulty accessing the curriculum and processing instructions etc. Consequently there is an expectation that schools will take account of this and make reasonable adjustments (as required under the SEND Code of Practice, 2015) when applying their behaviour management policies. It is recognised that the notion of a 'one size fits all' policy is not an appropriate response for children and young people who have identified special educational needs and (or) disabilities.

HLT developed an internal guidance process in 2017 for pupils with Special Educational Needs and Disabilities who may find themselves at risk of Exclusion. The HLT document is included in the supporting documentation to this report. If a child or young person has special needs, a careful analysis of how these needs are being met will be necessary if the child or young person displays 'challenging' behaviour. Challenging behaviour is an indicator that needs are not being met. Consequently, schools are expected to implement early intervention strategies with children and young people who may display challenges, in order to develop manage and support a child or young person's needs. It is essential that early, effective, evidence-based interventions are considered, implemented, monitored and reviewed and modified in response to the challenging behaviour, prior to any decision that relates to an exclusion of any form.

In addition:-

Director of Education HLT has established a Reducing Exclusions Executive Team, and an Executive Board (Terms of Reference are included at Appendix 2). Underpinning this, an Operational Officer Group (Wellbeing Review Group) works to:

- Provide a forum for HLT teams to discuss and share issues focused upon promoting the concept of wellbeing
- Lead on the development of policy and strategy that seeks to promote the

wellbeing of all Hackney Learners, through access to appropriate high quality educational provision that is responsive to individual needs.

Terms of Reference for this group are included at Appendix 3.

The secondary schools meet to discuss Behaviour and Wellbeing every half term: this group focuses considerably on measures to prevent disengagement and exclusion.

What works well and how outcomes are monitored and tracked (including the impact on mental health and wellbeing) and how this informs the commissioning of alternative provision.

New Regent's college – the Hackney PRU

All pupils who are Hackney resident and permanently excluded – from either Hackney or out-borough schools – will automatically be referred to New Regent's College, the Hackney Pupil Referral Unit. NRC operates as both the Hackney PRU, and as an Alternative Provider. The last Ofsted Inspection of NRC (8th and 9th June 2016) rated the provision as 'Good' overall, whereas the previous inspection (25th June 2014) indicated that NRC 'requires improvement'.

<https://files.api.ofsted.gov.uk/v1/file/2580491>

'The proportion of pupils who achieve well and gain five GCSEs including English and mathematics, or succeed in vocational subjects, has improved year on year since the last inspection. The most able pupils study an appropriate range of subjects including GCSE science. The vast majority move on successfully to the next stage of their education, training or employment'.

'Leaders have focused effectively on improving the quality of teaching, learning and assessment across the school. A simple and effective system is in place to observe teachers' practice and challenge any underperformance. Leaders regularly observe teaching and provide valuable feedback to teachers on their performance. Any generic issues are highlighted to all staff. Regular visits are used to ensure that the performance and quality of each provider they use to teach pupils in Years 10 and 11 is closely scrutinised. If underperformance is identified, providers are challenged to improve and leaders work jointly with them in ensuring any required action is swiftly completed'.

New Regent's College Service Provision

New Regent's College provides a range of services and interventions:-

- 6th day provision for any pupil who is excluded from school for more than 5 days
- Day one provision for any child looked after by the local authority who is subject to a fixed term exclusion
- Immediate referral and assessment for all permanently excluded pupils
- Commissioning of EHCP where deemed appropriate
- Primary Partnership Placements – Since April 2017, HLT has commissioned ten partnership placements for primary pupils facing significant risk of exclusion.

This programme enables a pupil to receive a 12 week specialist intervention that will call upon additional HLT resources to assist with the process and establish an appropriate long term provision and / or plan. See Appendix 5 of this report for further details

- Respite placements.
- Referral to HLT In Year Fair Access Panel (IYFAP) for pupils who are deemed ready for a return to mainstream
- Support for re-integration for pupils who have been allocated a school placement via IYFAP.

New Regents College acts on a duty to find provision and ensure welfare needs are met and within that, all children are found appropriate placements which appropriately meet the needs of the pupil requiring it, enabling them to achieve good educational attainment that is on par with their mainstream peers, particularly in English and Maths with appropriate qualifications.

New Regent's College and Alternative Providers – Quality Assurance

In fulfilling service expectations as above, NRC will apply rigorous quality assurance processes for all alternative providers that are part of the NRC continuum.

New Regent's College is part of the North London Children's Efficiency Programme (NLCEP) Alternative Provision Group, which has updated the framework used to quality assure alternative education provision for 14-16 year olds.

All alternative education providers in the North London boroughs of Haringey, Islington, Camden, Enfield and Hackney use the same self-evaluation document. This quality assurance self-evaluation framework forms part of the evidence for all future quality assurance visits. All Alternative Providers engaged by New Regent's College are asked to familiarise themselves with this document and complete it in preparation for planned quality assurance visits.

Wellbeing and Mental Health in Schools (WAMHS) project

The project outlined by this workstream seeks to improve access to the appropriate mental health support for all CYP in City & Hackney. That involves improving early identification of possible mental health problems by supporting and equipping schools to confidently identify and intervene early in emerging mental health problems and to upskill school staff to be able to successfully promote and support their student's wellbeing, thus off-loading pressure created by later intervention of more severe problems.

The project also seeks to ensure that all children receive the right intervention. The transformed system will be highly adapted to identifying early emerging mental health problems in CYP that are symptomatically presenting as behavioural issues and wider determinants of poor mental health will also be addressed through the wider scope of the CAMHS Alliance. There will be information available to signpost to a wider provision of evidence-based interventions, as well as support to measure and monitor the outcomes of these interventions.

The transformation project ultimately seeks to increase the number of CYP with diagnosable mental health conditions accessing services, by ensuring that they are identified and correctly signposted to the appropriate CAMHS service.

In the same way, the project seeks to reduce the current inequalities in accessing mental health services, as well as in exclusion rates by taking into consideration the cultural

diversity and specific needs of the population in City & Hackney.

To achieve this, the Schools workstream will develop 3 interlinked strands of intervention brought together under the name of “Wellbeing and Mental Health in Schools (WAMHS) Project:

a) Anna Freud Schools and Mental Health Link Project:

City & Hackney won the bid to be one of the areas to benefit from the NHS England and DfE funded pilot programme run by the Anna Freud Centre that aims to strengthen communication and joint working between schools and CAMHS.

We successfully brought 60 schools in the local area together with a wide number of mental health professionals and organisations to be part of a two-workshop programme to:

- ✓ Develop a shared view of strengths and limitations and capabilities and capacities of education and mental health professionals
- ✓ Increase knowledge of resources to support the mental health of children and young people
- ✓ Ensure more effective use of existing resources
- ✓ Improve joint working between education and mental health professionals

The outcomes of the pilot show that a majority (75%) of the professionals attending found the workshops useful, learnt new things and developed their understanding of how to work together with other professionals and organisations while forming new connections and networks.

b) Wellbeing Framework Support in 50% of schools in City & Hackney:

The second strand of the project has been designed in collaboration with the Hackney Learning Trust and aims to provide focus for an enhanced wellbeing offer in schools and increased capacity in supporting wellbeing for the students in a number of areas. It will be delivered by experienced school improvement practitioners called Wellbeing Framework Partners (WFP) who will work together with the Designated Mental Health Lead in school and the appointed CAMHS clinician to look at practice, policy and resources available in each school and design an action plan to develop a number of areas. The framework will aim to provide ways of monitoring progress of any interventions put in place across the school and will emphasise the need to use evidence-based interventions both with universal and targeted populations.

c) Deployment of CAMHS clinicians in 50% of schools in City & Hackney:

The third strand of the WAMHS project will allocate a regular qualified CAMHS clinician to each of the participating schools to help develop and sustain closer working links between mental health services and schools, by providing training, consultation and support signposting and liaison.

The link clinician will be situated in the school facilities for the allotted regular amount of time. The initial focus of the work provided will be informed by the delivery of the Wellbeing Action Plan and based on the needs and priorities identified for a particular school.

The emphasis of the CAMHS clinician will be on building capacity in the school, facilitating appropriate onward referrals, enabling wider understanding of students’ mental health needs and supporting the school in putting into place strategies to help

the students in the school context.

To ensure successful roll-out of the model across all schools once the pilot is complete, an evaluation process will be conducted to evidence the impact and value of the work. Public Health at London Borough of Hackney will lead on the evaluation framework and execution together with the CAMHS Alliance Transformation Management Team.

See Appendix 9 for details of the CAMHS Transformation – Parenting Workstream - Multi-family Groups in Schools.

YBM (Young Black Men) Strategy

HLT is committed to reducing and then eradicating the disproportionate number of BCRB pupils being permanently excluded in primary and secondary school over a five year period using the (Secondary) Wellbeing and Behaviour Partnership as the vehicle to monitor and develop Hackney wide educational strategies to bring about this change. This approach ties in with existing HLT and LBH focus on developing a strategic approach to promoting Well Being and reducing significantly both permanent and fixed term exclusion.

Outcomes for young black men (YBM) tend to be disproportionately worse in a range of areas. The long term aim for this work is that outcomes and opportunities are the same for black boys and young black men as the wider population. This means that Hackney no longer see the persistent overrepresentation in the criminal justice system, child protection cases and mental health, alongside worse outcomes in education, health and wellbeing and employment. Through this we should see improvements that benefit the wider community. The work proposed engages statutory and community sector partners, young black men and their families and the wider community to identify and deliver solutions that address the complex underlying issues that contribute to this disproportionality.

Head teacher and Officer Groups are meeting regularly to discuss strategies to address disproportionality in exclusion, and to explore cultural competency issues and roll out of training in such to all Hackney Head teachers and Principals.

Alternative Provision Panel

To support NRC in the work to ensure positive outcomes for vulnerable pupils, Hackney Learning Trust convenes a monthly Alternative Provision Panel. The purpose of the panel is to consider the needs of pupils who have been placed, or are to be placed at NRC either following exclusion or through vocational placement, and to determine the most appropriate means to support pupil, family and New Regents College to ensure continuity of education and address any complex issues that that arise for the pupil.

This will include ensuring that where necessary, appropriate external agencies are engaged with NRC pupils where there are multiple and complex needs presenting. This could typically include children in need (CIN) and children in need of protection (CP), pupils with undiagnosed special educational needs, pupils with moderate learning difficulty (who may require commencement of statutory assessment / EHCP), youth offending, risk of CSE, mental health issues, complex family dynamics, poverty, worklessness within the family, housing issues, substance misuse.

The AP panel Protocol is included in Appendix 4 of this report.

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Key Stage 4 outcomes

The 2018 Y11 progression outcomes for New Regents College (the identified cohort was 92 students) were:

Education, Training and Employment (ETE)	80 (87%)
In Process	2 (2%)
Unknown	1(1%)
Left UK	2 (2%)
Off Roll In Year	1 (1%)
NEET	5 (5%)
Custody	1 (1%)

ETE outcome for available cohort (which removed those who left roll, left the UK or were in custody - 88 students): 91%.

Of those going into ETE, the overwhelming majority were into college courses ranging from Entry Level ESOL courses through to A Levels, with two students progressing into Apprenticeships.

The Executive Head teacher NRC has already provided CYP Scrutiny Commission with end of Key Stage 4 outcomes for the last 4 academic years.

The aim is for the Commission to gain a better understanding of the provision in the borough in order to assist the local authority in their work to ensure children at risk of permanent exclusion and excluded children have the same opportunities as their peers in mainstream education and to inform individual schools' decision making around exclusions and

Hackney Learning Trust has worked continuously to ensure that there is an effective strategy to support schools in reducing exclusion and providing pupils with the same opportunities as their peers. This is the cornerstone of the 'No Need to Exclude' strategy and it remains our vision that all pupils – whether in mainstream or alternative provision – will have access to high quality educational provision that is suitable to their needs and has a clear pathway to attainment and qualifications.

As identified above, all pupils who are registered in alternative provision via NRC have access to GCSEs and vocational studies, and the Executive Head teacher and management team at NRC are continuously seeking to raise standards, as noted by Ofsted.

In addition to this, HLT works to ensure that all stakeholders are able to access information in regard to the ethos within Hackney to promote inclusion and positive outcomes. Since 2015, HLT officers have regularly sought to provide advice, guidance, training, and updates. Some examples of such would include:-

- Regular update to Schools through the Wellbeing and Behaviour Partnership, Heads Termly Briefing, Directors termly briefing to Governors, Leadership Update etc
- Identifying vulnerabilities associated with Exclusion through the Designated

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- Safeguarding Leads Forum and On-Line Platform
- Governor Conferences
- Advice and Guidance to support school to manage Pupil Disciplinary Committees (PDCs) and Independent Review Panels (IRPs)
- Governor training
- Revised HLT Action Plan
- Establishment of Exclusions Executive and Exclusions Board
- Discussion at SENCo forums on learning needs and exclusions

The DFE guidance referenced above -

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf - does not provide local authorities with a remit to 'inform individual schools decision making' around exclusions. An example of such relates to the fact that LA officers can only attend Academy PDCs if specifically invited by the Academy, and then can only make comment within the PDC if invited to do so. However, in as much as is possible, the HLT Exclusions Officers have sought to build effective and sustainable partnerships with Hackney Schools that enables influence and negotiation – the successful implementation of managed moves, or allowing time and space to consider alternatives rather than move to exclusion, provide evidence of this approach.

.....broaden parents' understanding of the offer available for excluded pupils and to ascertain whether the local authority is prepared for the proposed changes in legislation and expectations around alternative provision

As part of the CYP Scrutiny Commission review of Exclusions in 2016, HLT devised a 'Parental Promise' leaflet that is available on the HLT Exclusions web page - <http://www.learningtrust.co.uk/content/exclusions>

As well as the information within the web page, HLT Exclusions officers, REU officers, EHCP team members etc will engage directly with parents, and their advocates on a regular basis in order to work together to actively promote the welfare and best interests of vulnerable pupils.

In addition to those services already referenced within this report, The Hackney Local Offer can be viewed here:-

<http://www.hackneylocaloffer.co.uk/kb5/hackney/localoffer/home.page>

SENDIAGS details can be viewed here:-

<http://www.hackneylocaloffer.co.uk/kb5/hackney/localoffer/service.page?id=VjthH04BZoM&localofferchannel=0>

In regard to proposed changes in legislation and expectations around alternative provision, HLT responded fully to the DfE call for evidence in regard to Exclusions earlier in 2018, and this year has revised its strategic approach through a new Action Plan and establishment of an Exclusions Executive and an Exclusions Board.

However, we are as yet unaware of specific new legislation in regard to exclusions. We are aware of the House of Commons Select Education Committee publication of a report examining reasons behind an increase in exclusions in mainstream schools and referrals to alternative provision. The report looks at the process of exclusion and referral and how to overcome the obstacles and problems encountered by parents and children in that process. It sets out the issues and challenges faced by alternative provision providers and what good practice looks like. Recommendations include: a Bill of Rights for pupils and parents in order to make schools more accountable for excluded children.

[UK Parliament Forgotten children: alternative provision and the scandal of ever increasing exclusions \(PDF\)](#)

Most recently (late November 2018) we have seen the publication of '[Creating Opportunity for All: our vision for alternative provision](#)' (PDF document) which set out the steps being taken by the government to deliver sustained improvement in the AP system with the government's 'ambitious programme of reform' aiming to ensure that –

- the right children are placed in AP
- every child in AP receives a good education
- every child can make a successful transition out of AP, either back into mainstream or special school or to a sustained destination in education employment or training
- AP becomes, and is recognised as, an integral part of the education system
- the system is designed to achieve high quality outcomes for children and value for money for the taxpayer

The response claims that progress has been made towards achieving these ambitions reiterating that in August 2018 it was announced that nine projects that had received a total of up to £4m in grant funding from the AP Innovation Fund. The response also cites as further evidence of the government's commitment recent activity engaging representatives of 118 local authorities, 276 schools and over 200 AP providers, alongside children and their parents in 25 of these alternative providers to inform future policy developments to improve outcomes for excluded children and those in AP; the review of exclusions being led by Edward Timpson CBE looking at how schools use exclusions; and the publication of research reports on AP and the AP market published on the same day as the DfE's response to the Education Committee report.

Additionally, the response does recognise that significant challenges remain and that there is more to do to ensure all children have access to the support they need, regardless of the type of school they attend. The government's document sets out specific responses to each of the 33 recommendations made by the Education Committee in its report. Much of this commentary relates to practice in schools in relation to exclusions or to exclusion processes and procedures. Some of the more significant items in relation to AP include –

Off-rolling – the Committee had said that Ofsted should not have sole responsibility for tackling off-rolling – the DfE response says that it takes reports of off-rolling very seriously and that pupils can only be removed from a school roll in the circumstances provided for in regulations confirming that all schools were reminded of the rules surrounding exclusions and removal from roll by the department in September 2017.

The exclusion process – the Committee had said that the exclusion process was weighted in favour of schools and that parents and carers should have an independent advocate if a child was excluded (internally or externally) for more than five non-consecutive days – the DfE response says it recognises the importance of engagement with parents and carers but leaves any action on this recommendation until the Timpson review is published.

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Power to direct reinstatement – the Committee had said that there should be legislation to empower Independent Review Panels (IRP) to order the reinstatement of a pupil, at present LA or academy trust IRPs can only direct a governing body to reconsider reinstatement – the DfE response confirms that the government have no intention of implementing this recommendation.

Confusion over responsibility for excluded children – the Committee had said that the Timpson review needed to clarify responsibility for excluded and off-roll pupils, that LAs needed resources to enable oversight and scrutiny of exclusions and placements and powers to ensure that every child receives the education they need – the response notes the LA's statutory duties arising from [Section 19 of the Education Act 1996](#) and the [Education and Inspections Act 2006](#) to make provision for those out of school, and other existing arrangements and requirements in relation to the LA role and Fair Access Protocols. The response goes on to state that the Timpson exclusions review will not look at the legislative framework for exclusions but that the government intends to clarify the expectations for the role and responsibilities of schools, AP providers and LAs.

Creating more specialist AP providers – the Committee recommended that more specialist AP providers able to meet medical needs including mental health should be made available – the government response references the devolution to local level of decisions about the provision required in a locality under existing arrangements and asserts that AP providers have close relationships with mental health services and the plans to address any gaps in provision set out in a Green Paper '[Transforming children and young people's mental health provision](#)' published in December 2017.

Schools should publish exclusion rates – the committee had said that schools should be required to publish their exclusion rates including details of SEND and looked after children – the DfE refer to the annual publication of a national statistic derived from the school census and data published about looked after children and Children in Need.

Greater oversight of exclusions and commissioning of AP by LAs – the committee had recommended that LAs should have a senior person responsible for protecting the interests of pupils in alternative provision and ensuring that AP is adequately resourced – the response document references existing LA duties but does no more.

Further, the Commission also want to look at whether, in the borough, there's a correlation between exclusions (or periods out of school) and youth crime (more broadly), violent offences and any other related safeguarding issues.

Young Hackney have undertaken an analysis of the cohort of Excluded pupils and whether they are known to access relevant services. Please see separate data report 'CFS Early Help Troubled Families Programme'.

- 45 of the 61 children and young people identified (74%) under the school exclusion list attended Early Help Universal Services provision (Hubs and Playgrounds)
- An average of 24 Universal Services sessions have been attended by each young person identified under the exclusion cohort.

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In the past two years - Destinations of the children who were excluded from our schools, reasons why, age of child and achievements and destination following the placement as well as the pupil's own assessment of their placement.

Currently, HLT does not have a data collection process that can identify all such objectives within one report. Additionally, Local Authorities are not required to collect and analyse information at this level for purposes of census and Statistical First Release submission.

We do not hold data or information on pupils own assessment of placement and are not required to collect such information. However, we have accessed details of destinations for the Year 11 cohort at NRC 2017 / 18 – See details at Appendix 10.

All children who are excluded from Hackney Schools will be registered at New Regent's College, as identified earlier in this report.

New Regent's College will work to ensure that all children have the same access to educational opportunity and high quality teaching and learning as their peers in mainstream Hackney schools will receive. Through intensive intervention and support, New Regent's College is able to identify a significant number of previously excluded pupils as being ready for a supported return to mainstream. This is achieved through the HLT In Year Fair Access Panel.

The purpose of Fair Access Protocols is to ensure that - outside the normal admissions round - unplaced children, especially the most vulnerable, are found and offered a place quickly, so that the amount of time any child is out of school is kept to the minimum. This is why every local authority is required to have in place a Fair Access Protocol, developed in partnership with local schools.

DfE guidance on the establishment of Fair Access Panels can be viewed here:-

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/275580/fair_access_protocols_departmental_advice.pdf

Details of pupils from NRC returning to mainstream through In Year Fair Access Panel are included below:-

Year Group	Name of excluding school	Exclusion Date	Date of FAP meeting	School Named
10	Stoke Newington School	14/09/2016	30/03/2017	The City Academy, Hackney
10	Islington Arts and Media	01/11/2016	18/01/2007	Mossbourne Community Academy
10	Cardinal Pole	03/11/2016	27/04/2017	Mossbourne Victoria Park
10	Haggerston	13/03/2017	22/05/2007	Our Lady's Convent

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10	Stoke Newington School	14/09/2016	13/07/2017	Skinner's Academy
10	Mossbourne Community Academy	03/03/2017	25/05/2017	Stoke Newington
10	Hampstead Academy, Wolverhampton	22/11/2016	30/03/2017	The Urswick School
10	Hackney New Sec School	24/11/2006	09/03/2017	Cardinal Pole
5	Mossbourne Parkside	08/12/2016	09/03/2017	St Paul with St Michael's
5	New North Academy	06/12/2016	30/03/2017	Colvestone Primary
10	Lammas	06/07/2017	14/12/2017	Our Lady's Convent
10	Mossbourne Community Academy	03/03/2017	15/03/2018	Skinner's
9	The City Academy, Hackney	18/10/2017	14/12/2017	Mossbourne Community Academy
10	Cardinal Pole	17/05/2018	06/10/2017	Stoke Newington
10	Mossbourne Community Academy	02/10/2017	14/12/2017	The City Academy, Hackney
10	Clapton	07/06/2018	07/06/2018	Mossbourne Community Academy
8	Stoke Newington	04/12/2017	14/12/2017	The Petchey Academy
9	Skinner's	08/02/2018	21/09/2017	The Urswick School
9	The Urswick School	05/05/2018	05/07/2018	Mossbourne Victoria Park
9	Hackney New School	08/03/2018	05/07/2018	Mossbourne Community Academy
9	The Urswick School	22/03/2018	05/07/2018	The City Academy, Hackney
10	Mossbourne Victoria Park	17/05/2018	05/07/2018	The Urswick School
3	Stroud Green School		08/02/2018	Shacklewell Primary

In the past two years - Excluded pupils' outcomes by school year including the number of successful re-integration into mainstream school;

Currently, HLT does not have capacity to track pupil outcomes as requested. Successful re-integration to school is reported earlier and outcomes for New Regents Pupils have been submitted to the Commission previously by the Executive Head teacher of New Regent's College and are also included again in the supporting documents to this report.

In regard to former PEX students returned to mainstream via In Year Fair Access Panel (IYFAP) new destination schools are referenced above. Once those pupils have transitioned through that process they become the responsibility of the receiving school as does their educational attainment. It is not possible to continuously track attainment levels through both NRC and receiving school. This means that the outcomes in respect of ALL

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PEX students are not reflected in NRC's data. NRC data as submitted is data about students on roll in year 11 NRC, which does not cover all PEXs of secondary aged pupils but does cover those who don't return to a different mainstream school.

In the past two years - Where possible cross reference data on SEND, FSM with the exclusion data as well as how many (and who) of the excluded children were known to other services.

Hackney CYPS Management Information Systems and Analysis Team (MISA) collect termly census data from schools. A report accompanies this main report – 'Exclusions 2014 – 17'. This report shows the full breadth of data collection and analysis that is available to Hackney Learning Trust.

This report includes fixed-term and permanent exclusions for the latest three years sourced from the school census.

For example, for academic year 2016-2017's exclusions:

- Autumn term 2016 exclusion are included in the May 2017 school census
- Spring term 2017 exclusion are included in the October 2017 school census
- Summer term 2017 exclusion are included in the January 2018 school census

For of this reason, pupils' time-variant characteristics such as Free School Meal eligibility (FSM), Special Education Needs provision (SEN), might be different at the time of the census where the exclusions are returned, from the status when the exclusion took place. Therefore the pupils' FSM has been picked up from the census "closest" to the exclusion (e.g. for summer term exclusions the FSM is picked up from the May census). The SEN status used is from the time of the exclusion as this is part of the information the school is required to enter into their MIS system when they record the exclusion incident.

In addition would HLT be able to share the result of the Exclusions Survey with all Hackney schools that permanently excluded pupils in 2016/17 (noted to be available spring term 2018 – recommendation from previous Exclusion review) as well as an update on the recommendations from the Exclusions review (last update received Nov 2017).

During the Autumn term 2017, Hackney Learning Trust undertook a survey of all Permanent Exclusions that took place during the 2016 / 17 academic year, with the purpose of gathering a broader understanding of the reasons for exclusions and the context within which they occurred.

As well as seeking to broaden our understanding of why exclusions take place, and the 'Hackney picture' in regard to permanent exclusions, this work will also link to other

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strategies and objectives – specifically, the interest of CYP Scrutiny Commission in Exclusions and disproportionality, and the LBH strategy looking at issues relating to Young Black Men.

Of the 18 schools / federations of schools that were consulted (having permanently excluded pupils in 2016/17) 9 (50%) provided responses that have been used in the analysis of exclusions. This response rate made reference to 22 permanent Exclusions which is 41.5% of the total number of permanently excluded pupils 2016 / 17 (45 Secondary pupils and 8 Primary pupils).

The Survey report is included in the overall response to CYP Scrutiny Commission January 2019 meeting

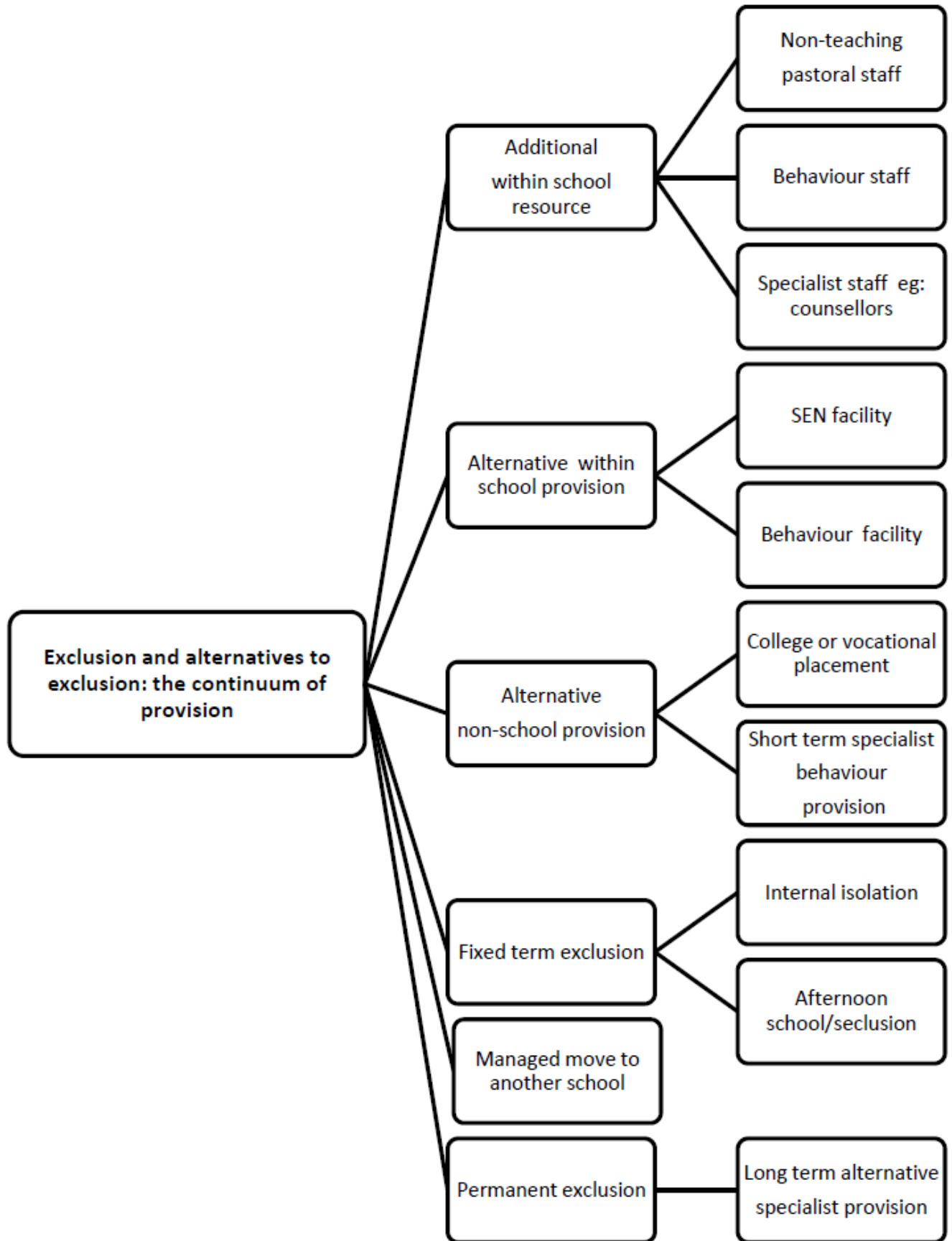
An update, including early findings and the next steps, on the HLT deep dive into exclusions (the journey and support).

The outcomes of the Exclusions Project involve the following:

- To gather and analyse data on exclusions within Hackney schools to develop a clear picture of the causative health, social and community issues, existing approaches in place and areas for improvement
- To identify and engage with existing programmes of work such as the Young Black Men's Project, Contextual Safeguarding Agenda and the CAHMS Transformation Plan
- To inform the commissioning of effective interventions to address the causes and reduce the number of exclusions and to mitigate their impact in Hackney
- To promote inclusion and to understand and tackle issues of disproportionality which impact on exclusions (relating to ethnicity, gender, SEND, etc)

Latest findings of this project are included in the overall response to CYP Scrutiny Commission January 2019 meeting.

Appendix 1. Continuum of provision for exclusion and alternatives to exclusion



Appendix 2. Hackney Learning Trust

Reducing Exclusions Executive Team Terms of Reference

1. Responsibilities

1.1. The exclusions executive team in Hackney Learning Trust (HLT) will be responsible and accountable for ensuring that the organisation's objectives with regard to maximising inclusion and minimising exclusions are met. It will approve the final exclusions action plan and monitor progress towards objectives. Specifically it will –

1.1.1. provide leadership, capacity and direction in fulfilling the objectives of the exclusions action plan;

1.1.2. determine the scope of the action plan and take action to engage partners fully in meeting its objectives

1.1.3. bring knowledge of the wider community to the discussions

2. Membership

2.1. Membership will comprise –

- Head of HLT
- Assistant Director, Education Services
- Head of Wellbeing and Education Safeguarding

- Children Missing education officer
 - Primary LAMA representative
 - Secondary LAMA representative
 - Children's social care representative

2.2. Other members of staff may be invited to contribute to meetings as appropriate.

3. Frequency of meetings

3.1. Meetings will take place on a three weekly basis.

3.2. The work of the group will be time limited – until the objectives are achieved.

Reducing Exclusions Board Terms of Reference

1. The exclusions board will be responsible for monitoring the exclusions action plan with regard to ensuring objectives of maximising inclusion and minimising exclusions are met. It will approve the final exclusions action plan and monitor progress towards objectives. Specifically it will –
 - i. Provide input from different partners in scrutinising the plan;
 - ii. Hold executives and partners to account for their actions in fulfilling the plan
 - iii. Analyse progress and propose developments to the plan
 - iv. Approve communication of progress to a wider audience

4. Membership

4.1. Membership will comprise –

- Head of Children and Adults Services
- Head of HLT
- Assistant Director, Education Services
- Head of Wellbeing and Education Safeguarding
- Children’s social care representative
- Three representatives from primary schools – headteachers, their representatives and governors
- Three representatives from secondary schools – headteachers, their representatives and governors
- Two representatives from the PRU and alternative provision
- Young person’s representative

5. Frequency of meetings

5.1. Meetings will take place on a half termly basis.

5.2. The work of the group will be time limited – until the objectives are achieved.

Appendix 3. HLT Wellbeing Review Group – Terms of Reference

1. Purpose

- 1.1 These Terms of Reference are designed to clarify the role and function of the HLT Wellbeing Review Group, and how that group works with key partners to develop a wellbeing approach supports vulnerable pupils who may be:
- Excluded, or at risk of exclusion
 - Disaffected with mainstream education.
 - Experiencing mental health and emotional difficulties which make regular engagement with education problematic.
 - Disproportionately represented within this vulnerable pupil cohort

2. Role of the Wellbeing Review Group.

- 2.1 The purpose of the WRG is to:-
- Provide a forum for HLT teams to discuss and share issues focused upon promoting the concept of wellbeing
 - Lead on the development of policy and strategy that seeks to promote the wellbeing of all Hackney Learners, through access to appropriate high quality educational provision that is responsive to individual needs.
 - Through that strategy (The ‘No Need to Exclude’ Strategy, launched in September 2015 - www.learningtrust.co.uk/noneedtoexclude) to take the lead in promoting the development of a culture and ethos within all Hackney Schools which focusses on pupil wellbeing and provides a continuum of support and intervention to schools and learners
 - Propose, consider and develop new initiatives that provide a greater continuum of support to Hackney Learners and Hackney Schools (examples - the Primary 12 week programme at New Regent’s College, and the Strategy for Children and Young People at risk of missing education)
 - Consider the needs of pupils who have been placed, or are to be placed at New Regent’s College either following exclusion or through vocational placement, and to determine the most appropriate means to support pupil, family and New Regent’s College to ensure continuity of education and address any complex issues that that arise for pupils registered there.
 - Promote and where necessary, challenge the partnership of agencies – Social Care, Young Hackney, CAMHS etc to work collaboratively to achieve best possible outcomes for vulnerable children and young people.
- 2.2 In practice the role of the WRG is to:-
- Enable schools to develop resilience and internal capacity to respond effectively to pupils with challenges by promoting strategy, providing effective operational services, and offering a continuum of alternatives.
 - Minimise the time that vulnerable pupils spend out of provision by developing appropriate alternatives and encouraging schools to engage
 - Support and promote transition processes that enable vulnerable pupils to be able to access full time education

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- Develop initiatives and monitor their implementation – Managed Moves, Personalised Timetables, PSPs, Nurture Groups etc
- Share good practice and associated guidance
- Identify learning through case studies
- Inform the discussion on themes such as ‘the definition of a pupil with challenging behaviour’ and how this impacts on IYFAP

2.3 Intended Outcomes

- Settings provide an emotionally secure environment that prevents bullying and provides help and support for children (and their families) who may have additional needs.
- Schools have a planned approach to help develop all children’s emotional and social wellbeing. It should be integrated into all aspects of the curriculum and staff should be trained to deliver it effectively.
- Schools plan activities to help children develop social and emotional skills and wellbeing, and to help parents develop their parenting skills.
- Schools and the local authority make sure teachers and other staff are trained to identify when children at school show signs of anxiety or social and emotional problems. They should be able to discuss the problems with parents and carers and develop a plan to deal with them, involving specialists where needed. Those at higher risk of these problems include looked after children, those in families where there is instability or conflict and those who have had a bereavement.

3. The Wellbeing Review Group process

Hackney Learning Trust will convene the group which will meet once per month.

Membership will consist of:-

- Assistant Director Education Services (Chair)
- Executive Assistant
- Head of Wellbeing & Safeguarding
- Principal Officer Pupils Out of School
- Exclusions Officer
- Deputy Principal School Attendance Officer
- Manager Home Tuition Service / Specialist Teacher Medical Needs
- Head of Admissions
- Head teacher Virtual School
- Executive Head teacher New Regents College / other NRC representative
- Head of SEN / Head of EHCP
- Young Hackney representative
- Children’s Social Care representative (or advance information on pupil status within CSC)
- Manager Re-engagement Unit
- Principal Educational Psychologist
- Representatives from HLT School Improvement Service

4. Vision

Our vision is for all children and young people in Hackney to be purposefully engaged in an educational programme appropriate to their needs and age. We want our children and young people to flourish and to achieve positive outcomes for themselves, for our community and for society at large. We want our children and our adults to be happy, healthy, capable and engaged.

5. Guiding Principles

We work in accordance with the following Hackney Children and Young People's Services' (CYPS) principles:

- **A co-ordinated whole family approach:** all services working with a child or other family members work in partnership to ensure a co-ordinated and integrated approach to support the family to promote the best outcomes for their children, and to ensure children are safeguarded.
- **Demonstrating impact and effectiveness:** all services are designed, commissioned and delivered on the basis of structured evaluation and clear evidence about what works to make the most effective use of resources.
- **Early intervention and prevention:** early and timely intervention is provided to prevent problems arising in the first place or escalating and becoming entrenched.
- **Understanding community needs and engagement:** services engage with children, young people, families and their communities to understand and meet their diverse needs.
- **Improving life chances:** services work together to improve educational outcomes and learning and work opportunities for all young people, particularly for vulnerable groups of children such as looked after children, children living in poverty, disabled children and children in contact with the youth justice system.

6. Practical arrangements

- This group will meet Bi-monthly.
- The Assistant Director Education Services will Chair this meeting. In his absence, the AD will delegate this responsibility to the Head of Wellbeing and Education Safeguarding or other suitable senior officer.
- Members will contribute to the setting of the agenda.
- Minutes of these meetings will be taken by the Executive Support Officer to the AD Education Services.
- These Terms of Reference will be reviewed annually by the Group.

Appendix 4. Alternative Provision Panel Protocol

1. Purpose of the Protocol

- 1.2 The protocol is designed to clarify the role and function of the Hackney Learning Trust Alternative Provision Panel, and how the panel supports vulnerable pupils and New Regents College.

2. Role of the panel

- 2.1 The purpose of the panel is to consider the needs of pupils who have been placed, or are to be placed at NRC either following exclusion or through vocational placement, and to determine the most appropriate means to support pupil, family and New Regents College to ensure continuity of education and address any complex issues that that arise for the pupil.
- 2.2 In practice the role of the panel is to:-
- Enable maintained schools to meet their statutory requirement to notify the local authority of all children placed in alternative provision with a statement of special education needs, as outlined in the DfE Alternative Provision guidance.
 - Minimise the time that vulnerable pupils spend out of provision by monitoring pupil progress, agreeing actions and delegating responsibility to appropriate officers.
 - Oversee and support the transition process of permanently excluded pupils until a full time successful placement has been determined.
- 2.3 The Alternative Provision Panel does not need to sanction placement at New Regents College that is being purchased by schools. However, Hackney Learning Trust will need to be notified of such arrangements in order to be satisfied that those pupils are receiving appropriate educational provision and that the pupil database is amended accordingly.

3. The Alternative Provision Panel process

- 3.1 Hackney Learning Trust will establish a panel comprising:-
- the Head of Wellbeing & Safeguarding (Chair)
 - Principal Officer Pupils Out of School
 - Exclusions Officer
 - Administrative Officer (minute taker)
 - Executive Head teacher New Regents College
 - Head of New Regents Lower School
 - Head of New Regents Upper School
 - SEN Case Manager – Inclusion, Planning and Accountability team
 - School Attendance Officer New Regents College
 - Young Hackney representative
 - Children’s Social Care representative (or advance information on pupil status within CSC)
 - Re-engagement Unit representative

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- 3.2 The panel will meet once a month (normally on the first Tuesday, at HLT).
- 3.3 HLT Exclusions Team will compile an agenda, which will be distributed to panel members before the meeting. The agenda will include all relevant details for the pupil and also the agreed action points from the last panel meeting.
- 3.4 The agenda will include details for:-
- Pupils who have been permanently excluded and require placement ,or have been placed at New Regents since last panel meeting
 - Pupils presenting complex and challenging situations which require multi agency intervention - an ideal opportunity to discuss any ongoing complex cases whilst all relevant educational professionals are in attendance.
 - Pupils that have been excluded, placed at NRC and subsequently determined as being ready for re-integration via In-Year Fair Access protocol (dual registration in first instance).
 - All students placed on Alternative Provision at NRC since the last panel either via a traded placement or through single the single registration process.
- 3.5 At the meeting the Chair, supported by the other members of the panel, will review the progress of those pupils placed on the agenda, and the panel will agree:-
- appropriate action that may need to be taken in response to the presenting situation
 - the officer who will be responsible for undertaking such action and reporting back to the next AP panel on progress made.
 - Referral to other appropriate panels and forums – this could include the In-Year Fair Access Panel (as described above and below), Children and Young People’s Partnership Panel.
 - Referrals to the Re-engagement Unit (from Sept 2013) will come directly from schools, and any re-engagement plans will be provided by the Re-engagement Unit to schools and will be separate to New Regents re-integration plans.
- 3.6 If it is the view of the Chair of the Panel that appropriate action as previously agreed has not been undertaken, then the Chair will investigate further with the relevant agency in order to ensure that further delay is avoided and that appropriate intervention takes place to address the concerns identified at AP panel.
- 3.7 Pupils with Statements of Special Educational Needs / Education Health Care Plans who have been permanently excluded and placed at NRC will be monitored and reviewed at the AP panel. The SEN Case Manager will advise AP panel of the status of the pupil’s statement / EHCP, any further action that may be taken in regard to the statement / EHCP and provision, and actions agreed at Complex Needs Panel in regard to the child / young person.
- 3.8 If required, statistical data can be made available to the panel, which would comprise:

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- Number and percentage of permanent exclusions in each year group during the last school year.
- Number and percentage of fixed term exclusions (including length) in each year group during the last year.

3.9 A record of the number of pupils who have been monitored by AP panel will be collated on an annual basis.

4. In-Year Fair Access (IYFA) Protocol

4.1 The Alternative Provision Panel protocol is aligned with the IYFA protocol and one of the agreed categories on unplaced pupils covered by the IYFA scheme is:-

- Children who are off roll and attending New Regents College or another provider who may need to be reintegrated back into school (these pupils will be dually registered in the first instance).

4.2 The Chair of the AP panel is also a member of the IYFA panel, and will ensure that referrals from AP panel are consistent with the IYFA scheme, and that there is appropriate dialogue and feedback between both forums when progressing placements for children and young people.

5. Review

5.1 In order to ensure that the AP panel remains effective, this protocol will be reviewed annually, by all AP panel members at the last AP panel meeting of each academic year.

Appendix 5. NRC Primary Partnership Placements



**NRC Partnership Placement Outcomes
March 2017-April 2018**

Since April 2017, HLT has commissioned ten partnership placements for primary pupils facing significant risk of exclusion. At present, ten pupils have completed the placement, with a further three who are nearing completion of the programme. So far, no PP pupil has returned to NRC as a PEX. All pupils have made progress in all core subjects, social and emotional targets and have also improved their overall attendance.

Formative and summative assessment

Individual pupils on Partnership Placements Core subject scores: R = Reading age, W = Writing M = Maths Boxall targets achieved SEMH targets achieved Attendance

Individual pupils on Partnership Placements	Core subject scores: R = Reading age, W = Writing M = Maths						Boxall targets achieved	SEMH targets achieved	Attendance	
	R	R	W	W	M	M				
SLM – Yr 5, Sebright	2b	2a	1b	2b	2b	2b	25%	2	62%	89%
JD – Yr 1, London Fields	P8	1c	P7	1c	P8	1b	30%	1	78%	93%
RO – Yr 4, Shacklewell	3c	3a	3c	3b	3c	3a	25%	2	93%	100%
SF – Yr 2, Morningside	1b	1a	1b	1a	1b	1a	20%	2	91%	96%
CM – Yr 3, Daubeney	P8	1a	P8	1a	P8	2c	30%	2	72%	89%
GP – Yr 4, Thomas Fairchild	2c	2a	2c	2b	2c	2a	40%	3	77%	72%
JBW – Yr 6, St Dominics	1b	1a	1b	1a	1b	1a	40%	2	69%	75%
YG – Yr 1, Thomas Fairchild	P8	1c	P8	1b	P8	1c	20%	2	87%	92%
TR – Yr 2, Benthall	1b	1a	1b	2c	1a	2c	30%	2	91%	95%
TR – Yr 2, Princess May	1a	2c	1b	2c	1a	2b	40%	2	85%	75%

Baseline score Summative score

Liaison with referring schools

- Initial or “Week 0” meeting is made with school and relevant professionals to gain an understanding of the presenting needs.
- Week 6 discussion to discuss how the placement is going
- Week 9 meeting to discuss reintegration strategies
- Week 12+ to complete follow-on integration package (e.g. 3 x social skills groups, in the referring school)
- 4 reports with literacy and numeracy samples
- Weekly visits by teachers
- Exit questionnaire with referring school

Parental engagement

- Daily teacher feedback offered to all parents/carers on learning and behaviour
- Parent meetings with art therapist
- Diversity Day, Family cookery, assembly and healthy eating sessions every half term
- Termly consultation days 90% turnout in the summer term!
- MacMillan's Tea Party, Sport Relief and Red Nose Day fundraisers
- Sports Day
- NRC Awards Ceremonies

Identifying gaps in learning through quality interventions

Using the Nurture Group Network's principles (Marjorie Boxall, 1978, 1981 & 1989), we are working to put this evidence into practice whenever possible to in an attempt to identify and address the gaps in each pupils' social and emotional gaps in development.

- Boxall profiling (baseline on admission and summative profiling)
- Mindfulness sessions (NGN scheme of work) (x2 sessions per week)
- Art therapy group (x1 session per week)
- Social skills group (x1 session per week)
- Anger management group (x1 session per week)
- Non-contact therapy (1:1 session per week)
- Lego therapy group (x1 session per week)
- 1:1 intervention sessions on individual literacy and numeracy targets (e.g synthetic phonics, precision teaching)

Points to consider

Suitability of referrals

Two of the current referrals appear to be inappropriate in terms of lack of identification of SEND (e.g. EAL, SPLD). NRC staff have reported on a number of occasions that school behaviour systems are not fully functional resulting in the PP pupils returning to inconsistent systems. This does not appear to be helpful and realistic for these pupils to succeed.

End of placements

Pupils and parents report they have had a positive educational experience by the end of the PP yet the referring schools are often anxious to receive them back full time. Whilst our recommendations with the schools seek to be dialogic, we have no authority to ensure these recommendations are embedded into the ethos of the school and for how long.

Appendix 6. Exclusions Team Case Studies

Case study 1

JG is a year 9 boy of black Caribbean heritage. JG joined a local mainstream secondary school in year 7 as part of the normal transition round.

JG settled well with very few behaviour incidents. From year 8 onwards his behaviour was considered as a low-level concern, however, this deteriorated as JG moved into year 9. Following a number of short fixed term exclusions, the school along with the HLT Exclusion Officer, established that the family had been made homeless and subsequently moved to temporary accommodation.

JG was now living in a hostel and confined to one room along with his mother and younger siblings. As a result, JG would spend the majority of his time outside of school hanging around a local estate. It is at this time, the school discovered that he began to associate with older boys who were known to be gang affiliated.

Following this, the school informed the family Social Worker and made a number of referrals to support JG but unfortunately, he failed to engage.

JG's behaviour grew ever more concerning, the frequency of incidents increased along with the severity of the behaviours displayed. The school responded by moving JG to internal exclusion rather than external as it was believed this was now in his best interests. However, JG seriously assaulted another student and caused injury to a member of staff who had intervened. This attack appeared unprovoked and out of character, so the school decided to investigate. Another student disclosed that JG was carrying a knife - this was confirmed when the school conducted a bag search. JG was caught in possession of a large kitchen knife and screwdriver.

The school made use of the Safer Schools Team to investigate the incident. Initially, JG said he had been carrying the items for a friend. However, he subsequently admitted that he had them for "protection" as he no longer felt safe.

Due to the severity of the assault and the injuries sustained by both a student and member of staff, the school felt that JG's time at the school had come to an end but wished to explore an alternative to permanent exclusion.

After contacting HLT for support, the Exclusion Officer managed to secure a provisional "fresh start" at a local Academy, along with a package of support to facilitate the move. As JG was at his most vulnerable outside of school, the receiving Academy agreed to the suggestion of an extended day and went on to make this a condition of the move. This required JG to attend Saturday School (a programme designed to target disaffected young males) and stay each evening to take part in a number of after school classes.

The placement would be kept under regular with the HLT Officer facilitating fortnightly professional meetings to ensure JG's success. At the very first review, it was noted that there was a shift in JG's behaviour. His mother noted that by keeping him behind after school meant that he was spending less time on the streets and away from negative influences.

A coordinated effort was successfully made to get JG to attend the local YH Hub. Shortly after, CSC managed to support the Mother's rehousing application to a property adjacent to JG's new school.

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One year on, JG's move was a complete success with the receiving Academy noting only the occasional minor "typical silliness" in terms of his behaviour. The Academy also report that JG is now very much part of the school community, well-liked by his peers and currently flourishing within the school debating team.

Case study 2

ND is a year 10 female student of mixed white/black Caribbean heritage. She attends a local Academy and has a diagnosis of ADHD.

ND started well with only the occasional detention for lateness and lack of homework throughout years 7 and 8. However, there was a noticeable decline in ND's behaviour during year 9. ND became very defiant and she started to display a pattern of persistent disruptive behaviour. After two short fixed terms exclusions, the school held a reengagement meeting (with an Exclusion Officer attending) and put in place a Pastoral Support Plan (PSP). ND was set weekly targets and given access to support in the hope it would improve her behaviour.

During one of her PSP meetings, ND disclosed that she had fallen out with her friendship group and was struggling make new friends. As a result, the school put in place Restorative Justice practices and made a referral to the school counselling service. Unfortunately, neither of these helped with ND continuing to display very defiant behaviour.

Following some of the disclosures made by ND and the behaviour displayed, the school made a referral to CAMHS (a ADHD diagnoses shortly followed).

ND was now making it clear that she no longer wanted to attend the Academy and openly admitted that she was deliberately behaving in a way that would lead to her "being kicked out" as she put it.

Due to the frequency of incidents, her parent applied for an in-year transfer via the HLT Admissions Team. However, due to now having 11 Fixed Term exclusions on her record she was deemed to be a child with "challenging behaviour" and as such no further support could be offered. Parent was told to wait and appeal if a school failed to offer her a place.

As the end of year 9 approached, it was evident that ND did not want to be at the school. She was spending more and more time in the Academy's reflection unit. The more the Academy tried to avoid a fixed term exclusion, the more disruptive her behaviour became. For example, in one morning she deliberately set the fire alarm off three times whilst GCSE's were taking place. As this failed to trigger her anticipated response, she then went on to call the police to report an armed intruder.

The parent felt increasingly frustrated as she felt the "system" was failing her daughter. It was clear she did not want to be at the Academy but was unable to move her via the normal admissions route due to the behaviour(s) displayed. As a result, the parent felt her daughter was now in a vicious circle with no option but to wait for her behaviour to escalate to the point of permanent exclusion.

After speaking to the Academy, the parent and pupil - it was decided that to pre-empt the foreseeable and avoid a permanent exclusion by exploring a Managed Move. It was explained to all parties involved that this would not be an "easy" straightforward move as typically Managed Moves work best for one off incidents. A new school would have to be convinced that the level of behaviour displayed was in direct defiance of one school rather than a more underlying issue that had yet to be diagnosed.

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A Managed Move was secured at another local Academy and her 6-week trial period begun. The school allowed for this to be extended if needed as it was felt this would give ND the opportunity to improve should she have any issues within the first few weeks.

ND started her Managed Move in the first term of year 10. Initially ND struggled to make friends and catch up on missed GCSE work and was often late for school. Whilst she displayed some behaviour concerns there was a clear improvement from her previous school. As a result, at the end of the 6-week trial, (and with encouragement) a decision was made to extend her placement. Whilst there had been some “issues” it was clear ND was making progress and this should be acknowledged as a positive sign.

ND continued to arrive late to school but as part of the ongoing review meetings, the parent explained that she believed the ADHD medication was making her very drowsy. With the support of the Academy contacting Health and subsequent referrals for support ND's daily dosage was reduced.

As the end of the Autumn term approached, ND was now making significant progress for the school to agree to sign off the move. ND improved in all areas and went on to join the school basketball team. She developed a new friendship group and became a buddy for those newly arrived at the school.

ND continued to excel at the Academy - she completed her GCSE's and started her A Levels this academic year in their 6th form.

Appendix 7. Case Study.

REU joint working partnership supported by CAMHS

-Quick diagnosis, increased parental engagement, school systems which all led to a happier child.

Background

David* was an 8 year-old child in Year 3 when he was referred to the Hackney Learning Trust Re-engagement Unit.

His challenging behaviour had started at a low to medium level in school, but gradually deteriorated over-time and seemed to be escalating.

Mum was struggling to cope at home. She was being called in regularly to pick David up and this led her to disengage from the school. She also has an older daughter who has a diagnosis of Attention Deficit Disorder (ADHD) and recognised that some of David's behaviours were similar. She was struggling with her confidence in parenting, spiralling with feelings of desperation and hopelessness. She was unclear on how to access support.

David was being highly disruptive in class, often rude to staff, arguing and physically lashing out, he was unable to stay focussed and dismantled other classmates work. School leaders felt that he could no longer stay in class. Despite staff pressures, the school assigned a one-to-one learning mentor, and David was taught on his own on a reduced timetable from 9.00 - 11.00am. Although able, David was falling behind in his work, he couldn't focus and said that he hated school. This was also affecting his ability to make friends, one classmate is reported to have said, 'Why does David have to be different?'

It was becoming challenging to get David to go home with mum after 2 hours in school. He had run away and attempted to climb back into the school on one occasion. This situation culminated in a major incident in school where calling the police was considered. The headteacher, deputy headteacher, class teacher and learning mentor had invested a great deal of time in supporting David but felt it was now becoming unsafe for him to remain in school. He received a fixed term exclusion.

REU Intervention

A referral was made to the Re-engagement Unit. Following initial observations it was recognised by the REU that rapid solutions were necessary. David displayed attention difficulties and hyperactive behaviours, requiring further specialist assessment for a possible diagnosis of ADHD. The REU manager, a REU worker and the REU's clinical psychologist held the first meeting at David's home as it was felt this was the best space to discuss steps forward.

Accessing clinical support in this way facilitated an assessment with the clinical psychologist and psychiatrist in the CAMHS ADHD clinic within four weeks. A diagnosis of ADHD and Oppositional Defiance Disorder were confirmed. This was a critical part of David's support as it allowed him to swiftly access the right medication and approach, and crucially, enabled those around him to quickly reframe their perception.

During this time the REU worker worked closely with the school agreeing a suitable plan of in-school interventions. School leaders felt supported at a time when their resources were under significant pressure and they had nowhere else to turn.

In addition to weekly support meetings, the REU worker spent a day with David's learning mentor sharing his own expertise and knowledge. He modelled a tone suitable for a child with ADHD. He also provided supporting resources such as a template on how to structure day with appropriate time breaks, and visual resources that supported David's understanding of what was expected of him. Furthermore, a positive management plan was written which was key in ensuring everyone who worked with him understood his triggers, and were consistent and structured in the way they interacted with David.

The clinical psychologist worked closely with mum in helping her to understand the diagnosis and how to deal with it in the home environment. Because of the diagnosis, mum was able to

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let go of the feeling that she was being judged. She was becoming less anxious and felt more empowered.

A number of REU interventions were also very significant in helping her develop more positive trusting relationships with the school. This included regular celebration meetings, which were held in school to celebrate David's successes. Both mum and dad attended which was a huge change. Dad, who had previously not been involved, is now much more connected to the whole school system.

The clinician invited mum to a Non-violent Resistant (NVR) parenting group*. When mum was unable to attend because of childcare issues, the clinician re-organised two sessions to take place within school. Five key people, including mum, the worker and class teacher attended. These sessions were a significant step in developing shared understanding, enabling the team to understand when to tactically ignore certain behaviours.

Mum was also invited to attend an ADHD support group. At the start she found it hard to engage in the process. However, because of her developing trust in the professionals around her she later changed her mind. Both she and dad are now attending monthly.

The REU worker was someone mum felt she could count on and she would often call him to discuss her concerns. He supported mum in writing a letter, derived from the NVR strategy, to David 'The Announcement'. This letter let love back into their relationship and has had a lasting powerful effect. David takes this letter to school with him and often looks at it.

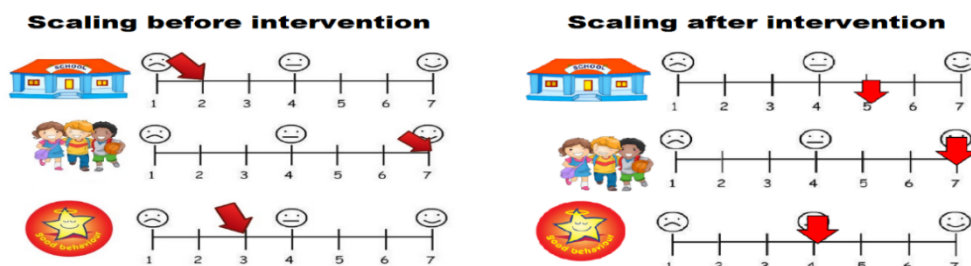
Impact of REU work

At the end of thirteen weeks of REU intervention huge changes were seen:

- David is back in class full-time and now completing work. There is still much to be done before he catches up but has made a very solid start.
- David has a diagnosis of ADHD and ODD which have empowered the team around him to understand and therefore meet his needs.
- He is more able to recognise and reflect on his own mood and communicate this when necessary. As a result, he is now having less one-to-one time and able to cope on his own for much longer periods.
- David is enjoying school more and is also very excited about going into Year 4 and meeting his new teacher.
- The school now have broad-ranging evidence to apply for an EHCP which could provide sustainable resources for continued one-to-one to support David.
- Life is now much calmer at home and mum has renewed trust in her ability to parent and has a more positive relationship with David and the school.
- The school have been left with a plan that ensures these changes are embedded within the school system and key staff have appropriate skills and knowledge.

How David felt

When the worker first met with David he was asked how he felt about his school, friends and behaviour. This was done again at the end of REU involvement:



The names in this case study have been changed to ensure anonymity

* Non-violent resistance (NVR) is an approach that helps parents to manage the violent and destructive behaviour of their children. Non-violent resistance looks at ways that parents can manage and change these difficult behaviours. It encourages parents to make a stand against the violent behaviour of the young person without using physical or verbal aggression. It will often involve trying different ways of talking and involving other people close to parents to support them.

Appendix 8 – School Based Case Studies

Case Study 1 Using a behaviour policy to reduce fixed term exclusions

Aims:

- To simplify the system so it could be understood easily by all
- To promote student and staff 'Buy in' through a restorative approach
- To create flexibility- to be able to divert the resources at our disposal to support students in need

Students were given a mantra to sum up all they needed to be to be a professional learner.

1. Ready
2. Respectful
3. Safe

All staff were trained in restorative conversations. The term 'Restorative Practices' is used in education to mean:

1. Restoring good relationships when there has been conflict or harm;
2. Developing school ethos, policies and procedures that reduce the possibilities of such conflict and harm happening.

Restorative Practice has been shown to build a school culture where the climate for learning is improved so enabling learners to learn and teachers to teach. Restorative Practice has also been shown to be a highly effective tool in improving behaviour and reducing exclusions. Engaging with Restorative Practice can enable your school to develop the competence and confidence of staff to promote positive behaviour and to deal constructively with negative behaviour.

How does it work? Restorative Practice is about asking the questions:

- What happened?
- Who has been affected and how?
- What's needed to make things right?
- How can we make sure this doesn't happen again?

Following an incident, the restorative meeting takes place at the end of the day or as soon as possible

As a result of the embedding of this work over the last 3 years:

- The data on exclusions continues to show significant reductions in FTEs. The number continues to fall and reflects well in comparison to the borough trends.
- There has been considerable success in working with black boys and Traveller pupils. By November, Traveller pupils, who make up 1.5% of the school population, accounted for 28% of the FTEs. From November to the date of the visit, there had been no further exclusions of Traveller pupils.

Feedback from a group of young black boys in the school has been very positive, they are able to articulate the processes and understand the consequences of their behaviour.

Case Study 2

Shared Language

'We found that a high percentage of our exclusions for on-site incidents could be traced back to minor corridor incidents escalating. We have therefore adopted a shared language approach to the most common student-staff corridor conversations designed to avoid this. The phrases we use are as follows:

a) At X Academy, our uniform is always 100% - that's a correction. Thank you. Have a good lesson.

HLT REPORT 1 - CYP Commission 2018 / 19 – outcomes for Children and Young People who have been excluded from Hackney Schools.

b) At X Academy, we walk with pace and purpose – that’s a correction. Thank you. Have a good lesson.

c) At X Academy, we always face the front –that’s a correction. Thank you. Have a good lesson.

d) At X Academy, we walk in silence – that’s a correction. Thank you. Have a good lesson.

Although very simple, the language is very important. The ‘At X Academy’ depersonalises the situation (and supports staff in knowing how to start the conversation); the second part is about the behaviour, not the child and explains what we want to see (rather than what should be avoided); we use the word ‘correction’ because at X Academy we learn from our mistakes; and we finish on a positive. The order is also important – starting with the reason, rather than the sanction helps students to understand why they are being sanctioned.

Inevitably, not all students respond perfectly every time, so we have also scripted for this. If a student answers back, staff respond as follows:

Take a second to think about how you are responding to me. At X Academy, we react appropriately/we do not answer back. That is a second correction. Thank you. Have a good lesson.

If there is more argument, staff are told to remove themselves from the situation to prevent it escalating to inform an SLT member who will pick it up from there.

I think it is important to note that this is not an easy approach to adopt (that may be something of an understatement) and requires a rock solid behaviour system, which staff trust, and strong and well-established cultural norms (for example, we have very high expectations, we do not shout at students, we are prepared to sacrifice some autonomy around behaviours for the greater good etc.). It also needs implementing carefully, careful practice (we work on body position, hand gestures, clarity and speed of speech and tone of voice) and constant review. However, the impact has been significant: it is the first behaviour approach I have ever seen where behaviour improves and exclusions go down simultaneously - exclusions in half-term 6 (17/18) were the lowest we have ever had, and the first half-term of this year was a very significant improvement on the same period of time in 17/18 (numbers were more than halved) - and it has had the most impact on our most vulnerable group (which in this area is Black Caribbean students).

It's also worth noting that in order to maintain this level into half-term 2 we have moved to weekly practice sessions for all staff - this should give some indication of the resource investment required to make an approach of this type work. ‘

Appendix 9 - CAMHS Transformation – Parenting Workstream - Multi-family Groups in Schools

Over the last three academic years, there have been approximately 300 fixed term exclusions in primary schools across City & Hackney (in 2014-2015 there were 321, in 2015-16 there were 353 and in 2016-2017 there were 313). Of these, many children experience multiple incidents of fixed term exclusions. Such data indicates a need for an increase in targeted, evidence-based support for children who are imminently at risk of exclusion.

A research study published by the University of Exeter in 2017 found that excluding children from school may lead to long-term psychiatric problems and psychological distress. The study found a “bi-directional association” between psychological distress and exclusion. That is, children with psychological distress and mental health problems were more likely to be excluded but their exclusion acted as a predictor of increased psychological distress three years later on.

At the same time “evidence shows that if parents/carers can be supported to better manage their children’s behaviour, alongside work being carried out with the child at school, there is a much greater likelihood of success in reducing the child’s problems, and in supporting their academic and emotional development” (Mental Health and Behaviour in Schools: Departmental advice for school staff, DFE, 2016).

The aim of Multi-Family Groups in Schools is to give children who are at risk of exclusion or have other social and emotional needs access to psychological help, whilst working with their families to:

- Challenge and reduce behaviour that puts the child at risk of exclusion
- Develop the child’s social and emotional skills
- Enable parents to improve their relationships with their child and the school
- Engage parents reluctant to be involved with mental health professionals
- Exchange skills and knowledge between mental health and education professionals
- Develop mini communities capable of sustaining improvement
- Raise children’s achievement
- Ensure access to additional services as needed

The Multi-Family Group in Schools model provides an evidenced approach to addressing underlying factors that influence behaviour by focusing on wellbeing and mental health by addressing issues connected to the family, parenting skills and in school.

The programme has the potential to connect these two areas of intervention operating within the contexts of school and family to work across both in what is a multi-systemic approach. As such children to receive consistent targeted support where there is the biggest impact on their behaviour and development, that is, at home and in school. It also offers the possibility for families to get together to reduce feelings of isolation and stigma associated with their difficulties but also with receiving professional support.

Previous research has proved that children who attend Multi-Family groups have made significant emotional and behavioural improvements as measured by the Total Difficulties Scale of the Strengths and Difficulties Questionnaire (SDQ) (Goodman,1999), and that receiving this kind of intervention was associated with a significant and sustainable (12 months later) improvement in children’s social, emotional and behavioural functioning, as measured by the Parental SDQ. In addition to the research described above, a Multi-Family Groups in

HLT REPORT 1 - CYP Commission 2018 / 19 – outcomes for Children and Young People who have been excluded from Hackney Schools.

Schools pilot took place in two Hackney primary schools during the 2015-16 academic year, showing improvement in children emotional wellbeing measures, teachers rating of pupils' progress and parents' sense of capacity and feeling of support around them. The current WAMHS project is operational across 40 Hackney Schools in both Primary and Secondary phases.

The need for this project is evidenced by:

- The need to offer schools more creative ways to reduce exclusions
- A need to build capacity in schools to further reduce exclusions and to support full attendance
- The recognised need for evidenced mental health interventions to be available in schools
- The focus on promoting the social and emotional development of children and young people
- The need to support the child and their parents/carers in order to facilitate the development of the child and to help them achieve the best possible educational and other outcomes (Children and Families Act 2014)

This intervention will be delivered by a team of Educational Psychologists who have undertaken the 9-day Multi-Family Training at the Anna Freud Centre, to 6 schools (2 Secondary and 4 primary) in the area of City & Hackney who meet a number of necessary requirements such as appropriate space for the groups, full support for the model that would be part of a whole school approach and having a senior member of staff identified to oversee the project.

Integral to the project design will be a focus on sustainability. As such when schools sign up they will be required to make a commitment to develop the implementation of the intervention after the end of the project.

The **objectives** of this intervention can be summarised into the following:

1. To develop a model that schools are able to embed to create sustainable change for pupils, families and the school community
2. A reduction in fixed-term and permanent exclusion and incidents of negative behaviour in the targeted schools
3. An increase in pupil wellbeing in school
4. Improved academic outcomes for the individual pupils
5. Improved relationships and communication between home and school
6. Improved performance against the pupil's individual targets
7. An increase sense of school community
8. Increase in school staff reported competence and confidence in promoting positive behaviour

In order to evaluate the impact and benefits of the project data will be gathered pre and post intervention on target pupils and their:

- Exclusions
- Attendance
- Attainment
- Teacher ratings of pupil progress towards individual targets linked to presenting needs using the Targeted Monitoring and Evaluation (TME) method.

HLT REPORT 1 - CYP Commission 2018 / 19 – outcomes for Children and Young People who have been excluded from Hackney Schools.

- SDQ measures for Teacher and Parent
- The **timeline** of the implementation of the project in 18/19 can be found in the following table:

	July	August	Septemb	October	November	December	January	February	March	April	May	June	July	August	Septemb	October
School selection	■															
Baseline data collected			■													
2 days training for School Based Partner and SMT lead for all schools in the pilot			■													
Whole School training on the principles of MFG			■													
Families recruited through school and selected by the school in conjunction with the EP			■													
MFG Peer Support Group comprising all the EPs delivering the intervention and the 7 SBPs will be supported through the implementation of Video Interaction Guidance (VIG) , as appropriate				■		■		■		■		■				
An initial Joint Consultation with each of the 8 families and relevant school staff which will include setting targets with the children, their parents/carers and school staff and also allow collection of pre-intervention data and target setting				■												
12 two hour sessions of MFG delivered in each target school with between 6 and 10 families – staggered starts				■	■	■	■	■	■	■						
Monthly reviews with key school staff (SMT Lead, SBP & Class Teachers)				■	■	■	■	■	■	■						
The EPs carrying out programme will access supervision from a systemic therapist in the Children and Families Clinical Team	■		■		■		■		■		■		■			
Post intervention review meeting with each of the 8 families and relevant school staff which will also allow collection of post-intervention data and target review												■				
A post intervention review with SBPs and SMT Leads across all schools to consider next steps for embedding the intervention into school practice and what support will be required to do so.													■			

November 2018 – Project Update

Strands of Project	Lead	Updates	Milestones/Key dates	Issues & Mitigation
Multi-Family Groups in Schools	Michael Annan Yvonne Wade Educational Psychology Service HLT	<ul style="list-style-type: none"> - Peer Support dates set - Initial resources sent to schools (Parent Leaflet, Consent forms, Activity sheet, Quick Start Guide) - Schools are developing time lines for the delivery of the intervention - The Head at London Fields School who are already running a MFG was invited to and attended the training day 	6 schools selected with each identifying a SBP and Senior Manager to support delivery of the groups EPs assigned to each Initial training session delivered to representatives from each of the 6 schools Initial meetings with families have taken place at Shoreditch Park and due to start group in late Nov Groups at Harrington Hill, Mandeville and Princes May due to start in Spring 1 with prep work planned for this term Michael working with Barbara Carpenter to purchase licenses for Microsite from the Anna Freud Centre	Senior Manager in Woodberry Down is leaving at the end of term We are working with her to identify another senior manager to support the Learning Mentor who will be the SBP

Appendix 10 - NRC Y11 Cohort 2017-18, Interventions and Progress

NRC Y11 Cohort 2017-18, Interventions and Progress

Name	Reg	Risk of NEET	Outcome
	Blue Hut		BSix Level 1 Health and Social Care
	Blue Hut	High risk of NEET	City & Islington L1 Health and Social Care
	Bsix		BSix Childcare L2
	Bsix		BSix ESOL
	BSix		BSix ESOL
	Bsix ESOL		BSix ESOL
	Footsteps	Reducing risk of NEET	C&I L1 Bridging Course
	Footsteps	Reducing risk of NEET	Barnet PASE L2 Sport
	Footsteps	High risk of NEET	Barnet & Southgate College L3 Sport
	Footsteps	Reducing risk of NEET	Newham College L1 Construction
	Footsteps Sports	Reducing risk of NEET	BCE L1 Music (30.08)
	Hackney City Farm		Capel Manor (Leyton site) L1 Animal Care
	Hackney City Farm		Stormont & BSix (Multi quals)
	Hackney City Farm	High risk of NEET	Capel Leyton Animal Care L1
	Hackney City Farm	High risk of NEET	NEET, but efforts ongoing; may still go ETE
	Hackney City Farm	Medium risk of NEET	Capel Leyton Animal Care L1
	Inspire	High risk of NEET	Westminster Kingsway L1 Business
	Inspire	High risk of NEET	NEET
	Inspire	High risk of NEET	Custody
	Inspire	High risk of NEET	BCE L2 Music
	Inspire	Risk of NEET	ELATT L2 Media (via Sonia Delal)
	Inspire	High risk of NEET	New City College L1 Plumbing
	Inspire		Pearsons Employability Course

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	Inspire	High risk of NEET	Barnet College/PASE Sport L2
	Inspire	High risk of NEET	NEET
	Inspire	High risk of NEET	Barnet College/PASE Sport L2
	Inspire	High risk of NEET	CONEL L1 Electrics
	Inspire	Risk of NEET	New City College L1 Business
	Inspire		Mum phone dead. Home visit: no response, letter left (08.10)
	NRC Re-engagement	High risk of NEET	City Of Westminster L3 Performing Arts
	NRC Re-engagement	Risk of NEET	ELATT L2 Media
	NRC Re-engagement		Haringey 6th Form L3 H&SC
	NRC Blue Hut		HCC L2 Childcare
	NRC Blue Hut	High risk of NEET	Apprenticeship L2 Hairdressing - Sassoon
	NRC Blue Hut	High risk of NEET	In Process
	NRC Re-engagement	High risk of NEET	CONEL L1 Beauty Therapy
	NRC Re-engagement		Westminster Kingsway L2 Art
	Petchey Academy Placements	Increasing risk of NEET	City & Islington L1 H&SC
	Petchey Academy Placements		Westminster Kingsway L2 Health & Social Care
	Queensgate	Off Roll	Off Roll
	Queensgate	Left UK	Left UK
	Queensgate ESOL		BSix ESOL
	Queensgate ESOL		BSix ESOL
	Queensgate ESOL		BSix ESOL
	Queensgate ESOL		Barnet & Southgate L2 IT
	Queensgate ESOL		BSix ESOL and Business
	Queensgate		Haringey 6th Form L3 H&SC
	Queensgate	Reduced Risk	Barnet College/PASE Sport L2
	Queensgate		Newham College L2 Sport w. Upminster FC
	Queensgate	Lost GCSE access;	New City College L1 Business Administration

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		rejected Bsix and made no additional applications until 25.04 ("with support")	
	Queensgate	Reduced Risk	North Kent College Dartford L2 H&SC
	Queensgate	High risk of NEET	City & Islington L1 Business Administration
	Queensgate	Lost GCSE access	Lea Valley High/Pro Direct Soccer L2 Sport
	Queensgate		BSix ESOL
	Queensgate		BSix ESOL
	Queensgate	High risk of NEET	BCE L1 Music Performance
	Queensgate ESOL		Barnsely College ESOL
	Queensgate ESOL		BSix ESOL
	Queensgate ESOL		BSix ESOL
	Queensgate ESOL		BSix GCSE Sci pathway
	The Complete Works		Skidders 6th Form A levels
	The Complete Works		Bromley College Business L3 & Football
	The Complete Works		Waltham Forest L2 Sport
	The Complete Works		Sir George Monoux L3 Business + GCSE Eng
	The Complete Works		C&I Beauty Therapy L2
	The Complete Works		Waltham Forest L1 Engineering (source: Peer)
	The Complete Works	High risk of NEET	New City College L2 Childcare
	The Complete Works	Risk of NEET increasing	Dynamic Academy L2 Sport
	The Complete Works	Risk of NEET reducing	City & Islington L1 Creative Media
	The Complete Works		CONEL L1 Engineering
	The Complete Works	Risk of NEET increasing	Waltham Forest L2 Business
	The Complete Works	High risk of NEET	Herts Regional College L2 H&SC
	The Complete Works		Huddersfield Town FC Football Scholarship
	The Complete Works	High risk of NEET	Waltham Forest College L1 Sport
	The Complete Works 1:1		BSix L1 Applied Science
	The Complete Works 1:1		New City College L1 Childcare
	The Complete Works 1:1	High risk of NEET	ELATT & TCW (30.08)

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	The Complete Works 1:1	High risk of NEET	NEET.
	The Boxing Academy		Sir George Monoux L2 Sport
	The Boxing Academy		Arsenal In The Community L1 Sport
	The Boxing Academy	High risk of NEET	Waltham Forest College BTEC L1 Engineering
	The Boxing Academy		Sir George Monoux L2 Sport
	The Hub		Newham L2 Engineering
	The Hub	High risk of NEET	NEET
	The Hub	Risk of NEET	NEET
	The Hub	High risk of NEET	Building Crafts College L1 Construction
	The Hub	High risk of NEET	New City College L1 Electrical Installation (TBC)
	The Hub	High risk of NEET	Waltham Forest L1 Sport (Leyton Orient)
	The Hub		New City College L1 Multiskills
	The Hub		Apprenticeship L2 Carpentry
	Urswick	Left UK	Left UK
	Urswick		Urswick A Levels

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Situation 09.10.18

ETE	80 (87%)
In Process	2 (2%)
Unknown	1(1%)
Left UK	2 (2%)
Off Roll In Year	1 (1%)
NEET	5 (5%)
Custody	1 (1%)

ETE outcome for available cohort (88): 91%

Permanent Exclusions Survey 2016 / 17 – Findings.

Wellbeing and Education Safeguarding,
Hackney Learning Trust

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Document Name: HLT report (2) landscape EXCLUSIONS SURVEY 2017 RESULTS version 3 (1) HLT Permanent Exclusions Survey 2016/17

Introduction

During the Autumn term 2017, Hackney Learning Trust undertook a survey of all Permanent Exclusions that took place during the 2016 / 17 academic year, with the purpose of gathering a broader understanding of the reasons for exclusions and the context within which they occurred.

As well as seeking to broaden our understanding of why exclusions take place, and the 'Hackney picture' in regard to permanent exclusions, this work will also link to other strategies and objectives – specifically, the interest of LBH Overview and Scrutiny Commission in Exclusions and disproportionality, and the LBH strategy looking at issues relating to Young Black Men.

Of the 18 schools / federations of schools that were consulted (having permanently excluded pupils in 2016/17) 9 (50%) provided responses that have been used in the analysis of exclusions, as detailed below. This response rate made reference to 22 permanent Exclusions which is 41.5% of the total number of permanently excluded pupils 2016 / 17 (45 Secondary pupils and 8 Primary pupils).

Primary

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Reason	Gender	NCY
Persistent Disruptive Behaviour	Male	4
Persistent Disruptive Behaviour	Female	5
Persistent Disruptive Behaviour	Male	3
Physical Assault - Adult	Female	2
Persistent Disruptive Behaviour	Female	6
Persistent Disruptive Behaviour	Male	5
Persistent Disruptive Behaviour	Male	2
Persistent Disruptive Behaviour	Female	1

Secondary

Reason	Gender	NCY
Persistent Disruptive Behaviour	Male	8
Persistent Disruptive Behaviour	Male	8
Other	Female	7
Weapon/Physical Assault against pupil	Male	8
Persistent Disruptive Behaviour	Male	10

Document Name: HLT report (2) landscape EXCLUSIONS SURVEY 2017 RESULTS version 3 (1)HLT Permanent Exclusions Survey 2016/17

Persistent Disruptive Behaviour	Male	10
Physical Assault against pupil/staff	Female	10
Persistent Disruptive Behaviour	Female	7
Weapon/Persistent Disruptive Behaviour	Male	7
Sexual Misconduct	Male	8
Persistent Disruptive Behaviour	Male	10
Other	Female	9
Persistent Disruptive Behaviour	Male	9
Drug related	Male	10
Weapon	Female	8
Persistent Disruptive Behaviour	Male	7
Sexual Misconduct	Male	10
Persistent Disruptive Behaviour	Male	8
Weapon	Male	8
Weapon	Male	8
Persistent Disruptive Behaviour	Male	8
Weapon	Female	8
PDB/ Physical Assault against pupil	Male	9
PDB/ Physical Assault against pupil	Male	8
Weapon/Verbal Abuse	Male	8
Weapon/Verbal Abuse	Male	10
Persistent Disruptive Behaviour	Male	8
Persistent Disruptive Behaviour	Male	10
Persistent Disruptive Behaviour	Male	9
Persistent Disruptive Behaviour/Weapon	Male	8
Weapon	Male	8
Persistent Disruptive Behaviour	Male	9
Physical Assault against pupil	Female	10
Drug related	Female	10
Persistent Disruptive Behaviour	Male	8
Persistent Disruptive Behaviour	Male	8
PDB/Drugs	Female	9
PDB/Weapon	Male	10
PDB//Weapon	Male	9
PDB/ Physical Assault	Male	10
Physical Assault against pupil	Female	9
Other	Male	8
Persistent Disruptive Behaviour	Male	10
Weapon	Male	8

Document Name: HLT report (2) landscape EXCLUSIONS SURVEY 2017 RESULTS version 3 (1) HLT Permanent Exclusions Survey 2016/17

Other	Female	10
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Commentary

Some of the key general themes that are identified repetitively within the survey responses are as follows:-

Gender and Ethnicity – Primary – of the 3 survey responses received, 2 pupils are male and of Black Caribbean ethnicity. One pupil is female and of mixed ethnicity.

Gender and Ethnicity – Secondary – of the 19 survey responses received, 14 pupils (74%) are male and 5 (26%) are female. Of the 14 male pupils, 8 (57%) are Young Black Men

Female pupils	1 x Black Caribbean
	1 x Black Congolese
	2 x White British
	1 x Bengali
Male Pupils	1 x Ethnicity not supplied
	2 x Mixed ethnicity
	1 x Indian
	4 x Black Caribbean
	1 x Black African
	1 x Black Ghanaian
	1 x Black Nigerian
	3 x Black Congolese

Behavioural Problems – from the feedback provided by both Primary and Secondary schools, it is apparent that a range of complex issues - behavioural, environmental etc are often displayed at a young age and that these issues can affect both individual pupils and also siblings who may also be attending different educational settings and yet exhibiting the same degree of behavioural challenge.

Secondary schools sometimes hampered by poor information sharing at transition – this is not intended as criticism, but in some instances that were reported within the survey responses, poor information sharing was identified as a problem and also a potential weakness in trying to ensure an effective continuum of support and intervention across Secondary transition

Document Name: HLT report (2) landscape EXCLUSIONS SURVEY 2017 RESULTS version 3 (1) HLT Permanent Exclusions Survey 2016/17

Poor attainment and attendance in a significant number of cases – in approximately half the survey responses provided, attainment and attendance levels were below those that would be expected or predicted. In several instances however, attendance was positive despite the behavioural challenges that are presented and the fact that an Exclusion will count as an authorised absence. In some cases, a distinct deterioration of attendance levels from KS4 onwards is notable.

External support - although most survey responses did reference external support (principally Young Hackney and Social Care) limited details of the intervention and the effectiveness of such were provided – as an example, only one reference to CYPPP was made within all survey responses received.

Limited information provided about known offending behaviour / Infrequent reference to Gangs activity - this may well be reflective of which schools agreed to take part in the survey, but generally amongst those responses received there is very little reported information in regard to offending behaviour (typically only 3-5 responses).

In year admissions is a factor in several of these cases – In several responses, concern was raised about parental preference seeking to change schools as a means to address behavioural concerns, rather than working with the support available to address concerns within the previous school. Schools reported that in a small number of situations, the previous challenging behaviour was known to HLT. This is distinct and separate to the work undertaken with schools to effect managed moves, which are generally viewed as supportive and positive.

Behavioural challenges within whole families rather than individuals – and impacting on several schools – this is referenced in the first point (behavioural problems) and also links to a later point in regard to lack of parental engagement. This emphasises the need for schools to consult with all relevant support services at the earliest opportunity in order to bring about change to dysfunctional family dynamics.


Schools increased interventions and support as needs were seen to increase – the level of interventions as described by all schools that took part in this survey was detailed and gave a clear indication that schools will use Exclusion only as a last resort and where intervention to manage and improve behaviour has failed.

Lack of appropriate parental support – this remains a significant challenge in a large number of situations where behaviour is challenging, and again reinforces the need for schools – as referenced earlier – to seek appropriate external support and intervention services at the earliest opportunity in attempts to challenge entrenched parental attitudes that are ultimately not focussed on the best interests and outcomes for the child.

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Fixed-term and permanent exclusions

2014-2017

	Control Sheet		
Fixed-term and permanent exclusions, 2014-17			
Reference:			
Date produced:	April 2018	Status:	Final
Valid until:			
Collected by:	Hackney Learning Trust		
Short description/ notes:	<p>This report includes fixed-term and permanent exclusions for the latest three years sourced from the school census.</p> <p>For example, for academic year 2016-2017's exclusions:</p> <ul style="list-style-type: none"> • Autumn term 2016 exclusion are included in the May 2017 school census • Spring term 2017 exclusion are included in the October 2017 school census • Summer term 2017 exclusion are included in the January 2018 school census <p>For of this reason, pupils' time-variant characteristics such as Free School Meal eligibility (FSM), Special Education Needs provision (SEN), might be different at the time of the census where the exclusions are returned, from the status when the exclusion took place. Therefore the pupils' FSM has been picked up from the census "closest" to the exclusion (e.g. for summer term exclusions the FSM is picked up from the May census).The SEN status used is from the time of the exclusion as this is part of the information the school is required to enter into their MIS system when they record the exclusion incident.</p> <p>Where some pupils may have had exclusions under two different SEN statuses within the year in the same school they have only been included under one of these statuses</p>		
Restrictions on use:			
Reporting cycle:	Ad hoc		
Next report due:			
Report location:	TBC		
Supplied by:	Anastasia Delchanidou/Andreea Moise	Role:	Research & Statistics Officer
	Ben Brennan	Role:	Systems Administration Manager
Authorised for use by:	Simon Utting	Role:	Head of MISA

Introduction

This report aims to highlight whether, and where there is disproportionality in the percentage of fixed-term and permanent exclusions in Hackney primary, secondary and special schools for specific groups and cohorts of pupils.

Methodology

Figures are reported for each year separately to be able to account for potential year on year variations which would have been difficult to disentangle in the case of aggregating multiple years of data. As a consequence, some of the percentages reported are based on small denominators, especially in the case of special schools and permanent exclusions and, therefore, should be interpreted with caution.

The following indicators are reported throughout this report by school phase:

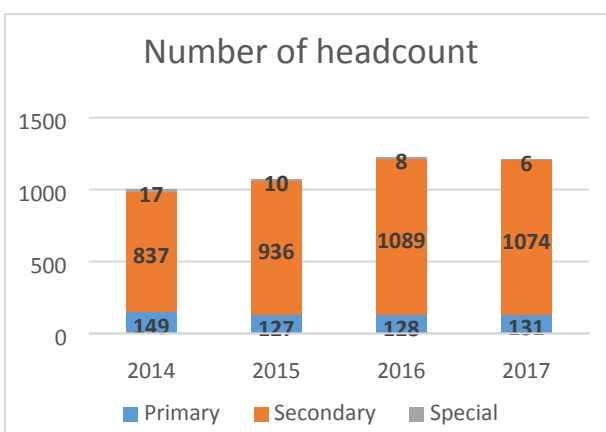
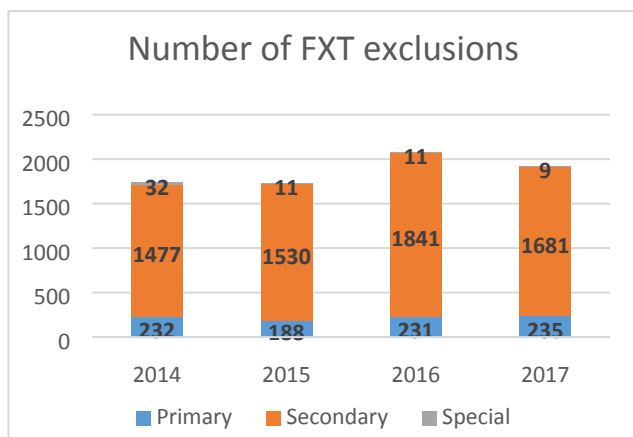
- Number and percentage of fixed-term exclusions (percentage calculated out of the total number of exclusions) (% FXT exclusions)
- Headcount number of pupils with a fixed-term exclusion (percentage calculated out of the total headcount number of pupils) (% headcount)
- Number and percentage of permanent exclusions

Please note that one pupil can have more than one fixed-term exclusion.

These indicators have been reported by ethnicity and gender, special educational needs and pupil premium to consider if any of these groups, or cohorts within these groups, are disproportionately represented in any of the above exclusions indicators.

1. Fixed-term exclusions

1.1 Overview



	2014	2015	2016	2017	Trend line		2014	2015	2016	2017	Trend line
Primary	232	188	231	235		Primary	149	127	128	131	
Secondary	1477	1530	1841	1681		Secondary	837	936	1089	1074	
Special	32	11	11	9		Special	17	10	8	6	
All schools	1741	1729	2083	1925		All schools	1003	1073	1225	1211	

The number of fixed-term exclusions in primary schools in 2016/17 was 235, the same level as 2015/16 (232) and 2013/14 (232). 2014/15 saw a dip to 188 exclusions. There has been a decline in the number of pupils that these exclusions cover, from 149 in 2013/14 down to 131 in 2016/17. The number of fixed-term exclusions in secondary schools in 2016/17 was 1681, down on the previous year (1841). There has been an accompanying increase in the number of pupils that these exclusions cover, from 837 in 2013/14 to 1074 in 2016/17. Exclusions in special schools have fallen, from 32 exclusions in 2013/14 to 9 in 2016/17. 17 pupils in special schools had an exclusion in 2013/14 compared to 6 in 2016/17.

When exclusions are reported as a 'percentage of roll', similar trends can be seen:

the number of fixed term exclusions in primary schools as a percentage of the overall number of pupils has remained constant at 1%; the number of pupils with an exclusion in primary schools as a percentage of the total number of pupils has stayed constant at 1%

the number of fixed term exclusions in secondary schools as a percentage of the overall number of pupils has increased from 12% to 13% across the four years; the number of pupils with an exclusion in secondary schools as a percentage of the total number of pupils has increased from 7% to 8%

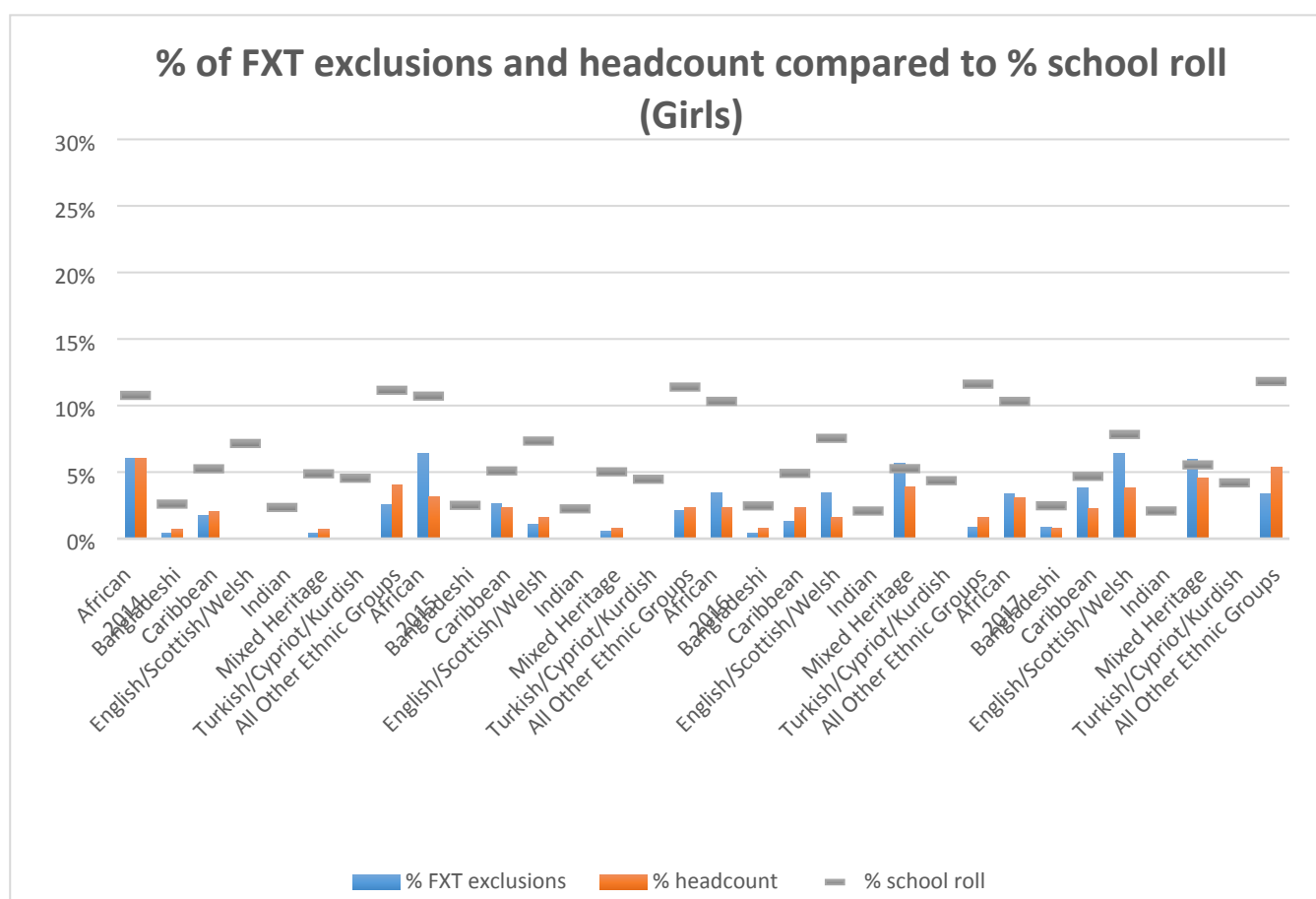
	2014	2015	2016	2017	Trend line		2014	2015	2016	2017	Trend line
Primary	1%	1%	1%	1%		Primary	1%	1%	1%	1%	
Secondary	12%	12%	14%	13%		Secondary	7%	7%	8%	8%	
Special	12%	4%	3%	3%		Special	6%	3%	2%	2%	
All schools	5%	5%	6%	6%		All schools	3%	3%	4%	4%	

The 'All schools' trend line can be seen to mirror the secondary trends in the table above, as 87% of all exclusions in Hackney are in the secondary phase (2016/17 figure). Therefore, analysis of fixed term exclusions in this report is divided into primary phase (section 1.2) and secondary phase (section 1.3), rather than overall cross-phase analysis, as this may mask any changes in the pattern and characteristics of primary exclusions amongst the larger volume of secondary exclusions.

1.2 Primary schools

Ethnicity (Girls)

Chart 1: Fixed-term exclusions and headcount girls against the school roll, 2014-17



African girls (11% of total school roll in 2014 and 2015, and 10% in 2016 and 2017) and 'All other ethnic groups' (11% of total school roll in 2014 and 2015, and 12% in 2016 and in 2017) are the largest female cohorts in Hackney primary schools.

In 2014 and 2015, African girls (6% of all primary school fixed term exclusions in both years) were the female cohort with the highest percentage of exclusions; in 2016, the cohort with the highest percentage of exclusions was Mixed Heritage girls (6% of all fixed term exclusions in the borough) and in 2017, English/Scottish/Welsh and Mixed Heritage girls were the cohorts with the highest percentage of exclusions (6% of all fixed terms exclusions).

There are no female cohorts (by ethnicity) within the Hackney primary school population that exhibit an extraordinary level disproportionality within the four year period. The only cohort across the four year period that exhibits any disproportionality is:

Mixed heritage girls in 2016 (6% of fixed term exclusions in the context of 5% of school roll) and in 2017 (6% of fixed term exclusions in the context of 6% of school roll)

Other examples in the four year period where there is a relatively small gap between the size of the cohort and the proportion of exclusions held by that cohort are:

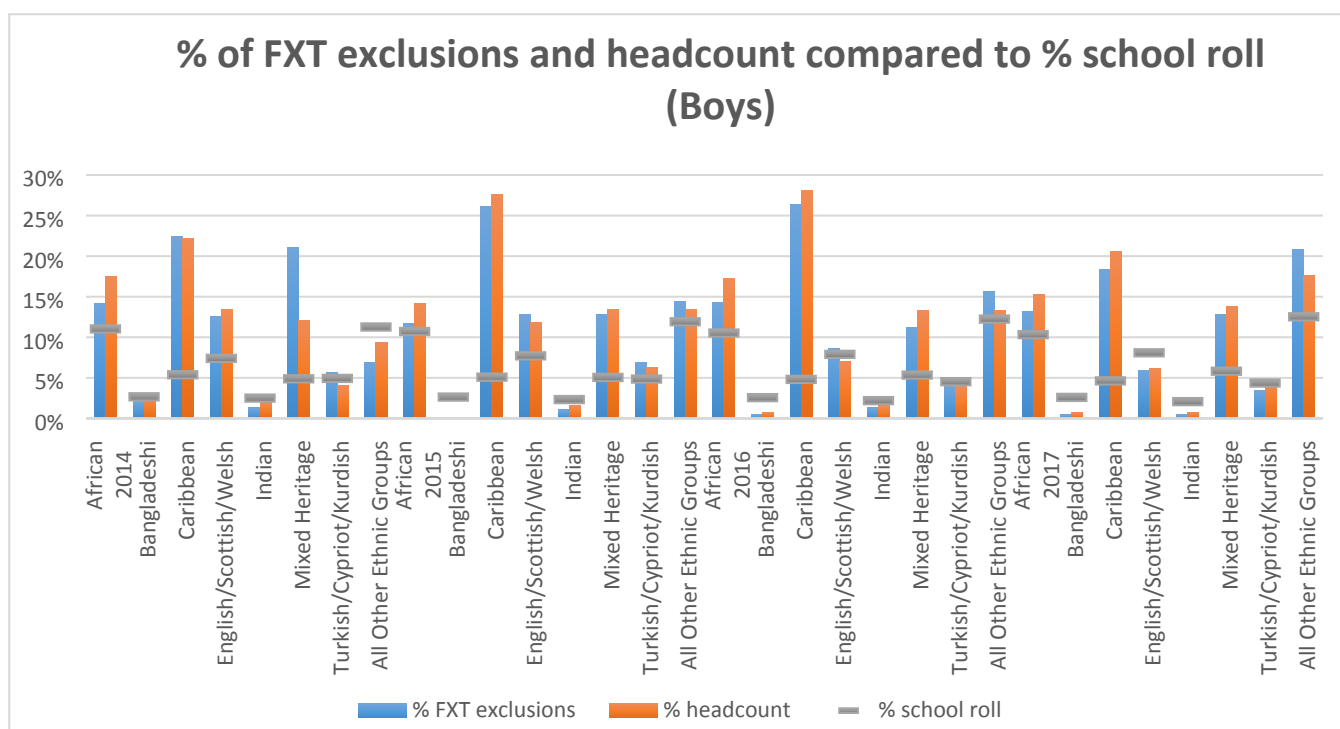
African girls in 2014 (6% of fixed term exclusions in the context of 11% of school roll) and 2017 (6% of fixed term exclusions in the context of 11% of school roll)

Caribbean girls in 2015 (3% of fixed term exclusions in the context of 5% of school roll) and in 2016 (4% of fixed term exclusions in the context of 5% of school roll)

English/Scottish/Welsh in 2017 (6% of fixed term exclusions in the context of 8% of school roll)

Ethnicity (Boys)

Chart 2: Fixed-term exclusions and headcount boys against the school roll, 2014-17



African boys (11% of total school roll in 2014, 2015, 2016 and 10% in 2017) and 'All other ethnic groups' (11% of total school roll in 2014, 12% in 2015 and 13% in 2016 and 2017) are the largest male cohorts in Hackney primary schools.

Across 2014-2016, Caribbean boys (22% of all primary school fixed term exclusions in 2014, and 26% in both 2015 and 2016) was the male cohort with the highest percentage of exclusions. In 2017, All Other Ethnic Groups were the male cohort with the highest percentage of exclusions (21% of all fixed term exclusions in the borough) while Caribbean boys was the male cohort with the second highest percentage of exclusions (18%).

Mixed Heritage boys in 2014 (21% of all fixed term exclusions in the borough) also had a significantly high proportion of exclusions.

In primary schools, the proportion of exclusions made by boys in each main ethnic group and the proportion of boys with at least one exclusion (headcount) exceed the proportion of each group in the total school roll between 2014 and 2017 on a number of occasions (**Chart 3**), most notably:

Caribbean boys in 2014 (22% of fixed term exclusions in the context of 5% of school roll)

Caribbean boys in 2015 (26% of fixed term exclusions in the context of 5% of school roll)

Caribbean boys in 2016 (26% of fixed term exclusions in the context of 5% of school roll)

Caribbean boys in 2017 (18% of fixed term exclusions in the context of 5% of school roll)

Mixed Heritage boys in 2014 (21% of fixed term exclusions in the context of 5% of school roll)

Mixed Heritage boys in 2015 (13% of fixed term exclusions in the context of 5% of school roll)

Mixed Heritage boys in 2016 (11% of fixed term exclusions in the context of 5% of school roll)

Mixed Heritage boys in 2017 (13% of fixed term exclusions in the context of 6% of school roll)

English/Scottish/Welsh boys in 2014 (13% of fixed term exclusions in the context of 7% of school roll)

English/Scottish/Welsh boys in 2015 (13% of fixed term exclusions in the context of 8% of school roll)

African boys in 2014 (14% of fixed term exclusions in the context of 11% of school roll)

African boys in 2016 (14% of fixed term exclusions in the context of 11% of school roll)

African boys in 2017 (13% of fixed term exclusions in the context of 10% of school roll)

All Other Ethnic Groups in 2015 (14% of fixed term exclusions in the context of 12% of school roll)

All Other Ethnic Groups in 2016 (16% of fixed term exclusions in the context of 12% of school roll)

All Other Ethnic Groups in 2017 (21% of fixed term exclusions in the context of 13% of school roll)

SEN provision

Chart 4: Fixed-term exclusions and headcount by SEN provision against the school roll, 2014-17

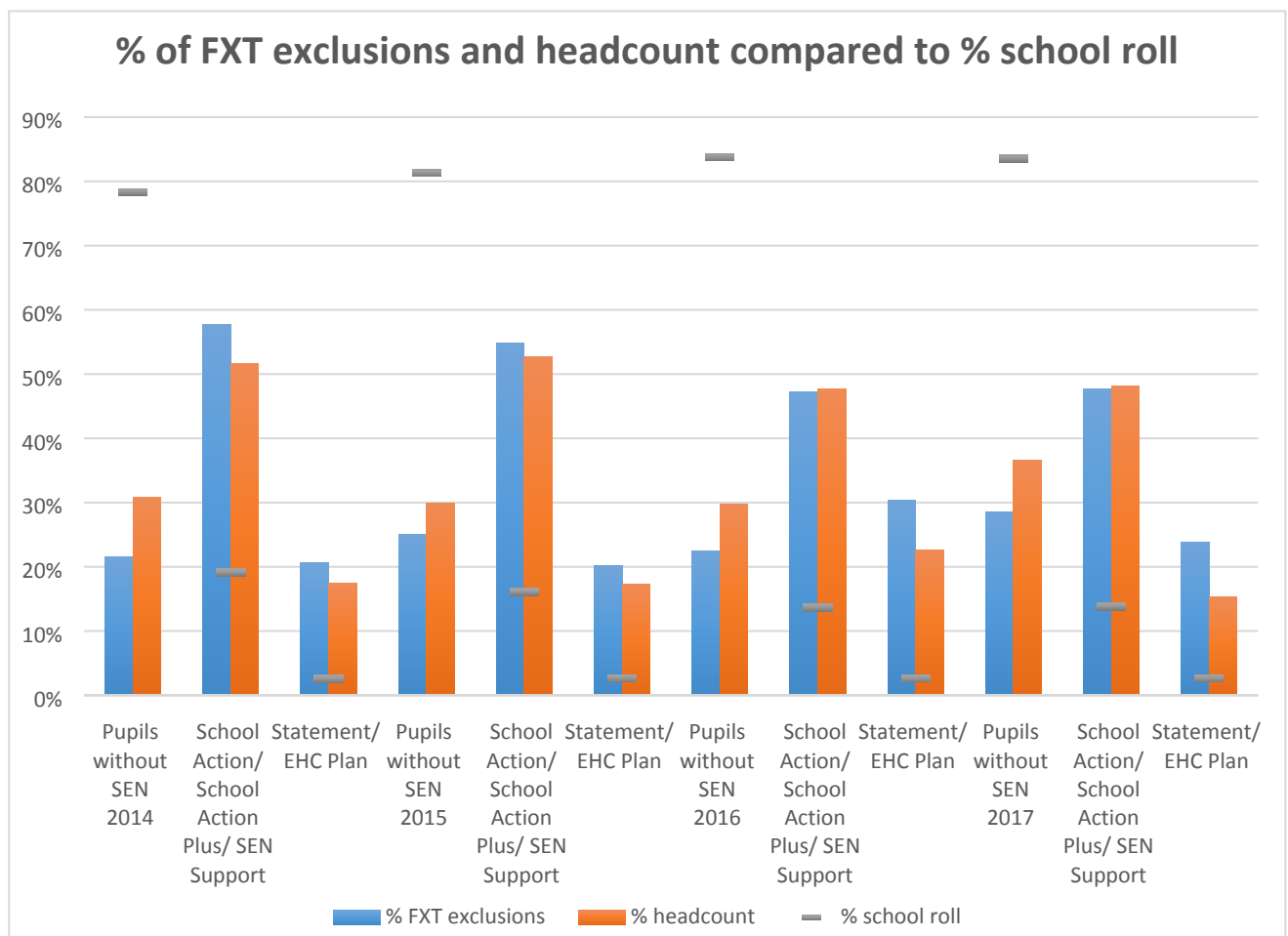


Chart 4 shows that both SEN categories – pupils with a Statement or an Education Care Plan (EHC) and pupils with SEN without statements or EHC are overrepresented in the of fixed-term exclusions indicators as opposed to the school rolls in 2014-2017.

Pupils with a Statement/EHCP in 2014 (21% of fixed term exclusions in the context of 3% of school roll)

Pupils with a Statement/EHCP in 2015 (20% of fixed term exclusions in the context of 3% of school roll)

Pupils with a Statement/EHCP in 2016 (30% of fixed term exclusions in the context of 3% of school roll)

Pupils with a Statement/EHCP in 2017 (24% of fixed term exclusions in the context of 3% of school roll)

Pupils at School Action, School Action Plus and SEN Support in 2014 (58% of fixed term exclusions in the context of 19% of school roll)

Pupils at School Action, School Action Plus and SEN Support in 2015 (55% of fixed term exclusions in the context of 16% of school roll)

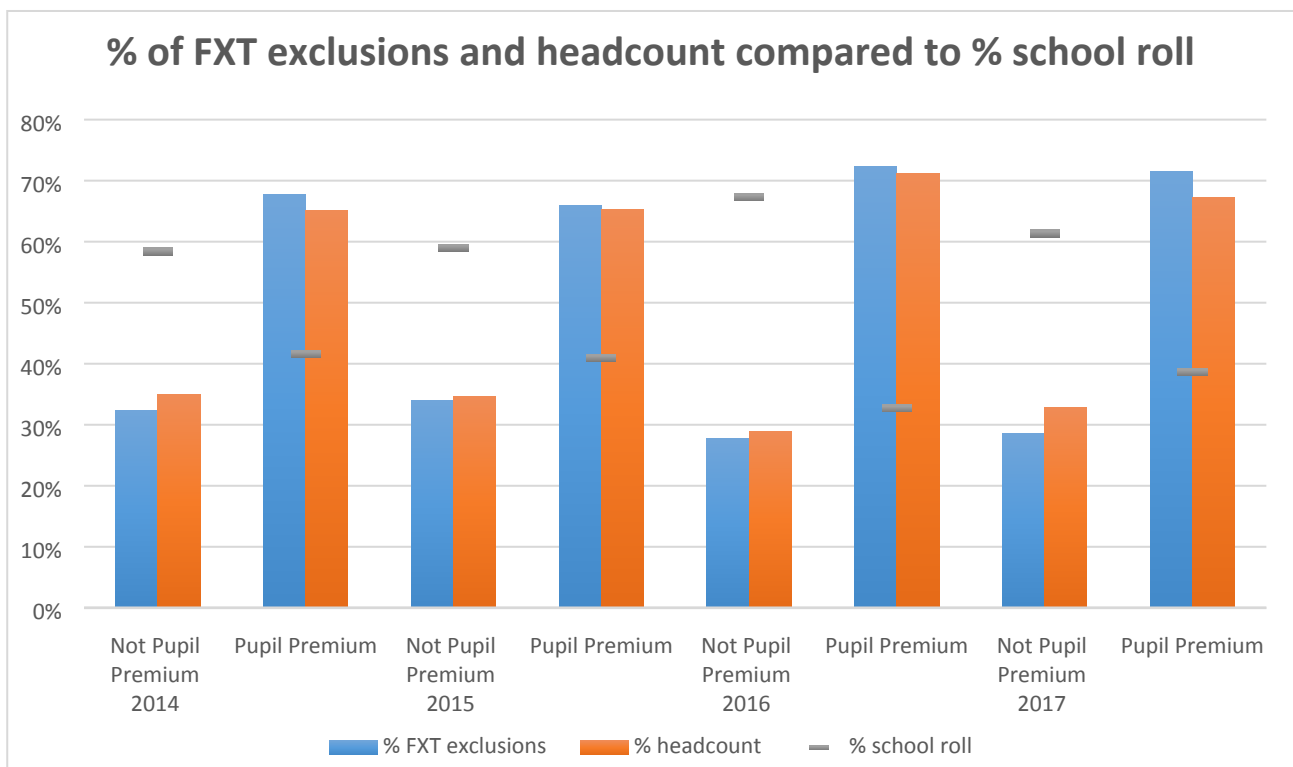
Pupils at School Action, School Action Plus and SEN Support in 2016 (47% of fixed term exclusions in the context of 14% of school roll)

Pupils at School Action, School Action Plus and SEN Support in 2017 (48% of fixed term exclusions in the context of 14% of school roll)

It should be noted that the proportion of pupils at School Action, School Action Plus and SEN Support has declined by 5 percentage points across the period, and the percentage of fixed term exclusions in Hackney from this cohort has declined by 10 percentage points.

Pupil Premium

Chart 5: Fixed-term exclusions and headcount by pupil premium against the school roll, 2014-17



As shown in **Chart 5**, pupils eligible for pupil premium are consistently overrepresented in the fixed-term exclusions indicators in Hackney primary schools in 2014-2017:

Pupils eligible for Pupil Premium in 2014 (68% of fixed term exclusions in the context of 42% of school roll)

Pupils eligible for Pupil Premium in 2015 (66% of fixed term exclusions in the context of 41% of school roll)

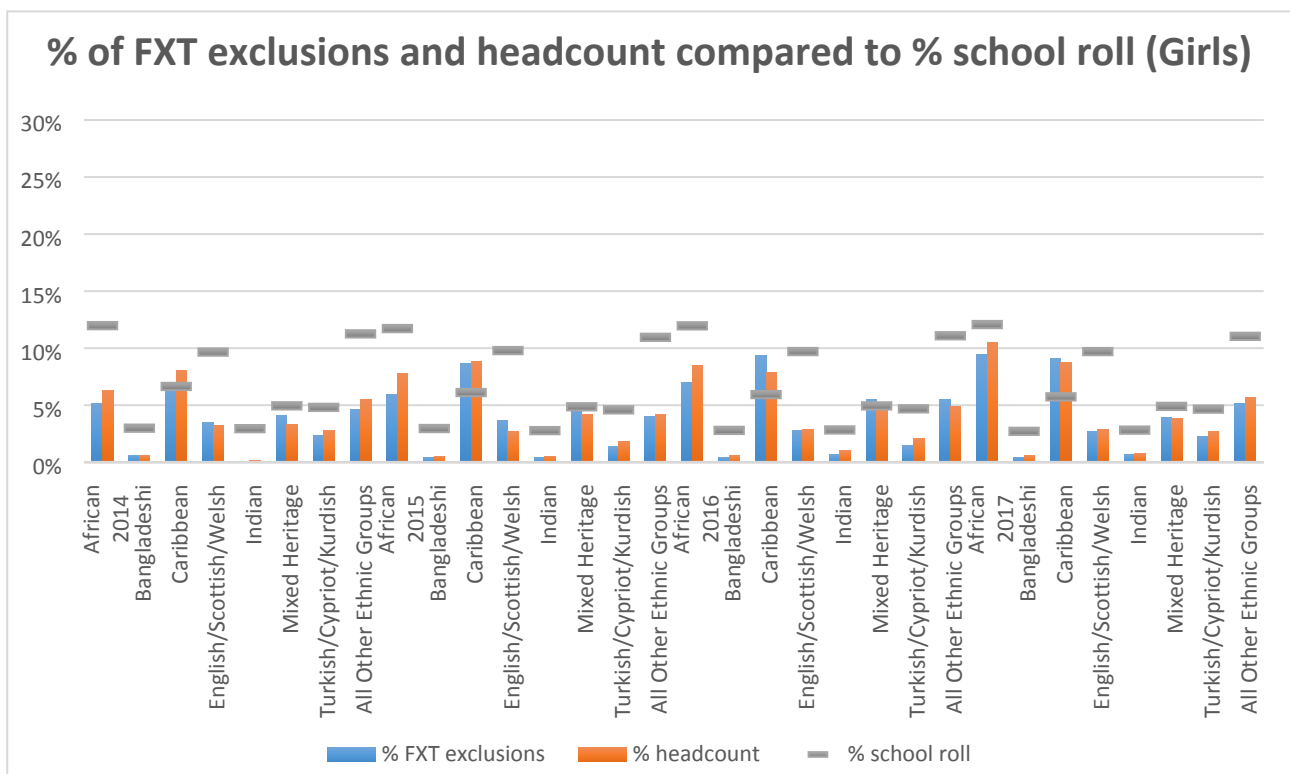
Pupils eligible for Pupil Premium in 2016 (72% of fixed term exclusions in the context of 33% of school roll)

Pupils eligible for Pupil Premium in 2017 (71% of fixed term exclusions in the context of 39% of school roll)

1.3 Secondary schools

Ethnicity (Girls)

Chart 6: Fixed-term exclusions and headcount girls against the school roll, 2014-17



In secondary schools, the proportion of exclusions made by girls in each main ethnic group and the proportion of girls with at least one exclusion (headcount) exceed the proportion of each group in the total school roll in 2014-17 on a few occasions (**Chart 6**)

African girls (12% of total school roll in each year), 'All other ethnic groups' (11% of total school roll in each year) and English/Scottish/Welsh (10% of total school roll in each year) are the largest female cohorts in Hackney secondary schools.

Caribbean girls (7% of all secondary school fixed term exclusions in 2014, and 9% in both 2015 and 2016) was the female cohort with the highest percentage of Hackney exclusions from 2014 to 2016. In 2017, African and Caribbean girls were the female cohorts with the highest percentage of Hackney exclusions (9% of all secondary school fixed term exclusions each).

In secondary schools, the proportion of exclusions made by girls in each main ethnic group exceeds the proportion of each group in the total school roll between 2014 and 2017 on a number of occasions (**Chart 6**), most notable disproportionalities are:

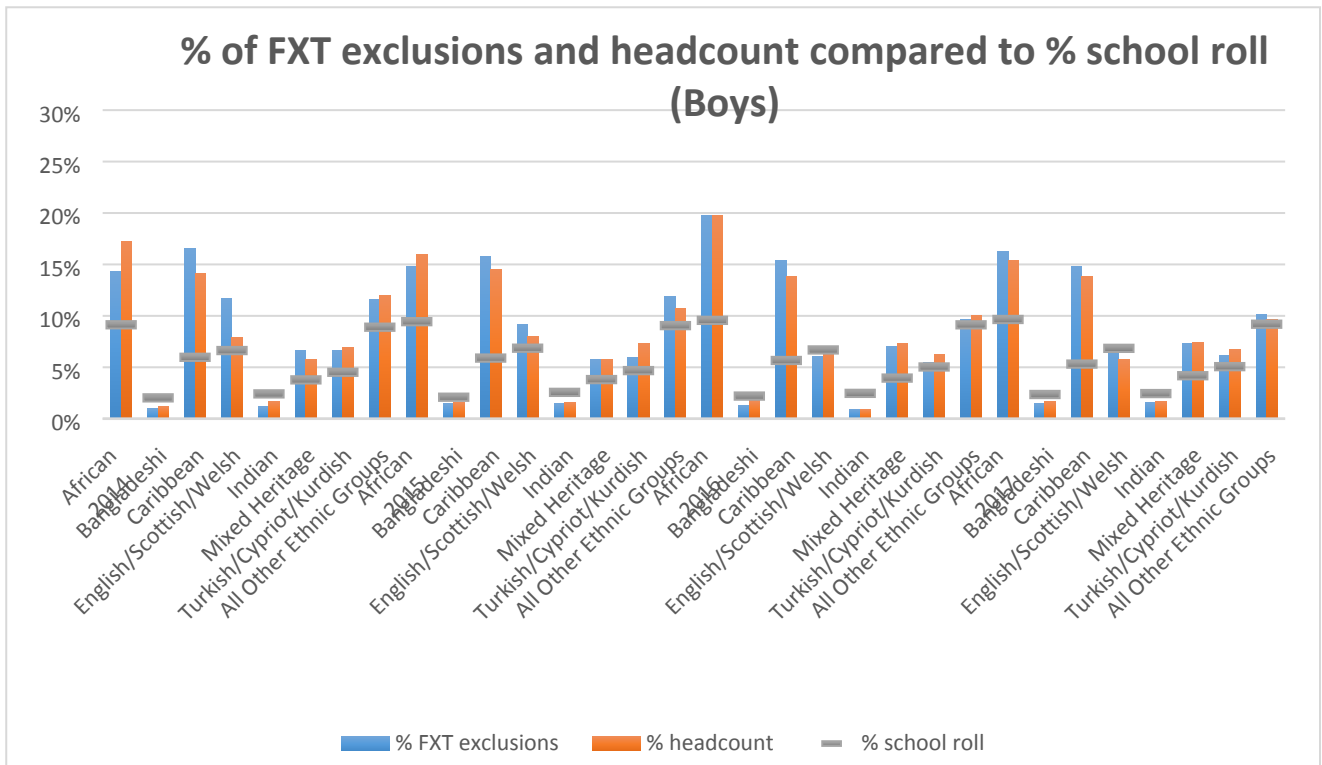
- Caribbean girls in 2015 (9% of fixed term exclusions in the context of 6% of school roll)
- Caribbean girls in 2016 (9% of fixed term exclusions in the context of 6% of school roll)
- Caribbean girls in 2017 (9% of fixed term exclusions in the context of 6% of school roll)

Also, it is worth noting that Mixed Heritage girls are equally represented in both % of fixed-term exclusions and the % of the school roll:

- Mixed Heritage girls in 2014 (5% of fixed term exclusions in the context of 5% of school roll)
- Mixed Heritage girls in 2015 (5% of fixed term exclusions in the context of 5% of school roll)
- Mixed Heritage girls in 2016 (5% of fixed term exclusions in the context of 5% of school roll)

Ethnicity (Boys)

Chart 7: Fixed-term exclusions and headcount boys against the school roll, 2014-17



African boys (9% of total school roll in 2014 and 2015 and 10% in 2016 and 2017) and 'All other ethnic groups' (9% of total school roll in all four years) are the largest male cohorts in Hackney secondary schools.

In 2014 and 2015, Caribbean boys (17% of all secondary school fixed term exclusions in 2014 and 16% in 2015) was the male cohort with the highest percentage of exclusions. In 2016 and 2017, African boys (20% of all fixed term exclusions in 2016 and 16% in 2017) was the cohort with the highest percentage of Hackney's secondary school fixed term exclusions.

In secondary schools, the proportion of exclusions made by boys in each main ethnic group exceeds the proportion of each group in the total school roll between 2014 and 2017 on a number of occasions (**Chart 1**, most notably:

- Caribbean boys in 2014 (17% of fixed term exclusions in the context of 6% of school roll)
- Caribbean boys in 2015 (16% of fixed term exclusions in the context of 6% of school roll)
- Caribbean boys in 2016 (15% of fixed term exclusions in the context of 6% of school roll)
- Caribbean boys in 2017 (15% of fixed term exclusions in the context of 5% of school roll)

- African boys in 2014 (14% of fixed term exclusions in the context of 9% of school roll)
- African boys in 2015 (15% of fixed term exclusions in the context of 9% of school roll)
- African boys in 2016 (20% of fixed term exclusions in the context of 10% of school roll)
- African boys in 2017 (16% of fixed term exclusions in the context of 10% of school roll)

- Mixed Heritage boys in 2014 (7% of fixed term exclusions in the context of 4% of school roll)
- Mixed Heritage boys in 2015 (6% of fixed term exclusions in the context of 4% of school roll)
- Mixed Heritage boys in 2016 (7% of fixed term exclusions in the context of 4% of school roll)

Mixed Heritage boys in 2017 (7% of fixed term exclusions in the context of 4% of school roll)

English/Scottish/Welsh boys in 2014 (12% of fixed term exclusions in the context of 7% of school roll)

English/Scottish/Welsh boys in 2015 (9% of fixed term exclusions in the context of 7% of school roll)

All other ethnic groups in 2014 (12% of fixed term exclusions in the context of 9% of school roll)

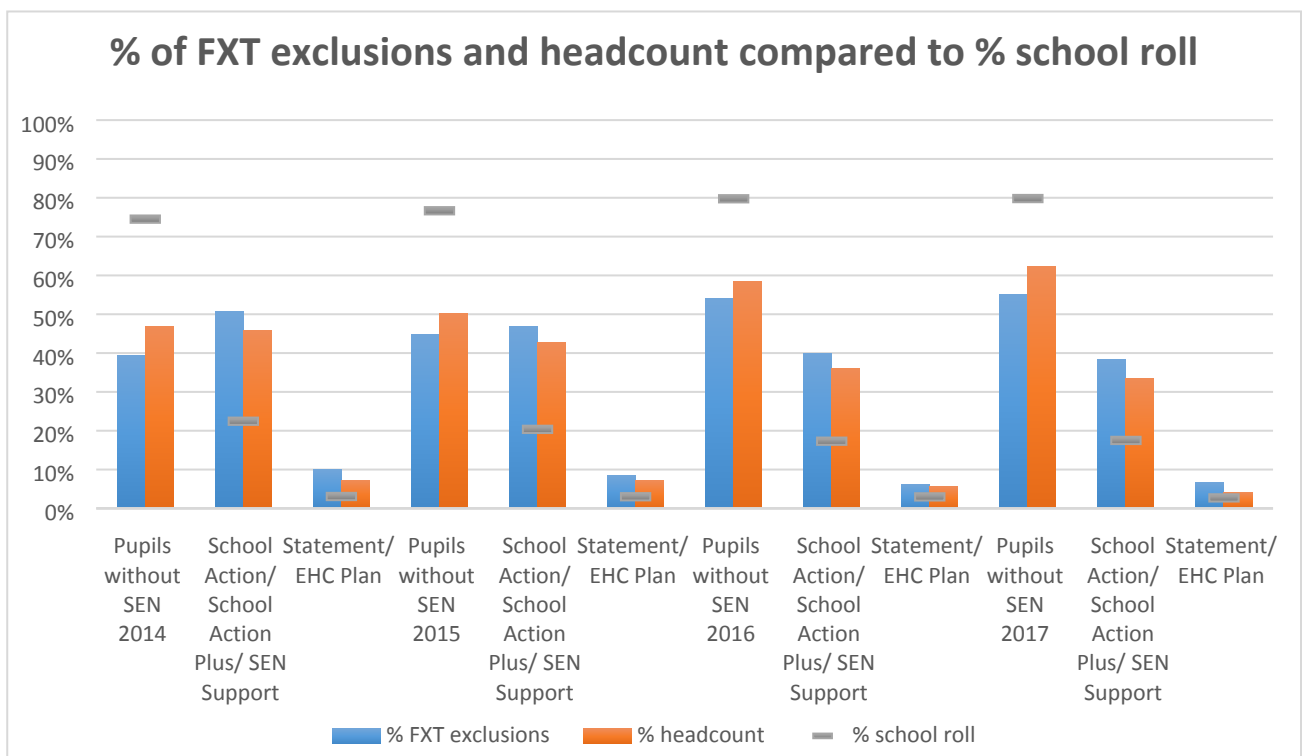
All other ethnic groups in 2017 (10% of fixed term exclusions in the context of 9% of school roll)

Turkish/Kurdish/Turkish Cypriot in 2014 (7% of fixed term exclusions in the context of 5% of school roll)

Turkish/Kurdish/Turkish Cypriot in 2017 (6% of fixed term exclusions in the context of 5% of school roll)

SEN provision

Chart 8: Fixed-term exclusions and headcount by SEN provision against the school roll, 2014-17



Pupils with SEN, regardless of their provision, are overrepresented in the fixed-term exclusions in secondary schools between 2014 and 2017 (**Chart 8**). Most notably:

Pupils with a Statement/EHCP in 2014 (10% of fixed term exclusions in the context of 3% of school roll)

Pupils with a Statement/EHCP in 2015 (8% of fixed term exclusions in the context of 3% of school roll)

Pupils with a Statement/EHCP in 2016 (6% of fixed term exclusions in the context of 3% of school roll)

Pupils with a Statement/EHCP in 2017 (7% of fixed term exclusions in the context of 3% of school roll)

Pupils at School Action, School Action Plus and SEN Support in 2014 (51% of fixed term exclusions in the context of 22% of school roll)

Pupils at School Action, School Action Plus and SEN Support in 2015 (47% of fixed term exclusions in the context of 20% of school roll)

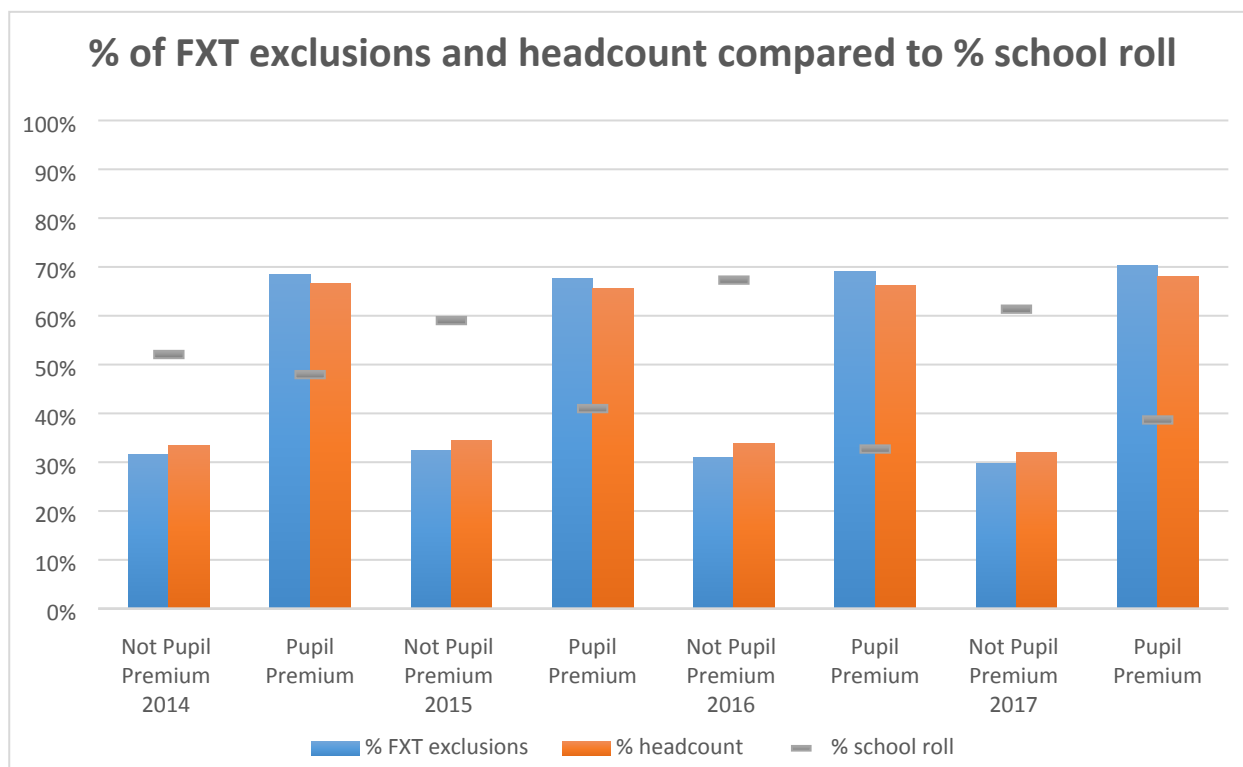
Pupils at School Action, School Action Plus and SEN Support in 2016 (40% of fixed term exclusions in the context of 17% of school roll)

Pupils at School Action, School Action Plus and SEN Support in 2017 (38% of fixed term exclusions in the context of 18% of school roll)

It should be noted that the proportion of pupils at School Action, School Action Plus and SEN Support has declined by four percentage points across the period, and the percentage of fixed term exclusions in Hackney from this cohort has declined by thirteen percentage points.

Pupil Premium

Chart 9: Fixed-term exclusions and headcount by pupil premium against the school roll, 2014-17



As shown in **Chart 9**, pupil premium pupils are overrepresented in the fixed-term exclusions in Hackney secondary schools in 2014-2017.

Pupils eligible for Pupil Premium in 2014 (69% of fixed term exclusions in the context of 48% of school roll)

Pupils eligible for Pupil Premium in 2015 (68% of fixed term exclusions in the context of 41% of school roll)

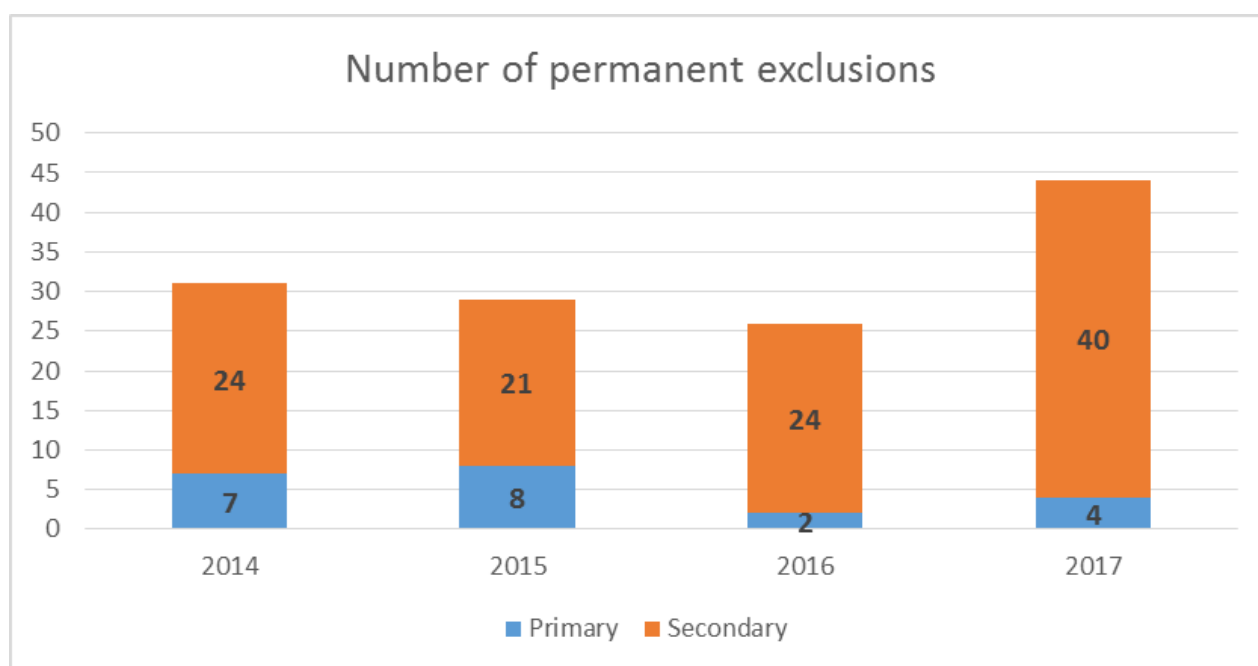
Pupils eligible for Pupil Premium in 2016 (69% of fixed term exclusions in the context of 33% of school roll)

Pupils eligible for Pupil Premium in 2017 (70% of fixed term exclusions in the context of 39% of school roll)

2. Permanent exclusions

Please note that the number of permanent exclusions in Hackney are, compared to the size of the school roll, very small. As such, these figures have not been presented in percentage terms, and have not been recorded against the school roll as a result.

Chart 9: Permanent exclusions, 2014-17



	2014	2015	2016	2017	Trend line
Primary	7	8	2	4	
Secondary	24	21	24	40	
All schools	31	29	26	44	

2.1 Primary schools

In 2014, there were seven permanent primary exclusions. These were all male, and these exclusions covered five different ethnic groups.

In 2015, there were eight permanent primary exclusions. Seven were male, and these exclusions covered 5 ethnic groups.

In 2016, there were two permanent primary exclusions.

In 2017, there were four permanent primary exclusions.

2.2 Secondary schools

In 2014, there were 24 permanent secondary exclusions, 6 of which were female. Of the 24:

- 8 were African pupil
- 5 were Mixed Heritage pupils
- 4 were Caribbean pupils
- 4 were English/Scottish/Welsh

In 2015, there were 21 permanent secondary exclusions, 4 of which were female. Of the 21:

- 5 were African pupil
- 5 were Caribbean pupils
- 3 were English/Scottish/Welsh

In 2016, there were 24 permanent secondary exclusions, 6 of which were female. Of the 24:

- 7 were Caribbean pupils
- 6 were Mixed Heritage pupils
- 5 were African pupils

In 2017, there were 40 permanent secondary exclusions, 10 of which were female. Of the 40:

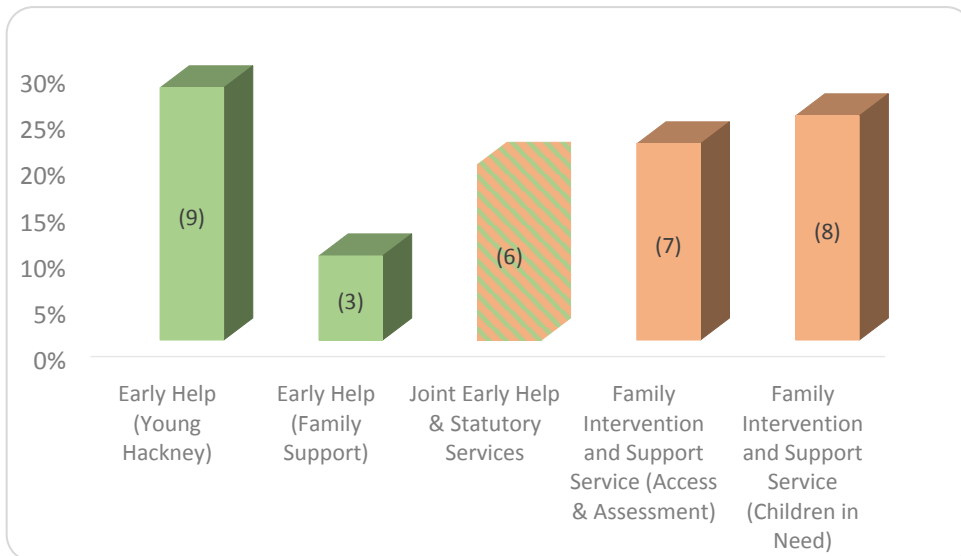
- 10 were African pupils
- 10 were Caribbean pupils
- 6 were English/Scottish/Welsh pupils

Early Help Universal Services provision for identified exclusion cohort (Data source – IYSS)

- 45 of the 61 children and young people identified (74%) under the school exclusion list attended Early Help Universal Services provision (Hubs and Playgrounds)
- An average of 24 Universal Services sessions have been attended by each young person identified under the exclusion cohort
- Some of the Universal Services facilities utilised by the children and young people identified under the exclusion cohort include Forest Road Youth Hub, Guinness Trust Youth Club, Hackney Empire Drama Club, Hackney Quest Youth Club, Pearson Street Adventure Playground, Hackney Quest Youth Club - Frampton Park, Homerton Grove Adventure Playground, The Access to Sports Project (Football) - Millfields Park, Immediate Theatre, HMP Concorde Youth Club, Hoxton Hall – Drama, New Regents School Group Work and Sports Unit, Shoreditch Adventure Playground, The Edge Youth Hub and Youth Participation Projects, HMP Stoke Newington Youth Club and The Access to Sports Project (Roller-Skating) - Nisbet House Estate
- The identified young people engaged in a broad range of activities including Sports projects, Health and Wellbeing classes, Drama courses, Inspiring Young Women Events as well as School Group Work and Prevention and Diversion Targeted workshops

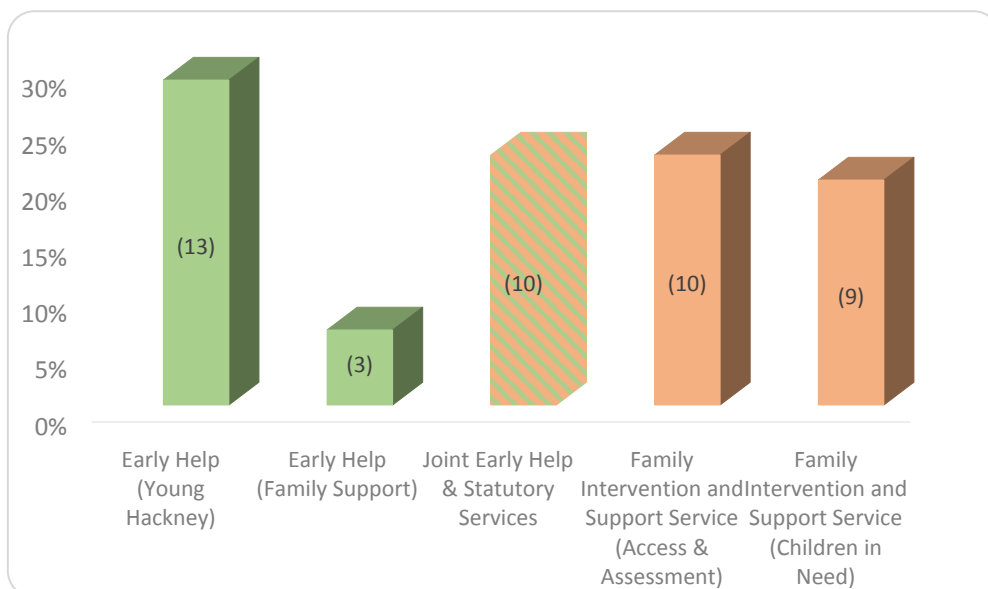
Troubled Families (TF) Programme findings for identified exclusion cohort (Data source – Mosaic and TF National Impact Study master database)

- 33 of the 61 children and young people (54%) have been identified from the school exclusion list as being attached under the TF Programme
- Other factors identified for families captured under TF programme principles may potentially contribute to the number of school exclusions as there is a trend of incidents of domestic violence (14 of 33 – 42%) and mental health concerns (15 of 33 – 45%) for the cohort reviewed
- Children and Families Service (CFS) has been involved as a lead professional for all families where the exclusion cohort has been captured under the TF Programme, and CFS has completed various levels of statutory (social work) and Early Help (Young Hackney and Family Support) intervention
- TF Programme service area statistics for families worked with by CFS for exclusion cohort (chart breakdown of the 33 children and young people);



Children and Families Service (CFS) general findings for identified exclusion cohort
(Data source – Mosaic)

- 45 of the 61 children and young people (74%) have been identified from the school exclusion list as being in contact and provided intervention by CFS
- CFS intervention service area breakdown for exclusion cohort (chart breakdown of the identified 45 children and young people);



- 24 of the 45 (53%) children and young people still have an open intervention to CFS
- **Some of the exclusion related intervention and provision provided by CFS includes;**

Frequently used:

Document Number: 21770040

Document Name: (HLT Report 4) CFS - Early Help Troubled Families Programme - School Exclusions research analysis (v1 0)

- ✓ Statutory Unit support back into education, focussing on the team around family approach assessing the comprehensive household composition
 - ✓ Social Workers attend Transition Meeting to support the young person adapt to change in school setting
 - ✓ Early Help services (Family Support) engagement with family to support parents have dialogue with young person at risk of exclusion, and subsequent joint conversations with Youth Offending Team and family to support young person's reintegration back into school
 - ✓ 1:1 group sessions with Early Help services, Young Hackney Youth Support and Development Worker
 - ✓ Delivery of clinical support to the family
 - ✓ Facilitation of interaction between parents and the school to support young person's reintegration into school
 - ✓ Collaborative working strategy including parallel family plans between statutory and non-statutory services to provide the best platform to engage proficiently with the family
- Occasional reference:**
- ✓ Use of commissioned services such as Empower to address possible related concerns
 - ✓ Supporting families to attend Parenting Groups at schools

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Children and Young People's Scrutiny Commission

New Regent's College: The Provision in Summary

New Regent's College is Hackney's Pupil Referral Unit. We are also a Vocational College and do early intervention work in respect of students deemed at risk of exclusion or vulnerable in a way that means they need a bespoke program of education. We are designed to be a short stay provision, although the majority of students referred to New Regent's College from end of Year 9 onwards remain on our roll until the end of Year 11 to allow them to complete a two year programme at Key Stage 4.

We are an 'all through' provision from Year 1 to Year 11. We do not have Sixth Form or preschool provision.

All of our provision is based on a 25 hour per week of lessons model as recommended by Ofsted. Every student does numeracy and literacy (Primary) English and Maths (Secondary). We follow the National Curriculum and approved exam syllabuses. Students on roll in Year 6 sit SATs. Students on roll in Year 11 sit GCSEs or equivalent qualifications. A small proportion of learners receive one to one tuition as this is deemed the best way to meet their needs.

Our provision is made up of the following:

Primary (Years 1 to 6) currently on our Ickburgh Road site.

Key Stage 3 (Years 7 to 9) at Ickburgh Road. These are divided into groups according to their readiness to return to mainstream schools.

Key Stage 4 (Years 10 and 11) New Regent's College assesses and quality assures the education of these learners which is currently 'commissioned' to external providers (usually know as Alternative Education Provision). All our providers are registered by the DfE and subject to Inspection by Ofsted. Most are rated 'Good' or better, and, the annual commissioning process takes account of student outcomes, a Tri Borough Quality Assurance Process, and, outcomes of Ofsted Inspections. In total we commissioned 13 different providers last year, mainly located in Hackney.

Key Stage 4 – Vulnerable Girls

Known as the 'Blue Hut' as the current premises are painted blue, this is a girls only provision for learners who have been identified as vulnerable and usually at risk of child sexual exploitation. This is a full time programme which combines study for GCSEs and equivalent qualifications with programmes designed to address their vulnerability. To my knowledge, this is the only provision of its type within Hackney and its neighbouring boroughs.

All of the above are provisions for any Hackney resident who has been Permanently Excluded (PEX), students referred to New Regent's College by the Assistant Director of education due to 'exceptional circumstances', and, students who are referred by their

schools (with parental agreement) for a time limited period of intervention (schools pay New Regent's College as a traded service and this is known as Dual Registration).

In addition The Restorative Learning School (RLS) housed on our Ickburgh Road site, is a traded service for students who mainstream schools have Fixed Term Excluded for five days or more but who will return to their school at the end of the Fixed Term exclusion. New Regent's College supervises the students doing work and tries to 'restore' the child's place at the school by getting the child to reflect on what happened or how to avoid a repetition of these behaviours. The RLS is separate to the rest of New Regent's College and students do not mix at any time. RLS students do not appear on our school roll.

Primary Partnership Placements

These are a maximum of 12 places, funded by Hackney Learning Trust, for students in Year 1 to 5 deemed to be at risk of exclusion. The student attends New Regent's College for four days per week and spends the fifth day at the 'Host' school. We use a 'Nurture Group' model to support the child in improving behaviours and relationships. After 12 weeks the child returns to their school. This is with explicit parental agreement. At the time of writing, every child has either returned to their original school or has been placed in Special School via an EHC Plan. This programme has been successful in reducing rates of exclusion amongst Primary learners.

New Regent's School roll changes on a daily basis. If another Headteacher Permanently Excludes a Hackney resident we take responsibility for that child's education within five working days, and, immediately if that child is a Looked After Child or identified as vulnerable. We also act quickly in respect of referrals from schools. We have to plan for spare capacity and data sets are highly variable. A 'Snapshot' of our school on one day could be very different a week later.

We are placed funded for 225 learners (a notional figure) who will be 'ever on roll' during an academic year. This means New Regent's College will be educating that number of learners at some point during the academic year. In 2017/18 our 'ever on roll' figure was actually 258 – our funding will be adjusted for the next academic year consistent with a protocol agreed with Hackney Learning Trust.

In April 2019 we are due to move into new premises at Nile Street. This will be our first purpose built site, funded by Hackney Council. I have been heavily involved in the design of the new building. Initially we will move our Primary and Key Stage 3 provision. From September 2019 Year 10 will be predominantly educated on site. Year 11 will be on site from September 2020. We will still commission some external provision for KS4 even when we have our own KS4 school at Nile Street.

Mission Statement and Ethos

Our mission statement is 'Learning to succeed'. Young people join us with a sense of failure, low expectation of themselves and poor self-esteem. They have either been PEX or have not been successful within a mainstream context of groups of 25+ learners. Groups at New Regent's College rarely exceed 10 learners, usually with two or more adults, including one Specialist teacher. We do not focus heavily on the past, but the present and the future. The aim is to refocus the student on learning and rebuild relationships with teachers and other adults. Primary and KS3 PEX learners will usually be referred back to a different mainstream school, when New Regent's College judge the time is right, via a process known as In Year Fair Access (IYFA).

Interventions

These are varied and bespoke according to the needs of each learner. Most interventions are one to one. We also invite groups into school to work with our learners. We have time allocated by Young Hackney (who address risk taking behaviour and gang related issues) and are part of the WHAMs Project which is focused on developing good mental health and wellbeing in schools. Recent trips and visits have included to the Institute of Mechanical Engineering (KS3), Tate Modern, The Royal Navy Base at Canary Wharf and Swan Upping at Windsor (thanks to one of our Board Members). We participate in school sport competitions (Indoor Rowing at Lea Valley Athletics Centre, for example).

We had bi annual awards ceremonies supported by The Vintners – one of London's Worshipful Companies. In July 2018 one of our students won the English Schools' Athletics National Championship High Jump competition – jumping 1.83m. In short, we provide an extensive 'Enrichment Curriculum' which is designed to normalise behaviour and develop a love of learning. There is no shortage of external organisations who want to work with us. We need to determine what will make the most positive impact on our learners.

Leadership and Management

Richard Brown has been Executive Headteacher since 2013 and combines this with being Headteacher of The Urswick School (a mainstream 11-19 Secondary School). Steve Belk is Chair of our Management Board and was previously Head of Hackney Learning Trust. Our Board includes representatives of Hackney Learning Trust, Primary and Secondary Headteachers, staff and community representatives. Sue Parillon is Head of Lower School. Our Primary section is currently led by Orlene Badu, an experienced Hackney Headteacher on a part time secondment.

Prior to 2013 there were numerous reorganisations of the provision and a rapid turnover of school leaders. Since 2013 there has been a period of stability in terms of the leadership of the school, which is set to continue.

We are the first school in our sector to be awarded an Equalities Award. We also gained the Artsmark – a reflection of the excellence of our arts education and our creativity in meeting the needs of young people.

Ofsted

New Regent's College was last Inspected in June 2016 when our overall effectiveness was graded as 'Good'. We were graded as 'Good' in all four elements of the Inspection: Effectiveness of Leadership and Management; Quality of Teaching, Learning and Assessment; Personal Development, Behaviour and Welfare; Outcomes for Pupils. The previous Inspection in June 2014 had categorised the School as 'Requiring Improvement'. Ofsted (2016) reported: 'Since the last inspection, the Executive Headteacher and Senior Leaders, supported by an experienced Management Board, have improved standards and raised expectations'.

'Staff have a clear understanding of the vulnerabilities of their pupils. Teachers plan lessons that successfully meet the needs of pupils'.

In my judgement, the quality of education has further improved since the last Inspection. This view is shared by Hackney Learning Trust's School Improvement Partner (SIP). We will be aiming to be judged 'Outstanding' at our next Ofsted Inspection. To place this in context, I am advised that nationally only one PRU inspected under the current Ofsted framework has been graded outstanding – and that is a KS4 provision not an all age provision like New Regent's College.

End of Key Stage 4 Outcomes

2018 GCSE results are still provisional (and we have lodged a significant number of appeals in respect of these results given the uncertainty surrounding new specifications). These headlines reflect all our Year 11 students on roll including those learners commissioned to different providers (89 in total).

The percentage of students achieving 5+ GCSEs including English and Maths was 4.5% (4 students). This figure though low compared to mainstream schools will be well above average for the sector (it is usually less than 1% nationally).

10% achieved grades 4 to 9 in both English and Maths.

85 students achieved a qualification – one or more GCSEs or an equivalent qualification. Of those that didn't, one has been missing for most of the last year and the others are persistent non-attenders where statutory action has made no impact.

Below is our statistical analysis of New Regent's College student outcomes compared with national and London provisions within our sector (2012/13 to 2016/17 – the latest year for which validated data is available).

New Regent's College 2016/17 Performance Analysis
National and Local Comparisons for PRU and AP Pupils

Region/ Local Authority	Number of end of key stage 4 pupils	Percentage of pupils at the end of key stage 4 achieving						Average GCSE and equivalents point score per pupil at the end of key stage 4
		5+ GCSE at A*- C or equivalent %	5+ A*- C including English and Mathematics GCSEs %	5+ GCSE at A*- G or equivalent %	Level 2 English and Mathematics skills %	Level 1 English and mathematics skills %	A pass in any qualification %	
National	8,982	1.9	1.2 (1.1*)	10.5	2.2 (3.2*)	21.3	57.8	51.2
London	2,233	2.9	1.8 (1.4*)	12.1	2.9 (5.1*)	16.3	57.6	56.7
Outer London	1,301	3.7	2.5 (2.2*)	12.4	3.4 (6.9*)	16.8	55.4	55.2
Inner London	932	1.8	1.0 (0.3*)	11.7	2.3(2.8*)	15.7	60.7	58.8
NRC								
2012/13	110	0.91	0.91	15.45	1.82	20	75.45	48.65
NRC								
2013/14	101	0.99	0.99	30.6	3.96	33.6	79.2	57.03
NRC								
2014/15	104	2.88	2.88	41.35	6.73	50.96	94.23	79.12
NRC								
2015/16	87	2.29	2.29	48.27	9.19	47	95.4	85.24
NRC								
2016/17	93	2.15	2.15	35.48	7.52	43	96.77	73.80
+/-								
National		+0.25	+0.95 (1.05*)	+24.98	5.32 (4.32*)	+21.7	+38.97	+22.6

The comparative data used in this table can be found at

<https://www.gov.uk/government/statistics/revised-gcse-and-equivalent-results-in-england-2014-to-2015> and at
<https://www.gov.uk/government/statistics/revised-gcse-and-equivalent-results-in-england-2015-to-2016> for available comparison data marked *

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Guidance for those at risk of Exclusion – for Children and Young People with Special Educational Needs and Disabilities.

May 2017

Introduction

This document seeks to provide clarity to Schools with respect to the exclusions process and how this relates to pupils with Special Educational Needs and Disabilities (SEND). It is predicated on the aspiration that no pupil with identified special educational needs and disabilities (including those who have an Education, Health and Care Plan and those on SEN Support) will be excluded. It will clarify responsibilities regarding services provided by Hackney Learning Trust (HLT) that should be approached by schools when concerns regarding pupils with SEND become apparent.

A key principle in providing educational provision to pupils with SEND is an understanding that there may be a higher degree of challenging and/or difficult behaviour displayed. Consequently there is an expectation that schools will take account of this and make reasonable adjustments (as required under the SEND Code of Practice, 2015) when applying their behaviour management policies. It is recognised that the notion of a 'one size fits all' policy is not an appropriate response for children and young people who have identified special educational needs and (or) disabilities.

Hackney Learning Trust Strategy to reduce exclusions

Our vision is for all children and young people in Hackney to be included and purposefully engaged in an educational programme appropriate to their needs and age. We want our children and young people to flourish and minimal school exclusions will be key indicator of our collective success.

Our strategy to deliver this vision is to promote an ethos of positive social and emotional wellbeing by settings having access to a range of evidence-based approaches so there is 'no need to exclude'. We want to work towards the position where the needs of all young people are addressed and where schools no longer feel the need to exclude given the continuum of provision and support available to them to meet pupil needs. This is encompassed within our 'No Need to Exclude' strategy -

<https://www.learningtrust.co.uk/TPG/PFS/Pages/NoNeedtoExclude.aspx>

This involves:

- publicising and disseminating the vision of inclusion and strategy as widely and frequently as possible
- engaging schools in regular dialogue – formally and informally
- ensuring the teams involved are proactive and skilled
- ensuring LA services speak with one voice and deliver a consistent message
- explicitly recognising that managing challenging behaviour is not just a school issue
- facilitating involvement and support of other agencies
- communicating the need for, and value of, early intervention
- providing schools with agreed processes and procedures
- encouraging schools to share good practice
- publishing and sharing data and case studies as exemplars for critical learning
- challenging schools on process and procedures, in and out of borough
- encouraging schools to review the efficacy of their approaches and interventions

For all of the above, HLT accepts that this is a collective organisational responsibility.

Head teachers' duties

Only the Head teacher (or, in the absence of the Head teacher, the acting Head teacher or teacher in charge) can exclude a pupil. All exclusions must be on disciplinary grounds and in accordance with the school's published behaviour policy.

Head teachers and governing bodies must take account of their statutory duties in relation to special educational needs when administering the exclusion process. This includes having regard to the SEND Code of Practice 2015.

When establishing the facts, the Head teacher must apply the civil standard of proof i.e. on the balance of probabilities it is more likely than not that a fact is true. It is further advised that, when considering exclusion as a response to pupil behaviour, that evidence regarding the nature and degree of support that has been provided is evaluated.

A decision to exclude a pupil permanently should be taken only as a last resort:

- in response to a serious or persistent breaches of the school's behaviour policy; **and**
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Local Authority expectations

If a child or young person has special needs, a careful analysis of how these needs are being met will be necessary if the child or young person displays 'challenging' behaviour. Challenging behaviour is an indicator that needs are not being met. Consequently, schools are expected to implement early intervention strategies with children and young people who may display challenges, in order to develop manage and support a child or young person's needs. It is essential that early, effective, evidence-based interventions are considered, implemented, monitored and reviewed and modified in response to the challenging behaviour, prior to any decision that relates to an exclusion of any form.

"Schools should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school should consider whether a multiagency assessment is necessary" (DfE 2016, p. 7).

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf

For cases where children and young people have EHC Plans and present significant challenges in schools and there is concern that needs are not being met through the assess, plan, do and review cycle, schools should arrange an Emergency Annual Review (EAR) of needs and invite professionals as part of this process. HLT would expect that this takes place as a matter of due process, and before any decisions are reached and agreed in regard to exclusion based on the EAR outcomes meeting.

Funding

It is important for schools to be aware that for any pupil who is permanently excluded, HLT will reclaim the pro-rata amount of the Core Pupil Funding for the remaining period of that academic year.

Aligned with this, if any child or young person with an EHC Plan is permanently excluded, HLT will claim the pro-rata funding attached to the EHC Plan.

Similarly, if any child or young person with an EHC Plan is excluded and was not accessing a full time timetable at the point of exclusion, the excluding school will need to demonstrate how the allocated SEN funding and resource was being used if the child or young person was not accessing full time provision. A proportion of the funding may be clawed back if it was not used for the child or young person.

Schools should use good quality and best practice inclusive teaching and support interventions. They should be proactive and responsive to the identification of individuals or groups and develop effective whole school provision management.

Schools should consider how funding is used to support children and young people including those at risk of exclusion. Schools must demonstrate that a range of evidence-based approaches have been implemented and reviewed and relevant agencies such as the Educational Psychology Team or Re-engagement Unit have been consulted.

Contacts

At the early stages of a concern

Where schools have concerns about meeting the needs of a child or young person, then at early stages of the concern:

Primary schools can contact:

- The Educational Psychology Service
- Specialist teachers in the Inclusion team
- The Re-engagement Unit
- The EHC Planning Team

Secondary schools can contact:

- The Educational Psychology Service
- Specialist teachers in the Inclusion team
- The EHC Planning Team

Where an exclusion is being considered

Where schools have significant concerns about meeting the needs of a child and young person, and the school considers the child or young person to be at risk of exclusion, then the following action should be taken:

1. School makes contact with the HLT Exclusions Team for advice and guidance.
Exclusions@learningtrust.co.uk
2. Exclusions Officer takes full details of child or young person - demographic details, whether known to other services such as Re-engagement Unit, Children's Social Care, CAMHS, Educational Psychology Service, Young Hackney etc.
3. Exclusions Officer ascertains concerns in regard to the behaviour that is causing concern, and at this point verifies whether child is subject to EHC needs assessment, has an EHC Plan or a Statement of SEN.

If the pupil **does not have an EHC Plan**, the school should involve the Re-engagement Unit or the Educational Psychology Team so that appropriate support can be provided.

Contact Ebru Karatufek, Re-engagement Unit Manager - 0208 820 7091 – ebru.karatufek@learningtrust.co.uk

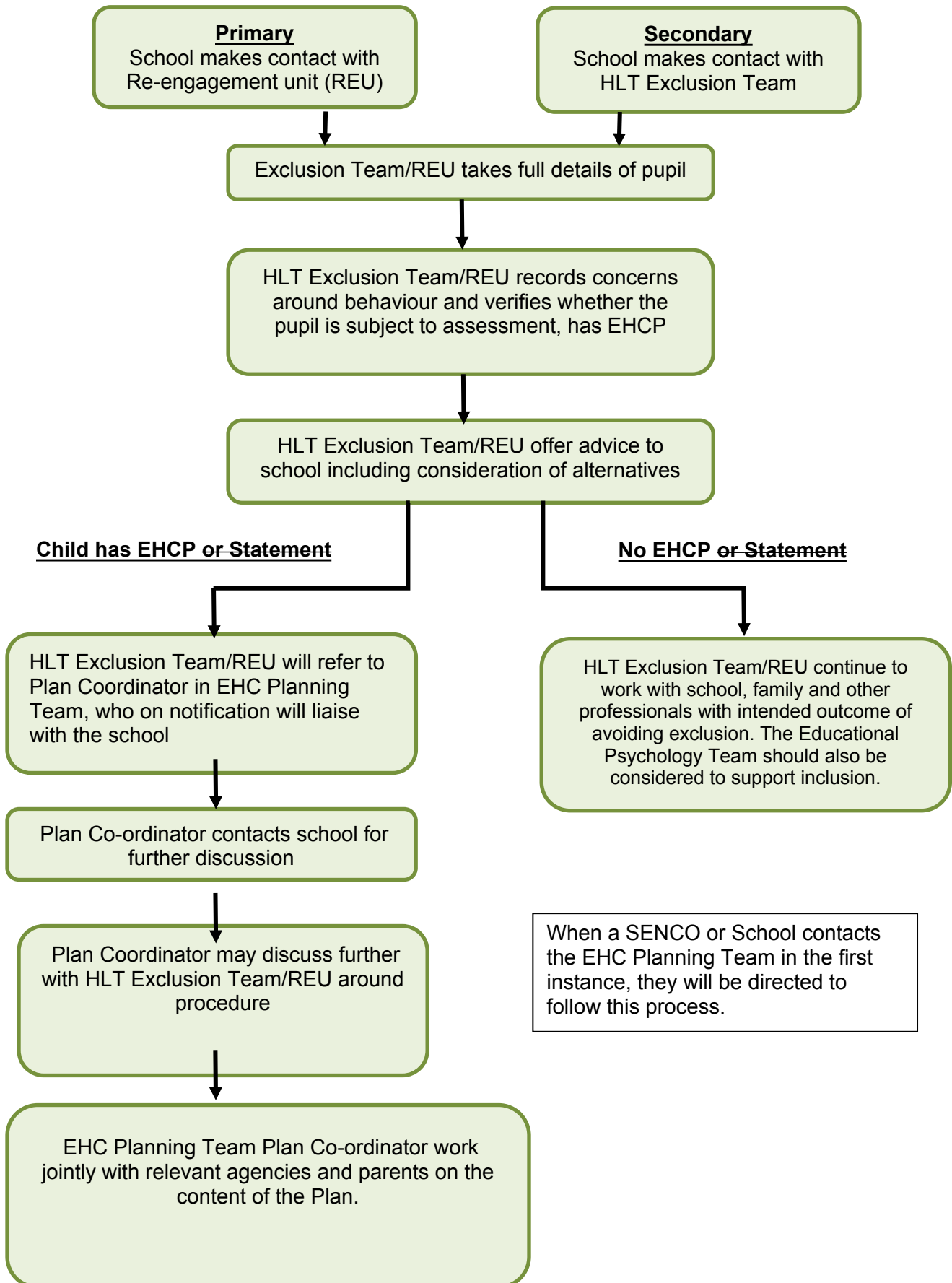
Or Helen Grice, REU Business Manager – 0208 820 7418
Helen.Grice@learningtrust.co.uk.

Educational Psychologists – epsadmin@learningtrust.co.uk

Education Health Care Planning Team - SEND.Admin@learningtrust.co.uk.

4. Exclusions Officer / REU Officer offers advice to school based on level of concern, severity of behaviour, whether exclusion proposed is fixed term or permanent, and whether an alternative is possible i.e. a Permanent Exclusion (PEX) can be converted to Fixed Term Exclusion (FTE) whilst HLT EHCP Plan Co-ordinators consider other options. Schools should also be directed to the 'No Need to Exclude' document and be asked to consider how they have used this to support their approaches and understanding of the pupil's behaviour.
5. If The Exclusion Officer identifies a child or young person with SEND, then the Exclusions Officer / REU Officer will refer to the Plan Co-ordinator in the EHC Planning team, to enable them to co-ordinate and lead on a response to the school which will typically involve an emergency annual review. It may be appropriate and necessary to involve the Educational Psychology Team at this point and, as such, a request should be made to that team, either by the school or EHCP Team.
6. Plan Co-ordinator contacts school and has further discussion about the concerns and provides guidance.
7. Plan Co-ordinator liaises with Exclusions Officer / REU Officer on options that may be available and applicable.
8. The Plan Co-ordinator will work jointly with relevant agencies and parents on the content of the Plan. Consideration should also be given to informing parents/carers of the support that is available from the SEND Information, Advice and Guidance Service.

Summary of process



Joint working with the EHC Planning Team

Upon receipt of information and concerns from Schools, the Exclusions Team / Re-engagement Unit will offer initial advice and guidance to the school to manage the immediacy of the presenting situation. This may involve implementing a fixed term exclusion to allow sufficient space for planning to meet the child or young person's needs or for the Emergency Annual Review to be arranged. The Exclusions Team will review decisions that are not believed to be in the best interests of the child or young person and consult with the EHC Planning team who will identify and look for alternative solutions. It is imperative that up to date and accurate information about the pupil is shared by all teams. This should include:-

- the presenting needs of the pupil;
- their strengths;
- outline of the strategies/approaches/interventions that have been implemented and the outcome of such,
- information on current and previous exclusions

The EHC Planning Team will assume responsibility for case management. This will involve:-

- Discussion with the Exclusions Team and Re-engagement Unit on school's concerns, strategies to address behaviour and agreed actions thus far.
- Liaison with Schools to discuss pupil behaviour and to arrange an emergency annual review if that has not already taken place.
- Liaison with parents in regard to their views, wishes, feelings and preference.
- Assessment and consideration of current needs and challenges, and how these can be met and addressed going forward in order to avert further exclusion.

The Plan Coordinator will be the initial point of contact, and will be supported by the Area Coordinator.

Exclusion team

HLT Exclusions Service is staffed by experienced and committed officers who will support schools with strategies and interventions to avoid exclusions, and challenge any schools that do not adhere to the DfE and HLT guidance. This service has developed clear procedures and guidance around Exclusions, Pupil Disciplinary Committees and Independent Review Panels – many other Local Authorities are less proactive.

Head teachers and Principals attending the July 2015 Behaviour and Attendance Partnership meeting commented on the invaluable support received from the Exclusions Officers within HLT. The primary focus of this service is to work to reduce exclusions and to ensure positive outcomes, and continuity of education for pupils who present with challenging behaviour.

It is important to note that the Exclusions Service upholds every aspect of the DfE guidance, and also strives to ensure that all educational establishments provide accurate and timely data in regard to fixed term and permanent exclusions. Where this may not happen, direct challenges to schools will follow.

REU

The Re-engagement Unit (REU) supports primary schools to create a clear, practical plan to promote the inclusion of a child at risk of exclusion. The REU works within school systems and in partnership with the teaching staff, SLT and families. The REU accepts referrals from all Hackney maintained primary schools and offers a highly personalised, responsive service. The REU should be approached for advice and guidance on inclusion systems and strategies for all primary children who are at risk of fixed term or permanent exclusion.

The REU works best as a preventative service so early referral is advised. The Exclusions Team and the Re-engagement Unit will work collaboratively in regard to the advice, guidance and interventions that are provided to a school. Information on pupils who may be at risk of exclusion will be regularly shared between services.

EPS

The Educational Psychology Service (EPS) works with primary, secondary and special schools to support them in meeting the needs of children and young people with a wide range of needs, including those at risk of exclusion. Such work can be at the level of the individual, but also at the level of the school to support the promotion of inclusive practice. The EPS adopts a collaborative approach, working closely with schools and parents/carers to ensure that an understanding of the young person's needs is established and a clear, evidence-based plan agreed that is aimed at promoting the inclusion of the young person. In addition, the EPS can also provide direct support to young people, where it has been identified and agreed by parents/carers and school that this type of support would be valuable, as part of an overall plan to support the young person. Work undertaken by the EPS would be regularly reviewed, in partnership with parents/carers and school, so that support can be tailored to meet the needs of the young person, as they change.

EHCP team

In regard to Emergency Annual Reviews, the EHC Planning Team will liaise with the school and agree who would be best to chair the meeting. HLT will work to ensure that the plan and intentions to address the current challenges are clearly understood by schools, parents and other professionals at the Emergency Annual Review meeting.

The options for pupils with EHCPs *may* be as follows:-

- The Emergency Annual Review would explore what the existing school can do in addition to, or different from, what they are already doing.
- Alternative Provision via New Regent's College (NRC) – staff at NRC will liaise with the EHC Planning Team in regard to the needs that the child presents and how these can be met. Schools must notify EHCP team of such arrangements – this is a legal requirement specified in the DfE Alternative Provision Guidance (paragraph 24)
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/268940/alternative_provision_statutory_guidance_pdf_version.pdf
- Consider consulting other providers, informed by parental preference. Within this, HLT acknowledges that delays cannot be in the best interests of the child so whilst we respect parental preference, decisions on suitable placements may need to be informed by availability of appropriate resource that is determined a suitable to need.

It may take a considerable time before a resolution / placement is identified. During that period, the child remains on the roll of the host school who retain responsibility, although the child may be dual registered at NRC or a provider commissioned through NRC only after agreement with the EHC Planning team.

Timescales and pathways are essential in ensuring that cases do not drift and needs remain unmet. Area Co-ordinators will retain responsibility for agreeing timescales and ensuring that these are adhered to.

The consultation process will include matters relating to the Exclusion. In dialogue with a potential new school, The EHC Planning Team officers will ensure that the receiving schools are fully briefed in regard to the pupil's needs and issues including exclusion if that has taken place.

Appendix

Exclusions Guidance

General

- Only the Head teacher can exclude a pupil. All exclusions must be on disciplinary grounds.
- Exclusion can either be a fixed term exclusion (one or more fixed periods up to a maximum of 45 school days in a single academic year) or a permanent exclusion.
- The behaviour of a pupil outside school can be considered as grounds for exclusion.
- Informal or unofficial exclusions, such as sending pupils home to cool off are unlawful, regardless of whether they occur with the agreement of the of parents or carers.

Pupils with SEND

- DfE guidance on exclusions from maintained schools, para 22 states that schools should **as far as possible** avoid permanently excluding students with an EHC Plan.
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/269681/Exclusion_from_maintained_schools_academies_and_pupil_referral_units.pdf
- Schools should have followed the assess – plan - do – review cycle and sought advice from services identified in the No Need to Exclude strategy to ensure that adequate support has been implemented to meet the child or young person’s SEND.
- Where a school reaches the view that a student with additional needs or an EHCP is in danger of permanent exclusion, the school should initiate an Emergency Annual Review. HLT suggests that the Educational Psychologist, EHC Plan Coordinator, as well as any other relevant professional working with the child, are in attendance.
- Where a school has concerns about the behaviour, or risk of exclusion, of a child with additional needs or an EHCP it should, in partnership with others (including the local authority), consider what additional support or alternative placement may be required.
- HLT will advise, where a student with an EHCP receives a permanent exclusion, the Head teacher should use the time between the imposition of the exclusion and the meeting of the Pupil Discipline Committee to hold an Emergency Annual Review. If the terms of the EHCP have not been fully met and there are still strategies the school needs to put in place, it would be expected that the Head teacher would withdraw the exclusion. The meeting could also recommend a change of placement or mainstream school and agree interim support and timescales.
- It is unlawful to exclude or to increase the severity of an exclusion for a non-disciplinary reason. For example, it would be unlawful to exclude a pupil simply because they have additional needs or a disability that the school feels it is unable to meet.
- Head teachers and governing bodies must take account of their statutory duties in relation to special educational needs (SEND) when administering the exclusion process. This includes having regard to the SEN Code of Practice 2015.
- Schools have a duty under the Equality Act 2010 not to discriminate against pupils by excluding them from school because of behaviour caused by their disability.

- Discrimination is seen as occurring where a disabled pupil is treated less favourably than other pupils for a reason relating to their disability, without justification. Discrimination can also occur where a school fails to make reasonable adjustments to ensure that disabled pupils are sufficiently and appropriately supported.

Educational provision following an Exclusion

- For a fixed period exclusion of more than five school days, the governing body (or LA in relation to a pupil excluded from a PRU) must arrange suitable fulltime education. This provision must begin no later than the sixth day of the exclusion. HLT would encourage all schools broker such provision via New Regents College, however, HLT has no authority to insist such a referral is made. For fixed term exclusions the school cover any costs.
- For permanent exclusions, HLT must arrange suitable full-time education for a Hackney resident to begin no later than the sixth day of the exclusion. In addition, where a pupil has a statement or EHCP, HLT must ensure that an appropriate full-time placement is identified in consultation with the parents (who retain their rights to express a preference for a school that they wish their child to attend). For permanent exclusions, HLT cover the cost of provision via New Regent College – that is, it may be agreed that another provider (within NRC Provider Framework) is better suited to offer the provision. In such instances NRC will oversee and hold responsibility for the placement.

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Reducing Exclusions - Strategic Plan

Revised October 2018

1. Context to this plan

Despite a significant amount of challenge and resource allocation in regard to exclusions and the 2015 No Need to Exclude initiative, permanent exclusions continue to increase, significantly within the secondary sector.

A further issue which gives cause for significant concern is the degree to which young black men are disproportionately represented in exclusions across Hackney- pupils from both Black Caribbean and Black African heritage. Pupils with SEND are also over represented in FTEEx and PEx.

. Primary Exclusions

17/18		16/17		15/16		14/15		13/14	
FTEEx*	PEEx*	FTEEx	PEEx	FTEEx	PEEx	FTEEx	PEEx	FTEEx	PEEx
184	3	313	8	353	5	321	9	319	8

Table 3- 2013/14 – 2017/18 primary exclusions (locally held data)

Secondary Exclusions

17/18		16/17		15/16		14/15		13/14	
FTEEx*	PEEx*	FTEEx	PEEx	FTEEx	PEEx	FTEEx	PEEx	FTEEx	PEEx
789	47	1161	45	1175	29	1139	22	1232	23

Table 4- 2013/14 – 2017/18 secondary exclusions (locally held data)

***Notified in-borough exclusions to date.**

2. HLT Exclusions Executive

The exclusions executive team in Hackney Learning Trust (HLT) will be responsible and accountable for ensuring that the organisation's objectives with regard to maximising inclusion and minimising exclusions are met. It will approve the final exclusions action plan and monitor progress towards objectives. Specifically it will –

- provide leadership, capacity and direction in fulfilling the objectives of the exclusions action plan;

- determine the scope of the action plan and take action to engage partners fully in meeting its objectives
- bring knowledge of the wider community to the discussions

3. 2016 / 17 Exclusions SFR -

Primary

No. PEx	PEx rate	No. FTE	FTE rate	One or more FTE	One or more FTE rate
Hackney Joint 3 rd Highest of 14 Inner London LAs		Hackney 4 th Highest of 14 Inner London LAs		Hackney 5 th Highest of 14 Inner London LAs	
Islington - 10	0.06	Southwark - 367	1.45	Southwark - 211	0.84
Lambeth - 9	0.04	Lambeth - 305	1.37	Lambeth - 169	0.76
Haringey - 4	0.02	Islington - 304	1.95	Islington - 143	0.92
K&C - 4	0.05	Hackney - 235	1.13	Lewisham - 136	0.53
Hackney - 4	0.02			Hackney - 131	0.63

Secondary – PLEASE NOTE SFR DATA INCOMPLETE

No. PEx	PEx rate	No. FTE	FTE rate	One or more FTE	One or more FTE rate
Hackney 3 rd Highest of 14 Inner London LAs		Hackney 2 nd Highest of 14 Inner London LAs		Hackney Highest of 14 Inner London LAs	
Lewisham - 63	0.43	Newham - 1696	7.33	Hackney - 1074	8.11
Newham - 44	0.19	Hackney - 1680	12.68	(Newham - 963)	(4.16)
Hackney - 39	0.29	(Lewisham - 1436)	(9.71)	(Lewisham - 954)	(6.45)

Maps –

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/726729/Permanent_Exclusion_Rate.pdf

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/726730/Fixed_Period_Exclusion.pdf

4. The Purpose of the Action Plan

The Action Plan aims to uphold the recommendation to proceed in developing our Exclusion Strategy for both Primary and Secondary schools.

Proposals and reasons

The proposals reflect an urgency to act. They build on existing practice of early intervention and schools working in partnership to ensure that fixed term and permanent exclusions are reduced.

We will continue to:

- provide a full service offer from New Regents College, Boxing Academy and Alternative Providers to all participating schools
- provide Multiagency early intervention support provided through the existing procurement channels
- ensure all providers are Quality Assured (QA) and financially viable.

5. Roles and Expectations

Excerpts from DfE guidance – ‘Exclusions from maintained schools, academies and pupil referral units in England’ September 2017
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf

Local Authority

The statutory role and function of the LA is limited to:-

- Ensuring 6th day provision

- Collecting data for Exclusions above 5 days, for PEx, and for any exclusion where a pupil would miss a public examination. All other exclusions should be reported to the LA once per term.
- Providing advice and representation to Pupil Disciplinary Committees (upon invitation if the excluding School is an Academy)
- Arranging (and clerking) Independent Review Panels for any appeal received (within 15 days of PDC decision) in regard to exclusions from maintained schools
- Providing an SEN expert for IRPs where requested
- Ensuring that IRP panel members have received appropriate training within the last two years of the date of the review
- Overseeing financial readjustment following exclusion

Schools

A decision to exclude a pupil permanently should only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

The decision on whether to exclude is for the head teacher to take. However, where practical, the head teacher should give the pupil an opportunity to present their case before taking the decision to exclude.

In addition:-

- Schools **must** establish a behaviour policy and should have processes for identifying and supporting pupils' additional needs.
- Schools **should** have a system in place to ensure they are aware of any pupil showing persistent poor behaviour or not responding to low level sanctions.
- Schools **should** have a clear process in place for exclusion.
- Schools **should** ask the governing board whether it has a clear process in place for considering reinstatement following an exclusion.

Parents

As well as responsibility under section 7 Education Act 1996 for ensuring regular attendance and engagement for their child, Parents are required to work in partnership with School and Local Authority support services in situations as outlined above, where pupils may be displaying persistent poor behaviour or not responding to low level sanctions.

6. Summary

- Schools will be encouraged to consider further inclusive measures, and will be responsible for finding alternative provision.
- The role of alternative provision, in particular, New Regents College, is re-developed particularly to support SEND pupils more comprehensively.
- Responsibility for excluded pupils will be shared between schools and the Local Authority in order to ensure continued access to high quality provision.

DRAFT

Strategic Plan 2017 – 20

Strategic areas – key actions	Who	Outline outcomes and success indicators we wish to achieve		
		Year 1 (2017-18)	Year 2 (2018-19)	Year 3 (2019-20)
<p>(1) Data</p> <ul style="list-style-type: none"> Data and analysis are robust, based on SFR (MISA) and include 'live' data from Exclusions Team. Disseminate to Schools, Governing Bodies, Scrutiny Commission, key strategic partners (Troubled Families, Young Hackney etc) half yearly. Analyse exclusions against gender, ethnicity, social care and SEND 	<ul style="list-style-type: none"> Lead Officer – Paul Kelly, Head of Wellbeing and Education Safeguarding HLT HLT officers – MISA and Exclusions Team LAMAs 	<ul style="list-style-type: none"> Clarity on standardised core data set is achieved and is shared broadly. Partners are aware that Exclusions data will be drawn from published data / SFRs 	<ul style="list-style-type: none"> Enhanced awareness of high rates of exclusion underpins NNTE, and exclusions reduce. Schools should be able to use data in order to focus on addressing disproportionality in Exclusions rates, which should also inform schools practice Schools not complying with data sharing are met with and data is shared. Set parameters on data - core standardised. 	<ul style="list-style-type: none"> Sustained and evidenced reduction in Exclusions Data booklet allows Schools and LA to identify 3 year trends and plan for reductions Data shows that gaps are narrowing
<p>(2) Research</p> <ul style="list-style-type: none"> Research project to undertake 'deep dive' based on cohort of PEx pupils (Primary and Secondary, in and out borough schools) to be undertaken during Autumn term 2018. Undertake Deep Dive every two years? 	<ul style="list-style-type: none"> Lead Officer – Paul Kelly, Head of Wellbeing and Education Safeguarding HLT HLT Officers and Research Graduate based 6 months in HLT Pupils out of School Team Would like to include some aspect of research on what is working to share 	<p>Survey excluded young people and ask them about their pathway; did they understand why they had been excluded, what went wrong for them, how did they experience the process, and what would support them and help them to manage their behaviour in a school setting.</p>	<p>Findings from project to be shared with Wellbeing and Behaviour Partnership, along with evidence of good practice in Hackney and beyond to reflect on existing practice and devise a new inclusive approach</p> <p>The research enables HLT and Schools to focus on the voice of the child.</p> <p>Schools and HLT develop an increased awareness of deprivation and the links to exclusion.</p> <p>Findings to be shared with LBH Overview and Scrutiny Commission January 2019 and head teachers and governors.</p>	<ul style="list-style-type: none"> Evidence shows that research into the causes of Exclusions has led to a change in practice, reduction in exclusions and an impact on current levels of disproportionality

			Possible additional research may be undertaken.	
<p>(3) Engage partners in Children and Families Services in supporting young people at risk of exclusion</p> <ul style="list-style-type: none"> o 	<ul style="list-style-type: none"> o Lead Officer – Pauline Adams, Head of Service Young Hackney o Schools o Children Social Care/ Family Support Units 		<ul style="list-style-type: none"> o Multi agency partnerships continue to promote NNTE – Young Hackney, CYPPP, etc. o Begin to see greater use of CSC, Young Hackney and Family Support Units via school referrals, particularly with all repeat fixed term exclusions. 	<ul style="list-style-type: none"> o Reduced disproportionality in Exclusions amongst YBM o Greater level of parental engagement with strategy
<p>(4) Governance</p> <ul style="list-style-type: none"> o Develop reporting template in regard to Behaviour – for GB. Evaluative impact on inclusive measures. o Monitor exclusions in their school using the ‘rate’ data for the school and groups within the school o Strengthen use of pupil disciplinary committees, ensuring governing bodies provide appropriate support and challenge o Campaign for training needs for Governors attending PDCs, IRPs etc. 	<ul style="list-style-type: none"> o Lead Officers – Annie Gammon, Director of Education and Maggie Kalnins, Head of Governor Services o Schools Head teachers, Governors and other leaders o Lead for Governors Services, Primary and Secondary o School Improvement Partners using SIP / KIT visits. 	<ul style="list-style-type: none"> o In school monitoring of key groups and behaviour patterns. o Challenge to Head teachers to ensure that decisions to exclude are proportionate o Inclusion of all appropriate information in PDC and IRP packs o Utilise check list of alternatives and behaviour management strategies (with reference to NNTE) o Ensure reporting on Exclusions shows comparisons between school, Hackney, Inner London, National data. 	<ul style="list-style-type: none"> o Governing Body can confirm behaviour policy includes avoiding exclusions wherever possible. o Governing Body has clear oversight of behaviour policy in school o Behaviour management is linked to interventions across the school and with external partners o Governing Body continues to develop challenge function in order to ensure that decision to exclude is justifiable and proportionate o Reinforced procedure around PDCs and IRPs to ensure that all parties are advised 	<ul style="list-style-type: none"> o Governors to have information on pupils at risk of Exclusions, options for management to avoid exclusion o Governing Body can clearly evidence oversight of behaviour management, increased inclusion and reduced exclusion. o Governing Body are confident that all available strategies to reduce exclusion will have been exhausted before decision to exclude, and that this can be clearly evidenced.

Strategic areas – key actions	Who	Outline outcomes and success indicators we wish to achieve		
		Year 1 (2017-18)	Year 2 (2018-19)	Year 3 (2019-20)
<p>(5) Review the quality alternative provision</p> <ul style="list-style-type: none"> Quality of Alternative Provision, including process of QA to be kept in place Evaluate and develop the role of NRC as facilitator / commissioner of AP Strengthen the quality of AP with a focus on outcomes Continued development of Partnership Placements in NRC 	<ul style="list-style-type: none"> Lead Officers – Andrew Lee Assistant Director and Anton Francic, Head of Secondary School Improvement Well-being review group NRC Management Board Head teacher groups Leaders of AP settings Police 	<ul style="list-style-type: none"> Are schools considering all options? Benchmarking of costs Make schools aware of range of AP in borough – Boxing Academy, Inspire etc Primary Partnership Placements - These are a maximum of 12 places, funded by Hackney Learning Trust, for students in Year 1 to 5 deemed to be at risk of exclusion. The student attends New Regent’s College for four days per week and spends the fifth day at the ‘Host’ school. 	<ul style="list-style-type: none"> Effectively plan for opening of KS 4 provision at NRC Models of effective practice within AP to reduce repeated exclusions are shared with Schools and Partners AP is quality assured. Continued development of Primary Partnership Placements to respond to identified need and contributing to lower risk of exclusion. 	<ul style="list-style-type: none"> Hackney KS4 provision at NRC and use of other AP is considered outstanding and has measureable impact on reduced exclusions Primary Partnership Placements are fully embedded and effectiveness is clearly evidenced
<p>(6) Strengthen use of managed moves</p> <ul style="list-style-type: none"> Evaluate and strengthen centralised and school / school managed moves 	<ul style="list-style-type: none"> Lead Officer – Billy Baker, Deputy HoS Well-being review group NRC Management Board Head teacher groups Admissions 	<ul style="list-style-type: none"> Continue to work to engage all Secondary schools in Managed Moves process Encourage Schools to develop an Independent Managed Moves process, as a viable alternative to PEx 	<ul style="list-style-type: none"> HLT will aspire for increased levels of effective managed moves and engagement from All Hackney Secondary schools and academies. Sustained engagement with mainstream Clearer understanding of the behaviour that can lead to exclusions, through intervention and planning Greater numbers of young people at risk of exclusion remain in a mainstream 	<ul style="list-style-type: none"> Reduced levels of PEx at Secondary have a commensurate link to increased levels of managed move as a viable alternative to exclusions, with better outcomes for pupils who are retained within mainstream

			setting, with disruption to learning and attainment kept to a minimum.		
Page 112	<p>(7) Promote well-being and inclusion Need to encompass pre-Exclusions activity –</p> <ul style="list-style-type: none"> • Promote well-being: pupils • Promote well-being: staff • Develop approaches to behaviour that are informed by wellbeing • Continue the work with police • Promote the WAMHS project • Promote parental engagement <p>Further considerations -</p> <ul style="list-style-type: none"> ○ Learn from other local authorities ○ School leaders and governors ○ Review and update the NNTE strategy ○ Redefine brief of well-being review group ○ Engage other agencies that work with schools to be proactive in providing family support that complements the work undertaken by schools, making use of the WAMHS project 	<ul style="list-style-type: none"> ○ Lead Officers – Rachel Thompson and Helena Burke for School Improvement ○ Andrew Lee for School Services ○ HLT Well-being Review Group ○ Secondary Wellbeing and Behaviour Partnership ○ SIPs and LaMAs ○ Wellbeing framework Partners ○ CAMHS workers in schools ○ SaLT 	<ul style="list-style-type: none"> ○ Share models of good practice for promoting wellbeing for staff and pupils across the Schools partnership ○ Effective and evidenced engagement with other partners – Safer Schools, Young Hackney, CAMHS ○ Share models of best practice for parental engagement 	<ul style="list-style-type: none"> ○ Evidence of shared practice through WAMHS, Headteachers groups, B&WP and REU ○ Reduction of FTE in schools engaging in WAMHS and other networks ○ Increased understanding across and within schools of behaviour as a form of communication linked to mental health and wellbeing including links to Speech, Language and communication difficulties ○ Coherent theoretical approaches to behaviour, including restorative approaches are developed further across interested Hackney schools, through sharing of the success of their models. ○ Excellent practice model published by HLT 	<ul style="list-style-type: none"> ○ Pupils and Parents feel secure in knowledge of schools promotion of wellbeing ○ Effective external partnerships are supporting schools to sustain good practice
	<p>(8) Promote SEND Inclusion within settings</p> <ul style="list-style-type: none"> • Support the commissioning of the Family School model • Commission targeted support through a ‘wrap around response’ team of experts (ISST, EPS, short break) • re-issue guidance on Identification of SEND and addressing need through Provision management training • Support schools in understanding and implementing reasonable adjustments around zero tolerance behavioural 	<ul style="list-style-type: none"> ○ Lead Officers – Andrew Lee, Assistant Director Education Services and Toni Dawodu, Head of SEND ○ Head of EHCP ○ EPS ○ ISST ○ Head of SENDIAGS 	<ul style="list-style-type: none"> ○ Ensure a process for earlier discussions between SEND and settings are had before exclusions are considered resulting in additional support for these children ○ ‘Wrap around response’ is provided before exclusion is given ○ If excluded SEND processes are timely to 	<ul style="list-style-type: none"> ○ Continued SEND involvement evidences reduced risk of exclusion as guidance and practice approaches are embed. ○ evaluation of ‘wrap around response’ service evidences changes in attitudes and behaviour of staff and pupils ○ Ongoing SENCo training programme promotes increased staff well-being and 	<ul style="list-style-type: none"> ○ Reduced levels of exclusion for pupils with SEND/EHCP ○ Less examples of pupils who have been excluded where SEND is undiagnosed ○ Positive parental engagement/HiP re reduction in SEND exclusion ○ Continue with

<p>policy</p>		<p>Prevent drift.</p> <ul style="list-style-type: none"> o SENCo training programme to cover behaviour management and alternative ways of working. o Continue programme partnership work with other key professionals and agencies to support pupils with SEND o A process for SEND staff are able to advise and guide schools on the most effective behaviour management strategies for pupils with EHCP who may be identified as at risk of exclusion o Work with parents/HiP to address concerns re exclusion and what they want to see change o Support schools and governing bodies to understand their legal duties in relation to the inclusion of children & young people with SEND including both formal & informal exclusions (the L case) 	<p>confidence in addressing SEND Needs</p> <ul style="list-style-type: none"> o increased parental engagement and satisfaction of reduced SEND exclusion o Use Survey findings to improve SEND young people experience to reduce SEND experience. o undertake new survey to follow on any unmet need that may impact on SEND exclusion o Students with repeat FTE are screened for SEND o Survey SEND excluded young people and ask them what went wrong for them and what would help them manage their behaviour 	<p>improvements as identified from previous years</p>
<p>(9) Develop work around transitions in order to minimise risk of exclusion.</p> <ul style="list-style-type: none"> • To ensure that systems and communication are robust and effective at every transition point in the life of a child / young person • To ensure that where risk of 	<ul style="list-style-type: none"> o Lead Officers:- o Rachel Thompson and Helena Burke for School Improvement o Marian Lavelle for School Services ? 	<ul style="list-style-type: none"> o Develop work with MISA team to collect information regarding all pupils at risk at Secondary transfer o Share all such information with schools o Consider creative dialogue with parents of 	<ul style="list-style-type: none"> o Consider role of REU in this process, and what can be achieved given that REU is a fully traded service. o Consider whether a REU model or service offer could be made available to Secondary schools, 	<ul style="list-style-type: none"> o Evidence that transition processes at every stage including EY / KS1 and mainstream / PRU-AP-Special – are thorough and mitigate risk of exclusion due to lack of appropriate

Document Number: 21770076

Document Name: (HLT Report 6) Exclusions Proposal and Strategic Plan 22-Nov-18 - DRAFT For BOARD (2)

behavioural challenge and exclusion is identified, it is shared appropriately with the receiving school at any transition point		Yr 6 excludees in regard to Secondary transition	especially through Secondary transfer and into KS3.	information sharing and planning.
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Appendix 1 – School Exclusions and House of Commons Select Committee report

Document Number: 21770076

Document Name: (HLT Report 6) Exclusions Proposal and Strategic Plan 22-Nov-18 - DRAFT For BOARD (2)

The House of Commons Select Education Committee has published a report examining reasons behind an increase in exclusions in mainstream schools and referrals to alternative provision. The report looks at the process of exclusion and referral and how to overcome the obstacles and problems encountered by parents and children in that process. It sets out the issues and challenges faced by alternative provision providers and what good practice looks like. Recommendations include: a Bill of Rights for pupils and parents in order to make schools more accountable for excluded children.

Source: [UK Parliament](#) Date: 25 July 2018

Further information: [Forgotten children: alternative provision and the scandal of ever increasing exclusions \(PDF\)](#)

Main (but not all) recommendations – most relevant for HLT and Schools:-

- **FINANCE** - *The Timpson Exclusions Review should examine whether financial pressures and accountability measures in schools are preventing schools from providing early intervention support and contributing to the exclusion crisis.* (Paragraph 20)
- **INCLUSION** - *The Government and Ofsted should introduce an inclusion measure or criteria that sits within schools to incentivise schools to be more inclusive.* (Paragraph 27)
- **OFF-ROLLING** - *We do not think that Ofsted should take sole responsibility for tackling off-rolling. Off-rolling is in part driven by school policies created by the Department for Education. The Department cannot wash its hands of the issue, just as schools cannot wash their hands of their pupils.* (Paragraph 34)
- **PROGRESS 8** - *We recommend that the Government should change the weighting of Progress 8 and other accountability measures to take account of every pupil who had spent time at a school, in proportion to the amount of time they spent there. This should be done alongside reform of Progress 8 measures to take account of outliers and to incentivise inclusivity.* (Paragraph 37)
- **IRPs** - *Legislation should be amended at the next opportunity so that where Independent Review Panels find in favour of the pupils, IRPs can direct a school to reinstate a pupil.* (Paragraph 45)
- **INDEPENDENT ADVOCATE** - *When a pupil is excluded from school for more than five non-consecutive days in a school year, the pupil and their parents or carers should be given access to an independent advocate. This should happen both where pupils are internally or externally excluded from school, or where the LA is arranging education due to illness.* (Paragraph 47)
- **RENAME PRUs** - *Pupil Referral Units, and other forms of alternative provision, should be renamed to remove the stigma and stop parents being reluctant to send their pupils there.*
- **SCHOOLS PUBLISH DATA** - *Schools should publish their permanent and fixed term exclusion rates by year group every term, including providing information about pupils with SEND and looked-after children. Schools should also publish data on the number of pupils who have left the school.* (Paragraph 64)

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- **FAP** - Government should issue clearer guidance on Fair Access Protocols to ensure that schools understand and adhere to their responsibilities and encourage reintegration where appropriate. No school should be able to opt-out and if necessary either the local authority or the DfE should have the power to direct a school to adhere to their local Fair Access Protocol. (Paragraph 72)
- **PROPOSED NEW LA ROLE** - There should be a senior person in each local authority who is responsible for protecting the interests and promoting the educational achievement of pupils in alternative provision, which is adequately resourced. This role and post-holder should be different from that of the Virtual School Head for Looked-After Children. (Paragraph 77)
- **SCHOOLS AND AP** - Mainstream schools should be more proactive in their engagement with alternative provision. All mainstream schools should be 'buddied' with an alternative provision school to share expertise and offer alternative provision teachers and pupils opportunities to access teaching and learning opportunities. (Paragraph 113)
- **POST 16** - Given the increase in participation age to 18, the Government must allocate resources to ensure that local authorities and providers can provide post-16 support to pupils, either in the form of outreach and support to colleges or by providing their own post-16 alternative provision. (Paragraph 124)

Re-engagement Unit Evaluation: Academic Year 2017/18

July 2018

Re-engagement Unit Evaluation 2017/18

Document Number: 21783715

Document Name: REU Evaluation Report 201718 Final Version

Service Overview

The Re-engagement Unit (REU) was established in 2013 as a school focused support service for behaviour and social and emotional needs of primary aged pupils in Hackney maintained schools. In September 2018 the REU will become a fully traded service.

This report details the work and impact of the REU in the academic year 2017/18.

Schools access the service by having an initial conversation with the REU manager and completing the REU referral form. On acceptance these schools can expect:

- A response to all email and phone contact within 24 hours. No pupil or enquiry for help will be turned away.
- Allocation of the case to a lead worker. The lead worker works in partnership with the pupil, family and all stakeholders.
- A comprehensive planning period. During this time the lead worker will observe the pupil, visit/meet the family, meet with relevant school staff and involved professionals (such as CSC, CAMHS etc), and discuss the case within the REU weekly team meeting.
- The co-creation of a clear contract of support to guide and shape the work of the REU according to school needs. The contracting meeting will be attended by the REU manager, lead worker, a member of SLT and the class teacher.
- The creation of a measurable, child-centred plan of support. This will be designed in partnership with all appropriate people involved with the pupil. The plan is held with a school based document. The REU recommends use of PSPs and will leave an example of best practice.
- A support plan of up to three targets and strategies to support progress. A baseline score and expected outcome score are agreed on a scale of 1-10. The support plan will be shared with the head teacher for sign-off.
- Creative, personalised strategies that meet the school and team around the pupil at their starting points. Responsive, professional advice and support at every stage of REU involvement in a case.
- Regular reviews to measure impact over time and guide the course of the intervention. The frequency of review will depend on the case. A typical review cycle is 3 weeks during REU involvement.
- A weekly update sheet with details of all intervention and contact with professionals, pupil and family. This is shared within the professional network.
- A formal review at 8-weeks together with the team around the child. The work and impact of the REU will be reviewed along with the child-centred targets. Any further work needed to embed change is identified and planned as part of the Sustainability Plan.
- Sign posting advice and support with direct referrals to other agencies and community partners including Young Hackney, Children's Social Care, CAMHS, First Steps.
- A sustainability plan on completion of intervention, including appropriate handovers and information sharing with HLT and Hackney services.

We've seen so much improvement. I think putting the structure and systems in place to support the needs appropriately has been key. Thank you for all your hard work and time with this.
Jubilee Primary School

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Key Performance indicators

Six key performance indicators were assigned to the REU in August 2013. All the monitoring data set out in this report is based on direct feedback and scaling from our schools, parents and stakeholders.

1. Schools that work in partnership with the REU feel supported to develop, deliver and monitor plans; with a focus on supporting the effective implementation of a Pastoral Support Plan, increasing the engagement of the family and the prevention of exclusion.
2. Reduction in fixed term exclusions for targeted pupils.
3. Improved attendance or maintained good attendance for targeted pupils.
4. Improved learning outcomes within PSP targets for targeted pupils.
5. Improved behaviour and wellbeing outcomes within PSP targets for targeted pupils.
6. Improved partnerships between schools and families for targeted pupils.

The work of the REU is overseen by a Steering Group. Members include three Primary Headteachers, and representatives from the School Improvement Team, EPS, Exclusions Team, Special Educational Needs, Children's Social Care, New Regents College and Young Hackney. The REU presents progress data towards the KPIs to the Steering Group on a half termly basis.

This report will assess the impact of the REU based on these KPIs. With the Steering Group approval, it has been decided that attendance data will only be tracked when raised as a concern at the outset of a referral. Individual data tracking on attendance for the academic year 2017/18 is available.

Summary of REU Cases

Through the academic year 2017/18, the REU had involvement with 93 cases.

93 cases	
71 completed REU cases	-Full REU plan initiated -4 week review and 8 week closure meetings completed -Sustainability planning and satisfaction questionnaires completed with school
1 consultative case	- Full REU plan not initiated -This is typically children who were previously on a REU plan where additional support was later required as a bolt on to previous involvement
14 early withdrawal	-An REU plan was initiated but could not be completed -This could be due to the pupil being placed at New Regents after a significant event or the pupil transferring to another school
3 no plan undertaken	-An REU plan could not be fully initiated or implemented -This could be due to consent from parents not being secured or a change of placement
0 cases carried over to summer 2	-REU plan initiated and in place -Full 8 weeks yet to be completed, so remaining time carried over to autumn 1 2018/19 -All cases open to REU were closed within the academic year
4 deferred cases from summer 2	-Referral made to REU late in summer 2 -Initial planning period started (met with parents and/or carried out observations) -No planning meeting held as too late into term

The following table details the REU involvement for cases in academic year 2017/18 comparatively to 2013/14, 2014/15, 2015/16 and 2016/17:

Type of case	2013-14	2014-15	2015-16	2016/17	2017-2018
Completed cases	48	54	52	50	71*
Consultative cases (inc. off plan)	2	21	16	26	1*
Early withdrawal/ no plan undertaken	23	10	32	20	17
Carried over from summer 2	3	13	6	11	4

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*This reflections a change in case categorisation.

Re-referrals

In the academic year 2017/18 the REU supported 93 individual pupils. Of these, 19 pupils had previously had a REU plan at some point between Sept 2013 and Aug 2017. This is a reduction from 2016/17 data, which saw 22 re-referrals.

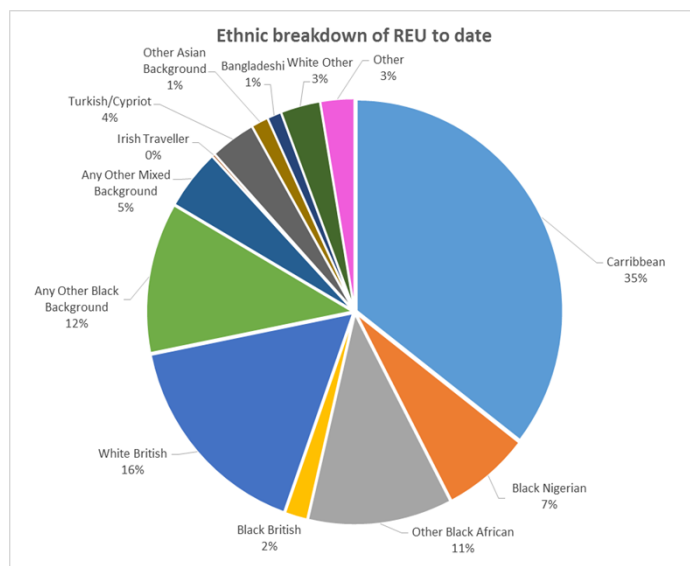
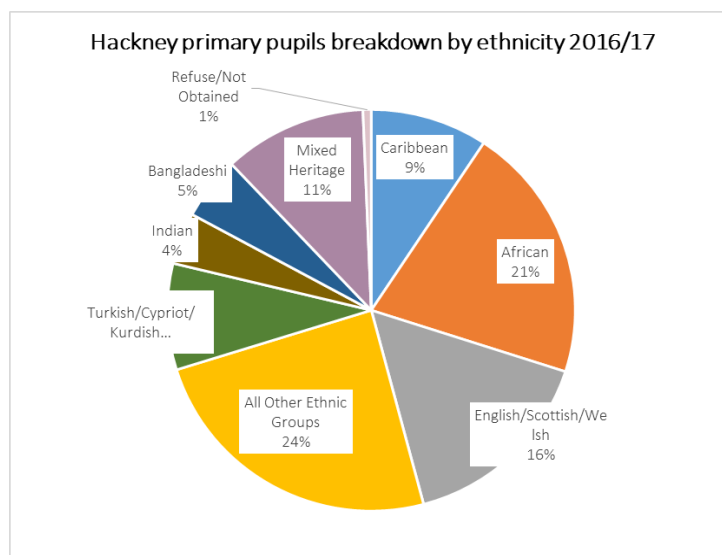
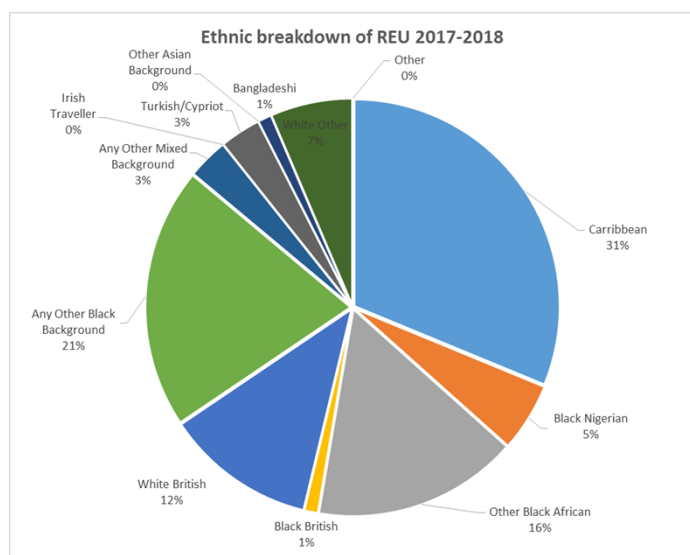
Of the re-referrals, 6 pupils had not be referred for over one academic year. This compares to 7 similar referrals in 2016/17.

Since 2013, 2 pupils have been re-referred to the REU 3 times or more. This data suggests that the increased focus on the sustainability of our work has had positive impact.

Summary of REU cohort

Ethnicity

The chart on the left shows the ethnic breakdown of the 93 referrals the REU had involvement within the academic year 2017/18. The chart on the right shows the ethnic composition of primary aged pupils across Hackney. The trend towards an over representation of Caribbean pupils has continued since 2013.



The table below details the ethnic background of the entire REU cohort since September 2013.

Gender

The following table details the number and proportion of REU referrals by gender broken down by each academic year. It also includes the programme to date figures (PTD), representing the total number of pupils known to the REU since its inception in 2013. The HKY column, is the Hackney wide proportion of primary aged pupils according to census data. The gap between boys and girls remains significant year on year.

	13/14		14/15		15/16		16/17		17/18		PTD	HKY
Males	68	93%	89	91%	75	82%	77	81%	80	86%	86%	51.0%
Females	5	7%	9	9%	16	18%	18	19%	13	14%	14%	49.0%
Totals	73	100%	98	100%	91	100%	95	100%	93	100%	100%	100%

Year Group

On the request of the steering group, the REU began tracking referrals by year group in the academic year 2015/16. Below is a table detailing the year group of referrals for the academic year 2015/16, 2016/17 and 2017/18. Over the last three years the greatest proportion of referrals has been from Year 3.

Year group	Number of pupils 15/16	%	Number of pupils 16/17	%	Number of pupils 17/18		Total	
R	3	3%	7	7%	5	5%	10	5%
1	14	15%	7	7%	8	9%	21	11%
2	11	12%	18	19%	19	20%	29	16%
3	18	20%	24	25%	9	10%	42	23%
4	14	15%	20	21%	21	23%	34	18%
5	18	20%	13	14%	16	17%	31	17%
6	13	14%	6	6%	15	16%	19	10%
Total	91	100%	95	100%	93	100%	186	100%

Pastoral Support Programmes

Schools are asked to complete two full Pastoral Support Programme (PSP) reviews prior to referral. However the REU will not turn away a case if this cannot be evidenced. At point of case closure the team will ensure a PSP is in place.

In 2017/18, 25.8% of the cohort had a PSP in place at point of referral. This is a marginal decrease from 2016/17 where 28% had a PSP at the point of referral.

The REU work alongside schools to support the development of internal systems and documentation. These sustainable models of best practice aspire to ensure a lasting and positive impact for the children. The REU leaves a REU Sustainability Plan in place at all case closures. Such documents have been integral to applications for EHCPs, school's self-evaluation and improvement planning and governance reports.

- Of 71 completed cases 37 (52%) had some form of internal documentation at the point of referral, e.g. PSP, IPB. Upon completion 64 cases (90%) had a PSP in place.
- 100% of completed cases had an REU sustainability plan.

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Safeguarding Services

The following table details the proportion of REU cases who were open, at the time of referral, to a safeguarding service. The final column details the percentage of pupils known to Children's Social Care across the Hackney primary aged population. Liaising with services supporting the safeguarding of pupils is a significant aspect of REU work with schools and parents/carers.

2017/18	REU cohort	REU cohort % (93 referrals)	CSC in Hackney Primary Schools (Aug 17)
CSC	24	26%	4%
FRT	4	4%	
CIN	7	7%	
CP	2	2%	
LAC	4	4%	
SGO	4	4%	
A&A	2	2%	
FU	1	1%	

Special Educational Needs and Disabilities

In 2017/18, 10.7% of pupils referred to the REU had an EHCP or statement of educational need at the point of referral. This compares to 2% of primary aged pupils across Hackney.

The REU and SEND team have worked together to ensure that there is a clear protocol in place to help schools support pupils with an EHCP who are at risk of exclusion. The SEND team now attend the REU multi-agency team meetings.

The REU supports schools to gather evidence and apply for EHCPs where appropriate. The REU commits to the entire process of securing an EHCP and attends all planning meetings. This is a significant time commitment, however school feedback to the REU demonstrates that this support has been very effective in securing appropriate next steps for the pupil and the school. In the academic year 2017/18 there was an EHCP initiated for 27 children either during or following REU involvement. This equates to 38% of our completed cases.

REU Partnership Work

Signposting

The REU has significant connections with other services and ensures that families and schools are connected to the right service upon closing a case. The most frequently used services are: Young Hackney, A-Space, Drama Therapy, First Steps, FAST, SENDIAGS and Hackney Arc, as well as various community groups and sports clubs.

"Their availability, prompt response, excellent discussion time - they spend time to talk and listen"

Betty Layward Primary School

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“My pupil has made massive improvements in school and is a lot happier attending. The support has been great, very consistent and he wants to be in school more.”

Parent

REU CAMHS Clinician

The REU works with some of the most vulnerable children in the borough of Hackney and often only becomes involved in a case at crisis point for the pupil, school and family. As a result, there is a high demand on our caseload for access to CAMHS. In 2017/18 the REU continued to employ the services of our CAMHS link clinician for 4 days a week. This valuable partnership has helped to enhance the depth and range of support that we are able to offer. Since September 2017:

- 40 out of 71 cases (56%) were supported by the CAMHS clinician.
- 35 of these 40 cases were formally opened to CAMHS during REU involvement and received clinical input. This has included 1:1 work, family work and parenting intervention.
- Of the 35 cases:
 - 25 received a formal clinical diagnosis including: ASD, ADHD, Attachment Disorder, Mild Learning Disability and Oppositional Defiant Disorder.
 - 4 were transferred to CAMHS in Children Social Care due to safeguarding circumstances
 - 8 received support in CAMHS from the REU link clinician with no formal diagnosis was made.

The clinician has also supported the team with case discussions, team supervision and the planning and delivery of the REU Ambassador's sessions.

The REU Ambassador Programme

The Ambassadors Programme runs for six months and includes six twilight training sessions. These sessions focused on Attachment Theory, Trauma Informed Teaching and Neurodevelopmental difficulties. Following the programme, schools were also offered an opportunity for follow up work to embed learning into their school environment. The aim of the programme was empower individuals to become 'ambassadors' for inclusion, enabling them to support staff to fully include the most vulnerable pupils within their setting.

Multi-agency Team Meetings

In 2016/17 the REU introduced half-termly multi-agency team meetings to raise overlapping concerns about individual pupils deemed at risk of exclusion. Partnerships through this meeting have been further developed within 2017/18, resulting in a more effective a joined up response for support. Representatives at the meeting include: CSC, SEND, EPS, New Regents College and the Exclusions Team.

Early Year Specialist Teacher time

In order to support the increasing demand from schools to work with younger pupils, the REU bought in Early Years Specialist Teacher time to advise with referrals and strategies for EYFS aged pupils.

Educational Psychology Service

The Education Psychology team have continued to inform the work of the REU this academic year including:

- Consultation on casework and systemic work across the REU team
- Attending REU team meetings, including providing supervision
- Acting as an organisational link between the REU and the EPS

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- Support with the planning, design, implementation and evaluation of interventions
- Support with discussions between the team and schools on whole school systems for inclusion.

Summary of Referring Schools

The team received referrals from 36 primary schools, including one school who was new to the service. This is equal to last year, so maintaining the figure for the highest number of schools the REU has worked with during one academic year.

Since 2013 the REU has worked with a total of 49 of the 53 Hackney maintained primary schools. In addition to this the REU has been able to offer a traded service to 2 academy/free schools. This takes the total of schools to have worked with the REU to 51 schools.

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LBH School referrals (27/7/2018)							
		2013/14	2014/15	2015/16	2016/17	2017/18	Total
	Primary school						
1	Baden Powell	0	0	3	1	2	6
2	Benthal School	0	1	2	2	0	5
3	Berger Primary School	2	3	3	2	2	12
4	Betty Layward	0	0	1	4	2	7
5	Colvestone	0	0	1	0	0	1
6	Daubenev Primary School	4	1	8	4	3	20
7	De Beauvoir Primary School	3	7	7	2	0	19
8	Gainsborough Community Primary School	4	11	10	6	3	34
9	Gayhurst Community School	0	1	1	3	1	6
10	Grazebrook Primary School	0	0	0	0	3	3
11	Hackney New School (Traded service)	0	0	0	0	1	1
12	Halley House	0	0	0	0	1	1
13	Harrington Hill Primary School	2	3	2	1	1	9
14	Holmleigh Primary School	0	2	0	1	0	3
15	Holy Trinity	0	2	3	2	0	7
16	Hoxton Garden school/Burbage School	1	3	2	0	1	7
17	Jubilee School	2	1	1	4	3	11
18	Kingsmead Primary School	2	0	0	1	1	2
19	Lauriston Primary School	0	3	4	8	6	21
20	London Fields Primary School	1	0	3	2	0	6
21	Lubavitch House School (Junior Boys)	3	0	0	0	1	4
22	Lubavitch Ruth Lunzar Girls Primary School	0	1	0	1	1	3
23	Mandeville Primary School	1	3	2	3	5	14
24	Millfields	2	1	0	0	5	8
25	Morningside Primary School	4	5	4	7	8	28
26	Nightingale	0	0	1	2	1	4
27	Northwold Primary School	1	0	0	0	0	1
28	Orchard Primary School	2	7	3	4	1	17
29	Our Lady and St. Joseph Primary School	0	1	0	1	1	3
30	Parkwood Primary	1	1	0	0	0	2
31	Princess May Primary School	0	0	0	2	4	6
32	Queensbridge	3	1	0	2	3	9
33	Randal Cremer Primary School	2	2	3	2	3	12
34	Rushmore Primary School	5	4	0	3	0	12
35	St Scholastica RC	0	0	0	0	2	2
36	Sebright School	1	2	5	0	2	10
37	Shacklewell Primary School	2	1	2	4	2	11
38	Shoreditch Park Primary (Whitmore)	4	5	1	2	0	12
39	Simon Marks Jewish Primary School	2	1	1	0	0	4
40	Sir Thomas Abney Primary School	1	4	3	2	2	12
41	Southwold School	4	1	0	1	0	6
42	St John & St James	0	0	3	3	4	10
43	St. Dominic's Catholic Primary School	1	0	2	2	1	3
44	St. John the Baptist CE Primary School	1	1	0	1	1	4
45	St. Mary's CE Primary School	3	3	3	2	6	17
46	St. Matthias Primary School	0	1	1	0	0	2
47	St. Monica's Roman Catholic Primary Schoo	3	3	2	3	3	14
48	Thomas Fairchild Primary School	1	10	3	3	5	22
49	Tyssen Community Primary School	4	0	0	0	0	4
50	William Patten Primary School	1	0	0	1	1	1
51	Woodberry Down Primary School	1	2	1	2	1	7
		74	98	91	96	93	445

Summary of impact data

Learning, behaviour and wellbeing outcomes: The progress of the pupil

During an eight week intervention programme of support, up to three personalised child-centred targets are agreed by the network around the child. These targets aim to establish achievable and measurable areas for progress, and are held with a PSP. Each target is rooted in either learning or wellbeing/behaviour. Each target is set a baseline score on a scale of 1-10. This represents the landscape at the start of the intervention in

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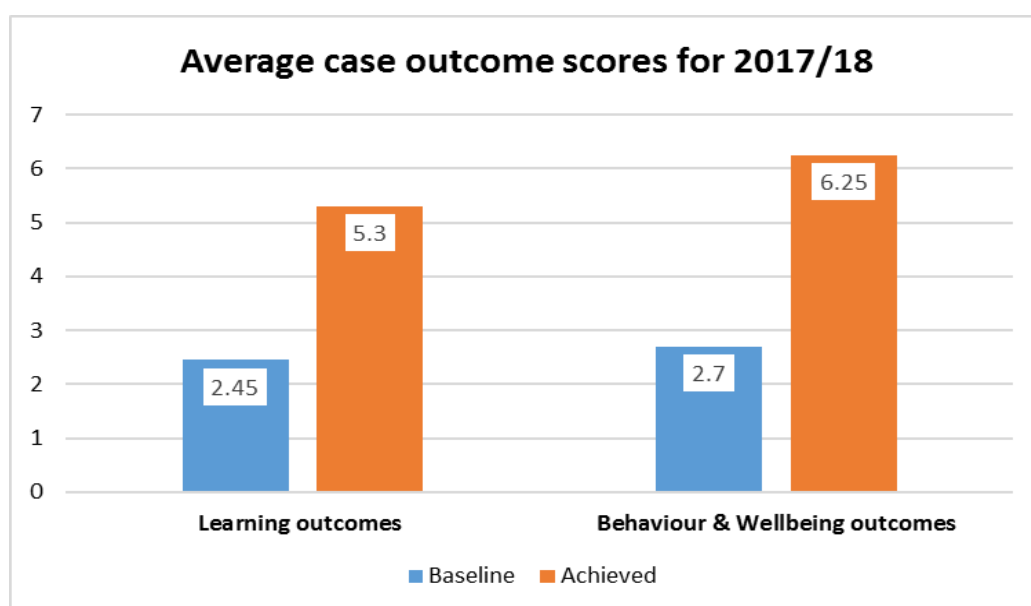
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relation to the identified need. The progress towards targets is reviewed at four weeks and any adjustments to the action plan are made. At eight weeks, the plan and the original targets are reviewed and scaled once again to measure progress.

Across the academic year:

- 96% of learning targets showed improvement and the average improvement score was 2.9.
- 97% of behaviour/wellbeing showed improvement and the average improvement score was 3.5.

Changing the documentation from an external REU Plan to a school based document has resulted in a more robust reflection of progress. It has improved school practice, and has resulted in the targets being more embedded within the school system. This has increased schools capacity to implement sustainability planning once the REU has completed the 8 week intervention.



“It was a pleasure to work with Uzma and the team. We really appreciated Marta’s efforts to engage the family with her service too.”
Mandeville Primary School

Contracting Meeting

In 2017/18 a key focus for practice was to improve the contracting meeting. The contracting meeting takes place at the start of the case and establishes the direction and ambition of the REU’s work through bespoke case aims that are separate from pupil targets. Progress towards case aims is reviewed at the point of closure, alongside pupil targets.

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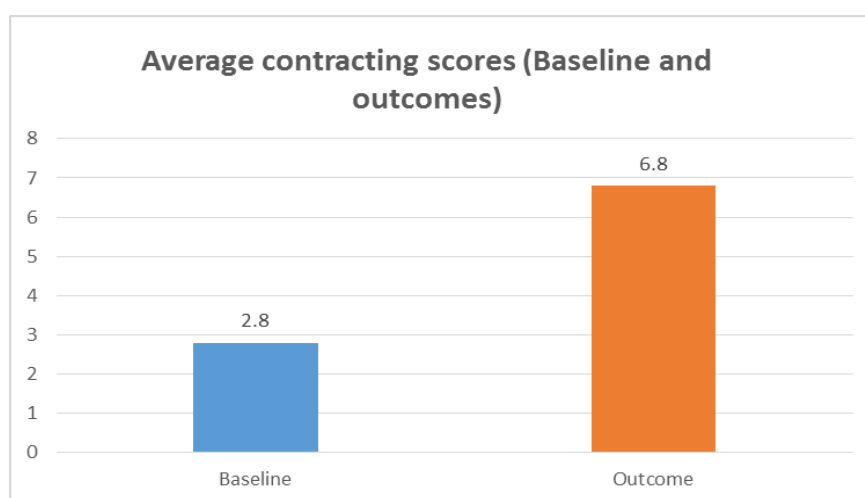
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This type of contracting has enabled evaluation to consist of both the progress of the pupil and the quality of the REU intervention. It also ensured that all of the work is even more bespoke in its commissioning and accounted for through monitoring. Of the 158 contacted case aims set, 98% showed an improvement from the starting points. The average improvement was 4 points on a scale of 1-10.

The contracting phase also offers a new degree of flexibility in our service provision where we have been able to contract smaller, more discreet, pieces of work than our previous system allowed. This has been particularly useful in increasing efficiency when schools have identified a one off concern or the school makes a late referral at the end of the year.

The improved monitoring has also evidenced the extent to which the REU enables the most vulnerable of our cohort to access CAMHS. In 2017/18 there was a sharp increase in pupils who received a formal clinical diagnosis as a result of REU involvement (6 pupils: 2016/17 and 25 pupils: 2017/18).



Exclusions

Fixed term exclusions: Incidents

During 2017/18 35% of pupils open to the REU received a fixed term exclusion (FTE) in the academic year prior to being referred. During REU intervention this figure fell to 5%.

In the six weeks following case closure this percentage rose slightly to 7%.

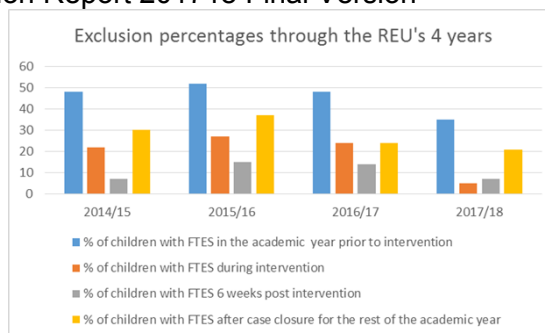
Continued monitoring for each pupil after case closure until the end of the academic year showed that 21% of the REU cohort were issued with a further FTE. In the vast majority of cases the number of exclusions issued for each pupil were less than before REU referral.

The percentage of the REU cohort of pupils receiving FTEs is the lowest since 2013. However the pattern of a gradual increase in exclusion after six weeks following REU involvement remains consistent. Attempting to maintain reduced exclusions for longer than six weeks following intervention will be a focus for 2018/19.

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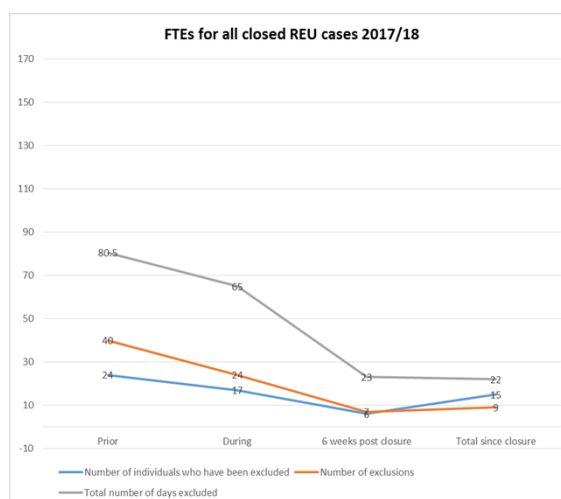
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Fixed term exclusions: Days

Prior to REU intervention, 24 pupils had received 80.5 days of fixed term exclusion. During intervention the number of days decreases to 65 days, and further decreases 6 weeks post closure to 29 days.

After 6 weeks post closure the decreasing trend continues, with 9 pupils receiving 22 days of exclusion. This compares to 69 days at this point in 2016/17, and is the first time a decrease has been shown since 2013.



Permanent Exclusions

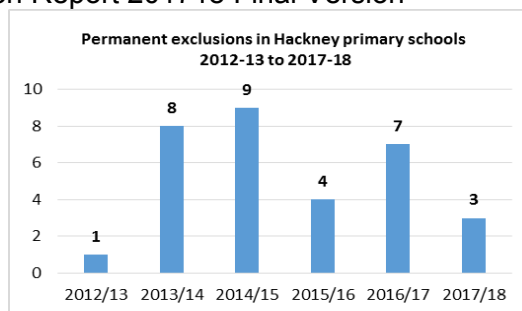
There were 3 permanent exclusions issued in the academic year 2017/18, all from non-maintained primary schools. Of these, 2 pupils were not known to the REU as they were not eligible for the service.

Work had been started with 1 pupil through a traded service, and was in the early stages. The pupil has since received a diagnosis of ASD and is in the processes of being given an EHCP. The school has bought into the service for 2018/20.

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Partnership work with schools and families

An important aspect of the REU's work is the feedback received from the schools and families. Upon closure of a case, schools and families are invited to complete a satisfaction questionnaire to rate their experience of the REU, the workers, the referral process and interventions.

In the academic year 2017/18 100% of schools completed a school satisfaction questionnaire. The REU received 59% of satisfaction questionnaires from parents.

The feedback is summarised as follows.

Feedback from schools on a scale of 1-10:

- Average satisfaction with the REU: 9.4
- Ease of referral to the REU: 9.6
- Personalisation of the REU plan to meet the pupil's needs: 9.3
- Schools confidence at being able to use the sustainability plan on REU exit: 8.1

Relationships between schools and families:

- 100% of schools reported that the strength of their partnership with the family of the referred pupil had either improved or remained the same
- 67% of schools reported that the strength of their partnership with the family of the referred pupil and parents had improved
- 100% of parents reported that the strength of their partnership with the school had remained the same or improved

Feedback from parents:

- Parents rated their agreement with the statement 'I am pleased with my pupil's progress' at 4.8 on a scale of 1-5
- Parents rated their agreement with the statement 'I found the REU worker understood my pupil's needs' at 4.9 on a scale of 1-5

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“We felt like we had tried everything, however since the intervention this child is happier and more productive, has done him the world of good!”

Lubavitch Boys School

Summer programme

Following our evaluation of the summer programme 2016-17, it was decided that it would be more impactful to support Year 5 pupils previously known to the REU. This was due to the positive relationships that we are able to build over the summer both with the pupil and the families, which we hope to carry through into year 6. It also enabled early preparation for transfer to secondary school.

The REU summer programme aimed to deliver a fun and engaging timetable of support through the summer for vulnerable children. All current Year 5 pupils previously or currently open to the REU were invited to participate. In total 16 children participated. In addition to the activities offered to the children over the summer, all children benefitted from bespoke 1:1 sessions at school and deranging the program. Schools were offered a TAC meeting following the summer to share the pupil's successes and our learning about the pupil.

Activities took place across the borough with community partners including Hackney Curve Garden and Laburnum Boat Club. Transition into Year 6 and future secondary schools were discussed throughout the summer to help the pupils articulate any concerns and find ways to overcome these.

Summer programme outcomes:

- 100% of parents rated working with the REU 5 out of 5
- 100% of children said that they had learnt new skills
- 100% of parents and children said that they were thinking about which secondary school was best for them

There were a number of notable successes from the 2017 summer programme. These included:

- Engaging hard to reach parents
- The 1:1 sessions with children using the *Drawing the Ideal Self* intervention
- Providing sustainable access to community activities for individual children
- Providing activities in a small, structured and supportive group that offer the children the opportunity to practice key social and emotional skills, essential to have a positive start in Year 6
- Positive group dynamics through small groups, enabling greater adult attention to be focused on the individual social abilities of the children
- Visual and written records of the child's success to help frame them in their best light for the beginning of Year 6. This record is left with school as a lasting reference point for the children.
- Using the relationships built over the summer to provide an invaluable resourced for the children, schools and families.

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Key successes and developments

REU Contracting

A key objective for the REU in the academic year 2017/18 was to improve the way in which the service established a clearly defined set of aims, therefore making the work as efficient and effective as possible. This was achieved by prioritising the contracting phase of our work. We met this objective through:

- Ensuring that contacting meetings were attended by a member of SLT, Class teacher, REU manager and lead worker. This kept case aims consistent throughout the professional network.
- Completing pupil conferencing prior to contracting case aims, enabling the pupil view to be better represented in the establishment of case aims.
- No longer classing cases as 'consultative' and therefore ensuring there is a statistical way of recording the impact of all work undertaken.

The impact of this on the REU's service delivery was:

- A greater number of completed cases than in any other academic year.
- Cases completed in efficient time scales. No cases have been carried over to 2018/19. This was particularly important going forward as a traded service.
- There are statistical measures for all work undertaken and consequently a more detailed account of our impact across all interventions.
- The contracting phase offers a new degree of flexibility in our service provision, and enabled us to contract smaller, more discreet, pieces of work than our previous system allowed.
- Reviewing the case aims of 2017/18 has provided a more detailed picture of schools needs and provided a valuable resource for planning our new training offer within the new traded service.

Subscription model

From September 2018 the REU will no longer be funded through the de-delegated budget. Therefore schools can only access the service through a two year subscription model 2018-2020. The subscription model was developed in consultation with school leaders through questionnaires and face to face meetings.

From September 22 schools have signed up to receive the service.

A subscription to the REU will include:

- Access to rapid, solution focused 8 week support plans for target pupils at point of need.
This is inclusive of:
 - Classroom observations and feedback
 - Creation and embedding of personalised resources and strategies
 - 1:1 pupil conferencing and support sessions for the pupil
 - Targeted group work including SEAL and Lego Therapy sessions
 - Reflective supervision for staff around a target pupil
 - Access to CAMHS clinical support.
- Access to up to three spaces on Team Teach and REU positive handling training day.
- Access to up to two bespoke staff training sessions inclusive of:
 - Attachment awareness
 - Trauma informed teaching
 - Whole school behaviour systems
 - Analysis of school continuum of support.
- One space on the REU Ambassadors training programme

"I would like to thank the REU for recognising what the issues were and realising it was in the best interests of the pupil and the wider community. Wish I had used the REU much earlier."

Our lady and St Joseph's Catholic Primary School

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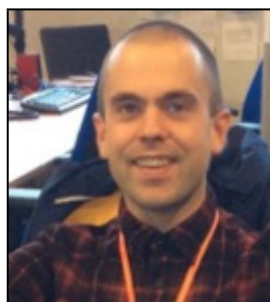
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Team structure 2018-19



Nicky Pailing
REU manager



Jack Newling
*Interim manager
(Maternity cover)*



Claire Tregear
Consultant



Joseph Metcalf
REU Worker



Holly Lambden
REU Worker



Tom Stokes
*REU Worker/
Team Administrator*



Marta Bacigalupi
*REU link CAMHS
clinician*

Fair Access Protocol Report to Scrutiny 14 January 2019

Fair Access Protocol

1. Each Local Education Authority must have a Fair Access Protocol, agreed with the majority of schools in its area to ensure that – outside the normal admissions round – unplaced children, especially the most vulnerable, are offered a place at a suitable school as quickly as possible. In agreeing a protocol, the local authority **must** ensure that no school – including those with available places – is asked to take a disproportionate number of children who have been excluded from one of their schools, or who have challenging behaviour.
2. The operation of Fair Access Protocols is outside the arrangements of co-ordination and is triggered when a parent of an eligible child has not secured a school place under the in-year admissions process.
3. The list of pupils to be included in the Fair Access Protocol includes children who need to be reintegrated into mainstream school.
4. Details of permanently excluded pupils that have returned to mainstream school through the in-year fair access protocol is set out in the report entitled “Outcomes for Children and Young People who have been excluded from schools - Review 2018/19 - to the Commission.
5. Attached to this report is a copy of the Fair Access Protocol with an analysis of the cases referred in the 2017/18 school year.

Hackney Headteachers' Protocol for the Allocation of Fair Access Pupils

Updated October 2018

HACKNEY HEADTEACHERS PROTOCOL FOR THE ALLOCATION OF FAIR ACCESS PUPILS

1. PURPOSE OF THE PROTOCOL

- 1.1. The protocol is designed to acknowledge the need for placement decisions for vulnerable young people, who are not on the roll of a school to be dealt with efficiently and appropriately.
- 1.2. It also aims to:
- Reduce the time these pupils spend out of school;
 - Ensure that all schools admit “Fair Access pupils” on an equal basis.
 - Be fair and transparent;
 - Be led and owned by schools.
 - Comply with the requirement that ‘every local authority must have a Fair Access Protocol agreed with the majority of its schools (which includes Academies, Free Schools and Maintained Schools), in which all schools must participate since it is binding on all schools;
 - Ensure that no school, including those with places available, is asked to admit a disproportionate number of children with challenging behaviour; and to
 - Ensure all parties act with a sense of urgency to identify a school place for any child who has had difficulty securing one or who falls under the Protocol.

GENERAL

- 1.3. Exceptionally, the Wellbeing and Behaviour Partnership or equivalent for primary schools may agree that a school admits fewer pupils.
- 1.4. A parent can apply for a place for their child at any time to any school outside the normal admission round and the majority of pupils will continue to be admitted in accordance with the school’s published oversubscription criteria, if the school has vacancies. Year 10 summer term applicants and year 11 applicants, who are not transferring directly from a mainstream school, will, however, be referred to New Regents College for an assessment to determine whether mainstream or New Regents is more appropriate. If mainstream is appropriate, a school will be named via The Fair Access Protocol if the pupil meets one of the categories listed in paragraph 2.9 below.
- 1.5. The Fair Access Protocol will not apply to a looked after child, a previously looked after child or a child with Statement of Special Educational Needs/Education Health and Care Plan as these

children must be admitted. In the case of a looked after child, the LA has the power to direct admission, even when the school is full.¹

1.6. Hackney Learning Trust is the admission authority for community schools and they will be expected to admit where the Fair Access Panel has allocated a pupil a place at the school.

2. CHILD WITH CHALLENGING BEHAVIOUR

2.1. The definition of challenging behaviour is as follows:

- Behaviour resulting in a significant number of fixed term exclusions (or other evidenced and accepted in-house alternative intervention) which demonstrate that the pupil is at risk of permanent exclusion for at least a year prior to the completion of the application form (see checklist of evidence in Appendix B attached to the Protocol).
- A pupil with less than 65% attendance at school and despite appropriate interventions by the school, a deteriorating pattern of absence (over the previous two terms) continues. In such cases, the clerk to the Fair Access Protocol Panel will request details of the interventions, collate supporting evidence from the school and any other involved agencies such as The School Attendance Service.
- A pupil being educated off-site to improve their behaviour and the most recent review by the current school determines that this is the most appropriate provision (primary and secondary) or has been educated off site for six weeks or more for behaviour issues in the last year (primary).

2.2. Where a Governing Body does not wish to admit a child with challenging behaviour, as defined in **paragraph 2.1**, it must notify the school admission team and give reasons for the decision. If the child is not on the roll of a school, the case will be referred to the Fair Access Protocol panel. If the child is on the roll of a school, the case may be **exceptionally** referred to the Fair Access Protocol Panel, if there is sufficient evidence available to suggest that a change of school is necessary. However, the decision to name a school will be made by the Chair of the Panel in accordance with Section 4.1 of the Protocol.

¹ Previously looked after children means children who were adopted (or subject to residence orders or special guardianship orders) immediately following having been looked after.

- 2.3. All pupils not offered a place via the in-year admissions process will have the right to appeal against the decision to an independent appeal panel.
- 2.4. Pupils who are not resident in Hackney, who meet the definition of challenging behaviour as defined in paragraph 2.1, will be referred back to their home LA if a school refuses to admit with the view that the pupil should be considered under their Fair Access Protocol policy.
- 2.5. If the pupil's former or current school is in the UK or the Republic of Ireland, the school will be asked to provide information about the pupil by completing the Part 2 Section of the application form. If on receipt of the Part 2 form, it is clear that the pupil meets the definition of challenging behaviour as described in this protocol, the school will be informed and can refuse admission in accordance with the paragraph 2.2. If it transpires at a later date that inaccurate/misleading information was given on the Part 2 Section, this will be taken up with the school concerned. In the case of all other pupils, the Part 2 form will only be forwarded to schools to assist the enrolment meeting, once the offer has been made.
- 2.6. If it is the view of the school that a pupil has challenging behaviour, but does not meet the definition of the challenging behaviour as set out in this protocol, it will be the responsibility of the school to produce the evidence to justify their view by completing the Part 3 form attached to this Protocol at Appendix A. If, following the receipt of the Part 3 form, there is sufficient evidence to suggest that the pupil has challenging behaviour, the application will be processed in accordance with paragraph 2.2. above.
- 2.7. If a pupil is admitted via the in-year admission process but after admission it is clear the pupil meets the definition of challenging behaviour as set out in paragraph 2.1 above, the case can be referred to the Fair Access Protocol Panel for a retrospective weighting.
- 2.8. The Protocol will adhere to the infant class size legislation, when placing infant children unless one of the legal exceptions apply.
- 2.9. **The Category of children covered by the Protocol with weightings is set out below.**

Pupils not on a school roll	Weight	Pupils on or off a school roll	Weight
Children from the Criminal Justice System who need to be reintegrated into mainstream school	6	Behaviour resulting in a significant number of fixed term exclusions or other evidenced and accepted in house alternatives from which it is clear that the child is at serious risk of permanent exclusion within a period of at least one year	3

		preceding the request for a school place	
Children who are off roll and attending New Regents College or another provider following a permanent exclusion and are ready to return to mainstream school, as demonstrated in the report submitted to the panel by New Regents College.	5	A pupil considered exceptionally at Fair Access who is being educated off-site but who is not able for good reason to return to their current mainstream school. (Other pupils considered exceptionally may be given a lower weighting; the weighting will be decided by the Chair).	3
Children who have been out of education for two months or more	2		
Children of Gypsies, Roma, Travellers, refugees and asylum seekers Children who are Carers Children with unsupportive family backgrounds where a place has not been sought, and Homeless Children	2	A pupil with less than 65% attendance and despite appropriate interventions by the school, a deteriorating pattern of absence (over the previous two terms) continues.	2
Children with special educational needs, disabilities or medical conditions (but without Education Health and Care (EHC) plan).	2		
In-year applicants who cannot be offered places because schools are full.	1		

2.10. The above weightings demonstrate greater transparency in the **type of allocation** per school.

2.11. Exceptionally, a child not meeting any of the above categories may be considered by the Fair Access Protocol Panel following the receipt of an in-year application form. For example, a pupil educated off site who is ready to return to school but for good reasons is not able to return to their current school. Appendix B attached to this protocol provides details of the type of evidence required for each of the above.

2.12. For all exceptional cases, the reason for the referral with a summary of the evidence submitted and the decision with reasons will be recorded.

2.13. The process for each type of application is summarised in the table below:

A pupil off roll who does not meet the definition of challenging behaviour, as set out in this protocol	<ul style="list-style-type: none"> • A place is offered at one of the preference school or another school has a vacancy and a place is offered at that school; • The pupil is referred to The Fair Access Protocol panel, if all schools are full.
A pupil on roll who meets the definition of challenging behaviour, as set out in this protocol.	<ul style="list-style-type: none"> • Preference school(s) are notified that the child has challenging behaviour; • If the preference school(s) decide not to offer a place, parent will be notified and informed of their right to appeal to an independent appeal panel against the decision. • Exceptionally, the pupil may be referred to the Fair Access Protocol Panel, if there is sufficient evidence to suggest that a change of school is necessary. However, any decision to name a school will be made by the Chair.
A pupil on or off roll who does not meet the definition of challenging behaviour as set out in this protocol but it is the view of the school that the	<ul style="list-style-type: none"> • The preference school(s) will be expected to complete the Part 3 form (Appendix A

<p>pupil has challenging behaviour and a place should not, therefore, be offered.</p>	<p>of this Protocol) setting out the reasons for their view.</p> <ul style="list-style-type: none"> • If this view is accepted by the admission team, who may consult other professionals, as appropriate, the case will be referred to the Fair Access Protocol Panel, if the pupil is not on the roll of a school. If the pupil is on the roll of a school, the case may be referred on an exceptional basis (Section 2.2 above) • If this view is not accepted by the admission team, the school will be informed that there is no legal basis for refusing admission and will be asked to re-consider their view. <p>If the school refuses to admit, the parent will be informed of the school's decision and of their right to appeal against the decision to an independent appeal panel.</p> <p>If the pupil is not on a school roll, the case will be referred to the Fair Access Protocol Panel with a recommendation that the school is named in accordance with Section 3.4 of the Protocol.</p> <p>The case may also be referred to the DFE/EFA</p>
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3. THE “FAIR ACCESS” PROCESS

3.1. Hackney Learning Trust will establish a panel comprising of core members:

- Secondary Headteacher (allocated in advance on a rotational basis);
- Primary Headteacher (as required);
- Head of Service, Admissions, School Place Planning and Travellers' Education Service, (Marian Lavelle)
- Head of Wellbeing and Education Safeguarding (Paul Kelly);
- Head of Admissions and Pupil Benefits (David Court);
- Principal Officer, Pupils out of Education (Billy Baker)

The Executive Principal of New Regents College or delegate will attend to present information on those pupils at New Regents College who have been permanently excluded from a school but are now ready to return to school. Other professionals may be invited to attend to present additional information on a case by case basis. For example, representatives from Young Hackney and the Re-engagement Unit. The officer responsible for Elective Home Education will be invited to attend in cases where the pupil has been previously electively home educated.

3.2. The panel will meet once a month (normally on a Thursday). The panel meetings will be arranged one year in advance and Headteachers or their deputies will be approached to Chair the panel in rotation.

3.3. In-year admission officers will determine potential cases for the panel in accordance with this protocol. The clerk to the panel will draw up the agenda, which will include a summary of each case to be considered, and will collate the data set out in Section 4.2 below. The clerk will also keep brief notes of the discussion, record decisions and notify schools of their allocations. These notes will be distributed to the members of the panel and other relevant parties, on request.

3.4. The panel reserves the right to name a school but the pupil not counted as a 'Fair Access' pupil if in the chair's opinion the application was not appropriately considered via the in-year admissions process. In such instances the school will be named and the school will be expected to admit the pupil.

4. PANEL MEETING

4.1. At the meeting the Chair, supported by the other members of the panel, will decide the school to be named for individual pupils. There is no duty to comply with parental preference when allocating places through the Protocol but the wishes of the parents will be considered along with other factors such as any sibling connection; distance from home to potential schools and any religious affiliation. In the case of pupils who were electively home educated or are returning to the borough from abroad or another part of the UK, there will be a presumption that the previous school is named.

- 4.2. The statistical data listed below will be provided to the panel for each school, some of these will be based on the last census data:
- The number of pupils on the school roll.
 - Number and percentage of pupils admitted to the school via the in-year admission process since the beginning of the school year;
 - Number and percentage with statements/EHC plan in each year group;
 - Number and percentage of permanent exclusions in each year group during the last school year;
 - Number of pupils admitted to schools via the in-year process since the beginning of the school year for whom a retrospective weighting has been given because the pupil meets the definition of challenging behaviour;
 - The number of confirmed managed moves since the beginning of the school year;
 - The number of permanently excluded pupils admitted to schools via the Fair Access Protocol who were referred from the PRU;
 - The total number of pupils admitted to schools via the Fair Access Protocol under all of the categories.
- 4.3. Schools will not normally be asked to admit pupils who have been permanently excluded from their previous school unless it is the view of New Regents College (NRC) that they are ready to return to school. Such pupils will be dual registered in the first instance as part of a package of support provided by NRC to ensure a smooth transition. The dual registration is usually for 6 weeks from the date the pupil starts attending the new school. In exceptional circumstances, (e.g. absence due to sickness), the dual registration can be extended to a maximum of 12 weeks with the agreement of the Chair, supported by the panel members, that took the original decision. Such requests should be submitted to the clerk who will seek the decision of the panel.

5. PANEL DECISION

- 5.1. All referred pupils placed by the Fair Access Protocol panel will be monitored for up to 6 weeks. The monitoring is to ensure that the pupil is still on roll after six weeks. The clerk will request an update after that period for confirmation that these pupils have been successfully placed.
- 5.2. For pupils that have been permanently excluded from a primary school and the exclusion has been confirmed, the clerk to the Alternative Provision Panel will ask the Head of Exclusions whether it is appropriate for a school to be named at the next Fair Access Protocol meeting. If this is the case, dual registration will commence when the re-integration process has started and will continue for 6 weeks as described above.
- 5.3. Once dual registration has commenced, the pupil can only be removed from the roll of the named school in accordance with the Education (Pupil Registration) (England) Regulations 2006. This means that both the school and the PRU will need to agree to the removal from the school's register.

Where a school has concerns about the viability of a placement, the school should contact New Regents College to discuss the reasons for the concerns. In most cases it is expected that agreement will be reached or that the pupil returns to New Regents. If agreement cannot be reached, the case will be referred to the FAP panel that made the original decision.

- 5.4. If it is the view of the Chair of the panel that unplaced pupils allocated a place through the Protocol should have been offered a place at their preference school(s) under the normal in-year admission process, the decision will be listed separately. Normally, all unplaced pupils, who applied to schools with vacancies but were not offered places and do not meet the definition of challenging behaviour as defined in paragraph 2.1 above will be recorded under this category.
- 5.5. A school is not permitted to rely on oversubscription where the panel has decided a pupil should be admitted to the school-in accordance with the protocol.
- 5.6. Schools must not insist on a parental appeal to an independent appeal panel being heard before admitting a pupil under the protocol.
- 5.7. A school must admit a pupil, who has been denied a place at that school including at appeal, if the protocol identifies the school as the one to admit the pupil.
- 5.8. A school must respond to decisions of the panel within 5 school days of the notification letter/email and must admit the pupil within 10 school days. For permanently excluded pupils, dual registration should also commence within 10 school days. If these time-lines are not adhered to, the matter will be escalated to the Chair of the Governing Body.

6. REVIEW OF PANEL DECISION

- 6.1. Schools can only request that the panel reviews its decision in cases where there is significant new evidence that was not available to the panel at the time. The request for review must be submitted to the clerk within five school days of the decision and include the new evidence. The panel must be convinced that, on the basis of the new evidence, the pupil cannot attend the named school and should, therefore, be allocated another school. For example, the pupil's older sibling attended the school and there was a serious breakdown between the school and family which was not known about when the decision was made.
- 6.2. In such cases, the clerk will forward the request and new evidence to the Chair who, in discussion with members of the panel that supported the original decision, will decide whether the decision stands or a new school should be named. The school will normally be notified of the Chair's decision within 5 school days of receipt of the request. The Chair's decision is binding on the school.
- 6.2 To assist the enrolment meeting, the school should request within 5 school days of notification of the panel decision the pupil's file from the pupil's last school.

- 6.3 If a school admits a pupil defined as “a pupil with challenging behaviour” (as set out in paragraph 2.1) through the normal admissions process, that pupil will be counted as a “Fair Access” pupil. Details of such children will be provided by Head of Admissions
- 6.4 Similarly, if a school admits a pupil defined as having challenging behaviour (as set out in paragraph 2.1) via the manage move process, that pupil will be counted as a “Fair Access” pupil, and will be given a weighting of 3. The onus will be on schools to notify the clerk of confirmed managed moves.
- 6.5 A record of the number of pupils admitted by each school under the Protocol will be kept by the clerk to the panel and monitored by the School Admission Forum and schools.

7 DIRECTION

- 7.1 Hackney Learning Trust will use its powers, where necessary, to direct admission in the case of voluntary aided schools that refuse to admit a pupil who has been allocated a place under the protocol or through the in-year admission process.
- 7.2 Before a direction is issued Hackney Learning Trust shall
- a. Invite other admission authorities within a reasonable distance of the child’s home (3 miles for secondary aged pupils and 2 miles for primary aged pupils), to consider the application and to refuse admission if it is their view that the admission would cause prejudice to the provision of efficient education or the efficient use of resources.
 - b. Consult the governing body of the school, the parent, and the child, if they are over compulsory school age. If following consultation the local authority decides to direct, it must inform the governing body and head teacher of the school.
- 7.3 The Governing Body can appeal by referring the case to the Schools Adjudicator within 15 calendar days.
- 7.4 The school must notify Hackney Learning Trust if an appeal is submitted within the 15 calendar days to the Schools Adjudicator.
- 7.5 If an appeal is not submitted to the Schools Adjudicator within the 15 calendar days, the school must admit the pupil in compliance with the Direction issued by the Hackney Learning Trust.

7.6 Hackney Learning Trust will, where necessary, request a direction from the Secretary of State in the case of academies and free schools that refuse to admit a pupil who has been allocated a place under the protocol or through the in-year admission process.

8 REVIEW OF PROTOCOL

8.1 The clerk to the Fair Access Protocol Panel will produce an annual report each Autumn Term summarising the referrals and decisions of the panel in the previous year for distribution of all headteachers/principals.

8.2 In the event that the majority of schools in an area can no longer support the principles and approach of the local Protocol, all the school heads should initiate a review with the local authority. The existing Protocol however remains binding on all schools up until the point at which a new one is adopted.

Updated September 2017

Appendix A to the Fair Access Protocol

Part 3 In – year Admission Application – Reasons for refusal to admit

Child's name:		DOB	/	/	Year
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Please explain why school considers the above named child has challenging behaviour?

Please state below the reasons why admitting the above named child would cause prejudice to efficient education and the use of resources, the only legal reason for refusing admission unless the child has been twice permanently excluded?

What evidence do you have to support the prejudice as outlined above?

Is it your view that this child should be referred to the Fair Access Protocol Panel?

YES / NO

Name	
Designation	
Signature	
Date	

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APPENDIX B - FAIR ACCESS PROTOCOL

Fair Access Category and the type of evidence to be provided by completion of In year application Part 2 and other evidence

Fair Access Category	Criteria	Fair Access Category	Criteria
1. Children from the criminal justice system or Pupil Referral Units who need to be reintegrated into mainstream education	<p>HLT will need evidence, as provided on Part 2 of the in-year application form, in addition to any other evidence to support either a school place or a PRU placement. If it is a school placement, evidence of readiness to attend school must be included.</p> <p>The release date and the name of case worker will also need to be known.</p>	2. Behaviour resulting in a significant number of fixed term exclusions (or other evidenced and accepted in-house alternative intervention) which demonstrate that the pupil is at risk of permanent exclusion for at least a year prior to the completion of the application form	<p>In-year application form with a completed Part 2 form indicating a positive response to one of the following questions: 8, 9 or 10 (if the child meets the definition set out in the 3rd bullet point of Section 1.12 of the Protocol);</p> <p>If the school has indicated that the pupil is not at risk of permanent exclusions (Q9) but the pupil has had a fixed term exclusion in the last year and/or one or more of the agencies listed in Q14 have been involved with the family and/or the pupil was managed moved to the last/current school, it may be necessary to seek from the school some or all of the documents listed below to ascertain whether there is a high chance that the pupil would be at risk of permanent exclusion at a new school.</p> <ul style="list-style-type: none"> • Pastoral Support Programme and review details; • REU report, • EP Reports; • Behaviour Support Plan; • Record of referrals to external agencies; • Behaviour log sheet; • Educational assessment information; • Record of parental meetings/discussions/interviews.
3. Children who have been out of education for two months or more	<p>In-year application with a completed Part 2 form.</p> <p>In such cases the pupil has either been refused admission because schools are full or the Part 2 indicates that the pupil has challenging behaviour.</p>	4. A pupil has less than 65% attendance and despite appropriate interventions by the school, a deteriorating pattern of absence (over the previous two terms) continues	<p>An attendance rate of 65% or less is shown on the Part 2 form.</p> <p>In such cases, the clerk will establish whether a school attendance order has been issued and also whether the pupil is on the roll of school but not attending.</p> <p>It may also be necessary to seek from the school information relating to:</p> <p>Any difficulties in the family background, lack of engagement with agencies affecting attendance, whether the pupil is on roll but is a</p>

APPENDIX B - FAIR ACCESS PROTOCOL

Fair Access Category and the type of evidence to be provided by completion of In year application Part 2 and other evidence

			non- attender.
5. A pupil being educated off-site who is ready to return to school but is unable to return to their current school for good reason.	In-year application form with a completed Part 2 form indicating that the pupil is ready to return to school with a copy of the most recent review of the decision to refer off-site attached to the form with evidence of the reasons why the pupil is not able to return to their current school. Depending on the circumstances of the case, evidence of the reasons why the pupil cannot return to their current school may need to be submitted by the parent.	6. Children of Gypsies, Roma, Travellers, refugees and asylum seekers	In-year application with a completed Part 2 form. In such cases the pupil has either been refused admission because schools are full or the Part 2 indicates that the pupil has challenging behaviour.
7. Children who are carers	In-year application with a completed Part 2 form. In such cases the pupil has either been refused admission because schools are full or the Part 2 indicates that the pupil has challenging behaviour.	8. Children with unsupportive family backgrounds for whom a place has not been sought	In-year application with a completed Part 2 form. In such cases the pupil has either been refused admission because schools are full or the Part 2 indicates that the pupil has challenging behaviour.
9. Children who are homeless	In-year application with a completed Part 2 form. In such cases the pupil has either been refused admission because schools are full or the Part 2 indicates that the pupil has challenging behaviour	10. Children with special educational needs, disabilities or medical conditions (but without a statement)	In-year application with a completed Part 2 form. In such cases the pupil has either been refused admission because schools are full or the Part 2 indicates that the pupil has challenging behaviour

Referrals direct from New Regents College (NRC) to Fair Access Protocol Panel

Fair Access Category	Criteria
Children who are off roll and attending new Regents College or another provider following a permanent exclusion and are ready to return to a mainstream school	A referral form is completed by NRC , this must include robust evidence to support the pupil's readiness for mainstream education.

In Year Fair Access Data 2017/18

Relating to pupils Year 7 to 11

The In Year Fair Access Panel (IYFAP) received **68 Secondary School referrals** compared with 121 in 2016/17 and 105 in 2015/16.

Chart 1a: 68 Referrals by Gender

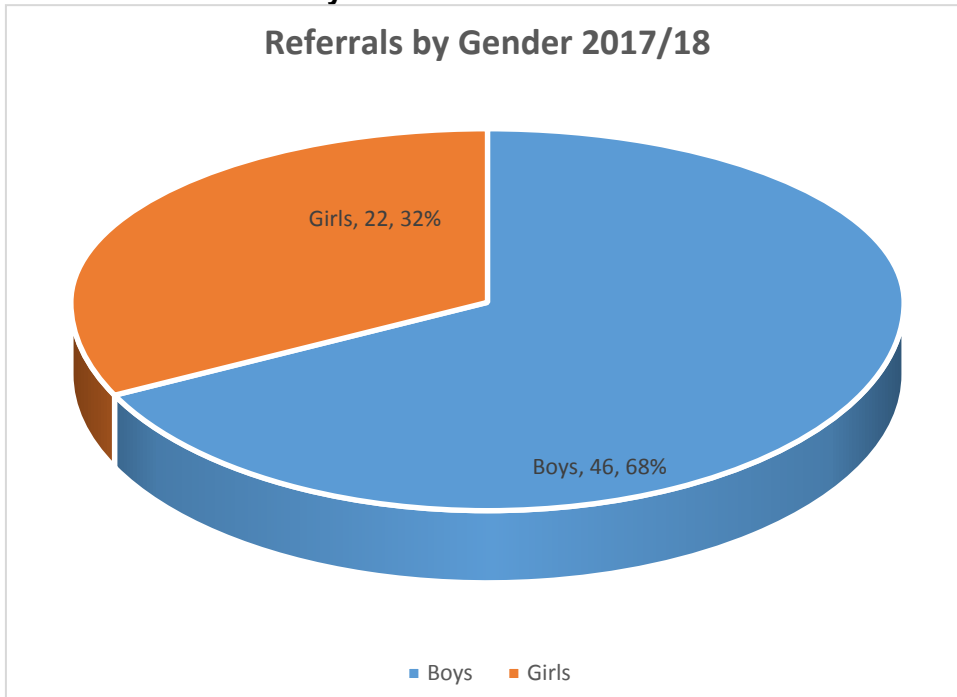


Chart 1a; shows the percentage and gender split for the academic year 2017/18 which equates to 46 boys and 22 girls. This compares to 78 boys (64%) and 43 girls (36%) in 2016/17.

Chart 1b: 68 Referrals by Year Group

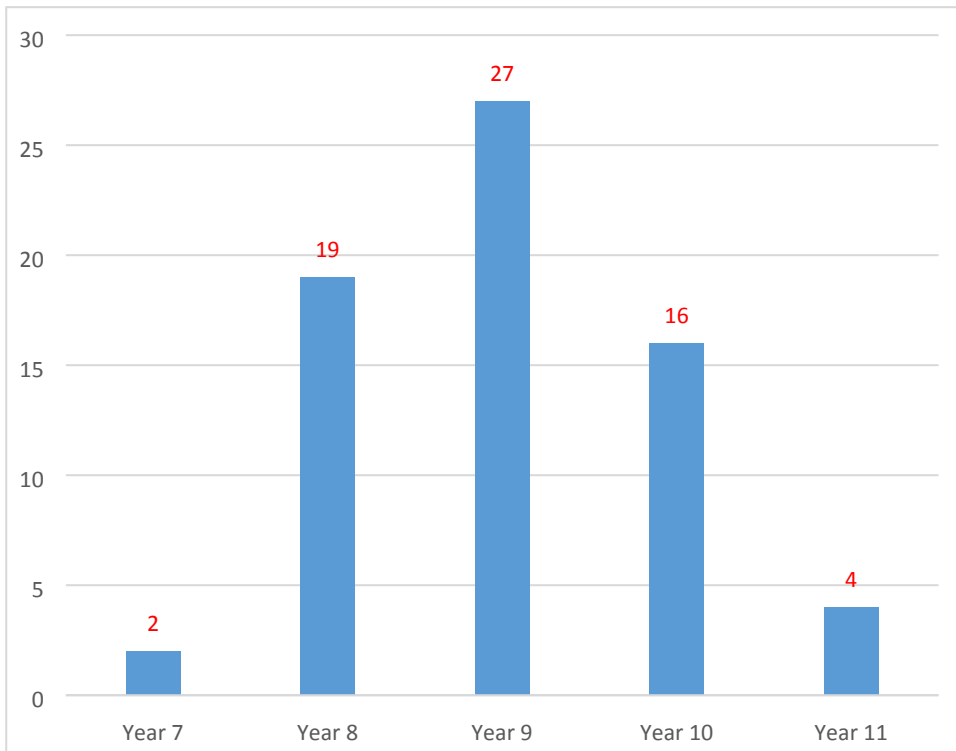


Chart 1b shows the total referrals by year groups. The highest number of referrals was for Year 9 school places (27 or 39.7%).

Chart 2: Types of Referrals (68)

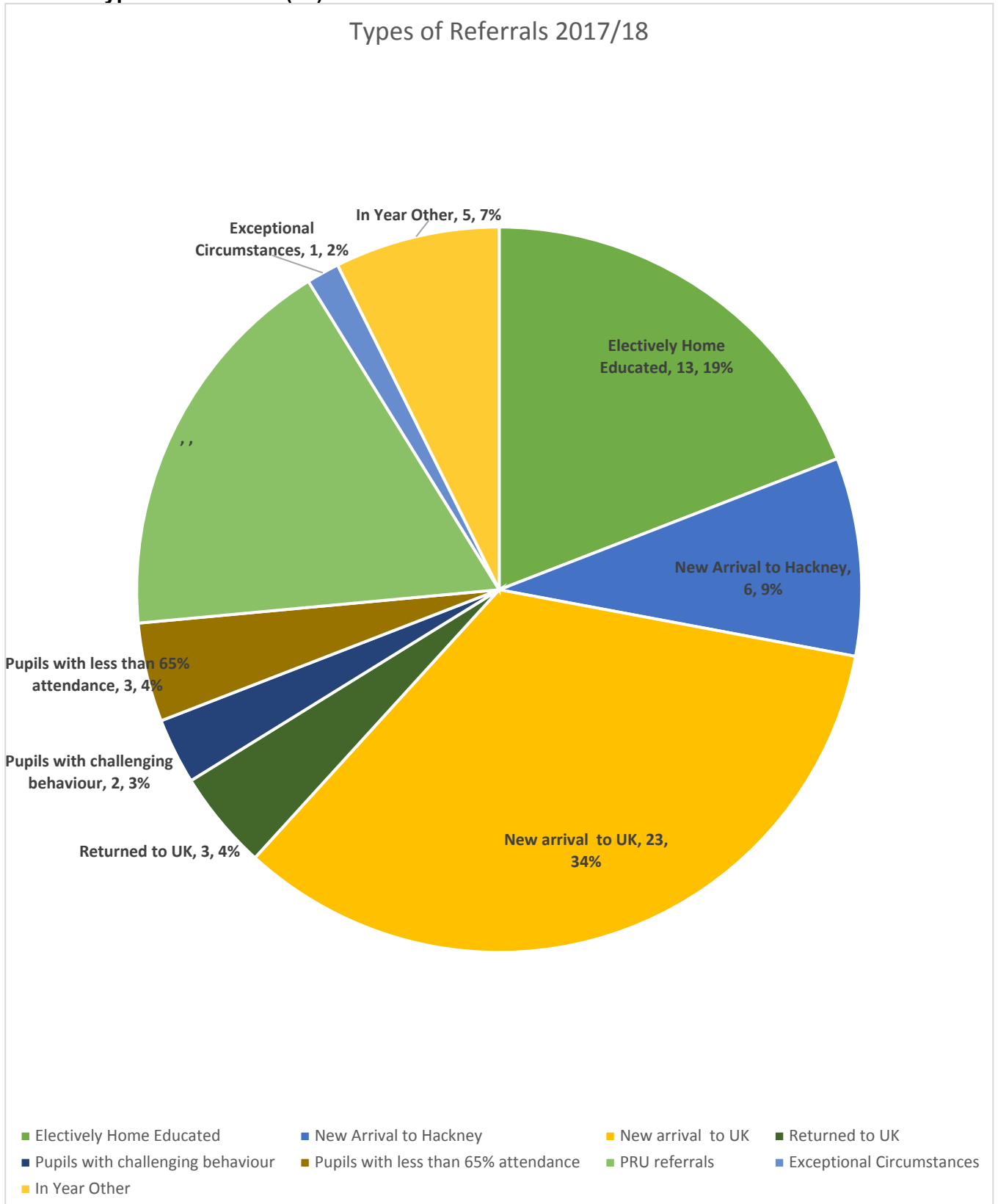


Chart 2; shows both the numbers and the percentage of the types of referrals received. These referrals have been categorised under 6 headings:

1. **Exceptional Circumstances** – As agreed by the Assistant Director of Education Services for referral to the IYFA Panel.
2. **Returned to the UK** – Children previously living in the UK/Hackney who moved overseas but have now returned to Hackney.
3. **New arrival to Hackney** – Children who have moved to Hackney from within the UK.
4. **PRU Referrals** – Permanently excluded children ready to return to a mainstream school.
5. **New Arrival to UK** – Children who are new to UK from another country/overseas.
6. **Pupils with Challenging behaviour** – Children who have had a significant number of fixed term exclusions and are a risk of permanent exclusion.
7. **Pupils with less than 65% attendance** – and despite appropriate intervention by the school, a deteriorating pattern of absence (over the previous two terms) continues.
8. **In Year Other** – These are referrals that fall outside the above 5 categories; mainly children who have previously attended fee paying schools.
9. **Elective Home Education** – Parents who had elected to home educated their child but are no longer doing so.

Types of Referrals	Number	Percentages
Electively Home Educated	13	19%
New Arrival to Hackney	6	9%
New Arrival to UK	23	34%
Returned to UK	3	4%
Pupil with Challenging Behaviour	2	3%
Pupils with less than 65% attendance	3	4%
PRU Referrals	12	18%
Exceptional Circumstances	1	1%
In Year Other	5	8%
Total	68	100%

Pupils referred under categories 2, 3, 5, and 8 were referred because there were no vacancies at the time of considering their in-year application or a place had not been offered via the in-year admission process. As demonstrated by the above table, the majority of the referrals were from new arrivals to the UK; pupils who were previously electively home educated, and pupils referred from New Regents College.

Chart 3a: The Number of cases presented each month by Gender

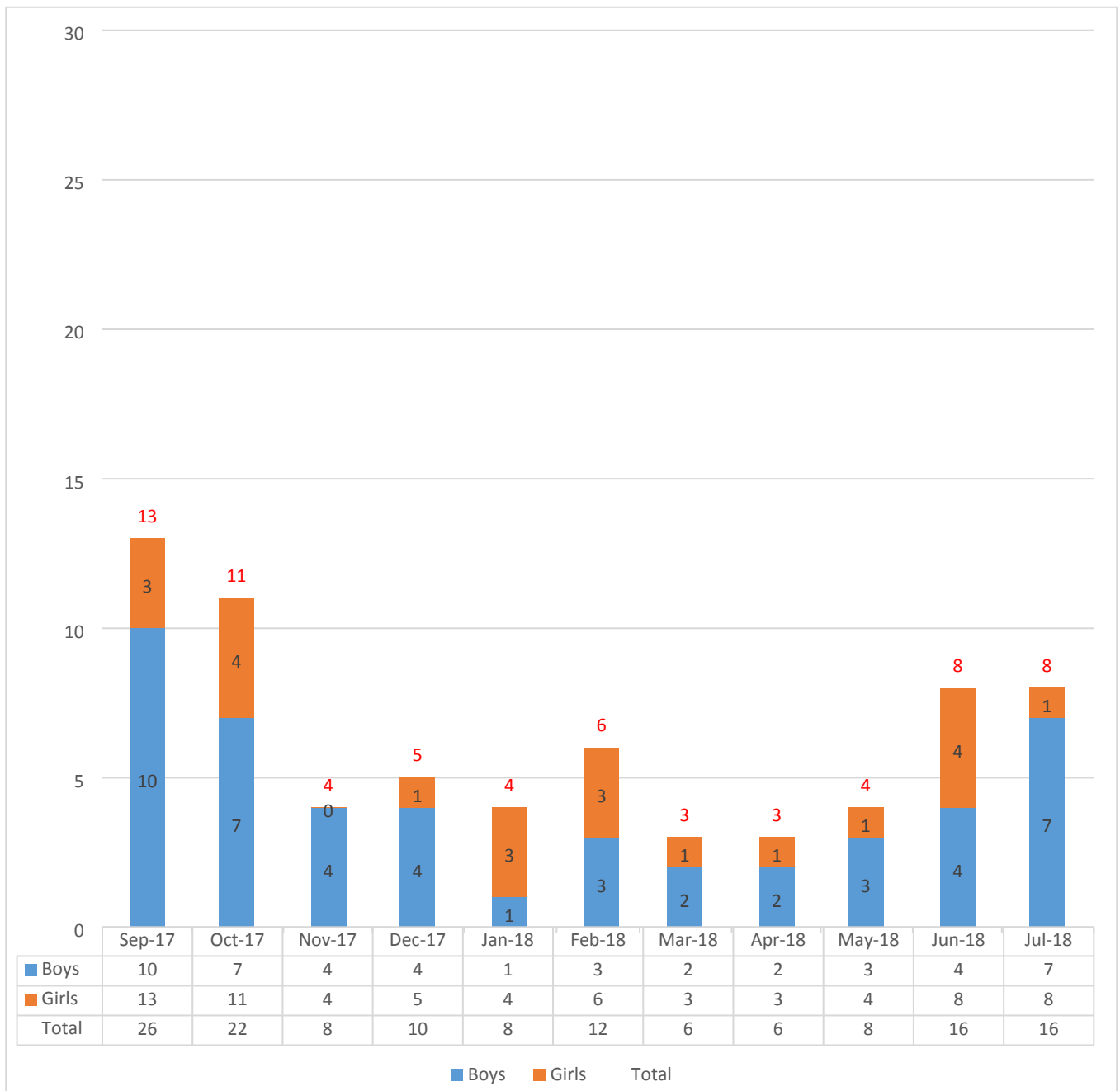


Chart 3a; shows the monthly breakdown by gender of the referrals discussed at each monthly FAP meeting. The first FAP meeting of the academic year has the most referrals due to the volume of in-year applications received at the start of the new school year. The number was, however, lower than previous years.

1 student was referred twice as the school allocated asked for a review of the decision before the current process for reviews was in place.

Chart 3b: The Number of cases presented each month by Year Group

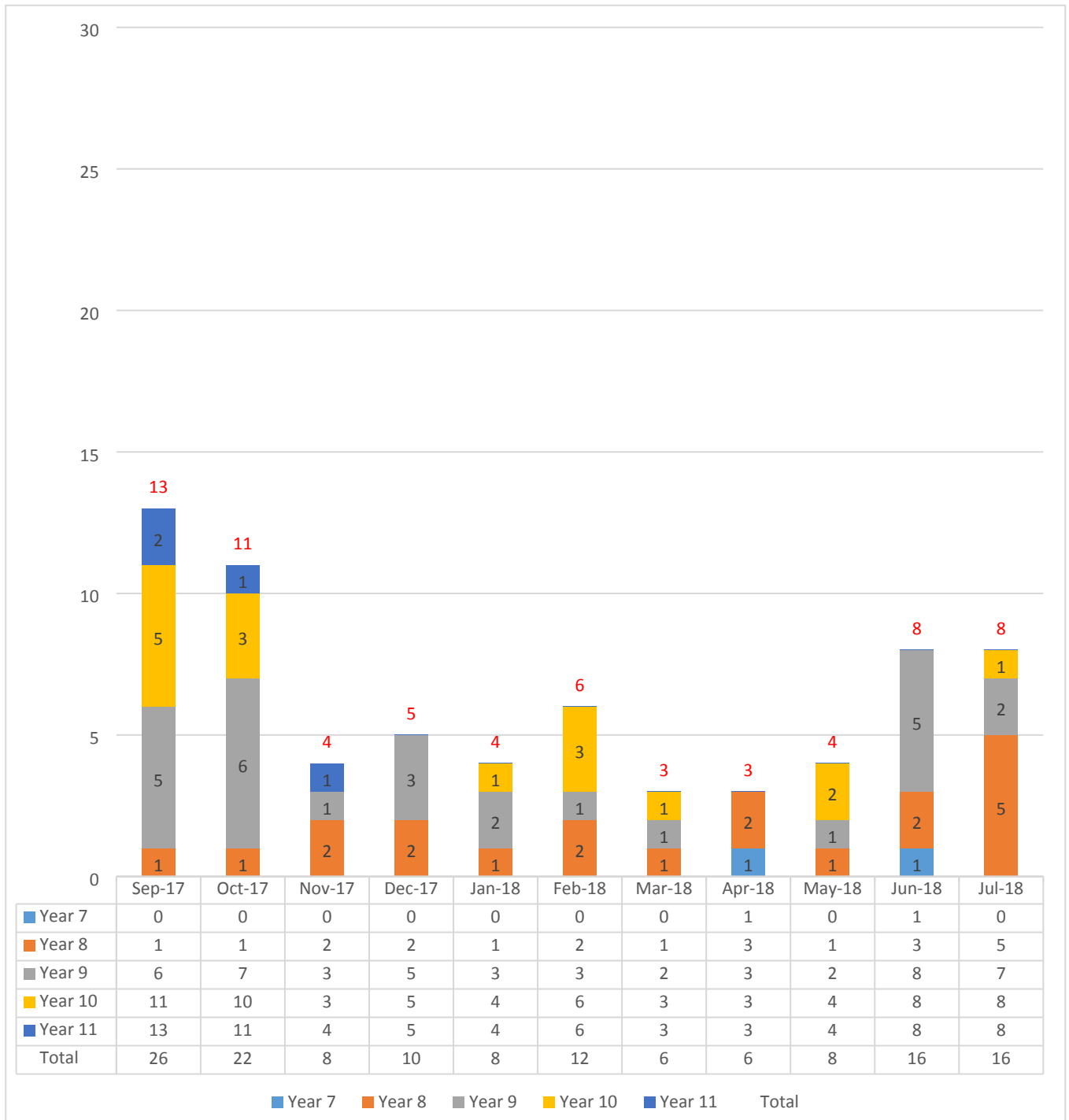


Chart 3b; shows the monthly breakdown by year groups of the referrals discussed at each monthly FAP meeting.

Chart 4a: Panel allocations showing the number of pupils that started based on Year Groups 2017/18 (does not include managed moves or those who no longer required a place)

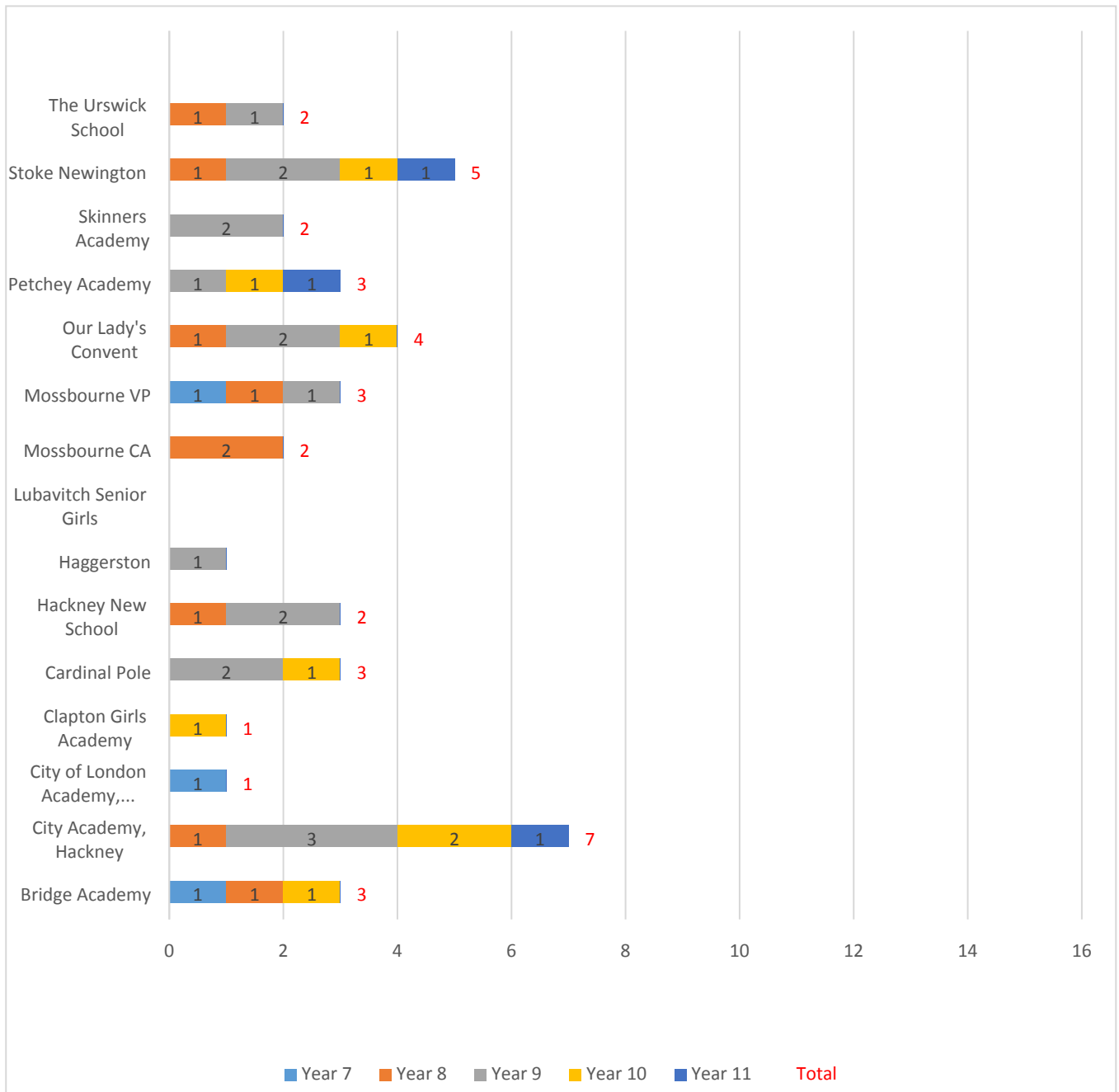


Chart 4a: The above chart shows the number of pupils allocated to each school. It does not include managed moves or those who no longer required a place following the allocation decision.

The Fair Access Protocol states that children should be admitted/dual registered with 10 schools days. 16 children were admitted with the timescale, and the remaining children as follows:-

- 9 within 12 days.
- 8 within 15 – 25 days
- 6 over 25 days.

Of the 6 pupils that were admitted over 25 days, 5 of these cases were complex.

Chart 5a: Panel Allocations for referrals (12) from New Regents College by Year Group

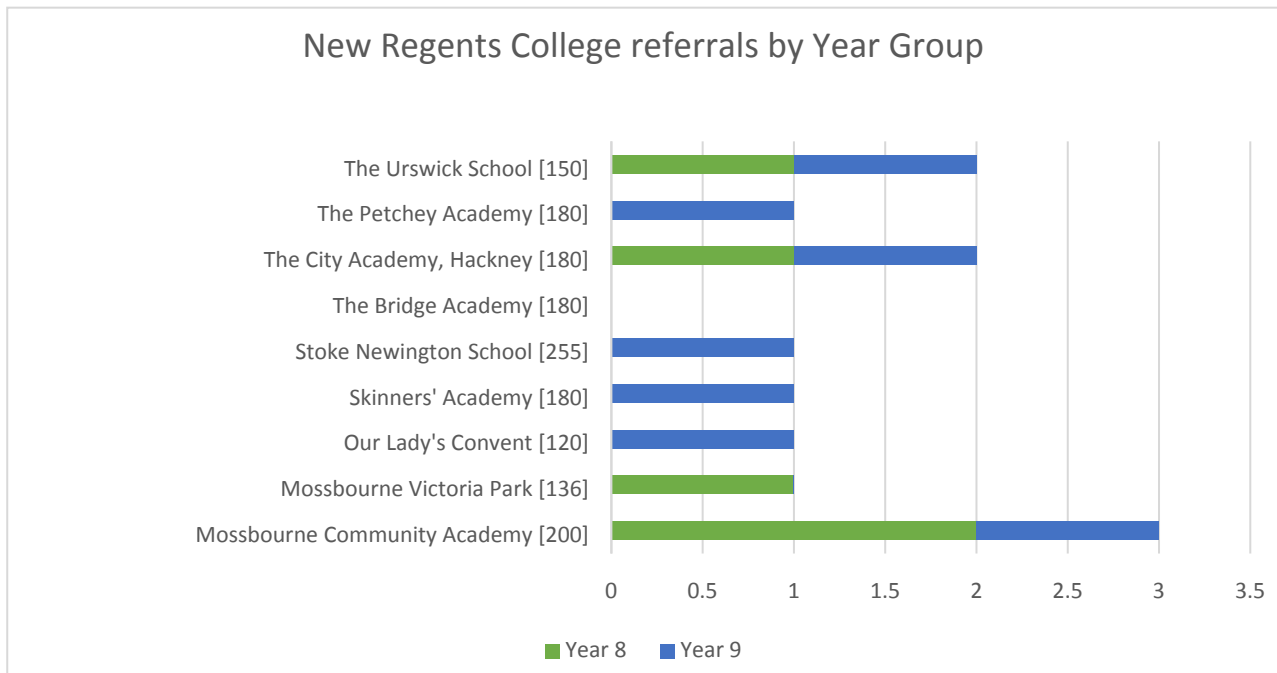


Chart 5a shows the number of pupils by year group allocated a school. There were 12 referrals this year; an increase of 3 compared to 2016/17. 11 pupils started; the remaining pupil who was allocated a place at Mossbourne Community Academy was offered and accepted a place at a school in another borough.

Chart 5b: Referrals (9) from New Regents College by Gender

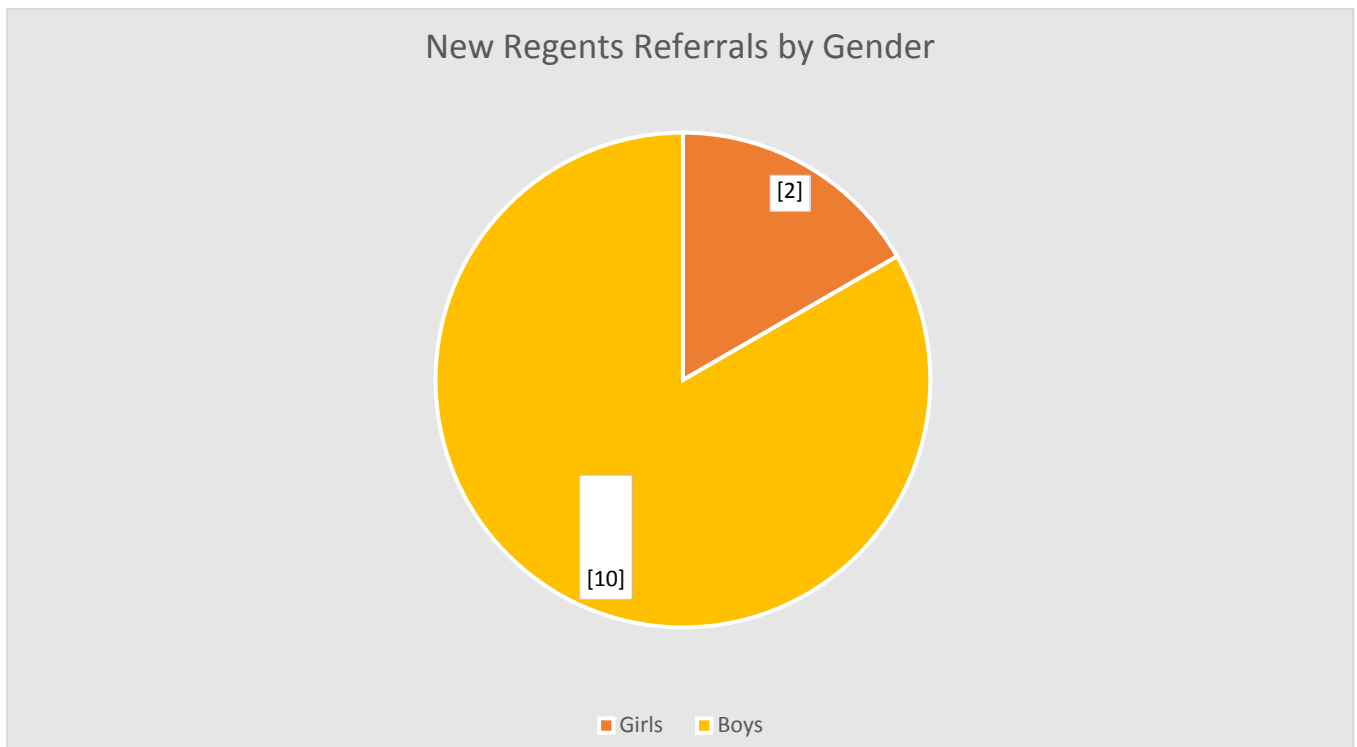


Chart 5b; shows the percentage and number of referrals from New Regents College.

Table 1 – Reasons why pupils allocated a place at the schools listed below did not start or were not counted as a Fair Access allocation.

Secondary School	Number not on Roll	Reason
Cardinal Pole Catholic School	5	1 student returned to Austria. 1 student accepted a place at out-borough school. 1 student was refused a place (Islington LAC). 2 student were not counted as they were offered a place via the in-year process as the school had vacancies.
Clapton Girls’ Academy	3	1 student moved out of the borough. 1 student was referred in July [last] IYFAP meeting – due to start in September 2018. 1 student accepted a place at an out-borough school.
Hackney New School	1	1 student accepted place at an out-borough school.
Haggerston School	2	1 student decided to go back to their previous school. 1 student refused to enrol. This was the Islington LAC child referred to above.
Mossbourne Community Academy	3	1 student accepted place at an out-borough school. 2 student were referred in June & July [last] IYFAP meeting – due to start in September 2018.
Mossbourne Victoria Park Academy	1	1 student was referred in July [last] IYFAP meeting – due to start in September 2018.
Our Lady’s Convent High School	3	2 students were not counted as they were offered a place via the in-year process as the school had vacancies. 1 student still pending start dated due to several missed enrolment meetings.
Stoke Newington School	1	Student assessment at NRC and deemed not ready for mainstream.
The Bridge Academy	1	1 student was referred in July [last] IYFAP meeting – due to start in September 2018.
The City Academy, Hackney	2	1 student was not counted as they were offered a place via the in-year process as the school had vacancies. 1 student was referred in July [last] IYFAP meeting – due to start in September 2018.

The Urswick School	4	<p>1 student returned to Italy. 1 student was not counted as they were offered place via in-year process as the school had vacancies. 2 student was referred in June & July [last] IYFAP meeting – due to start in September 2018.</p>
New Regents College	2	<p>1 student accepted place at out-borough school. 1 student refused any provision that New Regents College was offering and parents decided to continue to EHE</p>

Managed Moves

HLT Facilitated 32 managed moves during the Academic Year 17/18

Chart 9: Successful managed moves by School/Academy and NCY

Source: Exclusions Team

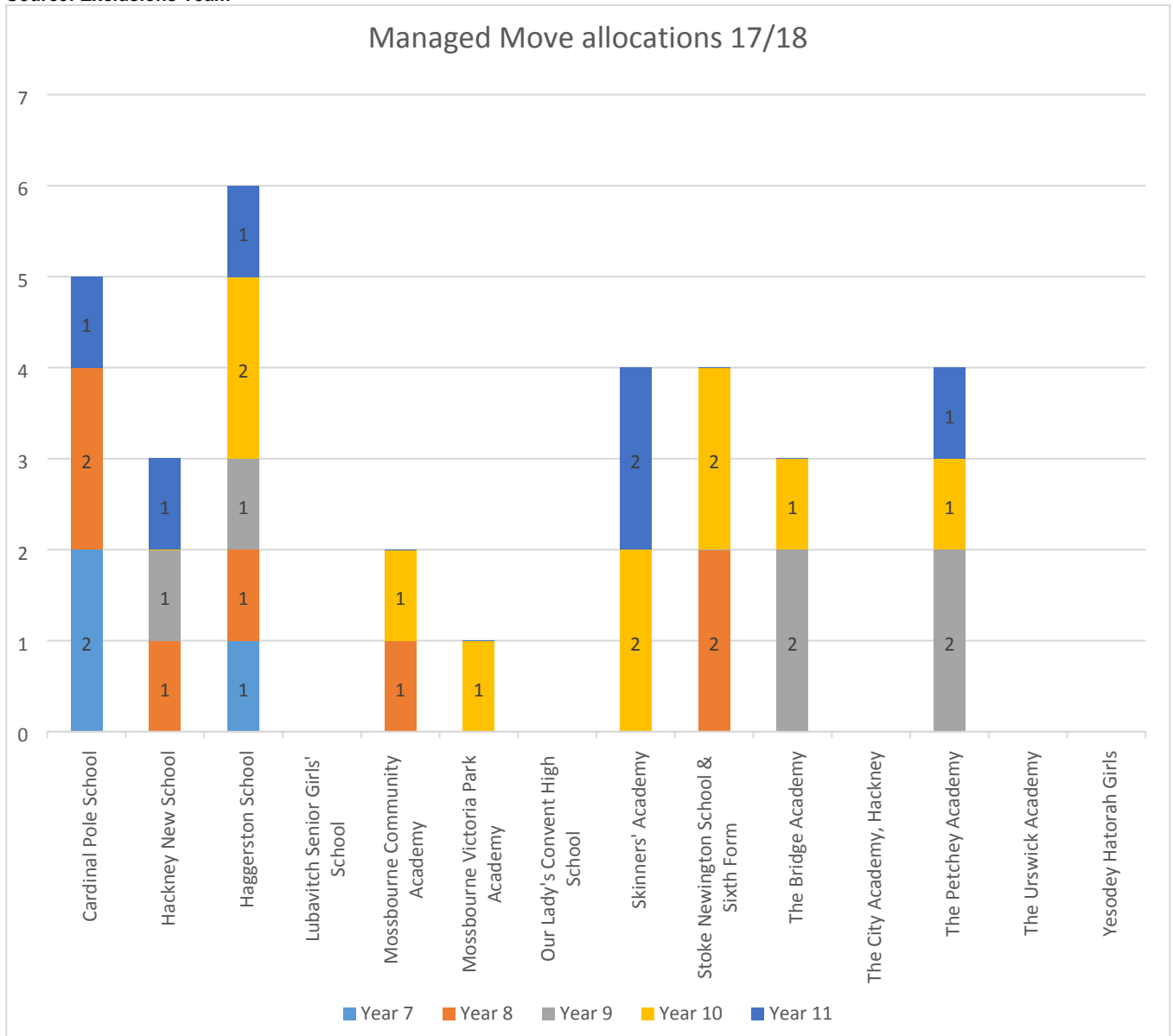
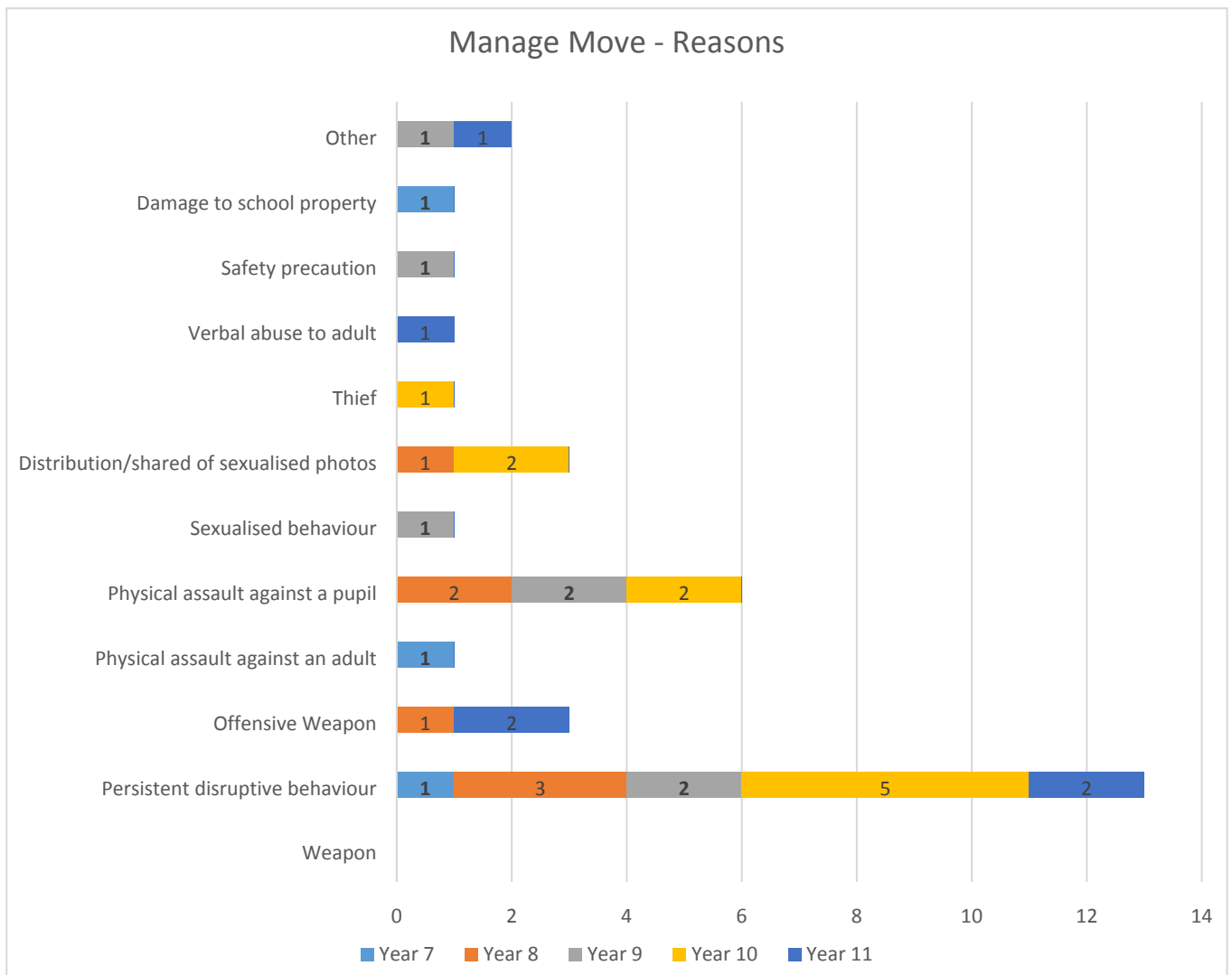


Chart 10: Managed Move by Reason



Overall

There has been fewer referral this year, mainly due to fewer in-year applications from pupils arriving from overseas. The number of boys referrals once again, more than girls and as a result the girl’s schools are allocated fewer pupils. HLT is achieving its objective in ensuring that the pupil allocations are spread as equally as possible across all secondary schools.

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In Year Fair Access Data 2017/18

Relating to pupils Year 0 - 6

The In Year Fair Access Panel (IYFAP) received **7 Primary school referrals** for the school year 2017/18.

Chart 1: Referrals by Gender

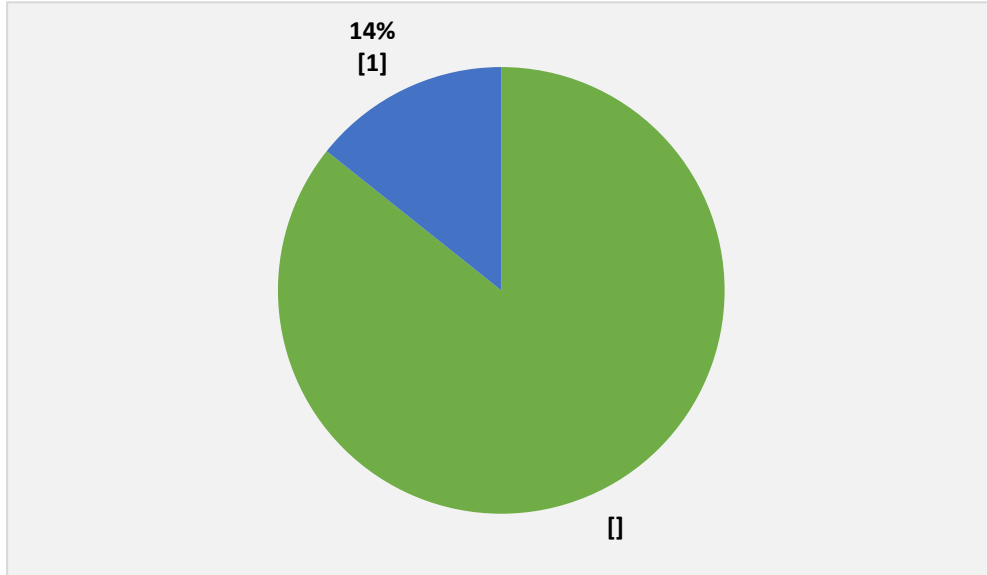


Chart 1; the percentage gender split equates to 86% boys and 14% girl.

Chart 2: Referrals by Year Group

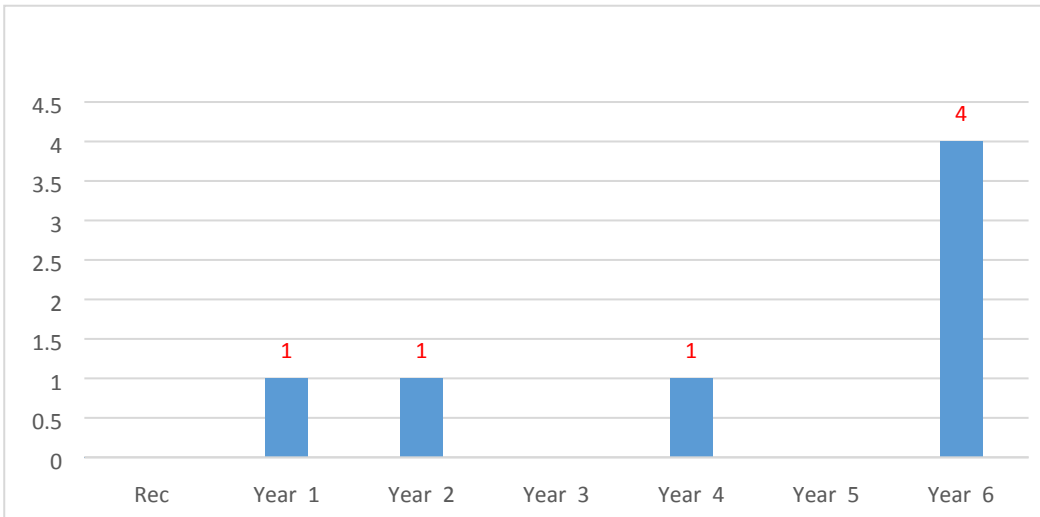


Chart 2; The majority of referrrals were in KS2.

Chart 3a: The number of cases presented monthly to each Panel by Year Group

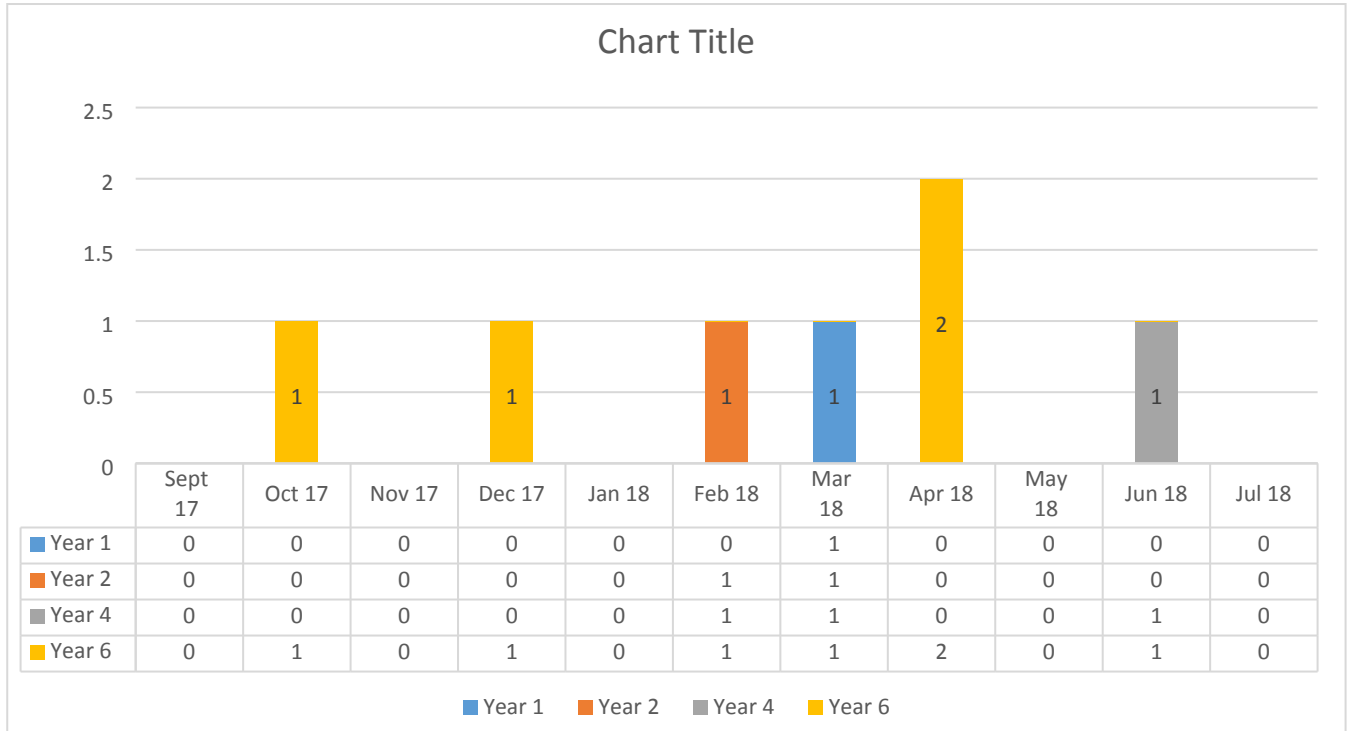


Chart 3b: The number of cases presented monthly to each Panel by Gender

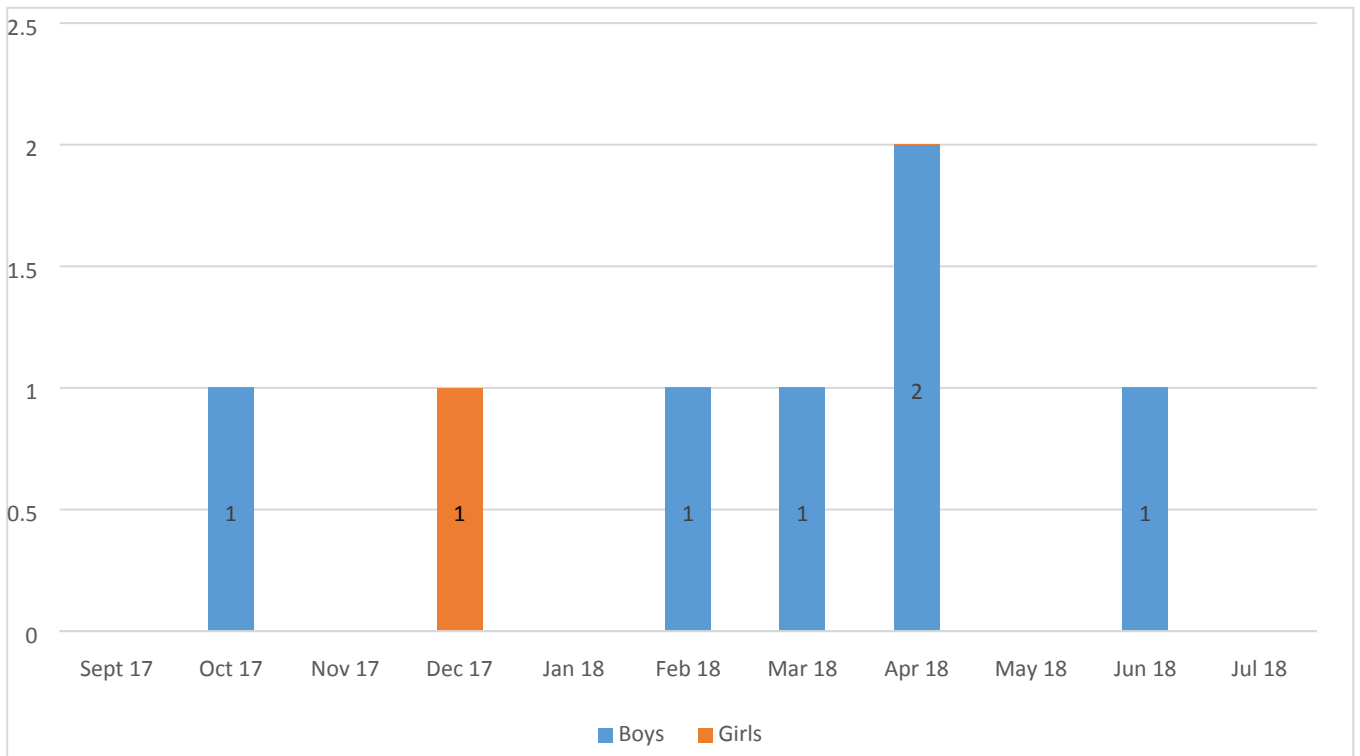


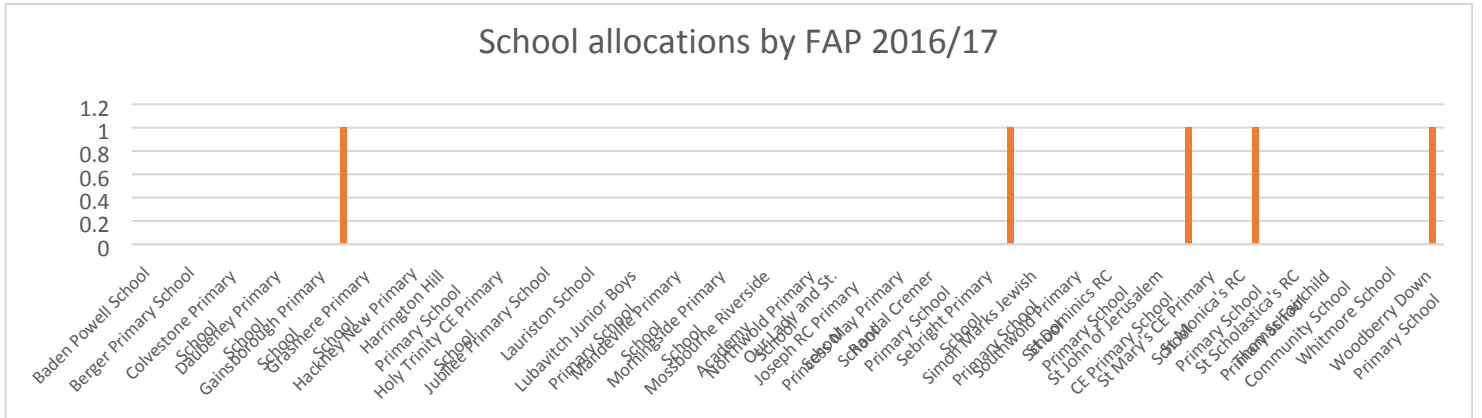
Table 1 – Admissions time-frame 2017/18

No	Year group	School Allocated	Discussed at Panel	Date admitted	Timeframe	Notes
1	6	St John the Baptist C/E	19/10/2017	13/11/2017	12 days	Considered exceptionally as he was on the roll of another school.
2	6	Berger	14/12/2017	N/A		Family refused allocated school and continue to EHE.
3	2	Shacklewell	08/02/2018	24/04/2018	37 days	Family refused the offer at first which resulted in the delay to the admission.
4	1	Woodberry Down	15/03/2018	17/04/2018	12 days	Returning to mainstream following a PEX.
5	6	No Allocation – to remain at current school	19/04/2018	N/A – To remain at current school		Considered exceptionally as he was on the roll of another school.
6	6	No Allocation – to remain at current school	19/04/2018	N/A – To remain at current school		Considered exceptionally as he was on the roll of another school.
7	4	St Monica’s R/C	07/06/2018	25/06/2018	12 days	Previously EHE.

In addition to the above, three schools (Gainsborough, Tyssen and De Beauvoir were given a Fair Access weighting following the admission of a child with challenging behaviour via the in-year admission process.

The Fair Access Protocol states that children should be admitted/dual registered within 10 school days. Of the 4 pupils that were started none were admitted within the time-scale but three schools just missed the deadline. In the case of the other school, the parent was initially reluctant to accept the place.

Chart 4: Number of pupils who started per school



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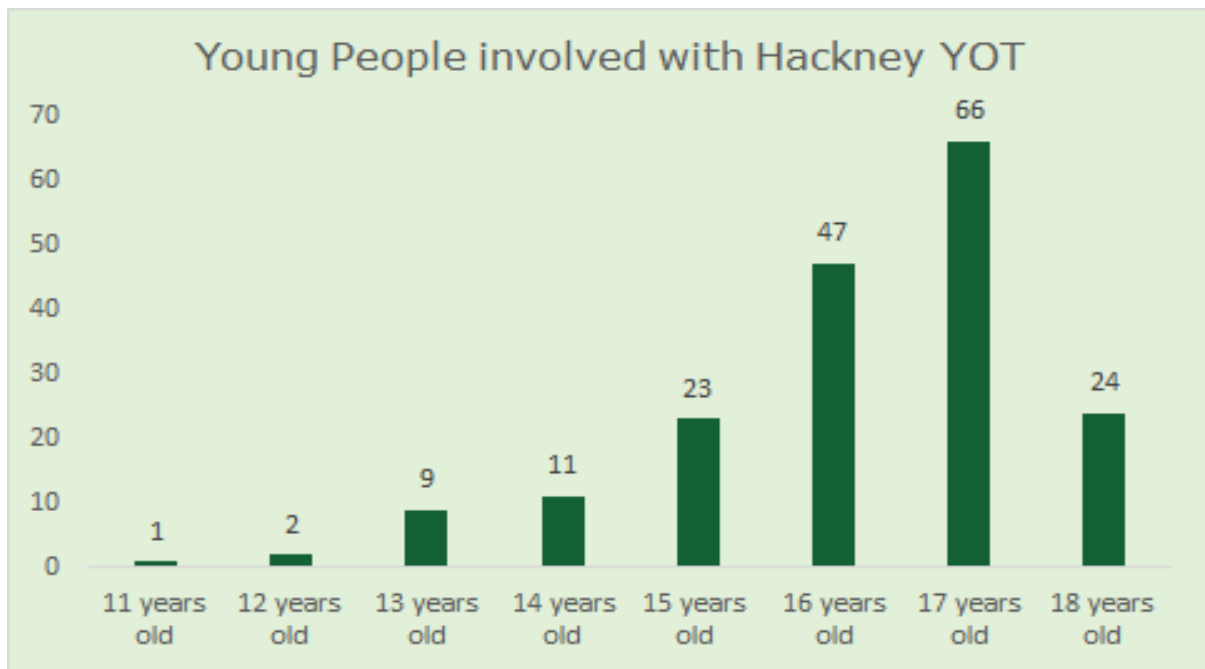
**Information for CYP Scrutiny Commission Review on Exclusions
14 January 2019**

A profile of young people that are involved with the Youth Offending Team

Age

Snapshot of data as at 3rd December 2018

Three quarters (75%) of young people open to the Youth Offending Team (YOT) were over 16 years of age.

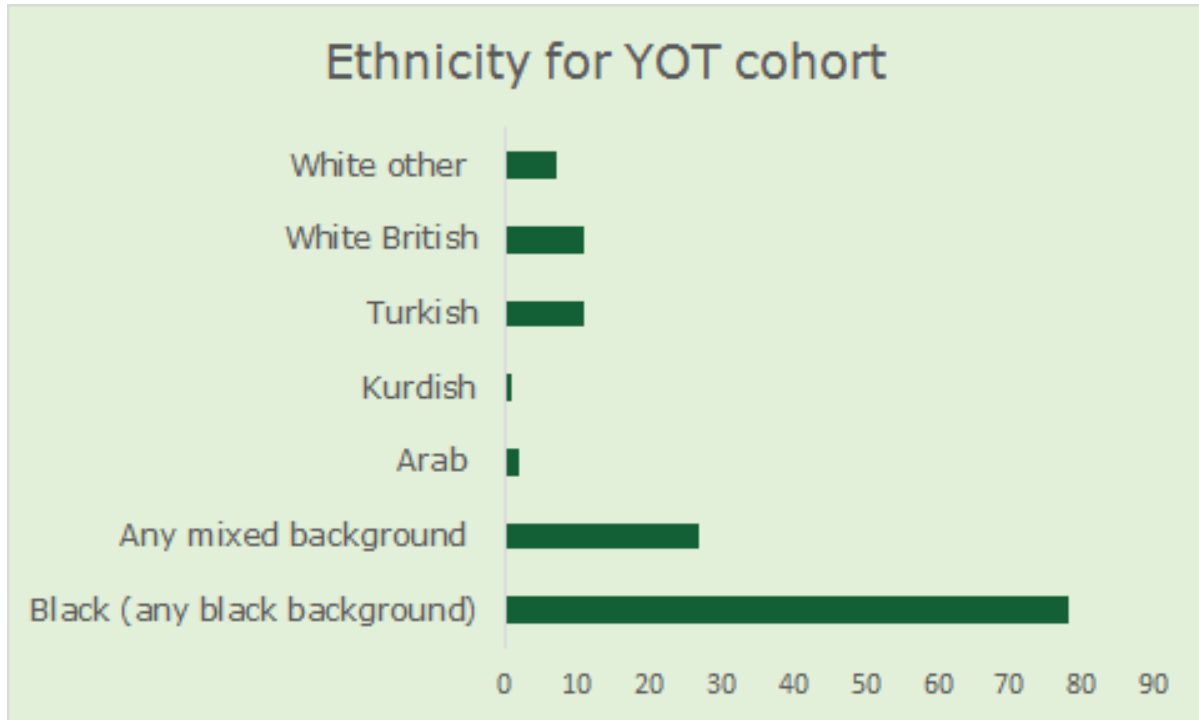


Age	Number	Percentage
11 years old	1	1%
12 years old	2	1%
13 years old	9	5%
14 years old	11	6%
15 years old	23	13%
16 years old	47	26%
17 years old	66	36%
18 years old	24	13%

Ethnicity

Snapshot of data as at 3rd December 2018

Please note that ethnicity data was not recorded for all cases open to the YOT. The analysis below was conducted for 137 cases where data was recorded.



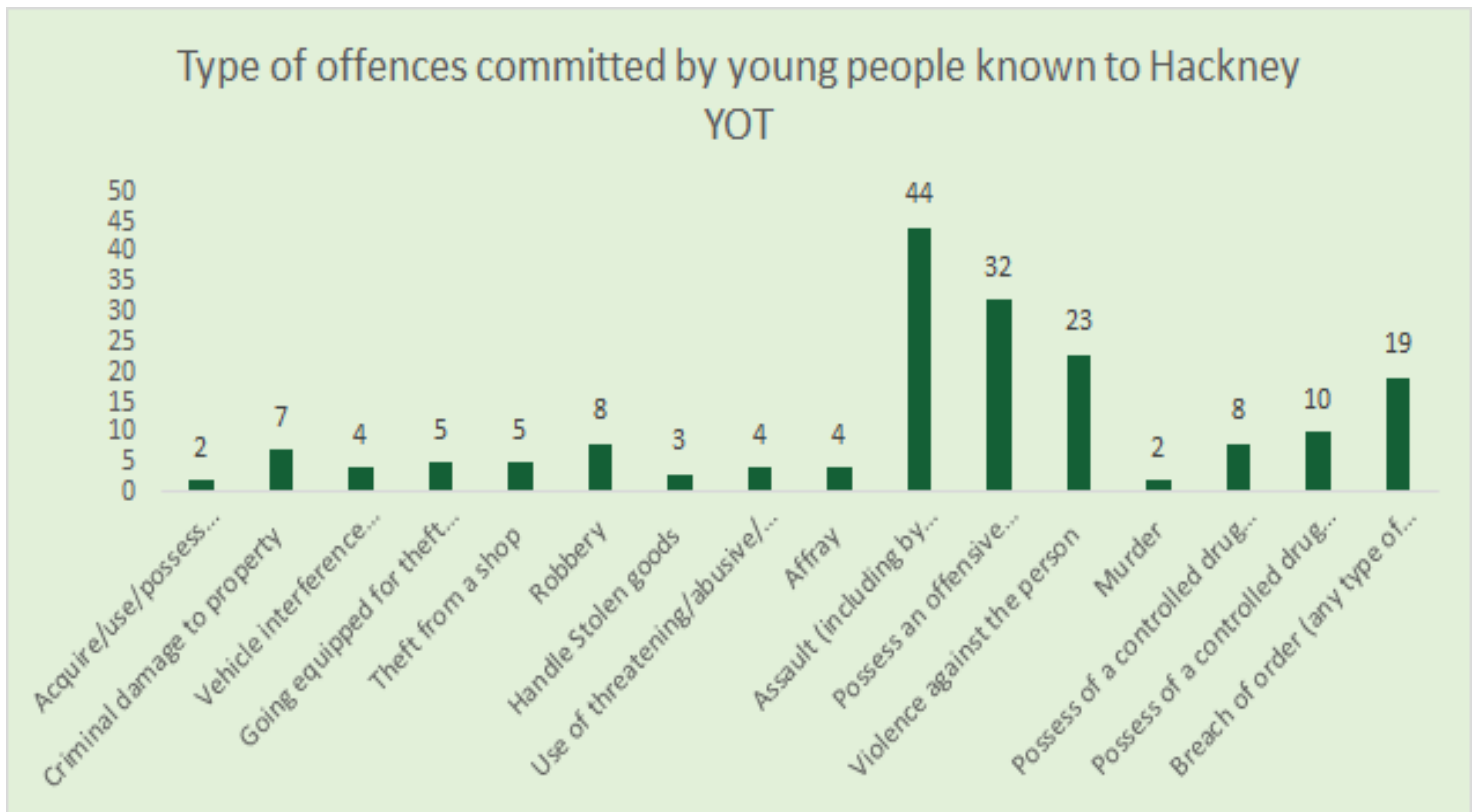
Ethnicity	Number	Percentage
Black (and Other - Black)	78	57%
Mixed Background	27	20%
Arab	2	2%
Kurdish	1	1%
Turkish	11	8%
White British	11	8%
White Other	7	5%

Please see Appendix 1 for further breakdown of YOT cohort ethnicity

Type of Offence

The table below shows the types of offences committed by young people open to Hackney YOT:

Offence	Number of young people	Percentage of young people
Acquire/use/possess criminal property	2	1%
Criminal damage to property	7	4%
Vehicle interference (including taken without consent)	4	2%
Going equipped for theft (motor vehicle, and non-motor vehicle)	5	3%
Theft from a shop	5	3%
Robbery	8	4%
Handle Stolen goods	3	2%
Use of threatening/abusive/ language/behaviour	4	2%
Affray	4	2%
Assault (including by beating, with the intent to commit robbery, common assault)	44	22%
Possess an offensive weapon in a public space	32	16%
Violence against the person	23	12%
Murder	2	1%
Possess of a controlled drug of Class A	8	4%
Possess of a controlled drug of Class B	10	5%
Breach of order (any type of order)	19	10%



Hackney YOT support offer

Young people open to the Hackney YOT have access to a comprehensive support offer, which is tailored to their needs, comprising of a wide range of interventions delivered by multiple council services. These include access to Education, Employment and Training Advisors from the Virtual School, Speech and Language Therapists, and support from Clinical Services.

Exclusion History

In preparing this report, an attempt has been made to cross-reference information from different systems to look at exclusion history for the YOT cohort. It has not been possible to correlate all cases to get accurate figures. However, it was possible to match some of the cases to the “Risk of NEET¹ Indicator” (RONI) to look at the exclusion history for some of the young people open to Hackney YOT, as well as the correlation with the risk of becoming NEET.

The table below outlines the following information for 23 young people it was possible to cross-reference information for: the number of moves, attendance, exclusions, number of days excluded, number of individual sessions the young person was excluded for and the risk of becoming NEET indicator (RONI):

¹ NEET - Not in Education, Employment, or Training

School Name	Moves All	Attendanc	Exclusions	No of Days	No of Ind	HLT Data RONI Score
	KS	e KS2-4	Excl	Excl		
HAGGERSTON SCHOOL	0	5.5	0			11.5
HAGGERSTON SCHOOL	0.5	5	1	10	1	11.5
HAGGERSTON SCHOOL	0	5	2	20.5	4	11.25
Skinnners' Academy	0.5	5.75	0			10.75
The Urswick School	0	5.5	0			10.25
The Bridge Academy	0	5.5	1	6	2	8.25
Stormont House	0	5	0			8
CARDINAL POLE CATHOLIC SCHOOL	0	3	0			8
Hackney New School	0	3	0			7
HAGGERSTON SCHOOL	0	3	0			7
Skinnners' Academy	0	0	1	5	1	6.5
STOKE NEWINGTON SCHOOL	0.25	0	1	3	1	5.25
Mossbourne Community Academy	0	0	0			4.5
STOKE NEWINGTON SCHOOL	0	0	0			4
STOKE NEWINGTON SCHOOL	0	0	0			3.5
City Academy Hackney	0	0	0			2.75
HAGGERSTON SCHOOL	0.25	0	0			2.25
CARDINAL POLE CATHOLIC SCHOOL	0	0	0			2
STOKE NEWINGTON SCHOOL	0	0	0			2
City Academy Hackney	0	0	0			2
CARDINAL POLE CATHOLIC SCHOOL	0	0	0			1.75
STOKE NEWINGTON SCHOOL	0	0.25	0			1.25
City Academy Hackney	0	0	0			0.25

Taking into account that 6 young people from the YOT cohort are on Detention Training Orders (DTO), and therefore already accessing alternative provision, of the 17 remaining young people open to Hackney YOT for whom we were able to cross-reference data, 5 young people have been excluded at least once (29%) and 1 young person (6%) has been excluded twice. The average exclusion period for the young people identified was 9 days.

The number and length of exclusions were found to correlate positively with an increased risk of becoming NEET. This is however a very small cohort and is not necessarily representative.

Education, Employment, and Training (EET) Status

Please note that EET information was not recorded for all cases open to the YOT. Please see the breakdown below for EET status for a total of 25 young people:

EET	Number	Percentage
At school (irregular attendance)	1	4%
At school (regular attendance)	10	40%
At school DTO unit	5	4%
DTO training Unit (Post 16)	1	4%

Document Number: 21770574

Document Name: CFS (Report 1) information_for_CYP_Scrutiny_Review_on_exclusions_-_14_01_2019

Training	1	4%
Further education	1	4%
Not in ETE	6	24%

A profile of the young people that are being supported by Young Hackney

Young Hackney is the Council's early help, prevention and diversion service for children and young people aged 6-19 years old and up to 25 years if the young person has a special education need or disability. The service works with young people to support their development and transition to adulthood by intervening early to address adolescent risk, develop pro-social behaviours and build resilience. The service offers outcome-focused, time-limited interventions through universal plus and targeted services designed to reduce or prevent problems from escalating or becoming entrenched and then requiring intervention by Children's Social Care. Young Hackney's approach to early help is based on a systemic understanding of the key relationships in a child or young person's life and, in particular, the critical influence of peers and family members.

Young Hackney works closely with schools to support the delivery of the core Personal, Social and Health Education (PSHE) programme as well as to support behaviour management interventions. A curriculum has been developed that is delivered in schools and focuses on topics such as healthy relationships, substance misuse, e-safety and youth participation and citizenship. The majority of secondary schools in Hackney have an allocated Young Hackney team who will work with them to identify students who require additional support to participate and achieve. If schools identify students who would benefit from individual support, Young Hackney will create an appropriate intervention with the school.

Exclusions cohort accessing Young Hackney Provision

Hackney Learning Trust have collated permanent and fixed term exclusion data for the last two school years (2016/2017 and 2017/18). Cross-referencing activity with Children and Families Service data shows that 45 (74%) of the 61 children and young people identified under the school exclusion list attended Early Help Universal Services provision (Hubs and Playgrounds).

An average of 24 Universal Services sessions have been attended by each young person identified under the exclusion cohort.

Some of the Universal Services facilities utilised by the children and young people identified under the exclusion cohort include Forest Road Youth Hub, Guinness Trust Youth Club, Hackney Empire Drama Club, Hackney Quest Youth Club, Pearson Street Adventure Playground, Hackney Quest Youth Club - Frampton Park, Homerton Grove Adventure Playground, The Access to Sports Project (Football) - Millfields Park, Immediate Theatre, HMP Concorde Youth Club, Hoxton Hall – Drama, New Regents School Group Work and Sports Unit, Shoreditch Adventure Playground, The Edge Youth Hub and Youth Participation Projects, HMP Stoke Newington Youth Club and The Access to Sports Project (Roller-Skating) - Nisbet House Estate.

The identified young people engaged in a broad range of activities including Sports projects, Health and Wellbeing classes, Drama courses, Inspiring Young Women Events as well as School Group Work and Prevention and Diversion Targeted workshops.



Samir (age 14) was referred to Young Hackney following an incident which saw him and his family being victims of an assault by some of young people known in the local area to be involved in offending related behaviour. At the time of the referral, Samir was reluctant to leave his house and the family where all in fear as they had been victims of ongoing intimidation following their reporting of the incident to the police.

Samir also had a number of issues relating to education. At the time of referral he was in an alternative provision following a permanent exclusion for consistent disruptive and challenging behaviour. Samir's views of his education were largely negative, and he felt that teachers had wrongfully judged him, resulting in low motivation on his part to stay in education.

The initial element of Young Hackney work with Samir entailed establishing a clear safety plan for him and his family that included measures for travelling to and from education safely and reporting ongoing intimidation in a manner that didn't aggravate existing anxiety or risk.

Samir's work with Young Hackney focused on two main elements; exploring his emotional wellbeing in relation to a number of factors and his motivation for continuing his education. Young Hackney liaised with the Samir's education provider to ensure he was well supported throughout his studies and this resulted in Samir receiving qualifications in English and Maths Functional Skills as well as Level 1 in Painting and Decorating. He was also awarded a Young Builder of the Year Award.

Samir was reluctant to engage with clinical services. However, Young Hackney were able to consult with the Clinical Hub, to provide Samir with support around managing anxiety through careful safety planning and working on building his resilience by travelling around the local area with him and help him re-engage in wider public life.

At the time when Samir left his education, he was unclear about his next steps. However, Young Hackney supported him to explore his options, which resulted in Samir finding employment in retail. He then identified the need to combine this with further education and was successful in applying for, and completing, Hackney Council's Pre-Apprenticeship programme.

Troubled Families (TF) Programme

On 1st September 2015, Hackney entered the Expanded Phase 2 Troubled Families (TF) Programme following ministerial agreement to work with 3,720 families over the 5 year Programme until March 2020. This reduced to 3,510 in July 2016 following a governmental review of case distribution. To identify and attach families matching two or more of the six headline problems, data is required from a range of agencies.

Recent developments in the Hackney Troubled Families Programme

Family Support

The four Troubled Families Family Support Units are based in Hackney Children and Families Service. In the last year, there have been two changes designed to further strengthen the service given to families;

- Direct allocation from FAST (First Access Screening Team) thus meaning families and partner agencies receive a service quickly.
- A new *Family Support Process* informed by audits and case reviews which sets out practice expectations.

Parental Substance Misuse

- The programme for parents at Comet Children's Centre continues alongside case work with parents experiencing substance misuse issues.
- A Parental Substance Misuse Specialist is working alongside Young Hackney, Hackney Recovery Service and Public Health to put together a bid for funding additional resources, improved pathways and new ways of working from Public Health England's *Innovation fund for children of alcohol dependent parents*.
- The work plan of the Parental Substance Misuse Specialist is being revised to enable greater reach to parents in need of help in different settings e.g. Children's Centres and in different parts of the borough.

Probation Service

The seconded Probation Officer moved to another post within their organisation in autumn 2017. NPS / CRC have not put forward another officer. Discussions with probation services are ongoing about how best to maintain and build upon Troubled Families work undertaken regarding adult offending and its effect upon children.

Parental Mental Health

Parental Mental Health provision is no longer provided by ELFT. Hackney is recruiting to its Specialist Clinical Practitioner (Mental Health) and the post holder will be employed directly by the Clinical Service of CFS and have matrix arrangements with ELFT. This will enable them to have clear CFS governance and the ability to link parents into adult treatment pathways.

There were no successful permanent candidates identified by the recent recruitment process and thus Hackney CFS is recruiting agency staff to the post to ensure families receive an uninterrupted service.

Employment

- The Troubled Families Programme continues to fund two TF Employment Advisors based within Hackney Works in employment hubs.
- Three TF Employment Advisors from the Department for Work and Pensions continue to be co-located in Hackney Service Centre with Family Support Units.
- Hackney is now using a digital platform for residents to refer themselves or be referred by professionals for any employment-related support. This has increased the number of referrals received that meet Troubled Families criteria and this work has been absorbed successfully among the existing workforce provision.
- Universal Credit within Hackney went live in October 2018 and training has been offered to all CFS practitioners.

Domestic Abuse

- Troubled Families funding is being used to replace the perpetrator programme previously provided by Rise Mutual with an in-house programme devised, managed and delivered by Hackney's Domestic Abuse Intervention Service.
- DAIS and the perpetrator programme workers are now located in HSC in the same physical space as the Family Support Units, TF Employment Advisors, Parental Mental Health and Parental Substance Misuse Specialists.
- Specialist training, funded by the TF Programme, has been delivered to CFS practitioners on working with young people using violence in close relationships including towards their parents and for working with survivors of domestic abuse and their children to understand and repair the damage caused to the children's well-being by witnessing abuse. It is anticipated that greater intervention with these cohorts of children and young people will reduce the probability of them becoming perpetrators and victims of abuse when they reach adulthood.

Findings for identified exclusion cohort

(Data source – Mosaic and TF National Impact Study master database)

33 of 61 children and young people (54%) have been identified from the school exclusion list as also being attached to the TF Programme.

Other factors identified for families captured under TF Programme principles may have potentially contributed to the number of school exclusions, as there was a trend of incidents of domestic violence (14 of 33 – 42%) and mental health concerns (15 of 33 – 45%) identified in families for the cohort reviewed.

The Children and Families Service (CFS) has been involved as a lead professional for all families where the exclusion cohort has been captured under the TF Programme, and CFS have completed various levels of statutory (social work) and Early Help (Young Hackney and Family Support) interventions to support families.

Document Number: 21770574

Document Name: CFS (Report 1) information_for_CYP_Scrutiny_Review_on_exclusions_-_14_01_2019

Children and Families Service (CFS) general findings for identified exclusion cohort

(Data source – Mosaic)

45 of the 61 children and young people (74%) have been identified from the school exclusion list as being in contact with, and provided intervention by, CFS.

24 of the 45 (53%) children and young people currently (as at 19 December 2018) have an open intervention to CFS.

Some examples of the exclusion-related intervention and support provided by CFS includes;

- Statutory social work unit support to help young people back into education, focusing on a 'team around family' approach to the whole family.
- Social Workers attend transition meetings to support the young people adapt to changes in school settings.
- Family Support engagement to support parents with a young person at risk of exclusion.
- Family Support joint conversations with the Youth Offending Team and family to support young person's reintegration back into school.
- One-to-one or group early help sessions for young people.
- Delivery of clinical support to the family.
- Facilitation between parents and the school to support the young person's reintegration into school.
- Collaborative working between statutory and non-statutory services to provide a unified support offer to families.
- Use of commissioned services such as Empower to address possible related concerns that may be impacting on young people's attendance.
- Supporting families to attend parenting groups at schools.

Appendix 1

Breakdown of YOT cohort ethnicity data - snapshot as at 3rd December 2018

Ethnicity	Number	Percentage
Any other Black Background	21	15%
Any other Mixed Background	12	8%
Arab	2	2%
Asian and any other ethnic group	2	2%
Black - African	15	11%
Black Angolan	1	1%
Black - Congolese	5	4%
Black - Ghanaian	1	1%
Black - Somali `	2	2%
Black Caribbean	28	20%
Black European	5	4%
Chinese - and any other ethnic group	2	2%
Kurdish	1	1%
Turkish	10	7%
Turkish Cypriot	1	1%
White British	11	8%
White and any other ethnic group	1	1%
White and Black African	2	2%
White and Black Caribbean	8	6%
White Eastern European	1	1%
White English	2	2%
White European	4	3%

Report prepared: 19 December 2018

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<p>Children and Young People Scrutiny Commission</p> <p>14th January 2019</p> <p>Item 5 – Annual Question Time with the Deputy Mayor and Cabinet Member for Education, Children & Young People and Children’s Social Care.</p>	<p>Item No</p> <p>5</p>
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Outline

The Cabinet Member for Education, Children & Young People and Children’s Social Care is required to attend the Children and Young Peoples Scrutiny Commission each year to respond to questions on services within this portfolio. Three topics agreed have been agreed advance with associated lines of questioning:

1. Hackney Schools Group

- Could an overview be provided of the aims and objectives of the project and anticipated benefits?
- What are the legal and financial barriers to the establishment of Hackney Schools Group?
- What engagement has been undertaken to date with local schools and what is the expected buy-in from them? Are all sectors (primary and secondary) and types of school (community/ Academy) equally interested in this collaboration?
- What are the views of other key stakeholders e.g. Westminster and London Diocesan Boards?
- How will the Hackney Schools Group be able to promote inclusion within local schools?
- Can an outline be provided of any future key decisions and the associated time-frame for the establishment of the Hackney Schools Group?

2. Young Futures Commission

- Could an overview be provided of the aims of this initiative and to update the Commission on progress to date?
- What are the governance arrangements for the Young Futures Commission? How will the two Chairs and Members be appointed?
- What will be the status of any conclusions or recommendations reached by Young Futures Commission? How will they be considered corporately?
- How will the work of the Young Futures Commission compliment the work of the CYP Scrutiny Commission and Hackney Youth Parliament?

- Can an outline be provided of any future key decisions and the associated time-frame for the establishment of the Young Futures Commission?

3. School Funding

- Can the Commission be updated on the current funding situation for schools including the roll out of the National Funding Formula (NFF)?
- Has there been any additional funding to smooth the introduction of the NFF and if so, when will this continue until?
- What impact has current funding allocation had upon schools this year - are there any patterns emerging as to how local schools are coping?
- What additional support can be provided by Hackney Learning Trust to help local schools?
- From your role as CYP lead at the LGA (i) what can we learn about how other authorities are supporting schools in the current environment (ii) what areas of focus are LGA lobbying the Department for Education for improved school funding?

Action

The Commission is asked to note responses to the above questioning and follow-up with any additional lines of enquiry.



Children and Young People Scrutiny Commission 14th January 2019 Item 6 – Minutes of the previous meeting	Item No 6
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Outline

The draft minutes of the meeting held on 15th November 2018 are attached.



Action

The Commission is asked to review and agree the minutes and note any actions.

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London Borough of Hackney
Children and Young People Scrutiny Commission
Municipal Year 2018/19
Date of Meeting Thursday, 15th November, 2018

Minutes of the proceedings of the
Children and Young People
Scrutiny Commission held at
Hackney Town Hall, Mare Street,
London E8 1EA

Councillors in Attendance	Councillor Sophie Conway (Chair), Cllr Margaret Gordon (Vice-Chair), Cllr Katie Hanson, Cllr Ajay Chauhan, Cllr Humaira Garasia, Cllr Clare Joseph and Cllr Caroline Woodley
Apologies:	Cllr Soraya Adejare, Cllr James Peters and Cllr Clare Potter
Co-optees	Jo Macleod, Ernell Watson, Shuja Shaikh and Sevdie Sali Ali
In Attendance	Councillor Christopher Kennedy, Cabinet Member for Early Years and Play Annie Gammon, Head of Hackney Learning Trust, Director of Education Sarah Wright, Director of Children and Families Service Lisa Aldridge, Head of Service, Safeguarding and Learning Pauline Adams, Principal Head of Service, Early Help and Prevention Deborah Ennis, Service Manager, Safeguarding and Learning
Members of the Public	There were 5 members of the public in attendance which included: Members of Hackney Independent Forum for Parents/Carers of Children with Disabilities (HIP), a Governor of a local school and a representative from Hackney Citizen.
Officer Contact:	Martin Bradford  020 8356 3315  martin.bradford@hackney.gov.uk

Councillor Sophie Conway in the Chair

1 Apologies for Absence

- 1.1 Apologies for absence were received from the following Members of the Commission:
- Soraya Adejare (Councillor)
 - James Peters (Councillor)

- Clare Potter (Councillor)
- Liz Bosanquet (Co-optee)
- Jane Heffernan (Co-optee)
- Graham Hunter (Co-optee)
- Jodine Clarke (Co-optee)
- Maariyah Patel (Co-optee)
- Aleigha Reeves (Co-optee)

1 Urgent Items / Order of Business

There were no new or urgent items and the agenda was as published.

3 Declarations of Interest

Cllr Garasia declared that she worked at a youth club held in a local community centre.

4 Annual Question Time with Cabinet Member for Families, Early Years and Play

4.1 The Chair welcomed Cllr Kennedy to the meeting. The Commission had previously identified three areas on which to focus questions for this session which were:

- Children's Centres and Nurseries;
- Making Hackney a Child Friendly Borough;
- Troubled Families Programme.

Children's Centres

4.2 The Cabinet Member reiterated the commitments made in the 2018 Hackney Labour Manifesto which indicated that the administration would continue to support a comprehensive network of Children's Centres linked to other council services (e.g. health and family support). In this context, the Cabinet Member reassured the Commission that the current offer of Children's Centres and nurseries was secure.

4.3 It was noted that Children's Centres were organised on a hub and spoke model, in which there are 6 strategic Children's Centre hubs that are networked to a number of other centres. Children's Centres offer a wide range of activities to assist the educational and welfare development of children and include a wide range of services including nursery provision, Stay and Play and crèche sessions. Children's Centres also provide a wide range of classes for parents (e.g. parenting, ESOL, ICT and Maths) as well as many specialist education and welfare services (e.g. educational psychology) which are provided through local hubs.

4.4 The Cabinet Member noted that Children's Centres had played an important role in helping to increase the proportion of children entering the school system that were assessed to have a good level of development (GLD). In 2004, just 40% of children in Hackney were assessed to have a GLD on entering the school system whereas the current figures indicate that this has increased to around 70%; very close to the national average.

4.5 In terms of overall nursery provision in Hackney, it was noted that there were 14 nurseries run from local Children's Centres, 88 located in PVI (private, voluntary and independent) sector settings and 17 play groups. Whilst there had been a concern that the introduction of free 30 hour free childcare could impact on local capacity, the Cabinet Member reported that there was a net loss of just one setting (8 nurseries had closed, but 7 had opened) and that the occupancy rate was approximately 66% across all settings.

4.6 In relation to future service provision, the Cabinet Member noted that four budget task and finish groups had been established to examine an agreed priority area, one of which was to consider early years provision. The task and finish group would be comprised of local (non-executive) councillors, include representation from the CYP Scrutiny Commission and be tasked to undertake a strategic financial assessment of early years services. The task and finish group is expected to report in July 2019.

4.7 The Cabinet Member indicated that whilst the Council was committed to the Children's Centre network, a cast iron guarantee could not be given maintaining the full establishment for three years (as questioned) as this would depend on future central government funding which was as yet unknown. The Commission were also made aware that the Children Centre network faces a number of challenges, most notably, the poor physical condition of some buildings and over-capacity (under-utilisation) at some sites. It is hoped that the strategic financial review undertaken by the task and finish group would help shape future early years provision, in which continuity of service would be prioritised over any attachment to a specific site.

Response to questions from the Commission

4.8 In response to a question about the quality of service provision in the PVI nursery sector, it was noted that a rigorous inspection and reporting regime is overseen by Ofsted. All childcare providers are required to register with Ofsted and must ensure that the childcare service they provide conforms to agreed education and welfare standards. All childcare settings are required to comply with child safeguarding standards and there are also statutory requirements for child/carer ratios in such settings.

4.9 It was understood that childminders play an important role in childcare provision, particularly in relation to the provision of wraparound care to other forms of childcare provision (e.g. nurseries and schools). The Cabinet Member pointed out that there was an explicit commitment with the 2018 Manifesto to maintain a local network of childminders and that the council would continue to provide mentoring support as well as training and development opportunities.

4.10 In response to questions about the local uptake of the free childcare offer, the Commission noted that uptake for the free 30 hour entitlement among 3 and 4 year old was approximately 85%, which was considered good. The take-up for free childcare among 2 year olds however was substantially lower at about 60%. The take-up of free child care among two year olds was of concern, as this free childcare offer was targeted at the most vulnerable children and families. It was acknowledged that further work was needed to increase take-up to ensure that this group of children enjoy the education and welfare benefits that can be obtained from childcare. The Commission noted that this work is being undertaken.

4.11 In response to questioning as to the quality and capacity of SEND support available in childcare settings, it was noted that there are many examples of good and positive practice across the Children's Centre network. The Cabinet Member was also fairly confident that there was sufficient SEND capacity to meet local needs in childcare settings. It was accepted however, that more could be done, particularly in relation to improved staff training (as identified by the SEND deliberative consultation event) and the need to disseminate good SEND practice across the network of Children's Centres and other childcare settings.

Child Friendly Borough

4.12 Given its pioneering work with *Play Streets*, Hackney Council wanted to continue to work with the community to maximise the opportunities for children for safe play and outdoor activities on its streets, and in its estates, parks, adventure playgrounds, new developments and other open spaces. In this context, the objective of making Hackney a 'child friendly borough' would focus on what improvements could be made to the public realm to make them more accessible and ensure that they have greater amenity to children and young people.

4.13 The Commission noted that a pilot project was established on the De Beauvoir Estate which consulted children from the local primary school about their use of 5 different local play areas. The pilot project found that some sites were used much more than others, and that a range of factors other than what play equipment was provided on site, influenced their use of individual facilities. Factors which were positively associated with use included ease of access, how overlooked it was, how safe it was perceived to be and the degree to which adults also used the space.

4.14 As part of the Councils move to develop a seamless public realm offer, estates grounds and maintenance team and the parks team have merged and have integrated working arrangements. Pooled budgets have also facilitated improved strategic management and investment which has allowed the merged service to actively engage with young people to help the service better understand what children would like from existing green and open spaces.

4.15 The Council is planning to embed a 'child friendly approach' into public realm planning through the development further planning guidance. This guidance, which is still in development is entitled '*Neighbourhood Design – What can we learn from working with children?*' will probably take the form of a Supplementary Planning Document (SPD). The guidance is expected to cover how existing spaces and new development can be reanimated /created to support child friendly space. If approved, the SPD will sit underneath the Local Plan (LP).

Response to questions from Commission

4.16 The Commission questioned how developments from the Councils work to become a child friendly borough could help to reduce crime, particularly the incidence of knife crime. The Cabinet Member suggested that that improved consultation and engagement arrangements with children and young people in the design phase of new development would help to create green and open spaces that were safer and contribute to efforts to reduce crime (e.g. improved visibility and lighting). It was noted that ensuring that such open spaces were

accessible and well used by the broader community would be a significant factor in reducing crime in those areas.

4.17 In relation to areas where drug taking may be taking place, the Cabinet Member indicated that local agencies were encouraged to report incidences (e.g. locating drug paraphernalia) to the police (via ASB teams). From this information, the police develop 'local heat spots' and will take action to prevent or deter drug use in identified hot spots. It was unclear if the arrangement to supply such information around local drug taking 'hot spots' was reciprocal, in that it was not clear if the police or community safety team notified local agencies in the identified 'hot spot' that drug taking was taking place.

Action: The Cabinet Member to verify if police or community safety teams notified local agencies of hot spot areas where drug paraphernalia was commonly found.

Troubled Families

4.18 The Troubled Families programme was established in 2012 and is due to run until 2020. This aim of this programme was to target and provide multiagency support to those families with multiple problems and to help them move into employment. The programme works with families where there is a child aged under the age of 18 in the household and where the family meet 2 of 6 eligibility criteria:

- Parents or children involved in crime or anti-social behaviour;
- Children who have not been attending school regularly;
- Children who need help (subject to a Child Protection Plan).
- Adult worklessness (or at risk of financial exclusion);
- Families affected by domestic violence and abuse;
- Parents or children with a range of health problems.

4.19 If families meet the eligibility criteria they are then 'attached' to the Troubled Families Programme and are allocated a link-worker. This dedicated support worker can make the necessary assessments and develop a multiagency plan to respond to the family's needs. It is hoped that such interventions will help to build resilience within the family.

4.20 The Troubled Families Programme is a payment by results (PBR) programme. In this context, payments are paid to the local authority to identify and attach families to the programme. Additional payments are made once there is evidence that the family has managed to overcome identified problems (e.g. improved school attendance, reduced worklessness) and have managed to sustain this for a period of 6 months.

4.21 Although the Council was already working with many of the troubled families through other support programmes, the establishment of the Troubled Families Programme helped local officers to look at local practices which helped to identify families in need support. The multiagency approach of the troubled families programme also reaffirmed the benefits of co-location and joint working in supporting the needs of local families.

4.22 It was not clear what would happen to the Troubled Families Programme after June 2020 when last payments will be made. It was noted that to date, there was no government guidance to indicate what would happen after June

2020. Locally, in anticipation of the closure of the programme, staff training had taken place to embed this work within CFS to ensure that there was continuity with families.

4.23 The Commission noted that there was no local evaluation to assess the success of the Troubled Families Programme. The programme was, however, required to provide wide ranging data to the central coordination team at the Ministry of Housing, Communities and Local Government (MHCLG) which informs evaluation at a national level and contributes to the National Programme of Success and other best practice initiatives for this programme.

4.24 It was noted that Young Hackney within the Council was considering a bid for funding from the Supporting Families Against Youth Crime Fund. Young Hackney was currently running a programme where the in house CFS Clinical Services are working with Hackney Quest in which a prospective bid would develop opportunities to expand the operation of this programme by the inclusion of the voluntary and community sector.

Action: To confirm bid was submitted and nature of support required (8th December 2018).

Response to Questions from the Commission

4.25 It was noted that much of the work delivered by the Troubled Families Programme or indeed Family Support, Children's Centres and Young Hackney was through an early intervention and early help approach. Partnership work underpinned the Troubled Families Programme, and this collaborative approach could help to support early identification of families which may benefit from preventative support. The Cabinet Member noted that through Children's Centres alone, Hackney reaches 97% of the most deprived 10% children in the borough.

4.26 Given that a multiagency response was fundamental to the Troubled Families Programme, the Commission sought to understand what local buy-in there had been from other agencies, such as the police and the Department of Work and Pensions (DWP). It was noted that there were three DWP workers attached to this project whose contribution was invaluable to one of the key objectives of the programme (reducing worklessness) and the general effectiveness of the programme.

4.27 The Commission sought to understand what proportion of troubled families the programme had reached locally? It was noted that the government set a target for the numbers of families that each authority should work with in each local authority area. The target for Hackney is that it must aim to work with 3,510 families over the lifetime of the programme (to 2020). It is noted that the Council already works with a larger number of families through its extensive range of family support services.

4.28 Given its work on exclusions, the Commission wanted to know if there was any overlap between the work of the Troubled Families Programme and those working with excluded children locally. It was noted that exclusion was an identifier for referral into the troubled families programme and that there were tough targets associated for children and families set within the programme to help prevent exclusion. The Cabinet member welcomed the Commission's

investigation into exclusion outcomes and hoped that it would contribute to a reduction in the rate of exclusions recorded locally.

4.29 The Commission sought to clarify whether families were ever readmitted to the Troubled Families Programme should their situation deteriorate again in the future. Officers reported that it is always the intention that at the end of an intervention through the programme, the family would have the resources and skills to self-manage future problems. In this context, troubled families were made aware of the range of universal support available which they could access. If the family came back within 6 months, the programme could not make any claim within the PBR system.

4.30 It was recorded that for a number of reasons some families may be reluctant to engage with the Troubled Families Programme or indeed, feel that this would not be of benefit. In this context, the Commission understood that the programme was voluntary and that identified families do not have to participate if they did not wish. The programme would however, seek to persuade families of the range of benefits and support that were available and encourage them to participate.

5 Children and Families Service - End of Year Report 2017/18

5.1 The Children's Social Care Annual Report is a standing item within the work programme of the Commission. The full annual report is provided to the Commission in October/ November each year and a mid-year update given the following March. In addition to a commentary on the report, the Commission had asked for additional information in respect of service pressures and the types of child abuse cases that are handled by the Children and Families Service (CFS).

5.2 It was noted that the report is in a new format, as it now also serves as part of the self-assessment process for the new Ofsted inspection regime. The local authority is now required to complete an annual self-evaluation to reflect on its performance which is then submitted to Ofsted. This self-evaluation would inform an inspection should one take place.

5.3 In terms of overall service performance for the CFS in 2017/18, a number of key issues were identified. These were:

- The number of referrals received by the service (4,563) increased 16% from 2016/17 figures and the rate of re-referrals also increased from 13.4% to 15.5% over the same period. Although the current figure for re-referrals is below the national average, the rate rise was of a concern to CFS and was being monitored closely;
- The number of children on Child Protection Plans (CPP) has fallen significantly (down 39% from 2016/17). In 2016/17 the number of children on CPPs rose sharply, and over the past year CFS has sought to understand what may lay behind this increase as the plans can be intrusive for families and the service does not want to include children on CPPs if the level of risk can be held on a Child in Need Plan. As a result of this review, a number of gatekeeping initiatives have been implemented to ensure that children placed on a CPP are done so appropriately;
- A modest increase (3%) in the number of looked after children (LAC) was recorded in the year to 2017/18 with 381 children in care at the end of March

2018. The mid-year figure (to end September) shows a further modest increase to 383 children in the care of the local authority. Whilst the number of 14-17 year olds entering care has fallen this year, this age cohort still represents 49% of those in care in Hackney. These trends are repeated across London;

- Placement stability is a key indicator of good outcomes for looked after children, so the service was pleased to record a substantial fall in the number of children that had three or more placements in 2017/18 (11%) when compared to 2016/17 (18%). Long term placement stability among under 16's however showed a decline (from 69% to 62%) and the CFS intends to investigate this further this year.

5.4 The report identified a number of key priorities for the CFS in the year ahead which were reiterated to the Commission, these included:

- To continue to invest in the children's social care workforce;
- To maintain a comprehensive range of early intervention and early help services;
- Embed the Contextual Safeguarding project;
- To recruit and retain the internal pool of foster carers, particular those with the skills to support children with complex needs;
- To improve placement stability of looked after children;
- To undertake further analysis to further understand the factors behind the ongoing rise in demand for children's social care services;
- Ensure that their care leavers continue to be well supported in their transition to independence;
- Further embed the Domestic Abuse service within CFS and to ensure that there is comprehensive support available to children that may be affected;
- Develop CFS understanding of the communities with which they work, to ensure that interventions are well targeted to respond to need and build on strengths and resources available with localities;
- Ensure that issues relating to identity, diversity, inequality and discrimination are considered and addressed in all aspects of the CFS work.

Response to Questions from the Commission

5.5 The Commission discussed the different factors which are assessed to determine children's social care needs. Officers noted that neglect was the most commonly identified factor in children's social care needs, although this covered a wide range of issues including the impact of poverty and poor housing. In the experience of the CFS, it was apparent that deprivation and the stresses this can cause, may be factor in a parent's ability to parent effectively. Parental relationships can also come under pressure in such challenging circumstances, which in part may explain why domestic abuse is increasingly being cited as a factor within children's social care assessments.

5.6 When a child is at risk of significant harm, they are placed on a Child Protection Plan (CPP) which provides multiagency support to reduce identified risks and support change within the family. CPPs have four categories: emotional abuse, neglect, sexual abuse and physical abuse. In 2017/18, children who were at risk of emotional abuse made up the majority (51%) of those on a CPP in Hackney. Children who were at risk of neglect constituted 38% of children on a CPP whilst those at risk of sexual abuse and physical abuse made up 6.5% and 3.5% respectively.

5.7 The Commission sought to ascertain how the service worked with local health services such as the CCG to help tackle issues like childhood obesity. It was understood that the CFS works very closely with local health services to support local children as, in most cases, there is a health component to the assessed needs of a child. Given the complexity of children's needs, a multiagency approach is a common response involving not only CFS, but health services, schools and other support services. In terms of childhood obesity specifically, the Commission noted that Young Hackney offers a range of services through its youth hubs to encourage children to be more active.

5.8 The Commission sought to understand how the CFS works with individual families and communities which may be reluctant to engage with statutory services. Local work is beginning to address those factors which may prevent some families from seeking help from local services, most notably the Young Black Men project. Similarly, CFS works closely with Interlink to help engage and involve local members and build trust within the Orthodox Jewish community. Building trust and developing relationships with all communities is a key part of the work of the CFS to help counter negative mythologies about the service which may be a deterrent to service use and wider engagement.

5.9 In respect of diversity, the Commission sought to clarify whether the CFS workforce mirrored the ethnic makeup of the local community? It was reported that there was a good diversity of front-line workers across the organisation, particularly in Young Hackney, which delivers the Council's youth offer. The CFS would also like to encourage and develop staff from a wider range of communities in to more senior and managerial positions. Diversity is important as members of the community must feel that they can relate to officers and that officers have a cultural understanding of their needs.

5.10 Members of the Commission noted that annual report data showed that social worker caseloads remains high within the CFS compared to other similar local authorities. It was noted that the Director meets with managers on a weekly basis to assess service pressures and review caseloads. It was noted that CFS utilises a unit model which means that social workers are provided with administrative and clinical support in Hackney, and this is not common in other local authorities. There has been some additional finance to support service pressures which has helped to increase the throughput of cases where this is appropriate. Hackney has a relatively stable workforce which it was suggested could be an indicator of keeping caseloads at a manageable level.

5.11 Given the large numbers of young adults leaving care each year, the caseloads of social workers in the leaving care team is relatively higher. The Commission sought to clarify if Hackney planned to continue to use social workers rather than personal advisers to support care leavers. It was noted that many other local authorities use personal advisers rather than social workers in their leaving care teams. The CFS noted that many young people do not lose their vulnerability when they turn 18 and would continue to use social workers to support service delivery. The CFS service is however looking at ways to develop further capacity within the service, and the recruitment of personal advisers would be an option through which to achieve this.

5.12 As many of looked after children are adolescents with complex needs, the Commission sought to understand how CFS had adapted services to support

these needs. Officers noted that the contextual safeguarding project continued to help to identify situations outside the family home which may expose adolescents to risks and strategies which can help to reduce these risks (e.g. intervene with adolescent peer groups). The CFS is also part of the North London Adoption and Fostering Consortium with 5 other boroughs and the consortium has cooperated to recruit foster carers with specialist skills, such as being able to care for adolescents and other specialist needs. The CFS is also working with a number of east London boroughs to help improve the commissioning of residential placements for looked after children. CFS involvement in this consortium will enable it to shape service provision to local needs, but would also assist in a larger number of young people being cared for within London and closer to their family and friend networks.

5.13 The number of children subject to court proceedings but still present in the family home was discussed with officers. Although this was a London wide trend, CFS were keen to understand if there are any local issues behind this. Preliminary analysis would suggest that, in part, this was a result of the judiciary not agreeing with the principle of a Care Order being granted or disagreeing with the nature of the Care Order requested. Another factor was that in a small number of cases where the family has been difficult to engage, going to court has been the last recourse to facilitate engagement with CFS. It was not clear however if this issue is as a result of the views of a few individual judges, or reflected a wider cultural shift within the judiciary. Given that this is a London wide issue, it was agreed by Association of London Directors of Children's Services (ALDCS) that it would be helpful to engage with the courts on a regional basis to better understand the nature of this issue and what can be done to resolve it.

5.14 In respect of looked after children, the Commission sought to understand whether educational attainment of children was monitored and whether schools were actively engaged in this process. In response, officers noted that educational attainment was given a high priority by CFS and Hackney invests a lot more than many other authorities in the education of looked after children, especially through a well-resourced Virtual School. This is supported by the educational outcomes recorded for looked after children in Hackney where the proportion of looked after children going to university was one of the highest among other London boroughs and where Hackney was among the highest performing authorities nationally in terms of GCSE results.

5.15 In a discussion of support for foster carers, the Commission sought to understand more about the Mockingbird Project. It was noted that this project was imported from the USA and has been trialled in the UK through the Fostering Network via grants from DfE; Tower Hamlets being one such pilot area. The Commission heard that initial results looked promising as this project appeared to extend the local network of support for foster carers which could deliver significant benefits to the way looked after children were supported and cared for within the community.

5.16 The Commission noted the importance and priority attached to early intervention and early help and were keen to understand how CFS monitor these services and assess how effective such services were and if there was any possibility that such services could be ring-fenced? CFS noted that it was always difficult to monitor outcomes as cases were often very complex and may

not demonstrate any immediate impact and require the use of proxy indicators (e.g. educational achievement). In many instances, interventions may be multiple and it can be difficult to attribute outcomes to one specific intervention.

5.17 The Commission welcomed the use of a Youth Panel to deliver safeguarding messages on the use of snapchat and enquired whether there were plans to develop this further and among other cohorts of children and young people. It was noted that the contextual safeguarding project was working to train and upskill professionals and other adults in social media to help them identify risks to young people and how best they can support them to reduce those risks. Young Hackney also offers training in local schools to support safer use of social media among young people. The service was currently reflecting whether such training was broad enough and if there was sufficient coverage across the borough.

5.18 It was clear that CFS had experienced a significant rise in demand for services during 2017/18 as demonstrated by the increase in the number of children referred for a social care assessment. The Commission were keen to understand what impact this had on the day to day delivery of children's services, particularly in the context of a forecast financial deficit for the Directorate. The Commission noted that the CFS constantly and rigorously assessed budgets to ensure that as much value could be derived from the resources available. In addition, the CFS constantly assessed new and innovative approaches in which social care services could be delivered to children in more efficient and cost effective ways. Investing in prevention and early help services can also be resource efficient, especially if this can prevent future need for more costly social care interventions. In this context, it was noted that CFS had invested in Oxfordshire which provides intensive family support for children on the edge of care. The Commission noted that the CFS also sought to deliver support to children in partnership with other statutory and voluntary agencies where there is a shared interest to do so. Collaborative working and pooled resources can often provide more effective and efficient ways to support service delivery.

6 Minutes of the Previous Meeting

The Commission agreed the minutes of the last meeting held on the 10th October 2018.

7 Children and Young People Scrutiny Commission - 2018/19 Work Programme

- 7.1 The Members of the Commission noted the current work programme for the municipal year 2018/19.
- 7.2 The Commission noted that there was a joint meeting with Health in Hackney Scrutiny Commission on the 19th November 2019 where the integrated commissioning of CYP and Maternity work-stream was being assessed. It was also noted that childhood immunizations would also be considered at this meeting which would be of interest to members of the Commission.
- 7.3 In respect of the Commission's review of exclusion outcomes, it was noted that two site visits had been arranged with New Regents College and The Garden

Thursday, 15th November, 2018

School. To improve accessibility of site visits, members noted that it would be helpful if future visits could be scheduled for later in the week (Thursdays/Fridays).

Action: That members would be consulted on future availability on Thursdays and Fridays before Christmas to support site visits. Members would also be asked to suggest possible venues for site visits.

- 7.4 The Commission heard from representatives of Hackney Independent Forum for Parents on ways in which children who have been excluded or at risk of being excluded could be included and their parents within the review.

Action: Chair and officer to meet with representatives Hackney Independent Forum for Parents to identify ways in to facilitate the involvement of parents and young people in the review.

8 Any Other Business

There was no other business for the Commission.

The meeting closed at 9.20pm

Duration of the meeting: Times Not Specified



Children and Young People Scrutiny Commission 14th January 2019 Item 7 – Children and Young People Scrutiny Commission - 2018/19 Work Programme	Item No 7
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Outline

The work programme for the Commission for 2018/19 is attached. This is a working document which is regularly revised and updated.

Action

The Commission is asked to review and confirm the work programme for the remainder of the municipal year 2018/19.

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Children & Young People Scrutiny Commission Work Programme June 2018 – April 2019

Please note: this is a working document subject to change.

Date	Item title and scrutiny objective	Directorate – Division – Officer Responsibility	Preparatory work to support item
18th June 2018 Papers deadline: 7 th June 2018 Agenda dispatch: 8 th June 2018	Election of Chair and Vice Chair	Sanna Melling, Scrutiny Team/ Chair CYP	
	Update on School Admissions and the Childcare sufficiency Assessment	Marian Lavelle, Head of Admissions and Pupil Benefits, HLT Angela Scattergood, Head of Early Years, HLT Tim Wooldridge, Early Years Strategy Manager, HLT	
	Review update – Childcare: the introduction of extended (30-hour) free childcare in Hackney.	Angela Scattergood, Head of Early Years, HLT Tim Wooldridge, Early Years Strategy Manager, HLT	
	Work Programme 2018/19	Sanna Melling, Scrutiny Team	To discuss and agree the work programme.
20th September 2018 Papers	Executive Response - Unregistered Educational Settings in Hackney	Anne Canning, Group Director, Children, Adults and Community Health, LBH Andrew Lee, Assistant Director Education Services, Hackney	

Date	Item title and scrutiny objective	Directorate – Division – Officer Responsibility	Preparatory work to support item
deadline: 11 th September 2018 Agenda dispatch: 12 th September 2018		Learning Trust Paul Kelly, Head of Wellbeing and Education Safeguarding Education Services, Hackney Learning Trust	
	Executive Response - Recruitment and Support to Foster Carers review.	Sarah Wright, Director of Children & Family Services Deborah Ennis, Service Manager - Safeguarding and Learning Children and Families Service	Including an additional short written update on the project to provide additional support to unaccompanied asylum seeking children.
	SEND Reference group - update	Cllr Kennedy, Cabinet Member for Families, Early Years and Play Cllr Gordon, Vice Chair CYP Scrutiny Commission	Update to cover terms of reference, progress and remit of reference group.
	Outcomes of Exclusions – DRAFT Terms of Reference	Sanna Melling, Scrutiny Team	
	Work Programme 2018/19	Sanna Melling, Scrutiny Team	To review and monitor progress

Date	Item title and scrutiny objective	Directorate – Division – Officer Responsibility	Preparatory work to support item
<p>10th October 2018</p> <p>Papers deadline: 1st October 2018</p> <p>Agenda dispatch: 2nd October 2018</p>	<p>Evidence session – Review: Outcomes of Exclusions in Hackney</p> <p><u>Guests:</u></p> <p>Kiran Gill, founder of the charity The Difference</p> <p>Executive Head and Head of School, New Regent’s College</p> <p>Head teacher, Garden School</p> <p>As well as representatives from the following alternative provisions;</p> <p>ELATT</p> <p>The Boxing Academy</p> <p>BSix College</p> <p>Inspired Directions School</p> <p>The School at Hackney City Farm</p>	<p>Sanna Melling, Scrutiny Team</p>	<p>First evidence session with key stakeholders</p>
	<p>Work Programme 2018/19</p>	<p>Sanna Melling, Scrutiny Team</p>	<p>To review and monitor progress</p>
<p>15th</p>	<p>Annual Question Time with</p>	<p>Cllr Christopher Kennedy</p>	<p>The Commission has identified 3 areas</p>

Date	Item title and scrutiny objective	Directorate – Division – Officer Responsibility	Preparatory work to support item
<p>November 2018</p> <p>Papers deadline: 6th November 2018</p> <p>Agenda dispatch: 7th November 2018</p>	<p>Cabinet Member for Cabinet Member for Families, Early Years and Play</p>		<p>for depth questioning in advance:</p> <ul style="list-style-type: none"> • children's centres and nurseries • making Hackney a child friendly borough • troubled families
	<p>Children and Families Service Bi-Annual Update – End of Year Report to Members</p>	<p>Sarah Wright, Director of Children & Family Services Lisa Aldridge, Head of Service, Safeguarding and Learning Deborah Ennis, Service Manager - Safeguarding and Learning Children and Families Service</p>	<p>CFS End of Year Report 2017/18</p> <p>Including a narrative about the increased demand on the service and a breakdown of abuse type over the past year and information about trends.</p>
	<p>Work Programme 2018/19</p>	<p>Martin Bradford, Scrutiny Team</p>	<p>To review and monitor progress</p>
<p>19th November 2018</p>	<p>Joint Meeting with Health in Hackney:</p> <p>Integrated Commissioning – CYP and Maternity Workstream</p> <p>Vaccine preventable disease and childhood immunisations</p>	<p>Amy Wilkinson, Workstream Director Children, Young People and Maternity Services Integrated Commissioning Workstream</p> <p>NHSE London GP Confed Public Health CCG Rep of an Anti Vac campaign</p>	<p>Long item on Childhood Immunisations to address concerns about the borough's performance and key issues for the stakeholders engaged in trying to increase the uptake of immunisations.</p>

Date	Item title and scrutiny objective	Directorate – Division – Officer Responsibility	Preparatory work to support item
<p>14th January 2019</p> <p>Papers deadline: 3th January 2019</p> <p>Agenda dispatch: 4th January 2019</p>	<p>Outcomes of Exclusions in Hackney – Evidence Session</p> <p>1) <u>Report back of site visits and or focus groups.</u></p> <p>2) <u>Local Policy and Practice</u></p> <p>3) <u>Comparative Policy and Practice</u></p> <p>4) Legal advice for children and</p>	<p>Overview & Scrutiny Officer</p> <p>Paul Kelly, Hackney Learning Trust</p> <p>Rachel Thompson & Jack Newling, Re-Integration Unit, Hackney Learning Trust</p> <p>Marian Lavelle, Fair Access Panel, Hackney Learning Trust</p> <p>Sarah Wright, Director of Children and Families Service Lisa Aldridge, Head of Service, Safeguarding and Learning Pauline Adams, Principal Head of Service, Early Help and Prevention</p> <p>Jan Parnell, Assistant Director of Education, LB Hammersmith and Fulham</p> <p>Suzanne Frazer, Islington Law</p>	<p>Members have notes of site visits and focus groups to identify emerging key issues.</p> <p>Ensure that Members and review participants are aware of the TOR for the review.</p> <p>For data on children and young people, Hackney’s statistical peers are Brent, Enfield, Greenwich, <u>Hammersmith and Fulham</u>, Haringey, Islington, Lambeth, Lewisham, Southwark, and Waltham Forest.</p>

Date	Item title and scrutiny objective	Directorate – Division – Officer Responsibility	Preparatory work to support item
	their families excluded from school.	Centre	
	Annual Question Time with Deputy Mayor and Cabinet Member for Education, Young People and Children’s Social Care.	Cllr Anntoinette Bramble	<p>The Commission to identify 3 areas for depth questioning in advance.</p> <p>To include budget and performance monitoring of service area - to look ‘beyond’ data set to gain a better understanding of complex issues. In order to promote ‘investigative rather than for information’.</p>
	Work Programme 2018/19	Scrutiny Officer	To review and monitor progress
<p>25th February 2019</p> <p>Papers deadline: 14th February 2019</p> <p>Agenda dispatch: 15th February 2019</p>	CAMHS: early intervention and support to schools (WAMHS project)	<p>HLT programme lead/CAMHS practitioners/Schools in pilot programme –TBC</p> <p>Sophie McElroy, HLT Helena Burke, HLT Greg Condon, C&H CCG</p>	<p>To include;</p> <ul style="list-style-type: none"> • a report on schools progress against the action plans that were put in place following the audit; • as well as any patterns and trends that have come up as a part of the auditing process and; • summary of work undertaken by the CAMHS worker including reflections on the pilot programme so far and the next

Date	Item title and scrutiny objective	Directorate – Division – Officer Responsibility	Preparatory work to support item
			steps.
	Equalities – LGBT+ curriculum in Hackney Schools	HLT / Schools – TBC	To include; <ul style="list-style-type: none"> • a summary of the finding form the CSSI Commissions (2011?) and; • outline of support and resources for individual LGBT+ students, families and school staff and; • an update on current practices around ensuring that LGBT+ issues are raised where relevant throughout the curriculum, including through humanities and literature as well as through PSHCE and; • possible discussion around how to ensure that the whole school community demonstrate an accepting and supportive approach to and around LGBT+ issues, including through policies to tackle bullying and harassment.
	Outcomes of Exclusions – Recommendation discussion	Scrutiny Officer	
	Work Programme 2018/19	Scrutiny Officer	To review and monitor progress

Date	Item title and scrutiny objective	Directorate – Division – Officer Responsibility	Preparatory work to support item
<p>25th March 2019</p> <p>Papers deadline: 14th March 2019</p> <p>Agenda dispatch: 15th March 2019</p>	<p>6-month recommendation update on Recruitment and Support to Foster Carers review.</p>	<p>Children and Families Service</p>	
	<p>Children and Families Service Bi-Annual Report to Members</p>	<p>Sarah Wright, Director of Children & Family Services Lisa Aldridge, Head of Service, Safeguarding and Learning Deborah Ennis, Service Manager - Safeguarding and Learning Children and Families Service</p>	<p>Including a separate paper on the outcomes of and the tracking of the social and emotional development of children in Temporary Accommodation</p>
	<p>Annual Update on Achievement of Students at Early Years Foundation Stage, Key Stage 2 and Key Stage 4.</p>	<p>Sara Morgan, Principal Adviser Primary, Hackney Learning Trust; Anton Francic, Principal Secondary Adviser, Hackney Learning Trust – TBC Head of Early Years, HLT –TBC</p>	<p>HLT to provide a narrative outlining in more detail the progress in regards to the SEN and Education Health and Care plan cohorts as a part of the annual update as well as provide a document showing each cohort's progress from Early Years through to Key Stage. (actions for HLT that came out of the CYP Commission meeting in March 2018)</p> <p>Further to include, achievement of groups including (as below): Pupil Premium Black British/ Caribbean boys Turkish boys</p> <p>Anton Frankic to provide update on</p>

Date	Item title and scrutiny objective	Directorate – Division – Officer Responsibility	Preparatory work to support item
			Attainment 8 and Progress 8 ahead of the meeting.
	'Curriculum - including how we maintain creative subjects and experiences' - TBC	HLT - tbc	
	Work Programme 2018/19	Scrutiny Officer	To review and monitor progress
30th April 2019 Papers deadline: 19 th April 2019 Agenda dispatch: 22 nd April 2019	6 month recommendation update – Unregistered Educational Settings review	Anne Canning, Group Director, Children, Adults and Community Health, LBH Andrew Lee, Assistant Director Education Services, Hackney Learning Trust Paul Kelly, Head of Wellbeing and Education Safeguarding Education Services, Hackney Learning Trust	
	Annual Report City and Hackney Safeguarding Board	Jim Gamble, Chair of the City and Hackney Safeguarding Children Board – TBC Rory McCallum, Senior Processional Adviser	
	Outcomes of Exclusions – Final report	Scrutiny Officer	

Date	Item title and scrutiny objective	Directorate – Division – Officer Responsibility	Preparatory work to support item
	Discussion of 2019/20 work programme	Scrutiny Officer	Commission to identify, suggest and agree possible topics for inclusion within the Children and Young People Scrutiny Commission work programme for 2019/20.