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**AGENDA FOR THE CHILDREN'S SERVICES SCRUTINY COMMITTEE**

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Members of the Children's Services Scrutiny Committee are summoned to a meeting, which will be held in Committee Room 4, Town Hall, Upper Street, N1 2UD on, **21 November 2016 at 7.30 pm.**

**Stephen Gerrard**  
**Director of Law and Governance**

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Despatched : 11 November 2016

Membership

**Councillors:**

Councillor Theresa Debono (Chair)  
Councillor Rakhia Ismail (Vice-Chair)  
Councillor Alex Diner  
Councillor Satnam Gill OBE  
Councillor Michelline Safi Ngongo  
Councillor Nick Ward  
Councillor Nick Wayne

**Co-opted Members:**

Erol Baduna, Primary Parent Governor  
Mary Clement, Roman Catholic Diocese  
James Stephenson, Secondary Parent Governor  
*Vacancy, Church of England Diocese*

**Quorum: is 4 Councillors**

Substitute Members

**Substitutes:**

Councillor Alice Perry  
Councillor Dave Poyser  
Councillor Alice Donovan  
Councillor Angela Picknell

**A. Formal Matters**

**Page**

1. Apologies for Absence
2. Declarations of Interest

If you have a **Disclosable Pecuniary Interest\*** in an item of business:

- if it is not yet on the council's register, you **must** declare both the existence and details of it at the start of the meeting or when it becomes apparent;
- you may **choose** to declare a Disclosable Pecuniary Interest that is already in the register in the interests of openness and transparency.

In both the above cases, you **must** leave the room without participating in discussion of the item.

If you have a **personal** interest in an item of business **and** you intend to speak or vote on the item you **must** declare both the existence and details of it at the start of the meeting or when it becomes apparent but you **may** participate in the discussion and vote on the item.

**\*(a) Employment, etc** - Any employment, office, trade, profession or vocation carried on for profit or gain.

**(b) Sponsorship** - Any payment or other financial benefit in respect of your expenses in carrying out duties as a member, or of your election; including from a trade union.

**(c) Contracts** - Any current contract for goods, services or works, between you or your partner (or a body in which one of you has a beneficial interest) and the council.

**(d) Land** - Any beneficial interest in land which is within the council's area.

**(e) Licences**- Any licence to occupy land in the council's area for a month or longer.

**(f) Corporate tenancies** - Any tenancy between the council and a body in which you or your partner have a beneficial interest.

**(g) Securities** - Any beneficial interest in securities of a body which has a place of business or land in the council's area, if the total nominal value of the securities exceeds £25,000 or one hundredth of the total issued share capital of that body or of any one class of its issued share capital.

This applies to all members present at the meeting.

3. Declaration of Substitute Members
4. Minutes of the Previous Meeting
5. Chair's Report
6. Items for Call In (if any)
7. Public Questions

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<b>B.</b>	<b>Items for Decision/Discussion</b>	<b>Page</b>
1.	Post-16 Education, Employment and Training: Witness Evidence	11 - 26
	To include:	
	<ul style="list-style-type: none"> <li>• Lorraine Blyth, Post-16 Participation Manager</li> <li>• Jodi Pilling, Learning and Skills Manager</li> <li>• Cherrylynn Jaffier, Post-16 Progression Advisor (Vocational Pathways)</li> </ul>	
2.	The Children's Services Response to Prevent	27 - 50
3.	Quarterly Review of Children's Services Performance (Q2)	51 - 62
4.	Executive Member Questions	63 - 64
	<i>Any questions that the Committee or members of the public may have should be submitted in advance to <a href="mailto:jonathan.moore@islington.gov.uk">jonathan.moore@islington.gov.uk</a> no later than Tuesday 15<sup>th</sup> November</i>	
5.	Review of Work Programme	65 - 66

**C. Urgent non-exempt items (if any)**

Any non-exempt items which the Chair agrees should be considered urgently by reason of special circumstances. The reasons for urgency will be agreed by the Chair and recorded in the minutes.

**D. Exclusion of press and public**

To consider whether, in view of the nature of the remaining items on the agenda, it is likely to involve the disclosure of exempt or confidential information within the terms of the Access to Information Procedure Rules in the Constitution and, if so, whether to exclude the press and public during discussion thereof.

**E. Exempt items for Call In (if any)**

**F. Confidential/exempt items**

**G. Urgent exempt items (if any)**

Any exempt items which the Chair agrees should be considered urgently by reason of special circumstances. The reasons for urgency will be agreed by the Chair and recorded in the minutes.

The next meeting of the Children's Services Scrutiny Committee will be on 3 January 2017

**Please note that committee agendas, reports and minutes are available from the council's website: [www.democracy.islington.gov.uk](http://www.democracy.islington.gov.uk)**

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special educational needs, commenting that these could be significant barriers to their engagement with employment, education and training. It was queried how many young people NEET had mental health issues, and if there was a follow up when they moved into the 19-24 age group to confirm if they continued to have mental health issues. Officers did not have figures available at the meeting however advised that this would be investigated. It was commented that mental health issues were recorded as health issues.

- It was queried how many young people NEET had an Education, Health and Care Plan. It was advised that this would be investigated as figures were not available at the meeting, however it was thought that few had EHCPs.

**170      CHAIR'S REPORT (ITEM NO. A5)**

The Chair suggested that the Committee should have a greater role in reviewing the Council's corporate parenting function and in particular the work of the Corporate Parenting Board.

Councillors Caluori, Gill, and Ismail declared an interest as members of the Corporate Parenting Board.

Members considered that scrutinising the work of the Board would be prudent and requested that an annual report from the Corporate Parenting Board be added to the Committee's work programme.

**171      ITEMS FOR CALL IN (IF ANY) (ITEM NO. A6)**

None.

**172      PUBLIC QUESTIONS (ITEM NO. A7)**

None.

**173      POST-16 EDUCATION, EMPLOYMENT AND TRAINING: WITNESS EVIDENCE (ITEM NO. B1)**

(a) Evidence from Elizabeth Garrett Anderson School

Paul McIntyre, Assistant Headteacher of Elizabeth Garrett Anderson School, made a presentation to the Committee on the school's work to prepare its students for further education, employment and training.

The following main points were noted in the discussion:

- The school worked to raise the aspirations and develop the character of its pupils. The school sought to provide pupils with a robust set of transferrable skills they could apply to any vocation.
- Preparing pupils for further education, employment and training began in Year 7, with raising awareness of different career paths and helping pupils to identify their own skills. Work on employability skills began in Year 9, and pupils carried out work-related activities in Year 11.
- The school considered that it was very fortunate to be based in London, as its pupils had many opportunities open to them.

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- Although schools had limited resources to invest in extra-curricular activities, the school had introduced the Skills Programme to develop pupils' personal, learning and thinking skills. This was a fortnightly programme for pupils in Years 7, 8 and 9 and focused on areas such as communication and presentation skills, leadership, group dynamics, interview role-play, and resilience.
- Information, advice and guidance on employment was also provided through assemblies, with speakers, sometimes former pupils, attending to speak on different career paths. The school considered it important to provide pupils with positive role models.
- Every pupil in Years 10 and 11 had a conversation with the careers team about their aspirations. Information, advice and guidance was also provided through the pastoral team. The school wanted all staff to feel that they were contributing to the pupils' futures.
- The school had developed long-term relationships with businesses to support the provision of information, advice and guidance and work-related learning. The school had a particularly positive relationship with Hogan Lovells law firm; the firm supported a mentoring programme, school trips to their offices were held, and each head of year met the firm to discuss their pupils' needs.
- In response to a question, it was confirmed that the school followed up the destinations of its alumni and these were displayed on a board in the school.
- The school valued the council's support for apprenticeships, commenting that pupils and parents were sometimes sceptical of non-academic pathways. The school wanted vocational pathways to be held in the same regard as academic pathways.
- The format of work experience had changed in recent years. The school no longer arranged one or two week placements in business; instead the school wanted to provide pupils with a real insight into organisations. The school arranged tours to businesses, provided pupils with the opportunity to interview employees, and arranged structured opportunities for pupils to experience day-to-day work in some of its partner organisations. Pupils were encouraged to arrange traditional work experience themselves over a weekend or holiday.
- The school supported pupils in drafting and regularly reviewing their CVs. Feedback on CVs was given by the school's business partners at 'Present Yourself Day'.
- A large proportion of the school's pupils went on to attend City and Islington College. The college fed back that the school's pupils were well equipped for further education, but the school was keen to further develop its information, advice and guidance offer. In particular, the school was aware that some ethnic minority pupils lacked confidence in the workplace and was working to improve this.
- The Committee asked how schools could improve the quality of their information, advice and guidance. Whilst Mr McIntyre could not speak for other schools, it was commented that effective relationships with businesses were important, and those businesses had to understand the needs of pupils to ensure that they were providing the highest quality support. Elizabeth Garrett Anderson worked with its business partners to carefully plan sessions for pupils; whereas some organisations wanted to engage but did not want to tailor their sessions to pupils' needs. Elizabeth Garrett Anderson School was careful to select the right people to carry out the right sessions for their pupils.
- Members queried the attitude of parents to the school's information, advice and guidance offer. It was advised that the school emphasised to parents that it was essential for pupils to have a range of activities on their CV, however some parents did not value creative activities. The school advised parents that providing a range of opportunities to pupils was as important as attaining high grades.

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- Parents were invited to a dinner with their children following the completion of their work with Hogan Lovells. Pupils had to give a speech about what they had learned, and it was thought that a parent seeing their child in a business setting was particularly a powerful way to raise family aspirations.

The Committee thanked Mr McIntyre for his attendance.

### (b) Evidence from Central Foundation School

Lesley Thain, Head of Employer Engagement at Central Foundation Boys' School, made a presentation to the Committee on the school's Central Futures programme, which helped students prepare for further education, employment and training.

The following main points were noted in the discussion:

- Central Foundation School had seen a drop in the number of its pupils progressing to university; however it was thought that this was due to increasing awareness of employer-based training and apprenticeships. 24% of Central Foundation pupils progressed into apprenticeships.
- The school worked with a number of high-quality business partners and considered that it was fortunate to be located in Islington for this reason. Partner organisations included the law firm Slaughter and May, the University of Bristol, and Pret A Manger. There was a two-way relationship between the school and its business partners. For example, Euromonitor provided workshops for the school's economics students, and after being particularly impressed with its students, was reviewing its recruitment practices to target school leavers as well as university graduates.
- Although the majority of information, advice and guidance was provided by the Central Futures team, all teachers were expected to engage pupils in conversations about their future.
- The provision of information, advice and guidance started early – with some pupils attending a Year 6 summer school. This continued throughout the school; workshops were held in Key Stage 4 to audit pupils' skills, help pupils to select appropriate courses, network with employers and support applications to 6<sup>th</sup> form. In Key Stage 5 the school held a mock university applications process, and Slaughter and May helped pupils with their UCAS personal statements.
- The school kept in contact with former pupils, and was willing to provide former pupils with information, advice and guidance after they had left the school.
- Information on work experience, training programmes and other opportunities was circulated to pupils in a monthly newsletter and through a dedicated Central Futures website. Guidance for parents was also available from the website.
- Central Foundation School tracked pupils' progress, and this data was shared with anyone providing guidance to pupils. The school wanted to be able to track pupils for four years after leaving school, however acknowledged this was difficult.
- The Committee queried the feedback the school had received on its approach to careers education. In response, it was noted that the school would sometimes be contacted if a pupil's destination was not appropriate. Such instances were rare but the school sought to learn from these.
- The Committee noted that some pupils struggled in the transition from school to work and queried if anything further could be done to better prepare pupils for employment. In response, it was advised that some pupils and their



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families needed advice on how employment or an apprenticeship could affect their benefits eligibility; the school was aware of instances where families had unexpectedly lost benefits income as a result of their child's employment, one family had subsequently become homeless.

- Part-time work in the evenings and weekends provided valuable opportunities and experience to young people, however some pupils found it difficult to find part-time work due to the amount of competition in the local job market. The school was trying to provide its pupils with employment opportunities within the school and these were taken up enthusiastically.
- The school had worked with teachers and parents to raise the profile of apprenticeships. Some teachers saw university as the best route for all pupils and needed informing of the quality and range of alternatives available.
- Members expressed their concern that pupils were encouraged to apply for apprenticeships and employment without the full knowledge of how this would affect their family's benefits. It was also a concern that young people progressing to university accrued huge amounts of debt, even if they dropped out during their first year. It was thought that such financial barriers could be a barrier to education, employment and training.
- A member of the public queried if pupils were provided with information about gap years or opportunities to study abroad. In response, it was advised that the school had recently hosted a conference for Dutch universities teaching English-speaking courses.

The Committee thanked Ms Thain for her attendance.

(c) Careers Education, Information, Advice and Guidance in Islington's secondary schools (Evidence from Alison Bennett, Careers Education, Information, Advice and Guidance Specialist)

Alison Bennett, Careers Education, Information, Advice and Guidance Specialist, introduced the report and made a presentation to the Committee setting out the legal framework, national policy, and local context of careers education.

The following main points were noted in the discussion:

- The Council worked with schools to develop their careers provision. Up until 2012 this was resourced through the Connexions service.
- Schools previously had a statutory responsibility to provide careers education and information in accordance with regulated resources and to arrange work experience, however these duties were removed in 2012. Schools were now only responsible for providing guidance to pupils, however this was without the support of statutory guidance or government funding. Although some schools were very good at planning their careers education, Ofsted had found that 75% of schools nationally did not provide the right level of support to their pupils. The Council sought to support schools in this area.
- Statutory guidance for schools was updated annually, and it was thought that such regular changes hampered schools' ability to effectively plan careers education.
- Schools were required to provide pupils with information on the full range of education and training options, including apprenticeships and opportunities at other schools and colleges.
- The Council advised schools on how to access professional careers advice. There were a number of resources available; some were free, others had to be paid for. The Council maintained an online portal of resources for schools.

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- The Council provided training in-school and arranged other sessions for careers leads and tutors across the borough. A termly newsletter and termly networking meeting was also held. These reviewed the work carried out in schools nationwide to identify best practice.
- The Council was aware that a disproportionately high proportion of alternative provision and New River College pupils became NEET and was working to develop a gold standard of careers education for those pupils.
- A member queried officers' experiences of different schools. In response, it was advised that all schools were different but faced similar challenges. All schools were seeking to provide the highest quality careers education with very limited resources.
- It was queried how officers supported lower performing schools. It was advised that such schools often either did not have a full understanding of statutory duties and guidance, were unaware of the resources available, were unaware of what Ofsted expected of schools, or were unaware of best practice approaches. Officers worked to advise on these areas and help schools to develop their own approaches.
- It was commented that head teachers and governors were ultimately responsible for how their school delivered careers education, however the council did engage with the senior leadership teams of all schools in the borough on careers issues.
- Following a question from a member of the public, it was advised that all schools were supposed to have a governor with responsibility for careers education, however not all governing bodies had appointed someone to this role.

The Committee thanked Alison Bennett for her attendance.

### (d) Responses to questions raised by the Committee at September 2016 meeting

Holly Toft, Head of Play, Youth and Post-16, introduced the report and made a presentation to the Committee in response to questions raised at the previous meeting.

The following main points were noted in the discussion:

- The Committee considered demographic and other information related to the 99 young people aged 16-19 NEET at December 2015. It was noted that 58 of those had cycled in and out of education, employment and training. This high level of churn of engaging and disengaging was considered to be typical of young people facing complex challenges.
- It was known that none of the cohort had attended special schools and no Islington secondary school had more than three pupils classified as NEET.
- Members queried the reasons why young people may disengage from further education. It was advised that there were a number of reasons why pupils may drop out; some pupils faced complex personal issues; sometimes pupils chose courses which were not suitable for them. It was the responsibility of schools to offer guidance to pupils to help them make the right choices.
- It was commented that the breakdown of NEET data was helpful. It was understandable that the six NEET pupils who previously had statements of special educational need might face additional barriers to the employment market.
- Whilst the Committee had considered the work of Islington schools in detail; it was remarked that only around a quarter of young people NEET had attended mainstream Islington schools.

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- It was queried if the six young people in custody or subject to YOS orders had all attended New River College. Officers did not have the data available at the meeting and indicated that this could be investigated, however commented that all young people in alternative provision would also be on the roll at New River College. Officers expected that the majority of young people unavailable to the labour market due to criminality would not have been New River College pupils and were more likely to have previously attended alternative provision. Following the Committee's previous review of alternative provision, members of the Committee were well aware of the issues faced by alternative provision pupils.
- It was noted that the 11 young people not available to the labour market due to illness may have mental health issues; however data was not broken down by type of illness. Members highlighted the high prevalence of mental health issues in Islington and the additional barriers to education, employment and training that those with mental health issues would face.
- Concern was also expressed at the effect of drug use on employment prospects and engagement with education.
- Only 18 of the 99 young people NEET in December 2015 were in learning by August 2016. It was thought that this was indicative of the complex challenges faced by the NEET cohort. It was commented that NEET pupils with chaotic lives may struggle with routine and structured education.
- Following a query by a member of the public, it was confirmed that some of the 99 NEET young people faced several of the issues listed. Officers advised that very small numbers of the cohort were classified as NEET for other reasons, such as being educated at home or attending hospital school.
- The Committee noted that the highest proportion of young people NEET were males from white ethnic backgrounds. Members queried the reasons for this and how these young people could be best supported.

The Committee thanked Holly Toft for her attendance.

### 174 **SEND REFORMS AND IMPACT - UPDATE (ITEM NO. B2)**

Candy Holder, Head of Pupil Services, introduced the report which set out progress made on implementing the reforms to how young people with special educational needs and disabilities are supported.

The following main points were noted in the discussion:

- The last time officers presented to the Committee it was suggested that the service should focus on a smaller number of priorities. It was reported that officers had since reduced the number of strategic priorities from 30 to 7.
- Islington was making good progress in converting statements of special educational need into Education, Health and Care Plans, and was progressing ahead of other inner-London boroughs.
- A team of six parent consultants had been established to help with engagement and co-production.
- Feedback on the EHCP assessment process had been mapped and was generally positive.
- A discussion was had on outcomes. Although academic achievement was very important, qualitative or 'soft' outcomes were also important, particularly to parents. Increased confidence, wellbeing, and engagement in social activities were considered to be very positive outcomes. The service had developed a RAG-rated framework to map the progress of young people

against qualitative outcomes. The Committee considered progress against these outcomes and welcomed the depth of data available.

- It was hoped to appoint a special school representative to the Youth Council in the next election.
- It was queried how outcomes were measured for primary-school aged children. In response, it was commented that outcomes for that age group were often focused around speech and language development which were 'health' outcomes. The Committee thought that RAG-rating progress was a very clear way of measuring performance.
- Members queried if any negative feedback had been received on the EHCP assessment process or the implementation of EHCPs by schools, and if there had been any increase in dissatisfaction since the EHCP process had been introduced. In response, it was advised that complaints had decreased over the past two years. All comments were analysed and there were no obvious factors which required addressing, however it was acknowledged that sometimes groups of families would unite around particular issues. Officers understood the importance of assessments being carried out appropriately, effectively, and in a timely manner.
- It was queried if Islington had enough special school spaces, noting that another borough only had 30 special school spaces for around 100 children diagnosed with autistic spectrum disorder. Officers advised that Islington had three good special schools and The Bridge School was expanding. It was also advised that Islington began assessments for children with autistic spectrum disorder at the point of identification, rather than at formal diagnosis. This ensured that support was delivered faster.

**RESOLVED:**

That the progress made to date be noted and a further update be received in 12 months' time.

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**QUARTERLY REVIEW OF CHILDREN'S SERVICES PERFORMANCE (Q1) (ITEM NO. B3)**

Carmel Littleton, Corporate Director of Children's Services, and Finola Culbert, Director of Targeted and Specialist Children and Families Services, introduced the report which assessed the performance of the Children's Services directorate from April to June 2016.

The following main points were noted in the discussion:

- This was the first quarterly performance report to the Children's Services Scrutiny Committee. Such performance reports were previously considered by the Policy and Performance Scrutiny Committee. The Committee had the opportunity to revise the performance measures received to attain a broader understanding of Children's Services' performance.
- It was noted that 95% of families with children under-5 being registered at a Children's Centre was the Council's best ever performance. Officers would be working to increase this figure further.
- Although the national issues with the government's Troubled Families programme were recognised, it was positive that 30 families had achieved successful outcomes through Islington's Stronger Families programme.
- The percentage of persistently absent primary school children was better than target at 9.5%, however the service was working to reduce this.
- The quarter 2 report would include GCSE results for 2015/16, and it was indicated that these were above the national average.

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- The vast majority of Islington school leavers moved into sustained education, employment or training, at 96.7%.
- The recruitment of new foster carers was a challenge across north London, partially due to housing sizes and the availability of spare bedrooms.
- Although the number of children reported to be missing from care had increased, it was thought that this was due to the introduction of a new centralised reporting system. This system recorded each instance a child went missing from care, and some young people may have gone missing on multiple occasions within the quarter. A CSE and Missing Children Co-Ordinator had been in post for nine months and senior officers were confident that high-risk children were being supported appropriately. It was advised that the children who went missing from care were predominantly 16 and 17 year olds who had entered the care system as teenagers.
- It was explained that homeless 16 and 17 year olds were required to be placed into care since the Southwark judgement of 2009. These children were very vulnerable; some were affiliated to gangs or had experienced sexual exploitation. These children were particularly difficult to engage with and some would drift in and out of the family home.
- A member queried why Islington's Stronger Families programme was considered a success, whilst the Troubled Families programme nationally had been regarded as a failure. In response, it was advised that the Council had made a sustained effort to support families and the Stronger Families programme was only a single element of the range of support services provided by the Council. For example, families on the Stronger Families programme would also be supported by early help services. This was not the case in many other local authority areas, which may have different priorities. However, officers did acknowledge that there were issues with the performance measures used by the Troubled Families programme.
- The Committee reviewed the performance measures set out in the report. It was agreed that the performance measures be amended to include a greater oversight of the Council's safeguarding activity and work to support looked after children.

### **RESOLVED:**

- (1) That progress against the council's corporate priorities and targets in the first quarter of 2016/17 be noted;
- (2) That the performance measures reported to the Committee be amended to include a greater oversight of the Council's safeguarding activity and work to support looked after children.

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### **EXECUTIVE MEMBER QUESTIONS (ITEM NO. B4)**

Councillor Joe Caluori, Executive Member for Children, Young People and Families, answered questions related to his portfolio.

Ernestas Jegorovas asked if the Council was committed to the government's School Census, and if advice was provided to schools and parents on which datasets were mandatory and which were not. In response, it was advised that the census was statutory and officers encouraged schools to complete it thoroughly. Cllr Caluori acknowledged that the government had revised the census to include questions on pupils' nationality. It was the responsibility of schools to communicate information about the census to parents.

177 **REVIEW OF WORK PROGRAMME (ITEM NO. B5)**

The Committee considered if further evidence was required to support the review of Post-16 Education, Employment and Training. The Committee requested to receive further evidence from local schools, in order to gain a more rounded view of the range of careers education being provided. Members also queried which Islington schools the young people NEET had attended.

It was noted that members had already requested that an annual report from the Corporate Parenting Board be added to the Committee's work programme.

MEETING CLOSED AT 9.30 pm

Chair

## Scrutiny topic: Post-16 EET

### Our role and focus as a scrutiny committee:

1. To explore how to sustain improvements and continue to increase the number of young people progressing to, and in, post 16 education, employment and training; and
2. To suggest ways to prevent young people becoming not in education, employment or training (NEET) in the first place.

<b>Outcomes and progression</b>	<b>SID Objective 1:</b> To understand the profile of 16-18 and 18-24 year olds in Islington currently progressing to and in education, employment and training; and which groups of young people are most vulnerable to being NEET  <b>SID Objective 3:</b> To understand the obstacles to progression into EET
<b>Support to young people and accountability</b>	<b>SID Objective 2:</b> To assess the strategic role of Islington Council in helping to increase the number of young people in EET  <b>SID Objective 5:</b> To assess the availability and effectiveness of information, advice, guidance and employability skills support for young people regarding post 16 education, employment and training
<b>Prevention and early intervention</b>	<b>SID Objective 4:</b> To identify and assess specific measures which will increase the progression into EET for groups of young people with low levels of participation in EET and other young people vulnerable to becoming NEET  <b>SID Objective 6:</b> To examine ‘promising practice’ approaches at school and local authority level that indicate the best success in reducing the number of young people NEET and preventing young people becoming NEET, and how they might apply locally.

### Work programme for post-16 EET scrutiny

#### 1. Background information and additional documentation (circulated by email 3 August 2016)

- Department for Education, ‘Participation of young people in education, employment or training – Statutory guidance for local authorities’, September 2014
- Department for Education, ‘Careers guidance and inspiration in schools – Statutory guidance for governing bodies, school leaders and school staff’, March 2015
- London Councils, ‘London Ambitions: shaping a successful careers offer for all young Londoners’, June 2015
- The Islington Employment Commission, ‘Working Better, The final report of the Islington Employment Commission – Summary’, November 2014
- Islington Employment Services Board, ‘One Year On: Making it Work Better’, November 2015
- Envoy Partnership, ‘A Social Return on Investment, Evaluation of the ESF NEET Fast Forward Programme’, February 2015

<b>Outcomes and progression</b>	<b>SID Objective 1:</b> To understand the profile of 16-18 and 18-24 year olds in Islington currently progressing to and in education, employment and training; and which groups of young people are most vulnerable to being NEET	
	<b>SID Objective 3:</b> To understand the obstacles to progression into EET	
<b>Who</b>	<b>Organisation/remit</b>	<b>Area of focus</b>
Holly Toft, Head of Post-16	Islington Council – Children’s Services	The current picture of 16-18 in education employment and training and 18-24 year olds in employment/progressing to employment; the local offer to support young people including roles, responsibilities, opportunities and resources; key issues such as distance to learning, engagement/re-engagement and cross borough issues.

<b>Support to young people and accountability</b>	<b>SID Objective 2:</b> To assess the strategic role of Islington Council in helping to increase the number of young people in EET	
	<b>SID Objective 5:</b> To assess the availability and effectiveness of information, advice, guidance and employability skills support for young people regarding post 16 education, employment and training	
<b>Who</b>	<b>Organisation/remit</b>	<b>Area of focus</b>
Holly Toft, Head of Post-16	Islington Council – Children’s Services	See above
Visit to Progress Team (formerly Youth Careers Team)	Islington Council – Children’s Services	Support to vulnerable young people
Cherrylynn Jaffier, Post-16 Progression Advisor (Vocational Pathways)	Islington Council – Works with young people pre-16 who are interested in a vocational pathway	<ul style="list-style-type: none"> <li>Support to young people interested in a vocational pathway</li> </ul>
Lorraine Blyth, Post-16 Participation Manager	Islington Council – Children’s Services	<ul style="list-style-type: none"> <li>Employability skills: 16 – 18 year olds</li> </ul>
Jodi Pilling, Learning and Skills Manager	Islington Council – Chief Executive’s Department	<ul style="list-style-type: none"> <li>Employability skills: 18 – 24 year olds</li> <li>Apprenticeships</li> <li>Youth employment</li> <li>Connecting with businesses</li> </ul>
To be identified	City and Islington College	Careers Clusters
To be identified	Local businesses	What local businesses are doing to progress this agenda
School careers leads	Local schools x 3 - Central Foundation Boys’ Schools, Elizabeth Garrett Anderson School, and one other.	Information, Advice and Guidance (IAG): <ul style="list-style-type: none"> <li>Schools and careers network – how it works</li> <li>Quality</li> <li>Good practice</li> </ul>
Alison Bennett, Careers Education, Information, Advice and Guidance (CEIAG) Specialist	Islington Council – Children’s Services  CEIAG specialist re: quality of IAG and work of employment commission re: careers entitlement;	



<p><b>Prevention and early intervention</b></p>	<p><b>SID Objective 4:</b> To identify and assess specific measures which will increase the progression into EET for groups of young people with low levels of participation in EET and other young people vulnerable to becoming NEET</p> <p><b>SID Objective 6:</b> To examine ‘promising practice’ approaches at school and local authority level that indicate the best success in reducing the number of young people NEET and preventing young people becoming NEET, and how they might apply locally.</p>	
<p><b>Who</b></p>	<p><b>Organisation/remit</b></p>	<p><b>Area of focus</b></p>
<p>To be identified</p>	<p>LB Wandsworth Council (TBC)</p>	<p>LA approach to reducing number of NEETs and preventing young people becoming NEET</p>
<p>Holly Toft and Lorraine Blyth</p>	<p>Islington Council – Children’s Services</p>	<p>Participation – context and good practice particularly in schools ESF projects and B2B</p>

## 2. Work plan

<b>Date: Thursday 22 September 2016</b>		
<b>Evidence theme: Outcomes and progression</b>		
<b>Who</b>	<b>Organisation/remit</b>	<b>Area of focus</b>
Holly Toft, Head of Post-16	Islington Council: Children's Services	The current picture of 16-18 in education employment and training and 18-24 year olds in employment/progressing to employment; the local offer to support young people including roles, responsibilities, opportunities and resources; key issues such as progression to university; distance to learning, engagement/re-engagement and cross borough issues.

### **Briefing notes prior to meeting:**

- Contextual report

### Other reports:

1. Early Help Scrutiny: 12 Month Report Back
2. Update on the Youth Offending Service Improvement Plan
3. Executive Member Questions
4. Review of Work Programme

<b>Date: Tuesday 18 October 2016</b>		
<b>Evidence theme: Support to young people and accountability – Information, Advice and Guidance</b>		
<b>Who</b>	<b>Organisation/remit</b>	<b>Area of focus</b>
Paul McIntyre	Elizabeth Garrett Anderson School	IAG: <ul style="list-style-type: none"> <li>• Schools and careers network – how it works</li> <li>• Quality</li> <li>• Good practice</li> </ul>
Lesley Thain	Central Foundation Boys' School	
Alison Bennett, Careers Education, Information, Advice and Guidance (CEIAG) Specialist	Islington Council – Children's Services  CEIAG specialist re quality of IAG and work of employment commission re: careers entitlement;	
Holly Toft, Head of Post-16	Islington Council: Children's Services	Responses to questions raised at the previous meeting

### **Briefing notes prior to meeting:**

- Careers Education, Information, Advice and Guidance in Islington's Secondary Schools – legal and policy context, brief history of responsibility for IAG, description of Careers Network, 'Gold Standard' for New River College and AP
- Evidence from schools
- Snapshot analysis of young people NEET in December 2015

### Other reports:

1. Progress on Changes to SEND
2. Quarterly Review of Children's Services Performance (Q1)
3. Executive Member Questions
4. Review of Work Programme

<b>Date: Monday 21 November 2016</b>		
<b>Evidence theme: Support to young people and accountability – Employability skills</b>		
<b>Who</b>	<b>Organisation/remit</b>	<b>Area of focus</b>
Cherrylynn Jaffier, Post-16 Progression Advisor (Vocational Pathways)	Islington Council – Works with young people pre-16 who are interested in a vocational pathway	<ul style="list-style-type: none"> <li>• Support to young people interested in a vocational pathway</li> </ul>
Lorraine Blyth, Post-16 Participation Manager	Islington Council – Children’s Services	<ul style="list-style-type: none"> <li>• Employability skills: 16 – 18 year olds</li> <li>• Employability skills: 18 – 24 year olds</li> <li>• Apprenticeships</li> </ul>
Jodi Pilling, Learning and Skills Manager	Islington Council – Chief Executive’s Department	<ul style="list-style-type: none"> <li>• Youth employment</li> <li>• Connecting with businesses</li> </ul>

***Briefing notes prior to meeting:***

- Vocational Pathways
- Employability Support

Other reports:

1. The Children’s Services response to Prevent
2. Quarterly Review of Children’s Services Performance (Q2)
3. Executive Member Questions
4. Review of Work Programme

<b>Date: Tuesday 3 January 2017 Evidence theme: Prevention and early intervention</b>		
<b>Who</b>	<b>Organisation/remit</b>	<b>Area of focus</b>
To be confirmed	Mer-IT – community organisation	<ul style="list-style-type: none"> <li>• Community groups working with young people</li> </ul>

***Briefing notes prior to meeting:***

- Notes of scrutiny visit to Progress Team and Young People

Other reports:

1. Islington Safeguarding Children Board: Annual Report
2. Child Protection Annual Report
3. Executive Member Questions
4. Review of Work Programme

**Date: Tuesday 28 February 2017**

**Evidence theme: Support to young people; Prevention and early intervention  
+ Concluding discussion**

<b>Who</b>	<b>Organisation/remit</b>	<b>Area of focus</b>
Holly Toft and Lorraine Blyth	Islington Council	<ul style="list-style-type: none"><li>• Participation – context and good practice particularly in schools</li><li>• ESF projects and B2B</li></ul>
To be identified	LB Wandsworth Council (TBC)	
To be identified	City and Islington College	Careers Clusters
To be identified	Local businesses	What local businesses are doing to progress this agenda

***Briefing notes prior to meeting:***

- To be identified

Other reports:

1. Quarterly Review of Children's Services Performance (Q3)
2. Executive Member Questions
3. Review of Work Programme

### **3. Visits**

<b>Visits (to take place between September 2016 and February 2017)</b>			
<b>Who</b>	<b>Organisation/remit</b>	<b>Area of focus</b>	<b>When</b>
Young People and the Progress Team	Islington Council – Children's Services	Support to vulnerable young people – visit to the Progress Team and meeting with some young people (possibly those who are supposed to be in Yr 11) – to occur in the evening – should cover the barriers and obstacles to EET	December 2016 TBC

### **4. Report**

**20 March 2016:** Draft recommendations

**8 May 2016:** Final Report

<b>Meeting of:</b>	<b>Date:</b>	<b>Ward(s):</b>
Children's Services Scrutiny Committee	21 November 2016	All
<b>Delete as appropriate</b>		Non-exempt

**SUBJECT: Post 16 Education, Employment and Training:  
Employability skills support for young people**

**Evidence from Lorraine Blyth, Post-16 Participation Manager, and  
Jodi Pilling, Learning and Skills Manager**

**1. Background**

- 1.1 The council supports the development of young people's employability skills through a range of activities and opportunities delivered by the Progress Team, the iWork Youth Employment Team and to a lesser extent, the SEN Team.
- 1.2 The support provided to young people differs based on the age of the young person. This is in turn connected to the opportunities that are available to young people of different ages.
- 1.3 Young people are entitled to two years of learning post 16 to which they do not have to make any financial contribution. This is typically taken in academic Years 12 and 13, studying for qualifications such as A levels or undertaking an apprenticeship, for example. During this time, young people are generally not entitled to claim any benefits in their own right.
- 1.4 Once this time frame has 'expired' at age 19, young people are no longer entitled to free learning opportunities, for example, the training that a young person takes as part of an apprenticeship would no longer be free to an employer. This does not apply to young people with assessed special educational needs or disabilities, whose entitlement extends beyond their 19<sup>th</sup> birthday.
- 1.5 This difference in entitlement requires advisers working with different age ranges to have different sets of expertise around the relevant opportunities to ensure that young people receive the best quality support.
- 1.6 In delivering its employability offer, the council seeks to prioritise young people who are most vulnerable to not making a successful transition into, or forward through, adulthood.

## **2. The 16 to 19 offer of employability support**

- 2.1 Schools and colleges are expected to provide a comprehensive programme of careers education, information, advice and guidance to their learners up to the age of 18. This should include aspects of employability support and encounters with employers.
- 2.2 The council's responsibility is to ensure that appropriate support is provided to those who are most vulnerable to leaving learning early, i.e. before they reach 18 years old.
- 2.3 Islington delivers this responsibility through the Progress Team which provides skilled and qualified advisers who work with learners in New River College and alternative provision in order to ensure that they have smooth onward pathways in learning identified for school Year 12 and beyond, young people who are subject to a Youth Offending order and who are NEET and young people in the general cohort who are NEET.
- 2.4 In the 16 to 18 age range, the intention of the support offered is to promote and sustain the *participation* of young people in *learning*, which includes full time study as well as work based options such as apprenticeships.
- 2.5 Where young people are vulnerable to not meeting the requirement to participate, or where they have already left learning early, this is often connected to a preference for vocational, rather than academic options. This preference may be a challenge to fulfil for the young person as s/he may lack the skills necessary to access and sustain a work-based option which is likely to require the young person to demonstrate higher level employability skills than a course of full time study.
- 2.6 In order to address this gap in employability skills, progress advisors work with clients to implement Islington's '*Progress Pledge*' which is a comprehensive offer of employability support offered to young people. The progress pledge is set out at appendix 1.
- 2.7 The progress pledge supports the development of young people's employability skills through the provision of job coaching, mock interviews, basic skills support and work experience or volunteering.
- 2.8 There is a comprehensive offer of employability support delivered through a range of partners which young people NEET can access with the support of a progress adviser. This includes traineeship programmes run by Kings Cross Construction and K&M Decorating as well as other opportunities available through Arsenal in the Community, Groundwork and Street League. These programmes provide opportunities for young people to obtain accreditations in work-related skills such as communication, time keeping, team working and completing tasks accurately and to time.
- 2.9 Young people with SEND access support through the SEN team through the provision of their Education, Health and Care Plan (EHCP). The Progress team continues to provide advice and guidance to young people with SEND who are NEET until their 25<sup>th</sup> birthday.
- 2.10 At any one time, the progress team is supporting between 80 and 100 young people who are NEET and aged 16 to 19.

## **3. The 19 to 24 offer of employability support**

- 3.1 The council's iWork Youth Employment Team promotes the take up of apprenticeships amongst the borough's unemployed 18 to 24 year olds and brokers relationships with both council departments and local employers with the intention of creating work based learning options for which local young people are prioritised.
- 3.2 The team provides one to one support for young people in the 18 to 24 age range who are unemployed and who wish to secure an apprenticeship. This support is provided through a Construction Employment Coach based at Kings Cross Construction Skills Centre and an Apprentice Development Officer working from the youth hubs.

- 3.3 The Daylight Community Access Project (CAP) supports people with a global learning disability into paid employment. A significant number of the project's cohort are young people aged 18 – 24. iWork broker 'job carved' opportunities, where roles are broken down into part time opportunities that are best suited to these young people. CAP then carries out intensive one to one work with the young person to support them to become work ready and navigate through the recruitment process. They then support the young people once they are in work to ensure they are able to sustain employment. CAP is currently supporting 13 young people who are seeking work and have placed 5 people since April 2015 between the ages of 18 – 24.
- 3.4 In 2015-16 the iWork Youth Employment Team placed 104 young people aged 18 to 24 into apprenticeships across a range of sectors. 54 apprentices have started so far in 2016-17, with 31 placed in external businesses. There are 19 apprentices awaiting start dates, 9 of which will be with external businesses. Furthermore, thirty-two 18 – 24 year olds have been supported into paid employment and 2 into work placements in order to further develop their employability skills in their area of interest.
- 3.5 In 2015/16 the iWork Youth Employment Team piloted the approach of aligning council apprenticeship recruitment with the school year. Ten vacancies for apprenticeships from the Housing Repairs Team were identified and workshop taster sessions were held in schools across Islington. 3 students that attended these tasters were directly employed by the council, starting in post this September. The council will work with the private sector to develop this offer further.
- 3.6 The council has an extensive internal apprenticeship programme, having committed to offering 200 apprenticeships between 2014-2018. Apprenticeships span a range of roles and levels to meet business needs and attract a wide range of candidates. Vacancies are open to all ages, however recruitment activities are targeted at 16-24 year olds and there is a commitment to providing opportunities for young people who are disengaged or at risk of disengagement. 90% of the 44 apprentices recruited in 2015-16 were aged 16-24. 23 apprentices have started this financial year, with a further 14 in various stages of recruitment and 22 in discussion across departments.
- 3.7 The council's first traineeship programme ran from February to April 2016 for 11 unemployed 16-24 year olds in the Repairs team. Traineeships are a new form of work based training that are intended to meet the needs of young people who are not yet ready to compete for an apprenticeship. Two trainees were successful in gaining an apprenticeship within the Repairs team.
- 3.8 The team also works with employers, schools and FE colleges to raise the profile of local apprenticeships and vocational training through assemblies, taster sessions, fairs and Pathways to Apprenticeship sessions.
- 3.9 A number of additional vacancies are created through Section 106 commitments and contractors, which promote favourable terms and conditions for apprentices.
- 3.10 City and Islington College has won a contract to support specific NEET 18-24 year olds across central London into employment or training, primarily targeting care leavers, young parents and work programme leavers. The iWork Youth Employment Team has been sub-contracted to support 10 Islington residents with 6 already identified with one placed in an apprenticeship and one into training to date. The council is also a strategic partner on this bid, and is further supporting partners to identify young people from this cohort to ensure Islington residents are targeted and supported.
- 3.11 The Saturday Jobs Campaign has been developed to create local, part-time paid opportunities for 15 – 17 year olds brokered by iWork for Business. The jobs give young people the opportunity to get their foot on the career ladder, work with local industries and build-up a CV, as well as develop key employability skills and a work ethic needed to enter and sustain employment in the future. 15 jobs were offered in 2015/16 and 3 jobs have been offered so far in 2016/17 with 9 being sourced for the next round of recruitment.

**Appendices:** Appendix 1 - Islington's Progress Pledge

**Background Papers:** None

**Final report clearance:**

**Signed by:**



Carmel Littleton  
Corporate Director of Children's Services

Date 11/11/2016

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**LIFT**

45 White Lion Street  
Islington  
N1 9PW



<b>Meeting of:</b>	<b>Date:</b>	<b>Ward(s):</b>
Children's Services Scrutiny Committee	21 November 2016	All

<b>Delete as appropriate</b>		Non-exempt
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**SUBJECT: Post 16 Education, Employment and Training:  
Employability skills support for young people**

**Evidence from Cherrylynn Jaffier,  
Post 16 Progression Advisor (Vocational Pathways)**

**1. Background**

- 1.1 Following the publication of 'Working Better', the report of Islington's Employment Commission in early 2015, the council asked Islington's secondary head teachers to appoint two 'employment champions'.
- 1.2 The role of the employment champions was to promote the commission's recommendation 'to create a culture of employment in education' in the borough.
- 1.3 The employment champions reported that some schools are less confident that they can consistently provide appropriate support and guidance to young people who wish to pursue a vocational pathway post 16, 17 or 18.
- 1.4 As a response to this, a fixed term post was created within the CS Progress Team. This post, the Progress Adviser (Vocational Pathways), works with young people in school Year 11 who wish to pursue a work-based or vocational course of learning following completion of Year 11 or Year 12. The postholder provides individual, tailored, impartial advice and guidance to young people on the full range of vocational options. She also ensures that they are supported with completing applications and provided with guidance at and after exam results time to ensure that they start an appropriate option.

**2. The role of the Progress Adviser (Vocational Pathways)**

- 2.1 The Progress Adviser (Vocational Pathways) is available to support young people in school Year 11 across all mainstream secondary schools in Islington. The postholder is required to have an excellent working knowledge of the local, regional and national youth labour market and career pathways accessed through vocational routes such as traineeships, apprenticeships and full time learning. She is also required to be able to broker appropriate opportunities for those more vulnerable young people for whom an apprenticeship may be a preferred option but one which they are not able immediately to access.

- 2.2 The adviser takes referrals from each school in the autumn term and arranges to provide one-to-one advice and guidance appointments in school time for each young person.
- 2.3 Each young person receives an individual action summary which outlines the actions that are recommended in order for her/him to progress her/his career ideas. This information is also shared with schools where young people give their permission.
- 2.4 The adviser will follow up each young person throughout the academic year via further individual meetings in school, appointments at an Islington youth hub, phone call or email in order to ensure that they have carried out the necessary actions to secure an appropriate place in learning following completion of Year 11.
- 2.5 The adviser works alongside the iWork Youth Employment Team, whose role is to promote apprenticeships, in group work sessions and parents' evenings.
- 2.6 The work of the adviser supports young people's employability through the provision of individualised support including working with young people to produce bespoke CVs and applications, the provision of information on local, regional and national opportunities, carrying out practice interviews and assessment tests and organising small group opportunities for young people interested in similar career areas, eg construction and connecting young people to opportunities such as work experience.

### **3. Performance**

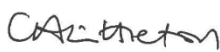
- 3.1 As at 30 September 2016, 100% of the young people supported since September 2015 have secured an appropriate offer of learning to progress to.
- 3.2 As at 30 September 2016, 6 young people supported since September 2015 have progressed to an apprenticeship, traineeship or a job with accredited training.
- 3.3 As at 30 September 2016, 43 young people supported since September 2015 have progressed to a course at a college or 6th form.
- 3.4 The remaining 34 students are in the process of having their destinations confirmed (i.e. what full time activity they are currently engaged in).
- 3.5 The Progression Team is currently carrying out the annual tracking and follow up of all Year 11 school leavers, which aims to confirm that students have progressed into the options that they intended to. The Progress Adviser (Vocational Pathways) supports this process for the young people on her caseload by tracking via phone/email and through contacts in schools. The Progress Team also receives data from further education colleges and schools across London about student destinations which helps the process.

**Appendices:** None

**Background Papers:** None

**Final report clearance:**

**Signed by:**



Carmel Littleton  
Corporate Director of Children's Services

Date 11/11/2016

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Report of: **Corporate Director of Children's Services**

<b>Meeting of:</b>	<b>Date:</b>	<b>Ward(s):</b>
Children's Services Scrutiny Committee	21 November 2016	All

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## **SUBJECT: The Children's Services Response to Prevent**

### **1. Synopsis**

- 1.1 Children's Services have a duty to safeguard children from the risks of radicalisation. This report sets out the ways in which Children's Services have responded to the Prevent Duty.

### **2. Recommendations**

- 2.1 To scrutinise the Children's Services response to the Prevent Duty
- 2.2 To receive a further update in one year's time.

### **3. Background**

- 3.1 The council has a duty under Section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of its functions, to have "due regard to the need to prevent people from being drawn into terrorism" (the Duty). The Duty also applies to Schools, Colleges, Health, Prisons, Probation and Police. In discharging this Duty the council is required to have regard to the government guidance issued on 16<sup>th</sup> July 2015.
- 3.2 The response of Children's Services is underpinned by both Islington Council's Position Statement on Prevent and the government guidance mentioned above.
- 3.3 Children's Services have a safeguarding responsibility to protect children (anyone under the age of 18) at risk from harm, abuse or exploitation; this statutory duty extends this responsibility to protect against harm from extremism and radicalisation ('radicalisation' is defined as the process by which people come to support terrorism and violent extremism). The grooming of children for the purposes of involvement in violent extremist activity is child abuse so protecting children from radicalisation and extremism is an extension of existing safeguarding responsibilities.

## Children's Services Prevent Strategy Group and Action Plan

- 3.4 In July 2015 an internal Children's Services Prevent Strategy Group was established to ensure relevant senior colleagues from across Children's Services lead a robust and effective response to the Prevent Duty. The Prevent Co-ordinator sits on the group. This Group meets bi-monthly.
- 3.5 The Strategy Group has developed a detailed action plan which addresses each element of the Prevent Duty.
- Prevent Objective 1 – Respond to the ideological challenge of terrorism and the threat from those who promote it.
  - Prevent Objective 2 – Prevent people from being drawn into terrorism and ensure that they are given the appropriate advice and support.
  - Prevent Objective 3 – Work with sectors and institutions where there are risks of radicalisation which we need to address.
- 3.6 The action plan, as well as ensuring its own services are acting in accordance with the duty, also details Children's Services efforts in ensuring key partners, such as schools, early years providers, fostering agencies, and Alternative Provision providers, understand and respond effectively to their Prevent duties.
- 3.7 The action plan details actions in relation to governance and oversight; policy and practice; resources for providers/practitioners; resources for parents; support to supplementary institutions; training; use of premises; IT security; and reporting to elected members. (***Please refer to Appendix A for the detailed Action Plan***)

- 3.8 Two key elements of the action plan (training and support for schools) are explained briefly below.

### Training for Children's Services staff

- 3.9 Children's Services have ensured each department have developed and implemented a training plan to ensure staff have a firm grounding in Prevent and understand their role in building children's resilience to safeguarding risks, such as radicalisation, as well as knowing how to recognise and respond to risks.
- 3.10 Training has included Channel and Prevent online training, Prevent briefings and training sessions. As at October 2016:
- Almost 100% of staff across Targeted and Specialist Children and Families (TSCFS), Youth and Community and School Improvement Service had undertaken online training
  - Annual safeguarding report for schools (2014-15) shows 100% of School Designated Safeguarding Leads had completed online training
  - Over 85% of TSCFS staff have attended a Prevent briefing
- 3.11 A key focus of the Children's Services Strategy group moving forward is to develop the training plan further to continue to ensure a coordinated approach to training cross the service and with partners, check compliance with internal training expectations and to ensure the right level of training dependant on roles.
- 3.12 The development of the action plan is in partnership with the ISCB training sub group to ensure the ISCB and Children's Services maintain a clear overview of the training requirements and the training undertaken across Children's Services and key partners. This will continue to include the training offer for partners including schools, early years providers, mother tongue supplementary schools and foster carers.



## Support for schools

- 3.13 The Children's Services Prevent Strategy group supports and monitors work with schools and assesses the impact. The outcomes of this are fed back to schools and are the basis on which further training and development is put in place. Schools have supported this well.

Two lead schools (one primary and one secondary) were appointed in 2015 to support and further strengthen work on Prevent priorities. This was part of the borough's work on a 'school led' system where schools act as champions on specific areas. Work on ethos, critical thinking and supporting parents culminated in two outcomes. One was a section on the Children's Services website where approaches and schemes of work are shared by and between schools and Alternative Provision providers. The other was a Prevent in Education conference in April 2016. This conference was extremely well attended over 50 delegates from a wide range of educational organisations including early years providers, primary and secondary schools, Special Schools, City and Islington College, New River College – Islington's pupil referral unit, Islington Safeguarding Children Board, Childnet, National Union of Teachers. The conference held nine workshops run by schools and other agencies including the council and the Police. Workshops received 96% good/excellent feedback.

Prevent work and developments features regularly at head teacher briefing sessions.

To take the work of the lead schools forward we have received funding from the Home Office for a dedicated schools officer to work with Heads from a range of schools to share good practice and develop approaches to Prevent.

Schools have been advised to have appropriate policies and procedures in place regarding the Prevent Duty. Some schools have a stand-alone Prevent policy but the large majority have integrated it as part of their Safeguarding and Child Protection Policy. Children's Services produce a Safeguarding in Education newsletter covering areas such as risk assessment, working in partnership, staff training and IT policies. The newsletter has also raised awareness about a range of Prevent resources on the London Grid for Learning.

## Support for parents

- 3.14 A number of resources have been made available to parents including a leaflet which sits on the ISCB website. There are also parent resources (including leaflets in different languages) on the London Grid for Learning. Online safety training has been delivered to parents in primary schools and children's centres and this includes extremism.

## 4. Implications

### 4.1 Financial implications:

There are no additional financial implications. All activities mentioned in Appendix A will be financed, if necessary, from existing revenue budgets.

### 4.2 Legal Implications:

The council has a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of its functions, to have "due regard to the need to prevent people from being drawn into terrorism" (the Duty). In discharging this Duty the council is required to have regard to the government guidance issued on 16<sup>th</sup> July 2015. The duty does not confer new functions on the council. The term "due regard" as used in the Act means that the council should place an appropriate amount of weight on the need to prevent people being drawn into terrorism when they consider all the other factors relevant to how they carry out their usual functions. The purpose of the guidance is to assist authorities to decide what this means in practice.

**4.3 Environmental Implications:**

Not applicable

**4.4 Resident Impact Assessment:**

The council must, in the exercise of its functions, have due regard to the need to eliminate discrimination, harassment and victimisation, and to advance equality of opportunity, and foster good relations, between those who share a relevant protected characteristic and those who do not share it (section 149 Equality Act 2010). The council has a duty to have due regard to the need to remove or minimise disadvantages, take steps to meet needs, in particular steps to take account of disabled persons' disabilities, and encourage people to participate in public life. The council must have due regard to the need to tackle prejudice and promote understanding."

A Resident Impact Assessment has not been completed as it is not necessary because the council has a statutory duty and is following Home Office guidance in complying with that duty. The manner of compliance with this duty is not in a category of decision requiring an RIA.

**5. Conclusion and reasons for recommendations**

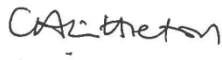
- 5.1 The Committee are asked to scrutinise the work undertaken in the last year in response to the Prevent Duty and to receive a further update in one year's time.

**Appendices:** Appendix A: Children's Services Prevent Action Plan

**Background papers:** None

Final report clearance:

**Signed by:**



Carmel Littleton  
Corporate Director of Children's Services

Date: 10 November 2016

Report Author: Nikki Ralph, Policy Officer  
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## Islington Children's Services Prevent Action Plan: 2015-2017

From 1st July 2015 specified authorities have a statutory duty to have "due regard to the need to prevent people being drawn into terrorism".<sup>1</sup> This includes the Local Authority, Schools, Colleges, Health, Prisons, Probation and Police.

Children's Services have a safeguarding responsibility to protect children (anyone under the age of 18) at risk from harm, abuse or exploitation; this statutory duty extends this responsibility to protect against harm from extremism and radicalisation ('radicalisation' is defined as the process by which people come to support terrorism and violent extremism). The grooming of children for the purposes of involvement in violent extremist activity is child abuse so protecting children from radicalisation and extremism is an extension of existing safeguarding responsibilities.

The safeguarding emphasis is on supporting vulnerable children, rather than informing on or "spotting" those who may have become 'radicalised'. Where concerns arise, the Children's Services will consider its own safeguarding response and when necessary seek additional support from the LLR Channel Programme.<sup>2</sup>

In line with our Children and Families Prevention and early Intervention Strategy, we also have responsibility to promote resilience and build protective factors which includes resilience to radicalisation.

Islington Children's Services aims to effectively provide services in line with the 'Prevent Duty' to thwart terrorism in the United Kingdom and internationally being promoted, planned, funded or executed from or in the London Borough of Islington in the context of our work to safeguarding children and support families.

Children's Services key actions for 2015-17 are underpinned by the national Prevent Strategy's three objectives:

**Prevent Objective 1 – Respond to the ideological challenge of terrorism and the threat from those who promote it.**

**Prevent Objective 2 – Prevent people from being drawn into terrorism and ensure that they are given the appropriate advice and support.**

**Prevent Objective 3 – Work with sectors and institutions where there are risks of radicalisation which we need to address.**

***Oversight of this action plan will be held by the Children's Services Prevent Strategy Group.***

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<sup>1</sup> [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/417943/Prevent\\_Duty\\_Guidance\\_England\\_Wales.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/417943/Prevent_Duty_Guidance_England_Wales.pdf)

<sup>2</sup> [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/425189/Channel\\_Duty\\_Guidance\\_April\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/425189/Channel_Duty_Guidance_April_2015.pdf)

Area of CS	Actions	Milestones / Measures	Target date	Lead & Support	Outcomes	RAG <sup>3</sup>	Prevent Strategic Objective
<b>Strategy</b>							
CS ALL 01	Children's Services to develop an action plan in line with Islington Council's local Prevent Policy Statement	Children's Services have an action plan that relates to Prevent National Strategy's 3 principles	Complete Mar 2016 Ongoing	Director of Learning & Schools/ Head of Safeguarding and QA	Children's Services senior managers are clear on what work has been undertaken, what has been achieved and future priority actions. Clear timescales and expected outcomes. Action Plan effectively overseen by Children's Services Prevent Strategy Group reporting directly into Children's Services Management Team (CSMT)		1, 2 & 3
<b>Governance and oversight</b>							
CS ALL 02	Continue to develop and focus the work of the Children's Services Prevent Strategy Group against specific priorities	Children's Services Prevent Strategy Group established. Meets every 4-6 weeks to drive forward and evaluate the impact of the Children's Services Prevent Action Plan –reports directly into CSMT	Complete July 2015	Director of Learning and Schools	Children's Services complies with the Prevent Duty		1, 2 & 3
L&S 03	Develop a Children's Services Prevent Steering Group to advise and oversee the work of Islington's Lead Schools for Prevent	Schools Prevent Steering Group in place – has a direct line of reporting through the Children's Services Prevent Strategy Group into CSMT	Complete May 2015	Head of School Improvement (Secondary)	Lead Schools Initiative achieves its objectives		1 & 2
<b>Policy and practice</b>							

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<sup>3</sup> RAG rating relates to progress to completion

T&S 04	Work with ISCB to ensure the Threshold criteria document is updated to include concerns relating to radicalisation	Threshold document updated to include radicalisation	Complete	Head of Safeguarding and Quality Assurance	Children's Services staff are aware of the threshold criteria relating to radicalisation		2
T&S 05	Develop a lead CP Co-ordinator for radicalisation, extremism and Prevent	CP Co-ordinator identified to take the lead re: child protection concerns relating to radicalisation.	Complete Jan 2016	Head of Safeguarding and Quality Assurance	Staff know who the lead CP Co-ordinator is for radicalisation and seeks consultation and advice.  All strategy meetings involving radicalisation are chaired by Radicalisation lead CP Co-ordinator or Safeguarding and QA colleague		2
T&S 06	Ensure individuals who are at risk from radicalisation are recorded on CSC system and risks regularly reviewed	Hazard system in place to capture radicalisation risks. Risks are regularly reviewed.	Complete December 2015	Head of Safeguarding and Quality Assurance	Radicalisation risks recorded regularly and we are able to report on and track individuals believed to be at risk.		2
T&S 07	Ensure children's services representation at Channel Panel and relevant information is fed back to relevant service heads	There is CSC representation.  Sept 16 - Head of Safeguarding and Quality Assurance chairs the Channel Panel	Complete Aug 2015	Head of Safeguarding and Quality Assurance	Children's needs are met and safeguarding concerns are adequately considered.		1&2
T&S 08	Audit of Prevent related referrals to CSCT	Twice yearly audits are in place and learning from audits used to improve practice where needed – Report to CSMT  Oct update - October audit completed and findings to be shared at Prevent Strategy Group in November	May 2016 & Dec 2016	Head of Safeguarding and Quality Assurance	Assurance that referrals are being dealt with appropriately and assessments are of a high standard, families are adequately supported and children are safeguarded when necessary	Ongoing	2 & 3

L&S 09	Ensure School Leaders are aware of the responsibilities of schools in meeting the Prevent Duty	Awareness raising at Governor Briefing and Head Briefing  Sept update: Safeguarding in Education Tr and Devt Officer rolling out 90 minute briefings to school staff	27 April 2016 – governor briefing  4 May 2016 – Heads Briefing	Director Learning and Schools	Governing bodies are aware of the Prevent Duty and what schools needs to do to ensure they comply		1, 2 & 3
L&S 10	Ensure schools, Alternative Provision providers and early years settings are meeting their statutory responsibilities regarding the Prevent Duty regarding: a) Promoting spiritual, moral, social and cultural (SMSC) development b) Safeguarding children from extremism and radicalisation	Develop a more structured rolling programme of audits that reflect identified need and vulnerability within school and early years settings.	May 2016	Principal Safeguarding Officer for Education/ Lead for Children's Centres and Safeguarding / Health and Wellbeing Manager	Schools audited show they are fulfilling their Prevent Duty responsibilities		1, 2 & 3
L&S 11		Undertake school and children's centre safeguarding audits to include ensuring compliance with the Prevent Duty and advise on actions needed to be compliant.	Ongoing				
L&S 12		Ask all schools and children's centres to complete an annual safeguarding report	Complete – July 2015			100% of schools and children's centres have returned the annual safeguarding report which show prevent training compliance	
L&S 13		AP Quality Assurance process to include assessment of provider's compliance with the Prevent Duty and use of the QA process to identify and implement support for providers	Complete Sept 15			Head of Alternative Provision / North London Children's Efficiency Programme (NLCEP)	

L&S 14	AP team to be equipped to offer safeguarding advice to AP providers and Designated Safeguarding Officers in AP	<p>AP officers to update their safeguarding training - undertake Designated Safeguarding Officer (level 5) training by Dec 2016 and undertake Prevent training.</p> <p>Oct update – 1 worker has undertaken online training and Terrorism and Extremism one day course. Due attend Prevent briefing by end of year.</p>	Dec 16	Head of School Improvement	AP team offer good quality up to date advice and support regarding AP's safeguarding duties, including Prevent		
L&S 15	Alternative Provision (AP) Team to ensure providers understand the Prevent Duty, their responsibilities and how to identify children at risk.	<p>AP team to devise/disseminate clear guidance to include:</p> <ul style="list-style-type: none"> <li>• Islington's Prevent Policy statement</li> <li>• Clear guidance on how to identify and support students at risk of radicalisation</li> <li>• Safeguarding in education newsletters</li> </ul> <p>Sept 16 - Guidance issued and all providers emailed asking for info on training undergone by staff and asking what support they need.</p> <p>Oct 16 – Safeguarding/prevent training questionnaire given to 8 providers in AP provider meeting. Follow up on-going 1-1 provider meetings for these providers and those not at meeting scheduled Nov/Dec 16.</p>	Nov 2016	Head of School Improvement	Providers agree guidance and share with staff involved in the delivery of AP programme. Staff are clear on procedures and support available.		1, 2 & 3

L&S 16	Alternative Provision providers are supported to embed Prevent within the PSHE curriculum	<p>AP team to support AP providers to ensure the PSHE curriculum reflects the Prevent curriculum. AP providers to be given access to resources on Identity, Society and Equality page of the Health and Wellbeing section of Schools online platform.</p> <p>Sept 16 – all providers sent Educate against Hate link including section on Prevent good practice and link to e-learning session.</p> <p>Oct 16 – All providers have been sent the Islington Safeguarding newsletter. AP Coordinator has met with Digital Comms Officer to discuss giving access to CS Hub resources for providers. List of email addresses to be provided by 3 Nov 16.</p>	Mid Nov 2016	Head of School Improvement / AP Co-ordinator	Good scheme of work are taught to students in a comfortable and safe environment where issues can be raised and addressed appropriately		2
CS ALL 17	Ensure commissioned providers are clear what we expect in relation to compliance with Prevent Duty	<p>Contracts team to consider if new contracts need explicit reference to prevent duty or whether reference to safeguarding is sufficient.</p> <p>Aug 2016 - Advice from legal confirms council has discretion and no requirement to change current contracts.</p>	Complete Sept 2016	Head of Community Safety	Contracts make reference to safeguarding requirements generally. Contract monitoring addresses Prevent duty as part of wider safeguarding checks and shows providers are compliant with the Prevent duty. Where they are not, LBI have taken appropriate and proportionate action.		2 & 3



T&S 18	Ensure children's homes and independent fostering agencies we place looked after children, comply with local safeguarding procedures and comply with Prevent duty	Placements Team treat Prevent in the same way as other safeguarding matters, ensures local safeguarding procedures are reflected in arrangements with children's homes and private fostering agencies.	In place	Service Manager - CLA	Staff in children's homes and private fostering agencies follow Islington's safeguarding procedures		
T&S 19		Mandatory safeguarding training for foster carers already includes radicalisation and extremism.	In place				
T&S 20		Half day specialist training in radicalisation to be arranged for all in house foster carers and for this to be mandatory for all carers that look after children aged 10 plus.	By end Dec 2016				
T&S 1		24 hr advice service is available to all in house carers from experienced and qualified staff that have completed specialist training in extremism and radicalisation.	In place				

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T&S 22		Externally commissioned providers are not currently covered by a contract. New contracts will include a requirement that all providers will ensure that their staff and carers will receive training on Prevent and radicalisation. A letter is to go out from the North London Childrens Efficiency Programme and a regional letter will go out from London Care Services (LCS) to remind all Independent Fostering Agencies of the Prevent duty.	End Nov 16				
T&S 23		<p>Monitoring visits take place to external providers annually and they will include the Prevent duty in the template for these visits.</p> <p>Nov update – Commissioning Manager speaking to NCLEP to agree if each LA will continue to conduct 5 visits per year (contract monitoring visits are divided out amongst providers in the NCLEP) to continue to share the work across the consortium, and to ensure that all provider visits cover Prevent.</p>	Jan 17				2 & 3
<b>Resources</b>							

L&S 24	Support and monitor schools and early years providers to ensure they are aware of their safeguarding responsibilities re: Prevent	Children's Services to promote national and local developments in relation to Prevent and training opportunities through a range of means including: schools safeguarding newsletter, schools circular, children's centre circular governor briefings, HT briefings, DHT group briefings, Safeguarding lead briefings, PHSCE briefings.	Ongoing – regular updates to all schools and early years settings at least twice a year	Principal Safeguarding Officer for Education / Lead for Children's Centres and Safeguarding	LBI annual safeguarding reports from schools and early years providers; and LBI safeguarding audits of schools and children's centres shows awareness of Prevent.		2&3
L&S 25		LBI model safeguarding policy for education includes Prevent.	Complete July 2015	Principal Safeguarding Officer for Education	LBI audits of school safeguarding arrangements identifies that Prevent is included in schools' safeguarding policies		
L&S 26		LBI safeguarding checklist for early years includes Prevent.	Complete Sept 2015	Principal Safeguarding Officer for Early Years	LBI audits of children's centres and annual monitoring of early years safeguarding arrangements identifies that Prevent is included in safeguarding policies		2&3
ALL 27	LBI is rigorous and proactive about any children who are absent from education and may be at risk.	LBI has clear missing pupil procedure and an agreement that MASH checks are done on any children whose whereabouts are not discovered through this procedure.	Complete Oct 2015	Head Pupil Services / Service Manager CIN	Whereabouts of children on roll in Islington schools are known about and children are taken off roll when appropriate.		2 & 3
L&S 28	Support schools to embed a sustainable approach to fulfilling their Prevent duty: a) Promoting spiritual,	£102k contract awarded to 2 schools (1 primary and 1 secondary) to act as Lead Schools	Complete Contract awarded June 2015	Director of Learning and Schools	Sustained engagement of schools		2

L&S 29	moral, social and cultural (SMSC) development b) Safeguarding children from extremism and radicalisation	Suite of tools developed with EGA (including 'Trust Me' resource) and good practice on range of areas including building community cohesion shared via the Identity, Society and Equality page of the Health and Wellbeing section of Schools online platform	12 May 2016 (as of 26/5/16 some tools are up but not 'Trust Me' yet)	Head of School Improvement / Health and Wellbeing Manager / Primary ICT Manager			2
L&S 30		Suite of video based resources re: online safety are accessible on National grid for learning and Educate Against Hate' website and disseminated at Prevent Launch Event	Complete July 2015	Primary ICT Manager			2
L&S 31		Support Lead Schools to host a conference to disseminating good practice and launch the resources – workshops provided by lead schools plus key partners	29 April 2016	Head School Improvement (Secondary) and Health and Wellbeing Manager			2
L&S 32		Develop a work plan and recruit for a Home Office funded Prevent Schools Officer and develop Sept update – Closing date 23/9/16 and Interviews beg Oct.  Oct update – draft workplan in place and being developed. Secondment in place since wk beg 17/10/16 4 afternoons per week until Christmas.	October 2016	Head School Improvement (Secondary)	New role recruited to and work plan in place		

L&S 33		<p>Online safety training available and promoted to staff in primary and secondary schools which includes extremism.</p> <p>Resources promoted at these sessions.</p>	Ongoing by request	Primary ICT Manager	<p>All schools skilled in educating their students about online safety.</p> <p>Safeguarding audits show schools have accessed staff online safety training and are skilled and confident to educate children about online safety.</p>		2
L&S 34	Support schools to develop their inclusive approach to promoting British Values	<p>SMSC review framework and learning walk (including promoting Fundamental British Values, accessible to schools and uploaded onto the Identity, Society and Equality page of Health and Wellbeing Section of Schools online platform</p> <p><a href="https://www.islingtoncs.org/node/941">https://www.islingtoncs.org/node/941</a></p>	10 May 2016	Head School Improvement (Secondary) and Health and Wellbeing Manager	Schools are able to evidence how they promote an inclusive approach to British values		1 & 2

L&S 35	Work with schools to support work to develop resilience through IMHARS (Islington mental health and resilience in schools) framework	Findings from quality improvement project disseminated. Toolkit for auditing schools' practice developed. Ongoing support for schools including whole school audit using framework at EGA. Ongoing support through the CAMHS Transformation plan and Public Health support. Resources available on the Mental Health and Emotional Wellbeing page of Health and Wellbeing Section of Schools online platform <a href="https://www.islingtoncs.org/node/459">https://www.islingtoncs.org/node/459</a>	Ongoing work with schools.  Workshop at conference 29 April 2016  Introductory resource online as of May 2016	Health and Wellbeing Manager	School staff understand the link between supporting resilience and reducing the risk of radicalisation. Schools have evidence based strategies in place to support pupils' mental health and resilience		1 & 2
L&S 36	Support schools to engage with national Safer Internet Day 2016 which focuses on countering hate speak	All Islington schools took part	Complete Feb 2016	Primary ICT Manager	<i>All schools provided with resources. Evidence of engagement. EGA featured in BBC Schools' Report and visited Downing Street.</i>		1 & 2
<b>Resources for parents</b>							
ALL 37	Work with ISCB to ensure there are resources for parents about radicalisation and what to do when concerned a child may be at risk of harm	Leaflet created by School Improvement Service and progressed with ISCB/LADO and on ISCB website	Complete July 2015	Head of School Improvement/Equalities Consultant	Comprehensive leaflet available to all parents		2

L&S 38	Provide schools with resources for engaging with parents re: online safety including protecting from extremism online	Parent resources (including leaflets in different languages) developed and on the London Grid for Learning.	Resources uploaded in 2015 and continue to be updated on a regular basis	Primary ICT Manager	Resources for parents are available and accessible to parents		1 & 2
L&S 39	Online safety training delivered to parents which includes extremism.	Sessions for parents delivered in primary schools and children's centres	Sessions delivered across a number of schools and more future dates are booked in for 2016	Primary ICT Manager	Parents supported to be able to minimise online risks		2
<b>Support to supplementary institutions (eg. supplementary schools, home schooling provision, independent schools)</b>							

L&S 40	Support commissioned Mother Tongue Supplementary Schools (MTSSs) to understand their responsibilities regarding the Prevent Duty	<p>Prevent awareness training to commissioned providers and regular dissemination advice and guidance regarding safeguarding including radicalisation (via safeguarding in education newsletter).</p> <p>Oct update – data circulated showing which commissioned MTSS have undertaken prevent training and follow up has been made with the providers who haven't attended. Update to come to mtg in Nov. Prevent Co-ordinator attended the MTSS AGM and presented on Prevent.</p>	5 November 2015 & Oct 16  Further dates to be arranged	Head School Improvement Service	Contract monitoring of MTSSs shows compliance with the Prevent duty and understanding of appropriate practice and procedures to safeguard children		2 & 3
L&S 41		<p>Ensure the contract monitoring of commissioned MTSS covers understanding of the whistleblowing procedure.</p> <p>Nov update – All MTSS commissioned groups have been provided with a template whistle blowing policy and are expected to include in their safeguarding policy. This is checked as part of the contract monitoring process. Safeguarding training to MTSS in Sept covered guidance about whistleblowing.</p>	End Septembe r 2016  (action confirmed complete 9/11/16)	Head School Improvement Service	Contract monitoring covers whistleblowing and shows all commissioned MTSS have made staff aware of and understand the whistleblowing procedure.		



L&S 42	Ensure commissioned providers of short break services for disabled children are complying with their responsibilities regarding the Prevent Duty	Dissemination of Prevent awareness online training to commissioned providers via email and the Short Break Provider Forum.  Monitoring of safeguarding arrangements (including radicalisation) as part of annual contract reviews with short break providers	18 March 2016 email dissemination of e-learning  Contract reviews: April – May 2016  Short Break providers meeting 9 June 2016	Strategy and Commissioning Manager, Pupil Services	Commissioned Short Break Providers are able to demonstrate that they are fulfilling their Prevent Duty responsibilities		1 & 2
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**Training**

CS ALL 43	Ensure Children's Services frontline staff have a good understanding of Prevent and are able to recognise vulnerabilities and understand thresholds and lines of reporting	<p>Staff are provided with access to guidance and online training. All to be asked to now do the new online government Prevent training instead of Channel training.</p> <p><b>Sept update:</b> TSCFS – under 30 still to do School Improvement – 100% completed Channel training School Designated Safeguarding Leads – 100% completion in 2014/15</p> <p><b>Oct update</b> – Data on School designated safeguarding leads currently being collected for 2015/16 which will include Prevent online training. Returns will be available mid January 2017.</p>	11 April 2016	Head of Safeguarding and Quality Assurance/ Principal Safeguarding Officer for Early Years	<p>Staff are aware of key risk issues, can recognise vulnerability and respond appropriately to safeguarding concerns regarding radicalisation</p> <p>Service training report shows all staff have undertaken the online training as minimum, and all staff have attended a Prevent briefing/training session</p>	Ongoing	2
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CS ALL 44		<p>A new rolling programme of training in place to train key staff and some relevant partners (e.g. social workers, schools).</p> <p><b>Sept update</b> TSCFS:252 attended (over 50% of staff) and 81 booked on for further 5 sessions Pupil Services: 21/53 booked onto training session</p> <p><b>Oct update</b> TSCFS:346 have attended (approx. 85% of staff). Plan for one prevent briefing per term to train new staff.</p>	Sept 2016	Head of Safeguarding and Quality Assurance/ Principal Safeguarding Officer for Early Years/Head Pupil Services/Service Manager Partnerships and Service Support		Ongoing	2
T&S 45		YOS staff to undertake Prevent training Sept update- 8 managers completed and training for remaining staff training booked for 5 Oct 2016	Sept 16	Head of Safeguarding and Quality Assurance			
L&S 46		<p>Identify staff within Children's Services who would benefit from undertaking additional training on Prevent and ensure access to courses detailed in HM Government Prevent training catalogue</p> <p>Sept update Updated list to be circulated and appropriate training to be identified and funding sought</p>	Sept 16 (this is currently overdue and is being progressed – review at Dec strategy group mtg)	Head of Safeguarding and Quality Assurance/ Principal Safeguarding Officer for Early Years/Head Pupil Services/Service Manager Partnerships and Service Support/Prevent Co-ordinator	Staff have the level of knowledge and skills re: Prevent relevant to the nature of their role		

CS ALL 47		<p>Discuss at the ISCB training sub group the development of the next stage of a detailed training action plan for CS including training for schools and other key providers.</p> <p>Nov 16 – ISCB training subgroup has identified Prevent within its training strategy. This will clarify minimum standards of training expectations across the partnership workforce and training offered by the board to designated members of staff with expectation they disseminate learning to other staff within org.</p>	Nov 16	Workforce devt manager/Lead Children's Centres and Safeguarding/ Principal Safeguarding Officer for Education	A clear live plan in place with clarity of which staff have undertaken training (and which level), who are due for training, and who is responsible for training delivery.		
T&S 48	Ensure school governors understand their duties re: Prevent	<p>Prevent guidance included in education safeguarding newsletter.</p> <p>To note - ISCB training sub group producing training plan for safeguarding lead governors</p>	June 16	Principal Safeguarding Officer for Education	Annual safeguarding reports from schools shows governors have attended safeguarding training and online Prevent training		
<b>Safeguarding children in premises used or commissioned by Children's Services</b>							
CS ALL 49	Ensure premises used by Children's Services and venues for services commissioned by Children's Services are not used by organisations engaged in extremist activity	Create and disseminate venue hiring advice to children's services core settings and commissioned providers	Complete March 16	Head Partnerships and Service Support	All managers of publically owned premises (eg. children's centres, schools, children's services council offices) are aware and compliant with the council's 'Use of LA Resources' Guidance. Venues do not provide a platform for extremists and are not used to disseminate extremist views		1 & 3

IT Security							
PSS 50	Ensure that all schools are given advice based on DfE Guidance 'Keeping Children Safe in Education' regarding appropriate filtering to block extremist materials.	Safeguarding in Education newsletter and Computing and Online Safety newsletter sent to all schools and children's centres to include 1) London Grid for Learning advice re: internet connections and filtering circulated to all schools. Link is: <a href="https://www.lgfl.net/online-safety/resource-centre">https://www.lgfl.net/online-safety/resource-centre</a> and link to new DfE guidance. 2) Safer Internet Centre additional guidance . Link is: <a href="http://www.saferinternet.org.uk/advice-and-resources/teachers-and-professionals/appropriate-filtering-and-monitoring">http://www.saferinternet.org.uk/advice-and-resources/teachers-and-professionals/appropriate-filtering-and-monitoring</a> . HTTPS filtering to be recommended when this is made available. IT resources sent out to schools.	<i>End June 16</i>	Head Partnerships and Service Support	<i>All schools aware of and complying with guidance.</i>		2 & 3
PSS 51	Ensure that internet filtering is set to block extremist materials in schools where LBI provide support for ICT Network Management.	London Grid for Learning internet connections implemented in all supported schools and categories set to block extremist material where this can be identified by the systems. Advice given to head teachers when they choose to implement filtering policies that increase the risk of exposure to unsuitable material (eg. unrestricted YouTube)		Head Partnerships and Service Support	ongoing		2 & 3
Keeping elected members updated on issues relating to potential extremism and radicalisation							

CS ALL 52	Ensure LA Children's Services is reporting to elected members on issues relating to potential extremism and radicalisation.	Children's Services report to the LA Prevent Steering Group, chaired by the Leader and attended by other elected members and chief executive	Ongoing	Corporate Director, Children's Services	Elected members regularly informed of any updates or developments regarding extremism and radicalisation in Islington		1, 2 &3
CS ALL 53		Report to Children's Services Scrutiny on an annual basis	Dec 16	Director, Learning and Schools	The Children's Services response to the Prevent Duty is scrutinised to ensure effective compliance with the duty		



Report of: **Director of Children's Services**

Meeting of :	Date:	Ward(s):
Children Services Scrutiny Committee	21 November 2016	All

Delete as appropriate		Non-exempt
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## **SUBJECT: Children's Services Performance 2016/17: Quarter 2 Update**

### **1. Synopsis**

- 1.1 This quarter two (Q2) performance report provides an update on progress against key performance indicators across Children's Services.
- 1.2 Only those Key Performance Indicators (KPIs) where new data are available at the time of writing are shown in this report, to avoid repetition from previous performance updates.
- 1.3 Corporate Indicators are highlighted – these have profiled targets for each quarter.

**Children's Services Plan 2016/19 - Aim 1: Through strong universal services, children, young people and adults are enabled to achieve good education and employability outcomes**

KPI No.	Indicator	Frequency reported	Period covered	Current Figure	Profiled Target (where applicable)	2016/17 Target (where applicable)	2015/16 Actual	Same period previous year	Direction of travel
1.2	Percentage of pupils reaching a good level of development (GLD) in Early Years Foundation Stage Profile	Annual	2015/16 Academic Year	65.8%	-	-	63.8%	-	Better
1.4	<b>Equalities:</b> Improving Early Years Foundation Stage outcomes for Turkish/Kurdish pupils (GLD)	Annual	2015/16 Academic Year	45.9%	-	-	41.5%	-	Better
1.5	<b>Corporate Indicator:</b> Percentage of primary school children who are persistently absent (below 90% attendance)	Termly	Autumn & Spring terms 2015/16	9.9%	11%	11%	TBC on completion of Autumn Census	10.4%	Better
1.7	<b>Equalities:</b> Narrowing the gap in attainment between the BCRB pupils and the LBI average at KS2 (gap in percentage of pupils achieving the expected level in Reading, Writing and Maths)	Annual	2015/16 Academic Year (provisional)	15 percentage points	-	-	Not comparable	-	-
1.8	<b>Corporate Indicator:</b> Number of children in Alternative Provision	Quarterly	Snapshot end Q2	95	n/a	100	127	102	Lower



## **1.2 - Percentage of pupils achieving a good level of development in Early Years Foundation Stage Profile**

The proportion of Islington children (aged 5) achieving a good level of development has continued to rise, increasing by 2 percentage points between 2014/15 and 2015/16. Nationally, the proportion of pupils achieving a good level of development increased from 66.3% to 69.3%, so Islington remains below the national average.

## **1.4 & 1.7 – Equalities indicators**

These new equalities indicators will help strengthen our focus on areas where there have been persistent inequalities in outcomes. The percentage of Turkish and Kurdish children reaching a good level of development in the Early Years Foundation Stage Profile has improved, though remains substantially below the borough average (KPI 1.4). As 2015/16 saw substantial changes to the primary school curriculum; this year will act as a baseline for the gap at key stage 2 (KPI 1.7).

## **1.5 - Percentage of primary school children who are persistently absent**

The persistent absence rate among Islington primary school pupils reduced by half a percentage point to just below 10% during the first two terms of the 2015/16 academic year, compared to 2014/15 (this is based on using the new more challenging definition in both years<sup>1</sup>). However, Islington's persistent absence rate amongst primary school pupils remains above the national average.

## **1.8 - Number of children in Alternative Provision**

We are aware that the best place for the majority of students is to remain in mainstream school, and aim to do everything possible to minimise the number of referrals for Alternative Provision. One of the intended outcomes of the improvement plan is to reduce the number of students referred to alternative provision from mainstream schools by 30% by January 2017. A detailed plan is in place to improve outcomes for all young people who do attend Alternative Provision. Actions include:

- A Service Specification between Islington schools and Islington Council - to identify clearly the roles and responsibilities of each.
- Revised arrangements for referral by school to alternative provision
- Non-attendance at Alternative Provision challenged more rigorously through legal action
- Regular half termly meetings with providers that focus on ensuring individual students are challenged and stretched.
- New students who are referred to AP will be assessed to make sure that both they and their families have the right level of support from Early Help / Targeted services. Key Stage 3 students at risk of AP are being identified in school, needs are being assessed and students and families are being referred appropriate outside agencies to support them to remain in mainstream education.

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<sup>1</sup> The DfE set out a new challenge for school attendance by further raising the level at which a child is deemed persistently absent. From September 2015 persistent absence (PA) will include all pupils whose attendance is 90% or less. Previously, persistent absence was based on a minimum number of days of absence. This was to prevent a pupil who is only enrolled at a particular school for a short period of time before transferring being classified as a persistent absentee if they are absent for a few days. For 2015/16 academic year onwards, the DfE have changed the PA definition to be any pupil who misses 10% or more of their own total possible days of school. Because different terms have different lengths, there will also be a varying impact in each term. Pupils taking unauthorised leave of absence early in the year could be categorised as persistently absent well into half term five but have perfect attendance from their return date onwards.

**Children's Services Plan 2016/19 - Aim 2: The resilience of children, young people and families is strengthened by accessing effective early intervention approaches**

KPI No.	Indicator	Frequency reported	Period covered	Current Figure	Profiled Target	2016/17 Target	2015/16 Actual	Same period previous year	Direction of travel
2.4	<b>Corporate Indicator:</b> Number of families in Stronger Families programme with successful outcomes as measured by payment by results	Min. of 2 claims a yr.	Sept. 2016 claim	87 families	40	100	30 families (4%)	N/a (Phase 1)	Na/ - cumulative

**2.4 - Number of families in Stronger Families programme with successful outcomes as measured by payment by results**

Having achieved our target of 'turning around' 100% of 815 families known to the Stronger Families programme in phase one 2012-2015, we are now in phase two of the programme.

The government has expanded the criteria for inclusion and tripled the number of families we must engage with and 'turn around' on all identified problem areas including crime or ASB, education, employment, child welfare, domestic violence and health.

As well as adding three further Payment by Results (PbR) criteria, the government had tightened the eligibility requirements for a claim to require that any families claimed must have demonstrable evidence of whole family assessments and plans.

In September, 87 claims were made. Our own internal target for the end of the financial year is nearly met already. Future confirmed claim dates in January and March 2017. Claims will be (at least) twice a year in Phase 2, rather than quarterly as they were in Phase 1.

**Children's Services Plan 2016/19 - Aim 3: Children and young people are kept safe through effective safeguarding and child protection arrangements which respond to risk, early identification and reduce escalation of concerns**

KPI No.	Indicator	Frequency reported	Period covered	Current Figure	Profiled Target	2016/17 Target	2015/16 Actual	Same period previous year	Direction of travel
3.4	<b>Corporate Indicator:</b> Number of children missing from care	Monthly	September	22	10 or fewer a month	10 or fewer a month	18	11	Higher
3.5	Number of children missing from home	Monthly	September	30	-	-	20	12	Higher
3.6	<b>Corporate Indicator:</b> Percentage of young people (aged 10-17) triaged that are diverted away from the criminal justice system	Quarterly	Apr-Sept 2016	77%	85%	85%	80%	76%	Similar
3.7	<b>Corporate Indicator:</b> Number of first time entrants into Youth Justice System	Quarterly	Apr-Sept 2016	44	47	95	102	45	Similar
3.8	<b>Corporate Indicator:</b> Percentage of repeat young offenders (under 18s)	Quarterly	Apr-Sept 2016	41.3%	37%	43%	48%	32%	Higher
3.9	<b>Corporate Indicator:</b> Number of custodial sentences for young offenders	Quarterly	Apr-Sept 2016	22	18	35	37	20	Higher

### **3.4 and 3.5 - Number of children missing from care; and home**

The figures for children missing from care in each month have been 15, 28 and 22 for July, August and September 2016. We have appointed a project officer for CSE and Missing and have developed a new process for missing episodes and return home interviews. These measures should ensure that we have completely accurate missing children data and will be able to quickly tackle any problems with compliance in this area. We will then be able to have a sharper focus our work to reduce the frequency of missing episodes as we will be able to ensure a consistent response to every missing episode. We will have an accurate picture of our highest risk missing children and will be able to ensure that all necessary measures are completed for these children including strategy meetings, safety plans and return home interviews. Missing episodes are very often linked to risks of child sexual exploitation and gang or criminal activity and we have a number of initiatives in place to reduce risks of CSE and gang activity for our young people.

### **3.6 - Percentage of young people (aged 10-17) triaged that are diverted away from the criminal justice system**

We have revised our Out of Court Disposal protocol to ensure a coherence of Met police and YJB guidance and recommendations from the Laming Review. The number of young people being identified for triage has increased, rather than reduced and with the changes in the early cancellation of bail for these cases we have seen a slight drop in compliance with triage. However we have a success rate of 77% in Q2 this year among triage cases, which is overall positive.

### **3.7 - Number of first time entrants into Youth Justice System**

There has been a long term trend reduction in the numbers of first time entrants (FTE) to the youth justice system and the number of young people who reoffend. This is in line with the national picture. Provisional figures suggest a rise in FTEs at the start of 2016 and it is believed that this is in part due to the rise in youth violence on borough and a surge in young people being arrested for Possession of an Offensive Weapon. This number has since come down and we hope to see a continued reduction in FTE.

### **3.8 and 3.9 - Percentage of repeat young offenders (under 18s); and number of custodial sentences for young offenders**

Islington Council has increased their capacity to work with our most vulnerable Adolescents at risk of entering the youth justice system by using in part additional funding. This has allowed for a wider range of skills from the voluntary and community sector to be utilised across borough for our young people. It will of course take time to build positive relationships with young people but further investment in a range of preventative and therapeutic interventions will continually reduce the numbers of young people undertaking a “revolving door” process of returning to criminal activity repeatedly and escalation in their behaviours. Commissioning has commenced for this work.

An Evaluation of the Criminal behaviour Orders and how they were used in Islington has been completed and the new joint working protocol which looks at utilising existing orders or more focused effective sanctions imposed is now starting to be embedded in practice. This will assist in reducing the reoffending rate for the borough.

The YOS is strengthening its work with partners at Highbury Corner Magistrates Court, to reduce up-tariffing in sentencing and promote a range of community based options. The Chief Magistrate attended the last Youth Justice Services Management Board to increase positive partnership working and a continued dialogue with the court is now established.

**Children's Services Plan 2016/19 - Aim 4: Children, young people and families thrive through good local area health, care and education provision**

KPI No.	Indicator	Frequency reported	Period covered	Current Figure	Profiled Target	2016/17 Target	2015/16 Actual	Same period previous year	Direction of travel
4.1	Percentage of primary schools that meet or exceed the floor standard	Annual	2015/16 Academic Year (provisional)	100%	-	-	100%	-	Same
4.2	Percentage of secondary schools that meet or exceed the floor standard	Annual	2015/16 Academic Year (provisional)	100%	-	-	100%	-	Same
4.3	CLA educational outcomes at the end of Key Stage 4	Annual	2015/16 Academic Year (provisional)	18.2% (5+ A*-Cs. Inc. E&M) -11.3 (Progress 8)	-	-	17.6% (5+ A*-Cs. Inc. E&M)	-	Better
4.4	Percentage of good and outstanding early years settings	Quarterly	Snapshot end Q2 (provisional)	88.0%	-	-	86.2%	86.0%	Better
4.5	Percentage of good and outstanding Islington schools (primary, secondary and special)	Quarterly	Snapshot end Q2	92.2%	-	-	87.5%	87.5%	Better

#### **4.1 and 4.2 - Percentage of schools that meet or exceed the floor standard - Key Stage 2; and Key Stage 4**

All Islington primary and secondary schools are above the floor standard for 2016. If a school's performance falls below the floor standard, then the school may come under scrutiny through inspection.

The Department for Education sets a floor standard for schools, to achieve a minimum level of attainment and expected progress. At primary for the 2016 results year this was:

- at least 65% of pupils meet the expected standard in English reading, English writing and mathematics; or
- the school achieves sufficient progress scores in all three subjects. At least -5 in English reading, -5 in mathematics and -7 in English writing.

To be above the floor, a primary school needs to meet either the attainment or all of the progress elements. A secondary school would be below the floor standard if its Progress 8 score is below -0.5, and the upper band of the 95% confidence interval is below zero.

#### **4.3 - CLA educational outcomes at the end of Key Stage 4**

The educational results of our Looked After Children were positive in 2015/16. The proportion of those looked after for over a year achieving the old GCSE benchmark of 5 A\*-Cs including English and Maths improved on the 2014/15 results, which were already above the national average for looked after children.

By comparison, the borough average for all children in Islington mainstream schools (provisional) was 58.0% achieving 5 A\*-Cs including English and Maths, above the national published at 57.0%. The gap between the attainment at Key Stage 4 of Islington's Looked After Children and the attainment of all Islington school pupils was narrower in 2014/15 (2015/16 national comparators for all Looked After Children will be published in March 2017). The Progress 8 average score for Islington pupils was 0.19, which means that Islington pupils on average make almost a fifth of a grade more progress than the national average. Islington is ranked 19th best in the country for Progress 8.

It is important to note that a significant minority of these pupils only became looked after very late in their school careers. This includes 21 Year 11 pupils (14 boys and 7 girls) who came into care within 14 months of the start of their GCSEs. The majority (12) were Unaccompanied Asylum Seeking Children and two-thirds (14) had to be placed outside the Borough.

Actions taken by the borough's Virtual School Team during the 2015/16 academic year include improvements in the quality and use of the daily attendance and termly attainment & progress data collected, improvements to the quality and timeliness of Personal Education Plans, 1-to-1 catch up tuition and exam revision support for pupils with English as an Additional Language and mentoring interventions for teenagers.

#### **4.4 - Percentage of good and outstanding early years settings**

In Quarter 2, three childminders whose previous inspection outcome was 'Requires Improvement' received a 'Good' inspection outcome. One childminder moved from 'Inadequate' to 'Good', and an Out of School Club on the Early Years Register moved from 'Inadequate' to 'Outstanding'. Overall, 84% of childminders and 94% of non-domestic childcare settings are judged good or better. This compares favourably to the latest published comparator data for the end of March 2016, which shows that 86% of early years

settings nationally were judged to be good or better, whilst 81% of the settings in the authority's Statistical Neighbours were good or better.

#### **4.5 - Percentage of good and outstanding Islington schools (primary, secondary and special)**

All secondary schools were judged as good or better by Ofsted in their last inspection. All maintained special schools are outstanding and an increasing proportion of primary schools are judged good or better (90.9%), which is now above the national average (primary 90.3% nationally).

**Children's Services Plan 2016/19 - Aim 5: A high quality strategic and business support infrastructure stimulates the development and delivery of efficient and effective services**

KPI No.	Indicator	Frequency reported	Period covered	Current Figure	Profiled Target	2016/17 Target	2015/16 Actual	Same period previous year	Direction of travel
5.1	<b>Corporate Indicator:</b> Number of active childminders	Quarterly	Snapshot end Q2	191	191	195	187	191	Same
5.4	<b>Corporate Indicator:</b> Number of new mainstream foster carers recruited in Islington	Quarterly	Apr-Sept 2016	2	6	12	9	6	Lower



## 5.1 - Number of active childminders

The number of childminders has remained stable and the quality of provision has continued to improve (childminders' inspection outcomes contribute to KPI 4.4).

## 5.2 - Number of new mainstream foster carers recruited in Islington

In the first two quarters of the year, we have approved two mainstream foster care households, which is lower than expected. However, another new foster family has been approved in October and another 6 families are due to be approved before Christmas. There are also a number of new applicants at an early stage in the process, following a 100% increase in applications since April. However there are challenges in attracting applicants who speak enough English and have a spare bedroom and because of concerns about teenage behaviour.

We would like Councillors and staff to visit our Facebook page <https://www.facebook.com/islington.fostering> to attract a wider audience and to follow us on Twitter@isfostering.


The foster care recruitment strategy was presented to Corporate Parenting Board in September 2016.

**Appendices:** None

**Background papers:** None

**Final report clearance:**

**Signed by:**



Carmel Littleton  
Corporate Director of Children's Services

Date: 9 November 2016

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## Children's Services Scrutiny Committee

21 November 2016

### Executive Member Questions

The Committee is invited to question the Executive Member on his work and the work of the Committee.

The procedure for Executive Member questions is set out overleaf.

**Any questions that the Committee or members of the public may have should be submitted in advance to [jonathan.moore@islington.gov.uk](mailto:jonathan.moore@islington.gov.uk) no later than Tuesday 15<sup>th</sup> November.**

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### Executive Member Update

- Good news for our Schools this month as COLA-I were the sixth best school in London and the 15<sup>th</sup> in the County for pupil progress; and Highbury Fields got a rating of Outstanding from Ofsted. Our data also shows that not one single school in Islington can be considered to 'coasting' using the Government's measures of attainment and progress.
- Having launched our local 'Our Schools Our Say' campaign and petition against the Government's Education Bill we are delighted that Ministers have dropped the Bill. It's a victory for common sense but it wouldn't have been possible without the campaigning and lobbying that took place, so thanks to all who attended the public meeting and signed the petition, and spoke about this with local residents on the doorstep.
- Despite the threat of forced academisation being lifted, the Government's Free School programme is still an expensive and disruptive distraction. The DfE have paid £33M for the Ladbroke House site and the Meller Trust are proposing to run a school with a 'technical film and media' specialism. We have written to Ministers voicing our disapproval and arguing that the building should be used as key worker housing for Islington teachers, who are at present priced out of the Borough.
- Raids took place in the Mayville Estate targeting organised drug dealing. The police had 32 suspects – they arrested 29 and 27 pleaded guilty. Pleasingly the police arrested a couple of older suspects which shows some positive movement on disrupting those older men who manipulate and groom youths for involvement in crime. In the resulting vacuum there has been a worrying spate of violence in recent weeks. We are putting pressure on the police to increase the quality and frequency of SNT activity and draw resources from the Met and joint working with Hackney to tackle the older organisers of gang activity. There is also a work programme at community level with buy in from residents.
- I am still very concerned about 'County Lines' drug dealing, in which children as young as 11 are sent to remote parts of the country to deal drugs for the benefit of older Gangmasters in London. EC1 Gang are particularly active in this regard. We are exerting pressure at London level to make sure that Sadiq Khan's new policing plan recognises the risks to young people in Islington as well as other larger Boroughs, and that the Met target the older organisers of these networks using anti-slavery legislation rather than just arresting the young people caught up in it.

## **Procedure for Executive Member Questions at Children's Services Scrutiny Committee**

- (a) Elected members and members of the public may ask the Executive Member for Children and Families questions on any matter in relation to the executive portfolio or the work of the committee.
- (b) The intention of the session is to complement and enhance the work of the committee. The Executive Member may submit written information in advance of the meeting to advise of his recent work and other topical and timely matters of relevance. The session is not intended to replace or replicate the questions sessions held at each ordinary meeting of the Council.
- (c) Questions should be submitted in writing to the committee clerk no later than three clear working days in advance of the meeting. Such questions will be notified to the Executive Member which may facilitate a more detailed answer at the meeting. Details of how questions should be submitted will be detailed on the agenda for the meeting.
- (d) Questioners should provide their name to enable this to be recorded in the minutes of the meeting. The minutes of the meeting will include a summary of the question and the response.
- (e) The Chair may permit questions to be asked at the meeting without notice.
- (f) The time set aside for questions shall be no longer than 15 minutes.
- (g) No individual may ask more than two questions at each meeting.
- (h) Where there is more than one question on any particular subject or closely related subjects, the Executive Member may give a joint reply to the questions.
- (i) The committee clerk shall have power to edit or amend written questions to make them concise but without affecting the substance, following consultation with the questioner.
- (j) An answer may take the form of:
  - A direct oral answer;
  - Where the desired information is in a publication of the Council or other published work, a reference to that publication; or
  - Where the reply cannot conveniently be given orally, a written answer circulated later to the questioner within 5 working days provided the questioner has given contact details.
- (k) Priority shall normally be given to questions notified in advance.
- (l) The Chair may permit supplementary questions to be asked. Supplementary questions must arise directly out of the original question or the reply.
- (m) A question may be rejected by the committee clerk, or the Chair at the meeting, if it:
  - does not relate to the executive portfolio or the work of the committee;
  - is defamatory, frivolous or offensive;
  - is substantially the same as a question asked to the Executive Member at any meeting within the last six months;
  - requests the disclosure of information which is confidential or exempt; or
  - names, or clearly identifies, a member of staff or any other individual.

## CHILDREN'S SERVICES SCRUTINY COMMITTEE

### WORK PROGRAMME 2016/17

#### Tuesday 17 May 2016

1. Membership, Terms of Reference, Dates of Meetings
2. Alternative Provision: Draft Recommendations
3. The Impact of SEND Changes on Children and Families
4. Scrutiny Topics 2016/17

#### Tuesday 28 June 2016

1. Executive Member Annual Presentation
2. Alternative Provision: Final Report
3. Outcomes Post-16: Scrutiny Initiation Document
4. Work Programme 2016/17

#### Thursday 22 September 2016

1. Outcomes Post-16: Witness Evidence
2. Early Help Scrutiny: 12 Month Report Back
3. Update on the Youth Offending Service Improvement Plan
4. Executive Member Questions
5. Review of Work Programme

#### Tuesday 18 October 2016

1. Outcomes Post-16: Witness Evidence
2. Progress on Changes to SEND
3. Quarterly Review of Children's Services Performance (Q1)
4. Executive Member Questions
5. Review of Work Programme

#### Monday 21 November 2016

1. Outcomes Post-16: Witness Evidence
2. The Children's Services response to Prevent
3. Quarterly Review of Children's Services Performance (Q2)
4. Executive Member Questions
5. Review of Work Programme

#### Monday 3 January 2017

1. Outcomes Post-16: Witness Evidence
2. Islington Safeguarding Children Board: Annual Report
3. Child Protection Annual Report
4. Executive Member Questions
5. Review of Work Programme

**Tuesday 28 February 2017**

1. Outcomes Post-16: Witness Evidence and Concluding Discussion
2. Quarterly Review of Children's Services Performance (Q3)
3. Executive Member Questions
4. Review of Work Programme

**Monday 20 March 2017**

1. Scrutiny Review: Draft Recommendations
2. The educational attainment of BME and White British pupils
3. Executive Member Questions
4. Review of Work Programme

**Monday 8 May 2017**

1. Scrutiny Review: Final Report
2. Education in Islington: Annual Report
3. Update on trends and demand for places at Islington schools
4. Corporate Parenting Board Annual Report
5. Scrutiny Topics 2017/18