

Children and Young People Select Committee Agenda

Wednesday, 5 September 2018

7.00 pm

Civic Suite

Lewisham Town Hall

London SE6 4RU

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This meeting is an open meeting and all items on the agenda may be audio recorded and/or filmed.

Part 1

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Children and Young People Select Committee Members

Members of the committee, listed below, are summoned to attend the meeting to be held on Wednesday, 5 September 2018.

Ian Thomas, Chief Executive
Tuesday, 28 August 2018

Councillor Luke Sorba (Chair)	
Councillor Liz Johnston-Franklin (Vice-Chair)	
Councillor Andre Bourne	
Councillor Octavia Holland	
Councillor Coral Howard	
Councillor Caroline Kalu	
Councillor Hilary Moore	
Councillor Jacq Paschoud	
Councillor John Paschoud	
Lilian Brooks	Parent Governor Representative
Kevin Mantle (Parent Governor Representative)	Parent Governor representative for special schools
Kate Ward	Parent Governor Representative
Gail Exon	Church Representative
Monsignor N Rothern	Church Representative
Councillor Bill Brown (ex-Officio)	
Councillor Juliet Campbell (ex-Officio)	

MINUTES OF THE CHILDREN AND YOUNG PEOPLE SELECT COMMITTEE

Thursday, 28 June 2018 at 7.00 pm

PRESENT: Councillors Luke Sorba (Chair), Liz Johnston-Franklin (Vice-Chair), Andre Bourne, Octavia Holland, Coral Howard, Caroline Kalu, Hilary Moore, Jacq Paschoud, John Paschoud, Ward, Gail Exon (Church Representative) and Monsignor N Rothon (Church Representative)

APOLOGIES: Lilian Brooks and Kevin Mantle

ALSO PRESENT: Sara Williams (Executive Director, Children and Young People), Emma Aye-Kumi (Scrutiny Manager), Councillor Chris Barnham (Cabinet Member for School Performance), Jackie Jones (Service Manager for School Improvement and Intervention) and Matthew Henaughan (Community Resources Manager)

1. Confirmation of Chair and Vice-Chair

RESOLVED that Councillors Luke Sorba and Liz Johnston-Franklin be confirmed as the Chair and Vice Chair respectively.

2. Minutes of the meeting held on 14 March 2018

- 2.1 RESOLVED that the minutes of the last meeting be agreed as a true and accurate record of the proceedings. The Committee asked the Scrutiny Manager to arrange training session on all school performance measures (primary and secondary). Suggested time and date 6pm on 5 September.

3. Declarations of interest

- 3.1 Cllr Jacq Paschoud declared an interest as Trustee of the Ravensbourne Project, which provides short breaks, and as a trust-appointed governor of Watergate School.
- 3.2 Cllr John Paschoud declared his spouse's interests as described above.

4. Responses to Referrals to Mayor and Cabinet

- 4.1 Responses were received from Mayor and Cabinet to three referrals that the CYP Select Committee had previously made.

SEND provision

- 4.2 The following was noted:
- Other services besides Drumbeat, such as Watergate after school club and holiday scheme had been lost. These were not funded by the local authority, but are a loss to parents nonetheless.
 - The local authority does not collect data on how many children with SEN access after school clubs in mainstream schools. Most mainstream schools

aim for inclusivity, but this may not always be possible, particularly if the after school club is delivered by a 3rd party provider.

- Children with SEN may be practically excluded from mainstream after school provision if they are provided with transport. Transport can only be provided to the child's home address, and cannot be rearranged to take a child to after school club instead.
- Concerns were raised about the version of SEND transport policy as it appeared on the council website. Officers gave assurances that the policy had been updated and committed to checking that the right version had been uploaded.
- Drumbeat provision was secure until the end of the summer.
- Clarification was sought of the apparent contradiction in paragraphs 5.4 and 7.2 of the report which described the budget as both favourable and overspent. This would be supplied at the next meeting.
- Officers were looking at ways to reduce the cost per journey.

Recruitment and retention of school staff – in-depth review

4.3 The Chair was pleased noted the Mayor's support for the creation of a Fair Workload Charter.

4.4 The following was noted in discussion:

- Demographic change was bringing about a fall in Pupil Premium – data would be provided to the committee
- Officers would raise the issue of low levels of applications for Free School Meals at the next school administration officers' meeting and seek feedback and examples of good practice to share.
- The Cabinet Member for School Performance should lobby the government for automatic application for Free School Meals with benefits applications, rather than the current arrangement which placed the onus on families to apply.
- The committee requested a progress report on implementation of the recommendations for March 2019.

Child and Adolescent Mental Health Services (CAMHS)

4.5 The Cabinet Member for School Performance informed the committee that he had asked Cllr Octavia Holland to prepare a report that looked more widely than the points raised in the referral. The report would look at young people's mental health needs to better understand the picture before deciding what cuts to make. Cllr Holland's review would seek the input of mental health professionals and would report in September/ October, the committee heard.

4.6 It was noted that Cllr Holland would recuse herself from scrutiny of any decisions that the review might inform.

4.7 RESOLVED that:

- 1) the responses to the referrals be noted

- 2) a progress update on the recruitment and retention in-depth review be added to the work programme for March 2019
- 3) clarification on the SEND budget would be provided at the next meeting of the select committee.

5. Ofsted Improvement Plan - Children's Social Care

- 5.1 The Executive Director for Children and Young People introduced the report and set out the background for the benefit of new members of the committee.
- 5.2 The Committee heard that:
 - The Director of Children's Social Care, Stephen Kitchman, was leaving imminently and an interim post holder had been found pending recruitment of a permanent replacement.
 - A revised Ofsted improvement plan would come to committee, and it was suggested that the committee allow a substantial slot on the agenda to allow for proper consideration of the plan.
 - A thematic joint targeted area inspection and an interim short or full inspection was anticipated for the autumn
 - The original Ofsted improvement plan had been implemented but officers felt there was room for improvement, which was why a new plan was being prepared.
- 5.3 **RESOLVED:**
 1. That the report be noted
 2. That an item entitled "New Ofsted Improvement Plan" be added to the work programme.

6. Select Committee work programme

- 6.1 The Chair invited Members to suggest items for the work programme, including topics for indepth review.
- 6.2 The following in-depth review topics were suggested:
 - Early Years provision – this had been looked at by the committee in the past. Officers were revising the Early Help strategy which could incorporate early years and adolescent provision. It was noted that children's centres could be vulnerable in the autumn budget.
 - Obtaining Education Health Care Plans – an Educational psychologist had been recruited and the backlog was reducing. Currently around 80% of applications were being dealt with on time, which is good for London but the target is 100% on time. EHCPs could be incorporated in the SEND strategy.
 - Out of borough placements - the Children's Social Care Sufficiency Strategy, scheduled for consideration on 5 September, would cover out of borough placements
 - Asylum seeking children
 - Home schooled children
 - NEET
 - School exclusions and alternative provision

- Child safeguarding - the committee receives a report on Safeguarding every 6 months. The committee felt that this was sufficient coverage of safeguarding.
- Children's social care staffing.

6.3 After discussion, it was RESOLVED that:

1. Report on Children's Centres would be added to the work programme for September 18
2. The committee would look at school exclusions for its in-depth review
3. The committee would look at serious youth violence jointly with Safer Stronger Communities Select Committee at a meeting of Safer Stronger Communities Select Committee on 4 February 2019
4. The SEND strategy, which would be considered in December 2018, would also address lead in times for obtaining EHCPs
5. New Ofsted Improvement Plan to be added to work programme

7. Referrals to Mayor and Cabinet

7.1 No referrals were made.

The meeting ended at 9:10pm

Chair: _____

Date: _____

Agenda Item 2

Committee	Children and Young People Select Committee	Item No.	2
Title	Declarations of Interest		
Wards			
Contributors	Chief Executive		
Class	Part 1	Date	5 September 2018

Declaration of interests

Members are asked to declare any personal interest they have in any item on the agenda.

1 Personal interests

There are three types of personal interest referred to in the Council's Member Code of Conduct :-

- (1) Disclosable pecuniary interests
- (2) Other registerable interests
- (3) Non-registerable interests

2 Disclosable pecuniary interests are defined by regulation as:-

- (a) Employment, trade, profession or vocation of a relevant person* for profit or gain
- (b) Sponsorship –payment or provision of any other financial benefit (other than by the Council) within the 12 months prior to giving notice for inclusion in the register in respect of expenses incurred by you in carrying out duties as a member or towards your election expenses (including payment or financial benefit from a Trade Union).
- (c) Undischarged contracts between a relevant person* (or a firm in which they are a partner or a body corporate in which they are a director, or in the securities of which they have a beneficial interest) and the Council for goods, services or works.
- (d) Beneficial interests in land in the borough.
- (e) Licence to occupy land in the borough for one month or more.
- (f) Corporate tenancies – any tenancy, where to the member's knowledge, the Council is landlord and the tenant is a firm in which the relevant person* is a partner, a body corporate in which they are a director, or in the securities of which they have a beneficial interest.
- (g) Beneficial interest in securities of a body where:-
 - (a) that body to the member's knowledge has a place of business or land in the borough; and

- (b) either
- (i) the total nominal value of the securities exceeds £25,000 or 1/100 of the total issued share capital of that body; or
 - (ii) if the share capital of that body is of more than one class, the total nominal value of the shares of any one class in which the relevant person* has a beneficial interest exceeds 1/100 of the total issued share capital of that class.

*A relevant person is the member, their spouse or civil partner, or a person with whom they live as spouse or civil partner.

(3) Other registerable interests

The Lewisham Member Code of Conduct requires members also to register the following interests:-

- (a) Membership or position of control or management in a body to which you were appointed or nominated by the Council
- (b) Any body exercising functions of a public nature or directed to charitable purposes, or whose principal purposes include the influence of public opinion or policy, including any political party
- (c) Any person from whom you have received a gift or hospitality with an estimated value of at least £25

(4) Non registerable interests

Occasions may arise when a matter under consideration would or would be likely to affect the wellbeing of a member, their family, friend or close associate more than it would affect the wellbeing of those in the local area generally, but which is not required to be registered in the Register of Members' Interests (for example a matter concerning the closure of a school at which a Member's child attends).

(5) Declaration and Impact of interest on member's participation

- (a) Where a member has any registerable interest in a matter and they are present at a meeting at which that matter is to be discussed, they must declare the nature of the interest at the earliest opportunity and in any event before the matter is considered. The declaration will be recorded in the minutes of the meeting. If the matter is a disclosable pecuniary interest the member must take no part in consideration of the matter and withdraw from the room before it is considered. They must not seek improperly to influence the decision in any way. **Failure to declare such an interest which has not already been entered in the Register of Members' Interests, or participation where such an interest exists, is liable to prosecution and on conviction carries a fine of up to £5000**
- (b) Where a member has a registerable interest which falls short of a disclosable pecuniary interest they must still declare the nature of the interest to the

meeting at the earliest opportunity and in any event before the matter is considered, but they may stay in the room, participate in consideration of the matter and vote on it unless paragraph (c) below applies.

- (c) Where a member has a registerable interest which falls short of a disclosable pecuniary interest, the member must consider whether a reasonable member of the public in possession of the facts would think that their interest is so significant that it would be likely to impair the member's judgement of the public interest. If so, the member must withdraw and take no part in consideration of the matter nor seek to influence the outcome improperly.
- (d) If a non-registerable interest arises which affects the wellbeing of a member, their, family, friend or close associate more than it would affect those in the local area generally, then the provisions relating to the declarations of interest and withdrawal apply as if it were a registerable interest.
- (e) Decisions relating to declarations of interests are for the member's personal judgement, though in cases of doubt they may wish to seek the advice of the Monitoring Officer.

(6) Sensitive information

There are special provisions relating to sensitive interests. These are interests the disclosure of which would be likely to expose the member to risk of violence or intimidation where the Monitoring Officer has agreed that such interest need not be registered. Members with such an interest are referred to the Code and advised to seek advice from the Monitoring Officer in advance.

(7) Exempt categories

There are exemptions to these provisions allowing members to participate in decisions notwithstanding interests that would otherwise prevent them doing so. These include:-

- (a) Housing – holding a tenancy or lease with the Council unless the matter relates to your particular tenancy or lease; (subject to arrears exception)
- (b) School meals, school transport and travelling expenses; if you are a parent or guardian of a child in full time education, or a school governor unless the matter relates particularly to the school your child attends or of which you are a governor;
- (c) Statutory sick pay; if you are in receipt
- (d) Allowances, payment or indemnity for members
- (e) Ceremonial honours for members
- (f) Setting Council Tax or precept (subject to arrears exception)

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Children and Young People Select Committee			
Title	Exclusions from school – an in-depth review	Item No	
Contributors	Scrutiny Manager		
Class	Part 1	Date	5 September 2018

1. Purpose of paper

- 1.1 As part of its work programme the Committee has agreed to undertake an in-depth review of exclusions from school.
- 1.2 This paper sets out the rationale for the review, provides some background information on the work that has already been carried out in relation to this topic within Lewisham and sets out proposed key lines of enquiry for discussion and agreement by the Committee.
- 1.3 The in-depth review process is outlined at Appendix A.

2. Recommendations

- 2.1 The Select Committee is asked to:
 - note the contents of the report
 - consider and agree the proposed key lines of enquiry for the review, outlined in section 15, and the timetable, outlined in section 16.
- 2.2 The Committee is recommended to read this report alongside the Annual Report on Attendance and Exclusions, which is also due for consideration at the meeting on 5 September. More detailed information is provided in that report that builds on the context set out in this scoping paper.

3. Policy context

- 3.1 The Council’s overarching vision is “Together we will make Lewisham the best place in London to live, work and learn”. In addition to this, ten corporate priorities and the overarching Sustainable Community Strategy drive decision making in the Council. Lewisham’s corporate priorities were agreed by full Council and they remain the principal mechanism through which the Council’s performance is reported.
- 3.2 The Council’s corporate policy of “Young people’s achievement and involvement” promotes raising educational attainment and improving facilities for young people through working in partnership. The Council’s Sustainable

Community Strategy's priority of "Ambitious and Achieving" aims to create a borough where people are inspired and supported to achieve their potential.

3.3 The Children and Young People's Plan 2015 – 2018 also sets strategic vision and a key aspect is "Raising the attainment of all Lewisham children and young people" and this has a number of specific outcome areas:

- AA1: Ensuring there are sufficient good quality school places for every Lewisham child.
- AA2: Ensuring all our children are ready to participate fully in school.
- AA3: Improving and maintaining attendance and engagement in school at all key stages, including at transition points.
- AA4: Raising participation in education and training, reducing the number of young people who are not in education, employment or training (NEET) at 16-19.
- AA5: Raising achievement and progress for all our children at Key Stages 1 – 4 and closing the gaps between underachieving groups at primary and secondary school.
- AA7: Raising achievement and attainment for our Looked After Children at all Key Stages and Post 16.

4. What is exclusion? A quick guide

4.1 A **permanent exclusion** ('being expelled') is sanctioned by the head teacher as a last resort where he or she is sure that:

- the pupil has seriously breached the school's discipline policy
- if the pupil remains in school, it would seriously harm the education or welfare of the pupil or others in the school.

4.2 The local authority has a statutory obligation to arrange suitable full-time education for the pupil to begin no later than the sixth day of the exclusion.

4.3 A **fixed term exclusion** ('being suspended') applies for a specified number of days, and if a fixed term exclusion is set for a period exceeding 5 days, the local authority must ensure access to appropriate full time educational provision. Fixed term exclusions cannot exceed 45 days per academic year in total.

4.4 **Unofficial exclusions** are illegal, even with parental consent. This is where a child is kept away from school without following official exclusion policies. It may be presented as favourable to parents and children. Examples of unofficial exclusion could be:

- a pupil has had a fixed term exclusion and is not allowed back to school until a reintegration meeting has been arranged, which may take some time
- a pupil is asked to stay at home during a school inspection
- a pupil is asked to go on an extended and inappropriate period of study leave
- a parent being inappropriately recommended to educate their child at home
- a pupil being sent home to 'cool off'
- inappropriate use of part-time timetables.

4.5 **Part-time timetables** - Schools have a statutory duty to provide full time education for all pupils, irrespective of ability, aptitude, any special educational needs they may have.

4.6 In some cases, if a pupil has been out of school, unwell or excluded, a part-time timetable may be used as a short-term measure towards achieving full reintegration. This should be time limited, agreed between the school/ parents or carers/ all agencies involved and formally documented through a Pastoral Support Plan (PSP).

4.7 **Off-rolling** can result from unofficial exclusions. Off-rolling is the practice of removing children from the roll of a school, especially in order to maintain or improve exam results. This has been the subject of media interest in recent months.

5. Exclusion rates in England

5.1 Nationally, the rate of pupils being excluded from school is rising. According to the most recent Department for Education figures¹, the exclusion rate in England rose by 15% in the last academic year (2016-17). This equates to an additional 1000 permanent exclusions in the school year 2016/17, taking the total to 7,700 permanent exclusions across primary, secondary and special schools. Some 40 pupils per day were permanently excluded - more than a whole class each day.

5.2 By far the majority of exclusions occurred in secondary schools (83%), and the most common reason given was persistent disruptive behaviour. Persistent disruptive behaviour was the category with the most growth, and there was also a sharp rise in those permanently excluded for physical assault against another pupil.

5.3 Over the last 10 years, the rate of permanent exclusions from state-funded primary, secondary and special schools followed a downward trend until 2012/13, when it began to rise. The rate has continued to rise but is still lower than it was at its peak in 2006/07.

5.4 There are concerns that the rise is due to cuts to school budgets resulting in less individual support available in the classroom for early intervention and

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https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/726741/text_exc1617.pdf

behaviour prevention. Cost pressures may result in exclusions taking place that could be averted if sufficient resource was available for preventative work. At the same time, cuts to council funding means that support services for vulnerable families are being scaled back, putting additional pressure on schools. Schools also face pressure to improve exam results and boost their position in league tables.

- 5.5 A study by the Institute of Public Policy Research estimates that excluding a child from school costs the taxpayer £370,000 in the long term². This would place the cost of exclusion in England in 2016/17 at around £2.8bn.

6. Lewisham's schools

- 6.1 Lewisham has 73 primary schools, 14 secondary schools and 6 special schools³ educating approximately 41,000 pupils. A list of schools can be found at Appendix B.

7. Exclusions: the picture in Lewisham

- 7.1 In 2016/17 there were 63 permanent exclusions and 1,436 fixed term exclusions from Lewisham's secondary schools, 232 fixed term exclusions from primary schools, and 164 fixed term exclusions from special schools. The table below expresses these figures as a 'rate' which is calculated as a percentage of the number of pupils (headcount) in January 2016, and compares the rate with rates across Inner London, London as a whole and England.

Type of Exclusion	Lewisham	Inner London	All London	England
Permanent (secondary only)	0.43	0.21	0.19	0.2
Fixed period - primary	0.91	0.92	0.83	1.37
Fixed period - secondary	9.71	8.27	7.5	9.4
Fixed period - special	28.82	17.31	15.51	13.03

Permanent exclusions

- 7.2 All of Lewisham's exclusions were from secondary schools. Lewisham primary schools and special schools do not permanently exclude pupils. In 2016/17 Lewisham was the highest excluding inner London borough, permanently excluding 63 pupils during the course of the academic year. This made Lewisham the second highest of the London boroughs for permanent exclusions, and the highest inner London borough.

² Making the Difference: Breaking the Link between school exclusion and social exclusion. IPPR, October 2017

³ Independent schools operating within the borough are not included in these figures.

- 7.3 The committee should note that the most recent figures (for the academic year 2017/18) indicate a decline in Lewisham's permanent exclusion rate and more detailed information can be found in the Annual Report on Attendance and Exclusions.

Fixed term exclusions

- 7.4 Lewisham primary schools, secondary schools and special schools all use fixed period exclusion as a behaviour sanction. Based on the 2016/17 figures published by the Department for Education (DfE):

Secondary schools

- 7.4.1 Lewisham has a higher rate of fixed period exclusions than the inner London and London rates, but lower than the national rate.

Primary schools

- 7.4.2 The rate of fixed period exclusions in Lewisham's primary schools is broadly in line with the inner London average, and below the national rate.

Special schools

- 7.4.3 The rate of fixed period exclusion in Lewisham special schools is more than double the national rate, and significantly higher than both the inner London and London rates. The number of special school pupils receiving fixed period exclusions is lower than the number of exclusions, which means that some pupils are being excluded on more than one occasion. In 2016/17, 164 fixed period exclusions were issued to 77 pupils – a rate of 13.53, which is higher than the inner London and London rates of 6.22 and 4.98 respectively, and the England rate of 5.09.

8. Unofficial exclusions and off-rolling

- 8.1 There are no documented cases of unofficial exclusions and off-rolling from Lewisham schools but certainly Lewisham residents in out of borough schools have experienced this and it is an important area for the Committee to examine.

9. The law governing exclusions

- 9.1 The DfE provides a comprehensive guide to the legislation that governs the exclusion of pupils from local authority maintained schools, academies and pupil referral units⁴.
- 9.2 Head teachers and governing bodies must take account of their statutory duties in relation to special educational needs when administering the exclusion process. Schools must also comply with the Equality Act 2010.

⁴ <https://www.gov.uk/government/publications/school-exclusion>

Schools can exclude pupils with protected characteristics⁵, but not because of those protected characteristics.

10. Legal duties when a child is excluded

- 10.1 In the case of both permanent and fixed term exclusion, the school must set and mark work for the first five school days.
- 10.2 The parents must keep the child indoors during school hours.
- 10.3 School governing boards are responsible for arranging education for fixed term exclusions longer than five days.
- 10.4 For permanent exclusions, the local authority must arrange full-time, supervised education from the sixth consecutive school day onwards. Full-time education means offering English and maths as part of 21 to 25 hours of guided learning per week.
- 10.5 In reality, it is rarely possible for alternative provision to be in place on the 6th day. The Annual Report on Attendance and Exclusions provides more details.

11. Reasons for exclusion

- 11.1 Information on the reasons for exclusion are provided in the Annual Report on Attendance and Exclusions.

12. Does exclusion work?

- 12.1 Sometimes exclusion can be necessary to ensure the safety of pupils. As a disciplinary measure, it can be effective. In a report by Barnardo's entitled "Not present and not correct: understanding and preventing school exclusions" it states:

"Occasionally exclusion is a necessary disciplinary measure which, used sparingly, could shock a child into behaving better and temporarily resolve problems in the classroom."

- 12.2 However, there is a wealth of evidence⁶ that in many cases, rather than improving behaviour, exclusion creates further problems or exacerbates existing issues, for example:
 - Pupils returning after a fixed term exclusion can feel socially isolated and the absence from school does nothing to fix relationship problems

⁵ The protected characteristics under the Equality Act 2010 are: sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity.

⁶ Barnardos (2010), Daniels et al (2003), DCSF (2003), Hayden and Dunne (2001), Berridge et al (2001), McAra and McVie (2010), Parsons (1999) (2009)

- Falling behind on work – the quality and quantity of work sent home varies, and the excluded pupil may have minimal supervision outside of school
- Giving the message that it is ok to give up and walk away – particularly unhelpful if the pupil is already demotivated by living in poverty or struggling academically
- Exclusion is especially detrimental to those with chaotic family lives – for some children, school is the only stability they have
- Time out of school while alternative provision is arranged can give young people more opportunity to get involved in gang activity and risk-taking behaviour. Research shows links between time out of school and offending behaviour⁷
- Exclusion itself does little to help the child/young person to recognise the consequences of their behaviour
- Children with poor attendance already feel alienated from school. Further time out of school for disruptive behaviour does not help attendance or the pupil's attitude to school.

“For children who really struggle at school, exclusion can be a relief as it removes them from an unbearable situation with the result that on their return to school they will behave even more badly to escape again. As such, it becomes an entirely counterproductive disciplinary tool as for these children it encourages the very behaviour that it intends to punish. By avoiding exclusion and finding other solutions to poor behaviour, schools can help children's mental health in the future as well as their education.”

Professor Tamsin Ford, child and adolescent psychiatrist, University of Exeter

12.3 For the child that is excluded, the impact of exclusion is significant and can have lifelong implications. School exclusion is linked to poor outcomes in terms of:

- mental health – research by University of Exeter found high incidences of deliberate self-harm among excluded young people. They also found that poor mental health can lead to exclusion, and exclusion can trigger new onset mental illness and exacerbate existing conditions⁸
- educational attainment – nationally, just 1% of excluded young people achieve five good GCSEs including English and maths. The majority of excluded children are not enrolled in the two core GCSEs of English and maths.⁹
- employment - without qualifications, employment prospects are significantly reduced. A DfE report¹⁰ from February 2018 highlighted that young people who had attended alternative provision were more likely to be long term NEET.

⁷ McAra, L (2004), Berridge et al (2001)

⁸ University of Exeter, Parker et al 2016

⁹ DfE 2017

¹⁰

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/679535/Characteristics_of_young_people_who_are_long_term_NEET.pdf

- criminal behaviour – the majority of UK prisoners were excluded from school. According to a study by the Ministry of Justice in 2012, 63% of prisoners reported being temporarily excluded from school, and the 42% had been permanently excluded. Excluded prisoners were more likely to be repeat offenders than other prisoners.¹¹

“Children who are taught in alternative settings, rather than in mainstream education, have terrible prospects. Just 1.1 per cent of this group get five good GCSEs.”

UK Poverty 2017: Ladders of opportunity keynote speech by Robert Halfon MP

13. Exclusion affects different groups differently

13.1 Exclusion affects a relatively small minority of pupils. However, it raises equalities issues as some groups of pupils are over-represented in exclusions, particularly:

- boys
- Black Caribbean or Mixed Black Caribbean/ White ethnicity
- entitled to free school meals
- Pupils with Special Educational Needs and Disabilities (SEND)

“If you were a Black African-Caribbean boy with special needs and eligible for free school meals you were 168 times more likely to be permanently excluded from a state-funded school than a White girl without special needs from a middle class family.”

Office of the Children’s Commissioner 2012

13.2 Nationally in 2016/17, pupils eligible for and claiming free school meals (FSM) were four times more likely to experience permanent or fixed-period exclusions. Black Caribbean pupils were three times more likely to be permanently excluded compared with white British pupils, and pupils with special educational needs and disabilities (SEND), accounted for almost half of all permanent and fixed exclusions.

13.3 Evidence relating to the rates of exclusion among different groups of pupils in Lewisham can be found in the Annual Report on Attendance and Exclusion.

14. Meeting the criteria for a review

14.1 A review into recruitment and retention of staff in schools meets the criteria for carrying out a scrutiny review, because:

¹¹ www.publications.parliament.uk/pa/cm201011/cmselect/cmeduc/516/51605.htm#n33 and Summerfield A (2011) Children and Young People in Custody 2010–11. London: HM Inspectorate of Prisons and Youth Justice Board (referenced in www.centreforsocialjustice.org.uk/publications/no-excuses)

- it is a strategic and significant issue
- a scrutiny review would be timely and will add value. The findings will feed into the on-going work being undertaken by the Children and Young People (CYP) Directorate into reducing the number of exclusions. The Department for Education is in the process of carrying out a review of exclusions, which is due to report later this year. The findings of the DfE report could feed into this review.

15. Key lines of enquiry (KLOE)

15.1 It is proposed that the review looks to find good practice examples of where alternatives to exclusion are working well, with a focus on fixed term exclusions from special schools, and permanent exclusions from secondary schools, and how this can be embedded and replicated. The review will draw on expert studies and their findings.

“What does good practice look like in preventing and managing exclusions and how can this be successfully embedded and emulated?”

15.2 Evidence from outside Lewisham

- What does successful early intervention look like? How early is early enough?
- What examples are there of innovative practice in behaviour management?
- What alternatives are there to exclusion and what evidence exists as to their effectiveness?
- What are the lowest excluding schools and local authorities doing to reduce their exclusion rate?
- Why are some groups more likely to be excluded than others and what can schools and the local authority do to address this?

15.3 Evidence from Lewisham

- What is the council’s role in respect of school exclusions?
- What is the practice in Lewisham schools in relation to behaviour management and early intervention? What evidence is there that these practices work?
- What happens when a pupil is excluded – what process is followed, what right of appeal does the pupil/ parents have, what support is available?
- What can we learn from pupil and parent experiences of exclusion in Lewisham?
- What does best practice look like in engaging parents and pupils effectively in the exclusions process?
- What evidence is there of unofficial exclusions, including off-rolling, in Lewisham schools?

- What are the drivers behind the variation in the exclusion rates between schools with a similar intake?
- Why is the fixed term exclusion rate from Lewisham special schools high, and what is being done to reduce it?
- How are excluded pupils supported through reintegration, whether to the school they were excluded from, or a when starting a new school?
- How are excluded pupils supported to reduce their risk of further exclusions?
- What are Lewisham schools doing to reduce inequalities in school exclusion?

16. Timetable

16.1 The Committee is asked to consider the outline timetable for the review set out below.

16.2 First evidence session (17 October 2018)

- Case study evidence of good practice in reducing exclusions
- Expert evidence on how to reduce inequalities in exclusions
- Officer report setting out the council's role in respect of school exclusions

16.3 Visits (October – February 2018)

- Visits to a range of secondary/ primary and special schools in the borough
- Visit to other boroughs
- Hearing the experiences of excluded pupils and their families

16.4 Second evidence-taking session (6 December 2018)

- Officer report summarising the evidence gathered on visits

16.5 Recommendations and final report (13 March 2019)

- Committee to consider a final report presenting all the evidence taken and agreeing recommendations for submission to Mayor and Cabinet.

17. Further implications

17.1 At this stage there are no specific financial, legal, environmental or equalities implications to consider. However, each will be addressed as part of the review.

Background Papers

Annual Report on Attendance and Exclusions, 5 September 2018

How to carry out an in-depth review



List of Lewisham Schools

SPECIAL SCHOOLS

Abbey Manor College - the Pupil Referral Unit (PRU) for pupils age 11-18

Brent Knoll School - for children age 4-16 with autism and social, communication and interaction difficulties

Drumbeat - for pupils aged 5–19 with Autistic Spectrum Disorder (ASD)

Greenvale– secondary school for pupils with severe learning difficulties or profound and multiple learning difficulties

New Woodlands - a primary school for pupils aged 4 to end of Key Stage 3 (year 9). It caters for those with behavioral, emotional and social difficulty

Watergate for pupils with severe learning difficulty and profound and multiple learning difficulty

SECONDARY SCHOOLS

Addey and Stanhope Secondary School

Bonus Pastor Catholic College

Conisborough College

Deptford Green School

Forest Hill School

Haberdasher Aske's Hatcham College

Haberdasher Aske's Knights Academy

Prendergast Ladywell School

Prendergast School

Prendergast Vale School

Sedgehill Secondary School

St Matthew Academy

Sydenham Secondary School

Trinity Church of England School

PRIMARY SCHOOLS

Adamsrill Primary School

All Saints' Church of England Primary School

Ashmead Primary School

Athelney Primary School

Baring Primary School

Beecroft Garden Primary School

Brindishe Green Primary School

Brindishe Lee Primary School

Brindishe Manor Primary School

Childeric Primary School

Coopers Lane Primary School

Dalmain Primary School

Deptford Park Primary School

Downderry Primary School

Edmund Waller Primary School

Elfrida Primary School
Eliot Bank Primary School
Fairlawn Primary School
Forster Park Primary School
Good Shepherd Catholic Primary School
Gordonbrock Primary School
Grinling Gibbons Primary School
Haberdashers' Aske's Hatcham College – Temple Grove (primary school)
Haberdashers' Aske's Knights Academy (primary phase)
Haberdashers' Aske's Hatcham College – Temple Grove Free School
Haseltine Primary School
Holbeach Primary School
Holy Cross Catholic Primary School
Holy Trinity CE Primary School
Horniman Primary School
John Ball Primary School
John Stainer Primary School
Kelvin Grove Primary School
Kender Primary School
Kilmorie Primary School
Launcelot Primary School
Lucas Vale Primary School
Marvels Lane Primary School
Myatt Garden Primary School
Our Lady and St Philip Neri RC Infant School
Our Lady and St Philip Neri RC Junior School
Perrymount Primary School
Prendergast Primary
Prendergast Vale School (primary phase)
Rangefield Primary School
Rathfern Primary School
Rushey Green Primary School
Sandhurst Infant School
Sandhurst Junior School
Sir Francis Drake Primary School
St Augustine's Catholic Primary School and Nursery
St Bartholomew's CE Primary School
St George's Church of England Primary School
St James' Hatcham CE Primary School
St John Baptist CE Primary School
St Joseph's Catholic Primary School
St Margaret's Lee CE Primary School
St Mary Magdalen's Catholic Primary School
St Mary's CE Primary School
St Matthew Academy (reception to Year 6)
St Michael's CE Primary School
St Saviour's RC Primary School
St Stephen's CE Primary School
St William of York Catholic Primary School
St Winifred's Catholic Infant School

St Winifred's Catholic Primary School
Stillness Infant School
Stillness Junior School
Tidemill Academy
Torridon Infant School
Torridon Junior School
Trinity Lewisham CE School (primary phase)
Turnham Primary School

Children and Young People Select Committee			
Title	Lewisham Attendance and Exclusions	Item No	5
Contributors	Ruth Griffiths, Service Manager – Access Inclusion and Participation		
Class	Part 1	Date	5 th September 2018

1. Purpose of report

- 1.1 As part of its work programme the Committee has requested a report on Lewisham’s Attendance (absence, persistent absence and Children Missing Education) and exclusion performance indicators and outcomes. Officers produce this report annually as part of accountability and performance monitoring.
- 1.2 This report sets out the context, legal framework and position in relation to attendance (absence, persistent absence and Children Missing Education) and exclusions in Lewisham. It also provides an analysis of Lewisham performance indicators and the actions that the local authority and Lewisham education providers are taking to effect progress.

2. Recommendations

The Select Committee is asked to note and comment on the outcomes of the extensive work programme to support and safeguard our most vulnerable children and young people which has:

- improved levels of attendance of children and young people in Lewisham schools and attending Lewisham Alternative Provision.
- reduced the number of fixed term and permanent exclusions from Lewisham secondary schools.
- increased in the number of children and young people who are reintegrated back in to Lewisham Schools.

3. Summary

- 3.1 Nationally published figures are only available for 2016/17. Lewisham schools attendance (primary and secondary) was above or almost in line with national averages. Lewisham primary schools were better than London and national averages. Lewisham secondary schools were better than national averages. In 2016/17 Lewisham secondary schools persistent absence was better than national averages. However Lewisham primary schools persistent absence still needs to improve as we remained behind national and London averages.
- 3.2 There were no permanent exclusions from Lewisham primary schools. The 2016/17 data show some improvements in permanent exclusions from Lewisham secondary schools but we were still well behind national and London averages. Provisional 2017/18 figures show Lewisham secondary schools to have improved substantially, with a significant reduction in permanent exclusions.

4. Policy context

4.1 **The Lewisham's Children and Young People's Plan 2015 – 2018: Together with families, we will improve the lives and life chance of the children and young people in Lewisham.**

Six specific areas have been prioritised to raise the attainment and achievement of secondary age pupils and young people. These are providing sufficient school places, improving achievement at school, attendance at school, engagement post-16, attainment post-16 and LAC attainment. All six priority areas, like the plan's main outcome areas, are underpinned by the SEND Strategy to deliver outstanding and inclusive improvement.

4.2 **AA3: Improving and maintaining attendance and engagement in school at all key stages, including at transition points.**

- To increase attendance at primary and secondary schools from our performance in all measures to be in line with the London average by 2018.
- To reduce exclusions at secondary schools from our performance to be in line with the London average by 2018.

4.3 **Update on the Lewisham Alternative Education Provision Review**

The Children and Young People Directorate carried out a review of the strategy, structures and systems for Alternative Provision at all Key Stages and this concluded in April 2016.

The review aimed overall to improve the Alternative Provision model, over the next three years (2016-19), to better meet the needs of children and young people in Lewisham. The following recommendations are specifically linked to this report:

- **Key Action 1:** Implement a programme to reduce the number of fixed term and permanent exclusions from Lewisham secondary schools.
- **Key Action 2:** Implement a programme to increase the number of children and young people who are reintegrated back in to Lewisham Schools.
- **Key Action 3:** Implement a programme to improve levels of attendance of children and young people attending Lewisham Alternative Provision.

This report provides the detail of the progress in relation to the key actions which are monitored by the Lewisham Inclusion Board that meets every six weeks.

5. **The legal framework for the attendance and exclusions (fixed and permanent)**

5.1 **What are the legal requirements on local authorities in relation to school attendance?**

Details on the legislative requirements are set out in **Appendix 1** but they can be summarised as:

The government expects schools and local authorities to:

- Promote good attendance and reduce absence, including persistent absence;
- ensure every pupil has access to full-time education to which they are entitled;
- act early to address patterns of absence;
- encourage parents to perform their legal duty by ensuring their children of compulsory school age who are registered at school attend regularly; and
- ensure all pupils to be punctual to their lessons.

5.2 **What are the legal requirements on local authorities in relation to pupil exclusion?**

Details on the legislative requirements are set out in **Appendix 2** but they can be summarised as:

- The legislation governs the exclusion of pupils from: maintained schools; Academy schools / Free Schools; Alternative Provision Academies / Free Schools; and pupil referral units in England.
- The primary legislation provides for statutory guidance to head teachers; governing bodies; local authorities; Academy Trusts; independent review panel members;

independent review panel clerks; and special educational needs experts must have regard when carrying out their functions in relation to exclusions.

6. Background - the Lewisham context

6.1 Authorised absence is absence with permission from a teacher or other authorised representative of the school. This includes instances of absence for which a satisfactory explanation has been provided . E.g. Illness.

Unauthorised absence is absence without permission from the school. This includes all unexplained or unjustified absences and arrivals after registration has closed.

Persistent absence is when a pupil enrolment's overall absence equates to 10 percent or more of their possible sessions.

6.2 Lewisham absence data 2016/17

The total school absence (authorised and unauthorised) across all Lewisham schools remained at **4.5 per cent**. This was better than England at **4.7 per cent**, close to London and Inner London at **4.4 per cent** for 2016/17.

The total absence from **primary** schools (unauthorised and authorised) in Lewisham has remained at **3.9 per cent**. Total absence for primary was better than England, London and Inner London all at **4 per cent** for 2016/17.

The total absence from secondary schools (authorised and unauthorised) in Lewisham has remained **5.2 per cent**. Total absence is better than England at **5.4 per cent**, but worse than London at **5 per cent** and Inner London at **4.9 per cent** for 2016/17.

The overall absence in Lewisham special schools was **9.2 per cent**, better than Inner London and London at **9.8 per cent** and better than England at **9.7 per cent** for 2016/17.

6.2 Summary of absence (2016/17)

	Lewisham %	Inner London %	London %	England %
Total school absence (authorised and unauthorised)	4.5	4.4	4.4	4.7
Total absence from primary schools (unauthorised and authorised)	3.9	4	4	4
Total absence from secondary schools (authorised and unauthorised)	5.2	4.9	5	5.4
Total absence in special schools (authorised and unauthorised)	9.2	9.8	9.8	9.7

6.3 Lewisham persistent absence data 2016/17

The total persistent absence from **all schools** in Lewisham was **11 per cent** and slightly worse than 2015/16 at **10.8 per cent**. This is worse than Inner London at **10.2 per cent**, London at **10 per cent** and England at **10.8 per cent** for 2016/17.

The **primary** persistent absence rate in Lewisham was **9.3 per cent** and worse than 2015/16 at **8.8 per cent**. This is worse than Inner London at **8.6 per cent**, London and England at **8.3 per cent** for 2016/17.

The **secondary** Persistent Absence rate in Lewisham was **12.6 per cent** and better than 2015/16 at **13.4 per cent**. This is worse than Inner London at **11.7 per cent**, London at **11.9 per cent**, but better than England at **13.3 per cent** in 2016/17.

The **special school** Persistent Absence rate in Lewisham was **31.6 per cent** and worse than 2016/17 at **24.7 per cent**. This is worse than inner London at **30.7 per cent**, London at **30.3 per cent** and **England at 28.5 per cent** for 2016/17.

The Lewisham Attendance Service has introduced the “Workbook” designed to identify and target persistent absentees with interventions including school panel meetings and pre-court meetings. This has been a strong focus of activity in 2017/18.

6.4 Summary of persistent absence (2016/17)

	Lewisham %	Inner London %	London %	England %
Total school persistent absence (authorised and unauthorised)	11	10.2	10	10.8
Total persistent absence from primary schools (unauthorised and authorised)	9.3	8.6	8.3	8.3.
Total persistent absence from secondary schools (authorised and unauthorised)	12.6	11.7	11.9	13.3
Total persistent absence in special schools (authorised and unauthorised)	31.6	30.7	30.3	28.5

6.5 A key action from the Lewisham Alternative Provision Review was to improve the attendance at the Lewisham PRU (Abbey Manor College). Pupil absence at the Lewisham PRU appears at first sight to have worsened from 15/16.¹ The First Statistical Release 2016-17 shows overall absence at **32.4 per cent** which was better than national at **33.9 per cent** and is closing the gap against London at **27.9 per cent**. The increase in absences figures between 2015/16 and 2016/17 is recognised as a result of improved and rigorous monitoring of attendance at Abbey Manor College. There is now a dedicated Attendance Team supported by a local authority Attendance Officer to ensure effective interventions for tackling non-attendance.

PRU Absence %	2013/14	2014/15	2015/16	2016/17
Lewisham	44.5	37.0	27.6	32.4
London	27.8	27.1	27.2	27.9
National	31.4	31.1	31.7	33.9

(Terminology and factors affecting attendance can be found in Appendix 5)

6.6 Lewisham’s locally collected data 2017/18

The Attendance Service collects data half termly via a ‘workbook’ from those schools that buy into the Lewisham traded service. Data provided relates to the first four half- terms ?? of the academic year 2017/18 and is an initial indicator until the formal data is released by the DfE in October 2018. The workbook is used to monitor current absence data to provide the school and local authority with accurate information to enable the school to take quick action to address absence concerns. Schools that were Ofsted inspected during 2017/18 including those whose absence rates which were lower than the national average, were able to demonstrate good practice to Ofsted with the workbook showing evidence of satisfactory or better monitoring.

Locally collected data for the first four half- terms ?? for the 2017/18 academic year shows that:

¹ SFR55_2017 and is Autumn and Spring terms data.

- Lewisham primary schools have better attendance and lower persistent absence rates than 2016/17 national averages.
- Lewisham secondary schools have better attendance and lower persistent absence rates than 2016/17 national averages.
- All five Lewisham special schools and the PRU report attendance better than the 2016/17 national average in both overall attendance and persistent absence rates.

6.7 **Statutory local authority attendance, enforcement and safeguarding for all Lewisham local authority maintained schools and academies**

The service has responsibility to deliver statutory duties on behalf of Lewisham local authority and include:

- Tracking and preventing Children Missing Education.
- Enforcing and licensing Child Employment and Performance.
- The administration of Penalty Notices.
- The investigation and implementation of statutory attendance enforcement.
- A register audit at each school on an annual basis.

6.8 **Register audits - 2017/18**

As part of the strategic plan to support schools to improve levels of attendance, reduce persistent absence and to comply with the local authority's statutory duties all schools in Lewisham are offered a register audit.

The primary and secondary school audits were undertaken in spring and summer 2018. The audits fulfil the statutory function to ensure that schools comply with legal requirements in keeping admission and attendance registers.

Only four schools did not meet all the statutory aspects and failed on areas such as:

- Incorrect coding of Reception pupils.
- Incorrect coding of off-site pupils.
- No forwarding information for former pupils – i.e. new school/new country.

However since the audit these schools have either rectified the issues or are being supported by the Attendance Service to do so.

Overall there is evidence of very good practice in schools in a number of areas. The audits have also identified good practice, common areas for improvement as well as a small number of safeguarding concerns. There are several learning points from this exercise and these include:

- More schools are meeting all statutory functions.
- Home visits to Reception children before they start are generally in place and is good practice.
- No Looked After Child's attendance is less than 90 per cent.
- There is improved practice with regards to off-rolling and use of coding.
- The audit is a good opportunity to monitor attendance and persistent absence, particularly with Lewisham schools that do not have a Service Level Agreement with the Lewisham Attendance Service.

6.9 **Recommendations and learning points from register audits**

- Consider further streamlining the audit tool as:
 - Some questions repeat themselves using different text; and
 - the information held on 'Scolar Packs' front page answers five of the questions currently asked.

This will ensure that the audit offers best and good practice as an enhanced tool.

- Consider reviewing the timing of audits – e.g. every two years for those schools that achieve 100 per cent?
- PRUs and special schools will be audited annually.

- Attendance Officers will audit their allocated schools.
- Ensure the collection of absence and persistent absence figures from all schools as part of the audit.

6.10 **Statutory Interventions in relation to non-attendance**

The service uses the Lewisham staged intervention model. The model allows for a holistic approach that balances enforcement with support. It also ensures that there is a comprehensive audit trail of interventions that may be used in court for successful fines and prosecutions.

6.11 **Lewisham local authority Service Level Agreement (SLA) to maintained schools and academies**

Lewisham's model of attendance intervention support to schools is set out in a three stage single framework. This enables the local authority to provide a service to schools and academies to help support our vulnerable children and improve overall attendance, achievement and attainment. In 2017/18 - 50 Lewisham schools purchased attendance support through the SLA from the Attendance Service.

When a school purchases the service, an Attendance Officer is appointed to identify how the school can effectively address specific concerns. An action plan is agreed and reviewed on a termly basis to meet the needs of the school during the academic year.

6.12 **Traded offer – casework analysis**

The table below gives a summary of the different options that schools procure as part of the SLA ranging from a regular day every week for an academic year to a set number of days across the academic year. In 2016/17 - 62 Lewisham schools bought the SLA and in 2017/18 it was 50 schools. The reduced SLA buy in is due to a 'nobble' in the capacity within the Attendance Service due to reorganisation. However indications for 2018/19 show a likely increase in Lewisham schools buying the SLA.

6.13 In addition to statutory and traded work the Service supports other areas of work including:

- Cases referred from Children at Risk Panel
- Complaints
- Complex cases
- Elective home education
- Exclusion
- Special educational needs
- Workbook
- Network meetings

6.14 **Primary and secondary network meetings for school attendance leads**

There is an established schools network forum comprising primary, secondary and local authority attendance officers which meets half termly. The forum is designed to ensure consistent practice and to contribute to workforce development as well as offering networking opportunities. The forum has been well attended and enabled school attendance leads to discuss concerns and determine agenda items. In the 2017/18 academic year the Attendance Service presented guidance in the following areas:

- | |
|--|
| <ul style="list-style-type: none"> ▪ Legal processes. ▪ New data driven approach to recording and analysing absence and persistent absence. ▪ Updating register audits. ▪ Children Missing Education. ▪ MASH and Safeguarding thresholds. ▪ No recourse to public funds. |
|--|

- Secondary transition attendance information sharing.

6.15 **What is already happening to improve attendance in Lewisham (since September 2017)?**

- There have been termly primary and secondary network leads meetings taking place - discussing a variety of topics.
- The Attendance Service is instrumental to the Children at Risk Meeting to offer a multi-agency approach to the most challenging cases.
- The processes around Children Missing Education referrals continue to be streamlined which have so far provided for a quicker turn-around period.
- The persistent absence workbook training has been completed and will now be implemented in 56 schools in Lewisham from September 2018.
- Initial data shows an improvement in absence and persistence absence data for those schools using the workbook
- Over 170 pre-prosecution meetings have been held since September 2017 resulting in more than 160 cases that have shown improved attendance following a monitoring period.
- 14 cases were successfully presented at Magistrates Court during the 2017/18 academic year.
- 324 Penalty Notices for unauthorised holiday or low level unauthorised absence and 227 Penalty Warnings for low level absence prior to a Penalty Notice have been issued.

6.16 **Further actions planned for 2018/19**

- Collect and analyse local data on absence and persistent absence for all Lewisham schools.
- Offer training to all Lewisham schools on improving persistent absences rates.
- Improve consistency and quality of performance management in relation to the collection and analysing of schools' half termly data.
- Improve service delivery and increase customer satisfaction with buy in schools and monitor through customer satisfaction survey.
- Improve communication and marketing of the Attendance Service.
- Strengthen relationships with strategic partners including: local authority schools; children's social care; Fair Access; Hospital Outreach Programme (HOP); alternative education providers; (AP); health; children's social care; legal services; Youth Offending Service (YOS); Police; other local authorities.

7. **Children Missing Education (CME)**

The Attendance Service is responsible for the local authority's statutory work in relation to CME. The Service has robust procedures and policies in place to enable the Service to meet the duty in relation to these children. The Service

- has a named person to whom schools and other agencies can make referrals; and
- undertakes regular reviews and evaluates the processes to ensure that these continue to be fit for purpose in identifying and dealing with CME in Lewisham.

7.1 **Statutory Definition of a Child Missing Education**

A Child Missing from Education is defined by the DfE as:

“a child of compulsory school age who is not on a school roll, nor being educated otherwise (e.g. privately or in alternative provision) and who has been out of any educational provision for a substantial period of time (usually four weeks or more)”.

“all children, regardless of their circumstances, are entitled to a full-time education which is suitable to their age, ability, aptitude and any special educational needs they may have.”²

Children Missing Education (CME) are at significant risk of underachieving, being victims of abuse, and becoming NEET (not in education, employment or training) later on in life.

Lewisham implements systems to establish the identities of children of statutory school age in Lewisham, as far as it is possible to do so, who are not registered pupils at a school, and are not receiving “suitable education” otherwise than at school³.

“Suitable education” means efficient full-time education suitable to the child’s age. Children Missing from Education should not be confused with:

- Children who are on roll at a school but are not attending regularly; in this case the individual’s school Attendance and Welfare Officer should be involved or a referral made to the Attendance Inclusion and Participation Service;
- Children who are Electively Home Educated (EHE); and
- Children whose parents have applied for a school place and the application is being managed through the Admission procedures.

7.2 Analysis of data of Lewisham CME referrals 2017/2018

This is taken from the whole academic year August 2017 to July 2018 and comparable data is also included from the previous academic year (2016/17).

There was a total of 433 case referrals and 394 closures 2017/18. 39 cases remain open and several of those are potential cold cases. In comparison there were 365 referrals last academic year (September 2016 and July 2017). These cases vary and are monitored by reason, year group and ethnicity.

Of the 394 cases that the Attendance Service has closed this year:

- 200 (51 per cent) were closed within seven days.
- 122 (31 per cent) were closed within four weeks.
- Over 80 per cent of cases were closed within one month.

This is a 30 per cent improvement on 2016/17 and exceeds the 2017/18 targets on closing 50 per cent of cases within one month.

The remaining 72 cases were closed within the academic year, with 58 (15 per cent) between one to three months. Finally the last 14 cases (4 per cent) closed between three months and a year. The aim for 2018/19 is to close all cases within three months. **(See Appendix 4: Table A)**

7.3 Ethnicity

Of the referrals by ethnicity the highest group is British, the next is European. The aim of lowering of the ‘unknown’ ethnicity numbers was achieved. The number reduced from 62 per cent unknown/not recorded in 2016/17 to 17 per cent 2017/18. The aim for next year will be to reduce this further. **(See Appendix 4: Table B)**

7.4 Gender referrals

² Children Missing Education statutory guidance for local authorities September 2016

³ Section 436A of the Education Act 1996 (amended – Education and Inspections Act 2006)

The 2017/18 male/female ratio is 218 male to 176 female (45 per cent). This is very similar to 2016/17 but with males going from 54 to 55 per cent.

7.5 **Referrals by month**

The highest number of referrals were received between September and November 2017, with 47 per cent of all referrals coming in these three months, which is to be expected. However, there is still quite an even spread of referrals being submitted. With the exception of January 2018 when a spike occurred. The CME Officer will monitor this trend in 2018/19. **(See Appendix 4: Table C)**

7.6 **Who is referring?**

Lewisham schools are responsible for 72 per cent which is a big increase from 2016/17 at 45 per cent. The local authority and other Lewisham departments replaces the Lewisham Admissions Team as the second highest referrals with 15 per cent of referrals.

7.7 **Reasons for referral**

The highest referral category is “stopped attending” at 41 per cent, this is slightly higher than 2016/17. Six per cent come from Lewisham Admissions as parents have not provided proof or not taking up a school place. This biggest increase in 2017/18 is referrals for pupils that may have moved abroad, this accounts for 22 per cent. 16 per cent of pupils have moved out the Borough with 9 per cent moving in. One per cent of the reasons are unknown, this is a massive drop from 2017/18 27 per cent. **(See Appendix 4: Table D)**

7.8 **Reason for closure**

The highest reason is that a child has been confirmed as moved abroad with 48 per cent of all cases, this is a 17 per cent increase from 2016/17. The next group is 26 per cent, these are pupils who have either been confirmed as living in another borough or are on roll at another local authority’s school. 16 per cent of cases are closed when the Service confirmed a pupil is either on roll in a Lewisham school or their application has been received by Lewisham Admissions.

There is currently only one cold case this year, this is when CME have taken a case as far as it can be but still cannot locate the pupil. 10 checks are undertaken to try and find all pupils. The Service is able to close cases of pupils who have moved abroad quickly as we continue to have a relationship with the National Border Force who can confirm through passport checks that the child has officially left a UK border.

7.9 **Referrals by year group**

Of the 394 cases referred in 2017/18 there is not a significant pattern except that there is a sharp drop in referrals in Years 6, 10 and 11. The higher referrals in Year 1 and Year 7 could be attributed to parents moving from the allocated schools. **(See Appendix 4: Table E)**

7.10 **Summary of findings**

One of the most significant findings in 2017/18 is that nearly three-quarters of the closed cases are due to mobility. With 290 cases being closed as the pupil and family were found in another school, county or country. This is up from 199 mobility cases 2016/17. The relationship with the Border Force continues to be valuable as it enables the Service to close cases in a speedier manner and provide the Service the opportunity to liaise with other services abroad if there are other areas of concern.

The CME Service has reduced the number of unknowns quite dramatically this year with a 45 per cent drop in unknown ethnicity and a 15 per cent drop in reasons given for the referrals. This is due to a better referral sheet and more stringent monitoring and chasing up school colleagues.

In 2017/18 - 41 per cent of referrals are being classified as “stopped attending”. Though this has dropped from 2016/17 - 75 per cent, this is still too high. The CME Officer has sent 133 emails to schools explaining that a potential CME is a non-attendance issue. Therefore, it seems that there may still be a lack of communication between schools and families before a CME referral is made. More pre-referral work is needed to ascertain that the pupils is actually CME. The CME Officer has provided training on this at Attendance Network meetings and provided corporate training three times this year.

Comparing the numbers of referrals from 2016/17 to 2017/18 shows changes in all areas:

- Lewisham Admissions made 27 in 2017/18 compared to 70 in 2016/17.
- Referrals from other boroughs have decreased from 56 referrals in 2016/17 to 12 in 2017/18. This is due to better relationships with surrounding local authorities which has enabled faster results.
- However, referrals from Lewisham schools have increased from 166 to 288. This could show that schools have greater confidence in the CME Service as better avenues of information have been developed.
- Other inter-agency referrals have reduced but this is due to them being able to make contact with CME officer who is able to answer questions quickly and effectively.
- The total number of referrals increased from 365 last year to 433 this year. This has come with an increased understanding schools and expectation of the CME Service to close cases quicker.

7.11 Recommendations

- The Children Missing Education and Off-Rolling Guidance for schools and the CME procedures for schools are being revised and will be presented at the joint Secondary and Primary Network Leads Meeting, at the network meetings and disseminated through the Schools Mailing in 2018/19.
- Provision of training to schools on referrals and relationships with families.
- Further work to refine casework timescales to work towards meeting a 50 per cent closure within one month and 100 per cent of cases being open for only three months.
- Usage of the work flow on the electronic management system that will endure that time scales are being adhered to.
- To continue cross borough working that has been established last year with neighbouring Boroughs to help close CME's quicker when only “soft” intelligence is available.

8. Exclusions (fixed and permanent) and reintegration

8.1 What are exclusions? The definitions

There are two types of exclusion – fixed period (suspended) and permanent (expelled). Lewisham schools are responsible for providing high-quality education provision for all children on their roll. Where it is necessary to exclude a child or young person for a fixed period, schools should set and benchmark work for the first five school days.

A fixed period exclusion is where a child or young person is temporarily removed from school. If the exclusion is longer than five school days, the school is responsible for arranging full-time education from the sixth school day onwards. A child can only be removed for up to 45 school days in one academic year.

Schools also have the power to direct pupils to off-site provisions for reasons of behaviour, or to provide alternative education to meet specific needs. The placement must be kept under review and involve parents/carers and the pupils in the assessment of his/her educational needs.

8.2 Exclusions and how does Lewisham compare?

Pupil-level exclusion data for primary and secondary schools is collected once each term via the Department for Education (DfE) School Census data collection return and published in a Statistical First Release (SFR).

The **national** exclusion data outlined below is published in the DfE Statistical First Release (SFR) in July 2018 and gives the annual exclusion data for 2016/17.

8.3 Primary exclusions 2016/17

The permanent exclusion rate for Lewisham primary schools was **zero per cent** which was better than England at **0.03 per cent**, London at **0.01 per cent** and Inner London at **0.02 per cent**.

The fixed period exclusion rate for Lewisham primary schools was **0.91 percent** which is better than England at **1.37 per cent** and Inner London at **0.92 per cent**.

State-funded primary schools (2016/17)						
	Number of permanent exclusions	Permanent exclusion rate %	Number of fixed period exclusions	Fixed period exclusion rate %	Number of pupil enrolments with one or more fixed period exclusion	One or more fixed period exclusion rate %
ENGLAND	1,255	0.03	64,340	1.37	28,940	0.62
LONDON	100	0.01	6,235	0.83	3,340	0.45
INNER LONDON	40	0.02	2,370	0.92	1,330	0.52
Lewisham	0	0.00	232	0.91	136	0.53
STATISTICAL NEIGHBOURS						
Hackney	4	0.02	235	1.13	131	0.63
Haringey	4	0.02	125	0.53	76	0.32
Islington	10	0.06	304	1.95	143	0.92
Lambeth	9	0.04	305	1.37	169	0.76
Southwark	x	x	367	1.45	211	0.84
Brent	3	0.01	180	0.65	99	0.36
Croydon	12	0.04	402	1.18	205	0.60
Enfield	x	x	354	1.04	196	0.57
Greenwich	0	0.00	296	1.11	147	0.55
Waltham Forest	x	x	234	0.90	129	0.49

8.4 Secondary exclusions 2016/17

The permanent exclusion rate for Lewisham secondary schools was **0.43 percent** which was worse than England at **0.20 per cent**, London at **0.19 per cent**, Inner London **0.21 per cent** and our statistical neighbours (**see below**).

The fixed period exclusion rate for Lewisham secondary schools was **9.71 per cent** which was worse than England at **9.40 per cent** and Inner London at **8.27 per cent**.

State-funded secondary schools (2016/17)						
	Number of permanent exclusions	Permanent exclusion rate (1)	Number of fixed period exclusions	Fixed period exclusion rate (2)	Number of pupil enrolments with one or more fixed period exclusion	One or more fixed period exclusion rate (3)

ENGLAND	6,385	0.20	302,890	9.40	148,820	4.62
LONDON	980	0.19	37,790	7.50	23,610	4.69
INNER LONDON	360	0.21	13,855	8.27	8,835	5.27
Lewisham	63	0.43	1,436	9.71	954	6.45
STATISTICAL NEIGHBOURS						
Hackney	39	0.29	1,680	12.68	1,074	8.11
Haringey	29	0.22	1,226	9.16	803	6.00
Islington	24	0.28	922	10.73	521	6.06
Lambeth	25	0.17	883	6.06	614	4.22
Southwark	36	0.23	1,139	7.26	753	4.80
Brent	33	0.17	1,571	8.03	975	4.99
Croydon	28	0.13	1,689	7.61	1,142	5.14
Enfield	46	0.20	2,471	10.69	1,522	6.58
Greenwich	12	0.08	1,834	12.19	1,021	6.78
Waltham Forest	18	0.11	1,445	9.11	938	5.92

8.5 Locally collected data on permanent exclusions 2017/18

Lewisham local authority is promptly notified by schools regarding the permanent exclusions of pupils in Lewisham schools and of Lewisham residents in out of borough schools.

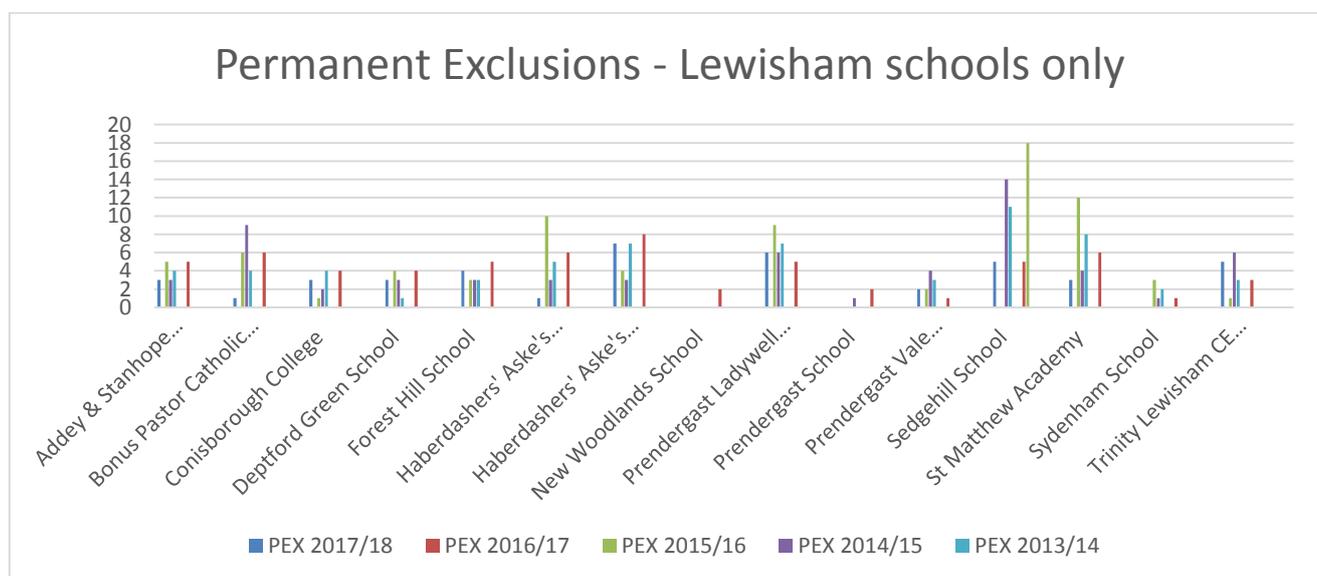
As a result we are able to collect data for the academic year of 2017/18. In 2017/18 there have been **43** permanent exclusions from Lewisham secondary schools, **31.8 per cent** less than 2016/17 and **45 per cent** less than 2015/16. This brings Lewisham figures much more in line with England, London and Inner London averages. In addition there has been **25** permanent exclusions from out of borough schools in 2017/18. These figures will not be attributed to the Lewisham data in the 2017/18 Statistical First Release but are still a matter of concern.

School name	PEX 2017/18	PEX 2016/17	PEX 2015/16	PEX 2014/15	PEX 2013/14
Addey & Stanhope School	3 /572 =0.5%	5	5	3	4
Bonus Pastor Catholic College	1 /793 =0.1%	6	6	9	4
Conisborough College	3 /884 =0.3%	4	1	2	4
Deptford Green School	3 /901 =0.3%	4	4	3	1
Forest Hill School	4 /1090 =0.3%	5	3	3	3
Haberdashers' Aske's Hatcham College (Academy)	1 /1089 =0.09%	6	10	3	5
Haberdashers' Aske's Knights Academy	7 /959 =0.7%	8	4	3	7
New Woodlands School	0 /28= 0%	2	0	0	0
Prendergast Ladywell School	6 /739 =0.9%	5	9	6	7
Prendergast School	0 /614 =0%	2	0	1	0
Prendergast Vale School	2 /570 =0.3%	1	2	4	3

Sedgehill School	5 /828 =0.6%	5	18	14	11
St Matthew Academy	3 /682 =0.4%	6	12	4	8
Sydenham School	0 /1124 =0%	1	3	1	2
Trinity Lewisham CE School	5 /575 =0.8%	3	1	6	3
TOTAL	43	63	78	62	62

* With percentage of exclusions against school roll (summer census 2018)

The table below shows the five year trend in permanent exclusions from Lewisham secondary schools.



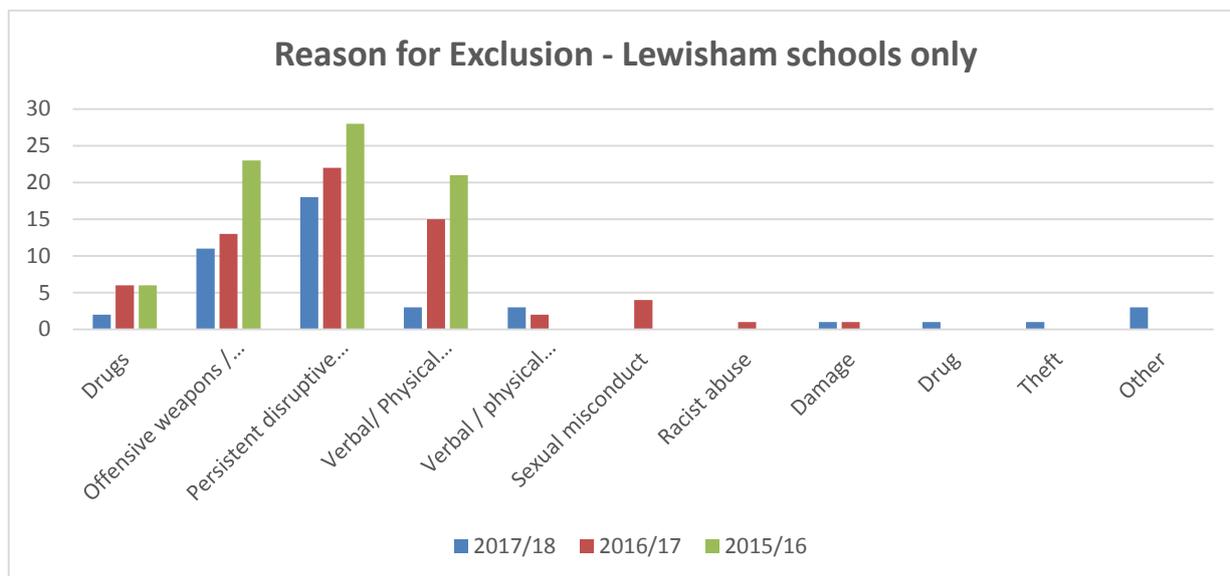
8.6 Out of Borough schools excluding Lewisham residents:

Bishop Justus, Chestnut Grove, Chislehurst School for Girls, City of London Academy, Cleeve Park, Coopers School, Haggerston School, Harris Academy – Bermondsey, Bromley, East Dulwich, Peckham, International Academy Greenwich, Langley Park, St. Francesca Cabrini, London Nautical School, Thomas Tallis and Trinity, Bexley.

During 2017/18 most of the exclusions for out of borough pupils come from schools situated in Southwark.

8.7 Permanent exclusion reasons - Lewisham schools only

Reason	2017/18	2016/17	2015/16
Drugs	2	6	6
Offensive weapons / knives	11	13	23
Persistent disruptive behaviour	18	22	28
Verbal/ Physical assault on another pupil	3	15	21
Verbal / physical assault on an adult	3	2	0
Sexual misconduct	0	4	0
Racist abuse	0	1	0
Damage	1	1	0
Drug	1	0	0
Theft	1	0	0
Other	3	0	0



8.7.1 The main reason for exclusion during 2017/18 is Persistent Disruptive Behaviour.

Persistent disruptive behaviour: some of these pupils will have Behavioural/Social emotional needs that have not met the threshold for an EHC Plan or have yet to be formally diagnosed. However schools continue to offer strategies to support pupils with additional needs. Whilst schools offer support they recognise that persistent disruptive behaviour impacts on other pupils when the school have exhausted available approaches.

Offensive weapon/knife: exclusions in this area have reduced in 2017/18 to 11 this is a decrease since 2015.

- To date Lewisham schools have a total of **11 offensive weapons / knives** exclusions.
- This includes exclusion for pupils bringing a weapon into school, where it has not been described as a knife but as an object to cause damage if used as a weapon, i.e. hammer or BB gun.
- The data for those pupils excluded for knife crime is predominately in Key Stage 4, with the exception of one Year 8 pupils varied in ethnicity and all pupils were male.

8.7.2 Lewisham local authority and Lewisham schools launched the Offensive Weapons Protocol in September 2017 and which will be reviewed by the Inclusion Board in September 2018. The aim of this protocol is to set clear guidelines that enable schools, police and other services in Lewisham to ensure that learners and staff are protected and the carrying of offensive weapons and violent behaviour is discouraged through:

- Early identification of potential problems.
- Early intervention.
- The support, agreement and collaborative approach of schools, police and other services.
- Proactive enforcement.

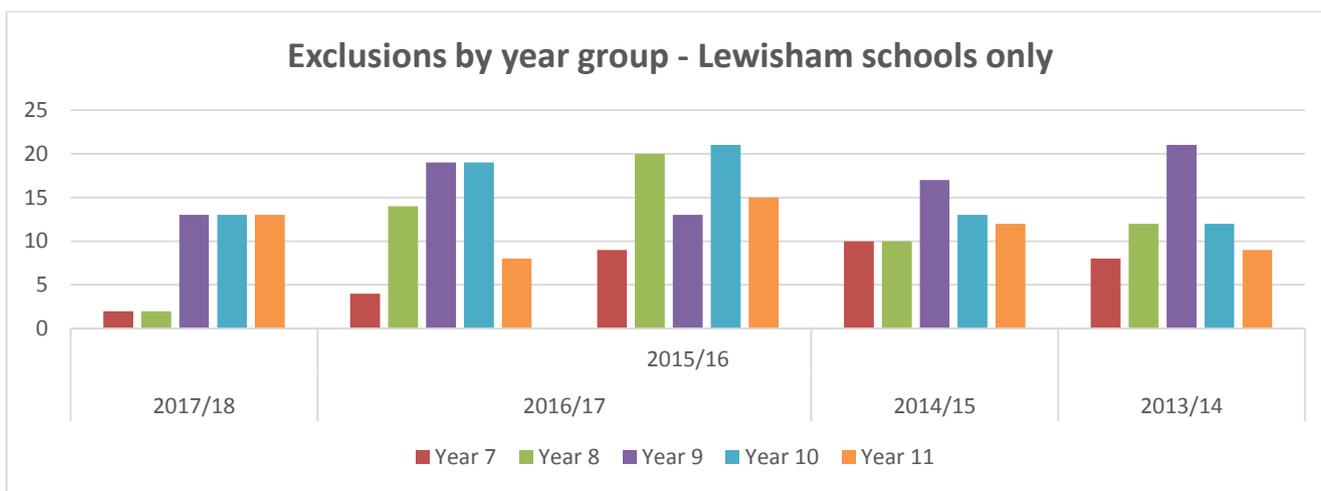
8.7.3 **Special Educational Needs:** of the 68 pupils excluded in 2017/18 from Lewisham and surrounding boroughs, three of these pupils were receiving in school SEN support, two were excluded for persistent disruptive behaviour and one for being involved in a physical assault (fight).

8.7.4 **Free school meals:** From the overall exclusion total this year of 68, **16 per cent** of those young people were in receipt of Free School Meals (FSM), 36 per cent were not entitled to FSM and the rest had not registered.

8.8 **Exclusion by year group - Lewisham schools only**

Most of the exclusions for 2017/18 came from Year 9 and 10 pupils and can report a reduction in year 7 and 8 exclusions which may be because schools are using intervention placements earlier, giving pupils the chance of reintegration back into a mainstream school, reducing the disruption to their learning and preparation for GCSEs.

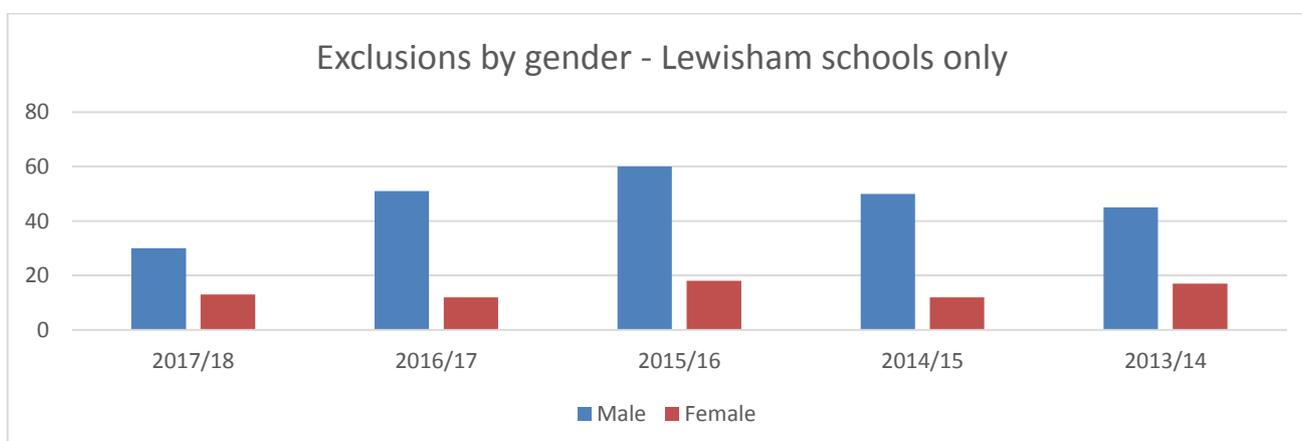
Year group	2017/18	2016/17	2015/16	2014/15	2013/14
Year 7	2	4	9	10	8
Year 8	2	14	20	10	12
Year 9	13	19	13	17	21
Year 10	13	19	21	13	12
Year 11	13	8	15	12	9
Total	43	63	78	62	62



8.9 Permanent exclusions by gender – Lewisham schools only

Generally more boys are excluded than girls, this is consistent with previous years and a national phenomenon.

Gender	2017/18	2016/17	2015/16	2014/15	2013/14
Male	30	51	60	50	45
Female	13	12	18	12	17
Total	43	63	78	62	62



8.10 Permanent exclusions by ethnicity – Lewisham schools only

A large proportion of exclusions are of Black British/Black Caribbean pupils. There is a slight increase of White British pupils being excluded this academic year from previous years and a reduction in Black African pupils.

Ethnicity	2017/18	2016/17	2015/16	2014/15	2013/14
Any other Black background	0 (*0%)	5	1	1	4
Any other Mixed background	1 (*0.14%)	2	4	2	0
Any other white background	1 (*0.08%)	4	3	0	0
Black African	3 (*0.10%)	6	12	8	17
Black British/Black Caribbean	18 (*0.74%)	27	30	20	19
Mixed White/Black African	1 (*0.30%)	2	3	4	3
Mixed White/Black Caribbean	5 (*0.61%)	1	4	8	4
Not Known	4 (*1.32%)	6	4	4	4
Refused	1 (*0.28%)	3	4	0	0
White British	9 (*0.31%)	7	13	15	11

*percentage of cohort against secondary school population

8.11 Time to place

On average it has taken between two - three weeks to place excluded pupils into alternative provision, this is calculated from the exclusion date to the start date at the provision. This is mainly due to the admissions process at Abbey Manor College, as the interview and Risk assessment for referred pupils are currently carried out on separate days, with the pupil starting the following week. It is also worth noting that many parents delay their child's admission to the PRU in the hope they will be successful at the Governors' Disciplinary Panel and have their child's exclusion overturned. These panels should be arranged within 15 school days of the date of the exclusion and indeed schools aim to hold these panels as quickly as possible after the exclusion, however this is not always possible.

8.12 Where permanently excluded pupils are placed

79 per cent of pupils excluded from Lewisham schools were referred to Abbey Manor College. **21 per cent** of pupils were referred to other provision including the Greenwich PRU, Bromley Trust Academy, Ilderton Motors, Bromley Tutorial Foundation, the Croydon PRU, Arco Academy, The Lewisham Hospital Outreach Programme, Education My Life Matters and the Southwark PRU.

The other pupils were referred to other Alternative Provision and the reasons include:

- The pupil has gang associations or bail restrictions (this is assessed in partnership with Youth Offenders Service and the Serious Violence Team).
- The pupil lives out of borough and is referred to their home local authority.

8.13 Reintegration for pupils back into Lewisham schools at Key Stage 3 and 4

Historically pupils who are referred to the KS4 PRU rarely had the opportunity of reintegration. It may have been attributed to the pupil's association with other services, e.g.

YOS. Also schools hold preconceptions about the pupil's ability to be reintegrated after their involvement with such services. From the Lewisham PRU:

- In 2014/15 there were 15 reintegrations in KS3 and zero in KS4.
- In 2015/16 there were 16 in KS3 and one in KS4.
- In 2016/17 there were 14 in KS3 and two in KS4.
- In 2017/18 there were 29 in KS3 and 10 in KS4.

This is a vast improvement in the number of pupils being reintegrated back into Lewisham schools and the new Headteacher has worked hard with the local authority and the Fair Access Panel to achieve this progress. In 2017/18 it can reported as a 70 per cent success rate in reintegrations to schools.

The Lewisham reintegration system offers a method which is a 'Readiness for reintegration scale and action planning' tool. This method gathers information from all involved professionals along with the parents' and pupil's view, and will eventually facilitate a populated interactive database and tracking system, thus enabling a more effective decision-making process. This approach is being delivered more effectively and through the Lewisham Fair Access Panel leading to this improvement.

9. Reducing exclusions

- 9.1 All pupils who are permanently excluded are referred to the local authority in the first instance. Each case is looked at on an individual basis to ascertain the following:
- Current academic levels, potential GCSEs or other qualifications.
 - Risks in terms of reason for exclusion.
 - Any risk posed to the pupils attending Abbey Manor College or other provision in the borough.
 - Links with the Youth Offenders Service (YOS).
 - Links to other services such as Children Social Care (CSC).
 - These case-by-case assessments are carried out via weekly meetings. Each case is looked at and a decision is made regarding where the child should continue his/her education.

This means that the local authority continues to offer places to permanently excluded pupils at Abbey Manor College if deemed appropriate in terms of level of need, low risk posed to the pupil and others based at the school/their known connections to gangs and criminal activities. This has enabled Lewisham to place pupils more appropriately and elsewhere if necessary to ensure that their needs are fully met.

- 9.2 In particular during 2017/18 we have seen a marked decrease, by **45 per cent** in two years, in the number of permanent exclusions from Lewisham schools. This can be attributed to the collaborative approach now embedded in Lewisham, the efforts of Lewisham Secondary schools to avoid last resort approaches, the work of the Fair Access Panel, the Inclusion Board and the Reducing Exclusions group. The launch and use of the Offensive Weapons Protocol in September 2017 seems to have impacted the number of pupils excluded for weapon related incidences with a **42 per cent** reduction in two years.
- 9.3 This year Lewisham has piloted a Managed Transfers approach which has supported the decrease in permanent exclusions. A Managed Transfer is an offer of early help and intervention for a family whose child is at risk of exclusion and where the school has exhausted the 'graduated response'. This offer does not contravene the Government Statutory Guidance on permanent exclusions. This means that, where a family cooperate with the intervention, their child will be considered for a Managed Transfer. This is then presented to the Lewisham Fair Access Panel regarding the appropriateness of the Managed Transfer and the child will be offered an alternative provision placement to assess need, ensuring access to an appropriate curriculum to meet need. Pupils are not

permanently excluded and will be monitored, in alternative provision, on a regular basis to consider and arrange reintegration into a mainstream school if and when appropriate.

- 9.4 Lewisham continues to host high level meetings/briefing sessions with Chairs of Governors and Headteachers to raise the issue of continuing to reduce the number of exclusions at secondary level.
- 9.5 Lewisham continues to provide training sessions for governors advising them of their role on Governors Discipline Committee, setting the national and Lewisham context in respect of exclusions.

9.6 **Challenges and action planning**

This year's actions include:

- Continuing to ensure that schools are aware of the responsibilities for reducing exclusions and work with them to consider alternative options and solutions.
- Continuing to work with the Lewisham Inclusion Board and Reducing Exclusions Group – other strategies including:
 - Deep dive on current exclusions and individual cases to establish patterns of behavior – pupil journey, gangs, SEND – unidentified need.
 - Deep dive into KS4 and in particular Y11 exclusion.
 - Approaching out of borough schools where exclusions are a concern.
- Implementation of the Abbey Manor College' Assessment Hub' in September 2018:
 - To ensure that pupils referred to Abbey Manor College for a personalised learning programme of study, following a rigorous holistic assessment, will reach their potential and future destination in a timely and well-managed way.
 - To create a simple pathway for intervention placements or longer-term placements for pupils who are at risk of exclusion and those who are hard to place in mainstream education.
 - To support the in year admissions and Fair Access Panel processes.
- Continuing to investigate the best practice as to how other local authorities have reduced permanent exclusions, in particular Glasgow.
- Continuing to increase range of high quality alternative provision for pupils at risk of exclusion, both in school and within borough by working with existing Good and Outstanding Alternative Providers.
- Undertaking a programme to reduce the number of fixed term exclusions from Lewisham Secondary schools.
- Reviewing to programme to increase the number of pupils who are re-integrated back in to Lewisham Schools.
- Continuing with the review of Outreach Service so that it offers the following:
 - To ensure that, wherever possible and appropriate, pupils remain educated in a mainstream setting by supporting and promoting an inclusive education for every learner.
 - To ensure that the work of the Outreach Service is underpinned by data and analysis that provides clear strategic direction to the work of the service.
 - To provide direct in-reach/outreach support for pupils at Key Stage 3 and to ensure successful reintegration back into mainstream from the PRU or alternative provision.
 - Work across all mainstream educational settings including early years, primary and secondary schools, free schools and academies.
 - Devise modalities of intervention including providing quality individual, group and whole class intervention.
 - Early identification and pathways for treatment or intervention.
 - Promoting and facilitating the individual needs of children with a wide range of SEMH issues within the mainstream sector of Lewisham borough.

- Working in collaborative partnership with schools, parents/carers and other professionals.

9.7 **Conclusion regarding exclusions**

Lowering exclusion figures in Lewisham and improving outcomes for vulnerable young people continues to be the focus of our work, and whilst there have been many positive approaches over the past two years to reduce exclusions, the external factors that pupils face day to day will continue to be the challenge for schools that inevitably may lead to an exclusion. This will continue to be an ongoing challenge for all and will require constant change in our approach dealing with this issue going forth.

It is therefore crucial that we continue to look at alternative ways of lowering exclusion and the impact on pupils in Lewisham.

10. **Financial implications**

10.1 The are no direct financial implications arising from this report.

10.2 In 2018/19 the Attendance and Welfare budget (£366k) will be met from the Dedicated Schools Grant similar to in 2017/18.

10.3 In addition the Attendance and Welfare service offers non-statutory services to schools. The income for 2018/19 is expected to be £150k which pays for staffing in the team.

10.4 Currently the total gross budget for 2018/19 is £516k.

11. **Legal implications**

11.1 There are no specific legal implications arising as a result of this report. A summary of all relevant legislation is included at Appendix 1 and 2.

12. **Crime and Disorder Implications**

12.1 There are no crime and disorder implications.

13. **Environmental Implication**

13.1 There are no environmental implications.

14. **Equalities Implication**

14.1 There are no direct equality implications arising from this report. The proposals and initiatives set out in this report are intended to eliminate unlawful discrimination and harassment, promote equality of opportunity and good relations between different groups in the community and to recognise and to take account of people's differences.

For further information please contact Ruth Griffiths, Service Manager – Access, Inclusion and Participation on 020 8314 3499

Appendix 1: Legislation in relation to school attendance

These requirements are contained in:

- The Education Act 1996 - sections 434(1)(3)(4)&(6) and 458(4)&(5)
- The Education (Pupil Registration) (England) Regulations 2006
- The Education (Pupil Registration) (England) (Amendment) Regulations 2010
- The Education (Pupil Registration) (England) (Amendment) Regulations 2011
- The Education (Pupil Registration) (England) (Amendment) Regulations 2013

Education Act 1996 - Parental Duty (S.7): *“The parent of every child of compulsory school age⁴ shall cause him to receive efficient full-time education suitable to his age, ability and aptitude, and any special educational needs he may have, either by regular attendance at school or otherwise. If a child of compulsory school age who is a registered pupil at a school fails to attend regularly at the school, his parent is guilty of an offence. The term ‘parent’ includes those who have parental responsibility for, or care of, a child.”*

Under Section 576 - Parents/Carers: The term parent refers to either one/both parents or the child’s carer. **S.576** defines parent to include:

- All natural parents whether they are married or not.
- Any person who although not a natural parent has parental responsibility for a child or young person.
- Any person whom although not a natural parent ‘has care’ of a child or young person.

Under section 444 - prosecution for irregular Attendance: If a pupil fails to attend school regularly, the local authority can prosecute a parent unless the parent can prove that one of the statutory defences apply.

Under sections 437- 443 - School Attendance Order: The local authority must serve a School Attendance Order on the parent of a child who fails to prove the child is receiving suitable education where the local authority believes that the child should attend school. Failure to comply with a School Attendance Order is an offence unless the parent can prove that the child is receiving suitable education outside of school.

Children Act 1989 - Education Supervision Order (Section 36): An Education Supervision Order is an order granted in the Family Proceedings court requiring the compliance with the Order and to work alongside the local authority , as supervising authority to improve the pupil’s attendance. Local authorities may apply for an Education Supervision Order instead of, or as well as, prosecuting parents for poor attendance.

Education (Pupil Registration) Regulations 2006 (as amended) : These regulations govern the creation and administration of the admission and attendance registers. They contain details relating to:

- Putting pupils on the admission and attendance register on the expected/agreed date the pupil should start.
- The information that must be obtained and recorded about a pupil and their parents/carers.
- When schools should take the register and recording of absence/attendance.
- The criteria that permits a school to remove a registered pupil from their roll.
- The circumstances in which a school must notify the local authority of nonattendance or the removal of a pupil from roll.
- The preservation of registers.

⁴ Compulsory school age is defined as the start of the term commencing on or after a child’s fifth birthday, until the last Friday in June in the school year that they reach their sixteenth birthday.

Education and Inspections Act 2006 (Sections 103, 104 and 105): Any parent of any pupil found in a public place whilst excluded from school in the first 5 days of any exclusion may be issued with a Penalty Notice or be prosecuted. The Lewisham Council Code of Conduct on the issuing of Penalty Notices sets out the arrangements for implementing this in Lewisham.

Anti-Social Behaviour Act 2003: Section 19 relates to the making of Parenting Contracts for **exclusion from school or poor attendance**. Section 20 refers to the use of Parenting Orders in relation to exclusion from school or poor attendance. Section 23 refers to the use of Penalty Notices for poor attendance (see Lewisham's Penalty Notice Code of Conduct (Attendance)).

Children and Young Persons Act 1993: This deals with child employment and child health and safety. Any employer of a child of compulsory school age must ensure that they have a work permit which legally entitles them to work. An employer may be prosecuted for employing children and young people illegally (see Lewisham's Child Employment details etc.).

Children (Performance) Regulations 1968 and Child and Young Person's Act 1963: The licensing for children employed in entertainment and the licensing of Chaperones. All children from birth until they cease to be of compulsory school age must be licensed to performance. The law states the hours children may work and when they may do this.

Government Guidance: The Department for Education (DfE) has issued revised statutory guidance on School Attendance Departmental advice for maintained schools, academies, independent schools and local authorities. The Guidance gives education providers clear guidance about their responsibility in regards to school attendance. It says:

"pupils need to attend school regularly to benefit from their education. Missing out on lessons leaves children vulnerable to falling behind. Children with poor attendance tend to achieve less in both primary and secondary school.

The government expects:

- *Schools and local authorities to:*
- *Promote good attendance and reduce absence, including persistent absence;*
- *Ensure every pupil has access to full-time education to which they are entitled; and,*
- *act early to address patterns of absence.*
- *Parents to perform their legal duty by ensuring their children of compulsory school age who are registered at school attend regularly.*
- *All pupils to be punctual to their lessons"*

*"If a child of compulsory school age fails to attend regularly at a school at which they are registered or at a place where alternative provision is provided for them the parents may be guilty of an offence and can be prosecuted by the local authority. Only Local authorities can prosecute parents and they must fund all associated costs. Local authorities should consider the Attorney General's Guidelines for Crown Prosecutors in all prosecution cases. Local authorities must conduct all investigations in accordance with the Police and Criminal Evidence (PACE) Act 1984....."*⁵

⁵ Advice on School Attendance, Department for Education, March 2013, p17

Appendix 2: Legislation in relation to exclusions (fixed and permanent)

The principal legislation for exclusions is:

- The Education Act 2002, as amended by the Education Act 2011;
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012;
- The Education and Inspections Act 2006; and
- The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007.

The decision to exclude a pupil must be lawful, reasonable and fair. Schools have a statutory duty not to discriminate against pupils on the basis of protected characteristics, such as disability or race. Schools should give particular consideration to the fair treatment of pupils from groups who are vulnerable to exclusion.

Only the headteacher of a school can exclude a pupil and this must be on disciplinary grounds. A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently. A fixed period exclusion does not have to be for a continuous period. In exceptional cases, usually where further evidence has come to light, a fixed period exclusion may be extended or converted to a permanent exclusion.

Schools should have a strategy for reintegrating pupils that return to school following a fixed period exclusion, and for managing their future behaviour.

All children have a right to an education. Schools should take reasonable steps to set and mark work for pupils during the first five school days of exclusion, and alternative provision must be arranged from the sixth day. There are obvious benefits in arranging alternative provision to begin as soon as possible after exclusion.

Where parents (or excluded pupil, if aged 18 or over) dispute the decision of a governing body not to reinstate a permanently excluded pupil, they can ask for this decision to be reviewed by an independent review panel. Where there is an allegation of discrimination (under the Equality Act 2010) in relation to a fixed-period or permanent exclusion, parents can also make a claim to the First-tier Tribunal (for disability discrimination) or a County Court (for other forms of discrimination).

An independent review panel does not have the power to direct a governing body to reinstate an excluded pupil. However, where a panel decides that a governing body's decision is flawed when considered in the light of the principles applicable on an application for judicial review, it can direct a governing body to reconsider its decision. If the governing body does not subsequently offer to reinstate a pupil, the panel will be expected to order that the school makes an additional payment of £4,000. This payment will go to the local authority towards the costs of providing alternative provision.

Whether or not a school recognises that a pupil has special educational needs (SEN), all parents (or pupils if aged 18 or over) have the right to request the presence of a SEN expert at an independent review panel. The SEN expert's role is to provide impartial advice to the panel about how SEN could be relevant to the exclusion; for example, whether the school acted reasonably in relation to its legal duties when excluding the pupil.

Appendix 3:

Table A: Comparison of the trend in overall absence rates (England, 2006/07 to 2016/17)

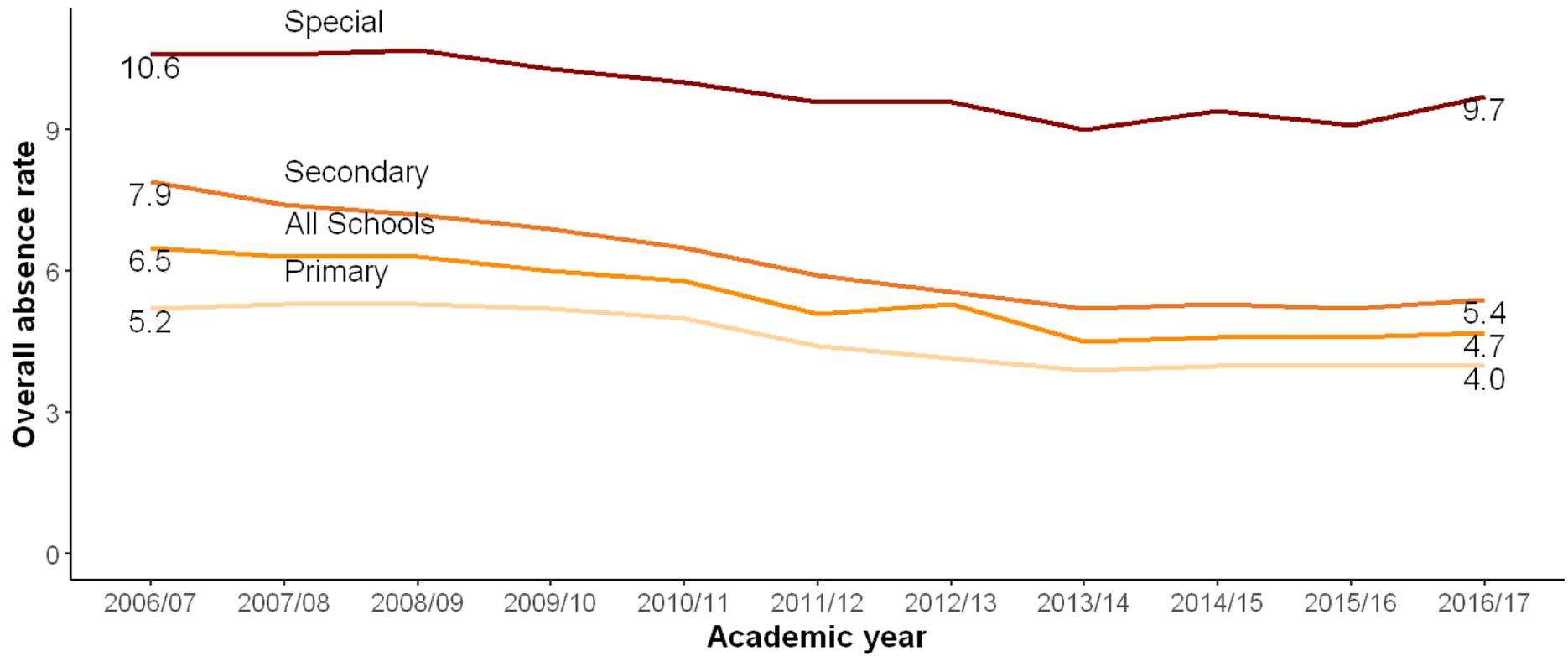
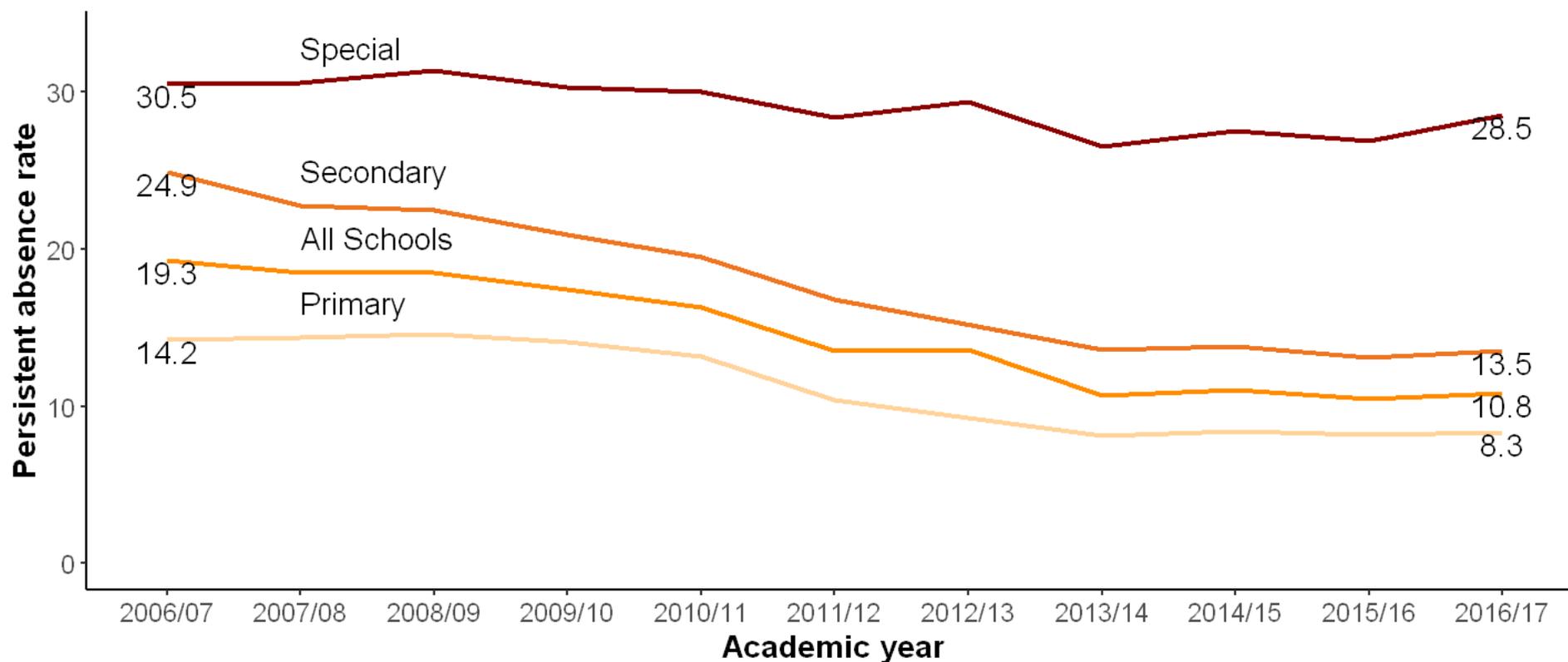


Table: Percentage of enrolments who are persistent absentees (England, 2006/07 to 2016/17)



Appendix 4:
Table A: Cases closed in 2017/18

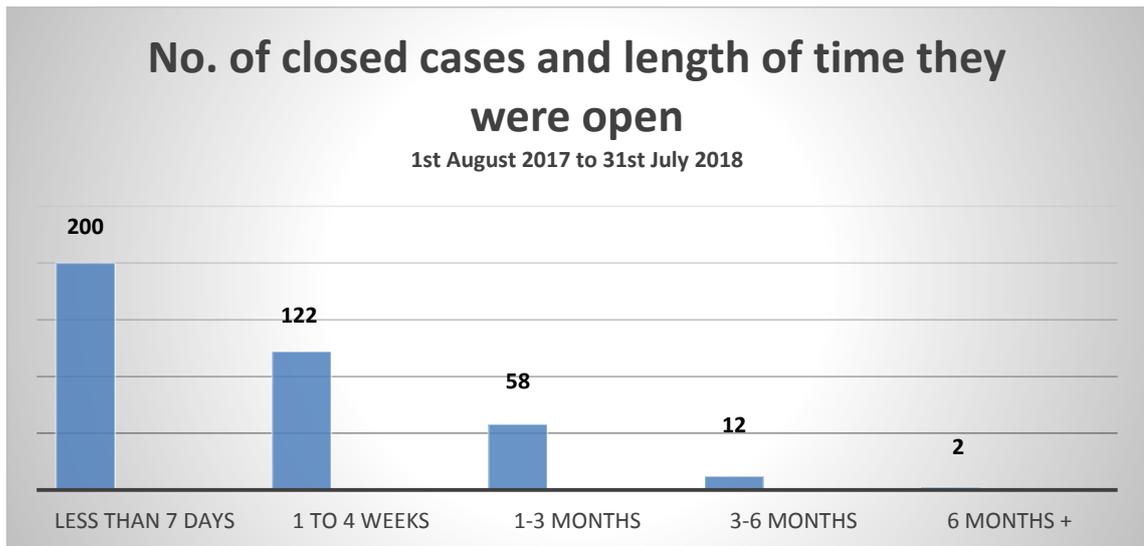


Table B: Referrals by ethnicity

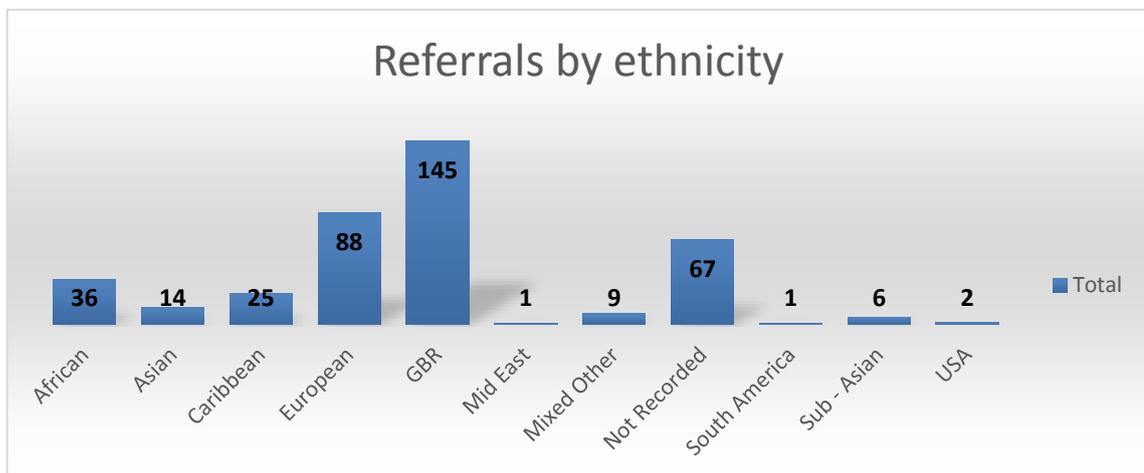


Table C: Referrals throughout 2017/18

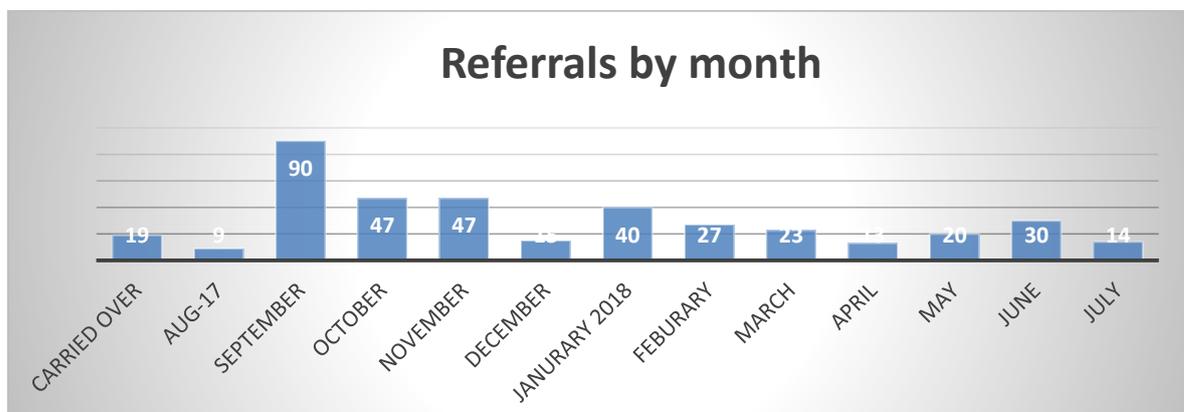


Table D: Reason for referral

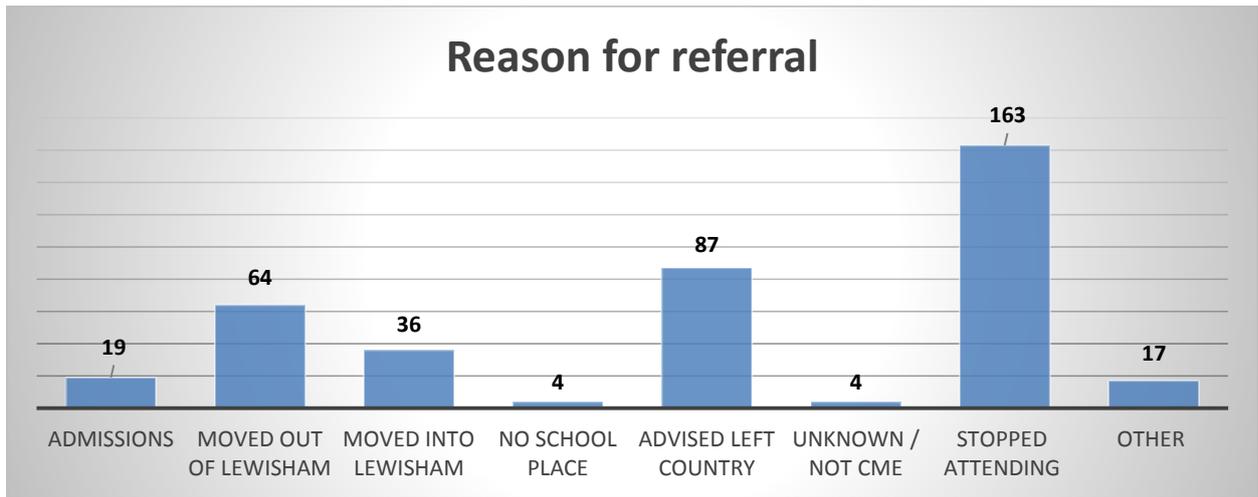


Table E: Referrals by year group



CYP SELECT COMMITTEE		
Report Title	Report on Safeguarding Services	
Key Decision	No	Item No. 6
Ward	All	
Contributors	Director Children's Social Care	
Class	Open	Date: 5 th September 2018

1. Purpose and Summary of the Report

1.1 This report provides an overview of safeguarding activity between 1st January 2018 and 30th June 2018. The report does not comment on Child Sexual Exploitation as this is the subject of a separate stand-alone report to the CYP Select Committee.

1.2 The report will cover the following areas:

- Policy and legislative context of safeguarding activity.
- Referrals received
- Overview of children subject to child protection plans
- Enquiries made under Section 47 of the Children Act 1989 where there are concerns that children are at risk of significant harm.
- Safeguarding children from inappropriate conduct by people who work with them in a voluntary or paid capacity.
- Serious Case Reviews.

2. Recommendations

2.1 Members are asked to note and comment on the contents of the report.

3 Policy and Legislative Context

3.1 Children's Social Care is governed and delivered under the auspices of statutory legislation, regulation and guidance. The key legislative framework and guidance for this are outlined below via:

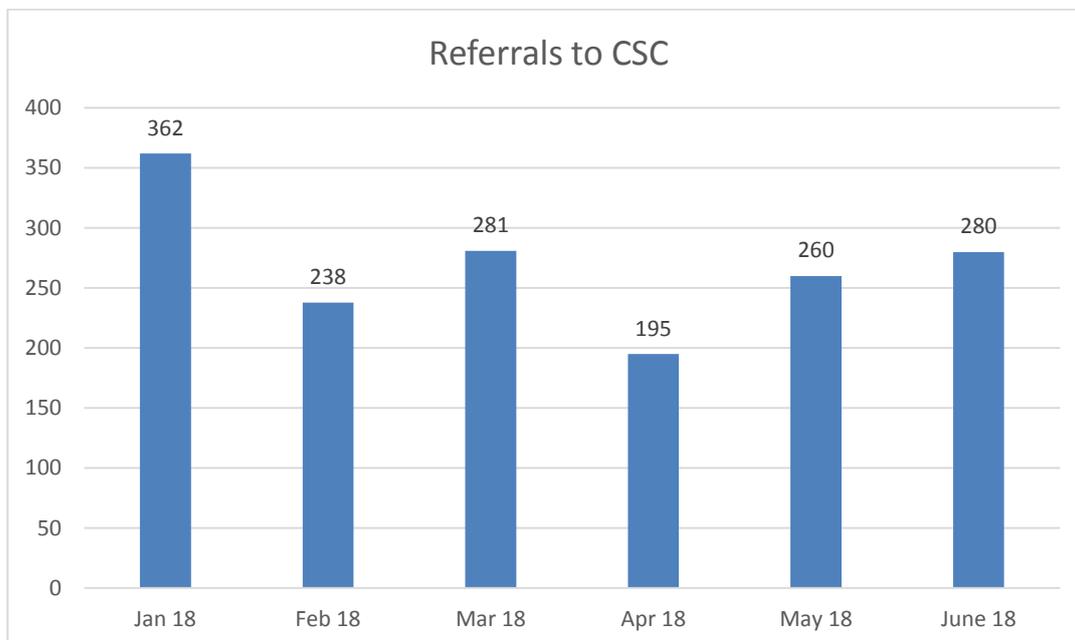
- [The Children Acts of 1989 and 2014](#), and subsequent guidance and regulations, impose a statutory duty on local authorities to safeguard children in their area.
- [The London Child Protection Procedures 2017](#) have been adopted by all London Local Authorities and LSCBs.
- [Working Together to Safeguard Children 2018](#), HM Government, provides a national framework and the core requirements which agencies and professionals must satisfy in order to safeguard and promote the welfare of children.

4 Multi-Agency Safeguarding Hub (MASH) and Early Help

- 4.1 The refocus upon MASH arrangements and the provision of a new Early Help Team that was launched early in 2017, was reported to Select Committee Meeting on 13th July 2017. Since that time there have been reviews of the functioning of the MASH and a review of the effectiveness of the Early Help offer is planned for the Autumn. As a result of the MASH review there will be changes made in order to streamline and simplify business processes to ensure that the safeguarding potential of this area of service is maximised.
- 4.2 As reported previously, a new online referral form and a version in Word (replacing the Common Assessment Framework tool as referral to CSC) were launched alongside the new MASH arrangements and continue to be the single method for safeguarding referrals for professionals, with other access routes being phased out. Telephone enquiries, of course, remain. Requests for more targeted support also come through this route.

5 Numbers of Referrals to Children's Social Care

- 5.1 The graph below (Graph 1) shows the number of referrals received by Lewisham's Children's Social Care (CSC) from January to the end of June 2018. The numbers represent an average of 22% of contacts made to the MASH. So in June 2018, 1733 contacts were processed by the MASH of which 279 converted to a referral to Children's Social Care. The key activity of the MASH therefore needs to be understood as the safe triage of all the contacts made the aim being to ensure that children get the right service at the right time.
- 5.2 The graph below (referrals from 1 January to 30 June 2018) indicates that there was a significant increase in the number of referrals in January (362). The average number of referrals for the period shown is 269. There are seasonal fluctuations in rates of referral relating to such factors as school holidays.
- 5.3 Current analysis suggests that the introduction of the new referral pathways and refreshed thresholds reported previously resulted in an increase in referrals and consequently assessment work. The increased volume of work coming into CSC via EH and MASH arrangements will be subject to scrutiny and monitoring through monthly multi-agency audit.

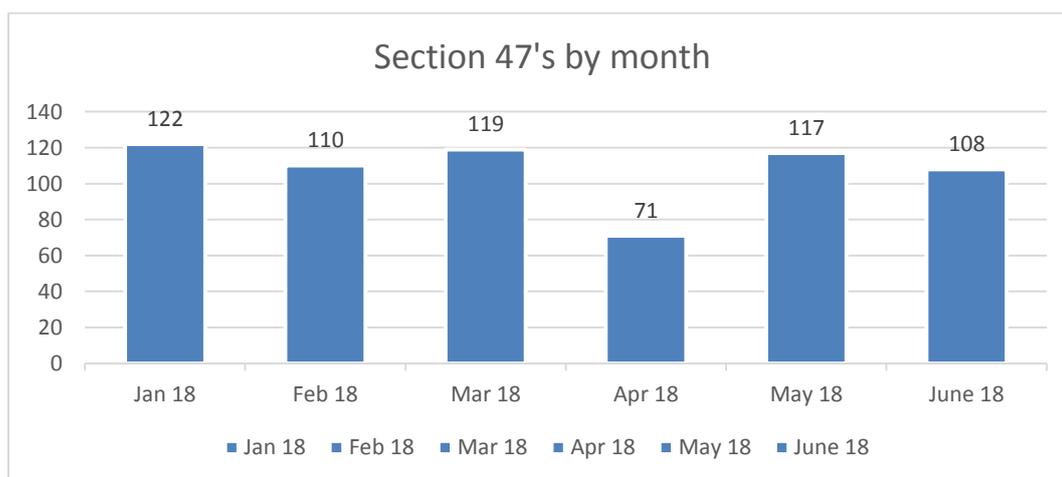


Graph 1
Source: LCS

6 Enquiries under Section 47 of the Children Act 1989

6.1 A section 47 enquiry is the response undertaken when there is a concern that a child is at risk of, or has suffered, significant harm. These enquiries can also follow when a child is taken into Police Protection or is made subject to an Emergency Protection Order. The investigation enables services working together to safeguard children led by CSC to decide whether further action is needed to protect the child/ren. A total of 647 children and young people were subject to Section 47 enquiries from 1 January to 30 June 2018.

6.2 As with referrals numbers fluctuate particularly around times when schools are closed.



Graph 3 Source: LCS

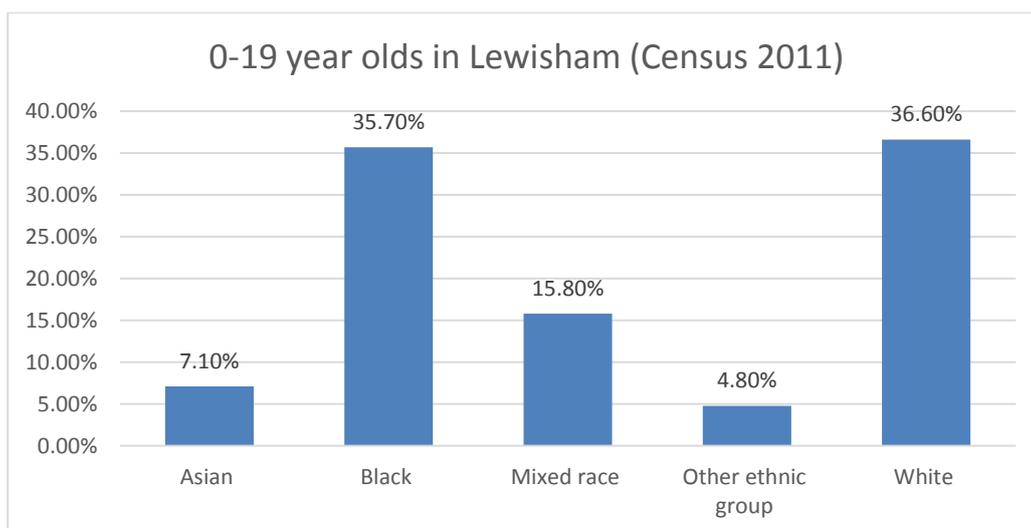
6.3 The figures below at table 1 relate to the proportions of children and young people who were the subject of s47 enquiry work. The highest proportions are children of Black African or Black Caribbean ethnicity, (20.4% and 13.9%

respectively) and those children or young people who are White British (19.8%). These proportions tend to reflect the overall proportions of 0-19s in the borough drawn from the last full Census in 2011, although it is difficult to correlate the information directly as categorisation is not comparable to how ethnicity is drawn from Census information. However, it is shown here in an attempt to draw comparison with the local population of Lewisham.

- 6.4 Previous audit work completed at the time of the new MASH arrangements coming online found that, overall, s47 work and the threshold applied for this work was appropriate. That is to say, children were not becoming subject to enquiries unnecessarily. We are however exploring trends in ethnicity and review of earlier intervention and awareness, particularly in relation to referrals of physical abuse. Further audit work looking at repeat referrals will be carried out as part of the monthly audit programme.

Section 47's by Ethnicity Jan18-Jun 18	
Any Other Asian Background	3.7%
Pakistani	0.6%
Black- African	20.4%
Black Caribbean	13.9%
Any Other Black Background	11.3%
Chinese	0.9%
Any Other Mixed Background	6.3%
White and Asian	0.6%
White and Black African	2.2%
White and Black Caribbean	7.0%
Information Not Yet Obtained	0.6%
Any Other Ethnic Group	4.0%
White - British	19.8%
Any Other White Background	8.7%

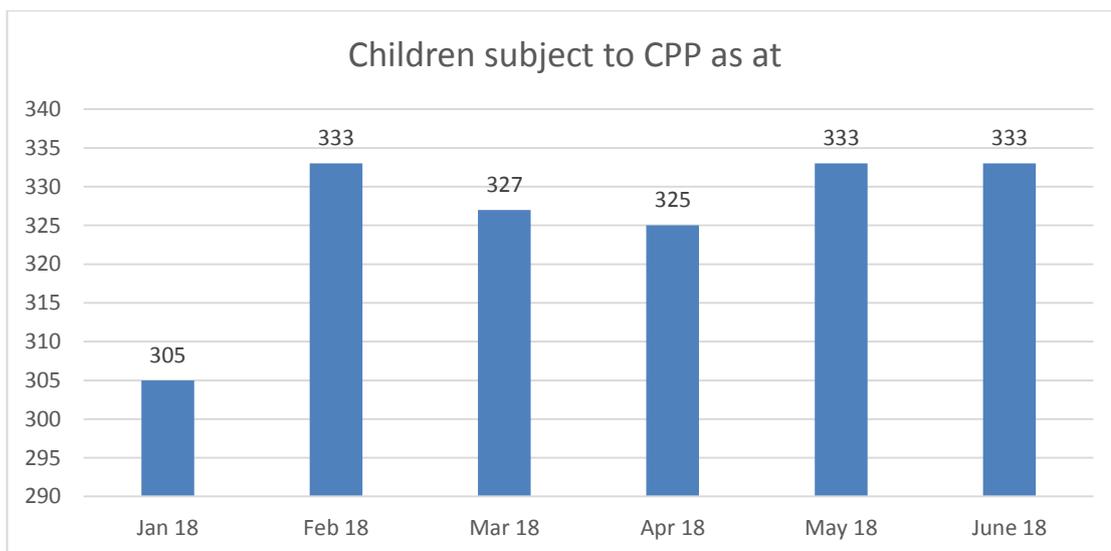
Table 1



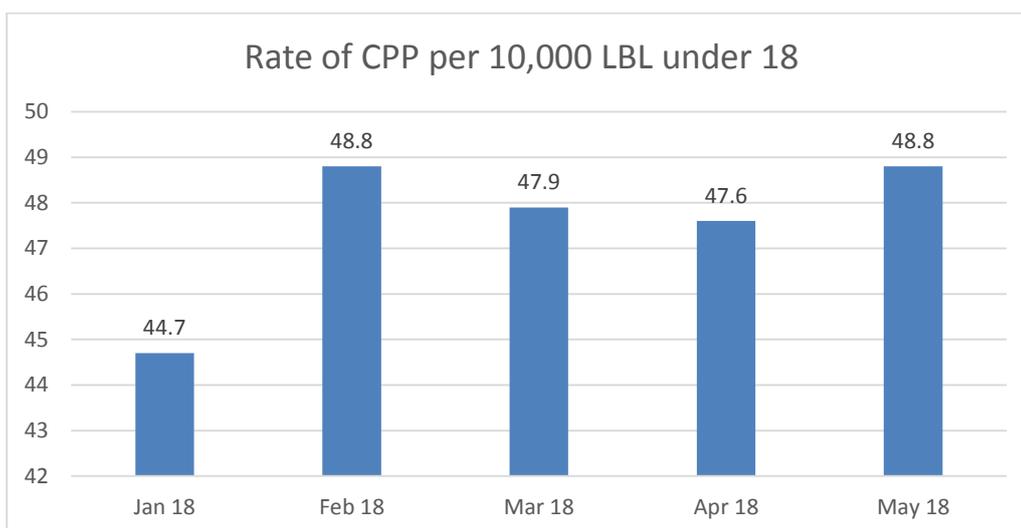
Graph 3
Source: Census 2011

7 Children Subject to Child Protection Plans

7.1 When a section 47 enquiry (of the CA 1989) concludes that children require a multi-agency child protection response, then an initial Child Protection Case Conference is convened. Children become the subjects of child protection plans via a multi-agency child protection conference. Using the Strengthening Families model the conference focuses in on what is working well and what requires further attention to address the risk factors affecting children and improve outcomes for them. Conferences are chaired by Child Protection Conference Chairs who are sited within the Quality Assurance Service. The Child Protection Plan drawn up at conference with the family in attendance, addresses the specific areas of concern for individual children. By setting down the framework and processes by which families work with the professional network, a focused response to family recovery is provided which promotes the child's welfare and safety.



Graph 4
Source: LCS



Graph 5
Source: LCS

7.2 The graphs above (4 and 5) show the number and rates (per 10,000) of children subjects of plans. As can be seen, there are fluctuations in the numbers of

children becoming the subjects of Child Protection Plans. This can be due at times to large sibling group families where the children either become subject or cease to be subject to plans. The expected target for numbers of children is 290; currently the number is 333. One hypothesis in relation to a consistent increase in the numbers of children who have become the subjects of Child Protection Plans is that this is directly related to the increase in referrals and assessments being undertaken following the introduction of the new MASH arrangements and adjustments to the application of thresholds. However, some neighbouring Local Authorities are also experiencing a rise in the numbers of children becoming the subjects of Child Protection Plans and we are beginning to explore with them the possible reasons for these regional trends and how they compare with national trends. Another hypothesis is that the rise in criminal and sexual exploitation as a national issue is contributing to increasing numbers of adolescents being made the subjects of Child Protection Plans. Alternative approaches to these issues are being explored, such as the use of Adolescent Risk Meetings in these circumstances instead of Child Protection Case Conferences.

7.3 The most recent available comparative national data and with our statistical neighbours was published in October 2017. At that time the average rate per 10,000 child population for our statistical neighbours was 38.5 and nationally was 43.3. Further analysis is required in order to understand the rise in children becoming the subjects of Child Protection Plans.

7.4 When children become subject to a child protection plan, the conference specifies the category of harm. These are:

- Physical Abuse
- Emotional Abuse
- Sexual Abuse
- Neglect

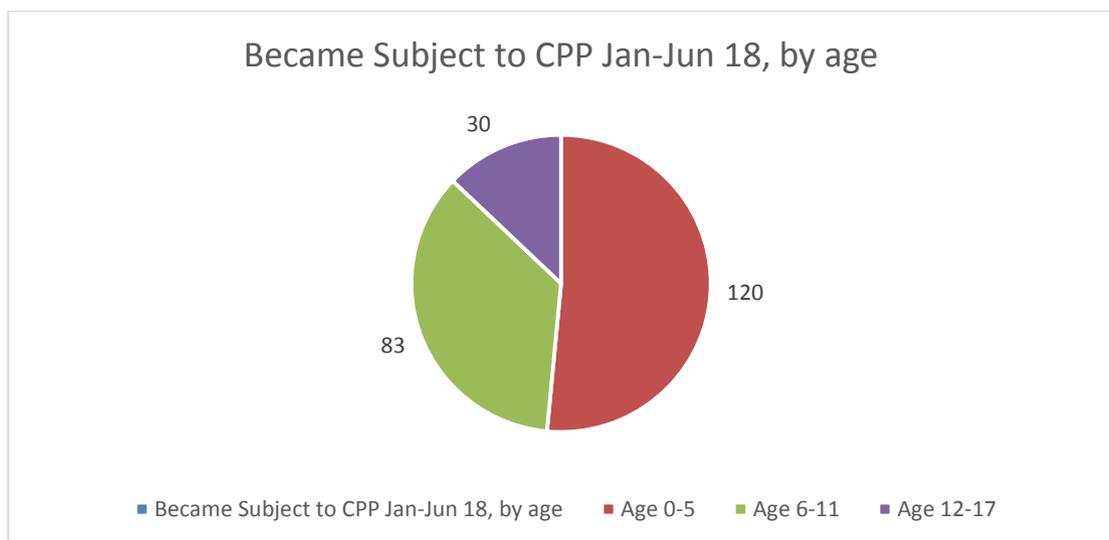
For some children and young people there are concerns for their safety and wellbeing in relation to more than one category. It may on occasion be appropriate to use more than one category if each reaches the threshold for significant harm and a specific risks might otherwise be underestimated. It is acknowledged that emotional harm is very frequently associated with other categories. However, multiple categories should not be used as a “catch all” to cover all potential eventualities. (As at 01/08/18 4 children were recorded as being the subject of Child Protection Plans under more than one category).

Became Subject to CPP Jan-Jun 18, by category of abuse	
Emotional abuse	83
Multiple	0
Neglect	121
Physical abuse	21
Sexual abuse	8

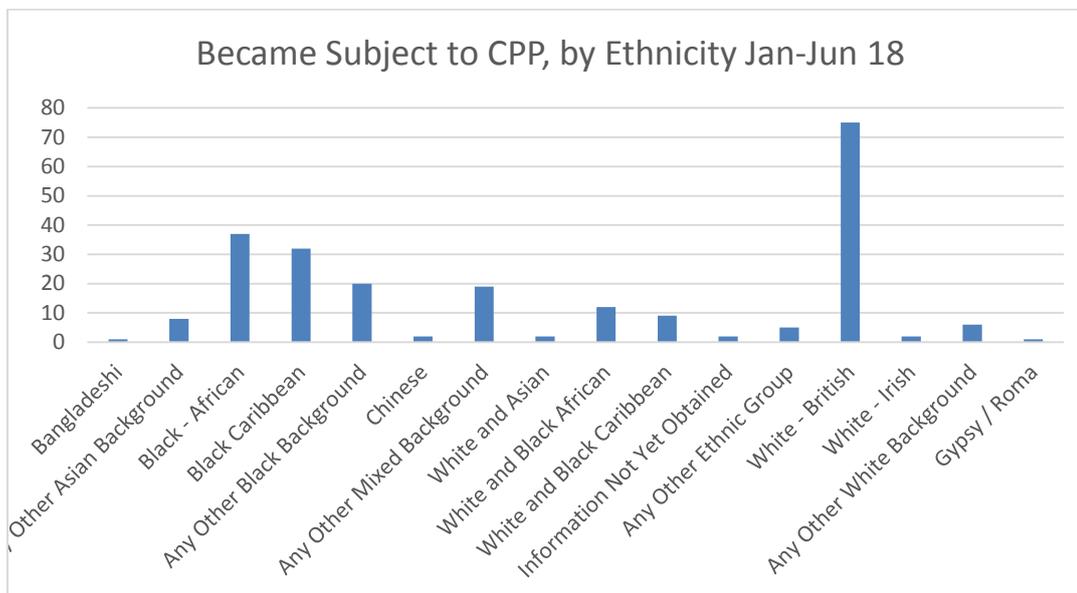
Table 2
Source: LCS

7.5 In the period from January to June 2018, 233 children became subject to plans. The category of neglect remains the most likely reason for children and young people to be placed on a plan with emotional abuse the second main category.

- 7.6 Most children within these two main categories will often be living with families where there are substance and alcohol dependency problems, issues of domestic abuse and mental and physical health issues culminating in sustained and sometimes chronic neglect.
- 7.7 In conjunction with the Lewisham Safeguarding Children Board we have developed and rolled out an updated Neglect Strategy, including lunchtime briefings and the introduction across the LSCB partnership of a neglect toolkit based on the widely used graded profile. Audit activity within our monthly and thematic audit programmes has also aimed to capture the quality of our neglect response, including an audit in January 2018 focussing on neglect in relation to children aged 2 or under.
- 7.8 The pie chart below shows the numbers of children becoming subject to CP Plans by age group. The highest number is in the 0 to 5 years age range as might be expected with the need to protect vulnerable children at a very early age, although the other two age ranges (6 to 11 years and 12 to 17 years) are also significant. The emotional abuse category tends to correlate more with older age children, whilst neglect factors will correlate with the under-fives. That is not to say that neglect does not affect those children in the older age categories.



Graph 6
Source: LCS



Graph 7
Source: LCS

7.9 The graph above shows children becoming subject to plans by ethnicity (number). As can be seen, the higher number is children who are white British (n= 75, 32.2%). Black African was 15.9% (n=37) and those of Black Caribbean ethnicity are also significantly represented at 13.7% (n=32).

7.10 The ethnicity of children subject to plans at each threshold stage (from s47 through to ICPC and CP Planning) requires continued scrutiny and oversight to ensure that children are not overrepresented (in comparison to the local population). We have identified for example that whilst White British children represent 19.8% of S47 enquiries they represent 32.2% of children who are made the subject of Child Protection Plans. This suggests a greater proportion of S47 enquiries in relation to White British children are resulting in Initial Child Protection Conferences with decisions to make them the subject of a plan and this will require further analysis.

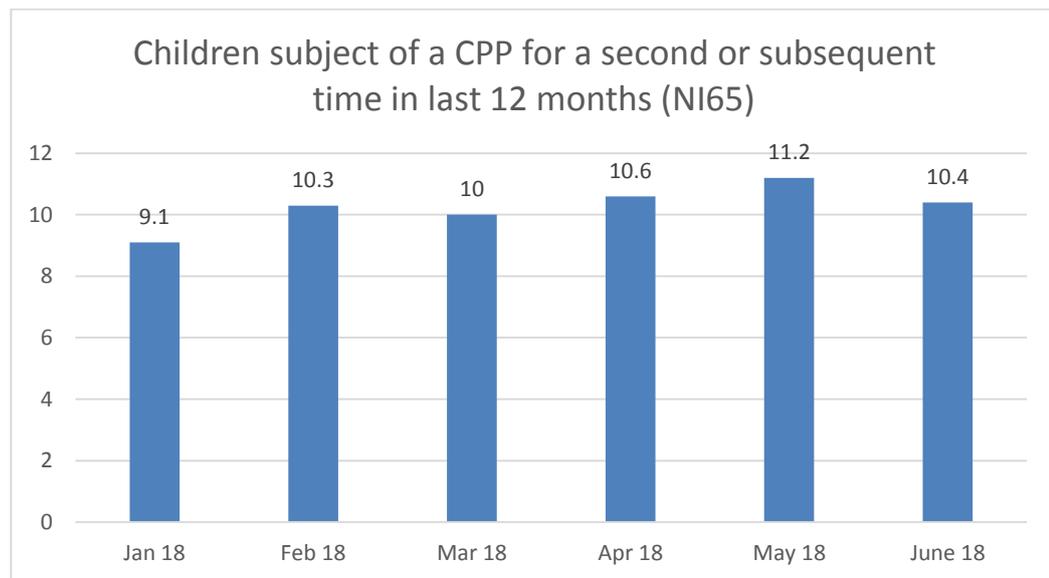
7.11 The Service Managers for Family Social Work and Quality Assurance track cases monthly to ensure that cases do not drift on plans unnecessarily. Social work and targeted support from the multi-agency network should demonstrate impact by the 2nd review conference at 9 months. We have instituted a monitoring process between Child Protection Chairs and Team Managers to review progress of children's plans before the second review conference to maintain a focus on the plan and effect change for children. This timeframe allows work to be refocused at the Child in Need tier with parental engagement or alternatively examine whether legal proceedings should be considered. To strengthen this system we are now introducing further monitoring at 18 months.

As at 16th August 2018, we have 7 children from 2 families who have been on plans for more than two years. However, current case planning suggests it is very likely all 7 children will be stepped down to Child in Need Plans at their next review conferences before the end of September.

7.12 The graph below shows those children who have been on plans for a second or subsequent time. For some children and young people a further period on a Child Protection Plan is not necessarily an indicator of poor support and may

indicate a change in family circumstances. For some families the arrival of an additional child can tip them back into a previous pattern of neglect that had shown improvement; for others it can be the arrival of a new partner or the death of a previously protective adult such as an involved grandparent.

- 7.13 The proportion of children becoming subjects of repeat Child Protection Plans was reported as at 10.4% at the end of June 2018. This is below our statistical neighbours (14.9%) and the national average (18.7%). This nevertheless remains an area of scrutiny and oversight by management to decide whether legal processes need to be considered when children are subject to repeat plans.



Graph 7
Source: LCS

8 Serious Case Reviews (LSCB)

- 8.1 In the period December 2017 to June 2018, the LSCB completed and published 2 SCR's, which were both published anonymously on the NSPCC website, due to the risk that significant media interest could negatively impact the family. Normally, all reviews published in Lewisham are published on the LSCB website <https://www.safeguardinglewisham.org.uk/lscb/lscb/serious-case-review/serious-case-review>. The recommendations from both reviews have been placed in a comprehensive action plan, which is being monitored by the LSCB's Task Group on Case Reviews.
- 8.2 Currently, there are 3 SCR's being undertaken, 2 of which are nearing completion, and the 3rd midway through the process. The LSCB will report fully on the reviews when they become public.

9 The Designated Officer (formerly the Local Authority Designated Officer - LADO)

- 9.1 The Local Authority Designated Officer (LADO) is a statutory role defined in statutory guidance 'Working Together to Safeguard Children.' The Designated Officer is responsible for the management and oversight of allegations against people that work with children. It is not an investigative role but provides specialist advice and support to employers where an alleged harm is perpetrated on a child or young person, or an alleged offender is employed. The investigative responsibility is retained by the individual's employer or the Police if an offence is alleged and requires investigation and action to be taken.
- 9.2 The LADO oversees all referrals in respect of allegations against people who work with, or come into contact with, children. The LADO will convene strategy meetings where it is necessary to do so, e.g., where there is enough evidence to demonstrate that the allegation has substance or a strategy meeting will provide further substantive information to decide whether an allegation is founded.
- 9.3 The LADO will follow through on allegations to conclusion, liaising with other governing bodies such as the Disclosure and Barring Service (DBS), Ofsted and other local and Government agencies.
- 9.4 An annual report is provided to the LSCB on the work of the Designated Officer. Below is a table of outcomes in relation to referrals received by the LADO to enquire into the allegations made and received. In total for 2017/18, the LADO received 332 contacts, resulting in 160 (48.2%) being taken forward for referral and 83 strategy meetings. (This compares to 215 contacts in 2016/17 resulting in 130 (60.4%) being taken forward to referral and 87 strategy meetings).

CATEGORY	Outcomes of LADO referrals (n)
False	5
Unsubstantiated	38
Unfounded	7
Substantiated	16
Outcome pending	3
Malicious	0
NFA	91
TOTAL	160

Table 3
Source: LADO Allegations Tracker 2017/18

10 Legal Implications

- 10.1 There are no specific legal implication arising from this report other than the legislative framework outlined in the body of the report. Lewisham CSC provides children's safeguarding and support serves in accordance with the statutory framework provided by the Children Act 1989 and successive statutory requirements.

11 Financial Implications

11.1 There are no specific financial implications arising from this report

12. Crime and Disorder Implications

12.1 The police are key partners in safeguarding children.

13. Equalities Implications

13.1 Equalities factors are addressed in the body of the report. Further scrutiny of ethnicity in local populations versus those children's ethnicity when entering safeguarding and child protection processes is required to ensure that children are not over represented in comparison to local demographics.

14. Environmental Implications

14.1 None.

15. Background documents and originator

15.1 If there are any queries on this report, please contact Jean Imray, Interim Director, Children's Social Care on
Tel: 0208 314 8140
Email: Jean.Imray@Lewisham.gov.uk

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Children and Young People Select Committee			
Title	Lewisham Children and Family Centre Offer	Item No	7
Contributors	Executive Director for Children and Young People		
Class	Part 1	Date	5 September 2018

1. Purpose of report

- 1.1. This report describes and summarises the Lewisham Children’s and Family Centres offer.

2. Recommendation

- 2.1. The Committee is asked to note and comment on the content of this report describing the Lewisham children and families centres offer.

3. Background

- 3.1. The current Lewisham Children and Family Centre (CFC) offer was commissioned in April 2017 and runs until 30 March 2020.
- 3.2. The Service is delivered through 3 separate contracts operating across the borough.
 - Pre-school Learning Alliance and Clyde Nursery School (working in partnership with Beecroft Garden, Marvels Lane and Kilmorie Schools)
 - Kelvin Grove/Eliot Bank Children and Family Centre
 - Donderry Children and Family Centre
- 3.3. Children and Family Centres form a key part of Lewisham’s Early Help offer across the borough providing a wide range of activities to give children and families the best start in life from universal drop in sessions to targeted and innovative Domestic Violence programmes and Psychological Therapies.
- 3.4. The Select Committee is asked to note the attached PowerPoint document which gives an overview of Lewisham’s Children and Family Centre offer.

4. Policy context

Local Policy Context

- 4.1 The services outlined in this report are relevant to the Council's strategic priorities, in particular:
- *Young People's Achievement and Involvement* – raising educational attainment and improving facilities for young people through partnership working
 - *Protection of Children* – better safeguarding and joined up services for children at risk
 - *Community Leadership and Empowerment* – developing opportunities for the active participation and engagement of people in the life of the community
- 4.1 The Children and Family Centres service is also in line with the strategic priorities outlined in Lewisham's Sustainable Community Strategy 2008-2020, specifically:
- *Ambitious and achieving* – inspire our young people to achieve their full potential by removing barriers to learning
- 4.2 In addition, Lewisham's Children and Young People Plan (CYPP) 2015-18 establishes how partner agencies will continue to work together to improve those outcomes that will make significant improvements to the life-chances of our children and young people. The CYPP identifies four priority outcome areas:
- *Build resilience* – we want our children and young people to be resilient, knowing when and where to go for help and support when faced with challenges and adversities as they arise. We also want our parents and workforce to be equipped to identify and respond to presenting needs amongst children and young people, intervening early and preventing escalation wherever possible
 - *Be healthy and active* – we want our children, young people and their families to be healthy and active, confident and able to make healthy lifestyle choices and to have an understanding of how this can improve their development and wellbeing
 - *Raise achievement and attainment* – we want our children and young people to achieve highly, supported by the best education, employment and training opportunities
 - *Stay safe* – as a partnership, we will support the right of every child to live in a safe and secure environment, free from abuse, neglect and harm

5. Financial implications

- 5.1 The budget for Children and Family Centres, which includes service provision, ICT infrastructure, and building maintenance is £2,576,279.
- 5.2 There are no financial implications arising from this report.

6. Legal implications

6.1 There are no legal implications arising from this report.

7. Crime and disorder implications

7.1 There are no crime and disorder implications arising from this report.

7.2 Research shows that early intervention to support young children early in life can reduce likelihood of involvement in crime later in life.

8. Equalities implications

8.1 There are no equalities implications arising from this report.

8.2 Use of the CFCs is monitored by the protected characteristics. The provision is geared towards supporting those who are economically disadvantaged and who require additional support.

9. Environmental implications

9.1 None

Background documents and originator

If you have any questions about this report, please contact David McCollum.
David.mccollum@lewisham.gov.uk or 0208 314 6465

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Lewisham Children and Family Centres

Service Overview document August 2018



**Lewisham Children
and Family Centres**



Purpose of this document is to:

- Provide a clear overview of the Children and Family Centres' offer and the outcomes they work towards
- Explain the purpose of the service
- Provide more specific detail about the individual CFC contracts

History of Children's Centres

- The story of Children's Centres begins with the creation of Sure Start in 1998 and the later 2004 Ten Year Childcare Strategy
- Sure Start children's centres were designed to deliver a place in every community that would provide integrated care and services for young children and their families, with a particular focus on closing the achievement gap for children from disadvantaged backgrounds.
- The underlying rationale for the introduction of children's centres was to *support all children and families living in particular disadvantaged areas* by providing a wide range of services tailored to local conditions and needs
- Sure Start areas and children's centres were traditionally based in the 20% most deprived areas in the country
- They mainly provided:
 - childcare and early education
 - information and advice to parents
 - outreach and family support services
 - drop-in sessions and activities for parents
 - carers and children
 - child and family health services
 - links to Jobcentre Plus · and support for childminders
- The current Lewisham Children and Family Centre offer was redesigned and commissioned in April 2017

What are Lewisham Children and Family Centre's (CFC's)?

- Pre-school Learning Alliance and Clyde Nursery School (working in partnership with Beecroft Garden, Marvels Lane and Kilmorie Schools) and Kelvin Grove/Eliot Bank and Downterry Children's Centres are currently commissioned to deliver children and family centre services across Lewisham
- The Lewisham's CFC offer is built on knowledge that the early years of a child's life are key formative years for emotional, social, physical and cognitive development.
- Lewisham CFCs also recognise the vital role that parents play in their child's development and that socio-economic background, parenting capacity and early education are all proven to have a significant impact on a child's future success.
- Adverse Childhood Experiences can have devastating long term impacts on a child's life and Lewisham CFCs focus on early intervention, prevention and support to give Lewisham's children the opportunity to make the very best start in life.
- Lewisham CFCs offer a mixture of universal and targeted support to children and families in Lewisham; providing meaningful, and evidence based activities that promote children's development and support parents and families.
- Some of the core activities provided by Lewisham CFCs include:
 - Early Years Foundation Stage focussed early education sessions for children aged 0-5 such as stay and play, with a focus on school readiness.
 - Health themed sessions such as breast feeding groups and a range of activities that promote healthy lifestyles
 - Parenting and relationship programmes
 - Information and advice and signposting to other key services
 - Adult Education and Job centre plus services (delivered by partners)
 - Family support delivered across the Continuum of Need
- Lewisham CFC's multi-skilled workforces are located at key sites throughout the borough and focussed on engaging families within their designated area.
- Lewisham CFC's work closely with key partners, in particular with the Health Visiting Service and Family Nurse Partnership, Maternity Services, schools, GPs, Jobcentre Plus and Public Health and are testing service integration at every opportunity.
- Lewisham CFCs are a key partner in providing targeted service for families as part of the Lewisham Early Help strategy, and are a lead professional in appropriate cases.
- Children's Centres buildings form a key part of the Lewisham partnership and other services are encouraged to use the sites available to promote joint working and co-provision.

What Lewisham Outcomes do CFCs help achieve?

- The vision of Lewisham's Children and Young People's Strategic Partnership is:
 - 'Together with families, we will improve the lives and life chances of children and young people in Lewisham'
- The key values underpinning this vision are as follows:
 - We will have the highest aspirations and ambition for all our children and young people
 - We will put children and young people first every time
 - We will make a positive difference to the lives of children and young people
- To make a difference to the lives of children and young people in Lewisham, the Children and Young People's Plan 2015-18 identifies four priority outcomes areas:
 - Build child and family resilience
 - Be healthy and active
 - Raise achievement and attainment
 - Stay safe

What service outcomes do Lewisham Children and Family Centres achieve?

- **Better resilience of children and their families in Lewisham:** with the aim of preventing and reducing the impact of adverse childhood experiences.
- **Improved understanding of the issues and needs of children and families in Lewisham:** with the aim of improving understanding of adverse childhood experiences
- **Improved parenting and attachment:** including by optimising the outcomes of the first 1001 days, and reducing toxic stress and the impact of factors leading to toxic stress and enhancing parenting as a protective factor.
- **Improved school readiness:** including support to reach key milestones and child development
- **Improved child and family health and life chances:** including child and maternal mental health and resilience, breast feeding & healthy weight
- **Prevention of escalation:** including support to children and their families to be safe and provision of support across the Continuum of Need as part of the borough's early help offer
- **Housing, Employment & Finance Support:** including support to access housing, debt and employment services
- **Increased awareness of children's centres and their intended role:** amongst all parents and relevant services in Lewisham
- **Troubled Families outcomes**
- **Integrated working :** Better development of opportunities and systems to work in an integrated way with key agencies, including Health Visiting and across CFC providers.

Who can access Lewisham Children and Family Centres?

- Lewisham CFCs are open 48 weeks a year; with a rolling programme of closure for the remaining 4 weeks across all provider hubs.
- CFC's are open 5 days per week and include evening provision on at least one evening per week in each neighbourhood (between 5.00pm to 8.00pm)
- A website with up to date activity timetables and contact details is available at the link below:
- <https://www.lewishamcfc.org.uk/>
- Referrals for CFC family support are all sent to the PSLA secure email: Lewisham.Secure@pre-school.org.uk
- As well as Early help, CFCs also receive referrals across the whole Continuum of Need from Children's Social Care, health visitors, schools and a wide range of other agencies.

CFCs Offer Across Lewisham Continuum of Need

Tier 1 and 2:

- Open access to all sessions within the children and family centres, and in local schools and in the wider community, including 'pop-ups' in local parks and community spaces
- Family outreach support which offers families help with accessing the centres or specific sessions, registering with GPs and dentists, school applications; and enabling access to 2 year free entitlement; accessing other services that can support families including back-to-work programmes, general parenting courses and parenting sessions, support groups, information and advice sessions
- Sessions based on Five to Thrive principles, include general stay and play sessions and specific sessions such as Owl Babies and Beautiful Babies, Beautiful Brains

Tier 3

- Bespoke family support on a 1:1 basis in the family home and elsewhere
- Active involvement and partnership in the Early Help Panel and continuing support with the development of the Early Help Strategy
- Specialist programmes such as Community Groups Programmes, Freedom Programme, Escape the Trap – with a particular focus on supporting children and families to recover from domestic abuse and develop healthy, safe relationships
- Parenting Programmes such as Incredible Years for children with conduct disorder targeted at particular groups, and including access to more generic parenting courses such as Triple P or Teen Triple P and PIPT to support positive responsive parenting that improves outcomes for children
- Lead Professional role and co-ordination of TAF meetings as appropriate

Tier 4

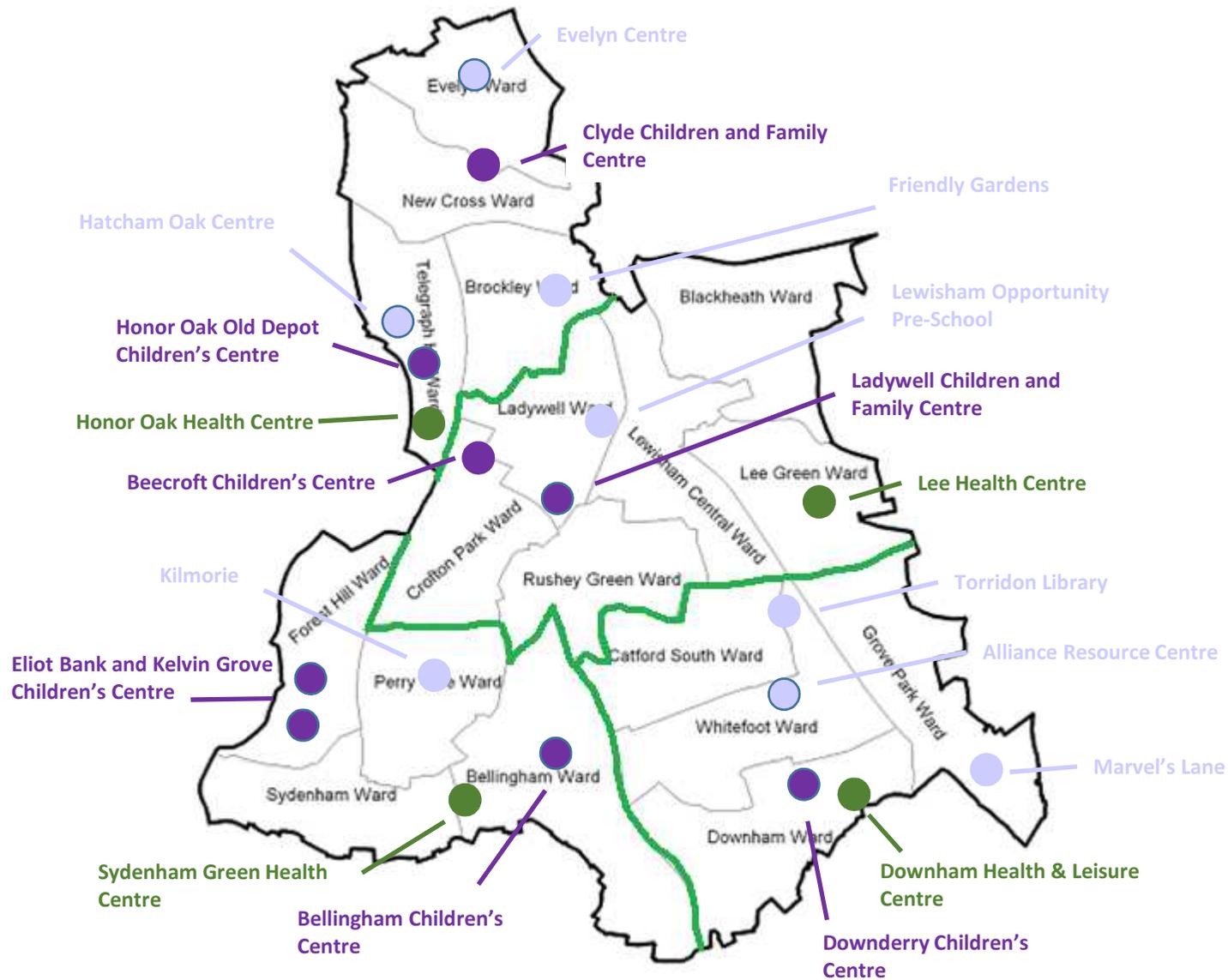
- Priority allocation of places as appropriate on parenting courses and other specialist programmes that CFCs offer

CFC Building Usage

CFC delivery sites:

- KGEB MAIN SITE
 - Kelvin Grove and Elliot Bank Children’s Centre (Area 4)
- DOWNDERRY MAIN SITE
 - DOWNDERRY Children and Family Centre (Area 3)
- PSLA MAIN HUB SITES:
 - Bellingham Children and Family Centre (main hub for Areas 3 and 4)
 - Clyde Children and Family Centre (main hub for Area 1)
 - Ladywell Children and Family Centre (main hub for Area 2)
- PSLA ADDITIONAL KEY DELIVERY SITES:
 - Beecroft Children and Family Centre (area 2)
 - Camelot Centre (area 3)
 - Evelyn Children and Family Centre (area 1)
 - Honor Oak Depot (area 2)
- PSLA also commission some services at Marvels Lane Children and Family Centre. Other delivery sites are also used, including schools, health buildings, community centres and parks.

Lewisham 0-5 Services Delivery Sites



Core Offer

In each neighbourhood, Lewisham Family Pathways ensures that children and families can access:

- EYFS focussed early education sessions for children aged 0-4 eg Stay and Play
- Health themed sessions eg breast feeding group
- Parenting and relationship programmes – evidenced based
- Information and advice, signposting to services
- Adult Education and Job centre plus services
- Family support

- Children and Family Centres
- Additional sites for some CF provision
- HV community bases
- HV Baby Clinics

Performance Monitoring requirements of all CFCs

All CFCs attend monthly meetings with the Joint Commissioner for Early Intervention, with more detailed quarterly reporting.

The Children and Family Centre contract has key performance elements relating to:

- *Universal Reach & contacts* - a target of 40% of the total 0-5 population in their community, each year, at ward level.
- *Targeted Reach & contacts* - a target of 20% of the 0-5 population in their community, each year, at ward level. This cohort must meet two or more of the Government's Troubled Families Programme criteria
- Referral routes
- Activities undertaken
- Outcomes of evidence based interventions

A new data recording system called Servelec Synergy Connect + and EIS System is currently being implemented to improve how data and outcomes are recorded and reported. Training on the new system is currently being rolled out and we expect to have full reporting in place by October 2018.

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CHILDREN & YOUNG PEOPLE SELECT COMMITTEE		
Report Title	Children's Social Care Commissioning & Sufficiency Strategy and LAC Commissioning Plan (2017-2019)	
Key Decision	No	Item No. 8
Ward	All	
Contributors	Jean Imray, Interim Director of Children's Social Care	
Class	Part 1	Date: 5 th September 2018

1. Purpose of the report

- 1.1 This report gives an update on the CYP Directorate's work to improve the commissioning of care placements, ensuring that there are sufficient high quality placements for looked after children and young people and that value for money is delivered.

2. Recommendations

- 2.1 To note that following review, a revised and updated Children's Placement Sufficiency Strategy is being produced to outline the key challenges and set out a sound sufficiency response to enable the Council to meet the accommodation and support needs of children and young people in Lewisham and hence its statutory sufficiency duty under 22(G) of the Children Act 1989.
- 2.2 To note that the revised Sufficiency Strategy will inform the development of the 3-5 year Medium Term Financial Strategy for Children's Services.
- 2.3 That a revised Commissioning and Sufficiency Strategy is provided to the Children and Young People Select Committee in November 2018.

3. Background

- 3.1 The current Commissioning and Sufficiency Strategy 2017-2019 was completed in March 2017. It focuses on placements for Care Leavers and Looked After Children (LAC) and associated services. It set out how Lewisham intended to meet the Sufficiency Duty as outlined in Section 22G of the Children Act 1989.
- 3.2 A focus on placement availability and choice for children and young people of all ages, combined with greater clarity about the source of pressures in the placement budget, has led to an understanding that the current Sufficiency Strategy is not having the required impact and subsequently is in need of review.
- 3.3 The Strategy has been reviewed and this has identified that it needs to be repositioned to better articulate the key challenges that Lewisham faces in achieving sufficiency for children and young people across the borough. The strategic commissioning response has to be strengthened to overcome the key challenges that have been identified. In addition, the redrafted Sufficiency Strategy has to be directly related to a

sustainable budget for Children's Social Care, which delivers the cost reductions and improved outcomes for children and young people.

4. Policy context

4.1 The approach taken to meeting the Sufficiency Duty for placements is consistent with 'Shaping Our Future: Lewisham's Sustainable Community Strategy' and the Council's corporate priorities. In particular, it is aligned with the Council's strategic priorities regarding Young People's Achievement and Involvement, the Protection of Children, and Efficiency, Effectiveness and Equity.

4.2 The aspiration to have high quality and varied provision in place aligns with the Council's strategic priorities concerning the commissioning of services for Lewisham Looked After Children by encouraging them to be:

- ambitious and achieving, safer,
- empowered and responsible,
- healthy and active,
- living in high quality homes,

all of which should enable them to feel supported and inspired to achieve their full potential. Improved placement stability for our LAC will better support them to achieve the life outcomes that Lewisham want for our young people.

4.3 The approach to the refreshed Sufficiency Strategy is consistent with the priorities detailed in our Lewisham's Children and Young People's Plan (CYPP) 2015-18. In particular:

- Preventing poor outcomes and escalation of need, including for children in families at risk of crisis through early intervention (BR2)
- Providing stable and consistent support for our Looked After Children (BR5)
- Ensuring our Looked After Children are healthy (HA7)
- Raising achievement and attainment for our Looked After Children at all key stages and Post 16 (AA7)
- Ensuring our Looked After Children are Safe(SS3)
-

4.4 In Lewisham we want the same things for the children and young people we look after as any good parent would want for their child. We want our children to be healthy and happy in childhood. We want them to feel valued for who they are and to feel loved. We want them to enjoy learning and to benefit from the experience. We want them to achieve their full potential and be able to fulfil their own personal ambitions and goals. We want them to grow into well adjusted, emotionally balanced individuals who will experience positive relationships in adulthood. We want them to become responsible citizens and be able to be good parents to their own children when the time comes. Our vision is that we will achieve this by providing the highest quality of care delivered through the services for which we are both responsible and accountable.

4.5 Securing sufficient accommodation that meets the needs of children who are in care is a statutory requirement for all Local Authorities. Having the right placement in the right place, at the right time, are vital factors in achieving placement stability, which itself is critical factor to securing better outcomes for children. The statutory guidance on securing sufficient accommodation for in care children provides clarification on the

'sufficiency duty' placed on local authorities under 22(G) of the Children Act 1989, to secure sufficient accommodation to meet the needs of children in their care.

- 4.6 The sufficiency duty applies in respect of all children who are defined as 'looked after' under the 1989 Act. An important mechanism – both in improving outcomes for children and in having sufficient accommodation to meet their needs – is to take earlier, preventive action to support children and families so that fewer children and young people come into care.
- 4.7 The guidance requires that, working with their partners, local authorities must be in a position to secure, where reasonably practicable, sufficient accommodation for looked after children in their local authority area.

5. Redrafting the Sufficiency Strategy (2018-2020)

5.1 The purpose of a Commissioning and Sufficiency Strategy is to achieve better outcomes for children and young people who are in the care of the Local Authority. It requires:

- An understanding of the numbers and profiles of the children, young people and young adults requiring placements currently.
- Prediction of demand as far into the future as possible
- An understanding of the local, regional and national placement market
- A strategy for growing the local placement market and to engage proactively and positively with them
- A strategy for encouraging local providers to work as partners as well as competitors
- An understanding that in-house provision also has to compete at every level with independent providers in terms of cost, quality and market responsiveness
- A commitment to work across LA boundaries in order to secure advantageous regional or sub regional contracting and economies of scale opportunities
- Synergy across the service and beyond in terms of the approach taken when working with children and their families. First and foremost this means working to ensure that children and young people should be supported to remain in their families or return to their families whenever it is safe to do so.
- Access to and value for money from specialist provision for our most complex and or challenging young people is improved
- Access to best value accommodation for Care Leavers that promotes independent living, with the necessary support, at the earliest possible stage.

5.2 The redrafted Sufficiency Strategy will also be informed by the following principles:

- Children should only be kept in care for the minimum amount of time that is required to make permanent and sustainable plans for them. Permanency planning starts from the decision that a child needs to come into care and continues until the child's future is secure.
- Children are entitled to be listened to and respected as individuals. Children are entitled to participate, as fully as their age and understanding enables them, in decisions that affect them. We must ensure that children's views and individual needs are considered when making decisions that affect their lives.
- Services will aim to reduce the involvement of children and young people in criminal activities and to ensure children are not deprived of their liberty except in

exceptional circumstances, and in accordance with legal and departmental processes.

- Young people leaving care should receive positive preparation and support so that they are enabled to participate fully as active citizens once they reach adulthood. Significant attention will always be given to preparing and implementing Pathway Plans with young people and providing support and guidance so that opportunities to engage in education, employment and training are maximised.
- Children and young people should be placed as close to their local community as possible unless there is clear evidence that this is not in their best interests.
- Disabled children should have the same rights as other children and the above principles will always apply equally to them.

5.3 Work is currently underway to redraft a Sufficiency Strategy which will be better positioned to provide a sound sufficiency response to overcoming the key challenges that Lewisham faces in achieving sufficiency for children and young people across the borough. The strategic commissioning response will be strengthened to overcome the key challenges that have been identified. For example, there are currently insufficient in-house foster care placements to meet the range of needs presented by Lewisham's current care population. The redrafted Sufficiency Strategy will inform the development of a 3-5 year Medium Term Financial Strategy for Children's Services.

5.4 Providing a sound commissioning response to the challenges will require a change in the current commissioning approach which will mean:

- the rethinking and redesign of services and the way work is undertaken with families,
- practice improvement,
- investing in the right support at the right time,
- enhancing early help and prevention so that fewer children come into care in the first place.

5.5 The redrafted Strategy will also focus on the effective management of the market in relation to efficiencies in the management and quality assurance of providers to shape a robust market offer. It will ensure that the local in-house and external market are managed as 'one' and developed over time so children and young people who remain in our care are able to continue to live in a family setting with the right support within or close to the Borough. This will bring greater economies of scale, greater transparency and accountability and the ability to respond rapidly to provider failure.

5.6 The work in relation to the refresh of the Sufficiency Strategy will inform a 3-5 year Medium Term Financial Strategy and is being undertaken at pace. This includes a wide range of activities related to commissioning, practice improvement and review of individual placements which has informed a planned approach to the changes required for Lewisham to meet its Sufficiency Duty.

6. Financial implications

6.1 The Sufficiency Strategy is key to addressing the budget overspend in Children's Social Care (£12.6m after use of reserves). The redrafted Sufficiency Strategy will set out the challenges faced in meeting the sufficiency duty in Lewisham. Strategic priorities will be identified and actions and interventions proposed, that when implemented will mean Lewisham is better placed to meet the sufficiency challenge

and deliver a financially sustainable Children's Services. The outcome of the Strategy will be to reduce costs over time linked to a 3-5 year Medium Term Financial Strategy.

6.2 The intention is to develop a range of preventative interventions, some of which will require investment to deliver the necessary cost reductions and improved outcomes for children and young people in Lewisham but which ultimately will result in cost reduction. This will include:

- Supporting children and young people on the 'edge of care' to stay at home
- Returning children to their birth/extended families when safe to do so
- Supporting permanency through Adoption and special guardianship
- Placement commissioning and development
- Support around the placement to meet the individual needs of the child/young person and carer (including Social Emotional Mental Health needs)

6.3 The placements budget last year 2017/18 was £21.2m, with a spend of £29.3m. It thus overspent by £8.1m. This represents 57% of overall CSC Departmental position. Hence the need for strategic review and redesign as proposed in this report

7. Legal Implications

7.1 The statutory guidance on securing sufficient accommodation for in care children provides clarification on the 'sufficiency duty' placed on local authorities under 22(G) of the Children Act 1989, to secure sufficient accommodation to meet the needs of children in their care.

8. Crime and Disorder Implications

8.1 There are occasions when young people come into care as a result of criminal activities for example they may be remanded into the care of the Local Authority. Ensuring that these young people and others, who may be involved in or on the fringes of crime, have placements that maximise opportunities to divert them from negative influences and reengage them in positive activities and education is key to safeguarding and promoting their welfare.

9. Equalities Implications

9.1 The sufficiency duty requires placements to be provided so that no group is disadvantaged by care that fails to meet their needs based on gender, ethnicity, religion or disability.

10. Environmental Implications

10.1 There are no specific environmental implications identified at this time.

11. Conclusion

11.1 Committee members are asked to note that a redrafted Sufficiency Strategy will:

- take full account of a reappraised care and financial landscape
- outline the key challenges
- outline the commissioning response to meeting the accommodation and support needs of children and young people
- inform the further development of a 3-5 year Medium Term Financial Strategy for Children's Services which will deliver both cost reductions and improved outcomes for children and young people in Lewisham.

Background documents and originator

None

If there are any queries regarding this report, please contact Jean Imray, Interim Director, Children's Social Care on 0208 314 8140.

Children and Young People Select Committee			
Title	Select Committee work programme		
Contributor	Scrutiny Manager	Item	9
Class	Part 1 (Open)	5 September 2018	

1. Purpose

To advise Committee members of the work programme for the 2018/19 municipal year, and to decide on the agenda items for the next meeting.

2. Summary

- 2.1 At the beginning of the new administration, each select committee drew up a draft work programme. The Overview and Scrutiny Business Panel agreed a co-ordinated work programme. The work programme for each individual committee can be reviewed at each Select Committee meeting so that Members are able to include urgent, high priority items and remove items that are no longer a priority.

3. Recommendations

3.1 The Committee is asked to:

- note the work plan attached at **Appendix B** and discuss any issues arising from the programme;
- specify the information and analysis required in the report for each item on the agenda for the next meeting, based on desired outcomes, so that officers are clear on what they need to provide;
- review all forthcoming key decisions, attached at **Appendix C**, and consider any items for further scrutiny.

4. The work programme

4.1 The work programme for 2018/19 was agreed at the Committee's meeting on 28 June 2018.

4.2 The Committee is asked to consider if any urgent issues have arisen that require scrutiny and if any existing items are no longer a priority and can be removed from the work programme. Before adding additional items, each item should be considered against agreed criteria.

4.3 The flow chart attached at **Appendix A** may help Members decide if proposed additional items should be added to the work programme. The Committee's work programme needs to be achievable in terms of the amount of meeting time available. If the committee agrees to add additional item(s) because they are urgent and high priority, Members will need to consider which medium/low priority item(s) should be removed in order to create sufficient capacity for the new item(s).

- 4.4 As discussed at the last meeting of the committee on 28 June, a report on the new Ofsted Improvement Plan will come to committee on 24 January. In order to free up time on the agenda for meaningful discussion, the final report of the in-depth review has been put back to 13 March 2018.

5. The next meeting

- 5.1 The following reports are scheduled for the meeting on 17 October 2018:

Agenda item	Review type	Link to Corporate Priority	Priority
Exclusions from school in-depth review – first evidence session	In-depth review	Young people's achievement and involvement; protection of children	CP2&7
School Place Planning	Standard Item	Young people's achievement and involvement	CP2
Primary to Secondary Transition – update	Performance Monitoring	Young people's achievement and involvement; protection of children	CP2&7
Update on Youth First	Standard Item	Young people's achievement and involvement	CP2

- 5.2 The Committee is asked to specify the information and analysis it would like to see in the reports for these item, based on the outcomes the committee would like to achieve, so that officers are clear on what they need to provide for the next meeting.

6. Financial Implications

There are no financial implications arising from this report.

7. Legal Implications

In accordance with the Council's Constitution, all scrutiny select committees must devise and submit a work programme to the Business Panel at the start of each municipal year.

8. Equalities Implications

- 8.1 The Equality Act 2010 brought together all previous equality legislation in England, Scotland and Wales. The Act included a new public sector equality duty, replacing the separate duties relating to race, disability and gender equality. The duty came into force on 6 April 2011. It covers the following nine protected characteristics: age,

disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

8.2 The Council must, in the exercise of its functions, have due regard to the need to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act
- advance equality of opportunity between people who share a protected characteristic and those who do not.
- foster good relations between people who share a protected characteristic and those who do not.

8.3 There may be equalities implications arising from items on the work programme and all activities undertaken by the Select Committee will need to give due consideration to this.

9. Date of next meeting

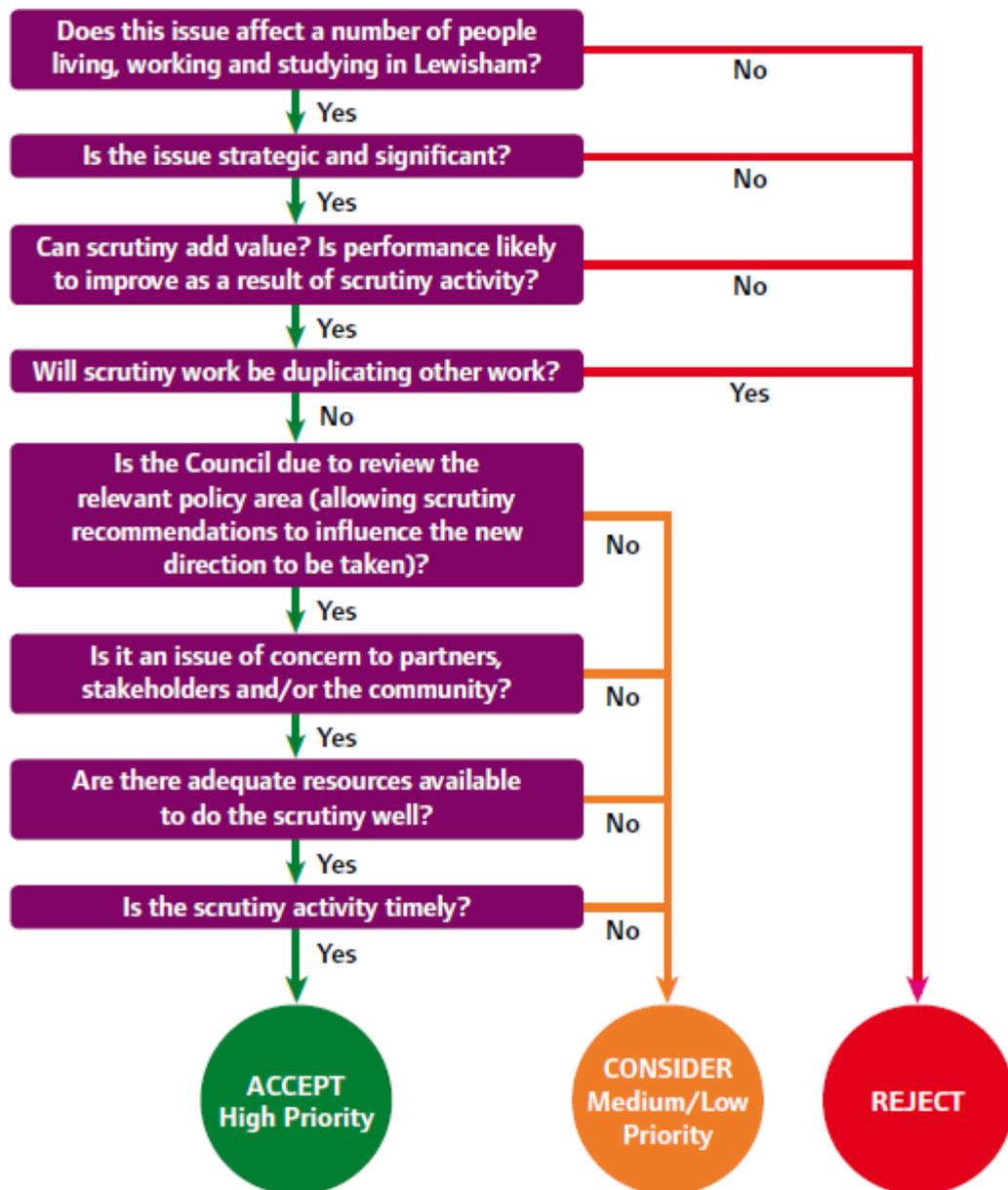
9.1 The date of the next meeting is Wednesday 17 October 2018.

Background Documents

Lewisham Council's Constitution

Centre for Public Scrutiny: the Good Scrutiny Guide

Scrutiny work programme – prioritisation process



Work Item	Type of review	Priority	Strategic Priority	Delivery deadline	28-Jun	05-Sep	17-Oct	06-Dec	24-Jan	13-Mar
Lewisham Future Programme	Standard item	High	CP10	Ongoing			SAVINGS			
Election of the Chair and Vice-Chair	Constitutional requirement	High	CP10	Jun						
Select Committee work programme 2018/19	Constitutional requirement	High	CP10	Jun						
Response to referral - SEND provision	Referral response	High	CP2&CP7	Jun						
Response to referral - CAMHS funding	Referral response	High	CP2&CP7	Jun						
Response to referral - recruitment and retention of school staff indepth review	Referral response	High	CP2&CP7	May						
Update on Ofsted Improvement Plan (Children's Social Care)	Standard Item	High	CP7	June						
Annual Report on Attendance and Exclusions	Performance monitoring	High	CP2&CP7	Sep						
Children's Centres	Standard Item	High	CP2&CP7	Sept						
Children's Social Care sufficiency strategy (to include Out of Borough Placements)	Standard item	High	CP2&CP7	Sept						
Safeguarding Services 6-monthly Report	Performance monitoring	High	CP2&CP7	ongoing						
In-depth review - school exclusions	In-depth review	Hgh	CP2 & CP7	Jan		Scoping	Evidence 1	Evidence2		Final report
School place planning	Standard Item	High	CP2	Oct						
Primary to Secondary transition - update	Performance Monitoring	High	CP2&CP7	Oct						
Update on Youth First	Standard item	High	CP 2							
Lewisham Safeguarding Children's Board Annual Report	Performance monitoring	High	CP7							
Provisional GCSE results and update on secondary challenge	Performance Monitoring	High	CP2 & CP7							
Revision of SEND Strategy (to include ECHPs)	Standard item	High	CP2							
Lewisham Learning Partnership - measuring outcomes/ success	Performance monitoring	High	CP 2							
New Ofsted Improvement Plan	Standard Item	High	CP2&CP7	Jan						
Recruitment and retention of school staff - 6 month update	Performance Monitoring	High	CP2&CP7							
Corporate Parenting and LAC Annual Report	Performance monitoring	High	CP2&CP7							
Annual Schools Standards Report 2017/18 (primary and secondary), including update on Secondary Challenge	Performance monitoring	High	CP2							
Children and Young People's Plan	Standard item	High	CP2&CP7							

	Item completed
	Item on-going
	Item outstanding
	Proposed timeframe
	Item added

Meetings			
1)	Thursday 28 June	4)	Thursday 6 December
2)	Wednesday 5 September	5)	Thursday 24 January
3)	Wednesday 17 October	6)	Wednesday 13 March

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FORWARD PLAN OF KEY DECISIONS

Forward Plan September 2018 - December 2018

This Forward Plan sets out the key decisions the Council expects to take during the next four months.

Anyone wishing to make representations on a decision should submit them in writing as soon as possible to the relevant contact officer (shown as number (7) in the key overleaf). Any representations made less than 3 days before the meeting should be sent to Kevin Flaherty, the Local Democracy Officer, at the Council Offices or kevin.flaherty@lewisham.gov.uk. However the deadline will be 4pm on the working day prior to the meeting.

A “key decision”* means an executive decision which is likely to:

- (a) result in the Council incurring expenditure which is, or the making of savings which are, significant having regard to the Council's budget for the service or function to which the decision relates;
- (b) be significant in terms of its effects on communities living or working in an area comprising two or more wards.

FORWARD PLAN – KEY DECISIONS

Date included in forward plan	Description of matter under consideration	Date of Decision Decision maker	Responsible Officers / Portfolios	Consultation Details	Background papers / materials
June 2018	Ethical Care Charter	20/09/18 Mayor and Cabinet	Aileen Buckton, Executive Director for Community Services and Councillor Chris Best, Deputy Mayor		
August 2018	Resettlement of Syrian Refugees	20/09/18 Mayor and Cabinet	Kevin Sheehan, Executive Director for Customer Services and Councillor Kevin Bonavia, Cabinet Member for Democracy, Refugees & Accountability		
August 2018	SELCHP Contract Variation	20/09/18 Mayor and Cabinet	Kevin Sheehan, Executive Director for Customer Services and Councillor Sophie McGeevor, Cabinet Member for Parks, Neighbourhoods and Transport (job share)		
August 2018	Church Grove Community Led Housing: Underwriting GLA Grant	20/09/18 Mayor and Cabinet	Kevin Sheehan, Executive Director for Customer Services and Councillor Paul Bell, Cabinet Member for Housing		
August 2018	Student Accomodation Commercial Waste Charges	20/09/18 Mayor and Cabinet	Kevin Sheehan, Executive Director for Customer Services and Councillor Sophie McGeevor, Cabinet Member for Parks,		

FORWARD PLAN – KEY DECISIONS

Date included in forward plan	Description of matter under consideration	Date of Decision Decision maker	Responsible Officers / Portfolios	Consultation Details	Background papers / materials
			Neighbourhoods and Transport (job share)		
June 2018	Lewisham Homes Governance Update	20/09/18 Mayor and Cabinet	Kevin Sheehan, Executive Director for Customer Services and Councillor Paul Bell, Cabinet Member for Housing		
May 2018	Lewisham Homes Business Plan	20/09/18 Mayor and Cabinet	Kevin Sheehan, Executive Director for Customer Services and		
August 2018	Homes for Londoners Bid	20/09/18 Mayor and Cabinet	Kevin Sheehan, Executive Director for Customer Services and Councillor Paul Bell, Cabinet Member for Housing		
June 2018	20mph Boroughwide Speed Limit Update on Progress	20/09/18 Mayor and Cabinet	Janet Senior, Executive Director for Resources & Regeneration and Councillor Sophie McGeevor, Cabinet Member for Parks, Neighbourhoods and Transport (job share)		
August 2018	Drumbeat School and ASD Service Instrument of Government	20/09/18 Mayor and Cabinet	Sara Williams, Executive Director, Children and Young People and Councillor Chris Barnham, Cabinet Member for School		

FORWARD PLAN – KEY DECISIONS

Date included in forward plan	Description of matter under consideration	Date of Decision Decision maker	Responsible Officers / Portfolios	Consultation Details	Background papers / materials
			Performance		
August 2018	The Oakbridge Federation School Instrument of Government	20/09/18 Mayor and Cabinet	Sara Williams, Executive Director, Children and Young People and Councillor Chris Barnham, Cabinet Member for School Performance		
August 2018	Baring Primary School Instrument of Government	20/09/18 Mayor and Cabinet	Sara Williams, Executive Director, Children and Young People and Councillor Chris Barnham, Cabinet Member for School Performance		
August 2018	Prevention , Inclusion and Public Health Commissioning Team retender of 3 current services	20/09/18 Mayor and Cabinet	Aileen Buckton, Executive Director for Community Services and Councillor Chris Best, Deputy Mayor		
August 2018	Report by Local Government Ombudsman and Social Care Ombudsman	20/09/18 Mayor and Cabinet	Aileen Buckton, Executive Director for Community Services and Councillor Chris Best, Deputy Mayor		
August 2018	Draft Lewisham Transport Strategy and Implementation Plan 2019-2041	20/09/18 Mayor and Cabinet	Janet Senior, Executive Director for Resources & Regeneration and Councillor Sophie McGeevor, Cabinet Member for Parks,		

FORWARD PLAN – KEY DECISIONS

Date included in forward plan	Description of matter under consideration	Date of Decision Decision maker	Responsible Officers / Portfolios	Consultation Details	Background papers / materials
			Neighbourhoods and Transport (job share)		
August 2018	Approval for the Procurement for the disposal of Organic Waste	20/09/18 Mayor and Cabinet	Kevin Sheehan, Executive Director for Customer Services and Councillor Sophie McGeevor, Cabinet Member for Parks, Neighbourhoods and Transport (job share)		
March 2018	Laurence House Building Management System Upgrade Contract award	02/10/18 Overview and Scrutiny Business Panel	Janet Senior, Executive Director for Resources & Regeneration and Councillor Alan Smith		
May 2018	Oracle Cloud Phase 2	02/10/18 Overview and Scrutiny Business Panel	Janet Senior, Executive Director for Resources & Regeneration and Councillor Kevin Bonavia, Cabinet Member for Democracy, Refugees & Accountability		
May 2018	Stillness School Kitchen and Dining Hall Contract	02/10/18 Overview and Scrutiny Education Business Panel	Sara Williams, Executive Director, Children and Young People and Councillor Chris Barnham, Cabinet Member for School Performance		
May 2018	Amendments to the Constitution	03/10/18 Council	Kath Nicholson, Head of Law and		

FORWARD PLAN – KEY DECISIONS

Date included in forward plan	Description of matter under consideration	Date of Decision Decision maker	Responsible Officers / Portfolios	Consultation Details	Background papers / materials
June 2018	Members Remuneration	03/10/18 Council	Kath Nicholson, Head of Law and Mayor Damien Egan, Mayor		
May 2018	Secretary of State Approval Milford Towers	03/10/18 Council	Janet Senior, Executive Director for Resources & Regeneration and		
August 2018	Appointment of Council Representative to the Brent Knoll and Watergate Co-operative Trust	03/10/18 Council	Sara Williams, Executive Director, Children and Young People and Councillor Chris Barnham, Cabinet Member for School Performance		
June 2018	Adoption Statement of Purpose	10/10/18 Mayor and Cabinet	Sara Williams, Executive Director, Children and Young People and Councillor Chris Barnham, Cabinet Member for School Performance		
June 2018	Fostering Statement of Purpose	10/10/18 Mayor and Cabinet	Sara Williams, Executive Director, Children and Young People and Councillor Chris Barnham, Cabinet Member for School Performance		
August 2018	Precision Manufactured Housing Procurement Strategy	10/10/18 Mayor and Cabinet	Kevin Sheehan, Executive Director for Customer Services and Councillor Paul Bell,		

FORWARD PLAN – KEY DECISIONS

Date included in forward plan	Description of matter under consideration	Date of Decision Decision maker	Responsible Officers / Portfolios	Consultation Details	Background papers / materials
			Cabinet Member for Housing		
May 2018	Lewisham Park CAA and Article 4 Direction	10/10/18 Mayor and Cabinet	Janet Senior, Executive Director for Resources & Regeneration and		
May 2018	Response to Lewisham Poverty Commission	10/10/18 Mayor and Cabinet	Janet Senior, Executive Director for Resources & Regeneration and		
August 2018	Parks and Open Spaces Greening Fund	10/10/18 Mayor and Cabinet	Kevin Sheehan, Executive Director for Customer Services and Councillor Sophie McGeevor, Cabinet Member for Parks, Neighbourhoods and Transport (job share)		
August 2018	Cross Borough Procurement - Capital Letters	10/10/18 Mayor and Cabinet	Kevin Sheehan, Executive Director for Customer Services and Councillor Paul Bell, Cabinet Member for Housing		
August 2018	Private Sector Housing Mandatory Licensing Extension	10/10/18 Mayor and Cabinet	Kevin Sheehan, Executive Director for Customer Services and Councillor Paul Bell, Cabinet Member for Housing		
August 2018	Office Stationery Contract	10/10/18 Mayor and Cabinet	Janet Senior, Executive Director for Resources &		

FORWARD PLAN – KEY DECISIONS

Date included in forward plan	Description of matter under consideration	Date of Decision Decision maker	Responsible Officers / Portfolios	Consultation Details	Background papers / materials
			Regeneration and Councillor Amanda De Ryk, Cabinet Member for Finance, Skills and Jobs (job share)		
August 2018	Award of Highways Footway Contract	10/10/18 Mayor and Cabinet	Janet Senior, Executive Director for Resources & Regeneration and Councillor Sophie McGeevor, Cabinet Member for Parks, Neighbourhoods and Transport (job share)		
August 2018	Award of Contract for Lewisham Stop Smoking Service	10/10/18 Mayor and Cabinet	Aileen Buckton, Executive Director for Community Services and Councillor Chris Best, Deputy Mayor		
August 2018	Ladywell Playtower Project Update and Approval of Changes to Original Proposal	10/10/18 Mayor and Cabinet	Janet Senior, Executive Director for Resources & Regeneration and Mayor Damien Egan, Mayor		
August 2018	Insurance Tender - Award of Insurance Contracts	16/10/18 Overview and Scrutiny Business Panel	Janet Senior, Executive Director for Resources & Regeneration and Councillor Amanda De Ryk, Cabinet Member for Finance, Skills and Jobs (job share)		
August 2018	Award of Highways Resurfacing Contract	31/10/18 Mayor and Cabinet	Janet Senior, Executive Director for Resources &		

FORWARD PLAN – KEY DECISIONS

Date included in forward plan	Description of matter under consideration	Date of Decision Decision maker	Responsible Officers / Portfolios	Consultation Details	Background papers / materials
			Regeneration and Councillor Sophie McGeevor, Cabinet Member for Parks, Neighbourhoods and Transport (job share)		
August 2018	Lewisham Strategic Heat Network Business Case	21/11/18 Mayor and Cabinet	Janet Senior, Executive Director for Resources & Regeneration and Mayor Damien Egan, Mayor		
June 2018	Contract Award New Woodlands School	04/12/18 Overview and Scrutiny Education Business Panel	Sara Williams, Executive Director, Children and Young People and Councillor Chris Barnham, Cabinet Member for School Performance		
March 2018	Demolition Contract Award for SEND school expansion projects	04/12/18 Overview and Scrutiny Education Business Panel	Sara Williams, Executive Director, Children and Young People and Councillor Paul Maslin		
May 2018	2 PCSA Contract Awards for Stage 1 of two SEND school expansion projects	04/12/18 Overview and Scrutiny Education Business Panel	Sara Williams, Executive Director, Children and Young People and Councillor Chris Barnham, Cabinet Member for School Performance		
August 2018	Council Tax Reduction - Consultation 2019-20	12/12/18 Mayor and Cabinet	Janet Senior, Executive Director for Resources & Regeneration and		

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			Councillor Amanda De Ryk, Cabinet Member for Finance, Skills and Jobs (job share)		
August 2018	Council Tax Reduction - Consultation 2019-20	23/01/19 Council	Janet Senior, Executive Director for Resources & Regeneration and Councillor Joe Dromey, Cabinet Member for Finance, Skills and Jobs (job share)		

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