

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

Tuesday, 8th September, 2020

7.00 pm

This meeting is being held virtually. To view the meeting live (or replay) please go to: <https://youtu.be/ttM-V2XIDgc>

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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 and Cllr Clare Potter

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 Urgent Items / Order of Business**
- 3 Declarations of Interest**
- 4 A Level and GCSE Exams 2020 - Update (19.05)** (Pages 1 - 2)
- 5 Covid 19 Update (19.30)** (Pages 3 - 14)
- 6 Racial Inequalities and Unconscious Bias (19.55)** (Pages 15 - 16)
- 7 Children and Young People Scrutiny Commission - 2020/21 Work Programme (21.00)** (Pages 17 - 32)

8 Letters to Cabinet members (Pages 33 - 46)

9 Minutes of the Previous Meeting (Pages 47 - 76)

10 Any Other Business

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

Access and Information

Getting to the Town Hall

For a map of how to find the Town Hall, please visit the council's website <http://www.hackney.gov.uk/contact-us.htm> or contact the Overview and Scrutiny Officer using the details provided on the front cover of this agenda.

Accessibility

There are public toilets available, with wheelchair access, on the ground floor of the Town Hall.

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

Further Information about the Commission

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

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



Public Involvement and Recording

Scrutiny meetings are held in public, rather than being public meetings. This means that whilst residents and press are welcome to attend, they can only ask questions at the discretion of the Chair. For further information relating to public access to information, please see Part 4 of the council's constitution, available at <http://www.hackney.gov.uk/l-gm-constitution.htm> or by contacting Governance Services (020 8356 3503)

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Those wishing to film, photograph or audio record a meeting are asked to notify the Council's Monitoring Officer by noon on the day of the meeting, if possible, or any time prior to the start of the meeting or notify the Chair at the start of the meeting.

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

The Council will endeavour to provide reasonable space and seating to view, hear and record the meeting. If those intending to record a meeting require any other reasonable facilities, notice should be given to the Monitoring Officer in advance of the meeting and will only be provided if practicable to do so.

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

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

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

Providing oral commentary during a meeting is not permitted.



Children and Young People Scrutiny Commission 8th September 2020 Item 4 - Update on A Level and GCSE Examinations 2020	Item No 4
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Outline

The Commission requested a verbal update on A Level and GCSE exam results for the summer of 2020. In particular, the Commission sought further information:

- As to how local children in years 11 and 13 have been affected with particular reference to disadvantaged groups;
- The range of advice and support available to help children navigate post 16 and post 18 options;
- An assessment of the capacity of local post 16/18 options to meet local needs.

- Annie Gammon, Director of Education
- Anton Francic, Principal Secondary Adviser

Background

[Awarding GCSE, A and AS Level exams in summer of 2020](#) Ofqual 13th August 2020

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Children and Young People Scrutiny Commission 8th September 2020 Item 5 - Covid 19 update	Item No 5
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Outline

The Commission has been receiving regular updates from both Children and Families Service and Hackney Learning Trust on the impact of Covid 19. This is the fourth set of briefings from these respective services.

- Sarah Wright, Director of Children and Families Service
- Annie Gammon, Director of Education

Background

[Coronavirus and Schools: FAQ](#) House of Commons Library Briefing CBP-8915 20th August 2020

[Managing through Covid 19 - the experience of children's social care in 15 English local authorities](#) NIHR Policy Research Unit in Health and Social Care Workforce, The Policy Institute, King's College London.

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Children and Families Service
Update for Scrutiny - 7 September 2020
Update on key performance trends following Covid-19

Introduction

The Children and Families Service has continued to provide critical services to children and families throughout the Covid-19 situation. This paper provides an update on some of the key trends that have been seen in respect of service demand and activity and advises on ways in which practice approaches and services delivery have been adapted over time in response to the Covid-19 situation.

A strategic workstream on *Adapting Support and Services for Children and Young People* chaired by the Group Director, Children, Adults and Community Health, has been established to plan further phases of work and to ensure that a strategic and coordinated approach is taken to planning the second phase of our response to the impact of Covid-19. This workstream is focusing on three key areas: keeping children and young people safe; supporting children and young people through the impact of Covid-19 and setting children and young people up for the future.

Key trends from 23 March 2020 onwards

Decrease in Referrals (including Child Protection Referrals)

There continues to be a significant reduction in the number of referrals received since social distancing measures were introduced, including the partial closure of schools. Whilst referral levels increased slightly following the easing of lockdown measures they have not yet returned to normal levels.

The service received an average of 57 referrals per week from the start of April to 21 August. These weekly averages are 38% lower than the normal weekly average of 92 referrals prior to lockdown (based on April 2019 - February 2020 data).

The service started an average of 22 Section 47 (Child Protection) enquiries per week from the start of April to 21 August, which is 24% lower than the weekly average of 29 Section 47 enquiries started prior to lockdown (based on April 2019 - February 2020 data).

Referral numbers and requests for Section 47 Child Protection enquiries are expected to increase significantly once the schools reopen in September. The Access and Assessment Service increased their staff numbers earlier in the year, by creating two new social work units, so should be well placed to respond to the anticipated increase in demand. Additional capacity from Early Support services and Hackney Learning Trust has also been added to the First Access and Screening Team (FAST) which processes initial referrals.

Increasing pressures

As at 21 August 2020, there were 277 children on a Child Protection Plan - this is an increase compared to the number just prior to the lockdown in response to Covid-19 when there were 258 children on Child Protection Plans (in the first week of March 2020). The rise in numbers is due to a reduction in the number of children ceasing to be subject to Child Protection Plans rather than an increase in the numbers becoming subject to Plans, and is indicative of the challenges that the recent restrictions have presented in undertaking effective work with families to support them to reduce the level of risk to their children.

The difficulties in progressing planned work with families in the current situation are also impacting on the numbers of children remaining open on Child in Need plans and we have seen an increasing in the number of children that are subject to court proceedings due to the challenges of progressing and concluding proceedings, particularly where these are contested or where specialist assessments that can only be undertaken through direct contact with families are required.

As at 21 August 2020, there were 449 looked after children - this is an increase on the number of looked after children before the Covid-19 situation (431 looked after children in the first week of March 2020). There has been a particular increase in the number of 15-17 year olds coming into care during this period. We are developing our responses to working with young people who are on the edge of care, to ensure that the service they receive meets their needs as safely as possible. Some of the increase is also due to Court proceedings being delayed meaning that some children remain looked after rather than progressing to other arrangements.

We are reviewing the chairing capacity for Child Protection Conferences and Looked After Children reviews and continuing recruitment to expand the capacity of the service to ensure we can manage the expected increase in demand.

Domestic abuse referrals to DAIS

Prior to Covid-19 the average number of referrals received by the Council's Domestic Abuse Intervention Service (DAIS) was circa 25 per week. During lockdown (from 23 March to 4 July) the number of referrals to DAIS significantly increased, with an average weekly referral rate of 31 (over 20% rise across the period) with some weeks peaking at a 60% rise (40-41 referrals for two weeks in May, and for the week ending 19 June and 4 July). Since lockdown measures have been eased, the average number of referrals have returned to the pre-Covid average of circa 25 referrals per week (as at 25 August). Case numbers within the service remain high as the needs of individuals are responded to and the additional staff deployed to help manage the rise in demand continue to be in place.

Changes in Practice and Recovery Planning

As lockdown restrictions are eased by the Government, Hackney Children and Families Service have been regularly updating their guidance to practitioners in respect of visits to

children and families to ensure that this is safe for staff and service users and Senior managers are monitoring data on key performance indicators on a weekly basis. Children at risk of significant harm and subject to a Child Protection Plan now have all statutory social work visits undertaken in person face to face with this taking place (with social distancing measures in place) within the family home, at the doorstep/in a shared garden if appropriate, or, occasionally, in a public space such as a local park if there are no significant concerns about the home environment.

As part of the Council's response to the Coronavirus crisis, the general advice to staff is that they should continue to work from home where possible. However, many of our frontline practitioners cannot perform key aspects of their role from home and, when people are out doing visits to families, they sometimes need a base to return to. From Wednesday 29 July 2020, 21 desks were made available at Hackney Town Hall for Children & Families staff to use. Plans are being pursued to increase the amount of space available for staff going forward.

The Youth Offending Teams have kept in regular contact with the young people they are supporting and are undertaking an increasing number of face to face visits. Stratford Youth Court reopened on 6 July and there has been a steady growth in the size of court lists, requests for pre sentence reports and new youth justice orders. We expect slightly more court business to be progressed, with September and October likely to be particularly busy in terms of assessments, court reports and new sentences.

Young Hackney Youth, Play, Sports and Business Support staff worked closely with Health and Safety colleagues to adapt services and successfully reopen our youth hubs, adventure playgrounds and borough-wide youth sports programme on the 29th July. The team worked collaboratively with Council colleagues and voluntary sector partners to ensure children and young people have access to a wide range of activities and support this Summer. The service is now into the fourth week (as at 21 August) of a really successful programme of activities for 6-19 year-olds (and up to 25 with special educational needs). To date our four youth hubs have worked with 530 children and young people, who have made 1,800 attendances.

Commissioned VCS youth organisations and adventure playgrounds have been supported to adapt their delivery and to reintroduce physical delivery and online activities. All youth and play providers have had to make significant changes to the ways services are delivered to ensure they are compliant with their COVID secure status, these include shortening or adjusting session times to accommodate safe staff travel and enhanced cleaning regimes, reduced participant capacity, the introduction of 'bubbles of participants' and increased staff to young person ratios.

The digital devices for children with social workers and care leavers that were pledged by the DfE in April arrived in the first week of July and we have worked closely with colleagues in Hackney Learning Trust to distribute these. Whilst most were distributed via schools, 270 have, so far, also been directly distributed by our social work services.

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8 September 2020 Scrutiny Briefing: The Council's Covid-19 response to support children and young people Hackney Learning Trust

Date of meeting: 8 September 2020
Title of report: The Council's Covid-19 response to support children and young people Hackney Learning Trust Update Report
Report author: Hilary Smith (HLT Head of Strategy, Policy & Governance)
Authorised by: Annie Gammon, Director of Education
Brief: This report provides an update on Hackney Education's response to the Covid-19 situation

1. Background & Introduction

- 1.1. This paper provides information on activity to date supporting educational progress of children & young people in the borough and the wider reopening of schools.

2. Update on examinations/Covid-19

- 2.1. Following a welcome, late change by government, final grades at A Level show a positive picture in Hackney. Results were based on teacher assessment much to the relief of students. This has led to a fairer system than that produced by the algorithm which prioritised keeping grades close to last years. .
- 2.2. Even with the original Ofqual 'calculated' grades, many students achieved significant success, gaining access to the full range of universities. The new system means that there will be even more young people from Hackney going onto higher education.
- 2.3. At GCSE, following a difficult, disrupted and uncertain year, results show significant improvements.
- 2.4. Overall the strong pass (grade 5) in English and mathematics is up to 54% from 48% (national last year was 44%).
- 2.5. Standard pass (grade 4) English and mathematics is up to 73% from 69% (national last year was 64%). This is in line with national trends.
- 2.6. We congratulate our teachers, support staff and leaders for doing their best for Hackney's young people. The GCSE outcomes bode well for our sixth form enrolment.

3. Schools

- 3.1. During the Summer break, 17 schools provided summer camps for children, with approximately 700 places offered. Activities include Creative and Sport Summer School, cookery, singing and art projects as well as academic/ catch up classes. Schools have identified key vulnerable pupils for these activities including those in transition years as well as pupils who have not engaged well with online learning.
- 3.2. Government guidance re the re-opening of schools was updated on 7 August. Schools have updated protocols and risk assessments to allow for pupils to return in greater numbers. There is an expectation that all pupils will return to school from the first week of September and Hackney schools have indicated that this will be the case.
- 3.3. The government has revised its guidance on face coverings for staff and children in Year 7 or above in England. Nationwide, while the government is not recommending face coverings are necessary, schools will have the discretion to require face coverings in communal areas if they believe that is right in their particular circumstances. The guidance states that it is not necessary to wear face coverings in the classroom, where protective measures already mean the risks are lower, and where they can inhibit learning.

8 September 2020 Scrutiny Briefing: The Council's Covid-19 response to support children and young people Hackney Learning Trust

- 3.4. Government guidance includes the expansion of the number of pupils who can be included in a 'bubble'. Schools have planned adjustments to timetables, including staggered start and end times to the day to support social distancing. Curriculum content has been adjusted and inclusion of core learning content which may have been missed. Schools have also been asked to prepare for the possibility of further localised closures which might necessitate the resumption of online learning at short notice.
- 3.5. HLT have given local guidance and shared good practice amongst Hackney schools in order to implement government guidance on the return to school of all pupils in September 2020. We have given advice centred on the following:
- Engaging all children and families with returning to school, with much communication/reassurance in advance, ensuring all children are welcomed and expected back
 - Ensuring routines, including those around safety, back in school are clear and reinforced, with reasonable adjustments for individuals as needed
 - Reconnecting to the full curriculum suitably swiftly, with appropriate additional input for any gaps in learning
 - Providing particular times for reflection and support re the experiences of the past months; promoting wellbeing and positive mental health strategies, in liaison with partners
- 3.6. Anticipated issues include attracting the most vulnerable pupils to attend when a high level of parent concern persists. Teaching unions continue to raise some concerns over the safety of their members and this has necessitated a significant level of local negotiation and reassurance to ensure adequate staffing.
- 3.7. There is a requirement for schools to close to groups of pupils following any confirmed cases. Schools are expected to plan for this eventuality and provide remote learning opportunities as needed. Whilst schools will provide both paper and online materials and there have been a number of initiatives to loan laptops and ipads, a concern persists over the ability of vulnerable and disadvantaged pupils, many of whom live in cramped housing conditions, to study remotely successfully.
- 3.8. Regular bulletins and updates will continue to be issued to schools in the autumn term. Headteacher and governor forums have also been planned for September to support and continue to share best practice.

4. Early Years Settings

- 4.1. By the end of the summer term, 111 Early Years settings were open. This included Children's Centres, playgroups and private and voluntary nurseries. 22 nurseries remained closed - the most common reason cited was due to a lack of demand for places from parents. 85 childminders had reopened. Attendance of children aged between 0 and 4 years had reached a peak of 4,495 before playgroups and Children's Centres closed during the summer.
- 4.2. During the final two weeks of August, 47 settings and 72 childminders were open looking after 1233 children.
- 4.3. Early Years Service have continued to support settings throughout the summer and with preparations for the wider reopening in September 2020. Guidance and advice has centred on the following:
- Engaging with all children and families to provide reassurance that all measures have been taken to ensure children's safety and that all children are welcomed and expected back
 - Completing risk assessments, ensuring routines and procedures are clear and reinforced, with reasonable adjustments for individuals as needed

8 September 2020 Scrutiny Briefing: The Council's Covid-19 response to support children and young people Hackney Learning Trust

- Providing a curriculum that reflects the needs of children; activities that support a smooth transition into setting; a focus on personal, social and emotional aspects of learning and promoting effective language and communication.
- 4.4. Settings continue to receive regular early years briefings to support both compliance and business continuity. The Local Authority Discretionary Fund has been extended and settings have been encouraged to make an application in order to support childcare sustainability.
- 4.5. It is anticipated that all settings will resume normal business in September, however, we will continue to monitor the residual impact of Covid-19 on the sustainability of settings during the Autumn term.

5. Home to School Transport for Children & Young People with SEND

- 5.1. The Department for Education (DfE) issued Transport to School for Autumn 2020 guidance on 11 August. The guidance has two sections, part A) Local Authority guidance on managing capacity and demand and part B) home to school transport including those pupils with SEND who may need transport assistance to and from school. The first section reiterates the active travel advice, encourages investment in routes to schools and suggests the staggered opening of schools to reduce congestion at peak times.
- 5.2. Part B dedicated school transport for autumn 2020 outlines the stages local authorities must take to mitigate and adopt measures to reduce the risk of Covid -19 infection. For the autumn term the guidance states that *“local authorities will not be required to uniformly apply the social distancing guidelines for public transport on dedicated school or college transport. However, the full opening for schools guidance also sets out that distancing should still be put in place within vehicles wherever possible”*.
- 5.3. For children with SEND local authorities should take into account particular needs and if required introduce enhanced measures e.g. sanitiser to lower the risk of infection, however, special schools are smaller and use of smaller vehicles lowers risk of infection.
- 5.4. To mitigate against the risk of infection, where social distancing is not possible we have asked parents to help their child to understand the importance of wearing a face covering and supply them with one each day if they feel this can be tolerated. Children will be transported in dedicated bubbles with children on a school round (bubble) allocated a seat on that round with the same driver and two Passenger Assistants. There will be hand sanitiser on board all vehicles and all pupils will be expected to use it upon entry to the vehicle. The crew will use appropriate Personal Protective Equipment (PPE)

6. Digital Divide / Laptops

- 6.1. The Department for Education (DfE) Covid-19 Technology Support Scheme offered laptops and 4G routers for two eligible groups of Children & Young People. The two groups were disadvantaged Year 10 Pupils (taking GCSEs next year), and Care Leavers and Children with a Social Worker aged 0-19
- 6.2. We received 233 laptops and 102 4G routers for disadvantaged Year 10 children attending maintained Hackney settings. These were sent directly to schools in the first two weeks of July. Ownership of the devices was transferred to schools. The decision to lend or give devices to children rested with schools
- 6.3. We also received 1,347 laptops and 102 4G routers for Care Leavers and Children with a Social Worker aged 0-19. Of these, 724 were sent directly to schools in the first two

8 September 2020 Scrutiny Briefing: The Council's Covid-19 response to support children and young people Hackney Learning Trust

weeks of July to distribute to eligible pupils. Ownership of the devices was transferred to schools. The decision to lend or give devices to children rested with schools.

- 6.4. The remaining devices are being distributed by Children's Social Care to ensure eligible children not attending a Hackney school were able to access the offer. Of these 510 have been allocated to identified children/young people with a high number delivered to date.
- 6.5. To supplement the devices distributed from the DfE, Hackney Education has launched the Hackney laptop appeal, asking local businesses and the community to donate unwanted laptops to help children and young people access online learning and education. The appeal also asks for financial donations to help purchase additional laptops. The appeal was launched in late July and, depending on the level of response, may run for up to 12 months. Distribution of devices to schools will happen periodically depending on the volume of donations received
- 6.6. Allocation of donated laptops to schools will be made proportionally based on free school meals take up. Schools will be responsible for distributing their allocation to children and young people they identify as needing a laptop to access learning.
- 6.7. The appeal has been promoted in local publications, internal newsletters, on social media, the Hackney Business Network newsletter, Hackney Council website, and through direct approach by the project team to partners, businesses and suppliers.
- 6.8. As at 14 August, just over 2 weeks after launch, the appeal has had responses indicating potentially 45 - 50 laptop donations and £1,125 in financial donations. We are awaiting confirmation of donations as they are received.
- 6.9. Where possible, the project team are establishing a link or collaborating with other local initiatives or schemes aiming to improve the level of support to Hackney schools, children and young people.

7. Covid-19 notifications in schools & settings

- 7.1. Since the last Scrutiny meeting on 13 July, we have been notified of 2 positive COVID-19 cases in 2 early years settings. The instances were not linked and, in each case, the setting has worked with the London Coronavirus Response Cell (LCRC) to respond and take appropriate follow up actions. We continue to monitor situations and support settings.
- 7.2. At the start of the summer holiday period, we were also alerted to a number of positive COVID-19 cases in independent settings.. This was in line with an increase in positive cases identified in the north of the borough and work with the community was undertaken to respond; this responsive and preventative work is ongoing and is being delivered in partnership with the community. Protocols have also been developed to ensure Public Health are involved and a robust multi agency response is implemented at an early stage where positive cases are identified in independent schools & settings (including Unregistered Educational settings).

8. Education Services Staffing

- 8.1. The majority of Education Services staff continue to work from home whilst the offices at 1 Reading Lane remain closed to staff and members of the public. There are 3 education service areas working with corporate IT piloting the use of home working equipment and remote working alternatives.
- 8.2. One of the teams outlined above is also working with corporate IT to pilot new ways of working, looking to maximise the use of technology to improve service delivery, whilst still enabling the most vulnerable residents to have face to face appointments if needed (when HSC re-opens).

8 September 2020 Scrutiny Briefing: The Council's Covid-19 response to support children and young people Hackney Learning Trust

- 8.3. As schools open again from the start of September, relevant staff will, however, begin to visit schools & settings. To support this, guidance for staff to ensure the health & safety whilst off site and when visiting schools & settings has been drafted and will be published for the start of term. .

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<p>Children and Young People Scrutiny Commission 8th September 2020</p> <p>Item 6 - Tackling racial inequalities and unconscious bias</p>	<p>Item No</p> <p>6</p>
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Outline

The death of George Floyd and subsequent Black Lives Matter protests have highlighted racial inequalities across public services. The Commission has invited the Directors of the Children and Families Service and Hackney Learning Trust to set out the work to help identify and address racial inequalities and unconscious bias in the policies and practices of their respective departments.

- Sarah Wright, Director of Children and Families Service
- Lisa Aldridge, Head of Safeguarding & Learning
- Annie Gammon, Director of Education
- Anton Francic, Principal Secondary Adviser
- Orlene Badu, System Leader-Young Black Men Project

Background - Children's Social Care

- [Child Welfare Inequalities Project](#) Paul Bywater and Child Welfare Inequalities Team, Nuffield Foundation July 2020
- [How to Promote an Anti-racist culture in Social Work](#) Wayne Reid, Community Care July 2020
- [Out of Sight Out of Mind Ethnic Inequalities in Child Protection and Out-of-home-Care](#) Bywater et al, British Journal of Social Work (2017) 47, 1884–1902
- [Children's Social Work Workforce 2018/19](#) DfE February 2020

Background - Education and schools

- [The Black Curriculum](#) Black British History in the National Curriculum Dr Jason Arday, The Black Curriculum, January 2020

- [Race and Racism in English Secondary Schools](#) Dr Remi Joseph Salisbury, Runnymede Trust 2020
- [The Runnymede School Report](#) Race, Education and Inequality in Contemporary Britain Runnymede Trust 2015
- [School Teacher Workforce](#) School Workforce in England (2018) DfE



Children and Young People Scrutiny Commission 8th September 2020 Item 7 – Children and Young People Scrutiny Commission – 2020/21 Work Programme	Item No 7
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Outline

The Commission has conducted a consultation among local stakeholders to which has been used to develop an outline work programme for 2020/21 which is attached for members to review and agree.

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Children & Young People Scrutiny Commission Work Programme June 2020 – May 2021

Meeting 1	Item title and scrutiny objective	Directorate – Division – Officer Responsibility	Preparatory work to support item
<p><u>Meeting Date: Monday 15th June</u></p> <p>Deadline for reports: 1st June 2020</p> <p>Publication Date: 5th June 2020</p>	School Admissions – September 2020	<ul style="list-style-type: none"> ● Marian Lavelle, Head of Admissions and Pupil Benefits, HLT ● Annie Gammon, Director of Education and Head of HLT 	
	<p>Impact of Covid 19 and recovery plan.</p> <p>(i) Service update from Children and Families Service and Hackney Learning Trust</p> <p>(ii) The impact of Covid 19 on the emotional health and mental wellbeing of children and young people.</p>	<ul style="list-style-type: none"> ● Anne Canning, Group Director Children, Adults & Community Health ● Sarah Wright, Director of Children and Families Service ● Annie Gammon, Director of Education ● Amy Wilkinson, Integrated Commissioning Programme Director for CYP & Maternity Services 	
	New CYP Work Programme for 2020/21	<ul style="list-style-type: none"> ● Commission/ Scrutiny officer 	<ul style="list-style-type: none"> ● To consult local stakeholders ● Meet with service Directors ● Collate topic suggestions

Children & Young People Scrutiny Commission Work Programme June 2020 – May 2021

Meeting 2	Item title and scrutiny objective	Directorate – Division – Officer Responsibility	Preparatory work to support item
<p><u>Meeting Date: Monday 13th July</u></p> <p>Papers deadline: 1st July 2020</p> <p>Agenda dispatch: Friday 3rd July 2020</p>	Childcare Sufficiency	<ul style="list-style-type: none"> ● Donna Thomas, Head of Early Years and Childcare ● Tim Wooldridge, Early Years Strategy Manager ● Annie Gammon, Director of Education 	
	Impact of Covid 19 - education, attainment gap and educational inequalities.	<ul style="list-style-type: none"> ● Dr Rebecaa Montacute, Sutton Trust ● Chris Brown, Principal, Bridge Academy ● Richard Brown, Executive Head, Urswick School ● Jane Heffernan, Executive Head, Cardinal Pole School ● Annie Gammon, Director of Education 	
	Outcome of school exclusions – update emerging conclusions	<ul style="list-style-type: none"> ● Martin Bradford, Scrutiny Officer / Commission 	
	CYP Work Programme 2020/21	<ul style="list-style-type: none"> ● Martin Bradford, Scrutiny Officer / Commission 	<ul style="list-style-type: none"> ● Details of all topic suggestions circulated to members and published in the agenda. ● Arrange meetings with senior officers to scope out work items.

Children & Young People Scrutiny Commission Work Programme June 2020 – May 2021

Meeting 3	Item title and scrutiny objective	Directorate – Division – Officer Responsibility	Preparatory work to support item
<p><u>Meeting Date: Tuesday 8th September</u></p> <p>Agenda dispatch Friday 28th August 2020</p> <p>Papers deadline: Tuesday 24th August 2020</p>	Update: Impact of Covid 19 and recovery plan for Children & Families Service and Hackney Learning Trust	<ul style="list-style-type: none"> ● Annie Gammon, Director of Education ● Sarah Wright, Director of Children and Families 	
	Addressing racial inequality and unconscious bias in children and young people's services.	<ul style="list-style-type: none"> ● Sarah Wright, Director of Children and Families ● Lisa Aldridge, Head of Safeguarding and Learning ● Annie Gammon, Director of Education ● Orlene Badu, System Leader-Young Black Men Project 	
	School Examinations 2020 Update	<ul style="list-style-type: none"> ● Annie Gammon, Director of Education ● Anton Francic, Principal Secondary School Adviser 	
	Agreement of CYP Work Programme 2020/21	<ul style="list-style-type: none"> ● Martin Bradford, Scrutiny Officer ● Commission 	<p>-Feedback from stakeholder consultation</p> <p>-Presentation of draft programme</p>

Children & Young People Scrutiny Commission Work Programme June 2020 – May 2021

Joint meeting with HiH scrutiny commission – integrated commissioning

Meeting 3a	Item title and scrutiny objective	Directorate – Division – Officer Responsibility	Preparatory work to support item
14th October 2020	Update on integrated Commissioning - Children, Young People and Maternity Work-stream	<ul style="list-style-type: none">• Anne Canning, Group Director, Children, Adults and Community Health• Amy Wilkinson, Work-stream Director	With Health in Hackney

Children & Young People Scrutiny Commission Work Programme June 2020 – May 2021

Meeting 4	Item title and scrutiny objective	Directorate – Division – Officer Responsibility	Preparatory work to support item
<p><u>Meeting Date: Monday 2nd November 2020</u></p> <p>Agenda dispatch: Friday 23rd October 2020</p> <p>Papers deadline: Tuesday 20th October 2020</p>	Children and Families Service Bi-Annual Report to Members Full year to April 2020 - To include financial monitoring for Children and Families Service. - To include short update on Recruitment & Retention of Foster carers (40m)	<ul style="list-style-type: none"> ● Anne Canning, Group Director, CACH ● Sarah Wright, Director of Children & Family Services 	
	Ofsted Inspection Outcomes - Action Plan (TBC) (40m)	<ul style="list-style-type: none"> ● Anne Canning, Group Director, CACH ● Sarah Wright, Director of Children & Family Services 	
	Hackney Schools Group (TBC) (25m)	<ul style="list-style-type: none"> ● Eleanor Schooling, Independent Chair 	
	Budget Monitoring Hackney (TBC) (25m)	<ul style="list-style-type: none"> ● Annie Gammon, Director of Education 	Meeting with Annie Gammon / Director of finance to confirm scope.
	CYP Work Programme 2020/21	<ul style="list-style-type: none"> ● Martin Bradford, Scrutiny Team 	<ul style="list-style-type: none"> ● To review and monitor progress.

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Meeting 5	Item title and scrutiny objective	Directorate – Division – Officer Responsibility	Preparatory work to support item
<p><u>Meeting Date:</u> <u>Monday 7th December 2020</u></p> <p>Agenda dispatch: Friday 27th November 2020</p> <p>Papers deadline: Tuesday 24th November 2020</p>	Annual Question Time with Cabinet Member for Cabinet Member for Families, Early Years and Play (45m)	<ul style="list-style-type: none"> • Cllr Caroline Woodley 	3 items to be selected 6 weeks ahead of the meeting (21st September 2020)
	Childcare Sufficiency (Update)	<ul style="list-style-type: none"> • Donna Thomas, Head of Early Years 	To be taken as part of Cabinet Q & A with Cabinet Member for Families, Early Years and Play
	Young Futures Commission (TBC) (45m)	<ul style="list-style-type: none"> • Polly Cziok • Pauline Adams • Jernaine Jackman / Shekeila Scarlett YF Co-Chair • Rohney Sagggar-Malik, Project Head 	How will the outcomes of Young Futures be embedded across the Council and with partner agencies? What governance structures to support young people's involvement through Young Futures, Hackney Youth Parliament and CYP Scrutiny.
	Child Friendly Borough Special Planning Document (30m)	<ul style="list-style-type: none"> • Natalie Broughton, Head of Planning • Gabrielle Abadi, Planning Officer 	
	CYP Work Programme 2020/21	- Scrutiny Officer	- To review and monitor progress.

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Meeting 6	Item title and scrutiny objective	Directorate – Division – Officer Responsibility	Preparatory work to support item
<p><u>Meeting Date:</u> <u>Tuesday 12th January 2021</u></p> <p>Agenda dispatch: Monday 4th January 2021</p> <p>Papers deadline: Wednesday 23rd December 2020</p>	Annual Report City and Hackney Safeguarding Partnership (TBC) (45m)	<ul style="list-style-type: none"> ● Jim Gamble, Chair of the City and Hackney Safeguarding Children Partnership ● Rory McCallum, Senior Professional Adviser 	
	Unregistered Educational Settings -Update 2 (TBC) (30m)	<ul style="list-style-type: none"> ● Anne Canning, Group Director, Children, Adults and Community Health ● Annie Gammon, Director of Education ● Rory McCallum, Senior Professional Adviser, CHSCB 	
	Annual Question Time with Deputy Mayor and Cabinet Member for Education, Young People and Children’s Social Care.(TBC) (45m)	<ul style="list-style-type: none"> ● Cllr Anntoinette Bramble 	3 items to be selected 6 weeks ahead of the meeting (1st December 2020)
	CYP Work Programme 2020/21	Scrutiny Officer	- To review and monitor progress

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Meeting 7	Item title and scrutiny objective	Directorate – Division – Officer Responsibility	Preparatory work to support item
<p>Meeting Date: Monday 8th February 2021</p> <p>Agenda dispatch: Friday 29th January 2021</p> <p>Papers deadline: Tuesday 26th January 2021</p>	The Attainment Gap: local priorities to reduce inequalities in educational attainment among (TBC) (75m)	<ul style="list-style-type: none"> ● Annie Gammon, Director of Education ● Include representation from neighbouring boroughs 	To be scoped with Director of Education
	Children and Young People's Mental Health in Hackney (TBC) (45m)	<ul style="list-style-type: none"> ● Amy Wilkinson, Managing Director CYP and Midwifery of Integrated Commissioning ● Greg Condon, Commissioning Manager City & Hackney CCG 	To be scoped with Managing Director of CYP & M Integrated Commissioning Strategic oversight: needs, funding, priorities and performance Conduct focus groups with young people ahead of the meeting to inform discussion,
	CYP Work Programme 2020/21	Scrutiny Officer	<ul style="list-style-type: none"> ● To review and monitor progress.

Children & Young People Scrutiny Commission Work Programme June 2020 – May 2021

Meeting 8	Item title and scrutiny objective	Directorate – Division – Officer Responsibility	Preparatory work to support item
<p>Meeting Date: Wednesday 28th April 2021</p> <p>Agenda dispatch: Tuesday 20th April 2021</p> <p>Papers deadline: Thursday 15th April 2021</p>	Children and Families Service Bi-Annual Report to Members April 2020-September 2020 - to include financial monitoring data . (45m)	<ul style="list-style-type: none"> ● Anne Canning, Group Director, CACH ● Sarah Wright, Director of Children & Family Services 	
	Special Educational Needs and Disability (i) Performance (ii) Recovery Plan (TBC) (60m)	<ul style="list-style-type: none"> ● Alison Farmer, Head of High Needs and School Places ● Annie Gammon, Director of Education 	To be scoped with Head of High Needs/ Director of Education
	School Moves: Annual Review of children being excluded from school, subject to a managed move, or move to Elective Home Education /Alternative Provision. (TBC) (20m)	<ul style="list-style-type: none"> ● Annie Gammon, Director of Education 	To be scoped with Director of Education
	CYP Work Programme 2020/21	Scrutiny Officer	To review and monitor progress

Children & Young People Scrutiny Commission Work Programme June 2020 – May 2021

Review 2020/21

Service Area	Officers	Date
Adolescents entering care: analysis of pathways into care to help identify early help / prevention.	<ul style="list-style-type: none"> • Sarah Wright, Director of Children and Families Service 	To be scoped

Informal reconnaissance meetings with Director and Service leads and to report back to Commission.

Service Area	Officers	Date
Youth Offending	<ul style="list-style-type: none"> • Sarah Wright, Director of Children and Families Service • Pauline Adams, Head of Young Hackney • Brendan Finegan, Head of Youth Offending Team 	
Young Hackney - Youth Services	<ul style="list-style-type: none"> • Sarah Wright, Director of Children and Families Service • Pauline Adams, Head of Young Hackney 	

Short brief required

Service Area	Officers	Date
Prevention of NEET - employment, education and training opportunities available for young people post Covid	<ul style="list-style-type: none"> • Annie Gammon, Director of Education • Andrew Munk, Head of Employment & Skills 	

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Impact of complex parental (family) mental health on children and young people.	<ul style="list-style-type: none"> Amy Wilkinson, Managing Director CYP and Midwifery of Integrated Commissioning 	To scope.
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Standing Items		
Election of Chair	<ul style="list-style-type: none"> Commission 	Postponed - AGM until 2021
School Admissions	<ul style="list-style-type: none"> Annie Gammon, Director of Education Marian Lavelle 	Scheduled 15 th June 2020
Childcare Sufficiency	<ul style="list-style-type: none"> Annie Gammon, Director of Education Donna Thomas, Head of Early Years 	Scheduled 13 th July 2020 and update December 2020
Children and Families Service Bi-Annual Report to Members	<ul style="list-style-type: none"> Anne Canning, Group Director, CACH Sarah Wright, Director of Children & Family Services 	Scheduled November 2 nd 2020 and April 28 th 2021
Annual Report City and Hackney Safeguarding Partnership	<ul style="list-style-type: none"> Jim Gamble, Chair of the City and Hackney Safeguarding Children Board Rory McCallum, Senior Professional Adviser 	Scheduled January 12 th 2021
Annual Question Time with Cabinet Member for Cabinet Member for Families, Early Years and Play	<ul style="list-style-type: none"> Cllr Caroline Woodley 	Scheduled December 7 th 2020
Annual Question Time with Deputy Mayor and Cabinet Member for Education, Young People and Children's Social Care.	<ul style="list-style-type: none"> Cllr Anntoinette Bramble 	Scheduled November 2 nd 2020

Children & Young People Scrutiny Commission Work Programme June 2020 – May 2021

Annual Update on Achievement of Students at Early Years Foundation Stage, Key Stage 2 and Key Stage 4.	<ul style="list-style-type: none"> • Stephen Hall, Principal Adviser Primary, HLT • Anton Francic, Principal Secondary Adviser, HLT • Tim Wooldridge, Early Years, HLT 	Scheduled April 28 th 2021 - though will be in a different format.
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Review Items		
Outcomes of Exclusions	Martin Bradford, Scrutiny Officer	Update - July 2020, final report September 2020
Unregistered Educational Settings -Update 2	<ul style="list-style-type: none"> • Anne Canning, Group Director, Children, Adults and Community Health • Andrew Lee, Assistant Director Education Services, Hackney Learning Trust • Rory McCallum, Senior Professional Adviser, CHSCB 	January 12th 2021
Recruitment and retention of foster carers	A brief update to be provided in November 2020 presented alongside Children's Social Care Annual Report	November 2nd 2020

Children & Young People Scrutiny Commission Work Programme June 2020 – May 2021

One off Items agreed from 2019/2020		
Action Plan arising from Ofsted Inspection	<ul style="list-style-type: none"> ● Anne Canning, Group Director, Children, Adults and Community Health, LBH ● Sarah Wright, Director of Children & Family Services 	November 2nd 2020
Young Futures Commission - final report	<ul style="list-style-type: none"> ● Rohney Saggar Malik, Young Futures Commission 	December 7th 2020
Well-being and Mental Health Services (WAMHS): early intervention and support to schools	<ul style="list-style-type: none"> ● Sophie McElroy, CAMHS Alliance Project Manager 	Deferred - Strategic Mental Health item February 8th 2021
Mental Health & Well Being Strategy	<ul style="list-style-type: none"> ● Amy Wilkinson, Managing Director CYP and Midwifery of Integrated Commissioning 	Deferred - Strategic Mental Health Item February 8th 2021
Child Friendly Borough SPD - Update	<ul style="list-style-type: none"> ● Katie Glasgow, Senior Adviser Planning Policy 	December 7th 2020
Support for LGBT+ children and young people in school in Hackney (Update)	<ul style="list-style-type: none"> ● Annie Gammon, Director of Education 	Deferred
Hackney Schools Group	<ul style="list-style-type: none"> ● Eleanor Schooling, Independent Chair ● Annual Report - Autumn 2020 	November 2nd 2020
SEND (i) Performance (ii) Recovery Plan	<ul style="list-style-type: none"> ● Nicholas Wilson / Alison Farmer, Head of High Needs and School Places ● Annie Gammon, Director of Education 	April 28th 2021
Reducing the attainment gap between Black African, Black Caribbean, Turkish and Kurdish boys and their peers.	<ul style="list-style-type: none"> ● Annie Gammon, Director of Education 	February 8th 2021
Reducing the attainment gap of children attending PVI settings at EYFS	<ul style="list-style-type: none"> ● Annie Gammon, Director of Education 	February 8th 2021

Children & Young People Scrutiny Commission Work Programme June 2020 – May 2021



Children and Young People Scrutiny Commission 8th September 2020 Item 8 - Letters to Cabinet Members	Item No 8
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Outline

In the 2019/20 work programme the Commission reviewed a number of policy areas with a view to informing local policy development. Further to those reviews the Commission have made a number of recommendations which have been consulted upon and now presented to Cabinet for response. Letters to relevant Cabinet members are attached for the policy areas below:

- Child Friendly Borough
- Off-rolling in schools

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Overview & Scrutiny

Room 118, 2nd Floor
Hackney Town Hall
Mare Street
London, E8 1EA

July 2020

martin.bradford@hackney.gov.uk

0208 356 3315

Cllr Anntionette Bramble
(Cabinet Member for Children, Education & Children's Social Care)
&
Cllr Caroline Woodley (Cabinet Member for Early Years, Families and Play)

Dear Cllr Bramble and Cllr Woodley,

Child Friendly Borough

At its meeting in January 2020, the Children and Young People Scrutiny Commission discussed the Councils approach to developing Child Friendly Borough. This was a wide-ranging discussion which not only assessed how children and young people were currently involved in local consultation processes but also considered plans to develop a Special Planning Document (SPD) that would provide guidance to prospective developers to ensure that future local development was more child friendly across Hackney.

The Commission was very thankful to you both, council officers and external representatives from ZCD Architects, Build Up and Hackney Quest who contributed to this discussion, and who helped to make this an informative and productive session. The Commission was particularly thankful for the participation of a number of young people, including representatives from Hackney Youth Parliament, Entity and the Young Futures Commission, all of whom provided critical insight into discussions.

The aim of the session was to identify a number of conclusions and recommendations which may help to guide and inform the councils approach to developing a Child Friendly Borough, and in particular, the Child Friendly SPD. Whilst full details of all the evidence presented at the Commission can be found [here](#), the following provides a summary of the key findings.

Consultation and engagement with young people

The Commission noted that there is considerable good work already taking place within and across the council which successfully engage and involve young people. As a result of continued investment, the council has well established structures through which to engage and involve young people (e.g. Hackney Youth Parliament and local Youth Hubs). The Commission noted that the Hackney Youth Charter provided a solid foundation from which to build and extend participation of local young people. Evidence presented to the Commission would suggest that HYP embodies these principles, is open and reflective, and is seeking new ways to extend involvement of children and young people locally.

The Young Futures Commission (YFC) has also been successful in engaging large numbers of local young people who have provided new and significant insights about their lived experiences of growing up in Hackney. The Commission noted that this work is already delivering significant benefits with consultation data being used to enrich and inform decision making across the council.

The YFC has also empowered local young people to become actively involved, not only as members but also through training them to be peer researchers and facilitators. A number of contributors to this session, including a number of young people themselves, highlighted the importance of providing training and skill development as part engagement strategies with young people. This skills and learning approach not only enabled more meaningful contributions, but also empowers young people to be active citizens in their community beyond the duration of a specific consultation.

Given the scale and breadth of its work, it is anticipated that the conclusions and recommendations detailed in final reporting will help shape the council's consultation framework through which to engage and involve young people in the future. To ensure that there is this lasting legacy for the council and of course for young people, there will need to be a clear plan on how the outcomes of this work are embedded across the council.

Analysis of the evidence presented by stakeholders at this session, much of which was based on working with young people in local projects, identified a number of key principles which might also contribute to the councils approaches to consultation with young people and should be considered alongside the outcomes of YFC. To summarise:

- Whenever possible, young people should be engaged and consulted in those settings in which they naturally congregate, feel safe and communicate freely;
- There should be flexibility in the approaches to engaging young people in local consultations which reflect the differing degree of involvement and time commitments that young people may have;
- Where possible, approaches to consultation should aim to further develop the knowledge, skills and understanding of young people, not only to facilitate their ongoing and future participation but also to enable them to reach out and cascade information and learning to their peers;
- Whilst social media is an important tool in reaching out and initially engaging young people, face-to-face methods, preferably with other young people as researchers, would appear to be most beneficial in obtaining deeper qualitative insight in to their lived experience;

- Young people should be recompensed for their contribution to consultations, not only in recognition of their time and expertise, but also to acknowledge the value that their insight brings and to provide parity with how adults may be engaged (and who are generally compensated).
- It should be acknowledged that parents play an important role in shaping the views of young people, and maintain a significant influence over the way that young people engage with and utilise facilities for them. As such, parents should continue to be recognised as important stakeholders in consultation approaches involving young people.

Special Planning Document - Child Friendly Borough

The Commission were updated on plans to create a Special Planning Document that would provide additional planning guidance to support child friendly development in Hackney. Once approved, the Child Friendly SPD will sit within the Local Plan to provide additional planning guidance to prospective developers to support child friendly planning proposals coming forward. The Commission understood that nationally, the Child Friendly SPD in Hackney would be the first of its kind and would further contribute to council wide initiatives to create child friendly neighbourhoods (school streets, play streets etc).

The Planning Policy Team have undertaken extensive work to support the Child Friendly SPD, which has been supported by the development of collaborative planning networks with local architects (ZCD), community groups (Hackney Quest) and young people's representative bodies (HYP and YFC). Such networks are important to informing best practice, and evidently putting Hackney at the forefront of developing child friendly infrastructure and development.

Although young people offer a unique insight into local neighbourhoods, the lived experience of young people both across and within communities and the way that they use local spaces can be very different. The Commission was pleased that this is acknowledged in proposals for Child Friendly SPD, where specific design principles may help to maximise spaces for multiple uses and users and break down physical barriers to parks and open spaces. Nonetheless, promoting inclusion is central to the councils' strategic approach and where possible this should be further reflected in guidance within the SPD.

Plans for the Child Friendly SPD are comprehensive which will not only provide case study examples of good practice, but also detailed guidance on design principles to inform planning proposals. The Commission were of the view that it would be helpful if further clarity could be provided on the vision for a Child Friendly borough and what this might look like, and more importantly be experienced by young people themselves. Further work to define those measures from which to the authority might assess the success of this new policy development is also needed.

Community involvement is key factor in the delivery of good planning outcomes as this can help to empower individuals and communities to play an active role in shaping the community in which they live. Local Planning Authorities (LPA) are statutorily required to develop a Statement of Community Involvement (SCI) which provides a framework for how

the public and other community stakeholders will be engaged and involved the preparation of Local Development Plans and in commenting on local planning applications. Understanding that Hackney SCI is due to be updated, the Commission hope that young people will be involved alongside other consultees in this process, and that findings from YFC consultation and emerging principles from the Child Friendly SPD will be reflected in this update.

On the basis of the evidence presented, the Commission have made a number of recommendations (attached) which it hopes will guide and inform the council's approach to a Child Friendly Borough.

Once again, many thanks to you and to officers for supporting the work of the Commission.

Yours faithfully

Cllr Sophie Conway
Chair, Children and Young People
Scrutiny Commission

Cllr Margaret Gordon
Vice Chair, Children and Young People
Scrutiny Commission

Cc Polly Cziok, Director of Communications, Culture and Engagement
Natalie Broughton, Head of Planning Service

Recommendations

1. That the final report of the Young Futures Commission is presented to the CYP Scrutiny Commission together with an action plan which sets out how recommendations to improve engagement and involvement with young people will be embedded across the Council directorates. In addition, the Commission would welcome plans on how statutory partners can be supported to implement principles and practice of youth engagement
2. That the principles of engagement and involvement of children and young people highlighted in this correspondence, are used alongside emerging recommendations from YFC to inform consultation guidance across the council.
3. The Commission welcomes the development of Child Friendly Special Planning Document (SPD), and would recommend:
 - Further inclusion of the views of wider range of children and young people;
 - Greater clarity on the expected outcomes of the Child Friendly Borough SPD and how this may influence local infrastructure;
 - Further work to establish those criteria through to measure and monitor the success of this planning policy;

- Further detail on how young people themselves will understand this initiative, and the criteria through which they can assess local provision and success of this SPD (could there be a child friendly version of the SPD);
 - That the final Child Friendly SPD is presented to Scrutiny.
4. The Commission would recommend that the planned consultation to update the Statement of Community Involvement incorporates:
- The views of children, young people (and their parents);
 - The emerging findings of the Young Futures Commission;
 - The Draft report being considered by Skills Economy and Growth Commission before finalisation.

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Overview & Scrutiny

CLr Anntionette Bramble
Deputy Mayor & Cabinet Member for Children and Young people
London Borough of Hackney

Room 118, 2nd Floor
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Mare Street
London, E8 1EA

August 5th 2020

martin.bradford@hackney.gov.uk

0208 356 3315

Dear Anntionette,

Off-rolling in schools in Hackney

Subsequent to the publication of findings in a [report](#) by the Children's Commissioner, the Children and Young People Scrutiny Commission dedicated its September 2019 meeting to investigate possible off-rolling of pupils across schools in Hackney.

The Children's Commissioner's report highlighted that parents were sometimes encouraged to remove their child from the school roll into elective home education (EHE) or a managed school move, when this was primarily in the interest of the school rather than the child. By doing so, the report suggested some schools were 'gaming' the education a system by removing lower achieving or challenging students from the school roll to help improve the school's overall performance.

The purpose of the scrutiny session was therefore to define the nature and level of off-rolling in Hackney and to determine what additional support should be provided to children, parents and schools to prevent off-rolling from occurring in the future. As well as input from officers from Hackney Learning Trust (HLT), a number of external contributors were also invited to support the deliberations of the Commission, these included the Office of the Children's Commissioner, the Regional Director of Ofsted and the Chief Executive of The Difference (an educational charity).

A thorough and wide-ranging discussion of off-rolling took place at the meeting and a full record of this meeting, including all the evidence received by the Commission and is publicly available [on-line](#).

Key findings

Aside from general points of transition, children may leave the school roll for legitimate reasons such as when a family relocates to a different area, or when *both* parents and the

school agree that an alternative school or elective home education may better suit the needs of the child. A school also has the right to remove a child from the school roll via permanent exclusion, so long as this decision is based on disciplinary grounds, is supported by the governing body and is not successfully appealed.

A formal definition of off-rolling was provided by Ofsted, and occurs when the *intention* to remove the child from the school roll is in the best interest of the school rather than the child. This was reiterated by the London Regional Director of Ofsted at the meeting:

'Off-rolling is when a school removes a student from its roll without formal permanent exclusion or by encouraging a parent to remove their child when the removal is primarily in the interest of the school or other provider rather than in the best interest of the child.'

Whilst defining off-rolling is relatively straightforward, the Commission understood that identifying cases in practice can be more difficult. Although a child may be removed from the school roll ostensibly to go to another school (via managed move) or in to elective home education, whether this is in the *'best interests'* of the child is a more nuanced assessment, particularly as the school may have an interest in removing the child from the school roll (e.g. for improved school performance). Given that a school itself has a highly influential role in determining what is in the child's best interest, additional independent advice and guidance may be needed for parents.

Whilst parental consent is required for a child to be moved off-roll into a new school or into elective home education, evidence presented to the Commission suggested that in some circumstances, parents can feel pressured in to this decision, especially when a permanent exclusion is presented as the only alternative option for their child.

Whilst it is difficult to place an exact figure on the number of children that might be off-rolled from schools each year, Ofsted and other education agencies have been clear that the number unexplained exits from school has been increasing. In its own analysis, Ofsted identified off-rolling concerns at approximately 300 schools, where expected rate of children leaving the school roll between Years 10 and 11 was significantly higher than national average.

Evidence presented to the Commission suggested that there were strong associations between specific vulnerabilities of children and the likelihood of them experiencing an unexplained school move. Among those children who had experienced an unexplained school move, 40% had previously been permanently excluded; 33% were current or former looked after children, 20% were current or former children in need, 17% were children with SEND and 15% had low prior attainment. This would suggest that higher needs children might be disproportionately affected by unexplained exits from school, and the possibility of being off-rolled.

The Commission noted that HLT were alert to potential off-rolling in Hackney and were actively monitoring unexplained exits of children from local schools. In 2018/19, HLT had reviewed the rate of unexplained exits across Hackney, and concluded that this was not

dissimilar to national figures. Officers from HLT had however visited three individual schools where a higher than expected (over 4%) proportion of pupils had moved off-roll in between years 10 and 11. Although HLT reported that were satisfied that there were genuine and positive reasons for moving many of these children off-roll at these schools, it would continue to monitor local unexplained exists, and provide challenge to schools leaders and governing bodies where necessary.

The Children's Commissioner report highlighted a possible connection between off-rolling and the significant growth of children moving to Elective Home Education (EHE). Data from Office of the School Adjudicator indicate that the number of children in EHE has grown from 34,000 in 2013/14 to over 60,000 in 2018/19, a rise of 56%, despite their being growing concerns about the ability of some parents within this cohort to provide an education that suits the needs of their child. Locally, the number of children moving off school roll each year into EHE has increased significantly from 35 in 2015/16 to 68 in 2017/18, a 51% increase, and the known¹ EHE population in Hackney is approximately 500 children.

Efforts to support home educated children are hampered by the absence of any requirement for parents to register their child as receiving home education, which means that in many cases the local authority has reduced or minimal oversight or know the whereabouts of such children. In this context, the Commission noted that it was difficult for the local authority to discharge its responsibility to ensure that such children are safe and in receipt of an appropriate education. Whilst HLT maintained an EHE register it was accepted that this was not complete, but that significant improvements in the legal framework were required to enable greater oversight and targeted support for home educated children. In this context, HLT and other stakeholders welcomed the planned legal changes to establish an Elective Home Education Register.

The Commission were also reassured that Ofsted had amended its inspection framework to help identify off-rolling in schools and would visit all schools at which a higher than expected rate of unexplained exits had been recorded. It was made clear to the Commission that when off-rolling was uncovered, Ofsted would issue and 'inadequate' assessment for the 'leadership and management' component within the new inspection framework. Furthermore, in an acknowledgement that schools may have off-rolled children to help improve performance, it was reported that those schools previously judged as 'outstanding' would no longer be exempt from full inspections.

Conclusions

The Commission were able to draw a number of conclusions from the evidence received which can summarised as thus:

1. That the authority should to continue to monitor school moves, especially between years 9 and 11 and provide challenge to those local schools where rates exceed agreed thresholds.

¹ There is currently no requirement for parents to notify the LA if their child is to be Electively Home Educated.

2. Parents are in need of additional independent advice, guidance and support where their child is being moved off roll via a managed move, to elective home education or other educational setting.
3. In response to growing number of children in EHE, further investment is needed to maintain safeguarding oversight young people and that they are in receipt of appropriate education and support.
4. That the Council and HLT should continue to support the concept of the inclusive school to become more inclusive.
5. That borough wide oversight of children moving off roll be it through exclusion, managed move or to EHE should be maintained by the CYP Scrutiny Commission.

The Commission have made a number of recommendations to support the above conclusion which are attached and would welcome the opportunity to discuss these with you.

Yours faithfully

Cllr Sophie Conway
Chair, Children and Young People
Scrutiny Commission

Cllr Margaret Gordon
Vice Chair, Children and Young People
Scrutiny Commission

Cc Annie Gammon, Director of Education

Recommendations of the CYP Scrutiny Commission

1. That HLT should continue to monitor school moves between years 9 and 11 and to provide challenge to those schools where the rate of removal from the school roll is high (currently 4%)². Where possible, HLT should speak to a sample of selected parents and children to validate reasons for removal from school and to help build a rounded – case study – picture of the circumstances around removal. Any identified concerns, should be raised with both the Head teacher and school governing body and with Ofsted as necessary.
2. That HLT should aim to improve the level of advice, guidance and support to parents and in Hackney and publicise provision to ensure that they:
 - a) Are aware of their rights and responsibilities in respect of the removal of their child from the school roll;
 - b) Have access to informed and independent advice at critical educational junctures (e.g. transfer to Elective Home Education, managed move, or moving to an Alternative Provider etc.) to ensure that such a move is in the best interest of the child;
 - c) Are aware of the full range of educational options / settings which are available when their child is moved off-roll;
3. That HLT should further develop and promote the concept of the ‘inclusive school’ to ensure that:
 - a. Schools continue to offer high levels of achievement and progress alongside
 - b. Schools are aware of the protective influence of mainstream education in helping to:
 - i. Maintain oversight and contact with statutory services;
 - ii. Maintain children’s social support networks;
 - iii. Contribute to adult oversight that help children to be kept safe;
 - c. Children with challenging or behavioural needs can where possible be maintained within the school community:
 - i. Where the school and staff are provided with appropriate behaviour management training;
 - ii. *With* the support of other statutory and other services (e.g. CAMHS);
 - d. School governors are made aware of their duties and responsibilities in respect of children being removed from the school roll and are provided with sufficient training and to fulfil these functions.
4. That HLT should further invest (than the current resource 0.5 WTE) in to the EHE team to provide additional support to this cohort of children, this is in recognition of:
 - a. The significant growth in the number of children in EHE in Hackney (currently at approximately 500);
 - b. Additional responsibilities and expectations that may result from the new statutory requirement for the LA to establish an EHE register and for parents to register their child if they are home educated;
 - c. That vulnerable children are disproportionately represented in the cohort of EHE children and that current safeguarding oversight for some of this children is limited;

² This rate should be reviewed annually.

- d. Supporting a more proactive approach of the EHE team in its interaction with parents to enable further promote awareness and uptake of local educational support services.
5. To maintain oversight of those children who are moved off the school roll, it is recommended that as part of its annual reporting on school achievement to the Children and Young People YP Commission, that HLT also report on:
- a. The number of children who are in receipt of fixed-term and permanent exclusions;
 - b. The number of children moving from mainstream education to Elective Home Education:
 - c. The number of children moving from mainstream education to Alternative Provision
 - d. The number of children going through a managed moves process.



Children & Young People Scrutiny Commission 8th September 2020 Item 9 – Minutes & Matters Arising	Item No 9
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Outline

Attached is a draft set of minutes from the meeting on 13th July 2020.

Matters Arising

The Following additions to the work programme for 2020/21 were agreed:

- A further update on the impact of Covid 19 on local childcare provision (for autumn 2020);
- Impact of Covid 19 on the attainment gap and corporate response;
- Education and training opportunities for children post year 11 and 13 and prevention of NEET.



The Commission is asked to:

- Note the Matters Arising;
- Agree the accuracy of the minutes.

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London Borough of Hackney
Children and Young People Scrutiny Commission
Municipal Year 2018/19
Date of Meeting Monday, 13th July, 2020

Minutes of the proceedings of the
Children and Young People
Scrutiny Commission held at
Hackney Town Hall, Mare Street,
London E8 1EA

Chair	Councillor Sophie Conway
Councillors in Attendance	Cllr Margaret Gordon (Vice-Chair), Cllr Sade Etti, Cllr Ajay Chauhan, Cllr Humaira Garasia, Cllr Katie Hanson, Cllr Sharon Patrick, Cllr James Peters and Cllr Clare Potter
Apologies:	Cllr Clare Joseph
Co-optees	Justine McDonald, Luisa Dornela, Shabnum Hassan, Jo Macleod, Ernell Watson, Shuja Shaikh and Michael Lobenstein
In Attendance	<ul style="list-style-type: none">▪ Cllr Anntionette Bramble, Cabinet Member for Children, Education and Children’s Social Care▪ Cllr Caroline Woodley, Cabinet Member for Early Years, Families and Play▪ Anne Canning, Group Director, Children, Adults and Community Health▪ Sarah Wright, Director, Children and Families Service▪ Annie Gammon, Head of Hackney Learning Trust and Director of Education▪ Stephen Hall, Assistant Director, School Performance and Improvement▪ Anton Francic, Senior Secondary Adviser▪ Dr Rebecca Montacute, Research & Policy Manager, The Sutton Trust▪ Chris Brown, Principal, The Bridge Academy▪ Richard Brown, Executive Head, Urswick Secondary School▪ Jane Heffernan, Executive Head, Cardinal Pole Secondary School▪ Donna Thomas, Head of Early Years, Early Help & Wellbeing▪ Tim Wooldridge, Early Years Strategy Manager
Members of the Public	Live streamed https://youtu.be/pLpwkSTgIOI
Officer Contact:	Martin Bradford - martin.bradford@hackney.gov.uk  020 8356 3315  martin.bradford@hackney.gov.uk

Councillor Sophie Conway in the Chair

1 Apologies for Absence

1.1 Apologies for absence were received from the following:

- Cllr Clare Joseph
- Graham Hunter (Co-opted member)

2 Declarations of Interest

2.1 The following declarations were received by members of the Commission:

- Cllr Peters was a governor at a special school in Hackney;
- Cllr Chauhan was a member of NEU and a teacher at a school outside of Hackney;
- Justine McDonald was a Headteacher at a school in Hackney;
- Jo Macleod was a governor at a school in Hackney;
- Shabnum Hassan was a governor at a school in Hackney.

3 Urgent Items / Order of Business

3.1 There were no urgent items the agenda was as published.

4 Covid 19 - Service Update (19.05)

4.1 The Commission continues to receive updates from both Children and Families Services and Hackney Learning Trust on how services were responding to Covid 19, and subsequent recovery plans. The Directors of the respective services highlighted key issues from the report as set out below.

4.2 Children & Families Service

- Referral levels continue to be lower than expected, though this had increased slightly as more children were returning to school. Numbers were expected to grow further and the service was preparing.
- Domestic abuse referrals remain higher than expected.
- It remains difficult to put interventions in place to support children and young people and their families and some 'bottlenecking' is being experienced.
- The courts still operate at below capacity, so a significant number of court cases were waiting to be heard in both youth justice and in the children's social care system. As a result there is a slight increase in the number of children on Child Protection Plans and in care.
- As lockdown restrictions have eased, more cases are seen face-to-face and high risk cases are now back to the usual frequency of visits. A blended approach of face-to-face visits with virtual meetings was being used for lower risk cases.
- Adventure playgrounds and youth hubs would be opening up for the summer but at reduced capacity to meet social distancing requirements.
- DfE devices have arrived and are being distributed via schools and social work teams.

4.3 Hackney Learning Trust

- The numbers of young people attending early years settings continues to increase. A number of childcare settings in the independent sector had recorded a significant drop in income from fees which has raised concerns about their future viability.
- Schools have continued to provide home learning and where possible have continued with assessments to understand where children were in their learning.

- The number of children attending primary school had also increased, and some schools had taken in pupils outside of year 1 and year 6.
- The number of teaching staff attending school across both primary and secondary sectors was increasing in preparedness for a full school return in September.
- In relation to exam assessments, advice had been provided to schools to help avoid unconscious bias.
- The council had made £50k available to fund summer activities for more vulnerable children over the summer holidays and 17 schools were offering activities.
- Devices from DfE had been delivered to eligible children via schools. The Council also intended a phase 2 approach which would issue recycled laptops to local children and young people.
- Whilst children were expected back in school in September, it was clear that IT devices would be needed beyond then for continued on-line learning and in the eventuality of a school may be required to close.

Questions

4.4 In respect of the distribution of digital devices, what work has been undertaken locally to increase the availability of wifi-hotspots around schools?

- This has been a challenge locally. Schools had been asked to audit access to IT and wifi access which found that around 10% did not have access to a device and a further 15% had limited wifi access (limited data or bandwidth). The council was developing a strategy to address the digital divide and as part of this was seeking to extend free wifi access across the borough.

4.5 The National Education Union has issued a five point check-list to enable children, staff and parents to return to school safely. How was the council working with schools to help meet these assessments where these could be influenced locally (e.g. an all school approach and the protection of the vulnerable)?

- Hackney Learning Trust (HLT) was following government guidelines to support extended school provision safely. HLT continued to meet colleagues in the Public Health and Unions to ensure that schools could reopen safely. Headteachers were also meeting with Union representatives and consulting them in risk assessment plans.

4.6 What impact had the Covid 19 response had on the budgets for both Children and Families Service and Hackney Learning Trust? What are the budget projections for year end 2021?

- CFS reported that it had been keeping a careful track of spending in relation to the Covid 19 response. Some cost pressures are difficult to pinpoint as being a result of Covid 19, particularly some of the more complex placements for children. There are more pressures in the market which have made some children social care placements more expensive. There have been additional payments for families who are in real hardship and to families of disabled children. CFS continued to work with Finance colleagues to track spending and help to project future spending.
- HLT reported that the most significant cost to date has been the loss of childcare fees to local children's centres. There was also a significant loss of traded income for HLT, for example, training and development. For schools themselves the cost of Covid may have been less significant as additional costs incurred by the Covid response have been offset by other reduced costs from children not being in school. Primary schools with an attached children's centre would also be facing the loss of income from childcare fees. Although some funding had been announced to help children catch-up, this would be a significant expense going forward for schools.
- One of the schools present noted whilst some of the costs for the Covid response had been met, others had not. For example, at the beginning of the crisis due to delays in the national voucher scheme for free school meals, the school had

commissioned an alternative provider, but had since been notified that it would not be reimbursed. This was an additional cost of £70k.

4.7 What is the role of the Adapting Support and Services for Children and Young people workstream and is this a partnership group?

- This is a partnership approach to responding to Covid 19. There has been close working with partners in the community and voluntary sector in developing a youth offer. Many of the services pressures seen in Hackney are similar to what is experienced elsewhere across London, so this forum provides an opportunity to reflect and learn from good practice.

4.8 Understandably there has been some delay in getting devices to children ahead of the end of term, but has any guidance been issued as to how children may use the devices to help them catch up over the summer holidays?

- Advice has been provided on the HLT website to support children and parents over the summer holidays. Details of summer activities would also be provided on the website.
- CFS also noted that the distributed devices were not only for education purposes but also to help social workers stay in touch with children and young people.

4.9 Will children be offered tests before returning to school in September and is there an independent body monitoring schools to ensure that they follow national guidance?

- HLT responded that in terms of guidance for schools extending school provision to all pupils in September, all schools are required to update their risk assessments and these are checked by the Council. There was also clear guidance to children and families and staff, that if they exhibit symptoms they should get tested and self-isolate for the period required. The Government has indicated that schools will be issued with home tests to support this process.

4.10 The Chair thanked Directors for their briefings and responding to members' questions.

5 Impact of Covid 19 on Educational Attainment and Educational Inequality (19.15)

5.1 Evidence from previous meetings had noted that the necessity to close schools to prevent the spread Covid 19 may be exacerbating local educational inequalities. The purpose of the item was therefore threefold:

- To assess how school closures have impacted on young people's education and contributed to the widening of the attainment gap;
- Set out the challenges faced by schools of extending in-school provision and the nature of support needed ahead of September 2020;
- To identify those priorities and strategies that can assist children to catch up on study programmes and counter growing educational inequalities.

5.2 In addition to officers from HLT, the Commission invited a number of external guests to help explore the above issues:

- Dr Rebecca Montacute, The Sutton Trust;
- Chris Brown, Principal, The Bridge Academy;
- Richard Brown, Executive Head, Urswick Secondary School
- Jane Heffernan, Executive Head, Cardinal Pole Secondary School

The Sutton Trust

5.3 Dr Rebecca Montacute presented the report Covid 19 and Social Mobility - the Impact of School Closures. This report was part of a series of research publications which looked at the impact of Covid 19 throughout education, from early years through to University entry and on to the workplace. The schools shutdown report was the first

of this series. Although findings were based on polling from April 2020, the findings from this have been verified in subsequent research produced by other agencies

5.4 A number of key points were highlighted from the report, these included:

- Children have very different living situations which all impact on their ability to study and learn, this includes the availability of space in which to learn, the support provided by parents and the general living conditions of young people. When schools are closed the impact of these living conditions on a child's learning is more pronounced.
- The qualification levels of parents was a significant predictor of how confident parents felt in supporting their child's home education. Less than half of parents with 'A' levels or GCSE felt confident in teaching their children at home compared to over 60% of parents with a higher qualification. So the level of support that children have been getting depends (in part) on the educational qualification of their parents.
- Data analysis also underscored the digital divide among young people where children from more socially and economically disadvantaged backgrounds were less likely to have adequate access to IT facilities (laptops and internet access).
- Survey data also demonstrated that a significant proportion of children do not have access to appropriate work space in the home environment to enable them to study. Again this was linked to socioeconomic status.
- The amount and quality of work produced by children has also varied during lockdown and school closures, this appeared to be related to the type of school that children attended (private, state funded etc.) and whether children were entitled to FSM.
- The research also found that teachers in poorer areas were less set-up and prepared to deliver on-line teaching in their school than teachers in more prosperous areas.

5.5 Research from the Education Endowment Foundation, a sister charity of the Sutton Trust, found that the cumulative impact of school closures on the attainment gap will be significant. It was suggested that the progress that has been made to close the attainment gap over the past 10 years will most likely have been reversed in the 6 months that children will have been away from school.

5.6 Whilst the provision of laptops for vulnerable children was to be welcomed, the level of IT need was more substantive and likely to be ongoing, especially as on-line teaching was likely to continue in some form for students beyond September. Whilst laptops may help students reconnect with their studies, additional interventions would be necessary to assist children to catch up and reduce the attainment gap between disadvantaged students and their peers.

5.7 The Sutton Trust has been working with a number of other educational charities to set up the National Tuition Programme (NTP) to help identify the best ways to help children to catch up when they return to school.

Bridge Academy

5.8 The Principal from the Bridge Academy outlined the work undertaken by the school to support children to continue to learn from home. A number of key issues raised which are highlighted below:

- There was a high level of disadvantage among children attending where $\frac{2}{3}$ of children attending are in receipt of pupil premium and almost $\frac{1}{2}$ eligible for FSM.
- On-line lessons have been provided to years 10 to 12 from the beginning, and once clear protocols were established this was extended to younger year groups.
- It was evident that not all students would have IT access, and 200 laptops were provided for students to support on-line learning. The school has also provided 'dongles' and bought data to enable children to access the internet at home.
- It was important for teachers to maintain contact with students to help maintain continuity, and aside from any on-line teaching, each child has at least weekly

contact with their teacher. Teachers have been in daily contact with more vulnerable students. This has meant that the school has been able to maintain high levels of support for children.

- Whilst the levels of student engagement was very high at the beginning of lockdown, there had been a noticeable drop-off after summer half-term.
- It was apparent that there were disparities in children's home education environment and experience (work space and parental support being two), and it was clear that some children had struggled. In this context, the school had sought to offer additional support where it could.
- Finding a quiet place to work has been very challenging for a number of students not only to study, but also to have 1-1 tutorials with their teachers. The school has also sought to provide counselling opportunities for children, but this has been hindered by the fact that many young people do not have access to private space within the home.
- It was also more difficult for teachers to teach on-line particularly as it is more challenging to provide encouragement and support as they may do in a classroom setting. Whilst some parents are happy to step into this role, other parents may be less confident in engaging and supporting their child in day to day school activities. This can be an issue for children's motivation and engagement.
- As children have been returning to school it is apparent that there are gaps in their learning and understanding. There are also differences in how children have responded to on-line learning, whilst some have engaged and feel positive about being back in school, others feel that they have fallen behind and are not so confident about being back in school. Many year 10 students, even the most able of students, were very worried about their study and exams for next year.

Urswick Secondary

5.9 The Executive Headteacher of Urswick Secondary School presented to the Commission and also highlighted a number of ways that the school continued to support children in their home environment and how they planned to help children transition back to the school.

- There was concern that the good work to reduce educational disadvantage over the past 10 years might potentially be lost through widespread closure of schools. Whilst engagement and uptake of work was lower amongst disadvantaged pupils was lower, it was much higher than reported nationally.
- The level of social isolation that children have experienced during lockdown should not be underestimated, and the work of schools to engage and involve students virtually has been very important.
- Year 10 have been attending school for a number of weeks and attendance was up to 85%. With additional assurance around safety and infection control procedures over the summer, the school was reasonably confident that most parents will allow their children to return in September.
- In terms of the predicted grades for students taking exams this year, the school was concerned that the examining bodies would use examination results of the school as well as teacher assessments to determine student grades. This would perpetuate the status quo, and would undermine the work of the school to ensure that students obtain grades that are fair, avoid unconscious bias and reflect the work of the student. Based on mock exam results and other independent assessments, Urswick was confident that exam results were going to be 10-15% higher than in previous years. The school had communicated its concerns to relevant examining boards.
- Whilst children will be offered the opportunity to retake exams in the autumn the grades achieved will most likely be suppressed as children will then be studying new subjects, will not have received any active teaching in these examination subjects or have even moved to another educational setting. There is a danger therefore that children across Hackney may not get the grades that they deserve.

- The school had been open every day throughout the pandemic and had supported 35-40 vulnerable children and those whose parents were key workers. By staying open, the school has demonstrated that it can support safe operation of the school to both parents and teachers and there has not been any confirmed cases of Covid among staff or students since Easter.

Cardinal Pole Secondary

5.10 The Executive Head of Cardinal Pole Secondary school also presented to the Commission. A summary of the key issues are highlighted below:

- The school closed the week before lockdown to ensure that school staff were trained in remote teaching and learning techniques. Similarly, students were brought in before lockdown to help assess those who did not have access to IT and on-line facilities and how they could be supported through school resources.
- Staff have been divided into three groups: teaching and learning, engagement or attendance. Therefore the school has had very good levels of attendance and engagement among students which has been between 80-90% and children that did not attend were routinely followed up-phone calls home. It was made clear that if children did not attend classes remotely, then they would be brought into school. The engagement team not only assessed whether children were connecting to on-line resources, but that work was of an adequate standard.
- Year 12 has had an on-line programme of teaching for which attendance has been 97%. Mock exams have also been held throughout the school which has helped teachers to establish where individual children are within their learning.
- The school had also undertaken a lot of work to support teachers in making predictive assessments of children. Like Urswick, this school also had concerns that previous years grades might be used to determine pupil attainment.
- In relation to proposals for resources for catch-up tutoring, it was suggested in-house tutoring is far more effective than outsourcing as school staff knew and understood the needs of children far better. School staff may be more committed and driven to improving the needs of children in their care than external support agencies. It was also noted that the level of resources for individual schools would be insufficient given the level of need (the number of children on FSM or in receipt of Pupil Premium) in the school.
- The school has invested heavily in on-line resources and in providing physical resources to enable children to study and learn remotely. The school is now focused on September and opening the school to all pupils, in particular supporting those children transferring into the school from primary settings. A nurture group has been established for vulnerable children within this cohort.
- It is important for the children to experience continuity for their studies and for both them and their parents to be able to contact the school when needed. Teachers have been a very important link for children during lockdown, and additional support has been provided for staff not only in developing appropriate on-line resources and teaching methods, but also to help maintain their morale in very challenging circumstances. There have been a number of staff training days to help teachers adjust back into school.
- It was acknowledged that the reopening of the school to all pupils in September would be a challenge.

5.11 A member of the Commission, who is also a head teacher at a local secondary school made a number of additional observations:

- Concerns about the proposed use of external tutors for the NTP were echoed by the headteacher, as in school staff were best placed to know the knowledge gaps of their pupils and had developed relationships with them which recognised and understood their learning behaviours.
- It was also noted that disparities in children's learning were arising through their access to digital devices, access to parental support and the availability of physical space for learning. The detail of children's missed learning however would not be fully identifiable until children were back in school, where fuller and

more rounded assessments of children could take place and only then can schools practically develop catch up plans for students. It was noted that some children would bounce back and catch up very quickly whilst others may require more intensive support.

5.12 The Cabinet member for Early Years, Families and Play noted that whilst parents may be reassured around health and safety measures to protect their children from Coronavirus, additional support may be needed for those parents of a child with SEND. It was reported that some schools would be relaxing behaviour policies for certain groups of young people to enable them to adapt back to the school.

5.13 The Cabinet Member for Education, Young People and Children's Social Care noted that the voice of young people was very clear in this matter and that many wanted a return to school as soon as practicable. Children also had genuine concerns about the return back to school not only through having got behind in their studies, but also in adapting back to behaviour and exclusions policies and the wider school environment. Guidance had been issued by HLT to schools on these matters.

Hackney Learning Trust

5.14 HLT highlighted a number of issues in relation to secondary school provision:

- HLT was supporting schools to share good practice by holding borough wide forums for head teachers, where there was an opportunity to share the work they were undertaking in their respective schools. It was apparent that local schools and head teachers had been very resourceful and innovative and had developed new systems for on-line learning, pastoral support and providing reassurance to staff and parents.
- School Improvement Partners (SIP) have also supported schools during this period and are in regular contact with head teachers across both primary and secondary schools. Through this process SIPs have been able to identify and share good practice across local schools. There have also been a number of meetings with school governors for the same purpose.
- DfE also continues to release best practice guides and resources for schools on a range of policy areas including on-line teaching and supporting home learning environments. The HLT has held weekly meetings with a DfE contact which was an opportunity to highlight areas of concern to central policymakers.
- It was noted that proposals for the NTP were as yet underdeveloped and further detail was expected over the summer. As it stood a £1 billion fund to assist children to catch-up in their studies would be spent in two ways: $\frac{1}{3}$ of this funding will support the NTP which would use external private tutoring companies to support the most vulnerable children and $\frac{2}{3}$ of funding given direct to schools to spend on tutoring (or other interventions) for a more generalised pupil catch up.
- It was reported that among secondary schools, HLT had facilitated meetings of subject leads to meet and exchange ideas in delivery of home education and on-line learning in their curriculum areas. Similarly 6th form leaders had also met and developed a shared approach to the cancellation of exams and UCAS applications.
- HLT and Hackney schools were active contributors to a six borough 'Lost Learning' research project to identify ways in which children may have missed out on studies during lockdown and how curriculums need to adapt to address education gaps whilst continuing with new learning. An independent expert was commissioned to present to local schools (primary and secondary) on what a 'recovery curriculum' would look like and how to resume learning as quickly as possible.

Questions

5.15 What reassurance can HLT and schools provide to young people and their parents around measures to reduce unconscious bias in schools? What support is available for young people on results day and what can young people do if they are unhappy with their results?

- HLT have been in contact with schools, issued guidance and provided training around unconscious bias in the teacher assessment process. HLT has also issued guidance in respect of the administration of results day and shared good practice. In order to maintain social distancing, is likely that children would be given their results in a staggered process throughout the day. Whilst HLT was optimistic that young people would get the results that they deserve, as in previous years, there will always be a group of children who are unhappy with their results. Year 13 and Year 11 students generally have a number of options open to them and that advice and support for them is available at this juncture. There will be an option for children to appeal their exam results or retake them in the autumn of 2020.
- HLT would visit schools on the two results days (GCSE and A level). It was noted that if the exam boards do use 2019 results through which to moderate grades, as a borough, Hackney performed very well in the previous year. HLT would be meeting schools to discuss any variations in exam results this year.
- In relation to unconscious bias, HLT has provided guidance and training around cultural responsiveness of the whole school and helped to share good practice.
- Urswick reported that there were plans in place to support children on results day. In terms of 6th form admissions, the school intended to use its own internal grade predictions rather than final results even if these prove to be lower. For year 13 students and UCAS admissions, there is less of a concern as much of the preparatory work was completed before lockdown and many children had multiple or unconditional offers. Teachers would be in school over the summer supporting this process and results would be given out in a staggered way throughout the day. It was emphasised that it would be demotivating for young people if they received poorer results from their actual exams than in their mock exams. 2019 results were not as good as in previous years or had been anticipated for 2020, so modelling 2020 results on 2019 figures would be of significant concern which the school would challenge.
- Bridge Academy confirmed that it (and most other secondary heads) would adopt a similar approach to 6th form admissions, and base acceptances on work and performance of children in their 5 years of study at the school. In relation to inter school admissions, additional communication would be needed between schools to provide verification of their level of attainment and study. In terms of results day, like most other secondary schools, results would be staged throughout the day and there will be support and guidance on hand to help children navigate the next steps should they not get the results that they are happy with.

5.16 Through the shared practice forums, does HLT have any data on quality and quantity of on-line teaching provided to young people and the degree to which children have engaged with on-line learning?

- HLT have maintained weekly contact with every school and have been able to develop a good picture of what is being provided at each school. Each school was dealing with different circumstances however, and responses have varied across the sector. Three primary schools have remained closed throughout the lockdown period as they did not have enough staff (due to shielding and sickness). It was recognised whilst schools have all generally responded well to the provision of on-line teaching and support, there was some variation in response and that additional support would be needed at some schools to assist children returning to school in September to help them catch-up with their studies.
- School Improvement Partners are in regular contact with schools and as a result HLT has a good overview of provision and which schools need additional help or guidance to improve or maximise their support to children. It was emphasised that schools were in very different positions and their ability to provide resources and on-line teaching support varied. In relation to vulnerable children however, there have been explicit standards, and all schools have been expected to maintain regular contact and have effective communication with children's social care and other support services. There was considerable expertise amongst Hackney schools and headteachers in supporting vulnerable and disadvantaged pupils, and HLT was

confident that learning gaps amongst this cohort would be identified and effective learning plans put in place when they return in September.

5.17 What support can be provided to schools to develop effective catch-up strategies over the summer and in the autumn? What will these programmes look like?

- HLT noted that additional interventions rather than longer hours would be the most probable route that schools would take in assisting children to catch-up on their return in September. Again, it was emphasised that schools should not make any assumptions about which children may have kept up with their studies and those who have fallen behind, but to avoid unconscious bias, catch up programmes should be informed by rigorous testing and evaluation when children return to school. It was suggested that teaching techniques would be central to learning recovery programmes as these would help to identify key learning and skills necessary for children to progress in the remainder of the curriculum rather than re-teach areas lost.
- Urswick noted that it did not intend to extend the school day to enable children to catch up, but were instead planning a Saturday school. Saturday school would help alleviate the pressures on space and pupil congestions from weekday provision. The school would also have phased opening which is extending the school day already, so it would be difficult to extend it further. Thus any additional resources would be used to extend Saturday provision.

5.18 What support will be provided to children and parents over the summer holiday?

- A wide ranging resource list has been developed for children and their parents to support them over the summer months. Schools would also be developing their own approach though it should be recognised that teaching staff had been working exceptionally hard over the past few months and would require time off and to help them prepare for the autumn term. Some schools will undoubtedly set some work over the summer, especially for year 10 children.

5.19 How are pupils in year 6 who are about to transition to secondary school being supported?

- HLT reported that it was initially hoped that face to face inductions would be taking place to support children moving from primary to secondary, but this has not been possible and contact has been virtual with one-to-one meetings with children and their families as well as virtual school tours in operation. Schools have put many resources on line including presentations by head teachers and other key staff about life at their school. Centrally there has been concern about those vulnerable children who would be transitioning to secondary in September and there has been dedicated support from HLT to schools to make sure that there was effective liaison and communication between primary and secondary school to support such children and their families. This has also been the case for children with SEND and those with an EHCP.

5.20 In the context of virtual teaching, how are teachers signposting children and their families to additional health and social care support that may be needed (e.g. counselling support).

- HLT noted that normally schools would see children every day and would be able make referrals on to other agencies such as Young Hackney, FAST or CAMHS where appropriate. A new working arrangement has been set up between HLT and CFS to support schools who are worried about children who they cannot make contact with or if they have other specific concerns. It is clear that there have been concerns for children around the lack of money or lack of food in the family home, and there has been effective signposting to council support services to help these children and families.
- Cardinal Pole reported that local schools were very familiar with dealing with the impact of social deprivation and all had sought to maintain contact with vulnerable children throughout the lockdown period. At Cardinal Pole, vulnerable children were

contacted 3 times a week, even during the school holidays and this would continue over the summer. The pandemic has heightened social, emotional and financial stresses on families and the school liaises with other statutory bodies where necessary to keep children safe and protected. Food poverty has been a real issue for local families with many more families needing help and support. In the past week there had been over 50 requests by families for additional support heading into the summer. This is particularly important for those families who have no recourse to public funds. The constant contact with the children has been important in this time, but there are lots of visible cues which can be used by teachers and the school to direct support to children who need it and therefore it was important for children to come back to school as soon as it was safe and practicable to do so.

5.21 Given that the majority of children with SEND are in mainstream settings, what additional support are schools putting in place to support this cohort of children back into school in September?

- Urswick noted that given that many children will have been out of school for 6 months by September, most will have some additional need at this point and there will be huge pressures within the system to meet these and existing SEND needs. The school had increased spending on SLT in anticipation of this level of need. A surge in demand for a whole range of support services was expected in September and the real challenge will be how this response is coordinated. There would also be a need to transition away from virtual support for some of these services which services should be planning for.

5.22 What was the Sutton Trusts view about the use of external tutoring within the NTP?

- The Sutton Trust shared the concerns of local headteachers about the use of external tutoring services rather than in school staff. Whilst the project is government funded, the NTP is being designed by a number of charities including the Sutton Trust. The programme is being designed on the evidence base and there will be two parts to the programme. In the 'Partners' programme, schools will be able to buy in tuition from independent tutoring providers who have been approved by the Education Endowment Foundation and should demonstrate that they already have good relationships with the school and are able to integrate tutoring into the school curriculum. The second option for schools, particularly where there is a high proportion of disadvantaged children is that they will be able to access a coach as a full-time member of staff who will be trained by an external agency but the post will be a tool for the school to use.
- The NTP would not fix the gap in children's learning caused by the Coronavirus, but it will be a small part of an overall response to help close this gap. The Sutton Trust were keen to hear from local teachers to understand what would be the most efficient use of this resource. A further £650m was being made available to schools for them to directly spend as they wished to support children to catch-up.

5.23 The government has issued over 300 guidelines for the reopening of schools, did schools anticipate further guidelines, some of which may affect existing plans for reopening?

- Bridge Academy indicated that it did expect new guidelines which would impact on plans to reopen in September. For example, if there were plans to change social distancing requirements this would have a significant impact on existing plans. Most schools in Hackney operate from a very small footprint therefore any changes to social distancing would have a wide ranging impact, as it will logistically be very difficult to deliver teaching on site as it stands.
- Cardinal Pole also reported that preparations for a September return had been a very complex process, translating all the government guidance into a workable teaching space. Although the school has a detailed plan, there was an anticipation that this would change. There was a strong resentment across the sector that there was very little involvement of schools in planning and preparing guidance and that new requirements were announced with little consultation and insufficient lead in

time. This was felt to be disrespectful to the teaching profession and did not acknowledge the work of school staff in maintaining education provision and in developing plans for full reopening of schools in September.

5.24 What plans were there to re-engage parents ahead of the September re-opening?

- Urswick school suggested that the worst option which has been floated nationally, was to serve fines on those parents who do not let their children return to school. This would be a last resort for the school. Some parents have genuine concerns and anxieties about their children returning to school, and effective communication strategies need to be in place to reassure them that schools are safe. Extending provision means having more children on site which is by extension, increasing the risk for those children and which requires really careful planning to minimise these. The school was also considering using alumni of the school who had recently completed University to support tutoring. The advantage of this approach is that alumni are representative of the school population with whom current pupils may more easily connect with.
- HLT noted that there would be specific challenges for year 7 and year 12 students returning to school as there will not be established relationships with the school and teaching staff at their new schools to help them transition into the new academic environment. The council was planning borough wide communications to emphasise that with the exception of a few students with underlying health conditions, all children were expected back into school in September. Those children in contact with CFS or Young Hackney would also be receiving support from these services to enable them to return.

5.25 What are schools priorities for helping children to catch up?

- The Bridge Academy reported that the recovery of young people's learning would be a marathon and not a sprint and that interventions would be made over the long term. Teaching staff would first need to assess what learning had been missed by children, and to identify critical learning skills and understanding which were necessary for them to access the remainder of the curriculum. In this context, subject leaders were currently identifying key aspects of the curriculum which are necessary for future learning and if these need to be re-taught. Year 11 will require more intensive teaching support to ready them for exams for next year. For a small number of pupils this may mean that they will need to study a smaller number of subjects to ensure that they reach the required standard in key subjects for 2021 exams to enable them to go on to the next level in their education.

5.26 In terms of the issues raised by the death of George Floyd and the Black Lives Matter protests, what reassurance were schools providing to BAME children that they would be treated fairly in their assessments and general education provision?

- HLT noted that this issue has impacted on staff, students and their families across Hackney. The death of George Floyd took place after schools had begun to extend provision and HLT had developed a number of best practice sessions which could be used for school assemblies. This issue has been discussed at both headteacher meetings and governor meetings. With the involvement of the Cabinet Member for Education, Young People's and Children's Social Care a dedicated session was also held for staff across HLT to reflect on racial inequalities and cultural bias and a follow up meeting was planned. HLT is in the early stages of building a strategy that further develops the work of the Young Black Men's Programme, which would encompass issues around the curriculum, staff and families. The Hackney Schools Group Board has helped 6 local schools to pilot sessions with families so that parents can articulate their response to the issues raised.
- Urswick noted that teaching staff represented a huge resource locally because of the diversity of their cultural backgrounds, including the leadership teams of many schools. School closure had provided an opportunity for teaching staff to reflect on these issues with pupils, though it was acknowledged that it was difficult to deal with

this issue with young people virtually. It was clear that there was further work to do across schools to engage young people on the issues raised by the death of George Floyd.

5.27 Is there any additional support that can be provided by HLT and the wider council to support schools to re-open to their pupils ahead of September 2020, or can assist in the recovery of lost learning which has occurred through lockdown?

- The Bridge Academy indicated that it was very satisfied with the support and support provided through HLT. The ability of schools to share good practice would be critical going forward and there needs to be appropriate forums and clear lines of communication to support this. The complexity of magnitude of the issues that schools face requires a multi-agency approach and a partnership approach be developed to support schools.
- Urswick urged that there should be no further delay in reopening public libraries. Libraries were a key community resource which can help people connect and can play a key role in reducing local inequalities. Urswick urged that a safe, dedicated time and space be provided for young people to assist them in their studies and catch up on learning lost during school closures.
- Cardinal Pole noted that transition at year 11 post 18 was an area of particular concern, as the prospect of a recession may mean that there may be fewer opportunities for this group of young people and there was a real prospect of an increase in the number of young people who may be not in education, employment or training (NEET). The school suggested that a local partnership approach involving a wide range of local agencies could help to develop more opportunities for this cohort of young people.
- Our Lady's noted that further work needed to be done to engage parents, not only to support learners but also to help identify wider health and social care needs. Given the social distancing restrictions, face contact between parents and teacher will be difficult in the new term therefore new structures will need to be established so that wider needs of children can be communicated. It may be helpful if such infrastructure was borough wide so that parents can be made aware of the resources to help children catch up in their studies as well as signposting to other sources of education, health and social care.

5.28 The Commission noted that it would be useful to understand what additional resource schools would need to help young people catch up with their studies and how vulnerable and disadvantaged young people will be supported to prevent a further widening of the attainment gap. As this would be a longer term issue, it was suggested that this topic could be revisited later in the work Commissions work programme.

5.29 The Commission also highlighted the issues of year 11 transfers and the prospect of more limited opportunities for young people post 18. Ensuring that children do not become NEET is important for their long term development so it would be helpful to receive a further update on this when a more detailed picture emerges post September 2020.

5.30 The Chair thanked the Sutton Trust and all school heads for their time and participation in the meeting.

6 Childcare Sufficiency Assessment (20.30)

6.1 The Childcare Sufficiency Assessment is a standing item within the work programme to ensure that the Commission has oversight of the capacity, quality and uptake of local childcare services. Due to Covid 19 and the closure of many child care establishments a full Childcare Sufficiency Assessment (CSA) has not been possible this year. A report providing a snapshot of the position in March, along with the current position was presented to the Commission by the Head of Early Years.

6.2 The Head of Early Years presented a summary of the childcare sufficiency report to the Commission highlighting the following key findings:

- The snapshot of childcare provision was undertaken in March 2020 which at that time indicated that there was sufficient capacity to meet the needs of local parents. Just a few weeks later, many of the childcare settings were required to close in response to the Covid 19 outbreak and many of these settings remained closed. Some settings have remained open throughout this time to support vulnerable children and the children of key workers.
- Payments for the provision of free childcare provision (15 hours and 30 hours) has continued which has helped sustain those settings who rely on this source of income. Those childcare settings which are dependent on income from parental fees have however faced significant financial challenges as parents have not been utilising their services over lockdown.
- Those settings which have reopened have done so at much reduced capacity (40-60%) to comply with social distancing requirements and the need to maintain children in 'bubbles'. This has affected the income of these settings.
- A number of settings remain closed because they do not have sufficient children wanting to attend to make operations viable.
- There is much uncertainty around future provision and availability of childcare for parents as the real picture will not be known until the autumn when schools and settings return and parents return to work. Additional business support has been provided by HLT to the sector to help them assess the viability of individual settings and claim government Covid-19 funding. Daily briefings have been provided to keep the sector up to date with government requirements and guidance.

6.3 The Cabinet member for Early Years, Family and Play thanked the Early Years team for providing oversight of childcare settings and the support they have continued to provide to parents throughout the lockdown period. The Early Years team has supported the private sector to get financial support available including the Discretionary and Business Grants. In terms of the next steps, the Early Help Review was ongoing and would consider the impact of Covid 19. The service was developing an Early Years Strategy which may extend its scope to include rates relief, fees and charges and take up targets for specific settings.

Questions

6.4 Given the fragility of the childcare sector and its impact on parents being able to return to work, is there any additional funding in the pipeline for settings to help them through this challenging time to September?

- Monitoring of attendance has shown that those parents who had previously wanted full-time place in a childcare setting now want a part-time place. Also parents who were offered a place in June have deferred take up until September. Informal data would suggest that demand has been lower because parents are now working from home, or they have been furloughed.
- Like many schools, childcare settings have continued to operate and where some have developed home learning resources, reading, toy libraries, food distribution packs.
- A survey to parents in April 2020 revealed a range of unmet needs including technologies, resources, food and financial resources. The service continues to provide direct support where it can and to signpost parents on to other agencies (e.g. benefits advice).
- The service is now moving into the recovery phase and is focusing support with both childcare providers and parents themselves to provide training, advice and guidance for September.

6.5 What support is available to engage and support parents who are anxious about returning their child to childcare, or who are especially vulnerable themselves or affected by Covid 19 (e.g. no access to IT facilities, in poverty or unemployed).

- There were about 600 children attending early years settings during the lockdown, but this has grown substantially since 1st June and there are now over 4,000 children attending local childcare settings. The service has provided guidance on how to make settings safe and how to communicate with parents to reassure them that their child is safe to return. The council website has also been updated to reflect the help that parents may need to support their child returning to the childcare setting.
- Throughout this period referrals for early help in the early years sector have been maintained with approximately 59 referrals between March and June. The teams have worked hard to maintain contact with vulnerable families, through whatever means were safe to do so. Early years services and children's centres have remained open to support vulnerable children and those children of key workers. Food parcels have been provided for a wide range of families in need.
- The service had provided emotional support for vulnerable parents where key workers have made contact up to 3 times a week.

6.6 Child care is important for the development of an inclusive economy and helping parents back into work. What support is there from across the council to support working families?

- A recent DfE briefing suggested that new funding available for schools would not be available for Early Years. A further briefing was expected however detailing additional exceptional funding for the Early Years Sector.

6.7 What work is being done to improve awareness of the inclusion fund to support children with SEND in early years settings?

- The Inclusion Fund is a resource to allow 3 and 4 year olds to access early years provision who have emerging SEND. The fund is not intended for children with an EHCP.
- The fund is available to all settings and has been extensively promoted. Area SENCO's are linked to every setting in a geographical area and are aware of the fund and how to support the setting to access funds. It is encouraging to note that applications to the fund have risen, which would suggest increased awareness and uptake to support children in need to access childcare services.

6.8 The Commission was concerned about the financial impact of Covid 19 on the viability of local children's centres. What measures were being taken to mitigate the impact on this vital early years support service to help maintain the network of local provision?

- Children's Centres have lost over £1.1m of income since the start of lockdown and this has been tested to ensure that all such losses are Covid related (e.g. loss of income from fees). This has been shared among senior officers and political leaders. Those children centres operated by HLT will have losses treated the same way as other council services. Governors of School based children's centres have requested that Covid related loss of income is treated the same as for maintained children's centres. Whilst additional central government funding will be made available to the council to offset the loss of income from Covid 19, this will not be sufficient to meet all those losses. Senior officers have commissioned a debt recovery plan for the school based children centres to give those settings confidence that they can continue to operate without the level of debt as part of their schools' finances.

6.9 What business support is available through the early years service to help independent nurseries to survive the financial challenges presented by Covid 19?

- Independent childcare settings have been provided with regular support from the Early Years Business Support Officer.
- The Sutton Trust report suggested that in disadvantaged areas up to 35% of nurseries in the independent sector would close before the end of the year. The report also suggested that 69% of nurseries were expected to be running with a

financial deficit by autumn of 2020. Whilst the Sutton Trust indicated that the outlook for the sector was challenging, the service has worked with settings to help them apply for grants. The service has also supported settings in trying to renegotiate rents which has had variable success. Those settings which have not managed to secure a rent reduction have had to maintain all the overheads of the childcare business without any income.

- To date settings have been funded for the children who were expected to attend which has provided them with a base income. From September 2020 it is expected that settings will only be funded for children that are actually attending as opposed to should be attending but have chosen not to take up their place due to Covid. Because of Covid 19, settings have not been able to recruit the number of children that they may have anticipated for September which may further exacerbate financial difficulties. Parental reassurance would be critical to effective marketing of childcare provision. This would require a council wide approach.

6.10 Given that the real impact of Covid 19 on childcare provision would not be known until September or October 2020, it was suggested that a further update be provided to the Commission later in the work programme.

Agreed: That a further update on childcare provision be taken later within the work programme in November or December.

7 Outcome of school exclusions - Update (21.00)

7.1 There was insufficient time for this item and update on the recommendations being considered by the Commission. This update would be emailed to members of the Commission and included within the minutes of this meeting.

8 Children and Young People Scrutiny Commission - 2020/21 Work Programme (21.15)

8.0 There was insufficient time for this item. Members of the Commission would be asked to suggest items for the work programme for 2020/21 via email.

9 Minutes of the Previous Meeting

9.1 The minutes of the previous meetings of the Commission held on the following dates were agreed by the Commission:

- January 27th 2020
- February 24th 2020
- March 11th 2020
- May 202th 2020
- June 15th 2020

9.2 There were a number of further information requests from the Commission from the 15th June meeting which were distributed to the Commission or contained within briefings elsewhere in the agenda.

10 Any Other Business

10.1 There was no other business and the meeting closed at 9.30pm.

Duration of the meeting: 2hr 30min

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CYP Scrutiny Commission - Outcome from school exclusions

Substantive Review

Reviewed national policies and guidelines

Reviewed local policies and practices

Conducted site visits

Interviews & focus groups

Stakeholders consulted

Hackney Learning Trust

2 Focus groups and 6 interviews of children excluded from school

2 focus groups with parents (SEND and Turkish Speaking)

Visited 7 alternative providers (PRU and others)

Visited and or heard evidence from 3 other local authorities

Other contributors - HackneyQuest, Islington Law Centre, The Garden Sch.

Emerging conclusions 1

1. The transformation of schools across Hackney has been successful with high levels of achievement among young people. Some young people have found it difficult to maintain school placements:
 - a. Narrowing of curriculum
 - b. Zero tolerance behaviour policies
 - c. Rising number of young people SEND (diagnosed and undiagnosed)

2. Schools have a protective influence over children and young people
 - a. Adult oversight keeps children safe
 - b. Children form supportive social networks with their peers
 - c. School place keeps children closer to other statutory support services

Emerging conclusions 2

3. In recognising their protective influence, schools should be supported to become more inclusive:

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- a. Behaviour policies
- b. Curriculum
- c. Better supporting children with SEND
- d. Emotional health & wellbeing (WAMHS) and pastoral support
- e. Support for children at risk of exclusion (Re-engagement Team)

4. Children who experience school exclusion feel traumatised - this should inform a more a therapeutic approach in recognition of:

- a. Loss of social and emotional support networks
- b. Cut off from school ties
- c. Challenging family relationships
- d. Education and future aspirations are broken /unclear

Emerging conclusions 3

5. Voice of child is not as strong as could be expected in exclusions policy and practice.

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- a. Meaningful involvement - enable children be involved and to participate
- b. Children do not understand exclusions process
- c. Current process often left children confused, frustrated and angry

6. Parent face a 'perfect storm' when their child is excluded:

- a. Ongoing need to support their child through exclusion
- b. Fear of being judged as a failure by local agencies
- c. Lack of independent informed advice
- d. May be dealing with own health, wellbeing or personal issues

Emerging conclusions 4

7. Although not the focus of this review, the Commission observed a number of key interventions that could help to reduce school exclusions:

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- a. Positive behaviour management systems - A local special school does exemplary work in this field which can inform wider approach to behaviour management
- b. The Reintegration Programme has good results in preventing exclusions in primary settings. Holistic support can help get the right help to young people at risk of exclusion and rebuild relationships between school and family.

Emerging conclusions 5

8. Young people who have been excluded often have multiple and complex needs, as such, there will always be a need for alternative education provision (AP). Remembering that this group of young people are among the most vulnerable in the community...

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- Ensure that there is a local AP landscape of sufficient range and quality that can meet local needs
- b. Help parents and children make a positive and informed decisions about AP - and that the chosen provider meets their needs
- c. That the outcomes for young people should further inform the commissioning of AP

Emerging conclusions 6

Contd...

- d. That AP is more firmly embedded within the network of statutory and other support services
- e. There is effective transitional support for young people moving on from AP to other settings

Next Steps

Finalising the conclusions and recommendations

Consulting with contributors to the review

Consulting with Hackney Learning Trust

Consulting with members of the Commission

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