

Overview & Scrutiny

Children & Young People Scrutiny Commission

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| Date of meeting: 30 November 2023 |
| Title of report: School Exclusions Update (including progress against Commission recommendations) |
| Report author: Multiple officers - Head of Wellbeing and Safeguarding, the Alternative Provision Commissioner, System Leader for Diversity and Inclusion, Strategy and Governance Manager. |
| Authorised by: Paul Senior, Director of Education and Inclusion |
| Report Summary: This report provides an update on the following: <ul style="list-style-type: none">• progress on the work of the Inclusion Charter;• the recent Reducing Exclusions Summit hosted by the Local Authority;• progress against each of the recommendations set out following the Commission's review of school exclusions in Hackney in December 2021. |

Report to the Children & Young People Scrutiny Commission

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1. The Hackney School Inclusion Charter: Tackling racism and barriers faced by children with additional needs

- 1.1. At the end of the Autumn Term, Hackney Education will be finalising the work of the Hackney School Inclusion Charter, which is aimed at addressing inequalities and promoting inclusivity across our schools and settings, with a focus on anti-racism and Special Educational Needs and Disabilities.
- 1.2. The Charter recognises the importance of inequalities that continue to negatively impact children and young people with SEND, Black Caribbean children and other groups within the Black and global majority community.
- 1.3. At the heart of the work of the Charter is a focus on the Equality Duty, that requires public authorities and schools to promote equality and eliminate discrimination. Embedding this commitment within School Development Plans, ensures that it becomes an integral part of the institution's mission and actions.
- 1.4. The creation of this Charter has involved working with Professor Paul Miller from the Institute for Educational and Social Equity, school leaders, young people, parent groups and community organisations, all having fed in at various stages
- 1.5. Overall, the Charter aims to reflect a sustained commitment to our collective endeavours across local Hackney schools and settings in dismantling inequality in education amongst key groups.
- 1.6. Regular reporting on progress will help build trust and ensure that actions align with stated goals.
- 1.7. Debra Robinson, Hackney Education's Diversity and Inclusions Systems Leader, has been leading this work.

2. Reducing Exclusions Summit

- 2.1. Hackney Education hosted a Reducing Exclusions Summit on 10 July 2023. The aim of the Summit was to facilitate a whole system conversation on the issue of

- exclusions and approach it as a shared challenge across schools, settings and services.
- 2.2. Key partners across Schools and settings, Education, Children's and Family Services, Health and the voluntary sector were invited to take part in the summit as a panel members, to start the conversation about what was working well and making a difference; what the challenges or barriers are to preventing exclusions, and what do we need to do as a system to support reducing exclusions.
 - 2.3. Panel members included:
 - Amy Wilkinson - Integrated Commissioning Workstream Director, Hackney Council
 - Brendan Finegan - Service Manager, Youth Justice Service, Hackney Council
 - Diane Benjamin - Director of Children's Social Care, Hackney Council
 - Geraldine Fitzmaurice - Executive Headteacher, Sir Thomas Abney and Harrington Hill Schools
 - Richard Brown - Executive Head of New Regent's College and The Urswick Secondary School
 - Shereka James - Principal, Skinners' Academy
 - 2.4. In addition, partners across the system (Headteachers, Education, Children and Family Services (CFS), Strategy, Health, Governors, and Voluntary Sector Organisations) were invited to not just attend the session but to contribute to the discussion by sharing their experiences and thinking about how a cross cutting integrated partnership approach could be developed to further help reduce exclusions.
 - 2.5. The various challenges faced by schools and settings in supporting children at risk of exclusion were discussed. Some stand out points included:
 - 2.5.1. The challenge of how to approach possession of weapon related incidents, and balancing the support required for an individual child with the pressure on Headteachers and leaders to provide a safe and secure environment for other students and staff;
 - 2.5.2. The difficulty in navigating other support, interventions and alternatives to exclusion;
 - 2.5.3. The need to ensure pupils' voices are heard and their behaviour is understood.
 - 2.6. Some key outcomes of these discussions included:
 - 2.6.1. A shared commitment to continue discussions as a collective system. The local authority (LA) will host another summit in the summer of 2024;
 - 2.6.2. The need to change the negative narrative regarding exclusions and focus more on developing an integrated system approach to behaviour, inclusion and wellbeing;
 - 2.6.3. The value of a multi-agency approach to supporting the Headteachers' statutory duty;
 - 2.6.4. Greater transparency and clarity about alternatives to permanent exclusion - perhaps through a formal process and framework for schools to access.

Update on Recommendations from Scrutiny Commission Report on School Exclusions

| Recommendation | November 2023 progress update |
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| <p>1) 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> <ul 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>Recommendation completed - see update provided in last Scrutiny report, summarised below.</p> <p>An annual report is now produced for the Children and Young People (CYP) Scrutiny Commission every Autumn to monitor pupil movement and exclusion data.</p> <p>Data is 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.</p> <p>This area of focus came under scrutiny during the recent LA annual SEND engagement meeting with Ofsted and the Care Quality Commission (CQC) during which the LA were held to account regarding the quality and impact of local practice, systems and processes. We are currently awaiting the outcome letter from the inspection team following this session.</p> |
| <p>2) 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 | <p>The principles of the inclusive school are commonplace across Hackney schools and are consistently reiterated through the work of partnership forums, head teacher and SENCO forum meetings, through the work of the Hackney Schools Group Board and also targeted communications.</p> <p>The Systems Leader for Diversity and Inclusion has been working on a Hackney Schools Inclusion Charter which focuses on anti-racism and SEND. This is close to being released.</p> <p>Ensuring inclusive mainstream schools is a key priority of the Hackney Education 2030 Strategy currently under development.</p> <p>An Integrated SEND and Alternative Provision Strategy is also being developed, with the aim of ensuring an</p> |

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| <p>unmet needs (as detailed in Rec 3)</p> <p>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).</p> <p>D. A local education system which rightly celebrates inclusion alongside educational achievement and progress;</p> <p>E. Ensure that inclusion is reflected in the training and support provided to Governors.</p> <p>2) It is recommended that a conference for schools, colleges and alternative provision to support policies and practices which promote inclusivity.</p> | <p>inclusive education system with effective early intervention and a workforce able to deliver relational based inclusion approaches.</p> <p>Wellbeing & Mental Health in Schools All schools have now been invited to join WAMHS (Wellbeing and Mental Health in Schools). We provide an audit framework which sets out pathways to best practice and covers a number of different areas/fields of delivery e.g. pupil voice, working with parents/carers, ethos and environment. All but four of the maintained schools are actively engaged in this process.</p> <p>There is a WAMHS pilot running in 7 of the Charedi independent schools. 54 schools also have a Mental Health Support Team embedded. This offers early intervention directly to children and parent/carers.</p> <p>All schools (regardless of engagement or status) are invited to take up the universal offer (termly forums, WAMHS newsletter, universal training).</p> <p>The WAMHS framework asks schools to consider all policies that may impact on young people's mental health and wellbeing. This may include; behaviour policies, assessment policies, equality policies. Different schools will have chosen to review identified policies. We are now monitoring the numbers looking particularly at devising or reviewing a wellbeing policy and reviewing behaviour policies., in order to help us focus with the school where necessary.</p> |
| <p>3) To help identify and extend best practice in positive behaviour management it is recommended that:</p> <p>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.</p> <p>B. That Hackney Education Service works with local schools in auditing local</p> | <p>The Behaviour and Wellbeing Partnership of secondary schools meets regularly to develop and share best practice in understanding young people's behaviour and supporting their wellbeing.</p> <p>WAMHS forums and universal training continue to be offered to all schools to share best practice in understanding young people's behaviour.</p> |

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| <p>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</p> | |
| <p>4) 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>The Integrated SEND Service provides strong, effective and comprehensive support to SENCOs/Inclusion Leaders in schools by running a SENCO Forum Network. These events are used for training opportunities, to report and share good practice, to raise any localised concerns, familiarising schools with the Local Offer and resources available to schools both as part of the TAS and MAP processes, as well as guidance for EHCP and Annual Review purposes.</p> <p>This ensures SENCOs are equipped with the right knowledge and confidence through good information sharing and knowledge of services available.</p> <p>100% of Sencos reported that attending /being part of the SENCO Neighbourhood or SENCO Forum Network meetings/ events had a positive impact on their professional practice. 90% rated the Senco forum 'good' or 'excellent'. (Survey - 10/03/23)</p> <p>Substantial corporate investment has led to the creation of additional posts within vital services such as Educational Psychology and EHCP coordination and quality assurance.</p> |
| <p>5) 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.</p> <p>This intervention could be piloted with a number of participating secondary schools:</p> <p>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</p> | <p>Recommendation completed</p> <p>The Re-engagement Unit (REU) now delivers a universal offer to schools to support children, schools and families in a systemic way when a child is at risk of exclusion. So far the unit has worked directly with over 300 children, and over 97% of these children have resettled in their existing school context.</p> <p>The unit has delivered over 30 hours of training to schools in evidence based inclusive practices, reaching over 500 teaching staff.</p> <p>The REU commissions two CAMHS clinicians who</p> |

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| <p>incidence of school exclusion;</p> <p>B. To link with Young Hackney and other early help support;</p> <p>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> | <p>support oversight and supervision within the team, helping to foster a systemic and safe way of working with our most pushed out and complex families and their professional and extra-familial networks.</p> |
| <p>6)</p> <p>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.</p> <p>As part of this approach, it is suggested that:</p> <p>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.</p> <p>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> | <p>The REU is focussed on supporting children and schools in a systemic and trauma-informed way.</p> <p>The WAMHS programme includes training on Trauma.</p> <p>A new Systemic, Trauma informed and Anti-Racist (STAR) way of working is being rolled out across the Children and Education Directorate. The STAR approach encourages staff to build a holistic picture of the people they work with and prioritise intersectional approaches.</p> |
| <p>7)</p> <p>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> <p>A. That specific guidance and information for local schools is developed to help them assess safeguarding risks within school exclusion decisions;</p> | <p>The work being undertaken in relation to the Hackney alternative provision transformation strategy will deliver a complete version of this recommendation.</p> <p>Currently, exclusion notifications are shared with partners immediately, enabling us to draw a professional network together to inform planning and risk assessment led by New Regents College (NRC). Any risks of significant harm will be identified in the NRC planning meetings and will result in a referral to MASH and a co-ordinated multi agency response.</p> <p>Exclusions officers contact families as part of our established processes, and are now able to signpost them to the Early Help Hub for consent-based family support should they feel that they would benefit from that. Where appropriate, requests are made to the Early Help Hub to make contact with families for an initial</p> |

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| <p>B. That schools are encouraged to undertake an independent multidisciplinary safeguarding assessment prior to any final decision to permanently exclude a child;</p> <p>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> <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>discussion around what sort of support might be available.</p> <p>Further and more robust pupil level education, health and social care information has been identified by our schools as an area for improvement for excluded pupils and or pupils out of education. A framework/set of expectations for the type and scope of information and data required per pupil has been developed by the alternative provision (AP) strategy lead working with our education safeguarding and data team.</p> |
| <p>8) 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 interventions.</p> <p>Partners should work collaboratively to identify those risk factors which place local young people at risk of exclusion and target</p> | <p>The REU delivers a universal offer to schools to support children, schools and families in a systemic/ multi agency way when a child is at risk of exclusion. There is no cap on this resource to individual schools, which ensure equitable access to early help support services for those vulnerable to exclusions.</p> <p>There are strong lines of communication between the REU and the Early Help (EH) Hub to ensure a joined up and responsive package of support for local families.</p> |

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| <p>preventative services accordingly.</p> | <p>As noted above, exclusion notifications are shared with partners immediately, enabling us to draw a professional network together to inform planning and risk assessment.</p> |
| <p>9)</p> <ol style="list-style-type: none"> 1. Hackney Education Service should ensure that: <ol style="list-style-type: none"> a. 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. b. 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. c. There is effective communication across local education systems to ensure that the transfer of pupil information in supporting excluded children moving to AP. d. The engagement and involvement of alternative provision is supported locally, given their relative size and operational capacity. 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. 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>A revised and integrated alternative provision strategy is under development.</p> <p>It is intended that NRC becomes part and a centrepiece of a transformed AP ecosystem of local authority-led Hubs and spokes. Centres designed to enable multi-agency work at point of need and locally as well as curriculum/behaviour delivery models reflective of national best practice for alternative provision.</p> <p>The integrated alternative provision strategy is due to be fully considered internally this month by Hackney’s senior leadership team, with a full launch, consultation process planned for early 2024.</p> |
| <p>10)</p> <ol style="list-style-type: none"> 1. It is recommended that Hackney Education Service review local commissioning strategy of AP to ensure | <p>An Alternative Provision Commissioner and strategy lead commenced work with Hackney Education in Summer-2023 to develop a revised and integrated AP/SEND Strategy based upon new national</p> |

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| <p>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> <ol style="list-style-type: none"> a. The local SEND team who share similar strategic objectives to develop local service options for AP; b. 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 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>benchmarks for alternative provision and the revised 2023 SEND AP national improvement plan. This role reports into the Assistant Director of SEND and Inclusion to ensure strategic objectives are aligned and enable an integrated SEND and AP strategy.</p> <p>A key element of the AP Strategy currently under development is a revised AP commissioning quality framework, informed by local needs, best practice quality benchmarks and developing best value. This will be integrated with a revised SEND commissioning framework.</p> |
| <p>11) 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 | <p>Revisions to the Hackney framework for AP and associated Service Level Agreements/contracts/sub commissioning agreements with AP providers have been proposed to ensure we capture new requirements/expectations related to curriculum, relational approaches, assessment SEND, sustainable and fair funding and the need for a wider set of AP services/interventions locally required by schools, families and agencies.</p> |

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| <p>educational and statutory health and welfare support services to young people in mainstream settings.</p> <p>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>12)</p> <p>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>Long term destinations and preparation for adulthood are key to ensuring Inclusion for young people leaving alternative provision. This is a key element of the AP Strategy under development, which includes a dedicated task and finish group for AP SEND preparation for post 16 and adulthood.</p> <p>The Hackney quality assurance framework for alternative provision is also being currently adapted by the AP strategy lead in line with best practice to include specific consideration of how all AP providers manage transitions and adjustments to new/varying learning environments.</p> <p>There is also the intention to develop a wider and more detailed referral, information and data sharing protocol to enable informed transitions for AP students/families.</p> |
| <p>13</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>Within the AP strategy being co-designed, views of all agencies are being fully scoped and considered to inform strategy and policy.</p> <p>The AP Commissioner and strategy lead has been working closely with public health in relation to the wider health and welfare needs of children with AP/SEND.</p> <p>Plans are in place to extend this work in the coming academic year to parents and social care - with a focus upon AP developments being coordinated and integrated with key welfare and support services.</p> <p>As part of the AP strategy development, the principles, terms and membership of various panels relating to placement and progress of children in alternative provision is being reconsidered.</p> <p>The aim is to co-create a suite of multi agency placement, referral and reintegration panels/touch points which can work more cohesively together, so that all</p> |

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| | <p>needs of AP children and families are fully considered at point of need whatever their location or needs profile.</p> |
| <p>14) 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>The AP strategy is now being integrated fully with SEND and the SEND estates development plan. This is to enable a continuum based approach to additional needs with a wider suite of smaller local AP options (a hub and spoke model of alternative provision).</p> <p>The AP commissioner/strategy lead is working closely with the Education Sufficiency and Estates programme team to identify appropriately located physical estate in line with the need for a greater sufficiency locally for alternative provision centres/options.</p> |
| <p>15) 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>A revised quality assurance framework that reflects national best practice is currently being co produced and piloted as part of the AP strategy.</p> <p>This revised framework will consider in greater depth the attendance, success and engagement of young people attending AP.</p> <p>The revised framework will feed into a re-developed AP directory (part of the AP strategy also) which will be shared upon the Hackney SEND AP new local offer website.</p> <p>Alternative provision has now become a standing item on the Hackney Secondary Behaviour and Wellbeing Group of mainstream deputy Headteachers.</p> <p>Further engagement with headteachers on the development of the AP strategy is planned in the new year.</p> |

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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

A joint Children and Education Anti-Racism Action Plan has been signed off by the directorate's senior leadership team.

The Action Plan derives from the strategic approach that is being undertaken by the whole council.

Training on 'Conscious Inclusion' is currently delivered.

Hackney Education's Systems Leader for Diversity and Inclusion is currently co-writing some anti-racist practice training along with a Racial Literacy Expert, Orlene Badu, and a small group of school leaders. This will be ready as an offer soon.

The Inclusion Charter will support the development of improvement plans for local schools which encompass equality and inclusion aims.

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| <p>17) 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>The REU uses pupil voice at the centre of their work. Children will often be part of support plans and their voices help co-construct what their support looks like. For example, when writing a safety plan, the REU will (if appropriate) ask for the input from the child on how teachers and professionals can keep them safe.</p> <p>A multi agency piece of research was led by Hackney Education on 10 exclusions that happened in 2022/23, which included the voice of the child and their view of the process and their experience within it. This research has been shared with partners and has informed practice revisions moving forward.</p> <p>The plan is to continue to undertake multi agency deep dives into a sample of exclusions on a regular basis, to inform processes across Children, Families and Education.</p> |
| <p>18) 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>The HE Parent and Carer Engagement System Lead is working with colleagues to look at support before, during and after exclusions and suspensions. As part of reviewing the different support available at each stage, HE is considering how to feature the voice of parents/ carers who have experienced exclusions and suspensions. The System Lead is working with the Re-Engagement Unit around transition, and working with YJ to plan parent support groups/ workshops, parenting programmes and training for staff.</p> <p>Progress to date has included key documents and signposting materials for parents and carers, before, during and after an exclusion.</p> <p>The YJ team have been supported to run monthly drop in evenings for parents and carers on a range of topics that supports the inclusion of all pupils. The system Leader is running Emotion Coaching training for a range of colleagues and services (police, diversity and inclusion, YJ, REU, APs, family coaches, etc.) to support families in managing emotions effectively.</p> |