

Recommendation	Response
<p><u>Recommendation 1</u></p> <p>That school exclusion data is published and reviewed annually by the Children & Young People Scrutiny Commission. This annual review will require Hackney Education Service to publish demographic data (age, gender, ethnicity) on:</p> <ol style="list-style-type: none"> a) the number of permanent and fixed term school exclusions; b) the number of ‘managed moves’ to other schools; c) the number of children moving to (and totals within) Elective Home Education; and d) the number of children receiving education through Alternative Provision e) Other unexplained pupil exits from school. <p>Hackney Education Service should continue to monitor and review the level of all exclusions and ‘unexplained’ pupil exits, and to provide challenge to school leaders where this exceeds locally agreed thresholds</p>	<p>Hackney Education agrees with this recommendation in full: the significant part of this recommendation is already standard practice for the service.</p> <p>Hackney Education holds data on the number of exclusions, managed moves, children being electively home educated and attending alternative provision.</p> <p>Roll movement is monitored annually and where the level of roll movement in a school is a concern, the School Improvement team investigates that with the school.</p> <p>Hackney Education provided a report to the Commission on this topic in May 2021.</p> <p>A report covering the range of data set out here will now be produced for the Commission annually. The optimum time for such a report would be in the Autumn term of each academic year. Data will be produced and provided externally in alignment with reporting timelines set by the Department for Education (DfE).</p> <p>Additionally, school-level exclusion reports are provided to schools annually, along with the Risk of NEETs (Not in Education, Employment or Training) report that includes exclusion data alongside a range of other contextual information, and which goes to secondary schools annually. Risks of NEETs reports are also shared across the Children & Families teams, including the Virtual School.</p> <p>Hackney Education is looking to secure agreement from all schools to share data electronically with the local authority (LA).</p>

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<p><u>Recommendation 2</u></p> <p>1) It is recommended that the Council reaffirms commitment to the principles, purpose and value of the ‘inclusive school’ in which schools are actively supported to help maintain children’s placements in mainstream education particularly in relation to:</p> <ul style="list-style-type: none"> a) The maintenance of a broad and balanced curriculum which keeps children and young people engaged and motivated with learning and school life and culture, and which recognises the needs of those children with SEND and or other learning challenges. b) The maintenance of a positive and inclusive Behaviour Management Policy which is reflective, and which aims to identify and address young people’s unmet needs (as detailed in Rec 3) c) A broad programme of behavioural, emotional and wellbeing support is provided as a wraparound service provided in tandem with other statutory (CAMHS, SEND) and other providers (e.g. Young Hackney, WAMHS and other early help services). d) A local education system which rightly celebrates inclusion alongside educational achievement and progress; e) Ensure that inclusion is reflected in the training and support provided to Governors. <p>2) It is recommended that a conference for schools, colleges and alternative provision to support policies and practices which promote inclusivity.</p>	<p>Hackney Education agrees with this recommendation in full: this inclusive approach is already policy and practice for the service and the recommendation outlines a development of this.</p> <p>Hackney Education and the lead members for Education will review and recommit to their statement encompassing the aim for schools in Hackney to be inclusive, including the role of the broad and balanced curriculum, recognising the needs of children with SEND (Special Educational Needs and Disabilities) and/or other learning challenges.</p> <p>Hackney Education will revisit the Hackney guidance (produced November 2019) on behaviour policies, including these underlying principles, and how these will be executed within primary and secondary settings. This will be reviewed in partnership with schools and disseminated to settings. This guidance will affirm the importance of identifying and addressing unmet needs of children and young people.</p> <p>Hackney Education will further develop a recognition system for schools, showing excellent practice in inclusion. This will generate a list of schools with best practice in key areas of inclusion, relationships, behaviour management and the principles of inclusive practice.</p> <p>SIPs (School Improvement Partners) and other partners, through their regular visits, will support schools to implement/quality assure a differentiated, challenging, relevant and stimulating curriculum for all groups of pupils.</p> <p>The Children and Education team, working with New Regent’s College and WAMHS (Wellbeing and Mental Health in Schools project), will develop a cohesive early help approach which complements the early help and supportive work provided by schools.</p> <p>The Re-engagement Unit offers SEMH</p>

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	<p>(Social Emotional and Mental Health) support, promoting, modelling and embedding inclusive practice in commissioning primary schools. It has an embedded CAMHS (Child and Adolescent Mental Health Services) clinician in its operational model, allowing for direct CAMHS work with children, families and schools, as well as clinical oversight within the team as a whole and strong integration between the services. The plan to expand this service to offer further support across all school phases is under consideration currently, with a view to this being delivered in September 2022.</p> <p>The WAMHS programme will continue its work with partner schools in helping them become settings that support young people's mental health and wellbeing through their ethos, leadership and inclusive approaches to behaviour. CAMHS clinicians in schools will build capacity in early identification and early help among school staff. Provision of WAMHS support for those schools without CAMHS workers will be developed.</p> <p>Hackney Education will continue to support schools to implement best practice in transition from primary to secondary school. A primary/secondary transition policy is due to be published Spring 2022.</p> <p>Training for school staff and aspiring school staff on inclusion and supporting pupils with SEND will be provided, and knowledge and experience of these issues will be included as recommended areas of expertise in the recruitment advice we provide to schools.</p> <p>Inclusion is a key theme in governor training: this will continue with a particular emphasis on reaching governors and trustees of all Hackney schools.</p> <p>With regards to the second part of this recommendation, a conference will be held in Spring 2023 to promote inclusivity.</p>
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Recommendation 3

To help identify and extend best practice in positive behaviour management it is recommended that:

a) Hackney Education Service establishes a conference for schools, colleges and alternative provision which can explore the principles and best practice applications of positive behaviour management strategies and the benefits this confers for an inclusive school.

b) That Hackney Education Service works with local schools in auditing local school policies in particular school behaviour policies to ensure that these are inclusive, comply with equalities duties, do not disproportionately impact on certain groups and make necessary adjustments for young people with SEND

Hackney Education agrees with this recommendation in full: this approach is underway.

Hackney Education and partners will affirm the key principles underpinning an inclusive school/ behaviour policy e.g. restorative, trauma informed, solution focused. These principles are to be promoted by all services and included in relevant support, guidance and training.

The Behaviour and Wellbeing Partnership of secondary schools will continue to develop and share best practice in understanding young people's behaviour and supporting their wellbeing.

In their programme of visits, school improvement partners will look at behaviour policies and highlight where rates of exclusion are well above local and national figures, and where disproportionality is entrenched. They will encourage school leaders, governors and trustees to regularly examine whether approaches are really working to ensure that more students are included.

Best practice from Hackney schools on helping pupils affected by the lack of socialisation during Covid-19 and tackling the impacts on their social, emotional and mental wellbeing will be shared.

WAMHS forums and universal training will continue to be offered to all schools to share best practice in understanding young people's behaviour.

With regard to recommendation 3b, opportunities will be identified for Hackney and other partners to review behaviour policies in primary and secondary schools.

The SENCO (Special Educational Needs and Disabilities Coordinator) forum will include training sessions regarding the inclusion of SEND pupils in the school approach to managing behaviour.

The 'Exclusion Review' process will be offered to additional secondary schools to help them understand best practice in their

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	<p>individual context to reduce exclusions.</p> <p>Guidance for behaviour policies will include links to teaching and learning and personal development.</p> <p>A conference will be held in Spring 2023 to promote inclusivity.</p>
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<p><u>Recommendation 4</u></p> <p>a) It is recommended that Hackney Education Service continue to:</p> <ul style="list-style-type: none"> - Ensure that Schools leaders and Governing Bodies continue to be aware of their equalities duties and that necessary adjustments are put in place for young people with SEND; - Should review the support available to local SENCO's and ensure that there is supporting infrastructure linking them to local SEND and CAMHS services; - Ensure that there are appropriate systems for reviewing and keeping EHCPs up to date <p>b) It is recommended that additional advice, information and guidance is provided for parents of children with SEND who are seeking alternative or specialist provision for their child.</p>	<p>Hackney Education agrees with this recommendation in full: this approach is underway.</p> <p>a) - Inclusion and equalities are discussed regularly at the governors forum and governors are informed of their responsibility and ways to support and challenge schools in this work. Hackney Education already offers training which focuses on the Hackney Young Black Men Initiative – understanding Cultural Competency, Racial Identity and Unconscious Bias. We will now also offer specific training on Equality Duties, and ensure we make Equality Duties a feature in all training sessions.</p> <p>- SENCO Forums are run regularly and include advice and guidance around inclusion. The new SEND operating model will allow for further targeted support on a locality basis which will further signpost, advise and guide SENCOs.</p> <p>- The new operating model will allow for greater transparency, oversight and guidance around reviewing and keeping EHCPs (Educational Health and Care Plans) up to date.</p> <p>- Additional capacity is being created in the SEND Service to support EHC planning.</p> <p>- Joint work across the Children and Education Directorate to form children and family hubs, alongside</p>

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	<p>a central early help hub, will ensure greater linking between referrals for behaviour which could be an indicator of any one or a combination of mental health issues, learning difficulties or emotional distress.</p> <p>b) - Work is going on to strengthen the SENDIAGS (Hackney SEND Information, Advice & Guidance Service) offer to parents/carers.</p>
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<p><u>Recommendation 5</u></p> <p>It is recommended that Hackney Education Service should support the development of a third party intervention in secondary schools similar to the Re-Engagement Unit which is already established to support primary settings. This intervention could be piloted with a number of participating secondary schools:</p> <ul style="list-style-type: none"> a) To assess the efficacy of this approach in providing coordinated early intervention support to children at risk of exclusion to reduce the risk and incidence of school exclusion; b) To link with Young Hackney and other early help support; c) To assess how such service can be financially viable as either directly commissioned service (via the high needs budget) or as a traded service to schools. 	<p>Hackney Education agrees with this recommendation in full: this approach is underway.</p> <p>The secondary arm of the REU (Re-engagement Unit) support has been in various stages of its pilot since September 2019. There is a universal (although limited) offer in 21/22 and a proposal for significant expansion has been agreed, which will bring the level of support available in line with our primary offer.</p> <p>Efficacy is assessed via our quality assurance cycle, and this informs our service development and ongoing learning.</p> <p>Established links with Young Hackney, WAMHS and other early help support are being strengthened within the secondary landscape through joint working, shared support plans and regular multi agency TACs (Teams Around the Child): this is also part of the REU approach.</p> <p>Hackney Education has affirmed funding of the extension of the REU by repurposing some of the High Needs Budget.</p>

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<p><u>Recommendation 6</u> It is recommended that the Education Service and wider Council places a trauma-based approach at the centre of its approach to tackling school exclusions. As part of this approach, it is suggested that:</p> <ul style="list-style-type: none"> a) School leaders, teaching staff and Governors are provided with training to further understand adverse childhood experiences and vulnerability to develop and support trauma informed practice. b) School leaders (including those within alternative provision) should be encouraged to share learning in supporting vulnerable young people to help develop and extend good practice in a trauma informed approach. 	<p>Hackney Education agrees with this recommendation in full: this approach is underway.</p> <p>With regards to recommendation 6a, a one day conference was provided for 200 schools and settings' staff on Trauma Informed practice in February 2019.</p> <p>40 members of Hackney Education staff have been trained in Trauma Informed practice. Training is offered to schools free of charge and in a format that suits them. A total of 27 sessions have taken place so far. This work is ongoing and schools continue to be encouraged to take up this offer.</p> <p>All schools were offered whole school training provided by Kate Cairns Associates, and 6 schools have taken up this offer.</p> <p>A one hour webinar was commissioned and provided to all schools in relation to Trauma and the pandemic in the summer of 2020 and supported discussions were provided on request.</p> <p>The Childhood Adversity, Trauma and Resilience Programme (CHATR) works in the City of London and Hackney to reduce the risk and impact of childhood adversity and trauma, and give children the best possible opportunity for a healthy future. Training for professionals has been developed and a portal of resources is available to all. Training for perinatal staff has been delivered and this work led to the piloting of trauma-informed approaches to Child Protection Conferences to enable professionals to understand how parents' past trauma might impact their current behaviour, and how best to support them to break the cycle of trauma by supporting their children to build resilience.</p> <p>The 76 schools in the borough are part of the WAMHS programme and have access to clinicians and training around attachment-aware practice.</p> <p>Governors are offered training on Wellbeing</p>

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	<p>and how governors ensure the development of emotional, mental health and wellbeing of children. We recognise the need to bring a greater focus to governors' understanding of adverse childhood experiences and vulnerability.</p> <p>Guidance was sent out in Autumn 2019 to all schools to support them to review their behaviour policies with an Attachment and Trauma lense.</p> <p>Going forward, Hackney Education will re-run Attachment and Trauma training; we will focus SIPs, advisers and consultants onto monitoring how settings and schools are using this provision.</p> <p>Schools with continuing high levels of Fixed Term Exclusions will be asked to participate in training.</p> <p>With regards to recommendation 6b, best practice in attachment and trauma will be shared via networks and symposia.</p>
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<p><u>Recommendation 7</u> It is recommended that Hackney Education Service, with City & Hackney Safeguarding partners, ensure that there are robust systems in place to coordinate effective support and risk mitigation for all pupils at the point of permanent exclusion and/ or at the point of repeat fixed term exclusion. This should include:</p> <ul style="list-style-type: none"> a) That specific guidance and information for local schools is developed to help them assess safeguarding risks within school exclusion decisions; b) That schools are encouraged to undertake an independent multidisciplinary safeguarding assessment prior to any final decision to permanently exclude a child; c) That training is developed and implemented for school governors and other school leaders about the safeguarding risks and implications of permanent exclusion from school; 	<p>Hackney Education agrees with this recommendation: this approach is being developed and shaped.</p> <p>Hackney Education will produce local supplementary guidance for schools, utilising the tools and processes developed through Hackney's Contextual Safeguarding programme, to assist them in assessing extra familial safeguarding risks in relation to exclusion from school.</p> <p>Alongside this a protocol will be developed that will</p> <ol style="list-style-type: none"> 1. encourage schools to draw upon wider professional expertise prior to making a decision to exclude a pupil permanently; and 2. Improve information sharing and understanding of risk around permanently excluded pupils. <p>The purpose of this protocol will be to support head teachers in their decision</p>

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<p>d) That City & Hackney Safeguarding Children Partnership (or appropriate subgroup) is notified of any permanent school exclusion ‘in real time’ to enable a full safeguarding assessment of the child/young person, and the ability of parents to effectively safeguard that young person at home;</p> <p>e) That systems are developed to support effective and timely sharing of safeguarding and other welfare information for excluded children moving from school to alternative provision;</p> <p>f) That all alternative provision at which young people are in attendance (both internal and external to the borough) is routinely included in safeguarding information distributed by Hackney Education Service, CHSCP, Gangs Unit or other relevant bodies;</p> <p>g) At point of exclusion Children and Families Service are notified for Children in Need or other Family Support.</p>	<p>making. It will allow them to consider alternatives and ensure that all safeguarding factors are taken into account prior to it being made. Should a child go on to be permanently excluded, the improved systems for sharing information will assist any new education setting in managing risk. This will form part of the work of the new expanded REU offer and the work of Young Hackney in reducing exclusions.</p> <p>A programme of events will be developed for leaders and governors to support the guidance and protocol, which will be rolled out alongside these.</p> <p>As part of the protocol, CHSCP (City of London & Hackney Safeguarding Children Partnership) and MASH (Families Services Multi Agency Safeguarding Hub) will automatically be notified of all permanent exclusions. Upon receipt of a permanent exclusion notification, EHH (Early Help Hub) will gather information from partners in order to assess the risk. They will consider whether the significant harm threshold has been met and whether a Children & Families Assessment is triggered as a consequence of the permanent exclusion. If the pupil already has a social worker, details of the permanent exclusion will be shared with the social worker so they can review the child’s plan.</p> <p>Hackney Education will work with the CHSCP, Police and IGU (Integrated Gangs Unit) to ensure alternative provision settings are included in any safeguarding information that is disseminated.</p>
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<p><u>Recommendation 8</u></p> <p>It is recommended that Hackney Education Service, Children and Families Service and Young Hackney and other welfare support services should improve information sharing and coordination to help identify and support children at risk of exclusion and to create and deliver effective preventative</p>	<p>Hackney Education agrees with this recommendation: this approach is being developed jointly.</p> <p>The expanded universal REU will have a remit to work across all primary and secondary schools, thus providing equitable access to early help support services for those vulnerable to exclusion.</p>

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interventions. Partners should work collaboratively to identify those risk factors which place local young people at risk of exclusion and target preventative services accordingly.

The REU will look to work collaboratively with Young Hackney and other elements of Hackney's early help provision to ensure young people and their parents/carers can access support. Referrals for support from the REU will be made via the Early Help hub, thus allowing needs to be considered in the whole.

The Early Help Review will enact changes to existing early help practice. This will include the implementation of one form and pathway that can be used by a professional working with a family to request support from the Council, with all requests going to the Early Help hub established within the MASH.

Requests for early help services will be screened by this hub and a decision will be made on the right level of support (according to the Hackney Wellbeing Framework) and the right service to help a child and family. This process will often include early help workers talking to referrers and families about the request.

The single online form will be used to request support from:

- Safeguarding Services
- SEND Services, with reference to the Graduated Response for SEND
- Targeted Youth Support
- Family Support for younger children
- Family Support for older children
- Education early help services

Additionally, a telephone 'Consultation line' has been established for professionals or members of the public who are worried about a child, or are unsure about what support a child and family needs, or whether you should make a request for support.

As part of this, a response to pupils at risk of PEX (permanent exclusion) protocol will be developed to ensure information is shared and actions coordinated for those at risk of permanent exclusion.

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<p><u>Recommendation 9</u></p> <p>1) Hackney Education Service should ensure that:</p> <ul style="list-style-type: none"> i) There is adequate infrastructure in place to enable educational settings to meet, collaborate and share good practice to support young people across the local education system. ii) In particular, HES should consider how best alternative provision can engage and be involved in local systems to ensure that their expertise and learning is shared more widely. iii) There is effective communication across local education systems to ensure that the transfer of pupil information in supporting excluded children moving to AP. iv) The engagement and involvement of alternative provision is supported locally, given their relative size and operational capacity. <p>2) It is also recommended that Hackney Schools Group Board should actively engage and involve alternative provision to further bring these settings into the wider family of schools.</p> <p>3) Hackney Education Service should consider how it can improve links between individual alternative providers and other local schools and share best practice from both schools and AP in supporting children at risk of exclusion.</p>	<p>Hackney Education agrees with this recommendation in full: this approach is being developed.</p> <p>Hackney Education runs regular half-termly forums for secondary school leaders on behaviour. This is chaired by a Headteacher and provides a means of exchanging best practice, collaborating and shaping approaches across the system to reduce exclusions.</p> <p>A pupil panel, chaired by the Lead for Wellbeing and Safeguarding, meets regularly to coordinate and disseminate information regarding excluded pupils.</p> <p>Hackney Education has clarified its vision for the NRC (New Regent's College) and the role and functions, under newly appointed leadership, it is expected to undertake. There will be a refreshed SLA (Service Level Agreement) between NRC and Hackney Education.</p> <p>With regard to part 2, Hackney Education will extend the role of a school improvement officer from the secondary team, to provide systems leadership for quality assurance and communication.</p> <p>A key function of this post will be to run a termly network meeting for Alternative Provisions. This will be developed with NRC under the existing quality assurance framework. This will ensure that their expertise and learning is shared with mainstream settings and with secondary headteachers, enabling this to be seen as integral to local provision.</p> <p>The adjustment in roles will require funding. We estimate this to equate to a resource equivalent of one day/week.</p> <p>The 14-19 team maintains a directory showing local providers of alternative pathways for 14-19 year olds. This is updated annually and will be extended to include Alternative Provisions outside of</p>

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	<p>Hackney. The directory will be a key tool for the above post.</p> <p>We will propose a revised process for quality assuring alternative provisions that includes settings commissioned independently of NRC. The renewed system will be designed to facilitate identification of strong provision and the transfer of information in supporting children moving from mainstream education. This process will be jointly implemented by school performance and improvement, wellbeing and attendance, SEND and NRC.</p> <p>The 14-19 team maintains a directory showing local providers of alternative pathways for 14-19 year olds. This is updated annually.</p> <p>With regard to part 3, a new annual schedule of meetings/sessions for AP (Alternative Provision) leaders will be set up and led by a Hackney Education officer with NRC. This will require resource equivalent to a day a week.</p>
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Recommendation	Response
<p><u>Recommendation 10</u></p> <p>1) It is recommended that Hackney Education Service review local commissioning strategy of AP to ensure that there is sufficient provision (capacity, quality, and diversity) to meet the needs of young people not in mainstream education. This role should be developed alongside:</p> <ul style="list-style-type: none"> - The local SEND team who share similar strategic objectives to develop local service options for AP; - Other local authorities who share commissioning need for AP in the sub-region. <p>2) To help maintain the stability and sustainability of the local AP sector, it is recommended that Hackney Education Service should explore how additional</p>	<p>Hackney Education agrees with this recommendation in general although the second part needs exploring further in terms of responsibilities.</p> <p>With regard to part 1, the commissioning strategy has been reviewed by Hackney Education and will be reviewed annually, in liaison with NRC and neighbouring boroughs.</p> <p>The directory of AP is regularly monitored/reviewed to ensure capacity and assess match to need.</p> <p>We will develop a clear process to receive input from, and reporting to, Secondary Schools on AP and the providers' capacity, quality and diversity.</p> <p>Any changes to commissioned providers will be reflected in the Alternative Pathways Directory.</p>

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<p>business support can be made available to local alternative providers to assist with business modelling and financial planning. HES might consider options for utilising the skills and experience of the Business Support Function (used to support Early Years sector) as either a direct or traded service.</p>	<p>With regard to part 2, Hackney Education is not able to provide business support directly to small, independent AP settings. However, the local community has access to the Council's Business Portal/Hackney Business Network.</p>
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Recommendation	Response
<p><u>Recommendation 11</u></p> <p>i) It is recommended that Hackney Education Service reviews the Service Level Agreement with New Regents College to ensure that the following standards underpin the sub-Commissioning of Alternative Provision, in which young people are:</p> <ul style="list-style-type: none"> - Provided with education, training and learning support in a therapeutic environment which seeks to recognise and address learning needs and maximize their opportunities; - Have access to a varied and accessible curriculum; - Have access to qualified teachers in all settings and explicitly for the teaching of Maths and English; - Supported in educational settings which are of a high standard, safe and have access to learning resources comparable to young people in mainstream settings; - Given equal access to other educational and statutory health and welfare support services to young people in mainstream settings. <p>ii) It is also recommended that HES should consider whether School Improvement Partners can also work with AP settings to provide quality assurance, including independent challenge, and to agree and support the development of improvement priorities for individual settings.</p>	<p>Hackney Education agrees with this recommendation in full: this approach is being developed.</p> <p>Young people may be placed at APs via NRC or directly from schools.</p> <p>The role indicated above in Recommendation 9 will be a key leader, who alongside the Head of High Needs and School Places, will set standards for APs used by NRC and Hackney schools.</p> <p>Both the Hackney Education officer and the Head of NRC will work with APs. A protocol for this work will be developed by December 2022.</p>

Recommendation	Response
<p><u>Recommendation 12</u></p> <p>a) It is recommended that HES review and assess the longer-term destination and outcomes of those young people leaving alternative provision and consider whether additional transitional support is necessary to help AP students adjust to new learning environments.</p>	<p>Hackney Education agrees with this recommendation: this approach is already well underway.</p> <p>Hackney Education holds data on pupils attending New Regent’s College and their commissioned providers, if they are on roll there or dual registered.</p> <p>Hackney Education produces an annual Risk of NEET indicator (RONI) for all Hackney pupils on roll in Hackney mainstream schools in KS3, 4 and 5. This includes published data (e.g school moves) on individual pupils. This could help identify additional factors affecting our defined cohort. This is currently shared with schools (their institution only) and Council officers (all schools). Bespoke versions are created on request e.g. Virtual School.</p> <p>Hackney Education hosts the Alternative Pathways Directory on its website. This is updated annually but the content and format is due to be reviewed as part of Hackney Education changes around AP.</p> <p>All students at NRC are supported via Prospects to find suitable post 16 places. We will review the success of this work to ensure it meets the needs of these pupils.</p> <p>The September Guarantee process is a statutory annual data collection of the Post 16 destinations of Year 11 students. This is carried out in Hackney by Prospects on behalf of the Council. This dataset could be used to identify destinations of previous cohorts to assess trends, and to identify former AP students aged 16-18. Any students aged 16-18 who are identified as Not in Education, Employment or Training (NEET) are tracked and supported by Prospects into EET destinations in partnership with Young Hackney and youth support partners.</p>

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	<p>However, as we only have a duty to track 16-17 year olds (25 for those with SEND) under the September Guarantee, we do not have access to any reliable destination data for any young people older than this.</p> <p>Data could, in theory, be shared with local institutions taking AP leavers, to allow them to provide the extra support they might need for a successful transition. However, this may involve additional data sharing arrangements and young people do have the right to opt out of the process.</p>
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Recommendation	Response
<p><u>Recommendation 13</u></p> <p>It is recommended that Hackney Education Service, in partnership with other agencies, should ensure that there are robust systems in place to plan, coordinate and deliver effective welfare support equally to all children in AP irrespective of its location.</p>	<p>Hackney Education agrees with this recommendation: this approach is being developed jointly.</p> <p>AP providers have equal access to MASH and early help. When students are placed at alternative providers they are discussed at a multi-agency panel at which welfare support officers are present.</p> <p>A review will take place during 2022/23 of the welfare and additional support provided to all pupils at AP, with specific recommendations to be set out.</p>

Recommendation	Response
<p><u>Recommendation 14</u></p> <p>It is recommended that Hackney Education Service should explore what support (either through national or local schemes) can be provided to assist AP settings to develop their physical estate and or amenities.</p>	<p>Hackney Education agrees with this recommendation: this approach is being developed.</p> <p>Many APs are small and bespoke. The renewed quality assurance process could be adapted to include the quality of the physical estate and its amenities. This process can highlight strengths and areas for improvement, including security. Advice on access to capital funds will be provided.</p>

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<p><u>Recommendation 15</u></p> <p>It is recommended that Hackney Education Service should lead on recognising and sharing best practice in the Alternative Provision sector among other education providers:</p> <ul style="list-style-type: none"> - Making sure that alternative provision is seen and recognised as an integral part of the local education system and has a valued contribution to education to young people, and that best practice in the sector is highlighted and shared amongst other education providers; - That the attendance, progress and success of young people attending alternative provision is rightly celebrated alongside those young people in mainstream settings; - Facilitate an AP fair each year which provides an opportunity for alternative provision to showcase their education and support offers and to enable young people to make a positive and informed choice when their needs are unlikely to be met in mainstream education. 	<p>Hackney Education agrees with the steer in this recommendation and will take forward developments linked to this.</p> <p>This is covered in the response to recommendation 9.</p> <p>Hackney Education will extend the role of a school improvement officer from the secondary team, to provide systems leadership for quality assurance and communication.</p> <p>A key function of this post will be to run a termly network meeting for Alternative Provisions. This will be developed with New Regent's College under the existing quality assurance framework. This will ensure that their expertise and learning is shared with mainstream settings and with secondary headteachers, enabling this to be seen as integral to local provision.</p> <p>The adjustment in roles will require funding. We estimate this to equate to a resource equivalent of one day/week.</p> <p>The cycle of meetings for AP leads set out in response to Recommendation 9 will enable the recognition and sharing of best practice. In addition, Hackney Education will include discussion of AP provision and practice in the regular cycle of meetings with mainstream headteachers.</p> <p>The attendance and progress of young people attending alternative providers will be celebrated by their host institutions. Success will also be celebrated alongside that of other pupils in the summer results period.</p> <p>A discussion will move forward with AP providers about the fair and best ways to reach young people in a timely way about the AP offer.</p>

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<u>Recommendation 16</u>	Hackney Education agrees with this

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It is recommended that the Education Service set out details for the further development and implementation of an Anti Racist Action Plan and how local education policies and practice will address local inequalities

It is recommended that Hackney Education Service should continue to work with schools, AP and other educational settings to provide:

- Training on unconscious bias, diversity and inclusion to all staff;
- Support the development of improvement plans for local schools which encompass equality and inclusion aims;
- Monitor and review school behaviour and policies;
- Audit and monitor and cultural representation of the workforce in HES and wider school network;
- Promotion and uptake of the Black Curriculum.

recommendation: this approach, including training, has been in place for some time and further work is planned..

Hackney Education has had an Equalities/anti racism plan for some time, informed by wider schools, stakeholders and Hackney Education staff consultation meetings, and continues to be developed.

The Children and Education Directorate is developing a joint anti-racist plan which will bring common themes together. This approach also reflects the ambition for greater synergy within the Directorate approach to ensure joined-up work that has the widest impact.

HR policy development has begun to focus on the implementation of the workplace retention and recruitment policy, with clear guidelines for schools about how to ensure an inclusive approach.

All maintained schools will have the unconscious bias training fully funded for their school staff teams.

All settings and schools have access to unconscious bias training and Hackney Education also offers further training to develop cultural competence and inclusive schools. There will be additional work to reach out to APs regarding this.

Over 50% of primary schools and 70% of secondary school staff have received the training and funding will ensure that all schools can access the training.

SIP partners visit schools each term and every school has articulated their journey to an inclusive curriculum, the areas of need, and next steps. Schools will also have to identify the impact of unconscious bias training and next steps at a Spring term visit.

All Hackney Education teams have received unconscious bias training to ensure we can meet the needs of the community and staff.

A large number of staff in Hackney have accessed the Black Contribution curriculum

Appendix 1

	<p>resources and inclusive curriculum training has been delivered in some schools in Hackney.</p> <p>Currently (Jan 2022) 63 schools and settings in Hackney have downloaded the Hackney Diverse curriculum resources (including APs, Special Schools, Children's Centres).</p> <p>Planning has begun for part two of initial inclusive training, which will measure impact within schools and ensure it remains on a school/setting agenda, so that they develop deeper understanding and identify ongoing steps in equality and inclusion.</p> <p>Governors Services offer training which focuses on the Hackney Young Black Men Initiative. They will now also offer specific training on Equality Duties, and ensure we make Equality Duties a feature in all training sessions.</p> <p>All schools will be engaged on the issue of inclusions, with the School Improvement process renewing its emphasis on assessing school's inclusivity and SEND provision when monitoring school performance and conducting visits. A more targeted approach will further develop.</p>
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Recommendation	Response
<p><u>Recommendation 17</u> It is recommended that Hackney Education Service develop opportunities for the voice of children and young people, particularly in relation to the following:</p> <ul style="list-style-type: none"> - When children and young people have been identified as at risk of exclusion; - When children are going through the exclusion process; - Where children have been excluded from school and in identifying an AP that best suits their needs and aspirations; - In assessing and monitoring the quality of AP. 	<p>Hackney Education agrees with this recommendation: this approach is being developed jointly.</p> <p>We will identify existing practice in settings regarding collecting pupil voice and using this feedback to shape school policy. We will develop best practice guidance based on this research so that all schools in Hackney can see how pupil voice can positively impact the school and contribute to more effective policy.</p> <p>Exclusion reviews will be offered to all schools to help leaders understand better the causes and factors that lead to exclusion, and the steps that can be taken to disrupt this trajectory.</p>

Appendix 1

	<p>School improvement partners will focus visits on assessing the effectiveness of mechanisms for facilitating pupil voice.</p> <p>Through governors training and support provided for PDCs (Pupil Disciplinary Committees), we will ensure that school leaders and governors understand the legal duties under the Equality Act, the Human Right to fair hearing and the legal requirements of the exclusion process, which all make provision that the voice of the individual should be considered.</p>
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Recommendation	Response
<p><u>Recommendation 18</u></p> <p>It is recommended that Hackney Education Service should:</p> <p>a) Commission and/or develop access to independent advice, guidance and support for parents who have experienced exclusion (or other school move) which is available to them at the points of critical need;</p> <ul style="list-style-type: none"> - liaising with the school at the point at which a child has been identified as at risk of exclusion; - liaison and advocacy to support parents when the child has been excluded and wishes to appeal or challenge the decision; - finding the right alternative provision for their child. <p>b) That families experiencing permanent school exclusion are sign-posted and offered family support to manage experiences of trauma and family disruption.</p> <p>c) Work with local parent groups and other voluntary sector organisations to help develop and maintain peer networks that can engage and support parents and families of children excluded from school.</p>	<p>Hackney Education agrees with this recommendation: this approach is being developed jointly.</p> <p>It is envisaged that parent representatives will work with schools to support, advise and relay information around exclusion. Some parents have received training from Young Hackney and CORAM.</p> <p>With regard to part a, SENDIAGs (Special Educational Needs and Disabilities Information, Advice and Guidance Service) are a statutory SEND specialist free impartial information and advice service. They can support parent-carers and young people with SEND who are at risk of or are experiencing exclusion.</p> <p>There is a help and advice article on school exclusion on the Local Offer website here. Schools should signpost to this for contact details of helpful services e.g. <i>Just for kids Law</i> - who provide legal advice around exclusions for parents and carers - this could be related to parent-carers prior and at the point of exclusion here.</p> <p>With regard to part b, as we review the Hackney Education and Hackney Council websites, we will ensure information for parents is high profile and easy to access.</p>

Appendix 1

	<p>Over the next year, Hackney Education will create a network led by the System Leader for Parental Engagement. It is envisaged that best practice and strategies will be shared at these forums.</p> <p>An action plan for Parental Engagement has been created and guidance on setting up forums in schools to capture parents' voices is being written.</p> <p>We will ensure that the brochure and guidance for parents, once an exclusion has been given, is accessible. The document, 'My child has been excluded - the process', is on the Hackney Education website and parents are both able to access and navigate the information clearly. Schools could ensure that parents are signposted to this brochure to parents upon an exclusion.</p> <p>With regard to part c, we will ensure that schools are made aware of local voluntary organisations available to support parents and this information is shared at the point of exclusion.</p> <p>The Family Information Service regularly updates the information in its brochure which includes this information.</p>
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Glossary of terms

AP	Alternative Provision
CAMHS	Child and Adolescent Mental Health Services
Childhood Adversity, Trauma and Resilience Programme	CHATR
CHSCP	City of London & Hackney Safeguarding Children Partnership
EHCPs	Educational Health and Care Plans
EHH	Early Help Hub
IGU	Integrated Gangs Unit
MASH	Families Services Multi Agency

Appendix 1

	Safeguarding Hub
NEETs	Not in Education, Employment or Training
NRC	New Regents' College
PDCs	Pupil Disciplinary Committees
PEX	Permanent exclusion
REU	Re-engagement Unit
RONI	Risk of NEET indicator
SEMH	Social Emotional and Mental Health
SENCO	Special Educational Needs and Disabilities Coordinator
SEND	Special Educational Needs and Disabilities
SENDIAGs	Special Educational Needs and Disabilities Information, Advice and Guidance Service
SIPs	School Improvement Partners
SLA	Service Level Agreement
TACs	Teams Around the Child
WAMHS	Wellbeing and Mental Health in Schools