

Overview & Scrutiny

Children and Young People Scrutiny Commission **DRAFT** Minutes of 19th January 2022

Official Attendees for the record

Cllr Sophie Conway (Chair)
Cllr Margaret Gordon (Vice Chair)
Cllr Katie Hanson
Cllr Lynne Troughton
Cllr Sarah Young
Jo Macleod (Co-opted member)
Sudenaz Top

Connected Virtually

Cllr Caroline Selman
Shabnum Hassan
Ernell Watson (Co-opted member)
Steven Olalere (Co-opted member)

In attendance:

- Cllr Anntionette Bramble, Cabinet Member for Children, Education and Children's Social Care
- Cllr Caroline Woodley, Cabinet Member for Families, Early Years, Parks & Play
- Jacquie Burke, Group Director of Children and Education
- Annie Gammon, Head of Hackney Learning Trust and Director of Education
- Chris Roberts, Head of Wellbeing & Education Safeguarding
- Rory McCallum, Senior Professional Adviser
- Zehra Jaffer, Headteacher, Stoke Newington Secondary School

Cllr Sophie Conway in the Chair

The Chair welcomed members and officers to the meeting and those members of the public who were viewing the livestream. The Chair reminded those attending that this was a hybrid meeting, with members of the Commission and officers attending both in person and connecting virtually and that the meeting was being broadcast live via the internet.

1. Apologies for absence

1.1 Apologies for absence were received from the following members of the Commission:

- Cllr Humaira Garasia
- Cllr James Peters
- Cllr Anna Lynch
- Cllr Anya Sizer
- Michael Lobenstein
- Salmah Kansara (Co-opted member)
- Jim Gamble, Independent Chair of CHSCP
- Representatives of Union of Orthodox Hebrew Congregations

2. Declarations of interest

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

- Jo McLeod was a Governor at a primary school in Hackney;

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- Cllr Margaret Gordon was a parent of a child attending Stoke Newington School (item 4).

3. Urgent Items / Order of Business

- 3.1 There were no urgent items and the agenda was as had been published.

4. Sexual harassment in schools

- 4.1 In early 2021, the Everyone's Invited website recorded 8,000 anonymous reports of sexual abuse and harassment, mainly by girls and young women. By the end of 2021, this figure had reached over 54,000. Ofsted have also highlighted this as an area of concern for school aged children in a report from 2020. The aim of this item was to review the nature and scale of this issue for young people in Hackney and how Hackney Education and local schools supported local young people.
- 4.2 The Cabinet Member for Children, Education and Children's Social Care introduced this item. Local schools had fully embraced the issues raised by the Ofsted reports in to sexual harassment and abuse in schools. Hackney Education had met with head teachers, governors and safeguarding leads to ensure that they had understood the findings of the report and safeguarding implications. Young Hackney had also been engaging young people across a range of settings on this issue and to inform a way forward.
- 4.3 The Director of Education noted that whilst most of the events notified by young women and girls did not take place on school sites, there clearly was a strand of harassment and abuse which were school based. Two local schools were also named on the Everyone's Invited website. In response, the Cabinet member, Director of Education and local police representatives met with local head teachers to discuss and there was action to address evidence of historical crimes. Schools were encouraged to develop a preventative approach and to develop a culture of respect. The subsequent Ofsted report on sexual harassment and abuse in schools had informed further education and training on this issue. It was noted that this issue now also figures within the Ofsted inspection framework for schools.
- 4.4 The Head of Wellbeing & Education Safeguarding indicated that there had been a good partnership response to this issue in which Hackney Education, City & Hackney Safeguarding Children Partnership, Police and Young Hackney have all contributed. There has been an emphasis on disclosure and making sure schools have appropriate mechanisms to enable children and young people to report safely and that there is an appropriate response. Other issues to note:
- This was a systemic issue which needed to be addressed not only within schools, but also beyond;
 - It was important to engage with parents to ensure that they were aware of the risks and what support was available;
 - There was no quick fix to this issue, but Hackney Education and other services would continue to support local schools to raise awareness and develop appropriate responses.
- 4.5 The Headteacher of Stoke Newington Secondary School described how sexual harassment and abuse had been addressed within the school. In May 2021, a group of young girls staged a protest in the school about how incidents had been handled

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and how they felt that their voices were not heard. This was a catalyst for further reflection and action across the school. The most important aspect of this response was to give young people a time and a space to talk about these issues and to reflect how things might be improved. Whilst the school is coeducational, the school provided dedicated space for young girls to voice their concerns. A number of practical development arose from these conversations:

- Boxing in of stairwells;
- Creating safe spaces for young girls to talk;
- Empowering staff to talk young people and to take action;
- School uniform;
- Seating plans in classrooms.

- 4.6 The School participated in a BBC documentary about 'rape culture'. Participation in this documentary had proved enlightening, as this not only demonstrated how young people felt about this issue, but specifically how ill-equipped young boys felt in showing interest in young girls in a respectful manner and which did not cause offence.
- 4.7 The schools strategy and approach to sexual abuse and harrassment was also raised in regular liaison meetings with parents. This was important to ensure that parents were aware and could support children who may have experienced harassment or abuse. These sessions also revealed that a significant proportion of parents themselves had past experiences of sexual abuse and or harassment.
- 4.8 The school acknowledged that it was at the beginning of this process, and that it would be important to engage and involve all local partners in identifying and supporting young people.

Questions from the Commission

- 4.9 The Hackney Youth Parliament representative noted that they had received just one education session on relationships in Year 9. Is it not better to provide more training to young people earlier to help ready and support them for future relationships and what to do when they receive harassment or are in potentially abusive situations?
- It was noted that relationship education varies where some schools teach this in a drop-down session whilst others preferring this is taught in a more regular way. Similarly, some schools commenced teaching of relationship education as early as year 7, which Hackney Education supported.
 - The new PSHE curriculum brought a more standard and consistent approach to the teaching of relationship education, and this should be a regular feature within the curriculum rather than a one-off.
 - It should be remembered that young people as young as year 6 will have their own phone and this opens up many areas of risk for them. Parents need additional guidance and support to help them identify risks and support their children as necessary. Parents need to be empowered to have these conversations with their children.
- 4.10 The reports mentioned that some of the incidents involved potentially criminal activity. Mindful of the ease in which young people can be potentially criminalised, how are schools and local services navigating this complex landscape to ensure that

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appropriate action and sanctions are applied to wrong doing. How are these tensions resolved?

- Where abuse or harassment does take place it is important that complainants have a process for recourse. Restorative justice is used by many schools as a process to resolve complaints, but it should be acknowledged that for more serious cases the involvement of the Criminal Justice System was necessary. It was emphasised that it was important that each case be assessed individually. There were also prevention and diversion measures which could be used to prevent young people from formally entering the CJS; such processes are offered through Young Hackney.
- The Safer Schools Team has been integral to the schools approach to this issue and we have been able to discuss many hypothetical cases with them to inform the approach. In many cases the school found that the victims were reluctant to criminalise other young people, they just wanted their case heard, a recognition that what they are feeling was right and to know that this is not going to happen again. Validation of young people's feelings has been an important part of this process.

4.11 What developmental work is being specifically undertaken with boys, and how the balance is struck in making sure boys are made to be responsible without ostracising them?

- It was acknowledged that young boys face many pressures in the journey into adulthood and need further education, guidance and support to help them navigate relationships. Although girls are on the receiving end of harassment and abuse, this was very much a boys issue and quite rightly, should be the focus of education initiatives to help them be more empathetic and respectful in their relationships with girls. Young boys need to know and understand the boundaries in these relationships.
- Both boys and girls need to have separate spaces to have these conversations, reflect on their behaviour and attitudes, but then to bring this new understanding back together in a coeducational way. The voice of boys does need to be heard in this to make sure they are understood. Boys are also subject to similar abuse by their peers and therefore punitive systems must be seen to work both ways.

4.12 What has been the response in supporting children from LGBTQI+? What do we know of the reporting of such incidents? How can local education services ensure that local guidance and policies are relevant to them and are encouraged to come forward?

- All schools will have a policy on bullying and this will include homophobic bullying. It is important that young people have multiple and different routes in which to report their concerns to ensure appropriate reach.
- This group may feel that this narrative has not really reflected their needs, so it is important to consult and involve them separately. Stoke Newington School had developed a Pride Group to keep these lines of communication open and to ensure that staff were aware of issues.

4.13 The Ofsted report noted that young people often felt that the quality of PSHE curriculum was poor. What can be done locally to develop and improve teaching of

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this important part of the curriculum? What do local young people think about teaching the PSHE curriculum and how are local education services using this data?

- Best practice is for schools to ask children about all aspects of their curriculum.
- It is important to ensure that staff are appropriately trained and feel confident to identify and support children in this part of the curriculum.

4.14 In extending good practice for the teaching of PSHE, is this differentiated for children with SEND? How are local young people with SEND being supported in the teaching of PSHE? How is good practice being modelled and supported?

- There are local forums for sharing good practice. In addition, there are national charities and organisations which can provide excellent advice and support in this area, including model plans and approaches. It is important that this group of young people are also given the opportunity to give feedback on their experiences of PSHE teaching and how this can be improved.
- Speech and Language Therapists have been key to the success of PSHE teaching with children and young people with SEND. This has been important in approaching this in a sensitive way and in helping teachers to find the right language to use.

4.15 It was noted that some young people did not view this issue as a problem, or might lead to risks for them. How are such young people supported?

- It was noted that further to the publication of concerns on the Everyone's Invited website, all schools held conversations (mostly in small groups) with girls. It is clear however, that the issues raised by the website and the subsequent ofsted report has really brought into focus the nature and extend of the sexual harassment and abuse of school aged children takes place. If schools have few or no reports, this would be a worry as this would seem to indicate that reporting systems are not effective because this is most definitely occurring in all schools.

4.16 How confident are teachers and schools in addressing issues which happen among school children but out of school?

- This was an issue which was much wider than schools themselves, and whilst schools have a role to play there were other stakeholders which needed to be involved more, such as parents.
- Teachers and adults in general would always be playing catch up on this issue, therefore it was vitally important that young people are continually and systematically consulted in terms of what should be taught and how it should be taught. This makes sure that teaching is relevant.

4.17 The Chair indicated that it would like this item to come back to the Commission to update on progress and to assess if there has been an increase in reporting. It is important to establish some metrics on this issue and how local education services will determine good outcomes. Hackney Education agreed that some further consultation which produced more qualitative insight with young people, might be more enlightening than actual metrics. This would be incorporated into any follow up to this item at future meetings.

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- 4.18 The Chair thanked officers for attending the meeting, especially those representatives from local schools, and responding to questions from members of the Commission.

5. Unregistered Educational Settings

- 5.1 The Commission undertook a review of unregistered educational settings in 2018 and made 10 recommendations to Cabinet. Since that time, the Commission has received regular updates on implementation of recommendations from the review from both Hackney Education and City & Hackney Safeguarding Children Partnership. Due to the absence of any change in the regulatory and legal framework, national and local agencies have found it difficult to achieve substantive progress to date, and which in part, is why this issue continues to remain under scrutiny.

- 5.2 It was noted that representatives from the Union of Orthodox Hebrew Congregations were invited to attend, but gave their apologies.

Introduction Cabinet Member for Children & Education and Children's Social Care

- 5.3 The Cabinet member noted that work was ongoing and that under the new protocol, numerous meetings had been held with council teams and other stakeholders to help maintain oversight of this policy area. Progress has remained challenging given that there has been no change in the regulatory framework.

Summary Director of Education, Head of Wellbeing & Education & Senior Professional Adviser

- 5.4 Progress had been made in some areas, in particular it was felt that there was a more coordinated response to this issue by local partners and systems to identify new unregistered settings as they emerged were effective. There had however been real difficulties in progressing work given that the council and other bodies had not been given any additional regulatory powers. This would remain a live issue until the legal framework changed to help improve oversight and safeguarding.

- 5.5 CHSCP noted that assurances had been provided by the government that legislation would be introduced to set tighter definitions of a school, which would bring unregistered settings into regulatory oversight. Although CHSCP had developed a package of safeguarding support including policy preparation and staff training, none had been taken up by the local Yeshiva.

Questions from the Commission

- 5.6 How is the safeguarding protocol triggered? What information from which authorities requires partners to meet?
- A common way in which intelligence comes through is when a school opens which then generates complaints from neighbours. This is picked up by the local planning service who inform Hackney Education and the protocol is triggered. The setting will be observed to help build information on the nature of the setting. This information is generally passed on to Ofsted who will decide if an inspection will be carried out.
 - An incident may also trigger a local response and a protocol meeting. This had happened twice recently where a fire had broken out in two different settings, one of which required all those present to be evaluated.

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- 5.7 As it has been difficult to engage with settings directly, has there been any efforts to engage parents directly? What lessons have been learned from the difficulties in engaging the Orthodox Jewish Community which might inform future engagement strategies?
- Given the closure of an independent school recently, Hackney Education is able to contact 600 local parents within the Orthodox Jewish Community. However, many of these families are home educating and do not wish to have contact with local education services. A far greater number of families remain unknown to the Council however, which give rise to ongoing concerns around the nature of the education being provided and safeguarding arrangements.
- 5.8 The report notes the continued pressure for school places for children from Orthodox Jewish Community in the North of the borough and efforts of the Stamford Hill Area Action Plan to address this issue. What progress has been made in increasing the number of places?
- There was a notable squeeze on school places in the Orthodox Jewish community. This had given rise to a number of incidents where children had to be moved as accommodation was no longer suitable. Given the reluctance of the community to engage with the national curriculum, it was unlikely that Orthodox Jewish boys would attend mainstream settings in the borough.
- 5.9 Recommendation 7 of the review highlights the importance of relationship building with local settings, including those within the independent school settings. What progress has been made in this respect?
- It is difficult to engage with Yeshiva as it is often very difficult to establish which people are in charge at individual settings and who to make contact with.
 - Many of the local partnerships have been developed with local heads of independent schools and through local SENCO leads which link into these schools. This does help to develop confidence and trust which it is hoped will extend to improved contact with local Yeshiva.
 - It was also noted that there were some positive developments through the pandemic response with increased levels of communication and engagement. It was noted that there are 26 independent schools and approximately 20 yeshiva, yet only 3 Covid risk assessments were received from these settings. It was noted that there are in excess of 10,000 children in local independent schools. Early Years Services and Children's Centres also generally have good relationships with the Orthodox Jewish community.
 - CHSCP was equally frustrated that there had been limited engagement by the Community and it was still unclear as to why safeguarding support has been rejected. It was important to remember that there had been little progress for a number of years in this matter.
 - The Group Director noted that this remained a priority issue for the authority and did not underestimate the enormity of the challenge in improving safeguarding of children in these settings. The Group Director had met with Ofsted in December 2021 to discuss this issue, and that the council would continue to promote the welfare and safeguard children from Orthodox Jewish community as best as it could in the circumstances.

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- 5.10 The latest [Ofsted Report](#) indicates the substantive growth in Elective Home Education (EHE) over the past year, and that the destination of $\frac{1}{3}$ of pupils who move out of state funded education is unknown. How effective are local tracking systems in ensuring that we know where young people are and are receiving an effective education?
- There are systems in place to monitor children who leave school, in which all schools are required to notify the local authority. There is a dedicated EHE officer who can follow up and support parents where needed. The challenge comes from those children who have never entered the school system and can only pick these children up when they come into contact with a related service. There is no requirement to provide any detail of where these children have moved.
 - Ofsted is also live to this issue and is picked up in local assessments.
 - Hackney Education was also aware that this system could also apply to children other than from Orthodox Jewish community, but were not aware of any such settings locally. The same process of escalation and safeguarding assessments would be made irrespective.
- 5.11 What is the outcome of the visits by the EHE officer? Is Hackney Education confident that these children are receiving an effective education?
- There are 250 children in EHE and there are a further 600 who are classified as missing education, as they are in effect attending local Yeshiva, and because these are unregistered then these children cannot be considered to be having an effective education. Many parents in this cohort simply reply that they are EHE and are not required to provide any further information. Hackney Education is not able to evidence any of their education therefore these children are placed on children missing education list.
- 5.12 Many local Councillors in the North of the borough were interested in what good engagement looks like, and to ascertain if the good relationships on the ground that they have with the orthodox Jewish community can assist in this matter?
- Hackney Education noted that it would be really helpful to meet with local councillors in the north of the borough to share knowledge and understanding of these issues.
 - CHSCP reminded members that the community were not engaging on this issue and that in effect, there was no parity in safeguarding assurance for children attending an Ofsted inspected school and those in unregistered educational settings.
- 5.13 Can the Orthodox Jewish community be supported to plan and develop their own (large site) independent school?
- School places for the community have been discussed among officers. Hackney Education works most closely with Yesodey Hatorah. At present the school is rated as requiring improvement (progressing from inadequate) with ongoing concerns around the teaching of the PSHE curriculum at the school. Until these issues have been resolved, the authority would have difficulty in supporting the school to expand further.
 - The Community does have the option of setting up their own Free School, though have chosen not to do so (probably as they do not meet the standards criteria).

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- 5.14 If children are attending unregistered settings and unknown to the local authority, does this mean that many children with SEND are not getting the help and support to which they are entitled to? How can we reach out to the Community to ensure that children with SEND are getting the specialist support they need? Can children attending an unregistered school obtain an EHCP?
- A majority of children in the Orthodox Jewish Community do attend a registered school at primary and can apply for a EHCP whilst attending there. These children are therefore known to Hackney Education. Some of these children with an EHCP will be supported in local independent schools, others may attend Side by Side (specialist Orthodox Jewish provision) or other specialist provision outside the borough. For those children with SEND who have not been in touch with education it is more difficult to ascertain what support they are receiving.
- 5.15 Can you further information be provided on the Out of School programme and effort to engage out of school settings in local safeguarding processes? Are all sectors within the out of school settings engaging with the programme or are there particular issues with certain settings? Are there any local areas (such as sports clubs, other religious groups) which have not complied?
- The funding for this project has now ceased and Hackney Education is now seeking to embed this work.
 - Self assessment audit was undertaken during covid and a lot of these settings were closed or shut down so it was difficult and which contributed to a low response rate and difficult determine level of buy in and safeguarding assurance across the sector.
 - CHSCP reported that the exercise mapped between 300-400 settings which were not previously under the oversight of safeguarding partners (e.g. churches, sports clubs etc). This is now a resource which local safeguarding partners can work with, and a survey had recently been sent out to all these settings. Around 80-100 responses had been received which although a small proportion of settings on this list, was substantially more than when this exercise commenced. These agencies can now access training and other support from CHSCP. There were no obvious worries about any particular sector, but the biggest challenge was to maintain a contemporaneous contact list which was relevant.

Chair Summary

- 5.16 The Commission recognised the important work that officers continue to do in relation to unregistered settings in the borough, and noted the challenges of such work without the necessary legal framework for them to take effective local enforcement action. It remains a significant worry that so many children are educated in settings where there is no safeguarding oversight. This issue has to be kept on the agenda of the Commission until it is confident that there is improved safeguarding oversight and that all children are getting an effective education.
- 5.17 The Chair thanked officers for attending and responding to questions from the Commission.

6. City & Hackney Safeguarding Children Partnership

- 6.1 Each year, the City & Hackney Safeguarding Children Partnership produces a report of its work which is presented to the Commission to support its role in the overview and scrutiny of local services.

Summary by CHSCP

- 6.2 The Senior Professional Adviser presented the report noting the following:
- It provides reflections on the challenges that front line staff faced in relation to the Covid pandemic in keeping children safe.
 - There are numerous reflections within the report on the safeguarding practice reviews and how local services can develop and improve support. There was specific guidance for support for care leavers.
 - The case learning from the tragic case of Tashaûn Aird was highlighted to the Commission, particularly as this related to work around exclusions.
 - There were a number of clear pointers from all this work:
 - To continually share data;
 - To be professionally curious
 - To provide challenge.
- 6.3 The Cabinet member for Children, Education and Children's Social Care wanted to commend the parents of Tashaûn Aird who have allowed officers to work with them and to inform development, training and other learning from this review of their son's death.

Questions from the Commission

- 6.4 Suicide and self-harm among young people was an area local concern prior to the pandemic and national lockdowns. How have concerns around this issue evolved and how have services responded? Is there sufficient capacity to meet increased demands on local CAMHS and other mental and emotional health support services?
- There is a CAMHS Alliance which oversees mental health services for children and there were some very experienced practitioners working within this sector in Hackney which was positive.
 - Between 2010-2019 there was a 67% increase in teenagers taking their own lives and this trajectory continues to rise. The pandemic has exacerbated this even further, particularly in relation to eating disorders where too many children were isolated at home without support, or contact with peer groups and exposure to harmful social media. Mental Health is a significant issue for Hackney and it is certainly on the CHSCP radar and the strategic leadership have this on their risk register. It is difficult to manage rising demand against a backdrop of flat funding. Early Help will be key to addressing this.
 - It was noted that there are issues across the CAMHS Alliance around the retention and recruitment of appropriately qualified staff. There are other services which help children including WAMHS, CAMHS Clinical Service and in house clinical service and excellent voluntary sector services.
 - It was important that help was provided as early as possible so that children's needs do not escalate.
- 6.5 The safeguarding partnership undertakes serious case reviews where it feels that lessons can be learnt and makes recommendations to improve practice among local

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safeguarding partners. How are these recommendations for improvement overseen and monitored to ensure agencies make the necessary progress and improvements?

- Whenever a review is completed this will be sent to the National Safeguarding Review Panel and published on the CHSCP website. The recommendations are drawn into a composite action plan and this is overseen by the case review subgroup within the CHSCP. This subgroup is chaired by the Independent Safeguarding Commissioner who will test and challenge responses. For each review, a core group will oversee progress. The real test is can CHSCP evidence impact as a result of the recommendations, but this is the real challenge.

6.6 Analysis of local casework suggests that CAMHS services are facing real challenges at present in dealing with upsurge in demand. Whilst there were examples of good practice, there were equal numbers of children and families who were not experiencing an effective or quality service, with many recording severe delays and a deterioration in their mental well being.

- It is widely recognised that CAMHS is under significant pressures and is a priority for local strategic leaders.

6.7 Given the shift to on-line communication during the pandemic, and the likelihood that elements of this will be retained in local health and social care services, what work is taking place within partnership to ensure that the authentic voice of the child continues to be captured and used to support safeguarding assessments?

- This was a theme of the last meeting of the CHSCP executive committee in December 2021. CHSCP was impressed with the range and scope of methods to engage and involve young people in their work and assessments including Young Hackney and East London Foundation Trust. Critically however, the priority should be ensuring that children are seen, heard and helped and responding to issues around their welfare. The two national safeguarding reviews (Arthur and Star) have highlighted this as an issue and will make recommendations to ensure that practitioners obtain the views of children and young people in their work. Locally, it was a real strength that practitioners had strong relationships with the children and families they supported.
- There was also a strong Care Council which could facilitate and empower children and young people in care to have a voice and active role in their care and support.
- Capturing the voice of children is not just the job of the social workers, but all professionals. In relation to the child I case review which noted that police attending a domestic violence incident did not make sufficient effort to speak to the child, and missed an opportunity to identify concerns. Everyone in touch with children should have that curiosity and questioning approach and ensure that the voice of children is heard.

6.8 There is local evidence to indicate that there are significant disproportionalities in ethnic makeup of children who are assessed to be Children in Need or who become looked after. What work is being undertaken across the safeguarding partnership to challenge the understanding and values which underpin such safeguarding assessments and decisions which create such disproportionalities?

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- There is a much work taking place around anti-racist across Children and Families and Hackney Education, though this work is not as advanced across the wider partnership. CHSCP is developing its own anti-racist charter which will hopefully inform practice across the wider partnership. This will involve quality assuring anti-racist practice and learn from case studies.
- There is more that needs to be done in relation to disproportionality and criminal exploitation, and CHSCP is providing a challenge to local police to ensure that they are targeting those who exploit local young people rather than focus on children themselves.
- Adultification bias training has been rolled out across the partnership to challenge those practice assumptions which result in disproportionalities.

6.9 The reports noted that a change in 'front door policy' resulted in fewer referrals to children and families service. How is CHSCP involved in such decisions to ensure that local children in need are not missed? How do local care thresholds in Hackney (when children are assessed to be in need of protection) compare to other neighbouring boroughs?

- In relation to dip in referrals to FAST, it was mainly attributable to the pandemic and the decline in referrals to social services across the board. The launch of the consultation line has been very successful in developing front line practitioners access to safeguarding professionals. This telephone line enables such practitioners to discuss cases of concern and to assess whether the threshold has been met and a referral to social care assessment may be appropriate. This has empowered some practitioners to deal with cases themselves and reduces the risk of children and families being put through assessments unnecessarily. The CHSCP is keen to assess further those cases which are referred but subsequently where no further action is taken. Hackney was not in a different place to other local boroughs.

6.10 The Chair thanked officers for attending and responding to questions from members of the Commission.

7. Adolescents Entering Care - Scoping Report

7.1 Scrutiny may undertake in-depth reviews to assist the policy-making function of the Council. The Commission have agreed to review the increasing number of adolescents entering care, and the Councils approach to supporting this cohort of young people with a view to developing and improving local practice. The scoping report for this work is presented for review and agreement.

7.2 Members agreed to the scoping report.

8. Work Programme

8.1 The latest version of the work programme for the Commission was presented where it was noted that there were no additions to the work programme for January to March 2022.

8.2 Members agreed the work programme

9. Minutes of the last meeting

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9.1 The minutes of the 6th December 2021 were agreed.

10. Any other business

10.1 There were no other items of business. The date of the next meeting was 28th February 2022.

Meeting closed at 9.40pm