

CYP Scrutiny Commission

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

Review 2018/19

Contents

1. Executive Summary	Page 2
2. Context	Page 8
3. Legislation	Page 9
4. The Hackey Strategy	Page 10
5. Data and Information requested	Page 10
6. Evidence	Page 11
Appendix 1. Continuum of provision or exclusion and alternatives to exclusion	Page 27
Appendix 2. Exclusions Executive Team / Executive Board Terms of Reference	Page 28
Appendix 3. HLT Wellbeing Review Group Terms of Reference	Page 30
Appendix 4. Alternative Provision Panel Protocol	Page 33
Appendix 5. New Regents College Primary Partnership Placements	Page 36
Appendix 6. Exclusions Team Case Studies	Page 38
Appendix 7. Re-engagement Unit Case Study	Page 41
Appendix 8. School Based Case Studies	Page 44
Appendix 9. CAMHS Transformation – Parenting Workstream – Multi family groups in Schools	Page 46
Appendix 10. NRC pupil destinations Year 11 2017/18	Page 50

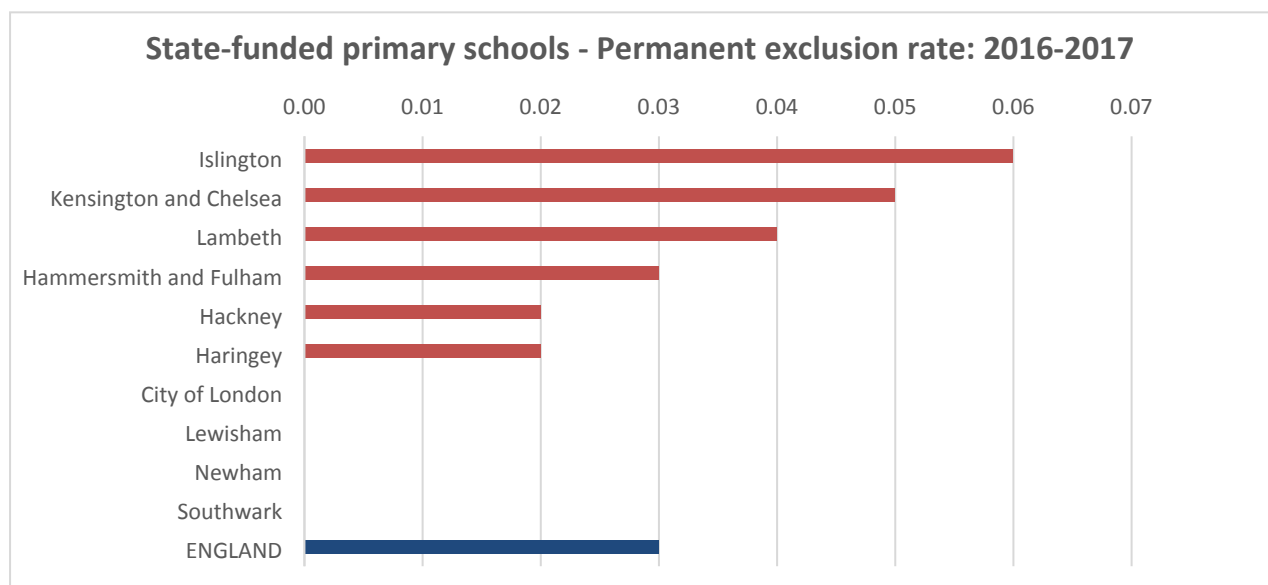
HLT REPORT 1 - CYP Commission 2018 / 19 – outcomes for Children and Young People who have been excluded from Hackney Schools.

1. Executive Summary

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

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

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

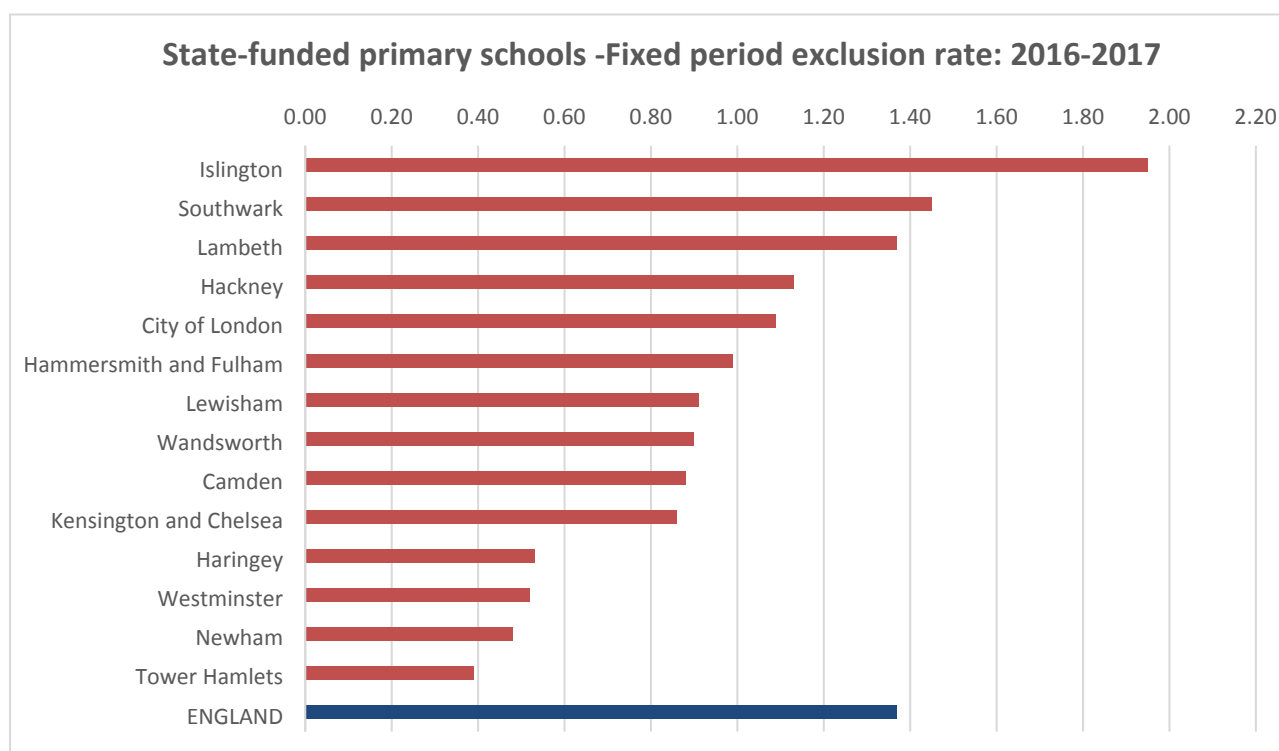


Rate of Fixed-Period Exclusions in Primary Schools: Hackney/Inner London LAs and National. 2016-2017

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

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

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

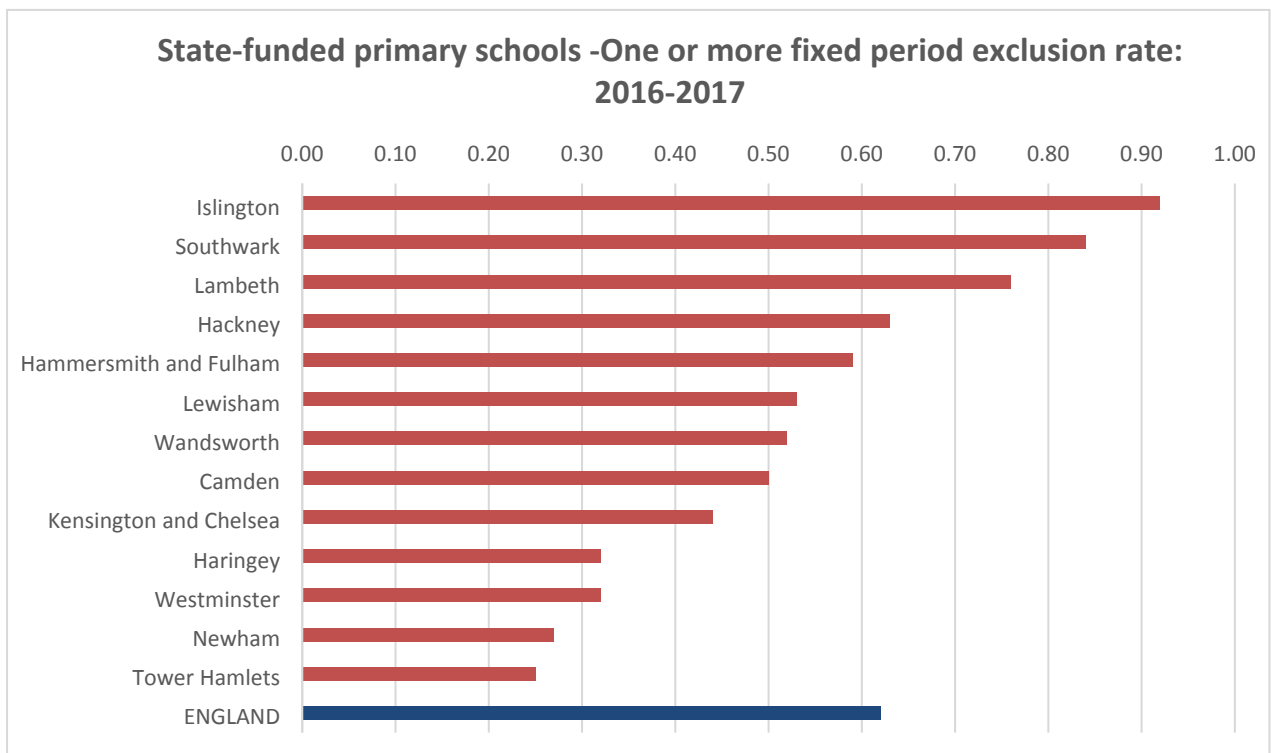


Rate of Pupils with One or More Fixed-Period Exclusions in Primary Schools: Hackney/Inner London LAs and National. 2016-2017

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

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

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



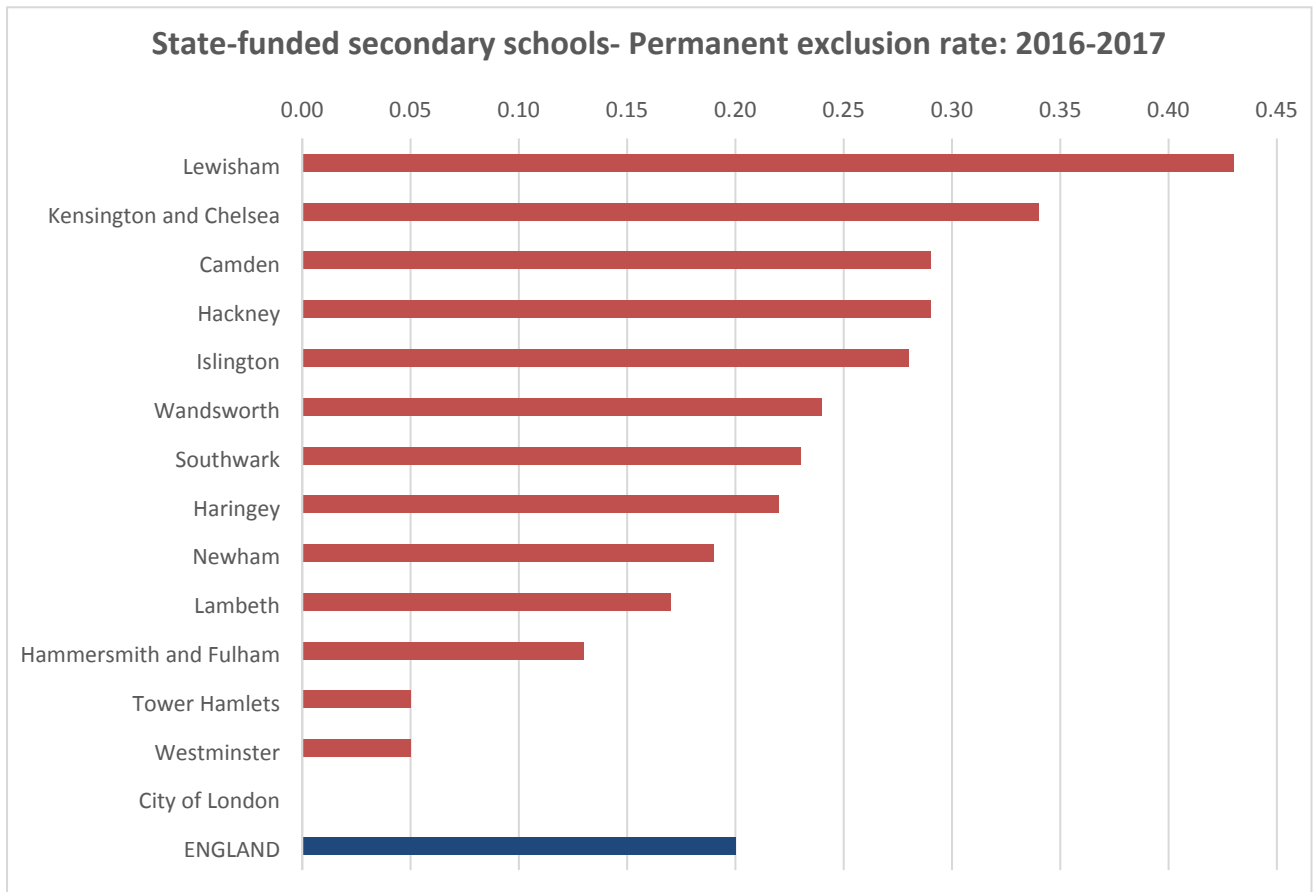
Secondary Schools

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

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

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

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

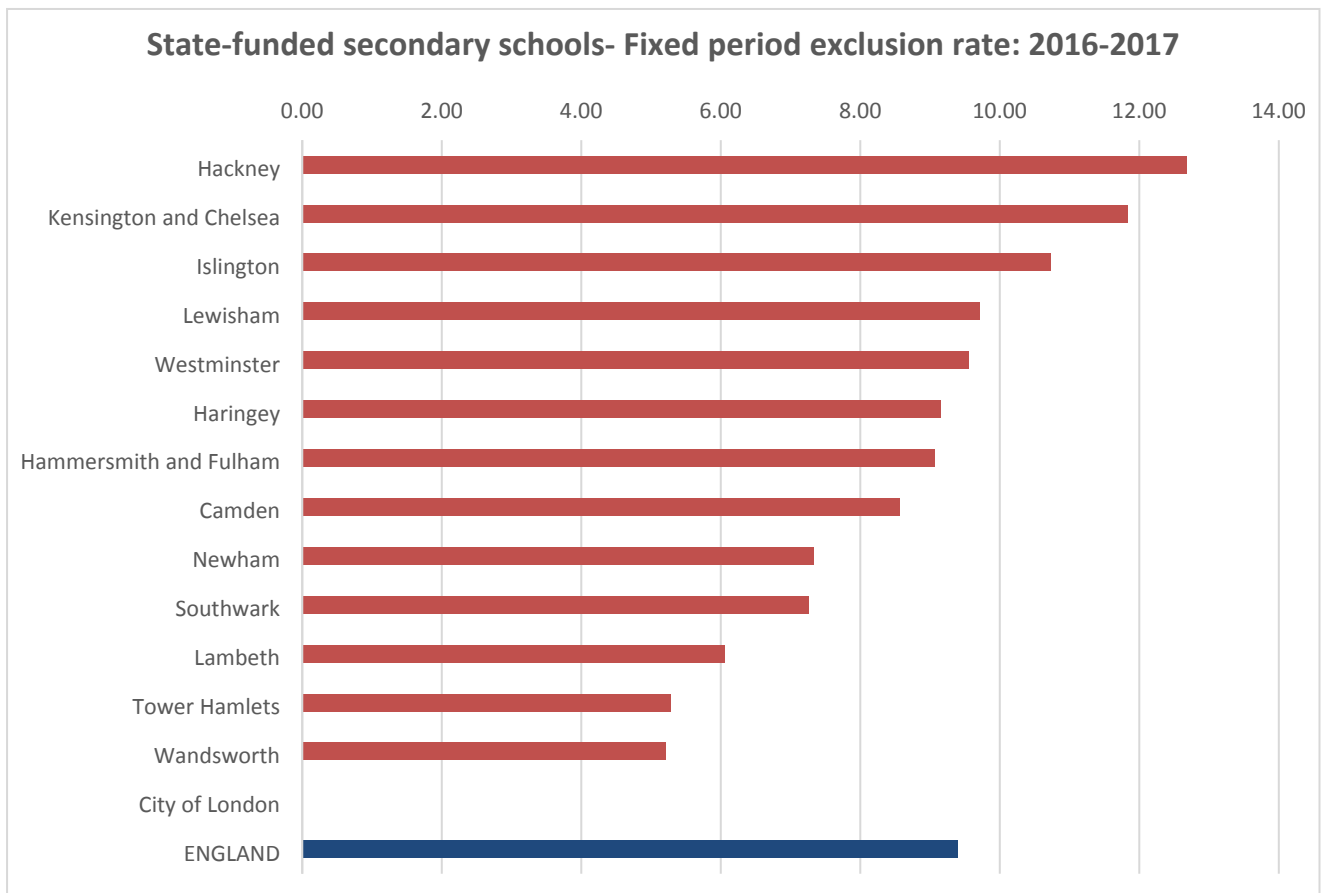


Rate of Fixed-period Exclusions in Secondary Schools: Hackney, Inner London LAs, London and National figures. 2016-2017

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

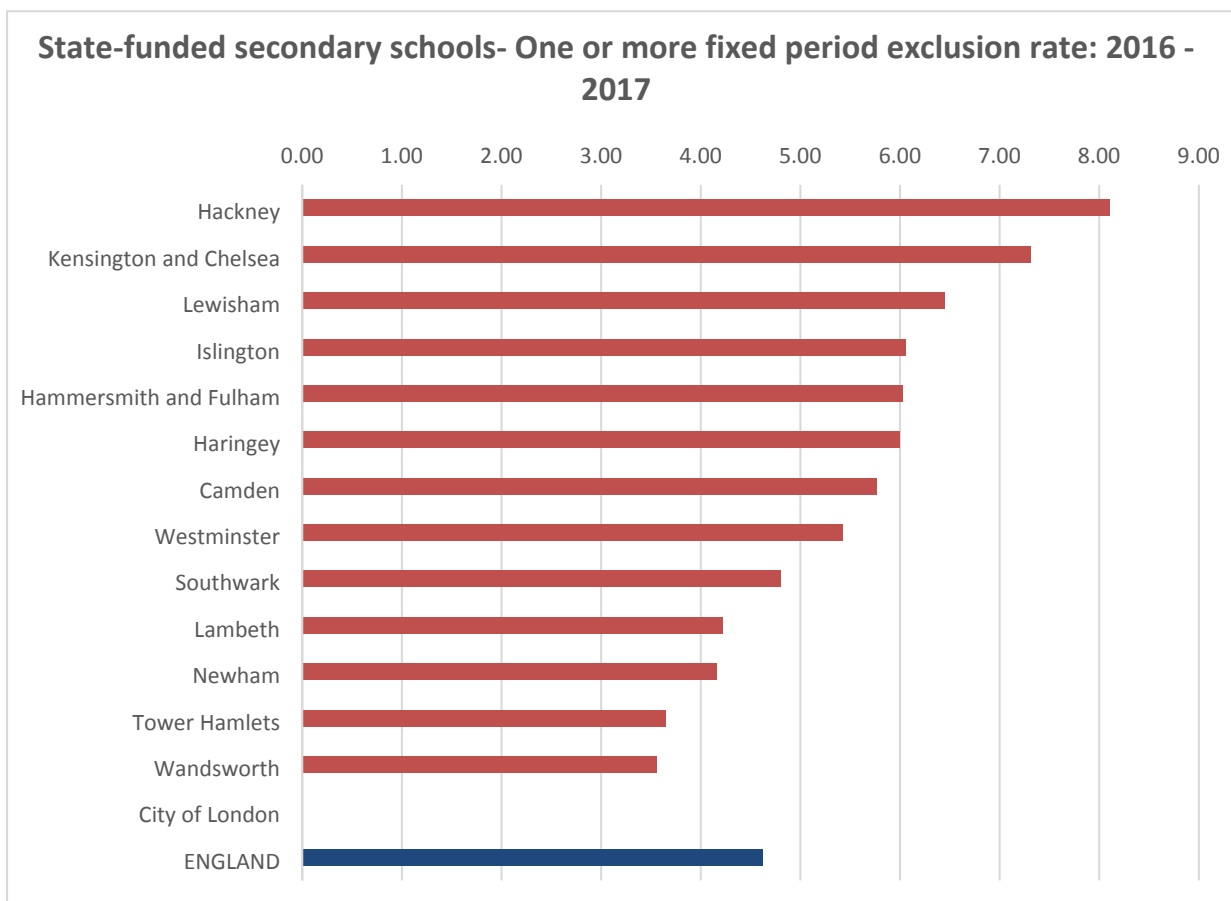
	Number of fixed period exclusions	Fixed period exclusion rate
Hackney	1,680	12.68
Kensington and Chelsea	597	11.83
Islington	922	10.73
Lewisham	1,436	9.71
Westminster	1,083	9.55
Haringey	1,226	9.16
Hammersmith and Fulham	834	9.07
Camden	855	8.57
Newham	1,696	7.33
Southwark	1,139	7.26
Lambeth	883	6.06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



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

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

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



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

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

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

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

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

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

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

2. Context

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

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

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

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

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

3. Legislation

The current DfE guidance can be viewed here:-

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

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

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

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

- Overseeing financial readjustment following exclusion

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

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

4. The Hackney Strategy

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

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

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

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

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

5. Data and information requested

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

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

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

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

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

6. Evidence

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

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

Schools

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

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

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

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

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

Internal support

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

In developmental phase:

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

External support

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

Young Hackney.

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

Aspace

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

Groundworks

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

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

interventions regarding exam practice/ motivation.

- Start date: 15/11/18

Empower

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

St Giles/ Young Hackney

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

In developmental phase:

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

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

Hackney Learning Trust

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

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

HLT Exclusions officers:-

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

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

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

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

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

Re-engagement Unit:-

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

In September 2018 the REU became a fully traded service.

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

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

See Appendix 7 of this report for REU Case Study

EHCP team:-

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

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

In addition:-

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

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

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

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

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

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

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

New Regent's college – the Hackney PRU

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

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

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

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

New Regent's College Service Provision

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

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

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

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

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

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

New Regent's College and Alternative Providers – Quality Assurance

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

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

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

Wellbeing and Mental Health in Schools (WAMHS) project

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

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

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

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

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

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

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

a) Anna Freud Schools and Mental Health Link Project:

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

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

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

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

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

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

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

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

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

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

the students in the school context.

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

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

YBM (Young Black Men) Strategy

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

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

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

Alternative Provision Panel

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

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

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

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

Key Stage 4 outcomes

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

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

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

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

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

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

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

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

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

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

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

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

The DFE guidance referenced above -

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

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

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

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

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

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

SENDIAGS details can be viewed here:-

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

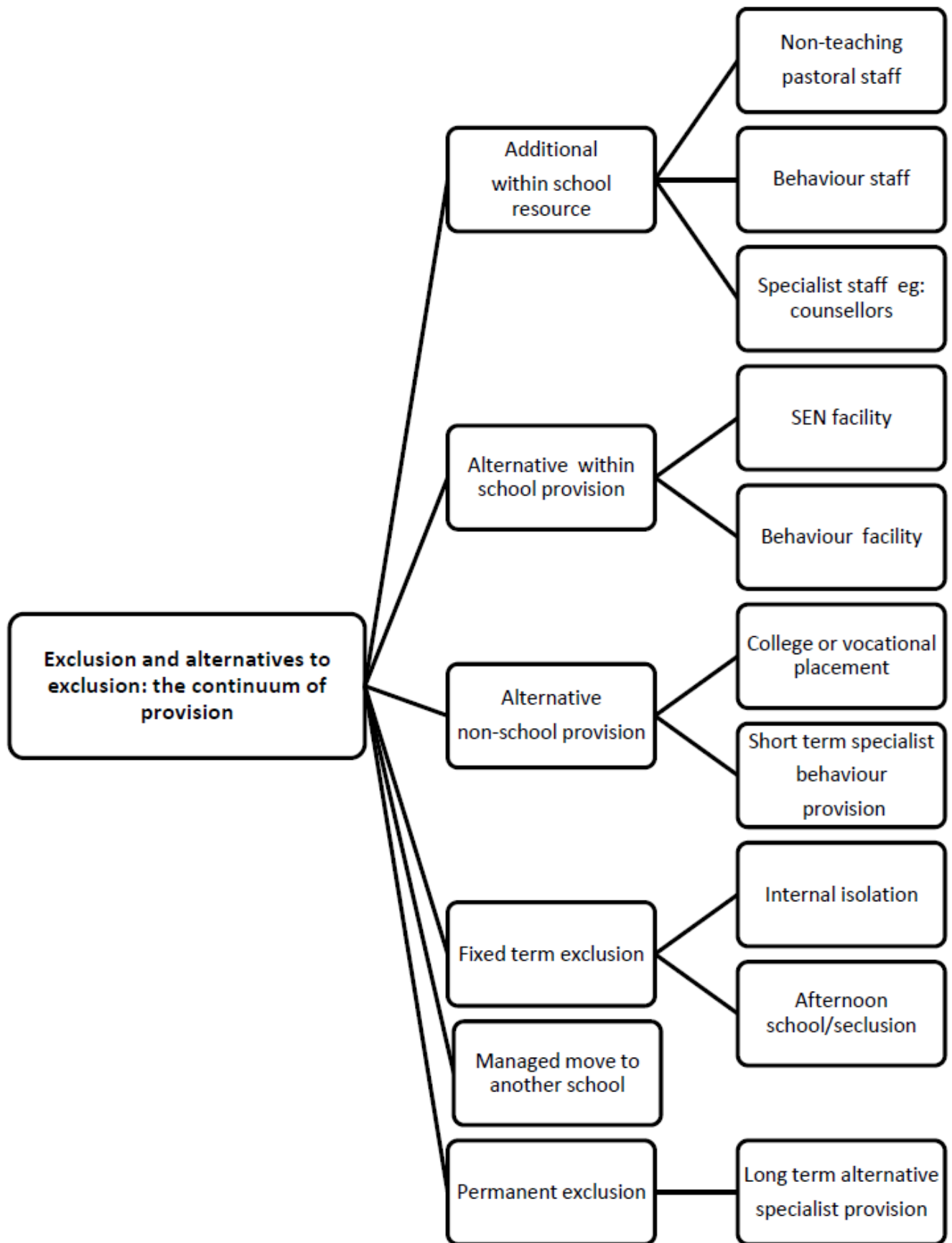
An update, including early findings and the next steps, on the HLT deep dive into exclusions (the journey and support).

The outcomes of the Exclusions Project involve the following:

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

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

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



Appendix 2. Hackney Learning Trust

Reducing Exclusions Executive Team Terms of Reference

1. Responsibilities

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

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

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

1.1.3. bring knowledge of the wider community to the discussions

2. Membership

2.1. Membership will comprise –

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

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

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

3. Frequency of meetings

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

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

Reducing Exclusions Board Terms of Reference

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

4. Membership

4.1. Membership will comprise –

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

5. Frequency of meetings

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

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

Appendix 3. HLT Wellbeing Review Group – Terms of Reference

1. Purpose

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

2. Role of the Wellbeing Review Group.

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

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

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

2.3 Intended Outcomes

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

3. The Wellbeing Review Group process

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

Membership will consist of:-

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

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

4. Vision

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

5. Guiding Principles

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

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

6. Practical arrangements

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

Appendix 4. Alternative Provision Panel Protocol

1. Purpose of the Protocol

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

2. Role of the panel

2.1 The purpose of the panel is to consider the needs of pupils who have been placed, or are to be placed at NRC either following exclusion or through vocational placement, and to determine the most appropriate means to support pupil, family and New Regents College to ensure continuity of education and address any complex issues that that arise for the pupil.

2.2 In practice the role of the panel is to:-

- Enable maintained schools to meet their statutory requirement to notify the local authority of all children placed in alternative provision with a statement of special education needs, as outlined in the DfE Alternative Provision guidance.
- Minimise the time that vulnerable pupils spend out of provision by monitoring pupil progress, agreeing actions and delegating responsibility to appropriate officers.
- Oversee and support the transition process of permanently excluded pupils until a full time successful placement has been determined.

2.3 The Alternative Provision Panel does not need to sanction placement at New Regents College that is being purchased by schools. However, Hackney Learning Trust will need to be notified of such arrangements in order to be satisfied that those pupils are receiving appropriate educational provision and that the pupil database is amended accordingly.

3. The Alternative Provision Panel process

3.1 Hackney Learning Trust will establish a panel comprising:-

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

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

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

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

4. In-Year Fair Access (IYFA) Protocol

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

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

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

5. Review

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

Appendix 5. NRC Primary Partnership Placements



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

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

Formative and summative assessment

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

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

Baseline score Summative score

Liaison with referring schools

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

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Parental engagement

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

Identifying gaps in learning through quality interventions

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

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

Points to consider

Suitability of referrals

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

End of placements

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

Appendix 6. Exclusions Team Case Studies

Case study 1

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

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

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

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

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

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

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

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

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

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

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

Case study 2

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix 7. Case Study.

REU joint working partnership supported by CAMHS

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

Background

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

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

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

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

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

REU Intervention

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

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

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

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

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

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

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

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

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

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

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

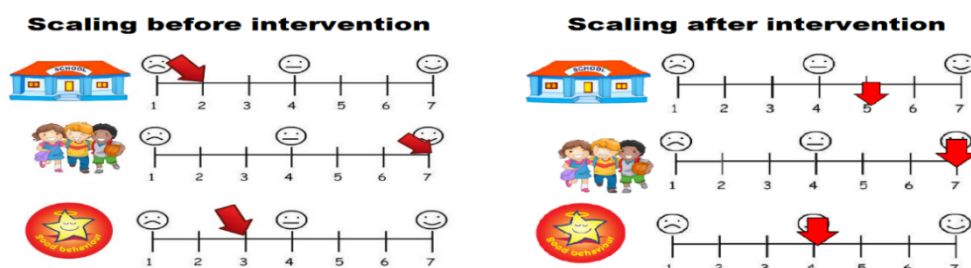
Impact of REU work

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

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

How David felt

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



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

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

Appendix 8 – School Based Case Studies

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

Aims:

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

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

1. Ready
2. Respectful
3. Safe

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

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

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

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

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

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

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

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

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

Case Study 2

Shared Language

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The need for this project is evidenced by:

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

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

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

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

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

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

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

November 2018 – Project Update

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

Document Number: 21769992

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

NRC Y11 Cohort 2017-18, Interventions and Progress

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

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

Document Number: 21769992

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

Document Number: 21769992

Document Name: HLT report (1) with cover portrait SCRUTINY COMMISSION 18-19 EXCLUSIONS - final version1

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

92

Situation 09.10.18

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

ETE outcome for available cohort (88): 91%