



## Children and Young People Select Committee

### **Report title: Update on the CYP Select Committee's Recommendations from the Exclusions Review**

**Date:** 10<sup>th</sup> March 2020

**Key decision:** No.

**Ward(s) affected:** All

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### **Outline and recommendations**

As part of its work programme the Committee has requested an update on progress against the recommendations of the CYP Select Committee's Review of Exclusions.

This report provides an update against the recommendations of the CYP Select Committee Review of Exclusions.

#### **Recommendations**

The Committee is asked to note the update and progress against the recommendations of the CYP Select Committee Review of Exclusions which reflects the high priority of the Lewisham Children and Young People's Plan 2019-2022.

## **1. Summary**

- 1.1. Lowering exclusion in Lewisham continues to be a key priority, and whilst there have been many positive changes over the past three years which have resulted in a reduction in exclusions, the external factors that pupils face day to day and present in school will continue to present challenges for Headteachers and staff, which in a small minority of cases may still lead to an exclusion. This is a whole system challenge and needs to be at the heart of the Lewisham Education Strategy and the Early Help Strategy.

- 1.2 The update on progress against the recommendations of the CYP Select Committee's review of exclusions is attached at Appendix 1.

## 2. Recommendations

The Committee is asked to note the update and progress against the recommendations of the CYP Select Committee Review of Exclusions which reflects the high priority of the Lewisham Children and Young People's Plan 2019-2022.

## 3. Policy Context

- 3.1 The national exclusion data is published in the DfE Statistical First Release (SFR) in July each year and gives the annual exclusion data for local authorities. Currently 2017/18 data is available and 2018/19 is not available until July 2020.

## 4. Background

- 4.1 Locally collected data on permanent exclusions (PEX) and managed transfers (MT) 2018/19

Lewisham council is promptly notified by schools regarding the permanent exclusions and quality assure the circumstances surrounding managed transfers of pupils in Lewisham schools and of Lewisham residents in out of borough schools.

As a result Lewisham council is able to collect data for the academic year of 2018/19. In 2018/19 there were 16 permanent exclusions from Lewisham secondary schools, 68 per cent less than 2017/18. Based on 2017/18 data this brings Lewisham figures much more in line with England, London and Inner London averages. In 2018/19 there were 42 managed transfers from Lewisham secondary schools.

- 4.2 Since September 2019 there has been 11 Permanent exclusions and 17 Managed Transfers. There have been, in addition, 10 withdrawals since September 2019. This is a slight increase on this period in 2017-18.

### 4.2.1 Year Group breakdown

Year 11	9	Increase on 2018/19 (5 MT/ 4 PEX)
Year 10	4	Decrease on 2018/19 (3 MT/ 1 PEX)
Year 9	8	Increase on 2018/19 (6 MT/ 2 PEX)
Year 8	3	Increase on 2018/19 (1 MT/ 2 PEX)
Year 7	4	Decrease on 2018/19 (2 MT/ 2 PEX)

### 4.2.2 Highest proportion of exclusions

- 11 pupils excluded (6 MT/ 5 PEX) from Lewisham schools in December, an increase compared to December 2018.
  - 14 pupils excluded for Persistent Disruptive Behaviour, with no identified SEN (9 MT/ 5 PEX). Weapon offences (3) as a reason continues to reduce since a peak in 2015/16.
  - Gender – 13 (9 MT/ 4 PEX) Female / 15 (8 MT/ 7 PEX) Male.
  - FSM – 16 (9 MT/ 7 PEX) pupils excluded were eligible for FSM, this continues to increase.
  - Ethnicity – Black Caribbean and African pupils highest excluded – 12 (7 MT/ 5 PEX).
  - Highest exclusions from schools: Haberdashers' Aske's Knights Academy (5) Conisborough College (4) Sedgehill (5).
- 4.3 Managed Transfers are only offered to parents when the local authority has quality assured the schools exclusion file and is of the view that the school has considered all

options available before issuing a permanent exclusion. Families are not obliged to accept a Managed Transfer and can seek impartial advice from the local authority and independent advocacy services.

However the data shows that more parents are accepting Managed Transfers as opposed to proceeding to a Governors Disciplinary Panel, this is often an indication that the parent does not contest the support given by the school to their child or that they feel the exclusion is justified. Lewisham continues to work with neighbouring local authorities as they offer similar transfers.

## 6. Appendix 1

Recommendation	Proposed Response	Update and actions to date
<p>1. That reducing school permanent exclusions to the unavoidable minimum be an explicit element of Lewisham's published Children and Young People's Plan. (Lewisham Council)</p>	<p>Reducing exclusions has been included in the Lewisham Corporate Strategy and the draft <b>CYP Plan 2019-22 - Priority 3: Children and young people develop, achieve and are ready for adulthood</b></p> <ul style="list-style-type: none"> <li>▪ The right support is in place to prevent exclusions from school.</li> </ul>	<p><b>The Children and Young Peoples Plan 2019-22 - Priority 3: Children and young people develop, achieve and are ready for adulthood</b></p> <ul style="list-style-type: none"> <li>▪ The right support is in place to prevent exclusions from school.</li> </ul> <p>Lewisham Council continues to work collaboratively with Lewisham schools and the community to deliver on this priority and as set out below.</p>
<p>2. The local authority take steps to remedy disproportionality and increase BAME representation on the following:</p> <ul style="list-style-type: none"> <li>a. primary Fair Access Panel</li> <li>b. Independent Review Panel (IRP)</li> <li>c. School governing bodies.</li> </ul>	<ul style="list-style-type: none"> <li>a. This has already been actioned by inviting and recruiting BAME Headteachers in Lewisham to join the Fair Access panel.</li> <li>b. Recruitment to the pool of people who sit on the IRPs is carried out by the local authority's Governance Support Team. The next recruitment drive will target BAME representatives and provide training. Lewisham governors have recently been surveyed.</li> <li>c. This shows that BAME representation across Lewisham is better than national averages but is still short of being proportionate with the school population. Officers are working on a targeted recruitment campaign by Spring 2020.</li> </ul>	<ul style="list-style-type: none"> <li>a. This continues to be a priority for Primary and Secondary Fair Access Panels with BAME membership and representation at Headteacher level from Lewisham schools.</li> <li>b. The Governance Support Team has advised that this is a bi-annual recruitment and training drive for IRP members (exclusions). There last round was February 2019 and the next is planned for February 2021. The Team will follow the statutory guidance and observe best practice in the process.</li> <li>c. April 2019 data showed 23% of governors were BAME (against a national average of 4%). Since then, a recruitment campaign has targeted BAME applications: Governors for Schools have placed 16 governors within Lewisham schools of whom 31% were BAME. Another 11 volunteers are in line to join governing bodies at their next meetings, of whom 82% are BAME.</li> </ul>

<p>3. That council officers are reminded of our statutory obligation to provide meaningful equality impact assessments to ensure such assessments are robust and comprehensive. (Lewisham Council)</p>	<p>Equality implications are strongly addressed annually to CYP Select Committee in the exclusions report. The Lewisham Corporate Equalities Board is pursuing a whole borough strategy for more robust and comprehensive equality impact assessments.</p>	<p>The Single Equality Framework 2020-24 has been launched. The strategic tool will be used to assess how the Council promotes equality and fairness through the performance of its functions and the provision of services. This will help council officers to understand the rationale and impact of decisions to enable them to determine what reasonable steps it might take to mitigate any negative impacts. Ultimately it will promote equality through the design and delivery of services and create a culture of aspiration in the Lewisham school population.</p>
<p>4. That the local authority improves information packs for parents so the role of each aspect of the permanent exclusions process and each body involved is clearly explained in a concise and accessible way, and that support for parents is signposted. Interested parties, such as IRPs and community groups with experience and expertise in this area should be invited to contribute to these packs. (See also recommendation re Parental Advocates). (Lewisham Council)</p>	<p>This is a continued priority with for Lewisham Council through the Reducing Exclusion Action Plan. Lewisham Council will include Lewisham parents in the review and improvement of current information packs so that the exclusion process is clear and transparent for all interested parties. Through the Reducing Exclusions Group we aim to consult with a group of parents and ensure that the information packs are revised by Spring 2020.</p>	<p>The Lewisham Inclusion Partnership has been reformed with the view to support the work of the Lewisham Education Strategy and the continued reduction of exclusions. It remains a focus for the partnership to ensure effective communication with parents, in the spring and summer term 2020, to improve information packs.</p>
<p>5. That the local authority ensures compliance with all statutory deadlines involved in the permanent exclusion process, in order to reduce to the minimum or eliminate altogether any loss of learning time or period of unstructured or unsupervised time which is known to increase the likelihood of risk-taking and/or anti-social behaviour or offending. (Lewisham Council)</p>	<p>Lewisham Council will continue to encourage and advise schools of all statutory deadlines and priorities in relation to exclusions. Lewisham Council's statutory duty is the responsibility to provide 'sixth day provision' to excluded pupils. On average it takes around six school days to place permanently excluded pupils into alternative provision. This is much quicker than in previous years. Pupils start sooner at the Lewisham PRU if the parents are fully engaged and supportive in the process. The PRU provides uniform for pupils, this speeds up their start date as there is no additional uniform costs to parents. However a few parents will delay their child's admission to the PRU in the hope they will be successful at the Governors Disciplinary Panel and have their child reinstated into school. These panels must be arranged within 15 school days of the date of the exclusion. Schools will aim to hold</p>	<p><b>Case study 1:</b> ES Permanently excluded on 1<sup>st</sup> October, started at Abbey Manor College on 7<sup>th</sup> October.  <b>Case study 2:</b> RA Permanently excluded on 13<sup>th</sup> December 2019, referred to Abbey Manor College, Family refuse placement and do not attend initial appointment offered. Governors Panel took place on 30<sup>th</sup> January 2020, decision to exclude was upheld by Governors. Family indicated at the governors panel they will not send their child to our PRU and has privately sourced education, this was checked and confirmed by school and Education department.  <b>Case study 3:</b> SG Permanently initially excluded in December 2018. Exclusion was withdrawn by school to support child with managed move. Two managed moves were tried, both failed. Exclusion reinstated, Governors panel took place in May 2019, family were being supported by solicitor. Child is still not in provision, case is being progressed via Lewisham's legal team. (Family are providing private tuition) Case is ongoing and possibly a School Attendance Order will be imposed.</p>

	these panels as quickly as possible after the exclusion, ensuring less disruption to pupil.	
6. That training continue to be provided to school governors to build the confidence and skills necessary to provide effective scrutiny and challenge of headteachers' decisions to permanently exclude. (Lewisham Council)	Governor training on preventing and scrutinising exclusions is scheduled for this academic year 2019/20. Bespoke training is also offered to individual governing bodies on request. The training programme will be revised to support building the confidence and skills necessary to provide effective scrutiny and challenge of Headteachers' decisions.	<p>Governors Training takes place every two years and is offered via the Governors Services SLA with schools and in line with best practice. The last session was September 2019, the next one will take place in the next academic year, September 2021. Uptake for these sessions is poor and has only attracted 10 governors at most.</p> <p>In order to ensure all schools have access to training, the Exclusion Officer offers bespoke sessions within schools to support the whole exclusion process for all of those that are involved. This includes school admin staff, Headteacher and school governors and will focus on specific areas of development for that school.</p>
7. That the local authority's Children's Social Care department and its partners in Child and Adolescent Mental Health Services regularly review their thresholds for intervention and ensure there are clear pathways to support so that all children and young people can receive the help appropriate to their level of need within a reasonable timescale. (Lewisham Council)	<p>The safeguarding thresholds were revised and fully disseminated to partners organisations at the beginning of 2019.</p> <p>Through a successful Trailblazer bid with NHS England Lewisham Council is improving interventions tailored to address mild to moderate mental health and emotional wellbeing needs in primary, secondary and special schools, with a focus on behaviour, anxiety, depression and primary to secondary transitions. The teams will provide support to senior mental health leads in the participating education settings, providing timely advice to staff and liaising with external specialist services so that children and young people can get the right support and remain in education. The programme aims to:</p> <ul style="list-style-type: none"> <li>▪ Target schools affected with a high level of disadvantage</li> <li>▪ Reduce pupil exclusion</li> <li>▪ Target and tailor services for Black, Asian, Minority Ethnic and Refugee (BAMER) CYP</li> </ul>	<p>In May 2019, CYP Joint Commissioners worked with CYP, residents and partners to co-produce a bid that was successful in <b>securing DfES funding for two Mental Health Support Trailblazer Teams (MHSTs)</b> as set out in the Transforming Children and Young People's Mental Health Green Paper, 2017.</p> <p>The proposal committed to targeting and tackling health inequalities, in line with the NHS Long Term Plan. The following three inequality drivers sit at the heart of Lewisham's MHST approach:</p> <ul style="list-style-type: none"> <li>▪ Targeting schools affected by poverty and crime</li> <li>▪ Reducing pupil exclusion</li> <li>▪ Targeting and tailoring services for Black, Asian, Minority Ethnic and Refugee (BAMER) CYP</li> </ul> <p>The new teams will carry out interventions alongside established provision such as counselling, educational psychologists, and school nurses building on the menu of support already available and not replacing it.</p>

		<p>Nineteen Lewisham schools have signed up for the programme and the project went live in January 2020. The first year of the programme 2020/21, will allow incoming Education Wellbeing Practitioners, who are graduates, to establish themselves in Lewisham schools whilst attending King's Collage in order or develop therapeutic skills. The Education Wellbeing Practitioners will work within a robust architecture of support. Experienced clinicians will supervise the Education Wellbeing Practitioners closely whilst providing support and consultation to schools.</p> <p><b>MHST will provide</b></p> <ul style="list-style-type: none"><li>▪ Individual face to face work for example, effective brief, low-intensity interventions for children, young people and families experiencing <b>anxiety, low mood, friendship or behavioural difficulties</b>, based on up to date evidence.</li><li>▪ Group work for pupils or parents such as Cognitive Behavioural Therapy for young people for conditions such as <b>self-harm, and anxiety</b>.</li><li>▪ Group parenting classes to include issues around <b>conduct disorder, communication difficulties</b>.</li></ul> <p><b>Expected Positive Outcomes from MHST</b></p> <ul style="list-style-type: none"><li>▪ <b>Improved quality of life</b> for children, young people and their families and carers -including <b>better functioning</b> and <b>greater continuity in education</b>, leading to better <b>educational outcomes</b> and improved long-term <b>job prospects</b>.</li><li>▪ A <b>reduction in mental health problems extending into adulthood</b>, leading to a reduction in the associated financial and social costs of mental health care across the lifespan.</li><li>▪ Schools and colleges gaining further <b>understanding of and support for the mental health</b> and <b>wellbeing needs</b> of children and young people –including encouragement of self-care and seeking help if needed.</li><li>▪ Reduction in referrals and improved referral quality and pathways into NHS CYPMH services through <b>improved identification of need</b> and assessment, and by <b>addressing</b></li></ul>
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		<b>emerging problems</b> that would otherwise escalate and require treatment.
8. That Abbey Manor College's premises on both its sites be improved or replaced, ideally on a new site, so that there is sufficient indoor and outdoor space as well as appropriate design to best deliver its services. (Lewisham Council)	Given the reduction in permanent exclusions and the priority to improve early intervention, and reintegration into mainstream education, we will refresh our Alternative Provision Strategy, linked to place planning and sufficiency. This will set out options to improve the PRU accommodation with revenue and capital implications based on projections of demand. Target date April 2020	The Children and Young People's Directorate is currently working on an Asset Strategy which will include the need to look at all council delivered Alternative Provision. It is expected that this strategy will be completed by the end of April 2020.
9. That schools are encouraged a. to tailor the local authority's offensive weapons protocol to the needs of their school; and b. to adopt a flexible approach that takes into account the specifics of each individual case. (Schools)	Lewisham Council and Lewisham schools launched the Offensive Weapons Protocol in September 2017 and which was 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: <ul style="list-style-type: none"> <li>▪ Early identification of potential problems.</li> <li>▪ Early intervention.</li> <li>▪ The support, agreement and collaborative approach of schools, police and other services.</li> <li>▪ Proactive enforcement.</li> </ul> Schools are encouraged to adapt the protocol to support their own behaviour policy and ensure individual flexibility for each incident of offensive weapons.	<b>Schools approach to the Protocol:</b> <ul style="list-style-type: none"> <li>▪ Even with an inclusive approach and a clear behaviour policy, permanent exclusion is sometimes necessary to protect staff or pupils.</li> <li>▪ Takes a lot of digging out to find the truth of why somebody has brought in a weapon, sometimes you may never know the complete truth. Never enough info to make decisions on a case by case basis. Schools still have a zero tolerance approach.</li> <li>▪ Schools will try Managed Move or Managed Transfer and if successful withdraw of the PEX, but everyone who brings in knife or drugs receives a PEX letter.</li> <li>▪ Always involve the Safer Schools Officer, Police and Violence Reduction Team.</li> <li>▪ Difficult to identify pupils at risk of carrying a weapon when no evidence, and especially communicating this to parent</li> <li>▪ Have worked with XLP (<a href="https://www.xlp.org.uk">https://www.xlp.org.uk</a>), The Ben Kinsella Trust (<a href="http://www.benkinsella.org.uk/">http://www.benkinsella.org.uk/</a>)</li> <li>▪ Schools aware of community influences - pupils live closely to gangs even if not involved, experience of murders (friends, in community). School is where these issues collide.</li> </ul> <b>Case Study 1:</b> Year 10 pupil bought weapon into school, school believe he was bullied into doing so through association with an ex school friend who is known to be criminalised. Child is about to take his GCSE's, the school didn't want to obstruct this and offered support to pupil and family. Child was supported via



		<p>The Violence reduction team and police to avoid a criminal charge for being in possession of a weapon. He was moved to a new school where he can be supported to continue his exams away from the area of the incident that may have continued to cause further concerns. This particular school's view was to adopt the Offensive Weapons Protocol to support the school and the child's best interests.</p> <p><b>Case Study 2:</b> Year 6 male child B brought a kitchen knife into school. Based on mitigating circumstances the school has worked with child B and family to understand the actions. Child B was offered support from Violence Reduction Team, the Safer Schools officer and Primary Alternative Provision in a restorative manner so child B could continue in the same school after a fixed term exclusion. The whole Year 6 cohort have also been offered support and weapons safety awareness.</p>
<p>10. That schools are signposted to local groups such as Lewisham Education Group and No More Exclusions, comprising of professionals and parents, in order to reduce the disproportionate rate of permanent exclusions of black Caribbean children. (Schools)</p>	<p>Information has been provided to Lewisham Headteachers to enable them to access support from Parent groups to enrich school Inclusion Strategies and further prevent permanent exclusions.</p>	<p>All schools have been provided with this information.</p>
<p>11. That, in order to address the disproportionate numbers of Black children being excluded, schools are encouraged to choose from a menu of possible actions recommended by Lewisham Education Group and No More Exclusions, which is listed at paragraph 11.11 in the report.</p>	<p>Officers are discussing with schools issues in relation to disproportionality in exclusions, especially for black Caribbean boys. This is a serious and long-standing issue on a national scale, sitting alongside the national attainment gap that the Council is keen to be part of addressing in a broader context working with other local authorities.</p> <p>It is proposed to develop collaboration with other local authorities with a high Caribbean population to lobby the Department for Education and government for specific resourcing of initiatives to address racial disparity and injustice.</p>	<p><b>Deep Dive extract on Permanent Exclusions and ethnicity:</b></p> <p><b>2018/19 trends – National:</b> Black Caribbean pupils had a permanent exclusion rate nearly three times higher (0.28 per cent) than the school population as a whole (DfE 2018).</p> <p><b>2018/19 trends – Lewisham:</b> Pupils with Caribbean background had a permanent exclusion rate of <b>0.22</b> per cent and make up the biggest group of PEX / MTs.</p> <p><b>Schools' strategies:</b> All schools were aware of the disproportionality in exclusions statistics, particularly amongst young black boys. Schools are using strategies such as:</p>

	<p>Officers will continue to work with community groups for better representation on governing bodies, parent / carer forums, etc.</p> <p>Officers are also working to develop a deeper understanding of how unconscious bias impacts on behaviour management through pastoral and inclusion support within schools and how the roll out of unconscious bias training addresses this. Lewisham Learning will follow up the 'Inclusive Curriculum Conference', which aimed to share more effective evidence-based practice from Lewisham and beyond, and organise more events of this kind.</p>	<ul style="list-style-type: none"> <li>▪ Analysing trends.</li> <li>▪ Inset – raising awareness of issues such as intersectionality with deprivation.</li> <li>▪ Headteacher receives a weekly breakdown about pupils' ethnicity in relation to action taken via the DFL.</li> <li>▪ Unconscious bias, stereotyping and institutional racism - acknowledge that this can be a factor in schools and wider society.</li> <li>▪ What will close the gap is outstanding behaviour and teaching and learning overall. If gaps still exists then it is clear there is an issue.</li> </ul> <p>Since September 2019 the focus has been to provide early help and intervention for children at risk of exclusion. This includes a Mentoring Programme funded by the London Mayor's Violence Reduction Team and to support 'at risk of exclusion', YOS and Concern Hub children and young people.</p> <p>Lewisham Education Group and Parent Engage have been lead partners in consultation on Lewisham's 2020 Education Strategy in Spring 2020.</p>
<p>12. That all schools develop policies to facilitate successful transitions between primary and secondary school, so that transitions are well-planned and well-managed in order to support all children, but particularly those with SEND or experiencing mental health challenges. That training on transition to secondary school continue to be provided to school governors. (Schools)</p>	<p>The local authority already issues guidance on transition and holds transition days for sharing information on vulnerable pupils. Officers will develop this into a whole borough strategy on transition which supports the child and the family through this process.</p>	<p>In February 2020 Lewisham Council hosted a workshop that focused on the challenges and long term solutions for successful transition. Several work stands will feed into a strategy, for example information sharing, support from the Lewisham Outreach Inclusion Service and better support for children who are identified as vulnerable at transition.</p> <p>Lewisham Council has implemented some short term solutions which include:</p> <ul style="list-style-type: none"> <li>▪ Year 6 - 7 Transition Programme – 'Stepping Stones' funded by the London Mayor's Violence Reduction Team which targets a Lewisham secondary school and the feeder Primary schools to support children who might struggle at year 6-7 transition.</li> </ul>

		<ul style="list-style-type: none"> <li>Lewisham based Intervention Programme designed to support Year 7 children who are at risk of exclusion.</li> </ul>
13. That secondary schools include in their induction packs details of their behaviour policies including their permanent exclusion policies and processes. (Schools)	This is practice that is already in place. The school behaviour policy is required to be on the school website. We regularly remind heads and governors of the website requirements as this is something that is checked by Ofsted as part of the inspection framework.	This has been done.
14. That schools review their provision of behaviour support units and internal exclusion units and seek to adopt best practice within the units such as providing a stimulating environment where learning takes place, offering therapeutic interventions where necessary, making use of the principles of restorative justice, etc. (Schools)	Officers will encourage Lewisham Headteachers to identify and promote best practice from Lewisham and from other boroughs.	This has been done. Headteachers are engaging in this as part of their individual strategies.
15. That where schools are not doing so already, they be encouraged to consider use of the pupil premium payment where appropriate to fund preventative intervention measures to reduce permanent exclusions of eligible students. (Schools)	This recommendation will be shared with Lewisham Headteachers and they will be encouraged to consider the best use of pupil premium to support children at risk of exclusion.	<p><b>Individual school case study:</b></p> <p><b>Transition work is intensive:</b></p> <ul style="list-style-type: none"> <li>School staff get 100 per cent information about each pupil.</li> <li>Three members of staff are removed from timetable for one week to look at the information and make decisions about timetable, SEN support, ethnicity, vulnerabilities, peer relationships and they balance classes very carefully.</li> <li>By May they have a list of which pupils will need targeted support.</li> <li>During the first half term in-house mentoring is available for year 7s.</li> <li>Weekly panel meetings to monitor – discuss SEN support / referrals needed.</li> </ul> <p><b>Explorer classes for KS3</b></p> <ul style="list-style-type: none"> <li>12 hours of small group teaching with TA support.</li> <li>For vulnerable pupils (not bright and able pupils).</li> <li>Length of time – could be for whole of KS3 if needed.</li> </ul>

		<ul style="list-style-type: none"> <li>▪ Ofsted note that improvements in expected progress of SEN pupils is the result of the support they receive in the explorer classes.</li> </ul>
16. That school governors routinely monitor the number of pupils who are removed from the school roll in Key Stage 4 in order to ensure that no students are unlawfully off-rolled. That school governors also track the reasons students are removed from the school roll, and their destinations (including elective home education). (Schools)	Lewisham Council recently responded to Ofsted's on an 'off-rolling' enquiry which went to all London boroughs. After full investigation it is clear that we know the destination all our children who have been taken off roll during Key Stage 4, with clear and justifiable decision-making, and challenge by the local authority where appropriate. This is also now a very important focus in Ofsted inspections.	This has been done.
17. That individual schools record an audit of managed transfers together with the reasons for these and students' destinations. That this information be provided termly to school governors, and be included by the local authority in the annual report on attendance and exclusions that the Children and Young People Select Committee receives. (Schools and Lewisham Council).	All schools already inform Lewisham Council of any managed transfers as part of a quality assurance process. Schools are required to provide termly detailed reports to governors on all permanent exclusions, fixed term exclusions and managed transfers.	This is routinely provided by Headteachers at Governing Body meetings. The Director of Education recently witnessed this at the Sedgehill School governing Body meeting.
18. That Abbey Manor College be encouraged to continue on its trajectory of improving educational outcomes that are significantly above the national average for Pupil Referral Units, for its pupils. And that the measurable benefits for its pupils be promoted actively so as to counter its generally negative image. (Abbey Manor College, Lewisham Council)	As part of Lewisham Learning school improvement framework Abbey Manor College will continue to be supported to further improve education outcomes its pupils. The ethos and image of the provision will be considered as part of the refreshed Alternative Provision Strategy (referred to in the response to recommendation 8).	<p>A school judged good at its most recent inspection will normally receive an inspection approximately every four years, to confirm that the school remains good. Therefore Abbey Manor College is In the Ofsted window. The focus is on:</p> <ul style="list-style-type: none"> <li>▪ quality of education – intent, implementation and impact</li> <li>▪ behaviour and attitudes</li> <li>▪ personal development</li> <li>▪ leadership and management.</li> </ul> <p>Leaders are expected to ensure that all learners complete their programmes of study. Abbey Manor College remains in a good position to maintain the current Ofsted judgement.</p>

<p>19. That schools are requested to include unconscious bias and equalities training in continuing professional development for all school leaders, staff and members of governing bodies. That this training also be included in the training of Newly Qualified Teachers in Lewisham that it be built into Lewisham's contracts with teacher training providers. (Teacher Training Providers, Schools, Lewisham Council.)</p>	<p>Lewisham Council does not have contracts with teacher training providers. However Lewisham will offer Unconscious bias/ Equality training in future Primary NQT training programme. STEEP Teaching School Alliance (TSA) independently offers an Early Years Foundation Stage (EYFS) NQT training programme and ATLAS Teaching School Alliance independently offers a Secondary NQT training programme which are both open to Lewisham NQTs. It is not a statutory requirement for schools to send NQTs to central NQT training sessions but the Council will recommend to STEEP TSA and ATLAS TSA that they offer Unconscious bias/ Equality training in their future EYFS and Secondary training programmes.</p>	<p>This has been done.</p>
<p>20. Lobby for independent advocacy being made available for families going through the statutory permanent exclusions process. (Department for Education)</p>	<p>Currently Lewisham exclusions letters signpost the national and local sources of support but there is no funding for dedicated independent advocacy for this area and this is something which the council could lobby for.</p>	<p>This is done for every family whose child is faced with permanent exclusion. Families generally take of the offer of external and independent support.</p>

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