



Children and Young People Scrutiny Committee

Date: Wednesday, 19 June 2019

Time: 10.00 am

Venue: Council Antechamber, Level 2, Town Hall Extension

Everyone is welcome to attend this committee meeting.

There will be a private meeting for members of the Committee at 9.30 am in Committee Room 6, Room 2006, Level 2 of the Town Hall Extension.

Access to the Council Antechamber

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Membership of the Children and Young People Scrutiny Committee

Councillors –

Sameem Ali, Alijah, Hewitson, T Judge, Kilpatrick, Lovecy, McHale, Madeleine Monaghan, Rawlins, Reeves, Reid, Sadler, Stone (Chair) and Wilson

Co-opted Members -

Mr A Arogundade, Mr L Duffy, Mr R Lammas, Mrs J Miles, Dr W Omara and Ms Z Stepan

Agenda

1. Urgent Business

To consider any items which the Chair has agreed to have submitted as urgent.

2. Appeals

To consider any appeals from the public against refusal to allow inspection of background documents and/or the inclusion of items in the confidential part of the agenda.

3. Interests

To allow Members an opportunity to [a] declare any personal, prejudicial or disclosable pecuniary interests they might have in any items which appear on this agenda; and [b] record any items from which they are precluded from voting as a result of Council Tax/Council rent arrears; [c] the existence and nature of party whipping arrangements in respect of any item to be considered at this meeting. Members with a personal interest should declare that at the start of the item under consideration. If Members also have a prejudicial or disclosable pecuniary interest they must withdraw from the meeting during the consideration of the item.

4. Minutes

To approve as a correct record the minutes of the meeting held on 5 March 2019.

To receive the minutes of the Ofsted Subgroup meeting held on 12 March 2019.

Pages
7 - 20

5. Update on the Young Carers Strategy 2017 - 2019

Report of the Director of Education

Pages
21 - 32

This report provides an overview of progress on work with Young Carers and proposes next steps in the refresh and implementation of the Young Carers Strategy.

6. Manchester's Promoting Inclusion and Preventing Exclusion Strategy

Report of the Strategic Director, Children and Education Services

Pages
33 - 76

This report provides an overview of the progress with the development and planned implementation of a multi-agency Promoting Inclusion and Preventing Exclusion Strategy for Manchester.

7. Complex Safeguarding Report

Report of the Strategic Director, Children and Education Services

Pages
77 - 90

This report provides an update on the development of the Complex Safeguarding Hub and focuses on the identification and

response to vulnerable children and young people at risk of exploitation including the approach and impact from risk management. It also provides feedback on a recent LGA Peer Challenge in relation to Child Sexual Exploitation (CSE).

- 8. Re-establishment of the Ofsted Subgroup** Pages
Report of the Governance and Scrutiny Support Unit 91 - 96

This report provides the Committee with the terms of reference and current work programme for the Ofsted Subgroup. The Committee is asked to re-establish the Ofsted Subgroup for the municipal year 2019 - 2020 and agree the terms of reference, work programme and membership of the Subgroup.

- 9. Overview Report** Pages
Report of the Governance and Scrutiny Support Unit 97 - 108

This report provides the Committee with details of key decisions that fall within the Committee's remit and an update on actions resulting from the Committee's recommendations. The report also includes the Committee's work programme, which the Committee is asked to amend as appropriate and agree.

Information about the Committee

Scrutiny Committees represent the interests of local people about important issues that affect them. They look at how the decisions, policies and services of the Council and other key public agencies impact on the city and its residents. Scrutiny Committees do not take decisions but can make recommendations to decision-makers about how they are delivering the Our Manchester Strategy, an agreed vision for a better Manchester that is shared by public agencies across the city.

The Children and Young People Scrutiny Committee reviews the services provided by the Council and its partners for young people across the city including education, early years, school standards and valuing young people.

In addition to the elected members the Committee has seven co-opted member positions. These are:

- Representative of the Diocese of Manchester – Vacant
- Representative of the Diocese of Salford – Mrs Julie Miles
- Parent governor representative – Mr Ade Arogundade
- Parent governor representative – Dr Walid Omara
- Parent governor representative – Ms Zaneta Stepan
- Secondary sector teacher representative – Mr Liam Duffy
- Primary sector teacher representative – Mr Russell Lammas

The co-opted members representing faith schools and parent governors are able to vote when the Committee deals with matters relating to education functions.

The Council wants to consult people as fully as possible before making decisions that affect them. Members of the public do not have a right to speak at meetings but may do so if invited by the Chair. If you have a special interest in an item on the agenda and want to speak, tell the Committee Officer, who will pass on your request to the Chair. Groups of people will usually be asked to nominate a spokesperson. The Council wants its meetings to be as open as possible but occasionally there will be some confidential business. Brief reasons for confidentiality will be shown on the agenda sheet.

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Joanne Roney OBE
Chief Executive
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Manchester, M60 2LA.

Further Information

For help, advice and information about this meeting please contact the Committee Officer:

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This agenda was issued on **Tuesday, 11 June 2019** by the Governance and Scrutiny Support Unit, Manchester City Council, Level 3, Town Hall Extension (Lloyd Street Elevation), Manchester M60 2LA

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Children and Young People Scrutiny Committee

Minutes of the meeting held on 5 March 2019

Present:

Councillor Stone – in the Chair

Councillors Sameem Ali, T Judge, Lovecy, McHale, Madeleine Monaghan and Sadler

Co-opted Voting Members:

Mr A Arogundade, Parent Governor Representative

Mrs B Kellner, Representative of the Diocese of Manchester

Mrs J Miles, Representative of the Diocese of Salford [CYP/19/14 - CYP/19/18]

Dr W Omara, Parent Governor Representative

Ms Z Stepan, Parent Governor Representative

Co-opted Non Voting Members:

Mr R Lammas, Primary sector teacher representative

Mr L Duffy, Secondary sector teacher representative

Councillor N Murphy, Deputy Leader

Councillor Bridges, Executive Member for Children's Services

Councillor Rahman, Executive Member for Schools, Culture and Leisure

Apologies:

Councillors Alijah and Hewitson

CYP/19/14 Minutes

The Chair informed Members that the requested visit to Alonzi House would take place early in the next municipal year. A Member who was also the Chair of the Ofsted Subgroup reported that the Ofsted Subgroup would be receiving a progress update on Lily Lane Primary School at a future meeting in the new municipal year.

Decisions

1. To approve as a correct record the minutes of the meeting held on 5 February 2019.
2. To receive the minutes of the Ofsted Subgroup meeting held on 29 January 2019.

CYP/19/15 School Governance Update

The Committee received a report of the Director of Education which outlined the support that the Council had provided to assist with the development of effective school governance across the city.

Officers referred to the main points and themes within the report which included:

- Governor recruitment;

- Governor training, development and support; and
- School quality assurance.

Some of the key points and themes that arose from the Committee's discussions were:

- How academies, which were not required to have a local authority governor, were engaged;
- What was being done to fill the school governor vacancies; and
- That Ofsted inspections considered the effectiveness of the governing body and what could be done to address any issues related to the governing body before schools were inspected.

The School Governance Lead reported that, while they were not legally required to have a local authority governor, some multi-academy trusts (MATs) had asked the Council to nominate someone to join their governing body. She reported that the Council had good connections with the MATs in the city and that MAT Chairs attended the Chair of Governors' briefings. She reported that addressing governor vacancies was a challenge as there was a turnover of governors for reasons outside of the Council's control, such as changing family circumstances. She also commented that it was important to ensure that suitably skilled individuals were recruited and were matched appropriately to the right school for them. She outlined the steps being taken to recruit to vacancies, including working with Governors for Schools, using the Manchester Jobs website and working with Manchester Metropolitan University to hold roadshows with their staff to promote the role of school governors. In response to a question from the Chair, she advised Members that most vacancies were in north Manchester but that most volunteers were from south Manchester.

The School Governance Lead reported that the Council's Quality Assurance Team visited schools' governing bodies and offered support where needed. She informed Members that the Council had also provided some schools with funding for an external review of their governing body and that this approach had been praised by Ofsted. The Director of Education outlined how the Support and Challenge Board was engaging with schools, including Chairs of Governors, particularly focusing on schools which were currently judged as "requires improvement" and which were due another inspection.

Decisions

1. To thank the School Governance Lead and the School Governance Unit for their valuable work.
2. To note that Members will consider how they can use their networks to encourage people to apply for governor vacancies, especially in north Manchester.
3. To note that the Committee has previously requested a briefing session on the new Ofsted Framework, to be arranged when the details of the Framework are known, and to request that an invitation to this be extended to all Members.

[Dr Omara declared a personal interest as the Chair of the Manchester Governors Association.]

CYP/19/16 Attainment and Progress 2018

The Committee received a report of the Director of Education which provided an analysis of the 2018 outcomes of statutory assessment at the end of the Early Years Foundation Stage, Key Stage 1, Key Stage 2 and Key Stage 4. The report also included a summary of performance according to groups by ethnicity.

Officers referred to the main points and themes within the report which included:

- The outcomes of all pupils at every key stage;
- Outcomes for disadvantaged children and those eligible for Free School Meals (FSM);
- Progress for pupils with English as an Additional Language (EAL);
- Outcomes for children and young people with Special Educational Needs and Disability (SEND);
- Outcomes for Manchester pupils by ethnicity; and
- Next steps.

Some of the key points and themes that arose from the Committee's discussions were:

- To note that the education system in Manchester had improved in recent years, particularly the primary sector;
- Request for information on the Progress 8 measure;
- What was being done to address the gap in achievement between different groups of pupils;
- The impact of higher-achieving pupils from Wythenshawe choosing to attend secondary schools in neighbouring local authority areas; and
- How the outcomes for pupils with SEND who attended mainstream schools compared with those who attended special schools.

The Head of Schools Quality Assurance and Strategic SEND reported that Progress 8 measured pupils' progress between Key Stage 2 and Key Stage 4 and compared it with the national average progress but did not take into account other factors, such as whether pupils were from a disadvantaged background. She reported that there was a gap between the outcomes of advantaged and disadvantaged pupils in the city, although it was smaller than the gap nationally. She outlined some of the work taking place to improve outcomes, for example, investment in Early Years and schools using their Pupil Premium Funding to improve outcomes for disadvantaged pupils. The Director of Education reported that the percentage of Early Years settings in Manchester which were judged as "good" or better by Ofsted had increased from 64% to 98% in recent years and that this should result in improvements in outcomes as this cohort of children progressed through the education system.

The Director of Education informed Members that children in Wythenshawe primary schools achieved well but that a significant number of the higher achievers then went

to secondary schools in neighbouring local authorities. She reported that work was taking place to support the four secondary schools in Wythenshawe and improve the educational outcomes for the pupils, using a whole community approach. She informed the Committee that this included working with a range of partners, such as housing providers, Manchester Airport, local businesses, youth providers and leisure centres, to promote the importance of education and that this would include positive messages about the local secondary schools.

The Head of Schools Quality Assurance and Strategic SEND reported that it was difficult to compare outcomes for pupils with SEND in mainstream schools to those in special schools as many special schools did not use the same measures; however, she reported that Manchester's special school sector was one of the city's strengths with National Leaders of Education working in the sector and that these Leaders would be providing support to mainstream schools on their provision and teaching for pupils with SEND.

Decisions

1. To thank staff and students for their hard work over the past year.
2. To request information in a future report on the performance of pupils with SEND in special schools compared to those in mainstream schools and further information on the progress and outcomes for children from ethnic groups which are currently performing less well, including white British children.
3. To receive a report on the work taking place to support the four secondary schools in Wythenshawe and improve the educational outcomes for the pupils, including any good practice which can be shared with other areas of the city.

CYP/19/17 Manchester Youth Justice Service

The Committee received a report of the Strategic Director of Children and Education Services which provided an update on the work and strategic priorities of the Youth Justice Service including the findings of the recent inspection, the wider review of the service that was planned prior to the announcement of the inspection and the progress achieved in reducing re-offending rates.

Officers referred to the main points and themes within the report which included:

- Performance and impact in relation to the strategic objectives set by the national Youth Justice Board;
- The inspection of Manchester Youth Justice Service by Her Majesty's Inspectorate of Probation (HMIP);
- HMIP's findings and recommendations;
- The review of the Youth Justice Service; and
- Developments in Youth Justice Services across Greater Manchester.

Some of the key points and themes that arose from the Committee's discussions were:

- The concerns raised by the HMIP inspectors about the service's premises in north Manchester;
- Whether progress had been made in filling vacancies;
- What was being done to address the number of young people with SEND who were in the Youth Justice System; and
- Work with partner agencies to reduce the over-representation of black and minority ethnic (BME) young people in custody.

The Strategic Lead for Early Help and Youth Justice outlined the incident at the service's north Manchester premises which took place during the inspection. She reported that some of the work with young people which had previously taken place at that premises had now been moved to a different venue and that, following a risk assessment and consultation with the Council's Health and Safety team, additional security had been put in place at the north Manchester building. She reported that the service was currently in the process of moving out of that premises. She informed Members that the level of staff vacancies was unrelated to this issue as they were in other parts of the service. She reported that the level of vacancies and staff caseloads had improved in recent months and that the service was working to speed up the recruitment process and get new staff in post more quickly.

The Head of Youth Justice informed Members that young people with SEND were over-represented in the Youth Justice System nationally. She reported that Manchester Metropolitan University had led a large piece of work on this and that Youth Justice Services across Greater Manchester were working in partnership with the university to use the research to influence practice. She reported that the Service worked closely with the Education Service to identify young people at risk of entering the Criminal Justice System and was raising awareness with other stakeholders such as the Pupil Referral Units and the police of the issues relating to young people with SEND and the Criminal Justice System.

The Head of Youth Justice reported that BME young people were over-represented in the custodial population both in Manchester and nationally. She reported that her service was looking for any evidence of unconscious bias in its own practices, including pre-sentencing reports, and was also raising awareness with and asking questions of other agencies. She reported that officers in her service would be receiving training on unconscious bias. She also informed Members that the Management Board and all partner agencies would monitor data and work together to address this issue.

Decisions

1. To receive an information report in July and a more detailed report later in the year, provisionally scheduled for September 2019.
2. To request that a future report include further information on what is being done to address the number of young people with SEND entering the Youth Justice System, including further information on the work with Manchester Metropolitan University.

CYP/19/18 Leaving Care Service

The Committee received a report of the Strategic Director of Children and Education Services which provided an update on progress on the Leaving Care Service.

Officers referred to the main points and themes within the report which included:

- An update on the service, including the voice and influence of young people, the workforce and the flexibility and responsiveness of the service;
- An update on work to ensure suitable accommodation for Our Young People (care leavers); and
- Next steps.

Some of the key points and themes that arose from the Committee's discussions were:

- Concern that Our Young People were still facing many of the same challenges which previous generations leaving care had faced;
- To welcome the work to ensure suitable accommodation for Our Young People;
- The importance of access to education, employment and training for Our Young People; and
- What was the impact of extending the provision of support to Our Young People up to the age of 25.

The Strategic Director of Children and Education Services informed Members about work taking place to increase Our Young People's access to employment and training opportunities, including work with the private sector and programmes such as Mind The Gap, which supported young women to move into full-time work or education. He offered to provide further information on the work relating to education, employment and training in a future report to the Committee. The Service Manager emphasised the importance of early intervention and reported on work to ensure that Personal Advisers were able to support young people from aged 14 upwards to identify their career ambitions, including backup plans, and to plot pathways for achieving these.

The Service Manager acknowledged that supporting young people up to the age of 25 represented a challenge for the Leaving Care Service. He reported that the service provided to young people over the age of 21 was needs-led and young person-led, with the young person choosing the level of contact they wanted to maintain; however, he advised that they would be contacted at a minimum once a year. He informed Members that young people over the age of 21 should naturally start to disengage from the service but that the message to the young people was that the service was there if they needed it.

Decision

To request a further report in 6 months' time to monitor the progress being made to improve outcomes for Our Young People.

CYP/19/19 Overview Report

A report of the Governance and Scrutiny Support Unit was submitted. The overview report contained key decisions within the Committee's remit, responses to previous recommendations and the Committee's work programme, which the Committee was asked to approve.

The Chair informed Members that this was Mrs Kellner's last Committee meeting, as she was resigning from her post as Co-opted Member for the Diocese of Manchester. He thanked her for her contribution over the years, particularly on the Ofsted Subgroup, where her experience as a former headteacher had been invaluable.

Decision

To note the report and agree the work programme.

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Children and Young People Scrutiny Committee – Ofsted Subgroup

Minutes of the meeting held on 12 March 2019

Present:

Councillor Lovecy – in the Chair

Councillor Stone

Mrs B Kellner, Co-opted Member, Representative of the Diocese of Manchester

Mr R Lammas, Co-opted Member, Primary sector teacher representative

Councillor Bridges, Executive Member for Children’s Services

CYP/OSG/19/05 Minutes

Decision

To approve as a correct record the minutes of the meeting held on 29 January 2019.

CYP/OSG/19/06 Ofsted Inspections of Manchester Schools

The Senior School Quality Assurance Officer introduced the report that had been submitted for information that provided an overview of the Ofsted inspections of schools undertaken in the period September 2018 to 4 March 2019, noting that 14 had taken place in Primary Schools and 4 in High Schools.

Members welcomed the data provided that demonstrated that: -

- 83.9% of pupils in Manchester attended a primary or secondary school that was judged to be good or better by Ofsted. (Nationally this was 83.2%, and in the north-west 81.3%);
- 90.9% of pupils in Manchester attended a primary school that was judged to be good or better by Ofsted. (Nationally this was 86.4%, and in the north-west 88.8%);
- 71% of pupils in Manchester attended a secondary school that was judged to be good or better by Ofsted. (Nationally this was 78.5%, and in the NW 69.6%);
- 87.5% of schools in Manchester were judged to be good or better. (Nationally this was 84.9% and in the north-west 85.7%);
- 91.7% of primary schools in Manchester were judged to be good or better. (Nationally this was 86.8% and in the north-west 89.2%); and
- 66.7% of schools in Manchester were judged to be good or better. (Nationally this was 75.3% and in the north-west 66.5%).

The Subgroup then considered the recent Ofsted special measures monitoring inspection letter for Grange School that confirmed that effective action was being taken towards the removal of special measures. The Senior School Quality Assurance Officer stated that inspectors had acknowledged the improvements that had been achieved with the support of other schools, the support and development of the teaching staff and the introduction of effective systems to record outcomes.

Officers stated that the Improvement Executive Board had been vital in driving the improvements at the site and in the time when the head teacher was absent support had been provided to the school with the consent and support of the Chair of Governors.

The Subgroup considered the recent Ofsted inspection report for Loreto High School, which had been judged as “good”. The Senior School Quality Assurance Officer stated that the school had been on a very positive journey, with a strong emphasis on teaching and learning led by the substantive leadership team with the support of the Local Authority. A Member noted that the important role of Governors and improvements in SEND provision had been recognised within the report and recommended that a letter to congratulate the schools should be sent.

The Subgroup considered the recent Ofsted special measures monitoring inspection letter for Newall Green High School that confirmed that effective action was being taken towards the removal of special measures. The Senior School Quality Assurance Officer stated that the agreed action plan to address the issues previously identified had been endorsed and the Academy Trust would be responsible for progressing this work. He reassured the group that the Leadership Team and the Trust were committed to delivering the required improvements. In response to a question from a Member, he clarified that the difference between a School Improvement Board (SIB) and an Improvement Executive Board (IEB) was that the local authority was not represented on an SIB.

The Senior School Quality Assurance Officer clarified that disadvantaged children’s outcomes were compared to national outcomes for all children, not just those classified as disadvantaged.

The Subgroup considered the recent Ofsted inspection report for Old Hall Drive Academy, which had been judged as “good”. The Senior School Quality Assurance Officer stated that the rating had been achieved via a strong leadership team, supported by a strong and effective governing body. Members noted that the report had highlighted the positive progress made to date and the ambitions for their disadvantaged pupils, and the positive work undertaken around safeguarding was also acknowledged. A member noted that the stability of the leadership team had contributed significantly to the success of the school and recommended that a letter be sent to the school to congratulate them on their ‘good’ rating.

The Subgroup considered the recent Ofsted special measures monitoring inspection letter for St Matthews RC High School that confirmed that effective action was being taken towards the removal of special measures. The Senior School Quality Assurance Officer reported that the introduction of a new head teacher at the school had influenced a significant positive change in culture at the school. He informed

Members that a clear management structure had been established, improved identification and support for pupils with Special Educational Needs and Disability (SEND) was now in place and there was evidence of staff development. Officers stated that it was anticipated that the improvements at the school would be realised in the exam results expected this summer.

Officers reported that the improved behaviour of children had been observed and noted by inspectors and that pupils requiring alternative provision would now receive this on site. Officers further reported that strong links had been established with the local primary schools to support the transition of pupils from primary to secondary school, both in terms of pastoral care and education. A member of the group reported that he had experienced difficulties due to General Data Protection Regulation (GDPR) requirements when attempting to facilitate pupil transitions. Officers acknowledged this comment and stated that work was being done to support this activity.

A Member commented that the local Moston Ward Councillors were aware of the letter and were satisfied with the reported improvements at the school.

Decision

To write to Old Hall Drive Academy and Loreto High School to congratulate them on their recent Ofsted report.

CYP/OSG/19/07 Schools judged as 'Requires Improvement'

The Subgroup considered information that had been provided on those schools that were judged as 'requires improvement'. Officers referred to each school identified as expecting a re-inspection imminently and described the steps taken at each site to address the issues identified during the previous inspection.

Officers stated that they anticipated that the Barlow RC High School and Specialist Science College would achieve a positive outcome from any future inspection; Chapel Street Primary School had undergone a rapid improvement journey, noting that the school population had dramatically increased in size in recent years; Manchester Academy was part of a larger Trust and was being supported by a school located in Stockport; and Manchester Communication Academy had a good relationship with the Local Authority, progress was being delivered at the school, especially in relation to disadvantaged pupils and officers were confident that the improvements would be recognised in any future inspection. In addition, Officers reported that the Manchester Communication Academy had developed very good relationships and engagement with the local community and neighbouring schools.

In response to a question from the Chair, Officers stated that if a school were to receive a fourth 'requires improvement' rating following an inspection, this would be very unusual and would result in national scrutiny.

Decision

To note the report.

CYP/OSG/19/08 Ofsted Inspections of Daycare Providers

The Senior Quality Assurance Officer (Early Years) introduced the report that had been submitted for information that provided an overview of the inspections of early years' provision.

Members welcomed the data provided that demonstrated that: -

- 98% of group childcare that had been inspected was 'good' or 'outstanding';
- 85% of childminders that had been inspected were 'good' or 'outstanding';
- Compared to August 2018 the number of outstanding Early Years Registered provision had increased by 3%; and
- Compared to August 2018 the percentage of 'good or above' Ofsted grades had increased by 3%.

The Subgroup considered the recent Ofsted inspection report for The Chatterbox Project, which had been judged as "requires improvement". The Senior Quality Assurance Officer (Early Years) advised that this was a community group offer and the provision was working closely with the Quality Assurance Team to address the issues identified and they were confident that a 'good' rating would be achieved. Members noted that the report highlighted that the children attending this provision were happy.

The Subgroup considered the recent Ofsted inspection report for Trinity House Community Resource Centre, which had been judged as "good". The Senior Quality Assurance Officer (Early Years) stated that this was a community group provision and was a very positive report and that the site had the potential to be rated as 'outstanding'.

The Subgroup considered the recent Ofsted inspection report for Rupert's Day Nursery, which had been judged as 'outstanding'. The Senior Quality Assurance Officer (Early Years) stated that this was the provider's first inspection and was a very strong and positive report. Members welcomed the report and recommended that a letter be sent to congratulate them on their 'outstanding' rating.

Members commented that 98% of group childcare that has been inspected was rated as 'good' or 'outstanding' and this was to be welcomed, noting the important work and support that the Quality Assurance Team offered to providers across the city.

In response to a question from the Chair, the Senior Quality Assurance Officer (Early Years) reported that systems were now in place to support early years providers. This included monitoring and early intervention, prioritising support and forums for

providers to network and share good practice. In addition, early engagement with prospective providers was undertaken to provide advice and manage their expectations. Members welcomed this and supported this approach.

The Executive Member for Children's Services stated that early years providers operated in a very challenging financial climate and that they played a very important role in ensuring children were school ready.

Decision

To write to Trinity House Community Resource Centre and Rupert's Day Nursery to congratulate them on their recent Ofsted report.

CYP/OSG/19/09 Terms of Reference and Work Programme

The Subgroup reviewed the terms of reference for the Subgroup and the work programme. The Chair noted that the Subgroup would be reconstituted in the new municipal year and this would provide an opportunity to review the membership.

The Chair stated that a report on Ofsted inspections of childminders would be included for consideration at an appropriate time in the new municipal year.

Decisions

1. To note that the group would be reconstituted and membership agreed in the new municipal year.
2. To recommend that a report on Ofsted inspections of childminders be submitted for consideration at an appropriate time.

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**Manchester City Council
Report for Information**

Report to: Children and Young People Scrutiny Committee – 19 June 2019
Subject: Update on the Young Carers Strategy 2017-2019
Report of: Director of Education

Summary

To provide an overview of progress on work with Young Carers and to propose next steps in the refresh and implementation of the Young Carers Strategy.

Recommendations

Members to note the review of the strategy and to comment on partners commitment to improve the identification and support for young carers in Manchester.

Wards Affected: All

Contact Officers:

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Background documents (available for public inspection):

The following documents disclose important facts on which the report is based and have been relied upon in preparing the report. Copies of the background documents are available up to 4 years after the date of the meeting. If you would like a copy please contact one of the contact officers above.

- Young Carers Strategy 2017-2019
- Report of the Children's Commissioner, 2016.
- Young Carers Group Transition Report, December 2018.

1.0 Introduction

- 1.1 The Young Carers Strategy 2017-2019 outlines an approach to the identification of and support for young carers in Manchester underpinned by partnership working and shared responsibility. The strategy reflects the voice of young carers ensuring that their views are recognised and reflected in services that support them.
- 1.2 There continues to be broad support for the approach outlined in the strategy however the implementation of this has been slower than expected. To ensure progress a new working group has been set up to deliver a robust action plan with clear deliverables and improved outcomes.
- 1.3 The voice and influence of Young Carers has been invaluable in the co design and production of the strategy and the 'Be Bothered Campaign'. Since the launch of the strategy the Manchester Young Carers Group have successfully led on increasing awareness of the barriers young carers face in their day to day lives.
- 1.4 The success of the Manchester Young Carers Group relied heavily on individuals. Due to members successfully moving into employment and higher education it has proved to be unsustainable. This has highlighted the need to develop an improved model of peer support which does not solely rely on commitment from individual young carers.
- 1.5 A sustainable models of peer support is part of the wider review of the strategy which will be delivered by the new working group. To support the group and ensure delivery of the action plan this there has been investment in a new full-time post. The Young Carers Coordinator will work across the partnership building on the work of the Young Carers group, ensuring the voice of young carers continues to be at the heart of its delivery.

2.0 Background

- 2.1 During 2018, the Youth Strategy team worked closely with young carers including supporting them to access a residential-time away from caring responsibilities and other leisure activities at Ghyll Head. As a result the Young Carers Group have been at the forefront of campaigning on behalf of young carers in Manchester. Bringing the voice and experiences of young carers and young adult carers to the discussion table at Manchester Carers Network and the young carer's operational board.
- 2.2 Young Carers have been included through the wider carer's network supported by the Gaddum Centre which has a number of current active young carer's projects. This network is well placed to support the future development of young carers groups.
- 2.3 The Youth Strategy Team, Carers Network and the Gaddum Centre supported the Young Carers Group to deliver a research project on young carer's experience of transition. The research explored the experiences of nine

young carers and the report was written by the young carers group. They also produced a music video about transition with the support of Music Stuff. https://youtu.be/_kmDmnGZCnQ. This work has informed a dedicated transition workstream lead by the Education post 16 lead.

This work has been presented to the Children & Young people's Board the Early Help Board and has also been shared with colleagues in Adult Social Care. (Appendix 1 – Young Carers Transition report)

3.0 Summary of key findings from Young Carers Group Research

3.1 Transition from Primary – Secondary School

Young carers reported that there is a lack of awareness in primary schools and that schools should be doing more to identify and support young carers at an earlier stage. One young carer had been identified and supported in her primary school, unfortunately when she moved to High school she no longer felt supported.

“It felt kind of weird that none of the teachers knew I was in a different situation than everyone else and that for stuff like homework, I might not have as much time as everyone else.” Fiona, 14.

3.2 Transition from Secondary School to Further Education

For young carers Secondary school brings increasing pressure to balance school work and caring role and this can have a negative impact on both their physical and mental health. There was mixed experiences of support in High school; where support was in place which included transition planning young carers had a positive experience. However, the young carers report identifies a lack of consistency in transition planning and support. For some young carers the experience was very positive with more support than they have previously accessed. However, for those that didn't receive good transition planning the experience was more negative.

“After I started receiving help in my last year of school, things got easier, but then having to explain everything to people in college was very stressful. At the start of the course I found things easy and could keep up to date but then as the year progressed, I fell further and further behind and started to struggle.” Katie, 19

3.3 Further Education to Higher Education and/or Employment

The young carers report highlights the significance of the decisions young carers are faced with when they become 18, particularly if they want to move onto higher education. Young Carers emphasise the importance of support with decision making and ensuring they can access good information and advice to ensure that they can be confident the person they care for will continue to be cared for if they decide to further their education or move onto employment.

4.0 Progress

- 4.1 Several schools in Manchester have now developed successful models of peer support with potential young leaders emerging. Manchester Communications Academy were involved in the development and launch of the strategy and now have a strong network of young carers. These young people have been supported to represent other young carers at a strategic level. To help develop this good practice Manchester Communications Academy staff and young carers are members of the refreshed Young Carers Working group and will continue to support the implementation and refresh of the strategy.
- 4.2 A Young Carers Operational Working Group has been established and will implement the refresh and delivery of the strategy with the aim to increase the identification and support for young carers and improve the offer and pathways. The group was established in February 2019 and is meeting monthly initially. An action plan has been agreed and work streams delivered by representatives from Young Carers, Schools, Manchester Health Care and Commissioning, Early Help, Children's Social Care, Adults Commissioning, Voluntary Sector Partners, Young Manchester, Youth Strategy Team, and School Nursing.
- 4.3 Until April 2019 the Targeted Youth Support Service contract included work with schools to promote and develop support for young carers including direct support for young carers aged 13-19 years. This contract ended in March 2019 and the decision was made to refocus the contract to work with young people not in education, employment or training (NEET) and reinvest the resource into a dedicated Young Carers Coordinator Post.
- 4.4 The Young Carers Coordinator will strengthen work with schools and other key partners raising awareness and building capacity. They will act as a key point of contact for schools they will offer support with identification and assessment. The Young Carers Coordinator will also work closely with the Adult Carer's Network and link into the current development of a single point of contact for carers in Manchester. This post has been recruited to successfully and will commence on the 10th June, 2019.

5.0 Next Steps

- 5.1 The newly established Young Carers Working Group will continue to oversee the implementation of the action plan and will meet monthly.
- 5.2 The Performance Research and Intelligence team have designed a survey for schools to establish a baseline of young carers and to help gain an understanding of how to gather a robust database to support service development and decision making. This survey is going out to schools with a circular letter during Carers Weeks 2019. The aim is for a Young Carers champion to be in place in every school by December 2019.

- 5.3 The health and wellbeing work stream is engaging with GP's and working with young carers on the development of tools to support their emotional wellbeing.
- 5.4 A briefing note has been circulated to school nurses and a follow up training session will take place in September 2019.
- 5.5 The Early Help team are currently mapping the pathways and offer to ensure consistency across the city and embedding young carers into the early help practitioner e-learning.

6.0 Young Carers Strategic Action Plan

- 6.1 The Young Carers strategic action plan is a one-year plan encompassing seven areas of action:
 1. To improve the pathways and offer to Young Carers.
 2. Transition – To ensure effective transition pathways for young carers.
 3. Voice of Young Carers - engagement and peer support / influencing strategic commissioning and decision making.
 4. Identification and Data - Young Carers are identified, recorded and robust data informs strategic decision making.
 5. Governance and Leadership - A strong strategic oversight and governance.
 6. Health and Wellbeing - Services / Pathways / Activities / Pathways.
 7. Communications and Engagement - Communications and engagement plan.

These seven areas of action will be monitored and reviewed at the Young Carers Working Group on a monthly basis.

7.0 Summary

- 7.1 The Young Carers Strategy strongly reflects the voice of young carers ensuring that their views are key drivers for the services that impact them. The Strategy is being reviewed through a newly established Young Carers Working Group. The group is making good progress in overseeing the agreed multi-agency action plan. This action plan provides a good example of integrated commissioning through the drawing on resources across the partnership ensuring that Young Carers remain at the centre. The Young Carers Coordinator has been recruited and will work across the system to ensure that the voice of Young Carers continues to drive improved pathways and offer.

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Young Carers Strategic Action Plan March 2019.

1. To improve the pathways and offer to young carers			
Objectives	Deliverables	Success Criteria	Deadline
Review EH offer currently offered through Hubs.	<ul style="list-style-type: none"> Map existing offer from each EH Hub Agree consistent pathways and offer for all three hubs. Briefings for all Early Help Staff Review current tools and guidance for EHA to ensure it is effective to support identification and recording of young carers. 	There is a consistent pathway and offer for young carers through the Early Hep Offer.	September 2019
Raise Awareness of the role EH Practitioners can play in improving outcomes for Y.C's	<ul style="list-style-type: none"> Integrate YC's into EH E learning and other training Use the learning from young carer's transition report to inform this work. 	Young carers are identified at the earliest opportunity and practitioners know how to support them.	October 2019
Attendance officers in each EH hub supporting schools with the identification of young carers and support including EHA..	<ul style="list-style-type: none"> EH Attendance Officers to work with school attendance officers to identify YC's. Attendance Officers to screen all YP who are persistent absentees to identify those with significant caring responsibilities. Communication to schools. 	<p>Increase in numbers of YC's being identified through attendance officers and improved attendance for young carers.</p> <p>Attendance officers in schools understand their role in regards to YC's</p>	July 2019
Pilot project with Primary Schools	<ul style="list-style-type: none"> Identify schools to take part in the pilot through the findings from young carers survey (June 2019) 	Increased awareness from primary schools and earlier identification of young	December 2019

	<ul style="list-style-type: none"> • Work with the schools to support them through the young carers in schools award. • Disseminate learning and best practice. 	carers.	
Increase the numbers of schools with Young Carer support groups	<ul style="list-style-type: none"> • Identify Young Carer leads/champions in all high schools and colleges • Share best practice from schools with support groups (MCA) 	Mechanisms in place for sharing good practice and improved offer from schools and colleges for Young Carers.	December 2019
Identify Early Help role of school nurse.	<ul style="list-style-type: none"> • School Nurse lead will be attending the working group to inform this action 	There is a clear offer for young carers through school nursing.	June 2019
Identify ways that Youth and Play providers could support YC's through universal offer.	<ul style="list-style-type: none"> • ~Refresh and Promote the use of the Carers' toolkit (Young Carers zone) to young carers and practitioners working with them • Learning from 4CT pilot. • Ask young carers • Explore opportunities for commissioning activities for young carers 	<p>Young Carers, their families and practitioners know how to access information and advice.</p> <p>There is an offer for recreational activities for young carers which is accessible.</p>	July 2019
2. Transition – To ensure effective transition pathways for young carers			
Young Carers are supported through key transitions.	Dedicated work stream to raise awareness of the need for effective transition planning with schools, colleges and adult social care. Embed the learning from the young carers transition report.	All young carers have access to effective transition planning at all key stages.	February 2020
Ensure young carers	Continue to work with the adults carers	There is an all age offer for	

and pathways to support are integrated into the proposed one stop shop for carers	network and adults commissioning ensuring that pathways for young carers are aligned and embedded within the proposed single point of contact for carers.	carers in Manchester.	
The voice of young carers influences improved transition planning.	<ul style="list-style-type: none"> • Ensure the learning from the young carer's transition report drives the work stream. • Work with career leads in schools and colleges to ensure that caring needs are identified and supported at key transition stages. • Ensure that young carers have access to effective information, advice and support with key decision making. 	Young Carers are supported at key transition points in all areas of their live to ensure they can access the same opportunities as their peers	January 2020
3. Voice of Young Carers			
Build on the work of the young Carers group and explore new models of engagement and peer support	<ul style="list-style-type: none"> • Work with schools who have already developed successful models of peer support to promote and develop good practice, • Work with all schools to develop peer support and models of engagement, • Link into current active young carers projects supported by the Gaddum Centre. • Ensure the work of the Young Carers group is reflected in the refreshed strategy. • Work with youth providers to explore potential opportunities for development of young carer leaders, ambassadors. 	Strategic commissioning and decision making in the city reflects the voice of young carers. There is a systematic process for feeding the voice of young carers into strategic commissioning and decision making.	September 2019

4. Identification and Data			
Increase the number of Young carers identified and needs assessed.	<ul style="list-style-type: none"> • Deliver information sessions at education networks. • Communication out to all schools through Safeguarding Newsletter • Raise awareness of HSM young carers area. • Send out slide pack to all partners • Social media campaign re identification and assessments • Training program developed 	<p>Increase in numbers of YC's identified.</p> <p>Schools and colleges have effective support mechanisms for young carers.</p>	September 2019
<p>Ensure there is a systematic way of gathering data on young carers across all systems including adults.</p> <p>Refresh the current Joint Strategic Needs Assessment (JSNA)</p>	<ul style="list-style-type: none"> • Input to Liquid Logic implementation by ICT to ensure that we identify reporting requirements for young carers . • Work with PRI to design a survey for schools to establish a baseline(Summer term 2019) • Work with Adults commissioning and wider partnership group to develop an up to date and refreshed JSNA to inform future developments. 	<p>Manchester has an increased understanding of the numbers of young carers in the city and their support needs.</p> <p>Manchester has an up to date and robust JSNA to inform commissioning and a refreshed strategy.</p>	October 2019
5. Governance and Leadership			
Governance and leadership	<ul style="list-style-type: none"> • Regular reporting to the Early Help Board and Children's Board • Ensure representation at the GM Young Carers Project leads. • Support the development of the Young Carers Partnership. • Represent young carers strategically • Scrutiny report 	There is strong strategic oversight and governance.	Ongoing

Renew Young Carers Partnership Agreement	Review and refresh young carers Strategy and get sign off from adult social care.	There is an agreed strategic approach to young carers and they are embedded into the adult carer's strategy.	January 2019
7. Health and Wellbeing			
Identify services, pathways and activities that support a young carers emotional/ physical health and well-being	<ul style="list-style-type: none"> Engage with young carers and providers to inform pathways and identify gaps. Promote top tips for emotional/physical health and well-being to young carers Briefings for school nurses. 	The emotional and physical health and well-being of young carers is supported and young carers know how to access support if/when they need it.	January 2019
8. Communications and Engagement			
Develop a communications and engagement plan to identify young carers and support this action plan	<ul style="list-style-type: none"> Refreshed generic slide pack to be circulated. Publicity materials and resources co-designed with young carers. Launch refreshed Strategy 	There is increased awareness by agencies, practitioners, young carers and their families of Young Carers and services to support them.	September 2019 January 2019

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**Manchester City Council
Report for Information**

Report to: Children and Young People Scrutiny Committee – 19 June 2019

Subject: Manchester’s Promoting Inclusion and Preventing Exclusion Strategy

Report of: Strategic Director, Children and Education Services

Summary

This report provides an overview on the progress with the development and planned implementation of a multi-agency Promoting Inclusion and Preventing Exclusion Strategy for Manchester (see appendix 1).

The stimulus for the development of this strategy was a national and local focus on the reasons behind the increase in the use of school exclusion. There is therefore some headline national and local school exclusion trend data included within the report to provide some contextual information. This data is taken from the most up to date validated exclusions data available.

Recommendations

- To note that the national Timpson Review of Exclusions Report has now been published and the recommendations contained therein are welcomed and are reflected in Manchester’s Promoting Inclusion and Preventing Exclusion Strategy.
 - To consider and make comment on the attached final draft of Manchester’s Promoting Inclusion and Preventing Exclusion Strategy.
 - To note that the provisional school exclusions data for 2018-19 shows a reduction in the use of permanent exclusion compared to the 2017-18 following the increased focus and challenge.
 - Committee members request a further report on citywide school exclusion performance once the 2017-18 validated exclusions data is published.
-

Wards Affected: All

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Background documents (available for public inspection): None

1.0 Introduction

- 1.1 The attached document is the final draft of Promoting Inclusion and Preventing Exclusion Strategy for Manchester. This strategy is a response to the directorate priority to reduce exclusion, including exclusion from school, and works towards the Our Manchester Our Children vision ‘building a safe, happy, healthy and successful future for children and young people;’ The development of this multi-agency strategy has been informed by the outcomes of workshops and discussions with key partners including Head Teachers, Special Educational Needs Coordinators (SENCOs), designated teachers, governors, Children’s Social Care, Early Help leads, CAMHS, Greater Manchester Police, Youth Justice managers and officers, Greater Manchester and Manchester THRIVE programme leads, parents, carers and children & young people.
- 1.2 All partners who have participated in the consultation exercise have been extremely positive about the development of the strategy as a way to reduce exclusion and improve the experiences and outcomes of young people and have expressed a firm commitment to supporting its implementation.

2.0 Context

- 2.1 The validated permanent and fixed term exclusion data for 2017/18 is yet to be published by the Department for Education. The validated exclusions data currently available for England and Manchester for the last 4 years has been included below to provide an insight into the exclusion trends both nationally and in Manchester over the past few years.

2.2 Permanent Exclusions:

All Schools – Permanent Exclusions					
		2013/14	2014/15	2015/16	2016/17
Manchester	Number	30	60	76	105
	Percent	0.03%	0.07%	0.09%	0.13%
England	Number	4,950	5,800	6,685	7,720
	Percent	0.06%	0.07%	0.08%	0.1%

- 2.3 The percentage of pupils who were permanently excluded in 2016/17 in Manchester schools was 0.13%. This remained above the England average of 0.1% and had increased by 0.04 percentage points from 2015/16. The overall rate of permanent exclusions in Manchester schools has continued to increase since 2013/14, as has the national rate but it remained higher and the gap widened. In 2016/17 Manchester ranked 42nd highest out of all LAs compared with 57th highest in 2015/16.

2.4 Primary Schools

In primary schools, permanent exclusion figures dropped by one in 2016/17 but the rate of permanent exclusions remained the same at 0.02% which was one percentage point lower than the national rate of 0.03%. 2016/17 showed the first increase in permanent exclusions at national level since 2013/14. Manchester has the 56th highest rate of permanent exclusions in primary schools, out of the 117 LAs whose data was released in the SFR. This was one place lower than in 2015/16.

2.5 Secondary Schools

In secondary schools there was an increase in the number of permanent exclusions since 2013/14, from 0.09% of the secondary school population being excluded to 0.34% in 2016/17. This continued to be higher than the national average, which had also increased over the previous four years. The gap doubled from 0.07 percentage points to 0.14 percentage points. Manchester ranked 23rd highest out of the LAs, compared with 38th highest in 2015/16.

2.6 Fixed Term Exclusions:

All Schools – Fixed Term Exclusions					
		2013/14	2014/15	2015/16	2016/17
Manchester	Number	3,000	4,360	4,408	4,826
	Percent	4.06%	5.65%	5.49%	5.82%
England	Number	269,480	302,980	339,360	381,865
	Percent	3.50%	3.88%	4.29%	4.76%

2.7 Fixed term exclusions are reported as the number of exclusions and as a percentage of the school population.

2.8 The rate of fixed term exclusions in all schools increased from 4.06% to 5.82% in Manchester between 2013/14 and 2016/17 whilst nationally it has also increased from 3.50% to 4.76%. The gap between Manchester and national closed by 1.06 percentage points. In 2016/17 Manchester had the 31st highest rate of fixed term exclusions out of the 152 LAs, compared with 21st highest in 2015/16.

2.9 Primary Schools – Fixed Term Exclusions

In primary schools, the rate of incidents of fixed term exclusions increased by 0.04 percentage points to 1.35% in 2016/17 compared with 2015/16. However, the national average increased in 2016/17 by 0.16 percentage points to 1.37% so Manchester was below the national. Manchester ranked 57th highest out of all LAs.

2.10 Secondary Schools- Fixed term Exclusions

In secondary schools, the rate of incidents of fixed term exclusions was 14.05% in 2016/17. This was 0.68 percentage points higher than in 2015/16 and 4.65 percentage points higher than the national average. The national average also increased, by 0.94 percentage points, and the gap with national has narrowed slightly.

- 2.11 The data above shows how both permanent and fixed term exclusions have increased, both nationally and locally, over the last 4 years. It can be seen that nationally and locally both fixed term and permanent exclusions are more frequently used in secondary schools.
- 2.12 The unvalidated data for Manchester in 2018/19 continues to show a similar trend to that nationally although, indications are that there has been a significant decrease in the use of exclusion within Manchester since September 2018. Over the period of multi-agency consultation on the development of this strategy Manchester has already seen early and positive signs of a reduction in the use of school exclusion. By the end of April 2017/18 Manchester's unvalidated data shows there had been 138 permanent exclusions whilst at the end of April 2018/19 our data shows there have been 85 permanent exclusions, 53 fewer than the previous year. It would seem that even before the formal launch of the strategy different interventions and approaches are being used and different kinds of conversations are beginning to take place about working proactively together to prevent young people from being excluded.
- 2.13 A specific concern has been raised through a Council Motion about the rate of fixed term exclusions at Manchester's Secondary Pupil Referral Unit (PRU). An independent review of the use of fixed term exclusions in the specialist provisions across the city for young people who experience Social, Emotional and Mental Health Needs (SEMH), including the Secondary Pupil Referral Unit, has been commissioned. This review will examine the concerns raised about the use of fixed term exclusions, identify strengths and determine any improvement actions which need to be undertaken to address concerns.
- 2.14 It should be noted that the final Timpson National Review of Exclusions Report, commissioned by the Department for Education, was published on 7th May 2019.

<https://www.gov.uk/government/consultations/school-exclusions-review-call-for-evidence>

This national report contains 30 recommendations which have all been welcomed by the Secretary of State for Education. The government has committed to undertaking the following six key actions in response to these recommendations:

1. We will make schools accountable for the outcomes of permanently excluded children.

2. We will establish a practice programme that embeds effective partnership working between LAs, schools, alternative provision and other partners.
3. We will work with sector experts, led by the Department's lead advisor on behaviour, Tom Bennet, to rewrite our guidance (including on exclusions and on behaviour and discipline in schools)
4. We now call on Directors of Children's Services, governing bodies, academy trusts and local forums of schools to review information on children who leave schools, by exclusion or otherwise, and to establish a shared understanding of how the data on the characteristics of such children feeds local trends.
5. We will work with Ofsted to define and tackle the practice of "off-rolling".
6. We will extend support for Alternative Provision (AP).

The full set of 30 recommendations from the Timpson Report are reflected within the—and will be appropriately progressed through the implementation of Manchester's Promoting Inclusion and Preventing Exclusion Strategy.

2.15 As we launch this strategy there are both national and local factors which provide us with firm foundations for progressing ambitious, positive change for Manchester children and young people. These include:

- The introduction of the new Ofsted Inspection Framework with a reduced emphasis on end of key stage outcomes and a more pronounced focus on the provision of an appropriate curriculum and strong inclusive practice which enables all children and young people to access learning, achieve well and progress to positive destinations.
- The commitment by the Government to progress the recommendations within the Timpson Review of Exclusions to ensure robust accountability processes coupled with appropriate support and guidance to education settings, parents/carers and Local Authorities on promoting inclusion and ensuring fixed term and permanent exclusions are always implemented in line with legislation and best practice guidance and only ever used as a last resort.
- It is considered in Manchester that this is not just a 'school' issue but requires a community and multi-agency response that is linked to other socio-economic factors. Subsequently, there is a resounding multi-agency commitment in Manchester to share the wide ranging, existing good practice as well as to implement new and innovative approaches to ensure we are working together effectively to identify the strengths and needs of Manchester's children and young people; putting in place high quality support and opportunities to enable them to THRIVE.

3.0 Overview of the Strategy

3.1 The content of **Manchester's Promoting Inclusion & Preventing Exclusion Strategy** draws heavily from examples of the strong leadership and good practice which already exists across the partnership and in many Manchester early years' settings, schools and Post 16 provisions where there is evidence of effective and inclusive practice that has led to a reduction in the use of

exclusion.

- 3.2 It is also important to note that this strategy has been developed in close partnership with and reference to the Greater Manchester THRIVE Programme Team; maximising the opportunities this programme presents for Manchester's children and young people. The ambition for the implementation of this multi-agency Promoting Inclusion Strategy is that together we will accelerate the pace of improvement in the well-being of Manchester's Children and Young People, promote innovative and robust inclusive practice and prevent all types of exclusion including by the reduction of the use of school exclusion. There is, within the GM THRIVE Programme a specific Manchester THRIVE Programme. In line with Future in Mind and the underlying principles of the national and local CAMHS transformation agenda, the Manchester THRIVE Programme aims to move from a tiered model of service delivery to a whole system approach, built around the needs of the children, young people and their families. The two initiatives, The 'Promoting Inclusion Strategy' and the THRIVE Programme must therefore work hand in hand and be understood by everyone to have shared strategic aims. For that reason it is suggested that this strategy will be framed as **"Manchester's Promoting Inclusion & Preventing Exclusion Strategy – Supporting Children & Young people to Thrive."**
- 3.3 The Promoting Inclusion and Preventing Exclusion Strategy Implementation Plan will be cognizant and link with other related plans/strategies to maximise impact and coordination. This will as indicated include reflecting the national policy and issues raised locally to support good attendance and reduce exclusions eg a joint piece of work is already underway between the Local Authority and the High School Heads' collaborative, which includes the Head Teacher of the Secondary Pupil Referral Unit, to share existing good practice and to co-design new and creative ways to identify and gain an understanding of young peoples' unaddressed needs as early as possible and then to develop appropriate plans to support the young people to attend, achieve and to reduce any risk of exclusion.

4.0 Next Steps

- 4.1 It is planned the **Manchester's Promoting Inclusion and Preventing Exclusion Strategy – Supporting Children and Young People to Thrive** will be discussed at the forthcoming Children's Board and subject to agreement and support it is proposed that the strategy is considered by the Health and Wellbeing Board and is formally launched and the strategy action plan begins to be implemented in September 2019. It should be noted that many key actions identified within the strategy in the form of "We wills" are already being progressed. The implementation of the strategy will of course be highly responsive to any emerging advice, guidance or reforms arising from the national work to be undertaken on the recommendations within the Timpson Report.
- 4.2 Progress on the implementation of The Promoting Inclusion & Preventing Exclusion Strategy will be reported to and monitored by The Children's Board

and will be kept under review and altered as necessary to incorporate newly published legislation and statutory guidance.

- 4.3 Plans are being developed for a Strategy launch event at the beginning of the Autumn term 2019. The aim of the event will be to share information about the national and local context, to provide an overview of the Strategy and its objectives and to provide an opportunity for education settings to share the approaches they use to promote inclusion and prevent exclusion and ideas for future developments.

5.0 Conclusion

- 5.1 The Manchester's Promoting Inclusion and Preventing Exclusion Strategy has been informed by extensive engagement with schools and partner organisations. During this period of engagement, a great deal excellent inclusive practice across Manchester has been identified and informed the key themes. In addition, already with an increased challenge and support provisional exclusion figures for this academic year suggest there is a noticeable reduction in children being excluded which gives confidence that changes in approach and practice is taking place to collectively reduce the rate/number of children being excluded in Manchester.

There is a determination and commitment across education settings and multi agency partners to work together to build on existing good practice and to develop new approaches to achieve wide to ensure our children attend and succeed at school.

- 5.2 Finally, whilst there remains much to do, the engagement and commitment of schools and partners to respond positively to prevent children being excluded provides confidence that significant improvements will be seen over the next 12 months for children and young people through the implementation of the Promoting Inclusion and Preventing Exclusion Strategy.

Manchester's Promoting Inclusion & Preventing Exclusion Strategy

*Supporting Children & Young
People to Thrive.*

May 2019 – July 2022



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FOREWORD



I am pleased to introduce this strategy which focuses on a big challenge for our city.

Promoting inclusion for young people and preventing their exclusion needs to be one of our highest priorities.

Over the last 5 years there has been a marked rise in school exclusions, both across the country but also here in Manchester. The evidence is strong that there are wide ranging negative impacts on young people from poor attendance, social exclusion or exclusion from school or from Post 16 education and training provision.

We know that a child excluded from school has their life chances permanently worsened and that they become instantly more vulnerable to safeguarding concerns. We also know that a child's background - with challenges in their lives and experiences of trauma or poverty- are predictors of their likelihood to be excluded.

We can't pretend this is an easy issue or that there are "quick fixes" but this strategy, having been put together with a wide range of partners is a recognition that we want to see fewer children and young people excluded and a greater focus on getting young people back into school and Post 16 settings if they are excluded.

We will never see real change by pointing the finger but by each and every partner in the city stepping up and taking on their responsibility to make sure that children are safe and progressing at every stage of their education. There are some great examples of strong partnership working already and this strategy builds on that work, but also recognises that we need to be better at identifying the needs of young people as early as possible and stepping in to support them so that they can stay learning and go on to achieve.

This document is a call to action with strands of proactive work to prevent exclusion built on evidence of successful interventions and initiatives and the conversations across the partnership.

Getting this right will make a huge difference to our young people and I look forward to us working together to realise our ambitions.

Councillor Garry Bridges
Executive Member for Children's Services
May 2019

EXECUTIVE SUMMARY

Manchester's Promoting Inclusion & Preventing Exclusion Strategy May 2019 – July 2022

The overwhelming message which emerged from the extensive, year-long multi-agency consultation exercise which was undertaken to inform the writing of this strategy was that Manchester Early Years' Settings, Schools, Post 16 providers, parents/carers, Local Authority Services, Health Services, Voluntary and Community Sector Services, Greater Manchester Police and many other partners are all committed to promoting the inclusion and preventing the exclusion of Manchester's children and young people.

The consultation captured a strong sense of determination by all partners to achieve a robust shared understanding of and commitment to implementing strong inclusive, multi-agency practice and to work together towards a situation where fixed term and permanent exclusions are only ever used as the very last resort.

Manchester's Promoting Inclusion & Preventing Exclusion Strategy has been developed to:

- Help early years' settings, schools, Post 16 providers, the Local Authority and other services to work in a more coherent way to support children and young people to attend well and/or to reduce the risk of exclusion.
- Provide an outline of approaches, interventions and services, to support all Manchester early years' settings, schools and Post 16 providers to ensure the needs of all children and young people are identified early, understood and effectively addressed in order to support good attendance and prevent the use of exclusion wherever possible.
- Identify examples of good practice which is already in place and further multi-agency actions which need to be taken to develop and improve approaches to supporting the inclusion of all Manchester children and young people and enabling them to THRIVE.

As we launch this strategy there are both national and local factors which provide us with firm foundations for progressing ambitious, positive change for Manchester children and young people. These include:

- The introduction of the new Ofsted Inspection Framework with a reduced emphasis on end of key stage outcomes and a more pronounced focus on the provision of an appropriate curriculum and strong inclusive practice which enables all children and young people to access learning, achieve well and progress to positive destinations.
- The commitment by the Government to progress the recommendations within the Timpson Review of Exclusions to ensure robust accountability processes coupled with appropriate support and guidance to education settings, parents/carers and Local Authorities on promoting inclusion and ensuring fixed term and permanent exclusions are always implemented in line with legislation and best practice guidance and only ever used as a last resort.
- A resounding Manchester multi-agency commitment to share the wide ranging, existing good practice as well as to implement new and innovative approaches to ensure we are working together effectively to identify the strengths and needs of Manchester children and young people and putting in place high quality support and opportunities to enable them to THRIVE.

Manchester's Promoting Inclusion & Preventing Exclusion Strategy May 2019 – July 2022

OVERALL PURPOSE OF THIS STRATEGY

The 'Our Manchester' Strategy sets out the City's vision for Manchester to be in the top flight of world-class cities by 2025. Critical to the delivery of the vision is supporting the citizens of Manchester, which includes its children, young people and their families to achieve their potential and benefit from its improving economic, cultural, and social capital.

Manchester's Children and Young People's Plan - Our Manchester, Our Children 2016 - 2020 - translates the Our Manchester priorities into a vision that is focused on 'building a safe, happy, healthy and successful future for children and young people;' this means:

- All children and young people feel safe, their welfare promoted and safeguarded from harm within their homes, schools and communities
- All children and young people grow up happy – having fun and opportunity to take part in leisure and culture activities, and having good social, emotional, and mental wellbeing. It also means all children and young people feeling that they have a voice and influence as active Manchester citizens.
- The physical and mental health of all children and young people is maximised, enabling them to lead healthy, active lives, and to have the resilience to overcome emotional and behavioural challenges.
- All children and young people have the opportunity to thrive and achieve individual success in a way that is meaningful to them. This may be in their education, or in their emotional or personal lives.

Working in-line with Our Behaviours, as outlined in Manchester's Children's and Young People's Plan, is crucial to the successful implementation of this strategy. This means:

In everything we do we'll make sure that:

- **We work together and trust each other**
- **We're proud and passionate about Manchester**
- **We take time to listen and understand**
- **We "own it" and we aren't afraid to try new things.**

National research has shown that young people who are not accessing education because they are excluded from school, not attending school or having their needs met in school are more likely to be not in Education, Employment or Training (NEET), develop severe mental health problems, require involvement from the Youth Justice Service and go to prison.

Reducing exclusion from education and ensuring all Manchester's early years' settings, schools and Post 16 providers are inclusive and able to meet the needs of their local communities is a key priority for Manchester City Council to ensure improved experiences and outcomes for all children and young people.

This Promoting Inclusion & Preventing Exclusion Strategy has been developed to help the Local Authority, early years' settings, schools, Post 16 providers and other services work in a more coherent way to support young people to attend well and/or to reduce the risk of exclusion. The strategy provides an outline of approaches, interventions and services, to support all Manchester settings, schools and Post 16 providers to ensure the needs of all young people are understood and addressed in order to support good attendance and prevent the use of exclusion wherever possible.

There is a huge amount of positive work going on in Manchester to support the well-being and inclusion of children and young people. One of the main functions of this strategy is to map the available approaches, services and resources across the city to ensure a robust overview of the offer as well as the identification of any gaps which need to be addressed.

Manchester's Promoting Inclusion and Preventing Exclusion Strategy and the Greater Manchester i-THRIVE Programme

This Strategy sets out to work hand in hand with Greater Manchester i-THRIVE Programme. The Greater Manchester i-THRIVE (GM i-THRIVE) programme uses the THRIVE Framework (Wolpert et al., 2016) to improve mental health outcomes for the children and young people of Greater Manchester. The GM i-THRIVE team works with each of Greater Manchester's 10 Local Transformation Partnerships (LTPs) and the GM Future in Mind Implementation Group to enable the delivery of the Greater Manchester Children and Young People's Mental Health Transformation Programme.

The THRIVE Framework:

- Replaces tiers with a whole system approach
- Is based on the identified needs of Children and Young People and their families
- Advocates the effective use of data to inform delivery and meet needs
- Identifies groups of Children and Young People and the range of support they may benefit from
- Ensures Children and Young People and their families are active decision makers

Shared Strategic Aims:

There is, within the GM I THRIVE Programme a specific Manchester THRIVE Programme. In line with Future in Mind and the underlying principles of the national and local CAMHS transformation agenda, the Manchester THRIVE programme aims to move from a tiered model of service delivery to a whole system approach, built around the needs of the children, young people and their families.

The aim of this redesign programme fully aligns with the aim of The Promoting Inclusion and Preventing Exclusion Strategy which is to achieve the outcomes as set out in the Manchester Children and Young People's plan; ensure that our children and young people are safe, happy, healthy and successful.

Consultation with Partners

The development of this strategy has been comprehensively informed by the outcomes of multi-agency workshops, discussions with Head Teachers, SENCOs, designated teachers, governors, discussions at the Children's Board and the Strategic Education Partnership and the views of parents, carers, children & young people.

The strategy draws heavily from examples of the strong leadership and good practice which already exists in many Manchester early years' settings, schools and Post 16 provisions where there is robust evidence of strong inclusive practice and a reduction in the use of exclusion.

Multi-agency consultation sessions identified that the key characteristics of schools and other education settings with inclusive practice are that they work tirelessly to ensure consistently high quality teaching and learning experiences for all young people, positive whole school relationships, good communication with students, staff and parents and carers, timely early intervention and reasonable adjustment, robust transition support and rigorous whole school/setting staff training and professional and pastoral support.

Progress on the implementation of The Promoting Inclusion & Preventing Exclusion Strategy will be reported to and monitored by The Children's Board and will be kept under review and altered as necessary to incorporate newly published legislation and statutory guidance.

This strategy document:

- Describes the National context
- Describes the Manchester context;
- Describes the key strands of the strategy, identifies the actions to be taken to promote inclusion and prevent exclusion and describes the role of the Local Authority, schools, settings and partners in promoting inclusion and preventing exclusions.

Related Strategies and Plans that have a direct impact on reducing and preventing school exclusions include:

- The Our Manchester Strategy.
- Our Manchester, Our Children – Manchester's Children's and Young People's Plan
- Manchester City Council's Corporate Plan.
- Greater Manchester Children and Young People's Plan 2019-2022
- The Greater Manchester i-THRIVE (GM i-THRIVE) and Manchester THRIVE programmes
- Manchester NEET Reduction Plan 2017- 2020
- Manchester Work and Skills Strategy 2015-2020
- Manchester's Early Help Strategy – 2018 -2021
- Manchester Youth Justice Plan
- Delivering Differently – Manchester's Domestic Violence and Abuse Strategy 2016-2020
- Manchester Safeguarding Children's Board – Neglect Strategy for Children, Young People and Families 2017 – 2019
- Manchester's Family Poverty Strategy 2017-2022
- Manchester's Young Carers' Strategy
- Manchester's Accessibility Strategy 2017- 2019
- The Our Manchester Disability Plan
- Manchester's Community Safety Partnership Strategy 2018 – 2021

THE NATIONAL CONTEXT

National Review of Exclusions

In 2015/16, 0.08% of children were permanently excluded from state funded schools in England but the rates for some children were much higher. The Ethnicity Facts and Figures website, which collates data on how different ethnic groups interact with public services, highlighted that pupils from some ethnic backgrounds are disproportionately more likely to be excluded from school. Black Caribbean pupils, for example, were permanently excluded at three times the rate of White British pupils. White Irish Traveller and Gypsy/Roma pupils had by far the highest rates of both fixed period and permanent exclusions.

All state funded schools in England operate under the same exclusions framework, as set out in legislation and statutory guidance. Despite this, there are differences in exclusion rates between schools, areas of the country, and pupils with different characteristics.

On 16th March 2018 the Department for Education (DfE) launched a call for evidence on school exclusion to support a national review of exclusions to be led by Edward Timpson. This review examined the factors that drive those differences. It also explored and evaluated best practice for those areas where the disparities are less significant.

Edward Timpson was supported throughout the period of the review by an expert reference group and Manchester's Virtual School Head was a member of this group. The final Timpson Review of Exclusions was published on 7th May 2019.

<https://www.gov.uk/government/consultations/school-exclusions-review-call-for-evidence>

The report contains 30 recommendations which have all been welcomed by the Secretary of State for Education. The government has committed to undertaking six key actions in response to these recommendations:

1. **We will make schools accountable for the outcomes of permanently excluded children.**
2. **We will establish a practice programme that embeds effective partnership working between LAs, schools, alternative provision and other partners.**
3. **We will work with sector experts, led by the Department's lead advisor on behaviour, Tom Bennet, to rewrite our guidance** (including on exclusions and on behaviour and discipline in schools)
4. **We now call on Directors of Children's Services, governing bodies, academy trusts and local forums of schools to review information on children who leave schools, by exclusion or otherwise, and to establish a shared understanding of how the data on the characteristics of such children feeds local trends.**
5. **We will work with Ofsted to define and tackle the practice of "off-rolling".**
6. **We will extend support for Alternative Provision (AP).**

The full set of 30 recommendations will be considered and appropriately acted upon through the implementation of Manchester's Promoting Inclusion and Preventing Exclusion Strategy.

National Review of Alternative Provision (AP)

In March 2018 the DfE published its national vision for Alternative Provision, **Creating Opportunity for All.**

<https://www.gov.uk/government/publications/creating-opportunity-for-all-our-vision-for-alternative-provision>.

This review set out to ensure that all AP settings provide high quality education and that the routes into and out of AP settings work in the best interests of children. The Secretary of State presented "Creating Opportunity for All" as a roadmap. It outlines how the DfE will achieve this vision by working collaboratively with partners across the education sector to build a strong evidence base and deliver reforms that enable mainstream and special schools to support children to remain and reintegrate into their settings, promote collective responsibility for delivering a high quality education in AP and ensuring young people leaving AP have choices about what they do next.

The ambitions for this review of AP were to ensure:

1. The right children are placed in alternative provision;
 2. Every child in alternative provision receives a good education;
 3. Every child can make a successful transition out of alternative provision;
 4. Alternative provision becomes, and is recognised as an integral part of the education system;
- and
5. The system is designed to achieve high quality outcomes for children and value for money for the taxpayer.

Forgotten Children: alternative provision and scandal of ever increasing exclusions report July 2018.

On 18th July 2018 the House of Commons Education Committee published a report, “Forgotten Children: alternative provision and scandal of ever increasing exclusions” following their review of Alternative Provision across the country.

<https://publications.parliament.uk/pa/cm201719/cmselect/cmeduc/342/342.pdf>

This report was used to inform Edward Timpson’s review of School Exclusion. In its summary the report states,

“Mainstream schools should be bastions of inclusion, and intentionally or not, this is not true of all mainstream schools. We have also seen an alarming increase in ‘hidden’ exclusions. The school environment means that schools are struggling to support pupils in their schools, which is then putting pressure on alternative providers. Pupils, parents and schools can end up in conflict, putting further pressure onto a system that should be supporting all pupils to achieve.” Page 3

The report provides a number of key recommendations to drive improved inclusion practices in schools and reductions in inclusions. It recommends:

“Our conclusions and recommendations should be read as a Bill of Rights for pupils and their parents:

- **Schools should not rush to exclude pupils:** schools should be inclusive.
- **Parents and pupils have a right to know how often schools resort to exclusion:** schools should publish their permanent and fixed term exclusion rates every term, including for pupils with SEND and looked-after children, as well as the number of pupils who leave the school.
- **Parents deserve more information when their children are excluded:** the exclusions process is currently weighted in favour of schools and leaves parents and pupils fighting a system that should be supporting them.
- **Pupils and their parents should have someone in their corner:** when a pupil is excluded from school for more than five non-consecutive days in a school year, the pupil and their parents or carers should be given access to an independent advocate. This should happen both where pupils are internally or externally excluded from school or where the LA is arranging education due to illness.
- **Parents and pupils should be given accurate information about the range and type alternative provision that is available locally:** all organisations offering alternative provision should be required to inform the local authority in which they are based of their provision. The local authority should then make the list of alternative providers operating in their local authority available to schools and parents on their website.

• ***Independent Review Panels should be able to direct a school to reinstate pupils: legislation should be amended at the next opportunity so that this can happen.***” Page 3

This Strategy takes into account the recommendations coming from national government.

MANCHESTER CONTEXT

Manchester is a large diverse and complex city with a growing child population; increasing by 22.6% between 2008 and 2018. There are 190 languages spoken within our school age population. Some schools in the City have very high pupil transience as a result of a mobile population.

In addition, in the majority of schools the proportion of children in poverty is above national averages with an estimated one in three children under 16 living in poverty and the proportion of children on free school meals is significantly higher than the national average. As Manchester’s Family Poverty Strategy (2017-2022) states in its vision,

“We want all children growing up in the city to achieve their potential, but too many of these children in difficult situations never do and they continue to face significant challenges as a consequence of welfare reforms and austerity.”

Manchester has a strong model of partnerships and collaboration with the Manchester family of schools, irrespective of the type of school, being committed to improving outcomes for Manchester children. An increasing proportion of early years’ settings, primary and secondary schools are judged by OFSTED to be good or better and at the time of writing these are above the national average and indicate an improving system. There has been a year on year improvement in this measure since 2016 along with overall outcomes which are improving at every phase in the City. This demonstrates that overall Manchester’s education settings are providing a firm foundation for our children to be successful.

Overall school attendance in Manchester is good and continues to be better than national although there continue to be some challenges around reducing persistent absence for certain pupil groups particularly those with special educational needs. City wide strategies introduced to support school attendance have sustained improvements since 2008. These strategies were based on the premise that school attendance is everybody’s responsibility and achieving good attendance requires a strong model of distributed leadership in school as well as multi agency partnership.

Both nationally and in Manchester formal exclusions from schools have continued to rise for the last 5 years. However, exclusions in Manchester are now above the national average for both fixed term and permanent exclusions.

In Manchester children with identified special educational needs are more likely to be excluded than their peers. This aligns with the national picture. Boys and pupils eligible for free school meals are more likely to be excluded. Within the ethnic groups, pupils from a White Irish background or from a Black/Black British Caribbean background are disproportionately excluded compared to their peers.

The main reason for exclusions in Manchester continues to be persistent disruptive behaviour, followed by verbal abuse or threatening behaviour towards an adult. Nationally, the top two reasons are persistent disruptive behaviour and physical assault against a pupil.

Our Children and Young People (Children in Local Authority Care)

The 2016 national rate of permanent exclusion of looked after children is at the lowest it has been for years at 0.1%. The early intervention by Virtual School Heads, having conversations with schools about young people in care who are at risk of exclusion has supported this reduction. There have been no permanent exclusions of Children in the Care of Manchester attending Manchester Schools since September 2015. However, fixed term exclusions of this group remain a concern both nationally and locally.

In light of the new statutory guidance to schools, which came into force from September 2018, on their duties to Looked After and Previously Looked After Children schools and head teachers should also take steps to avoid the exclusion of Previously Looked after Children who have left care via adoption, Special Guardianship and Child Arrangement Order.

Reducing Exclusion – What are we going to do?

The multi-agency consultations which informed the development of this strategy identified that:

- Promoting inclusion and preventing and reducing exclusion is everybody's business and requires a robust multi – agency approach.
- Activity to promote inclusion and reduce exclusion must be embedded into all work with children, young people and families
- Schools and education settings want advice, resources and training to support best practice.

This Strategy outlines the different strands of proactive work to prevent exclusion and secure best outcomes for all young people which is already underway and the further developments to be undertaken within:

- **Universal Provision**
- **Early Intervention Provision**
- **Alternative Provision or Specialist Support**
- **Ensuring Best Practice in the use of Exclusion**

Early years' settings, schools, Post 16 providers and services should use this strategy to inform their policies, practice and multi-agency planning in their work to ensure good outcomes for our children and young people ensuring that **Promoting Inclusion and Preventing Exclusion** really is everybody's business in Manchester.

STRAND 1 – UNIVERSAL PROVISION:**Whole school/education setting vision and ethos.**

Schools are the key universal children's service, which children and young people experience and can positively influence their lives and emotional well-being. A positive ethos, the quality of the curriculum, the organisation and engaging delivery of teaching and learning all contribute to school being a safe and secure environment and a place where children want to be. Building strong relationships with parents and carers and engaging them in their child's education will also help secure good attendance and enable children to achieve good outcomes.

Manchester's Family Poverty Strategy identifies that where basic needs cannot be met, families need to be supported to become more resilient. Research conducted by Children North East into the experience of young people in poverty found them to be stigmatised on a daily basis. It is recognised that boosting resilience in children and their parents is more likely to lead to positive outcomes in relation to education, employment and their ability to cope with future challenges. It is also important for professionals and organisations, including schools and education settings, to change the way they work to allow them to better recognise the strengths of a child or their family.

Providing children with the opportunity to develop positive social and emotional skills and resilience is crucial in addressing individual needs and achieving positive outcomes. Research increasingly demonstrates that positive emotional health and well-being are key factors in affecting social development, school attendance and educational attainment.

Regular attendance at school and then in Post 16 education and training makes a critical contribution to safeguarding children and securing good outcomes. We want our schools and education settings to promote a culture of positive relationships and good attendance and to work in close partnership with children and young people, their families, Children's Services and other agencies to identify and respond to any additional needs which could, if left unaddressed lead to a risk of exclusion.

School Leadership Teams

Ensuring that school adopts and consistently implements inclusive, whole school policies and practices which support good attendance and the prevention of exclusion is the responsibility of the Head Teacher and the Governing Body. The same principles apply to senior leaders in Early Years' and Post 16 settings.

Early years' settings', schools' and Post 16 providers' policies and systems for supporting all young people and identifying and meeting additional needs.

Early years' settings, schools and Post 16 providers have a key role to play in the early identification of any unmet learning, communication and/or social, emotional or mental health needs. It is vital that education settings, like all services, have clear processes for supporting and children, young people and their families to express their views, wishes and feelings and then for listening and responding to them. These needs may however be communicated in a variety of other ways including through a child or young person's behaviour, rates of progress or patterns of attendance.

Education settings have a responsibility for taking action at an individual child/young person, cohort, departmental and whole setting level. Systems and procedures for identifying, gaining a good understanding of and meeting the wide ranging needs experienced by children and young people, should be clearly set out in within each organisation's suite of policies.

A whole setting, school, and Post 16 provision's behaviour policy (sometimes known as a behaviour and relationships policy) needs to be in place which provides guidance to staff, young people and parents and carers on promoting positive behaviour. The procedures and guidance within the policy need to outline the consistent, whole setting approach to the management of behaviour.

Within the policy there needs to be a clear recognition that for some children and young people, variance on these procedures will be made in order to meet any specific social, emotional, learning or other needs which require reasonable adjustment and a personalised approach. The behaviour policy should be fully informed by the organisation's SEND, safeguarding, anti-bullying, equalities, attendance and teaching and learning policies.

We will:

- Establish a steering group of key partners to develop and maintain a coherent overview of all the well-being and inclusion approaches, services and resources available across the city.
- Work with early years' settings, schools, Post 16 providers, services and partners to review processes and share good practice examples for capturing the voice of children and young people and ensuring their views influence service design, policy and practice.
- Work with parent/carer forums and education settings to identify and disseminate models of effective practice of working together to problem solve and develop joint plans.
- Work with early years' settings, schools and Post 16 providers to identify effective and inclusive model behaviour/relationships policies which provide guidance to staff, young people and parents and carers on promoting positive behaviour.
- Continue to improve school readiness outcomes by targeting specific settings for additional support from a teaching school where appropriate and by continuing to commit to the Early Years Delivery Model
- Work with schools, in line with the Family Poverty Strategy, to implement poverty proofing toolkits.
- Develop training and guidance for school & Post 16 settings' governors on Inclusion and best practice.
- Develop a data sharing agreement between schools in relation to inclusion related data. (e.g. fixed term and permanent exclusions issued by each school, number of school directions issued to each school, attendance and exclusions data for vulnerable groups within each school)

There are various approaches and programmes being used at a whole school or setting level across the City to ensure that children are emotionally resilient and able to develop positive relationships with peers and adults. The strategy outlines some of these and examples of how they have been used in the paragraphs below. They are not exclusive of each other and many schools and settings have adopted a number of these approaches.

Restorative and Rights Respecting approaches

Restorative approaches refer to a range of methods and strategies which can be used both to prevent relationship-damaging incidents from happening and to resolve them if they do happen. Restorative conversations can be used to resolve differences between children and children, children and adults and adults and adults. Restorative approaches enable those who have been harmed to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right. Embedding whole school/Post 16 setting restorative approaches into their behaviour policy and practice can effectively support improved relationships across the whole setting, increased attendance, reduced exclusions and improved achievement.

An example of this can be seen in schools which have adopted the Rights Respecting Schools Approach. The Rights Respecting School Award (RRSA) is an initiative run by UNICEF UK which encourages schools to place the United Nations (UN) Convention on the Rights of the Child at the heart of its ethos and curriculum. A Rights Respecting School not only teaches about children's rights; it also models rights and respect in all its relationships, whether between children or between children and adults. At the time of writing Manchester has over 30 schools who are actively embedding this approach throughout their whole school policies and practice.

St Mary's Church of England Primary School

St Mary's Church of England Primary School is a UNICEF Rights Respecting School. We are committed to respecting all the rights in the Children's Rights Charter. The rights support the best conditions for learning and underpin our positive behaviour management approach for all pupils.

- **Your right to go to school and learn**
- **Your right to be the best you can be**
- **Your right to say what you think and be listened to**

This is supported by:

- Positive praise and reward systems
- Restorative approaches
- Self-reflection on behaviour and rights when there is an issue
- Clear boundaries agreed by the children through the children's charter in each class
- UNICEF Councillors campaigning for election and voted for by their peers (restorative trained)
- UNICEF Councillors with a specific brief around SEND and Children who are looked after
- Peer mentors who also campaign and are elected by their class in addition to councillors, based on their emotional intelligence and ability to be role models (also restorative trained) or based on challenges that have been overcome by children
- Take over day. This is focused on children planning and delivering teaching and learning including managing their peers behaviour and learning behaviour. This is part of an ongoing conversation about the challenges of; focus, active listening, sparking curiosity, completing work and setting next steps for themselves and how they can access the best conditions for learning.

What if a child's needs are more complex? What support is there?

- **Your right to go to school and learn**
- **Your right to support when you need it**

- ***(A child with disability has) Your right to live a full and decent life with dignity, and as far as possible, independence and to play an active part in the community***
- **Your right to express your views, wishes and feelings in all matters affecting you and to have your views considered and taken seriously.**

By pupils:

- They are supported by their peers through peer mentoring
- They are supported to campaign for key roles including councillors and peer mentors with support from peers
- They have a partner who has been chosen with both parties agreeing so that if the classroom becomes too challenging they are not isolated if they choose to leave and can continue their learning
- **Your right that all adults should do what's best for you**
- **Your right to relax and play**
- **Your right to financial support if your family does not have enough money**
- **YOUR BEST INTERESTS MUST BE A TOP PRIORITY IN ALL DECISIONS AND ACTIONS THAT EFFECT YOU**

By adults :

- This is a whole school responsibility. We are **all** responsible for **all** children
- Parent and school behaviour plan jointly designed and agreed when challenges arise
- Open door policy on meetings with parents/carers with named staff
- Phone calls on positives but also for calming if appropriate
- Pastoral lead supports with early help
- Supported with breakfast club and after school clubs
- All senior and non- teaching staff are available for teachers and child when a break is required or behaviours escalate
- Adult mentor who is not the class teacher to check in and support
- Play therapy available
- Senior staff trained in positive handling
- Where needs are very severe the option of short term reduced timetable. This is agreed by all parties and with frequent, planned review discussions and regular opportunities for reintegration with aim of achieving full reintegration as swiftly as possible.
- Multiagency meetings which are prompt, regular and conducted within a rights framework

Teaching and learning:

- **Your right to go to school and learn**
- **Your right to support when you need it**
- ***(A child with disability has) Your right to live a full and decent life with dignity, and as far as possible, independence and to play an active part in the community***
- **Your right to express your views, wishes and feelings in all matters affecting you and to have your views considered and taken seriously.**

Probably the most powerful vehicle for inclusion at St. Mary's is learning meeting the needs of the child.

- Curriculum is based on child centred approaches
- Mixed ability teaching inclusive of children with SEND
- Cooperative learning standards for English
- Child centred Singapore approaches in maths
- Draws on heritage and locality as well as global contexts in broader curriculum
- Hidden curriculum is rights based

Parents and family:

- **Your family has a responsibility to help you learn to exercise your rights and to ensure they are protected**
 - Parents' charter - being educated about and upholding their child's rights and learning about their own
 - Parents' rights meetings focusing on safeguarding and learning
 - Parenting courses focused on understanding children's behaviour and based on rights

The four core principles of the Convention are non-discrimination; devotion to the best interests of the child; the right to life, survival and development; and respect for the views of the child.

We continue to commit to and develop our practice to reflect the principles above.

We will:

- Promote and share good practice in the use of Restorative and Rights Respecting approaches.

Children and Young People who have experienced Adverse Childhood Experiences (ACES)

ACEs (Adverse Childhood Experiences) are stressful or traumatic events in childhood. Examples include abuse, neglect or household dysfunction such as witnessing domestic violence. They can have a major impact on an individual's future health and wellbeing.

As knowledge of ACEs increases, so is the understanding that a person's behaviour is a reflection of the coping strategies they developed when living with adversity. The impact of a high ACE score affects how a person perceives themselves (self-esteem, self-image), how they interact with others (passively or angrily), how they cope with the emotional pain (depression, anxiety, alcohol or drug use), how they use their parenting skills; it can also leave them with confusion about issues of trust, boundaries and respectful relationships (both with adults and children).

From August 2018 a 12 month pilot project has been taking place in Harpurhey. The pilot will help staff from statutory and voluntary services to better understand ACEs, with an aim to test whether a trauma informed approach enables the workforce to engage on a deeper level with service users. Local schools and Post 16 providers are actively involved in this pilot work. The pilot is providing training and coaching to support services to develop trauma informed approaches when working with children, young people and families.

Feedback from the training and early evaluation work from one of the schools involved in the Harpurhey Adverse Childhood Experiences (ACEs) Pilot.

Since being involved in the ACEs training course the school have sought to develop their already excellent, student and parent centred practices into being fully trauma informed. The first step was to introduce and encourage staff to focus on relationship building and developing bespoke support to meet student and/or family need. Embracing this approach and embedding it within school practice, such as the provision of a nurture room has seen a massive improvement in the overall behaviour and wellbeing of a particular child who was new to the school and known to have experienced multiple ACEs. This child, who was new to the school and known to have experienced multiple ACEs, was often in a very volatile state with a tendency to revert into violent behaviours that the child's previous school had been struggling to support.

The school observed that such behaviour by child in school would usually have resulted in exclusions and disciplinary procedures. However in line with the ACEs training and through the understanding gained by school staff about the likely impact of toxic stress from the child's home life experiences, the school implemented, in response to such incidents, an alternative support plan for the child involving reasonable adjustments to school provision. Understanding the root causes of such behaviour has assisted the school in developing support plans and dramatically aided the child's behavioural improvement.

A school review meeting for the child concluded that the child has a very good relationship with members of staff, benefits from doing work they find challenging in the nurture room, used to feel stressed in assembly and is now happy to join in with the songs and actions, accepts school rules, is more aware of their feelings and is able to use the calm room or communicate how they are feeling when they need to. The child still demonstrates challenging behaviour and their home life is still unstable but the demonstrated improvement in all aspects of their behaviour, since attending a trauma informed school has been identified as being critical for their positive development. The school summarised by saying that the child had arrived at the school at the start of the term presenting with multiple behavioural challenges but had, following the introduction of trauma informed approaches, concluded the term with an 89% reduction in serious behaviour incidents.

Children and Young People who experience developmental trauma and attachment difficulties.

The development of an organisation's behaviour/relationships policy should include thorough consideration of the needs of children and young people who Special Educational Needs or Disabilities (SEND) and those who have experienced developmental trauma and who have attachment difficulties. Attachment can be an important influence on a young person's academic success and well-being. Young people who experience these difficulties can struggle with self-regulation (controlling their behaviour, sustaining attention and controlling emotions), taking on challenges and persisting in the face of setbacks. For young people with attachment difficulties, the challenging business of learning and coping in the classroom can be very difficult. These difficulties, can without the right understanding and support from their early years' setting, school or Post 16 Provision put a young person at greater risk of exclusion.

All education settings should ensure that all staff who may come into contact with children and young people with attachment difficulties receive appropriate training on how best to support them. This is most effective when the whole staff team including the Head teacher, Senior Leaderships Team, Teachers, Support staff, lunchtime organisers and administration staff have all received the same training. Training in the use of tools which help to identify the level of social, emotional and mental health difficulty a young person is experiencing can support an organisation in developing an appropriate support plan. These tools include Goodman's Strengths and Difficulties Questionnaire (SDQ) and The Boxall Profile Tool.

Whole School Trauma and Attachment Awareness Pilot

In September 2018 the Manchester Virtual School launched a Pilot with 19 Manchester schools focused on developing whole school trauma and attachment informed approaches to ensure the most inclusive practices are in place to enable all children to thrive and make progress.

The key aims of the project are to

- Raise school staff awareness and increase their understanding of the role of attachment and trauma in children's education and strategies to better address their needs
- Reduce exclusions from school and improve the attendance of children who are vulnerable
- Improve educational progress and well-being of children who are vulnerable
- Develop the confidence and skills of teachers and other staff to address attachment and trauma
- Identify the most effective approaches to address attachment and trauma in school
- Support the well-being of teachers and staff teams working with young people experiencing trauma and attachment difficulties
- Gather and collate the findings from this piece of work to analyse the impact and produce a project evaluation report to share with other schools, settings and partners.

The 19 schools include primary and secondary mainstream schools, special schools and pupil referral units. The Virtual School has allocated an educational psychologist to each school to support them through the work to develop robust trauma and attachment informed approaches throughout every aspect of their setting.

Each school has been given membership of the Attachment Research Community (ARC). One key benefit of this membership is access to comprehensive on-line audit and development planning tools to support the school with assessing its existing areas of strength in implementing whole school trauma and attachment informed approaches and its areas for development.

The Educational Psychologist has worked with each school's senior leadership team and other staff groups to complete the audit tool and schools have identified what is already working well and what they want to take forward as areas for development. Each school's development plan has a focus on developing the whole school's knowledge skills and understanding in this area and key actions for developing areas of school policy, practice, environment and/or communication.

At the time of writing 16 Schools have already received whole school training and others have training dates booked. The training is delivered by their allocated project educational psychologist. The ambition is that training will be delivered in each school to the whole school community including senior leaders, whole staff teams (curriculum and pastoral), administrative and lunch time staff, parents and carers and children and young people.

All schools currently involved in the project have identified key outcomes to be working towards. Early indications suggest some common themes for development across the schools are:

- Creating safe spaces for young people.
- Developing roles of “significant adults”
- Creating space for adults to think and problem solve about young people
- Pupil well-being - enabling young people to belong

Quantitative data and qualitative data is being collected in each school about the evidence of the positive impact of this work on the experience of young people, staff teams and families and on the progress, attendance and exclusions of young people. The impact and learning from this work will be shared to support other education settings develop high quality trauma informed approaches.

Children and Young People who experience Speech, Language and Communication Needs (SLCN).

Children and young people who experience SLCN often struggle to cope if there has not been appropriate staff training to ensure their needs are well understood and properly provided for. Young people who experience these needs can often be at a heightened risk of exclusion because of the difficulties they experience in processing expectations of good behaviour. Schools that have accessed ELKLAN training and adapted their approaches in response to this have successfully reduced the number of children who are at risk of exclusion.

We will:

- Provide clear information on all of the approaches currently available in the City to improve Children and young people's wellbeing and relationships so that schools and education settings can make informed choices about the whole setting approach they want to adopt.
- Continue to provide a range of training to all education settings on Developmental Trauma and Attachment and Emotion Coaching.
- Disseminate the learning from the Harpurhey Adverse Childhood Experiences (ACEs) pilot and progress any agreed approaches to effectively implement multi-agency, city wide trauma informed approaches.
- Continue to implement a pilot with a number of Manchester Schools to evaluate the impact of embedding whole school trauma and attachment aware approaches on indicators including attendance, exclusions, behaviour incidents, progress and attainment. Outcomes of the pilot will be disseminated to all schools.
- Roll out training on the use of Goodman's Strengths and Difficulties Questionnaire (SDQ) and The Boxall Profile Tool to all schools.
- Roll out ELKLAN training to all schools.

Supporting transition between early years' settings, schools and Post 16 Provisions

Moving from one educational setting to another can be stressful at any stage in a young person's education. While many Manchester children and young people benefit from positive experiences of transition, some require additional support. Children and young people with special educational needs and disabilities (SEND) and those experiencing physical health, mental health and/or attachment difficulties often find transition more challenging than their peers. Robust transition plans for supporting the annual process of moving classes and changing teachers, assisting children and young people moving to a new provision and for welcoming new students will help to ensure young people are well supported to cope with the changes, to share any worries or difficulties they are having and reduce the risk of poor attendance patterns and/or inappropriate behaviours escalating and potentially leading to exclusion.

We will:

- Work with schools, settings and Post 16 providers to identify where there is effective practice to support positive transition and disseminate this guidance.
- Roll out the Risk of NEET Indicators (RONI) to all High Schools to ensure the early identification of those young people most at risk of not making a successful transition from High School.

Skills for Life (Curriculum for Life).

Young People of Manchester have told us through the Make Your Mark Ballot that a top priority needs to be ensuring that all children and young people have access to systematic support to help them to develop the skills they need for life.

In response to this request young people took part in engagement activities and a participative workshop where they contributed towards the development of “Curriculum for Life” challenges and identified key issues they would like to work towards on a local and global scale. A pilot was undertaken to explore the most effective way to deliver this support to children and young people through a “Curriculum for Life”. The pilot involved 244 young people, 28 primary schools, 16 secondary schools and 7 youth providers. During the pilot a set of thematic challenges were tested out which supported and encouraged children and young people to develop the five key life skills of:

- Problem solving
- Teamwork
- Self-management (initiative, organisation, accountability)
- Self-belief (confidence, resilience, positive attitude)
- Communication

By the end of the pilot all the settings stated that the challenges increased awareness on the multiple opportunities for children and young people to develop their skills. There was a very positive response to the broad and flexible approach to explore and develop skills for life which was viewed as adaptable in schools and settings. The 5 key skills were viewed positively as they are ‘simple and applicable’ and have been considered ‘building blocks for life’. Everyone involved in the pilot agreed that in taking this work forward it should ‘not be another thing’ to do but that it needs to be woven throughout existing teaching and projects in education settings and services including in the City Council. The learning from this pilot is now being used to inform the universal roll out of the approach to be known as **Skills for Life**.

Careers Education Information Advice and Guidance (CEIAG) and preventing exclusion

Supporting children and young people to develop aspirations for their future and to work towards identified goals is key in helping them attend school, participate in learning, make good progress and achieve well. This is true for our youngest children as well as those young people approaching independence and adulthood. Robust work in this area can support young people in their education journey and help to reduce the risk of escalating absence and exclusion. In January 2018 new statutory guidance was published outlining the duties of governing bodies, school and Post 16 leaders and staff to provide students with careers guidance and access for education and training providers to meet students to discuss the different opportunities they can offer.

Manchester's Work and Skills Strategy has a priority to develop robust approaches to intervening early to prevent young people, including those who have been excluded or who are attending any form of alternative provision, becoming not in employment, education and training (NEET).

We will:

- Work with education settings, parents/carers, leisure and culture services, employers and wider partners to roll out and implement the "Skills for Life" approach to support all children and young people to develop the key skills they need to thrive in life.
- Promote and support the delivery of high quality Careers Education, Information, Advice and Guidance to all young people at every stage including the provision of early support for young people as they are preparing to leave school and move into Post 16 Provision.
- Recommission Manchester's service for reducing and preventing young people becoming NEET to ensure a focus on:
 - the prevention of young people becoming NEET
 - Positive engagement with those young people (aged 16 & 17 and up to 24 for young people who have an EHCP and/or who are care leavers) who are not current accessing provision and need support to move towards and into Education, Employment and Training.

Children and Young People with additional needs.

Using a Graduated Response

The Children and Families Act 2014 and the supporting Code of Practice make it very clear that early years' settings, schools and colleges have to meet the needs of all children and young people with SEN including those who do not have an Education, Health and Care (EHC) Plan. This includes young people who are experiencing social, emotional and mental health difficulties. The approach to meeting the needs of children with SEND is the **graduated response**, SEND Code of Practice, p100. Where a robust whole schools approach to implementing the "Assess, Plan, Do, Review" cycle is in place any additional needs will be identified as early as possible and effective support put in place to support the young person to learn and to prevent exclusion.

Ensuring a good understanding of a young person's needs.

Where a young person's behaviours are not fully understood or needs are identified which need more specialist and specific support and interventions further assessment and/or intervention may be required through multi agency approach. This may involve initial consultation with an Educational Psychologist (EP). Next steps may include further EP assessment, support for the young people's mental health accessed through the Greater Manchester i-Thrive Programme, an Early Help assessment or request for children's social care intervention to secure support for the family.

The information gathered from all key parties including any assessment findings should be used to develop an effective plan, including any reasonable adjustments, to support the young person. As a part of this process staff training might need to be put in place to address any identified skills gaps. The young person's plan will need to be reviewed at regular intervals and may require ongoing adjustments in response to any changes in the young person's needs. This forms part of the "Assess, Plan, Do Review" Cycles.

It is crucial that the young person, their parents/ carers and other appropriate agencies are involved at every stage to ensure a holistic approach to understanding the behaviour and supporting the young person. At each stage even the smallest steps in progress should be shared and acknowledged.

We will:

Disseminate and support early years' settings, schools and Post 16 providers to embed the use of Manchester's revised Matching Provision to Need to Tool (MPNT). Through this work we will ensure education settings are well supported to develop robust approaches for the early identification of children and young people experiencing difficulties and the development and implementation of a graduated response.

Supporting young people with social, emotional and mental health difficulties.

Ensuring that young people experiencing social, emotional and mental health needs are well supported through a graduated response is a key priority to enable them to make good progress, achieve well and to avoid the risk of them becoming persistently absent and/or being excluded. The SEND Code of Practice outlines the range of social emotional and mental health needs a young person may experience and how these may affect their ability to learn:

“6.32 Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.”

What is usual and appropriate in Social Emotional and Mental Health?

It is particularly important when identifying social, emotional and mental health needs that staff identify unmet special educational needs such as with learning that may result in a Social, Emotional and Mental Health (SEMH) need. Certain individuals or groups are more at risk of developing SEMH needs than others. Risks can relate to the child, family, or to their community or life events so assessment of SEMH should be considered alongside other information known about the child/family in order to assess SEMH needs holistically. For example one group where there is a high incident of SEMH needs is Children in Care. It is recommended that when using this section education settings should be mindful of the extent to which environmental and familial factors may influence the social, emotional and mental health of pupils.

Overview of Greater Manchester and Manchester i-THRIVE Programme

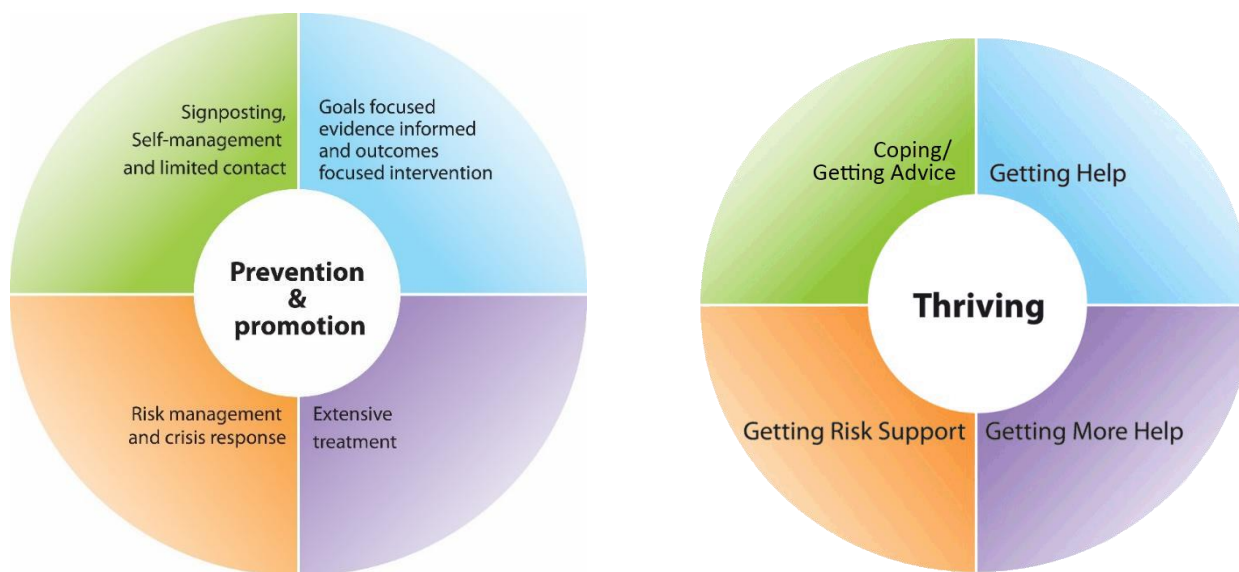
It is important, through the implementation of this Strategy, that we grow system wide understanding of the THRIVE approach and of how it sets out to support the emotional health and well-being and inclusion of all young people whatever their level of need.

In contrast to the tiered model of healthcare that has prevailed for the past 20 years, the THRIVE Programme emphasises cross agency and system-wide factors as key to ensuring that young people thrive, and that good quality care for psychological and emotional well-being is provided to children and young people across all sectors. The implementation of THRIVE - known as i-THRIVE - provides a mechanism to deliver a population/whole-system approach to promote “thriving”, and seeks to improve outcomes in relation to children and young people’s mental health and wellbeing.

The THRIVE Framework:

- Replaces tiers with a whole system approach
- Is based on the identified needs of Children and Young People and their families
- Advocates the effective use of data to inform delivery and meet needs

- Identifies groups of Children and Young People and the range of support they may benefit from
- Ensures Children and Young People and their families are active decision makers



The image on the left describes the input that is offered for each group; image on the right describes the state of being of people in that group – using language informed by consultation with young people and parents with experience of service use.

The THRIVE framework outlines groups of children and young people, and the sort of support they may need, and tries to draw a clearer distinction between treatment on the one hand and support on the other. It focuses on a wish to build on individual and community strengths wherever possible, and to ensure children, young people and families are **active decision makers** in the process of **choosing the right approach**.

Rather than an escalator model of increasing severity or complexity, the framework seeks to identify somewhat resource-homogenous groups (it is appreciated that there will be large variations in need within each group) who share a conceptual framework as to their current needs and choices.

The model aims to prevent children falling into the gaps between services/tiers and tries to ensure that the child/young person receives the right service at the right time.

It allows mental health services and the wider system to look at their services through a THRIVE lens and what the whole system currently offers in each of the 5 parts of the THRIVE model therefore allowing the system to identify gaps and priorities.

The THRIVE model aims to allow the whole system to fully understand what is available for children and young people and how to access (pull in) this support – clearer pathways.

Staff wellbeing

An education setting's caring ethos and environment will have a major impact on the wellbeing of its staff and young people. It's important for leaders to define that culture and vision, making it clear what behaviours, values and beliefs underpin it. It is important too for the education setting's

senior leadership team to build a culture of trust where staff feel valued, can be open about any concerns including their health and wellbeing and know how to access support if they need it. For all of this to happen, it is essential for the head teacher/principal and the setting's leadership team (including governors) to model good mental health and wellbeing behaviour and practice. It is also important for head teachers/principals to remember to look after their own mental health and wellbeing alongside that of their staff.

Good staff wellbeing can have a number of benefits for education settings including:

- Positive impact on children and young people, including improved educational outcomes, as both staff and young people are more engaged
- Increased productivity of staff members
- Reduced absences from work in relation to sickness (both short term and long term)
- Staff being able to manage stress better and develop healthier coping strategies
- Improved job satisfaction, which can support retention
- Staff feeling valued, supported and invested in

Supervision in education settings

Individual and group supervision is a core element of health and social care service practice but has been less widely developed in education settings. Pastoral care teams and specialist staff working with children with complex behaviours and needs may have established methods of providing staff with supervision, but the idea of supervision may be unfamiliar for some teachers and staff in education settings.

- There are many approaches to supervision. The word supervisor may give an impression of directing a staff member's work, however, most models of supervision also emphasise the supportive function of supervision as much as the directive function.
- In general, the aim is for supervision to provide an opportunity to think about and reflect on the needs of children and young people who staff have concerns about, or to consider an area of work that the teacher or staff member is finding especially challenging and difficult.
- Supervision works best if it is part of the planned meetings of the staff member rather than being something that happens in response to specific situations that arise. The frequency of supervision may be less important than ensuring it happens in a predictable and reliable way.
- Supervision is different from staff support or staff counselling, which focuses on the member of staff's experience of their job. In this process the staff member is the focus of the discussion whereas in supervision the aim is to support the staff member with work tasks and challenges. However, in supervision, it is recognised that staff stress may impact on the capacity of a member of staff to manage their work well.
- One of the key benefits/aims of supervision is that it reduces the feeling of being alone in managing a problem. Isolation can cause a great deal of work stress if someone feels that they are carrying something on their own. For education setting staff who are dealing with stressful circumstances around the needs of children and young people, isolation can compound this feeling. In this way, regular, planned supervision can play a role in ensuring that staff have appropriate support.

We will:

- Pilot Greater Manchester's Mentally Healthy School approach and share learning from these pilots
- Work with CAMHS and the i-THRIVE Programme team to ensure all settings, schools, Post 16 providers and services have a good understanding of the THRIVE approach, how they contribute to it and the range of services and provision available to support the mental health and emotional well-being of children and young people at every stage and within each type of provision (Universal, Early Intervention, Alternative and/or Specialist and at the point of exclusion.)
- Work with early years' settings, schools and Post 16 Providers to identify, develop and share safe and effective models of reflective practice and staff supervision to support both good practice in working with children, young people and families and with staff wellbeing.

STRAND 2 – EARLY INTERVENTION

Where a young person begins to present with patterns of absence or behaviour in their education setting which are giving rise for concern, staff teams should be well supported to confidently identify the next steps to be taken through their whole school/setting policies, systems and processes. Early years' settings, schools, Post 16 providers need to be well attuned to young people presenting with withdrawn and school refusing type behaviours as well as to those who present with more challenging behaviour. Both types of behaviour can be a communication of an unmet need which needs further exploration and support. The Head Teacher and Senior Leadership Team should ensure that all staff are aware of the importance of early intervention and of the strengths based approaches to be taken to gain a full understanding of the reasons for the young person's absence or behaviour and the range of interventions that can be used to support them.

The outcomes of our consultation indicate that many schools and Post 16 settings operate discrete SEND and Pastoral/Behaviour management pathways. Indications are that in some cases, challenging behaviour by young people is approached solely through a behaviour management route without appropriate consideration being given to further assessment of any potential underlying learning or social, emotional or mental health needs being experienced by the young person through the organisation's SEND and/or Early Help processes.

Therefore when the absence patterns and/or behaviour of any child or young person begins to cause concern education settings should not only deal with the specific incident that has occurred but should also respond with curiosity to identify any underlying needs. In this way appropriate steps can be taken to provide support through a strengths based approach with the young person, their parents/carers, members of the staff team and where appropriate other professionals.

Key Questions for education settings to explore about the absence and/or behaviour of a child or young person "At Risk"

- What is working well to support the young person?
- Is there anything currently happening in their education setting that might in some way explain the young person's absence patterns and/or behaviour?
- Has anything happened at their education setting in the past that I need to take into consideration?
- Is there anything currently happening at home or outside their education setting that might in some way explain the young person's absence patterns and/or behaviour?
- Has anything happened at home or outside their education setting in the past that I need to take into consideration?
- Thinking about what is already working well, what else can we do to support and engage the young person/child and their family?

Factors for early years' settings, schools and Post 16 providers to consider which may have contributed to the young person's absence or patterns of poor behaviour:

- changes in home circumstances
- early life adverse experiences and past trauma
- young carer responsibilities
- bullying and harassment
- mental health issues
- substance use
- bereavement and loss
- unidentified SEND

- domestic violence
- friendship problems
- involvement in gang related activity
- exploring personal identity (eg ethnicity, gender, race, religion, sexual orientation etc)
- experiencing discrimination including transphobia, biphobia or homophobia
- social media problems

Early Help and supporting inclusion and preventing exclusion.

For children whose needs and circumstances make them more vulnerable, a co-ordinated multi-agency approach is usually best, based on an Early Help Assessment, with a lead professional to work closely with the child and family to ensure they receive all the support they require.

Accessing additional support for a child with persistent absence and/or at risk of exclusion

Where an education setting has concerns about the absence and/or behaviour, or the risk of exclusion, of a child with an Education Health and Care Plan (EHCP) or a Looked After or Previously Looked After Child, it should, in partnership with others (including their school Educational Psychologist the Local Authority Statutory Assessment Team and Virtual School Head as necessary) request an early annual review or interim/emergency review of the young person's plan.

Bridging The Gap – Direct Conversations Between Schools and Children's Services.

Bridging the Gap – *Kingsway Community Trust*

What is it?

Facilitating a regular meeting opportunity between Children's Social Care, Early Help and School senior managers. It is open to all schools in the district and meetings are held in a school once a month.

Core initial aims of the pilot

- Building the bridges to reduce a 'them and us' culture
- Reducing frustration at a school level around cases which feel 'stuck'.
- Improving efficiency on both sides

From the first meetings, other strong benefits emerged

- Relationships developed
- Knowledge was shared on both sides
- Skills development regarding options and actions for school from interaction with early help managers
- Right support at the right time

What do the meetings look like?

- Before the meeting, schools book a 30-minute slot and sends names of cases to be discussed
- The meeting was attended by school Designated Person for Safeguarding or Head teacher, Early Help managers, Team Manager, Children's Services manager.

The meeting includes a balance between

- Discussing specific families
- Raising general procedure issues
- Problem solving case examples to shape future action and effective step down for families.

The meetings have provided us with

- Opportunity to share concerns about individual cases leading to reduced stress at school level
- Relationships with early help and social care – feels so much more joined up
- Access to data and information on families – wider picture – things into perspective
- Problem solving – improved own knowledge and skills in dealing with cases
- Collaboration over which cases to step down or escalate
- Much less them and us!

We will:

- Develop a **Toolkit of resources and multi-agency support for education settings** providing comprehensive information about the resources, advice, training, services and funding they can access in their work to effectively support children, young people and their families and prevent absence and/or exclusion. We will ensure that this aligns with the Manchester THRIVE programme.
- Promote the outreach offer including school to school support for inclusion through the Manchester School Improvement Partnership
- Work with partners to develop and promote a range of high quality, short term intervention programmes for children with poor attendance and/or risk of exclusion.
- Develop and publish a comprehensive directory of Manchester CAMHS services, referral routes and training offer.
- Review the use of high needs funding to support timely intervention to prevent exclusion.
- Work with parent and carer forums to expand the parent champion model to include parents of children who are struggling to attend school and/or who are at risk of permanent exclusion.
- Develop a robust locality model multi agency working around a school or cluster of schools
- Roll out the Bridging the Gap approach to all schools across the city
- Review and strengthen the communication and working practices between schools, Post 16 providers, services and the Manchester Youth Justice Teams to support early intervention work with young people at risk of involvement in child criminal and sexual exploitation.
- Work with Greater Manchester Police (GMP) and the Community Safety Partnerships to develop enhanced support and guidance for education settings on managing serious incidents including items of concern being brought on to the premises.
- Work to continue to strengthen working relationships between Greater Manchester Police and Manchester Schools.
- Work with education settings to support them to be well equipped to identify young carers and to ensure that they have the support they need to thrive, attend, make progress and achieve.

Use of in-house alternative provision

A number of Primary and Secondary schools across Manchester, have developed their own on site alternative provision to increase their flexibility to make reasonable adjustments to meet the wide ranging needs of their children and young people who are struggling to access education. This provision is used, where appropriate, as an alternative to fixed term exclusion and to provide intervention and time and space to gain a better understanding of the young person's needs. The

aim should always be that the young person accessed this provision for a time limited period and is then appropriately supported to reintegrate into the mainstream classroom.

A Primary School's use of The Nurturing School Approach.

What is a Nurturing School?

A nurturing school is a place where a children benefit from an approach that supports children and young people with their specific needs, the school's focus being that learning is understood developmentally (Stage not age).

So far it has been a four year journey that **Sandilands Primary** has taken, aiming to support our pupils, parents and staff. Based on the six principles of nurture that have successfully underpinned nurture groups for over 40 years, the programme has enabled us to develop and embed a nurturing culture that enhances child and parental engagement. The programme has been developed by Nurture UK, the world's leading authority for nurture in education

The Benefits

Parents benefit by being involved and welcomed into the school, seeing the improvement in their children's learning, behaviour, confidence and attendance, with a better outcome for their children both in and out of the school and classroom.

Teachers benefit from having an opportunity to focus on children's individuality whilst ensuring the best social, emotional and academic outcomes.

Our school benefits from us showing our commitment to developing an ethos and culture that is inclusive and supports everyone in and associated with the school. We have noticed a dramatic change in the behaviour of our pupils as they have been able to develop coping strategies that suit them and are now able to self- refer. This has also drastically reduced our number of exclusions.

The six principles that underpin nurture.

1. Children's learning is understood developmentally.
2. The classroom offers a safe base.
3. The importance of nurture for the development of wellbeing.
4. Language is a vital means of communication.
5. All behaviour is communication.
6. The important of transition in children's lives.

A High School's Use of In-House, on site alternative provision

Abraham Moss Community School Promoting Inclusion and Preventing Exclusion

Abraham Moss have been really creative with a space we call the Inclusion Centre (IC). It's a small building attached to the main school. It has its own entrance, reception, communal space, classrooms, offices, toilets and kitchen. Pupils who are taught in the IC are placed in there to help them address some of the issues they are facing, many have faced severe trauma in their short lives and have associated attachment and abandonment issues. Pupils follow a bespoke curriculum that is tailored to meet their needs.

We do not always get it right but we believe that behaviour is a form of communication and pupils who behave in a certain way are very often trying to tell us something they find difficult to verbalise, so that is actually one of the things we try to help them with, talking about themselves and their feelings.

Pupils follow their timetabled lessons for much of the day including all core subjects as well as foundation subjects or their options. Pupils are taught by teachers from the main school that know them but who may not have a full timetable in terms of hours teaching. The fact that pupils are taught by teachers they know, and that their curriculum is not dumbed down for them means a lot to them.

The day will start with tea and toast which pupils will make for each other well as staff. Learning how to cook is also something the pupils want to learn and really enjoy doing, especially if they get the chance to cook for staff. Physical activity such as jogging, the gym and boxing are also valued by the pupils. Boxing may seem a strange activity to allow vulnerable pupils to take part in, but it teaches pupils about self-respect and self-control, something many of the pupils who use the IC lack.

Now pupils will self-diagnose when they need time-out in the IC and will ask to be placed in there for half a day, a day or even a week if they feel they are not coping in mainstream. It's a bit like respite care in some respect but the ultimate aim is to keep all our pupils and leave no child or family behind. A vulnerable pupil with unidentified and unmet need becomes an adult with even greater unmet need and that takes far more resources to address.

Young people's Views About Their School's In- House Inclusion Centre

When asked about the Inclusion Centre, a group of 9 Abraham Moss Students (ranging from Year 7 – Year 10) currently accessing learning within the centre, all felt that they were being positively supported. The young people explained that there is an "OCR" (Out of Circulation Room) in school which is where students go when they first have difficulties with behaviour. They felt it was important that this room existed because they felt rules about behaviour are important and students need to understand when they have behaved in a way that has caused a problem for others.

They said that what was really good was that teachers and teaching assistants do listen to you and ask you about any difficulties you might be having. They explained that when teachers realised that being in the main school is too much for you because you need some extra support that you can come and have some time in the Inclusion Centre.

They said that it is good in the Inclusion Centre because the numbers are smaller and you get more attention. They said that you do "normal lessons" but that you also do lots of other things like cooking, gardening and boxing. One young person commented that if you say to a teacher that you don't want to do something they don't shout at you but they try to find out why you don't want to do it. The young people also said it was really good because you weren't just "sent" to the inclusion centre but that you could ask to spend time there when you felt you were finding things difficult.

One young person said they were keen to be back in the main school to be in lessons with more challenging learning. They explained how they were being helped to overcome their current difficulties and gradually supported back into the main school.

Eight of the young people said that they had been at Abraham Moss since Year 7 however one young person said that prior to being at Abraham Moss they had attended three other High Schools through a managed move process and had spent two different periods of time in an alternative provision. They said that they had now been at Abraham Moss for a year and they felt well supported. They said knowing that the Inclusion Centre was available to offer support helped them to manage their behaviour better and to concentrate on learning.

We will:

- Work with schools to disseminate learning about the benefits of implementing a Nurturing School approach.
- Work with schools to develop and disseminate guidance on the development and use of good quality, in-house, onsite alternative provision and inclusion centres and the development of effective personalised timetables
- Further develop and promote the outreach offer available to schools from Manchester PRUs, Special Schools and the Manchester Hospital School.

Managed moves

A managed move is defined as a formal agreement between schools, a child and his/her parents/carers. It allows a child at risk of permanent exclusion to have a trial transfer to another school on a dual registration basis. The move requires the agreement of the child's parent, the head teacher of the child's current school (the home school) and the head teacher of the proposed school. School leaders will need to ensure that such provision is outlined in the relevant school policies e.g. admissions, behaviour and attendance.

Current government guidance (Exclusion from Maintained Schools, Academies and Pupil Referral Units in England 2012) advises school leaders that: 'A pupil can transfer to another school as part of a 'managed move' where this occurs with the consent of the parties involved, including the parents. However the threat of exclusion must never be used to influence parents to remove their child from the school'.

The 2018 national review of the use of alternative provision raised significant concerns about the use of managed moved by some schools in some local authorities. Concerns are being raised about the poor outcomes being achieved by young people being made subject to multiple managed moves, where there is little evidence of a robust plan being put in place for them through the "Assess, Plan, Do Review" cycle. The evidence submitted to the review suggests that this is leading to a very limited understanding of the young person's needs and of the reasonable adjustments that may be needed to be made to effectively support them. Concern was also raised about the lack of transparency with which some managed moves are being implemented because of poor communication, tracking and recording of the managed move process and the outcomes for individual young people.

Where a managed move is being considered as an intervention to support a young person this should be set in the context of the agreement of and good communication with the young person, their parents/carers and between the two schools, appropriate multi-agency assessment and involvement and the development and sharing of a robust, holistic plan with clear review dates.

The Timpson Report on Exclusions includes a recommendation (recommendation number 23) to develop new guidance on the use of managed moves;

“DfE should use best practice guidance on managed moves gathered by this review and elsewhere to enable it to consult and issue clear guidance on how they should be conducted, so that they are used consistently and effectively.”

We will:

- Work with schools to review the current High Schools’ Managed Moves Protocol to ensure it aligns with all relevant guidance and best practice and ensures robust tracking of the progress and outcomes of every young person being supported through this approach.
- Disseminate any new practice guidance emerging from national and local reviews.

STRAND 3 – ALTERNATIVE PROVISION OR SPECIALIST SUPPORT:

This strand of the strategy provides an overview of the type of alternative provision or specialist support that may be put in place for any young person whose needs require a different type of support. This might be able to be delivered at their current school or setting or following assessment the young person might need to move to a different type of setting.

As in the Early Intervention section the application of the “Assess Plan, Do, Review” cycle is crucial to ensuring there is a full understanding of the young person’s needs and the type of support they need. Where concerns are beginning to arise about a change in a young person’s behaviour and these changes are not fully understood, schools should consult with their Educational Psychologist as early as possible before determining what action to take.

All schools can access a range of specialist outreach support from Manchester’s Special Schools. This support can be used to assist schools to reflect on what is already working well with the young person, to define what the concerns are and to plan the steps to be taken to further support the young person.

Alternative Provision (AP)

Alternative Provision (AP) is for children of compulsory school age who do not attend mainstream or special schools and who would be at risk of not receiving suitable education, for any reason. Every child is entitled to an education that enables them to fulfil their potential, whatever their background, needs or location in the country. High quality Alternative Provision which is appropriate to the particular needs of a young person can play a critical role in making this happen. It can provide support to young people at challenging moments in their lives and each placement has the potential to transform a young person’s life chances.

Local Authorities are responsible for arranging suitable education for permanently excluded children and for other children who – because of illness or other reasons – would not receive suitable education, without such arrangements being made. Where a child has been subject to a fixed-period exclusion of more than five school days, schools must arrange Alternative Provision.

Young people can require Alternative Provision for a wide range of reasons, including:

- as an intervention for children who, for a number of reasons are struggling to manage in mainstream schooling
- behaviour which has resulted in the school implementing a permanent or fixed-period exclusion, or an off-site direction;
- health reasons – including physical or mental health needs; and
- where a child is awaiting placement in a specialist school.

The first objective of these places is to gain, over a relatively short period of time, a fuller understanding of the young person’s needs and the type of support they need to make good progress and achieve well.

Where assessments show it is appropriate for the young person to return to their mainstream school, school staff should work closely with the Alternative Provision to ensure they have the knowledge, skills and understanding of how to provide the appropriate type of support ready for the young person’s return. Alternatively assessments may indicate that it is not appropriate for a young person to remain in a mainstream school as their needs will be most effectively met in a smaller specialist school. A special school place can only be secured where an Education, Health and Care Plan (EHCP) is in place.

Monitoring the attendance, progress and outcomes of young people accessing AP.

When considering the use of alternative provision for a young person it is important that school staff, parent/carers, partner agencies and the young person have a clear understanding and agreement about why this will be in the best interests of the young person.

Both The Timpson Review of Exclusions and OFSTED have raised concerns about practice by some schools which has become known as “**off-rolling**”. OFSTED has defined this as “the practice of removing a pupil from the school roll without using a permanent exclusion, when the removal is primarily in the best interests of the school, rather than the best interests of the pupil.” It is therefore vital that a robust and transparent plan is developed and regularly reviewed with the participation and agreement of all parties.

Where it is decided that the best provision to meet the young person’s needs is via an off-site provision it is important that the school fully assures themselves that the planned use of the provision will both best meet the needs of the young person and also that it meets all legal requirements as outlined in the Department for Education’s (DfE) Statutory Guidance on the use of Alternative Provision.

Schools should verify the legal and DfE registration status of the provision and the quality of their services. They should establish robust processes for maintaining a relationship and regular contact with the young person and clear procedures for closely monitoring and maintaining records regarding their safeguarding, daily attendance and progress. The young person’s plan should clearly identify the intended outcomes to be achieved by their attendance at the alternative provision and there should be tight timescales for reviewing the progress they are making as well for either returning to the mainstream school or for revisiting further assessment of their needs to establish long term provision requirements. The young person and their parents/carers should be fully involved and informed at every stage. The majority of Alternative Provision in Manchester is currently delivered by Bridgelea School, The Manchester Secondary PRU and The Manchester Hospital School although some schools do use some other provisions.

Young People with Education Health and Care Plans (EHCP) at risk of Permanent Exclusion

Where a young person in an education setting is at risk of exclusion and already has an EHCP the education setting must ensure they call an emergency EHCP review to consider any changes to the young person’s needs and if any amendments need to be made to the type of support and provision they require. Everything should be done to avoid the exclusion of children and young people with EHCPs and those who are Looked After or Previously Looked After.

We will:

- Work with head teachers to review and revise the continuum of provision across the city for children with Social, Emotional and Mental Health Needs including the role of the Pupil Referral Units, The Hospital School and Specialist Provision.
- Work with head teachers and providers to develop short stay intervention programmes for children and young people at risk of permanent exclusion.
- Work with schools and Post 16 providers to ensure all young people access high quality Careers Education, Information, Advice and guidance and support to progress to positive Post 16 and Post 18 destinations.
- Work with partners to strengthen and enhance the multi-agency offer to children and young people requiring alternative or specialist provision.
- Increase the capacity of specialist provision across Manchester.

STRAND 4 – ENSURING BEST PRACTICE IN THE USE OF EXCLUSION

The Use of Permanent and Fixed Term Exclusions - Manchester's Ambition.

Currently in Manchester the main reason for fixed term and permanent exclusions is persistent disruptive behaviour. There is a strong expectation that through the implementation of this Strategy this trend will change and the main reason for both fixed term and permanent exclusions from Manchester Schools will be in relation to a serious incident which has caused the risk of harm to others and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

This strategy aims to reduce the use of fixed term and permanent exclusion for incidents of persistent disruptive behaviour by ensuring that the root causes of such emerging behaviours are understood and appropriately addressed as early as possible through early intervention and innovative multi-agency planning.

As stated in the DfE Statutory Guidance,

“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.

Disruptive behaviour can be an indication of unmet needs. Where a school has concerns about a pupil's behaviour, it should try to identify whether there are any causal factors and intervene early in order to reduce the need for a subsequent exclusion. In this situation, schools should consider whether a multi-agency assessment that goes beyond the pupil's educational needs is required.”

Page 6 - Exclusions from schools, academies and pupil referral units in England – Statutory Guidance for those with legal responsibilities in relation to exclusion September 2017.

Exclusions – ensuring legal processes are followed.

Where an exclusion is to be used, it is essential that the legally required processes are followed. Manchester City Council provides written guidance (refreshed in 2019) that provides Head Teachers, Principals, Heads of Pupil Referral Units (PRUs) and Governors/trustees with a comprehensive guide in processing and recording a permanent exclusion.

DfE Guidance

All decisions about fixed and permanent exclusions need to be made in reference to the statutory DfE guidance - **Exclusions from schools, academies and pupil referral units in England – Statutory Guidance for those with legal responsibilities in relation to exclusion September 2017.**

It is important to refer to the guidance when considering an exclusion and to ensure that all processes and procedures carried out are compliant with the guidance. The guidance provides an overview to the legislation on exclusions and how to ensure that practices/processes are compliant. Some important areas include:

- Exclusions legislation
- Compliance with Equality legislation specifically Disability Discrimination.
- Factors to take into account before excluding a pupil
- Exclusion of pupils from groups with high rates of exclusions
- Guidance on the exclusion of pupils with Education, Health and Care plans

- Guidance on the exclusion of pupils who are Looked After or Previously Looked After
- Informing parents of an exclusion
- Informing the governing board and the local authority about an exclusion
- Duties and requirements of the governing board and local authority for excluded pupils
- 6th day provision for excluded pupils
- Duties and requirements for the local authority/academy trust to arrange an independent review panel

Supporting young people who have been permanently excluded into a new school place.

For young people who need to return to mainstream schools following a permanent exclusion an appropriate school place is identified through Manchester's agreed primary and secondary In Year Fair Access Protocols (IYFAP). Once a new school place has been agreed, timescales are set for the young person to be admitted to the school along with an agreed plan for how any necessary support will be provided to the young person. Where it has been determined that a young person who has been permanently excluded will be best supported within a specialist school the appropriate statutory assessment is undertaken whilst the young person is on the roll of the Pupil Referral Unit with a school place being secured at an appropriate Specialist School once the young person's Education Health and Care Plan has been completed.

Exclusion of young people from Post 16 provisions

Young people are excluded from Post 16 provisions. Post 16 policy and practice is determined by each individual Post 16 setting as there is no national Post 16 exclusions guidance or reporting on exclusion for this age group.

We will:

- Work with Head teachers and Governors to ensure that statutory exclusions guidance is being followed and all exclusions are compliant with legislation
- Work with Head teachers and Governors and provide a checklist of activity that should be undertaken prior to taking decision to exclude
- Provide head teachers with a ladder of support that should be put in place for all children to avoid and prevent the use of exclusion. We will ensure this aligns with the Manchester THRIVE Programme.
- Develop a directory of who to contact within the Local Authority and partner agencies to discuss how to prevent an exclusion.
- Ensure we provide up to date guidance to Manchester Schools on the use of exclusion which is updated in response to any changes to statutory, national and local best practice guidance.
- Monitor the use of permanent exclusion in each school and where there is high and/or increasing rate of exclusion we will invite schools to attend the Support and Challenge Board to discuss the reasons for exclusions and preventative measures being put in place.
- Ensure that Manchester's In Year Fair Access Protocols (IYFAP) are maintained and applied so as to support young people who are subject to IYFAP into an appropriate new school as soon as possible following a permanent exclusion.
- Ensure that there are robust processes in place to support young people who are not subject to IYFAP (Young People in care, Previously Looked After Children & those with an EHCP) into an appropriate new school as soon as possible following a permanent exclusion.
- Work with Post 16 providers to identify and disseminate best practice in the prevention of exclusion.

**Manchester City Council
Report for Information**

Report to: Children and Young People Scrutiny Committee - 19 June 2019

Subject: Complex Safeguarding Report

Report of: Strategic Director, Children and Education Services

Summary

This report provides an update on the development of the Complex Safeguarding Hub and focuses on the identification and response to vulnerable children and young people at risk of exploitation including the approach and impact from risk management. The report will also provide feedback on a recent LGA Peer Challenge in relation to Child Sexual Exploitation (CSE).

Recommendations

Scrutiny Committee members are invited to:

1. Consider the progress and impact being achieved by the Complex Safeguarding Hub for children and young people at risk of being exploited.
 2. Note the revised Ofsted framework covering child exploitation and new approaches informing complex safeguarding.
-

Wards Affected: All

Alignment to the Our Manchester Strategy Outcomes (if applicable)

Manchester Strategy outcomes	Summary of how this report aligns to the OMS
A thriving and sustainable city: supporting a diverse and distinctive economy that creates jobs and opportunities	Effective specialist services are critical to ensuring the most vulnerable citizens are able to connect and support the drive towards a thriving and sustainable City
A highly skilled city: world class and home grown talent sustaining the city's economic success	Ensuring the most vulnerable in our society are given the opportunity to access and achieve in the City is supported by the delivery of a strong and cohesive partnerships.
A progressive and equitable city: making a positive contribution by unlocking the potential of our communities	Relationship based services help build the resilience of children and families which they need to achieve their potential and be integrated into their communities

A liveable and low carbon city: a destination of choice to live, visit, work	Improving outcomes for children and families across the city helps build and develop communities
A connected city: world class infrastructure and connectivity to drive growth	Specialist services support families to be successful who are then able to deliver continuing growth in the City

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Background documents (available for public inspection):

None

1.0 Introduction

- 1.1 This report provides a further update to Children and Young People Scrutiny Committee on developments in relation to complex safeguarding. The report updates previous reports to Scrutiny in July 2017 which outlined the intention to establish a Complex Safeguarding Hub and reported on developments in Greater Manchester in relation to Complex Safeguarding. This report covers progress and activity since the implementation of the Complex Safeguarding Hub and provides initial feedback from the recent LGA Peer Challenge in relation to Child Sexual Exploitation (CSE).

2.0 Background

- 2.1 An extensive review of the delivery of the Specialist CSE Service was undertaken in 2017/18 which led to reform of our CSE services and provision leading to the establishment of a Complex Safeguarding Hub in October 2018. Prior to the establishment of the Complex Safeguarding Hub there was a well - established multi- agency Phoenix Protect team which had a dedicated focus in relation to CSE (Child Sexual Exploitation). In 2017 a priority was to improve practice standards within the team; this was in response to updated national guidance alongside developments within the Greater Manchester region such as the ACT (Achieving Change Together) Model and the changing nature and the associated risks to children in the exploitation of children/vulnerable people; this in turn highlighted the need to refresh the operating model and practice standards.
- 2.2 Additionally an independent review of the Phoenix Protect Service highlighted that there were a number of areas that required development and improvement to ensure our service was effective. These areas included referrals; the Protect referral process was unclear and this often led to incomplete referrals which lacked analysis. There was a lack of joint approach from locality social workers and Protect social workers and this was compounded by a lack of communication between Protect and GMP PPIU. Management oversight and guidance required strengthening to avoid investigative drift and to ensure timely intervention; whilst assessments varied in quality and there was mixed use and understanding of risk tools.
- 2.3 In essence the core approach needed refreshing if it was to reflect the emerging developments not just in relation to CSE but also in relation to Modern Slavery and Human Trafficking and the increasing evidence of child criminal exploitation; as well as delivering an approach that reflected a relationship based model of practice. The development of a Complex Safeguarding Hub was therefore a priority and areas for improvement were incorporated in the planning and programme approach. A multi-agency steering group was established in 2018 led by the Strategic Head of Early Help and a Detective Chief Inspector from GMP. The purpose of the project was to plan the redesign, and implement workstreams to deliver a Complex Safeguarding Hub.

- 2.4 Revised practice standards and guidance were developed and a partnership MOU (Memorandum of Understanding) was developed and a new workforce from both GMP and Social Work staff were recruited for the Complex Safeguarding Hub. The induction and development programme for the hub focused on the behaviours, culture and approach as well as the technical knowledge and skills required for the roles. The project was successfully achieved and the Complex Safeguarding Hub went live on the 1st October 2018 with a remit that encompasses CSE, Criminal Exploitation, Modern Slavery and Human Trafficking, Organised Crime Groups, and Serious Youth Violence.
- 2.5 In Greater Manchester Complex Safeguarding is used to describe:
'criminal activity (often organised), or behaviour associated to criminality, involving vulnerable children/young people, where there is exploitation and/or a clear or implied safeguarding concern'.
- 2.6 In 2018 intelligence and feedback from the Missing from Home and Care Panels that operate across the city, highlighted increasing evidence of young people being drawn into child criminal exploitation; often due to their vulnerability. A strong link with missing as both a push and a pull factor emerged and initial mapping identified evidence of criminal exploitation in areas of the City. A multi- agency partnership group was established to address criminal exploitation and led to the development of a policy statement and an action plan alongside a 'seven minute briefing' to promote awareness raising. There was promotion of the Trapped film which highlights exploitation via County Lines and this was accompanied by interventions with Youth Providers and targeted awareness raising work with schools.
- 2.7 The sharing of information and multi- agency approach informed the implementation of the Disrupting Exploitation Programme being led by the Children's Society. This is a three year programme which focuses on early help and prevention to prevent exploitation and on system change; the project is engaging with a number of schools, and community providers in the City. It is clear from local and national research that exploitation can be extra familial, can occur in community locations, and within peer friendship groups. For our response to be effective this requires we understand the contextual safeguarding issues.
- 2.8 Contextual safeguarding is an approach that recognises that young people are vulnerable to abuse in a range of social contexts and that during adolescence the nature of risks and the way risks are experienced by young people change; there is often a new set of complex risks - not posed by families but by peers, partners and adults unconnected to their families. A Contextual Safeguarding Network has been established led by the University of Bedfordshire and work of Dr Carlene Firmin.

Recent publications define contextual safeguarding as:

*'an approach to understanding and responding to young people's experience of significant harm beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, school and online can feature violence and abuse. Children's social care practitioners need to engage with individual and sectors who do have influence over/within extra - familial contexts'*¹

- 2.9 This approach recognises that parents and carers may have little influence over these contexts, and a wider lens is needed to understand this risk and to respond and disrupt. This needs to involve wider partners including neighbourhood policing, community safety, housing associations, schools and local businesses.
- 2.10 This approach is being utilised within our complex safeguarding investigations and informing our disruption activity in relation to hotspots, peer networks and settings. By applying a contextual safeguarding approach, we can map and understand a wider picture in relation to children and young people at risk of exploitation and those young people with a range of vulnerability factors. We are seeing some early impact from this approach especially in relation to peer networks and the learning and contextual safeguarding approach is a priority for our learning and development plans.
- 2.11 In May 2019 Ofsted updated their guidance in relation to their joint targeted area inspections known as (JTAI). A revised framework has been issued which focuses on children at risk of, or who are experiencing exploitation and includes sexual and criminal exploitation². Children who go missing will still be considered as part of this framework. The JTAI will provide findings on front line practitioners understanding of, and ability to, recognise the risks to children who are at risk of sexual exploitation and /or criminal exploitation and the strategic response by multi -agency partners. The recent independent LGA (Local Government Association) Peer Challenge that was commissioned by Manchester's Safeguarding Children Board and undertaken in May 2019 in relation to CSE indicates Manchester is able to positively demonstrate how we are responding to and addressing complex safeguarding issues in the city.
- 2.12 In addition it is intended the findings of the LGA review will contribute to and inform the ongoing deputy Mayor/PCC assurance review that was commissioned in respect of CSE across Greater Manchester.

3.0 Governance and Accountability Arrangements

- 3.1 Governance arrangements were refreshed with the establishment of the Complex Safeguarding Partnership Executive in 2018; this is a strategic partnership group chaired by the Director of Children's Services and the Complex Safeguarding Hub reports directly into this group. A number of delivery groups support the partnership working and the delivery plans,

¹ Contextual Safeguarding: An overview of the Operational, Strategic and conceptual Framework. Carlene Firmin, November 2017.

² Ofsted Guidance for joint targeted area inspections on the theme: child exploitation. May 2019

performance framework, challenges and successes are reviewed by this group. This group is currently developing our partnership priorities in relation to complex safeguarding, and transition and contextual safeguarding will be key areas for focus.

- 3.2 There are a number of complex safeguarding sub groups which report to the LSCB and the Sexual Exploitation sub group drives the partnership work in relation to child and adult sexual exploitation. Awareness raising across different sectors, work with schools, and universal providers is planned via this group and there is a strong partnership commitment to this work. The LSCB training plan is being updated to reflect best practice and new thinking in relation to sexual exploitation.
- 3.3 The complex safeguarding subgroups are being reviewed to streamline the number of groups and the overarching action plan is being updated to evidence the activity and outcomes being achieved.

4.0 Complex Safeguarding Hub

- 4.1 The Complex Safeguarding Hub was launched on the 1st of October 2018 and partners involved are GMP, Children's Services, Early Help, National Probation Service, Youth Justice, Children's Society, Barnardo's, Adult Services and Education Safeguarding. The hub provides a dedicated focus in relation to CSE, Child Criminal Exploitation (CCE), County Lines, Serious and Organised Crime, and Threats to Life. Daily governance meetings, mapping and joint risk assessments and sharing across GMP and Social Care systems are part of daily business and this is reflected in the strategy meetings and discussions, the complex safeguarding investigations and developing work in relation to contextual safeguarding. Good connectivity with our schools system and Youth Providers is being developed by co-location of an Education Safeguarding Officer within the hub and we are supporting a team around the school approach where exploitation and a contextual safeguarding approach is required.
- 4.2 There is a dedicated team comprising of GMP, MCC and Voluntary Community Services staff who are focusing on missing given the established links between missing and criminal and sexual exploitation. This is a real strength and enables intelligence supplemented by a coordinated approach along with an early intervention response to connect with the four Missing from Home and Care Panels. The panels were established across the city to coordinate the multi- agency response to children who go missing and target repeated and persistent missing.
- 4.3 The Complex Safeguarding Hub is working in partnership with the other 9 Local Authorities to agree a core approach and to implement consistent practice standards in relation to complex safeguarding. The joint working and shared learning which builds upon the innovation work developed by colleagues in GM and is enabling an evidence based and trauma informed approach to be adopted across the conurbation. The evidence based approach which was developed by colleagues in Greater Manchester draws

heavily on the research and evaluation from Research in Practice (RiP) and the University of Bedfordshire work on contextual safeguarding. We have implemented this approach with the introduction of the Achieving Change Together (ACT) model and 11 young people are currently receiving intensive and bespoke support. The recent addition of a Clinical Psychologist in the hub is already having a positive impact by utilising case formulation to enable social workers both in the hub and locality to review and reflect on the current plan and effectiveness of the intervention.

- 4.4 There is a well established Early Help Team in the Complex Safeguarding Hub who provide support and a range of interventions for families. The team have provided long-term and consistent support for children and families in complex situations involving a range of exploitation and have supported and shared the learning and approach with the three Early Help Hubs based in the localities. The team provide parenting interventions and support and have supported young people to remain in their communities and to educate and inform parents on new and emerging exploitation issues such as Xanax.
- 4.5 There has been good progress in developing our referral pathways; in providing a consultation line and co- working with locality and permanence social workers. Locality social workers have received training in relation to new and emerging practice in relation to CSE and this is included in the learning and development training programme for 2019/20.
- 4.6 The Complex Safeguarding Hub meet daily for multi agency risk meetings, chaired by a social care team manager and attended by all partners in the Hub. These meetings are the gateway into the Complex Safeguarding Hub where referrals are considered alongside requests for a strategy meetings, consideration of high risk missing children, and the sharing of any key intelligence. Multi agency decisions are agreed at these meetings in relation to referrals, this may be advice and guidance, a Complex Safeguarding Hub social work assessment, an offer of Early Help, a joint investigation and disruption opportunities.
- 4.7 An exploitation risk assessment is undertaken by Complex Safeguarding Hub social workers within 15 working days using the Phoenix GM tool which has been adapted to consider child criminal exploitation, child sexual exploitation and modern slavery (in recognition of the multiple forms exploitation can take). This tool uses risk indicators and uses a scaling approach to evidence risk and is being reviewed to improve its utility. GM have commissioned work which is now underway to develop an assessment tool that reflects the current research picture and evidence base and which is being built using input and feedback from professionals and young people. Once developed this will be adopted by Manchester and across GM.
- 4.8 Risk assessments are undertaken and information relating to individuals and groups is gathered and monitored to address exploitation. Mapping is a tool used within the Complex Safeguarding Hub and Youth Justice Service to organise information in a visual way (utilises a Jamboard). This enables

identification of risk factors, trends and associations and supports the identification of children/adults at risk or on the periphery of exploitation.

- 4.9 The Complex Safeguarding Hub is coordinating the response to a number of complex safeguarding investigations and utilising, protection, disruption and collective safeguarding to disrupt and bring to justice perpetrators. These investigations involve multiple victims and multiple perpetrators of exploitation, including child sexual exploitation and child criminal exploitation. We are seeing new themes and trends emerge such as the use of Xanax and utilising the Complex Safeguarding Hub to provide a coordinated response and apply a contextual safeguarding approach which is providing a layer of intelligence and complexity e.g. friendship, peer groups, school settings.
- 4.10 The Complex Safeguarding Hub has built strong links with voluntary organisations including community providers and co-located partners. The Children's Society has a team of workers who work with our children who go missing; they are co-located at Greenheys Police Station and contribute to daily risk meetings, team meetings and training. The Barnardo's Independent Child Trafficking Advocate is based in the Hub one day a week providing direct advice and consultation for the teams there. The Hub is closely working with the Children's Society Disrupting Exploitation Project to identify system changes that would support a contextual safeguarding approach to exploitation. Voluntary organisations have been involved in the response to particular Safeguarding Operations, e.g. Manchester Young Lives have supported young people identified through an operation looking at the risk of an escalation in youth violence, and Barnardo's attend operational meetings linked to trafficking to provide advice about the National Referral Mechanism (NRM) process. This has resulted in positive NRM decisions for young people who have been internally trafficked.
- 4.11 Links with Education Services and Schools have been strengthened through delivering a Team around the School approach; this is used where there have been specific issues within a school setting. In these situations, social workers from the Hub have met with schools and provided guidance and support, in some cases supporting school staff to engage with parents. This has been positively received and will be an ongoing offer from the Complex Safeguarding Hub. There are good links with the PRU (Pupil Referral Unit) and Education caseworkers at the Missing from Home Panels and Complex Safeguarding Delivery Group, and a Safeguarding Quality Assurance Officer from Education is based within the Hub a day a week and has supported Complex Safeguarding Hub social workers to build links with Youth Providers, including attendance at Youth Partnership meetings.
- 4.12 A key area of development for the Complex Safeguarding Hub has been implementing a different approach across all agencies when working with young people who are victims of child criminal exploitation. The Police have a victim focused/safeguarding approach which was recognised by the recent LGA peer challenge team and view young people as potential victims of exploitation when they are in custody for criminal offences. GMP are working with social workers to ensure the young person has the opportunity to share

information about any harm or coercion they have experienced and that safeguarding is the primary priority.

- 4.13 Resources in the team are being increased with two additional social workers joining the team under a twelve month secondment, and a dedicated Missing from Home Coordinator role will be appointed in June 2019; this will further strengthen the relationship based practice model that is applied within the Children and Education Services Directorate. Referrals into the Complex Safeguarding Hub have increased since 2016 from an average of 98 to what is currently 118 young people open to the Complex Safeguarding Hub social workers; 57% of these young people have been referred and are receiving support due to concerns around CCE and the remaining because of concerns they are at risk of CSE. There are 48 children being supported via the Early Help team in the hub with a range of CSE and CCE issues.
- 4.14 There has been an increase in the number of young males referred into the Complex Safeguarding Hub following briefings and awareness raising in relation to CCE. Work is in place with partners to ensure that there is a continued focus on identifying risk of CSE for girls and boys and understanding the correlation between different types of exploitation. Half of the cohort of young people open to the Complex Safeguarding Hub are aged 16 and 17 years; this highlights the need for strong transition arrangements which is a key priority for the year ahead in partnership with Adult Social Care. Analysis of ethnicity has highlighted that there is a disproportionate representation in the Complex Safeguarding Hub from children of BME backgrounds. This is being addressed via joint work with the Youth Justice Service and schools via the 'Promoting Inclusion Strategy'.
- 4.15 Two social workers from the Hub are delivering the ACT (Achieving Change Together) model to young people; this is an innovative approach that has been peer evaluated and is a strengths based, child led intensive intervention for young people who are experiencing placement stability and at risk of or being harmed by exploitation. Each worker carries a caseload of six young people and these low numbers enable them to develop a trusted relationship with the young people which is then a means to support the young people to identify goals and achieve positive outcomes. Evaluation about the impact of the model is being carried out within MCC and across GM.
- 4.16 The Complex Safeguarding Hub has made a positive impact in the first six months of delivery and a number of case studies are available to highlight the impact and improved outcomes being achieved for children in Manchester.

5.0 Missing from Home and Care

- 5.1 The Complex Safeguarding Hub has responsibility for ensuring that the statutory responsibilities for children who go missing from home and care are met. Arrangements for this in Manchester are informed by the document 'Statutory Guidance on Children who Run Away or go Missing from Home and Care' (Department of Education, 2014) and by the Greater Manchester Runaway and Missing from Home and Care Protocol, the latter of which is

currently being refreshed by a group of Local Authority and Police representatives from across GM including the Manchester Complex Safeguarding Hub.

- 5.2 GMP provide Children's Services with a list of any children who have been reported missing each day and the Hub is responsible for ensuring that each child is allocated a worker to undertake an Independent Return Interview (IRI) within 72 hours. The IRI needs to be carried out by someone independent from the child and from the care they receive whether at home or in another setting. Those children residing at home will be allocated a worker from the Missing from Home Team, while Our Children will be visited by a member of the Children's Society team. Information gained from the interview, along with any actions taken, are recorded on the child's record.
- 5.3 Representatives from the Complex Safeguarding Hub attend each of the fortnightly Missing from Home Panels taking place in the locality and permanence services to ensure that the views of the children obtained during the interviews are considered in that forum. Allocation of IRIs works on the principle of continuity of relationships for a child. The IRI provides an opportunity to uncover information that can help protect children from the risk of going missing again, from risks they may have been exposed to while missing or from risk factors in their home.
- 5.4 The City of Manchester SPOC (GMP) for missing children is based within the Complex Safeguarding Hub and in addition to providing the daily update attends strategy meetings required when children have been missing and is the Police representative at the Permanence Missing from Home Panel. Strong partnership working underpins the work of the panel and this ensures there is a collective response and accountability for children who go missing.
- 5.5 There are particular concerns about the links between children running away and the risks of sexual and criminal exploitation. Missing children may also be vulnerable to other forms of exploitation, to violent crime, gang exploitation, or to drug and alcohol misuse. MFH Panels provide an opportunity for multi agency information sharing and review of arrangements to reduce missing incidents and promote diversionary positive activities for young people. There is a focus on an early response to avoid concerns escalating and there are a range of interventions available to offer young people at this stage including access to local youth services, one to work with The Children's Society, and referrals into the Unity Radio project which is a project building aspiration and self esteem for young people through developing skills to enable them to create and produce their own radio show at Unity Radio Station based at Media City.
- 5.6 Each month the top 10 missing young people are tracked and senior managers briefed; this provides managers with visibility and an opportunity to support and challenge the service provision for these young people for whom risks are high. Often the young people have multiple vulnerabilities and complex issues and the importance of a trusted relationship is beneficial. There have been good outcomes achieved with our children with a reduction

in persistent missing for some of the frequently missing young people. One young person has seen the frequency of their 'missing' episodes reduce from 34 to 20 incidents and then to 4. The timeliness for completion of IRIs for our children is consistently high at 97% and there is a 100% engagement rate reported for the past five months.

6.0 LGA Peer Challenge in relation to CSE

6.1 In May 2019 the Local Government Association (LGA) undertook a peer review which focused on the effectiveness of the Complex Safeguarding Hub and multi- arrangements in response to children at risk of sexual exploitation and those being exploited. Commissioned by MSCB the review focused on three core components:

- Leadership and management, including vision and strategy
- Effective practice and impact on outcomes for children and families
- Resources and capacity

6.2 The peer challenge considered:

- Governance structure and accountability
- Use of Quality Assurance and Performance
- Management and supervision
- Awareness raising
- Investigations and prosecutions

6.3 The first phase of the review consisted of three members of the peer challenge team spending 3 days in April 2019 auditing 33 children and young people's records; this was undertaken alongside front line staff and was subsequently followed up by 2 further days of auditing resulting in 40 children's records being audited. The review team then returned and were on site from 13th - 17th May 2019 and undertook a range of activities including focus groups with front line staff, managers, partners and Senior Strategic Leaders.

6.4 Assurance was sought in relation to the quality and impact from our practice and a number of areas were explored in more detail including - planning, assessment and interventions including step down support from high risk/complex cases, the effectiveness of partnership working and workforce development strategy plans. The peer challenge looked at the extent of awareness raising and education in relation to CSE and the effectiveness of disruption and enforcement activity.

6.5 Whilst the peer challenge focused on a thematic area in relation to CSE it also provided feedback on the quality of practice and impact of work from across the social care system and therefore has wider applicability. Initial/verbal feedback was shared on the 17th May 2019 which was positive; we are awaiting the full report which is anticipated later this month (June 2019).

6.6 Key headlines from LGA

The Peer Challenge team provided feedback in relation to a number of different areas identifying strengths and areas for further consideration. The peer team were very positive about the staff who work in Manchester and recognised their pride and passion and this was evident from frontline staff to senior leaders throughout the partnership. The key messages were:

- Strong leadership and political support for CSE
- Strong partnerships
- We are well placed to accelerate progress and further improvements
- We need to focus on impact and outcomes
- We need to ask and answer 'how well?' and 'what difference?'
- There was recognition of innovative work mapping and using contextual safeguarding principles to tackle child exploitation
- We need to ensure we balance child led practice with keeping children safe

6.7 In relation to effective practice the team reported they could see improvements in practice since the new Complex Safeguarding Hub was established, there was a focus on keeping children safe, staff know young people well and build trusting relationships. Caseloads are reducing and manageable, workers report good management support. There was evidence of statutory compliance in most case files audited and effective missing from home procedures and interventions. They saw strong evidence of multi- agency working, sharing of intelligence, joint operations and disruption and there were examples of positive outcomes and innovative interventions.

6.8 A number of areas for further consideration were highlighted with the review team reporting that there is further work to do to ensure that the quality of practice is consistently good across all young people's records. We need to ensure good practice is evidenced in young people's records; we embed reflective supervision within our recording and achieve a stronger focus on impact and outcomes. The peer review team recognised that we are committed to developing our performance and quality assurance arrangements that staff and managers are positive and understand audit. However, there is more to do to ensure auditing activity is analytical and reflective to better evidence impact and support continuous practice improvement.

6.9 Whilst the overall feedback was positive, it should be noted, whilst the areas of strengths and areas for development/consideration is accepted, it is not uncommon given the current stage of development of the complex safeguarding hub.

6.10 We are reviewing our quality assurance and performance framework across Children's Services and this work will be led by the Strategic Lead for Safeguarding and Practice Improvement. We've reviewed our audit and performance data in relation to complex safeguarding and GM recently agreed a core data and performance dashboard for Complex Safeguarding Hubs which will assist as will the introduction of Liquid Logic as this will simplify the

data sources.

- 6.11 To ensure we maximise the learning from the case audits the LGA Lead Reviewer has agreed to return on 12th July 2019 to host a workshop with managers on the findings from the audit of young people's records. Additionally, a development day for the complex safeguarding workforce has been arranged to review the current team and service plan and incorporate the 'areas of consideration' identified from the peer challenge. Broader areas such as training on CSE/CCE and planning for actions and outcomes will be tracked via the new safeguarding arrangements.

7.0 Summary

- 7.1 In the coming year we will further embed the complex safeguarding hub to develop best practice, to protect our most vulnerable children and to provide specialist advice and assistance to staff across the children's system working with vulnerable young people. We are developing clarity on the role of the Complex Safeguarding Hub and utilising research and evidence to both develop a common language and approach; this in turn is informing the plan for the child and young person.

In addition we are considering our governance arrangements in the light of the revised Multi - Agency Safeguarding Arrangements (MASA) and move to locality and place based arrangements.

7.2 Our successes are:

- Implemented a Multi- Agency Complex Safeguarding Hub in October 2018.
- Revised our Practice Standards and implemented a relationship based model of practice in the Complex Safeguarding Hub.
- Implemented the ACT(Achieving Change Together) innovation in February 2019.
- Continued to develop our Missing from Home Panels to provide rigour and tracking of children and young people missing from home and care.
- Focused on developing our early help and prevention response to missing led by our South Early Help Hub to support youth and community providers.
- Led the work in GM in relation to mapping of child criminal exploitation, vulnerability and missing.
- Developed our policy and performance framework in relation to complex safeguarding - sexual exploitation, criminal exploitation and Modern Slavery and Human Trafficking.
- Developed our CSE delivery group to focus on sexual exploitation.
- Have included contextual safeguarding approach within our recent complex safeguarding investigations.

7.3 Our challenges:

- ensure our performance and quality assurance framework informs our

- response and delivery of complex safeguarding.
- flexibility to be responsive to emerging threats, issues and concerns in relation to complex safeguarding and sexual exploitation.
- work with CPS to ensure we increase prosecutions for sexual and criminal exploitation.
- continue to develop our complex safeguarding hub to meet increasing need and demand for specialist interventions.
- Ensure we evidence impact from our collective response to child exploitation.

7.4 We believe our work to manage complex safeguarding is responsive to our multi-agency assessed needs, demonstrates innovation and is an example of multi-agency coordination and planning in response to emerging safeguarding threats. In the past twelve months our learning in relation to safeguarding and exploitation has significantly accelerated and crucially this has confirmed a trusted key worker is an effective model; knowing we need to be persistent, creative, resilient and adaptive in our approach, reflecting the behaviour of those who seek to exploit our children. Our response to exploitation must be viewed as a safeguarding issue and this applies to organised crime, urban street gangs, criminal exploitation and sexual exploitation and we must work alongside our communities if we are to achieve the full impact from our work to address child exploitation.

8.0 Recommendations

- 8.1 Scrutiny committee members are requested to:
1. Consider the progress and impact being achieved by the Complex Safeguarding Hub for children and young people at risk of being exploited.
 2. Note the revised Ofsted framework covering child exploitation and new approaches informing complex safeguarding.

**Manchester City Council
Report for Resolution**

Report to: Children and Young People Scrutiny Committee – 19 June 2019

Subject: Re-establishment of the Ofsted Subgroup

Report of: Governance and Scrutiny Support Unit

Summary

This report provides the Committee with the terms of reference for the Ofsted Subgroup which the Committee is asked to agree. The report also includes the current work programme for the Subgroup.

Recommendations

The Committee is asked to re-establish the Ofsted Subgroup for the municipal year 2019-2020. The Committee is invited to:

1. Agree the terms of reference for the Subgroup.
 2. Agree the work programme of the Subgroup, which will be reviewed by the group at each of its meetings.
 3. Agree the membership of the Subgroup.
-

Contact Officer:

Name: Rachel McKeon
Position: Scrutiny Support Officer
Telephone: 0161 234 4997
Email: rachel.mckeon@manchester.gov.uk

Background documents (available for public inspection):

None

Appendices

1. Ofsted Subgroup Terms of Reference
2. Ofsted Subgroup work programme

1.0 Background

- 1.1 In November 2006 the Children and Young People Overview and Scrutiny Committee established the Ofsted Subgroup to enable members to engage with and add value to the school improvement agenda.
- 1.2 The remit of the Subgroup was approved by the Committee in March 2007 and the terms of reference were subsequently revised by the Committee in October 2013, broadening the remit to include Ofsted inspections of the Local Authority in relation to school improvement and of children's centres and daycare providers.
- 1.3 At its meeting on 16 September 2014, in response to the Ofsted judgement that Manchester children's services were "inadequate", the Young People and Children Scrutiny Committee decided to expand the remit of the Ofsted Subgroup to include consideration of reports on local authority safeguarding arrangements and to request that the Subgroup look at this issue in more detail. The changes to the terms of reference were subsequently approved at the Committee's October 2014 meeting. In May 2016, the wording was amended to 'consider inspection reports and performance information for services for children in need of help and protection, looked after children and care leavers' in order to clarify that the Ofsted Subgroup could consider any matters arising from the 2014 Ofsted inspection report of Manchester children's services. The Committee removed this from the Subgroup's remit at its June 2017 meeting but subsequently decided to include this in the Subgroup's remit again in September 2017.
- 1.4 In May 2016, the Committee also revised the terms of reference to include consideration of inspection reports and performance information for Manchester City Council-owned children's homes

2.0 Conclusion

- 2.1 The Committee is asked to agree or amend the terms of reference as set out in the report at Appendix 1.
- 2.2 The Committee is asked to agree or amend the work programme as set out in the report at Appendix 2.
- 2.3 The Committee is also asked to agree the membership of the Subgroup.

Title	Ofsted Subgroup
Membership 2019/2020	Membership to be confirmed
Lead Executive Members	Councillor Bridges - Executive Member for Children's Services
Strategic Directors	Paul Marshall - Strategic Director of Children's Services Amanda Corcoran – Director of Education
Lead Officers	Simon Taylor - Senior Schools Quality Assurance Officer Sean McKendrick - Deputy Director of Children's Services
Contact officer	Rachel McKeon - Scrutiny Support
Rationale	<p>This Subgroup has been established to:</p> <ul style="list-style-type: none"> • consider inspection reports and performance information for Manchester Schools; • consider inspection reports and performance information for Manchester Children's Centres • consider inspection reports and performance information for Daycare providers in Manchester • consider inspection reports and performance information for Manchester City Council-owned children's homes • consider Ofsted inspections and guidance into how local authorities secure school improvement • liaise with Council Officers, School Staff and Early Years staff to identify barriers to performance • consider inspection reports and performance information for services for children in need of help and protection, looked after children and care leavers • make any necessary recommendations to the Children and Young People Scrutiny Committee
Operation	This Subgroup will meet periodically and report its findings to the Children and Young People Scrutiny Committee by submitting minutes to the Committee.
Access to Information	<p>Meetings of this Subgroup will be open to members of the press and public except where information which is confidential or exempt from publication is being considered.</p> <p>Papers for the Subgroup will be made available to members of the press and public on the Council's website and in the Rates Hall of the Town Hall Extension except where information which is confidential or exempt from publication is being considered.</p>
Schedule of Meetings	It is proposed to hold four meetings during the municipal year – Dates to be agreed.

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**Children and Young People Scrutiny Committee
Ofsted Subgroup
Work Programme – June 2019**

Meeting 1 – Date to be confirmed				
Item	Purpose of Report	Lead Officer	Executive Member	Comments
Ofsted Inspections of Manchester Schools	To receive a list of all Manchester schools which have been inspected since the last meeting and the judgements awarded. To consider inspection reports for a selection of the schools.	Simon Taylor Rachel McKeon	Councillor Bridges	
Daycare Providers	To receive a summary of Ofsted inspection information for daycare providers. To consider inspection reports and performance information for a selection of daycare providers.	Simon Taylor Rachel McKeon	Councillor Bridges	
Terms of Reference and Work Programme	To review the Terms of Reference and work programme.	Rachel McKeon	-	

Items to be scheduled				
Item	Purpose of Report	Lead Officer	Executive Member	Comments
Lily Lane Primary School	To receive an update on the progress of Lily Lane Primary School, following its inspection in October 2018.	Simon Taylor Rachel McKeon	Councillor Bridges	See January 2019 minutes
Ofsted Inspections of Childminders	To receive a report on Ofsted inspections of childminders.	Simon Taylor Rachel McKeon	Councillor Bridges	See March 2019 minutes

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**Manchester City Council
Report for Information**

Report to: Children and Young People Scrutiny Committee – 19 June 2019

Subject: Overview Report

Report of: Governance and Scrutiny Support Unit

Summary

This report provides the following information:

- Recommendations Monitor
- Key Decisions
- Items for information
- Work Programme

Recommendation

The Committee is invited to discuss the information provided and agree any changes to the work programme that are necessary.

Contact Officer:

Name: Rachel McKeon

Position: Scrutiny Support Officer

Tel: 0161 234 4997

Email: rachel.mckeon@manchester.gov.uk

Wards Affected: All

Background Documents (available for public inspection):

None

1. Monitoring Previous Recommendations

This section of the report contains recommendations made by the Committee, responses to them, if they will be implemented, and if it will be, how this will be done.

Date	Item	Recommendation	Action	Contact Officer
5 September 2017	CYP/17/40 School Place Planning and Admissions	To request further information on the number of siblings who have been allocated places at different schools.	A response to this recommendation has been requested and will be reported back to the Committee via the Overview report.	Michelle Devine, Interim Head of Access
27 February 2018	CYP/18/16 The Employment of Children	To request that the Council carry out a social media campaign to raise awareness of the legislation relating to child employment.	A response to this recommendation has been requested and will be reported back to the Committee via the Overview report.	Amanda Corcoran, Director of Education
4 September 2018	CYP/18/44 Early Help Strategy	To request to that the analysis of the Troubled Families outcomes for 2017 be provided to Members of the Committee.	A response to this recommendation has been requested and will be circulated to Committee Members.	Joanne Dalton, Strategic Lead for Early Help and Interventions
6 November 2018	CYP/18/55 Promoting Inclusion and Preventing Exclusion	To request that the Director of Education share school-level data on exclusions with the Chair.	A response to this recommendation has been requested and will be reported back to the Committee via the Overview report.	Amanda Corcoran, Director of Education
6 November 2018	CYP/18/55 Promoting Inclusion and Preventing	To request that information on the final destination of pupils who attended the Secondary PRU following permanent	A response to this recommendation has been requested and will be circulated to Members by email.	Amanda Corcoran, Director of Education

	Exclusion	exclusion be circulated to Members of the Committee.		
8 January 2019	CYP/19/05 Youth and Play Services	To request the needs analysis ranking information for the 32 wards in Manchester.	A response to this recommendation has been requested and will be circulated to Members by email.	Amanda Corcoran, Director of Education
5 February 2019	CYP/19/09 Updated Financial Strategy and Directorate Business Plans 2019-20	To ask the Head of Finance to provide details of school funding per pupil in recent years.	This information was circulated to Members by email on 28 February 2019.	Rachel Rosewell, Head of Finance
5 February 2019	CYP/19/09 Updated Financial Strategy and Directorate Business Plans 2019-21	To request that a visit be arranged to St Brigid's RC Primary School.	This recommendation has been completed.	Rachel McKeon, Scrutiny Support Officer
5 February 2019	CYP/19/11 Edge of Care Services	To request that a visit be arranged to Alonzi House.	This visit will be arranged shortly.	Rachel McKeon, Scrutiny Support Officer
5 March 2019	CYP/19/15 School Governance Update	To note that the Committee has previously requested a briefing session on the new Ofsted Framework, to be arranged when the details of the	A response to this recommendation will be reported back to the Committee via the Overview report.	Rachel McKeon, Scrutiny Support Officer

		Framework are known, and to request that an invitation to this be extended to all Members.		
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2. Key Decisions

The Council is required to publish details of key decisions that will be taken at least 28 days before the decision is due to be taken. Details of key decisions that are due to be taken are published on a monthly basis in the Register of Key Decisions.

A key decision, as defined in the Council's Constitution is an executive decision, which is likely:

- To 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, or
- To be significant in terms of its effects on communities living or working in an area comprising two or more wards in the area of the city.

The Council Constitution defines 'significant' as being expenditure or savings (including the loss of income or capital receipts) in excess of £500k, providing that is not more than 10% of the gross operating expenditure for any budget heading in the in the Council's Revenue Budget Book, and subject to other defined exceptions.

An extract of the most recent Register of Key Decisions, published on **1 May 2019** containing details of the decisions under the Committee's remit is included below. This is to keep members informed of what decisions are being taken and, where appropriate, include in the work programme of the Committee.

Register of Key Decisions:

Subject / Decision	Decision Maker	Decision Due Date	Consultation	Background documents	Officer Contact
Capital Investment in schools Ref: 2016/02/01D The approval of capital expenditure in relation to the creation of school	City Treasurer	Not before 1st Mar 2019		Business Case	Amanda Corcoran, Director of Education a.corcoran@manchester.gov.uk

Subject / Decision	Decision Maker	Decision Due Date	Consultation	Background documents	Officer Contact
places through new builds or expansions.					
Manchester School Road Safety Measures. 2019/05/21B The approval of capital expenditure on the delivery of a safe pedestrian infrastructure and associated works to improve crossing facilities adjacent to schools in Manchester.	City Treasurer	Not before 21st Jun 2019		Checkpoint 4 Business Case	Steve Robinson, Director of Operations (Highways) steve.robinson@manchester.gov.uk
Young Manchester - Youth and Play Commissioning 2019/04/29A To award a grant of £1,440,000 to Young Manchester Charity for the provision of Youth and Play services across Manchester for 2019/20.	Strategic Director - Children and Education Services	Not before 29th May 2019		Update report to Children's and Young People Scrutiny January 2019	Ruth Denton r.denton@manchester.gov.uk
Leaving Care Service - Seymour Road. 2019/05/21C The approval of capital expenditure on the conversion of the former children's centre on Seymour Rd into a new base for the Leaving Care Service.	City Treasurer	Not before 21st Jun 2019		Checkpoint 4 Business Case	Paul Marshall, Strategic Director - Children and Education Services p.marshall1@manchester.gov.uk

**Children and Young People Scrutiny Committee
Work Programme – June 2019**

Wednesday 19 June 2019, 10.00am (Report deadline Friday 7 June 2019)				
Item	Purpose	Executive Member	Strategic Director/ Lead Officer	Comments
Young Carers	To receive a report on Young Carers.	Councillor Bridges	Amanda Corcoran	See 30 January 2018 minutes
Increasing Inclusion Reducing Exclusion Strategy	To receive a report and/or presentation on the Increasing Inclusion Reducing Exclusion Strategy. To include: <ul style="list-style-type: none"> • off-rolling • managed moves • the policy, procedure and practice of excluding young people from Pupil Referral Units and Alternative Provision • information on the work taking place on alternative provision across the city in order to ensure the quality of alternative provision commissioned by Manchester schools • children missing from education, including arrangements for the safeguarding of children who have left a Manchester school and whose destination is unknown. 	Councillor Bridges	Amanda Corcoran	See February 2019 minutes, Council motion CC/18/91 and Ofsted Subgroup minutes January 2019
Complex Safeguarding/Protect report	To receive a report on the Council's Complex Safeguarding service, focusing on the identification and response to vulnerable children and young people and risk management.	Councillor Bridges	Paul Marshall	
Ofsted Subgroup- to	The report seeks the Committee's approval to re-	-	Rachel	

re-establish	establish the Ofsted Subgroup for the 2019/20 municipal year.		McKeon	
Overview Report	The monthly report includes the recommendations monitor, relevant key decisions, the Committee's work programme and any items for information.	-	Rachel McKeon	

Wednesday 17 July 2019, 10.00am (Report deadline Friday 5 July 2019)				
Item	Purpose	Executive Member	Strategic Director/ Lead Officer	Comments
Youth Justice	To receive a report on progress made since the Committee last considered this issue in March 2019, including the review of the Youth Justice service following the recent inspection. To include further information on what is being done to address the number of young people with SEND entering the Youth Justice system, including the work with Manchester Metropolitan University.	Councillor N Murphy	Paul Marshall/ Marie McLaughlin	See March 2019 minutes Invite Chair of the Communities and Equalities Scrutiny Committee
Raising Standards of Practice in Children's Social Care	To receive an update report.	Councillor Bridges	Paul Marshall/ Julie Daniels	See September 2016 minutes
Delivering Children's Services Through a Locality Approach	To receive a report on delivering Children's Services through a locality approach,	Councillor Bridges	Paul Marshall/ Sean McKendrick	
Overview Report		-	Rachel McKeon	

Wednesday 4 September 2019, 10.00am (Report deadline Friday 23 August 2019)				
Item	Purpose	Executive Member	Strategic Director/ Lead Officer	Comments
School Attendance	To receive a report on school attendance.	Councillor Bridges	Amanda Corcoran	
Leaving Care Service	To receive a further report to monitor the progress being made to improve outcomes for Our Young People.	Councillor Bridges	Paul Marshall/Abu Siddique/Nick Whitbread	TBC See March 2019 minutes
Overview Report		-	Rachel McKeon	

Items To Be Scheduled				
Item	Purpose	Executive Member	Strategic Director/ Lead Officer	Comments
Changes to Lancasterian Sensory Support Service	To receive a report in order to monitor the impact of the changes.	Councillor Bridges	Amanda Corcoran	See February 2017 minutes
Children's Services and the Manchester Local Care Organisation (MLCO)	To receive a report on Children's Services' involvement with MLCO. To include: <ul style="list-style-type: none"> The integration of Early Help and Early Years Manchester Locality Plan as it relates to services for children and young people Manchester's Transformation Plan for Children and Young People's Mental Health and Wellbeing Reducing Infant Mortality 	Councillor Bridges Councillor Craig	Paul Marshall/ Maria Slater (CAMHS)/ David Regan/ Sarah Doran	See November 2016 and January 2019 minutes Invite Chair of Health Scrutiny Committee and the Mental Health Champion

Early Help	To receive an update report in a year's time.	Councillor Bridges	Paul Marshall	See September 2018 minutes
Edge of Care	To request a further report in the new municipal year to update Members on the progress and impact of this work	Councillor Bridges	Paul Marshall/ Sean McKendrick/ Julie Heslop	See February 2019 minutes
Manchester Curriculum for Life	To receive an update report in 12 months' time.	Councillor Bridges	Amanda Corcoran	See July 2018 minutes Invite Chair of Economy Scrutiny Committee
Multi Agency Safeguarding Arrangements	To request an annual report and an update report.	Councillor Bridges	Paul Marshall	See February 2019 minutes
Population Health Needs of Manchester Children	To request an update report in 12 months' time.	Councillor Bridges	David Regan/Sarah Doran/Paul Marshall	See December 2018 minutes Invite Chair of Health Scrutiny Committee
Supplementary Schools	To receive a further report on supplementary schools at an appropriate time.	Councillor Bridges	Amanda Corcoran	See November 2018 minutes
Youth and Play Services	To receive a further report which focuses on qualitative data, including evidence of impact, outcomes and young people's feedback relating to the Youth and Play Fund 2018/19.	Councillor Rahman	Fiona Worrall	See January 2019 minutes
Regular items				
Early Years	To receive a quarterly update. Next update to report on the Early Years Delivery Model, focusing on the	Councillor Bridges	Amanda Corcoran	See 2 January 2018 minutes

	Health Visitor programme.			
Looked After Children (LAC) and Corporate Parenting (Annual Independent Reviewing Officer Report)	To receive an annual report on the work of the Corporate Parenting Panel. To include an update on recent developments in respect of LAC and corporate parenting. To include the future role/best use of existing children's homes including best practice within other local authorities and models of practice.	Councillor Bridges	Paul Marshall	See May 2018 minutes
Manchester Safeguarding Children Board (MSCB)	To receive the MSCB's Annual Report. To include the report of the Local Authority Designated Officer (LADO).	Councillor Bridges	Paul Marshall / Julia Stephens-Row	
Proxy Indicators	To receive quarterly presentations of the proxy indicators outlined in the report considered by the Committee in June 2018 and to request that these presentations also include information on school attendance and exclusions.	Councillor Bridges	Paul Marshall/ Sean McKendrick/ Amanda Corcoran	See June 2018 minutes
School Attendance and Attainment	To receive regular reports regarding attainment and attendance. Future reports to include: <ul style="list-style-type: none"> information on the use of flexi-schooling in Manchester and on children who are not included in the school attendance figures because they are waiting for a school place or are being home schooled information on the performance of pupils with SEND in special schools compared to those in mainstream schools and further information on the progress and outcomes for children from ethnic groups which are currently performing less well, including white British children the work taking place to support the four secondary schools in Wythenshawe and improve the educational outcomes for the 	Councillor Bridges	Amanda Corcoran	See 30 January 2018 and March 2019 minutes

	pupils, including any good practice which can be shared with other areas of the city			
School Governance	To receive a yearly report on school governance.	Councillor Bridges	Amanda Corcoran	
Special Educational Needs and Disability (SEND)	To receive regular reports on SEND.	Councillor Bridges	Amanda Corcoran	

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