

# 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, 25th March, 2019**

**7.00 pm**

**Hackney Town Hall, Mare Street, London E8 1EA**

Contact:

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**Tim Shields**

Chief Executive, London Borough of Hackney

**Members:** Cllr Margaret Gordon (Vice-Chair), Cllr Sophie Conway (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, 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 Annual Update on School Achievement** (Pages 1 - 30)
- 5 Recruitment & Retention of Foster Carers** (Pages 31 - 52)
- 6 Children's Social Care - Biannual Report** (Pages 53 - 94)
- 7 Minutes of the Previous Meeting** (Pages 95 - 118)
- 8 Children and Young People Scrutiny Commission - 2018/19 Work Programme** (Pages 119 - 132)

## **9 Any Other Business**

To include updates on children and young people related issues from other scrutiny commissions

## Access and Information

### Getting to the Town Hall

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### Accessibility

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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 Chair shall have discretion to regulate the behaviour of all those present recording a meeting in the interests of the efficient conduct of the meeting. Anyone acting in a disruptive manner may be required by the Chair to cease recording or may be excluded from the meeting. Disruptive behaviour may include: moving from any designated recording area; causing excessive noise; intrusive lighting; interrupting the meeting; or filming members of the public who have asked not to be filmed.

All those visually recording a meeting are requested to only focus on recording councillors, officers and the public who are directly involved in the conduct of the meeting. The Chair of the meeting will ask any members of the public present if they have objections to being visually recorded. Those visually recording a meeting are asked to respect the wishes of those who do not wish to be filmed or photographed. Failure by someone recording a meeting to respect the wishes of those who do not wish to be filmed and photographed may result in the Chair instructing them to cease recording or in their exclusion from the meeting.

If a meeting passes a motion to exclude the press and public then in order to consider confidential or exempt information, all recording must cease and all recording equipment must be removed from the meeting room. The press and public are not permitted to use any means which might enable them to see or hear the proceedings whilst they are excluded from a meeting and confidential or exempt information is under consideration.

Providing oral commentary during a meeting is not permitted.



<p><b>Children and Young People Scrutiny Commission</b></p> <p><b>25<sup>th</sup> March 2019</b></p> <p><b>Item 4 – Annual Update on School Achievement</b></p>	<p>Item No</p> <p><b>4</b></p>
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## Outline

An update on pupil achievement at school in Hackney is received annually by the Commission. Pupil achievement is recorded at the following stages; Early Years Foundation, Key Stage 2 and Key Stage 4. **A report is attached.**

In March 2018, the Commission requested that additional information be provided for children within SEN and Education and Health Care Plan cohorts as part of the annual update. **A report is attached.**


In March 2018, the Commission requested a brief update on the eligibility and application for free school meals (FSM), the impact of the roll-out of Universal Credit and transition to an on-line application system. **A report is attached.** Strategies to close the attainment gap between disadvantaged (FSM) non disadvantaged (non-FSM pupils) is addressed in the main achievement report.

- Sarah Morgan, Principal Primary Adviser, Hackney Learning Trust
- Anton Francic, Senior Secondary Adviser, Hackney Learning Trust
- Tim Wooldridge, Early Years Strategy Manager, Hackney Learning Trust
- Marian Lavelle, Admission and School Place Planning, Hackney Learning Trust

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# Annual Update on Achievement

February 2019

	Control Sheet		
<b>Annual Update on Achievement</b>			
Reference:	n/a		
Date produced:	February 2019	Status:	Final
Valid until:	February 2020		
Collected by:	DfE		
Short description/ notes:	This report provides an annual update on achievement in Hackney at EYFSP, KS2 and KS4. Additionally, sections looking in detail at the attainment of SEN pupils, disadvantaged pupils, and Caribbean and African boys have been included.		
Restrictions on use:	<b>1. Do not distribute without permission from the person authorising use.</b>		
Reporting cycle:	Annual report		
Next report due:	February 2020		
Supplied by:	Ben Brennan	Role:	Systems Administration Manager
Authorised for use by:	Simon Utting	Role:	Head of MISA
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	Focus on attainment of African and Caribbean boys		
	Focus on attainment of disadvantaged pupils		



## Early Years Foundation Stage Profile

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### Introduction

This analysis is based on the analysis of the SFR ‘Early Years foundation stage results: 2017 to 2018’ released by the Department of Education (DfE) in October.

### Summary

The percentage of pupils achieving a good level of development in Hackney is 70.1 in 2018. Hackney has seen an increase (in absolute and relative terms) on the number of pupils completing the EYFSP in PVIIs.

In 2018, 70.1% of children in Hackney achieved a good level of development, 1.4 percentage points lower than the 2018 national average (71.5%). Hackney is ranked 101<sup>st</sup> of all local authorities, 29<sup>th</sup> in London and 12<sup>th</sup> in Inner London on the percentage of pupils achieving a good level of development.

In Hackney, girls outperform boys by 12.2 percentage points on the indicator “percentage achieving a good level of development”. This gender gap is 1.3 percentage points lower than the national gap of 13.5 percentage points and Hackney is ranked 36<sup>th</sup> in England, 12<sup>th</sup> in London and 6<sup>th</sup> in Inner London on the gender gap.

The total average point score in Hackney is 34.7 in 2018, 0.1 percentage points higher than the national average (34.6). Hackney is ranked 60<sup>th</sup> of all local authorities, 17<sup>th</sup> in London and 7<sup>th</sup> in Inner London on the average total point score.

Decreasing by 0.7 percentage points compared to 2017, 68.9% of pupils in Hackney achieved at least expected level in all 17 early learning goals in 2018, 1.3 percentage points lower than the national average. Hackney is ranked 101<sup>st</sup> in the country, 27<sup>th</sup> in London and 11<sup>th</sup> in Inner London at this measure.

On average, girls outperform boys by 12.3 percentage points on the indicator “percentage achieving at least the expected level across all the 17 early learning goals”, compared to 14.3 percentage points in England. The gender gap in Hackney is ranked 24<sup>th</sup> in the country, 6<sup>th</sup> in London and 3<sup>rd</sup> in Inner London.

**Table 1: Number of pupils completing EYFSP by setting type, 2015-18**

	2015	2016	2017	2018
Schools	2828	2786 (-42)	2745 (-41)	2617 (-128)
PVIIs	295	286 (+35)	247 (-9)	319 (+72)

**Table 2: Summary of Hackney EYFSP performance, 2018**

Performance measure	Hackney	London	Inner London	England	Rank (ALL LAs)	Rank (London LAs)	Rank (Inner London LAs)	Rank (Stat Neighbours)
% Achieving a good level of development	70.1	73.8	73.7	71.5	101	29	12	9
% Achieving a good level of development- Gap between boys and girls	12.2	12.8	12.3	13.5	36	12	6	4
Average Total Point Score	34.7	34.9	34.7	34.6	60	17	7	6
% Achieving at least expected level across all ELGs	68.9	72.6	72.4	70.2	101	27	11	8
% Achieving at least expected level across all ELGs - Gap between boys and girls	12.3	13.6	13.2	14.3	24	6	3	1

**Table 3: Percentage achieving a good level of development, 2014-18**

% Achieving a good level of development	2014	2015	2016	2017	2018
Hackney National Rank	24th	54th	87th	63rd	101st
Hackney	64.9	67.6	68.9	71.2	70.1
National	60.4	66.3	69.3	70.7	71.5
London	62.2	68.1	71.2	73.0	73.8
Inner London	62.3	67.7	70.7	72.8	73.7

**Table 4: Percentage achieving a good level of development by setting type, 2014-18**

	2014	2015	2016	2017	2018
Hackney (Schools)	69%	73%	75%	76%	77%
Hackney (with PVI)	65%	67%	69%	71%	70%
Difference	4	6	6	5	7
Hackney (PVI's only)	28%	29%	21%	32%	27%

## Key Stage 2

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### Introduction

The Department of Education, through a statistical first release, publishes a range of performance measures and data items at local authority level, allowing comparison of performance of pupils' across each local authority. These performance measures and data items, in the main, mirror those published at school level as part of the school accountability framework.

### Summary

Table 5 summarises Hackney performance against the 18 indicators published in the statistical first release. The Hackney percentage/number is presented alongside the London and national figures, with a comparison between the Hackney and national levels. 'Rank' shows where, out of 152 local authorities in England, Hackney is ranked on each measure. Based on this rank, the 'Quartile' column illustrates whether Hackney is placed in the 'Outstanding', 'Good', 'Requires Improvement' or 'Inadequate' categories (HLT descriptors).

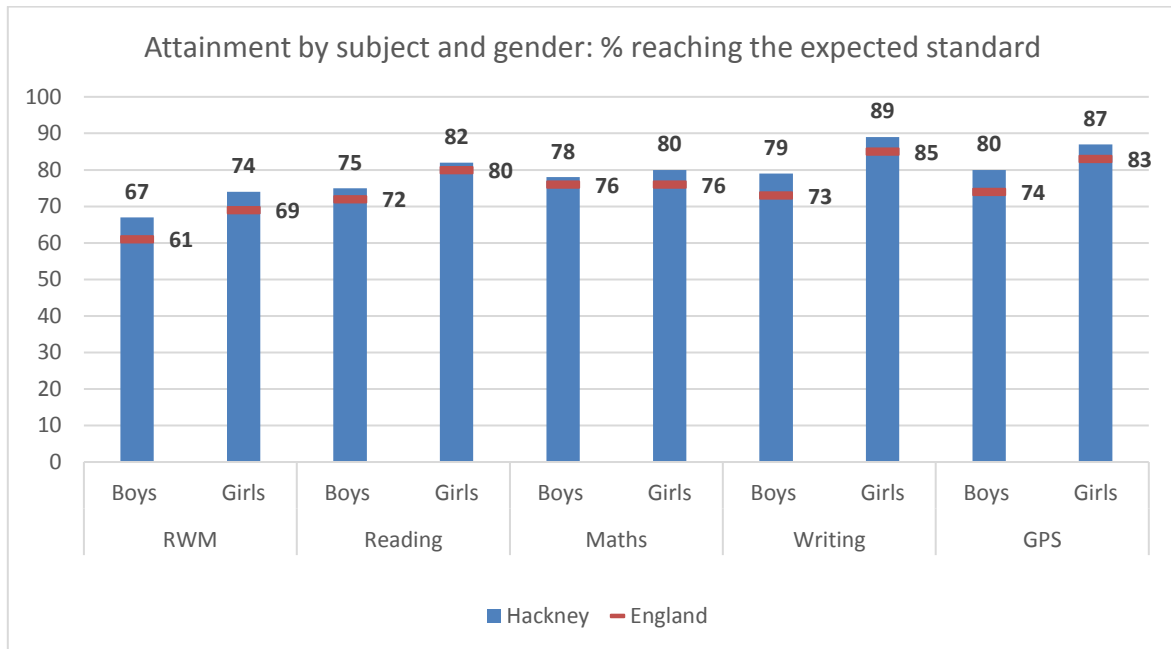
- Hackney is ranked 15<sup>th</sup> of all local authorities on the percentage of pupils reaching the expected standard in reading, writing and maths and 21<sup>st</sup> on percentage of pupils reaching a higher standard in reading, writing and maths
- Hackney is ranked 8<sup>th</sup> of all local authorities on the percentage of pupils achieving the expected standard in writing and 6<sup>th</sup> on the percentage of pupils working at greater depth in writing
- Hackney is above the national figure on all attainment measures.
- Progress measures for all subjects are positive, therefore above the national average.

Table 5: Performance in Hackney compared to London and England, 2018

Performance measure		Hackney	London	England	Hackney versus England	Rank	Quartile
1	Percentage of pupils reaching the expected standard in reading, writing and maths	<b>71</b>	70	65	6	15 <sup>th</sup>	Outstanding
2	Percentage of pupils reaching a higher standard in reading, writing and maths	<b>13</b>	13	10	3	21 <sup>st</sup>	Outstanding
3	Pupils' average progress in reading	<b>1.2</b>	0.8	0	1.2	14 <sup>th</sup>	Outstanding
4	Pupils' average progress in writing	<b>1.4</b>	0.8	0	1.4	12 <sup>th</sup>	Outstanding
5	Pupils' average progress in maths	<b>1</b>	1.3	0	1	34 <sup>th</sup>	Outstanding
6	Percentage of pupils reaching the expected standard in reading	<b>78</b>	79	76	2	39 <sup>th</sup>	Good
7	Percentage of pupils achieving a high score in reading	<b>31</b>	31	28	3	31 <sup>st</sup>	Outstanding
8	Average scaled score in reading	<b>106</b>	106	105	1	13 <sup>th</sup>	Good
9	Percentage of pupils reaching the expected standard in writing	<b>84</b>	82	79	5	8 <sup>th</sup>	Outstanding
10	Percentage of pupils working at a greater depth in writing	<b>28</b>	24	20	8	6 <sup>th</sup>	Outstanding
11	Percentage of pupils reaching the expected standard in maths	<b>79</b>	81	76	3	35 <sup>th</sup>	Good
12	Percentage of pupils achieving a high score in maths	<b>26</b>	31	24	2	40 <sup>th</sup>	Good
13	Average scaled score in maths	<b>105</b>	106	104	1	28 <sup>th</sup>	Good
14	Percentage of pupils reaching the expected standard in grammar, punctuation and spelling	<b>84</b>	83	78	6	13 <sup>th</sup>	Outstanding
15	Percentage of pupils achieving a high score in grammar, punctuation and spelling	<b>40</b>	44	35	5	32 <sup>nd</sup>	Outstanding
16	Average scaled score in grammar, punctuation and spelling	<b>107</b>	108	106	1	29 <sup>th</sup>	Good
17	Number of schools below the floor target	<b>0</b>	8	364	n/a	n/a	n/a
18	Number of 'coasting schools'	<b>1</b>	18	640	n/a	n/a	n/a

**Chart 1** shows that both girls and boys perform higher than nationally in both the combined measure and in the individual subjects. In 2018, 74 percent of girls reached the expected standard in the combined reading, writing and maths compared to 67 percent of boys in Hackney schools. Girls also continue to outperform boys at the expected standard at individual subject level (reading, writing, maths and grammar, punctuation and spelling).

**Chart 1: Attainment by subject and gender, 2018**



## Key Stage 4

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### Introduction

New GCSEs in English and mathematics have been taught since September 2015 with the first examinations taking place in summer 2017. New GCSEs in other subjects were phased in for first teaching from September 2016, continuing into 2017 and a very small number from 2018. Only the new GCSEs will be included in the secondary performance tables as they are introduced (for example, only reformed GCSEs in English and mathematics were included in 2017). As part of these reforms, a new grading system has been introduced from 2017 to replace the A to U system with a new 9 to 1 scale. In 2017, only English and maths used the 9 to 1 system. In 2018, the following GCSEs are now graded on the 9 to 1 scale:

English	History	Drama
Maths	Art and Design	Music
Biology	French	Food Preparation and Nutrition
Chemistry	German	Physical Education
Physics	Latin	Religious Studies
Combined Science	Spanish	Citizenship Studies
Computer Science	Classical Greek	
Geography	Dance	

The new system sets a 4 as equivalent to a C under the previous rankings, while the top grades A\* and A are split into three grades, 7, 8 and 9 – with 9 awarded to those with marks at the top of the old A\* grade.

### Summary

Hackney is ranked in the top quartile nationally in five of the main indicators - “Progress 8 score (overall)”, “Progress 8 score (English)”, “Progress 8 score (Maths)”, “Attainment 8 score”, “English Baccalaureate- Average points score”.

Hackney is ranked in the second quartile in the remaining two indicators – “Percentage of pupils who achieved a strong pass (grade 9-5) in English and maths GCSEs” and “Percentage of pupils who achieved a standard pass (grade 9-4) in English and maths GCSEs”.

### Progress 8 score (Overall)

Hackney is currently ranked 16<sup>th</sup> nationally, 13<sup>rd</sup> in London, 4<sup>th</sup> in inner London and 3<sup>rd</sup> among its statistical neighbours for the average Progress 8 score (+0.31 points).

### **Attainment 8 score (Overall)**

The average Attainment 8 per pupil is 49 points in Hackney in 2018, decreasing by 0.4 percentage points compared to 2017 but 2.4 percentage points higher than the national average in 2018. Hackney is currently ranked 34<sup>th</sup> among all LAs in England, 18<sup>th</sup> LA in London, 6<sup>th</sup> in Inner London and 4<sup>th</sup> among statistical neighbours in this measure.

### **Percentage of pupils who achieved a strong pass (grades 9-5) in English and maths GCSEs**

46.7 percent of pupils in Hackney achieved a strong pass (a grade 5 or higher) in both English and maths this year, 3.2 percentage points higher than the national average, ranking Hackney 41<sup>st</sup> of all LAs, 19<sup>th</sup> in London and 7<sup>th</sup> in Inner London at this measure.

### **Percentage of pupils who achieved a standard pass (grades 9-4) in English and maths GCSEs**

67.6 percent of pupils in Hackney achieved a standard pass (a grade 4 or higher) in both English and maths this year, 3.2 percentage points higher than the national average, ranking Hackney 43<sup>rd</sup> of all LAs, 19<sup>th</sup> in London and 6<sup>th</sup> in Inner London at this measure.

### **English Baccalaureate- Average point score per pupil**

Hackney is currently ranked 29<sup>th</sup> nationally, 17<sup>th</sup> in London, 6<sup>th</sup> in inner London and 4<sup>th</sup> among its statistical neighbours for the English Baccalaureate- Average point score per pupil (4.37).

**Table 6:** Summary Key Stage 4 (GCSE) results for Hackney secondary schools and academies, 2018

	Performance measure	Hackney	London	Inner London	England (state-funded)	Hackney versus England	Rank (All LAs)	Rank (London LAs)	Rank (Inner London LAs)	Rank (Stat. neighbours)	Quartile
1	Average Progress 8 score (Overall, All pupils)	0.31	0.23	0.19	-0.02	0.33	16 <sup>th</sup>	13 <sup>th</sup>	4 <sup>th</sup>	3 <sup>rd</sup>	A
2	Average Progress 8 score (English, All pupils)	0.39	0.29	0.32	-0.04	0.43	18 <sup>th</sup>	15 <sup>th</sup>	8 <sup>th</sup>	4 <sup>th</sup>	A
3	Average Progress 8 score (Maths, All pupils)	0.24	0.19	0.09	-0.02	0.26	18 <sup>th</sup>	15 <sup>th</sup>	2 <sup>nd</sup>	2 <sup>nd</sup>	A
4	Average Attainment 8 score per pupil (All pupils)	49	49.4	48.3	46.6	2.4	34 <sup>th</sup>	18 <sup>th</sup>	6 <sup>th</sup>	4 <sup>th</sup>	A
5	Percentage of pupils who achieved a strong pass (grades 9-5) in English and maths GCSEs	46.7	48.7	46.4	43.5	3.2	41 <sup>st</sup>	19 <sup>th</sup>	7 <sup>th</sup>	4 <sup>th</sup>	B
6	Percentage of pupils who achieved a standard pass (grades 9-4) in English and maths GCSEs	67.6	67.9	66.1	64.4	3.2	43 <sup>rd</sup>	19 <sup>th</sup>	6 <sup>th</sup>	4 <sup>th</sup>	B
7	English Bacalaureate (Average Point Score)	4.37	4.42	4.32	4.05	0.32	29 <sup>th</sup>	17 <sup>th</sup>	6 <sup>th</sup>	4 <sup>th</sup>	A

Table 6 shows Hackney's position in the performance distributions of the other local authorities in England across seven Key Stage 4 indicators.



**Table 7:** Key Stage 4 (GCSE) results, 2015-2018: Average Attainment 8

<b>Average Attainment 8</b>	<b>2014/15</b>	<b>2015/16</b>	<b>2016/17</b>	<b>2017/18</b>
<b>Hackney</b>	<b>50.3</b>	<b>52.5</b>	<b>49.4</b>	<b>49.0</b>
Rank (All LAs)	36th	22nd	25 <sup>th</sup>	34th
Rank (London LAs)	16th	12th	14 <sup>th</sup>	18 <sup>th</sup>
Rank (Inner London LAs)	6th	5th	6 <sup>th</sup>	6 <sup>th</sup>
Rank (Stats neighbours)	4th	3rd	3 <sup>rd</sup>	4 <sup>th</sup>
<b>England (state-funded)</b>	<b>48.6</b>	<b>50.1</b>	<b>46.4</b>	<b>46.6</b>

## Focus on attainment of pupils with SEN

There is a high proportion of pupils with SEN in Hackney maintained schools:

In the primary phase, 2.7% of pupils have an EHCP and 13.8% of pupils have SEN Support, compared to 1.4% and 12.4% nationally.

In the secondary phase, 2.6% of pupils have an EHCP and 16.7% of pupils have SEN Support, compared to 1.6% and 10.6% nationally.

In January 2018, 1300 pupils in maintained schools had an EHCP, and over 5000 had SEN Support.

Of all pupils with SEN, Speech, Language and Communication Needs (31%), Moderate Learning Difficulty (20%) and Social, Emotional and Mental Health (19%) are the three most prevalent categories, contributing 70% of SEN primary needs.

Pupils with SEN in Hackney schools outperform the national cohort at all key stages, and at all key measures – see across.

7% of pupils with an EHCP in Hackney schools achieve a GLD, slightly above the national level (5%). Pupils with SEN support significantly outperform the national level in Hackney schools, 15 percentage points higher in 2018.

Pupils with SEN in Hackney schools significantly outperform equivalent cohorts nationally at LS1. For those pupils with an EHCP, 19% (reading), 14% (writing) and (19%) maths achieve the expected standard, all of which are five or more percentage points higher than nationally. For pupils with SEN Support, in HaAckney, 50% achieve the expected standard in reading, above the national figure of 33%. In writing, 42% achieve the expected standard compared to 25% nationally, while in maths, 53% achieve the expected standard in Hackney compared to 36% nationally. The gap between the Hackney figure and the equivalent attainment level nationally (for both EHCP pupils and SEN Support pupils) has reduced over the last three years.

39% of SEN Support pupils in Hackney schools achieved the expected standard in RWM in 2018, significantly above the national level of 24%. Attainment of EHCP pupils in Hackney schools is in line with the national picture.

The Attainment 8 score for pupils with SEN (both those with an EHCP and SEN Support) in Hackney schools is above the equivalent level nationally. The Attainment 8 score for ECHP pupils is 15.3 in Hackney compared to -13.5 nationally; the Attainment 8 score for SEN support pupils is 36.9 in Hackney compared to 32.2 nationally. The same picture is replicated on the Progress 8 measure. The gap between the Hackney figure and the equivalent attainment level nationally (for both EHCP pupils and SEN Support pupils) has reduced over the last three years.

EYFSP GLD	2018	
	Hackney	England
All pupils	70.1	71.5
EHCP	7	5
SEN Support	43	28

KS1 Reading	2018	
	Hackney	England
All pupils	81	75
EHCP	19	13
SEN Support	50	33

KS1 Writing	2018	
	Hackney	England
All pupils	77	70
EHCP	14	9
SEN Support	42	25

KS1 Maths	2018	
	Hackney	England
All pupils	81	76
EHCP	19	13
SEN Support	53	36

KS2 RWM	2018	
	Hackney	England
All pupils	71	65
EHCP	9	9
SEN Support	39	24

KS4 A8	2018	
	Hackney	England
All pupils	49.0	46.6
EHCP	15.3	13.5
SEN Support	36.9	32.2

KS4 P8	2018	
	Hackney	England
All pupils	0.31	0
EHCP	-0.93	-1.09
SEN Support	-0.25	-0.43

Gap between Hackney and equivalent national cohort	2016	2017	2018
EHCP	6	1	2
SEN Support	7	10	15

Gap between Hackney and equivalent national cohort	2016	2017	2018
EHCP	12	1	6
SEN Support	20	16	17

Gap between Hackney and equivalent national cohort	2016	2017	2018
EHCP	11	4	5
SEN Support	21	20	17

Gap between Hackney and equivalent national cohort	2016	2017	2018
EHCP	14	1	6
SEN Support	22	18	17

Gap between Hackney and equivalent national cohort	2016	2017	2018
EHCP	4	7	0
SEN Support	18	16	15

Gap between Hackney and equivalent national cohort	2016	2017	2018
EHCP	4.1	3.6	1.8
SEN Support	6.8	4.6	4.7

Gap between Hackney and equivalent national cohort	2016	2017	2018
EHCP	0.28	0.20	0.16
SEN Support	0.44	0.40	0.18

## Focus on attainment of African and Caribbean boys

African boys achieve on par with the overall Hackney cohort at EYFSP, and outperform African boys nationally. Caribbean boys perform below the overall Hackney cohort, and below Caribbean boys nationally. The gap between Caribbean boys and the Hackney overall level has been maintained over the last three years.

EYFSP GLD	2018	
	Hackney	England
All pupils	70	72
African boys	70	63
Caribbean boys	58	61

Gap to Hackney	2016	2017	2018
African boys	2	-4	0
Caribbean boys	-12	-5	-12

African boys in Hackney outperform African boys nationally as well as outperforming the overall national level in each of reading, writing and maths at KS1. Caribbean boys perform significantly below the Hackney overall level in each subject (between 16 and 22 percentage points) and the gap between Caribbean boys and Hackney overall has widened over the last three years (by two percentage points in maths, three in writing, and six in reading).

KS1 Reading	2018	
	Hackney	England
All pupils	81	75
African boys	77	74
Caribbean boys	65	68

Gap to Hackney	2016	2017	2018
African boys	-3	-2	-4
Caribbean boys	-10	-10	-16

KS1 Writing	2018	
	Hackney	England
All pupils	77	70
African boys	75	67
Caribbean boys	55	57

Gap to Hackney	2016	2017	2018
African boys	-1	-5	-2
Caribbean boys	-19	-21	-22

KS1 Maths	2018	
	Hackney	England
All pupils	81	76
African boys	80	74
Caribbean boys	63	66

Gap to Hackney	2016	2017	2018
African boys	-5	-4	-1
Caribbean boys	-16	-14	-18

66% of African boys and 56% of Caribbean boys achieved the expected standard in RWM, both below the Hackney level of 71%. The gaps between African boys and Caribbean boys and the overall Hackney level have been almost unchanged over the last three years.

KS2 RWM	2018	
	Hackney	England
All pupils	71	65
African boys	66	62
Caribbean boys	56	49

Gap to Hackney	2016	2017	2018
African boys	-4	-6	-5
Caribbean boys	-15	-13	-15

African boys and Caribbean boys perform significantly below the Hackney level across all four KS4 measures. African boys in Hackney perform just below the African boys cohort nationally at Attainment 8 and Progress 8, and above the national cohort on the two English and maths measures. Caribbean boys in Hackney perform above the Caribbean boys cohort nationally on Attainment 8 and 4+ in English and maths, on par on Progress 8 and below at 5+ in English and maths. The gaps between African boys and Caribbean boys and the overall Hackney level have widened across all measures over the last three years, with the exception of African boys' Attainment 8 average score.

KS4 A8	2018	
	Hackney	England
All pupils	49	46.6
African boys	43.8	44
Caribbean boys	36.4	35.5

KS4 P8	2018	
	Hackney	England
All pupils	0.31	-0.02
African boys	0.0	0.04
Caribbean boys	-0.60	-0.59

KS4 E&M 4+	2018	
	Hackney	England
All pupils	67.6	64.4
African boys	63.4	60.5
Caribbean boys	46.3	42.3

KS4 E&M 5+	2018	
	Hackney	England
All pupils	46.7	43.5
African boys	42.1	40.0
Caribbean boys	18.9	22.1

Gap to Hackney	2016	2017	2018
African boys	-5.8	-2.7	-5.2
Caribbean boys	-6.2	-10.7	-12.6

Gap to Hackney	2016	2017	2018
African boys	-0.17	0.16	-0.31
Caribbean boys	-0.46	-0.55	-0.91

Gap to Hackney	2016	2017	2018
African boys	n/a	1.0	-4.2
Caribbean boys	n/a	-19.1	-21.3

Gap to Hackney	2016	2017	2018
African boys	n/a	-3.6	-4.6
Caribbean boys	n/a	-24.4	-27.8

## Focus on attainment of disadvantaged pupils

In 2018, there was no achievement gap in Hackney. The gap has been consistently low or non-existent over the last three years, in contrast to a significant national gap.

EYFSP GLD*	2018	
	Hackney	England
Disadvantaged	70	57
Non-disadvantaged	70	74

Gap*	2016	2017	2018
Hackney	0	-4	0
National	-18	-17	-18

The disadvantaged / non-disadvantaged gap at KS1 in Hackney has fallen in reading (4 percentage point decrease), writing (3 percentage point decrease) and maths (1 percentage point) across the three year period, opposing the national trend which has seen the equivalent gaps widen. In 2018, the gap in Hackney is smaller than nationally, 7 to 10 percentage points in Hackney compared to 18 to 20 percentage points nationally.

KS1 Reading	2018	
	Hackney	England
Disadvantaged	76	60
Non-disadvantaged	83	78

Gap	2016	2017	2018
Hackney	11	9	7
National	17	17	18

KS1 Writing	2018	
	Hackney	England
Disadvantaged	71	53
Non-disadvantaged	79	73

Gap	2016	2017	2018
Hackney	11	9	8
National	18	19	20

KS1 Maths	2018	
	Hackney	England
Disadvantaged	74	61
Non-disadvantaged	84	79

Gap	2016	2017	2018
Hackney	11	9	10
National	17	18	18

The disadvantaged / non-disadvantaged gap in Hackney has closed over the last three years at KS2, and is six percentage points smaller than nationally.

KS2 RWM	2018	
	Hackney	England
Disadvantaged	64	51
Non-disadvantaged	78	71

Gap	2016	2017	2018
Hackney	19	15	14
National	22	21	20

The disadvantaged / non-disadvantaged gap in Hackney has closed over the last three years at KS4 on the Attainment 8 and Progress 8 measures. The gaps across all indicators are smaller than nationally.

KS4 A8	2018	
	Hackney	England
Disadvantaged	45.1	36.8
Non-disadvantaged	53.6	50.3

Gap	2016	2017	2018
Hackney	8.9	8.8	8.5
National	12.3	12.8	13.5

KS4 P8	2018	
	Hackney	England
Disadvantaged	0.15	-0.44
Non-disadvantaged	0.52	0.13

Gap	2016	2017	2018
Hackney	0.40	0.38	0.37
National	0.48	0.51	0.57

KS4 E&M 4+	2018	
	Hackney	England
Disadvantaged	60.6	44.6
Non-disadvantaged	75.8	71.7

Gap	2016	2017	2018
Hackney	18.4	16.5	15.2
National	27.8	27.0	27.1

KS4 E&M 5+	2018	
	Hackney	England
Disadvantaged	38.5	24.9
Non-disadvantaged	56.3	50.3

Gap	2016	2017	2018
Hackney	n/a	16.4	17.8
National	n/a	25.2	25.4

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# Information about pupils with special needs (SEN) and disabilities in Hackney

Sara Morgan, Principal Primary Adviser

Anton Francic, Senior Secondary Adviser

## Background

The Special Needs and Disabilities Code of Practice (CoP) published in 2015 sets out what schools and early years providers must and should do. Ofsted inspectors will check whether the CoP is being fully implemented and the needs of pupils with special needs (SEN) and or disabilities are being met.

Schools must:

**Identify** and **address** the needs of pupils with SEN.

**Ensure** pupils with SEN engage in activities alongside all other pupils.

**Designate** a qualified teacher to be the Special Needs Co-ordinator (SenCO)

**Inform** parents when they are making SEN provision. Prepare and publish a SEN information report

Schools should:

**Identify** a member of the governing body with specific oversight for pupils with SEN.  
**Regularly** review how SEN expertise and resources can be used to improve whole-school provision.

**Keep** accurate records of provision given to pupils with SEN.

**Ensure** pupils with SEN have access to a broad and balanced curriculum.

**Ensure** the quality of teaching and learning for pupils with SEN are a core part of the school's performance management and Continuous Professional Development (CPD) arrangements.

**Identify** any patterns in the identification of pupils with SEN.

**Ensure** that arrangements for identifying and supporting the needs of pupils with SEN form part of the Local Offer (Hackney's Offer).

**Ensure** that children and their parents are actively involved in decision-making regarding SEN (co-production and a more of a joined up approach)

## The school's requirement to provide information

The SEN Information Report must include information about: the kinds of SEN that are provided for policies for identifying children with SEN and assessing their needs. It must include the name of the SenCo, arrangements for consulting with parents of children with SEN and involving them in their child's education. These should be arrangements for consulting children and young people with SEN and involving them in their education arrangements for assessing and reviewing children's progress towards outcomes. Arrangements for supporting children and young people in moving between phases of education should be outlined. The approach for teaching children and young people with SEN should be identified. How adaptations are made to the curriculum for children and young people with SEN. The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured. Evaluating the effectiveness of the provision for children and young people with SEN. How children and young people with SEN are enabled to engage in activities available with children and young people who do not have SEN.

## When looking at achievements of pupils with SEN

### **Key Questions are**

Do children and young people with SEN **attain** well against End of Year Expectations and national average measures? (may not be the case due to specific needs)



Can at least good **progress** be shown from starting points for children and young people with SEN in **all** year groups?

Does aspiration/high expectations permeate at all levels in school children and young people for?

What is the impact of funded support on closing gaps in attainment and progress of children and young people with SEN?

In Ofsted reports, children and young people with SEN progress is compared to all pupils nationally with similar starting points. The current Grade Descriptors in the section 5 handbook say:

'In a wide range of subjects including English and maths, current pupils (including SEND) make consistently strong progress.

Pupils' progress is above average or improving across most subject areas.'

It is important that schools present their information in a concise way.

**Table 1**

3

II. Pupils with SEND in Hackney maintained schools							
Overview of Special Educational Needs in Hackney Schools, January 2018							
School type/ School name	SEN Provision						Total Number
	Pupils without SEN		Education Care Plan		SEN Support		
	Number	Percentage	Number	Percentage	Number	Percentage	
<b>Nursery</b>	<b>161</b>	<b>81%</b>	<b>7</b>	<b>4%</b>	<b>30</b>	<b>15%</b>	<b>198</b>
Comet Nursery	90	82%	4	4%	16	15%	110
School and Children's Centre							
Wentworth Nursery School and Children's Centre	71	81%	3	3%	14	16%	88
<b>Primary</b>	<b>17177</b>	<b>83%</b>	<b>557</b>	<b>3%</b>	<b>2850</b>	<b>14%</b>	<b>20584</b>
Baden Powell Primary School	197	86%	2	1%	29	13%	228
Benthal Primary School	314	78%	6	1%	83	21%	403
Berger Primary School	386	82%	31	7%	53	11%	470
Betty Layward Primary School	397	90%	11	2%	34	8%	442
Colvestone Primary School	162	77%	4	2%	44	21%	210
Daubeney Primary School	576	90%	10	2%	53	8%	639
De Beauvoir Primary School	244	80%	8	3%	52	17%	304
Gainsborough Community Primary School	307	82%	16	4%	52	14%	375
Gayhurst Community School	504	90%	16	3%	40	7%	560
Grasmere Primary School	191	83%	7	3%	31	14%	229
Grazebrook Primary School	408	88%	11	2%	45	10%	464
Hackney New Primary School	134	89%	3	2%	13	9%	150
Halley House School	91	87%	2	2%	12	11%	105
Harrington Hill Primary School	350	90%	6	2%	33	8%	389
Holmleigh Primary School	204	91%	7	3%	12	5%	223
Holy Trinity CE Primary School	234	84%	6	2%	38	14%	278
Hoxton Garden Primary School	251	78%	4	1%	67	21%	322
Jubilee School	406	90%	12	3%	34	8%	452
Kingsmead Primary School	170	70%	4	2%	68	28%	242
Lauriston Primary School	394	87%	12	3%	49	11%	455
London Fields Primary School	387	84%	18	4%	53	12%	458
Lubavitch House School (Junior Boys)	99	76%	5	4%	26	20%	130

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Lubavitch Ruth Lunzer Girls' Primary School	136	87%	5	3%	16	10%	157
Mandeville Primary School	321	87%	4	1%	42	11%	367
Millfields Community School	572	85%	29	4%	70	10%	671
Morningside Primary School	389	80%	13	3%	85	17%	487
Mossbourne Parkside Academy	341	77%	10	2%	93	21%	444
Mossbourne Riverside Academy	128	88%	1	1%	17	12%	146
Nightingale Primary School	176	75%	8	3%	50	21%	234
Northwold Primary School	387	87%	6	1%	51	11%	444
Orchard Primary School	476	78%	12	2%	119	20%	607
Our Lady and St Joseph's RC Primary School	191	84%	3	1%	34	15%	228
Parkwood Primary School	188	80%	7	3%	40	17%	235
Princess May Primary School	311	80%	10	3%	67	17%	388
Queensbridge Primary School	444	87%	27	5%	41	8%	512
Randal Cremer Primary School	322	86%	10	3%	44	12%	376
Rushmore Primary School	390	81%	10	2%	81	17%	481
Saint Scholastica Roman Catholic Primary School	170	77%	4	2%	48	22%	222
Sebright School	365	85%	11	3%	54	13%	430
Shacklewell Primary School	421	89%	12	3%	38	8%	471
Shoredich Park School	301	74%	22	5%	83	20%	406
Simon Marks Jewish Primary School	94	75%	2	2%	30	24%	126
Sir Thomas Abney School	307	77%	13	3%	78	20%	398
Southwold School	309	78%	5	1%	81	21%	395
Springfield Community Primary School	181	80%	4	2%	42	19%	227
St Dominic's Catholic Primary School	325	78%	10	2%	80	19%	415
St. John & St. James Church of England Primary School	202	77%	15	6%	47	18%	264
St. John of Jerusalem CE Primary School	181	88%	2	1%	23	11%	206
St. John the Baptist CE Primary School	270	82%	8	2%	52	16%	330
St. Mary's Church of England Primary	180	81%	7	3%	36	16%	223
St. Matthias CE Primary School	234	90%	5	2%	22	8%	261
St. Monica's RC Primary School	212	88%	3	1%	26	11%	241
St. Paul's with St. Michael's CE Primary School	176	80%	3	1%	41	19%	220
The Olive School	462	86%	13	2%	63	12%	538
Thomas Fairchild Community School	310	77%	20	5%	71	18%	401
Tyssen Community Primary School	333	78%	26	6%	68	16%	427
William Patten Primary School	407	90%	7	2%	37	8%	451
Woodberry Down Community Primary School	559	89%	9	1%	59	9%	627
<b>Secondary</b>	<b>10935</b>	<b>81%</b>	<b>350</b>	<b>3%</b>	<b>2257</b>	<b>17%</b>	<b>13542</b>
Cardinal Pole RC School	813	80%	19	2%	184	18%	1016
City of London Academy, Shoreditch Park	161	88%	1	1%	22	12%	184
Clapton Girls' Academy	1076	92%	14	1%	81	7%	1171
Haggerston School	700	81%	16	2%	150	17%	866
Lubavitch House School (Senior Girls)	109	87%	5	4%	12	10%	126
Mossbourne Community Academy	1143	86%	59	4%	129	10%	1331

Mossbourne Victoria Park Academy	463	78%	32	5%	100	17%	595
Our Lady's Convent High School	649	90%	3	0%	67	9%	719
Skinners' Academy	733	74%	20	2%	244	24%	997
Stoke Newington School & Sixth Form	1279	78%	52	3%	307	19%	1638
The Bridge Academy	969	88%	31	3%	107	10%	1107
The City Academy, Hackney	827	73%	36	3%	273	24%	1136
The Hackney New School	321	71%	7	2%	125	28%	453
The Petchey Academy	773	73%	24	2%	259	25%	1056
The Urswick School	645	77%	17	2%	177	21%	839
Yesodey Hatorah Jewish Secondary School for Girls	274	89%	14	5%	20	6%	308
<b>Special</b>		<b>0%</b>	<b>373</b>	<b>100%</b>	<b>1</b>	<b>0%</b>	<b>374</b>
Ickburgh School		0%	107	99%	1	1%	108
Stormont House School		0%	130	100%		0%	130
The Garden School		0%	136	100%		0%	136
<b>PRU</b>	<b>85</b>	<b>57%</b>	<b>12</b>	<b>8%</b>	<b>53</b>	<b>35%</b>	<b>150</b>
New Regent's College	85	57%	12	8%	53	35%	150

7% of pupils with an EHCP in Hackney schools achieve a GLD, slightly above the national level (5%). Pupils with SEN support significantly outperform the national level in Hackney schools, 15 percentage points higher in 2018.

EYFSP GLD	2018	
	Hackney	England
All pupils	70.1	71.5
EHCP	7	5
SEN Support	43	28

Gap between Hackney and equivalent national cohort	2016	2017	2018
EHCP	6	1	2
SEN Support	7	10	15

Pupils with SEN in Hackney schools significantly outperform equivalent cohorts nationally at LS1. For those pupils with an EHCP, 19% (reading), 14% (writing) and (19%) maths achieve the expected standard, all of which are five or more percentage points higher than nationally. For pupils with SEN Support, in HaAckney, 50% achieve the expected standard in reading, above the national figure of 33%. In writing, 42% achieve the expected standard compared to 25% nationally, while in maths, 53% achieve the expected standard in Hackney compared to 36% nationally. The gap between the Hackney figure and the equivalent attainment level nationally (for both EHCP pupils and SEN Support pupils) has reduced over the last three years.

KS1 Reading	2018	
	Hackney	England
All pupils	81	75
EHCP	19	13
SEN Support	50	33

Gap between Hackney and equivalent national cohort	2016	2017	2018
EHCP	12	1	6
SEN Support	20	16	17

KS1 Writing	2018	
	Hackney	England
All pupils	77	70
EHCP	14	9
SEN Support	42	25

Gap between Hackney and equivalent national cohort	2016	2017	2018
EHCP	11	4	5
SEN Support	21	20	17

KS1 Maths	2018	
	Hackney	England
All pupils	81	76
EHCP	19	13
SEN Support	53	36

Gap between Hackney and equivalent national cohort	2016	2017	2018
EHCP	14	1	6
SEN Support	22	18	17

39% of SEN Support pupils in Hackney schools achieved the expected standard in RWM in 2018, significantly above the national level of 24%. Attainment of EHCP pupils in Hackney schools is in line with the national picture.

KS2 RWM	2018	
	Hackney	England
All pupils	71	65
EHCP	9	9
SEN Support	39	24

Gap between Hackney and equivalent national cohort	2016	2017	2018
EHCP	4	7	0
SEN Support	18	16	15

The Attainment 8 score for pupils with SEN (both those with an EHCP and SEN Support) in Hackney schools is above the equivalent level nationally. The Attainment 8 score for EHCP pupils is 15.3 in Hackney compared to -13.5 nationally; the Attainment 8 score for SEN support pupils is 36.9 in Hackney compared to 32.2 nationally. The same picture is replicated on the Progress 8 measure. The gap between the Hackney figure and the equivalent attainment level nationally (for both EHCP pupils and SEN Support pupils) has reduced over the last three years.

KS4 A8	2018	
	Hackney	England
All pupils	49.0	46.6
EHCP	15.3	13.5
SEN Support	36.9	32.2

Gap between Hackney and equivalent national cohort	2016	2017	2018
EHCP	4.1	3.6	1.8
SEN Support	6.8	4.6	4.7

KS4 P8	2018	
	Hackney	England
All pupils	0.31	0
EHCP	-0.93	-1.09
SEN Support	-0.25	-0.43

Gap between Hackney and equivalent national cohort	2016	2017	2018
EHCP	0.28	0.20	0.16
SEN Support	0.44	0.40	0.18

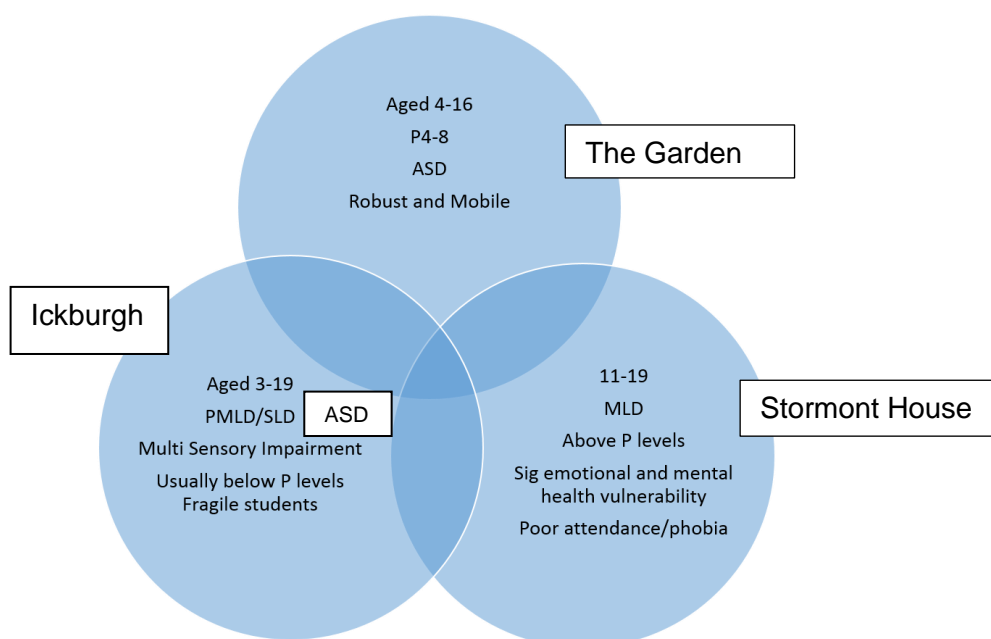
There are effective procedures for tracking children with SEN re: B squared/Pivats etc (recognised systems for assessments).

Schools are able to show that pupils make at least good progress from their individual starting points and achieve good outcomes. The vast majority of pupils within schools and SEND settings achieve the challenging targets that have been set for them. Schools are able to show this using a range of assessment systems, including pictorial and video evidence.

### Hackney Special Schools

There are currently 3 special schools in Hackney as highlighted in Table 1. All of these settings have intakes of students with significant and complex needs. Ickburgh School has PMLD, SLD and ASD students in the main and is from reception to aged 19. The Garden school has children with ASD while Stormont House has higher functioning students many could be described as MLD who are unable to thrive in mainstream schools. The Garden has students from KS1-4, Stormont has students in KS3 and KS4 and offers a one year 6<sup>th</sup> form.

Staff at the schools are highly trained in a wide range of strategies including those relating to the complex health needs many students have. All 3 schools have had recent Ofsted reports: The Garden and Stormont were graded as Outstanding and Ickburgh as good and improving. It is not possible to make direct comparisons between the outcomes of the schools as their cohorts are so different. However, each school has robust assessments systems which incorporate the recent recommendations by The Rochford Report.



### The way SEN pupils will be assessed will change.

Pre-Key Stage Standards to be made permanent and widened (entry & emerge)  
Removal of P-Scales after 2017 for subject specific learning. An introduction of statutory assessments against 7 aspects of cognition and learning for those with the most severe need (and not engaged in subject specific learning). These 7 aspects are the pre-requisites for subject specific learning i.e: **Responsiveness, Curiosity, Discovery, Anticipation, Persistence, Initiation and Investigation**. Schools will now have to submit this information to the DfE.

# HACKNEY LEARNING TRUST

## FREE SCHOOL MEALS

### Eligibility Criteria

Parent(s) in receipt of the following benefits are entitled to free school meals:

- Income Support
- Income-based Jobseeker's Allowance
- Income-related Employment and Support Allowance
- Support under Part VI of the Immigration and Asylum Act 1999
- The guaranteed element of Pension Credit
- Child Tax Credit (provided there is no entitlement to Working Tax Credit and the annual gross income is no more than £16,190)
- Working Tax Credit run-on - paid for 4 weeks after ceasing to qualify for Working Tax Credit
- Universal Credit – for parents who apply on or after 1 April 2018 the household income must be less than £7,400 a year (after tax and not including any benefits received)

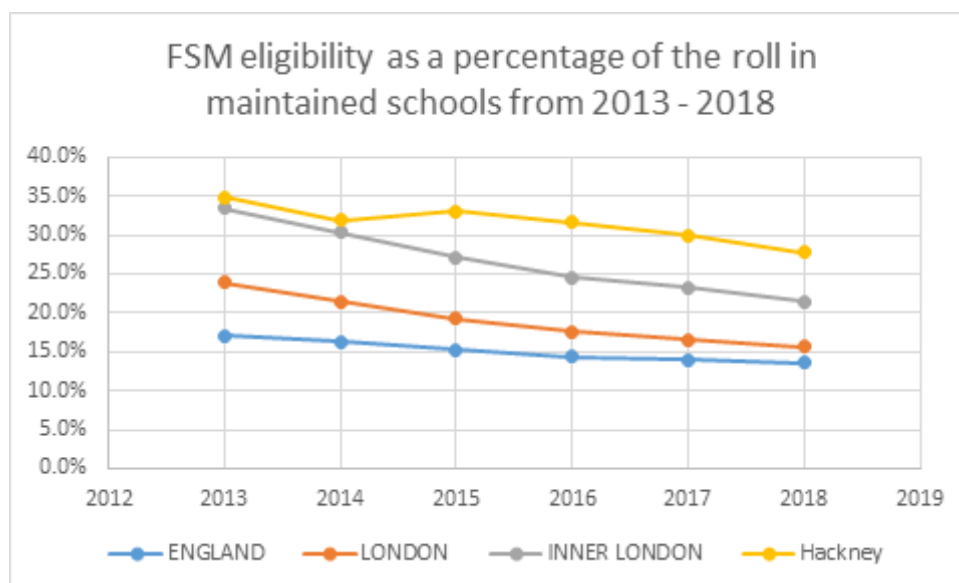
### Transition into full universal Credit

As a transition into full universal credit, if a child is currently eligible for free school meals, they'll remain eligible until they finish the phase of schooling (primary or secondary) they're in on 31 March 2022. This protects eligibility until the roll-out of universal credit is completed. The implications after that date are not yet known.

A range of measures are currently in place to ensure that eligible parents apply for free school meals. These include:

- The benefits of applying for free school meals are highlighted and made explicit in the nursery application and guidance form.
- The design of an easy to use on-line application with additional support available via an easy to use guide and HLT's advertised drop-in sessions;
- Advising schools to make explicit to parents the benefits of applying for free school meals as part of the enrolment.
- The admissions and pupil benefits team run weekly eligibility checks on all applicants who have applied for free school meals. Those who are eligible, due to changed circumstances, are added to the updated reports which are then sent to schools on a weekly basis.
- Schools are sent a complete list of eligible pupils on a monthly basis. From February 2019 they will also be sent a list of families that have applied for free school meals but are not eligible. This will enable schools to identify the parents of children who have not applied but may be eligible.
- Pupils' eligibility also continues should the pupil transfer from one Hackney school to another.
- At secondary transfer, schools automatically receive a report from the Admissions team listing the pupils currently eligible for free school meals so that they are able to identify the remaining parents to explain the benefits of applying for free school meals. For transfer in 2019 onwards, the free school meal status will also be shown in a field added to the allocation notification.
- In the case of in-year admissions, a field is added to the allocation notification report indicating whether the pupil is currently in receipt of free school meals to help schools identify the parents of children not on the list who may be eligible.

The table below compares the Hackney average eligibility, against the inner London; London wide and national eligibility. It can be seen that the level of eligibility in Hackney remains significantly higher than the national, London and inner London average, although the gap is narrowing **although free school numbers are decreasing.**



Hackney is also higher than other inner London boroughs as shown in the table below:

	Percentage known to be eligible for and claiming free school meals 2013	Rank	Percentage known to be eligible for and claiming free school meals 2018	Rank	overall difference
<b>INNER LONDON (5)</b>	<b>32%</b>		<b>20%</b>		-12.3%
Camden	37%	4	25%	4	-12.2%
<i>Hackney</i>	34%	6	26%	2	-7.6%
Hammersmith and Fulham	35%	5	21%	6	-13.7%
Haringey	26%	10	14%	12	-12.1%
Islington	46%	1	26%	3	-20.1%
Kensington and Chelsea	31%	8	21%	7	-10.4%
Lambeth	34%	7	21%	5	-12.0%
Lewisham	25%	13	14%	11	-10.4%
Newham	29%	9	12%	13	-17.2%
Southwark	26%	11	20%	9	-6.6%
Tower Hamlets	43%	2	30%	1	-12.4%
Wandsworth	26%	12	15%	10	-10.2%
Westminster	36%	3	20%	8	-15.9%

Source of data: <https://www.gov.uk/government/collections/statistics-school-and-pupil-numbers> and relates to those pupils eligible and claiming.

[No data is available to include the total eligibility i.e. those that would be eligible but don't claim.](#)



Regarding those that are eligible and don't claim, there is less incentive for these parents to apply if their child automatically receives a free school meal but as shown in the above table Hackney does well compared to other LAs.

HLT will continue to emphasize in its published information the benefits (to the school) of parents applying for free school meals and will continue to assist schools to identify parents who have not applied.

**The transition to an on-line application system**

Hackney Learning Trust's decision in to introduce an on-line system to apply for free school meals in 2017 was taken in accordance with the Council's policy regarding the promotion of on-line services. The paper application continues to be available to those parents who do not have an email address or are unable to visit Hackney Learning Trust's 2<sup>nd</sup> floor reception for help with completing the form.

Marian Lavelle

Head of Section (Admissions and School Place Planning)

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<p><b>Children and Young People Scrutiny Commission</b></p> <p><b>25<sup>th</sup> March 2019</b></p> <p><b>Item 5 – Recruitment and Retention of Foster Carers (Progress Review)</b></p>	<p>Item No</p> <p><b>5</b></p>
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**Outline**

In 2017/18 the Commission undertook an in-depth review into the recruitment and retention of foster carers. The report was produced in March 2018 and the Executive response received in April 2018.

This is a progress report on how the service is meeting the recommendations of the review. **(Report attached)**

Presenter: to be confirmed.

**Action**

Members are requested to review the progress made in meeting recommendations of the review.

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**Children and Families Service update on Children and Young People Scrutiny Commission Review of Recruitment and Retention of Foster Carers - March 2019**

Recommendation	Update: April 2018	Update: March 2019
<p><b>Recommendation One</b></p> <p>It is recommended that when the local looked after children sufficiency strategy is updated, measures to ensure the retention of foster carers are included which:</p> <ul style="list-style-type: none"> <li>(i) Provide for individualised training programmes for in-house foster carers;</li> <li>(ii) Are informed by regular surveys and consultations with foster carers where such information will help to identify where the local support offer is sufficient and what could be improved;</li> <li>(iii) Are informed by systematic exit interviews conducted with all those foster carers who deregister from the in-house service, to help identify those trends or patterns which may impact on a decision to leave;</li> <li>(iv) Are underpinned by a package of remuneration which is regularly benchmarked against other neighbouring local authorities;</li> <li>(v) Ensure that foster carers are provided with training and development opportunities which enable them to progress through the foster carer banding system so that each year (at least): - 8 level 1 carers progress</li> </ul>	<p>The current Sufficiency Strategy was published in 2016 and will be refreshed in 2019. The Sufficiency Strategy action plan is regularly reviewed and monitored. The Commission’s recommendations are helpful and additional actions will be added to the Sufficiency Strategy action plan based on the recommendations, and incorporated into the refreshed Sufficiency Strategy in 2019.</p> <p>An extensive training programme is currently provided to Hackney in-house foster carers. The next published Foster Carer training programme will be available in September 2018. Recommendations for training will start to be incorporated into the foster carer training programme from June 2018 where appropriate.</p>	<p>The Sufficiency Strategy is currently being reviewed with a view to an updated version being available by June 2019.</p> <ul style="list-style-type: none"> <li>i. The foster carer training programme was updated to reflect the needs of looked after children in Hackney, and was shared with foster carers in October 2018. The foster carer training programme will be reviewed on an annual basis. Individualised training needs are incorporated into the programme based on feedback and learning from annual reviews and foster carer forums. Furthermore foster carers are able to access training from the North London Adoption and Fostering Consortium (NLAFC<sup>1</sup>).</li> <li>ii. The fostering service are in consultation with the Hackney Foster Care Council (HFCC) around gathering meaningful feedback. Additionally every foster carer completes a yearly feedback form as part of their annual review. All feedback is captured and shared for service improvement.</li> <li>iii. All foster carers who deregister complete an exit interview where learning is captured. As at March 2019, there have been no foster carers deregistered in 2018/19.</li> <li>iv. The service works closely with the North London</li> </ul>

<sup>1</sup> NLAFC is comprised of six London Boroughs, and two Voluntary Adoption Agencies, who have joined together to improve services to children, birth families and to families involved in the fields of adoption and fostering.

<p>to level 2; and - 4 level 2 carers progress to level 3</p> <p>(vi) Set out how to increase the number of in-house foster carers that are trained to become Foster Carer Ambassadors from 6 to 12.</p> <p>(vii) Ensure that foster carers who are the subject of allegations or concerns about their practice or standards of care should have access to independent support to assist them to clarify the stages of the procedure and help them to represent their point of view;</p> <p>(viii) Ensure that there is sufficient respite (in respect of duration and quality) for foster carers.</p>		<p>Adoption Fostering Consortium and have compared their package of remuneration with Local Authority members of the North London Adoption and Fostering Consortium. A financial working group undertook a thorough comparison across neighbouring boroughs to ensure Hackney's package of remuneration is in line with neighbouring boroughs. The service's financial policy is in the process of being updated to reflect this.</p> <p>v. As at March 2019, five level 1 foster carers had progressed to level 2 and two level 2 foster carers progressed to level 3 in 2018/19. Following feedback from the HFCC, the Fostering Service has recently reviewed the developmental requirements which enable foster carers to progress through the banding system so that experienced foster carers are supported to progress into level 3.</p> <p>vi. The Fostering Service has exceeded the target of recruiting 12 Foster Carer Ambassadors and has successfully recruited 13 as at March 2019. Foster Care Ambassadors were recruited through liaison with social workers and foster carer forums.</p> <p>vii. Support is offered to all foster carers subject to allegations through the HFCC and the Fostering Network (funded by Hackney).</p> <p>viii. All foster carers are entitled to a minimum of two weeks respite a year. Additional respite can be provided and all requests are assessed on a case by case basis. The Mockingbird model<sup>2</sup> (see Recommendation 10) will provide additional support and respite for foster carers.</p>
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<b>Recommendation Two</b>		
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<sup>2</sup> The Mockingbird model is an innovative method of delivering foster care using an extended family model which provides respite care, peer support, regular joint planning and training, and social activities.

<p>It is recommended that the Fostering Service should develop a new, ambitious and long-term local foster carer recruitment strategy. This strategy should:</p> <ul style="list-style-type: none"> <li>(i) Be informed by a local needs analysis of its population of looked after children to determine the types of care placements required and the skills and experience required of foster carers (e.g. those looking after teenagers, complex needs and SEND);</li> <li>(ii) Set ambitious targets for the recruitment of in-house foster carers in the short, medium and long term: 23 new recruits per year should be the new target.</li> <li>(iii) Adopt an 'Always Be Recruiting' approach, which seeks to maximise Hackney Fostering Service presence, engagement and recruitment at all council and other local events;</li> <li>(iv) Seek to encompass and target under-represented groups, who may not traditionally associate themselves with fostering or do not feel that they have the right skills or experience (e.g. the childless, under 35s, single people, men and the LGBTQi community);</li> <li>(v) Develop recruitment campaigns which focus on the specific needs of looked after children and the required skills of foster carers (e.g. teenagers, complex needs, parent and child);</li> <li>(vi) Maximise the use of word of mouth interventions, such as through the Foster Carer Ambassadors scheme;</li> </ul>	<p>The current foster carer recruitment strategy will be reviewed in May 2018 and the Commission's recommendations will be incorporated into the updated strategy</p> <p>An update will be provided to the Commission in the Autumn 2018.</p>	<ul style="list-style-type: none"> <li>i. The foster carer recruitment strategy was updated in July 2018. The recruitment activity is informed by the local needs analysis of Hackney's Looked After Children and various publications are used to target a diverse audience for instance, public sector workers and education professionals . Publications include Primary Times, SEN magazine, Teachers Today and Education for Everyone.</li> <li>ii. 14 foster carer families are predicted to be recruited in 2018/19, which is higher than our neighbouring and consortium boroughs. The service continues to explore new ways of working to support the efforts of the team to reach the set target of 23 with quality assessments.</li> <li>iii. The Fostering Service has adopted an 'Always Be Recruiting' approach, which seeks to maximise the service's presence, engagement and recruitment at all council and other local events. This approach is ongoing and has been incorporated into business as usual.</li> <li>iv. Fostering advertisements have incorporated messages that reach out to the LGBTQI+ community and have organised an LGBTQI+ family picnic. Similarly a social media campaign ran which corrected some myths about fostering such as clarifying that individuals can apply as a single candidate. There has been an increase over 2017/18 in single male applicants. Furthermore an Unaccompanied Asylum Seeking Child (UASC) project will target prospective foster carers from a diverse background such as Vietnamese, Ethiopian and Albanian.</li> <li>v. Recruitment campaigns have been developed, that focus on the specific needs of Hackney's looked after children. Campaigns have focused on teenagers, LGBTQI+, UASC and parent and child placements. Joint recruitment campaigns have also been developed with</li> </ul>
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<p>(vii) Ensure that there is a dedicated and high profile on-line foster carer recruitment presence (given the importance of this and the limited local resource, it should be explored whether this function could be provided jointly across participating boroughs in the North London Adoption and Fostering Consortium);</p> <p>(viii) Ensure that recruitment campaigns are responsive and enquiries for in-house foster carers are dealt with promptly (at the latest, the next day).</p> <p>(ix) Seek to refocus recruitment across a broader range of housing tenures, seeking potential recruits in both the privately owned and privately rented sector (where there may be greater housing capacity).</p>		<p>North London Adoption and Fostering Consortium targeting potential foster carers across a number of boroughs.</p> <p>vi. Ambassadors are asked to attend all outreach and public engagement activities. They also on occasion call and share their experience of fostering with those considering fostering. A fostering referral scheme is also in place and a number of potential foster carers have made contact through this route.</p> <p>vii. A dedicated and high profile online foster carer recruitment presence is in place. The North London Adoption and Fostering Consortium has a website that takes enquires and redirects individuals to their home borough. Additionally the North London Adoption and Fostering Consortium has a social media presence that allows information sharing. The Fostering Service continue to work with other boroughs around fostering recruitment online activity.</p> <p>viii. All enquiries are followed up within two working days. Anyone completing the online eligibility checker is able to download an information pack and request a call back at their preferred time.</p> <p>ix. The current focus has been for those with a spare bedroom to consider fostering; this applies to homeowners/lease holders and those renting. Consultation with Housing Services have taken place. Where possible, links will be made with the Housing Service to explore the possibility of potential candidates already living in council housing relocating to bigger housing. This has been challenging due to candidates not meeting the set housing criteria.</p>
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<p><b>Recommendation Three</b></p> <p>The Commission understands that the Council has been running a pilot scheme offering up to 4 larger properties to experienced foster carers to enable them to take on additional placements of looked after children. It would be beneficial if this scheme was formalised and agreed, reflecting approaches taken in the neighbouring boroughs of Camden and Islington.</p> <p>It is therefore recommended that the Council:</p> <p>(a) Allocate 4 larger (2-4 bedroom) properties to the Fostering Service each year to enable experienced, long term foster carers to provide additional placements, particularly for teenagers (as per the Camden model);</p> <p>(b) Give priority to adult children in foster carer households in local social housing allocation policies, to enable foster carers to take on additional placements for looked after children (as per the Islington model).</p>	<p>(a) Hackney Fostering Service is in the process of formalising this scheme with colleagues from the Council's Benefits and Housing Needs Service and will explore the feasibility of the recommendation by June 2018. An update will be provided to the Commission in 6 months.</p> <p>(b) Hackney Fostering Service will explore this further with the Council's Benefits and Housing Needs Service. An update will be provided to the Commission in 6 months.</p>	<p>a) The scheme has been formalised by the Hackney Fostering Service and Housing Needs Service. There have been challenges recruiting foster carers to the scheme due to the specific set housing criteria.</p> <p>(b) Hackney Fostering Service has been explored this further and Housing Needs Service have advised that they unfortunately are not able to commit to this at the moment.</p>
<p><b>Recommendation Four</b></p> <p>To bring the Hackney offer into line with other north east London boroughs (e.g. Waltham Forest, Redbridge), the Council should consider the introduction of a Council Tax reduction scheme for foster carers. Such a scheme should:</p>	<p>Hackney Fostering Service will review these recommendations with the Council's Benefits and Housing Needs Service and will provide an update to the Commission in 6 months.</p>	<p>The Council's Benefits and Housing Needs Service confirmed that their current scheme will remain in place until March 2019. An update from Housing Needs Service will be provided following review in the new financial year 2019/20.</p>

<p>(a) Reflect a level of discount commensurate to the experience and longevity of foster carers (e.g. in alignment with the current banding system e.g. 33% for level 1, 66% for level 2 and 100% for level 3);</p> <p>(b) Provide greater discounts for the care of looked after children who are difficult to match to suitable placements (e.g. children aged 13-17, or parent and child placements);</p> <p>(c) Acknowledge that not all foster carers live within Hackney and will not be eligible to benefit from such a scheme, and therefore provide them with an annual retainer payment (also based on experience).</p>		
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<p><b>Recommendation Five</b></p> <p>The Commission understands that Hackney foster carers already have access to cultural, leisure and other opportunities to support their role. The Commission recommends that the Fostering Service reviews these and explores other opportunities that might be available for foster carers through other services of the Council and local community and voluntary sector (and consult with current foster carers about what would be helpful or appealing to them).</p>	<p>Hackney Fostering Service will work closely with Hackney’s Foster Carer Council to progress this recommendation and develop a guide for foster carers that gives all necessary information around support they can access. The Service aims to finalise the guide by October 2018.</p>	<p>The Fostering Newsletter published on a quarterly basis by the Fostering Service advertises current events and organisations in the borough which carers can access. This includes other services foster carers can have access to through the local community and voluntary sector. The Hackney Fostering Service continues to work closely with The Hackney Foster Care Council about what would be helpful and appealing to them.</p>
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<p><b>Recommendation Six</b></p>		
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Whilst the vacancy rate in Hackney is on a par with, if not better than, the national average, evidence given to the Commission from foster carers would suggest that foster carers are not being utilised as much as they would like, and was a factor in some carers' decisions to de-register. Thus, as well as recruiting more in-house foster carers, it was evident that better use could be made of the existing pool of foster carers. It is recommended that the Council:

- (i) Consider the implementation of the 'Step Up Step Down' programme - which seeks to utilise in-house foster carers to provide additional preventative support to those children on the edge of the care system;
- (ii) As per the Islington model, consider whether in-house foster carer vacancies can be used to support placements in other boroughs, such as within the NL Consortium or further afield;
- (iii) Increase the number of Foster Carer Ambassadors in Hackney to extend the capacity for targeted outreach recruitment and to support newly appointed foster carers (increase from current 6 to 12);
- (iv) Consider further ways in which peer support mechanisms can be used to support fostering practice and increase the skills and knowledge base of local in-house foster carers and their ability to provide a wider range of foster placements;
- (v) Develop the skill base of the existing pool of foster carers to better enable them to support the needs of looked after children in Hackney, particularly those looking after

A working group will be set up to consider how we implement the recommendations and will include representatives from Hackney's Foster Carer Council. The recommendations will also be incorporated into the Sufficiency Strategy Board Action Plan

i. A 'Step Up Step Down' programme is in place, and in-house foster carers are supporting with outreach when they have vacancies. Furthermore, in-house foster carers support Children in Need (CIN) cases with respite to prevent children from coming into care. This will be incorporated into the updated Sufficiency Strategy.

ii. A list of in-house foster carer vacancies is shared on a weekly basis with the North London Adoption and Fostering Consortium to ensure that the consortium boroughs are informed of the availability of in-house foster carer placements in neighbouring boroughs.

iii. The Fostering Service has exceeded the target of recruiting 12 Foster Carer Ambassadors and has successfully recruited 13 as at March 2019. Experienced foster carers are encouraged to speak to people considering fostering and new foster carers.

iv. The Mockingbird model will also provide peer support through the creation of a community network similar to that of an extended family. To further support fostering practice, experienced foster carers are paired up with new foster carers by the fostering officer and matching social worker when required.

v. The training programme has been updated in October 2018 to reflect the needs of the looked after children in Hackney. The North London Adoption and Fostering Consortium is also offering parent and child placement training. An induction level 3 training workshop was held to explore with level 3 foster carers specialist training they felt would be beneficial. Feedback will be incorporated into the next training programme. Level 3 foster carers are encouraged to request training they feel is required which Hackney's Fostering Service will

young adolescents aged 13 and above and parent and child placements.		consider supporting.
<p><b>Recommendation Seven</b></p> <p>It is recommended that the Council develop a joint working protocol with partner IFAs which:</p> <ul style="list-style-type: none"> <li>(i) Addresses issues around the quality and cost of foster care placements;</li> <li>(ii) Seeks to develop usage of foster carers in the IFA sector in a planned way which enables both IFAs and the LA to plan more effectively;</li> <li>(iii) Allows for more effective commissioning and contract management (quality and outcomes of placements);</li> <li>(iv) Enables IFAs and the LA to work cooperatively in line with the Leeds model which seeks to increase the number of 'local solutions for looked after children' by seeking to maximise the use of foster care placements in Hackney (irrespective of which sector foster carers may work for) to help develop and maintain strong support networks for children and their carers.</li> </ul>	<p>The Children and Families Service will explore the potential for further development of sub-regional and regional protocols with IFAs through the North London Adoption and Fostering Consortium, the North East London Efficiency Programme and a wider London framework.</p> <p>This will also be explored as part of the refreshed Sufficiency Strategy that will be published in 2019.</p> <p>In addition, the Service will hold an annual engagement event with IFA providers to improve relationships, address issues around the quality and cost of foster care placements, and seek to develop usage of foster carers in the IFA sector in a planned way which enables both IFAs and the Council to plan more effectively.</p>	<ul style="list-style-type: none"> <li>i. The North East London residential programme<sup>3</sup> are exploring a wider London framework to address issues around the quality and cost of foster care placements. The North East London residential partnership has scope to extend to other boroughs as well as the potential to include semi-independent accommodation and children's homes.</li> <li>ii. An annual engagement event by the North East London residential programme will be held in April 2019. This will be an open space event to consult with IFAs around plans for more effective usage of foster carers in the IFA sector.</li> <li>iii. The North East London residential programme aims to provide more effective commissioning and contract management. Young people have been involved in the commissioning process and will be involved in visiting placements scheduled to take place in April 2019.</li> <li>iv. Hackney Fostering Service is part of the North London Adoption and Fostering Consortium who are focused on increasing the number of local solutions for looked after children by seeking to maximise the use of foster carer placements.</li> </ul>
<p><b>Recommendation Eight</b></p>		

<sup>3</sup> The project will deliver and test the use of block contracts, incentivising the delivery of outcomes and three-way coproduction between the sub-regional partnership, young people, and providers. It will also invest in workforce development opportunities.

<p>It is recommended that the Council and Fostering Service continue to engage and further develop its relationship with the North London Adoption and Fostering Consortium (NLAFC) and identify additional opportunities for collaborative partnerships, particularly in relation to:</p> <ul style="list-style-type: none"> <li>(i) Effective commissioning of services to support the training and development of foster carers, particularly specialist support;</li> <li>(ii) Increased capacity (finance and expertise) for the recruitment of foster carers particularly those with specialist skills or experience (e.g. looking after teenagers, SEND, parent and child etc.);</li> <li>(iii) Identify ways in which it can work collaboratively with the IFA sector.</li> </ul>	<p>These recommendations will be incorporated into the Sufficiency Strategy Board Action Plan.</p>	<ul style="list-style-type: none"> <li>i. Foster carers have access to all training provided by the North London Adoption and Fostering Consortium. Specialist training and access to support groups is included as part of the offer.</li> <li>ii. There are regular joint recruitment and advertising campaigns with Hackney Fostering Service and the North London Adoption and Fostering Consortium members. Bespoke videos have been created to target potential foster carers with specialist skills or experience, for instance those who may have skills working on teenagers or parent and child placements.</li> <li>iii. An annual engagement event by the North East London residential programme will be held in April 2019. This will be an open space event to consult with IFAs around plans for more effective usage of foster carers in the IFA sector and working collaboratively.</li> </ul>
<p><b>Recommendation Nine</b></p> <p>The Education Select Committee at the Houses of Parliament conducted a review of Fostering Services in 2017 and has published its report in January 2018 (House of Commons, 2018). This report has in turn contributed to the Government's fostering stocktake, which has been undertaken by Sir Martin Narey on behalf of the Department of Education (Narey &amp; Overs, 2018).</p> <p>The report of the Education Select Committee makes a number of recommendations, including the establishment of a national foster carer recruitment campaign.</p> <p>It is recommend that when the Fostering Service</p>	<p>Hackney Fostering Service has reviewed the Narey report and is already considering how the wider Service will respond to the recommendations.</p> <p>An update will be provided to the Commission in 6 months in relation to the Service's response to the Narey report (the Fostering Stocktake), the Education Select Committee report on fostering, and the Government's response to both reports.</p>	<p>An update will be provided in March 2019 in relation to the Service's response to the Narey report (the Fostering Stocktake), the Education Select Committee report on fostering, and the Government's response to both reports.</p>

report back to the Commission in 6 months, it also includes a response to those recommendations contained within both the Education Select Committee and Department of Education national stocktake reports, particularly those relating to recruitment and retention of foster carers.

**Recommendation Ten**

The Commission took evidence from both local officers and national bodies on the Mockingbird Scheme, a hub and spoke approach to establish a network of support to local foster carers. Evidence presented to the review suggested that this model can offer more support to foster carers, maintain and engage local foster carers and improve the nature and level of care provided to looked after children. The Fostering Network is working with a number of areas to pilot the Mockingbird approach.

It is recommended that the Fostering Service should actively engage with the Fostering Network to identify if Hackney can be included within the existing pilot scheme or within any planned future roll-out of this approach to foster care.

Hackney Fostering Service shares the Scrutiny Commission's view that the Mockingbird Model is a helpful approach to strengthen foster carer resilience. The Service is in the process of signing a contract with the Fostering Network to implement the model in Hackney.

An update will be provided to the Commission on this project in 6 months.

Implementation of the Mockingbird Model Project is underway with a project board meeting monthly to review progress. The Mockingbird Model Project have successfully recruited one hub home carer, who was already known to the service, and a liaison worker. Recruitment of the satellite carers is currently in progress. The Mockingbird project is on track to launch in Spring/Summer 2019.

## **London Borough of Hackney, Children and Families Service response to the Education Select Committee report on fostering and Department for Education report on Foster Care in England**

### **Context**

In December 2017, the House of Commons Education Committee published a report on fostering. The report found that the system is under pressure, foster carers are not valued enough and children are experiencing too many placement moves. A summary can be found at Appendix A.

In February 2018, the Department for Education (DfE) published the fostering stocktake report undertaken by Sir Martin Narey and Mark Ows. The report made 36 recommendations for government, local authorities and independent fostering agencies. The recommendations focused on the parenting aspects of fostering, birth family contact, matching and placement stability, and support for children at the edge of care and can be found at Appendix B.

In July 2018, The DfE published the government response to the Foster care in England report and the Education Select Committee's inquiry into fostering. The priority areas identified include improving the experience of children in foster carer and greater stability for children in care.

Hackney Children and Families Service sets out its response in this report to Corporate Parenting Board to complete one of the recommendations made following the Children and Young People Scrutiny Review of Fostering in October 2017.

### **The government response to the Education Select Committee reporting into fostering and Foster Care in England (July 2018)<sup>1</sup>**

Below is a summary of key findings, recommendations and Hackney Children and Families Service's response to these:

#### Experiences of children and young people in foster care:

##### *Findings*

- Children and young people describe stable placements as a chance to “stand still” and be normal, with most stating the best thing about care was their foster family.
- Young people do not always feel listened to or involved in care planning decisions. Consultation with children was variable or often tokenistic.
- Profiles too often reflect the risks posed by the child's experience and circumstances, but do not adequately reflect who they are and their needs.
- Children report they are not provided with adequate information about carers prior to placements commencing.
- Contact with family (particularly siblings) continues to be one of the most important issues raised by looked after children.

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<sup>1</sup> The full government response can be found here:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/727613/Fostering\\_better\\_outcomes\\_.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/727613/Fostering_better_outcomes_.pdf)

- It is identified that children are rarely encouraged to keep in contact with previous foster carers.

### *Recommendations*

- The Corporate Parenting Principles (Children and Social work Act 2017) should guide local policy and practice.
- Local authorities should explore routes to make better use of data on the experiences of children and young people, and use this to drive improvements
- All looked after children and their carers should have clear information about how to access advocacy support.
- Social workers should always talk to children about who is important to them, particularly former foster parents and foster siblings and, unless it is not in their interests, they should encourage and facilitate that contact. Where possible, ongoing contact should be facilitated if this is what the child has requested.

### **Hackney's response:**

- Hackney's multi-strand placement stability strategy has led to improved performance over the past year. It has promoted the importance of placement stability with staff, encouraging them to build a 'team around the placement' which aims to identify placement fragility early on in order to devise a response to make placements more resilient and prevent break down. The percentage of looked after children with three or more placements in one year has decreased to 11% in 2017/18 from 18% in 2016/17.
- Hackney's Children in Care Council (Hackney Youth Care Council) provides looked after children with an opportunity to share their experiences of the care system and increase their ability to influence and improve the service they receive. Young people have been involved in staff recruitment panels, delivering "Skills To Foster" training to potential foster carers, and provided feedback about services.
- The Children's Rights Service offers children and young people access to confidential and impartial support on issues concerning the support they receive.
- The format of looked after child profiles in relation to placement matching is undergoing a review by the Fostering and Placements Service to improve the way information is captured and will include a greater focus on the child's personality.
- Revised policies on placement planning and placement breakdowns have been implemented to support placement planning for young people and foster carers before placement moves takes place.
- The format of Hackney Looked After Child Review meetings has been designed to ensure that they are child/young person focused and gather information about what is important to the child/young person including contact arrangements.

### Stability and permanence:

#### *Findings*

- High quality, and early care planning and decision-making are crucial in promoting placement stability.
- The impact of the introduction of long-term foster care as a legal definition is not yet fully understood and national data is patchy.
- 64% of those returning home experienced at least one failed return home and a third 'bounced' between care twice or more times, indicating children were being returned home too early, without the support they needed.



- Foster Care in England heard frequently about foster carers who would welcome the greater certainty and permanence that an SGO would bring, but cannot afford to care for the child without the financial support fostering provides.

#### *Recommendations and proposals*

- The government will introduce a training package to support the continuous professional development of social workers in local authorities to promote permanency.
- For local authorities to consider the potential benefits of fostering on the edge of care or 'shared care'.
- For local authorities to think how Fostering for Adoption could be more widely used.
- For local authorities and Independent Fostering Agencies to discuss Staying Put with young people and foster parents at an earlier stage.

#### **Hackney's response:**

- Improving placement stability remains a priority and there has been a recent review of the procedures around placement moves. All placement move requests must be presented at the Care Planning Panel before a move occurs. In addition to this, a "stuck/unstuck" forum has been established to support social work units reflect on cases and receive support from senior managers to support placement stability. Training around placement stability is in place for staff and performance is closely monitored via management oversight, including monthly performance reporting as well as the cross-service Placement Stability Working Group.
- Hackney has seen a decrease in the percentage of young people becoming looked after for the second or subsequent time, with a figure of 9.2% for 2017/18, compared to 11.8% for 2016/17.
- The Rapid Support Service went live at the end of January 2018. The service provides rapid, intense interventions with young people and families at the point of crisis with the clear aim of keeping vulnerable adolescents safe while they remain in their family context and preventing them entering the care system.
- 'Shared care' in partnership with parents is identified as an option to explore, for children where this is appropriate through the weekly Children's Resource Panel.
- In Hackney, we continue to identify children for whom adoption may be the plan arising out of care proceedings at the earliest possible stage.
- Staying Put is discussed from the age of 14 as part of planning for children at their Looked after Child Reviews.
- Permanency planning meetings take place for all children in the early stages of court processes. The Permanency planning meeting explores parallel planning.
- Fostering and adoption arrangements have been used more frequently over the past year and is actively considered whenever possible.
- All long term matched placements are presented at the Care Planning Panel. Foster carers are invited to attend to ensure they are included in the care planning and decision making to promote placement stability.

#### Supporting foster families:

#### *Findings*

- Foster parents report feeling taken for granted and not having any control or input into what happens in their own home. There is still reluctance to delegate day-to-day decisions to foster parents. This directly undermines the ability of the carer to parent.
- The department remains unconvinced that a national accreditation or foster carer qualification would be meaningful or helpful.
- Poor handling of allegations can result in disruptions to the whole foster family.
- Any change to the employment status of foster parents to professional would have a fundamental impact on the family-centred nature of fostering.

#### *Recommendations and proposals*

- The government will revise guidance to make clear that foster parents must be involved in all decisions and reviews, unless there is a legitimate reason not to.
- The government will work with the sector to consider whether the Training and Development Standards for foster parents are still fit for purpose.
- The government will promote a revised and strengthened Foster Carer Charter.

#### **Hackney's response:**

- Foster carers are encouraged to take an active role in the 'settling-in meeting' and input on the day-to-day decisions about what happens in their home. Hackney will welcome the government's revised guidance on foster carers being involved in all decisions and reviews.
- Hackney welcomes the review of the Training and Development Standards for foster carers particularly for those foster carers who may have completed aspects of their training through their profession.
- Hackney welcomes the government's revised and strengthened Foster Carer Charter.
- Hackney works to ensure that foster carers who are the subject of allegations or concerns have access to independent support through the Hackney Foster Carers Council (HFCC) and the Fostering Network, as well as support from their supervising social worker
- Hackney will be implementing the Mockingbird model, pioneered in England by the Fostering Network, which is an innovative method of delivering foster care using an extended family model which provides respite care and peer support. The model aims to improve stability of fostering placements and strengthens the relationship between carers, young people and children's social care

#### Practice Improvement:

##### *Findings*

- There are many areas of good practice across the country, in different aspects of fostering.
- Both reviews, however, highlighted a number of concerns where guidance was silent or unclear, or where practice was not following guidance or the legislative framework.
- Continuation of concerns regarding the amount of changes in social worker and periods of time without contact from the social worker.
- Children report that there are many people involved in their care and they are not always clear about who these people are or what they do.

##### *Recommendations/proposals*

- The government will revise, in particular, expectations on delegated authority, physical affection, the role of foster parents in reviews and meetings, value and respect to foster

parents, contact with birth families and siblings, referral information and quality of preparation for transitions.

- Creation of a network of Fostering Trailblazers to work with other partners across the country.
- The government will work with organisations representing Independent Reviewing Officers (IROs) and LAs to consider how the role of IROs can be put to best effect in the current system and under existing legislation.

#### **Hackney's response:**

- Hackney welcomes the government's revised expectations on delegated authority, physical affection, the role of foster carers in reviews and meetings, value and respect to foster carers, contact with birth families and siblings, referral information, and quality of preparation for transitions. The introduction of the Mockingbird Model in Hackney will give the Fostering Service opportunity to reflect about delegated authority of foster carers.
- Hackney welcomes the creation of a network of Fostering Trailblazers to work with other partners across the country.
- Hackney welcomes the government's suggestions that LAs consult on how the role of the Independent Reviewing Officer (IROs) can be put to best effect in the current system and under existing legislation. In Hackney the IRO Service works closely with social worker units providing support and challenge in care planning. Looked After Child reviews have been developed to ensure their children and young people, and carers are fully engaged through the use of creative medium to contribute to planning but also develop the child's life story.

#### Sufficiency and Markets

##### *Findings*

- The amount of approved family and friends carers increased, however there remains a steady decrease in the number of approved foster carers and there are fewer actual places for children.
- The supply and capacity of foster parents and the way in which foster placements are identified and matched with children continue to be challenged to ensure the most appropriate placements for children.
- Nationally, a larger proportion of 'harder to place' young people were still being placed in Independent Fostering Agency rather than local authority placements.

##### *Recommendations and proposals*

- Encourage local authorities – and Independent Fostering Agencies – to consider joint recruitment efforts.
- Government will develop tools, resources and approaches to help local authorities better understand the cost of their fostering services and placements.

#### **Hackney's response:**

- Hackney is part of the North London Adoption and Fostering Consortium (NLAFC) and works together with the other five authorities in the consortium on foster carer recruitment and sharing information about in-house vacancies. Specialised recruitment and advertising campaigns have been created, targeting potential foster carers with specialised skills or experience. The number of foster carers recruited in Hackney 2017-18 was 17, similar to previous year at 18 and higher than the most recently

published statistical neighbour average of 7 (for 2016/17). The Service is working to further increase the number of new foster carers recruited.

- An extensive training programme is currently provided to Hackney in-house and connected persons foster carers and is reflective of our looked after child population's needs.
- Hackney welcomes the government's intention to develop tools on better understanding the cost of fostering services and placements.

The report calls for the Department for Education and its associated governing bodies to:

- initiate a national recruitment and awareness campaign to improve capacity in the system
- give accurate and relevant information to foster carers and young people prior to the commencement of a placement, and sufficient notice in advance of a placement change
- consult on national minimum allowance levels, to investigate the level of funding needed to match rises in living costs and allow carers to meet the needs of those they are caring for;
- review and update current taxation rules for foster carers
- support local authorities and foster care providers in piloting new ways of working, especially through more early intervention and prevention
- ensure all young people in foster care are meaningfully engaged, have full access to advocacy services and where possible are placed with their siblings
- establish a national college for foster carers, which will work to improve working conditions

The full report can be read here:

<https://publications.parliament.uk/pa/cm201719/cmselect/cmeduc/340/340.pdf>

**Appendix B: Department for Education, Foster Care in England (published February 2018)**

The Fostering Stocktake made a number of recommendations – these are set out below:

1. Foster carers must be treated professionally
2. Statutory guidance should be changed to ensure foster carers involvement in review meetings is the default position
3. Department for Education (DfE) to urgently remind all Local Authorities (LAs) that the delegation of total authority for all category one decisions should apply automatically, unless, for exceptional reasons, such delegation is inappropriate
4. DfE and LAs should recognise that automatic delegated authority of category one decisions must also apply to voluntary accommodated children
5. DfE to clarify in future guidance the issue of physical affection
6. LAs should be able to decide on an individual social worker who is best placed to offer support to a foster family in long-term placements
7. LAs should be able to dispense with the role of Independent Reviewing Officers (IROs) and re-invest savings in frontline staffing
8. There needs to be an assessment and consultation with the sector and carers on the effectiveness, cost and value for money of fostering panels. DfE are urged to commission this
9. LAs need to ensure DfE guidance on allegations is followed in all cases and carers need to be reassured that they will be supported through the process
10. All fostering services should consider introducing structured peer support for carers.
11. The stocktake endorses tiered approaches to paying fees, linked to the skills and experiences of carers
12. Payments to carers are not inadequate, nor an obstacle to recruitment
13. Government and LAs should resist any move to award foster carers employment status.
14. There is great merit in a national register of carers, the DfE is urged to evaluate the costs and advantages of this
15. There should be greater regional cooperation on recruitment and as such, LAs should consider combining recruitment efforts
16. DfE should consider rebranding and relaunching First4Adoption to improve foster care recruitment. This would need substantial funding from DfE. LAs and IFAs might also be expected to contribute as it will help to reduce their own marketing spend
17. All LAs and IFAs are urged to review and improve the way they handle initial enquiries, with greater use of mystery shopping to monitor the quality of response
18. LAs and IFAs should invite a much larger proportion of resigning/ retiring carers to take part in exit interviews
19. The perception is that there is more poaching from IFAs to LAs, where this happens IFAs should be compensated. It is suggested the transfer protocol, produced by the Fostering Network, is amended to reflect this.
20. LAs should share framework contracts, the secrecy and variation in prices only benefits providers
21. LAs should come together to create about 10 commissioning consortia, the benefits of critical mass has the potential to reduce spend on fostering
22. The consortia should appoint national account managers for larger IFAs to help reduce the likelihood of consortia competing against each other
23. Larger LAs or consortia should consider becoming self-sufficient in carer recruitment or partner with one or more IFA to provide the complete fostering service.
24. All LAs should use Bright Spots, or similar, to regularly and systematically measure children's experiences of fostering relative to other LAs

25. Statutory guidance that children should know their rights to advocacy and how to access such services should be reinforced. DfE should work with the Children's Commissioner and voluntary sector providers of advocacy services to ensure this is done
26. LAs should monitor the quality of referral information
27. Carers should, wherever possible, be able to play a proactive role in matching. Adapting adopter-led family finding techniques to help find suitable long-term fostering placements should be piloted in a number of LAs
28. Children must be routinely better prepared for a placement
29. If the proposed register of carers were not to be introduced, at the very least a vacancy management system should be established.
30. DfE is urged to remind all LAs of the change in the law with regard to contact and the need for professionals to ensure that this only takes place where it is in the best interests of the child
31. When moving placement, children should be routinely consulted about the adults and children who are important to them and, unless it is not in their interests, contact should be encouraged and facilitated
32. LA should review the environments in which family contact takes place and the way it is supervised
33. As part of the assessment process when siblings enter care, individually or simultaneously, LAs should not presume that keeping groups together is in the interest of all children. The individual needs of each child should be considered along with the ability of one set of carers to meet the developmental demands of the full sibling group.
34. Children on the edge of care and their families should receive earlier access to foster care. DfE and a select number of LAs should explore the potential of 'support foster care'
35. The priority must be to convert more fostering placements to arrangements that will last forever, either adoption of special guardianship, not least through longer term guarantees of financial support
36. The work of the Adoption Leadership Board and the Residential Care Board should continue and similar arrangements should be made to implement the recommendations of the fostering stocktake. Overseeing these boards, Ministers should establish a permanence board under the chairmanship of the Director General for Children's Social Care, with the purpose of delivering permanence to more looked after children, and a sense of belonging.

The full report can be read here:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/679320/Foster\\_Care\\_in\\_England\\_Review.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/679320/Foster_Care_in_England_Review.pdf)

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<p><b>Children and Young People Scrutiny Commission</b></p> <p><b>25<sup>th</sup> March 2019</b></p> <p><b>Item 6 – Children and Families Service Bi-Annual Report</b></p>	<p>Item No</p> <p><b>6</b></p>
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## Outline

A report on Children's Social Care in Hackney is received twice a year by the Commission: a year-end report in October and a mid-year report in March. This following report is the mid-year report for 2018/19 which provides a range of data children and young people receiving social care and support. **(Report attached)**

The Commission also requested a further update on the outcomes and tracking of the social and emotional development of children in Temporary Accommodation. (Report attached).

Anne Canning, Group Director for Children, Families and Community Health  
Sarah Wright, Director of Children and Families Service  
Lisa Aldridge, Head of Service, Safeguarding and Learning  
Deborah Ennis, Service Manager, Safeguarding and Learning

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**March 2019**

# **Children and Families Service**

Mid-Year Report to Members 2018/19

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# Foreword



## Councillor Anntoinette Bramble

*Deputy Mayor and Cabinet Member for Education, Young People and Children's Social Care*

I am very pleased to introduce the Children and Families Service 2018-19 Mid-Year Report to Members. Over the past year, our skilled and committed workforce has continued to strive for excellent outcomes for our children and families and maintain their commitment to continuous learning and development in response to changing needs. Recent feedback from Ofsted following a short focused visit identified some areas where we need to take immediate action and will help us to learn and drive forward improvements in our service to children and families. We have a strong, skilled and committed workforce and we will be working with them over the coming months to ensure that the changes needed are embedded quickly.

The Children and Families Service (CFS) has continued its long tradition of innovation this year. The Contextual Safeguarding Project, funded by the Department for Education Children's Social Care Innovation Programme, and focused on reducing the risks young people face in extra-familial contexts, held its first national learning event in December 2018. The event was attended by over 300 delegates from agencies and local authorities across the country and was extremely well received.

In continuing to strengthen our response to extra-familial risks we have created a multi-agency Extra-Familial Risk Panel (ERFP) to ensure a consistent response to risks associated with peer abuse and sexual or criminal exploitation.

Hackney was successful in its bid to the Home Office Trusted Relationships Fund and our Trusted Relationships project is now working to create an innovative and effective outreach and detached youth work project with embedded clinical support. We already know from our Improving Outcomes for Young Black Men in Hackney Programme that some of our most vulnerable children are also the least likely to seek the support they need from statutory agencies – therefore we are doing more to take services to them.

It gives me great pleasure to see that 81% of CFS staff, who completed the council wide staff survey, said they would speak highly of Hackney Council as an employer to people outside the organisation. This is compared to 67% overall for Hackney staff.

CFS received a two-day Ofsted focused visit in February 2019. The visit was on the theme of *children in need and those subject to a child protection plan*. The inspectors recognised and commented on the high morale amongst our practitioners and the commitment to working at Hackney and improving children's lives. However, inspectors also identified areas they felt needed immediate improvement. We take the feedback provided by Ofsted seriously and we have immediately put measures in place to address the priority areas identified. As an organisation we have always been committed to learning and continual development. We have already drafted an action plan in response to the issues raised.

As we reflect on the past year, we are also aware of the challenges that increasing demand for our services brings. We will continue to evolve our approach and explore how we can further improve outcomes for children and families in Hackney.

# Overview of Performance



**2,002 referrals** were received between April-September 2018 – a 6.8% decrease compared to the same point last year.



**384 children were looked after** as at 30<sup>th</sup> September 2018 – in line with the 381 children in care as at 31<sup>st</sup> March 2018.



**16.5% re-referrals** were made within 12 months of a referral between April-September 2018 - an increase compared to 15.5% in 2017/18.



**98 children entered care** between April-September 2018 – an 11% increase compared to 88 children entering care between April-September 2017. 217 children entered care in 2017/18.



**2,148 assessments were completed** between April-September 2018 – a 2% decrease compared to 2,196 at the same point last year.



**60 young people aged 14-17 entered care** between April – September 2018, 61% of the total number of children who entered care in this period. This is an increase compared to 2017/18 when the number of children aged 14 or over who entered care represented 49% of the total number of children that entered care in that period.

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**199 children were on Child Protection Plans** as at 30<sup>th</sup> September 2018 - in line with the 200 children on Plans at 31<sup>st</sup> March 2018.



**13% of looked after children had three or more placements in a year** as at 30<sup>th</sup> September 2018 – an increase compared to 11% as at 31<sup>st</sup> March 2018.



**21% of children became the subject of a Child Protection Plan for a second or subsequent time** between April-September 2018 – an increase compared to 13.1% at the end of March 2018. This represents 26 children from 18 families.



**66% of looked after children had long-term placement stability** as at 30<sup>th</sup> September 2018, an increase from 62% as at 31<sup>st</sup> March 2018.



**76,265 attendances at Young Hackney** provision, including commissioned services, by children and young people between April-September 2018 – a 2% increase compared to 74,749 during the same period last year.



**260 care leavers aged 17-21** were being supported by the Leaving Care Service as at 30<sup>th</sup> September 2018, a decrease compared to the 301 being supported at 31<sup>st</sup> March 2018.

# Priorities for the Children and Families Service in 2018/19

Our identified priorities for the year ahead include to:



Ensure the timeliness and effectiveness of social work practice and interventions to safeguard children from harm



Ensure the quality and effectiveness of managerial oversight and supervision to ensure that children's circumstances improve within their timeframe



Continue to invest in the workforce across the Children and Families Service, recruiting people of the highest calibre, supporting their development and progression, and promoting leadership at all levels.



Continue to deliver a comprehensive range of integrated, targeted early help interventions through our Family Support services and Young Hackney to ensure that young people can access the support they need when they need it



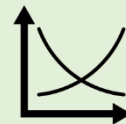
Through our Contextual Safeguarding project, continue to develop our response to adolescents in different contexts outside the home, including in their peer group relationships, school environments and the community



Continue our drive to recruit and retain more in-house foster carers, and provide them with the skills to support our more complex adolescents



Ensure that we have the right placements to provide stability for our more complex adolescents who are looked after



Monitor, manage and understand the increasing demand for services, including careful analysis of demand at the front door and pathways to appropriate services



Ensure that our care leavers are well supported in all aspects of their lives, that there are clear plans in place to support each young person's progression and independence, and that we have an appropriate range of creative, dynamic and high quality resources in place to support our care leavers



Further strengthen the coordination of domestic abuse services to ensure there is a comprehensive support offer available and early intervention is prioritised – including for perpetrators and for children who have witnessed domestic abuse



Develop our understanding of the communities with which we work, ensuring that our 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 our work

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***Our service priorities are set annually and shape and drive our improvement work. These are deeply embedded in all aspects of our everyday practice and have been highlighted throughout the report with the stars symbol.***

# Developments and Innovation

## Ofsted Focused Visit – February 2019



In February 2019 Ofsted conducted a two-day focused visit in Hackney on the theme of *children on Child in Need Plans and children subject to a Child Protection Plan*. Two inspectors were on site for two days where they spent the majority of their time talking to frontline practitioners.

The visit was not an inspection and was only focused on one area within the wider services provided to children and families. This visit does not result in a graded judgement.

The outcomes letter from Ofsted included two areas for priority action which will require our immediate and urgent attention:

- the timeliness and effectiveness of social work practice and interventions to safeguard children from harm
- the quality and effectiveness of managerial oversight and supervision to ensure that children's circumstances improve within their timeframe

We take the feedback provided by Ofsted seriously and we have immediately put measures in place to address the priority areas identified. We have introduced additional checkpoints within our system to review progress to ensure children do not live in family situations where the risk of harm is not reduced quickly enough. We are also reviewing our processes and documents to ensure they are child focused at every point and reflect some of the positive work that inspectors identified in relation to Looked After Children reviews.

We have taken steps to ensure managers have the tools they need to effectively oversee children's plans, implementing a new performance information system to support practitioners and managers to track their cases and are introducing additional levels of oversight to systematically review decision making on longer term cases. We will be actively identifying further measures that we can take over the coming weeks and months.

Inspectors recognised our commitment to supporting children to remain living in their families and that social workers work hard to engage with families. They recognised that social workers know their children and families well, that great care is taken to understand parental and family histories and that social workers and managers have a thorough understanding about family dynamics. However they felt that, at times, this meant that we delayed taking decisive action to protect children from long term harm and that we needed to be clearer in some cases about what needed to change and by when.

As an organisation we have always been committed to learning and continual improvement. We have already drafted an action plan in response to the issues raised and will refine this action plan further based on the feedback included in the Ofsted letter. We have a strong, skilled and committed workforce and we will be working with them over the coming months to make the adjustments that are needed to get the balance right between supporting families to stay together in a safe environment, recognising when sustainable change is not happening quickly enough and acting decisively at the right time.





## Trusted Relationships Project

Hackney was successful in its bid to the Home Office Trusted Relationships Fund and our Trusted Relationships project is now working to create an innovative and effective outreach and detached youth work programme with embedded clinical support. This involves working to build relationships with our most vulnerable young people in the locations they frequent, at times convenient to them, encouraging them to access support and engage with mental health services.

The first shared learning event was held in November 2018 offering an opportunity to hear what others are doing across other successful outreach and detached youth work sites.

## Hackney Council Staff Survey 2018

81% of CFS staff who completed the survey said they would speak highly of Hackney Council as an employer to people outside the organisation – compared to 67% overall for Hackney staff.

73% of CFS staff who completed the staff survey said Hackney Council was one of the best /above average when compared to other organisations they had worked for – compared to 60% overall for Hackney staff.

77% of CFS staff, who completed the survey, said they were satisfied with their job – compared to 71% overall for Hackney staff.

## North London Social Work Teaching Partnership (NLSWTP)

In April 2018, the NLSWTP received a second tranche of funding from the Department for Education to continue activities in 2018/19. The Partnership has now expanded and comprises of: Barnet, Camden, Enfield, Hackney, Haringey and Islington Councils, the charity Norwood and Middlesex University. Colleagues from across partnership organisations have embarked upon the Leadership & Management programme delivered by the Business School at Middlesex University, including the first ever MBA in Social Work. Initial feedback is positive.

## Children's Social Work Workforce 2018

	England average	Inner London average	Hackney
<b>Turnover rate</b>	15.2%	19.1%	12.4%
<b>Vacancy rate</b>	16.5%	25.9%	20.1%
<b>Agency staff</b>	15.4%	25.5%	27.6%
<b>Absence rate</b>	3.2%	2.3%	1.5%
<b>Caseload</b>	17.4%	15.6%	17.3%

Hackney's excellent social worker turnover rate of 12.4% in 2018 is significantly lower than the inner London and national average, showing the service's ability to retain high performing practitioners, in a competitive field. Hackney has the second lowest turnover rate in the Inner London area.

Hackney vacancy rate is higher the national average but lower than the inner London average.

Hackney agency social worker rate is higher than the national and inner London average. Hackney has a younger average age of social worker in the Children and Families Service compared to most local authorities, with a higher number of staff on maternity leave and some of these posts are covered by agency workers.

While Hackney's published caseload numbers are higher than the inner London average and slightly lower than the national average, our unit model provides a high level of administrative support and access to a range of support services, including the in-house Clinical Service, so practitioners can spend more time with the families they are working with. Caseloads across CFS are monitored closely by senior managers, including via the fortnightly Managing Demands Group, chaired by the Director of Children and Families. The recent Ofsted focused visit highlighted that practitioners reported that their caseloads were manageable: *'Social workers report to inspectors that their caseloads are manageable and that working in small social work units helps to ensure that the team is well supported.'*

# Developments and Innovation

## Contextual Safeguarding



Hackney Children and Families Service, in partnership with the University of Bedfordshire, received funding from the Department for Education (DfE) Children's Social Care Innovation Programme in March 2017. The Contextual Safeguarding Project is focused on reducing the risks that young people face in extra-familial contexts including risks associated with peer abuse and sexual or criminal exploitation. The project is developing new approaches and systems to support practitioners to appropriately assess risk of harm that comes from beyond a young person's family to develop and implement contextual intervention plans to actively change contexts of concern. A range of training on Contextual Safeguarding has been developed and is being delivered. Contextual Safeguarding processes to support practitioners to think about and respond to contextual risks faced by young people have been developed, and these are being piloted within the Children and Families Service (CFS).



The Contextual Safeguarding team, in collaboration with colleagues from the University of Bedfordshire, has produced a **toolkit** for carrying out neighbourhood assessment to support practitioners consider how to assess and develop responses to risk. In addition an interventions website has been made available to practitioners and includes many examples of work developed in Hackney.



Hackney's Contextual Safeguarding project held a **national learning event** in December 2018. This was attended by over 300 delegates from agencies and local authorities across the country and was an opportunity for the project to share learning and provide updates on the projects innovative approaches to address contextual risk and implement systems change. The event included a presentation from 'Hackney Elite', Hackney's Youth Panel. Young people explained how they developed the youth panel, why they joined, what they have achieved so far, (including the development of Snapchat training) and next steps. The event was extremely well-received and has resulted in a number of requests by local authorities from across the country for more advice and support in developing their own local contextual safeguarding approaches. Feedback from participants included:

*'Fabulous conference which has provided inspiration, research, strategic reflections and practical operational examples'*

*'Great to hear from young people. We can often ignore their perspective in the planning process so great to see they are an integral part of the contextual approach'*

The Contextual Safeguarding team are now trained to deliver the **Mentors in Violence Prevention Programme**, a bystander intervention for adolescents and professionals to prevent violence and bullying in schools. School students deliver sessions to younger peers to challenge unhealthy behaviours and teach them how to support victims of abuse and safely challenge perpetrators.

The team are launching revised intervention, planning and assessment guidance, following a review of the **Child and Family Assessment Framework**, to better identify and respond to extra-familial risks (such as considering location observations and the use of a safety mapping tool). The updated guidance has been piloted by Access and Assessment practitioners and links to the revised Hackney Child Wellbeing Framework.

An initial framework for **Contextual Safeguarding Conferences** has been piloted to address risks in the context of peers, schools and neighbourhoods. This approach moves beyond current Child Protection Plans which focus on risks to individual children in the context of their families. The aim of the 'context conference' is to provide a coordinated multi-agency response that addresses the risks to vulnerable adolescents in a specific location, thereby reducing the risks to a wider cohort of young people and the wider community. Two well attended strategic multi-agency 'context conferences' were held during October 2018 to review assessments of particular locations of concern and implement a targeted partnership response to address the identified activators of harm.



### **Extra-Familial Risk Panel**

Feedback from practitioners and learning from case reviews has shown that, to ensure we have a comprehensive and streamlined response to young people facing extra-familial risks, a systems approach is needed to address the contexts in which harm occurs. A multi-agency **Extra-Familial Risk Panel** (EFRP) has been created to ensure consistent oversight and planning for cases where young people are at risk of experiencing or being involved in harmful behaviours outside the home.

The Panel will take action to reduce extra familial harm (e.g. Child Sexual Exploitation, Harmful Sexual Behaviour, Children Going Missing, Criminal Exploitation / Gangs, Modern Slavery) both for the individuals concerned and for the contexts in which the harm occurs (e.g. peers, schools, neighbourhoods, locations).

The EFRP has replaced Multi-Agency Planning (MAP) meetings for Child Sexual Exploitation and Harmful Sexual Behaviour as well as Hackney's Pre-MASE meeting and High Risk Case Forum. The weekly EFRP has been running since 14th November 2018 and has already received positive feedback from social workers and partner agency professionals.

# Early Help and Prevention

## Strengths/Progress

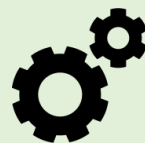


**Strong links with local schools** - provision of targeted support for young people, as well as provision of Personal, Social, Health and Economic (PSHE) curriculum based delivery and sports activities. Young Hackney continues to have strong working relationships with internal colleagues, including education, health, housing and community safety, which is strengthened through partnerships with the voluntary and community sector and Police.

**Young Hackney universal delivery within the community has continued to extend its reach to more young people** - between April- September 2018, there were 30,519 attendances by named children and young people aged 6-19 years recorded at the 4 Young Hackney Hubs. There were 76,265 attendances by named children and young people aged 6-19 years between April-September 2018 at the wider youth provision delivered through Young Hackney and commissioned services for young people.

**Excellent participatory activity with young people** - This included two key pieces of research into young people's lived experience (*Critical Conversations* and *I'm Cool*). The elections for the current members of the Hackney Youth Parliament were delivered in October 2018 across schools and youth provisions, with over 12,000 young people casting their votes.

**Significant growth in the number of accreditations** awarded to young people for their involvement in informal learning delivered by Young Hackney universal and early help teams, including the Substance Misuse and Health and Wellbeing teams. In 2017-18 AQA certificates were awarded to 976 learners, with 1,400 young people expected to gain accreditation in 2018-19.



## Areas for further development and actions to address

**Young Hackney Sports Unit** - is working with colleagues in the Regeneration Team to explore opportunities to develop a multi-use games area on the site of the Old Baths at Hackney Wick. This would see the development of a fully integrated sports offer and increase the ability of the team to work in partnership with other local youth providers and to increase access to accredited learning.

**Shoreditch Adventure Playground** - is currently undergoing redevelopment to improve the safety of the site and to improve the offer to children.

**Management Information** - There is a need to improve management information and reporting to measure and evidence the impact and effectiveness of early help support. Staff within Youth Justice are also being trained on the use of the ChildView system to improve data capture and improve reporting. Domestic Abuse Intervention Service case recording is transitioning to the Children's Social Care recording system, Mosaic, to further integrate systems and improve information sharing.

**Accessing Early Help** - Work is underway to review early help pathways and the interface with statutory services to ensure that families are provided with the right level of support to meet their needs as swiftly as possible and to avoid duplication; this includes reviewing early help pathways at the front door, the function of existing panels, and the step up/step down processes between early help and statutory social care services. A flow chart and guidance for school staff is being developed to support the identification and support of young people at risk of exclusion.

**Addressing Youth Violence** - Serious youth violence, in particular knife crime, remains a significant challenge. Adopting a public-health approach, Hackney has developed a multi-agency Knife Crime Strategy aimed at reducing children's exposure to criminal, violent, and anti-social behaviour. This approach treats violence as a preventable public health issue, using data and analysis to identify causes and focusing on prevention through multi-agency systemic approaches.

# Early Help and Prevention

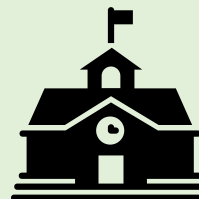
## Young Hackney



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.

Children's Social Care

### Work with local schools



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.



### Universal Provision delivered through Youth Hubs

Young Hackney universal delivery within the community has continued to extend its reach to more young people. Between April – September 2018, there were 30,519 attendances by named children and young people aged 6-19 years recorded at the 4 Young Hackney Hubs. There were 76,265 attendances by named children and young people aged 6-19 years between April – September 2018 at the wider youth provision delivered through Young Hackney and commissioned services for young people.

### Individual Support - Universal Plus and Targeted Support

At any one time, Young Hackney is working with approximately 700 young people through the Early Help teams, providing tailored targeted support interventions. The most common presenting issues include: risk of sexual or criminal exploitation, relationships, emotional wellbeing, behaviour, school attendance, risk of offending, risk of becoming not in education, employment or training (NEET), different cultural expectations within the family.





### Substance Misuse Team



The Young Hackney **Substance Misuse Team** supports children and young people aged 6-25 years who are directly affected by substance misuse, or affected through their parent's misuse. Interventions take a tailored and holistic approach that builds young people's resilience and addresses issues of family and relationships, finances, education and housing, while liaising with other services/partners as necessary. Between April – September 2018, there were 867 attendances at outreach sessions, including at schools and youth hubs.

### Troubled Families Programme

Hackney has an overall programme target to work with 3,510 families by March 2020, and has successfully identified over 3,510 families who meet the programme criteria of 2 or more presenting needs as outlined in the outcomes plan. To date, Hackney has made 1,255 Payments by Results (PbR) claims and is set to have made 1,800 claims by the end of March 2019.

Hackney's current conversion rate from attachments to PbR claims is 36%, whilst the London average is 28% (national average is 29%). Hackney is now 5th in the London league table for the total number of PbR claims even though it was the last of the London local authorities to go live with phase 2 of the programme. Feedback following a spot check by the Ministry of Housing, Communities & Local Government about the quality of Troubled Families work was very positive; noting that cases seen *'demonstrated the high-quality work that Hackney is carrying out with families across a range of services.'*

### The Health and Wellbeing Team



The Health & Wellbeing Team continues to deliver PSHE/RSE to all 5-19 years old and for those up to 25 with additional education needs and disabilities. This has been delivered in primary/secondary schools, PRU's, colleges, youth hubs and alternative education providers. 186 sessions have been delivered between April and September 2018 in schools alone. The team are currently on target to deliver more than 800 sessions in schools in 2018/19, exceeding the target of 600. The team have delivered a programme of work at the Ickburgh School, where the majority of children and young people have severe learning disabilities or are profoundly disabled; with significant learning needs, sensory impairment and/or a physical disability.

The Health and Wellbeing Team have increased their work within the Charedi community which has included running 2 stands at the Shomrim event on Clapton Common during the summer. The team are now working in several Charedi schools and at a boys club delivering a number of sessions.

The team also ran 2 stands at the Junior Citizenship Scheme at Hackney Museum, and delivered sessions on 'Dental Hygiene/Sugary Drinks' and 'Emotional Well Being' (5 To Thrive) to more than 2000 year 6 pupils from over 50 primary schools.

### Kitchen Social

The adventure playgrounds continue to be well used and are developing their offer to include more environmental work, and to respond to the needs of the young people attending. During the 2018 summer holiday, Hackney Marsh Adventure playground ran the Kitchen Social programme; providing a hot meal for every child or young person who attended the provision. Kitchen Social is a government funded programme aimed at tackling holiday hunger amongst children and young people. The Service has since submitted a funding bid to Department for Education to expand programme coverage across wider Young Hackney provisions during summer 2019.



## Trauma Informed Practice and Addressing the Impact of Domestic Abuse on Children

We aim to strengthen the support for children who have witnessed domestic abuse or who have experienced other forms of trauma such as loss, bereavement, adult substance misuse or mental health. Trauma-informed practice is a major focus for this year, and support for children affected by domestic abuse is already being developed with the Domestic Abuse Intervention Service.

A small number of staff have been trained in the Respect Young People's Programme (RYPP), which is a licensed intervention aimed at tackling "adolescent to parent violence". The RYPP is designed to be used where there is an identified pattern of violence and abusive behaviour from a young person towards a parent or carer, or sibling, to control, intimidate or coerce. The training incorporates a practical toolkit for staff working with older adolescents, where they are using violence in intimate relationships. Follow up targeted training is due to be provided later in 2019.

Against Violence and Abuse also delivered training to support the development of group work interventions, designed to address the trauma experienced by children and their mother in the context of domestic abuse, and the work needed to repair any damage caused to their relationship. This group work programme focuses on the validation of the child's experience, understanding abuse, reducing self-blame, safety planning, managing appropriate and inappropriate expressions of emotion, the mother-child relationship and helping to enable mothers to help their children through the healing process. These groups will be supported by the Clinical team and the ambition is that delivery will become embedded across CFS. The first group will start at the end of April 2019.

## Family Support Service



The Family Support Service Units are primarily social work led delivering targeted support to families in need of additional and/or intensive support, including those identified as 'Troubled Families' meeting a minimum of two of six headline criteria:

- Parents and children involved in anti-social behaviour
- Adults out of work or at risk of financial exclusion or young people at risk of worklessness
- Children who are not attending school regularly
- Children who need help: children of all ages, who need help, are identified as in need or are subject to a Child Protection Plan
- Families affected by domestic violence and abuse
- Parents and children with a range of health problems

# Domestic Abuse Intervention Service



The in-house Domestic Abuse Intervention Service is now integrated and co-located within CFS; strengthening the coordination of domestic abuse services in Hackney to ensure there is a comprehensive support offer available. This now includes a specialist perpetrator programme.

Hackney is part of the East London **Specialist Domestic Violence Court** and co-funds the specialist domestic abuse court co-ordinator post along with Tower Hamlets Council. The court is a specially adapted magistrates' court which seeks to increase the number of successful prosecutions and improve victim safety. A DAIS Intervention Officer is based at the court 2 days a week. Hackney's conviction rate, along with the three other London Boroughs who make up the East London Domestic Abuse Court, is lower than the national average, and this is mainly due to witness attrition. All four Boroughs provide support for victims but this is limited due to capacity within local area domestic abuse services. A comprehensive support for victims would require full time support that worked with the victim from the first charge, right through to the end of trial, which in most cases can last for many months. All four VAWG Borough leads have met with MOPAC to address this concern and MOPAC is currently considering this, with a response likely by the end of March 2019.

The Domestic Abuse Intervention Service successfully supported the Council's **16 Days of Activism To End Gender Based Violence** campaign. This included awareness raising events and a day long practitioner's forum focused on exploring how violence against women and girls can be approached in Hackney. Young Hackney also provided space for young people to talk about healthy relationships, sending a clear message that 'Love Shouldn't Hurt'.

Between April – September 2018 DAIS received **681 referrals**. There has been a year on year increase in the number of referrals the service receives with a 42% increase between 2015/16 and 2017/18. DAIS received 1,165 referrals for the whole of 2017/18.

For those victims of domestic abuse who have been identified and assessed as high risk, Hackney holds a fortnightly **Multi Agency Risk Assessment Conference** (MARAC), chaired by the police, and scrutinised by the Violence Against Women and Girls (VAWG) lead. Between April-September 2018, 218 cases were heard at MARAC, a decrease of 13% from the same period the previous year when 251 cases were heard. 61 (27%) of the total number of cases heard at MARAC were 'repeat' referrals. In 117 of the 218 cases (54%) there were children in the household.

The team works closely with professionals across the Council and through external partnerships with community and voluntary sector domestic abuse services. The First Access and Screening Team (FAST) now has a dedicated domestic abuse social worker who responds to referrals for early help and safeguarding services for children and families where domestic abuse is a factor.

DAIS has taken over the previously commissioned perpetrator service under the Troubled Families programme, and created the **Domestic Violence Perpetrator Programme** (DVPP). The DVPP works closely with the Children and Families service, offering case consultation, treatment viability assessments, and interventions through behaviour change work with perpetrators either through group or one to one sessions. Between April-September 2018 the DVPP received 53 referrals, undertook 24 assessments, delivered 1-2-1 interventions with 4 individuals and ran a group-work programme attended by 8 individuals.



# Youth Justice



The Youth Justice Service works with all young people in Hackney who are arrested or convicted of crimes and undertakes youth justice work including bail and remand supervision and supervising young people who have been given community or custodial sentences.

Young people are supported by a multi-agency team including a Forensic Psychologist, the Virtual School, Speech and Language Therapists, the Police, a Nurse, Probation Services, a Substance Misuse Worker and a Dealing Officer.

## First time entrants (FTE)

Despite a rise in London wide crime, the rate of first time entrants in Hackney, to the youth justice system has remained low. In 2017/18 Hackney witnessed a small decrease in the overall numbers of First-Time Entrants (FTE) after three years of growth (decreasing to 111 from 114 in 2016/17). Cumulative FTE for 2018/19 in quarters 1, 2 and 3 currently reports 68 young people as FTE, projecting 91 young people by the end of March 2019 if current trends continue.

The focus on crime prevention and diversion activities, alongside the extensive Young Hackney and community based provision offer, has helped to divert young people before they enter the youth justice system and has helped to keep the rate of first time entrants (FTE) low. Young people are offered Triage (voluntary engagement) for minor offences in order to divert them from the formal youth justice system and crime. The conversion rate into the youth justice system for young people offered a Triage intervention is approximately 18% - this means that for 82% of those offered Triage, they do not become involved in further offending.

## Education, Employment and/or Training

Education can be a strong protective factor for young people at risk of offending. The Youth Justice Service has a strong focus on securing access to education, training and employment and is supported by the Virtual School. At the 30<sup>th</sup> September 2018, 88% of young people on youth justice orders were attending and engaging in full time education, training or employment.

The Youth Offending Team has also been awarded the **SEND Quality Mark** from Achievement for All and the Association of Youth Offending Team Managers, for its embedded speech, communication and language therapy to help young people navigate the justice system. The work follows research that showed that 60% of the young people supported by Hackney's Youth Offending Team experience difficulties in communicating, and over half did not use vocabulary commonly used in the justice system, such as 'breach' or 'comply'.

Overall, Hackney has a relatively low proportion of 10-18 year olds involved in the youth justice system, and a relatively low number of remand and custodial sentences for young people who have committed/alleged to have committed grave crimes (9 as of 20/2/19).

Reflective of the smaller number of young people within the cohort and the complex needs these young people present the number of young people re-offending in Hackney within a 12 month period has increased over the last year, from 59 at the end of March 2017 to 70 at the end of March 2018.

# Family Intervention and Support Service (FISS)

## Access and Assessment



### Strengths/Progress

#### Themed brief audits of the response at the front door

– At the end of 2017/18, the First Access and Screening Team (FAST) Management Team agreed that to aid management oversight and service development, with respect to specific practice areas of work undertaken within FAST, future FAST audits would be themed on a monthly basis. Between April-September 2018, 50 brief FAST audits were undertaken on the themes of domestic abuse, re-referrals, timescales before progressing to assessment, child and adolescent mental health, contextual safeguarding.

Audits that looked at the theme of timescales before progressing to assessment found that over 90% of cases progressed to assessment within 72 hours. In some cases delays were linked to professionals not being able to contact families or were related to new concerns arising during the process. Audits suggested that the recording of management oversight for contacts open for more than a week needed to be improved. A new process was introduced where these cases were flagged each week for Screening Referral Managers to review and record on the file. This has shown an improvement in practice. Audits on cases that had been re-referred to the service found that in all cases, thresholds were appropriately applied each time a case was screened.

**Information for parents/carers on assessments** - A number of complaints received during 2017-18 showed that parents were not always clear about what a Child and Family Assessment entails. Informed by this feedback, the leaflet currently in use will be replaced with a new booklet explaining the process as well as parents'/carers' right to comment on the assessment. This will be shared with parents/carers from Spring 2019 and will replace the leaflet currently in use. It is hoped that this will ensure that parents are clearer about what to expect during the assessment process.



### Areas for further development and actions to address

**Assessment timescales** - Following the July 2016 Ofsted inspection findings that some assessments took too long, plans and timescales for assessments are set at the start of an assessment and reviewed at unit meetings, to try to ensure that assessments take place within a timeframe appropriate to the individual child's needs. Assessments open for longer than expected are audited by a Service Manager to understand the reasons for any delay. Assessment timescales are also monitored at the fortnightly Managing Demands Group, chaired by the Director of the Children and Families Service.

There has been some progress in achieving reduced timescales and very good engagement from both managers and practitioners on this issue. 76% of assessments were completed within 45 days in November 2018, compared to 56% at the end of March 2018.

The service is supporting staff to undertake briefer assessments, proportionate to children and families' needs, while maintaining the high quality of assessments undertaken. Following the Ofsted focused visit in February 2019, all ongoing assessments will be reviewed after 20 days to check for timeliness and progress.

**Increase in re-referral rate** - Hackney's re-referral rate increased between April - September 2018, following a number of years of steady performance for this indicator. Nonetheless, this figure remains below the national average and further analysis is taking place to understand and respond to this increase.

**Ofsted focused visit findings about assessment** - inspectors found that there needs to be greater consideration of men, including abusive partners, in risk assessments undertaken with families. The Children and Families Service will be submitting an action plan to Ofsted before the end of March 2019 to outline the steps the Service will be taking to address this finding.

# Access and Assessment

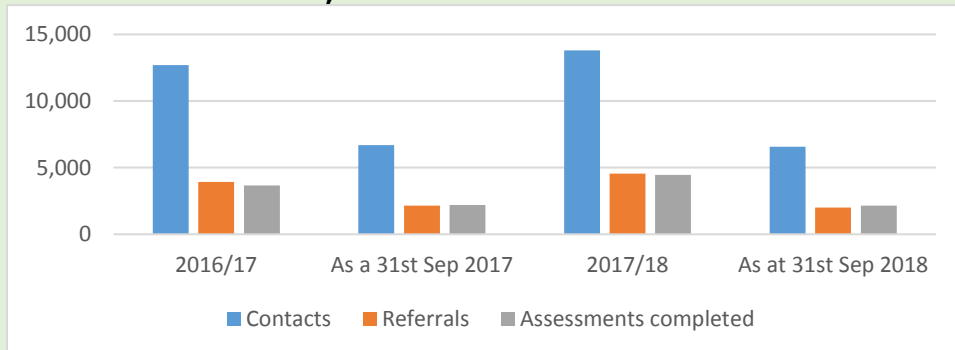


The Access and Assessment Service is part of the Family Intervention and Support Service and undertakes statutory assessments of children in need and child protection investigations for all new referrals to Children's Social Care.

## **First Access and Screening Team (FAST)**

The First Access and Screening Team (FAST) acts as a single point for contacts and referrals to the Children and Families Service for children in need of support or protection. The multi-agency and co-located team of police, probation, health, social work and research staff work together to share intelligence and jointly assess risk. All contacts with FAST are immediately progressed as a referral to Children's Social Care if the threshold for a statutory assessment is met, otherwise FAST supports children and young people to access universal and targeted early help provision such as the Family Support Service, Young Hackney, or Children's Centres.

## Contacts, Referrals and Assessments



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**Contact:** when an agency or member of the public provides information to our First Access and Screening Team (FAST). This might be a discussion about a child or family, or be for advice about services.

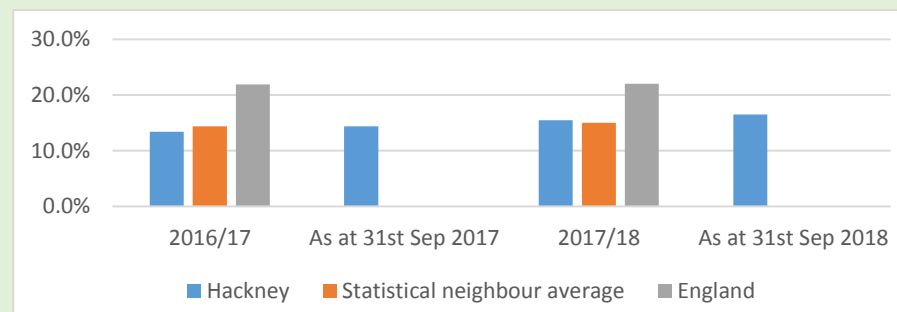
**Referral:** when a contact is about a specific child and this requires further investigation, the FAST team may progress the contact to a referral.

**Assessment:** when a referral has been investigated and it is decided that an assessment is needed to understand more about the child and their family in order to check that they are safe, an assessment is undertaken.

Referrals which do not result in an assessment but indicate that some ongoing support would be beneficial result in families being signposted or referred to Early Help services.

- ↓ 2% decrease in the number of contacts received compared to September 2017
- ↓ 7% decrease in the number of contacts accepted as referrals compared to last year
- ↓ 2% decrease in the number of completed assessments compared to last year

## Percentage of re-referrals within 12 months of a previous referral



	2016/17	As at 31st Sep 2017	2017/18	As at 31st Sep 2018
<b>Hackney</b>	<b>13.4%</b>	<b>14.4%</b>	<b>15.5%</b>	<b>16.3%</b>
<b>Statistical neighbour average</b>	14.4%	n/a	15%	n/a
<b>England</b>	21.9%	n/a	22%	n/a

## Average length of assessments

<b>49 days</b>	<b>2015/16</b>
<b>47 days</b>	<b>2016/17</b>
<b>46 days</b>	<b>2017/18</b>

Between April – September 2018, 59% of assessments were completed within 45 days. There has also been a significant decrease in the number of assessments completed in 60 days or more. This is lower than the most recently published statistical neighbour data – 83% of assessments were completed within 45 days over a 12 month period, as at 31<sup>st</sup> March 2018.

# Family Intervention and Support Service (FISS)

## The Children in Need Service



### Strengths/Progress

**Developing new ways of supporting vulnerable adolescents through the Contextual Safeguarding project** - Hackney is currently developing new ways of working through the Contextual Safeguarding project which is supporting practitioners to identify alternative types of plans, support and interventions that may be more effective to reduce the risk of extra-familial harm to vulnerable adolescents. For some young people it is clear that the threshold for significant harm in the context of the family are met and in these cases it will be appropriate for a young person to be supported on a Child Protection Plan. However for cases where the risks are related to extra-familial harm, other forms of support and intervention that may be more appropriate are now considered. All cases are discussed at the Extra-Familial Risk Panel.

This is a change of approach in managing risk to young people and the number of adolescents on Child Protection Plans has decreased – at 30 September 2017, 21.1% of Child Protection Plans were for young people aged 13 and over (51 young people), compared to 16% (32 young people) at 30 September 2018.

**Creating greater continuity for children and families - co-location of buddy units** - The Practice Evolution project during 2018 considered how we could promote a greater sense of continuity for children and families, and minimise the changes they experience so that they do not need to retell their stories, and so that trusted relationships can be built and maintained. As part of this work, A&A and CIN units are now co-located and have been paired to create 'buddy units' - where an assessment unit and an intervention unit work together to share what they know about families. This model of working was developed in consultation with staff through the Practice Evolution project.

The strengthening of the buddy unit working arrangements aims to make transitions as seamless as possible for families, facilitate greater



### Areas for further development and actions to address

**Promoting a timely and well-rounded response to neglect** - Thematic audits identified examples where practitioners could have used stronger strategies to work with parental non-engagement or disguised compliance in relation to neglect. A service-wide Practice Development Day was held in February 2018 for all CFS practitioners on the topic of 'Working with denial and cognitive dissonance' and this has been embedded into the wider staff training programme. A FISS Case Review forum has now been set up to promote cross-service reflective practice and assist social work units in identifying appropriate interventions to break the 'cycle of neglect'. The forum is reflective and social work unit led and focuses on cases where there are issues around long standing neglect, repeat or long term processes (such as CP or CiN Plans) or where there have been multiple interventions. The forum provides practitioners with an opportunity to explore and apply research, identify patterns and possible ways forward, as well as help to manage professional anxiety and expectations and avoid potential drift or delay.

**Percentage of repeat Child Protection Plans has increased** - The percentage of children in Hackney subject to a Child Protection Plan for a second or subsequent time at 30<sup>th</sup> September 2018 was 21%. This represents 26 children, from 18 families, being subject to a second or subsequent Child Protection Plan in the first half of 2018/19. This is an increase from 13 children (12.7%) from the same point in 2017-18. Focused audits looking at repeat Child Protection Plans were conducted in December 2018. Initial audit findings suggest that for some families staff changes affected their ability to engage with practitioners and make meaningful change. There was also some indication of cautiousness with regard to the impact of family history meaning that children may have been more readily placed back on a Child Protection Plan when risk may have been better managed on a Child in Need Plan. Actions identified as a result of the focused audits include training to be provided by the in-house Clinical Service to Child Protection Chairs

collaboration and joint working across the services, and promote skills sharing and sharing of practice expertise. This will also mean that families that are re-referred to Hackney CFS will benefit from swift allocation back to units that know them rather than 'starting again' at each referral and assessment; this will ensure greater consistency in the response to re-referrals.

#### **Court tracking processes and positive use of pre-proceedings -**

Permanency planning and court tracking processes are increasingly robust, resulting in the decrease in the overall average length of court proceedings in Hackney between April – September 2018, to 27 weeks (from 30 weeks during 2017/18). The use of robust pre-proceedings processes is resulting in positive outcomes for children, with final orders being received that more often match the final care plan presented at court.

Positive feedback is being received from Counsel and Children's Guardians about the quality of reports produced for court, and the hard work by social workers to support families and keep children safe being clearly evidenced in court.

Feedback received includes: *'I am the children's guardian on [this] case. I thought it was important for me to let you know how well [the Practice Development Manager] has done on this case...She has kept me informed about any significant events and when I have asked her for information her responses have been prompt. I have been so impressed at the standard of her work, her planning and her commitment'.*

**Disabled Children's Service** - Following a review of Hackney's Disabled Children's Service (DCS) at the end of 2018, arrangements are being finalised to bring this service within FISS in early 2019. Work is also taking place to strengthen management oversight in this service.

regarding understanding whether changes made by families are likely to be sustainable when considering ending a Child Protection Plan.

**Consistency of Child in Need Plan processes** - The Senior Management Team are exploring ways to increase the consistency of Child in Need (CIN) Planning processes across all FISS units. This includes consistency of meetings, plan review timescales and visits. This work is led by the CIN Processes Task Group and needs to be more closely aligned to Child Protection processes.

Work is being undertaken to ensure effective reporting mechanisms are in place to allow senior managers to track and monitor performance relating to Child in Need Plan processes. Monthly Management Reports for Child in Need Plans are now in place and social work units now have access to live unit dashboards to support with monitoring caseloads and timescales.

#### **Ofsted focused visit findings about Children in Need and Children on Child Protection Plans** - inspectors found that plans:

- Plans need to be more specific about what needs to change for children and by when
- Plans should be clear about what happens when risk escalates or changes do not happen in time
- Managerial oversight should ensure plans are effective
- Children's daily lived experiences need to be central to all work

The Children and Families Service will be submitting an action plan to Ofsted before the end of March 2019 to outline the steps the Service will be taking to address these findings.



# The Children in Need Service



The Children in Need Service is part of the Family Intervention and Support Service and is responsible for the safeguarding of children and young people assessed as being 'at risk'. Work undertaken in the service includes child protection interventions, court proceedings and statutory family support to help children remain at home safely.



## Child Protection Plans

Children thought to be at risk of significant harm are discussed at an Initial Child Protection Conference to determine the need for a Child Protection Plan – a Protection Plan will outline the multi-agency interventions and support that will be put in place with the child and family to reduce the risk of harm and to achieve change within the family. Child Protection Plans are reviewed at regular intervals, and will end when the multi-agency group agrees that the child is no longer at risk of significant harm (in some cases this will be because the child has become looked after by the local authority).

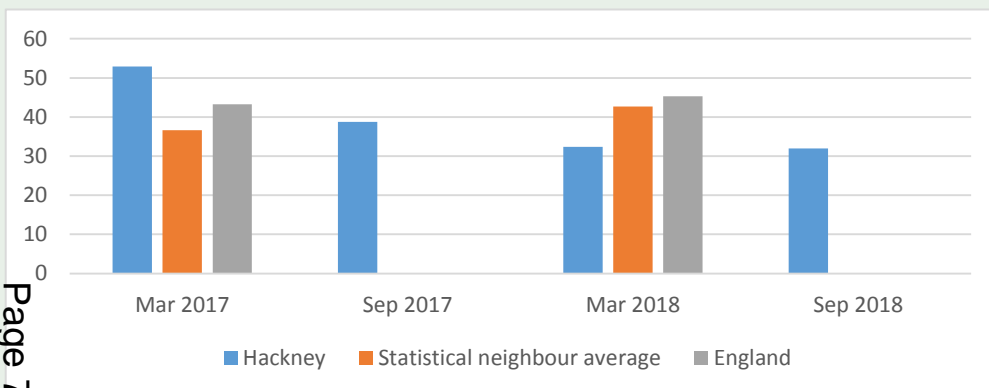


## Number of Child Protection Plans at 30<sup>th</sup> Sep 2018

Mar 2017	Sep 2017	Mar 2018	Sep 2018
330	242	200	199

The number of Child Protection Plans, as at 30<sup>th</sup> September 2018, is in line with the years prior to 2016/17, which saw a significant increase in plans (216 at March 2015, 226 at March 2016). The decrease in the number of child protection plans is a result of the re-introduction of a pre-Child Protection Conference consultation stage and the impact of the Contextual Safeguarding project on approaches to managing risk to young people.

## Rate of Child Protection Plans per 10,000 population aged under 18 (at 30<sup>th</sup> Oct 2018)



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	Mar 2017	Sep 2017	Mar 2018	Sep 2018
<b>Hackney</b>	<b>52.9</b>	<b>38.8</b>	<b>32.4</b>	<b>32</b>
<b>Statistical neighbour average</b>	36.6	n/a	42.7	n/a
<b>England</b>	43.3	n/a	45.3	n/a



18% decrease in the number of children subject to Child Protection Plans compared to the same point last year

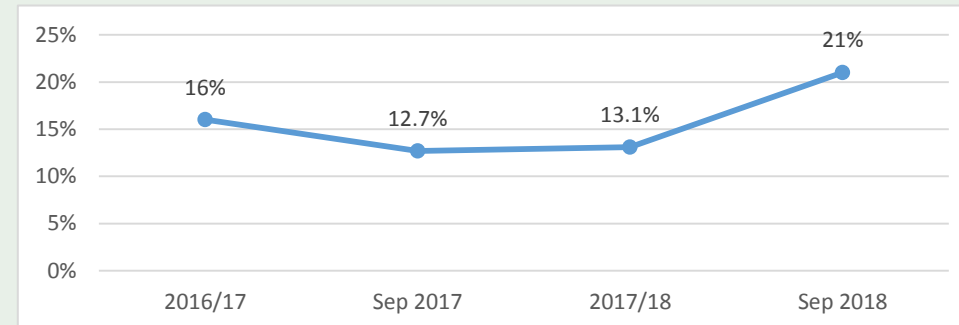


The rate of Child Protection Plans in Hackney at 30<sup>th</sup> September 2018 was 32 children per 10,000. This is a decrease from the previous year (38.8 per 10,000 at September 2017)

### Court Proceedings

The overall average length of court proceedings in Hackney between April-September 2018 was 27 weeks. This is a decrease from an overall average of 30 weeks in 2017/18. This is a result of close tracking of Public Law order (PLO) processes by senior managers.

## Percentage of children who became the subject of a Child Protection Plan who became the subject of a plan for a second or subsequent time



	2016/17	Sep 2017	2017/18	Sep 2018
<b>Hackney</b>	<b>16%</b>	<b>12.7%</b>	<b>13.1%</b>	<b>21%</b>
<b>Statistical neighbour average</b>	15.9%	n/a	15.8%	n/a
<b>England</b>	18.7%	n/a	20.2%	n/a



The percentage of children in Hackney subject to a Child Protection Plan for a second or subsequent time at 30<sup>th</sup> September 2018 was 21%. This is an increase compared to the same point last year and higher than the most recently published statistical neighbour average (15.8%) and most recently published national average (20.2%).

## Percentage of children subject of a Child Protection Plan, by length of time as the subject of a plan

Duration of Child Protection Plan	Mar 2017	Sep 2017	Mar 2018	Sep 2018
Under 3 months	36%	17%	32%	31%
3 – 6 months	22%	17%	11%	22%
6 – 12 months	27%	48%	21%	23%
1 – 2 years	12%	16%	33%	19%
Over 2 years	3%	3%	3%	5%

Between March 2018 and September 2018 there was a 14% reduction in the number of children on Child Protection Plans for between 1-2 years (19%) this is comparable with the national average (15%).



# Clinical Service



The Hackney Children and Families Clinical Service is an integrated and specialist Child and Adolescent Mental Health Services (CAMHS) for children accessing Children's Social Care Services, the Family Support Service, Young Hackney and the Youth Justice Service. It works in partnership with the City and Hackney CAMHS Alliance and is accountable through integrated CAMHS commissioning arrangements. The Clinical Service operates on an outreach basis in order to promote accessibility for families, and aims to not have a waiting list.

The Clinical Service offers a wide-range of evidence based therapeutic support to children and families experiencing emotional and behavioural difficulties; relationship issues and mental health issues. Approaches offered include Systemic Family Therapy, Child Psychotherapy, Cognitive Behavioural Therapy (CBT), Video Interaction Guidance (VIG), Art Therapy and Dyadic Developmental Psychotherapy (DDP).

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## Clinical Service Activity Data April-September 2018

<b>Number of new cases</b>	195
<b>Total number of cases</b>	431
<b>% of positive CHI-ESQ* feedback</b>	83%
<b>% of positive SDQ** improvement</b>	86%

\*The Children Experience of Service Questionnaire (**CHI-ESQ**) was developed by the Health Care Commission as a means of measuring service satisfaction in Child and Adolescent Mental Health Services.  
 \*\*The Strengths and Difficulties Questionnaire (**SDQ**) is a brief emotional and behavioural screening questionnaire for children and young people.

## Wellbeing and Mental Health in Schools (WAMHS) Project

The Wellbeing and Mental Health in Schools (WAMHS) Project is a new initiative led by the CAMHS Alliance with support from the Integrated Commissioning Board for Children and Young People Mental Health (CCG) in City & Hackney. This innovative project aims to improve support around mental health and wellbeing for children and young people in schools, colleges and specialist and alternative provision settings in City & Hackney. Hackney Children and Families Clinical Service are one of the providers who are taking part in this Project.

WAMHS is a pilot project that was launched in May 2018 and was in full effect by September 2018 in 40 schools, colleges and education provisions in City and Hackney. As part of WAMHS, each school has a Designated Mental Health lead from within the school, a Wellbeing Framework Partner (a skilled education professional from Hackney Learning Trust), and an allocated mental health practitioner from Hackney CFS and/or Child and Adolescent Mental Health services (CAMHS) who are based in the school regularly. As part of the project, the Hackney Clinical Service has a team of CFS clinicians currently based in 8 schools (primary, secondary and pupil referral units) to support the embedding of whole-school approaches and increase capacity in schools. The WAMHS project will run for 15 months in the first instance.

## Training and consultation to colleagues, clinical assessments and direct work

In addition to direct clinical work and assessments, the Clinical Service delivers training to social workers, foster carers and other frontline practitioners. This includes topics such as managing self-harm risk, and recognising and responding to the attachment needs of looked after children. Consultations are offered to colleagues on request to inform decision-making and ensure children's mental health needs are met.

### **Systemic approaches**

Family Therapy, Multi-Family Group Therapy and Couples Therapy are available to families where there are relationship difficulties, including risks of abuse, neglect and extra-familial risk. Five Family Therapy clinics run each week, including an evening clinic for working parents. Systemic approaches also inform reflective practice groups for Children and Families Service practitioners.



### **AFT accredited Systemic Training, Foundation level, and Year 2**

The Systemic Foundation year training ran for practitioners situated in Children's Social Care between October 2017 and October 2018. Two cohorts were trained simultaneously. In 2018, the Foundation level training was accredited by the Association for Systemic Practice and Family Therapy in the UK (AFT). The training provided a collaborative and enabling learning environment for practitioners to cultivate their knowledge and understanding of a wide range of systemic theories and interventions. The course aimed to help trainees develop a systemic skills base that would enhance their social work practice and further promote self-reflexive, anti-oppressive and empowering practices with some of the most vulnerable children, young people and their families. A year 2 systemic training started in November 2018 and was offered to practitioners that successfully completed the Foundation level in systemic practice. The aim is to have Year 2 also accredited.

### **Fostering Changes and Nurturing Attachments Group**

The Fostering Changes and Nurturing Attachments training for foster carers aimed to develop foster carers skills in managing complex relationships with young people and provided a safe space for foster carers to reflect on their relationships with young people and their own attachment histories. To date 7 foster carer groups have run, with approximately 60 participants attending at least 75% of sessions.

### **Troubled Families**

The Clinical Service has two Clinical Psychologists based in the Troubled Families Programme to focus on parents who present with mental health needs and who may have their own experience of trauma or stressful life events. Parents are seen for individual or group sessions.

# Corporate Parenting

## Strengths/Progress

**A steady increase in the number of looked after children in placements provided by in-house foster carers** – there has been a 12% increase in the number of children placed with in-house foster carers between April – September 2018; and a 4% increase in the number of available in-house foster placements during this period. The number of available in-house foster carer placements and the number of children placed with in-house foster carers has continued to increase since September 2018.

**Foster carer recruitment** activity continues to progress - 6 mainstream foster carers were recruited between April-September 2018, with no resignations or terminations in this period. The service recruited 17 foster carers in 2017/18 compared to a statistical neighbour average of 9.5. The service continues to set ambitious targets for foster carer recruitment.

**Children in Care Council** – The Virtual School will be taking over participation and managing the Children in Care Council. A Participation Officer started in March 2019, when a plan will be developed to relaunch the Children in Care Council and offer wider participation opportunities.

**Supported Lodgings** - A supported lodging scheme was launched in January 2019. Two mainstream foster carers have joined the scheme and a further candidate has been approved so far, with further candidates being assessed.

**The Mockingbird Model** - The Mockingbird Model Project was launched in spring 2018 and aims to set up networks of foster care homes using an extended family model. A 'hub home' and connected foster carer homes will provide respite care, peer support, regular joint planning, training, and social activities. The first hub home will be launched in June 2019.

**UASC project** - Following a successful application to the Controlling Migration Fund, two posts have been created and recruited to - one working within the fostering service to source placements which can meet the specific needs of our UASC, and one post for a UASC Support Worker who is currently working within a LAC social work unit. The project has also contributed to social groups for UASC in order to reduce their levels of isolation.

**Regionalisation of Adoption** - All local authorities are required to become part of a Regional Adoption Agency by April 2020. It is envisaged that Hackney will be part of Adopt London North which will consist of 6 local authorities (Hackney, Camden, Islington, Enfield, Barnet and Haringey), with development work being led by Islington Council. Each local authority will need to formally delegate its statutory duty to provide an adoption service to the Regional Adoption Agency. It is expected that Adopt London North will commence work between by June 2019.



## Areas for further development and actions to address

**Suitable placements for complex adolescents** – of the young people who entered care between April-September 2018, 61% were aged 14 years or older. These young people often have complex needs requiring greater levels of support. Appropriate placements to match the needs of these young people are extremely difficult to source. The service continues to recruit more in-house foster carers who are able to provide appropriate placements for these complex adolescents. The Service is also part of the North East London Residential Commissioning Group – looking to improve the quality and reduce the cost of residential placements to meet young people's needs.

**Innovation Fund North East London Residential Commissioning Group** – Hackney is part of a group of local authorities in North East London, with Havering Council as the lead borough, working on a project to develop a sub-regional approach to commissioning children's homes. Three young people have been closely involved as part of the project board. The feedback given by young people has been invaluable and, following this, the commissioning process is being adjusted to be more child-focused. The project is currently reviewing bids that were submitted in February 2019.

**Placement stability** – The number of looked after children with three or more placements in the last 12 months, as at 30<sup>th</sup> September 2018, was 13% compared to 14% at 30<sup>th</sup> September 2017. There is a slight increase compared with March 2018 when this figure was 11%. The Service has learnt from a number of adolescent placement breakdowns resulting from carers struggling to cope with increasingly complex behaviour and work is underway to put additional support in place for similar placements.

Long-term placement stability for children in care increased in the first two quarters of 2018/19 from 62% to 66%. Long term placements are reviewed at the Care Planning Panel to ensure required support is provided as early as possible.

**Increase in the number of Unaccompanied Asylum Seeking Children (UASC)** – 45 UASC were open to Hackney CFS as at 30<sup>th</sup> September 2018, compared to 27 as at 31<sup>st</sup> March 2018. This represents a 67% increase in UASC numbers since March 2018.

# Corporate Parenting

## Looked After Children

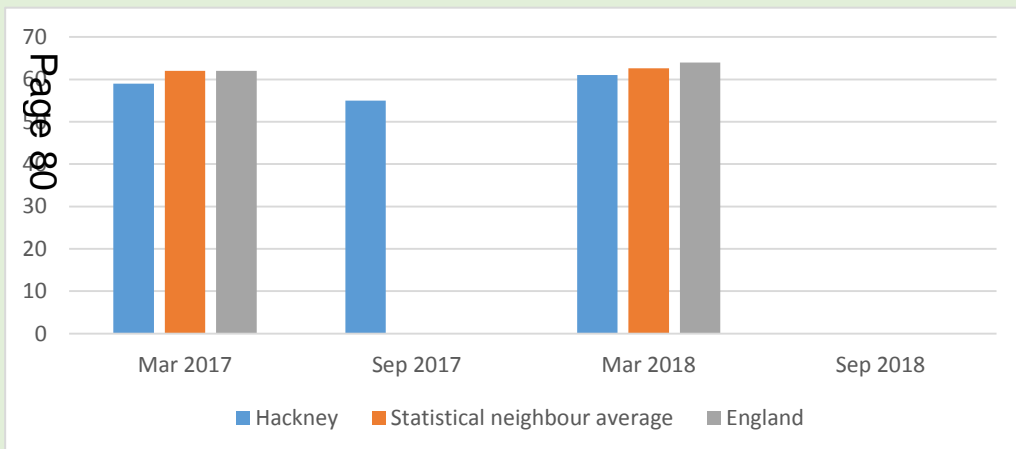


The Corporate Parenting Service is responsible for all areas related to the safeguarding and welfare of children who are in the care of the local authority. This includes planning for their future placements via fostering and adoption, supporting rehabilitation home whenever possible, and supporting young people who have previously been in care up to the age of 25.

### Number of looked after children

Mar 2017	Sep 2017	Mar 2018	Sep 2018
371	345	381	384

### Children Looked After per 10,000 population aged under 18 (at 30<sup>th</sup> Sep)

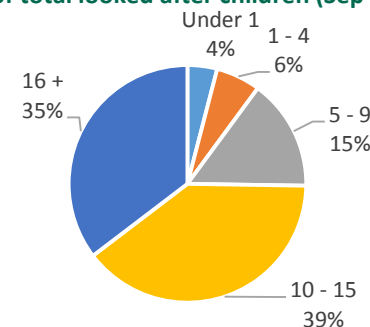


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### Age breakdown of total number of looked after children, at 30<sup>th</sup> September 2018

Age	Sep-17	Mar-18		Sep-18
	Hackney	Eng	Hackney	Hackney
<b>Under 1</b>	16 (5%)	6%	25 (7%)	17 (4%)
<b>1 - 4</b>	25 (7%)	13%	28 (7%)	22 (6%)
<b>5 - 9</b>	58 (17%)	19%	64 (17%)	59 (15%)
<b>10 - 15</b>	142 (41%)	39%	143 (38%)	150 (39%)
<b>16 +</b>	104 (30%)	23%	121 (32%)	136 (35%)
<b>Total</b>	<b>345</b>		<b>381</b>	<b>384</b>
<b>Total statistical neighbour average</b>	n/a		<b>382</b>	n/a

### Age of total looked after children (Sep 2018)



A higher proportion of Hackney's looked after children cohort are older young people than the national average – 35% of the total cohort were aged 16+ years as at 30<sup>th</sup> September 2018, compared to 23% nationally (as at March 2018).

	Mar 2017	Sep 2017	Mar 2018	Sep 2018
<b>Hackney</b>	<b>59</b>	<b>55</b>	<b>61</b>	<b>61</b>
<b>Statistical neighbour average</b>	62	n/a	62.6	n/a
<b>England</b>	62	n/a	64	n/a

## Age breakdown of children entering care during the year as at 30<sup>th</sup> September 2018, by age on starting

Age	Sep-17	Mar-18		Sep-18
	Hackney	England	Hackney	Hackney
<b>Under 1</b>	13 (14%)	19%	32 (15%)	7 (7%)
<b>1 – 4</b>	13 (14%)	18%	22(10%)	7 (7%)
<b>5 – 9</b>	7 (8%)	18%	23 (11%)	8 (8%)
<b>10 - 15</b>	28 (32%)	28%	68 (31%)	30 (31%)
<b>16 +</b>	27 (31%)	18%	72 (33%)	46 (47%)
<b>Total</b>	<b>88</b>	<b>NA</b>	<b>217</b>	<b>98</b>

More young people come into care at an older age in Hackney. Between April – September 2018, 76 children and young people aged 10 and over entered care – 78% of the total number that entered care.

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The percentage of young people becoming looked after for the second or subsequent time within the last 12 months was 16.8% as at 30<sup>th</sup> September 2018, an increase compared to 12% at the same point last year.

The number of children leaving care between April – September 2018 was 105. Of these, 43 (41%) returned home to live with parents, relatives or another person with parental responsibility. A further 6 (6%) left care due to Special Guardianship Orders or Child Arrangements Orders (previously known as Residence Orders) being granted, and 4 (4%) were adopted.

### Unaccompanied Asylum Seeking Children (UASC)

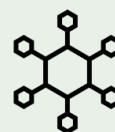
45 UASC were open to Hackney CFS as at 30<sup>th</sup> September 2018, compared to 27 as at 31<sup>st</sup> March 2018. This represents a 67% increase in UASC numbers since March 2018.

## Fostering Service

### Recruitment of Foster Carers



The Fostering Service has approved 6 mainstream foster carer households during April-September 2018 and the service is on track to recruit 14 carers by the end of March 2019. 7 mainstream foster carer households were approved between April-September 2017 and 17 for the whole of 2017-18. No foster carers have resigned or had their approval terminated in this period.



### Mockingbird Project



The Fostering Network's Mockingbird programme is an innovative research-based method of delivering foster care using the Mockingbird Family Model. The model uses an extended family model which provides respite care, peer support, regular joint planning, training, and social activities to other foster placements. The model centres on a constellation where one foster home acts as a hub, offering advice, training and support to 6-10 satellite foster or kinship families. The hub home builds strong relationships with all those in the constellation, empowering families to support each other and to overcome problems before they escalate or lead to breakdown.

Evaluations of the Mockingbird Family Model show improved outcomes for children, young people and carers, with improved placement stability, connection with siblings, and foster carer support and retention.

The project launched in Hackney in spring 2018 with the establishment of a project working group. Two hub home carers have been identified and the project team are now in the process of identifying satellite home foster carers to join the hub. We are will be launching the first hub home in June 2019 and the second in October 2019.

# Looked After Children

## Placement Activity

### Placement Stability

Percentage of looked after children with three or more placements in one year

	Mar 2017	Sep 2017	Mar 2018	Sep 2018
<b>Hackney</b>	<b>18%</b>	<b>14%</b>	<b>11%</b>	<b>13%</b>
Statistical neighbour average	11%	n/a	12%	n/a
England	10%	n/a	10%	n/a

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The number of looked after children with three or more placements in the last 12 months, as at 30<sup>th</sup> September 2018 was 13% compared to 11% at the end of March 2018. There is an increase and is above the statistical neighbour average and national performance data for this indicator.

Hackney's multi-strand placement stability strategy has led to improved performance since March 2017. It has promoted the importance of placement stability with staff, encouraging them to build a 'team around the placement' which aims to identify placement fragility early on in order to devise a response to make placements more resilient and prevent break down.

## Adoption and Post Permanency

Number (and percentage) of looked after children who ceased to be looked after who were adopted

	2016/17	2017/18	Sep 2018
<b>Hackney</b>	<b>19</b>	<b>12</b>	4
	<b>9%</b>	<b>6%</b>	4%
Statistical neighbour average	15	12	n/a
	7%	6%	n/a

Between April - September 2018, 4 Hackney children were adopted; this is in line with the same period last year when 4 children had been adopted.

### Recruiting adopters

3 adoptive families were approved in Hackney between April - September 2018. This is in line with 2017/18 when 6 adoptive families were approved during the year.

### For the children adopted during April to September 2018:

The average time between a child entering care and moving in with its adoptive family, for children who have been adopted in days was **221 days** compared to a national average of 406 days.

The average time between a local authority receiving court authority to place a child and the local authority deciding on a match to an adoptive family in days was **101 days** compared to a national average of 173 days.



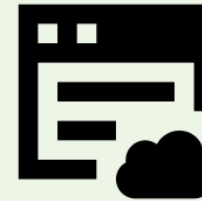
**Percentage of looked after children aged under 16 looked after continuously for at least 2½ years who have been living in the same placement for at least 2 years<sup>1</sup> as at 30<sup>th</sup> September 2018**

	<b>Mar 2017</b>	<b>Sep 2017</b>	<b>Mar 2018</b>	<b>Sep 2018</b>
<b>Hackney</b>	<b>69%</b>	<b>67%</b>	<b>62%</b>	<b>66%</b>
Statistical neighbour average	73%	n/a	69%	n/a
England	70%	n/a	70%	n/a

Long-term placement stability for children in care has increased in the first two quarters of 2018/19 from 62% to 66%. Long term placements are reviewed at the Care Planning Panel to ensure required support is provided as early as possible.

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## Leaving Care



The Leaving Care Service ensures that young people are supported to develop independent living skills, offered career advice and training and educational opportunities, and supported to reach their full potential in all aspects of their life.

260 care leavers aged 17-21 were being supported by the Leaving Care Service, as at 30<sup>th</sup> September 2018, a 3% increase compared to the 252 being supported at the same point in Sept 2017, and a decrease compared to the 301 young people being supported at 31<sup>st</sup> March 2018.

The Service was providing support to 23 care leavers aged over 21 who were in higher education, as at September 2018. This is a decrease compared to 30 care leavers at March 2018.

As at 30<sup>th</sup> September 2018, 24 young people were living in Staying Put arrangements (continuing to live with their previous foster carer after they have turned 18), this is an increase from March 2018 when 20 young people were living in Staying Put arrangements.

# Safeguarding and Learning



## Local Area Designated Officer (LADO)

The LADO investigates allegations of harm or concerns around the conduct or suitability of adults working with or volunteering with children.

There were 135 referrals to the LADO between April – September 2018, a significant increase in referrals when compared to 2017/18 which saw a total of 165 referrals over the whole year.

The increase in LADO referrals is largely due to work done to strengthen the relationship between Hackney Learning Trust (HLT) and the LADO service. The LADO has worked extensively with the Head of Wellbeing and Education Safeguarding, including to address the ongoing difficulties posed by unregistered educational settings and the challenges they present in relation to safeguarding.

This working partnership is now in full effect with increased awareness resulting in schools proactively seeking advice from the LADO during disciplinary processes and when determining if an incident constitutes an allegation.



## Children's Rights Service

The Children's Rights Service offers children and young people access to confidential and impartial support on issues concerning the Hackney Children and Families Service. The Service also provides Independent Return Home Interviews to young people following a missing episode. The Children's Rights Officer (CRO) aims to ensure that children and young people's voices are heard and their rights & entitlements upheld. While undertaking much of the work of a conventional advocate, the role has a specific focus on resolution and contributing to wider organisational learning.

Between April – September 2018 there have been no formal complaints made by children and young people or advocates on their behalf. This due to the Children's Rights Officers continuing to seek early and informal resolution for the children and young people with whom they work; there are numerous examples of mediation activity over April-September 2018. During this period, the Children's Rights Service worked with 49 children and young people. Young people are also accessing external advocacy – in instances where this happens, young people are supported by the Service to ensure the advocacy process remains helpful for them even if Hackney Children's Rights Officers are not the young person's preferred advocate.

The use of Independent Return Home Interviews continues to be effective in supporting young people to share information about 'push and pull' factors, what happens when they going missing and what support they need to reduce further episodes. The clear focus on the young person's voice alongside timely and case specific safety planning promotes the safety of these young people. The close liaison with the professional network promotes more effective risk assessment by the social work unit.

## Independent Chairs

Hackney's Independent Chairs provide independent oversight of work with looked after children as well as chairing Child Protection Conferences. They hold regular consultations on determining whether cases meet thresholds for Child Protection Conferences and have also taken on the new role of Independent Chairs of Contextual Safeguarding Conferences.



# Safeguarding and Learning



## Missing Children and Children at Risk of Sexual Exploitation (CSE)

Between April – September 2018, 52 young people went missing from care on 188 occasions and 33 young people went missing from home on 45 occasions. 57% children/young people who went missing from home accepted a Return Home Interview. 62% of children/young people who went missing from care accepted a Return Home Interview between April-September 2018 compared to 51 (82%) children/young people who went missing from care accepting a Return Home Interview for the whole of 2017-18.

In order to ensure young people who frequently go missing are supported and that the Director and senior management are kept informed, fortnightly missing children meetings are convened whereby practitioners provide an overview of the risk in relation to the child and the circumstances around the current missing episode in respect of high risk cases.

## Quality Assurance



The Children and Families Service is a complex system and many tools are used to understand performance and identify learning opportunities, themes and trends to enable the service to continue to adapt and respond to new demands. This includes management and audit oversight, with 144 audits taking place between April – September 2018. Multi-agency audits are also coordinated through City and Hackney Safeguarding Children Board.

The focused visit from Ofsted in February 2019 found that:

*'The local authority has a strong focus on auditing and self-evaluation to improve practice. A particular strength is the inclusion of service-user feedback....audits are detailed and comprehensive and identify relevant themes for special review.'*

Ofsted also identified areas for improvement including observing that they felt some audits were too optimistic and the quality assurance framework for the Children and Families Service will be reviewed to ensure that priorities identified are incorporated into quality assurance processes.

The audit programme is also being reviewed following the focused visit. Immediate developments that are currently (at March 2019) underway include: refresher training for Service Managers on the audit approach; review of audit templates to ensure they are outcome-focused and evidence based, with a clear focus on the child's experience; peer reviewing of audits by Service Managers; Service Manager oversight of completed audit actions and the impact of audit actions.

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**Joint Children & Young People Scrutiny Commission and the Governance & Resources Scrutiny Commission:  
Update on Children in Temporary Accommodation - 25th March 2019**

**Context**

In December 2016 the CYP Scrutiny Commission and the Governance and Resources Scrutiny Commission held a joint session discussing temporary accommodation. The two Commissions heard information from officers and from local residents who shared their personal experiences of living in temporary accommodation. The joint session provided members with a better understanding about the Council's role, work and impact on children and families in TA. This was discussed again on 5th April 2017.

The Chair of Children and Young People's Scrutiny Commission sent a letter to Cllr Bramble and Cllr Rennison dated 8th December 2017, requesting information on three additional areas in relation to children in temporary accommodation, including *how we are tracking the social and emotional development of children in temporary accommodation and how this compares to other children.*

In order to track social and emotional development outcomes for children over time, it was initially agreed that the Benefits and Housing Needs Service would provide a list of all families in temporary accommodation living in Hackney and outside the borough. The Troubled Families database would be used to identify a cohort of children in temporary accommodation, and matched with children not in temporary accommodation to create a control group. After 6 months, educational outcomes for the two groups would be compared as there is no other recorded data source that is routinely collected for children who are not open to statutory services.

It was further agreed that Benefits and Housing Needs would extract the details of children living in temporary accommodation and share with Hackney Learning Trust, who would then cross-reference the data with school registers.

**Summary of work undertaken to establish the cohort**

Following the meeting of the Commission in December 2016, officers from Benefits and Housing Needs, the Learning Trust and Children and Families Service met to consider how best to go about sharing information between the respective services in order to consider the impact of living in temporary accommodation on children's developments, achievements and outcomes. Three significant challenges were discussed in respect of sharing information within the council to achieve this objective, including:

- Approximately half of the 2,100 children living in temporary accommodation were placed outside Hackney, or did not attend a Hackney school
- It would be difficult to develop a picture over time as data on children attending Hackney schools only provides a snapshot of children in temporary accommodation and their current attendance/attainment levels. Initial analysis did not suggest that the profile of these children was significantly different from their peers.
- Consideration needed to be given to data sharing protocols which had not been developed for the purpose of monitoring education performance of children in temporary accommodation.

It is very difficult to produce a coherent dataset to show an improvement, or decline, in attainment over time for children in temporary accommodation due to the inconsistent and incomplete data available. Attainment results for this cohort are reported under various assessment frameworks, and as these have changed over time, direct comparisons between pupils and cohorts is not always possible.

We have continued to consider the impact of living in temporary accommodation through the Troubled Families programme. An updated report on families in temporary accommodation was provided to the Troubled Families Team in December 2018. This list provided details of 738 children aged 5-17 residing in Hackney in temporary accommodation. From this list, we were able to identify:

- 510 children aged 5-17 residing in Hackney in temporary accommodation did not meet any Troubled Families identifying factors (there are 6 identifying factors, of which families must meet 2 before being captured under the Troubled Families programme - details of the criteria are in the appendix).
- 228 children aged 5-17 residing in Hackney in temporary accommodation met at least one of the Troubled Families identifying criteria.
- 50 children aged 5-17 residing in Hackney in temporary accommodation met the Troubled Families education criteria<sup>1</sup>.
- 15 children aged 5-17 residing in Hackney in temporary accommodation met the Troubled Families education criteria with at least one other Troubled Families factor and were identified as known to the Troubled Families programme. Of these 15 children, 12 (80%) had achieved a successful outcome and Hackney was able to make Payments by Results (PbR) claims for them, which means that they met a positive outcome for significant and sustained progress, with all outcomes being monitored over three consecutive school terms.

31% of school-age children who are living in temporary accommodation have needs that meet at least one of the Troubled Families identifying criteria, with 7% of school-age children living in temporary accommodation meeting the Troubled Families criteria for education.

We can infer that living in temporary accommodation has a significant impact on families, but we know that this is also not the only factor that may cause stress for a family. For those children captured by the Troubled Families programme that met the Troubled Families education criteria with at least one other Troubled Families factor identified, we can see that a successful outcome can be achieved through the Troubled Families programme in 80% of cases.

Further information about the Troubled Families programme can be found in the appendix.

Families in temporary accommodation are supported in a number of ways by Hackney Council as detailed below:

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<sup>1</sup> A child who is persistently absent from school or; has received at least 3 fixed term exclusions or; is primary school aged and has had at least 5 school days of fixed term exclusions or; has had at least 10 days of fixed term exclusions or; has been permanently excluded from school within the last 3 school terms or; is in alternative educational provision for children with behavioural problems or; is neither registered with a school, nor being educated in an alternative setting or; is nominated by education professionals as having school attendance or attainment problems of equivalent concern to the indicators above because he/she is not receiving a suitable full time education.

## **Support for families in temporary accommodation in Hackney**

### *Family Information Service*

Hackney's Family Information Service (FIS) provides information to support families to access services that will improve the quality of their lives. The Family Information Service has a helpline and a website providing information:

- to professionals, agencies and members of the public on a range of services that are available locally for children aged 0 – 19 years old
- on registered childcare such as nurseries, playgroups, child minders, Children's Centres and out of school provision, and information on paying for childcare
- things to do with children and on parenting programme
- leaflets and attending outreach events
- about services on the Local Offer for families with children and young people with special educational needs and disabilities (SEND)

### *Hackney Local Offer*

The Hackney Local Offer provides information on services, activities and organisations for families with children and young people aged 0 -25 years with Special Educational Needs, disabilities or additional needs. The services are categorised by (but not limited to):

- Adventure playgrounds
- Art and hobbies
- Clubs and groups
- Libraries and museum
- Music, dance and drama
- Parks
- Sport and exercise

### *Children's Centre Services*

Children's Centre Services provide a range of universal and targeted/multi-agency interventions to families living in hotels and temporary accommodation in Hackney.

### *Benefits and Housing Needs*

The Benefits and Housing Needs Service use the placement procedure for the placement of households in temporary accommodation and private rented accommodation both inside and outside Hackney. The list below identifies a number of key principles from the procedure that applies to families;

- Do applicants or household have a severe and enduring mental health problem who are receiving psychiatric treatment and aftercare provided by community mental health services and have an established support network where a transfer of care would severely impact on their well-being?
- Do applicants or household have child/children who are subject to a Child Protection Plan in Hackney; or families who are linked into local health services or have high social needs, for example are working with Social Services, and where it is confirmed that a transfer to another area would impact on their welfare?
- Do applicants or household have a child/children with special educational needs, receiving education or educational support in Hackney, where change would be detrimental to their well-being?
- Are applicants or household women who are on maternity leave from employment and meet the above criteria would also be prioritised for placements in Greater London?

- Do applicants or household have as part of their household, a child or children who are enrolled in public examination courses in Hackney, with exams to be taken within the next six months?
- Attendance at schools will be considered before an offer of accommodation is made. The Council understands that disruption to education and established support networks can be detrimental to a child's development and therefore an assessment of their need will be carried out. This assessment will look at the requirement to both promote and safeguard their welfare. However, it must be noted that although it would naturally be desirable to keep children in their current schools this may not be possible due to the availability of local accommodation.
- The Council will consider the proximity to schools, public transport, primary care services, GP's and local services in the area in which the accommodation is located.
- So far as is practicable if placing vulnerable families outside of London we will ensure that such families will continue to receive appropriate support. In all cases we will notify the host borough of the household details. All households will also be given details of their local GP surgeries, schools and community centres as applicable.

### *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 prosocial 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.

Young Hackney works with temporary accommodation providers across Hackney to ensure that local Young Hackney resources available to families are well advertised and they are encouraged to make use of these facilities.

### **Summary**

From the work that has been completed over the past two years it can be inferred that:

- There are over 2,100 children of school age living in temporary accommodation provided by Hackney and, of these, 738 are resident in the borough, but not necessarily attending a local school. This makes it difficult to find a reasonable control group to test the hypothesis of whether their attainment is better or worse than their peers as it needs to be measured against education data.
- Education data only provides a snapshot at a point in time, so is not the most reliable method for measuring attainment of a control group over time.
- People in temporary accommodation, by virtue of their situation, may not remain in one place for a prolonged period of time, making it difficult to follow the path of an individual child.
- A family's situation at home prior to going into temporary accommodation might have already been challenging, but there is no starting measure of their attainment at this point to assess whether any decline or improvement is attributable to their housing situation making any data comparison inherently difficult to draw conclusions from.
- Matching children in Temporary Accommodation against children known to the Troubled Families Team provides some indication of challenging factors faced by children in temporary accommodation and it was possible to measure outcomes for children by matching with the agreed criteria for measuring success for the PbR in terms of education and attainment.

**APPENDIX**  
**Summary of the work of the Troubled Families team**

Hackney has an overall programme target to work with 3510 families to be worked with by March 2020, and has successfully identified over 3510 families who meet the programme criteria of 2 or more of the 6 presenting needs in the Troubled Families Plan as outlined below. To date Hackney has made 1255 Payments by Results Progress (PbR) claims and is set to have made 1800 claims by the end of this financial year.

The six key themes:

1. Crime and Anti-social behaviour
2. Education and attainment
3. Children who need help
4. Work and finances
5. Staying safe
6. Physical and mental health

Each theme is broken down into two areas:

- Identifying Factors - These describe the criteria that they will use to identify children and parents, on a household level, that might need some support.
- Positive Outcomes - These describe what they think a positive outcome or good result looks like.

Hackney's current conversion rate from attachments to PbR claims is 36%, whilst the London average is 28% (national average is 29%). Hackney is now 5th in the London league table for the total number of PbR claims even though we were the last of those to go live with phase 2 of the programme. Feedback following a spot check by the Ministry of Housing, Communities & Local Government (MHCLG) about the quality of Troubled Families work was very positive; noting that cases seen '*demonstrated the high-quality work that Hackney is carrying out with families across a range of services.*'

Hackney agreed to work with 2,716 families in the first three years of the programme until March 2018. We have met this target. The number of families worked with until March 2018 is representative of 77% of the revised 5 year total. We are on track to reach our target by 2020.

Troubled Families have submitted 1,015 PbR claims since the initiation of phase two in September 2015 (350 this financial year). The significant increase in the last two quarters can be attributed to the recent investment of resources in the form of additional Data Analysts.

The Domestic Abuse Intervention Service (DAIS) has taken over the previously commissioned perpetrator service under the Troubled Families programme, and created the Domestic Violence Perpetrator Programme (DVPP). The DVPP works closely with the Children and Families service, offering case consultation, treatment viability assessments, and interventions through behaviour change work with perpetrators either through group or one to one sessions. Between April – September 2018 the DVPP received 53 referrals, undertook 24 assessments, delivered 1-2-1 interventions with 4 individuals and ran a group-work programme attended by 8 individuals.

The Clinical Service has two Clinical Psychologists based in the Troubled Families Programme to focus on parents who present with mental health needs and who may have their own experience of trauma or stressful life events. Parents are seen for individual or group sessions.



In January 2018 MHCLG conducted a Spot Check of Troubled Families cases about whom Hackney had submitted claims. This Spot Check examined a sample of 36 cases chosen randomly by MHCLG with a 'deep dive' into 15 of these. The Ministry found that Hackney's Troubled Families Programme is working well. Ministry representatives - in addition to auditing a random sample of 'Payment by Results' cases - met with practitioners to explore how the systems in Hackney work in practice to help families meeting the Troubled Families criteria. They were impressed with the commitment and enthusiasm of practitioners in achieving good outcomes for families. All of the PbR claims were found to be valid and the Ministry gave Hackney a very favourable overall evaluation.

On 21<sup>st</sup> June DCLG conducted another site visit to Hackney to evaluate progress on the Service Transformation Maturity Model. MHCLG representatives met with the Troubled Families leadership team, the Director of Children's Services and a large sample of practitioners from different agencies. They again found that Hackney's innovative, flexible, non-bureaucratic culture and systems enable complex families to receive helpful services that achieve good outcomes.

### **Detail of the Troubled Families identifying criteria**

#### **1. Parents and children involved in crime or anti-social behaviour**

A child who has committed a proven offence or who has received an anti-social behaviour intervention (or equivalent local measure) in the last 12 months or; An adult prisoner who is less than 12 months from release and will have parenting responsibilities on release or; An adult who is currently subject to licence or supervision in the community following release from prison, and has parenting responsibilities or; An adult currently serving a community order or suspended sentence who has parenting responsibilities or; Adults or children nominated by professionals because their potential crime problem or offending behaviour is of equivalent concern to the indicators above

#### **2. Children who have not been attending school regularly**

A child who is persistently absent from school or; Has received at least 3 fixed term exclusions or; Is primary school aged and has had at least 5 school days of fixed term exclusions or; Has had at least 10 days of fixed term exclusions or; Has been permanently excluded from school within the last 3 school terms or; Is in alternative educational provision for children with behavioural problems or; Is neither registered with a school, nor being educated in an alternative setting or; Is nominated by education professionals as having school attendance or attainment problems of equivalent concern to the indicators above because he/she is not receiving a suitable full time education.

#### **3. Children who need help: children of all ages, who need help, are identified as in need or are subject to a Child Protection Plan**

A child who has been identified as needing early help, i.e, no take-up of the Early Years Entitlement or; Has social, emotional and mental health problems or; Has been reported missing from home & identified as of concern or; Are repeatedly assessed under Section 17 or 47, of the Children Act 1989, but not deemed a 'child in need' or; Are subject to Early Help Assessments or; A child 'in need' under Section 17, of the Children Act 1989 or; Has been subject to an enquiry under Section 47, Children Act 1989 A child subject to a Child Protection Plan or; Has been identified as at risk of exploitation or; Nominated by

professionals as having problems of equivalent concern to the indicators above (e.g. a referral that leads to a statutory Child and Family Assessment)

#### **4. Adults out of work or at risk of financial exclusion or young people at risk of worklessness**

An adult in receipt of out of work benefits or; An adult who is claiming Universal Credit and subject to work related conditions or; A child who is about to leave school, has no/few qualifications and no planned education, training or employment or; A young person who is not in education, training or employment (NEET) or; Parents and families nominated by professionals as being at significant risk of financial exclusion or; This may include those with problematic/unmanageable levels and forms of debt and those with significant rent arrears

#### **5. Families affected domestic violence and abuse**

A young person or adult known to local services has experienced, is currently experiencing or is at risk of experiencing domestic violence and abuse or; A young person or adult who is known to local services as having perpetrated an incident of domestic violence or abuse in the last 12 months or; The household or a family member has been subject to a police call out for at least one domestic incident in the last 12 months

#### **6. Parents and children with a range of health problems**

An adult, child or young person with mental ill health, substance misuse, smoking, sexual health or physical health problems A new mother who has a mental health or substance misuse problem and other health factors associated with poor parenting, (Inc. mothers who are receiving Universal Partnership Plus service or participating in a Family Nurse Partnership) or; Adults with parenting responsibilities or children who are nominated by health professionals as having any mental and physical health problems of equivalent concern to the indicators above, (Inc. unhealthy behaviours, resulting in problems like obesity, malnutrition or diabetes)



<b>Children and Young People Scrutiny Commission</b> <b>25<sup>th</sup> March 2019</b> <b>Item 7 – Minutes of the previous meeting</b>	Item No <b>7</b>
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## **Outline**

The draft minutes of the meeting held on 25<sup>th</sup> February 2019 are attached.

## **Action**

The Commission is asked to review and agree the minutes and note any actions.

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<b>Chair</b>	<b>Councillor Sophie Conway</b>
<b>Councillors in Attendance</b>	<b>Cllr Margaret Gordon (Vice-Chair), Cllr Soraya Adejare, Cllr Ajay Chauhan, Cllr Humaira Garasia, Cllr Clare Joseph, Cllr James Peters, Cllr Clare Potter and Cllr Caroline Woodley</b>
<b>Apologies:</b>	<b>Greg Condon, Mental Health Programme Manager, City &amp; Hackney CCG Laura Smith, Clinical Lead, Children's Social Care, Hackney Learning Trust</b>
<b>Co-optees</b>	<b>Graham Hunter, Michael Lobenstein, Jane Heffernan, Jo Macleod, Ernell Watson, Shuja Shaikh, Jodine Clarke, Maariyah Patel and Aleigha Reeves</b>
<b>In Attendance</b>	<ul style="list-style-type: none"><li>▪ <b>Cllr Anntoinette Bramble, Cabinet Member for Children and Young People</b></li><li>▪ <b>Cllr Christopher Kennedy, Cabinet Member for Early Years and Play</b></li><li>▪ <b>Anne Canning, Group Director, Children Families and Community Health</b></li><li>▪ <b>Annie Gammon, Head of Hackney Learning Trust &amp; Director of Education</b></li><li>▪ <b>Helena Burke, Leadership &amp; Management Adviser, Hackney Learning Trust</b></li><li>▪ <b>Amy Wilkinson, Integrated Work stream Director, CYP &amp; Maternity Services</b></li><li>▪ <b>David Wright, Health &amp; Well Being Team Leader, Young Hackney</b></li><li>▪ <b>Richard Brown Executive Head Urswick and New Regents College</b></li><li>▪ <b>Sue Parillion, Head Teacher, New Regents College</b></li><li>▪ <b>Dr Elly Barnes, CEO, Educate &amp; Celebrate</b></li><li>▪ <b>Daniel Walsh, Student, Hackney</b></li><li>▪ <b>Susy Langsdale/ Maya Walker, Project Indigo, Hackney</b></li><li>▪ <b>Sophie McElroy, CAMHS Alliance Project Manager</b></li><li>▪ <b>Waveney Patel, Consultant Clinical Psychologist, Homerton Hospital</b></li><li>▪ <b>Victoria Simmons, Deputy Head Teacher, Baden Powell School (Primary)</b></li><li>▪ <b>Peter McEvoy, Deputy Head, Cardinal Pole School (Secondary)</b></li></ul>

Monday, 25th February, 2019

- **Ruth Kossoff, Joint Head of Service, East London Foundation Trust**

**Members of the Public** There were 8 members of the public in attendance which included: Members of Hackney Independent Forum for Parents/Carers of Children with Disabilities (HIP) and a representative from Hackney Citizen.

**Officer Contact:**

**Martin Bradford**

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✉ martin.bradford@hackney.gov.uk

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**Councillor Sophie Conway in the Chair**

**1 Apologies for Absence**

- 1.1 Apologies for absence were received from:
  - Greg Condon, Mental Health Programme Manager, City & Hackney CCG
  - Laura Smith, Clinical Lead, Children's Social Care, Hackney Learning Trust
- 1.2 Apologies for lateness were received from:
  - Cllr Humaira Garasia

**2 Urgent Items / Order of Business**

- 2.1 There were no new or urgent items and the agenda was as published.

**3 Declarations of Interest**

- Cllr Chauhan was a teacher at secondary school in another London borough and a member of the NEU.
- Cllr Peters was a governor at the Garden School.
- Cllr Adejare was a governor at Tyssen School, a trainee teacher and a member of the NSWT.
- Jo Macleod was a governor of a local primary school.

**4 Support for LGBT students in schools**

4.1 As part of its work programme for 2018/19, the Commission agreed to assess the support provided to LGBT+ students at schools in Hackney. Through a range of internal and external contributors, it was hoped that this item would:

- Outline any statutory duties and establish current service provision;
- Provide an overview of the needs of LGBT+ young people;
- Identify examples of good practice in schools;

- Contribute to the identification of strategic priorities and approach for this work.

#### Hackney Learning Trust (HLT)

4.2 The Chair introduced Helena Burke from HLT to present the attached report. The report described some of the local work undertaken by the HLT to ensure that local schools demonstrated an accepting and supportive approach to young LGBT+ students and how this work linked with other initiatives to curb bullying and harassment. It was noted that there was a significant amount of guidance and advice in this area, and that the HLT supported schools to help them meet these requirements.

4.3 The Equality Act 2010 required schools to pay attention to the Public Sector Equality Duty (PSED) to ensure that they did not unlawfully discriminate against pupils because of their age, sex, race, disability, religion, gender reassignment, pregnancy, maternity, marriage or civil partnership or sexual orientation. These were known collectively as the protected characteristics. It was noted that the Equality Act aims to prevent discrimination and not about providing positive support for these groups.

4.4 The Commission noted that the Ofsted inspection framework also expected schools to tackle inequalities and disadvantage in all aspects of school life, which would incorporate LGBT+ issues among other equality groups.

4.5 New guidance for compulsory relationship and health education in all schools by 2020 was published in July 2019. This guidance, which was still being consulted upon, would require all schools to teach health education and sex education in secondary school and provide the 'building blocks for positive and safe relationships of all kinds'. This was welcomed by the HLT and a Council wide response was provided to the consultation via Public Health. The Commission noted that the Government response to the consultation would be published imminently.

**Action:** That the Government response to the 'Relationships Education, Relationships and Sex Education and Health Education' to be circulated to the Commission once published.

4.6 The HLT also helped develop good practice in the delivery of PSHE curriculum across schools by providing support to the PSHE school coordinators network across Hackney.

4.7 Nationally, the Equalities Office had published an LGBT Action Plan which set out a number of ambitions to improve support for LGBT children and young people at school, these included:

- To develop and deliver an anti-homophobic, Biphobic and Transphobic bullying programme for 1,200 schools;
- For the Crown Prosecution Service to update of LGBT Hate crime guidance for schools;
- To update Sex and Relationship guidance for schools (as in 4.5);
- To update guidance of the application of the Equalities Act 2010 to support LGBT students in school;
- Provide support for LGBT teachers (outteacher.org).

4.8 Governing bodies had a legal responsibility to ensure that schools actively eliminated discrimination and advance equality of opportunity for all their students, therefore HLT would expect to see reference to support for LGBT+ students within school policies and other relevant documentation. It was also noted that Governors were expected to monitor bullying (including homophobic bullying) and ensure that there was an adequate response to eliminate this within the school.

4.9 It was suggested to the Commission that the most significant opportunity to support equality and tackle discrimination was to share good practice on how schools were demonstrating and 'accepting and supportive approach'. There were a range of forums supported by the HLT which helped to identify and extend good practice, these included: Head teacher briefings, Behaviour and Wellbeing Partnership, Governor Training and PSHCE Coordinators Network.

4.10 A number of case studies which provided good examples of schools providing a positive reflection of young LGBT+ people's lives within the curriculum were presented to the Commission (in attached report). This included the identification of positive LGBT+ role models in science, history, literature and across the curriculum, so that young LGBT+ people would get to see themselves in their everyday schooling experience.

4.11 The Commission understood that the HLT worked closely with Young Hackney to deliver emotional and well-being support to children and young people across Hackney, including the needs of LGBT+ young people. The WAMHS project (which was the next item of discussion) illustrated the cooperation and partnership across the sector to support young people's emotional and mental health needs.

4.12 Whilst it was noted that there was good practice to support LGBT+ students in schools, it was apparent from the voice of young people that the coverage of such provision could be improved. Indeed, it was noted that the voice of young LGBT+ people needed to be heard more to help schools to develop an appropriate system of support.

4.13 The Commission sought to assess how a cross-curriculum approach to support LGBT+ students could be embedded (e.g. opportunities to raise and discuss LGBT issues in literacy, science and humanities). If support for LGBT+ students was fully acknowledged within the school ethos and within its policies, this would provide teachers with the permission to approach this subject openly and confidently. It would also help teachers to identify opportunities where LGBT+ issues could be appropriately raised across the curriculum. This approach should focus on ensuring that a positive reinforcement of all young people's lives was reflected in syllabi and teaching methods.

4.14 The Commission sought to understand if there was a local network of LGBT+ teachers who could promote and develop schools approach to supporting LGBT+ young people? Whilst HLT was not aware of a local network, it was reported that there was an on-line community which discussed and shared good practice in supporting LGBT+ children and young people in school.

Integrated Commissioning Team



4.15 The Chair welcomed Amy Wilkinson to the meeting. The opportunity to discuss the integrated support for LGBT+ young people was welcomed. It was noted that the new 10 year NHS plan would provide a strong focus on the emotional health and wellbeing of children and young people which would include working in school settings and with young LGBT+ communities.

4.16 The Commission noted that Public Health commission Young Hackney to work with young people, in particular to deliver PHSCE within schools across Hackney. City & Hackney Clinical Commissioning Group commission Child and Adolescent Mental Health Services (CAMHS) to support the emotional wellbeing of young people, and in terms of spend, Hackney was among the largest providers across London. The Commission understood that were plans to focus a small proportion of this funding toward the LGBT+ community, but plans were at a very early stage at this time.

#### Young Hackney

4.17 The Chair welcomed David Wright to the meeting. A free of charge comprehensive programme of PHSCE was offered to schools to support relationship and sex education for young people aged 5-19 years (up to 25 years with additional needs) was offered by Young Hackney. The Commission noted that Young Hackney worked with all schools across the borough (both primary and secondary) as well as with colleges and alternative education providers to deliver a range of PSHCE modules. Young Hackney also worked with a wide range of community organisations and supported one-off events to reach a broad range of young people.

4.18 In terms of support for LGBT+ issues, Young Hackney offered a range of sessions which included;

- Sexuality and gender;
- Gender roles and Normativity;
- Homophobia and bullying;
- Positive sexuality.

4.17 The Commission noted that training and development sessions on sexual health, relationship, domestic violence and sexuality were made deliberately inclusive, and Young Hackney workers ensured that gender neutral terms were used and also provided positive examples of LGBT+ relationships. These sessions were delivered in schools (including faith schools), youth hubs, pupil referral units and other youth settings.

4.18 Young Hackney also undertaken work with specific schools and institutions to support LGBT+ projects including B6 (a local alternative education provider), Project Indigo, Hackney Museum and local other LGBT+ support groups.

#### New Regents College (NRC)

4.19 The Chair welcomed Richard Brown and Sue Parillion from New Regents College to the meeting. It was noted that leadership and governance were an integral to ensure that schools delivered on equalities duties. School leaders and governing bodies needed to ensure that teachers had sufficient training to be able to present and discuss LGBT+ issues with their students with confidence.

4.20 Children that attended NRC were not as effective in regulating their behaviour as others, which had allowed elements of homophobia to enter the

culture of the college. Through working with Educate and Celebrate however, the college had been able to develop an approach and the practical tools through which to address this. Moreover, as a result of this work, the college was better able to identify and support those children who were questioning their own sexuality.

4.21 The approach of the college was to instigate a programme of training and development to support a more inclusive school community which celebrated the diversity of its students. It was accepted that this would not be an overnight change, but would be adopted incrementally in which support would grow year on year. Whilst it was accepted that things still go wrong, there was now a more positive and inclusive community at the college. The Commission noted that the college had won a national equality award in recognition of this work.

4.22 The college outlined some of the work that it had undertaken to promote equality within the school:

- The development of a robust, transparent and explicit Equalities Policy and appointing an equalities representative on the college Management Board;
- The establishment of an Equalities Working Party to develop and monitor the Equalities Action Plan;
- Improved staff access to CPD on issues of equality e.g. LGBT+ Trans Awareness;
- The development of an inclusive and diverse curriculum which celebrated all equality groups, including LGBT+;
- Learners were empowered to protect themselves from unfair treatment, exploitation and extremism;
- A strong and nuanced PHSCE curriculum delivered by Young Hackney, which explored sexual wellbeing, consent, sexuality, gender, gender identity, gender roles and expectations.

4.23 The Commission noted that the college had undertaken some focused work to tackle homophobia which had included the establishment of a zero tolerance policy and accurate monitoring process of bi/trans/homophobic, race or disability related bullying. Staff had also been trained to effectively challenge homophobic bullying. The adoption of a gender neutral uniform also allowed gender non-conforming pupils to feel comfortable and which helped to reduce gender based slurs and bullying. Both staff and students were also supported if they choose to be openly out at school.

4.24 Given the revolving door nature of the college (as a pupil referral unit) it was imperative that its inclusive values were embedded within the culture and ethos as well as its approach to learning. Some positive outcomes had been recorded as a result:

- With the variety of equalities-centric CPD training, staff reported that they were more comfortable talking about equality issues;
- Leadership had observed staff using correct terminology and had embedded equalities issues into their teaching practices and mentoring sessions;
- Racist and homophobic slurs were used less often among students and were more willing to engage in discussions and workshops around matters of equality;
- Matters of equality were more embedded into every-day learning and displays around the school;

- Students were more familiar with the nine protected characteristics and keen to engage in discussions about them;
- In the last 12 months the college had at least four students come out as gay or bisexual.

4.25 It was reiterated that if an organisation was committed to equalities, it must be committed to all equalities strands. This created a sense of fairness, purpose and holism to any equalities development programme and avoided any resentment on behalf of children or teachers who may feel excluded.

#### Educate Celebrate

4.26 The Chair welcomed Dr Elly Barnes from Educate and Celebrate. Although Educate and Celebrate started to work in schools in Hackney, its work had now expanded to other schools across the UK and Europe. Gender neutrality was fundamental to the approach of Educate and Celebrate and it supported gender neutral schools. It was suggested that many of the problems around gender identity and sexual orientation were as a result of hard-wired views as to what was male and what is female and the 'genderisation' of school environment.

4.27 The Commission noted that Educate and Celebrate offered gender neutrality training to education providers teaching children of reception age through to those at college. It was noted that Educate and Celebrate intended to hold a CPD day for all teachers across Hackney on March 15<sup>th</sup> for gender neutrality in schools.

4.28 Educate and Celebrate also supported schools through an awards programme which was based on 5 key principles:

- **Training** – teachers needed training to overcome their fears and to give them the confidence to be able to teach this issue effectively. Teachers were willing to do this, but they needed the skills and the language to be able to do this. Training also needed to emphasise that LGBT+ issues did not need to come through PSHCE as this could pathologise the issues raised. Instead LGBT+ issues need to be raised across the curriculum and within the range of subjects taught.
- **Centralised policies** – to begin it was important that schools reflect on their existing policies and develop new policies where needed. A centralised policy receptacle for tackling bullying, equal opportunities and gender neutral uniforms (for example) would help to share good practice across Hackney schools.
- **Curriculum** - it was important to 'usualise' LGBT and equality issues and language across the curriculum to ensure that these were not compartmentalised to certain areas of study (e.g. PSHCE). Educate and Celebrate believed that there were opportunities throughout the curriculum to enable young people to learn about LGBT+ issues and to give them appropriate language and understanding to be able to deal with LGBT+ scenarios when they arose. Educate and Celebrate also had a range of supporting books for students that celebrated different gender identities as well as guides for schools on how to make their school more LGBT+ friendly.

- **Environment** – the Commission noted that what people saw when they first walk around a school was important in that this sets the tone and culture for that school, and an important opportunity to demonstrate and reinforce the schools approach to inclusion and acceptance of equality issues. The Commission understood that there was no hierarchy within the equality strands, but it is the responsibility of schools and other places of education to ensure that there is parity. Again, this is central to the ethos of Educate and Celebrate.
- **Community** – it was also important for schools to engage with different communities in the area to demonstrate a real live connectivity to equality issues raised in schools (e.g. local youth groups, older peoples homes, faith groups).

4.29 Finally, it was reiterated that that developments within schools were incredibly powerful where they originated from young people themselves and it was important to involve young people in all aspects of programmes to develop equalities issues.

4.30 The Commission noted that Educate and Celebrate worked closely with Goldsmiths University to conduct research, and routinely evaluated the work that it undertook in schools. It had recently concluded a piece of research into how equality issues could be presented and taught in faith schools which was available on its website. It was suggested that equalities work can and should be undertaken in all schools, irrespective of faith, as there were always innovative ways in which equalities issues can be presented.

4.31 To conclude, it was noted that many of the support services provided through Educate and Celebrate was free to schools in Hackney, particularly the Pride Group Networks.

#### Young LGBT Persons View (1)

4.32 The Chair welcomed Daniel Walsh to the meeting who was an LGBT+ young person and still received PSHCE lessons at school. In this context, he was able to offer a first-hand and current assessment of how a school supported LGBT+ young people.

4.33 A major criticism of PSHCE lessons in school was that teachers were often ill-equipped to deliver these sessions as they were not confident in the language they used to discuss matters relating to sex or relationships. The Commission noted that schools may not always tackle homophobia in a consistent manner, and that some instances may go unchallenged by teaching staff. When the presenter had reported an incident of homophobic bullying year 7, he was sent to the reflection room where other students who had been removed from lessons were placed and asked to write a report of the incident. Although he had not broken any rules, he was treated as though he had been an offender. Although the perpetrator was given a two day internal exclusion, the presenter was not given any support. Neither set of parents were contacted to inform them of the incident. It was suggested that there were clear lessons to be learnt from this incident.

4.34 Whilst the LGBT+ community was thriving, it was suggested that schools often struggled to recognise and validate the diversity of gender expression and

sexual identities within this community. For example what is pansexual, bisexual and polysexual, or what does it mean to be asexual, demi-sexual or queer? As a result, many young people, including LGBT+ communities, had resorted to educating themselves on these issues.

4.35 It was acknowledged however that progress had been made at the school, as LGBTQ+ issues had become more integrated within the school curriculum. Whilst this was both positive and welcomed, it was suggested that equality issues should be incorporated across the curriculum at a much earlier age (at reception) to help normalise young people's experiences.

4.36 Being one of small number of out LGBT+ students in a school, it was also noted how important it was to have a friendly member of staff who was approachable and who students felt that they could talk to if they needed. Similarly, LGBT+ members of staff not only provided positive role models for young people, but could also be a confidant and a key ally to promote LGBT+ issues within the school.

4.37 As one of two out LGBT+ students at school, there was significant pressure on these students to lead and develop approaches to LGBT+ issues in that school (e.g. LGBT History Month, Rainbow Ribbon Campaign). Whilst accepting that there was a contributory role for these students, it was felt that this was not always appropriate and would be better if there had been greater leadership from teachers and school management in developing LGBT+ awareness and understanding in school.

4.38 To conclude, it was suggested that the aims of the LGBT+ Community in school were simple:

- More support for those young people who want it;
- An approach to LGBT+ education that was holistic and integrated throughout school careers, school communities and school curricula.

#### Young LGBT Persons View (2)

4.39 Prior to the meeting, the Chair and the Vice Chair met with a young Trans student (A) and his mother to hear about his experiences of coming out at school in Hackney. A summary of the main issues raised by A are given below:

4.40 In general, both A and his mother felt that the school had been very supportive of them throughout his coming out process. Whilst A had come out as trans earlier to his family, the school had initiated contact with the family as the gender dysphoria experienced by A at school had become too traumatic and distressing. The school initiated a meeting to discuss how A could come out at school and what support would be needed.

4.41 The initial meeting had been positive and A had the support of a mentor which was also very positive and helped to deal with issues in relation to other children in attendance at the school. The school had also made a referral for A to CAMHS to help him cope with the stress and anxiety which he was suffering with at that time.

4.42 A and his family however faced a number of issues whilst coming out at school:

- **Uniform** – the school had a very traditional gendered uniform, and there was significant delay before it was cleared that N could wear a boys uniform;
- **Register** – as these were an official record of attendance, it was suggested that it was difficult to get these changed which meant that N was called by the wrong name which was very upsetting and undermined his gender identity;
- **Physical Education** – unnecessary barriers were put in place in respect of changing facilities and a prescriptive gendered sports offer was available to boys and girls;
- **Pronoun** – incorrect use of pro-nouns, whilst some were genuine mistakes others were not;
- **Toilet facilities** – initially there had not been any provision for gender neutral toilets.

4.43 In terms of the wider curriculum and teaching, whilst there was support among staff for A in coming out, this was not universal. It was suggested it would have been more helpful if the school leadership had taken a more active and positive role in developing awareness and understanding of A coming out among staff and other students and to ensure that there were appropriate policies in place to support him. As a result, it had fallen on A and the individual teachers that taught him to lead such initiatives instead there being a school wide approach.

4.43 The school disciplinary procedure was noted to be strict at the school. In this context, A was wary of reporting transphobic comments or behaviour of other pupils because of the potential repercussions that this could have for individual students. Thus it was left to A to personally resolve these conflicts and challenges.

#### Project Indigo

4.44 Project Indigo was a LGBTQi+ youth club which operated from within Off-Centre, a mental health service in Hackney. Most of the referrals to the service come through CAMHS or Social Services, therefore many of the young people that the project supported had some vulnerability and had more complex needs than other LGBT+ young people. A number of children were in care and may not be accessing school in a traditional sense. Many of the young people would struggle to access more mainstream settings for support.

4.45 At a recent meeting, the group discussed Section 28 (Local Government Act 1988) which was used to prevent the teaching of homosexuality in schools. This prompted a discussion of what schools were like now, from which young LGBT+ people noted the following challenges:

- **Coming out** – where there was a risk of violence and homelessness;
- **Social isolation** – not having access to a LGBT network for them to share experiences with people who look and feel like them;
- **Mental health** - as association with shame, stigma and hyper vigilance (constant awareness of the environment around them and when its ok or not express their gender or sexual identify);
- **Lack of support in schools** – afraid to raise these issues in school, or where support that was provided did not seem appropriate;
- **More community space** – more space to express their gender identify safely;

- **Suicide** - there was a high incidence (once or twice a month) of young people expressing suicidal thoughts – with long waiting times for young people to access mental health services.

4.46 In relation to school specific issues that this cohort of young LGBT+ people face, the following was noted:

- **Bullying** - this could be problematic, and young people might be too afraid to snitch;
- **Lack of LGBT+ space in school** – not only physical space, but also the expectation that LGBT+ young people would lead in school initiatives which impinged on their study time;
- **Trust in teachers** – not knowing which teachers they could trust and confide in;
- **Lack of positive role models** – there were few examples of open LGBT staff who could provide positive role model or mentoring support for LGBT young people;
- **Fear of exclusion** –through expression of gender non-conformity.

4.46 Young LGBT+ people accessing Project Indigo also suggested that there were a number of protective behaviours which could provide additional support, these included:

- **More rainbow flags** - indications of safe spaces;
- **Sex education delivered (by drag queens)** – or people who are confident and positive in delivery sex education messages and who avoid of shame;
- **Gender neutral toilets;**
- **Gender neutral uniforms;**
- **Gender neutral Physical Education.**

4.47 It was noted that many young people were referred to Project Indigo via Improving Access to Psychological Therapies Team (IAPT). As a result, many young people accessed the service with mental health needs, many of which were complex and could be challenging for the service to deal with as it no longer offered a therapy service. It was suggested that there was a need for more robust mental health support for young people in Hackney.

#### General Questioning

4.48 The Commission noted that a central issue was the complexity of LGBT+ language but also of the need to normalise this within PSHCE and the classroom and beyond. Although HLT was not in a position to dictate to schools what they should do, it could be an agent of change by identifying and encouraging the spread of good LGBT+ practice in PHSCE lessons, in the curriculum and throughout the wider school.

4.49 The Commission sought to clarify if there was an emerging policy for schools on the provision of gender neutral toilets in schools and the potential conflict that this may present for those who would like to preserve women only spaces?

- Once contributor suggested that whilst there was no national or local policy or guidance and that it was left to local schools and developers to agree provision. It was also suggested that whilst it would be difficult to justify to parents to not provide single gender toilets facilities, additional facilities should be provided which in effect become a private

- space for non-gender conforming young people, or indeed, for those who have medical or other conditions which required more private toilet space.
- Another contributor suggested that it would be a helpful compromise to preserve male and female toilets but to provide an additional toilet facility for a 'third' gender;
  - In terms of legal requirement, another contributor suggested that under the Equality Act, some third provision should be provided to reflect the needs of different equality strands. Individual gender neutral cubicles were however, a personally preferred model of provision which had worked well in school settings (with wash basins and mirrors on external corridors). Schools also need to consider changing room provision in this context.

4.50 The commission noted that there were approximately 10,00 children and young people were taught in dedicated Orthodox Jewish schools across Hackney, and sought to clarify how the provision of support to LGBT+ students would be compatible to their own teaching and religious principles?

- One contributor noted that some specific guidance had been prepared by a third party Jewish organisation which provided guidance on how LGBT+ young people can be supported in Orthodox Jewish Schools;
- Another contributor noted that as young LGBT+ people exist in all faiths, respective faith schools should make provision to support them at school.

4.51 The Commission sought to understand what spend there had been on LGBT+ issues and was this commensurate with the needs of young LGBT+ people as cited by some contributors at the meeting?

- Whilst the CAMHS transformation plan looked to improve the mental health outcomes for young people across City & Hackney, it was acknowledged that there was no dedicated or targeted spend on LGBT+ young people within that as yet. This work was ongoing however, and local commissioners would want to work with LGBT+ young people to begin to identify their needs which would inform commissioning.

**Action:** It was agreed that it would be useful if Commissioners were to return to the Commission at a later date to outline their future intentions to support the emotional and mental wellbeing of young LGBT+ people.

4.52 The Commission understood that there were wide variations among local schools in respect of their approach to inclusion and the support that they offered to LGBT+ young people. In this context, the Commission enquired how the HLT and the Council as a whole could help share good practice and help all schools to become more inclusive and better support young LGBT+ people?

- It was noted that good practice was shared through the PSHCE forum and through Deputy Head forum, both of which were supported by the HLT. It was agreed that there were model LGBT+ policies for schools which could be helpful to disseminate, and that there could be some value in developing some sample Hackney policies, (whilst acknowledging that some variation for faith schools might be necessary). The HLT had discussed developing a range of policies on various topic areas, though these needed to be coproduced and would require additional resource.



**Action:** It was agreed the HLT would return at a future date (to be agreed) to report on progress to develop model Hackney policies to support LGBT+ young people in school.

4.53 The Commission sought to understand whether an audit had been undertaken of the policies and practices in place to support LGBT+ young people in schools across Hackney, as this would form the basis of any action plan and resultant priorities?

- Whilst an audit had not taken place it was clear that many schools had provided training for their staff to develop their skills and confidence in supporting LGBT+ young people. It was noted that widespread curriculum changes had placed schools under pressure in recent years and much resource had been dedicated to supporting that change. It was suggested that schools do care about the wellbeing of their children and tried hard to respond to these needs.

4.54 The Commission sought to ascertain what individual contributors would like to be developed in Hackney as a priority to better support LGBT+ young people:

- **Integrated Commissioning** – there was a need to consult, involve and listen to young people more and develop services in response to identified needs;
- **HLT** – to ensure that equalities issues were had a higher profile in the policies of local schools;
- **HLT** - that the voice of young people were very powerful and should inform priorities and local service development;
- **Educate & Celebrate** - ensure adults and teachers were communicating with young people to ensure that they were all on the same page and that staff had access to appropriate training to put these aspirations in to effect;
- **Project Indigo:** to help create accessible and meaningful relationships for young people which they can rely upon when they may need help;
- **New Regents College** – the provision of a gender neutral inform would make a huge difference;
- **New Regents College** – ensure that all schools, including primary schools, audit provision and that there is sufficient training for school leaders and governors to enable them to implement successful LGBT+ and equality strategies;
- **Young Hackney** – working with primary schools should be a priority as the earlier support is provided, the better young people are able to deal LGBT+ and equality issues; gender neutral schools were also seen to be an important priority;
- **Young Person** –integrated support for LGBT+ young people would help them deal with bullying coming out;
- **Young Person** - students need better advice, guidance and support to better enable them to support their peers.

4.55 The Chair thanked all those guests that attended and contributed to this item. It was agreed the Commission would review the evidence presented and feedback their conclusions and recommendations to the Cabinet Member for Young People. The Commission would also consider inviting lead services back in the new municipal year to report on progress in supporting the needs of young LGBT+ young people in school.

## 5 Wellbeing and Mental Health in Schools (WAMHS)

5.1 In February 2018, the Commission held round table discussion with a number of providers within the CAMHS alliance to discuss how the mental health needs of young people were being addressed in Hackney. Subsequent to that meeting, the Commission agreed to receive an update on the work of the WAMHS project which aimed to develop the wellbeing and mental health support to schoolchildren in Hackney.

5.2 The Chair welcomed to the meeting Sophie McElroy (CAMHS Alliance Project Manager), Helena Burke (Leadership & Management Adviser at HLT) and Waveney Patel (Consultant Clinical Psychologist from Specialist CAMHS, East London Foundation Trust) to present on the WAMHS item. The Chair also welcomed Victoria Simmons (Deputy Head Teacher from Baden Powell School) and Peter McEvoy (Assistant Head, Cardinal Pole School) who would present two case studies (primary and secondary) from the project. Ruth Kossoff (Joint Head of Service, First Steps and CAMHS Disability, Homerton Hospital) and Amy Wilkinson (Integrated Commissioning Workstream Director, Children, Young People and Maternity Services) were also in attendance for this item.

5.3 The Commission understood that schools (and teachers) play an important role in the early identification of mental health issues among young people and in referring them on for more specialist advice and support. The objective of the WAMHS project was to ensure that young people had access to high quality mental health and wellbeing support which was linked to their school and college. The project commenced in September 2018.

5.4 Initial work for the project had identified a number of issues that schools and teachers had faced in supporting the mental health needs of young people. The most important problem that school had encountered was that it had been difficult to navigate the complex CAMHS system given that there were 5 main providers in Hackney and there were multiple referral routes.

5.5 The commission understood that one of the primary aims of WAMHS was to develop access to mental health support services for children and young people; it was noted that at present only 25% of young people with a mental health disorder had contact with a mental health specialist. It was hoped that the operation of WAMHS would help to increase the proportion of young people that access specialist mental health support to 35%.

5.6 The Commission also understood that there were a number of intended primary outcomes for the WAMHS project, which were as set out below:

- To increase in the number and proportion of appropriate referrals to CAMHS services from WAMHS participating schools;
- To support improvement in the approach of schools to early identification and development of positive health and wellbeing policies and procedures (model policies to be developed);
- To improve the confidence of school staff to effectively identify and support students with mental health problems;
- To improve pupil and parent perceptions and satisfaction of schools approach to mental wellbeing and the support available in school.

5.7 In addition, there were a number of secondary outcomes for the WAMHS project, which were as set out below:

- A reduction in the number and rate of exclusions within participating schools;
- Improve equality of access to CAMHS services for all CYP;

- Improve the number of appropriate and inappropriate referrals to CAMHS from all referral sources.

5.8 The WAHMS project commenced with the Anna Freud Mental Health and Schools link programme in February 2018. This constituted two days of training for participating schools and introduced schools to the broad family of CAMHS and social care services. This session also provided an opportunity to develop a more collaborative approach to support mental health of young people. 60 (75%) of schools attended this training (including primary, secondary and other education providers).

5.9 Schools that participated in the Anna Freud programme were then invited to join the Wellbeing Partner Framework which would provide additional support through the provision of a dedicated CAMHS worker for between 1 day a week and 1 day a month for a 1 year period (from May 2018). CAMHS workers were not deployed to provide therapeutic support to children, but to help schools develop local policies and procedures which would support the emotional and mental health needs of children and staff at the school.

5.10 The evaluation of the project was being led by Public Health in Hackney and would run from February 2019 through to the autumn of 2019. An initial audit was undertaken to assess how various aspects of the school could contribute to the mental health and wellbeing of young people, these included:

- Curriculum;
- Behaviour policies;
- School ethos and environment;
- How needs were identified and reported;
- Support to parents and staff;
- Enabling voice of young people.

5.11 From this audit, each participating school was required to identify two priorities to support emotional wellbeing and mental health improvement and to develop a school action plan. A snapshot of one of the action plans was included within the submitted report for this item.

5.12 Each school was also required to develop a very specific plan for how they intended to use the allotted CAMHS worker. In total, approximately 25 CAMHS workers from 4 teams were involved. The involvement of CAMHS workers was intended to have reciprocal benefits in which the understanding and awareness of the school environment and associated mental health issues by CAMHS workers would be developed alongside any benefits accrued by the school.

5.13 As part of the evaluation, schools were asked to reflect on the benefits of WAMHS project to date. It was recorded that the most important benefit so far had been the opportunity for the school to reflect on their approach to wellbeing and assess what systems were in place to identify and support young people, together with the added insight and expertise of CAMHS workers. Other cited benefits included improved staff confidence derived from training, improved working relationships with parents and an improved approach to mental health across the school.

5.14 If the evaluation demonstrated that it was effective, the project would be rolled out to all schools from 2020. Although the evaluation would not be complete until the summer of 2019, a number of learning points were highlighted to the Commission:

- Different work cultures between schools and CAMHS required excellent communication and collaboration;
- Improved specificity of CAMHS workers role and contractual delivery of that support was needed;
- Schools needed CAMHS workers more than one day a month as this helped to develop relationships and continuity of service provision.

5.15 In respect of future plans for the project, it was noted that Phase 1 had been extended to April 2020 and a that number of refresh events were planned to support this. From April 2020, the project would be rolled out to all schools in Hackney and dedicated support would be provided to schools within the Orthodox Jewish Community. It was noted that City and Hackney were keen to participate in the National Trailblazer projects for the Mental Health Support Team in schools which would deliver direct work to pupils. Although an initial bid was not successful a further bid would be made when the pilots opens up for the second phase.

#### Case Studies

5.16 The Commission heard evidence from two schools, Baden Powell Primary and Cardinal Pole Secondary, on how the WAMHS project had supported their approach to mental health and wellbeing in their school.

#### Baden Powell Primary School

5.17 The Support of the CAMHS worker had helped to formalise local policy and practice to support wellbeing (monthly meeting with staff) which was felt to be very beneficial. In addition, the participation of the school in the project helped to develop local audit systems to help the school recognise what was working and what needed to be improved.

5.18 From the above the school developed a local action plan which included:

- Parent workshops with CAMHS worker to help identify needs and to better enable them to support children with specific issues (e.g. anxiety, separation and divorce, difficult issues);
- Monthly staff meetings between CAMHS worker and staff to identify training needs which was also offered to TA's;
- Introduction of a structured PSHCE lessons which was taught weekly with homework – and where PSHCE issues were taught across the curriculum;
- Individual 1-1 consultations with staff to identify personal and professional needs and improve ways of working with individual children.

5.19 The school offered a number of conclusions about its involvement with WAMHS:

- Although time heavy, involvement had produced significant benefits;
- Leadership must buy into the project and support its development;
- CAMHS worker had been pivotal to local changes and improvement;
- Consultation and training with staff had improved staff confidence;
- The school would like to extend individual consultation sessions to parents.

#### Cardinal Pole

5.20 The Commission noted that there was an important contextual difference from primary to secondary, in that the complexity and volume of mental health needs were much greater. The CAMHS worker attended one day a week which helped to develop continuity of support to the school to enable it to change.

5.21 A wellbeing support group was established through the project which included the Deputy Head and the CAMHS worker, safeguarding lead, inclusion manager, student counsellor and parent liaison officer. This group established a system of wellbeing triage which had helped to develop a formalised system to receive and assess wellbeing referrals. The CAMHS worker had been instrumental in guiding the development of this new system, which has resulted in an increase in the number and appropriateness of referrals being made to specialist services.

5.22 The school had identified 3 priority areas within its local action plan: more targeted support and improved referrals, better engagement and involvement with parents and carers and improved staff development. A number of outcomes and outputs had been recorded thus far for these priorities:

- Since the start of the project, there had been 57 referrals into the triage system of which 12 resulted in a referral to CAMHS;
- An engaging and informative programme of events had also been developed to support work with parents and these had been well attended;
- Information was routinely sent out to parents on a range of wellbeing and safeguarding issues;
- The school website has also been revamped in which a dedicated wellbeing and safeguarding page had been developed;
- Workshops to help staff manage stress have been developed as well as weekly mindfulness drop-in sessions;
- A weekly bulletin to improve support for staff had been set up;
- Training to help staff identify and support needs sensitively had been provided.

#### Questions from the Commission

5.23 The Commission sought to understand if parents were always receptive to mental health interventions through the project?

- It was noted that there was still a lot of stigma about referral to use of mental health services. Although WAMHS may result in more young people being referred to appropriate specialist mental health support that they need, the project would also help to build the resilience of teachers, parents and young people to better identify and support wellbeing within the school environment, which may be less stigmatising.
- A participating school also noted that CAMHS interventions were generally light touch and offered a supportive and nurturing solution for parents. Whilst parents were initially fearful, these fears were allayed once the nature of the intervention became known.

5.24 The Cabinet member noted that the deployment of CAMHS worker had been very beneficial in other authorities and had helped to improve engagement and involvement with parents. This deployment should of course be driven by need, as all schools are different, and alternative hub-spoke models might also be considered.

5.25 The Commission sought to clarify how the WAMHS offer had been extended to schools from the Orthodox Jewish Community?

- Two Orthodox Jewish Schools (both primary and secondary) were part of the WAMHS project, and the project template was adapted to be sensitive to the needs of the community to ensure that appropriate language and interventions were used. This work had been positive and well received.

5.26 The Commission noted how important the voice of the child had been in developing such services, and sought to clarify how these would be included within the evaluation?

- As the aim of WAMHS was to improve the systems and processes within the school itself rather than the direct delivery of clinical or therapeutic services to children, these have not been the focus of the evaluation. This being said, a pre-pilot questionnaire was developed and distributed among young people and there have been a number of focus groups in a number of school.
- It was also noted that children who were seen through CAMHS as a result of a referral through WAMHS were also systematically asked for feedback.

5.27 The Commission noted that the WAMHS project worked with the Garden School, a local special educational needs school. It was noted that this intervention had been very positive and had helped to deliver improvement in a number of areas including helping staff to identify and support mental health and wellbeing, supporting staff wellbeing and improved links between CAMHS and the school. It was noted that the CAMHS worker would support the school for one year, but what would happen after?

- The local CAMHS offer and resource, was significantly above other areas, but the priority would be to assess how this project would develop lasting improvements in the school which would continue to deliver support after the

- project finally ceased. The result of the evaluation would be assessed and would inform any future funding commitments;
- It was noted that increased referrals to CAMHS had also been recorded through the project, but local access rates remained among the best in London;
  - There had been a 10-25% increase in CAMHS referrals in Q1 and Q2 of this year, though it was not clear if these were the result of national trends or more localised issues.

5.28 The Commission sought to clarify if resources had been identified to support the roll out of WAMHS to all schools in May 2020?

- It was noted there was money ring-fenced for the roll-out post May 2020 dependent on a successful evaluation. It was noted that whilst it looked like funding had been secured 2021 and beyond, this had yet to be fully agreed.

5.29 The Commission also enquired whether WAMHS was supporting alternative education providers?

- It was confirmed that WAMHA was working with New Regents College to support 3 alternative providers in Hackney.

5.30 Given the limits on time, the Commission were asked to write to the Commission with any further questions which would be presented to the WAMHS project for a response and circulated to the Commission.

5.31 The Chair thanked everyone for attending for this item and to update the commission on the work of WAMHS. It was hoped that a further update could be provided in the next municipal year when the project had completed Phase 1 and would rolled out to all schools.

## **6 Outcomes from School Exclusions - site visits**

6.1 The Commission has undertaken a range of site visits and focus groups to support its review of the outcomes of children excluded from school. A number of site visits to alternative providers have been undertaken which have included:

- New Regents College
- The Garden School
- Hackney City Farm
- The Boxing Academy
- Inspire

6.2 Members of the Commission reported back on some key observations or conclusions which has been reached thus far through this visits. These are summarised below

- There will always be a need to commission alternative education provision given the breadth of the needs of children who cannot be taught in a mainstream setting or at a singular alternative provider;
- All alternative providers visited noted how it was important it was to work with parents in supporting excluded children, though it was not always clear how much support was available for parents locally, especially independent advice and advocacy;
- When a child is excluded from school, it is often difficult for the next education provider (AP or NRC) to obtain import information about the needs of that child from the excluding school which makes it difficult to provide appropriate support;

- A number of providers suggested that a significant number of children entering alternative provision had an undiagnosed educational or healthcare need, and often had not had been assessed for and EHC Plan, which again made it difficult to support that child;
- Whilst a high proportion of children were noted to go in to further education or training after they leave AP, it was suggested that the drop-out rate for those children entering college was high. This has lead the Commission to question what transitional support is provided from AP to college settings?
- Whilst there is clearly lots of good practice that is happening locally, for example, the development of the Positive Behaviour System at The Garden School, it is not clear what processes there are to support replication across schools and the AP sector;
- The issue of staff qualifications was also raised, particularly where it was noted that in those AP settings where children needs were greatest there were fewer qualified teachers.

6.3 The Commission have also undertaken a number of focus groups with young people to assess the impact of school exclusion and what support they have received to help them reintegrate back to mainstream education or with an AP. A summary of the key emerging issues to emerge from data collection thus far is provided below:

- In AP, children work in smaller groups which was found to be more supportive and better enabled them to focus on their studies;
- Where this was provided, mentoring was noted to have a very positive effect on young people, as this provided space to reflect on their behaviour and to make positive changes;
- Whilst some children liked the discipline and order of local behaviour policies, others found these challenging to operate within;
- Some young people found it difficult to transition from a school to alternative education provision, as in some cases, the culture was too informal and did not set enough boundaries for them to operate within;
- There was a desire to go back to mainstream education to enable them to access wider range of GCSE studies, and of course to re-engage with their peer networks;
- A strong theme in both focus groups was that young people felt that their voice was had not been heard in the exclusion process, with many indicating that they had not been given sufficient opportunity to present their side of the story or for them to explain why things had gone wrong;
- There was a also strong sense that local behaviour policies were not enforced fairly, where children with strong academic potential being treated more leniently;
- There were occasions when children who had received a fixed term exclusion, were simply readmitted to school after the exclusion period,

without any meeting with the school and no process to check if their behaviour or outlook had changed;

- There was also an important relationship between space and local behaviour policies and the ability of settings to provide students the opportunity to reflect on their behaviour.

6.4 A focus group was also held with a Turkish speaking parents group, whose children may have SEND. A broad ranging discussion was held from which the following issues emerged:

- In many cases children had undiagnosed education or health needs which can lead to inappropriate care and support being provided at school;
- Similarly, some parents of those children who were on an EHC plan indicated that the plans were not updated regularly as required, and that children were not receiving adequate support;
- Parents wanted more support at critical times in their child education (e.g. transition) particularly independent advice and advocacy;
- Parents were not always aware of the scope and range of a schools behaviour policy and how this may impact on their child. In some cases, it may lead to parents choosing a school which may be inappropriate to their child's needs.
- Parents felt that choosing an appropriate school for their child was difficult, with local resources feeling like 'a directory' rather than advice or guidance. The expectation that parents would need to 'research and investigate options' was felt to disadvantage non-English speaking parents / communities.

6.5 It was noted that evidence gathering was ongoing, and that a number site visits were planned for other alternative providers in March 2019.

## **7 Minutes of the Previous Meeting**

7.1 The Commission noted and agreed the minutes of the meeting held on 14<sup>th</sup> January 2019.

## **8 Children and Young People Scrutiny Commission - 2018/19 Work Programme**

8.1 The Commission noted and agreed the work programme for the Commission for the remainder of the 2018/19.

## **9 Any Other Business**

9.1 There was no other business.

The meeting closed at 9.55pm.



**Monday, 25th February, 2019**

Duration of the meeting: 7.00 - 9.55 pm

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<b>Children and Young People Scrutiny Commission</b> <b>25<sup>th</sup> March 2019</b> <b>Item 8 – Children and Young People Scrutiny Commission</b> <b>- 2018/19 Work Programme</b>	Item No  <b>8</b>
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**Outline**

Attached is a copy of the work programme for the Commission for 2018/19. Please note 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
<b>18<sup>th</sup> June 2018</b>  Papers deadline: 7 <sup>th</sup> June 2018  Agenda dispatch: 8 <sup>th</sup> 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.
<b>20<sup>th</sup> September 2018</b>  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 <sup>th</sup> September 2018  Agenda dispatch: 12 <sup>th</sup> 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><b>10th October 2018</b></p> <p>Papers deadline: 1<sup>st</sup> October 2018</p> <p>Agenda dispatch: 2<sup>nd</sup> 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><b>15<sup>th</sup></b></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><b>November 2018</b></p> <p>Papers deadline: 6<sup>th</sup> November 2018</p> <p>Agenda dispatch: 7<sup>th</sup> 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"> <li>• children's centres and nurseries</li> <li>• making Hackney a child friendly borough</li> <li>• troubled families</li> </ul>
	<p>Children and Families Service Bi-Annual Update – End of Year Report to Members</p>	<p>Sarah Wright, Director of Children &amp; 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><b>19<sup>th</sup> November 2018</b></p>	<p><b>Joint Meeting with Health in Hackney:</b></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><b>14<sup>th</sup> January 2019</b></p> <p>Papers deadline: 3<sup>th</sup> January 2019</p> <p>Agenda dispatch: 4<sup>th</sup> 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 &amp; Scrutiny Officer</p> <p>Paul Kelly, Hackney Learning Trust</p> <p>Rachel Thompson &amp; 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>

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	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	The Commission to identify 3 areas for depth questioning in advance.  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'.
	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><b>25th February 2019</b></p> <p>Papers deadline: 14<sup>th</sup> February 2019</p> <p>Agenda dispatch: 15<sup>th</sup> February 2019</p>	<p>Support to LGBT students in Schools in Hackney</p>	<p>National /local overview</p> <ul style="list-style-type: none"> <li>• Helena Burke, Hackney Learning Trust</li> <li>• Amy Wilkinson, Integrated Commissioning</li> <li>• David Wright, Young Hackney</li> </ul> <p>Work in local schools</p> <ul style="list-style-type: none"> <li>• Richard Brown (Exec) &amp; Sue Parillion (Head), New Regents College</li> <li>• Dr Elly Barnes, Director, Educate &amp; Celebrate</li> </ul> <p>Views of young LGBT students</p> <p>Needs of LGBT young people</p> <ul style="list-style-type: none"> <li>• Susy Langsdale/ Maya Walker, Project Indigo</li> </ul>	<ul style="list-style-type: none"> <li>• Outline of support and resources for individual LGBT+ students, families and school staff and;</li> <li>• An update on current practices that ensure LGBT+ issues are raised where relevant throughout the curriculum, including through humanities and literature as well as through PSHCE and;</li> <li>• 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.</li> </ul>
	<p>Well-being and Mental Health Services (WAMHS): early intervention and support to schools</p>	<p>WAMHS</p> <ul style="list-style-type: none"> <li>• Sophie McElroy, CAMHS Alliance Project Manager</li> <li>• Helena Burke, HLT</li> <li>• Waveney Patel, Consultant Clinical Psychologist, Homerton Hospital (CAMHS)</li> </ul> <p>Case Studies Baden Powell Primary</p>	<p>To include;</p> <ul style="list-style-type: none"> <li>• A report on schools progress against the action plans that were put in place following the audit;</li> <li>• Any patterns and trends that have emerged as a part of the auditing process and;</li> <li>• Summary of work undertaken by the CAMHS worker including reflections on the pilot programme so far;</li> </ul>

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		Cardinal Pole Secondary  In attendance <ul style="list-style-type: none"> <li>• Greg Condon, Mental Health Programme Manager, NHS City and Hackney Clinical Commissioning Group</li> <li>• Ruth Kossoff, Joint Head of Service, East London Foundation trust</li> <li>• Amy Wilkinson, Integrated Commissioning Workstream Director, Children, Young People and Maternity Services</li> <li>• Laura Smith, Clinical Lead, Children’s Social Care, Hackney Learning Trust</li> </ul>	<ul style="list-style-type: none"> <li>• The next steps.</li> </ul>
	Outcomes of Exclusions – report back from site visits.	Martin Bradford, Scrutiny Officer	
	Work Programme 2018/19	Scrutiny Officer	To review and monitor progress
<b>25<sup>th</sup> March 2019</b>  Papers deadline: 14 <sup>th</sup> March 2019	6-month recommendation update on Recruitment and Support to Foster Carers review.	<ul style="list-style-type: none"> <li>• Sarah Wright, Director of Children &amp; Family Services</li> </ul>	To review and monitor progress on implementation of recommendations.
	Children and Families Service Bi-Annual Report to Members	<ul style="list-style-type: none"> <li>• Sarah Wright, Director of Children &amp; Family Services</li> </ul>	Including a separate paper on the outcomes of and the tracking of the

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Agenda dispatch: 15 <sup>th</sup> March 2019		<ul style="list-style-type: none"> <li>• Lisa Aldridge, Head of Service, Safeguarding and Learning</li> <li>• Deborah Ennis, Service Manager - Safeguarding and Learning</li> </ul>	social and emotional development of children in Temporary Accommodation
	Annual Update on Achievement of Students at Early Years Foundation Stage, Key Stage 2 and Key Stage 4.	<ul style="list-style-type: none"> <li>• Sara Morgan, Principal Adviser Primary, Hackney Learning Trust;</li> <li>• Anton Francic, Principal Secondary Adviser, Hackney Learning Trust – TBC</li> <li>• Tim Wooldridge, Early Years,</li> </ul>	<p>As agreed at CYP Commission in March 2018. The HLT will 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, and to provide a document showing each cohort's progress from Early Years through to Key Stage.</p> <p>Further to include, above to provide additional narrative for groups including:</p> <ul style="list-style-type: none"> <li>• Pupil Premium</li> <li>• Black British/ Caribbean boys</li> <li>• Turkish boys</li> </ul> <p>Anton Frankic (HLT) to provide update on Attainment 8 and Progress 8 ahead of the meeting.</p> <p>FSM eligibility and applications / impact in respect of Universal Credit - Marian Lavelle</p> <p>Strategies to close the attainment gap –</p>

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			Sara Morgan and Anton Frankic
	'Curriculum - including how schools maintain creative subjects and experiences' - Deferred	<ul style="list-style-type: none"> <li>• HLT</li> </ul>	Chair and Director of Education to meet and agree purpose (April 2019).
	Work Programme 2018/19	<ul style="list-style-type: none"> <li>• Scrutiny Officer</li> </ul>	To review and monitor progress of work programme, including the review.
<b>30<sup>th</sup> April 2019</b>  Papers deadline: 17 <sup>th</sup> April 2019  Agenda dispatch: 18 <sup>th</sup> April 2019	6 month recommendation update – Unregistered Educational Settings review	<ul style="list-style-type: none"> <li>• Anne Canning, Group Director, Children, Adults and Community Health, LBH</li> <li>• Andrew Lee, Assistant Director Education Services, Hackney Learning Trust</li> <li>• Paul Kelly, Head of Wellbeing and Education Safeguarding Education Services, Hackney Learning Trust</li> </ul>	
	Annual Report City and Hackney Safeguarding Board	<ul style="list-style-type: none"> <li>• Jim Gamble, Chair of the City and Hackney Safeguarding Children Board – TBC</li> <li>• Rory McCallum, Senior Processional Adviser</li> </ul>	
	Outcomes of Exclusions – Final report (TBC)	Martin Bradford, Scrutiny Officer	

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	Discussion of 2019/20 work programme	Martin Bradford, Scrutiny Officer	<ul style="list-style-type: none"> <li>• Feedback from consultation with key stakeholders;</li> <li>• Commission to identify, suggest and agree possible topics for inclusion within the Children and Young People Scrutiny Commission work programme for 2019/20.</li> </ul>

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