



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 1, Town Hall, Upper Street, N1 2UD on **3 June 2019 at 7.30 pm.**

Enquiries to : Jonathan Moore
Tel : 0207 527 3308
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Despatched : 23 May 2019

Membership

Councillors:

Councillor Vivien Cutler (Chair)
Councillor John Woolf (Vice-Chair)
Councillor Santiago Bell-Bradford
Councillor Alice Clarke-Perry
Councillor Phil Graham
Councillor Clare Jeapes
Councillor Michelline Safi Ngongo
Councillor Flora Williamson

Co-opted Member:

Mary Clement, Roman Catholic Diocese

Substitute Members

Substitutes:

Councillor Satnam Gill OBE
Councillor Mouna Hamitouche MBE
Councillor Sara Hyde
Councillor Roulin Khondoker
Councillor Nurullah Turan
Councillor Nick Wayne

Quorum is 3 Councillors

A. Formal Matters

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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. Membership, Terms of Reference, Dates of Meetings	7 - 12
2. Executive Member Annual Presentation	
3. Update on the Timpson Review of School Exclusion	13 - 18
4. The role of Islington's supplementary schools	19 - 24
5. Scrutiny Topics and Work Programme 2019/20	25 - 26

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 9 July 2019

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, 30 April 2019

Minutes of the meeting of the Children's Services Scrutiny Committee held at Committee Room 4, Town Hall, Upper Street, N1 2UD on Tuesday, 30 April 2019 at 7.00 pm.

Present: **Councillors:** Debono (Chair), Cutler (Vice-Chair), Bell-Bradford, Graham, Ismail and Woolf

Councillor Theresa Debono in the Chair

78 APOLOGIES FOR ABSENCE (ITEM NO. A1)

Apologies for absence were received from Mary Clement and Councillors Spall and Ngongo.

79 DECLARATION OF SUBSTITUTE MEMBERS (ITEM NO. A2)

None.

80 DECLARATIONS OF INTEREST (ITEM NO. A3)

None.

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

RESOLVED:

That the minutes of the previous meeting held on Monday 4 March 2019 be agreed as a correct record and the Chair be authorised to sign them.

82 CHAIR'S REPORT (ITEM NO. A5)

The Chair advised that the Executive Member for Children, Young People and Families was unable to attend the meeting, however would issue a written response to any questions submitted under Item B3.

The Chair advised that it was her last meeting as Chair of the Committee and thanked all members and officers for their hard work, contribution and commitment to the wellbeing of children.

The Committee thanked the Chair for her work and support over the previous three years.

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

None.

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

None.

85 **QUARTERLY REVIEW OF CHILDREN'S SERVICES PERFORMANCE (Q3 2018/19) (ITEM NO. B1)**

The Committee considered the Quarterly Review of Children's Services Performance (Item B1) alongside the Education Annual Report (Item B2).

The report was introduced by Finola Culbert, Director of Safeguarding and Family Support, Mark Taylor, Director of Learning and Schools, and Andrea Stark, Director of Employment, Skills and Culture. Other officers also contributed to the discussion.

The following main points were noted in the discussion:

- Officers continued to be pleased with progress made on diverting young people from the criminal justice system and reducing the number of repeat young offenders.
- There had been an increase in the number of custodial sentences for young people. The cases had been reviewed by officers and it was considered that the custodial sentences were appropriate given the severity of offending.
- The number of children missing from care for over 24 hours had increased. Officers advised that all children were offered return home interviews and almost all kept in contact with their social worker while they were missing.
- The percentage of re-referrals to children's social care was stable. Officers attributed positive performance to the impact of the council's motivational social work model.
- The percentage of children becoming the subject of a child protection plan for a second or subsequent time had slightly increased. Officers advised that Islington's overall performance against this indicator was positive and a number of cases would be re-audited at the end of the year.
- The Committee noted concerns about the long term stability of placements for looked after children. It was advised that in recent years there had been an increase in the number of older children and teenagers becoming looked after. These young people tended to have complex needs and entrenched issues which presented significant challenges. Work with the Fostering Service was underway to ensure that foster carers were well-equipped to support young people with such needs.
- A member provided an example of a family willing to foster care, however they no longer had a spare bedroom as they were previously encouraged to downsize by the council's Housing service. Officers agreed to look into this issue outside of the meeting.

Children's Services Scrutiny Committee - 30 April 2019

- Following a question, officers advised that there was a correlation between children missing from care and those being issued with custodial sentences. These young people typically would have had sustained engagement with local services and previous experiences of trauma. The Committee requested that anonymised case studies be reported to a future meeting.
- Islington continued to make progress on the percentage of school leavers moving into education, employment or training. Officers noted that the committee's previous scrutiny review of Post-16 Education, Employment and Training had recommended bringing together the Youth Employment Team and the Progress Team. This had been implemented successfully and officers believed had contributed to the council's improved performance in this area.
- Officers provided updates on implementing two key projects; the '11 by 11' pledge which would give Islington's young people 11 cultural experiences by the age of 11 and the pledge to give Islington's young people 100 hours experience of the world of work by the age of 16. Both programmes were crucial to advancing the council's fairness agenda. Both programmes required the development of large-scale partnerships with local organisations and businesses.
- The '11 by 11' programme was launched in March 2019. The launch event was attended by two thirds of local schools and 60 organisations had signed up to provide free cultural experiences to young people. The organisations would also provide school assemblies and other learning materials.
- The 'World of Work' programme would be formally launched in the autumn. Officers were engaging with local businesses and encouraging them to sign-up to the programme. It was advised that many businesses were enthusiastic about the programme, particularly the opportunity to engage with younger children. Officers advised that progress would be reported to future meetings of the Committee.
- A member commended the '11 by 11' programme, emphasising the importance of giving young people, particularly those from disadvantaged backgrounds, access to cultural activities. However, the member also emphasised the importance of cultural diversity. The programme was an opportunity to break down barriers between the borough's diverse communities. It was suggested that the programme would maximise its impact by embracing all forms of culture, rather than focusing exclusively on activities typically reserved for middle class families. In response, officers advised that Islington had one of the most vibrant cultural sectors in the country and it was intended to give young people the confidence to be able to access all types of cultural activity. It was acknowledged that the borough's cultural organisations were not as diverse as the borough's communities, however the council would work to give young people a broad range of cultural experiences. This would include working with organisations outside of the borough if required.
- A member praised the increase in the percentage of young people moving into employment, education or training, however queried if

officers were monitoring Year 13 sustainability and pupil engagement. Officers advised that this was sometimes challenging however greater coordination between the Progress and Employment teams and the Youth Offending Service was supporting sustained participation.

- The Committee expressed concern about the breadth of opportunities available to young people dropping out of college and suggested that this area would benefit from further detailed analysis. Officers advised that the council had commissioned research which would evaluate the local employment market and opportunities at local colleges, sixth forms and universities. This would inform the council's skills strategy.
- The Committee noted a typographical error at indicator 2.4 on page 27 of the report. It was clarified that the number of schools that had expressed an interest in the cultural enrichment programme had increased.
- The take up of funded early years places for two year olds was static although broadly in keeping with the London average. It was noted that London had higher rates of take up than the rest of the country. Partnership work was underway with health colleagues to improve the targeted marketing of early years provision.
- The Committee noted that 61% of children eligible for free school meals achieved a 'Good Level of Development' in the early years foundation stage. This compared to 75% of pupils not eligible for free school meals. Officers expressed concern at this disparity and commented that a multi-faceted approach was needed to address the issue.
- Officers advised that education inequalities and persistent absence were two of their top priorities and targeted work with schools was underway.
- Officers explained their action plan for working with schools with high levels of persistent absence. Briefing sessions were being held with schools on how to analyse attendance data, identify issues and challenge medical absence where appropriate. A school with low levels of persistent absence was invited to these sessions so they could share their insights. The council was also working to increase governor awareness of attendance issues.
- In response to a question, it was clarified that some schools had high levels of absence due to relatively minor illnesses which should not ordinarily result in a child being absent from school. It was suggested that both schools and parents would benefit from advice on when it was appropriate for a child to miss school due to illness.
- A member provided an example of a child being sent home from school because they had a minor illness. The Committee reiterated that challenging schools on attendance issues was in the public interest.
- Officers advised that Islington's education equalities issues mirrored the national picture. This issue was being raised at every meeting with schools.
- It was advised that research had been undertaken into the equalities impact of teaching pupils in sets as opposed to mixed ability groups and the findings would be reported to the next head teachers briefing.

- The Committee expressed concern that the gaps in academic attainment between Black Caribbean pupils and White British pupils eligible for free school meals and the Islington average had increased over the previous year. The Committee emphasised that challenging education equalities issues needed to be a very high priority and reiterated their desire for real progress to be made on this issue. Officers commented that this was a very significant piece of work which could not be solved easily; sustained work was required which needed to be carried out sensitively.
- Officers advised that a successful training session on cultural competency and unconscious bias had been held with both head teachers and deputy head teachers. Attendees had reported that the session had been very helpful.
- Following a question from a member of the public, it was advised that there had been a small increase in the number of pupils in alternative provision.
- A member suggested that Black Caribbean and white working class pupils would benefit from targeted supplementary schools. Officers advised that before and after-school clubs were available.
- Officers advised of the Upward Bound programme which aimed to raise the attainment and aspirations of Islington pupils. The programme was run in partnership with London Metropolitan University. Officers suggested that members may wish to carry out a visit and observe a session.
- A member of the public highlighted the importance of co-designing services with young people.

RESOLVED:

- (i) That Children's Services performance in Quarter 3 2019/20 be noted;
- (ii) That the Education Annual Report be noted.

86 EDUCATION ANNUAL REPORT 2018 (ITEM NO. B2)

This item was considered alongside Item B1.

87 EXECUTIVE MEMBER UPDATE AND QUESTIONS (ITEM NO. B3)

The Committee noted that the Executive Member for Children, Young People and Families had submitted apologies for absence and would respond to any questions in writing.

88 PERMANENT AND FIXED PERIOD EXCLUSION FROM SCHOOL - DRAFT REPORT (ITEM NO. B4)

Members of the Committee proposed a number of minor typographical and stylistic amendments.

RESOLVED:

That the draft report be agreed and submitted to the Executive, subject to a number of minor typographical and stylistic amendments.

MEETING CLOSED AT 8.45 pm

Chair

**Resources Department
Town Hall, Upper Street
London, N1 2UD**

Report of: Acting Director of Law and Governance

Meeting of	Date	Ward(s)
Children's Services Scrutiny Committee	3 June 2019	All

Delete as appropriate		Non-exempt
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Subject: MEMBERSHIP, TERMS OF REFERENCE AND DATES OF MEETINGS OF THE CHILDREN'S SERVICES SCRUTINY COMMITTEE

1. Synopsis

- 1.1 To inform members of the terms of reference of the Children's Services Scrutiny Committee.

2. Recommendations

- 2.1 To note the membership appointed by Annual Council on 16 May 2019, terms of reference and dates of meetings of the Children's Services Scrutiny Committee for the municipal year 2019/20, as set out at Appendix A.

3. Background

- 3.1 The terms of reference of the Children's Services Scrutiny Committee (as at Part 5 of the Council's Constitution) are set out at Appendix A.
- 3.2 The membership and dates of meetings are also set out at Appendix A for information.

4. Implications

4.1 Financial Implications

None.

4.2 Legal Implications

None.

4.3 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 is not relevant in this instance.

4.4 Environmental Implications

Papers are circulated electronically where possible and consideration is given to how many printed copies of the agenda might be required on a meeting by meeting basis with a view to minimising numbers. Any papers not used at the meeting are recycled.

5. Conclusion and reasons for recommendations

- 5.1 This report is submitted to ensure members are fully informed of the remit of the Committee.

Background Papers: None.

Appendices: Appendix A – Committee Membership, Meeting Dates and Terms of Reference.

Final Report Clearance

Signed by



22 May 2019

Acting Director of Law and Governance

Date

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CHILDREN'S SERVICES SCRUTINY COMMITTEE – 2019/20**1. COMMITTEE MEMBERSHIP**

Councillors	Substitute Members
Councillor Vivien Cutler (Chair)	Councillor Satnam Gill OBE
Councillor John Woolf (Vice-Chair)	Councillor Mouna Hamitouche MBE
Councillor Santiago Bell-Bradford	Councillor Sara Hyde
Councillor Alice Clarke-Perry	Councillor Roulin Khondoker
Councillor Phil Graham	Councillor Nurullah Turan
Councillor Clare Jeapes	Councillor Nick Wayne
Councillor Michelline Safi Ngongo	
Councillor Flora Williamson	

Co-opted Members

Mary Clement – Roman Catholic Diocese Representative

Parent Governor and Church of England Diocese representatives are currently being sought.

2. MEETING DATES

- 3 June 2019
- 9 July 2019
- 17 September 2019
- 29 October 2019
- 26 November 2019
- 21 January 2020
- 10 February 2020
- 30 March 2020

The dates, times and locations of meetings are publicised on the council's website – democracy.islington.gov.uk

3. TERMS OF REFERENCE

EXTRACT FROM PART 5 OF THE COUNCIL'S CONSTITUTION

Scrutiny Committees

1. Overview and scrutiny functions are:
 - Reviewing or scrutinising decision or actions taken in connection with the discharge of executive functions
 - Making recommendations about executive functions
 - Reviewing or scrutinising decision or actions taken by the council in connection with the discharge of non-executive functions
 - Making recommendations about these functions
 - Making recommendations about matters which affect the authority's area or its inhabitants.
 - To consider matters relating to the performance of the council.
2. Overview and scrutiny functions in respect of the Council's education functions are allocated to the Children's Services Scrutiny Committee the membership of which includes education representatives as set out in its terms of reference below.
3. Where one of the other Scrutiny Committees is carrying out a review or dealing with other business which will involve a consideration of the Council's education functions, the education representatives on the Children's Services Scrutiny Committee shall be entitled to join the Scrutiny Committee as voting members for the meeting concerned to participate in that review.
4. All Scrutiny Committee are responsible for considering equalities issues arising in respect of matters falling within their terms of reference.

Children's Services Scrutiny Committee

Composition

Members of the Executive may not be members of the Children's Services Scrutiny Committee.

No member may be involved in scrutinising a decision in which he/she has been directly involved.

The Children's Services Scrutiny Committee shall be entitled to appoint a number of people as non-voting co-optees and shall include in its membership the following voting co-optees:

- (a) At least one Church of England diocese representative;
- (b) At least one Roman Catholic diocese representative;
- (c) Between two and five parent governor representatives; and
- (d) A representative from other faiths or denominations as appropriate.

These representatives will be entitled to vote on education functions related to the Council's education functions, in respect of which the Council has responsibility under the Education Acts.

Quorum

The quorum for the Children's Services Scrutiny Committee shall be three members, not including co-opted members.

Terms of Reference

1. To carry out the functions of an overview and scrutiny committee in respect of matters relating to the Children's Services Directorate
2. To consider matters relating to the performance of the Council's partners in respect of the functions of the Children's Services department as appropriate.
3. To receive requests from the Executive or the Leader of the Executive for scrutiny involvement in education related matters.
4. To consider educational issues referred to it in accordance with the provisions contained in the call in procedure contained within Policy and Scrutiny Procedure Rules or the Budget and Policy Framework Procedure Rules set out in Part 4 of this Constitution and to decide whether such matters should be referred to Council or to the Executive for reconsideration.
5. To undertake a scrutiny review of its own choosing relating to a Children's Services Directorate function and any further reviews as directed by the Policy and Performance Scrutiny Committee and to make recommendations to the Executive thereon.
6. To consider all matters that have been referred to it in accordance with the provisions contained in the councillor call for action procedure contained within the Overview and Scrutiny Procedure Rules.

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Timpson Review of School Exclusion Briefing for the Children's Services Scrutiny Committee

'...There is more we can do to ensure that every exclusion is lawful, reasonable and fair; and that permanent exclusion is always a last resort...'

Edward Timpson's long-awaited report into school exclusions was finally published on 7 May 2019. The review (commencing in March 2018) received nearly 1,000 submissions of evidence and made more than 100 field visits.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/799979/Timpson_review_of_school_exclusion.pdf

The report acknowledges that how exclusion is used '**goes beyond the influence of local context**', and emphasises that 'it cannot be the job of schools alone to take action to understand and address the complex underlying needs that children may have'.

It puts forward a vision for reforming practice built on four pillars:

- A system that delivers ambitious '**leadership**' for every child at all levels
- Better '**equipped**' schools able to meet those expectations
- The right '**incentives**' so that schools are clearly recognised for inclusive practice and using exclusion appropriately, and
- Stronger '**safeguards**' to ensure that no child is being inappropriately pushed out of school or education altogether.

The report sets out 30 recommendations which ministers have agreed to implement 'in principle' (see Response from Damien Hinds (Sec of State for Education) below). The key points from the report are as follows:

Make schools accountable for pupils they exclude

'We should expect schools consistently to have the right systems in place and teachers to have the right skills to manage poor behaviour and implement support where children need it – but we must equip them with the right tools, capability and capacity to deliver against this expectation'

The report says that:

- The DfE should '**make schools responsible for the children they exclude and accountable for their educational outcomes**'. The report does not set out any options for how this could work in practice. Instead, the DfE will launch a consultation in the Autumn (see DfE response below). **(Incentivise)**
- To ensure schools can deliver on this responsibility, they should have greater control over alternative-provision (AP) funding, and enough money to put in place 'alternative interventions that avoid the need for exclusion where appropriate'. **(Incentivise)**
- Governing bodies, academy trusts and local forums of schools should review information on children who leave their schools, by exclusion or otherwise, and understand how such moves feed into local trends. **(Incentivise)**

The report acknowledges the risks ('unintended consequences') of the above e.g. that it may simply shift 'gaming' behaviour, hence a range of other proposal such as a 'right to return' to a school previously attended; compulsory reporting by all Schools on their use of AP through the School Census (see 'Off-Rolling' below).

Limits on fixed-period exclusions

'Currently, a pupil may be excluded for one or more fixed periods, up to a maximum of 45 school days in a single academic year – the equivalent of legitimately missing nine weeks of school... this has a negative impact not only on their academic progress but also on their behaviour.'

The report:

- Continues to back headteachers' powers to exclude pupils 'where this is appropriate', and as a 'final option'. *(Leadership)*
- Raises concerns about pupils who receive a lot of fixed-period exclusions, which can become 'a revolving door' and fail to address any underlying causes of poor behaviour. *(Safeguarding)*
- Calls for the DfE to consult on reducing the current 45-day limit on the number of fixed-period exclusions a pupil can have in a single year (although it does not suggest what the new limit should be) or consult on 'revisiting the requirements to arrange AP in these periods'. *(Safeguarding)*
- Recommends a review the reasons given for exclusions – particularly the use of the 'other' category – so that they are more accurately captured. *(Safeguarding)*

Tackling 'off-rolling' (i.e. children removed from school roll without following formal exclusion procedures).

'There are children who are made to leave their school and are removed from the school roll without a formal permanent exclusion or by the school encouraging the parents to remove their child from the school, which is done in the school's interests, and at the school's request. This practice is referred to from here onwards as 'off-rolling'.

A number of recommendations from the report touch on 'off-rolling', including:

- Introducing systematic tracking of pupil moves, with Local Authorities (LAs) 'taking action where necessary'. *(Safeguarding)*
- Ofsted giving schools that 'off-roll' an 'inadequate' judgement for leadership and management. *(Incentivise)*
- Introducing a 'right of return' so that children who go into Elective Home Education can return to their previous school within a certain period of time. *(Safeguarding)*
- Social workers being notified whenever a Child in Need is moved out of their school. *(Safeguarding)*

A stronger role for LAs

'[Nationally] Children in Need were over two times more likely to be permanently excluded. Children eligible for FSM are around four times more likely to be excluded.'

Unlike most recent Government reforms, this report highlights the importance of LAs, saying that the DfE should '**clarify the powers of LAs to act as advocates for vulnerable children**, working with mainstream, special and AP schools and other partners to support children with additional needs or who are at risk of leaving their school, by exclusion or otherwise'. *(Leadership)*

The report says that:

- LAs should be enabled to convene ‘meaningful local forums’ (e.g. Behaviour and Attendance Partnerships) that meet regularly and which all schools are expected to attend. These forums would review data on pupil needs and moves, and be responsible for planning and funding local alternative provision. *(Leadership)*
- Pupil moves should be ‘systematically tracked’, and LAs should work with schools to identify trends, ‘taking action where necessary and ensuring children are receiving suitable education at their destination’. *(Safeguarding)*
- The government should continue to invest in approaches that build multi-disciplinary teams around schools, and identify any capacity concerns across Departments to ensure that schools are supported and work productively with all relevant agencies, including Health and Social Care. *(Equipping)*
- DfE should work with others to build the capacity and capability of governors and trustees to offer effective support and challenge to schools. *(Incentivise)*
- LAs should include information about support services for parents and carers of children who have been, or are at risk of, exclusion, or have been placed in AP, in their SEND Local Offer. *(Incentivise)*
- Real-time data on exclusion and other moves out of education should be routinely shared with Local Safeguarding Children Boards and their successors, so they can assess and address any safeguarding concerns. *(Safeguarding)*

Alternative Provision (AP)

‘We should not accept that permanent exclusion comes at the cost of the excluded child getting a good education.’

The report calls for the DfE to promote the role of AP by:

- Developing the role of AP in supporting mainstream and special schools to deliver effective intervention and recognising the best AP institutions as teaching schools so that they can share best practice across the wider system. *(Equipping)*
- Supporting AP Schools to attract the staff they need. *(Equipping)*
- ‘Significantly improving and expanding’ AP buildings and facilities, with the ‘right level of capital funding’ to be a priority for the next spending review. *(Equipping)*
- Renaming Pupil Referral Units (PRUs) to ‘reflect their role as both schools and places to support pupils overcome barriers to engaging in education’ and also help to remove ‘the stigma attached to being educated in these settings’. *(Equipping)*
- Better understand and act on the current challenges with the workforce in AP, by backing initiatives to support its development. *(Equipping)*

While the report acknowledges the ‘dedication’ of many AP settings, it also warns that there is ‘much variation’ in quality. [This view has not been helped by recent controversies around AP provision, e.g. the Schools Company Trust, which closed down after a series of safeguarding failures and financial mismanagement, and TBAP Multi-Academy Trust, who ran up a £2.4 million deficit because of a ‘systematic’ failure in its financial systems.]

Funding

'The cost [following permanent exclusion] to the public purse was and continues to be disproportionate to what early intervention with the pupil/family would have cost'.

Many schools nationally say that funding cuts have meant they have had to reduce support for vulnerable pupils, contributing to the increase in exclusions. The report acknowledges the challenge of funding, but says the good practice seen in some schools as part of the review shows 'it is possible' to do things well in the current climate.

However, on 3 May 2019, the Government has separately launched a 'call for evidence' on the **Funding of SEND and those who need AP**. The call for evidence acknowledges 'concerns' about levels of funding as well as the 'perverse incentives' within the current funding system which mitigate against good inclusive practice.

The Timpson Review also touches on this, warning that the current funding system 'does not incentivise or reward schools for taking responsibility for the needs of all children and using permanent exclusion only when nothing else will do'. It adds that **'it cannot be right to have a system where some schools stand to improve their performance and finances through exclusion'**.

The report also calls for:

- The creation of a new Practice Improvement Fund to help LAs and schools deliver good interventions for children who need support. The fund should support effective partnership working to commission and fund AP and enable schools to create positive environments, target support effectively and provide the opportunity to share their best practice successfully (Behaviour and Attendance Partnerships?) (*Equipping*)
- Investment in buildings and facilities for pupils who need AP (*Equipping*)
- Enough funding for schools to put in place interventions needed to avoid exclusions. (*Incentivise*)
- Schools to be able to access the government's £200 million Youth Endowment Fund to test ways of preventing children getting involved in crime and violence. (*Safeguarding*)
- The DfE to look carefully at the timing and amounts of any adjustments to schools' funding following exclusion, to make sure they neither act as an incentive for schools to permanently exclude a pupil at particular times, nor discourage a school from admitting a child who has been permanently excluded from elsewhere. (*Incentivise*)
- The DfE to extend funding to equality and diversity hubs (an initiative to increase diversity of senior leadership teams in schools) beyond the current spending review period. (*Leadership*)

Behaviour

'The roots of challenging behaviour have long been debated by educational experts, and the debate can sometimes become deeply polarised. At one end are those who see challenging behaviour as either a choice or the inevitable consequence of a lack of boundaries and, at the other, are those who perceive it as the communication of unmet needs. The truth is, as ever, more complex....'

The report says the DfE should ensure:

- 'Well-evidenced, meaningful and accessible training and support for new and existing school leaders to develop, embed and maintain positive behaviour cultures'. (*Leadership*)

- ‘Accessible, meaningful and substantive training on behaviour’ to be a mandatory part of initial teacher training, including expert training on the underlying causes of poor behaviour, as well as strategies to deal with it when it arises. (*Leadership*)
- Ensure designated senior leads for mental health and Special Educational Needs Co-ordinators (SENCOs) are effective by:
 - reviewing the training and support available to SENCOs to equip them to be effective in their operational and strategic role as SEND leaders (*Equipping*)
 - ensuring the training designated senior leads receive includes a specific focus on attachment and trauma. (*Equipping*)

[On 4 May 2019, the Government announced a £10 million project to support 500 schools across England to develop their behaviour management practice. The money will be used to identify lead schools and fund their activities in supporting others, through staff training, the creation of centralised detention systems, and new sanctions and rewards schemes for pupils, with a focus on pupil attendance and punctuality.

Tom Bennett, a proponent of zero-tolerance behaviour policies who led the DfE’s independent review of behaviour in schools (March 2017), will be the lead adviser of the programme, set to launch in September 2020.]

In-school units and off-site alternative provision

The report wants:

- A requirement on schools to submit information about pupils who are in off-site AP through the school census. (*Safeguarding*)
- Social workers to be notified when a Child in Need is moved into such provision. (*Safeguarding*)
- The DfE strengthen guidance on in-school units so that they are ‘always used constructively and are supported by good governance’. (*Equipping*)

Ofsted should ‘consistently recognise’ inclusive schools

‘Schools must be respectful and welcoming environments where every child has the opportunity to succeed.’

- Ofsted should ‘consistently recognise schools who succeed in supporting all children’ under its leadership and management category [rather than feel they are *clobbered* for being inclusive]. (*Incentivise*)
- The report also urges Ofsted to give schools found to be ‘off-rolling’ an inadequate rating for their leadership and management. (*Incentivise*)

Conclusion

‘These recommendations are just as much about changing perceptions and behaviour as they are about improving practice. Indeed, the two go hand in hand.’

Response from Damien Hinds

Damien Hinds (Secretary of State for Education) commended the report to the House of Commons on 7 May 2019 and accepts the recommendations 'in principle'. He said that the Government's response to the report is based on four key commitments.

- To support headteachers to maintain a safe and orderly environment for pupils and staff.
- To support schools to give pupils at risk of exclusion the best chance to succeed.
- To make when and how it is appropriate for headteachers to remove children from their school much clearer, and at the same time ensure sufficient oversight when they are.
- To do more to support schools and AP so that excluded pupils continue to receive a high-quality education.

To deliver that, the Government have committed to the following actions:

- Making schools accountable for the outcomes of permanently excluded children. The intention is to design a consultation on how to deliver this in practice over the summer, to be launched in autumn 2019. [The consultation will also look at implications of any changes to how alternative provision is commissioned and funded, as well as how to tackle 'off-rolling' – see below].
- Establishing a practice programme to drive better partnership working between LAs, schools, AP and other partners, building on good practice identified through the review.
- Working with sector experts, led by Tom Bennett (the Department's lead adviser on behaviour), to rewrite DfE guidance on exclusions, behaviour and discipline in schools, by summer 2020.
- Calling on LAs, governing bodies, academy trusts and local forums of schools to establish a shared understanding of the characteristics of children who leave schools by exclusion or otherwise (and use that information to inform improvements in practice).
- Working with Ofsted to define and tackle the practice of 'off-rolling' (i.e. children removed from school roll without following formal exclusion procedures).
- Setting out future plans for AP this autumn.

Before concluding, Mr Hinds also addressed knife crime, confirming that the issues surrounding serious violence, antisocial behaviour and absence and exclusion from school are complex, and require a multi-agency response. He stated 'While exclusion is a marker for increased risk of being a victim or perpetrator of crime, we must be careful not to draw a simple causal link between exclusions and knife crime. There is no clear evidence to support that. I am clear, though, that engagement with and success in education are a protective factor for children. **The measures outlined in our response to Timpson will play a key role in ensuring that every young person is safe and free to fulfil their potential away from violent crime.**'

Candy Holder
Head of Pupil Services
12 May 2019



Report of: Corporate Director of People's Services

Meeting of:	Date:	Ward(s):
Children's Services Scrutiny Committee	3 June 2019	All

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SUBJECT: THE ROLE OF ISLINGTON'S SUPPLEMENTARY SCHOOLS

1. Synopsis

- 1.1 The purpose of this report is to give background to Mother Tongue and Supplementary Schools covered by the MTSS Partnership (MTSSP) in Islington.
- 1.2 The report will describe the groups that are currently funded, the funding process that has existed up to now and the work that the council has carried out to ensure that MTSSs provide a quality, safe service to residents.

2. Recommendations

- 2.1 To note the contents of this report.

3. Background

- 3.1 Islington is privileged to have a strong and vibrant voluntary and community sector, which lies at the heart of our ambition for a fairer borough. The Mother Tongue and Supplementary Schools provision in Islington plays its part in that ambition.

- 3.2 The MTSSP provision has been funded by Schools' Forum for a number of years and prior to that from other funding streams and aims to support the achievement of black and minority ethnic young people: by providing additional support in English, maths and other subjects; by raising self-esteem, confidence and promoting a sense of identity in young people through classes in mother tongue and culture; and by providing role models from students' own communities in the form of the teaching staff.

Each financial year, local community organisations, including school PTAs, have been invited to bid for a share of a funding pot from Schools' Forum to provide additional tuition and support at weekends and on weekday evenings to pupils throughout the academic year.

Funding for individual schools has been decided yearly by a commissioning panel consisting of representatives from the Cripplegate Foundation, from the Mother Tongue and Supplementary Schools Partnership and from the Schools' Forum along with representation from School Improvement.

19 MTSS providers were funded in 2016-17 to a total value of £151,360. Funding was also provided for the running of the Mother Tongue and Supplementary Schools Partnership – an oversight body providing focus and training for funded bodies.

- 3.3 Provision continues to be monitored termly. Providers are expected to target Islington residents and children attending Islington schools. Key priorities (strengthened through commissioning criteria for successful applications for funding) ensure that the organisation is legally constituted, has sound financial management, has robust safeguarding policies and procedures in place, and effectiveness is maximised through working in partnership, particularly with mainstream schools. Training is provided to MTSS staff throughout the year to support the quality of provision. Commissioning, monitoring, developing MTSS capacity and reporting on MTSS provision is coordinated by one officer on grade PO1. In this role the officer has ensured the following:

Safeguarding – Each Supplementary School has a designated safeguarding lead and a deputy. Leads have been offered Group 5 training by LBI provided by the ISCB This training repeated as necessary. Schools are robustly reminded of the need for their leads to attend.

Prevent – Specific Anti-Extremism training has been provided for Supplementary Schools in line with the training offered to community schools.

Monitoring - Provision is monitored termly.

Whistle blowing – All organisations have adopted whistle blowing policies as part of their terms of operation.

- 3.4 The training programme in the past has included sessions on: teaching and learning – good practice; Child Protection (Safeguarding) L1 & L2; First Aid; PREVENT; Health & safety at Work. There are also opportunities to regularly share good practice and resources through a Community Networking lunch, the International Mother Tongue Day event and through the MTSS Partnership, a registered charity that promotes effective MTSS provision across Islington's community organisations.

- 3.5 Due to significant cost pressures for schools including supporting children with Special Educational Needs and Disabilities (SEND) in Islington, Schools' Forum decided last year to reduce funding for MTSS in the period 2018/19 and provisionally decided to end it altogether in 2019/20. Due to the continuing cost pressures, Schools' Forum have now formally agreed to end the remaining funding in 2019/20. Beyond the end of March 2019 funding for MTSS from Schools Forum ended.
- 3.6 Children's Services as was decided to use a small MTSS underspend, a contribution from Communities and a small additional source to provide a one year only bridging fund so that some provision could continue along with Council oversight while organisations were signposted to alternative sources of funding for 2019-20. A bidding process was run as in previous years with a commissioning panel deciding on how a total amount of £60,000 was to be distributed. This figure is separate to the salary of the LBI oversight officer.

Through this interim period 12 MTSS providers (8 of whom are hosted by mainstream schools) are currently funded in 2019-20, providing additional tuition and support to over 800 pupils at a cost of £75 per pupil. More than 90% are Islington residents and/or attending Islington Schools.

Organisations receiving funding from the Council for this financial year only are;

- Arab Advice Bureau
- Bangla Education & Cultural Centre
- Czech School WB
- Eritrean Community UK
- Eritrean Youth Club
- Highbury Quadrant School Association
- Islington Somali Community
- Light Project Pro International
- Minority Matters - Currently funded
- Somali Education Centre
- St Antony Greek School
- Turkish & Kurdish Children Group
- MTSSP

Subjects to be taught are Mother Tongue (Arabic, Bengali, Czech, Greek, Somali, Turkish, Tigrinya); Core subjects (Maths, English, Science); and others (Art, ICT Music, Drama, Heritage

A number of voluntary and community organisations are also funded through other Council funding streams.

4. Implications

4.1 Financial implications:

In order to meet competing cost pressures (owing to national issues with school funding), a comprehensive review of all DSG funding allocation in Islington was undertaken during 2016/17 with Schools Forum and its sub-groups. This led to a number of proposals that were considered at Schools Forum in January 2018, including phasing out funding for MTSS.

The decision by Schools Forum in January 2018 was to reduce funding to MTSS settings by half (£80k) in 2018/19 and end it all together in 2019/20, to give settings time to source alternative sources of funding. In January 2019 Schools Forum confirmed their decision to end funding for MTSS in full in 2019/20.

In order to give settings additional time to secure alternative funding the Council has identified one-off resources to enable settings to be funded for a further 12 months.

4.2 Legal Implications:

The Public Sector Equality Duty requires the council to have due regard to the need to remove or minimise disadvantages, suffered by persons who share a relevant protected characteristic, that are connected to that characteristic, to take steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it, to advance equality of opportunity and to encourage persons who share a relevant protected characteristic to participate in public life.

In so doing the Council will also need to have regard, amongst other matters, to its duty to have regard to the need to promote children's welfare under the *Children Act 2004* and its duty to keep the sufficiency of education provision in its area under review under the *Children and Families Act 2014*.

The Council must also have regard to the overriding duty placed on public authorities to act fairly, lawfully and reasonably in the exercise of their functions and powers.

4.3 Environmental Implications

There are no environmental implications

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 because there are no council decisions or recommendations from this report other than to note the contents. Officers will work to ensure that eligible supplementary schools are fully signposted to sources of funding to replace current funding for the next period – 2020-21.

Background papers

- None

Final report clearance:

Signed by:



Corporate Director, People

Date 17/05/2019

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CHILDREN'S SERVICES SCRUTINY COMMITTEE

SCRUTINY TOPICS AND WORK PROGRAMME 2019/20

(A) SELECTION OF SCRUTINY TOPIC FOR 2019/20

The Council's Constitution allows the Committee undertake one review of its own choosing. In recent years the Committee has carried out the following reviews:

- Alternative Provision (2015/16)
- Post-16 Education, Employment and Training (2016/17)
- Vulnerable Adolescents (2017/18)
- Fixed Period and Permanent Exclusion from School (2018/19)

The Committee is invited to select its scrutiny topic for 2019/20.

(B) WORK PROGRAMME

The proposed work programme includes a number of standing items, annual reports, quarterly performance reports and other matters relevant to the work of the Committee.

The Committee may also request off-off reports on matters related to children's services. It is anticipated that one or two one-off reports could be incorporated into the work programme if required.

The Committee is invited to consider the proposed work plan, below.

Monday 3rd June 2019

1. Membership, Terms of Reference, Dates of Meetings
2. Executive Member Annual Presentation
3. The role of Islington's supplementary schools
4. Update on the Timpson Review of School Exclusion
5. Scrutiny Topics and Work Programme 2019/20

Tuesday 9th July 2019

1. Scrutiny Review – Scrutiny Initiation Document and Introductory Briefing
2. Quarterly Review of Children’s Services Performance (Q4 2018/19)
3. Coordinated and Joined Up Services for Vulnerable Adolescents Scrutiny Review – 12 Month Report Back

Tuesday 17th September 2019

1. Scrutiny Review – Witness Evidence
2. Quarterly Review of Children’s Services Performance (Q1 2019/20)
3. Child Protection Annual Report

Tuesday 29th October 2019

1. Scrutiny Review – Witness Evidence
2. SACRE Annual Report
3. Response to Timpson Review of School Exclusion
4. Executive Member Questions

Tuesday 26th November 2019

1. Scrutiny Review – Witness Evidence
2. Update on the Fair Futures Commission recommendations – One Year On

Tuesday 21st January 2020

1. Scrutiny Review – Witness Evidence and Concluding Discussion
2. Quarterly Review of Children’s Services Performance (Q2 2019/20)

Monday 10th February 2020

1. Scrutiny Review – Draft Recommendations
2. Islington Safeguarding Children Board: Annual Report
3. Update on Scrutiny Review of Post-16 Education, Employment and Training

Monday 30th March 2020

1. Scrutiny Review – Draft Report
2. Quarterly Review of Children’s Services Performance (Q3 2019/20)
3. Education Annual Report
4. Executive Member Questions