
Scrutiny Review - School Exclusions

THURSDAY, 18TH OCTOBER, 2007 at 18:30 HRS - CIVIC CENTRE, HIGH ROAD, WOOD GREEN, LONDON N22 8LE.

MEMBERS: Councillors Egan (Chair), Cooke, Edge, Oakes, Reid and Vanier

Parent Governor Representative: Ms F Kally

AGENDA

1. APOLOGIES FOR ABSENCE (IF ANY)

2. URGENT BUSINESS

The Chair will consider the admission of any late items of urgent business. Where the item is already included on the agenda, it will appear under that item but new items of urgent business will be dealt with at item 6 .

3. MINUTES (PAGES 1 - 2)

To confirm the minutes of the meeting held on 6 March 2007

4. DECLARATIONS OF INTEREST

A member with a personal interest in a matter who attends a meeting of the authority at which the matter is considered must disclose to that meeting the existence and nature of that interest at the commencement of that consideration, or when the interest becomes apparent.

A member with a personal interest in a matter also has a prejudicial interest in that matter if the interest is one which a member of the public with knowledge of the relevant facts would reasonably regard as so significant that it is likely to prejudice the member's judgment of the public interest and if this interest affects their financial position or the financial position of a person or body as described in paragraph 8 of the Code of Conduct and/or if it relates to the determining of any approval, consent, licence, permission or registration in relation to them or any person or body described in paragraph 8 of the Code of Conduct

5. PRE -EMPTIVE WORK UNDERTAKEN SCHOOLS TO PREVENT SCHOOL EXCLUSIONS (PAGES 3 - 4)

To consider the pre-emptive work undertaken in schools to prevent exclusions including a) the visits to Gladesmore and Bow Schools and b) fixed term exclusions (report attached)

6. NEW ITEMS OF URGENT BUSINESS

To consider any items of business admitted at item 2 above.

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**MINUTES OF THE SCRUTINY REVIEW OF SCHOOL EXCLUSIONS
6 MARCH 2007**

Councillors *Cooke (Chair), *Egan, *Edge, *Oakes, and *Reid
Also present :- Ms Kally (Parent Governor Representative)

*Member present

1. APOLOGIES FOR ABSENCE

There were no apologies for absence received.

2. URGENT BUSINESS

None received.

3. DECLARATIONS OF INTEREST

Councillor Egan declared that he was employed as a Quality Assurance Assessor/Tutor by Canterbury Christchurch University.

4. SCOPE AND TERMS OF REFERENCE

The Chair sought the Panel's view as to whether the proposed scope and terms of reference for this review was too large. He suggested that it might be better to carry out two separate reviews:

- i. into the pre-emptive work within schools to prevent exclusions, taking in to account the measures available for schools to intervene, temporary exclusions and the LEAs guidance and support on this and that this should then be followed by
- ii. a review into the action taken once a pupil was excluded – i.e. the referral units and out-of school support.

This would enable more thorough reviews into each aspect, provide more succinct and useful recommendations and would maximise the impact of the scrutiny exercise.

Members suggested that the first review be concerned with the advice and support which the Council gave to schools about young people at risk of being excluded and that this would only be successful if it was done in collaboration with schools. The review should cover advice given by the Council on the way by which schools should deal with disruptive pupils and on the exclusion process. As part of the review advice should be sought about the preparation of Behaviour Support Plans for those at risk of being excluded.

It was agreed that detailed arrangements for the review could only be considered once the Panel had received further information about the preventive work within schools to prevent exclusions and the way in which the Council supported schools. Furthermore the Panel considered that this review was timely in that schools would have to review their preventative measures due to forthcoming Government legislation such as the Day 6 provision.

**MINUTES OF THE SCRUTINY REVIEW OF SCHOOL EXCLUSIONS
6 MARCH 2007**

RESOLVED:

1. That the Overview and Scrutiny Committee be recommended to agree:-
 - That a review be undertaken into the 'pre-emptive work' in schools to prevent exclusions. This should aspire (by working *with* schools) to reduce the number of exclusion in the Borough, to ensure recommendations of best practice were being disseminated and all the Borough's schools were informed of current best practice and guidance and 'future proofed' for up-coming legislation in this area.
 - That once this review was completed a further review be undertaken into the action taken once a pupil is excluded from school and that this review should commence early in the next Municipal Year
2. That the Director of Children and Young People's Service be instructed to prepare within the next 7 days a report on pre-emptive work within schools to prevent exclusions
3. That officers be instructed
 - a. to circulate the report to Members seeking their agreement to the terms of reference and scope of the review into pre-emptive work in schools
 - b. in the event of disagreement to arrange for the Panel to meet to consider the matter further
5. **BACKGROUND INFORMATION ON SCHOOL EXCLUSIONS AND PUPIL SUPPORT CENTRE PROVISION**

In view of the decisions reached on the previous item this report was not considered.

MATT COOKE
Chair

Scrutiny Review of Fixed-term Exclusions

Report 4: Updated data for 2006-07 October 2007

Introduction

1. The purpose of this report is to provide the latest data available for fixed-term exclusions for 2006-07. At this stage the data is provisional until national comparative data is confirmed by the Department for Children, Schools and Families – which is anticipated as being late October/early November.
2. This data is additional to that already submitted in previous reports.

Data

3. Summary:

Fixed-term exclusions P, S & Special	2006-07	2005-06	2004-05	2003-04
Total number of pupils with FXT exclusion	1,768	941	1,050	735
Total number of incidents of FXT exclusion	2,538	1,436	1,784	1,348
Total number of days lost	8,304	4,689	6,943	4,573
Average length of exclusion (days)	3.27	3.27	3.89	3.37
Average number of days lost per excludee	4.69	4.98	6.61	6.22

4. Repeat fixed term exclusions Primary, Secondary & Special 2006-07:

Number of exclusions	Number of pupils	Number of exclusions	Number of pupils
1	1402	10	0
2	177	11	0
3	81	12	0
4	62	13	0
5	25	14	1
6	11	15	1
7	2	16	0
8	5	17	1
9	0		

5. There is a reduction of 2.2% in the number of pupils having 5 or more fixed-term exclusions during the academic year 2006-07 compared with 2005-06. The average number of days per exclusion has also continued to fall.
6. Whilst 79.3% of pupils with a fixed-term exclusion had only one such exclusion, 2.6% of all pupils with a fixed-term exclusion had five or more in the last academic year (2006-07), In comparison, between 2003 and 2005, 8.82% had five periods or more.
7. This appears to indicate that there are more short fixed-term exclusions being used as part of the strategy to improve behaviour and attendance and that an increasing percentage of those excluded are having only 1 such day.

8. Fixed-term exclusions by gender:
25% female; 75% male.
9. Fixed-term exclusions by year group:
KS1 – 4%; KS2 – 11%;
KS3 – 52%; KS4 – 33%.
10. Fixed-term exclusions by SEN stage:
Not SEN – 50%;
School action – 25%;
School action plus – 17%;
With Statements – 8%.

11. Fixed term exclusions by Secondary school:

School	2005/6	2006/7	School	2005/6	2006/7
Fortismere (-)	178	101	Park View Academy (-)	62	54
Alexandra Park (-)	164	157	Highgate Wood (-)	93	48
St Thomas More (+)	226	305	The John Loughborough (-)	32	31
Woodside High (+)	124	133	Gladesmore (-)	25	0 *
Northumberland Park (+)	354	448	PSC (+)	28	197
Hornsey Girls (-)	111	75	TOTAL	1397	1549

12. Exclusions from secondary schools constitute 61.19% of all Haringey fixed-term exclusions, accounting for 91.37% of all days lost through fixed-term exclusion.
13. The following table shows the distribution of the number of days for which secondary pupils were excluded. Three hundred and forty secondary fixed-term exclusions (22.2% of secondary exclusions) were for more than five days.

Length of exclusion (in days)	Number of (Sec) exclusions
0.5 – 1.0	206
2.0 – 3.0	553
3.0 – 5.0	453
5.0 – 10.0	157
10.0+ (3 - 30+ days)	183

14. From September, schools have been required to provide full-time education for such pupils from day six and parents/carers have been responsible for ensuring that their child, if excluded, is not found on the streets during day one to day five of such an exclusion. Schools have been advised to ensure that letters advising parents/carers of a permanent exclusion make this clear.
15. To support schools in making day-6 provision, interim arrangements have been put in place whereby provision from day six (or day one if a former BIP school) is available for secondary age students through the Coppett's Wood site of the PSC and for primary age pupils through the Tuition Service. This will be at a charge to the school of the daily AWPU rate – interim funding for which has been made available to schools by the DCSF through their budgets to enable school partnerships to develop provision on a consortium or network basis.

Scrutiny Review of Fixed-term Exclusions

Report 5: Response to Questions Raised to Date October 2007

Introduction

1. The purpose of this paper is to address those questions that have been raised in response to previous reports and papers circulated to members of the panel. Where relevant, appropriate references to additional information are given.

General questions

2. Requests for data to be provided in the following formats will be circulated as soon as the national confirmed 2006-07 data is released – currently we are advised that this is expected to be the end of October:
 - individual school's fixed-term data to be analysed by ethnicity in comparison to the ethnicity profile for the individual school;
 - the number of looked-after children with fixed-term exclusions;
 - the number of youngsters with fixed term exclusions with mental health needs – with ethnic breakdown;
3. A request for more information regarding the Social Inclusion Panel and Hard to Place Protocols:

The Social Inclusion Panel has been replaced by the Common Assessment Framework (CAF) Network panel. This meets fortnightly. It comprises senior managers from multi-disciplinary teams from a range of the Haringey Strategic Partnership members and a lead agency is identified to ensure wrap-around needs analysis and provision in line with the Every Child matters (ECM) agenda. The panel is notified of all permanent exclusions enabling all partners to identify if a young person is known to them and to take appropriate actions. The panel will also receive referrals from schools or other agencies where a young person with a range of needs is at risk of permanent exclusion which the school would like more support or advice to prevent the exclusion. The CAF panel has requested that schools do not move to a permanent exclusion in several cases so that further or alternative support can be put in place – particularly where there may be complex behavioural needs, parental support or mental health issues. More detailed information of the working of CAF panels and Children's Networks is available from Jan Doust and can also be found in other committee reports.

The Hard to Place Protocol is now called the In Year Fair Access Protocol. A copy of the briefing note for governors and other officers and the protocol is attached as Appendix 1 of this report.
4. May we have more information on the implications for the safety of the general public in respect of those at the PSC with mental health needs or persistent offending / violent behaviour and the implications for schools of retaining more pupils in mainstream as a result of better shared good practice & (in relation to para 66 in report 2) what strategies are there to address mental health needs once they are identified:

The CAF panel is the procedure for addressing the way in which mental health services (Adolescent Outreach Team – AOT & Children and Adolescent Mental Health Services – CAMHS) are accessed, where there has not been an independent referral through a GP. CAMHS have been requested to provide a briefing paper for the scrutiny panel on the services they provide.

The first part of the question relates to permanent exclusions, which is not part of this specific scrutiny, but the Director of CYPS, Sharon Shoemith, will describe during her presentation to panel.

5. Why are there no references to Greig City Academy & where do they fit in the scheme of things? Why is there no data for Gladesmore?

Greig City Academy makes returns directly to the DCSF, although they do inform the local authority about permanent exclusions. Report 3 provided information on Gladesmore school – a BIP school – which makes its own provision from day 1 of any exclusion. Members of the panel will have visited Gladesmore by the time this report is read.

6. Where do excluded pupils fit in terms of the ECM agenda and curriculum access?

This is core to the work undertaken by the CYPS. In the last 18 months, all teams working on the exclusions agenda have been brought together into School Standards and Inclusion (SSI) in the Inclusion branch of the service that works to the government's social exclusion agenda. Also within SSI is the Secondary National Strategy consultant for Behaviour & Attendance, who works closely with the Attendance and Welfare team. The Pupil and Family Mediation Officer is also located in the Inclusion section. There is close working between these teams and the behaviour teams located in Children and Families and all of these teams contribute to the single school improvement meetings and plans for both Primary and Secondary schools. There are also strong links with the Youth Service and the 14-19 agenda – particularly the alternative curriculum and access to vocational and work-based learning.

The aim of all these services and the Changing Lives plan is to keep young people engaged in appropriate education by raising aspiration, improving attendance and increasing attainment, all of which have improved significantly in 2006-07. The Local Authority has been rated very positively on its partnership working with schools and the community and parental participation strand is has also been evaluated by external audit (APA) as being strong.

7. Is there a relationship between academic achievement and fixed-term exclusion?

We have not undertaken any research into this in Haringey but nationally it is recognised that the two are related in several ways:

- Young people not engaged in a meaningful curriculum can become disaffected and therefore more likely to misbehave and be excluded.
- Young people without effective parental support do not always have the aspirations or feeling of self worth to behave well or engage in curriculum or social activities.
- Those given a single, timely short fixed-term exclusion can turn their lives around with appropriate pastoral &/or parental support.

- Young people with unrecognised special educational / psychological needs can fail to develop social behaviours or find it difficult to engage meaningfully with an appropriate curriculum.
- Those engaged in antisocial behaviour or risk-taking behaviour are usually disaffected.

The BIP intervention programmes addressed some of those issues – see Report three - Reducing the number of repeat fixed-term or long-term fixed exclusions enables young people to be exposed to more of the social, emotional and educational curriculum. Report 4 shows that during the period of improving attainment in Haringey schools, these types of exclusion have reduced.

8. Is there a relationship between the quality of teaching and fixed-term exclusion? Members of the committee will have visited schools where a positive ethos and development of aspirations is seen as central to improving behaviour and achievement as central to improving attainment and will have formed their own opinions about the importance of such an approach. The national secondary SEAL programme (see report 3) supports this. It is not appropriate to say that schools with high levels of exclusion have poor teaching.
9. Can the professional associations provide evidence to the panel?
This has been done.
10. What is the role of Teaching Assistant versus Teacher in 'units'?
This is not an either/or, or one versus the other scenario. The two are complementary and can perform different functions and roles within a well-planned programme, be that in a unit or within the main body of the school. Sometimes young people find it easier to talk or relate to a teaching assistant or learning mentor than a 'teacher'.
11. What is the difference between PRU and PSC?
A PRU – a Pupil Referral Unit – is any provision operating under the PRU regulations for alternative provision and they can be making provision for a range of different needs across the country. In Haringey we have two PRUs – the provision for children with medical needs at the Tuition Service and the Pupil Support Centre for young people permanently excluded from school or with a statement of special educational need related to SEBD, where the alternative provision available through the PSC if named on the statement. PRUs are subject to independent inspections by Ofsted.
12. Why are some schools excellent and others not?
This question has been interpreted as meaning why do some schools exclude fewer pupils or for a shorter time than others and the answer is not simple. Members will have visited schools with effective practice in reducing / preventing exclusions and will have formed their own judgements. A key component is a clear vision by the headteacher that there is a link between aspiration, personal self worth and attainment and that education is a major opportunity for addressing social cohesion and economic well-being. 'Excellence' can be judged in terms of the positive difference that a school makes to a young person during their time at the school. It depends how one

chooses to measure this or how one defines an excellent school. It is clear that Haringey schools have raised attainment across the Borough through completely different management styles, in different socio-economic or cultural settings. The one common theme is that young people want to be part of the school, feel welcomed and have an appropriate range of opportunity to show their talents.

13. How can good practice be identified and shared?
Haringey has a range of ways in which this happens. There is a comprehensive professional development programme; schools operate in learning networks where best practice can be shared or common needs discussed; there are leading teachers that can support and demonstrate best practice; regional advisers challenge the local authority and schools and facilitate the sharing of best practice across boroughs, to name a few. Key in any sharing of best practice is the engagement of governing bodies and parental & community groups.
14. How do Local Authority (LA) officers see themselves and their role in improving behaviour / reducing exclusions? What role do unions play in the process?
The role of the LA and their relationships with schools is clearly set out in government guidance. In addition to the statutory functions, LA officers are there to provide support and challenge and promote the sharing of information and best practice, as well as to provide comparative data to support a schools self evaluation and development. One key function is to provide School Improvement Partners (non-LA consultants required by the DCSF) with sufficient information and data to use in their conversations with schools' leadership teams and getting them to analyse their exclusions data to target interventions and resources effectively.
The professional associations will be attending a scrutiny panel meeting and can describe their role in the process.
15. What is the role and understanding of governing bodies in the exclusions process?
Supporting governors to fulfil their statutory obligations is another key function of LA officers. New guidance on exclusions has been published by Haringey to enable school discipline committees to ensure exclusions procedures are followed correctly. A comprehensive training programme has been developed and published and governors can participate in central or school-based training. The Governor Support & Training Unit trains its clerks to also support those schools that have bought back into the service. Additionally the GSTU keeps a record of those governors that have been trained. The Unit also provides regular training programmes for governors on their duties and includes training for analysing data and financial training to support targeting of resources to need. The uptake of training on exclusions has not been extensive.
16. Is there any information on how youngsters with fixed-term exclusions are monitored with regard to where they go post-16?

There is no specific data available to answer this question in terms of those that have had fixed-term exclusions. However, every school has a Connexions or Prospects worker whose role it is to ensure that every young person's onward route post-16 is tracked and the NEET/EET data is reported as part of the CYPS monitoring.

Questions from previous papers and reports

17. All of the questions in this section have arisen from Report 2 – Fixed-term Exclusions, Behaviour Interventions and Provision in Schools and the Local Authority - and those listed below were answered in report 3.
- Para 17: can information be provided about the role etc of the Pupil Placement Officer?
 - Para 25: Why are some secondary schools not excluding?
 - Para 31: Why the difference between the relationship between 1 exclusion and further incidents at Primary (greater link) and Secondary (lesser link)? What is the Department's interpretation of fixed-term exclusion figures?
 - Para 32: Could the provision in BIP schools be given in more details?
 - Para 44: What criteria are used by the BST? What is their success rate? What is the tracking between Primary and Secondary?
 - Para 48: Can we be more specific about the strategies used by the BST so that good practice can be shared?

There have been no further questions received in relation to report 3.

18. The following are the residual questions for report 2.

Para 5: What is the curriculum offer made in schools for those on fixed-term exclusions & how is it resourced? How do schools reintegrate the excluded? What mentoring takes place?

The role of the school in ensuring that those excluded from school have the opportunity to continue their study is set out clearly in the national guidance for excluded pupils. This was strengthened further with the revised guidance that came into force in September 2006, with schools being required to ensure access to full-time educational provision from day six of any exclusion. Schools are responsible for making such provision from within their existing budgets. The reintegration procedures are different in each school but the guidance is clear that any exclusion of more than five days ought to have a reintegration meeting before the young person returns to school. Schools have the option of using informal agreements with parents or the more formal parenting contracts if they wish. Longer exclusions ought to be supported by a Behaviour Support Plan / Pastoral Support Plan and indeed at a permanent exclusion the school would be expected to provide evidence of such support and plans that had been put in place as well as evidence of impact monitoring. Most schools use plans but the monitoring of their impact and modification is patchy.

19. Para 7: Is there a recognised way in which cultural, ethnic and faith minority groups are involved?

The Parental Outreach team and the Pupil and Family Mediation Officer have played key roles in this. The Community and Parental Participation Strategy has

identified this as one of the key strands for development this year and there have already been initial consultations with the Somali community.

20. Para 11: who is defined as 'All' members of the school community?
The DCSF guidance on the development, implementation and review of policies is clear that 'all' members of the community should be involved – particularly in behaviour policies and as a minimum this includes pupils, parents/carers & staff but can extend to local community groups and businesses, depending upon the ethos of the school and how it perceives itself as being part of the community.
21. Para 12: What do we mean by appropriately trained? What is the LEA doing? What are the guidelines given by Professional Associations to their members? This question relates to restraint training and, with the proviso that any adult has a duty of care to protect a child from immediate harm, no member of staff should be expected to restrain a child/young person unless they have undertaken recognised accredited training. The local authority has run programmes of such training for many years and schools can also access accredited trainers themselves.
The Professional Associations have been requested to submit evidence to the scrutiny review.
22. Para 14&15: What is the take up rate of appeal for fixed term exclusions? This is very low indeed although the appeal against permanent exclusion has increased significantly. The Local Authority would not be aware of all appeals against the shorter fixed-term exclusions.
23. Para 16: What is meant by the child's school record? What does it include? How available are the details where LA/independent advice and support can be accessed?
Letters to parents/carers must give contact details where advice can be sought and that there is a right of access to the child's file. Haringey's model letter suggest that the details for the Advisory Centre for Education and the Pupil & Family Mediation Officer are provided and, where a young person has SEN, the Parental Support Officer. In addition, Haringey's new guidance, which is also available on line, gives a full list of support agencies as does the Exclusions page on the web site.
Every child has a file at school which details important information such as key contacts, important medical information such as allergies, curriculum progress details, copies of communications with the home and details of sanctions and rewards of note – including all exclusions and usually internal seclusions / behaviour records (although these may be kept in a separate location unless requested). This file will be forwarded to any school that the child may move to. A parent/carer can request to see their child's file at any time and the school is obliged to provide a copy when requested in writing, and may make a charge for copying, but they must blank out any reference to any other child and can, where it is thought that releasing the information might put the child in danger, withhold such details. Schools are advised to seek Local Authority advice in such circumstances. If parents/carers wish to see complete records they can make an application under the data protection act and this must be provided in full unless there is a grave danger that the child, an officer or member of staff or

any other person might be put at significant risk of harm. Legal advice is always sought in such circumstances.

24. Para 18: are internal exclusions being recorded?
As stated above, internal exclusions would be recorded on a pupil's file and may be submitted at any exclusion hearing. This data is not collected at local authority level.
25. Para 19: Have we any data relating to school discipline committees (SDC) not upholding a headteacher's decision?
This question relates to permanent exclusions. It is rare for an SDC not to uphold a headteacher's decision. The LA is aware of two during 2006-07.
26. Para 20: Have we any data relating to SDCs ensuring suitable arrangements are in place for a child to continue their education during a fixed-term exclusion?
There would usually not be any SDC involvement in a fixed-term exclusion.
27. Para 26: Are the reasons for exclusion from a special school the same as for mainstream schools?
There tends not to be the same range. Exclusions from special schools usually relate to behaviour that is a health and safety risk to the young person themselves or others in the school.
28. Para 27: in relation to fixed-term exclusions from the PSC and their provision of off-site tuition – Is this semantic or a way round the issue of exclusion in the PSC?
No, the PSC will always attempt to provide off-site provision in a safe environment where longer fixed-term exclusions are unavoidable – eg an ongoing criminal investigation. In all short fixed-term exclusions work will be provided and in every case parents are invited to a return to school meeting, regardless of the length of the exclusion.
29. Para 29: Apart from not having a 'real-time' picture, does the LA have real knowledge of less-than-5-day exclusions?
Schools are only required to report short fixed-term exclusions once a term and so there is only real confidence in the data returned to the LA at the end of the school year. However, the DCSF has introduced new attendance recording procedures which are made available twice a year (first two terms only) and, providing the school has used the correct registration code, the LA will be able get a snapshot more accurately from January 2008, although special schools are not yet required to use this system to report data to the DCSF. The DCSF is also nearing the end of a consultation on whether city academies should also be covered by the same exclusions processes and procedures for reporting data and initial anecdotal feedback is that this will be the case.
30. Para 30: How could the collection of 'in-school' exclusions, logged on pupils' files) be used in a proactive manner?
Schools ought to be using this type of data to target resources and support effectively. The conversation with the School Improvement Partner could cover such an area. The most successful way of using this information would be for

governing bodies to request it on a regular basis as part of measuring school performance and improvement.

31. Para 33: What is happening in Haringey in relation to Parenting Contracts & Parenting Orders? Is this information translated for parents?
Schools have always used a form of Parenting Contract to improve behaviour and attendance and we do not anticipate a huge increase in the use of formal contracts except as part of a pre-court assessment meeting regarding attendance or as part of a managed move – as set out in the protocol. Like all communications with parents, the school should ensure that the information in the agreement is in an accessible form to the parents. There have been no Parenting Orders sought for behaviour to date, although four have been imposed by the courts for attendance in the last year. The parental support is provided through YOS and through the Educational Psychology Service. One of the orders was served against a parent with EAL and a translator was used to deliver the course – although this is recognised as not being ideal. Bilingual staff in the Parental Outreach team are currently undergoing training or working with parents to develop parenting skills.
32. Para 37: can we have more information on Internal Exclusions Units?
Members will see these when they visit the schools.
33. Para 40: What is Hornsey Girls' 'virtual unit'?
It isn't a specific room or building but is rather a programme of support.
34. Para 46: Which PSC site is the BIP secondary provision on and how does one deal with the court problem and some young people not associating with each other?
The BIP provision is located at the Coppett's Wood site. The problems related to bail conditions, area restrictions etc are managed in the same way as they are in any other setting – ie alternative locations such as the other PSC site, the use of the Tuition Service building or provision on a different site by a PSC member of staff is arranged. Any single site provision will always encounter that difficulty.

Questions from visits

35. The answer to these questions arising from recent visits will be tabled at the next scrutiny meeting.

Gladesmore

- How much does the Sports Academy cost per pupil?
- Does the school provide and support the Learning Mentors in their Professional Development. Is there a career structure available to them?
- The AEN monies that Tony referred to. Can you acquaint us with the Haringey Formula?
- Can we be provided with the off site numbers of pupils attending Spurs over the last 3 years?
- How is CIVITAS involved with Gladesmore? If it is financial, what monitoring mechanisms etc do Civitas have in place?

Bow Boys:

Appendix 1:
In Year Fair Access (formerly Hard to Place Protocol) Governor briefing note
and In Year Fair Access Scheme

1.	Hard to Place Protocol
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For: Information

Action:

Contact: Susan Shaw, Head of Inclusion
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Introduction

From September 2007, local authorities are required to have a protocol in place to ensure the admission to schools for those children and young people who may find it more difficult to have their range of needs met.

Haringey is currently trialling a Hard to Place protocol on a voluntary basis but this will need to become a formal agreement from September 2007.

Currently the Hard to Place protocol panel consists of three headteachers supported by local authority officers. The panel meets once a month with each headteacher taking part on a rota basis. The panel considers the most appropriate placement for the young person based on their need and parental preference.

The panel ensures that a balance of complex placements is equitably distributed across all schools.

'Hard to Place' categories currently include:

- Looked after children;
- Excluded students, including children attending the Pupil Support Centre (PSC) who need to be reintegrated into mainstream school;
- Children who have been out of education for more than half of one school term;
- Children of asylum seekers and refugees not in accommodation centres;
- Homeless children;
- Children with unsupportive family backgrounds where a place has not been sought;
- Children known to the police or other agencies;
- Children returning from secure units;
- Children without a school place and a history of serious attendance problems;
- Traveller children.

The government's intention for any Hard-to-Place protocol is that it will enable a school's admission number to be exceeded in exceptional circumstances where finding educational provision for these young people would otherwise not be possible, in a similar way to the admissions options for children with statements of special educational need.



In-Year Fair Access Scheme for Haringey Schools

Introduction

1. Paragraph 3.15 of the new Schools Admissions Code says that all admissions authorities and Admissions Forums must have a protocol for Fair Access (formerly called a 'Hard to Place Protocol') in place by September 2007 and that all local schools and Academies must participate. This In-Year Fair Access scheme complies with that requirement and is based on the review of the two-term trial 'Hard-to-Place' protocol.
2. Its aims are to:
 - acknowledge the real needs of vulnerable young people who are not on the roll of a school to be dealt with quickly and sympathetically;
 - fairly share the burden of admitting vulnerable students across all schools & Academies, taking account of their capacity to support each student;
 - arrange such admissions openly through a process which has the confidence of all.

Students within the scope of this scheme

3. The admission to school of the following students falls within the scope of this scheme:
 - Children in Public Care / Looked-After Children;
 - those permanently excluded, in particular those seeking reintegration from the Pupil Support Centre;
 - those who have been out of education for more than 6 weeks (half a term);
 - asylum seekers and refugees not in accommodation centres;
 - homeless children and young people;
 - those with unsupportive family backgrounds where a place has not been sought;
 - those known to the police or other agencies such as the Youth Offending;
 - those returning from secure units;
 - those without a school place and a history of serious attendance problems;
 - Traveller/Gypsy/Roma children
4. The Fair Access Panel will also consider applications for managed moves.

Composition of the panel

5. A panel, consisting of three headteachers, the Head of Admissions and the Head of Inclusion (chair), will meet once a month (or as necessary) to ensure the prompt and fair allocation of young people to schools. The quorum will be three, where there are at least two headteachers and one local authority representative.
6. Headteachers' representation on the panel will be agreed annually at the secondary heads meeting.

The decision-making process

7. Cases will be brought to the panel by the Haringey Admissions team.
8. The Panel will be supported by the Pupil Placement Officer who will administer the panel and provide data and information on past decisions, including allocations by school, year group and points weighting.
9. The Panel will also have available to it the number of students with statements of special educational need allocated over number through the SEN procedures and the number of vacancies by year group.
10. Where a young person is known to a particular service or agency, an officer with knowledge of that young person will be invited to the allocation panel, or a short written statement may be submitted.
11. Where a school is requesting agreement to a managed move then the headteacher (or representative) will attend with documentation as set out in the managed moves protocol.
12. When making the decision as to appropriate placement for the child, the panel will take into account:
 - the parents' views (including religious affiliation);
 - the distance from home to school;
 - the extent to which the school has itself recently excluded students;
 - the number of 'points' accumulated by schools that have already admitted students under the protocol (please see explanation below);
 - the needs of the student, where this is known;
 - any capacity/capability reasons why the school may not be able to respond to the needs of the student.
13. The panels will award points for each pupil admitted under the protocol. Points can range from 1 to 3, with 3 allocated to those pupils who, in the view of the panel, represent the greatest challenge to the schools to which they are allocated.
NOTE: The panel will also award points to a school where a young person or their family refuses to take up the offer of a school place under normal admission procedures and where a School Attendance Order process has been instigated.
14. The points allocation for The John Loughborough School will be multiplied by four to bring it into line with other schools.
15. Decisions regarding placement of students under the Fair Access scheme will be made by the panel, and will be final. Admission must take place within **15** school days of the school receiving notification of the decision.
16. The school may appeal against the panel's decision only where the school has prior knowledge of the specific young person which was not known to the panel at the time of decision, which makes the placement inappropriate. The appeal should be made in writing within **5** school days of the school receiving notification of the decision.
17. The appeal will be considered at the next panel meeting, or an extraordinary meeting of the same panel members may be called to consider an appeal where a delay to the following panel would be inappropriate, for example in the case of looked-after children.
18. The admission of a young person through the fair-access panel will on occasion take the school above the planned admission number for that year group. This allocation **by the Fair Access panel** will never exceed one per class per year group. Note: This does not include allocations made through the SEN panel that take a school over planned admission number or where a school which is its own admission authority has chosen to admit over number itself.
19. It is recognised that for young people seeking in-year admission to school there is often little information easily or readily available. To ensure fair access and avoid accusations of 'selection' there needs to be a balance of the degree of information to make a best placement whilst avoiding an unreasonable delay in allocation or admission.

20. Consequently, where a young person has been allocated a school place and the school awarded points based on the best information available at the time, and this subsequently proves to be inappropriate/inaccurate, the school may bring the case back to the panel for a change in points allocation or, in very rare and extreme circumstances, reallocation.

Relationship with appeals

21. Where young people are admitted to a school above the planned admission number in any year group, under the protocol, this should not undermine the admission authority's case which is founded on prejudice to the school and efficient use of resources.
22. Appeal panels will be made aware of the conditions of the scheme, and that the admission of an additional student under this scheme is quite different from a school voluntarily exceeding its admission limit. Panels will also be made aware that any decision they make to allow appeals will place further pressure on a school's resources.

Monitoring the operation of the protocol

23. The anonymised details of all decisions will be made available to the Admissions Forum as a standing agenda item to demonstrate that the Protocol is being applied appropriately.

Appendix 2:
Managed Moves Governor briefing note and copy of Managed Moves Protocol

1.	Protocol for Managed Moves
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For: Secondary mainstream schools

Action: School Discipline Committee to be aware

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Introduction

Haringey secondary Headteachers requested that the local authority introduce a 'Managed Moves' protocol. The final draft is out for headteacher consultation, with the aim that it will be adopted in the summer term 2007. The final protocol will be circulated to governors separately.

In certain limited circumstances, it may be appropriate to transfer a young person to another school to reduce the risk of permanent exclusion. Such transfers must be processed within the procedures outlined in this protocol, in order that schools are in no doubt as to who is responsible for the young person at any time during the process.

The protocol will inevitably be linked to exclusions and admissions. The decision to exclude a young person for a fixed term or to recommend permanent exclusion rests with the school, and this protocol does not seek any change in responsibility, but may offer an alternative to permanent exclusion in some circumstances.

Managed moves will be considered by the Hard to Place panel, where headteachers will consider all requests for managed transfers between schools and will give favourable consideration to those cases where it is felt that a fresh start, with an opportunity to develop new relationships, is likely to have a positive impact upon the young person's progress and inclusion in a mainstream setting.

Requests for managed transfers will not be considered without the signed agreement of the parents.

All schools agree to act in line with this protocol and must, therefore, adhere strictly to its requirements, particularly with reference to its time-scales and in the provision of appropriately detailed information about the young person.

All managed transfers will last for an initial trial period with a set date for a formal review procedure, at which a final decision will be made as to whether the transfer become permanent.

Funding will be transferred to a receiving school at the end of the trial period. The original school will ensure the transfer of funding between the establishments. The Local Authority does not hold funding centrally to support managed moves.

Haringey Protocol for Managed Moves – Secondary

Introduction

1. This protocol complies with the DfES guidance on the circumstances when a managed move may be appropriate and the procedures to be followed.
2. In certain limited circumstances, it may be appropriate to transfer a young person to another school to reduce the risk of permanent exclusion or where it is unavoidably in the best interests of all parties for a fresh start at another school.
3. Such transfers must be processed within the procedures outlined in this protocol, in order that schools are in no doubt as to who is responsible for the young person at any time during the process.
4. Such a move must be with the agreement of the young person's parents/carers and the receiving school. Requests for managed transfers will not be considered without the signed agreement of the parents/carers.
5. Where a young person has a statement, an interim review meeting (similar to an annual review) must be held prior to any transfer. The appropriate Local Authority (LA) officer must be present. This is a statutory requirement.
6. The Fair Access Panel will monitor all managed moves and the originating school is responsible for ensuring that the information is passed to the panel via the Admissions team, as detailed in the procedures of this Protocol.
7. This Protocol does not apply to young people moving in and out of the Pupil Support Centre. Such young people would either be: subject to dual registration between the PSC and the mainstream school; would be there for a period of assessment agreed through the CAF Panel; would already have been permanently excluded with their reintegration into mainstream being managed through the Fair Access Panel.

Principles

8. The following principles must underpin all managed transfers:
 - The transfer of a young person in public care should be avoided at all times other than in extreme and exceptional circumstances.
 - Justification for the transfer of a young person with a statement of special educational need will have to be especially strong.
 - A managed transfer request will normally be initiated by the young person's current (home) school.
 - It is essential that the full agreement of parents/carers is obtained. The views of the young person must also be considered.
 - A managed transfer must form part of either the young person's Pastoral Support Plan (PSP) or, for a young person with special educational needs, their Individual Education Plan (IEP).
 - Parents/carers will be expected to agree to a Parenting Contract with the receiving school.

- Generally, it is the collective expectation of both schools and the LA that a managed move should be considered prior to a permanent exclusion being implemented, with the school demonstrating that all other preventive strategies have been exhausted in line with the school's Behaviour Support Policy.
9. Where a young person has a statement of SEN, interim statutory review procedures **must** be implemented prior to any transfer request or a permanent exclusion. Whilst awaiting a managed move, if a young person behaves in a way which would normally lead to a permanent exclusion in accordance with the school's discipline policy, the school will normally serve a fixed-term exclusion, pending the outcome of the attempt to agree a managed move, although permanent exclusion remains a final option.
 10. Where a young person is in the care of a local authority, a care plan review **must** be implemented prior to any transfer request or permanent exclusion. The school should contact the LAC team in Children and Families, who will respond within 24 hours. Whilst awaiting a managed move, if a young person behaves in a way which would normally lead to a permanent exclusion in accordance with the school's discipline policy, the school will normally serve a fixed-term exclusion, pending the outcome of the attempt to agree a managed move, although permanent exclusion remains a final option.
 11. In exceptional circumstances a managed move may be desirable for other reasons where a fresh start is required. The Managed Moves Protocol does not replace the agreed Admissions criteria for a parental request for a transfer to another school for social/emotional/pastoral reasons, but is rather supplementary to that process.
 12. All schools have agreed to act in line with this protocol and must, therefore, adhere strictly to its requirements, particularly with reference to its time-scales and in the provision of appropriately detailed information about the young person when negotiating a managed move.
 13. All managed transfers will last for an initial trial period (to a maximum of six weeks), with a set date for a formal review procedure, at which a final decision will be made as to whether the transfer will now become permanent.
 14. The home school will retain the young person on its admission register throughout the trial transfer period and be responsible for recording attendance in line with registration regulations for a young person in alternative provision.
 15. The receiving school must maintain a daily attendance register during the trial period, and take responsibility for first day calls or other procedures for non-attendance normally followed within the school. The receiving school will supply the home school with attendance information in the way agreed in the trial period agreement.
 16. A receiving school must admit the young person within fifteen days of the Managed Move trial period agreement, in accordance with the principles outlined in the plan tailored to the young person's individual needs. This might, for example, include mentoring or a period of attendance within an LSU alongside full mainstream school activities for the duration of the trial period.
 17. Funding from the 'home school' will be transferred to the receiving school at the end of the trial period when the young person is then formally admitted. This will be the pro rata balance remaining of the AWPU plus any other appropriate amounts such as Special Educational Needs funding. When the young person is formally admitted, the funding will be backdated to the beginning of the trial period.
 18. All schools must act in a spirit of partnership and co-operation for the managed transfer arrangements to work.

Procedures

19. Prior to requesting a managed move, the headteacher should satisfy his/herself that the requirements of any plans and reviews have been met in full.
20. The headteacher must inform Admissions of the possibility of a managed transfer being requested.
21. The headteacher must consult parents/carers and the young person about their views on a transfer to another school at a review meeting of the young person's progress, as part of the young person's current PSP or IEP. Appropriate supporting professionals in accordance with the young person's individual circumstances and requirements should attend.
22. Where a young person is the subject of a statement, the review must take the form of a statutory interim review, which must be attended by an appropriate officer from the Statutory Assessment team.
23. If parents/carers agree to a transfer, written consent must be obtained and they must also be asked whether they wish to nominate an alternative school(s). They must be informed that there is no guarantee that their request will be approved.
24. The welfare of the young person and the capacity of the receiving school to meet their needs will be paramount.
25. Once a trial period for a managed move is agreed between the home and receiving school, a meeting will be arranged by the home school with the new headteacher or representative, together with the parents and young person. The home school will explain how the trial period will operate. The young person must remain on the home school's register at this stage.
26. Following the meeting, if the parents/carers and young person are in agreement that the transfer will take place, the following arrangements must be recorded:
 - the length of the trial period (not exceeding six weeks);
 - the date set for the final review meeting;
 - the arrangements for reporting and recording the young person's attendance record. (This will be kept on the home school's register, using the code for 'receiving education off-site' (present), so long as the child is actually in attendance when required. Absences which are not approved must be recorded as 'unauthorised');
 - any other issues needing clarification such as transport, learning support, involvement of LA officers and other professionals.
27. The agreement to transfer must be copied to the LA Admissions team and the Pupil Placement Officer and to the home school, where it will be placed in the young person's file.
28. The receiving school will complete a formal Parenting Contract during the trial period and send a copy to the Pupil Placement Officer.
29. In exceptional circumstances, if the receiving school wants to end the trial before the period is complete, the headteacher must consult with the home school before confirming this in writing to the parent(s), the LA, and the home school, specifying the date from which the young person must return to their home school. A return to school planning meeting will be essential the arrangements for which must form part of the receiving school's letter.
30. At the agreed final review meeting, a decision must be made to determine whether the young person will return to their home school or be admitted to the new school on a permanent basis. Extending the trial period will only be appropriate in unusual circumstances such as long-term absence through illness and must be confirmed in writing as above.

31. On the agreed date, the young person must be removed from the admission register of the home school and added to the admission register of the receiving school. Any remaining school records should then be transferred. Once this has happened, the receiving school or provider cannot remove the young person from their school roll other than by the usual deregistration procedures that apply to all other young people.
32. The original school will then ensure the transfer of funding between the establishments. The Local Authority does not hold funding centrally to support managed moves.

Practice to be Avoided

33. Parents/carers should not be 'advised' to remove their child from roll and 'find another school'. Legally a school cannot remove a young person from their roll until their destination is known and confirmed. A parent removing their child from roll without an onward school place is breaking the law.
34. Parents/carers should not be advised to remove their child from roll and 'educate otherwise' / 'home educate'.
35. Schools should not enter into informal arrangements to 'exchange' pupils without informing the Local Authority, as detailed in this protocol.
36. Young people should not be transferred without adequate evidence of previous support plans and evaluation of impact, without full background information being available to the receiving school and without adequate induction and support plans being in place at the receiving school. Parenting Contracts are also needed.

Note: In this protocol, "parent/carer" includes any person who has 'parental responsibility' for a child and anyone who currently has care of the child.