

CHILDREN AND YOUNG PEOPLE'S LEARNING SCRUTINY PANEL

<p>Date: Monday 10th October, 2022 Time: 10.30 am Venue: Mandela Room</p>
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AGENDA

1. Apologies for Absence
2. Declarations of Interest
3. Minutes - Children and Young People's Learning Scrutiny Panel - 5 September 2022 3 - 8
4. Behaviour, Discipline and Bullying in Schools - An Update 9 - 24

In respect of the Scrutiny Panel's 2021 review of Behaviour, Discipline and Bullying in Schools, Members will receive:

 - an update on the progress made with the implementation of the agreed recommendations/actions; and
 - information and data demonstrating the impact of the 0-25 Inclusion and Outreach Model.
5. Youth Offending and Partnership Working with Schools - Terms of Reference 25 - 26

The Scrutiny Panel will be asked to consider, discuss and agree the Terms of Reference for the review.
6. Overview and Scrutiny Board - An Update

The Chair will present a verbal update on the matters that were considered at the meeting of the Overview and Scrutiny Board held on 21 September 2022.
7. Any other urgent items which in the opinion of the Chair, may be considered.

Town Hall
Middlesbrough
Friday 30 September 2022

MEMBERSHIP

Councillors D McCabe (Chair), M Saunders (Vice-Chair), A Hellaoui, T Higgins, C Hobson, D Jones, M Nugent and G Wilson

Assistance in accessing information

Should you have any queries on accessing the Agenda and associated information please contact Georgina Moore, 01642 729711, georgina_moore@middlesbrough.gov.uk

CHILDREN AND YOUNG PEOPLE'S LEARNING SCRUTINY PANEL

A meeting of the Children and Young People's Learning Scrutiny Panel was held on Monday 5 September 2022.

PRESENT: Councillors D McCabe (Chair), M Saunders (Vice-Chair), A Hellaoui, D Jones, M Nugent and G Wilson

OFFICERS: R Brown, S Butcher, C Cannon, K Dargue, T Dunn, I Hanif, G Moore and K Smith

APOLOGIES FOR ABSENCE: Councillors T Higgins and C Hobson

22/15 **DECLARATIONS OF INTEREST**

There were no declarations of interest received at this point in the meeting.

22/16 **MINUTES - CHILDREN AND YOUNG PEOPLE'S LEARNING SCRUTINY PANEL - 18 JULY 2022**

The minutes of the meeting of the Children and Young People's Learning Scrutiny Panel held on 18 July 2022 were submitted and approved as a correct record.

22/17 **YOUTH OFFENDING AND PARTNERSHIP WORKING WITH SCHOOLS - AN INTRODUCTION**

The Head of South Tees Youth Justice Service (STYJS) and the Youth Offending Service's Education, Training and Employment Specialist were in attendance to provide:

- an overview of the role of the STYJS;
- information on the link between education and young people in the criminal justice system; and
- an outline of planned changes to data requirements in order to capture and evidence the impact of offending on educational attainment, truancy and exclusion from school.

In terms of the role of youth offending teams, the Head of STYJS explained:

- Youth offending teams supervised 10 to 18 year-olds who had been sentenced by a court, or who had come to the attention of the police because of their offending behaviour but had not been charged - instead, they were dealt with out of court. There was a range of out of court disposals, which were available to youth offending teams.
- Youth offending teams were multidisciplinary statutory partnerships that aimed to deal with the needs of the whole child.
- Youth offending teams were required to have staff from local authority social care and education, the police, the National Probation Service and local health services.
- Youth offending teams were governed by the Youth Justice Board (YJB). The YJB provided the majority of funding to youth offending teams and monitored their performance. The YJB also published guidance on issues, such as the national standards for youth justice services.
- HM Inspectorate of Probation was the regulating body of youth justice services.
- There were three national outcome measures for youth justice services:
 - to reduce first time entrants to the youth justice system;
 - to prevent re-offending by children and young people; and
 - reduce the use of custody for young people (both sentenced and remanded).
- Currently, there was no requirement for youth justice services to collect data in respect of educational attainment, truancy or exclusion from school. However, future changes to data requirements were planned, in order to capture and evidence the impact of offending on those areas.

In terms of the link between education and young people in the criminal justice system, the Head of STYJS explained:

- In 2016, Charlie Taylor had been commissioned to review the entirety of the youth justice system. Following the review, it was concluded that education needed to be central to the response to youth offending. The review reported that too many children in the youth justice system had been out of school for long periods of time through truancy, or following exclusion, and half of 15-17 year olds in youth offending institutions had the literacy or numeracy levels expected of a 7-11 year old.
- In 2017, One Education had reported that;
 - approx 90% of young people in the youth custody population had been excluded from school, at any one time, compared to 3-5% of general population;
 - 63% of boys and 74% of girls had been permanently excluded (Members were advised that there was a significantly lower number of girls in the youth custody population and that needed to be taken into account when considering the data);
 - 40% of young people had not been to school since they were 14; and
 - 90% were not attending before they reached 16 years old.
- To provide a snapshot of data, on 1 August 2022, just over 25% of the young people open to STYJS were Not in Education Employment or Training (NEET).
- There was no data currently available in relation to young people open to the service who had been excluded. However, in preparation for the meeting, work had been undertaken to report on data from the last academic year (1 September 2020 and 31 August 2021). It was highlighted that the percentage of young people open to the STYJS, who had been permanently excluded, was 6.6%. In comparison, the percentage of all young people who had been permanently excluded was 0.29%.

Members were advised that, currently, there were some secure schools being built. In respect of young offender institutes, there was currently four in operation, previously there had been more. It was planned that two of those young offender institutions would now become secure schools.

For introduction in April 2023, the YJB had proposed key performance indicators (KPIs) to capture suitable education, training and employment (ETE). It was anticipated that, in future, youth justice services would be required to capture data in relation to:

- the percentage of children in the community, and being released from custody, with a suitable ETE arrangement; and
- the percentage of children who had identified special educational needs and disabilities (SEND) and the percentage of those children who were receiving support.

In June 2022, following a joint inspection of education, training and employment services in youth offending teams in England and Wales, the HM Inspectorate of Probation had published a thematic report. The recommendations proposed that the YJB should revise its national indicator of ETE engagement to one that provided a more meaningful measure of performance. The report also included seven recommendations for youth justice management boards. Those had been included at Appendix 2 of the submitted report. In summary, the recommendations stated that youth management boards should:

- ensure children receive comprehensive ETE assessments;
- monitor, alongside the local authority, key aspects of ETE work for children working with the youth offending team, including:
 - the extent of school exclusion in the youth offending team cohort;
 - the actual level of attendance at school, college, work or training placement;
 - the extent of additional support provided to children with special educational needs (SEN)/additional learning needs (ALN);
 - that every child with an education, health and care plan (EHCP) or individual development plan (IDP) had it reviewed on an annual basis to meet the statutory requirement.
- develop ambitious aims for ETE work in the youth offending teams, including the achievement of Level 2 English and Mathematics by every child;
- establish a greater range of occupational training opportunities for those children

- beyond compulsory school age; and
- monitor and evaluate the levels of educational engagement and attainment in disproportionately represented groups within the youth offending teams caseload.

To conclude, the Head of STYJS explained:

- There was a clear need for an improvement in the educational experience and outcomes for young people involved in, or at risk of being in, the criminal justice system.
- There was evidence that young people in the youth justice system required a joined-up response to exclusions, truancy and attainment.
- The Local Authority and the STYJS needed to work collaboratively, going forward, to ensure the expectations of the Government, YJB and HM Inspectorate of Probation could be met.
- There was a need to develop a framework that focused on prevention where young people could be identified with low attendance in the youth justice system, so extensive support could be provided.

It was commented that in recent months, the STYJS had developed a prevention offer to young people on the periphery of criminal behaviour, with one of the referral criteria being - young people at risk of exclusion from school/education. Referrals were taken directly by the service or via the Multi-Agency Children's Hub (MACH), and support was provided which was tailored to meet the needs of the child and the school. The young person's parent/carer was required to provide consent in respect of the intervention. Further information in respect of prevention work was included at paragraph 15 of the submitted report.

In terms of next steps, it was explained that:

- One of the STYJS strategic priorities in 2022/23 was to ensure that the service contributed to supporting those young people at risk of exclusion.
- As youth justice services would be measured upon a new set of KPIs, the STYJS planned to:
 - put in place monitoring systems to ensure that young people and those at risk of exclusion were tracked and supported to access services they needed;
 - monitor assessment processes for young people identified as at risk of exclusion to ensure that those included effective plans to engage them in ETE; and
 - conduct audit activity of ETE processes.
- The Head of STYJS would work with the management board and heads of service within the education directorate to take forward the recommendations included in the HM Inspectorate of Probation thematic report. That work would include:
 - introducing new data sharing agreements to enable pupil-level data to be captured and reported upon; and
 - implementing tracking and monitoring systems to analyse and evaluate data in the future, with the overarching aim of reducing exclusions and improving the education experience and outcomes for young people.

A Member commented that the proposed changes to data capture were welcomed and would improve collaborative working between youth offending teams and education.

A Member raised a query in respect of partnership working. In response, the Youth Offending Service's Education, Training and Employment Specialist, who had been appointed in August 2020, commented that work had been undertaken to improve collaboration and connectivity. From August 2021, every young person open to the STYJS was recorded, monitored and shared with the Inclusion Team. It was clarified that there had been communication in the past, however, collaboration had now improved and a more formalised process had been established. The joint protocol that had been developed between the Inclusion Team and STYJS enabled effective communication, including the sharing of information and planning joint visits. Through regular sessions, the Youth Offending Service's Education, Training and Employment Specialist was able to develop trusting relationships, capturing the voice of the child and identifying barriers. Those barriers were then discussed with the Inclusion Team and through partnership working, solutions were put forward. A recent example, highlighted in the submitted report at paragraph 13, demonstrated that STYJS was making a direct impact

through relationship building, addressing barriers, and partnership working where real tangible opportunities were being created for young people to engage in education.

The Head of STYJS explained many children/young people open to the service had multiple and complex needs. The Youth Offending Service's Education, Training and Employment Specialist had formalised processes and played a key role in building positive relationships with young people to identify and address those barriers preventing them from engaging in education. In addition, support staff, working for the service, were able to provide additional support such as transport to and from school.

The Youth Offending Service's Education, Training and Employment Specialist highlighted the importance of challenging schools in respect of exclusions.

A Member raised a query regarding secure schools. In response, the Head of STYJS explained that currently there was youth offending institutes for young people aged 15 to 18. When in custody, those institutes offered 17 hours of education to young people. Charlie Taylor's report had questioned the reason why those institutes offered a reduced number of hours, in comparison to those offered in the community. Therefore, essentially, secure schools planned to provide an emphasis on education and they would operate more like schools than prisons. Regardless of whether a young person had been remanded or sentenced, those in custody would be offered education. Wetherby Young Offender Institution was currently the closest institution to STYJS.

For those in custody, the Youth Offending Service's Education, Training and Employment Specialist undertook work in terms of sentence planning. It was added that a protocol had been developed and shared with all schools in Middlesbrough and Redcar and Cleveland to ensure institutions received the correct information in respect of EHCPs and learning plans. The protocol aimed to ensure that those in custody received effective support. It was added that, currently, there were no plans for Wetherby Young Offender Institution to become a secure school. It was anticipated that the nearest secure school would be located in Manchester. The Head of Access to Education and Alternative Provision advised that although Wetherby Young Offender Institution did operate essentially as a prison, the education provision was good. Therefore, those in custody were able to access a reasonable standard of education.

In response to a Member's query, the Head of STYJS explained that there was currently four young people in custody (two had been sentenced and two had been remanded). Nationally, there was less than 500 young people in custody.

A Member raised a query about the service's involvement with schools. In response, it was advised that the Youth Offending Service's Education, Training and Employment Specialist was a member of the Pupil Inclusion Panel, which involved working with schools across the area to ensure placements met the needs of young people.

A Member raised a query regarding work undertaken with families. The Youth Offending Service's Education, Training and Employment Specialist explained that following a referral, assessments were undertaken and the views and opinions of parents/carers were obtained. Parents/carers were also involved in planning meetings and a whole family approach was taken by the service.

A Member raised a query in respect of the preventative work undertaken by the service. In response, the Head of STYJS explained that the service made contact with the young person and their family to assess if support could be offered with consent. If a referral had been received from the police following an offence being committed, a multi-disciplinary panel would work closely with the police and the Crown Prosecution Service (CPS) to determine and assess the options available to the young person. A Triage disposal could be used, which aimed to prevent young people from re-offending and slipping deeper into the criminal justice system. In low-risk cases where the young person admitted the offence, and both the family and victim agreed, that could involve restorative intervention, rather than court action. The procedure followed was quite complex and technical.

AGREED

- 1. That the information presented at the meeting be considered in the context of**

the scrutiny panel's investigation.

- 2. That draft Terms of Reference be submitted to the scrutiny panel's next scheduled meeting, for consideration.**

22/18

OVERVIEW AND SCRUTINY BOARD - AN UPDATE

The Chair advised that at the meeting of the Overview and Scrutiny Board, held on 22 June 2022, the Board had considered:

- the Executive Forward Work Programme;
- an update from the Chief Executive;
- the Culture and Communities Scrutiny Panel's Final Report on Enforcement in Middlesbrough and its Impact on Crime and Anti-social Behaviour;
- information on school exclusions and feedback received from school visits;
- the Strategic Plan 2021-24 - Progress at Year-End 2021/22;
- the Revenue and Capital Budget - Year-End Outturn Position 2021/22; and
- updates from the scrutiny chairs.

It was also advised that at the following meeting, held on 19 July 2022, the Board had considered:

- the Executive Forward Work Programme;
- an Executive Member update from the Deputy Mayor and Executive Member for Children's Services;
- an update from the Chief Executive;
- the Children and Young People's Learning Scrutiny Panel's Final Report on Special Educational Needs and Disabilities (SEND);
- the Scrutiny Work Programme Report for 2022-2023; and
- updates from the scrutiny chairs.

NOTED

22/19

ANY OTHER URGENT ITEMS WHICH IN THE OPINION OF THE CHAIR, MAY BE CONSIDERED.

Cost of School Uniforms

A Member raised concerns in respect of the high costs associated with purchasing new school uniforms.

The Head of Access to Education and Alternative Provision advised that, over the past 18 months, work had been undertaken with schools in respect of uniform related issues. It was commented that generally primary school uniforms were relatively inexpensive. However, secondary school uniforms were more expensive.

Each secondary school in Middlesbrough had been approached in order to determine their uniform requirements and the costs associated with those. It became apparent that some secondary schools had bespoke suppliers and costs were high. Prior to the summer break, all secondary schools had confirmed that uniform requirements had been relaxed, some schools had changed their requirements quite considerably. Therefore, all secondary schools had reduced the number of branded items that were required and a number of schools had reduced the requirement to buy all items from a particular supplier and were allowing the purchase of non-branded items from high street stores or supermarkets. Although the cost of uniforms could be reduced further, on average, costs were now considerably less than last September (2021). Therefore, schools were moving in the right direction.

Members were advised that the Government had introduced guidance on the cost of school uniforms. The purpose of the guidance was to ensure the cost of school uniforms was reasonable and secured the best value for money.

Schools aimed to ensure that their uniform supplier arrangements provided the highest priority to cost and value for money. All schools had taken positive steps to ensure their uniforms were more affordable.

It was added that a number of schools had set-up exchange schemes, which ensured that second-hand uniforms were available for parents to acquire.

A Member queried whether the Local Authority provided school uniform grants for parents/carers. In response, the Director of Education and Partnerships advised that grant funding had previously been associated with local-authority-maintained schools. However, as many schools had now become academies that money was dispersed directly to schools, rather than being held by the Local Authority. In order to make uniforms more affordable for parents/carers, it was explained that each school had a different approach to utilising the funding provided by the Government.

NOTED

**CHILDREN AND YOUNG PEOPLE'S LEARNING SCRUTINY PANEL
BEHAVIOUR, DISCIPLINE AND BULLYING IN SCHOOLS - ACTION PLAN**

10 OCTOBER 2022

SCRUTINY RECOMMENDATION	PROPOSED ACTION	UPDATE
<p>a) In respect of the new Inclusion, Assessment and Review Service and the 'Team Around the School' approach, that:</p> <ul style="list-style-type: none"> i. a full and comprehensive evaluation is undertaken, which takes into account the impact of COVID-19 and the risk management controls currently in place within schools; and ii. the key findings, outcomes and outputs of the evaluation are reported to the Children and Young People's Learning Scrutiny Panel, including feedback received from children and young people. 	<p>Undertake a full and comprehensive evaluation on the impact of COVID to include feedback from children and young people</p> <p>Prepare a detailed and comprehensive report of findings to report back to Children and Young People's Learning Scrutiny Panel</p>	<p>Briefing paper produced detailing key findings. To be presented at Scrutiny Panel on 10th October.</p>
<p>b) That the Local Authority holds schools to account more transparently for their exclusion rates by:</p> <ul style="list-style-type: none"> i. monitoring, analysing and recording exclusion data at a school-level; ii. undertaking regular focussed visits to those schools with high rates to assist with putting measures in place to reduce fixed-term and permanent exclusions; and 	<p>The Access to Education team will collate exclusion data on a school by school basis, and use it to generate a summary report for each school. These summary reports will compare the school's performance with the average for Middlesbrough, allowing the school to benchmark itself. The data will also be shared more widely within the Headteacher forum (subject to group consent) to help support a wider debate about the use of exclusion in Middlesbrough</p>	<p>Reports on exclusion rates for each school have been produced and shared. They have been presented to Education SMT and LMT, who receive a 6 weekly update.</p>

<p>iii. reporting exclusion data to the Children and Young People's Learning Scrutiny Panel on a 6 monthly basis.</p>	<p>Head of Inclusion and Assessment to ensure robust systems are in place which supports schools to further develop early identification, intervention and support for children considered at risk of exclusion. Schools who have high numbers of fixed term or permanent exclusions are offered support and guidance.</p> <p>Access to Education team to collate exclusion data from all schools and submit a comprehensive report of exclusions to the Scrutiny Panel on a 6 monthly basis.</p>	<p>Established processes are in place for schools to access Inclusion and Outreach services to promote early identification and support children at risk of exclusion. Staff from across the 0-25 Inclusion and Outreach Service have regular meetings with schools to discuss exclusions and use data to inform their discussions. These themes have also been key areas for discussion at the multi-agency Inclusion Partnership meeting which schools attend.</p> <p>One 6 monthly report has been presented to Scrutiny Panel (April '22) and the next is due on 21 November 2022.</p>
<p>c) That, where exclusion rates are high, the Local Authority:</p> <p>i. provides an enhanced bespoke package of support to assist schools in identifying and meeting the needs of children with SEND and additional vulnerabilities; and</p> <p>ii. delivers training to demonstrate the detrimental impact of exclusion on a pupil's life and life chances.</p>	<p>Fully implement the Inclusion and Outreach model which has been further reviewed based on initial feedback.</p> <p>Develop and deliver training to staff and settings to support greater inclusion</p>	<p>Inclusion and Outreach model fully embedded. A review of the model took place in July 2022. There will be a continual review of the service based on feedback from schools.</p> <p>Programme of training has been delivered by staff from across Inclusion and Specialist Support Services around a range of topics to support inclusion.</p>
<p>d) That the Local Authority shares good practice with schools by facilitating peer reviews and providing case study illustrations of good behaviour management practices.</p>	<p>Share good practice regarding school leadership of SEND and Inclusion with school leaders via the Behaviour Partnership and other key forums</p> <p>Develop an Inclusion and AP Strategy</p>	<p>Good practice has been an agenda item at the Inclusion Partnership and additional networks for Behaviour Leads have taken place to focus on supporting emerging themes and issues.</p> <p>Strategy has been developed.</p>
<p>e) That a guidance document is developed and circulated to schools on the importance of language and its influence on changing perceptions and attitudes.</p>	<p>Review all guidance documents circulated to schools and settings to ensure clear and consistent language is evidenced.</p>	<p>All guidance documents were reviewed over the Summer. These are currently being circulated to schools and published on the Local Offer. Reference to the use of language is also included in the new Inclusion Strategy.</p>

<p>f) That schools are encouraged to undertake an anonymous survey of staff and students about their views on behaviour, discipline and bullying and that feedback is utilised to improve behaviour management practices.</p>	<p>Prepare and distribute an anonymous survey to be issued to all schools to be completed by both staff and students</p> <p>Feedback used to prepare a report to be shared with School leaders and to influence improvements to behaviour management practices</p>	<p>Survey was distributed during the Summer Term to staff and students.</p> <p>Feedback is included with the report referenced in action a - which will be presented to scrutiny panel on 10th October.</p>
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CHILDREN AND YOUNG PEOPLE'S LEARNING SCRUTINY PANEL

10th October 2022

Meeting the needs of children and young people Inclusion and Special Educational Needs and or Disabilities

Caroline Cannon: Strategic Lead for Inclusion and Specialist Support Services

SUMMARY

1. The purpose of the paper is to:
 - a. provide an update on the impact of COVID and how this is being managed by schools and
 - b. the impact of the 0-25 Inclusion and Outreach model following the first six months of service delivery

INTRODUCTION

2. National research suggests an emerging consensus that the social and emotional disruption caused by the pandemic and the subsequent school closures is highly likely to have had a significant impact on children and young people, particularly those with additional vulnerabilities. This includes an increase in learners experiencing emotional dysregulation, anxiety and other mental health issues. This can often manifest itself as behaviour that challenges and as a result, transition back to school settings for many of these children has been a concern.
3. Through our research with schools, settings, children, young people and their families we can see both locally and nationally, this has led to a growing number of children at risk of exclusion as well as a significant increase in requests for an Education, Health and Care Assessment and a greater number of children requiring additional support to return to the classroom. It is believed that this is a direct result of COVID.
4. Our research linked to the impact of COVID for children and young people included an analysis of key data as well as:
 - (a) Speaking with children, young people during:
 - their Education, Health and Care Assessment and Annual Review
 - meetings with the Inclusion Officers
 - meetings during other key assessments
 - Young Persons Conference
 - (b) Speaking with families during
 - key assessment meetings
 - Drop in Clinics
 - Other key meetings
 - (c) Speaking with schools and settings through

- key inclusion meetings
- key assessment meetings
- surveys
- multi agency meetings
- 1;1 meetings

5. In January 2022, the Inclusion and Specialist Support Service introduced a new 0-25 Inclusion and Outreach model to provide greater support and early intervention for children and young people.
6. When the new 0-25 Inclusion and Outreach model was launched in January 2022 it was alongside the emergence of the new Omicron variant. Schools were still learning the impact of the pandemic and national lockdown measures on pupils. At this point in time schools were no longer being advised to educate children in bubbles as had been recommended during the previous academic year and from February 2022 were no longer recommended to use face coverings in education settings.
7. The purpose of the new service was to respond to the emerging impact of COVID. The new service was developed following an analysis of demand for statutory services in particular areas of need alongside feedback from schools and families about their experiences linked to the impact of COVID which highlighted the need for early intervention and support at the earliest of stages.
8. Through the new model we increased capacity and resources available to promote inclusion and support, further developed the quality and range of alternative provision options and identified special educational needs and support at the earliest point.
9. It was agreed that the new model would be reviewed in July 2022 and further changes would be made based on the feedback received alongside an analysis of our impact data.

EVIDENCE/DISCUSSION

10. As mentioned above we gathered key information from schools and settings to address the impact of COVID on children and young people.
11. Schools have worked with the LA and continue to work with the LA to identify the needs of children and young people as a result of COVID and have put in place:
 - (a) Training and support
 - (b) The new Inclusion Model and have provided feedback on the new model
12. As part of training and support the Educational Psychology Service has provided support to schools throughout COVID. This included advice and strategies on managing home learning during lockdown, on maintaining social connections, and on

ways of enhancing physical and emotional wellbeing which has worked in harmony with the introduction of the Inclusion and Outreach model.

13. One of the key projects delivered by the Educational Psychology Service was the National Wellbeing for Education which was funded by the DfE. Phases 1 and 2 of the national Wellbeing for Education (WfE) project were delivered in partnership between Middlesbrough Educational Psychology Service and Headstart during 2021 and 2022. As part of the project, a wide range of wellbeing-related training and support on specific themes. Some of the themes during the Phase 2 delivery were drawn up based on priorities and feedback from Middlesbrough Schools. Training covered themes such as:

- Loss and bereavement
- Therapeutic listening
- PERMA model of wellbeing
- Low mood and anxiety
- Facing Covid
- Mindfulness
- Behaviour that challenges
- Positive psychology
- Emotion coaching
- Sleep issues in children and young people
- Circles of adults (group problem-solving)
- Emotionally-based school avoidance (EBSA)

14. A network for mental health leads in schools was set up by Headstart as part of the national Wellbeing for Education project; this network continues to thrive.

15. As lockdown came to an end, resources on coping with the transition back to school were also curated by the Educational Psychology Service who continued to have regular contact with schools about the type of support they needed.

16. Additional capacity was also added to the Exclusions Team to provide challenge and support to schools where a child was at risk of permanent exclusion. Support was also provided to review key policies within schools linked to Behaviour.

Inclusion Model

17. As mentioned above the new Inclusion Model was implemented in January 2022. This model provides support for children, young people, schools and settings. The model was further reviewed in July 2022.

18. Below is a table which outlines our triage referral data received to the Inclusion Model. All referrals for the delivery of a direct service for children (including outreach, specialist teacher support and a place in alternative provision) come through a triage referral process. The data collection is for the referrals received during the 6 months between January 2022 – June 2022.

Age Range	Number of Referrals
Early Years	119
Primary	84
Secondary	78
Post 16	0
Total	281

19. Alongside the formal triage referrals, Inclusion Officers also continue to work with schools at the earliest point to provide information, advice, guidance and support.

Type of Support Provided

20. The type and nature of the support provided by the service is tailored to meet the needs of individual children. However, the interventions can be broadly categorised into those below.

Intervention	Number of children
Outreach	204
Specialist Teacher Observation and Advice	77
Information, Advice and Guidance (including multi-agency support and coordination)	373
Alternative Provision	61
Longer Term SEND Pathway (EHCP Assessment)	24

21. Where it is needed, settings have also been supported via the local authority Inclusion Development Fund for Early Years or the High Needs Budget to ensure that they can continue to meet the needs of learners with SEND.

Triage System

22. Referrals to the 0-25 Inclusion and Outreach Service are presented at a multi-agency triage panel.

23. At the panel there is representation from the follow services:

- Education Psychology
- Inclusion and Outreach staff
- Social Care
- Early Help
- Health (e.g. school nursing and speech and language therapy)
- Youth Offending Services
- Cleveland Police
- Sensory Teaching Service

24. The panel is highly regarded by its members as an opportunity to ensure multi-agency collaboration around vulnerable learners and those at risk of exclusion. Children's cases

are discussed so that information from a variety of sources can be considered before decisions are made. Additional referrals for services to become involved are also considered and partnership working is planned to ensure the greatest impact for families.

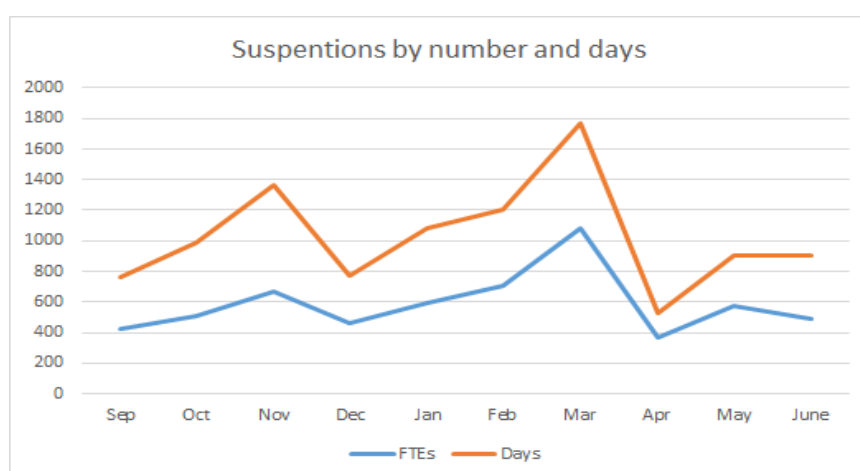
EVALUATION OF IMPACT

25. For every referral to Inclusion and Outreach services, schools are asked to complete a baseline assessment of risk regarding each child. This assessment looks at questions in key areas to determine the likelihood of exclusion to the likelihood of the child requiring an EHCP. This assessment is completed again at 6 months to determine impact following intervention in each of the areas. Alongside this, data for fixed term exclusions and attendance is also analysed to look at reductions and improvements in the figures.

Fixed term exclusions

26. Fixed term exclusions can also be used as one of the indicative measures of impact of the service. The work of the teams is focussing on ensuring that children have their needs met in school, or through a more appropriate provision, more effectively and are less likely to be excluded as a result.

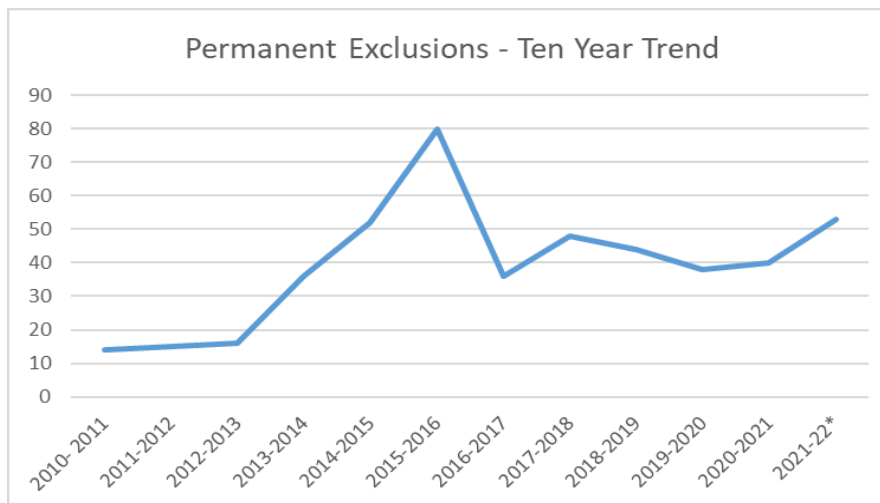
27. The graph below shows the number of Fixed Term Exclusions and the total number of days lost to exclusion over the academic year. The drop in December and Easter is a result of school holidays. Taking out those two months, there is an overall tailing off of fixed term exclusions from March to June. Some of this may be attributable to Year 11 leavers finishing school for study leave. However, because Year 11 fixed term exclusions only account for a small percentage of the total cohort it cannot be wholly attributed to this and it is reasonable to propose that the work of the team may also be having an impact on this albeit small.



28. There is also case study evidence that suggests the work of the service in partnership with schools is having a positive impact for individual children in reducing fixed term exclusions. (See Appendix 1 Case Study 2: Fixed Term Exclusion)

Permanent Exclusions

29. The data in the graph below shows the ten-year data for permanent exclusions in Middlesbrough.



30. Overall, there has been a significant increase in permanent exclusions this academic year when compared to previous years. The number of permanent exclusions in Middlesbrough during the 2021-22 academic year to date is **52**. These exclusions were from secondary schools; there have not been any children excluded from a primary school.
31. There is no local or national data published which would allow us to make comparisons against regional or statistical neighbours for this academic year. However, national research and third sector publications suggest that there is a national trend towards increased permanent exclusion and risk of exclusion in schools following the return to education after Covid-19 lockdown measures.
32. Of the 52 children who were excluded there were three secondary age children who were referred for outreach services but who unfortunately still went on to be permanently excluded.
33. On top of the 52 exclusions detailed above, another 25 exclusions were rescinded. This is 25 children who did not end up permanently excluded; this is a result of direct intervention and multi-agency partnership working between the local authority and the school at the point of exclusion.
34. Using a small sample of 11 children who were referred to the service during the first month of operation and who have just reached their 6-month timescale. We can see that
- (a) A 48% reduction in the risk of fixed term exclusion
 - (b) A 48% reduction in the risk of permanent exclusion

35. Without the 0-25 Inclusion and Outreach model the overall exclusion rate in Middlesbrough could have been significantly higher.
36. Not all the children referred to the Outreach and Inclusion service are at risk of permanent or fixed term exclusion. A number of children are supported by staff in the service to have their needs met in their current setting. This includes work to up-skill existing teaching and support teams in schools, the co-ordination of personalised strategies to meet the needs of the child and the mobilisation of multi-agency teams to ensure the child's education, health and care needs are fully assessed and provided for.
37. The work to promote inclusion has also focussed to ensure a successful and smooth transition between primary and secondary school.
38. Of the children who have worked with the service this year, 24 have gone on to have an education, health and care needs assessment and have received an EHCP and are now either in a more appropriate specialist provision to meet their needs or are expecting a move to a new provider imminently.

Feedback on Training and Support for Schools

39. Feedback on the Phase 1 and 2 National Wellbeing for Education project was highly positive. 92% of those who attended Phase 1 of the WfE training said that they would use what they had learnt. 100% of those who attended one or more aspects of Phase 2 training said that they would use/share/cascade the content of the training. The WfE training modules have now been embedded in the Educational Psychology Service's ongoing traded offer to schools.

Impact Statements and Evaluations

40. We asked school for their comments about how the model is working and what we can do to further improve the new model. They identified some areas for improvement including making changes to the referral form and the processes for accessing support quickly. Another change that we have made is having our Secondary Inclusion Team spending more time based in schools to provide support and intervention as required. Below are some comments from schools capturing during the July review of the model.

- *“Positive working relationships”*
- *“Communication is good, helpful and honest”*
- *“Outreach practitioners and inclusion officers being a presence in school and attending meetings reassures family that the LA are there and listening”*
- *“Panel idea is great – multi-agency working to agree on next steps”*

41. Schools have also had positive comments to share regarding the impact that the support is having for them:

- *"Many thanks to you both for any help, advice, support and thank you for your support in making sure this child has a positive experience of school in Middlesbrough. Your staff have been highly professional and kind."*

42. All of the work of the Outreach and Inclusion services is coproduced with families, children and young people. When asked about their experiences families said:

- *We are really happy with the arrangement and the positive feedback.*
- *It is supportive and encouraging to receive a call with good news.*
- *This is making home life less difficult, it's making a difference to our family.*

43. When asked about their experiences, children and young people said:

"I am really proud and happy with myself and want to try and carry this one until the end of term" (Child A has been given 16 pride points in one day for good behaviour and completed a full page of writing in English which she was highly praised for)

"I really like the outreach sessions because I have somebody that I can talk to who understands how I feel. I get really excited for the meetings on a Friday and ...I don't want the meetings to end because they are helping a lot"

"Thank you for the Anxiety grounding techniques booklet. I have been filling it out and using the techniques when I feel anxious"

"I like having somebody to talk to who listens and I likes getting targets given because I try hard to achieve them"

CONCLUSIONS

44. We can see that COVID continues to have an impact on our children and young people. This will be closely monitored, and we will work with our schools and settings to put in place required support as needs are identified.

45. There is emerging data, case study and impact evidence to suggest that the Inclusion Model is having a positive impact for children, families and schools. Schools are working with the Inclusion Team to support early identification of need to ensure the child or young person receives the support that is required at the earliest of stages.

NEXT STEPS

46. To continue to monitor the impact of COVID through speaking with children, young people, families, schools and settings and put in place required support.

47. To continue to review the model and ensure that changes required to the model are implemented to meet the emerging needs of our children and young people

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Appendix 1: Case Studies

Below are several case studies from the Inclusion and Outreach Service which shows the impact of the support and intervention provided by the new model.

Case Study 1 – Multi-agency Safeguarding

Referral made to multi-agency triage panel for child at risk of exclusion.

School requesting support for external AP placement.

Multi-agency team at triage panel provided new information to support decision making.

Social Care, Police, Youth Offending and Health Services = new pieces of the jigsaw
Information changed the decision making of the panel. Moving to an external AP would have increased the risk and instead the focus was on maintaining stability and consistency and ensuring safeguarding first

Impact

Permanent exclusion avoided

Bespoke package of 1:1 tuition put in place which met the needs of the child but also offered a level of consistency and oversight to ensure effective safeguarding and management of risk for the child.

Case Study 2: Fixed Term Exclusion

Joint identification of need between school and inclusion team for a child at risk of exclusion due to persistent disruption and refusal to follow instructions.

Fixed Term exclusions

Outreach and Inclusion

School arranged a short term intervention plan using internal resources
Worked jointly over a period of 6 weeks to identify needs and build relationships with school and inclusion staff
Work focused on child and family wishes
Referral to neuropathway completed

Impact

Child reintegrated back in mainstream lessons in school.
Plans have been coproduced with family at each stage
No further fixed term exclusions
Child is now more positive about learning
There are positive relationships in place with staff and a plan to continue to support nee

Case Study 3 – Preventing Exclusion via AP Pathway

Child referred who was presenting in school with challenging behavior
Risk of PeX, high level of vulnerability in the community, concerns around anti-social behaviour

Outreach and Inclusion
Supported school with coordination across CAMHS, The Link, Youth Offending and Early Help
Completed a piece of work around the voice of the child
Offered liaison between school and home to support the plans
Identified appropriate AP provision in partnership with school and family

Impact
Support package in place across agencies that is better meeting needs
Alternative Provision secured as part of the package of support
Positive feedback from family (they feel safer in the community) and child feels “brighter” about managing their emotional needs

Case study 4 – Building Inclusive Capacity in Early Years

Referred to multi-agency Inclusion Triage by Speech & Language Therapy aged 2

Attended Portage – Home visit followed by group sessions.
Family work completed to identify needs and appropriate strategies/resources. Support network established with other parents.
Support identified for child to attend parent’s choice of mainstream nursery
Inclusion Development Funding provided to increase staff ratios to further enhance support to promote progress.
Service continued to demonstrate strategies and interventions to upskill mainstream workforce.

Following the graduated approach above, identified that a more specialist provision was appropriate and parents were supported to look at assessment nursery. Child allocated a place in specialist assessment nursery.
Child’s progress is regularly monitored through reviews.

Case study 5 – Enhanced Transition Support

Child in Year 6 Discussed with Inclusion Officer towards the end of Year 6 due to emotion based school avoidance.

Inclusion Officer spoke to parents and held multi-agency meeting in school including child, parent, primary school, secondary school and stronger families support worker.
Identified a mentor from secondary school.
Co-produced a small step plan to support child to return to school, focusing on secondary school rather than primary school due to the time of year.
Held regular review meetings to monitor and review progress, discuss concerns and plan next steps.

Child is successfully engaging with all parties and has started to attend primary school as well as enjoying regular transition visits to secondary school. Child reports feeling good about the upcoming secondary school move.

Case Study 6 – EHCP Pathway

School already identified need and in process of referring for EHC assessment.
Need was for support and advice to promote inclusion/ meet needs and ensure child is on the right longer term pathway.

Outreach and Inclusion

Supported school to secure exceptional high needs funding
Education Psychologist brought in for additional advice and guidance
Multi-disciplinary team approach taken to help coordinate support
Therapeutic intervention
Internal provision as respite to meet needs on an interim basis

Impact

Permanent exclusion avoided
Child's needs met on an interim basis until a specialist option could be secured
The partnership working supported the identification of this and a smooth transition to the new provision
Child is reporting being happier at school and his family are more settled as they are no longer worried about his behaviour leading to an exclusion.

YOUTH OFFENDING AND PARTNERSHIP WORKING WITH SCHOOLS

DRAFT TERMS OF REFERENCE

- a) To examine the role of South Tees Youth Offending Service (STYOS).
- b) To identify the barriers to young people in the youth justice system engaging in education.
- c) To examine how the STYOS works with schools in Middlesbrough to:
 - a. promote engagement in the education system;
 - b. improve attendance;
 - c. prevent exclusions (fixed-term and permanent);
 - d. improve attainment; and
 - e. deliver well-targeted educational support.
- d) To identify effective practice in respect of partnership arrangements with schools, which actively support the delivery of high-quality and bespoke education in the youth justice system.

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