



AGENDA FOR THE CHILDREN'S SERVICES SCRUTINY COMMITTEE

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, **20 February 2018 at 7.00 pm.**

Lesley Seary
Chief Executive

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Despatched : 12 February 2018

Membership

Councillors:

Councillor Theresa Debono (Chair)
Councillor Nick Wayne (Vice-Chair)
Councillor Troy Gallagher
Councillor Rakhia Ismail
Councillor Michelline Safi Ngongo
Councillor Marian Spall
Councillor Nick Ward

Substitute Members

Substitutes:

Councillor Alex Diner
Councillor Satnam Gill OBE
Councillor Mouna Hamitouche MBE
Councillor Clare Jeapes
Councillor Angela Picknell
Councillor Dave Poyser
Councillor Nurullah Turan

Co-opted Member:

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

Quorum: is 4 Councillors

A. Formal Matters

Page

1. Apologies for Absence
2. Declaration of Substitute Members
3. 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.

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

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For members of the public to ask questions relating to any subject on the meeting agenda under Procedure Rule 70.5. Alternatively, the Chair may opt to accept questions from the public during the discussion on each agenda item.

B.	Items for Decision/Discussion	Page
1.	Executive Member Update and Questions	TO FOLLOW
	<i>Questions may be submitted in advance by emailing democracy@islington.gov.uk no later than Wednesday 14 February 2018.</i>	
2.	Vulnerable Adolescents Scrutiny Review - Witness Evidence	9 – 12
	<ul style="list-style-type: none"> Evidence from Detective Superintendent Treena Fleming on the work of the Islington Safeguarding Children Board Exploitation Sub-Group Evidence from Children's Services officers on any outstanding matters Briefing note on Contextual Safeguarding (<i>for information</i>) Notes of Scrutiny Visit (<i>to follow</i>) 	13 – 26
3.	Vulnerable Adolescents Scrutiny Review - Draft Recommendations	27 - 28
4.	Update on work undertaken to support schools and other service providers to identify, prevent and address any issues of bullying	29 - 62
5.	Children's Services Response to Prevent - February 2017 update	63 - 66
6.	Review of Work Programme	67 - 68
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 20 March 2018

Please note that committee agendas, reports and minutes are available from the council's website: www.democracy.islington.gov.uk

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Agenda Item 4

London Borough of Islington

Children's Services Scrutiny Committee - Tuesday, 9 January 2018

Minutes of the meeting of the Children's Services Scrutiny Committee held at Committee Room 4, Town Hall, Upper Street, N1 2UD on Tuesday, 9 January 2018 at 7.00 pm.

Present: Councillors: Debono (Chair), Wayne (Vice-Chair), Gallagher and Ismail

Co-opted Members: James Stephenson, Secondary Parent Governor
Erol Baduna, Primary Parent Governor
Mary Clement, Roman Catholic Diocese

Also Present: **Councillor** Caluori

Councillor Theresa Debono in the Chair

272 APOLOGIES FOR ABSENCE (ITEM NO. A1)

Apologies for absence were received from councillors Spall and Ngongo. Apologies for lateness were received from Councillor Gallagher.

273 DECLARATION OF SUBSTITUTE MEMBERS (ITEM NO. A2)

None.

274 **DECLARATIONS OF INTEREST (ITEM NO. A3)**

None.

275 CHAIR'S REPORT (ITEM NO. A5)

The Chair advised of two proposed scrutiny visits as part of the Vulnerable Adolescents scrutiny review. It was advised that further information would be circulated to members of the Committee after the meeting.

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

None.

277 PUBLIC QUESTIONS (ITEM NO. A7)

None.

VULNERABLE ADOLESCENTS SCRUTINY REVIEW - WITNESS EVIDENCE
(ITEM NO. B1)

Laura Eden, Head of Safeguarding and Quality Assurance, made a presentation to the Committee which explained how a vulnerable child may progress from early help services to statutory services as their needs escalate.

The following main points were noted in the discussion:

- 31% of children accessing early help services were between 11 and 15 years old.
- Families accessing early help services may be referred to other professionals such as an employment advisor or GP. Early help services were also able to advocate on behalf of service users to other services and agencies. For example, early help workers could make representations to housing providers if a family has been served with an eviction notice.
- Young people accessing Children in Need services were asked about their views and experiences. This informed targeted interventions with their parents.
- Children in Need services had a wrap-around approach which was intended to reduce the stresses on parents.
- 370 children in 2017/18 had been the subject of a child protection plan. 75 of those were over ten years old. The number of adolescents subject to a child protection plan had increased 42% since 2014, and there had been a 33% increase in emotional abuse.
- 270 looked after children were between the ages of 10 and 18. This was an increasing population, and it was commented that practitioners needed to develop new skills to work with older children.
- In general, the council sought to place looked after children with a family member through an interim care order while services address parental issues. If parents did not agree to an interim care order, then the council would make an application to the court to take a child into care.
- In response to a question, it was advised that the agency which referred to the council most frequently was the Police. Education providers, health services and voluntary sector organisations also frequently made referrals to Children's Services. It was noted that there was a good uptake of safeguarding training and it was thought that gave professionals the confidence to make referrals.
- Officers suggested that universal services such as schools and GPs could be more effective in making referrals to Children's Services. These services were able to identify issues at a very early stage, and earlier referrals would result in earlier intervention and may prevent issues from becoming entrenched.
- It was queried if the council could do more to assist universal services in identifying issues and encourage earlier referrals. In response, it was emphasised that training is available and is well attended, however professionals working with children needed to have an appreciation of the wide range of issues that affect young people's behaviour and actions, and ask young people relevant questions to identify these issues.
- It was noted that referral rates had increased in recent years as there was an increased awareness of safeguarding matters.
- A member commented on how perpetrators of domestic violence controlled and coerced their victims; and how some women might be open about their experiences of domestic violence however would not seek help out of fear. It was queried if the council could do more to empower women to seek help. In response, it was advised that some of the most effective interventions worked with perpetrators on developing healthy relationships. It was commented that,

following a relationship breakdown, perpetrators may continue to be abusive in other relationships if they do not access support services.

- A member expressed concerns that resources were being directed to services for perpetrators of domestic violence while funding for services for victims, such as refugees, was being reduced. In response, it was advised that domestic violence interventions needed to engage with the victim, the perpetrator and any affected children. Whilst refuge services were valuable, the most positive outcome for the victim and any affected children was the perpetrator leaving the family home and addressing their behaviour.
- Following a question, it was advised that there were a number of success stories where women had been empowered to leave an abusive relationship. Sometimes couples would separate and both partners would go on to form healthy relationships. Officers commented that the most successful outcome was when both parents could continue to parent their children.
- It was noted that domestic violence could increase if victims chose to separate from their abusive partner.
- The Committee queried why the number of adolescents subject to a child protection plan had increased. In response officers thought that there was a variety of contributing factors, including increases in poverty, deprivation, and parental stresses. However, officers noted that the overall number of referrals was also increasing, and this was partially because Islington considered gang activity as a safeguarding issue. Some boroughs only considered gang activity as criminal behaviour.

The Committee thanked Laura Eden for her attendance.

Councillor Gallagher entered the meeting and it was noted that the Committee was quorate.

Naomi Bannister, CSE, Missing and Trafficking Coordinator, and Sarah Whelan, Gangs and Serious Youth Violence Coordinator, made a presentation to the Committee on the work of the Exploitation and Missing service, with a particular focus on child sexual exploitation, missing children, gangs, and serious youth violence.

The following main points were noted in the discussion:

- The Council used the same definitions of missing and absent as the Metropolitan Police. Over the previous year 177 children had gone missing from home over 372 missing episodes. 161 children had gone missing from care over 1,000 episodes. Although children in care were more likely to go missing, it was also suggested that data for children missing from care was more accurate as these children were already working with council services. It was known that some parents did not alert the police the first time that their child went missing.
- Boys were more likely to go missing than girls, although not by a significant majority.
- The majority of missing children returned home within 24 hours, but those at risk of exploitation or involved in gangs tended to go missing for longer periods, and could be missing for up to two weeks.
- The service used the DfE definitions of child sexual exploitation. The majority of child sexual exploitation victims in Islington were female.
- The majority of people on the gangs matrix were aged over 18. The majority of those were male.
- 11 children had been identified as being directly involved in county lines drug dealing.

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- Officers commented that they were seeking to develop a more holistic response to exploitation and missing children, as there was a crossover between young people involved in gangs, serious youth violence, child sexual exploitation, and young people who go missing.
- A member suggested that greater engagement with parents at an earlier stage may help in reducing the number of young people involved in gangs and serious youth violence. Officers commented that the council's early help services sought to work proactively with parents.
- A member noted that six looked after children were involved in county lines drug dealing, and asked if these children had been looked after for a long period, or if they had only recently become looked after. In response, it was advised that all six had entered the care system as adolescents and were already at risk of gang involvement at the time they entered care. Officers commented that those who entered care as young children tended to have more positive outcomes.
- In response to a question, it was advised that most children involved in county lines drug dealing were not in education, employment or training. Most had been known to children's social care for a significant amount of time, and had experienced domestic violence or other trauma earlier in their lives. It was advised that gang membership provided these young people with a sense of belonging which they may not have at home.
- A member commented that Safer Neighbourhood Teams may have useful intelligence on young people at risk of gang activity and suggested that further engagement with these officers could be helpful. It was noted that young adolescents may start their gang involvement as a drug mule before progressing to serious youth violence. For this reason, it was important to engage with these children as early as possible, before their gang involvement became entrenched. Officers advised that the council and police did monitor young people at risk of gang activity, including siblings of known gang members.
- It was noted that the Policy and Performance Scrutiny Committee had previously reviewed knife crime and mobile phone theft and this had made recommendations to encourage greater joined up working.
- It was suggested that parents needed to be empowered to question their children on their sources of income, and how they acquired a new moped, mobile phone, or other items.
- Officers noted the St Giles Trust engaged ex-gang members with young people to deter them from gang activity. It was commented that this was particularly useful for young people who did not yet meet the threshold for children's social care intervention.
- The Committee queried what a successful early intervention approach to exploitation and missing children would look like, and if there was anything holding the council back from fully implementing such an approach. In response, it was advised that the integrated gangs team primarily focused on young people on the gang matrix, however an early intervention approach would involve more coordinated work with young people at risk of gang involvement.
- The gang matrix was a police system of the most prolific gang associated young people. These young people were involved in violent crime and as a result were the subject of enhanced surveillance and enforcement.
- Although further early intervention would be beneficial, officers commented that they thought the council and police appropriately balanced enforcement and engagement with young people.
- It was commented that local communities knew which young people were involved in gangs, and further community engagement may be beneficial. Although county lines drug dealing was now receiving an increased focus, it

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was not a new development and the term “going country” had been used for many years. It was suggested that information on missing children was posted to social media more readily than it was reported to the police.

- The Committee noted the low number of males at risk of child sexual exploitation, only 1 in every 22 referrals was for a male. It was queried how information on males was recorded, as it could be that they were both a perpetrator and victim of sexual exploitation if they were coerced into the sexual activity as part of a gang initiation. Officers acknowledged this was an issue, however noted that there were very few disclosures from young males. Information on the sexual exploitation of young males tended to be reported by other people who may have seen a video of the incident. Videos of such incidents were used to blackmail gang members and were occasionally circulated around schools.
- It was commented that young men tended not to perceive themselves as victims of abuse and were more likely to make disclosures later in life.
- The Committee considered the difficulties of collecting evidence of child sexual exploitation. Although video footage of gang-related incidents may be stored on mobile phones, the Police were unable to seize phones without a reason to do so.
- It was commented that young people and parents who discover videos of child sexual exploitation are unable to share them without committing an offence and often do not know what to do. Officers reiterated that anyone who has discovered a video of abuse should report it to the Police.
- The council and local police did not scan social media for intelligence, instead this was carried out by the National Crime Agency.
- A member suggested that more needed to be done to encourage young people to make disclosures of exploitation.

The Committee thanked Naomi Bannister and Sarah Whelan for their attendance.

Gabriella Di-Sciullo, Head of Admissions and Children Out of School, made a presentation to the Committee on exclusion and absence from education.

The following main points were noted in the discussion:

- Islington offered schools a wide range of support services. This included training services and interventions to try and prevent exclusions. These made use of trauma informed practices and focused on why young people may exhibit poor behaviour at school.
- Poor behaviour at school could be an indicator of the child having a problematic home life. In general, the council did not work directly to address pupil behaviour, but supported schools in developing their own behaviour management practices. This was a more sustainable approach.
- There had been 29 exclusions in the 2017/18 academic year to date.
- Officers noted concerns about children carrying weapons. There were 9 weapon related permanent exclusions in 2016/17. The council had worked with schools to ensure that pupils caught with a weapon were referred to children's services. This triggered a family risk assessment. It was commented that a child carrying a weapon could indicate that the child was at risk of harm and was in need of protection.
- Officers commented that children carrying weapons was a serious issue, however they did not wish to criminalise young people and deny them educational opportunities exclusively as a result of carrying a weapon. Some schools had a zero tolerance approach and chose to permanently exclude all young people carrying weapons, but they were not required to do so. Officers commented that some schools made decisions to exclude or not based on the

circumstances of the incident. Sometimes pupils transferred school, rather than being excluded.

- A member of the Committee commented that local communities were alarmed by recent knife crime incidents and would wish for all schools to adopt a zero tolerance approach.
- Officers advised that young people were concerned about knife crime and tended to report knife possession to teachers in school.
- There had been a significant reduction in the number of school age offenders. All young offenders had a post-16 plan and their progress was monitored. An 'Achiever of the Month' prize was available, but was not always awarded.
- Officers commented that developing the Secondary Securing Education Board had been a challenge, however the Board now worked very effectively. Officers considered that it was very positive that head teachers and others could collectively take decisions on the education of 'hard to place' young people. Schools were required to present their case for seeking a pupil transfer to the Board. It was thought that this had led to more robust decision-making.
- A member commented that some parents observed their child's behaviour deteriorating following a referral to a pupil referral unit. Officers advised that referrals to the PRU were only made as a last resort, however acknowledged that outcomes for pupils were mixed.
- Children's Services worked with Housing to ensure that children in temporary accommodation were able to access education. All young people in temporary education had a place at a school.
- The Committee noted how Children's Services sought to locate pupils missing from education. Sometimes families would leave the borough without informing their school. In these instances, social care would attempt to establish their whereabouts. This could include messaging family members through WhatsApp, or contacting border agencies. If it was advised that a pupil was attending school in another country, Children's Services would seek confirmation from their new school. The council had received positive feedback on its processes from a school in Hong Kong.
- Members asked why families with children would move without informing anyone. In response, it was advised that there were a variety of reasons for this, although often a family emergency would result in children leaving the country at short notice.
- Further work was required to reduce levels of persistent absence.

The Committee thanked Gabriella Di-Sciullo for her attendance.

279 UPDATE ON THE ISLINGTON FAIR FUTURES COMMISSION (ITEM NO. B2)

Tania Townsend, Children's Partnership Development and Strategy Manager, introduced the report which provided an update on the progress of the Fair Futures Commission.

The following main points were noted in the discussion:

- Other authorities had expressed an interest in the Commission and had asked officers for advice on establishing their own commission. The GLA had expressed a particular interest, as it was considering how to make London a child-friendly city.
- The Commission had received a significant amount of evidence from young people. This included marginalised young people with 'hidden voices' such as young carers and LGBTQIA young people.

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- The Commission's work had focused on three themes; power, place and possibilities.
- Young people had given commissioners a tour of the borough and provided their views on the local environment. A place summit had been held to consider how places and spaces could be designed to better meet the needs of young people. It was commented that the voices of children and young people were often absent in planning and development discussions.
- Young people felt like they were being forgotten and were not benefitting from gentrification.
- Young people had said that schools should have a greater role in teaching social skills, employability skills, and conflict resolution, and preparing them for adult life.
- It was commented that national policies were intensifying challenges for young people and families on low and middle incomes.
- Young people had said they loved Islington and valued its social mix and diversity. However, young people were also concerned about their safety.
- Young people felt that services focused on the risks to young people and engaged with them in a negative way, rather than focusing on their assets and strengths.
- The findings of the Commission were due to be reported to the Council meeting on 22 February 2018. An implementation plan would then be developed. Whilst there was only limited funding to provide additional or enhanced services, it might be that services can work differently to better meet the needs of young people.

The Committee thanked Tania Townsend for her attendance.

RESOLVED:

That the progress of the Fair Futures Commission be noted.

280

QUARTERLY REVIEW OF CHILDREN'S SERVICES PERFORMANCE (Q2 2017/18) **(ITEM NO. B3)**

Carmel Littleton, Corporate Director of Children's Services, introduced the report which summarised Children's Services performance in quarter 2 2017/18.

The Committee noted the work underway to increase the registration of families with children aged under five at Children's Centres. It was commented that early childhood services were being restructured and a different approach may lead to an increase in registration. Work was also underway to improve the take up of two year old funded places.

It was explained that placement stability had been affected by older children in care moving placement.

To improve the recruitment of childminders a 'speed networking' session had been held. Officers advised that there were vacancies available for children, but there was insufficient choice.

RESOLVED:

- (i) That Children's Services performance in Quarter 2 2017/18 be noted;
- (ii) That the changes to KPIs, as set out in the report submitted, be noted.

281 EXECUTIVE MEMBER QUESTIONS (ITEM NO. B4)

The Committee noted the written update circulated in the agenda pack.

282 REVIEW OF WORK PROGRAMME (ITEM NO. B5)

Noted.

283 MINUTES OF THE PREVIOUS MEETING (ITEM NO. A4)

RESOLVED:

That the minutes of the previous meeting held on 28 November 2017 be agreed as a correct record and the Chair be authorised to sign them.

MEETING CLOSED AT 9.40 pm

Chair

Children's Services Scrutiny Committee

Review of co-ordinated and joined up services for vulnerable adolescents

WITNESS EVIDENCE PLAN

To review how effectively the council is in providing joined up services for Adolescents; and to ensure that there are effective processes and practices that enable young people to be involved in all aspects of their support and intervention

Scope of the review:

- The changing vulnerabilities and risks identified by the young people themselves and professionals working in Islington
- The current services provided to vulnerable adolescents in Islington
- The young person's pathway between preventative, early help and specialist services and how successfully this is navigated.
- A closer look at the engagement with young people across all services, and how effective this is in ensuring the voice of the young person is heard and acted upon.
- Different models of service delivery, including multi-disciplinary and wrap-around services, and exploration what works best for the young person in achieving change

Theme	Related SID Objective
From risk to resilience	SID Objective 1: To further understand the current and future challenges and risks faced by our young people who are vulnerable and how the council is continually responding to these in Islington.
The network of support for vulnerable adolescents	<p>SID Objective 3: To assess how the current transition arrangements for vulnerable adolescents between early help, targeted and specialist services are continuously effective in providing a seamless support and intervention service/approach.</p> <p>SID Objective 4: To assess if the support available to vulnerable adolescents from council services is sufficient across the age range and demographic of the borough</p> <p>SID Objective 5: To explore the support network of young people within the family, community and friendships, and how they can support council services for vulnerable adolescents to reach their full potential.</p>
Working collaboratively with adolescents, across the council and with partners	<p>SID Objective 2: To evaluate how the views and experiences of vulnerable adolescents are considered when planning and delivering services.</p> <p>SID Objective 6: To consider the effectiveness of partnership and integrated arrangements that the council has, if these achieve better outcomes, and to consider if further join up operationally and strategically would assist.</p>

Suggested Work programme

Given the breadth of the subject area chosen, the committee has identified a number of areas for the review to focus on. These are:

- vulnerable adolescents who are missing from home, care, or education;
- young people aged 10 to 13 years (but not exclusively);
- the issues faced by vulnerable young adults and what services or actions would have helped them as younger adolescents;
- the 'child's voice' and how the council ensures that services for vulnerable adolescents are tailored to their specific needs;
- the specific local causes of vulnerability.

1. Witnesses

Tuesday 19 September: Witnesses	
Who / Organisation	Area of focus
<ul style="list-style-type: none"> • Lisa Arthey, Service Director of Youth and Community Services, • Catherine Briody, Head of Youth and Community Services • Laura Eden, Head of Safeguarding and Quality Assurance 	Scene-setting / introduction to vulnerable adolescents and what is currently in place to support and work with this age group.

Monday 30 October: Witnesses	
Who / Organisation	Area of focus – Preventative services
<ul style="list-style-type: none"> • Finola Culbert, Service Director of Safeguarding and Family Support • Lisa Arthey, Service Director of Youth and Community Services 	Overview of how services for vulnerable adolescents are structured.
<ul style="list-style-type: none"> • Evidence from a young person: Simone Headley, Chair of the In Care Council. 	A young person to share their experiences and give their views on council services
<ul style="list-style-type: none"> • Inspector Kier Newman – Police representative for Safer Schools and Youth Engagement • Freddie Hudson – Community Manager, Arsenal in the Community • Abi Billingham – Founder and Director of ABIANDA • Sheron Hosking – CAMHS, Head of Children's Joint Health Commissioning 	Services provided and/or procured
	Involvement of young people in planning/commissioning/reviewing services or support
	Use of other support networks - family, community, and peer groups
	Different models of service delivery and what works best for delivering change
	How effective are these services? How can we measure if they are effective or not? Are services joined up?

Documentary evidence:

- Early Intervention and Help Strategy for Islington, 2015-2025
- Mapping of preventative services / resources in the borough for adolescents
- Working together to safeguard young people in Islington - Youth Crime Plan, 2017-20
- Recommendations & Executive Summary of Policy and Performance Scrutiny Committee report on Knife Crime, 2015/16
- CAHMS transformation plan

Tuesday 28 November: Witnesses	
Who / Organisation	Area of focus – Early Help & Specialist Services Part 1 <i>Instability in the family / anti-social and criminal behaviours</i>
<ul style="list-style-type: none"> Curtis Ashton – Head of Targeted Youth Services and Youth Offending Service Abi Onaboye –Head of Early Help Children Skills and Employment Services Holly Toft – Head of Play, Youth and Post-16 Helen Cameron – Health and Wellbeing Manager (Trauma Informed Practice) 	Services provided and/or procured - Step up from early help / step down from specialist
	How the child's voice can be heard throughout service commissioning and delivery.
	Involvement of young people in planning / commissioning / reviewing services or support where risk behaviours are identified
	Use of other support networks - family, community, and peer groups and how they support the young person
	How effective are these services? How can we measure if they are effective or not? Are services joined up?

Tuesday 9 January: Witnesses	
Who / Organisation	Area of focus – Early Help & Specialist Services Part 2 <i>Abuse and neglect / missing from home, care or education</i> <i>Child Sexual Exploitation / Edge of care work</i>
<ul style="list-style-type: none"> Laura Eden – Head of Safeguarding and Quality Assurance Naomi Bannister – CSE lead Sarah Whelan – Safeguarding Gangs Lead for Children, Employment and Skills Gabriella Di-Sciullo – Head of Admissions & Children Out of School 	Services provided and/or procured - Step up from early help and how to support where risk is identified that impacts on the young person's level of vulnerability
	How the child's voice can be heard throughout service commissioning and delivery.
	Involvement of young people in planning / commissioning / reviewing services and how this translates to actions
	Use of other support networks - family, community, and peer groups
	How effective are these services? How can we measure if they are effective or not? Are services joined up?

Documentary evidence:

- Islington Safeguarding Gang Protocol and procedure 2016

Tuesday 20 February: Concluding Discussion and Draft Recommendations for approval	
Who/Organisation	Area of focus – Conclusions
<ul style="list-style-type: none"> Detective Superintendent Treena Fleming, Metropolitan Police 	Information on the work of the Islington Safeguarding Children Board Exploitation Sub-Group
<ul style="list-style-type: none"> Lisa Arthey – Service Director, Youth and Community Services Finola Culbert – Service Director, Safeguarding and Family Support 	To assist the Committee in forming conclusions and to provide updates on any outstanding matters. To provide comparative information on how other authorities deliver their services.

Documentary evidence:

- Briefing Note on Contextual Safeguarding

2. Visits

Visits			
Who	Organisation/remit	Area of focus	When
Young people: <ul style="list-style-type: none">• CAIS representatives	Looked after children	What works or could work better for them re: <ul style="list-style-type: none">- Support- Involvement in planning or reviewing services	February 2018

3. Report

- **20 February 2018:** Draft recommendations
- **20 March 2018:** Draft report

Contextual Safeguarding

An overview of the operational, strategic and conceptual framework

Carlene Firmin

November 2017

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Introduction

Contextual Safeguarding is an approach to understanding, and responding to, young people's experiences of significant harm beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers have little influence over these contexts, and young people's experiences of extra-familial abuse can undermine parent-child relationships. Therefore children's social care practitioners need to engage with individuals and sectors who do have influence over/within extra-familial contexts, and recognise that assessment of, and intervention with, these spaces are a critical part of safeguarding practices. Contextual Safeguarding, therefore, expands the objectives of child protection systems in recognition that young people are vulnerable to abuse in a range of social contexts.

Contextual Safeguarding has been developed at the University of Bedfordshire over the past six years to inform policy and practice approaches to safeguarding adolescents. Initially emerging from a three-year review of operational responses to peer-on-peer abuseⁱ, Contextual Safeguarding provides a framework to advance child protection and safeguarding responses to a range of extra-familial risks that compromise the safety and welfare of young peopleⁱⁱ. This briefing collates and summarises learning from multiple publications on the subject of Contextual Safeguardingⁱⁱⁱ with particular reference to the:

1. International evidence on why context is important to adolescent welfare
2. Contextual Safeguarding framework with specific reference to how contexts relate to each other and inform young people's behaviours
3. Contextual Safeguarding system and the role of contextual interventions
4. Implications of Contextual Safeguarding for child protection systems and practices

Why is context important

As individuals move from early childhood and into adolescence they spend increasing amounts of time socialising independently of their families^{iv}. During this time the nature of young people's schools and neighbourhoods, and the relationships that they form in these settings, inform the extent to which they encounter protection or abuse. Evidence shows that, for example: from robbery on public transport, sexual violence in parks and gang-related violence on streets, through to online bullying and harassment from school-based peers and abuse within their intimate relationships, young people encounter significant harm in a range of settings beyond their families.

Peer relationships are increasingly influential during adolescence^v, setting social norms which inform young people's experiences, behaviours and choices and determine peer status. These relationships are, in turn, shaped by, and shape, the school, neighbourhood and online contexts in which they develop (Figure 1). So if young people socialise in safe and protective schools and community settings they will be supported to form safe and protective peer relationships. However, if they form friendships in contexts characterised by violence and/or harmful attitudes these relationships too may be anti-social, unsafe or promote problematic social norms as a means of navigating, or surviving in, those spaces.

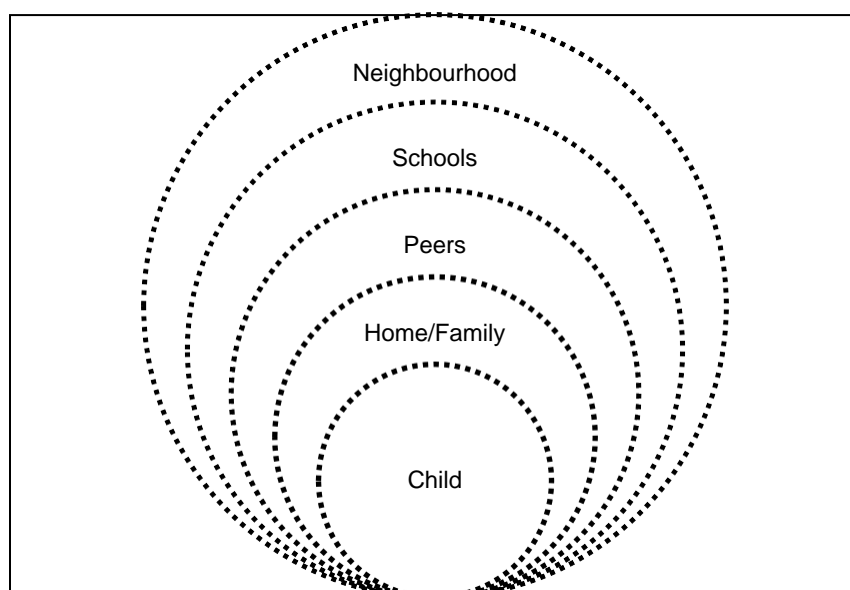


Figure 1: Contexts of Adolescent Safety and Vulnerability(Firmin 2013:47)

Young people's engagement in extra-familial contexts can also inform, and be informed by, what is happening in their homes. Therefore, when young people are exposed to violence or exploitation in their school, community or peer group this may fracture their family relationships and undermine the capacity of their parents/carers to keep them safe. Likewise, if young people are exposed to harm within their families such as domestic or physical

abuse this can impact their behaviour in extra-familial settings. They may learn/adopt harmful social norms which inform their peer relationships. Or young people in these situations may avoid their home altogether and spend time in street or community settings where they may experience criminality, violence and exploitation^{vi}. Given this contextual nature of safety and vulnerability during adolescence, systems and services designed to keep young people safe need to engage with the dynamics at play in extra-familial, as well as familial, settings (Figure 1).

Contextual Safeguarding Framework

In light of the above evidence base, from 2011-2014 I explored the contextual dynamics of nine cases of peer-on-peer abuse and the ability of services to safeguard the 145 young people featured in them^{vii}. Through this process it became increasingly evident that while the risks faced by young people in these cases percolated and escalated in their peer groups, schools and neighbourhoods, professionals assessed and intervened with their families in a bid to keep young people safe^{viii}. These attempts to address the contextual dynamics of peer-abuse using interventions with young people and families were compromised by:

- a) The **interplay** between different contexts and relationships (for example the impact that young people's experiences in their neighbourhood had on their relationships in school and vice versa)
- b) The varied '**weight of influence**' that different contexts appeared to have – for example peer influence appeared to outweigh that of parents/carers in the escalation towards an abusive incident, and; risks within extra-familial settings appeared to outweigh the relative safety within families when motivating young people's actions

These dynamics are exemplified by the following case excerpts:

Mother of 'Jamie' also phoned the school to state that Jamie left home on the Sunday afternoon after she approached him and his friends about smoking in the stairwell. Jamie had phoned his mother each day but said he was staying with friends (while aged 15). There was a failure to ascertain what happened during that period, although some attempts (were) made by school to speak to other students to find out where Jamie was staying. (Case 6, suspect in a rape case) (Firmin, 2015:194)

'I know most of the boys arrested in connection with this offence and if it became public knowledge that I have assisted police and provided evidence against them I would be subjected to serious violence before or after the trial...I am aware that some, especially 'Lucas', uses violence against people on a regular basis....I would fear for my safety, my family's safety and our property'. (Case 1, view of bystander who intervened during a rape) (Firmin, 2015: 208)

'Cos I know what these boys are like if they don't get what they want they'll beat you up or get girls to beat you up and they'll switch for no apparent reason...if you say no they consider it as being rude and they don't like getting talked to like that, and if you're rude to them then they'll beat you up and I've seen how they beat up people, how everyone's scared of them....I said no for something very little I've been beaten up and bottled and I realised if I did say no what would happen...I was pressurised and scared, I knew deep down I didn't want it cos I was still young but I didn't have a choice.' (Case 4, account of young woman raped by peers but who was living in a safe home) (Firmin, 2015:122)

In order to engage with these dynamics professionals in the cases required a policy and practice framework that moved beyond work with individuals and families to recognise a) the differential weight of influence that contexts have in shaping the behaviours of young people, and b) the impact that extra-familial settings can have on the ability of parents and carers to be protective. A Contextual Safeguarding framework was built in response (Figure 2):

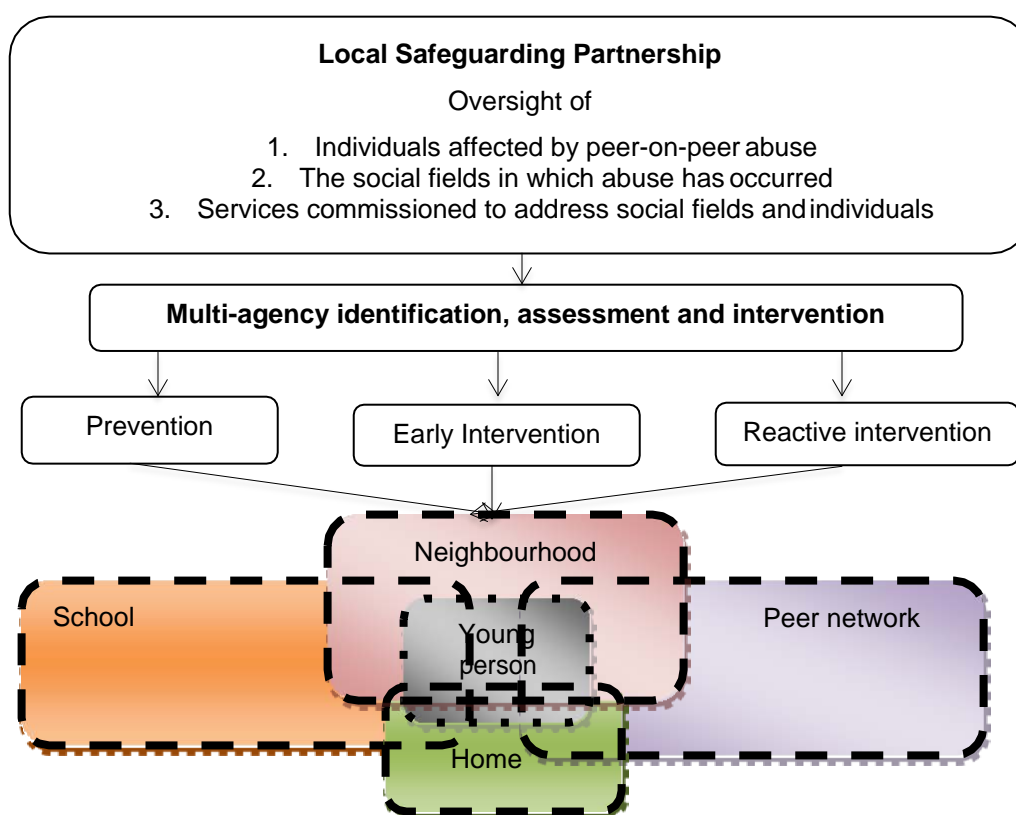


Figure 2 Contextual Safeguarding Framework (Firmin 2015:298)

This framework provided a strategic and operational illustration of a Contextual Safeguarding model. It depicts a young person who is part of multiple social contexts – overlapping with each other as a result of **interplay**. The varying size of each context box depicts the matter of **context-weighting**. The size of each context box can be amended to represent the weight of influence that a particular context has in any given case (for example, the norms within a young person's neighbourhood may bear most influence in one case and therefore

be the largest box in the illustration– in another case it may be norms at school etc.). At a strategic level this framework proposes that any local safeguarding partnership should have oversight of the nature and number of the contexts in which abuse has occurred within their geographical area of responsibility as well as the individuals affected. Such information could inform the commissioning of contextual preventative, early and reactive interventions as part of a wider safeguarding system.

A case example helps to illustrate the implications of this model. Dean is groomed by a street gang in his neighbourhood to traffic drugs across the country. He is approached by them when hanging-out with his friends at a local take-away food shop. The influence of those who have groomed him means that Dean doesn't come home when his parents ask him too and stops answering their calls while running drugs. Slowly Dean's parents lose control of him and when they try to lock him in the house he physically attacks his mother to get out. Dean is one of six peers who have all been approached at the take-away shop for the purposes of drug trafficking. Within a Contextual Safeguarding model the risk in Dean's neighbourhood, and the group who have groomed him, appear to be more influential than his parents. Addressing this issue may in turn address the challenges that Dean is facing at home – whereas intervening with Dean's family is unlikely to impact the risks he is facing in the community. Strategically the safeguarding partnership is made aware of the trend associated to the take-away shop, a street gang, six young men and the issue of drugs trafficking and work together to design a plan for disrupting risk in that context (and thereby safeguard all six young men affected by it).

At this stage Contextual Safeguarding offered a framework to shape the development of policy and practice models for safeguarding young people affected by extra-familial risks. The framework needed to be applied in order to identify the resources, structures and partnerships required to bring the model to life and test its usability.

A Contextual Safeguarding system and interventions

From 2013-2017, the emerging Contextual Safeguarding framework was applied to develop local responses to peer-on-peer abuse with 14 multi-agency safeguarding partnerships across England¹ – referred to as sites in this briefing^{ix}. Each site engaged in a contextual audit^x to identify the extent to which its policies and practices addressed the extra-familial dynamics of peer-on-peer abuse. Following audits an action plan was developed in each site to enhance or embed existing contextual practice. Collectively this process resulted in 18 activities, co-produced by researchers and practitioners, to contextualise local safeguarding practices. Activities included: work with Fair Access Panels to explore the use of managed moves in response to vulnerability at school; the development of templates to collect information on peer-group dynamics as part of assessment processes, and; frameworks to contextualise multi-agency meetings about young people who had displayed harmful sexual behaviours. All resources produced during this project have been published^{xi}, as has a toolkit of the audit process^{xii}.

The contextual interventions designed during this project were intended to complement and enhance, rather than replace, models of 1:1 and family intervention. Extensive evidence has established the importance of relational working for young people, as well as the work that is required with families, for addressing the impact of extra-familial risk on children and families^{xiii}. Contextual Safeguarding provides a framework through which to recognise extra-

¹ Sites engaged in three stages: the first involved three sites (made up of nine local authorities) 2013 - 2016, the second involved a further three sites (made up of three local authorities) 2014-2016, and the third involved a further three sites (made up of three local authorities) 201- 2017

familial factors that may undermine or disrupt family and 1:1 interventions. As illustrated in Figure 4, extra-familial risks can: impact the emotional, physical and mental well-being of young people; drive their involvement in offending, using drugs and alcohol and going-missing; undermine their access to education and other services, and; negatively impact family relationships. 1:1 and familial work is critical for supporting young people to: recognise, and recover from, these experiences; re-build their positive relationships; and re-engage in positive activities. However, in order for this to happen, the extra-familial factors that have contributed to this impact also need to be addressed. Therefore, young people need to be supported to build protective peer relationships, within safe school and community settings. Without this type of intervention, the extra-familial risks which negatively impacted an individual and their family will persist, and undermine the potential impact of the support that they are receiving.

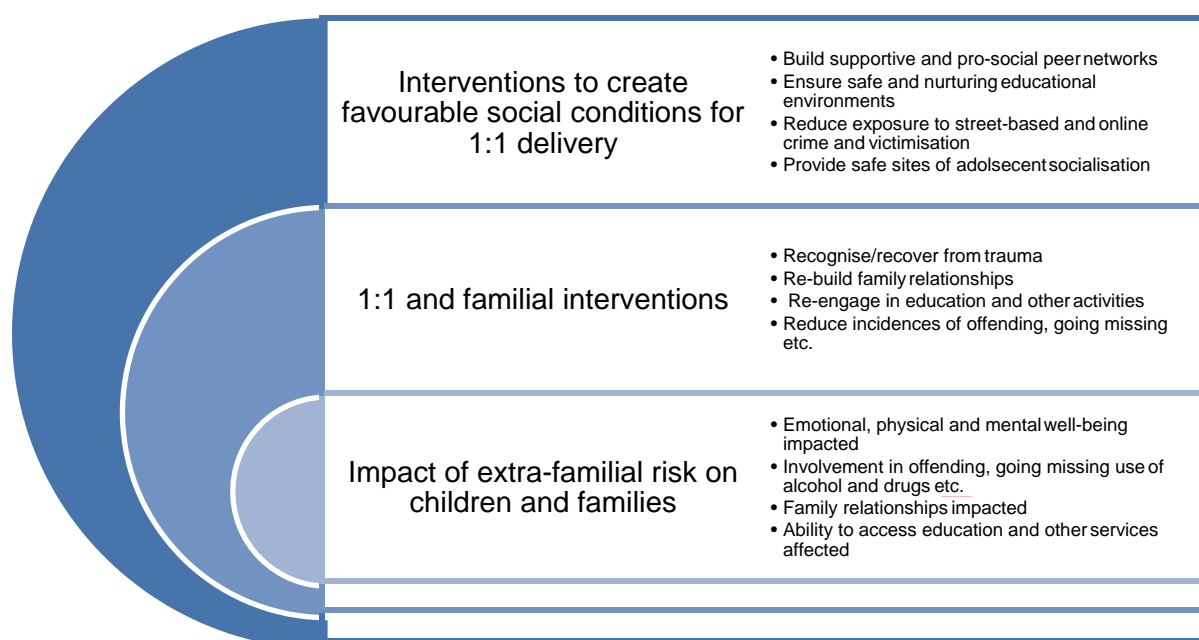


Figure 3: Role of Contextual Interventions (Firmin et al., 2016:47)

While initially designed to respond to the extra-familial dynamics of peer-on-peer abuse, practitioners identified that the contextual interventions and resources developed during the project were relevant for addressing the extra-familial dynamics of abuse in adolescence more broadly. Work across the 14 sites also demonstrated the need to contextualise the broader safeguarding and child protection systems in which such interventions and resources were embedded. The interventions/resources developed during site-work were largely applied within child protection systems that, more broadly, remained focused on safeguarding young people from risks within their families. This limited the reach of contextual interventions in participating sites and the extent to which they could be viewed as safeguarding, as opposed to crime-reduction, practices. In order to maximise their impact contextual interventions needed to be embedded within a Contextual Safeguarding system.

When reflecting on the type of system that would be required to maximise the impact of the contextual interventions designed during site work I identified **four domains** of a Contextual Safeguarding system. A safeguarding and child protection system would be contextual if it:

1. Was designed to identify, assess and intervene with the *social conditions* of abuse (i.e. targeted the nature of the contexts in which abuse occurred rather than just the individuals affected by it);

2. Drew extra-familial contexts into child protection and safeguarding processes (which were traditionally focused on families)
3. Built partnerships with sectors and individuals who managed extra-familial settings where young people spent their time (such as those responsible for the management of schools, transport services, shopping centres, libraries, take-away shops), and;
4. Measured its impact in relation to a change in the nature of the contexts where young people were vulnerable to abuse or harm (rather than just focusing on a change in the behaviour of individuals who continued to spend time in harmful spaces).

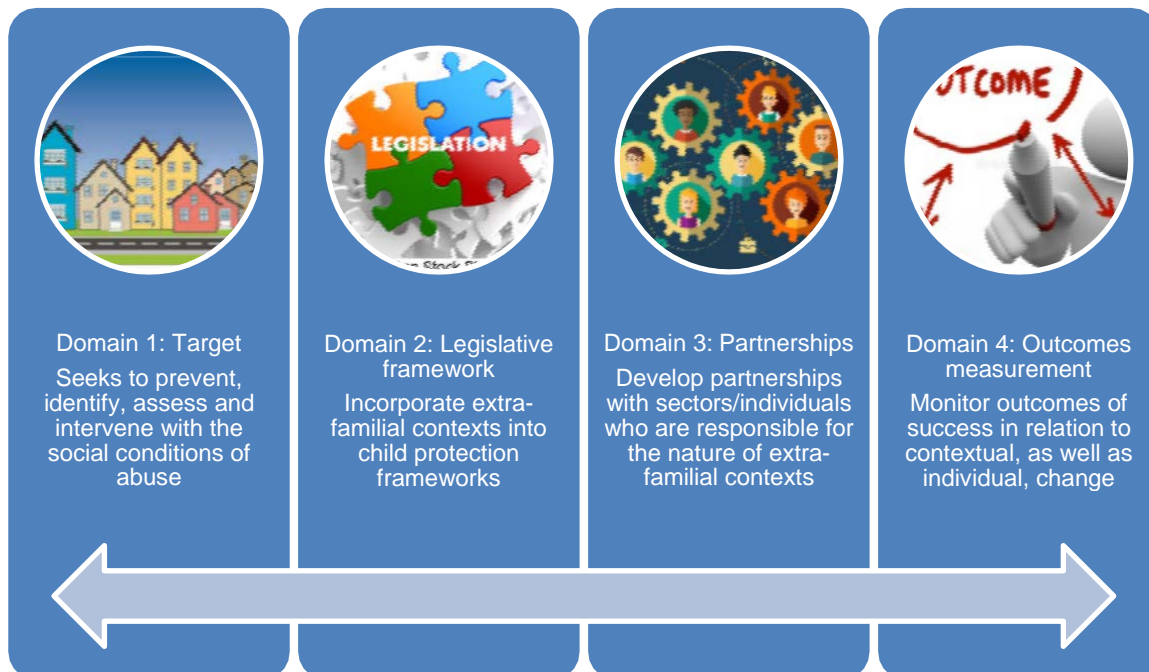


Figure 4 Four Domains of Contextual Safeguarding (Firmin et al., 2016:46-49)

These four domains provide the foundations for a systemic change in the way that services describe, and respond to, abuse in adolescence.

Contextual Safeguarding and child protection systems

The child protection system, and the legislative and policy framework which underpins it, was designed to protect children and young people from risks posed by their families and/or situations where families had reduced capacity to safeguard those in their care. As noted throughout in this briefing, extra-familial risks can reduce/undermine the capacity of families/carers to safeguard young people – and to this extent extra-familial risks are accommodated by existing approaches. However, in traditional systems this dynamic would be addressed by intervening with families to increase their capacity to safeguard young people from harm and/or relocating young people away from harmful contexts.

A Contextual Safeguarding system supports the development of approaches which disrupt/change harmful extra-familial contexts rather than move families/young people away from them. While parents/carers are not in a position to change the nature of extra-familial contexts those who manage or deliver services in these spaces are; and they therefore become critical partners in the safeguarding agenda. This approach would extend the concept of '**capacity to safeguard**' beyond families to those individuals and sectors who manage extra-familial settings in which young people encounter risk. Whose capacity to

safeguard is undermined when a child is exploited at school, on a bus or in their local shopping centre – who can contribute to creating safety in these contexts? Such an extension of the term ‘capacity to safeguard’ is likely to have implications for child protection and safeguarding processes and structures, raising a number of questions:

- To what extent can existing systems receive referrals about peer groups or extra-familial contexts in which young people encounter significant harm?
- How can the nature of extra-familial contexts and peer relationships (and their impact on parental capacity to safeguard) be built into child and family assessments?
- What are the screening and reviewing structures for processing such referrals through a child protection system?
- What are the terms of reference, and partnership roles, for strategy and planning meetings to discuss concerns related to contexts as opposed to families?
- What are the oversight arrangements for an intervention plan related to an extra-familial context that may be attached to multiple children and families?

Returning to the case example of Dean introduced earlier in this briefing. In the current system it would be Dean and his family who would be referred, assessed and receive intervention to address his behaviour. In a Contextual Safeguarding system extra-familial settings and relationships could be subject to this process; so the take-away shop, street gang and/or Dean's peer group may be referred into a safeguarding system, assessed, discussed by a partnership and then to subject to an intervention as a means of keeping Dean safe.

In addition to the site work that we have undertaken, a number of organisations in the UK and internationally have developed interventions that could be used to disrupt risk in shopping centres, take away shops, peer groups, schools, parks and other public settings. A Contextual Safeguarding practitioners' network is collecting, and sharing, examples of such interventions (www.contextualsafeguarding.org.uk). A child protection, social care or safeguarding system with the capacity to generate (and assess) contextual referrals into such interventions (and answer the questions outlined above) is in development. The London Borough of Hackney received social care innovation funding to embed Contextual Safeguarding within its social care and safeguarding systems over a two year period from 2017. A number of other local authorities are working alongside them to scale the learning from this process into their safeguarding systems and continue to advance this approach.

Conclusion

This briefing has outlined the process through which Contextual Safeguarding has been built as a framework for advancing practical, strategic and conceptual models for safeguarding adolescents. In summary, Contextual Safeguarding provides a framework against which to design safeguarding systems that address extra-familial risk. In doing so it:

- Recognises the weight of peer influence on the decisions that young people make
- Extends the notion of ‘capacity to safeguard’ to sectors that operate beyond families
- Provides a framework in which referrals can be made for contextual interventions that, when delivered effectively, can complement work with individuals and families

Going forward, the Contextual Safeguarding team at the University of Bedfordshire will use the learning from Hackney to identify the principles of practice for a Contextual Safeguarding system and co-create resources with practitioners which aid the delivery of such an approach. These will be used to scale-up Contextual Safeguarding systems into other parts of the country and, along with the learning being generated in the Contextual Safeguarding Practitioners' Network, will enhance responses to safeguarding adolescents nationally and internationally.

To join the Contextual Safeguarding Network please visit:
www.contextualsafeguarding.org.uk

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- ⁱ Firmin, 2017a; Firmin, 2015
- ⁱⁱ Firmin, et al., 2016b
- ⁱⁱⁱ Firmin, et al., 2016a; Firmin, et al., 2016b; Firmin, 2017a; Firmin, 2017b; Lloyd et al., 2017; Firmin & Hancock, Forthcoming, 2018
- ^{iv} Coleman, 2011; Hanson & Holmes, 2015; Sidebotham, et al., 2016
- ^v Barter, et al., 2009; Firmin, 2017b; Warr, 2002
- ^{vi} Barter, et al., 2009; Catch 22, 2013; Centre for Social Justice , 2016; Cowie , et al., 2008 ; Firmin, 2017a; Letourneau & Borduin, 2008; Ringrose, et al., 2011; Smallbone, et al., 2013; Transport Select Committee, 2014; Women and Equalities Committee, 2016
- ^{vii} Firmin, 2015; Firmin, 2017a
- ^{viii} Firmin, 2017a; Firmin, 2017b
- ^{ix} Firmin, et al., 2016b
- ^x Lloyd, et al., 2017
- ^{xi} Firmin, et al., 2016b
- ^{xii} Lloyd, et al., 2017
- ^{xiii} Catch 22, 2013; Hackett, 2014; Hanson & Holmes, 2015

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CHILDREN'S SERVICES SCRUTINY COMMITTEE

CO-ORDINATED AND JOINED UP SERVICES FOR VULNERABLE ADOLESCENTS REVIEW 2017/18

DRAFT RECOMMENDATIONS

1. A borough-wide pledge to support vulnerable young people should be developed. All council services should commit to working collaboratively to reduce the risks to young people and improve their wellbeing. Partner organisations should also be encouraged to commit to the pledge. This would assist in developing more joined up early intervention approaches.
2. It is suggested that the delivery of the pledge should be monitored through existing multi-agency forums. A member of the Children's Services Scrutiny Committee should be invited to observe relevant meetings.
3. To foster a more effective and joined-up approach to safeguarding across London, Children's Services should seek to work with neighbouring boroughs and other agencies to develop a contextual safeguarding approach. This approach is focused on reducing risks and vulnerabilities and promoting safeguarding by intervening in the social environments experienced by young people, rather than focusing interventions on individuals.
4. A high number of vulnerable adolescents have experienced or witnessed domestic abuse earlier in their lives. It is recommended that the council and police work together to develop stronger and earlier interventions on domestic abuse.
5. Children's Services should review if greater information can be shared between agencies to develop a more joined up approach to working with vulnerable adolescents. For example, it may be beneficial for schools to be notified of domestic abuse incidents affecting their pupils, or if a child is considered vulnerable to gang activity or another form of exploitation due to their siblings being involved in such activity. It would also be beneficial for the Police to notify schools and other professionals of lower level non-criminal concerns, such as a young person's behaviour on the streets. This may help to better target interventions, early help services, and other resources.
6. The Committee considers that greater use could be made of safer schools officers. Children's Services and the Police should review how these officers are promoted, and schools should be further encouraged to make use of the resource.
7. The council should review if it can offer voluntary and community sector organisations more support in developing early intervention approaches. This would be consistent with the council's priorities and enable a greater join up between the sector and council services.
8. The council should consider if it can incentivise the community and voluntary sector to adopt early intervention approaches by aligning grant funding more closely to the delivery of council priorities.

9. Children's Services should consider the feasibility of linking specialist workers to major voluntary and community sector organisations, in a similar way to how specialist workers are linked to universal services. This may assist in generating referrals, normalise accessing support, and help to ease transitions between services.
10. The council should work to improve the reach of its communications to marginalised young people. Social media, youth hubs, schools, and community and voluntary sector networks could be used further to communicate health and wellbeing messages to young people, including targeted messages to vulnerable adolescents.
11. Subject to the results of the trauma-informed approaches pilot, Children's Services should support and encourage primary schools to adopt trauma-informed approaches and related screening tools. This may assist in identifying a range of issues, including the diagnosis of mental health issues, at a much earlier age.
12. The council should further promote the directory of services to professionals in the health, education, and voluntary and community sectors to raise awareness and understanding of the range of support services available to vulnerable adolescents. This could include attending meetings of professional bodies to explain when and how the directory can be used. This may assist in generating referrals. The council should consider making a printed or printable version available.



Report of: Corporate Director of Children, Employment and Skills

Children's Service Scrutiny Committee	Date: 20 February 2018	Ward(s): All
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SUBJECT: Update on work undertaken to support schools and other service providers to identify, prevent and address any issues of bullying and provide recommendations for further areas of work

1. Synopsis

- 1.1 The purpose of this report is to provide the committee with an overview of the work being conducted by the Local Authority to support schools to better identify, prevent and therefore reduce the incidents of bullying in schools, whilst promoting a culture based on human rights, diversity, equality of opportunity and respect. The report recognised that bullying has not been identified as a significant issue in Ofsted inspections of schools. In two instances where pupils did raise issues with inspectors these have been subsequently addressed by the schools. The report will highlight the various mechanisms used to achieve the aim above, including pupil consultation, parent/carer engagement and staff training and support.
- 1.2 Anti-bullying work in schools is supported by the council's Prevention Programme. Programme data from 2016/17 is set out at Appendix 1. Over a quarter of schools (27 per cent) took up the offer of anti-bullying lessons; and over two thirds of parent workshops addressed anti-bullying issues. The report recognises that there needs to be further work with schools to ensure greater take-up. This will support the development of a strategy which secures a consistent response to existing and emerging forms of behaviour that constitute bullying. The data at Appendix 1 has been gathered from a selection of primary and secondary schools to provide a snapshot of the types of bullying and responses to such incidents.

2. Recommendations

- 2.1 To consider the actions recommended by the council's Anti-Bullying Coordinator, as set out below.

3. Actions recommended by the council's Anti-Bullying Coordinator

3.1 The recommendations below have been put forward by the Anti-Bullying Coordinator, children and young people in the borough and are supported by the Anti-Bullying Steering Group. It is hoped therefore that the recommendations for further work are endorsed by the Scrutiny Committee. The task will then be to further support and engage with schools and other service providers so that the recommendations can be implemented across the borough. The recommendations relate to staff training, formal and informal education (curriculum and play), as well as supporting therapeutic interventions and engagement with families. The recommendations listed below have been compiled through an analysis of evaluation forms from students and of work currently being undertaken with schools to identify what is currently being delivered and where provision needs further strengthening. It is therefore recommended that further work is now undertaken with schools to focus on :

- The further development and delivery of Talking therapies – individual or groups
- Supporting schools in the delivery of anti-bullying staff training
- Increasing the provision and take up of parent workshops which focus on this area
- Further work on reporting mechanisms that more securely identify incidents of bullying so that prevention can be more focused
- Promoting the establishment of Paperclip (student equality) groups in every school
- Greater focus in the overall PSHE offer on LGBT issues, islamophobia, racism, sexism and other activities to promote equality and inclusivity
- Work with schools to ensure that responses to the reporting of bullying are consistently timely and proportionate
- Building on good practice, support schools in raising the profile of anti-bullying awareness and addressing this through a range of curricular and other provision for example providing more formal reflection opportunities, dance/art therapy classes or groups

3.2 The Anti-Bullying Coordinator, who chairs Islington's anti-bullying steering group, also established a shadow anti-bullying steering group (SABSG) made up of young people from one of Islington's secondary schools. The SABSG presented on the key issues that they felt the adult steering group should prioritise in this academic year (2017/2018), as part of its strategic responsibility to seek to reduce bullying and promote safeguarding in Islington schools. It is further recommended that work is undertaken with schools to focus on

- The identification and prevention of sexual bullying and harassment in school
- Encouraging and supporting greater diversity in the PSHE curriculum
- Further supporting initiatives which focus on the mental health and wellbeing of children and young people

4. Background

4.1 The Prevention Programme was set up to meet the aims of both the Islington Domestic Violence Prevention Strategy and the government agenda around addressing bullying at school (see for example, the Department for Education's (DfE) non-statutory advice for schools: "Preventing and Tackling Bullying", July 2017). The cornerstone of these strategies recognise the needs of, and give support to, children and young people affected by bullying/other forms of abuse. This reflects existing international, national and local guidance and policies, including the UN Convention on the Rights of the Child 1989 (notably Articles 19, 28 and 34), the UK Government's "Ending Violence against Women and Girls Strategy 2016-2020", DfE statutory guidance "Keeping Children Safe in Education 2016", "Working Together to Safeguard Children 2015" and the Ofsted Inspection Handbook, which scrutinises a schools' performance around tackling *"bullying, discriminatory and prejudicial behaviour, either directly or indirectly, including racist, sexist, disability and homophobic bullying, use of derogatory language and racist incidents."* (Ofsted School Inspection Handbook, October 2017 No. 150066, p.18). The Prevention Programme is available to all education settings from Early Years through to Further Education. The support to schools is holistic in

approach i.e. working with the whole-school community to ensure a consistent, joined-up package for pupils, staff and parents around anti-bullying. The offer includes:

- Consultation with relevant school staff
- Whole school/setting staff training
- Borough-wide events to promote key national/international dates of significance
- Universal pupil lessons
- Parent workshops
- Targeted work with children and young people at risk of/experiencing abuse
- Advice, sign-posting and support

4.2 The Prevention Programme is currently not a mandatory part of the staff training or pupil curriculum framework, as the lessons form part of the PSHE (non-statutory) curriculum, and the staff training/parent workshops form part of good practice work with schools. Working to secure more consistent provision across the borough is reflected in the recommendations for further work. In addition, it is not comparable, as other London boroughs do not have a designated officer providing holistic training, lessons, advice and support to school's/education settings. The repeated take-up from schools and feedback from 2016 -17 indicates the need for this unique service (appendix 2). The work delivered via the Prevention Programme demonstrates, that despite long-term financial constraints, creative, collaborative initiatives are undertaken to ensure that anti-bullying remains on the school agenda. This is evidenced by, for example, the borough-wide conference for schools, which has been successfully organised over a number of years, as part of National Anti-Bullying Week. The 2016 conference, which was attended by over 147 pupils and staff, was supported by a range of specialist agencies, including Diversity Role Models and Race on the Agenda (appendix 3).

4.3 The programme, which is designed to support the whole-school community, regularly consults with pupils, parents and staff through evaluation forms, questionnaires and verbal feedback. Pupil voice, for example, is a central component to ensuring that the service evolves to meet the changing needs of pupil safety and wellbeing, especially in areas of technological advancement and corresponding online safety. Discussions on sensitive issues such as life streaming platforms, 'sexting' ('sexting' is any form of online or cyber bullying of a sexual nature. This includes sending naked or sexually explicit images or text messages) and child sexual exploitation (CSE), have been incorporated into lessons to better educate and protect children and young people. At the behest of children (through the delivery of anti-bullying lessons), parent workshops now include exploration of how to talk to their children about terrorist attacks, as the attacks have had an adverse impact on children's sense of safety and wellbeing. The Islington Children and Young People's Health and Wellbeing Survey 2017 (see appendix 4), captures a wealth of data from specific year groups in primary and secondary settings. This includes information on bullying, which further informs the practice of the Prevention Programme. The establishment of the SABSG Group has greatly influenced the strategic and operational work of the adult Anti-Bullying Steering Group. This is illustrated by the co-facilitation by the SABSG of the Anti-Bullying School Conference (2016), greater prioritising of transgender support in school, as well as the decision to host the forthcoming Sexual Bullying and Gender Stereotyping Conference in March 2018. This conference is specifically aimed at school Designated Safeguarding Leads (DSL's), to inform them of what constitutes sexual bullying/gender stereotyping, how to improve responses to such behaviour, in order to better safeguard victims and improve whole-system mechanisms in school, around gender equality issues.

4.4 This is a stand-alone service, however in recognition of the complex and inter-related nature of safeguarding, the Anti-Bullying Coordinator works closely with other services in Islington and with external specialist agencies to assist in the development and sustainability of various initiatives. This includes the establishment of a supervision policy for schools and group supervision programme for Islington school DSL's. Both were jointly established with the Islington Safeguarding Children Board (ISCB) and rolled out with the commissioning of the Educational Psychology Service to co-facilitate the sessions. There has been an overwhelmingly positive response from attendees of the group supervision programme. In light of the central role of DSL's in safeguarding children and young people in school, this is a significant initiative, realised through collaborative work with professionals across the local authority.

- 4.5 The essence of the service remains the same – holistic support to school's/education settings - however as safeguarding is not a static agenda, changes are constantly being made in order to keep the service current and meaningful. This will include incorporating changes to the law and national guidance, alongside closer partnership working with other agencies/services to enhance the Prevention Programme. For example, working alongside the Islington Youth and Communities Service around the violence against women and girls (VAWG) agenda and the serious youth violence agenda; the Pause Programme; and the Health and Well-being Service, all with the objective of early intervention to achieve harm reduction for children, young people and their families, whilst enhancing the work of schools, particularly through working with the safeguarding and PSHE leads.
- 4.6 Bullying and other forms of trauma affecting children is widely documented. The Islington Children and Young People's Health and Wellbeing Survey 2017, for example, clearly evidences that children are affected by bullying; 9 percent of Year 8 and Year 10 pupils and 37 percent of Year 5 and Year 6 pupils in the borough responded that they were worried "quite a lot" or "a lot" about cyber bullying and other types of bullying. These figures highlight the need for specialist, universal intervention in schools, to provide advice and support, as well as helping schools strategically with initiatives to prevent and mitigate incidents, if they do arise.

5. Implications

5.1 Financial Implications:

The Anti-Bullying Coordinator/Domestic Violence Prevention Officer post is funded by the Schools Forum. No additional funding has been ring-fenced by the Local Authority. This limits the amount of borough-wide events and initiatives that can be undertaken to further promote the anti-bullying agenda across the school community.

5.2 Legal Implications:

The council does not have a legal obligation to monitor incidents of bullying. Prior to the introduction of the Equality Act 2010 the Local Authority did have a legal duty to monitor racist bullying, but went beyond this to monitor all forms of bullying, by asking schools to submit quarterly returns regarding bullying incidents. Since the change in the law regarding the Equality Act 2010, this is no longer the case. Schools are tasked on an individual basis with maintaining data regarding the collating and recording of such information.

5.3 Environmental Implications

None.

5.4 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.

In accordance with the Equality Act 2010 the Anti-bullying Coordinator undertakes work with schools to educate the school community on all aspects of bullying to promote good relations between pupils and families, regardless of difference, and to engage the whole school community on the protected characteristics listed within the legislation in order to reduce bullying and discrimination amongst individuals and/or groups that maybe vulnerable to bullying on the grounds of their ethnicity, gender, sexual orientation, religion and belief or disability. This includes:

- Working with parents around issues of discrimination and the anti-bullying agenda;
- Consulting with children and young people about the impact of bullying and how it can be addressed;
- Educating pupils on equality and human rights issues and the right to be safe at school and in the community;
- Delivering training to staff so that they can spot the signs and symptoms and implement initiatives around tackling bullying in school.”

6. Conclusion

- 6.1 The Prevention Programme was originally established to ensure that the borough was; developing a programme that actively espouses notions of human rights, tolerance, diversity and equality of opportunity for all, within an anti-bullying context, which would benefit the entire school population. For example, the most vulnerable and at risk students and families, alongside school staff working with these really complex sensitive issues, are able to explore and contextualise these issues in a safe environment, as the programme serves to better raise awareness, educate and empower those in need regarding anti-bullying. It also affords schools the opportunity to work collectively around safeguarding reduction and improved outcomes for victims and/or those at risk of bullying and abuse.
- 6.2 Challenges do remain, often linked to funding of initiatives, but also include wider, societal influences such as social media and the increased usage by children and young people. However, by working collaboratively with other services, safeguarding children and young people against bullying remains a priority for the Prevention Programme.

Appendices

- Appendix 1: Data for schools that took up anti-bullying support via the Prevention Programme 2016/17
- Appendix 2: Prevention Programme for Schools Annual Report 2016/17.
- Appendix 3: Children and Young People’s Anti-Bullying Conference Report 2016: Event Report.
- Appendix 4: Extracts from The Islington Children and Young People’s Health and Wellbeing Survey 2017

Background papers:

None

Signed by:



Carmel Littleton, Corporate Director
Children, Employment and Skills

12 February 2018

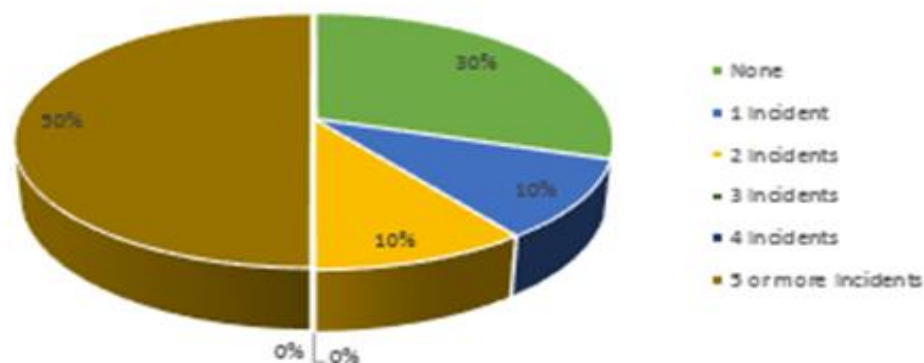
Date

Report Author: Heather Vacciana, Anti-Bullying Coordinator
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Email: heather.vacciana@islington.gov.uk

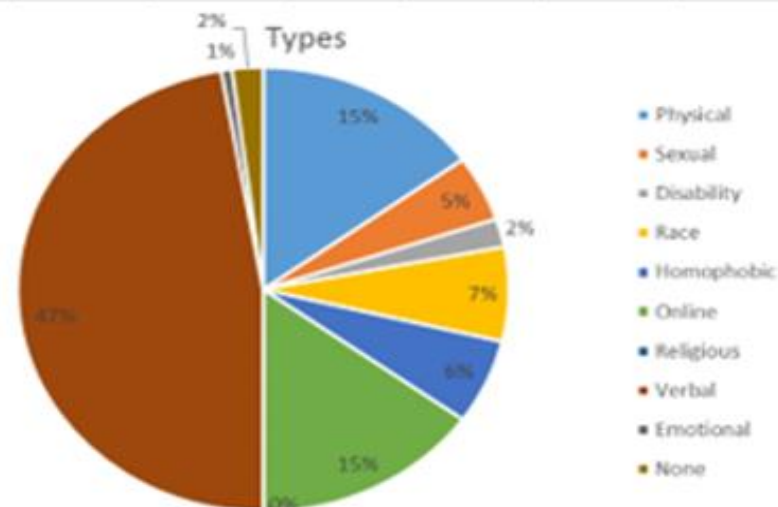
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Appendix 1: Data for schools that took up anti-bullying support via the Prevention Programme 2016/17

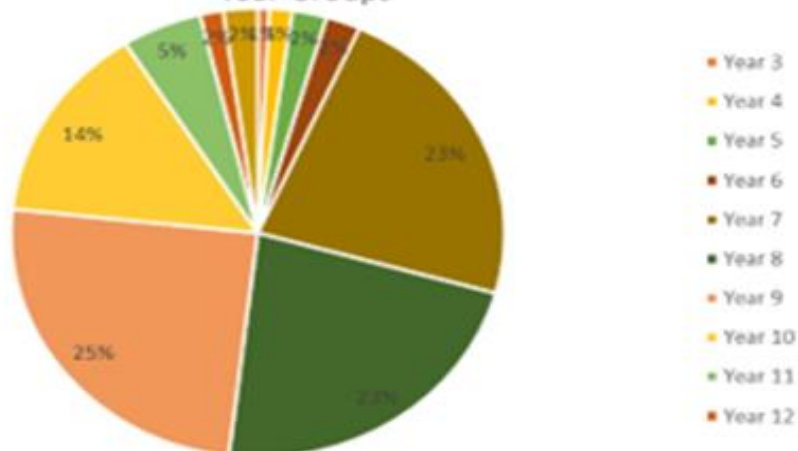
number of bully incidents in school



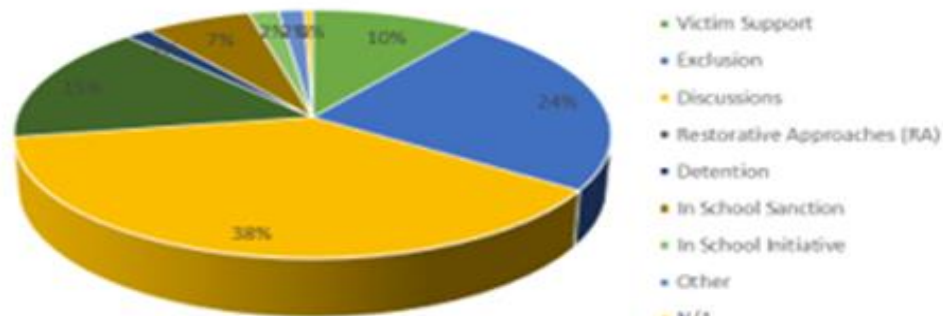
Types



Year Groups



Outcomes



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THE PREVENTION PROGRAMME FOR SCHOOLS:

Domestic Violence
and Anti-bullying
2016/2017

What impact does it have
on the school
community?

Heather Vacciana

THE HOME SAFE: DOMESTIC VIOLENCE PREVENTION PROGRAMME & ANTI-BULLYING PREVENTION PROGRAMME FOR SCHOOLS

1. INTRODUCTION:

The Home Safe: Domestic Violence & Abuse (DVA) Prevention Education Programme for Schools was introduced as a pilot project in the London Borough of Islington in 2004. The Programme was initially funded through the Safer Islington Partnership, steered by the Islington Domestic Violence Partnership Team and Cambridge Education @ Islington (2004 – 2010). Cambridge Education mainstreamed the Programme into its core business in April 2011 and in April 2012 the programme transferred to Islington, where it is currently based within the Safeguarding & Quality Assurance Service (S & Q A). The Programme Manager post was merged with the DVA Prevention Officer role so that one Officer has responsibility for both the Home Safe Programme and the Anti-Bullying (AB) Coordinator role.

The programme was set up to meet the aims of the Islington Domestic Violence Strategy, which included recognising the needs of and giving support to children and young people affected by domestic violence/abuse. We know that 1 in 4 women in the UK are affected by DVA and that 1 in 6 men experience DVA per year and school staff will not be immune to this statistic. Indeed, the impact of the prevention programme has also enabled staff to disclose either historic or current abuse as well as to seek advice on behalf of friends / family. This clearly demonstrates the importance of this programme not only in relation to staff CPD and networking opportunities, but also to empower staff to seek help around their own personal trauma of inter-personal violence and abuse. In addition to this the programme aims to promote a culture of human rights and non-violence within the school setting based on the principles of gender-equality, as outlined in the Government's current Violence against Women and Girls (VAWG) prevention strategy 2016-2020. Although the key focus is on DVA prevention, the programme also addresses wider, interconnected gender-based violence in order to contextualise the extent and prevalence of DVA in our community and the intersectionality of ethnicity, class, disability, sexual orientation etc. In Islington DVA (first quarter of 2017) was recorded as the top risk factor for families who have children with child protection plans for the month of January (32 per cent)¹ and between July 2016 – July 2017 there were 3053 DVA contacts to Children Services Contact Team, which was the highest reason that the team were contacted about children.

- 1.1 The Domestic Violence Prevention Programme has been evaluated by an independent consultant, who endorsed the content of the programme.
- 1.2 This report will refer to both areas of work as the 'Prevention Programme'. The prevention programme is available to early years' settings (staff training/parent workshops only), primary, secondary and special schools, Pupil Referral Units

¹ Islington Safeguarding Children Board newsletter, Volume 8, issue 1, p7, April 2017

(PRU's), youth hubs, Alternative Provision (AP) settings and colleges in the borough (staff training and student workshops). The offer includes:

- Consultation with relevant safeguarding staff
- Staff training
- Universal pupil lessons
- Parent workshops
- Targeted work with children and young people at risk of /experiencing abuse
- Resources and materials
- Advice, sign-posting and support

Although a significant part of the prevention programme focuses on operational work, there is a strategic element to the role, which will also be outlined in this report.

- 1.3 It is widely acknowledged that preventative work is difficult to measure because it is based on long-term outcomes, which inhibits the ability to monitor or track findings within a school population that is not 'static'. This is further hindered by the fact that the PSHE curriculum, which is where the prevention lessons are delivered, is not yet mandatory and therefore schools can choose to opt in or out of this part of the curriculum. The government is in the process of reviewing this and it is hoped that the recommendation will be to make PSHE a mandatory part of the curriculum by September 2019. Schools that do include PSHE as a meaningful aspect of the wider curriculum feedback the positive impact of the work on students' retention of information and learning outcomes:

“Last week I asked my PSHCE students to complete some questionnaires on their perception of PSHCE this year (what they enjoyed, what worked well and what could be done better.) The responses were very positive and they highlighted the sessions that you delivered as being particularly interesting and beneficial to their PSHCE education. I also set KS3 PSHCE exams this year and it was clear that they had retained much of the knowledge regarding healthy relationships, domestic violence and FGM. Without a doubt using specialists in their field to impart such information is invaluable and makes a huge difference to our students' learning”.

PROGRAMME OUTREACH & DELIVERY 2016-2017

Table 1: work delivered across this academic year

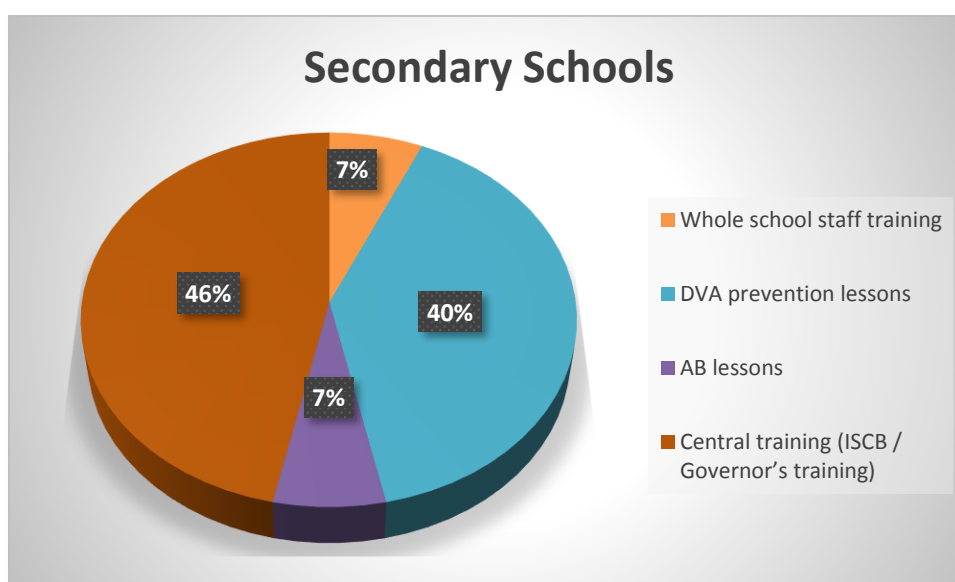
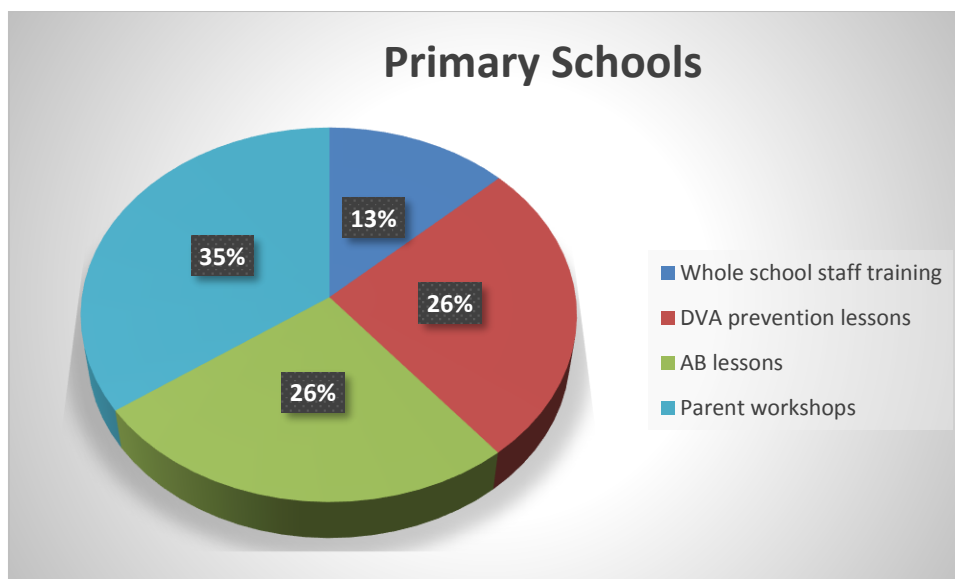
NUMBER	SECTOR	NAME OF SCHOOL / SETTING	TYPE OF PROVISION	GROUP
1.	Secondary	Holloway	FGM briefing; DVA Awareness session	Whole school staff members
2.	Secondary	EGA	DVA prevention Gender equality series	Y10 & Y11 cohort; 4 lessons per group. X 5 groups.

			(within the Sociology curriculum)	
3.	secondary	Highbury Grove	DVA prevention / healthy relationships lesson	Y10 cohort; X1 session with X 8 classes
4.	Primary (Wandsworth LA)	Our Lady Queen of Heaven	FGM awareness staff training	X 3 sessions with X3 groups (TA's x 2 groups & Teaching staff)
5.	Governor's training	Primary schools represented	FGM slot as part of the Governors safeguarding training with CT	Governor's from primary schools: x2 sessions delivered over the academic year.
6.	Multi-agency	ISCB	Central training: safeguarding refresher: specialist FGM slot	DSL's: x 4 amount delivered in academic year.
7.	Primary	Prior Western	AB lessons	Y6 cohort: X2 classes
8.	Primary	Prior Western	AB Parent workshop	10 parents
9.	primary	Highbury Quadrant	AB staff training	Whole staff
10.	Secondary	Holloway	AB pupil lesson	Y7 targeted group
11.	primary	Highbury Quadrant	AB workshop	Parent workshop
12.	Multi-agency	ISCB	Central training. All-day DVA Prevention / CP training	Multi-agency
13.	primary	St Mary's	AB lessons	Y5 & Y6 cohort x2 classes
14.	Primary	Ambler	DVA prevention parent workshop	parents
15.	secondary	Mount Carmel	DVA lesson: Y8 cohort =	x4 classes - 1 session per class

			Y7 cohort = Y9 cohort = Y10 cohort =	x3 classes - 1 session per class; x3 classes - 4 sessions per class; x3 classes - 4 sessions per class
16.	primary	Tufnell Park	AB lessons	Y5 & Y6 cohort. (x3 classes)
17.	Primary	Montem	AB lessons	Y4 class
18.	Primary	Pooles Park	DVA prevention staff training	Whole staff session
19.	secondary	Highbury Fields	VAWG Prevention lessons	Y12 (x3 sessions)
20.	Primary	St. Luke's CoE	DVA prevention lessons	Y5 Cohort (x2 classes)
21.	Primary	St. Anselm's Catholic (Wandsworth)	FGM Awareness staff training	Whole staff training session
22.	primary	Highbury Quadrant	AB lessons	Y6 cohort (x2 classes)
23.	secondary	St. Aloysius College	DVA prevention session	Y13 group
24.	primary	Hungerford	DVA prevention lessons	Y5 cohort (x2 classes)
25.	primary	Southmead (Wandsworth)	FGM awareness training	Whole staff training
26.	primary	Tufnell Park	DVA prevention lessons	Y5 & Y6 cohort (x3 classes)
27.	primary	Gillespie	DVA prevention workshop	Parent workshop
28.	Primary	Ambler	DVA prevention workshop	Parent workshop
29.	Primary	Ashmount	AB lesson	Y5 & Y6 cohort (x4 classes)
	Primary	Ashmount	AB Workshop	Parent workshop

30.	Primary	St. Jude's & St. Paul's	FGM Awareness training	Whole staff training
31.	Secondary	Holloway	DVA/healthy relationships workshops	Targeted group work Y8, Y9 & Y10 (x6 sessions) Single-sex sessions
32.	primary	St. Jude's & St. Paul's	DVA prevention lesson	Y6 cohort (x1 class)
33.	primary	Tufnell Park	AB Workshop	Parent workshop
34.	primary	Ronald Ross (Wandsworth)	FGM awareness training	Whole staff training
35.	primary	Ambler	AB workshop	Parents
36.	primary	Gillespie	DVA prevention lesson	Y6 cohort (x1 class)
37.	Primary	Prior Western	AB follow-up lessons	Y5 Cohort (x2 classes)
38.	Mixed settings	Borough wide schools event	AB conference for schools	147 pupils and school staff

- 1.4 In terms of pupil lessons; these are delivered either as a one-off session, usually repeated every academic year (i.e. delivering to every Year 6 class per academic year) or as a series of lessons, usually over a term. As a result, over 1,067 pupils received specialist AB and/or DVA prevention lessons in this academic year. 85 parents accessed the DVA/AB parent workshop and 300 staff had DVA awareness/AB training. These figures do not include the schools that attended the AB conference for schools or school staff that attended the ISCB training or Governor's safeguarding training. What is evident is that schools continue to seek the support that the prevention programme offers, either to the whole-school community (parents, staff and pupils) or to sections of the community (e.g. via staff training only). However, as the table above and the pie chartsⁱ below illustrate, take-up is still not standardised across all schools, and where there is take-up, pupil interventions tend to be prioritised, as opposed to adoption of the holistic approach, which is what is really required if bullying and interpersonal violence and abuse are to be reduced.



- 1.5 The lessons help children and young people understand the spectrum of DVA, bullying and healthy relationships / appropriate conduct, as well as sign-posting to specialist agencies for further advice and support, if required. As a result of these lessons, children and young people are more informed about very sensitive, complex issues, are able to access details of specialist services, are empowered regarding equality issues, and direct disclosures often take place, especially, but not exclusively, amongst primary pupils due to the creation of a safe space to explore these concerns:

“Your lessons were very powerful and had a profound impact upon our students. They were all actively engaged in your lessons and the lessons enabled them to explore wider issues within our society that are very important and relevant. Students felt at ease speaking about their experiences

and feelings towards the content due to your personal delivery of the sessions. Your manner really encouraged them to open up and was warmly welcomed by students. They thoroughly enjoyed the lessons and learnt about topics many teachers would find difficult to cover. Your work here this year has been invaluable and as a school we are extremely grateful for the hard work you put into each session for our pupils”.

Head of Sociology, EGA secondary school

- 1.6 In addition to staff awareness, pupil welfare and empowerment, the parent workshops allow parents / carers to have a greater insight into how the local authority works with their children and young people on sensitive, complex CP safeguarding issues, through the PSHE curriculum. It provides valid information for parents about anti-bullying initiatives and support for those that have experienced DVA or are at risk of abuse, or to assist those in the family or community who may be at risk. It also enables parents to challenge schools around equality, diversity, behaviour and safeguarding strategies.

2. ADVICE AND SUPPORT:

As mentioned in previous reports, Head-teachers (HTs), safeguarding leads and other relevant professionals continue to utilise the support of the Anti-Bullying Coordinator / DV Prevention Officer to discuss any DVA / bullying concerns or questions they may have, alongside the appropriate steps to take in order to safeguard children and young people within their school. This is particularly pertinent in the summer term with the increased awareness amongst school staff of FGM and the heightened risk to girls in this period.

- 2.1 This advisory element helps the Prevention Programme to remain dynamic in nature, as it always seeks to respond to and incorporate into the programme new and emerging areas of concern, such as trans-gender/gender-fluidity issues and adolescent to parent violence and abuse (APVA).
- 2.2 Regarding concerns about bullying; parents of both the victim and those accused of bullying seek advice when they feel unsupported by the school. At this stage of contact, parents have often either withdrawn their child / young person from school, or are on the verge of doing so. By providing advice and support to families to remain engaged with the school, parents have sought to resolve the problem with school, whereas otherwise they may have been less likely to do so and resorted to more drastic measures (e.g. transfer to another school).

3. SIGNIFICANT DATES:

National and international dates are used to promote the work of the prevention programme and raise awareness of support and advice available. This will entail the management and coordination of borough-wide events, such as the Anti-Bullying Conference for Schools, as part of national anti-bullying week, which also reflects the

advice from the Department for Education (DfE) for head-teachers, staff and governing bodies, regarding pupil consultation and engagement.²

- 3.1 The anti-bullying conference for 2016, which was supported by colleagues within the local authority, alongside representatives from charities such as Diversity Role Models, Tender, Solace Women's Aid and Race on the Agenda (ROTA), hosted over 147 pupils and school staff from 9 primaries and 7 secondary schools within the borough. The conference is also championed by the Islington Mayor and the Executive Member for Children and Families. Engaging directly with children and young people also enables the Anti-Bullying Steering Group to promote student recommendations to engender a culture-change in schools around anti-bullying interventions. The 2016 conference was co-facilitated by the Shadow Anti-Bullying Steering Group (also referred to as "Paperclip"), which gave greater authenticity to this conference as an event for children and young people. See below the proposals made by students at the conference to reduce bullying in school:

Selection of the student's recommendations from the 2016 anti-bullying conference for Islington schools:

- **More anti-bullying awareness lessons**
- **School advisors**
- **More lessons on LGBT+ issues, islamophobia, racism and sexism**
- **The establishment of Paperclip groups in every school**
- **Quicker response from staff when a bullying incident occurs**
- **Older students to be 'buddies' to the younger students**
- **Talking therapies – individual or groups**
- **reflection or 'chill' room**

4. POLICY DEVELOPMENT AND PARTNERSHIP WORK:

As stated earlier, the role of the Prevention Programme Manager does not operate in isolation, but works within the broader anti-bullying / VAWG / CP / Safeguarding framework. This includes supporting strategic development and policy initiatives across various steering and sub-group meetings in the borough, to ensure a joined up approach that is consistent with national policy on eliminating VAWG and the reduction of bullying in schools.

² Department for Education, Preventing and Tackling Bullying: Advice for Head teachers, Staff and Governing Bodies, p.10 July 2017

4.1 For example:

- **Contributing to the Youth Violence in Schools steering group:**

Multi-agency group promoting specialist early intervention services to schools through the development of a directory for schools and facilitating a networking event for schools to explore gaps in provision/requirements around youth violence;

- **Co-management of the Designated Safeguarding Lead (DSL) for schools group supervision Programme:**

Development of the first group supervision programme in the borough for school DSL's;

- **Contributing to the VAWG Business Group meeting:**

Multi-agency group working supporting Islington's VAWG strategy via the VAWG action plan. Seeking to ensure a joined up approach to addressing the various strands of VAWG and providing a proactive response to addressing VAWG across agencies, inclusive of the needs of children and young people;

- **Contributing to the borough-wide CSE audit:**

Auditing named schools around their case management of young people that were at risk of / experienced CSE in order to improve outcomes for those that may be at risk of CSE;

- **Managing the Safeguarding in Education Training Officer**

Provision of support and guidance to ensure that the Officer is confident in meeting the requirements of the role;

- **Contributing to Manor Gardens FGM Steering Group & Forum:**

Attending multi-agency meetings to address FGM in the borough with the focus on the development of toolkits to assist in the increase of identification, disclosure and referrals;

- **Chair of Islington's Anti-Bullying Steering Group:**

Multi-agency group focused on supporting schools with various strategies and interventions to minimise the extent of bullying in schools and initiatives to empower victims / deter those exhibiting bullying behaviour.


- 4.2 Some of the other key highlights also include working in partnership with the Shadow Anti-Bullying Steering Group (SABSG), which is a group of secondary school students that advise the AB Steering Group on key trends around anti-bullying; working in partnership with ISCB Training Manager to deliver 1-day DVA / Safeguarding courses to multi-agency professionals and contributing to the Safeguarding Refresher training (FGM slot); providing specialist FGM awareness training as part of the Statutory Safeguarding training for school Governors, delivered by the Safeguarding in Education Training and Development Officer; working in partnership with ISCB Manager to develop, implement and sustain the DSL group supervision programme, which also includes working with colleagues

within the Education Psychology Service; and working with the PAUSE Manager to develop a unique survivor testimony presentation as part of the DVA prevention programme for secondary schools.

5. CONCLUSION:

The last academic year has seen a continuation in the trend of increased school take-up of the prevention programme, particularly amongst primary schools, as evidenced by the table included in the report. There has also been an improvement by secondary schools in engaging with the programme, with greater consistency around embedding in lessons, and for the first time, implementing a series of lessons both in the PSHE curriculum and across the wider curricula, which was well received by staff and students:

This has been an extremely productive year, building on and enhancing the



“I have learnt more about domestic abuse and how it effects the victim and people around them. I have learnt more about how girls of some cultures are forced to have things such as FGM. From this, I have been made more aware about ownership of my body as a person, and that no-one has responsibility over my body except me.”

Year 10 student

partnership work with statutory agencies, charities and school staff, with fantastic input from children and young people, all with the common aim to safeguard children and enrich their life experiences in school. Where gaps exist, the focus for the next academic year will be to target those non-engaging schools to ensure engagement with the Prevention Programme; prioritising staff training so that they are better equipped to understand the signs and symptoms that children and young people may present with and respond appropriately; and to work even more synergistically with partner agencies to ensure all children and young people in the borough have access to the anti-bullying / DVA prevention agenda and parents and school staff are better equipped to safeguard children and young people at risk of bullying / DVA. This is ever more pertinent with the confirmation by the government to make Relationships Education (primary) and Relationships and Sex Education (secondary) statutory in all schools, all of which will come into force in September 2019 and the high referral rate to CSCT for DVA. The government will consider the same for

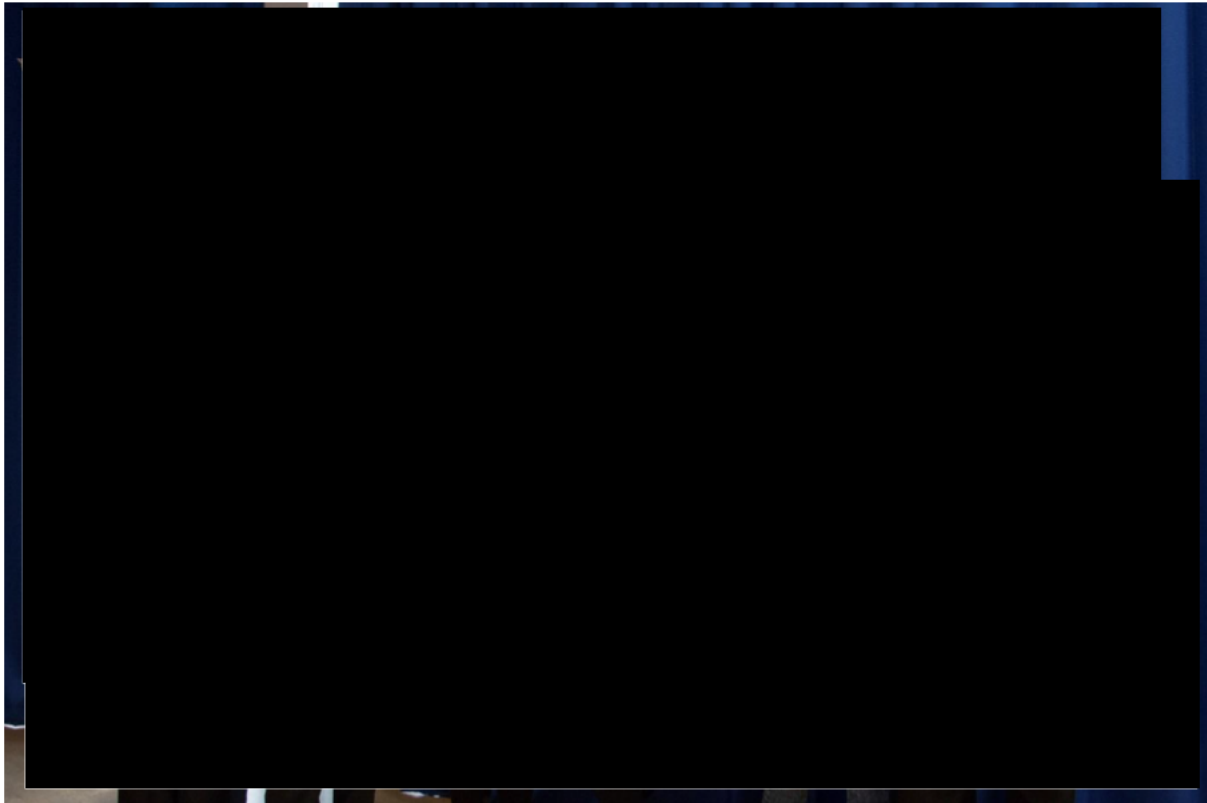
PSHE. In light of this positive change to the national curriculum I would like to propose the following recommendations:

- *Schools to ensure they review their curriculum programme to enable the integration of RE/RSE/PSHE into the broader curriculum;*
- *Schools that have yet to engage with the prevention programme are strongly encouraged to do so;*
- *Whole school staff training made available around VAWG agenda so that staff are aware and understand the range of VAWG issues and how to address within the school setting;*
- *Schools that fail to take up the offer demonstrate how they are addressing anti-bullying and DVA prevention through the PSHE curriculum; which specialist services are being used to deliver the lessons or workshops; how staff are accessing relevant training; and demonstrate how parents are being advised / educated on the DVA prevention / anti-bullying agenda*
- *Schools that fail to demonstrate that they are addressing bullying / domestic violence / abuse / healthy relationships within the curriculum are clearly reminded of their obligation to so do as specified by Ofsted and ISCB policies.*

*****End Report*****

ⁱ Please be aware that whole school staff training denotes training delivered in individual schools and the central training refers to training delivered to Safeguarding School Governor's and training delivered on behalf of the ISCB, which will include school and college DSLs

CHILDREN & YOUNG PEOPLE'S ANTI BULLYING CONFERENCE 2016: EVENT REPORT



Students from Samuel Rhodes Secondary School with the Mayor of Islington

Introduction:

"In schools, the students have the power to change the way that the school does certain things which can better suit everyone. This means no one would feel discriminated [against] or as if they are treated differently to others". Islington student

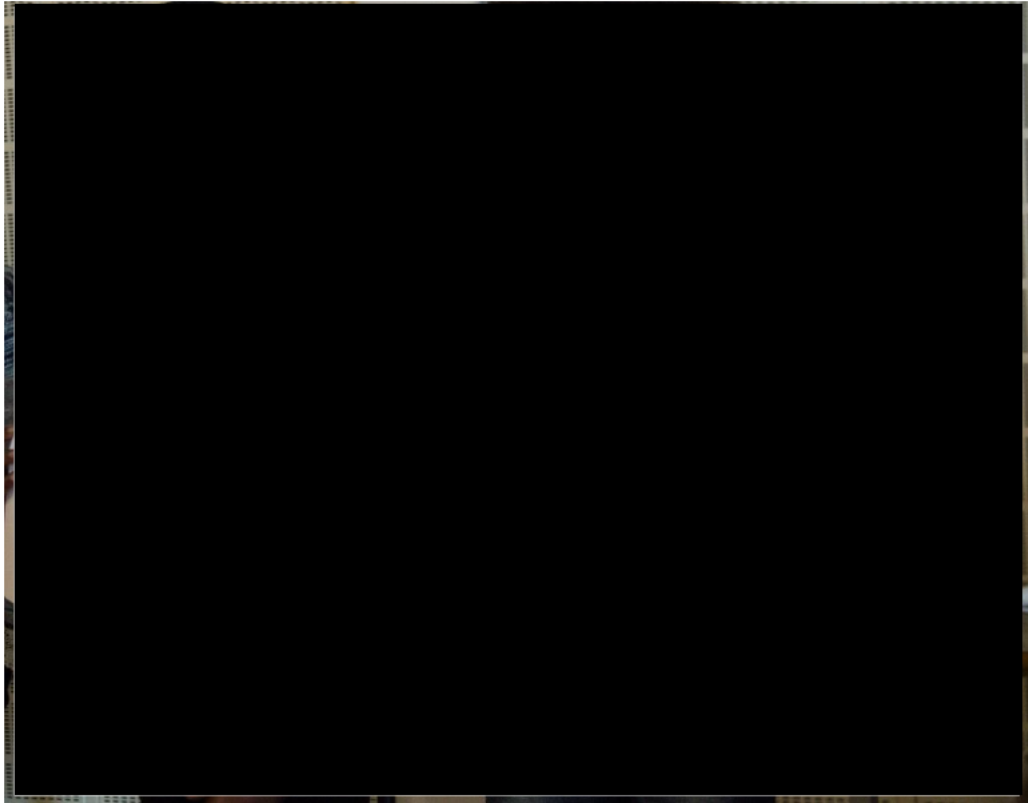
On the 18th November 2016 the London Borough of Islington's Anti-Bullying Steering Group hosted its anti-bullying conference for Islington schools at Highbury Grove Secondary School. The national anti-bullying theme for 2016 was **"Power for Good"**. The event was co-chaired by the Anti-Bullying Coordinator, Heather Vacciana and Sara Pelham, a member of Highbury Grove's Paperclip Group and Islington's Shadow Anti-Bullying Steering Groupⁱ. The conference opened with examples of how each and every individual, group and organisation can affect positive change. Sara used the example of the Paperclip Group a pupil led equalities group established by students at Highbury Grove School to raise awareness of equality and diversity issues at the school. Since its establishment the group have delivered special assemblies, particularly around LGBT issues, and worked with school staff on the implementation of a gender neutral toilet. This theme was continued by Gemma Curtis, Education Manager, Diversity Role Models, who gave the keynote speech at the conference. Gemma inspired everyone present on the

rewards of working collectively (e.g. on an individual school basis; as a collective of schools and as a borough) to end discrimination and to create a society based on the principles of human rights, which celebrates and encourage difference. The Power for Good theme was further explored through the roundtable debates, which covered issues such as religious/cultural bullying, racist bullying, sexist/gender bullying, online safety, LGBT bullying as well as the impact of bullying on the mental health and wellbeing of those affected. The roundtable discussions also reflected on the contribution made, in so many varied ways, of individuals and groups from diverse backgrounds that have enriched our schools and wider community. Students shared wonderful examples of school strategies that they felt worked to reduce bullying and made recommendations that schools could adopt to further reduce bullying and create a more cohesive environment for all students.

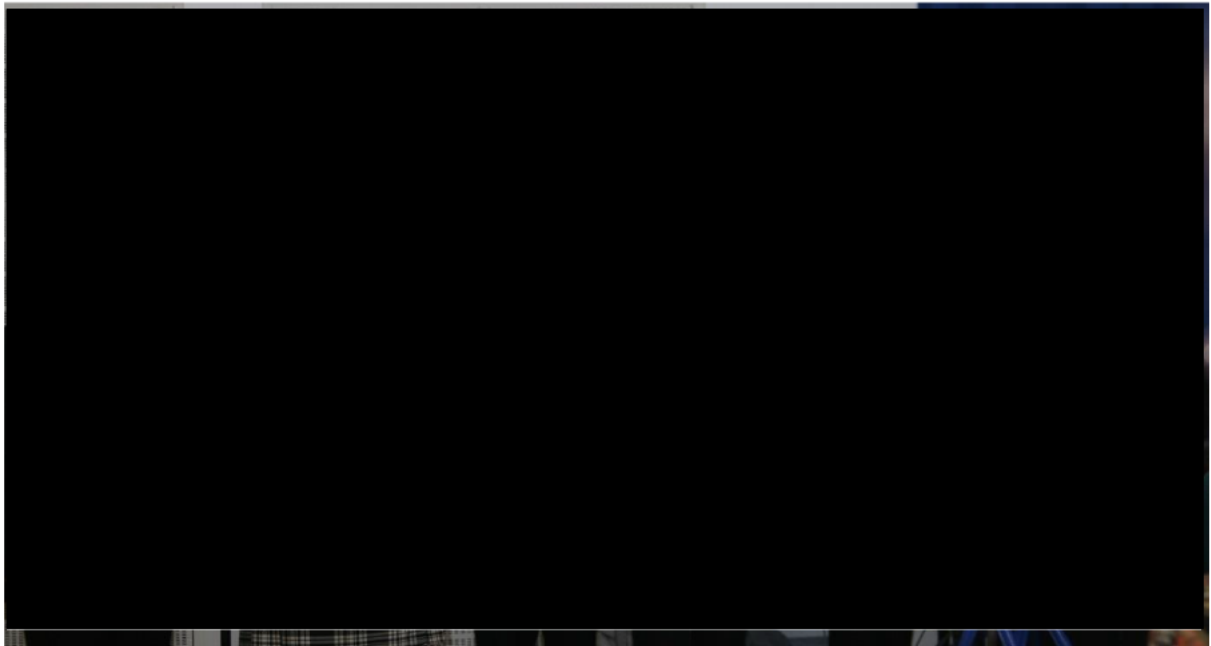
There was excellent attendance by schools, with over 147 students and staff at the conference (as listed below):

<p>Primary Schools:</p> <ul style="list-style-type: none"> • Prior Weston • Hugh Myddleton • Ashmount • Hargrave Park • Pooles Park • Samuel Rhodes • Highbury Quadrant • St Mary Magdalene Academy • William Tyndale 	<p>Secondary schools:</p> <ul style="list-style-type: none"> • Elizabeth Garrett Anderson • Highbury Fields • Highbury Grove • Holloway • Arts & Media School Islington • Samuel Rhodes • St Mary Magdalene Academy
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The conference was supported by professionals working within the borough as well as by specialist external organisations. These included Diversity role Models, TENDER and Race on the Agenda (ROTA). Students from all participating schools delivered a creative performance, the best of which received first, second and third prizes. However no young person went away empty handed, as all students received a signed certificate acknowledging their contribution to this important event.



**“Performance led”: presentations by William Tyndale
Primary school and Holloway Secondary school students**



All students gave outstanding performances with the use of drama, poetry, music and artwork to express their feelings about the devastating impact that bullying can often have on

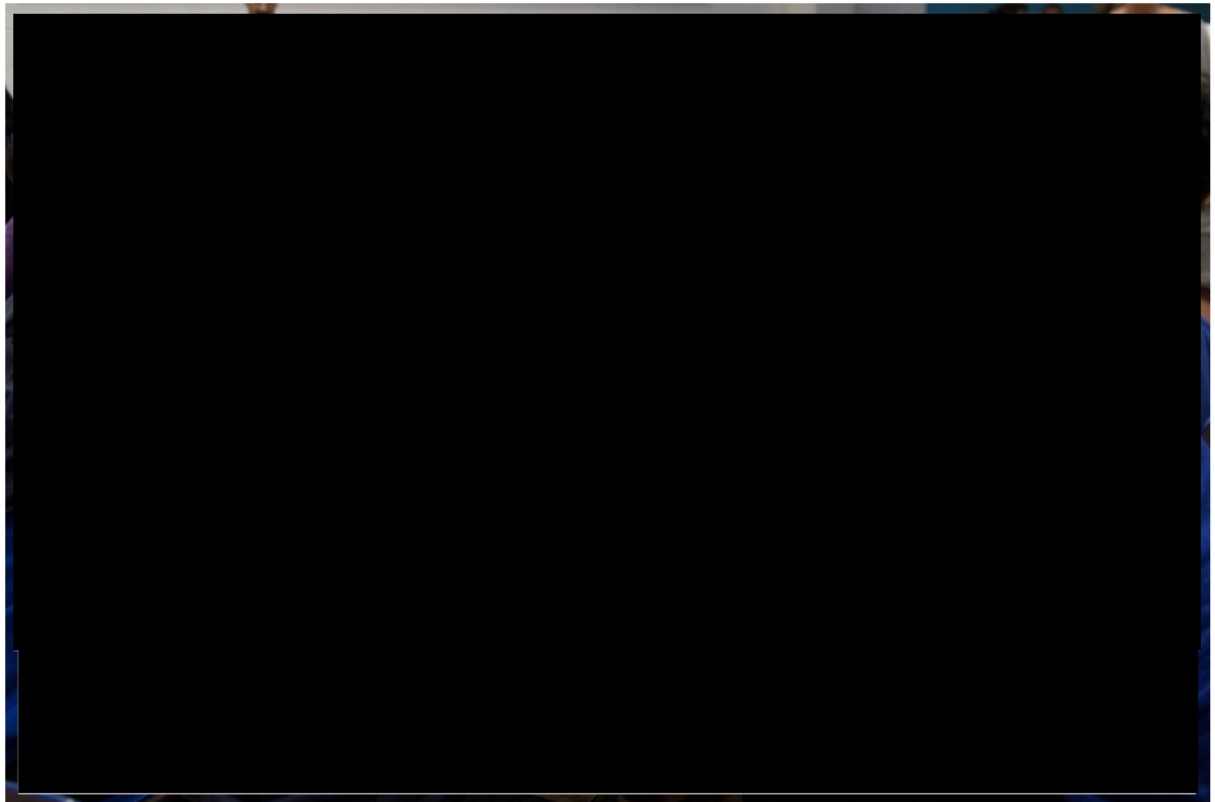
the victim. They were also very inspirational performances, as the concept of 'Power for Good' was woven into the narrative, enabling the audience to understand how we can work together to stop bullying. As always, the performances were of such a high standard that the judges found it difficult to reach a decision on the prize winners, but after a great deal of deliberation the judges made their choices, and the names of the winning schools are listed below:

Primary school winners:

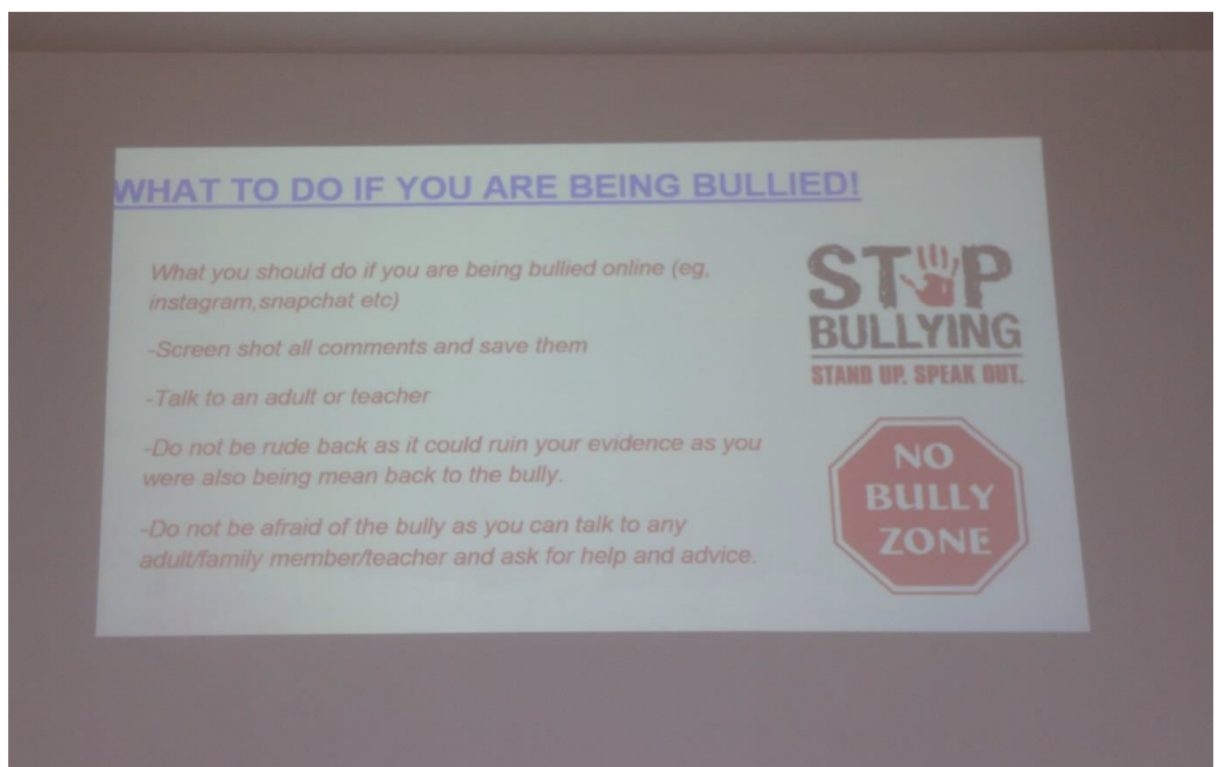
- ✚ The first prize went to **St Mary Magdalene Academy** for their very perfectly delivered performance.
- ✚ **William Tyndale** won the second prize for their posters, wonderful singing, originality of the song and enthusiastic delivery
- ✚ **Highbury Quadrant** came third for their creative use of poetry and role play.

Secondary school winners:

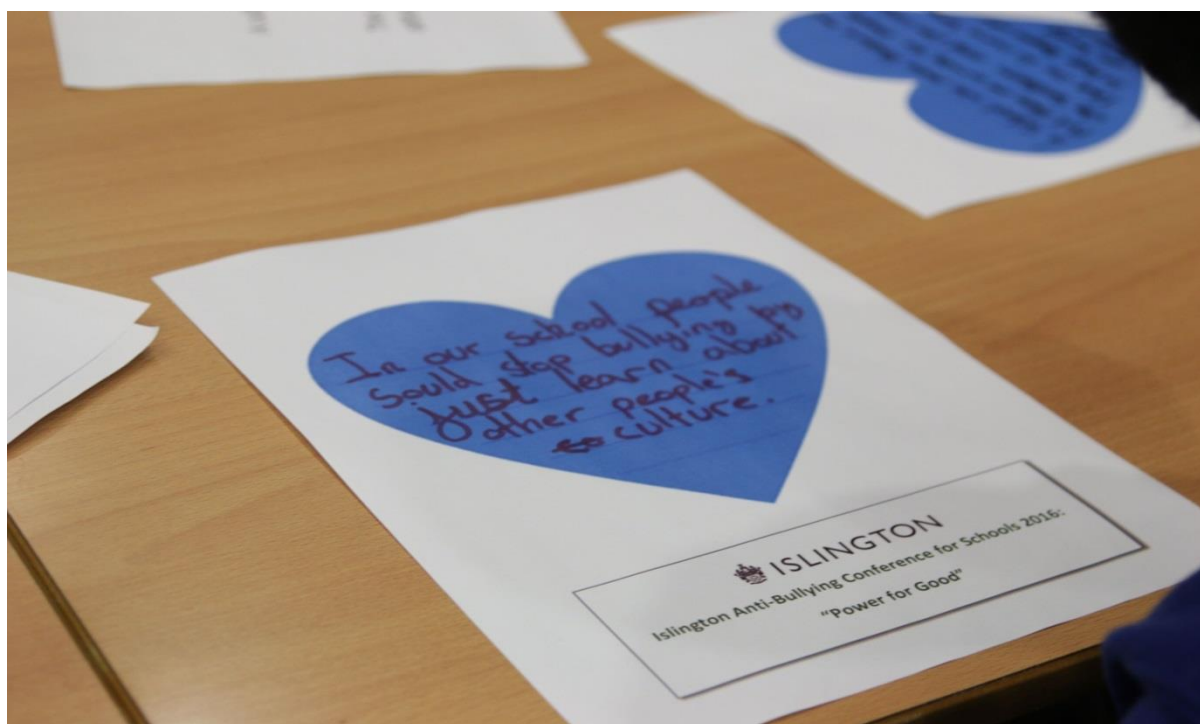
- ✚ **Arts & Media School Islington** came first with an eye-catching visual display and a unique, imaginative use of a story board (speech bubbles) which had a comic book effect; fantastic!
- ✚ **Samuel Rhodes** came second with a very powerful drama of a young woman being bullied and how it impacted upon her. The drama also gave examples of how to stand up to bullying behaviour.
- ✚ **St Mary Magdalene Academy** came third with the use of a video drama depicting the bullying of a student at school and how other students used their 'power for good' to intervene.



Top: Primary pupil roundtable sessions; bottom: image from student presentation



Heart of the matter: Comments from one of the student roundtable discussions

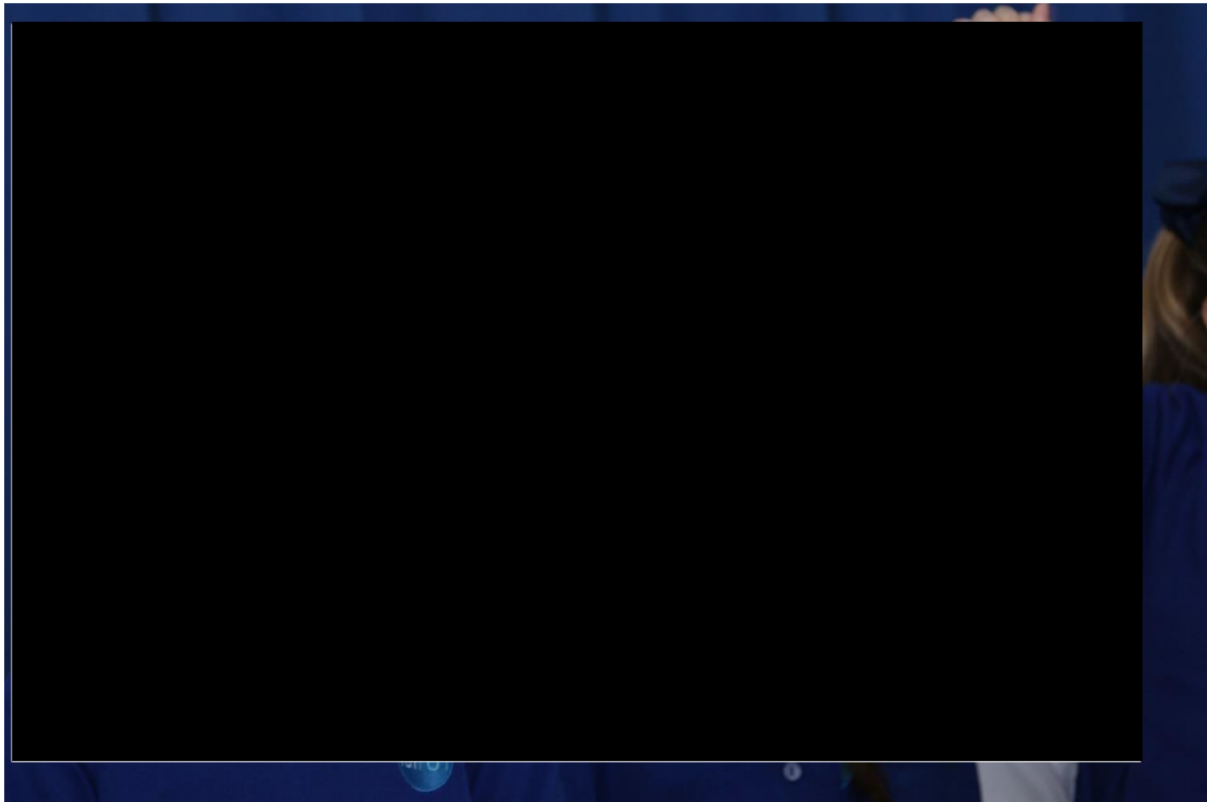


WHAT SCHOOLS CAN DO:

Student feedback on how to reduce bullying in schools:

- More anti-bullying awareness lessons
- School advisors
- More lessons on LGBT issues, islamophobia, racism and sexism
- The establishment of Paperclip groups in every school
- Quicker response from staff when a bullying incident occurs
- Older students to be 'buddies' to the younger students
- Talking therapies – individual or groups
- reflection or 'chill' room
- Dance / art therapy classes or groups
- Create a more inclusive ethos e.g. more diverse posters and visual displays
- Establish gender neutral toilets
- More open discussions about what it feels like to be bullied
- More lunch time activities

A secondary school student's feedback as to whether they felt listened to at the conference: ***"Yes, I feel as if it was a safe community that everyone had a right to say what they want."***



AMAZING!! 1st prize winners: Primary students from St Mary Magdalene Academy celebrating their victory. Background: Heather Vacciana, Anti-Bullying Coordinator & Domestic Violence Prevention Officer with Cllr Joe Calorui, Executive Member for Children, Young People & Families.

Conclusion:

"Thank you for having this event, it was very informative and enjoyable". Secondary school student

This borough-wide conference was well received by students and staff, with meaningful presentations that captured the 2016 "Power for Good" theme. Thanks to all the adults – from the anti-bullying steering group, school staff supporting their pupils to attend, charities that gave up their time to facilitate the roundtable discussions, professionals from the local authority and Highbury Grove staff - for making the 2016 conference a success. Thanks also to the students themselves for their creative performances and roundtable recommendations that schools can implement to help reduce bullying and to create a more inclusive school environment so that all children and young people are ***"...able to act like myself without feeling judged"***.

Lastly, I would like to thank the Paperclip Group for their hard work at the conference; for their ground-breaking work around the equalities agenda and pupil voice, all of which have served to affect real change within their school; and for inspiring other young people in Islington schools to champion change using their power for good.

If you are interested in finding out more about the Highbury Grove Paperclip group with the aim of setting up a similar group in your school, please contact Heather Vacciana, Anti-

Bully Coordinator. Please also make contact if you would like to access free domestic violence prevention or anti-bullying staff training, pupil lessons or parent workshops.

ⁱ The Paperclip Group / Shadow Anti-Bullying Steering Group are a group of young people that established a group to address all forms of discrimination and equality issues at Highbury Grove School. The group, which has a particular emphasis on LGBT issues, became affiliated to the Islington Anti-Bullying Steering group in 2016 and provides input by informing the work of the Islington Anti-Bullying Steering group.

Extracts from The Islington Children and Young People's Health and Wellbeing Survey 2017

4: How useful have you found school lessons on the following topics?

Year 8 Male

	Can't remember any	Not at all useful	Some use	Quite useful	Very useful	[Missing item]
Managing money (saving and spending money)	23%	9%	26%	23%	16%	2%
Alcohol education	10%	10%	26%	30%	23%	1%
Tobacco education	8%	9%	29%	27%	26%	1%
Drug education	4%	7%	23%	30%	34%	2%
Feelings, emotional health and well-being	10%	11%	25%	31%	22%	2%
Bullying	8%	14%	22%	23%	32%	1%
Healthy eating	8%	8%	24%	32%	27%	1%
Cooking skills/food technology	14%	9%	20%	24%	32%	1%
Physical activity	4%	3%	12%	32%	48%	1%
Safety and crime	4%	5%	23%	28%	39%	1%
Puberty and growing up	5%	7%	20%	33%	34%	0%
Sex and relationships education	5%	8%	25%	28%	34%	1%

N.B. All percentages are of the 'valid pupils' shown in the table 4VR.

4: How useful have you found school lessons on the following topics?

Year 8 Female

	Can't remember any	Not at all useful	Some use	Quite useful	Very useful	[Missing item]
Managing money (saving and spending money)	34%	10%	24%	19%	12%	2%
Alcohol education	10%	8%	28%	34%	19%	1%
Tobacco education	9%	8%	28%	30%	23%	1%
Drug education	5%	7%	25%	30%	32%	1%
Feelings, emotional health and well-being	11%	9%	32%	25%	21%	1%
Bullying	6%	13%	22%	28%	30%	1%
Healthy eating	8%	12%	27%	29%	24%	0%
Cooking skills/food technology	17%	9%	23%	23%	28%	1%
Physical activity	3%	6%	21%	31%	37%	2%
Safety and crime	7%	5%	26%	28%	32%	1%
Puberty and growing up	6%	7%	25%	31%	31%	0%
Sex and relationships education	9%	10%	28%	32%	21%	1%

N.B. All percentages are of the 'valid pupils' shown in the table 4VR.

4: How useful have you found school lessons on the following topics?

Year 10 Male

	Can't remember any	Not at all useful	Some use	Quite useful	Very useful	[Missing item]
Managing money (saving and spending money)	25%	21%	18%	19%	15%	3%
Alcohol education	13%	15%	27%	28%	16%	2%
Tobacco education	13%	15%	26%	27%	18%	1%
Drug education	8%	11%	25%	30%	24%	2%
Feelings, emotional health and well-being	13%	16%	25%	26%	18%	2%
Bullying	8%	13%	22%	28%	27%	1%
Healthy eating	11%	15%	29%	29%	14%	2%
Cooking skills/food technology	21%	19%	24%	21%	13%	2%
Physical activity	4%	8%	21%	35%	30%	2%
Safety and crime	8%	11%	23%	32%	26%	1%
Puberty and growing up	8%	10%	26%	32%	24%	1%
Sex and relationships education	6%	8%	26%	33%	25%	1%

N.B. All percentages are of the 'valid pupils' shown in the table 4VR.

4: How useful have you found school lessons on the following topics?

Year 10 Female

	Can't remember any	Not at all useful	Some use	Quite useful	Very useful	[Missing item]
Managing money (saving and spending money)	34%	13%	29%	14%	8%	2%
Alcohol education	14%	13%	32%	29%	12%	0%
Tobacco education	16%	11%	31%	28%	13%	1%
Drug education	9%	10%	30%	33%	16%	1%
Feelings, emotional health and well-being	12%	17%	35%	26%	10%	1%
Bullying	13%	12%	30%	28%	16%	1%
Healthy eating	15%	15%	35%	24%	11%	1%
Cooking skills/food technology	15%	18%	30%	24%	11%	2%
Physical activity	5%	10%	29%	37%	18%	1%
Safety and crime	10%	13%	30%	31%	14%	2%
Puberty and growing up	9%	10%	28%	32%	19%	2%
Sex and relationships education	8%	14%	23%	31%	22%	1%

N.B. All percentages are of the 'valid pupils' shown in the table 4VR.

4VR: Valid Responses (Count) for Q4:

	Year 8		Year 10		Male	Female	All
	Male	Female	Male	Female			
Valid Responses (Count)	620	432	495	352	1115	784	1964
Total Sample (Count)	633	438	497	355	1130	793	1988

9: Thinking about your life at the moment, how much, if at all, do you worry about the issues listed below? % responding 'quite a lot' or 'a lot'

	Year 8		Year 10		Male	Female	All
	Male	Female	Male	Female			
School-work	26%	33%	36%	61%	30%	45%	36%
Exams and tests	47%	56%	62%	80%	53%	67%	59%
Bullying (including over the Internet)	11%	13%	4%	8%	8%	11%	9%
Your own mental health	17%	22%	16%	29%	16%	25%	20%
Mental health of someone in your family	21%	19%	19%	21%	20%	20%	20%
Alcohol or drug use of someone in your family	13%	9%	6%	9%	10%	9%	10%
Adults arguing at home	13%	13%	9%	14%	11%	13%	12%
Domestic violence and abuse	9%	8%	6%	8%	8%	8%	8%
Money problems/family finances	15%	12%	11%	21%	13%	16%	14%
Being evicted from your home	10%	7%	6%	5%	8%	6%	7%
The way you look	14%	30%	14%	40%	14%	34%	22%
Your sexuality	5%	4%	4%	8%	4%	6%	5%
Sexual harassment	6%	8%	3%	8%	5%	8%	6%
Your own alcohol or drug use	8%	4%	4%	5%	6%	4%	5%
The environment	21%	15%	11%	13%	17%	14%	16%
Wars and terrorism	34%	34%	23%	33%	29%	34%	31%
Youth violence	21%	19%	20%	25%	20%	21%	21%
Gangs	24%	17%	20%	19%	22%	18%	21%
Self-harm (people who you know)	15%	22%	12%	29%	13%	25%	18%
Someone you look after at home	22%	15%	15%	16%	19%	15%	18%
None of the above (or incomplete)	29%	23%	22%	8%	26%	16%	22%
Valid Responses (Count)	611	436	485	346	1096	782	1942
Total Sample (Count)	633	438	497	355	1130	793	1988

N.B. Responses from several items listed.

9: Worrying summary: Percentage of pupils responding that they worry about at least one of the issues listed...:

		Year 8		Year 10		Male	Female	All
		Male	Female	Male	Female			
Not at all		2%	1%	3%	1%	3%	1%	2%
A little		10%	7%	5%	3%	8%	5%	7%
Somewhat		16%	14%	13%	4%	15%	10%	13%
Quite a lot		21%	25%	27%	18%	24%	22%	23%
A lot		50%	52%	51%	75%	50%	62%	55%
[Incomplete]		0%	0%	0%	0%	0%	0%	0%
Valid Responses	%	100%	100%	100%	100%	100%	100%	100%
	Count	611	436	485	346	1096	782	1942
Total Sample (Count)		633	438	497	355	1130	793	1988

N.B. Highest worry level recorded.

16: Do you ever feel afraid of going to school because of bullying?

		Year 8		Year 10		Male	Female	All
		Male	Female	Male	Female			
Never		82%	78%	87%	85%	84%	81%	83%
Sometimes		13%	16%	11%	12%	12%	14%	13%
Often		3%	3%	2%	2%	2%	3%	2%
Very often		2%	3%	1%	1%	1%	2%	2%
Valid Responses	%	100%	100%	100%	100%	100%	100%	100%
	Count	592	428	463	336	1055	764	1881
Total Sample (Count)		633	438	497	355	1130	793	1988

17: Have you been bullied at school in the last 12 months?

		Year 8		Year 10		Male	Female	All
		Male	Female	Male	Female			
No		71%	71%	75%	79%	72%	74%	73%
Don't know		13%	16%	8%	10%	11%	13%	12%
Yes		16%	13%	17%	11%	17%	12%	15%
Valid Responses	%	100%	100%	100%	100%	100%	100%	100%
	Count	590	428	463	335	1053	763	1877
Total Sample (Count)		633	438	497	355	1130	793	1988

18: Have you been bullied near school in the last 12 months?

		Year 8		Year 10		Male	Female	All
		Male	Female	Male	Female			
No		84%	85%	85%	90%	85%	87%	85%
Don't know		9%	9%	4%	6%	7%	7%	7%
Yes		6%	6%	11%	4%	8%	5%	7%
Valid Responses	%	100%	100%	100%	100%	100%	100%	100%
	Count	592	429	463	336	1055	765	1882
Total Sample (Count)		633	438	497	355	1130	793	1988

17/18: Have you been bullied at OR near school in the last 12 months?

		Year 8		Year 10		Male	Female	All
		Male	Female	Male	Female			
No		69%	69%	72%	77%	71%	73%	71%
Don't know		13%	17%	8%	10%	11%	14%	12%
Yes		18%	14%	20%	13%	19%	14%	17%
Valid Responses	%	100%	100%	100%	100%	100%	100%	100%
	Count	594	429	465	337	1059	766	1887
Total Sample (Count)		633	438	497	355	1130	793	1988

19: Have you bullied someone else at school in the last 12 months?

		Year 8		Year 10		Male	Female	All
		Male	Female	Male	Female			
No		80%	84%	76%	91%	78%	87%	82%
Don't know		15%	13%	9%	6%	12%	10%	11%
Yes		6%	3%	15%	3%	10%	3%	7%
Valid Responses	%	100%	100%	100%	100%	100%	100%	100%
	Count	593	430	463	335	1056	765	1883
Total Sample (Count)		633	438	497	355	1130	793	1988

20: How well does your school deal with bullying?

		Year 8		Year 10		Male	Female	All
		Male	Female	Male	Female			
Don't know		26%	31%	25%	35%	26%	33%	29%
Bullying is not a problem in my school		10%	6%	14%	9%	12%	7%	10%
Badly		14%	14%	12%	12%	13%	13%	14%
Not very well		14%	18%	12%	21%	13%	19%	16%
Quite well		19%	25%	22%	16%	20%	21%	20%
Very well		17%	6%	14%	6%	16%	6%	11%
Valid Responses	%	100%	100%	100%	100%	100%	100%	100%
	Count	567	421	444	330	1011	751	1823
Total Sample (Count)		633	438	497	355	1130	793	1988

21: Have any of the following happened to you in the last month (four weeks)?

		Year 8		Year 10		Male	Female	All
		Male	Female	Male	Female			
Been teased/made fun of		36%	32%	37%	29%	36%	31%	35%
Called nasty names		31%	24%	26%	24%	29%	24%	28%
Received nasty/threatening text message/email		4%	8%	12%	7%	7%	7%	8%
Received nasty/threatening message in a chatroom		4%	4%	7%	4%	6%	4%	5%
Seen nasty things written about you online		4%	7%	5%	7%	5%	7%	6%
Pushed/hit		31%	15%	25%	13%	28%	14%	23%
Had belongings taken/broken		17%	13%	15%	6%	16%	10%	14%
Been threatened		16%	9%	11%	8%	14%	9%	12%
Been asked to take and share a picture/video of a sexual nature		1%	5%	2%	14%	2%	8%	5%
Been asked to do things to avoid a picture/video of a sexual nature being shared		1%	1%	1%	3%	1%	2%	2%
Been forced to do things you didn't want to do		10%	7%	7%	7%	9%	7%	8%
Been picked on by a group		9%	13%	9%	8%	9%	11%	10%
Other		3%	4%	2%	2%	3%	3%	3%
None		45%	49%	46%	52%	45%	50%	47%
None of the above (or incomplete)		1%	1%	0%	2%	1%	1%	1%
Valid Responses (Count)		535	400	409	274	944	674	1672
Total Sample (Count)		633	438	497	355	1130	793	1988

N.B. Responses from several items listed.

22: Where did these things happen?

	Year 8		Year 10		Male	Female	All
	Male	Female	Male	Female			
At school	46%	40%	41%	30%	44%	36%	41%
On the way to or from school	10%	5%	14%	8%	12%	6%	10%
At or near home	9%	8%	14%	12%	11%	10%	11%
Somewhere else	5%	6%	5%	12%	5%	9%	6%
None of the above (or incomplete)	46%	52%	49%	55%	47%	53%	49%
Valid Responses (Count)	519	381	391	264	910	645	1607
Total Sample (Count)	633	438	497	355	1130	793	1988

N.B. Responses from several items listed.

23: If you have been bullied recently, did you tell anyone about it?

	Year 8		Year 10		Male	Female	All
	Male	Female	Male	Female			
Teacher	10%	9%	20%	5%	14%	7%	12%
Friend	9%	19%	10%	12%	10%	17%	13%
Parent/carer	12%	17%	8%	10%	10%	14%	12%
Other trusted adult	4%	5%	2%	1%	3%	4%	3%
Brother or sister	5%	8%	4%	4%	5%	6%	5%
Youth worker	1%	3%	1%	1%	1%	2%	1%
No one	27%	14%	20%	18%	24%	16%	21%
None of the above (or incomplete)	51%	56%	52%	60%	52%	58%	53%
Valid Responses (Count)	476	352	362	241	838	593	1477
Total Sample (Count)	633	438	497	355	1130	793	1988

N.B. Responses from several items listed.

24: ...and did the problem stop?

	Year 8		Year 10		Male	Female	All
	Male	Female	Male	Female			
[Not applicable]	79%	70%	74%	79%	76%	74%	75%
No, it made it worse	2%	2%	3%	1%	2%	2%	2%
No, it made no difference	5%	5%	4%	7%	4%	6%	5%
Yes, it improved	7%	8%	8%	4%	7%	6%	7%
Yes, it stopped	5%	7%	9%	5%	7%	6%	6%
Don't know	3%	7%	3%	5%	3%	6%	4%
Valid Responses	%	100%	100%	100%	100%	100%	100%
	Count	471	350	354	237	825	1459
Total Sample (Count)	633	438	497	355	1130	793	1988

24: ...and did the problem stop? [% of pupils who have told someone about being bullied]

	Year 8		Year 10		Male	Female	All
	Male	Female	Male	Female			
No, it made it worse	8%	7%	11%	4%	9%	6%	8%
No, it made no difference	22%	17%	16%	32%	19%	22%	21%
Yes, it improved	32%	28%	30%	18%	31%	25%	29%
Yes, it stopped	24%	25%	33%	22%	28%	24%	26%
Don't know	15%	23%	10%	24%	12%	23%	17%
Valid Responses	%	100%	100%	100%	100%	100%	100%
	Count	101	104	93	50	194	365
Total Sample (Count)	101	104	93	50	194	154	365

25: Do you think you have ever been picked on or bullied for any of the following?

	Year 8		Year 10		Male	Female	All
	Male	Female	Male	Female			
Your size or weight	21%	29%	23%	32%	22%	30%	26%
The way you look	27%	36%	32%	46%	29%	41%	34%
The clothes you wear	10%	11%	14%	18%	12%	14%	13%
Your skin colour or race	14%	16%	13%	21%	14%	18%	16%
Your religion or faith	7%	7%	7%	16%	7%	11%	9%
Your sexuality (straight, gay, lesbian, or bisexual)	6%	2%	5%	6%	5%	3%	5%
Your gender	2%	4%	1%	9%	2%	6%	4%
A disability or learning difficulty	6%	5%	5%	5%	5%	5%	5%
Your ability	10%	8%	14%	13%	12%	10%	11%
Your family background	11%	11%	14%	10%	12%	11%	12%
Your health	3%	5%	3%	7%	3%	6%	5%
Other	4%	4%	3%	3%	3%	4%	4%
I have never been picked on or bullied	43%	36%	38%	26%	41%	31%	36%
None of the above (or incomplete)	1%	1%	1%	2%	1%	1%	1%
Valid Responses (Count)	496	376	392	284	888	660	1599
Total Sample (Count)	633	438	497	355	1130	793	1988

N.B. Responses from several items listed.

Report of: Corporate Director of Children, Employment and Skills

Meeting of:	Date:	Ward(s):
Children's Services Scrutiny Committee	20 February 2018	All
Delete as appropriate		Non-exempt

SUBJECT: Children's Services Response to Prevent – February 2018 update

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 update on its 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 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.

3.4 **Children's Services Prevent Strategy Group and Action Plan**

3.5 In July 2015 an internal Children's Services Prevent Strategy Group was established to ensure a robust and effective response to the Prevent Duty. The Council Prevent Co-ordinator sat on the group. This Group met bi-monthly and developed a detailed action plan which addressed each element of the Prevent Duty and ensured that Children's Services and key partners such as schools, early years' providers, fostering agencies, and Alternative Provision providers understood and responded effectively to their Prevent duties. The bulk of these activities have been achieved. On 1st March 2018 we are holding the next meeting of the Children's Services Prevent Strategy Group, to identify any outstanding areas for action from the previous Action Plan and identify key priorities for 18/19. As part of the revised Action Plan we will strengthen and embed the Prevent response across Children, Employment and Skills including new services to the division, identifying key actions and outputs. These actions and progress on achieving them will feed into the corporate Prevent Strategy Plan and related activity. The Council's Prevent Education officer will be invited to these meetings so that there is coherence between CES activity and the wider Council activity.

3.6 **Developments since the last report**

- 3.7 A key focus of the Children's Services Strategy group moving forward was to embed and continue to ensure quality training across the service, to check compliance with internal training expectations and to ensure the right level of training dependent on roles. This continues to include the training offer for partners including schools, early years' providers, mother tongue supplementary schools and foster carers. Specific support has been given to supplementary schools to ensure that they fulfil the Prevent duty. This has been primarily through the Prevent Education Officer and through general safeguarding update training carried out by LBI officers.
- 3.8 Between December 2016 and February 2017 a senior leader seconded from an Islington primary school carried out a range of work with Islington schools including training of staff, pupils and parents. This work focused on the importance of embedding Personal Social and Health Education along with Social Moral, Spiritual and Cultural approaches into a school's curriculum in order to tackle extremism and radicalization and build a sense of community. This built on work carried out by colleagues at Elizabeth Garret Anderson and Newington Green schools in the previous year.
- 3.9 Over the last year, we have worked extensively with local supplementary schools and Madrasas. 95 teachers attended our OCN Accredited teaching qualification level 3 which included compulsory units in Prevent and Safeguarding. This was paid for via the Home Office. We also provided Prevent briefings/ workshops to the AGM where over 23 different organisations attended.
- 3.10 A new Prevent Education Officer was appointed in September 2017 reporting to the Prevent-Co-ordinator in Public Protection, Environment & Regeneration. He has delivered training, discussion sessions and assemblies with LA officers, teachers and pupils from early years to secondary on a range of subjects including raising awareness of Hate Crime, British values, online radicalization and gangs & extremism. This has included delivery of focused training to Mother Tongue Supplementary Schools and Madrasas. 95 teachers attended our OCN Accredited teaching qualification level 3 which included compulsory units in Prevent and Safeguarding. This was paid for via the Home Office. We also provided prevent briefings/ workshops to the AGM where over 23 different organisations attended.
- 3.11 Prevent and approaches to extremism online are embedded in online safety training delivered by the Islington Schools ICT team and in the Islington Computing and On-line Safety newsletter.
- 3.12 All Islington Safeguarding Children Board Designated Safeguarding Lead specific training now has a Prevent element as part of the overall view of safeguarding risks. This is also embedded in the Child Protection training offer. All school based safeguarding training carried out by LBI officers also has a strong Prevent element embedded in it. In addition to this the Section 11 audits of schools' safeguarding practice which each school has every two years covers arrangements to ensure that Prevent duties are met.
- 3.13 Children's Services are continuing to implement training to ensure staff have a firm grounding in Prevent and understand safeguarding risks, such as radicalisation, as well as knowing how to recognise and respond to these risks. As part of the new Action Plan we will undertake a review of all internal and external training, its scope and expected impact, to ensure that there is full coverage.

4. Implications

4.1 Financial implications:

There are no additional financial implications. All activities 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 16th 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: None

Background papers: None

Final report clearance:

Signed by:



12 February 2018

Date:

Carmel Littleton, Corporate Director
Children, Employment and Skills

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CHILDREN'S SERVICES SCRUTINY COMMITTEE

WORK PROGRAMME 2017/18

Monday 10 July 2017

1. Membership, Terms of Reference, Dates of Meetings
2. Post-16 Education, Employment and Training – Draft Report
3. Education in Islington: Annual Report
4. Update on trends and demand for places at Islington schools
5. Quarterly Review of Children's Services Performance (Q4 2016/17)
6. Scrutiny Topics and Work Programme 2017/18

Tuesday 19 September 2017

1. Vulnerable Adolescents Review– Scrutiny Initiation Document and Introductory Briefing
2. Results of Children's Services Ofsted Inspection
3. Executive Member Annual Presentation
4. Review of Work Programme

Monday 30 October 2017

1. Vulnerable Adolescents Review – Witness Evidence
2. Quarterly Review of Children's Services Performance (Q1 2017/18)
3. Executive Member Questions
4. Review of Work Programme

Tuesday 28 November 2017

1. Vulnerable Adolescents Review – Witness Evidence
2. SEND Reforms and Impact – Update
3. Alternative Provision Review 2015/16 – 12 Month Report Back
4. Executive Member Questions
5. Review of Work Programme

Tuesday 9 January 2018

1. Vulnerable Adolescents Review – Witness Evidence
2. Update on the Fair Futures Commission
3. Quarterly Review of Children's Services Performance (Q2)
4. Corporate Parenting Board Annual Report
5. Executive Member Questions
6. Review of Work Programme

Tuesday 20 February 2018

1. Executive Member Questions
2. Vulnerable Adolescents Review – Witness Evidence and Recommendations
3. The Children's Services Response to Prevent – Update
4. Update on bullying and discrimination in schools
5. Review of Work Programme

Tuesday 20 March 2018

1. Executive Member Questions
2. Vulnerable Adolescents Review – Draft Report
3. Islington Safeguarding Children Board: Annual Report
4. Education Annual Report
5. Quarterly Review of Children's Services Performance (Q3)

WORK PROGRAMME 2018/19**Tuesday 19 June 2018**

1. Membership, Terms of Reference, Dates of Meetings
2. Child Protection Annual Report
3. Quarterly Review of Children's Services Performance (Q4 2017/18)
4. Scrutiny Topics and Work Programme 2018/19