

# 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, 24th February, 2020**

**7.00 pm**

**Room 102, Hackney Town Hall, Mare Street, London E8 1EA**

Contact:

Martin Bradford

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**Tim Shields**

Chief Executive, London Borough of Hackney

**Members:** Cllr Sophie Conway (Chair), Cllr Margaret Gordon (Vice-Chair), Cllr Sade Etti, Cllr Ajay Chauhan, Cllr Humaira Garasia, Cllr Katie Hanson, Cllr Clare Joseph, Cllr Sharon Patrick, Cllr James Peters, Cllr Clare Potter and Cllr Caroline Woodley

**Co-optees:** Graham Hunter, Justine McDonald, Luisa Dornela, Shabnum Hassan, Jo Macleod, Ernell Watson, Shuja Shaikh, Michael Lobenstein, Aleigha Reeves, Clive Kandza and Raivene Walters

## Agenda

**ALL MEETINGS ARE OPEN TO THE PUBLIC**

- 1 Apologies for Absence
- 2 Declarations of Interest
- 3 Urgent Items / Order of Business
- 4 New Relationship and Sex Education (SRE) guidelines (Pages 1 - 32)  
for schools (19.05)
- 5 Young Black Men's Project (19.50) (Pages 33 - 48)
- 6 Children's Social Care Mid-Year Report April 2019 - (Pages 49 - 90)  
September 2019 (20.35)
- 7 Work Programme 2019/20 (21.20) (Pages 91 - 110)

**8 Minutes of the Previous Meeting**

(Pages 111 - 112)

**9 Any Other Business**

## Access and Information

### Getting to the Town Hall

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### 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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Providing oral commentary during a meeting is not permitted.



<p><b>Children and Young People Scrutiny Commission</b></p> <p><b>27<sup>th</sup> January 2020</b></p> <p><b>New Relationship &amp; Sex Education guidelines for schools.</b></p>	<p>Item No</p> <p><b>4</b></p>
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### Context

The Department for Education is introducing compulsory Relationships Education for primary pupils and Relationships and Sex Education (RSE) for secondary pupils from September 2020. It will also be compulsory for all schools to teach Health Education from September 2020.

The aim of this item is to assess the preparedness of local schools ahead of the new SRE guidelines and to assess if further support is needed to meet these requirements ahead of September.

### In attendance:

- Hackney Learning Trust: Annie Gammon (Head of Hackney Learning Trust & Director of Education) Helena Burke (Leadership & Management Adviser)
- Young Hackney: Pauline Adams (Head of Service) David Wright (Health & Wellbeing Team Leader), Peter Bachev (PSHE Education Officer)
- Haggerston Secondary School: Ciara Emmerson (Headteacher)
- Randal Cremer Primary School: Jo Riley (Headteacher)
- Public Health: Dr Sandra Husbands (Director of Public Health)

### Reports

- Hackney Learning Trust
- Young Hackney
- Department of Education FAQs

### Action

The Commission is asked to review attached reports and question officers present.

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# Overview & Scrutiny

## Children & Young People Scrutiny Commission

<b>Date of meeting:</b> Monday 24 February 2020
<b>Title of report:</b> School preparedness for RSE education legislation 2020
<b>Report author:</b> Annie Gammon/Helena Burke
<b>Authorised by:</b> Annie Gammon 12-2-20
<b>Brief:</b> <p>Under the Children and Social Work Act 2017, the government committed to making relationships education (primary) and relationships and sex education (secondary) statutory in all schools, including LA maintained schools, academies, free schools and independent schools. All schools will soon be required to have relationships education/RSE in place and a relationships and sex education policy.</p> <p>This report details action taken by HLT to ensure schools are supported to be prepared for the new legislation.</p>

## HLT briefing for scrutiny re preparedness of local schools ahead of new RSE guidelines coming into effect from September 2020.

Under the Children and Social Work Act 2017, the government committed to making relationships education (primary) and relationships and sex education (secondary) statutory in all schools, including LA maintained schools, academies, free schools and independent schools. All schools will soon be required to have relationships education/RSE in place and a relationships and sex education policy. A summary of the legislation and DfE guidance for schools is attached as Appendix A.

The new curriculum will be mandatory from September 2020. Schools are encouraged to adopt the new curriculum early from September 2019. Hackney Learning Trust (HLT) recommends that Sex Education in primary schools is taught as part of a balanced PSHE curriculum.

HLT welcomes these statutory changes. They ensure that all pupils are equipped with the knowledge to make decisions on their health, wellbeing and relationships in order to prepare them for a successful adult life. This links with HLT's stated mission: **to improve the life chances of every child, young person and learner in Hackney.**

All schools need to have an RSE policy in place for September 2020, which takes into account pupils' needs and the school community the school serves. Consultation with parents needs to be made when planning and delivering the curriculum content. Should schools consider it appropriate to teach lesbian, gay, bisexual and transgender (LGBT+) issues they should ensure that this is fully integrated in to the curriculum rather than teaching this as a standalone unit.

In order to support schools in delivering the above, as part of this year's CPD offer to schools, HLT has provided training to schools (see an extract from the primary and secondary CPD training programme 2019 – 2020). In addition Young Hackney provide training as detailed in their submission.

The introduction of the new curriculum is high profile nationally and locally. We consider that schools are either already well prepared or are preparing well for September 2020.

The training on offer is available to independent school delegates as well as those from maintained schools.

These are:

1. Preparing for Statutory Relationships and Sex Education (Jenny Fox presenting from the PSHE Association)  
Thursday, 7 November 2019, 9am - 12pm at the Tomlinson Centre
2. Primary Subject Leader Forum: PSHE, 4pm – 6pm at the Tomlinson Centre  
Thursday, 6 February 2020  
Wednesday, 20 May 2020
3. The Hackney SENCO Conference March 2020 has a focus on Sex and Relationships education for SEND children.
4. Secondary PHSE Subject Leader Network, 4pm - 6pm at the Tomlinson Centre  
Thursday, 21 November 2019, 4pm – 6pm  
Thursday, 19 March 2020, 4pm – 6pm  
Thursday, 11 June 2020, 4pm – 6pm
5. Secondary Subject Leader Development Day  
Thursday, 9 July 2020, 9am – 4pm at the Tomlinson Centre



Hackney Learning Trust is able to draw on the expertise of our Senior RE Teaching and Learning Consultant to provide specific advice and support for faith schools with regards to implementing these new statutory requirements. There is also reference to this in the DfE guidance.

HLT has established an email network for the PSHE leads in primary schools to disseminate information from a range of providers. For secondary schools, resources are shared at the scheduled network meetings.

Alongside the above, HLT uses its close links with the PSHE Association, which provide a wealth of resources that are available to PSHE Association members.

The following documents (the list has been disseminated to schools) are useful to governing bodies, headteachers and senior leadership teams when establishing best practice:

1. [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education: Statutory guidance for governing bodies, proprietors, headteachers, principals, senior leadership team and teachers](#), Department for Education, 2019
2. [Preparing for Statutory Relationships Education, PSHE education lead's pack: key stages 1 and 2](#), PSHE Association, 2018
3. [Preparing for Statutory Relationships Education, PSHE education lead's pack: key stages 3 and 4](#), PSHE Association, 2018
4. [Roadmap to statutory RSE](#), Sex Education Forum website
5. [Writing your school's relationships and sex education policy](#), PSHE Association, 2018
6. [Relationships Education: supporting parental engagement](#), PSHE Association, 2019

In addition, The Young Hackney Health and Wellbeing Team deliver free targeted educational interventions for young people aged 5 to 19.

The Mayor and Deputy Mayor have sent a letter to all schools expressing their support for inclusion and appreciation of diversity. They confirmed their support for the new legislation and school's delivery of revised SRE curricula. The letter is attached as an appendix.

Hackney Learning Trust is also considering producing a short leaflet for parents and running an open briefing in the summer term 2020.

February 2020

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# Appendix A - Relationships Education, Relationships and Sex Education (RSE) and Health Education - Statutory guidance

## Introduction to requirements – underlying principles

To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

High quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils for the opportunities, responsibilities and experiences of adult life. They can also enable schools to promote the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society. The duties on schools in this area are set out in legislation<sup>1</sup>.

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education<sup>2</sup>. They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.

This guidance also sets out both the rights of parents and carers<sup>3</sup> to withdraw pupils from sex education (but not Relationships or Health Education) and the process that headteachers should follow in considering a request from a parent. Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.

Schools are free to determine how to deliver the content set out in this guidance, in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme or lessons. Teaching will include sufficient well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real life situations.

Many schools are choosing to deliver relationships or sex education as part of a timetabled PSHE programme, with good outcomes. Where that provision meets the requirements of this high level framework of core content they are free to continue with this model. Other schools may choose different curricular models for delivery. The lead teacher

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<sup>1</sup> Maintained schools and academies are required to provide a curriculum, which is broad and balanced in accordance with Section 78 of the Education Act 2002. Part I of the Schedule to the Education (Independent School Standards) Regulations 2014 requires independent schools other than academies to make provision for PSHE (paragraph 2(2)(d)), and to prepare pupils for the opportunities, responsibilities and experiences of life in British society (paragraph 2(2)(i)). Part 2 of the Schedule requires independent schools (including academies) to meet the standard relating to the Spiritual, Moral, Social and Cultural development of pupils.

<sup>2</sup> For ease of reference, this guidance refers to primary schools and secondary schools, but the statutory requirements refer to pupils receiving primary/secondary education.

<sup>3</sup> Parents used henceforth to mean both parents and carers.

Extract from DfE guidance

will need to work closely with colleagues in related curriculum areas to ensure Relationships Education, RSE and Health Education programmes complement, and do not duplicate, content covered in national curriculum<sup>4</sup> subjects such as citizenship, science, computing and PE. It is important to check prior knowledge and build this into the planning process to ensure a smooth transition between primary and secondary.

Schools should be aware that for many young people the distinction between the online world and other aspects of life is less marked than for some adults. Young people often operate very freely in the online world and by secondary school age some are likely to be spending a substantial amount of time online. Where topics and issues outlined in this guidance are likely to be encountered by pupils online, schools should take this into account when planning how to support them in distinguishing between different types of online content and making well-founded decisions.

More broadly, the internet and social media have other important characteristics which young people should be aware of in order to help them use them discriminately. For example, social media users are sometimes prepared to say things in more extreme, unkind or exaggerated ways than they might in face to face situations, and some users present highly exaggerated or idealised profiles of themselves online. Some platforms attract large numbers of users with similar, sometimes extreme, views, who do not welcome dissent or debate. Young people should be aware that certain websites may share personal data about their users, and information collected on their internet use, for commercial purposes (in other words, to enable targeted advertising). In addition, criminals can operate online scams, for example using fake websites or emails to extort money or valuable personal information. This information can be used to the detriment of the person or wider society. Schools should take these factors into account when planning teaching of these subjects and consider the overlap with their wider curriculum to ensure pupils know how to keep themselves and their personal information safe.

In this guidance where topics occur equally on and offline they are accommodated in the core content under the most applicable theme with the assumption that teachers will deliver them in a way that reflects that pupils will be negotiating issues and opportunities in these areas in all contexts, including online. Where there are topics with exclusively online content or implications this is drawn out explicitly.

## Summary of requirements

The subjects are part of the basic school curriculum, as previously for sex education in maintained secondary schools, which allows schools flexibility in developing their planned programme, integrated within a broad and balanced curriculum.

The guidance applies to:

### Relationships education

All schools providing primary education, including all-through schools and middle schools, includes schools as set out in the Summary section.

### Relationship and sex education

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<sup>4</sup> The national curriculum does not apply to academies or independent schools.

All schools providing secondary education, including all-through schools and middle schools, includes schools as set out in the Summary section.

## Health education

All maintained schools including schools with a sixth form, academies, free schools, non-maintained special schools and alternative provision, including pupil referral units.

The statutory requirement to provide Health Education does not apply to independent schools. PSHE is already compulsory as independent schools must meet the Independent School Standards as set out in the Education (Independent School Standards) Regulations 2014. Independent schools, however, may find the principles in the guidance on Health Education helpful in planning an age-appropriate curriculum.

The statutory requirements do not apply to sixth form colleges, 16-19 academies or Further Education (FE) colleges<sup>5</sup>, although we would encourage them to support students by offering these subjects. These settings may find the principles helpful, especially in supporting pupils in the transition to FE.

## Developing a policy

All schools must have in place a written policy for Relationships Education and RSE. Schools must consult parents in developing and reviewing their policy. Schools should ensure that the policy meets the needs of pupils and parents and reflects the community they serve.

There are many excellent examples in which schools have established clear sex education policies in consultation with parents, governors and the wider community, and where they are already delivering effective programmes. Schools should build on that good work in adapting to these new requirements.

## What is required

All schools must have an up-to-date policy, which is made available to parents and others. Schools must provide a copy of the policy free of charge to anyone who asks for one and should publish the policy on the school website<sup>6</sup>.

## Policies for mandatory subjects

The policy for education<sup>7</sup> should:

- define relationships education
- set out the subject content, how it is taught and who is responsible for teaching it
- describe how the subject is monitored and evaluated

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<sup>5</sup> Sixth form colleges and other 16-19 institutions that provide education for 14-16-year olds under an agreement with the Department for Education or its agencies are required by that agreement to follow guidance which covers a number of areas including the curriculum. The current guidance sets out the need to include the teaching of sex and relationship education in accordance with sections 403 and 405 of the Education Act. From September 2020, these institutions will need to teach the new subjects of Relationships and Sex Education and Health Education and to follow this guidance.

<sup>6</sup> If a school does not have a website, they should ensure that the policy is available by other means.

<sup>7</sup> The regulations apply to the teaching of all primary and secondary pupils respectively. This includes all types of schools to which the regulations apply.

Extract from DfE guidance

- include information to clarify why parents do not have a right to withdraw their child
- confirm the date by which the policy will be reviewed

The policy for secondary education should:

- define relationships and sex education
- set out the subject content, how it is taught and who is responsible for teaching it
- describe how the subject is monitored and evaluated
- include information about a parent's right to request that their child be excused from sex education within RSE only
- confirm the date by which the policy will be reviewed

### **Policies for non-mandatory subjects**

For primary schools that choose to teach sex education, the policy should:

- define any sex education they choose to teach other than that covered in the science curriculum
- set out the subject content, how it is taught and who is responsible for teaching it
- describe how the subject is monitored and evaluated
- include information about a parent's right to request that their child be excused
- confirm the date by which the policy will be reviewed

### **Typical policies**

Policies are likely to include sections covering:

- details of content and scheme of work and when each topic is taught, taking account of the age of pupils
- who delivers either Relationships Education or RSE
- how the policy has been produced, and how it will be kept under review, in both cases working with parents
- how delivery of the content will be made accessible to all pupils, including those with SEND
- explanation of the right to withdraw
- requirements on schools in law, such as [The Equality Act 2010: advice for schools](#)
- how often the policy is updated
- who approves the policy

In secondary schools, RSE will often address aspects of relationships and sex education in an integrated way within a single topic. Schools should develop programmes of teaching which prioritise effective delivery of the content, and do not need artificially to separate sex education and Relationships Education.

The policy should also reflect the views of teachers and pupils. Listening and responding to the views of young people will strengthen the policy, ensuring that it meets the needs of all pupils.

Extract from DfE guidance

## Religion and belief, including teaching in schools with a religious character

A good understanding of pupils' faith backgrounds and positive relationships between the school and local faith communities help to create a constructive context for the teaching of these subjects.

In all schools, when teaching these subjects, the religious background of all pupils must be taken into account when planning teaching, so that the topics that are included in the core content in this guidance are appropriately handled. Schools must ensure they comply with the relevant provisions of the [Equality Act 2010](#), under which religion or belief are amongst the protected characteristics.

All schools may teach about faith perspectives. In particular, schools with a religious character may teach the distinctive faith perspective on relationships, and balanced debate may take place about issues that are seen as contentious. For example, the school may wish to reflect on faith teachings about certain topics as well as how their faith institutions may support people in matters of relationships and sex.

In all schools, teaching should reflect the law, including the Equality Act 2010, as it applies to relationships, so that young people clearly understand what the law allows and does not allow, and the wider legal implications of decisions they may make.

### Use of materials

There are a lot of excellent resources available, free-of-charge, which schools can draw on when delivering these subjects. Schools should assess each resource that they propose to use to ensure that it is appropriate for the age and maturity of pupils, and sensitive to their needs.

Schools should also ensure that, when they consult with parents, they provide examples of the resources that they plan to use as this can be reassuring for parents and enables them to continue the conversations started in class at home.

In addition, there are varieties of resources targeted at young people that can be helpful to use to complement teaching in the classroom. Public Health England, for example, have produced a website for young people which covers a broad range of health issues in a format which is accessible for young people, targeted at secondary-age pupils.

This includes [Rise Above resources](#) for lessons linked from the [PSHE Association website](#). A list of some of the resources, which are available free-of-charge, can be found in [Annex B](#).

### Equality

Schools are required to comply with relevant requirements of the Equality Act 2010. Further guidance is available for schools in [The Equality Act 2010](#) and [Advice for schools](#). Schools<sup>8</sup> should pay particular attention to the Public sector equality duty (PSED) (s.149 of the Equality Act).

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<sup>8</sup> Equality Act provisions in relation to schools are in Part 6, Chapter 1. Independent schools are not subject to the PSED.



Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership<sup>9</sup>, or sexual orientation (collectively known as the protected characteristics). Schools must also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for these subjects.

Provisions within the Equality Act allow schools to take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting one group because of a protected characteristic. This should be taken into consideration in designing and teaching these subjects. A school, could, for example, consider taking positive action to support girls if there was evidence that they were being disproportionately subjected to sexual violence or sexual harassment.

Schools should consider the makeup of their own student body, including the gender and age range of their pupils, and consider whether it is appropriate or necessary to put in place additional support for pupils with particular protected characteristics (which mean that they are potentially at greater risk). Schools should consider what they can do to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, and provide an environment, which challenges perceived limits on pupils based on their gender or any other characteristic, including through these subjects and as part of a whole-school approach.

Schools should be alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled. Staff have an important role to play in modelling positive behaviours. School pastoral and behaviour policies should support all pupils.

Schools should refer to the department's advice, [Sexual violence and sexual harassment between children in schools and colleges](#).

The advice sets out what sexual violence and sexual harassment are, the current evidence on their preponderance in schools and colleges, how to minimise the risk of them occurring and what to do when they do occur or are alleged to have occurred. Schools should be aware of the importance of making clear that sexual violence and sexual harassment are not acceptable, will never be tolerated and are not an inevitable part of growing up.

Any report of sexual violence or sexual harassment should be taken seriously; staff should be aware that statistically it is more likely that females will be the victims of sexual violence and sexual harassment than males, and that it is more likely that it will be perpetrated by males. However, males can also be the victims of sexual violence and it can also happen in same-sex relationships. It is, however, essential that assumptions are not made about the behaviour of boys and young men and that they are not made to feel that this behaviour is an inevitable part of being male; most young men are respectful of young women and each other.

An understanding for all pupils of healthy relationships, acceptable behaviour and the right of everyone to equal treatment will help ensure that pupils treat each other well and go on to be respectful and kind adults.

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<sup>9</sup> In the rest of this guidance, references to marriage should be read as marriage and civil partnership.



## Pupils with special educational needs

Relationships Education, RSE and Health Education must be accessible for all pupils. This is particularly important when planning teaching for pupils with special educational needs and disabilities who represent a large minority of pupils. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility. Schools should also be mindful of the preparing for adulthood outcomes<sup>10</sup>, as set out in the SEND code of practice, when teaching these subjects to those with SEND.

Schools should be aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education and RSE can also be particularly important subjects for some pupils; for example those with Social, Emotional and Mental Health needs or learning disabilities. Such factors should be taken into consideration in designing and teaching these subjects.

In special schools and for some SEND pupils in mainstream schools there may be a need to tailor content and teaching to meet the specific needs of pupils at different developmental stages.

As with all teaching for these subjects, schools should ensure that their teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law.

## Lesbian, gay bisexual and transgender (LGBT)

In teaching Relationships Education and RSE, schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure that they comply with the relevant provisions of the [Equality Act 2010](#) and [schools: departmental advice](#), under which sexual orientation and gender reassignment are amongst the protected characteristics.

Schools should ensure that all of their teaching is sensitive and age appropriate in approach and content. At the point at which schools consider it appropriate to teach their pupils about LGBT, they should ensure that this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum.

## Governors

As well as fulfilling their legal obligations, the governing boards or management committee should also make sure that:

- all pupils make progress in achieving the expected educational outcomes
- the subjects are well led, effectively managed and well planned
- the quality of provision is subject to regular and effective self-evaluation
- teaching is delivered in ways that are accessible to all pupils with SEND
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn

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<sup>10</sup> 'Preparing for adulthood' outcomes are set out at section 7.38 of the SEND code of practice: 0 to 25 years.

- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations

Foundation governors and trustees of faith academy trusts will also have wider responsibilities in relation to maintaining and developing the religious ethos of the schools.

## **Working with parents and carers and the wider community**

The role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

All schools should work closely with parents when planning and delivering these subjects. Schools should ensure that parents know what will be taught and when, and clearly communicate the fact that parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.

Parents should be given every opportunity to understand the purpose and content of Relationships Education and RSE. Good communication and opportunities for parents to understand and ask questions about the school's approach help increase confidence in the curriculum.

Many schools build a good relationship with parents on these subjects over time – for example by inviting parents into school to discuss what will be taught, address any concerns and help support parents in managing conversations with their children on these issues. This can be an important opportunity to talk about how these subjects contribute to wider support in terms of pupil wellbeing and keeping children safe. It is important through such processes to reach out to all parents, recognising that a range of approaches may be needed for doing so.

Many schools will have existing mechanisms in place to engage parents and should continue to draw on these as they respond to the new legal framework.

## **Right to be excused from sex education (commonly referred to as the right to withdraw)**

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Before granting any such request it would be good practice for the headteacher to discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. Schools will want to document this process to ensure a record is kept.

Good practice is also likely to include the headteacher discussing with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher. Although the detrimental effects may be mitigated if the parents propose to deliver sex education to their child at home instead.

Once those discussions have taken place, except in exceptional circumstances, the school should respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be

Extract from DfE guidance

withdrawn, the school should make arrangements to provide the child with sex education during one of those terms.

This process is the same for pupils with SEND. However there may be exceptional circumstances where the headteacher may want to take a pupil's specific needs arising from their SEND into account when making this decision.

The approach outlined above should be reflected in the school's policy on RSE.

Headteachers will automatically grant a request to withdraw a pupil from any sex education delivered in primary schools, other than as part of the science curriculum.

If a pupil is excused from sex education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. There is no right to withdraw from Relationships Education or Health Education.

## **Working with external agencies**

Working with external organisations can enhance delivery of these subjects, bringing in specialist knowledge and different ways of engaging with young people.

As with any visitor, schools are responsible for ensuring that they check the visitor or visiting organisation's credentials. Schools should also ensure that the teaching delivered by the visitor fits with their planned programme and their published policy. It is important that schools discuss the detail of how the visitor will deliver their sessions and ensure that the content is age-appropriate and accessible for the pupils. Schools should ask to see the materials visitors will use as well as a lesson plan in advance, so that they can ensure it meets the full range of pupils' needs (for example, special educational needs). It is important to agree how confidentiality will work in any lesson and that the visitor understands how safeguarding reports should be dealt with in line with school policy.

Use of visitors should be to enhance teaching by an appropriate member of the teaching staff, rather than as a replacement for teaching by those staff.

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Philip Glanville, Mayor Of Hackney  
Anntoinette Bramble, Deputy Mayor  
and Cabinet Member for Education,  
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Tel: 0208 356 2212

5 April 2019

Dear Headteacher,

### **Relationship and Sex Education**

I am sure like all of us you will have been disturbed by the recent scenes in Birmingham and the pressure that some schools there, and elsewhere, have come under to abandon inclusive Relationships Education. In Hackney, we know how important inclusivity and tolerance are to a supportive school environment, to the vast majority of our residents and to the borough's reputation as a beacon of diversity where all of our communities are supported and celebrated.

We are aware of the wide range of excellent work you and your teams already do in helping to foster pupil wellbeing and develop character and personal attributes that are fundamental to pupils being happy, successful and productive members of society.

As you will know, the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 were approved by the House of Commons last Wednesday (27 March).

We welcome these proposals, which will put Relationship Education on a statutory footing and have written to the Government asking them what support they are putting in place to ensure implementation.

Under these proposals:

- All secondary schools in England will be required to teach inclusive Relationships and Sex Education.
- All primary schools in England will be required to teach Relationships Education.

- It is recommended that all primary schools have a program of sex education tailored to the age appropriate needs of their pupils.
- Health Education will be introduced as a compulsory subject in all state funded schools in England. Independent schools, who are already required to teach PSHE, will not be required to teach Health Education as a new subject.

The new arrangements are intended to be in place for teaching to start in September 2020, with schools able to begin with the relevant teaching a year earlier if they wish. We are aware that for many of you this will be a welcome evolution of what your school already does; we have seen much of the excellent work that you already do. But, as we said, we are also aware that a number of schools in other local authority areas have encountered difficulties in seeking to introduce an inclusive curriculum. It has clearly had an impact on staff and school communities and as a Council, we would like to offer our full support to you and your staff as you put these arrangements in place. We are proud that we have a diverse family of schools in Hackney, which includes faith schools from many different traditions as well as different types of status.

London and Hackney are brilliant, diverse places, where people from all backgrounds – different nationalities, religions, belief systems, genders and sexualities – share streets, schools, parks, halls, workplaces and, crucially, our common values of tolerance and respect. We are proud to be an open, tolerant and diverse borough. In Hackney, we take our responsibility as a Council to promote all equalities extremely seriously and we are committed to doing everything we can to assist schools to implement these changes sensitively. We can't have a situation where schools are intimidated when complying with the law nor if they are seeking to support our young people to flourish whatever their identity. We know this is an issue that has recently come at the Council's Children and Young People's Scrutiny Commission, where members heard from young LGBT students about their experience of the education system in the borough as well as some of the support on offer.

Officers will be working to build on the new guidance: [Department for Education's draft statutory guidance on Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#). This supplementary information will be with you in May. Please do not hesitate to contact James Sykes, Quality Assurance and Training Officer, Hackney Learning Trust on [james.sykes@learningtrust.co.uk](mailto:james.sykes@learningtrust.co.uk) or 020 8820 7285 if you would like to request any assistance or if you wish to discuss the draft guidance further.

In the meantime if you or any of your staff have any concerns or if we can be of any assistance, please do not hesitate to contact us.

Yours sincerely



Philip Glanville  
Mayor of Hackney



Cllr Anntoinette Bramble  
Deputy Mayor and Cabinet Member for Education, Young People and Children's Social Care

# Overview & Scrutiny Children & Young People Scrutiny Commission

**Date of Meeting:** 24th February 2020

**Title of Report:** Relationship & Sex Education Delivered by the Young Hackney Health & Wellbeing Team, April 2019 - December 2019

**Report Author:** David Wright (Team Leader, Health & Wellbeing), Peter Bachev (PSHE Education Officer)

**Authorised by:** Sarah Wright, Director of Children and Families Service

This report provides an overview of the offer from Young Hackney's Health & Wellbeing team (H&W) around Relationship and Sex Education (RSE), Relationship Education (RE) and Health Education delivery in primary, secondary and special schools in Hackney and the City of London, and how it supports the RSE Regulations due to come into statutory force in September 2020. It examines the most requested subjects by year group, provides a brief summary of the way in which external agencies such as H&W are utilised to make optimal use of limited curriculum time, and presents a breakdown of school coverage by religious affiliation and special provision. The dataset used comprises the 851 sessions delivered in schools and alternative education providers (AEPs) between April 2019 and December 2019.

Identified areas for improvement include recruiting and upskilling teachers, ensuring sessions H&W deliver are not a one-off but a part of a holistic RSE/PSHE teaching policy, and arranging timely information sharing (including of special educational needs and disabilities (SEND) or particular sensitivities).

# Nature of Service

Young people today are growing up in an increasingly complex world and living their lives seamlessly between on- and offline environments. This presents many positive and exciting opportunities, but also new risks and challenges in managing their various interpersonal relationships in a positive way. Schools have an important role to play in supporting their students in navigating this new reality, and statutory Relationships and Sex Education along with general Personal, Social and Health Education, are designed to help them do that in a more relevant and proactive way.

Replacing the Sex and Relationship Education guidance (2000), the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education, and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools except independent schools.

High quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils for the opportunities, responsibilities and experiences of adult life, as well as enable schools to foster and guide the moral, social, cultural, mental and physical development of their students, in and out of the classroom. Schools are free to determine how to deliver sensitive content, yet effective teaching will ensure that core knowledge is broken down and communicated clearly and inclusively within a planned, coherent programme of lessons. In turn, parents and carers have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE, but not from its Relationship or Health Education aspects.

Many schools are choosing to deliver relationships or sex education as part of a timetabled PSHE programme, while others may choose different curricular models for delivery. While there are a lot of excellent resources available to draw on, the use of external agencies as it fits within the planned programme and RSE policy, can be invaluable in enhancing the teaching expertise on offer and thus promoting students' retention, application and critical thinking on the topics at hand.



The Young Hackney Health & Wellbeing team is a free, non-statutory, specialist service aimed at supplementing existing PSHE and RSE provision in all state schools in the London Borough of Hackney and the City of London. We deliver targeted, evidence-based and prevention-focused educational interventions to young people aged 5 to 19 (up to 25 with additional needs) that build their knowledge, self-esteem and resilience to enable them to lead healthier and safer lives, both now and in the future. The team is comprised of professionals from a variety of backgrounds, such as youth work, nursing and counselling, and experience in working with young people in sexual health, the community and education. Topics the team specialise in include Consent & the Law, Relationships & Domestic Violence, STIs & Contraception, Gender & Sexuality, Pornography, Online Safety, Child Sexual Exploitation, Teenage Pregnancy, Emotional Wellbeing, Healthy Lifestyles, Puberty, Body Image and Personal & Dental Hygiene; with schools given the option to either have delivery tailored according to the specific needs/experiences of their students, or receive an AQA or ASDAN-accredited programme of sessions. In addition, we offer bespoke teacher- and professionals' training, taster assemblies and carousel-format event days providing a bite-sized introduction to some of the topics above.

In the current reporting period (April to December 2019), we have already delivered 851 sessions in schools and AEPs, and have worked with 98% of primary and 94% of secondary schools in the borough, as well as with a number of other youth settings, including youth clubs, FE colleges, sports teams and statutory agencies.

In addition, we work in partnership with other locally commissioned services such as CHYPS Plus (clinical health and wellbeing service for 5-19 year olds or up to 25 with additional needs) and School Nursing to ensure that children and young people have access to the National Healthy Child Programme (HCP). LBH Public Health is responsible for delivery of the HCP and commissions the aforementioned services, including the Young Hackney Health and Wellbeing Service through an internal service level agreement.

# Current Demand and Activity

The impending introduction of the RSE regulations in September 2020 has already had a pronounced impact on the nature of demand for our service.

## Requested Subjects

The last couple of years have seen a gradual concentration and consolidation of topics requested by secondary schools (*Fig. 1*), with an increasing proportion of subjects taught in-house, and YH-led workshops mostly focusing on sexual health and aspects of emotional wellbeing relating to self-perception and body image. Once loaded issues such as teenage pregnancy and sexual delay seem to either be comfortably covered by school staff, addressed in pastoral interventions or feature as part of other sessions. Similarly, due perhaps to greater cultural prominence, discussions of gender, sexuality and bullying tend to be embedded in general teaching and extracurriculars, rather than being addressed separately in dedicated sessions. Whether this will prove enough to stamp out abuse remains to be seen, but anecdotally, pupils seem to be relatively well-informed and demonstrate broadly positive attitudes.

STIs and Contraception remain the main priority throughout, followed by Healthy Relationships and Consent, the latter especially in the formative lower grades. Emotional Wellbeing, particularly around dealing with stress, is also frequently requested, although this tends to be more ad-hoc and reactive, in response to either specific events or around traditionally stressful exam times. Puberty also continues to be a popular subject for younger pupils. Finally, specialist subjects such as Child Sexual Exploitation (CSE) and Domestic Violence are still in demand, but mostly as targeted work with groups of at-risk young people, rather than as whole-class lessons. Successful partnerships with school liaison police officers have been established at several schools, often in response to specific incidents or disclosures.

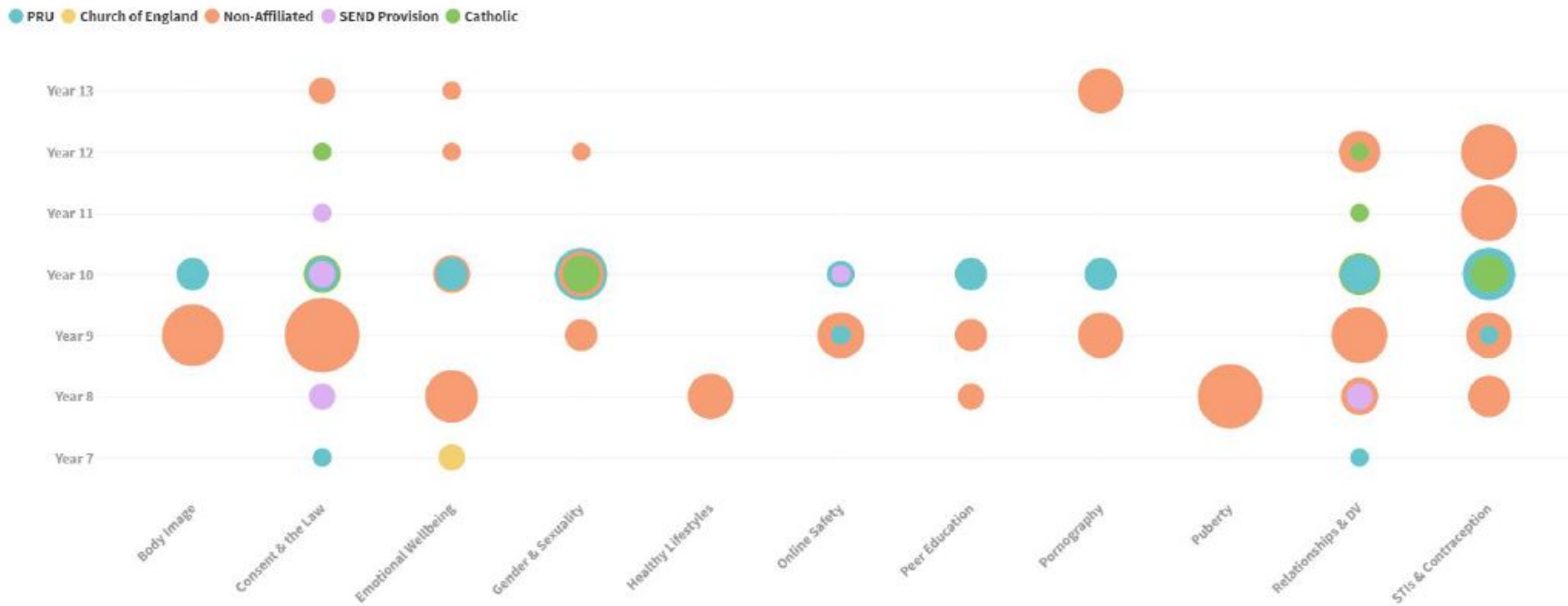


Fig.1 Sessions delivered in secondary schools, by subject, year group and school affiliation

The situation is similar in most primary schools (*Fig.2*), where Healthy Lifestyles (in terms of nutrition, sugar consumption, exercise and sleep), Dental and Personal Hygiene and, to a lesser extent, Emotional Wellbeing feature consistently in session requests across all ages. Successful joint work has been undertaken with school nurses to deliver assembly talks as part of the National Child Measurement and Fluoride Varnish programmes.

By far the bulk of our work with younger pupils, however, happens through our participation in the annual Junior Citizenship Scheme (JCS), whereby we spend four weeks delivering 15 minute-long interactive talks to students from most primary schools in the borough. Topics vary from year to year, with Sugary Drinks (an aspect of Healthy Lifestyles) and 5 to Thrive (an Emotional Wellbeing intervention) being this year’s main focus. The way these topics are selected is

worth considering in the future, perhaps privileging discussions that are otherwise neglected.

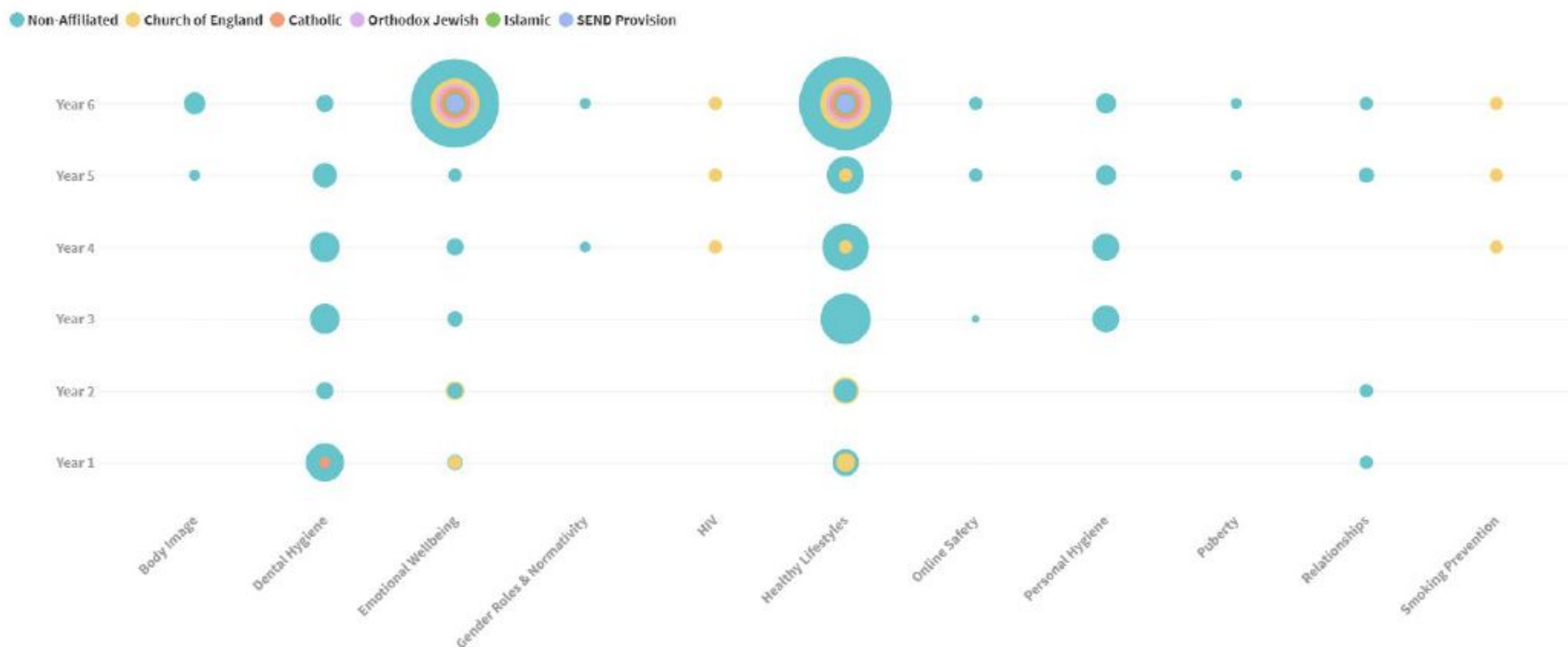


Fig.2 Sessions delivered in primary schools, by subject, year group and school affiliation

## Teaching Formats

Timetabling being a perennial issue for RSE, schools are adopting a variety of ways of integrating it into their schedule in preparation for 2020.

Most mainstream secondary schools rely on a combination of drop-down days (usually for years 8 & 9, where a number of external agencies are invited to run workshops on different topics), ad-hoc presentations with specific years (often in the

6th form) and targeted interventions with smaller groups of at-risk pupils. This is often supplemented with bi-weekly lunchtime drop-ins run by the H&W and Substance Misuse teams, where young people can speak to a professional in confidence, ask questions and/or be referred on to relevant support services.

This kind of set-up, together with the limited number of topics requested, suggests that there is a significant portion of RSE/PSHE that is delivered internally, with YH and other agencies only required to complement existing provision. As all mainstream secondary schools we liaise with have a dedicated PSHE lead (many of whom regularly attend the borough-wide PSHE Network meetings), this seems likely to be the case.

Primary schools tend to have more flexibility where teaching formats are concerned - from JCS, carousel events and assembly talks, to full-length lessons, ad-hoc or as part of a longer programme of work: most primary schools are receptive, often even proactive in requesting interventions, and making available the time and resources required for effective teaching. Conversely, sessions do not always seem to be a thought-out feature of a broader curriculum plan for RSE/PSHE, and making sure requested topics correspond to the needs/learning levels of pupils is sometimes a challenge.

A few schools have taken a very different approach, working together with the H&W team to embed RE/PSHE objectives into their general curriculum and relate them to broader learning themes and outcomes throughout the year, including making sure that teachers are upskilled and comfortable to deliver.

Finally, both the Pupil Referral Unit (PRU), AEPs and SEND providers seem to recognise the importance of introducing RSE principles to their students, relying on a combination of day-to-day teaching, one-on-one work and dedicated workshops run by external agencies. All have comprehensive, long-standing relationships with multiple services within Young Hackney to ensure young people benefit from a broad spectrum of support.

## Teacher Training

In preparation for September, many schools are making use of PSHE Association-accredited resources and training, sharing expertise and best practice as part of local and national PSHE networks, along with potentially attending training delivered by a range of other providers who work with schools in Hackney, the details of which are not always shared with stakeholders. Uptake of the H&W team's training offer for teachers is therefore still relatively low: since April 2019, we have carried out a total of four training sessions with teachers/education professionals, with one more booked for March 2020. We are finalising a dedicated Teacher Training brochure similar to the one we have been using for students, with the view to expand and streamline our proposition and ensure it addresses schools' identified needs.

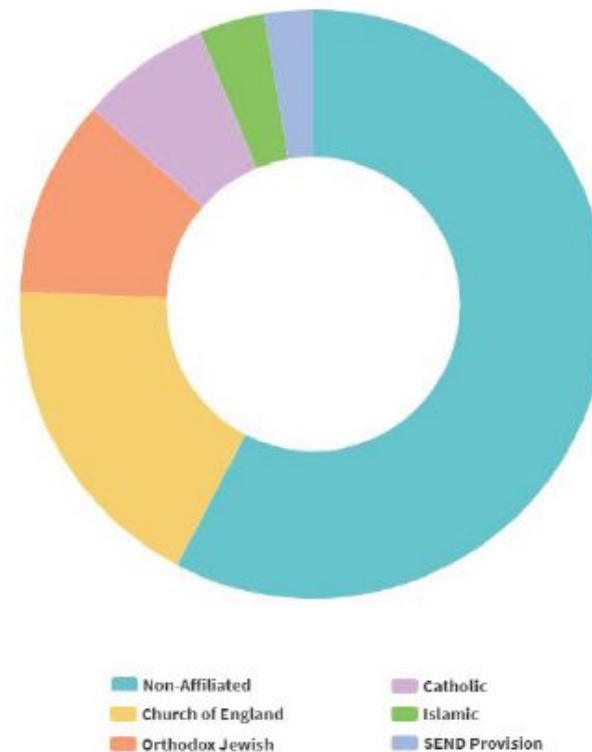


Fig.3 Schools participating in JCS 2019, by affiliation

## **Parents & Carers**

According to the statutory guidance on PSHE/RSE, all schools should work closely with parents when planning and delivering the subject, including ensuring that parents know what will be taught and when, and clearly communicating the fact that they have the right to request their child to be withdrawn from some or all of sex education delivered as part of statutory RSE. The H&W team has significant experience in assisting schools with informing parents and carers about the material their children will be introduced to, and supporting them in reinforcing positive health messages at home. Since April 2019, we have delivered 24 educational sessions to parents/carers, in settings including primary and secondary schools, dedicated parents' groups and to Hackney's own foster carer cohort. Response has been overwhelmingly positive, including in relation to topics that are often perceived to be 'controversial' (LGBTQ training, Puberty, Pornography). We expect demand for parents' evenings in particular to increase in the lead up to September.

## **Uptake by School Affiliation**

Hackney's cultural and religious diversity is reflected in the make-up of its educational provision. The H&W team prides itself on its productive relationships with schools of all denominations, including those serving the Orthodox Jewish, Muslim, Catholic and Anglican communities. Figures 1 and 2 above provide an overview of each category's uptake of different topics, while Figure 3 is a demographic breakdown of Junior Citizenship Scheme participating schools, our most culturally-diverse piece of work.

## Challenges Ahead

As outlined above, recruiting teachers to upskill, ensuring sessions the H&W team deliver are not a one-off but are a deliberately planned aspect of a holistic RSE/PSHE teaching policy, and arranging timely information sharing (including of SEND or particular sensitivities) are the main challenges the H&W team faces leading up to the next academic year. However, we do recognise that there is a broad scope of high-quality training available to schools from a range of providers, and will therefore aim to tailor our offer to complement those as required. It is also worth noting that RSE policies and curriculum plans may be in place but just not always shared with us in their entirety, which is an aspect of inter-agency communication we will endeavour to improve with the Hackney Learning Trust's assistance.

In special schools, alternative education providers, the PRU and for some SEND pupils in mainstream education, there may be a need to tailor content and teaching to meet specific needs, as well as having members of staff support visitors in behaviour management and differentiation. This does not always happen in practice. RSE is the main focus of an upcoming SENCO conference taking place in March 2020, where these issues will be discussed in detail.

Areas for improvement notwithstanding, the H&W team has built and maintains strong relationships with schools throughout the borough and has established itself as complementing in-school RSE and PSHE provision. It is worth noting that the reduction of Public Health funding provided to the Council has impacted on resourcing resulting in an in-year budget reduction of £25,000. The current contract value of £250,000 is now supplemented by the Young Hackney core budget so that service delivery is maintained. The team is currently operating at full capacity and the limitations of the budget will be taken into account when mapping both the expansion of the service's teacher training offer and our place in the RSE provision marketplace going forward.



# Relationships education, relationships and sex education (RSE) and health education

Information from the Department for Education about the introduction of compulsory relationships education and RSE from September 2020.

The Department for Education is introducing compulsory [Relationships Education for primary pupils and Relationships and Sex Education \(RSE\)](#) for secondary pupils from September 2020. Also, from September 2020 it will be compulsory for all schools to teach Health Education.

Through these subjects, we want to support all young people to be happy, healthy and safe – we want to equip them for adult life and to make a positive contribution to society. Throughout our engagement process as we developed this curriculum, we have heard a number of wide ranging concerns.

## Introduction

From 2020, the following subjects will become compulsory in applicable schools in England.

- relationship education in primary schools
- relationship and sex education in secondary schools
- health education in state funded primary and secondary schools

These subjects will support all young people to be happy, healthy and safe. Equipping them for life as an adult in British society.

Some primary schools currently choose to teach sex education. This is not compulsory and will not become compulsory as part of the new curriculum.

Schools must publish policies for these subjects online and make them available to anyone free of charge. Schools should also share examples of resources, for example books and [information leaflets](#), to help them engage and consult with parents.

Some parts of the new curriculum, as with the current curriculum, are compulsory. These are part of the national curriculum for science. Parents can withdraw their children from all other parts of the sex education lessons if they want.

## **Frequently Asked Questions**

Below, we have explained some of the common misconceptions around the subjects.

### **Q: Will my child's school have to engage with me before teaching these subjects?**

A: Schools will be required to consult with parents when developing and reviewing their policies for Relationships Education and RSE, which will inform schools' decisions on when and how certain content is covered. Effective engagement gives the space and time for parents to input, ask questions, share concerns and for the school to decide the way forward. Schools will listen to parents' views, and then make a reasonable decision as to how they wish to proceed. When and how content is taught is ultimately a decision for the school, and consultation does not provide a parental veto on curriculum content.

A school's policies for these subjects must be published online, and must be available to any individual free of charge. Schools should also ensure that, when they engage parents, they provide examples of the resources they plan to use, for example the books they will use in lessons.

For more information download our advice for primary schools on [engaging parents on Relationships Education](#).

### **Q: Will my child be taught sex education at primary? This is too young.**

A: We are not introducing compulsory sex education at primary school.

We are introducing Relationships Education at primary, to put in place the building blocks needed for positive and safe relationships of all kinds. This will start with family and friends, how to treat each other with kindness, and recognising the difference between online and offline friendships.

Many primary schools choose to teach sex education (which goes beyond the existing national curriculum for science), and we recommend that they do so, tailored to the age, physical and emotional maturity of their pupils. In those instances we recommend you discuss this with the school, to understand what they propose to teach and how. If you continue to have concerns, you have an automatic right to withdraw your child from these sex education lessons.

### **Q: Does the new Relationships Education and RSE curriculum take account of my faith?**

A: The subjects are designed to help children from all backgrounds build positive and safe relationships, and to thrive in modern Britain.

In all schools, when teaching these subjects, the religious background of pupils must be taken into account when planning teaching, so that topics are appropriately

handled. Schools with a religious character can build on the core required content by reflecting their beliefs in their teaching.

In developing these subjects, we have worked with a number of representative bodies and faith organisations, representing all the major faith groups in England. Several faith organisations produce teaching materials that schools can choose to use.

**Q: Do I have a right to withdraw my child from Relationships and Sex Education?**

A: Parents will continue to have a right to request to withdraw their child from sex education delivered as part of RSE in secondary schools which, unless there are exceptional circumstances, should be granted up to three terms before their child turns 16. At this point, if the child themselves wishes to receive sex education rather than be withdrawn, the school should make arrangements for this to happen in one of the three terms before the child turns 16 - the legal age of sexual consent.

There is no right to withdraw from Relationships Education at primary or secondary as we believe the contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught.

**Q: Has the government listened to the views of my community in introducing these subjects?**

A: A thorough engagement process, involving a public call for evidence and discussions with over 90 organisations, as well as the public consultation on the draft regulations and guidance, has informed the key decisions on these subjects. The consultation received over 11,000 responses from teachers, schools, expert organisations, young people and parents – these responses have helped finalise the statutory guidance.

**Q: Will my child be taught about LGBT relationships?**

A: Pupils should be taught about the society in which they are growing up. These subjects are designed to foster respect for others and for difference, and educate pupils about healthy relationships.

Pupils should receive teaching on LGBT content during their school years. Teaching children about the society that we live in and the different types of loving, healthy relationships that exist can be done in a way that respects everyone. Primary schools are strongly encouraged and enabled to cover LGBT content when teaching about different types of families.

Secondary schools should cover LGBT content in their RSE teaching. RSE should meet the needs of all pupils, whatever their developing sexuality or identity – this should include age-appropriate teaching about different types of relationships in the context of the law.

**Q: What support will schools receive to deliver these subjects well?**

A: We are investing in a central support package to help teachers introduce these subjects well and with confidence. This will include a new online service, featuring access to high quality resources, innovative training materials, case studies and an implementation guide, available from Spring 2020.

There will also be training available for teachers through existing regional networks, offering opportunities to improve subject knowledge and build confidence.

We're working with expert organisations, schools and teachers to develop this support.

**Q: Where can I find out more information about what will be taught in my child's school?**

A: If you want to know more about what will be taught as part of the new subjects, the best thing to do is speak to your child's school. We have also published [parent guides](#), which explain what the subjects are, and parents' rights.

These subjects are designed to equip your child with knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life. The important lessons you teach your child about healthy relationships, looking after themselves and staying safe, are respected and valued under this new curriculum.

Teaching at school will complement and reinforce the lessons you teach your child as they grow up. Your child's school will have flexibility to deliver the content in a way that is age and developmentally appropriate and sensitive to the needs and religious background of its pupils.



<b>Children and Young People Scrutiny Commission</b> <b>24<sup>th</sup> February 2020</b> <b>Improving Outcomes for Young Black Men Project</b>	<b>Item No</b>  <b>5</b>
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## Outline

The Improving Outcomes for Young Black Men Programme (YBM) aims to tackle inequalities for black boys and young black men in Hackney. This is a partnership programme which involves both statutory and community partners and has been operation since 2015. The attached report provides an update on the progress of this project.

## In attendance

- Solomon Rose, Graduate Trainee
- Sonia Khan, Head of Policy and Strategic Delivery

## Action

The Commission is asked to review the report and to raise any questions that it may have with officers in attendance.

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# Overview & Scrutiny

## Children & Young People Scrutiny Commission

**Date of Meeting: 24/02/2020**

**Title of Report: Improving Outcomes for Young Black Men**

**Report Author: Solomon Rose**

**Authorised by: Sonia Khan**

### Report Summary:

The Improving Outcomes for Young Black Men (YBM) programme is in its fifth year.

This report seeks to look at what has been delivered within the programme, its purpose and objectives. The report highlights the recent change in governance, the role of the community and youth leaders and funding ambitions.

### Contents:

1. Background  
    Story So Far: Improving Outcomes for Young Black Men
2. Delivery  
    Activities by group
3. Challenges  
    Key Challenges and Blockages
4. Response  
    Our response and next steps

This report also seeks to highlight, through the 'Challenges' and 'Response' sections where the programme will need to receive additional support from commission members, residents and how individuals can get involved in the work moving forward.

### Notes

'Improving Outcomes for Young Black Men' and 'YBM' are used interchangeably throughout this document.

The full Improving Outcomes for Young Black Men (YBM) Strategy and the 2018-19 Data Digest are provided for additional context on specific areas.

# Improving Outcomes for Young Black Men

## 1. Background

### The Story So Far

The Improving Outcomes for Young Black Men programme was created based on a recognition that young Black Men disproportionately faced worse outcomes than their peers in a range of areas from their early years and into adulthood.

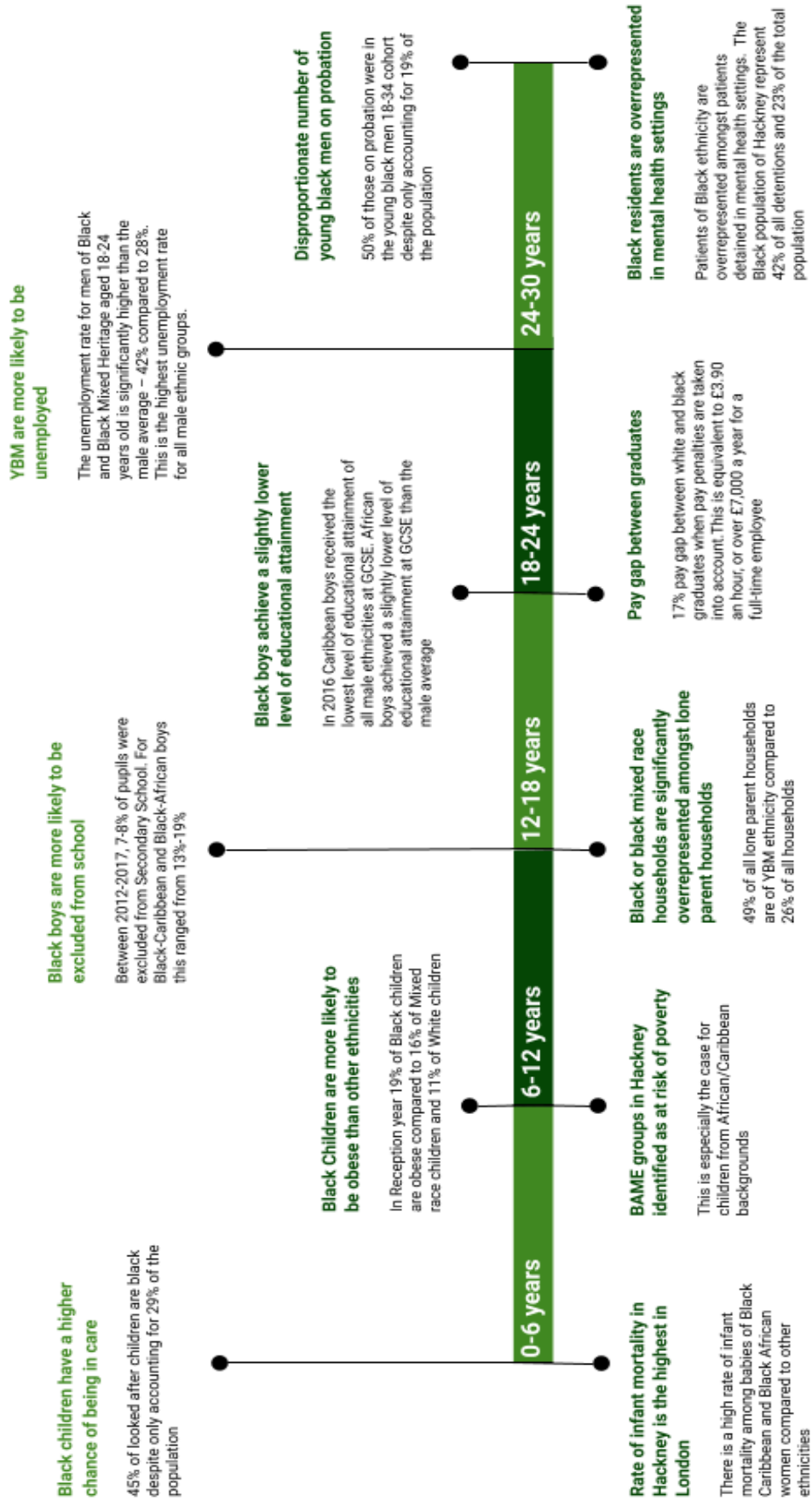
This initiative looked to create a partnership approach to tackling these disproportionalities and creating coordinated responses to the challenges identified. Typically responses to inequalities impacting negatively on young black men have been piecemeal, focusing on one area or taking one approach. This initiative seeks to create a sustained and coordinated approach.

This programme seeks to make sure that disproportionalities facing young Black Men across services fall closer in line with the rest of the population. This means coordinating the approach of services in the Borough which work directly with YBM, and ensuring that families of young black men, the young black men themselves and their peers have an awareness and participation in local decision making.

The last 5 years have seen us begin initial dialogue with young Black Men and their families, start to begin an institutional conversation about race and ethnicity, working with communities and creating the transformational change required.

2014 saw initial scoping - ensuring that we established a foundational understanding from those of the key issues facing young Black Men.






2015 sought to create a sector-wide understanding of what it means to be Young Black and Male in Hackney and laid the path for the creation of the Inspirational Leaders, a collection of young Black Hackney residents aged 18-25, whose insights would steer the programme. In 2015, the programme set the following targets:

## Programme Targets (2015)

<p>Programme aims</p> <ul style="list-style-type: none"> <li>• After 10 years, <b>outcomes</b> for Black boys and young Black Men <b>are the same as the wider population</b></li> <li>• After 15 years, we start to see cultural changes in <b>terms of aspirations</b> in terms of <b>trust in the state</b></li> <li>• After 15 years, working with local authorities, central government and the state, we also <b>want to see changes in media representation and portrayals</b></li> </ul>	<p><b>Education:</b> By 2025, There is no gap in attainment or exclusions between young black men and the wider population at school</p> <p><b>Reducing Harm</b> By 2025, there is a significant reduction in gangs. The offending rate for young black men is the same as the population overall</p> <p><b>Mental Health</b> By 2025, there are fewer young black men presenting in crisis for mental health support and take up of early and preventative help is greater.</p>	<p><b>Hackney-wide targets by 2025:</b></p> <ul style="list-style-type: none"> <li>• There is an increase in peer led engagement and research delivered by young black men, which is well utilised by the statutory sector</li> <li>• Successful black men have a higher profile in Hackney</li> <li>• Young black men in Hackney are proud of their identity</li> <li>• There are more black men in prominent positions in the Council</li> <li>• There is greater understanding among public sector workers of what it means to be young, male and black in Hackney</li> <li>• Parents and Young black men know what support is available and are comfortable accessing it</li> <li>• Black parents views of the public sector have improved</li> </ul>
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2016 focused on the development of aims for the strategy, the creation of a theory of change and ensuring that work done in previous years was informing the programme.

2017-18 saw the formalisation of the partnership, development of cross-cutting workstreams and identifying institutional needs to focus on culture and identity and workforce diversity. The priority area workstreams became, Education, Mental Health and Reducing Harm with Culture and Identity as well as Employment and Enterprise regarded as key enablers for the success of this work.

In 2019, the strategic focus was on the implementation and delivery of solutions and new approaches based on the previous five years. This also focused heavily on re-designing governance and the shaping working principles.

## 2. Delivery

This section provides a summary on activities delivered throughout 2019 to further the YBM agenda, tackle disproportionalities and make progress on agreed targets.

The approach to delivery sees youth leadership, council directorates and local voluntary and statutory bodies taking responsibility for delivering change across a range of areas. The aim is that a coordinated approach to tackling disproportionalities has a range of service providers and experiences delivering solutions on behalf of residents. This seeks to create 'programme delivery' which tackles disproportionalities effectively and systematically.

## **A. Youth Leaders**

The YBM Youth Leaders had a very busy year. There is a steady flow of participants that engage with the YBM programme as a result of work with the Department for Work and Pensions and also a renewed independent advisory group to the Metropolitan Police, Account. There have been regular Account training and research activities throughout the year. In addition, the group has focused on rethinking the governance structure of the YBM Partnership, which in turn has brought in more recruits as the young people became more excited about the creation of the Politically Black Movement. As a result we now have a committed group of young men and women who regularly attend weekly meetings and who have now divided their work into three groups:

- **The ‘Organisers’ Project Team**
  - Youth Training, Research and Engagement (delivering workshops in youth clubs and to other groups of young people)
  - Programme link between youth leadership and other young people
- **The ‘Ambassadors’ Project Team**
  - Representation and Advocacy in meetings with senior leaders across services
  - Programme link between youth leadership and statutory bodies
- **The ‘Messengers’ Project Team**
  - Programme communications and community engagement
  - Programme link between youth leadership and community members

Since April 2019, 28 young people have participated in 631 hours of work (excluding Account). Some of the highlights of the year included:

**Mentoring:** One of our long-standing youth leaders engaged in a three-month mentoring relationship (April – July) with a young man at Gainsborough Primary School. He was excluded from school and through their work together, the young man was able to re-engage.

**Engaging with black identity:** Several sessions were held with CLR James Archive from April, with the young people learning about the history of local black activism in the borough. Over the summer they took part in a Racial Identity training, which proved to galvanise them around the work of the Politically Black Movement. The young men took part in the Black Men’s Health Event held at Hackney CVS in May.

**Creating a movement:** The identity work dovetailed with the development of the Act for Change application, in which the embryonic movement was created and supported the young people’s shift from seeing themselves as participants in the YBM Partnership to drivers of change within it. Unfortunately, while this application made it through several stages, we were unsuccessful. However, the work we did was not wasted and helped to inform the rethinking of the wider partnership’s governance structure. Regular weekly sessions began in July working with Practical Governance and by November the young people presented a new structure to both the Council and the YBM Partnership Board, as well as to the Big Lottery who we hope will continue to support this work moving forward.

The young men also continued to participate in YBM Partnership Meetings and Mental Health Workstream meetings. Two young people spoke at a Mental Health event at

Homerton Hospital. Six youth leaders participated in a Public Health workshop for the whole public health team and key integrated commissioning workstream leads, in which priorities for future work were identified. Our Account young people have presented their research to the Community Safety Partnership and have met with several statutory services in the course of their research.

**Mental health work:** The youth leaders co-facilitating mindfulness sessions at Hackney Quest and Pembury Youth Clubs in the Spring. Another cohort of youth leaders also took part in our mindfulness sessions at Hackney CVS which ran from May to July. The youth leaders have also played a key role in setting up the Pembury Cool Down Café, which is launching in February. Training for these peer mentors kicked off in October with Tree of Life and continued with Boundaries Training with ELFT as well as three Induction sessions with the full Cool Down Café team.

**Community work:** Apart from the delivery of several Know Your Rights sessions with the Account group in local youth clubs and colleges, the few youth leaders supported the Young Hackney summer programme. Two of the youth leaders are delivering regular weekly sessions at Clapton Park youth club, which started in September and continues. We also had a youth leader volunteering at the Pembury Youth Club.

## **B. Hackney Learning Trust (HLT), Education and Schools**

The Education strand of the YBM programme has the following strands and focus areas:

- Leadership and culture
- Tracking and intervention (standards)
- Personal development and behaviour (exclusions)
- Curriculum and participation
- Parental engagement

The work on Improving Outcomes for Young Black Men is overseen by senior leaders at Hackney Learning Trust; these leaders are also the chairs for the YBM Education workstream at Hackney Learning Trust.

A revised structure creates coherence and connectedness across service areas and workstreams from other partners and agencies e.g. reducing harm, well-being and mental health.

There is a shift from universal support to arrangements that are targeted, specific, bespoke and co-produced with schools. This work will be shaped by and channelled through service plans. In this paper, leaders at all levels are expected to undertake champion roles.

During 2019, the Learning Trust:

- Ran an YBM conference in February focused on lived-experience, understanding cultural contexts and tackling unconscious bias.
- Developed a school governor's conference in June on young people who are "Left out and Left behind" by the school system and therefore at risk of exclusion.

- Has provided training to other London Boroughs and/or schools in these settings.
- Provided cultural competency training and developing a self-evaluation tool based on Helm's racial identity model.

Hackney Learning Trust's Education Strategy for Young Black Men has now been endorsed by the senior leadership team. It can be found [here](#). This recognises that disengagement at school is linked to a range of other outcomes including: exclusions and alternative provision, mental health issues and unsafe behaviours such as perpetrating and being a victim of violence.

The strategy acknowledges and addresses issues which affect children and young people's sense of self-worth, aspiration and life chances, such as:

- Unconscious bias
- Cultural competence
- Low representation among leaders, teachers and governors
- Lack of understanding of cultural diversity – cultural competency.

Arrangements for 2019-20 see more structured collaboration with the Youth Leaders within the programme.

A Headteacher Steering Group consisting of the leadership at Primary and Secondary schools within Hackney remains central to the strategy. This creates a platform for headteachers to share ideas and deliver new initiatives across their schools, coordinate their reporting on progress and impact and a forum for tackling emerging challenges.

There is a commitment to targeting ambitious outcomes; leaders and governors taking a whole school approach; transparent reporting and sharing data and working together in new ways and sharing good practice to tackle disproportionality.

The list of schools currently actively involved are:

- London Fields Primary School
- Haggerston School
- Queensbridge
- Clapton Girls' Academy
- Benthall
- Mossbourne Community Academy
- St Mary's
- St Matthias
- Skinners' Academy
- St John-Jerusalem
- Cardinal Pole
- Stoke Newington School and Sixth Form
- Shoreditch Park
- Harrington Hill
- Daubeney Primary School
- New Wave Federation

### **C. Keeping Young People Safe**

The YBM programme's approach to Keeping Young People Safe is divided between two key streams of work. The Children and Families Service-wide YBM strategy which is led by senior Children and Families service leads and the programme-specific Reducing Harm Workstream chaired by Children and Families Services' staff members.

Senior leaders within Children and Families Services (CFS) have created a working group to implement a cross-service strategy. The Children and Families service strategy for YBM has led to a series of workshops and training sessions for staff taking place during practice weeks looking at identity and diversity and Black Masculinity and Fatherhood. Young Hackney has developed a three-year strategy to transform practice to tackle systemic racism and create a working culture which tackles disproportionalities.

The YBM Reducing Harm workstream is reviewing and implementing changes to improve responses to reduce harm and rates of reoffending. It is collating all data related to instances of harm experienced by Young Black Men and assessing whether these figures are increasing or decreasing.

### **D. Tackling Health Disproportionalities**

The programme approach to Tackling Health disproportionalities centres on the Mental Health workstream but features instances of partnership work from the wider health system, including the Hackney Public Health Team.

There is currently one system YBM Lead in Adult Social Care. The YBM Mental Health Workstream is co-chaired by senior leaders within the Public Health Team and Children and Families' Services.

#### Public Health

- The Public Health Team have produced an Audit of the work done to date within the service to Improve Outcomes for Young Black Men.
- Key themes that emerged from this audit, along with input from the Youth Leaders group, were used to design a whole service workshop on 26th November 2019 for public health and integrated commissioning leads. Six youth leaders attended this workshop and led discussions on key topic areas, including family, mental health, healthy behaviours and addictions and communications with services.
- The workshop discussions are being used to identify new ways of working to improve outcomes for Young Black Men - working with Youth Leadership representatives
- The next steps for this work and how best to embed action across wider integrated commissioning work, as well as public health services, will be developed over the next year.
- Specific opportunities include recommissioning the Wellbeing Network, which will include a specific wellbeing offer for members of African and Caribbean communities.

#### Wider Health System:

- Inspirational Leaders deliver workshop at Homerton Education Centre for International Men's Day.
- Collaboration with Inspirational Leaders to deliver proposal

YBM Mental Health Workstream (related programme area)

- Statutory, Voluntary and Youth leadership have developed an action [plan](#) dedicated to addressing Mental Health disproportionalities.

#### **E. Enablers: (Employment and Enterprise & Culture and Identity)**

The Employment and Enterprise strand and the Culture and Identity strand do not currently have centralised workstreams or strategies. There are instances however, of specific projects which have involved youth leadership, such as the Parity Project which employed 3 of Youth Leaders in the last 6 months. Additionally, youth leaders have been working with Hackney CVS and Hackney Archives on exploring identity and the History of Hackney and many are members of the Account Youth Independent Advisory Group.

A revived strategy or workstream - particularly in the case of Employment and Enterprise - is a priority area for the coming months.

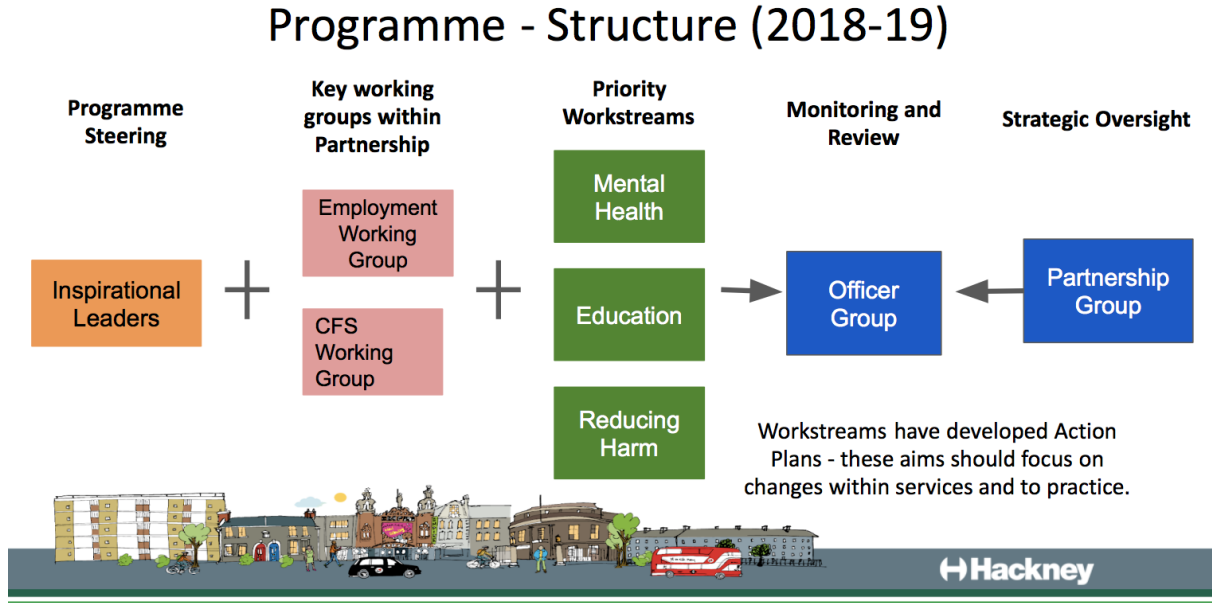
#### **F. Enablers: Inclusive Leadership and Workforce Diversity**

Within Hackney Council, the Improving Outcomes for Young Black Men Programme has had a profound impact on framing thinking about leadership culture and workforce diversity and shaping actions. It has given the Council the confidence to focus on the impact that leadership culture can have on tackling key inequalities and to have frank conversations about racial inequality in communities and in the workforce. The Council's Inclusive Leadership programme was launched in 2019. 35 Inclusive Leadership champions have been recruited from almost every division and reflecting Hackney's diversity and key equality groups. By the end of March 2020, Champions will have run workshops with all senior managers on the features of inclusive leadership and will then start to work with leaders to further embed the principles into culture and process.

Directors have also been listening to the experiences of black and minority ethnic staff, on the request of staff. This has been a powerful learning experience that has helped change Directors' mindsets. The insight has now informed divisional plans and Council wide actions to increase the diversity of black and minority ethnic staff at senior levels.

## G. Current Programme Structure

This phase of delivery can be categorised into the following Programme Structure:



## 3. Challenges

Key Blockers and Challenges

**Period assessed:** 2019

**Biggest risk:** Lack of buy-in and sense of collective ownership and/or inability to convert discussions into actions

There is a recognition that we want to see immediate change. However we also acknowledge that we reconcile this with an understanding that we want to see sustained and sustainable change. This programme is seeking to tackle challenges which are systemic and decades-in-the-making.

Changes that require long-lasting solutions will also require systemic cultural change within and across organisations. They require authentic buy-in and, at the very least, need to create a consistent platform for members of the community and residents to influence the work.

This work means managing expectations regarding what can be achieved within a 10-15 year period and being specific about how this change will be made.

Based on the views of Hackney Council Leadership, members and officers, residents, voluntary sector leads, young people and other statutory sector staff, the following areas



were highlighted as the main blockages moving forward.

#### A. Absence of Community Voice

Key themes identified:

- Disillusionment and cynicism from community members about the likelihood of seeing real change.
- Lack of knowledge/awareness of the programme.
- Power imbalance between paid employees and community members
- Concern that the voice of Young Black Men has been marginalised within the programme
- Lack of equal partnership between community members, voluntary and statutory organisations.

#### B. Talking about Race and Racism

Key themes identified:

- Limited authentic discussion at an institutional level about racial inequalities or racism.
- There remains significant discomfort talking about race/racism.
- Scepticism that there is an appetite to understand contributions to systemic racism
- Some scepticism that institutions genuinely seek to understand the ways in which they are racist and make appropriate adjustments.
- Concerns that assumptions, biases and personal opinions continue to inform some strategies and approaches.
- Staff are fearful about naming issues and expressing views.

#### C. Challenges developing transformational Culture and Practice

Key themes identified:

- Concerns that strategies will not actually make change intended or be able to influence.
- Some members of staff still see this as an additional piece of work rather than changes in how they should work moving forward.
- Some concerns that data (quantitative or qualitative) alone is not enough to indicate an improvement
- Some staff face challenges in understanding how to transform their work so that it tackles biases and discriminatory world views.
- Difficulties understanding how to monitor successful challenges to racial inequalities.

#### D. Establishing Responsibility and capacity

Key themes identified include:

- Some staff across voluntary and statutory sectors still tacitly problematise young Black Men
- Resource constraints (time and finance) across local authority and VCS make implementing additional changes to work challenging.
- Some members of staff are yet to take personal responsibility for implementing changes where they can and adapting their work in relation to findings.
- There remains a fearfulness and protectiveness about work done.

## 4. Response

### A. Youth Leadership and developing new Governance

At the end of 2018, the Lottery bid to fund the remainder of the programme was rejected. The Lottery highlighted that they did not feel the bid was centred around the community and youth leadership involvement. There was a sense that the work focused too much on Hackney Council and Hackney CVS.

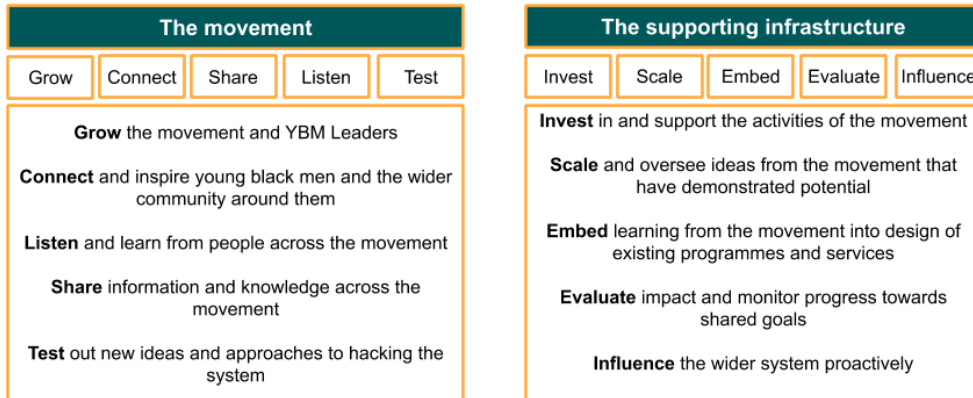
The Youth Leaders outlined that the existing structure and many of the existing methods have relied on them communicating from lived experience or haven't engaged them at all rather than recognising them as consultants and advisers in specific areas. As many have been connected to the programme since its inception, they have communicated frustration at being regarded 'tokenistically'. In conjunction with Practical Governance, Community members and youth leaders the following principles for collaboration were established.

Principle	What it means for how we organise ourselves
1. Young Black men must always be unified, heard and representing themselves	<ul style="list-style-type: none"> <li>• YBM resourced to create and lead their own activities and test solutions and to grow the movement</li> <li>• YBM involved in numbers on every decision making group (at least 50% representation)</li> </ul>
2. The system isn't working so we need the freedom to try something new	<ul style="list-style-type: none"> <li>• Series of new ideas developed and tested by YBM in an small scale, agile way</li> <li>• Flexibility built in for every decision-making group and into every contracts</li> </ul>
3. Who me? Yes you!	<ul style="list-style-type: none"> <li>• Lots of space for everyone from across the movement to be involved at different levels in different ways</li> <li>• Those involved always there because they have a specific purpose and role – no freeloaders</li> </ul>
4. We need to stand shoulder to shoulder	<ul style="list-style-type: none"> <li>• Investment to truly understand and be led by those with lived experience</li> <li>• Creation of mixed groups of people from across the movement</li> <li>• Investment in activities that bring everyone together to build relationships and understanding</li> </ul>
5. We have everything to share and learn. We are all in this together	<ul style="list-style-type: none"> <li>• Open and transparent sharing of information across groups and the wider movement</li> </ul>
6. We all seek to face our own truths, name them and speak them	<ul style="list-style-type: none"> <li>• Focusing on creating safe space in meetings to share the good and the bad openly – keeping in real</li> </ul>

With the support of Lankelly Chase and Practical Governance, the partnership has redesigned the governance to ensure that the programme is accountable to community members and young people and that they are in the lead.

## The 'movement' and 'the supporting infrastructure'

- We are seeking to create a movement that influences and changes the system
- To do so may require two, connected approaches:

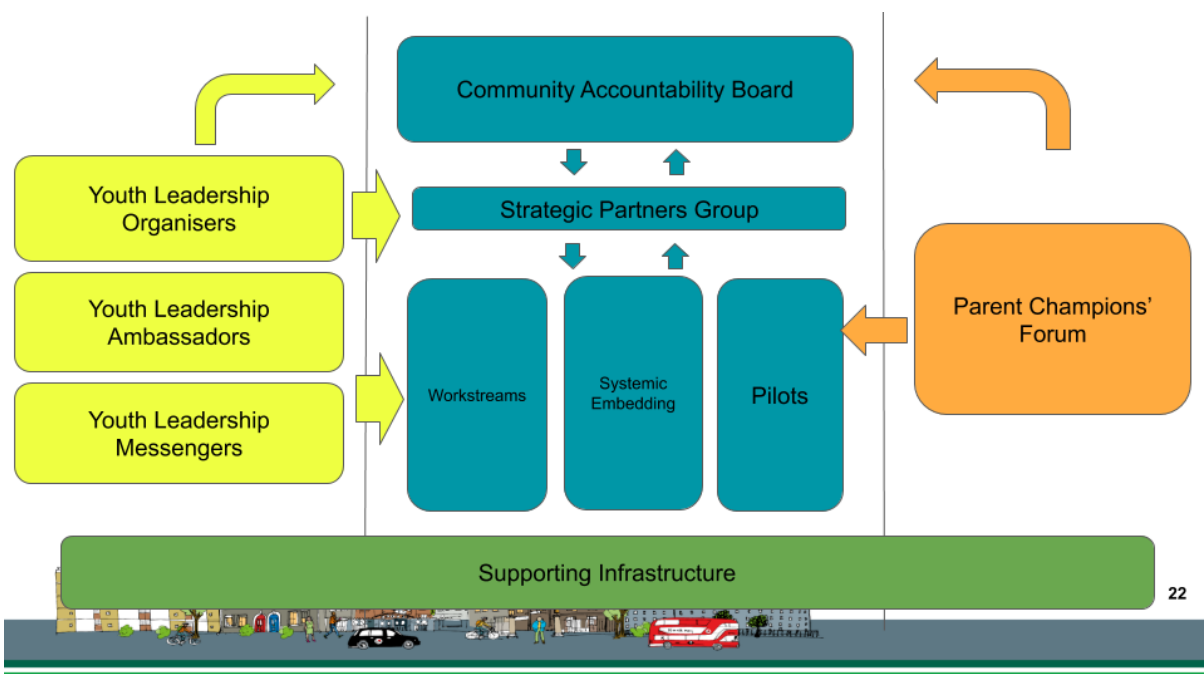


### B. New Governance Structure

The structure will offer a consistent method of monitoring and evaluation for officers, new partnership working with the community and more autonomous youth-leadership.

The development of this new structure is with the aim of ensuring that there is clarity about the role of the youth leaders and an established role for parents in the new YBM programme. This will ensure that programme moving forward can adapt to the emerging needs of young people and

The Youth Leaders will now operate through three project teams: Messengers, Ambassadors and Organisers.



Crucially this new structure will see the creation of a community accountability board. This will feature a set number of residents, community leaders and young people reviewing assessing and having oversight of the work delivered. This will directly counteract

The sections on the left and right are dedicated forums for the involvement of residents (community members and young people) the centre is dedicated to delivery and the core “programme”.

This structure seeks to address new concerns by (corresponds to challenges identified in section 3)

- I. Providing a series of platforms for interested residents and community members to feed into the Improving Outcomes for Young Black Men particularly among bodies which make decisions (thus amplifying community voice)
- II. Ensuring that existing work to tackle - is not only mainstream but the primary focus of the delivery section
- III. Emphasising the need to embed systemically and develop pilots concurrently will create a more transformative culture
- IV. Clearly defined roles within the structure will help define roles and responsibilities to deliver on this work.

#### C. Priorities

We have submitted finalising the follow-up bid to the National Lottery to finance the governance, youth leaders and the work of the programme for the next five years.

The coming months will see the development of a capacity building programme for the youth leaders implemented.

From April 2020 we should see a shift to the new Governance structure and increase in the delivery of new ways of working. This should see commitments from new partners, new areas of the council and tangible commitments from existing partners. The community accountability board will give programme leadership to local community members and ensure commitments are upheld.

There should also be a clearer system of reporting on work conducted within the programme and on data, experiences and examples of impact. Developing metrics to assess progress is a key priority.

Key next steps should also include the development of a ‘YBM Charter’; a toolkit which will allow organisations to adopt practices and become partners in Improving Outcomes for Young Black Men.



<b>Children and Young People Scrutiny Commission</b> <b>24<sup>th</sup> February 2020</b> <b>Children's Social Care – Bi-Annual Report</b>	<b>Item No</b>  <b>6</b>
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### **Outline**

This is a standing item which is presented bi-annually within the Commission's work programme.

The report sets out how the Children and Families Service in Hackney is currently performing for key aspects of children's social care provision (e.g. referrals, assessments and number of children entering care) for the period April 2019-September 2019.

### **Contributors**

- Anne Canning, Group Director, Children, Adults and Community Health Services
- Lisa Aldridge, Head of Safeguarding and Learning

### **Action**

The Commission is asked to review and assess the attached report.

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# Overview & Scrutiny

## Children & Young People Scrutiny Commission

**Date of Meeting: Monday 24th February 2020**

**Title of Report: Children and Families Service 2019-20 Mid Year Report to Members**

**Report Author: Sarah Wright**

**Authorised by: Anne Canning, Monday 10th February 2020**

### **Brief**

The Children and Families Service Mid-Year Report is produced to update elected councillors on developments and key performance trends within the Children and Families Service in Hackney during the first half of 2019-20. The report has been tabled for discussion at the Corporate Parenting Board and the Children and Young People Scrutiny Commission.

Overview of developments and areas of note:

- Hackney Children's Services inspection under the Ofsted Inspection of Local Authority Children's Services (ILACS) framework in November 2019, followed a two-day focused visit in Hackney on arrangements for children in need and those subject to child protection plans in February 2019. The focused visit in February identified some significant weakness in services and recommended priority actions for the service.
- The inspection in November 2019 found that Hackney Children and Families Services 'Requires improvement' and provided constructive feedback on some areas of practice where we have not reached the standard we aim for. This is a deterioration from our previous Ofsted grading of 'Good'.
- The inspectors also recognised the positive progress which has been made since their visit in February 2019. 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 improvement and made six recommendations which will form the basis of the service's action plan. An action plan with strong governance and oversight is being developed to support Hackney in providing the best possible support to children and families within the borough, at a time of rising demand and reduced funding.
- Following the implementation of the action plan, it is Hackney's aspiration that services will perform at a level which would be judged 'good' within one year and 'outstanding' within two years. It is an ambitious target but one which the whole Council is committed to
- Hackney's Trusted Relationships project continues to work to create an innovative and effective outreach and detached youth work project with embedded clinical support. This work aims to reach young people who may perceive a barrier to accessing services or be reluctant to use them by being present in the community. The project has now received funding to continue this work for three years.
- Hackney is in the process of implementing the Safe and Together model of responding to domestic abuse. The model seeks to improve social care interventions in families who are experiencing domestic abuse, placing responsibility firmly on the

perpetrator to change their pattern of behaviour while also ensuring that children are safeguarded. The model has been successfully implemented in a number of locations around the world and is proven to be effective.

Key performance information:

- Demand for services continues to increase.
- 2,129 referrals were received between April-September 2019 – a 10% increase compared to the same point last year.
- 2,504 assessments were completed between April-September 2019 – a 17% increase compared to 2,148 at the same point last year.
- 277 children were on Child Protection Plans as at 30<sup>th</sup> September 2019 – a 43% increase with the 194 children on Plans at 31<sup>st</sup> March 2019.
- 78,009 young people attended Young Hackney provisions, including commissioned services, between April-September 2019 – a 2% increase compared to 76,267 during the same period last year.
- 413 children were looked after as at 30<sup>th</sup> September 2019 – a 2.2% increase with the 404 children in care as at 31<sup>st</sup> March 2018.
- 296 care leavers aged 17-21 were being supported by the Leaving Care Service as at 30<sup>th</sup> September 2019, a small decrease compared to the 303 being supported at 31<sup>st</sup> March 2019.
- Between April and September 2019, 52 young people entered the youth justice system for the first time. 2018/19 saw a historic low of 82 young people entering the youth justice system for the first time (111 young people entered the youth justice system in 2017/18).

The Children and Families Service priorities for 2019-20 (the first five of these are recommendations from the Ofsted inspection in November 2019):

- Work to improve the quality of information sharing with partners and ensure partners are fully involved in making decisions within strategy meetings.
- Ensure our practice is authoritative and child centred, and the impact on children is at the heart of our assessment process, to prevent children from living in neglectful environments for too long.
- Improve the quality of assessment and planning for children subject to private fostering arrangements.
- Improve the timeliness and effectiveness of pre-proceedings work, including the quality of contingency planning.
- Ensure the quality and effectiveness of management oversight by leaders and managers at all levels, including that of child protection chairs.
- Ensuring that children and young people's views inform all aspects of our practice and organisational development.
- Continue our drive to recruit and retain more in-house foster carers, including through embedding the Mockingbird model with the introduction of our first hub home.
- Ensure that we have the right placements to provide stability for our more complex adolescents who are looked after, including through our involvement in the east London residential project and exploring joint commissioning opportunities with other local authorities.
- Continue to introduce the internationally recognised Safe and Together model to strengthen our response to domestic abuse across the partnership.
- Further develop our communications to ensure care leavers can access dynamic and interactive information about our Care Leaver offer.
- Respond to the findings of the Hackney Young Futures Commission.
- Ensure that issues relating to identity, diversity, inequality and discrimination are considered and addressed in all aspects of our work.



- Continue to invest in the workforce, with a particular focus on improving the diversity of our workforce, especially at management level.
- Complete an extensive review of Early Help services to ensure there is a comprehensive, consistent and responsive early help offer.

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# Children and Families Service

February 2020

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# Foreword

I am pleased to introduce the latest Children and Families Service 2019-20 Mid-Year Report to Members. Over the past year, our skilled and committed workforce has continued to strive to achieve positive outcomes for our children and families and maintain their commitment to continuous learning and development in response to changing needs. However, the Ofsted inspection in November 2019 found that Hackney Children and Families Services 'Requires improvement' and provided constructive feedback on some areas of practice where we have not reached the standard we aim for. This is a deterioration from our previous Ofsted grading of 'Good'. We take this feedback extremely seriously and are committed to ensuring we learn and improve in response to the inspection. An action plan with strong governance and oversight is being developed to support Hackney in providing the best possible support to children and families within the borough, at a

time of rising demand and reduced funding. This judgement from Ofsted shows that practice is not good enough for our children and I am determined to work with officers to raise standards.

Hackney Children's Services inspection under the Ofsted Inspection of Local Authority Children's Services (ILACS) framework in November 2019, followed a two-day focused visit in Hackney on arrangements for children in need and those subject to child protection plans in February 2019. The focused visit in February identified some significant weakness in services and recommended priority actions for the service.

During the November inspection, the inspectors recognised the positive progress which has been made since their visit in February. However, inspectors also identified areas they felt needed improvement and made six recommendations which will form the basis of the service's action

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.

Following the implementation of the action plan, it is Hackney's aspiration that services will perform at a level which would be judged 'good' within one year and 'outstanding' within two years. It is an ambitious target but one which the whole Council is committed to. This will require every service within the Council to take responsibility and work together to reach this goal.

Hackney's Trusted Relationships project continues to work to create an innovative and effective outreach and detached youth work project with embedded clinical support. This work aims to reach young people who may perceive a barrier to accessing services or be reluctant to use them by being present in the community. The project has now received funding to continue this work for three years.

Hackney is in the process of implementing the Safe and Together model of responding to domestic abuse. The model seeks to improve social care interventions in families who are experiencing domestic abuse, placing responsibility firmly on the perpetrator to change their pattern of behaviour while also ensuring that children are safeguarded. The model has been successfully implemented in a number of locations around the world and is proven to be effective.

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 in line with the feedback from Ofsted and explore new ways of further improving outcomes for children and families in Hackney.

## Councillor Antoinette Bramble

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



# Overview of Performance



**2,129 referrals** were received between April-September 2019 – a 10% increase compared to the same point last year.



**413 children were looked after** as at 30 September 2019 – a 2.2% increase with the 404 children in care as at 31 March 2018.



**17.1% of referrals** were made within 12 months of a previous referral between April - September 2019 - a small increase compared to 16.5% in 2018/19.



**103 children entered care** between April - September 2018 – a 7.3% increase compared to 96 children entering care between April - September 2018. 212 children entered care in 2018/19.



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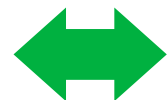
**2,504 assessments were completed** between April - September 2019 – a 17% increase compared to 2,148 at the same point last year.



**60% of young people who entered care** between April - September 2019 were aged 14-17 in line with the 61% of children aged 14 or over who entered care in the same period in 2018/19.



**277 children were on Child Protection Plans** as at 30 September 2019 – a 43% increase with the 194 children on Plans at 31 March 2019.



**13.5% of looked after children had three or more placements in a year** as at 30 September 2019 – in line with 13% as at 31st March 2019.



**24.9% of children became the subject of a Child Protection Plan for a second or subsequent time** between April - September 2019 – a small increase compared to 23.5% at the end of March 2019.



**62% of looked after children had long-term placement stability** as at 30 September 2019, a decrease from 65% as at 31 March 2019.



**78,009 young people attended Young Hackney** provision including commissioned services between April - September 2019 - a 2% increase compared to the 76,267 who attended during the same period last year.



**296 care leavers aged 17-21** were being supported by the Leaving Care Service as at 30 September 2019, a small decrease compared to the 303 being supported at 31 March 2019.



# Priorities for the Children and Families Service in 2019/20

Our identified priorities for the year ahead include: (\*the first five of these are recommendations from the Ofsted inspection in November 2019)



Work to improve the quality of information sharing with partners and ensure partners are fully involved in making decisions within strategy meetings



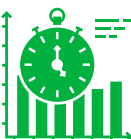
Ensure our practice is authoritative and child centred, and the impact on children is at the heart of our assessment process, to prevent children from living in neglectful environments for too long



Improve the quality of assessment and planning for children subject to private fostering arrangements



Improve the timeliness and effectiveness of pre-proceedings work, including the quality of contingency planning



Ensure the quality and effectiveness of management oversight by leaders and managers at all levels, including that of child protection chairs



Ensuring that children and young people's views inform all aspects of our practice and organisational development



Continue our drive to recruit and retain more in-house foster carers, including through embedding the Mockingbird model with the introduction of our first hub home



Ensure that we have the right placements to provide stability for our more complex adolescents who are looked after, including through our involvement in the east London residential project and exploring joint commissioning opportunities with other local authorities



Continue to introduce the internationally recognised Safe and Together model to strengthen our response to domestic abuse across the partnership



Further develop our communications to ensure care leavers can access dynamic and interactive information about our Care Leaver offer



Respond to the findings of the Hackney Young Futures Commission



Ensure that issues relating to identity, diversity, inequality and discrimination are considered and addressed in all aspects of our work



Continue to invest in the workforce, with a particular focus on improving the diversity of our workforce, especially at management level



Complete an extensive review of Early Help services to ensure there is a comprehensive, consistent and responsive early help offer

# Developments and Innovation



## Ofsted Inspection – November 2019

Hackney Children’s Services was inspected under the Ofsted Inspection of Local Authority Children’s Services (ILACS) framework in November 2019. This followed a two-day focused visit in Hackney on the arrangements for children in need and those subject to child protection plans in February 2019. The outcome of the inspection was as follows:

Judgement	Grade
The impact of leaders on social work practice with children and families	Requires improvement
The experiences and progress of children who need help and protection	Requires improvement
The experiences and progress of children in care and care leavers	Good
Overall effectiveness	Requires improvement

The inspection resulted in six recommendations for improving practice at Hackney and five of these are included in the overall service priorities on page 5. The sixth recommendation relates to children missing education which Hackney Learning Trust will lead on responding to. The visit in February had previously identified areas for priority action and the November inspection acknowledged that *“since that time, senior leaders have taken steps to improve services for children in need of help and protection. There has been a positive shift in the practice and management culture so that it is increasingly child focused”* but found that practice in some areas was not consistently good.

Inspectors did not find any children to be at immediate risk of harm and also observed that *“in most cases, good work is helping to improve children’s circumstances.”* The inspection report also highlights areas of good practice including services for those leaving care, early help services,

support for foster carers, support for families with no recourse to public funds and staff morale.

Hackney takes the feedback from Ofsted very seriously. It is our aspiration that services will perform at a level which would be judged **‘good’** within one year and **‘outstanding’** within two years. It is an ambitious target but one which the whole Council is committed to. We are clear that this will require every service within the Council to take responsibility and work together to reach this goal.

The Council is involving frontline staff, partners, councillors and stakeholders in developing and delivering an improvement plan. A series of staff engagement events are planned to take place in February 2020. The Children and Families Service will regularly report to the Children and Young People Scrutiny Commission and will also report back to staff partners and residents on its’ progress. A number of actions have already taken place in response to the inspection including:

- Meetings have taken place with Police colleagues to develop a joint protocol for Strategy Discussions
- All current open Private Fostering cases have been reviewed and action has been taken to address any required tasks identified. New governance and case management processes for Private Fostering cases have been agreed to strengthen the assessment and oversight of these cases
- Improvements have been introduced to our pre-proceedings work, including the introduction of a revised Public Law Outline letter template



to improve clarity of information for parents about concerns for their children, what they need to do now and contingency planning

- Work has taken place to begin scoping review of the staffing, frontline and senior management capacity required within Children’s Social Care to ensure staff are supported to do skilled, direct work with children and families and to ensure that units are structured to support best practice.

These actions, along with others which are being developed, will form the basis of a service wide improvement plan. Progress against the plan will be monitored by a Children’s Member Oversight Board and a Children’s Leadership and Development Board. The Mayor and Deputy Mayor will chair the Children’s Member Oversight Board and the Chief Executive and Group Director will co-chair the Children’s Leadership and Development Board.

An external challenge partner has been identified to provide additional scrutiny and challenge to the service and the improvement plan. Regular updates from the Children’s Leadership and Development Board will be provided to the Children’s Member Oversight Board and Members will also be kept informed by regular open drop in sessions and Member Updates.

## National Assessment and Accreditation System (NAAS)

NAAS is a national assessment and accreditation system for child and family social workers and practice supervisors. It enables social workers to have their knowledge and skills assessed to support their understanding of their own practice and ensure they are supported by their employer in any areas where they are not meeting the expected level. The assessment process has been designed by social workers and academics.

The scheme is currently being piloted in a number of local authorities around the country and Hackney is one of the early adopter sites. The information gathered from the early adopters will form the basis of an independent evaluation of the scheme which will inform how NAAS is rolled out nationally. Ten social workers had participated in the scheme in Hackney as at end of September 2019.

## Children’s Social Work Workforce

	Hackney Sept 2019	Hackney 2018	Inner London 2018	England 2018
<b>Turnover rate</b>	8.3 %	13.1 %	19.1 %	15.2 %
<b>Vacancy rate</b>	24.2 %	20.1 %	25.9 %	16.5 %
<b>Agency staff</b>	28.1 %	27.4 %	25.5 %	15.4 %
<b>Absence rate</b>	1.2 %	1.5 %	2.3 %	3.2 %
<b>Caseload</b>	17.7	17.3	15.6	17.4

Hackney’s excellent social worker turnover rate of 8.3 % in this year is significantly lower than the inner London and national average, showing the service’s ability to retain high performing practitioners, in a competitive field. It is also significantly lower than the turnover rate in 2018 in Hackney (12.4 %).

The Hackney vacancy rate for September 2019 is higher than the 2018 national average but lower than the inner London average according to the latest available figures. Hackney’s 2019 agency social worker rate is higher than the 2018 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. Some of these posts are covered by agency workers. A number of agency workers have also been brought in to provide additional capacity to respond to increased demand. Plans are in place to recruit to some of these roles on a permanent basis. In total there are 181 permanent and 71 agency social workers employed by Hackney.

While Hackney’s current caseload numbers are higher than the 2018 inner London average and the national average, our unit model provides a high level of administrative support and access to a range of support services. Caseloads across CFS are monitored closely by senior managers. During the recent Ofsted inspection, some areas were found to have high caseloads and additional staff were employed to ensure workloads remained manageable.

## Detached Outreach Team

Young Hackney's Detached Outreach Team has been in operation since January 2019. The team is funded through the Home Office Trusted Relationships Programme and supports a small team of Youth Support and Development Workers alongside an embedded clinical psychologist to deliver street based, youth work informed interventions across the borough. At a time when young people report there is a heightened sense of fear and anxiety due to the levels of serious violence within Hackney and across London, the team are able to engage and build relationships in the places young people feel comfortable. This is particularly valuable for some of the most vulnerable young people, who are either reluctant or find it difficult to access mainstream mental health support and to share information about their experiences.

The team operates Monday to Friday, delivering two sessions per day, the first from 3pm – 6pm and the second from 6pm – 9pm. The team can deliver later sessions and at weekends in response to community concerns. At end of September 2019 the team has delivered 361 sessions, 2,473 engagements with young people, 114 clinical consultations and provided 78 young people with individual follow up support.



## Safe and Together

Safe and Together is an approach by which Children's Services and other professionals can improve their response to domestic abuse. The belief of Safe and Together is that children are often best served when kept 'safe and together' with the adult domestic abuse survivor. This does not mean allowing children to continue to be exposed to harm and thresholds for the protection of children do not change. Safe and Together aims to reduce the necessity for the removal of children into care by holding perpetrators to account for their behaviour and protecting survivors of domestic abuse.

The model provides a framework for partnering with domestic abuse victims and intervening assertively with domestic abuse perpetrators to enhance

the safety and well-being of children. Many domestic abuse perpetrators will remain in contact with their children. Safe and Together recognises that it is critical, for the sake of the children's safety, that practitioners seek to encourage consistent, positive and meaningful change in perpetrators' behaviour. Safe and Together has had international success in changing children's services' responses to domestic abuse, amassing a strong evidence base for improving outcomes for children; increasing the number of children who remain safely with their non-abusive parent and decreasing re-referral rates.

As a pioneer in working with both perpetrators and victims as well as being part of CFS, Hackney's Domestic Abuse Intervention Service is in a strong position to support this work with children's social workers.

The domestic abuse specialist agency Respect along with the London Boroughs of Hackney and Waltham Forest are working together to implement the Safe and Together Model across the two boroughs until March 2021. The partnership was officially launched on 30 September 2019, with the launch event being supported and introduced by Nicole Jacobs, the newly-appointed Domestic Abuse Commissioner for England and Wales.

As at January 2020, 33 Hackney CFS staff have been trained in the Safe and Together model; the majority of these are practicing managers in the Family Intervention and Support Service who work directly with families to assess and reduce risk and who supervise social workers. Focusing first on those who deliver and oversee social work practice will lead to the model having the greatest impact for children in Hackney.



## Contextual Safeguarding

Since a successful bid to the Department of Education in March 2017, Hackney has been working in partnership with the University of Bedfordshire to jointly develop and implement an approach to contextual safeguarding, encompassing both social work practice and wider partnership interventions. Contextual safeguarding seeks to understand and respond to young people's experience of significant harm beyond their families. It recognises that the relationships young people form in their neighbourhoods, schools and online can feature violence and abuse, and that parents and carers can have little influence over these contexts. The focus of the contextual safeguarding project has been to develop and prototype interventions to safeguard children and their families from extra familial harm, with a longer term focus on large scale systems change. This innovative approach is in the process of being embedded across Hackney and is funded to operate in its current form until the end of March 2020.

An **online toolkit** has been developed in partnership with and hosted by the University of Bedfordshire. It is being utilised by local authorities and partner agencies across the country. A suite of toolbox cards has also been developed to help practitioners in implementing resources and tools developed to support the approach in their day to day work.

**Neighbourhood location assessments** have previously taken place in two areas following concerns around significant harm affecting young people. A further assessment of a specific location is currently taking place based on concerns raised by the local community in relation to an increase in anti-social behaviour.

Hackney's Contextual Safeguarding project is now working to embed this approach across Hackney. A well-attended systems transformation group was established in summer 2019 comprising managers at all levels across the service.

Our **embedding approach** is also underpinned and supported by a programme to develop **contextual safeguarding champions** (staff volunteers who will help embed the approach), launched by the Deputy Mayor in May 2019. Contextual safeguarding champions are playing a critical role in translating this approach into practice and contributing to the development of interventions across each of the service areas. There are currently 34 champions in place in teams and units across CFS.

**Productive partnership working** has also been integral to the approach and effective relationships have been developed with colleagues across a range of relevant services including health, Police, education and housing. There have been significant successes particularly in terms of new structures being developed with colleagues in Community Safety, specifically in relation to improved information sharing and coordinating responses to serious youth violence and extra familial risk.

A range of resources and tools have been developed and published as part of the implementation of contextual safeguarding principles, including a revised **Hackney Child Wellbeing Framework** (equivalent to a thresholds document) now incorporating extra familial risk. **An Assessment and Intervention Planning for Young People at Risk of Extra Familial Harm Guide** has also been produced as a reference document with practitioners across the service and partner agencies to support them in working with young people and families experiencing extra familial risks.

# Early Help and Prevention



## Strengths/Progress

During the recent Ofsted inspection, it was noted that “*early help services are well developed and effective.*”

**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’s universal delivery within the community has**

**continued to extend its reach to more young people** – between April - September 2019, there were 78,009 attendances by named children and young people aged 6-19 years at the youth provision delivered through Young Hackney and commissioned services.

**Effective Troubled Families programme** – Hackney has identified and surpassed the programme target figure of 3,510 families to be worked with by March 2020. We have worked with over 5,000 families under the Troubled Families programme remit. The Ministry of Housing, Communities and Local Government (MHCLG) undertook an annual ‘spot check’ in April 2019 and commented that they found many examples of good work in Hackney.

**Trusted Relationships detached outreach project** – The project is working to create an innovative and effective detached outreach project that supports some of our most vulnerable young people to access support and engage with mental health services. The detached outreach team includes youth workers and a clinical psychologist. The team also aims to generate further insight into young people’s lived experiences, through the removal of perceived barriers to access services.



## Areas for further development and actions to address

**An extensive review of Early Help services** was initiated in June 2019 to ensure that a comprehensive, consistent and responsive offer is in place for all children in Hackney. This review will consider options for delivering Early Help services and will respond to the work being undertaken within Integrated Commissioning workstreams in relation to Neighbourhood approaches and emotional health and wellbeing and the development of CAMHS provision in schools.

**Management information in relation to early help** – Work is taking place to develop and improve current management information and reporting systems for early help to improve management oversight and understanding of the impact and effectiveness of early help interventions as well as monitoring levels of demand. The QlikSense dashboard for early help services went live in autumn 2019, providing accessible early help performance information. This system is being developed further to provide useful performance information to early help managers and practitioners.

**Addressing serious 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. Whilst the work to develop the strategy is positive, and multi-agency engagement is a strength, this is a relatively new development and the activity to deliver positive outcomes requires continued focus and drive across the partnership.



## 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.

### Universal Provision delivered through Youth Hubs

Universal provision within the community delivered by Young Hackney and its commissioned providers continues to be well attended – this includes youth clubs and sports and citizenship activities. There were 78,009 attendances by named children and young people aged 6-19 years at youth provision between April - September 2019. The equivalent figure for April - September 2018 was 76,627 so this represents an increase of 2%. Between April - September 2019, there were 30,463 attendances by named children and young people aged 6-19 years across the network of Young Hackney hubs. This is a similar number for the same period in 2018/19 (30,519 attendances)



### 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.



### 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.



### The Health and Wellbeing Team

The Health & Wellbeing Team continues to deliver Personal, Social Health and Economic (PSHE) education and relationship and sexual education (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, pupil referral units, colleges, youth hubs and alternative education providers. 288 sessions have been delivered between April and September 2019 in schools alone, 102 more than the same period last year, and have awarded 1,082 accreditations. The team are currently on target to deliver more than 1,000 sessions in schools in 2019/20, exceeding the annual target of 600.

The team is currently running two accredited Peer Education programmes at the City Academy and the Job Centre in Mare Street for young people who are NEET.



The team have continued to develop and deliver programmes of work for young people with Special Educational Needs and Disabilities (SEND) at New City College, Forest Road Youth Hub, Stoke Newington School and many others. The team have also delivered our third programme of work at 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.



## Substance Misuse Team

The Young Hackney **Substance Misuse Team** supports children and young people aged 6-25 years who are directly affected by their own substance misuse, or that of a significant other such as parental substance misuse which has an impact upon the development of a child growing up with substance misusing parents (Hidden Harm). Interventions take a tailored and systemic approach that aims to build resilience in young people, by considering issues such as family and relationships, finances, education and housing, while liaising with other services/partners as necessary. 51 young people were supported between April 2019 and September 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



## 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 2,725 Payments by Results (PbR) claims and is set to have made 3,150 claims by the end of December 2019, with an end of programme target of 3,510 by the end of March 2020. This leaves 360 claims for identification and submission in the last quarter of the current financial year. We are confident of achieving the maximum number of claims.

Hackney's current conversion rate from attachments to Payments by Results claims is 46%, whilst the London average is 40% (national average is 38%). Hackney is currently 6th in the performance table for London. 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 in-house Domestic Abuse Intervention Service (DAIS) remains fully integrated and co-located within the Children and Families Service and the wider Children's, Adults and Community Health directorate. This integration provides a strong foundation for the joined up and assertive interventions undertaken to reduce risk and for victims and survivors of domestic abuse. Hackney is unique within the UK in having an entirely **unified approach addressing domestic abuse** through locating responsibility for strategic leadership on domestic abuse and Violence Against Women and Girls (VAWG), delivery of training and practice development to partner agencies and intervention officers working with both victims and perpetrators in one management and staff team.

DAIS is now using the Mosaic case management system which further increases safety for victims and survivors through enabling immediate identification of and communication with allocated workers within Adult Social Care, Children's Social Care and the Council's Young Hackney Early Help and Prevention Service.

Between April - September 2019 DAIS received **584 referrals, 14% less than the same period last year** (681 referrals). This is still a significant increase on the number of referrals received in 2015/16, the first year DAIS was in operation (820 referrals for the whole year). Of the 584 referrals received so far this year, 350 were for clients with children, 60% of the total.

Hackney is part of the **East London Specialist Domestic Violence Court**. The Court is a specially adapted magistrates' court which seeks to increase the number of successful prosecutions and improve victim safety. Hackney co-funds the Specialist Domestic Abuse Court Co-Ordinator post along with Tower Hamlets Council. In addition a DAIS Intervention Officer is based at the court two days a week.

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 DAIS Service Manager, and scrutinised by the Domestic Abuse Steering Group. In Hackney there is no 'capping' of referral numbers and cases are never 'rolled over' to subsequent MARACs. There is an emphasis on work being undertaken as soon as the risks are known - rather than waiting for the MARAC meeting – to prevent homicide or serious injury. Between April and September 2019, 245 cases were heard at MARAC, an increase of 12% on the same period last year (218 cases). In 112 of the 245 cases (46%) there were children in the household.

54 (22%) of the total number of cases heard at MARAC in April and September 2019 were 'repeat' referrals; this rate of repeat referrals (defined as being when any incident of domestic abuse occurs within 12 months of the case previously being heard at MARAC) is slightly below the expected range (SafeLives advises that a rate between 28% - 40% is expected). The issue of whether repeat referral are always being correctly identified will be explored by the Domestic Abuse Steering Group.

Five women were killed through domestic abuse between 2012 and 2014. No-one in Hackney has died as a result of domestic abuse since 2014.

DAIS and the **Metropolitan Police's East Central Borough Command Unit** have trialled new ways of intervening with perpetrators and learning from this will be taken forward via closer collaboration underpinned by bi-monthly joint management meetings.

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)** 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 delivers training on behalf of the **City and Hackney Safeguarding Children's Partnership**. This includes hosting bi-annual events for key statutory agencies and the Violence Against Women and Girl's sector to explore themes, share learning and promote good practice.

In summer 2019, DAIS undertook a **joint residential activity with Young**

**Hackney** to work with young people around exploring domestic abuse and Violence Against Women and Girls. This included gaining their contribution to implementing the Violence Against Women and Girls Action Plan.

DAIS has used funding available via the Troubled Families programme to create the **Domestic Violence Perpetrator Programme (DVPP)**. The DVPP works closely with colleagues from 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 and September 2019 the DVPP received 27 referrals, undertook 19 assessments, delivered one to one interventions with five individuals and ran a group work programme attended by 22 individuals.

DAIS secured funding from Hackney Council Housing for a **domestic abuse housing specialist**. The practitioner is based within DAIS and works closely with Housing to bring together a service model that is based on the principles of awareness, prevention, early intervention and protection.

A key priority for the specialist is leading in the achievement of Hackney's **Domestic Abuse Housing Alliance (DAHA)** accreditation for the Benefits and Housing Need service. The accreditation will allow Hackney to examine key elements of service delivery and assess our existing practice in order to improve our response to clients experiencing domestic abuse. One of the service improvements we are keen to work on is upskilling the Housing workforce to respond more effectively to victims of domestic abuse through consultation and training. We are hoping to provide domestic abuse training to approximately 50 members of the management team and devise a training plan for approximately 200 front line staff. If successful, Hackney will be one of a few local authorities in the country to obtain the accreditation which is the highest standard a housing organisation can receive to demonstrate its commitment to addressing domestic abuse.

DAIS successfully supported the Council's **16 days of Activism to End Violence Against Women and Girls (VAWG)** campaign in November and December 2019. Throughout the campaign DAIS worked with their community partners to raise awareness and ensure that Hackney residents

are aware of where they can access support, both as victims/survivors of domestic abuse and perpetrators who wish to change their behaviour. A VAWG partnership event took place in the local community which celebrated local female artists and focused on the message that Violence Against Women and Girls is everybody's business.

As part of this event DAIS worked in conjunction with the night time economy team to launch the '**Good Night Out**' campaign focusing on dispelling damaging myths around sexual violence and promoting women's safety in public spaces.





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

2018/19 saw a historic low of 82 young people entering the youth justice system for the first time. (111 young people entered the youth justice system in 2017/18). Between April and September 2019, 52 young people entered the youth justice system for the first time. The seriousness of offences young people have committed has an impact on this figure, as this limits police discretion to be able to offer access to the very successful informal diversion opportunities we run in Hackney.

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 was approximately 14% - this means 86% of those offered triage do not become involved in further offending. This is an improvement from 82% last year and shows that 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 low.

### 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 September 2019, 56% of young people whose youth justice orders had ended were attending and engaging in full time education, training or employment. This was a significant decrease from 70% in 2018/19, and the wider Youth Offending Team partnership are focusing on how to better engage the older cohort of young people in education and training.

The Youth Offending Team cohort has reduced in size and the Youth Justice Board counting and reporting rules for the cohort have also changed (in April 2019). We now measure the attendance of those children and young people on post court orders (Referral Orders, Youth Rehabilitation Orders or Detention and Training Licenses). The cohort reported on is now older (the majority being in Year 12 or 13), have more previous offences and poorer educational engagement histories. As a result, the ambitious target of full time engagement in training or education has become harder to achieve.

Overall, Hackney continues to have a relatively low proportion of 10-17 year olds involved in the youth justice system, and a relatively low number of remand and custodial sentences for young people who have committed or are alleged to have committed serious crimes and placed themselves or the public at risk. However, over 2018/19 there were 15 instances where young people were sentenced to custody which was a significant increase on the previous year. The severity of the offences impacted on the sentencing decisions of the courts. To date this year, only five people have been sentenced to custody.

Despite the challenges faced by the smaller number of young people with very complex needs the number of young people re-offending in Hackney has decreased from 70 in the previous year to 68 young people between October 2018 and September 2019.

# Family Intervention and Support Service (FISS)

## Access and Assessment

The Ofsted inspection in November 2019 found that *the experiences and progress of children who need help and protection requires improvement.*



### Strengths/Progress

**Decision-making at the front door** – during the recent inspection, Ofsted noted that *“thresholds are applied consistently and effectively at the front door when concerns first arise, and children and families receive the right level of initial help when they need it. The emergency duty team provides effective decision-making out of hours, including innovative responses to prevent children from being held in police custody in the borough.”*

**Timely and effective response at the front door** – from April - September 2019, 98% of referrals progressed to assessment within 24 hours, a slight decrease from 99.6% in 2018/19, explained in part by the increased numbers of referrals.

**Multi-agency co-location within FAST** – Police CAIT (Child Abuse Investigation Team), workers from Young Hackney Substance Misuse, and a specialist domestic violence social worker are co-located in FAST. This has led to good joint working and swift access to appropriate support for families.

**More timely of assessments** – during the recent inspection, Ofsted noted that *“children at risk of immediate harm are seen promptly by social workers, and immediate action is taken to protect them. The timeliness of the completion of written assessments has significantly improved from the low base at the time of the focused visit.”* During April - September 2019, 72% of assessments were completed within 45 days, an increase from 59% in the same period 2018/19. While this is a substantial increase, this is still an area where Hackney aims to improve.

**Overall quality of assessments:** – during the recent inspection Ofsted noted that *“assessments are mostly thorough and lead to proportionate decisions about next steps. Children’s unique cultural identity is recognised and reflected in assessments. Families benefit from help during the assessment process, particularly when it addresses risks arising from domestic abuse. Social workers make concerted efforts to engage fathers in the assessment process, and the potential risks from males are increasingly recognised in assessments and plans for children.”*



### Areas for further development and actions to address

During Ofsted’s recent inspection, two improvements were identified in relation to assessment activity throughout the service:

- The quality of information-sharing by partners and the quality of decision-making within strategy discussions.
- The assessment of the impact for children of living in neglectful environments to inform authoritative and child-centred practice.

**Strategy discussions** – Ofsted inspectors noted that *“most strategy discussions are timely, but for a very small number of children there is a delay in recognising children at risk of significant harm until there has been a further incident or concern. Strategy discussions do not involve all relevant partners sharing agency information until the initial child protection conference stage.”* The actions to address these concerns will be included in the post-inspection improvement plan, due to be submitted to Ofsted in March 2020.

**CAIT Police colleagues are now co-located** in FAST meaning there are increased opportunities to have strategy discussions in person. The Police are now involved at every level. However, the physical space occupied remains problematic and plans are being explored to relocate the staff.

**Health involvement in strategy meetings** – a plan has been agreed for the health representative in FAST to contribute to strategy discussions where the allocated Health Professional is not available, and agreed a process for the LAC Health team or in-house Clinical team to be involved in discussions for looked after children as appropriate. There is work underway to develop a joint protocol for strategy discussions.

**Assessment of neglect** – Ofsted found that “*some assessments remain too adult-focused and do not address the lived experience of very young children, particularly those living at risk of neglect.*” The actions to address these concerns will be included in the post-inspection action plan due to be submitted to Ofsted in March 2020.

## 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.

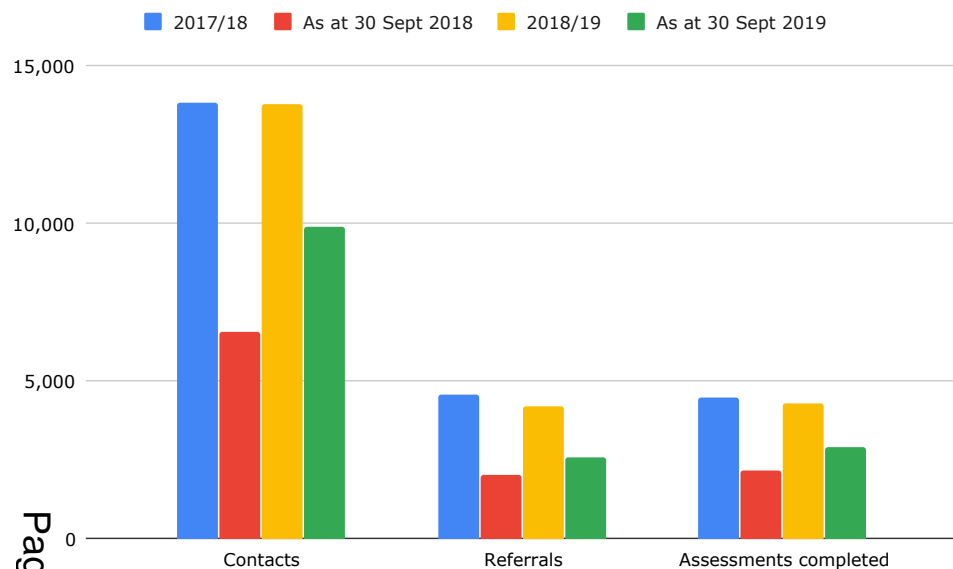


### First Access and Screening Team (FAST)

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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	2017/18	As at 30 Sept 2018	2018/19	As at 30 Sept 2019
<b>Contacts</b>	13,802	6,562	13,767	8,487
<b>Referrals</b>	4,563	2,002	4,190	2,129
<b>Assessments completed</b>	4,456	2,148	4,290	2,504

**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.

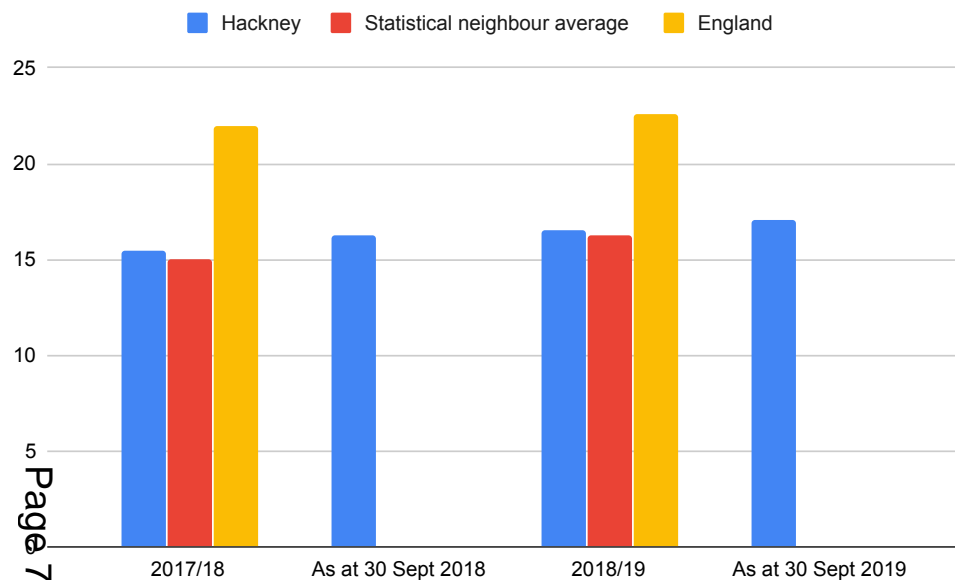
Referrals which do not result in an assessment but indicate that some ongoing support would be beneficial result in families being signposted or referred to Early Help services.



**There has been a 30%** increase in the number of contacts as at 30 September 2019 from this time last year, with an increase in the number of referrals accepted (10%) and assessments completed (17%). Additional staff have been recruited in light of the increased demand, and analysis of the driver of increased demand is being undertaken.



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



	2017/18	As at 30 Sept 2018	2018/19	As at 30 Sept 2019
<b>Hackney</b>	15.5%	16.3%	16.5%	17.2%
<b>Statistical neighbour average</b>	15%	n/a	16.3%	n/a
<b>England</b>	22%	n/a	22.6%	n/a

There has been a small but gradual increase in the number of re-referrals over the past two years. We are aware that our recording in this area has improved and this may account for the increase. Hackney's rate of re-referrals continues to be lower than the national average.

Between April - September 2019, 72% of assessments were completed within 45 days, compared to 59% during the same period in 2018/19. There has also been a significant decrease in the number of assessments completed in 60 days or more, from 15% to 8% from April to September 2019.



# Family Intervention and Support Service (FISS)

## The Children in Need Service



### Strengths/Progress

#### Management oversight of Children in Need and Child Protection Plans

The recent Ofsted inspection found that:

- *“Services for children in need have improved since the findings of the focused visit. There is additional senior manager oversight to ensure that children’s circumstances are improving, or that decisive action is taken to intervene to enable this to happen.”*
- *“When needs are addressed, children are appropriately stepped down to effective early help services, and a low proportion of children are re-referred to social care.”*
- *“In most cases, good work is helping to improve children’s circumstances, and during the inspection no children were found to be at immediate risk of harm.”*
- *“Initial planning for children is robust, and there is effective oversight of the progress made by children in need.”*
- *“More recent child protection planning demonstrates better practice and plans which set clear goals to reduce harm for children.”*
- *“A range of relevant partners make a positive contribution to the regular reviews of children’s plans.”*
- *“In better casework, where intervention is not making improvement for children, social workers and managers have taken timely and effective action to review and escalate children’s cases.”*

Following the focused visit by Ofsted in February 2019, Service Manager and Head of Service checkpoints were introduced for all Child in Need and

Child Protection Plans at 9, 12 and 15 months increasing management oversight of cases open for longer periods to ensure that, where necessary, cases are stepped up to Child Protection processes in a timely manner. This has been part of the reason for an increase in the number of Child Protection Plans. Hackney’s current rate of Child Protection Plans is in line with national average rate per 10,000.

#### Unit model supported by Clinical and Domestic Abuse Services

Ofsted noted during the inspection that:

- *“a range of key services are co-located alongside the...units, where children and families are allocated across a manager and social workers. This integrated way of working enables children and families to benefit from prompt and effective clinical consultation and support that is making improvements to their lives. A forensic clinical psychologist is supporting complex work to more accurately assess males who may pose a risk to children.”*
- *“The domestic abuse intervention service also provides effective support to victims, as well as a range of evidence-based programmes for perpetrators of domestic abuse. The risks to children from domestic abuse are well understood, and the impact for children is effectively addressed within plan.”*

**Missing young people** – Ofsted noted that:

- *“Multi-agency interventions with vulnerable adolescents are helping to address the risks associated with exploitation, serious youth violence and going missing. Concerted efforts are made to engage children in work to develop their insight in order to decrease the risk in their daily lives.”*
- *“When young people return from being missing, they are not all routinely offered a timely interview. However, they do benefit from effective interventions and conversations about the risks of going missing.”*

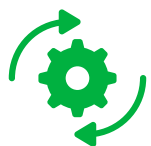


- *“Whilst immediate responses to missing children episodes are proactive, and high quality direct work takes place to understand young people’s behaviour and support them to develop strategies to keep themselves safe, work is taking place to improve the timeliness of recording missing episodes and ensuring that independent return home interviews are consistently offered to young people.”*

A more streamlined recording process for missing children episodes was introduced in October 2019 to improve the timeliness of recording missing episodes. This is being tracked by managers to ensure that it is consistently embedded.

**Contextual safeguarding** – Ofsted noted during the inspection that *“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 in reducing the risk of extra-familial harm.”*

**Disabled Children’s Service improvements** – Following a review at the end of 2018, this service was brought within FISS in April 2019. Ofsted noted that *“Following deterioration in services, senior leaders took remedial action earlier in the year and implemented a plan for improvement. This is beginning to have some positive impact in improved safeguarding practice and more robust management oversight of the progress of children’s cases.”*



### Areas for further development and actions to address

During the recent Ofsted inspection, two specific recommendations for improvement were identified in relation to the Children in Need Service:

- The quality of assessment and planning for children subject to private fostering arrangements (which includes the oversight provided by Corporate Parenting).
- The timeliness and effectiveness of pre-proceedings work, including the quality of contingency planning.

The recommendation in relation to the assessment of children living in neglectful situations informing authoritative and child centred practice also relates to this service area.

**Private fostering** – Ofsted inspectors found that:

- *“private fostering arrangements are under-developed. Some children are living in private fostering arrangements where the adult’s capacity to meet children’s needs is insufficiently assessed.”*
- *“Senior leaders took immediate action to address weaknesses in the assessment and approval of some private foster carers that were found during the inspection.”*

Following the inspection, all private fostering cases have been subject to a deep dive audit to ensure that arrangements in place meet children’s needs. Monitoring processes for private fostering arrangements have been improved and are reported to senior leaders. This will be kept under close scrutiny by leaders as part of the post-inspection improvement plan.

**Neglect and child protection** – During the inspection, Ofsted found:

- *“a small number of children experiencing neglect and who are subject to children protection plans do experience delays in being protected.”*
- *“reviews of children’s plans are not informed by updated written assessments of need and do not consistently provide an updated evaluation of risks for children. This includes children who are subject to plans for a number of years.”*
- *“Child protection conference chairs do not provide consistent challenge when plans do not improve or address children’s circumstances. This is compounded at times by over-optimism and lack of challenge within the social work unit meetings that oversee cases.”*

The actions in response to this feedback are being developed but managers are also focusing on encouraging a culture of authoritative practice with robust oversight.

**Pre-proceedings work** – During the inspection, Ofsted found that:

- *“Most decisions to initiate pre-proceedings are appropriate, with*

*effective practice in pre-birth planning. For a small number of children, the decisions to escalate to pre-proceedings is not timely and follows lengthy periods of child protection planning, which has not improved children's circumstances."*

- *"There is a lack of clear contingency planning in pre-proceedings work, which delays the exploration of alternative family carers for children. As most cases progress onto care proceedings, this cumulative delay means that a very small number of children do not come into care when they need to, even when the threshold has been met."*
- *"A review of children's cases following the focused visit resulted in a large increase in care applications to court in recent months. Routine management oversight is not consistently ensuring the progression of plans for a small number of children in pre-proceedings. Senior managers identified immediate actions to improve this key area of practice during the inspection."*

Improvements have been introduced to our pre proceedings work, including the introduction of a revised Public Law Outline letter template to improve clarity of information for parents about concerns for their children, what they need to do now and contingency planning. Closer working arrangements with the Legal Service were recently put in place to support the development of more sharply focused submissions to court when children need to come into care.

**Child-focused planning** – Ofsted found that

- *"not enough children are encouraged to participate in reviewing their plan in any way, or have their views sufficiently considered within review meetings and conferences."*

The service will take learning from the approaches taken in our successful child-centred approach of LAC Reviews **'Our Reviews, Our Choice'** to inform the approach taken in Child Protection conferences and make better use of the Children's Rights Service to give children a greater voice.

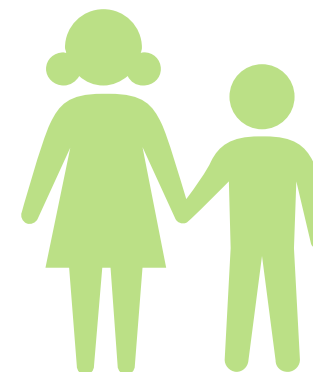
## The Children in Need Service

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).



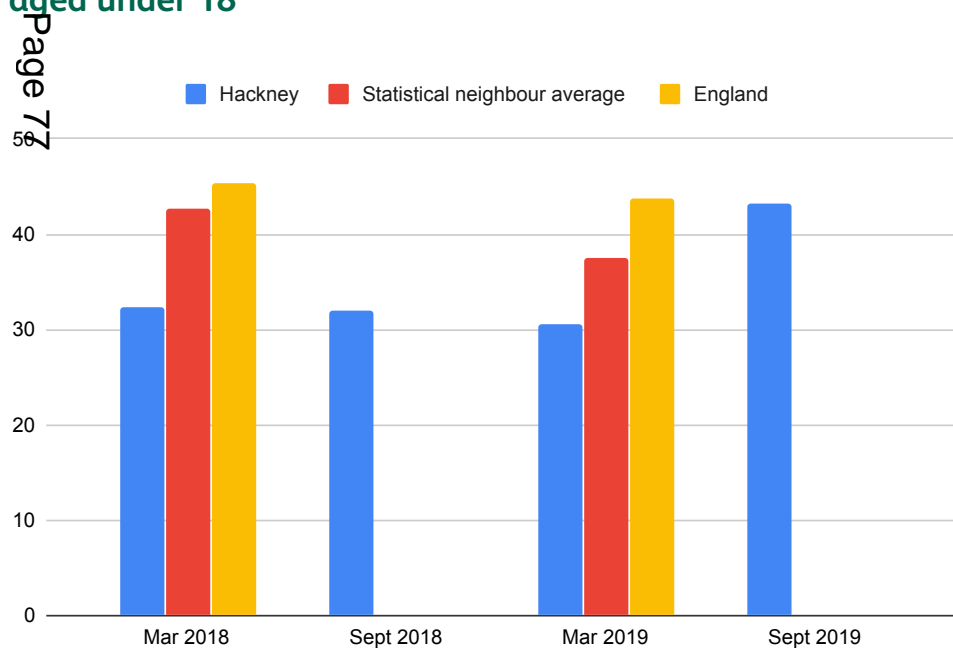


## Number of Child Protection Plans

Mar 2018	Sept 2018	Mar 2019	Sept 2019
200	199	194	276

There was a decrease in the number of Child Protection Plans in 2018/19 as a result of the 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. This has now increased in part due to increased management oversight following Ofsted's focused visit in February 2019.

## Rate of Child Protection Plans per 10,000 population aged under 18



	Mar 2018	Sept 2018	Mar 2019	Sept 2019
<b>Hackney</b>	15.5%	16.3%	16.5%	17.2%
<b>Statistical neighbour average</b>	15%	n/a	16.3%	n/a
<b>England</b>	22%	n/a	22.6%	n/a



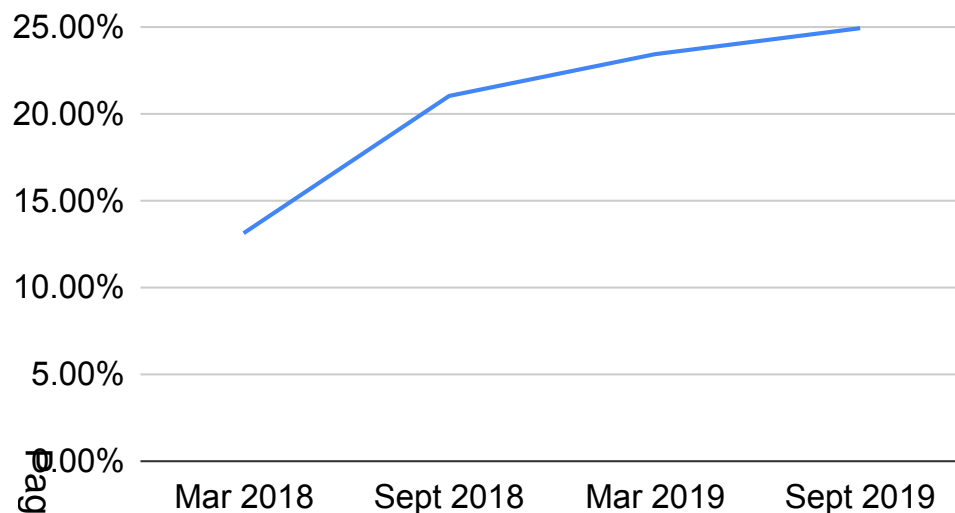
The rate of Child Protection Plans in Hackney at 30 September 2019 was 43.3 children per 10,000. This is an 11.3% increase from the previous year (32 per 10,000 at September 2018).



### Court Proceedings

The overall average length of court proceedings in Hackney between April - September 2019 was 35 weeks. This is an increase from an overall average of 28 weeks in 2018/19 and corresponds to the increase in applications to court. As at 30 September 2019, this is slightly higher than the national average of 33 weeks but lower than the East London average of 40 weeks.

## 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



	Mar 2018	Sept 2018	Mar 2019	Sept 2019
<b>Hackney</b>	<b>13.1%</b>	<b>21%</b>	<b>23.4%</b>	<b>24.9%</b>
<b>Statistical neighbour average</b>	15.8%	n/a	16.5%	n/a
<b>England</b>	20.2%	n/a	20.8%	n/a



The percentage of children in Hackney subject to a Child Protection Plan for a second or subsequent time at 30 September 2019 was 24.9%. This is an increase compared to the same point last year and higher than the most recently published statistical neighbour average (16.5%) and most recently published national average (20.8%). A report analysing this rise made a number of recommendations to ensure interventions are effective before plans end.

## 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 2018	Sept 2018	Mar 2019	Sept 2019
Under 3 months	32%	31%	27%	30%
3 – 6 months	11%	22%	30%	32%
6 – 12 months	21%	23%	24%	26%
1 – 2 years	33%	19%	13%	9%
Over 2 years	3%	5%	6%	4%

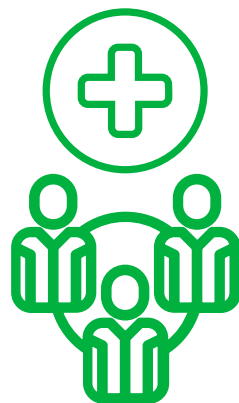
Between March 2019 and September 2019 there was a 6% reduction in the number of children on Child Protection Plans for over a year to 13% - this figure is now below the national average (15%).



# 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).



## Clinical Service Activity Data April - September 2019

<b>Number of new cases</b>	309
<b>Total number of cases</b>	251
<b>% of positive CHI-ESQ* feedback</b>	93 %
<b>% of positive SDQ** improvement</b>	60 %

\*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.

## Fostering Changes and Nurturing Attachments Group

The Fostering Changes and Nurturing Attachments training for foster carers aims to develop foster carers’ skills in managing complex relationships with young people and provides a safe space for foster carers to reflect on their own attachment histories. Eight foster groups have run, with 60 participants who attended at least 75 % of sessions. This course runs twice a year and will continue to run this year.

## Mindfulness-based cognitive therapy

In April and May 2019, the Clinical Service ran an eight session group programme for Special Guardians led by a Clinical Psychologist. The programme taught a wide range of mindfulness practices and provided guidance and offered support for weaving these practices into the relationships with the children in their care.

## Compassion Focussed Therapy Group

This six week group aimed to provide parents with the opportunity to develop ways of being more kind and compassionate to themselves. The group was aimed at parents that have a tendency to criticise themselves or their parenting, as well as parents who report low self-esteem and low confidence. It focused in part on supporting parents to identify some of the barriers to being compassionate to themselves, and the impact this can have, particularly on their children.

## Post Incident Parent Support Group

Following a number of violent incidents in Hackney involving young people, this group was set up to support parents. The group was facilitated by a Forensic Psychologist and is linked to the Contextual Safeguarding team.

## 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. In 2019 the Clinical Service started training in 'Family Ties' a multi-family group for children and families experiencing separation or divorce, a joint venture with the Anna Freud Centre. The first group began in September 2019.

## Association for Systemic Practice and Family Therapy accredited training for practitioners

In 2018, the Foundation Level training available for practitioners in Hackney was accredited by the Association for Systemic Practice and Family Therapy in the UK (AFT).

The training provides 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.

Our second year, intermediate level systemic training is offered to practitioners who had successfully completed the foundation level in systemic practice. In 2019, this year two training was also accredited by AFT.

## 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 and 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.

## The Trusted Relationships Project

The Clinical Service has a Clinical Psychologist based in the Trusted Relationships project. The project aims to provide a detached youth work and mental health service that operates around the borough in areas frequented by young people. The aim is to provide an alternative, accessible and less stigmatised pathway into targeted support.

# Corporate Parenting



## Strengths/Progress

**The November 2019 Ofsted inspection judged that the experiences and progress of children in care and care leavers were good.**

Inspectors noted that *“children in care and leaving care in Hackney benefit from a strong service...once in care, most children live in placements that meet their needs and children make good progress.”*

**Foster carer recruitment activity continues** – this has resulted in 6 foster carer households recruited between April–September 2019 which is in line with the 12 recruited during the whole of 2018/19. The service continues to set ambitious targets for foster carer recruitment. During the recent inspection, Ofsted noted that *“support for foster carers is strong, with a comprehensive training offer and a range of effective support, including regular therapeutic consultations.”*

**Supported Lodgings** – A supported lodging scheme was launched in January 2019. Five mainstream foster carers have joined the scheme to date and further candidates are being assessed. This means that Hackney can provide a wider range of placement options for young people.

**Unaccompanied Asylum Seeking Children project** – additional support for UASC/former UASC is being provided through a project funded by the Government’s Controlling Migration Fund. This project is aiming to develop supported lodgings options for Vietnamese, Albanian and Eritrean UASC, and provide specialist support to develop the independence and integration of this cohort. Our unaccompanied asylum seeking children also receive support in terms of their education, including learning English, through the Virtual School, and will receive clinical support for trauma by the in-house Clinical Service as required.

**Child-centred Looked After Child Review process** – There continues to be positive feedback from young people about their Looked After Child Reviews through the child-friendly ‘Our Reviews, Our Choice’ process.

**Children in Care Council** – A dedicated Participation Officer, located in the Virtual School, started in post in March 2019, and has focused on relaunching Hackney’s Children in Care Council and offering wider participation opportunities, rebranded as HoT - Hackney of Tomorrow. HoT has developed a committed and engaged membership group of young people, who have been included in a number of recruitment and commissioning exercises. Plans are in place to encourage more school-age children to join HoT, and the Corporate Parenting Board now has dedicated space at every meeting for HoT to engage with and influence decision-making by councillors and senior leaders.

**Widespread engagement in the development of the refreshed Corporate Parenting Strategy for 2019-2022** – A well-attended development workshop was held in May 2019 with practitioners, partner agencies, foster carers, councillors and young people. The priorities of the refreshed strategy are based on the ‘Hackney Promise to Children and Young People in Care’ that was developed by young people. The strategy reaffirms the corporate parenting responsibilities of councillors and leaders across the Council.

**Access to Child and Adolescent Mental Health Service support for looked after children and care leavers** – New entrants into care receive robust and timely mental health assessments from our in-house clinicians and ongoing support from clinicians as needed. An in-house clinician is present at every initial health assessment, strengthening joint working with the Looked After Children Health team at an early stage. The strong and consistent clinical intervention to looked after children continues for care leavers as they transition to adulthood.

**The Virtual School provides access to a broad range of cultural and educational activities for looked after children and care leavers.** Care

leavers receive extensive support around education, employment and training. The Virtual School actively pursues and works in partnership with external organisations and the voluntary sector to develop opportunities for care leavers to secure training, apprenticeships and employment.

Ofsted noted during their recent inspection that *“Young people were full of praise for the virtual school staff who are helping them.”*

**The Leaving Care Service continues to be led by qualified social workers.** In response to the increase in the number of care leavers supported by the Service, additional capacity has been delivered through the creation of 3 Personal Advisor roles in the Leaving Care social work units.

**Health support for looked after children and care leavers** – the recent Ofsted inspection noted that “The health needs of children in care and care leavers are well addressed and timeliness of review health assessments is improving.” The redesigned LAC Health Service, jointly commissioned with the CCG, has more robust systems to ensure access to a full health offer for young people placed out of area. A new provider is in place and has been delivering the LAC Health Service since September 2019, with performance being tracked at regular contract monitoring meetings.

**Successful transition to the Regional Adoption Agency** – led by Islington Council, Adopt London North launched on 1st October 2019. Hackney fully engaged with 5 local authorities in setting up and managing this transition for staff and adoptive families.



## Areas for further development and actions to address

**The number of looked after children and care leavers has increased significantly over the last few years.** This has meant that greater staffing numbers are needed as well as an increase in the number and variety of placements for children. The Service has responded accordingly, seeking opportunities to increase funding such as through the Controlling Migration Fund and working with Finance colleagues to ensure that resources are well

targeted. The recently refreshed Sufficiency Strategy 2019-22 responds to the need to increase the number and variety of placements for children and young people.

**Suitable placements for complex adolescents** – of the young people who entered care between April - September 2019, 60% 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 a partner in 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. In their recent inspection, Ofsted noted that *“robust commissioning and child-focused work by the placement management unit are helping to ensure that the majority of young people live in accommodation, including semi-independent accommodation, that is suitable and provides on-site support to meet their needs.”*

**Placement stability** is a continuing challenge and this is linked to the older age profile and complexity of needs of those children becoming looked after. The offer available to support placement stability includes innovative interventions such as the Family Learning Intervention Project. However, practice needs to be more timely in identifying support needs and implementing appropriate support to sustain placements. Service Managers within Corporate Parenting have also initiated in depth work to understand thematic issues affecting placement stability through learning from disruption meetings and extended moving on reviews in order to improve overall performance on placement stability. Management oversight is showing that the majority of placements are supported by effective ‘settling in’ meetings, however work is taking place to improve the consistency of ‘settling in’ meetings at the start of placements to ensure these always take place.

**Life story work** – Recent audits have identified that improving the consistency, quality and timeliness of life story work is an ongoing area for development. A working group has been established to support practitioners to develop a deeper understanding of the significance of



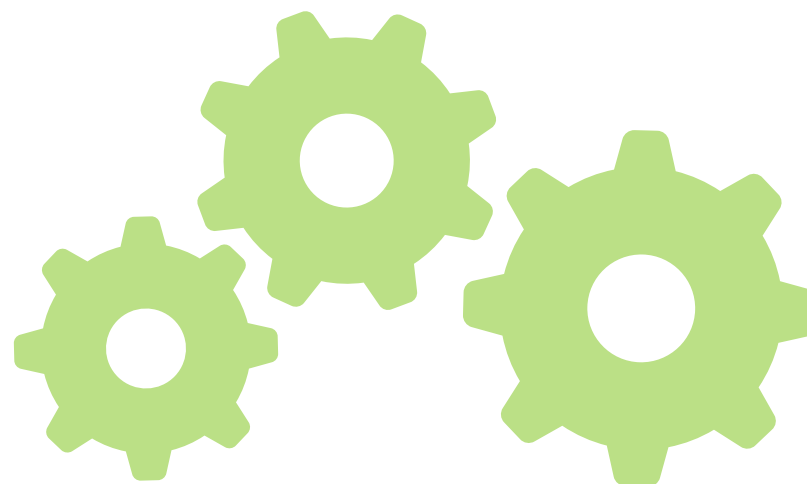
life story work, and maintaining child friendly records from the earliest engagement with statutory services in a way which supports later preparation of life story work.

**Strengthening support for children on Special Guardianship Orders (SGOs)** Ofsted noted in their recent inspection that “*Leaders recognise that more children could benefit from special guardianship arrangements with extended family members, and appropriate plans are in place to address this through a dedicated support service for connected carers and guardians.*” The establishment of a targeted SGO and Connected Carers unit within the Corporate Parenting Service is in progress and this will expedite and focus practice on supporting children under SGO arrangements.

**The number of young people ‘staying put’ is lower than expected** (21 at the end of September 2019, compared to 25 young people in 2018/19). Recent analysis has highlighted the level of financial support to continuing

foster carers as having a key impact on performance in this area. Service Managers have reviewed the current policy and proposed an increase in the staying put allowance following feedback from carers and former carers to understand what offer would better support performance. The Service implemented the new arrangements from September 2019 and expects this will increase the number of young people in ‘staying put’ arrangements.

**Access to affordable accommodation for care leavers** – wider housing issues within Hackney and the London area present an increasing challenge to the range of suitable and affordable accommodation available for care leavers. The Service is continuing to work in partnership with the Council’s Housing Needs Service to increase the number of care leavers in suitable accommodation and there are plans in place to develop a new housing pathway for young people.





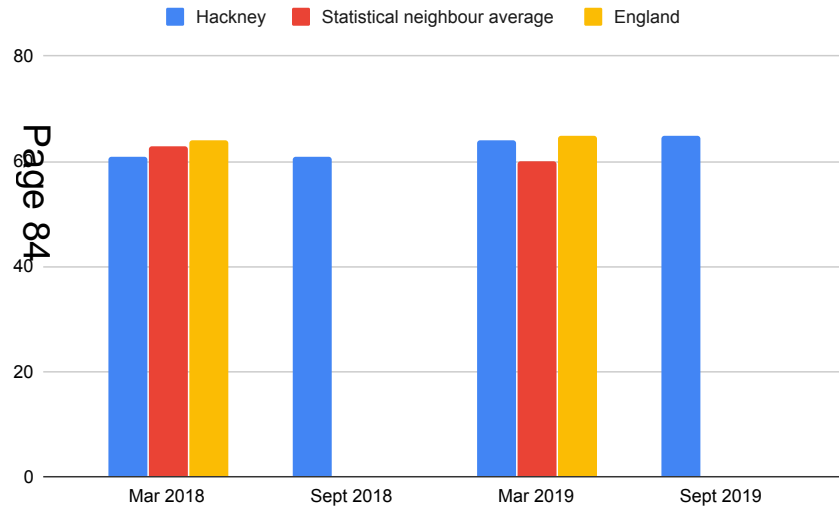
## Looked After Children

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 2018	Sept 2018	Mar 2019	Sept 2019
381	384	404	413

### Children Looked After per 10,000 population aged under 18

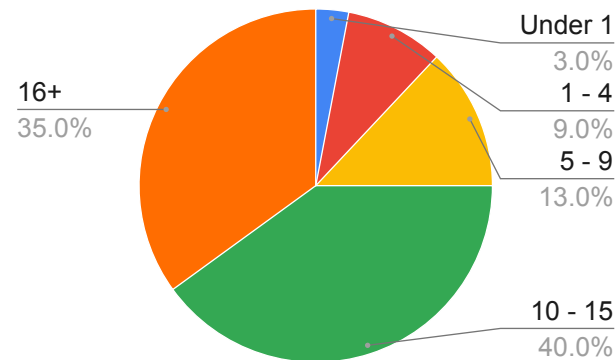


	Mar 2018	Sept 2018	Mar 2019	Sept 2019
<b>Hackney</b>	<b>61</b>	<b>61</b>	<b>64</b>	<b>65</b>
<b>Statistical neighbour average</b>	63	n/a	60	n/a
<b>England</b>	64	n/a	65	n/a

Hackney's rate of looked after children is increasing but is in line with the national average as at the end of September 2019.

### Age breakdown of total number of looked after children, at 30 September 2019

Age	Sept 2018	Mar 2019		Sept 2019
	Hackney	England	Hackney	Hackney
<b>Under 1</b>	17 (4%)	5%	19 (5%)	11 (3%)
<b>1 - 4</b>	22 (6%)	13%	26 (6%)	36 (9%)
<b>5 - 9</b>	59 (15%)	18%	58 (14%)	55 (13%)
<b>10 - 15</b>	150 (39%)	39%	153 (38%)	163 (40%)
<b>16 +</b>	136 (35%)	24%	148 (37%)	148 (35%)
<b>Total</b>	<b>384</b>		<b>404</b>	<b>413</b>



A higher proportion of Hackney's looked after children cohort are older young people than the national average – 36% of the total cohort were aged 16+ years as at 30 September 2019, compared to 24% nationally (as at March 2019).



## Age breakdown of children entering care during the year as at 30 September 2019, by age on starting

Age	Sept 2018	Mar 2019		Sept 2019
	Hackney	England	Hackney	Hackney
<b>Under 1</b>	7 (7%)	19%	24 (11%)	4 (4%)
<b>1 - 4</b>	7 (7%)	17%	22 (10%)	15 (15%)
<b>5 - 9</b>	8 (8%)	17%	19 (9%)	11 (11%)
<b>10 - 15</b>	30 (31%)	27%	58 (27%)	31 (30%)
<b>16 +</b>	46 (47%)	20%	89 (43%)	42 (40%)
<b>Total</b>	<b>98</b>	<b>NA</b>	<b>212</b>	<b>103</b>

More young people come into care at an older age in Hackney. Between April - September 2019, 73 children and young people aged 10 and over entered care - 70% of the total number that entered care.

100  
85



There has been a 5% increase in the number of children entering care between April and September 2019, 103 compared to 98 during the same period in 2018.

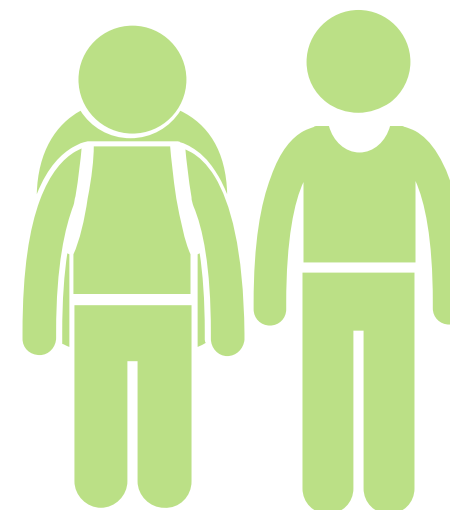


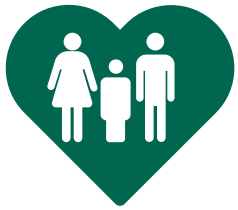
The percentage of young people becoming looked after for the second or subsequent time within the last 12 months was 7.8% as at 30 September 2019, a decrease compared to 16.8% at the same point last year, and also compared to 14.7% for the whole of 2018/19.

The number of children leaving care between April - September 2019 was 98. Of these, 27 (27%) returned home to live with parents, relatives or another person with parental responsibility. A further 14 (13%) left care due to Special Guardianship Orders being granted, and 6 (6%) were adopted.

## Unaccompanied Asylum Seeking Children

44 Unaccompanied Asylum Seeking Children were open to Hackney as at 30 September 2019, compared to 43 as at 31 March 2019. Unaccompanied Asylum Seeking Children numbers have continued at the same level following an increase last year.





## Fostering Service

### Recruitment of Foster Carers

Six mainstream foster carer households have been approved during April -September 2019 and the service is on track to recruit fourteen carers by the end of March 2020. Six mainstream foster carer households were approved between April - September 2018 and twelve for the whole of 2018-19. Eight foster carers resigned or had their approval terminated between April and September 2019, due to a change in their circumstance or retirement. Research has shown that on average, approximately 13 % of foster carers leave their service each year nationally.



### 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 in other areas 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 Hackney’s first hub home in August 2019 and work is underway to identify a second hub home during 2020.

## Placement Activity – Placement Stability

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

	Mar 2018	Sept 2018	Mar 2019	Sept 2019
<b>Hackney</b>	<b>11%</b>	<b>13%</b>	<b>13%</b>	<b>13%</b>
<b>Statistical neighbour average</b>	12 %	n/a	11 %	n/a
<b>England</b>	10 %	n/a	10 %	n/a

The percentage of children with 3 or more placements in a year as at September 2019 has remained in line with performance at March 2019 and September 2018.

### 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

	Mar 2018	Sept 2018	Mar 2019	Sept 2019
<b>Hackney</b>	<b>62%</b>	<b>66%</b>	<b>62%</b>	<b>64%</b>
<b>Statistical neighbour average</b>	69 %	n/a	70 %	n/a
<b>England</b>	70 %	n/a	69 %	n/a

Long-term placement stability for children in care has increased between April and September 2019 from 62 % to 64 % . Long term placements are reviewed at the Care Planning Panel to ensure required support is provided as early as possible.



## Adoption and Permanency – Children Adopted

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

	2017/18	2018/19	Sept 2019
Hackney	12	12	6
	6%	6%	6%
Statistical neighbour average	12	12	n/a
	6%	6%	n/a

Between April and September 2019, six Hackney children were adopted. This is an increase compared with the same period last year when four children were adopted.

The average time between a child entering care and moving in with its adoptive family, between April and September 2019, was **472 days** compared to a national average of 433 days over the course of 2018/19.

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, between April and September 2019, was **425 days** compared to a national average of 173 days in 2018/19. This high average was in part due to the adoption of an older child with complex needs adopted by his foster carers of three years, which was a positive outcome for this child.



### Recruiting Adopters

Two adoptive families were approved in Hackney between April and September 2019. This is a decrease from 2018/19 when eight adoptive

families were approved over the course of the year. The last families to be approved as adopters were approved in April 2019.

All local authorities are required to become part of a Regional Adoption Agency by April 2020. In London the majority of local authorities are participating in the development of Adopt London which has four sub-regional Adoption Agencies. Hackney is now part of Adopt London North which consists of six local authorities (Hackney, Camden, Islington, Enfield, Barnet and Haringey).

The development of the Regional Adoption Agency which is led by Islington Council, launched on 1st October 2019. The ongoing recruitment of adopters is now being managed by Adopt London North.



### 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.

**296** care leavers aged 17-21 were being supported by the Leaving Care Service, as at 30 September 2019, a **13.8%** increase compared to the **260** being supported at the same point in September 2018, but a **2%** decrease compared to the **303** young people being supported at 31 March 2019.

The Service was providing support to 65 care leavers aged over 21, as at 30 September 2019. This is double the number of care leavers supported at the same time last year. On 1 April 2018, the law changed for care leavers and all care leavers must now be offered support from a personal advisor until the age of 25, regardless of whether they are in education.

# Safeguarding and Learning

## Independent Chairs

Hackney's Independent Chairs provide independent oversight of work with looked after children as well as chairing Child Protection Conferences. A new way of conducting reviews for looked after children, *Our reviews, our choice*, has been developed to make reviews more creative and encourage the participation of looked after children in their reviews. Feedback has shown that the process is ensuring more child-focused, age-appropriate reviews in line with children's needs. Social work and IRO reports are being thoughtfully written and personalised for each child or young person. The process has successfully resulted in increased participation, particularly from children aged 5 -15.



Ofsted noted during their recent inspection that “**child protection conference chairs do not provide consistent challenge when plans do not improve or address children’s circumstances.**” The actions to address this concern will be included in the post-inspection action plan due to be submitted to Ofsted at end of March 2020.

## Children’s Rights Service

The Children’s Rights Service continues to offer 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 who have been reported missing to understand what has happened and support young people to be safer. The Children’s Rights Officers (CRO) work to ensure that children and young people’s voices are heard, their wishes represented in plans made and their rights & entitlements upheld. The role has expanded this year to formally offer safety planning work, focusing on positive relationships, appropriate sexual relationships, self-esteem work, and understanding grooming and exploitation.

Between April and September 2019, the service received referrals for 101 young people. 78 young people have closed to the service while 23 remain open and receiving ongoing support along with open cases from other reporting periods. The average length of time that young people receive support from the service is 7.7 months, with the longest open case being 2 years and 10 months. Between April and September 2019 there have been no formal complaints made by children under the age of 18 or their advocates on their behalf. Children’s Rights Officers offer support and mediation to facilitate early and informal resolution for any complaints from children and young people.

In this period the service has supported developments in the process around recording missing children and are keen to increase the timeliness of the return home interview offer.

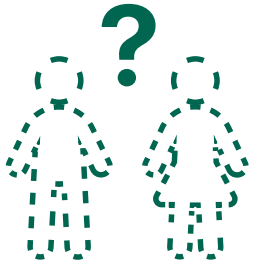


## Local Area Designated Officer (LADO)

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

There were 143 referrals to the LADO between April - September 2019, a slight increase in referrals when compared to 2018/19 which saw a total of 266 referrals over the whole year, following a 61 % increase on referrals in 2017/18.

Priorities for this year include providing training internally and for other agencies including schools and Police on the roles of the LADO, work to support unregistered settings and improving quality assurance and service development.



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

Between April - September 2019, 73 young people went missing from care on 491 occasions and 34 young people went missing from home on 49 occasions. The figure for young people in care is higher than during 2018/19 when 87 children went missing on 496 occasions over the course of the whole year. There are a number of children who go missing on a regular basis which may partially account for the rise in missing instances.

58% of children and young people who went missing from home accepted a Return Home Interview. 45% of children and young people who went missing from care accepted a Return Home Interview between April - September 2019 which is a significant reduction on the same period last year (62%).

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 343 audits taking place between April - September 2019. Multi-agency audits are also coordinated through City and Hackney Safeguarding Children Partnership.

In response to learning from audits, a Practice Week was held in July 2019 focusing on the theme of identity, diversity and discrimination - sharing learning, research, providing training and reminding staff of key messages to consider during their practice. Ofsted found that "children's unique cultural identity is recognised and reflected in assessments" when they inspected the service in November 2019.

During the recent Ofsted inspection, it was noted that ***"quality assurance is not yet consistently driving improvement to frontline practice across the whole service. Thematic issues from audit findings are used well to inform wider workforce development. Case audits challenge very poor practice and ensure that swift remedial action is taken where necessary. However, the approach of auditors is too inconsistent: some take an overly optimistic view of practice and are overly focused on process. Feedback from audits is too reticent in identifying and acting on areas of weaker practice, for example audits of privately fostered children. Actions arising from audits are not all systematically followed through to ensure sustained and wider improvements in practice."***

A number of changes to the auditing tools and process were put in place following the Ofsted focused visit in February 2019, however it is clear that further work is needed around the quality assurance framework and auditing processes given the inspection feedback from November 2019. These changes will be incorporated in the post-inspection action plan due to be submitted to Ofsted in March 2020.





<p><b>Children and Young People Scrutiny Commission</b></p> <p><b>24<sup>th</sup> February 2020</b></p> <p><b>Work Programme 2019/20</b></p>	<p>Item No</p> <p><b>7</b></p>
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Outline

Attached is a copy of the latest work programme for the Commission for 2019/20. A number of updates are included within this programme:

- 1) March 11<sup>th</sup> – Post 16 SEND: this item will focus on the education and training pathways for this cohort of children. A number of focus groups with parents and young people will take place before the meeting to support the Commission’s discussion. The item will contribute to a refresh of the Hackney Post 16 SEND Strategy.
  
- 2) March 11<sup>th</sup> - Cabinet Member Q & A: further to consultation with the Commission, the Chair has agreed the following areas for questioning:
  - Childhood poverty/ food poverty;
  - Troubled families programme;
  - Children’s centres.
  
- 3) March 11<sup>th</sup> – Action Plan for Ofsted: the action plan will not be ready for this meeting, but will be circulated direct to members of the Commission when available. The Chair and Vice Chair will meet the Group Director for Children, Adults and Community Health and Director of Children & Families to report back comments from the Commission. The finalised action plan will be published on the next agenda (May 12<sup>th</sup> 2020) with the comments submitted by the Commission.

Action

The Commission is asked to review and confirm the work programme for the remainder of the municipal year 2019/20 as agreed thus far.

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# Overview & Scrutiny

## Children & Young People Scrutiny Commission Work Programme June 2019 – May 2020

Meeting 1	Item title and scrutiny objective	Directorate – Division – Officer Responsibility	Preparatory work to support item
<p><b><u>Meeting</u></b>  <b><u>Date: 24<sup>th</sup></u></b>  <b><u>June 2019</u></b></p> <p>Deadline for reports:            12<sup>th</sup> June 2019</p> <p>Publication Date: 14<sup>th</sup> June 2019</p>	Election of Chair and Vice Chair	Martin Bradford, Scrutiny Team/ Chair CYP	
	Children’s Social Care – Action Plan in response to Ofsted focused visit.	<ul style="list-style-type: none"> <li>Anne Canning, Group Director, Adults, Children and Community Health,</li> <li>Sarah Wright, Director of Children &amp; Families</li> </ul>	<ul style="list-style-type: none"> <li>Circulation of outcome of Ofsted focused visit.</li> </ul>
	School Admissions	<ul style="list-style-type: none"> <li>Marian Lavelle, Head of Admissions and Pupil Benefits, HLT</li> <li>Annie Gammon, Director of Education and Head of HLT</li> </ul>	
	Childcare Sufficiency	<ul style="list-style-type: none"> <li>Donna Thomas, Head of Early Years, HLT</li> <li>Annie Gammon, Director of Education and Head of HLT</li> </ul>	<ul style="list-style-type: none"> <li>LA required to produce Childcare Sufficiency Report and present to members.</li> </ul>
	Developing new CYP Work Programme for 2019/20	Commission/ Scrutiny officer	<ul style="list-style-type: none"> <li>To consult local stakeholders</li> <li>Meet with service Directors</li> <li>Collate topic suggestions</li> </ul>

Meeting 2	Item title and scrutiny objective	Directorate – Division – Officer Responsibility	Preparatory work to support item
<p><b><u>Meeting Date:</u></b> <b><u>Monday 9<sup>th</sup> September 2019</u></b></p> <p>Papers deadline: <b>12.00pm Thursday 29<sup>th</sup> August</b></p> <p>Agenda dispatch: <b>Friday 30<sup>th</sup> August</b></p>	<p>New arrangements for City &amp; Hackney Safeguarding Children Board</p>	<ul style="list-style-type: none"> <li>• Anne Canning, Group Director Adults, Children and Community Health</li> <li>• Rory McCallum, Senior Professional Adviser, CHSCB</li> </ul>	
	<p>Off-rolling in schools: discussion item to:</p> <ul style="list-style-type: none"> <li>• Clarify and define of off-rolling;</li> <li>• Determine the nature and scale of off-rolling;</li> <li>• Assess the accountability of schools;</li> <li>• Identify what support children and parents may need;</li> <li>• Establish the role and duties of the local authority and how best it should respond to off-rolling.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Annie Gammon, Director of Education and Head of HLT</li> <li>• Andrew Lee, Assistant Director of Education, HLT</li> <li>• Simone Vibert, Office of Children’s Commissioner</li> <li>• Mike Sheridan HMI, Regional Director, Ofsted</li> <li>• Kiran Gill, CEO, The Difference</li> </ul>	<ul style="list-style-type: none"> <li>• Key background documents distributed to members in advance of the meeting.</li> </ul>
	<p>CYP Work Programme 2019/20:</p> <ul style="list-style-type: none"> <li>• Outcomes of the CYP Work Programme Consultation</li> <li>• Identification of training and development needs of Commission, site visits and rapporteurs.</li> </ul>	<ul style="list-style-type: none"> <li>• Martin Bradford, Scrutiny Officer / Commission</li> </ul>	<ul style="list-style-type: none"> <li>• Details of all topic suggestions circulated to members and published in the agenda.</li> <li>• Arrange meetings with senior officers to scope out work items.</li> </ul>

Meeting 3	Item title and scrutiny objective	Directorate – Division – Officer Responsibility	Preparatory work to support item
<b>Meeting Date:</b> <b>Tuesday 29<sup>th</sup> October</b>	Cabinet Question Time: Deputy Mayor and Cabinet member for Education, Young People and Children’s Social Care	<ul style="list-style-type: none"> <li>• Cllr Anntoinette Bramble</li> </ul>	<ul style="list-style-type: none"> <li>• Notification of 3 policy areas need to be with Cabinet member by 16th September 2019.</li> </ul>
Agenda dispatch <b>Monday 21<sup>st</sup> October</b>	Recruitment & Retention of Foster Carers - Update 2	<ul style="list-style-type: none"> <li>• Sarah Wright, Director of Children &amp; Family Service</li> <li>• Anne Canning, Group Director Adults, children &amp; Community Health</li> <li>• Robert Koglek, Head of Corporate Parenting</li> </ul>	
Papers deadline: <b>Tuesday 15<sup>th</sup> October 2019</b>	Children and Families Service Bi-Annual Report to Members  To provide oversight to children social care provision.	<ul style="list-style-type: none"> <li>• Sarah Wright, Director of Children &amp; Family Services</li> <li>• Lisa Aldridge, Head of Service, Safeguarding and Learning</li> <li>• Deborah Ennis, Service Manager - Safeguarding and Learning</li> </ul>	
	Support to LGBT+ children in school – Cabinet response	<ul style="list-style-type: none"> <li>• Commission - to review and note Cabinet response.</li> </ul>	
	Outcomes of Exclusions – update	<ul style="list-style-type: none"> <li>• Martin Bradford, Scrutiny Officer</li> </ul>	
	CYP Work Programme 2019/20	<ul style="list-style-type: none"> <li>• Martin Bradford, Scrutiny Officer</li> <li>• Commission</li> </ul>	<ul style="list-style-type: none"> <li>• To review and monitor progress.</li> </ul>

### Joint meeting with Health in Hackney Scrutiny Commission

Meeting 3a	Item title and scrutiny objective	Directorate – Division – Officer Responsibility	Preparatory work to support item
<p><b><u>Meeting</u></b>  <b><u>Date:</u></b>  <b><u>Monday 4<sup>th</sup></u></b>  <b><u>November</u></b></p>	<p>Update on integrated Commissioning - Children, Young People and Maternity Work-stream</p>	<ul style="list-style-type: none"> <li>• Anne Canning, Group Director, Children, Adults and Community Health</li> <li>• Amy Wilkinson, Work-stream Director</li> </ul>	

Meeting 4	Item title and scrutiny objective	Directorate – Division – Officer Responsibility	Preparatory work to support item
<b>Meeting</b> <b>Date:</b> <b>Wednesday</b> <b>15<sup>th</sup></b> <b>January</b>  Agenda dispatch: <b>Wednesday</b> <b>18<sup>th</sup></b> <b>December</b>  Papers deadline: <b>Wednesday</b> <b>11<sup>th</sup></b> <b>December</b>	<b>Making Hackney a Child Friendly Borough</b>		
	Policy ambitions for a Child Friendly Borough	<ul style="list-style-type: none"> <li>• Cllr Christopher Kennedy, Cabinet Member for Families, SEND, Early Years and Play</li> </ul>	
	Engagement and involvement of children and young people	<ul style="list-style-type: none"> <li>• Hackney YP Representatives</li> <li>• Young Futures Commission Rohney Saggat-Malik and 2 YF representatives</li> <li>• Consultation &amp; Engagement service – Polly Cziok, Director</li> </ul>	
	Developing child friendly neighbourhoods:	<ul style="list-style-type: none"> <li>• Katie Glasgow, Gabrielle Abdi, Lizzie Bird– Haringey Planning Service</li> <li>• Dinah Bornat, Director ZCD Architects</li> <li>• Luke Billingham, Hackney Wick Through Young Eyes</li> <li>• Huan Rimmington, Build Up</li> </ul>	
Work Programme 2019/20	<ul style="list-style-type: none"> <li>• Martin Bradford, Scrutiny Team</li> </ul>	<ul style="list-style-type: none"> <li>• To review and monitor progress.</li> </ul>	

Meeting 5	Item title and scrutiny objective	Directorate – Division – Officer Responsibility	Preparatory work to support item
<p><b><u>Meeting Date:</u></b> <b><u>Monday 27<sup>th</sup> January 2020</u></b></p> <p>Agenda dispatch: <b>Friday 17<sup>th</sup> January 2020</b></p> <p>Papers deadline: <b>Tuesday 14<sup>th</sup> January 2020</b></p>	Children & Families Service – Outcomes of Ofsted Inspection	<ul style="list-style-type: none"> <li>• Anne Canning, Group Director, Children, Adults and Community Health</li> <li>• Sarah Wright, Director of Children and Families</li> </ul>	
	Contextual Safeguarding	<ul style="list-style-type: none"> <li>• Sarah Wright, Director of Children and Families</li> <li>• Lisa Aldridge, Head of Safeguarding and Learning</li> </ul>	Safeguarding children training session for Commission.
	Annual Report City and Hackney Safeguarding Board	<ul style="list-style-type: none"> <li>• Jim Gamble, Independent Chair of the City and Hackney Safeguarding Children Board</li> <li>• Rory McCallum, Senior Professional Adviser</li> </ul>	
	Unregistered Educational Settings -Update 2	<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>• Rory McCallum, Senior Professional Adviser, CHSCB</li> </ul>	
	Work Programme 2019/20	- Scrutiny Officer	- To review and monitor progress.

Meeting 6	Item title and scrutiny objective	Directorate – Division – Officer Responsibility	Preparatory work to support item
<p><b><u>Meeting Date:</u></b> <b><u>Monday 24<sup>th</sup> February 2020</u></b></p> <p>Agenda dispatch: <b>Friday 14<sup>th</sup> February</b></p>	<p>SRE Education in Schools- preparedness for new guidelines September 2020 (45mins)</p>	<ul style="list-style-type: none"> <li>• Young Hackney (Pauline Adams, David Wright, Peter Bachev)</li> <li>• Public Health (Nadia Sica)</li> <li>• HLT - Annie Gammon, Director of Education, Helena Burke</li> <li>• Ciara Emmerson, Headteacher, Haggerston School</li> <li>• Jo Riley, Headteacher, Randal Cremer Primary</li> </ul>	
<p>Papers deadline: <b>Tuesday 11<sup>th</sup> February</b></p>	<p>Young Black Men’s Project – Update (40 mins)</p>	<ul style="list-style-type: none"> <li>• Sonia Khan, Head of Policy and Strategic Delivery</li> <li>• Solomon Rose, Policy &amp; Research Officer</li> </ul>	
	<p>Children and Families Service Bi-Annual Report to Members (45mins)</p>	<ul style="list-style-type: none"> <li>• Sarah Wright, Director of Children &amp; Family Services</li> <li>• Lisa Aldridge, Head of Service, Safeguarding and Learning</li> <li>• Deborah Ennis, Service Manager - Safeguarding and Learning</li> </ul>	<p>6 month update report to September</p>
	<p>Work Programme 2019/20</p>	<p>Scrutiny Officer</p>	<p>- To review and monitor progress</p>

Meeting 7	Item title and scrutiny objective	Directorate – Division – Officer Responsibility	Preparatory work to support item
<p><b><u>Meeting Date:</u></b> <b><u>Wednesday 11<sup>th</sup> March 2020</u></b></p> <p>Agenda dispatch: <b>Monday 2<sup>nd</sup> March 2020</b></p> <p>Papers deadline: <b>Wednesday 26<sup>th</sup> February 2020</b></p>	<p><b>Post 16 Education and Training Pathways for Children and Young People with SEND: (Discursive item 100-120 mins)</b></p>		
	<p>Post 16 Education and Training Pathways for Children and Young People with SEND: the item will focus on providing a number of strategic priorities to support the refresh of the Post 16 SEND Strategy.</p>	<ul style="list-style-type: none"> <li>• Hackney SEND Team</li> <li>• Special schools: Ickburgh, Stormont House and The Garden</li> <li>• Providers: BSix; New City College &amp; Supported Internships</li> <li>• Social Care :Child Disability Service &amp; Adult Social Care</li> <li>• Hackney Clinical Commissioning Group</li> <li>• Hackney Independent Parent and Carers Forum</li> </ul>	<p>To meet with parents and young people before 11<sup>th</sup> March: focus groups planned for February 20<sup>th</sup> and February 27<sup>th</sup> 2020.</p> <p>Current Post 16 Strategy to be sent to members</p> <p>Background reports to members.</p>
	<p>Ofsted Inspection of Children's Social Care: Action Plan</p>	<ul style="list-style-type: none"> <li>• The Action Plan will not be ready for this meeting, and will be sent to members of the Commission directly when available.</li> <li>• The Chair and Vice Chair will meet the Group Director for Children, Adults and Community Health and Director Children &amp; Families to report back comments from the Commission.</li> <li>• The finalised action plan will be published on the next agenda with the comments submitted by the Commission.</li> </ul>	
<p>Annual Question Time: Cabinet Member for Families, SEND, Early Years and Play</p>	<ul style="list-style-type: none"> <li>• Cllr Christopher Kennedy</li> </ul>	<p>Notification of 3 policy areas notified by to Cabinet member 29<sup>th</sup> January 2020:</p> <ol style="list-style-type: none"> <li>1. Childhood poverty/ food poverty</li> <li>2. Troubled families programme</li> </ol>	



			3. Children's centres
	Work Programme 2019/20	Scrutiny Officer	<ul style="list-style-type: none"> <li>To review and monitor progress.</li> </ul>

Meeting 8	Item title and scrutiny objective	Directorate – Division – Officer Responsibility	Preparatory work to support item
<b>Meeting Date:</b> <b>Tuesday May 12th</b>  Agenda dispatch: <b>Friday May 1st 2020</b>  Papers deadline: <b>Tuesday 28th April 2020</b>	Hackney Schools Group	Eleanor Schooling, Independent Chair	
	Annual Update on Achievement of Students at Early Years Foundation Stage, Key Stage 2 and Key Stage 4.	<u>Hackney Learning Trust</u> <ul style="list-style-type: none"> <li>Tim Wooldridge, Early Years Team Leader</li> <li>Stephen Hall, Principal Adviser Primary</li> <li>Anton Francic, Principal Secondary Adviser</li> </ul>	
	TBC		
	New Work Programme Discussion	Commission	Write to service leads ahead of the meeting to identify
	Work Programme 2019/20	Scrutiny Officer	- To review and monitor progress

Standing Items		
Election of Chair	<ul style="list-style-type: none"> <li>Commission</li> </ul>	Scheduled 24/6/19
School Admissions and Childcare Sufficiency	<ul style="list-style-type: none"> <li>Annie Gammon, Director of Education</li> <li>Marian Lavelle</li> <li>Donna Thomas, Head of Early Years</li> </ul>	Scheduled 24/6/19
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> <li>Lisa Aldridge, Head of Service, Safeguarding and Learning</li> <li>Deborah Ennis, Service Manager - Safeguarding and Learning</li> </ul>	Scheduled 29/10/19 and 24/2/20
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</li> <li>Rory McCallum, Senior Professional Adviser</li> </ul>	Scheduled 27/1/20
Annual Question Time with Cabinet Member for Cabinet Member for Families, Early Years and Play	<ul style="list-style-type: none"> <li>Cllr Christopher Kennedy</li> </ul>	Scheduled 11/3/20
Annual Question Time with Deputy Mayor and Cabinet Member for Education, Young People and Children's Social Care.	<ul style="list-style-type: none"> <li>Cllr Anntoinette Bramble</li> </ul>	Scheduled 29/10
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, HLT</li> <li>Anton Francic, Principal Secondary Adviser, HLT</li> <li>Tim Wooldridge, Early Years, HLT</li> </ul>	Scheduled 28/4/20

Review Items		
Outcomes of Exclusions – Update / Final report (TBC)	Martin Bradford, Scrutiny Officer	Update 29/10/19 Final Report TBC
Recruitment & Retention of Foster Carers - Update 2	<ul style="list-style-type: none"> <li>• Sarah Wright, Director of CFS,</li> <li>• Robert Koglek Head of Corporate Parenting</li> </ul>	Scheduled 29/10/19
Unregistered Educational Settings - Update 2	<ul style="list-style-type: none"> <li>• Anne Canning, Group Director, Children, Adults and Community Health</li> <li>• Andrew Lee, Assistant Director Education Services, Hackney Learning Trust</li> <li>• Rory McCallum, Senior Professional Adviser, CHSCB</li> </ul>	Scheduled 27/1/20

<b>One off Items agreed from 2018/19</b>		
Action Plan arising from Ofsted Focused Visit	<ul style="list-style-type: none"> <li>• Anne Canning, Group Director, Children, Adults and Community Health, LBH</li> <li>• Sarah Wright, Director of Children &amp; Family Services</li> </ul>	Scheduled 24/6
Off-rolling	<ul style="list-style-type: none"> <li>• Annie Gammon, Director of Education and Head of HLT</li> </ul>	Scheduled 9/9
Support to LGBT students in Schools in Hackney – Cabinet response.	<ul style="list-style-type: none"> <li>• HLT/ Public Health/ Integrated Commissioning/ CCG/ Young Hackney</li> </ul>	Scheduled 29/10
Well-being and Mental Health Services (WAMHS): early intervention and support to schools	<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> <li>• Greg Condon, Mental Health Programme Manager, NHS City and Hackney Clinical Commissioning Group</li> <li>• Laura Smith, Clinical Lead, Children's Social Care, Hackney Learning Trust</li> </ul>	To be scheduled (with other mental health item)
New arrangements for Local Safeguarding Children Boards	<ul style="list-style-type: none"> <li>• Anne Canning, Group Director Adults, Children and Community Health</li> <li>• Rory McCallum, Senior Professional Adviser, CHSCB</li> </ul>	Scheduled 9/9

<p>Young Futures Commission  (1) Update on work of the YFC.  Emerging issues.  (2) Views in relation to the planned item  on the Voice of Young People.</p>	<p>Rohney Saggar Malik, Young Futures  Commission</p>	<p>15/1/20 (moved from 25/11/19) – Making  Hackney a Child Friendly Borough</p>
<p>Hackney Youth Parliament - Report  Back  (1) Update on work HYP (20 mins).  (2) Views in relation to the planned item  on the Voice of Young People.</p>	<p>Hackney Youth Parliament  Representatives: Aleigha Reeves,  Raivene Walters and Clive Kandza</p>	<p>15/1/20 (moved from 25/11/19) – Making  Hackney a Child Friendly Borough</p>

<b>Policy areas identified for possible scrutiny from the consultation process</b>		
<b>Contextual Safeguarding:</b> projects update, how is it being embedded, and what impact is it beginning to have. Has there been universal buy in – cooperation from partner agencies?	One-off item	Scheduled for 27 <sup>th</sup> January 2020
<b>Mental health:</b> What are the drivers for increasing mental health usage among young people? How effectively are services respond to these preventatively? Are there any inequities in the way that young people access services - how can these be redressed?	Review / One off – discursive item	
<b>SEND: support for children and young people post 16?</b> What support is provided for SEND children post 16 to prevent 'cliff-edge' provision? (Consistently raised across consultation)	One off – discursive item	Rescheduled to 11 <sup>th</sup> March 2020 (from 10 <sup>th</sup> December 2019) to coincide with Cabinet member Q & A (Cllr Kennedy in whose portfolio this sits).
<b>Children in Need</b> (Children's Social Care)	Review / One off – discursive item	
<b>Whole family approach</b> (Children's Social Care) and how services are coordinated for mental health, housing, DM and substance misuse support.	Review / One off – discursive item	
<b>Childhood Poverty:</b> nature and scale of this issue and what action taken to address this (Environmental poverty; air	One off – discursive item	The Poverty Strategy is being taken at Scrutiny Panel in April 2020. The Panel will

pollution, road safety and access to green spaces; Food poverty - ability of parents to clothe and feed children).		look at the effects of growing up poor in Hackney.
<b>Serious youth violence:</b> informed by outcomes of living in Hackney review. Involve young people. Living in Hackney completes its review in autumn 2019. This should inform any work of the CYP Commission.	One off – discursive item (with young people)	To be scoped
<b>Sex &amp; Relationship Education:</b> Preparedness of local schools for new SRE regulations in 2020 – with YH. New regulations effect September 2020. To obtain assurance that schools were sufficiently prepared – scrutiny would need to be 6-12 months in advance to enable implementation of any recommendations.	One off – discursive item	Scheduled for February 24 <sup>th</sup> 2020
<b>Childhood obesity (healthy weight)</b> - update on local strategy - effectiveness of local interventions.	One-off item	
<b>How to make Hackney a child friendly borough?</b> How is the voice of young people reflected in service design, planning and delivery? Young Futures/ HYP and young people focused session. Could also involve Planning, Consultation, CCG, IG, PH	One off – discursive item (with young people)	Moved to 15 <sup>th</sup> January 2020 from (25 <sup>th</sup> November 2019)

<b>Other items that may emerge in the course of the year which may require scrutiny.</b>		
Further Ofsted inspection of Children and Families Service.	Anne Canning, Group Director, Adults, Children and Community Health, Sarah Wright, Director of CFS	Inspection expected autumn 2019 - outcome November/ December onwards Scheduled for January 27 <sup>th</sup> 2020
Children's Centre's - engagement exercise completed July 2019 – report on outcomes.	Annie Gammon, Director of Education Donna Thomas, Head of Early Years	TBC
Reports of the social care ombudsman (reported to Cabinet July) on two upheld SEND cases; timeliness of EHC assessments.	Annie Gammon, Director of Education	
Case Reviews of young people that took their own life by CHSCP (from March 2019 meeting).	CHSCB/ CCG	Discussion with CHSCB - autumn
Impact of no-deal Brexit on schools, education and children's social care	Anne Canning, Group Director, Adults, Children and Community Health	Scheduled September 2019



Items agreed for 2020/21 work programme.		
Support for LGBT+ children and young people in school in Hackney	Review update	
Recruitment and retention of foster carers	Robert Koglek, Head of Corporate Parenting A brief update to be provided in October 2020 (presented alongside Children's Social Care Annual Report)	
Hackney Schools Group	Eleanor Schooling, Independent Chair Annual Report - Autumn 2020	
Young Futures Commission	Final reporting Rohney Saggarr Malik	
Child Friendly SPG	Katie Glasgow, Hackney Planning Service	

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<b>Children and Young People Scrutiny Commission</b> <b>27<sup>th</sup> January 2020</b> <b>Minutes of the previous meeting</b>	<b>Item No</b>  <b>8</b>
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**Outline**

The minutes of the meeting held on 15<sup>th</sup> January 2020 and 27<sup>th</sup> January were unavailable at the time of distribution and will be presented within the agenda for the next meeting to be held March 11<sup>th</sup> 2020.

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