

**Report for:** Children and Young People's Scrutiny Panel - 27<sup>th</sup> September 2017

**Item number:**

**Title:** Scrutiny Review on Disproportionality of BAME in Haringey Youth Justice System

**Report Authorised by:** Gill Gibson, Assistant Director, Early Help and Prevention, Children's Services

**Lead Officer:** Jennifer Sergeant, Head of Targeted Response and Youth Justice

**Tel:** 0208 489 1702

[Jennifer.sergeant@haringey.gov.uk](mailto:Jennifer.sergeant@haringey.gov.uk)

**Wards affected:** All

**Report for Key/Non Key Decision:** Non Key Decision

**1. Describe the issue under consideration:**

This report gives an update on work undertaken to progress the response to the recommendations from the Children's Scrutiny Panel Review December 2016. It also provides an update on the issue of school exclusions to address the increase that was noted as part of the performance briefing, which is included under the specific recommendation requesting this.

**2. Cabinet Member Introduction:** N/A

**3. Recommendations:** The Children's Scrutiny Panel is asked to note the progress made towards implementing its recommendations set out below.

**4. Reasons for decision:** N/A

**5. Alternative options considered:** N/A

**6. Background information:** N/A

**7. Contributions to strategic outcomes:**

Priority 1 of the Corporate Plan – "Enable every child and young person to have the best start in life, with high quality education" It is particularly relevant to Objective 5; "Children and families who need extra help will get the right support at the right time to tackle issues before they escalate"

Priority 3 of the Corporate Plan – "A clean, well maintained and safe Borough where people are proud to live and work." It has particular relevance to Objective 5: "To work with partners to prevent and reduce more serious crime, in particular youth crime and gang activity."

**8. Statutory Officers comments (Chief Finance Officer (including procurement), Assistant Director of Corporate Governance, Equalities):** N/A

**9. Use of Appendices:** Update on the recommendations of the scrutiny review panel

**10. Local Government (Access to Information) Act 1985:** N/A

## Appendix 1

### RECOMMENDATIONS:

#### *Disproportionality in Youth Justice*

| Recommendation & Action                                                                                                                                                                                                                                                                                                                                                                                                       | Lead & others to be involved                                                                                                          | Timescale         | Agreed Partially/Agreed Not /Agreed | Comments                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Progress                                                                                                                                                                                                                                                                                               |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|-------------------|-------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1. That the Youth Justice Service be requested to engage with the Youth Justice Partnership Board in order to assist with further analysis of relevant data on disproportionality and that this process includes consideration of the over representation of young people classifying themselves as “Black other” in order to seek to establish the reasons that might be behind this.<br/><i>(Recommendation 2.5)</i></p> | <p><b>Simon Stone Service Manager – Haringey Youth Justice</b><br/>&amp; Steve Milne – Haringey Youth Justice Performance Manager</p> | <p>March 2017</p> | <p><b>Agreed</b></p>                | <p>The Council’s Youth Justice Service will be undertaking further analysis of data including its implementation of the Youth Justice Board’s Disproportionality Tool. The analysis will be deeper than the Disproportionality Tool can currently provide to include analysis of re-offending data and comparison with other areas with similar demographics of Haringey. Analysis will include the level of disproportionality amongst young people identifying themselves as “Black other”, with the aim of determining the factors that might contribute to this.</p> | <p>We have liaised with the YJB and been informed that the toolkit is only available with data from 2012/13. The YJB intends to release a toolkit with 2015/16 data however this has yet to be delivered. The YJS has developed our own local tool to assist in the analysis of disproportionality</p> |

|                                                                                                                                                                                            |                                                                                                                |                   |                      |                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                         |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|-------------------|----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                            |                                                                                                                |                   |                      |                                                                                                                                                                                                                                                                                                            | <p>in relation to ethnicity. This is being populated with 2016/17 data.</p> <p>September Update</p> <p>The YJS have produced Haringey's disproportionality report using the 2016/17 offending cohort and this is scheduled in for an annual update. The information contained within the local toolkit can now be used to develop service response.</p> |
| <p>2. That the Council and partners in Haringey who provide services affecting young people at risk of entering the Youth Justice system be requested, as a key part of their response</p> | <p><b>Haringey Youth Justice Partnership Board</b><br/> <b>Chair- Zina Etheridge</b><br/> <b>DCEO LBOH</b></p> | <p>April 2017</p> | <p><b>Agreed</b></p> | <p>The Ministry of Justice's Review into the Youth Justice System (being led by Charlie Taylor) is due to report at the end of the year/early next year. It is expected to recommend significant reforms to the structure and responsibilities of local Youth Offending Teams as well as devolving the</p> | <p>The Charlie Taylor Review was published in December 2016 simultaneously with government response to it.</p>                                                                                                                                                                                                                                          |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                          |                                   |                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                            |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>to the Charlie Taylor review, to;</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p>Jennifer Sergeant<br/>Head of Targeted Response and Youth Justice</p>                                                                                                                                 |                                   |                      | <p>budget and commissioning responsibilities for youth custody to regional bodies. The review may also make recommendations on the proportionality of responses and procedures of the police and other agencies in contact with young people, linking with a separate review currently being led by MP David Lammy into BAME representation in the criminal justice system.</p>                                                                                                                                                                                                                                                                                                                                                                                                                           | <p>The shift and scale in Youth Justice reform anticipated did not result as expected. Improving Educational Outcomes for young people was at the heart off the review</p> |
| <ul style="list-style-type: none"> <li>• Hold an open consultation on the future of youth justice services and place the reduction of ethnic disproportionality at the heart of this.</li> <li>• Review their policies, procedures and service outcomes to satisfy themselves and the community that they are meeting their public sector equality duty under the Equalities Act, treating all children and young people equitably and activities and interventions are meeting the needs of all</li> </ul> | <p><b>Jennifer Sergeant<br/>Head of Targeted Response and Youth Justice</b></p> <p><b>Haringey Youth Justice Partnership Board – Chair Zina Etheridge LBOH DCEO</b></p> <p>All partner organisations</p> | <p>April 2017</p> <p>May 2017</p> | <p><b>Agreed</b></p> | <p>Haringey’s Youth Justice Partnership Board’s Youth Justice Transformation work stream includes consultation on plans and co-production of future services with local communities and young people in shaping its preparedness and readiness for Haringey’s response to Charlie Taylor Review, and the Lammy Review.</p> <p>When these wider reforms are made to the structures, responsibilities and processes across the youth justice system, we will ensure that disproportionality within the youth justice system and equality considerations feature prominently and inform Haringey’s own local response. Equality and disproportionately will be a key part of our local consultation process on any future reform to local youth justice services, and should become an identifiable work</p> | <p>Ongoing</p> <p>Youth Justice Partnership Board agreement to explore options for workforce development and resource on system wide training on “unconscious bias”</p>    |

|                                                                                                                                  |                                                                                                |                  |                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                  |
|----------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|------------------|----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>within the borough, regardless of race, ethnicity or any other factors. (2.19)</p>                                            |                                                                                                |                  |                      | <p>stream as part of our local response to both the Charlie Taylor Review and Lammy Review. In line with our public sector equality duty, Equality Impact Assessments will be carried out by lead service officers to inform any major policy or service change to Haringey's local youth justice system.</p> <p>The Council will also ensure that addressing disproportionality in the youth justice system is actively captured and reported in its own internal governance and performance framework through the Haringey's Young People's Strategy Priority 1 and 3 Board's. This strongly ties into the work the Council is undertaking on tackling social exclusion and promoting a fairer and more equal borough.</p> <p>The methodology and audit arrangements will be negotiated for agreement with stakeholder and statutory partners of the Youth Justice Partnership Board to provide assurance of engagement of agencies review through EQIA of their policies, procedures and outcomes .</p> | <p>Addressing diversity of Young people in YJ is embedded in YJS, practice and guidance Improvement and Performance framework</p> <p>Ongoing</p> |
| <p>3. That the final report of the Panel's review be submitted formally on behalf of the Council to the Lammy Review of BAME</p> | <p><b>Jon Abbey – DCS/LBOH</b></p> <p><b>Gill Gibson – AD- Early Help &amp; Prevention</b></p> | <p>Dec. 2016</p> | <p><b>Agreed</b></p> | <p>A formal submission to the Lammy Review will be made after 13<sup>th</sup> December 2016, Cabinet meeting.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p>Completed – January 2017</p> <p>The Lammy review was published in</p>                                                                         |

|                                                              |                                                                             |  |  |  |                                                                                                                                  |
|--------------------------------------------------------------|-----------------------------------------------------------------------------|--|--|--|----------------------------------------------------------------------------------------------------------------------------------|
| <p>representation in the Criminal Justice System. (2.20)</p> | <p>Jennifer Sergeant<br/>Head of Targeted Response &amp; Youth Justice.</p> |  |  |  | <p>September 2017, Haringey Youth Justice Service was acknowledged as contributing to the evidence that informed the review.</p> |
|--------------------------------------------------------------|-----------------------------------------------------------------------------|--|--|--|----------------------------------------------------------------------------------------------------------------------------------|

*Aspiration and Career Pathways*

|                                                                                                                                                                                                                                       |                                                                                                                                         |                   |                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|-------------------|--------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>4. That further work is undertaken by the Children and Young People's Service with schools to determine the most effective use of Pupil Premium funding in addressing literacy and promote the sharing of good practice. (4.6)</p> | <p><b>Assistant Director for Education - Rory Kennedy</b></p> <p><b>Gill Gibson, Early Help and Prevention</b></p> <p>Schools Forum</p> | <p>March 2017</p> | <p><b>Partially Agreed</b></p> | <p>Use of Pupil Premium funding is a key focus of Ofsted inspections and is therefore already – and will continue to be - a key focus of our School Improvement Adviser support and challenge for schools and a focus of visit reports. There are numerous good practice audits and tools as well as the Suffolk Trust research which provide guidance on best use of funding; SIAs make use of this in their work. Agreeing the most effective practice, including the use of this funding, will also be a focus of the BME steering group meetings, which will in turn shape the best practice which we promote and share with our schools.</p> | <p>2017 data shows that across all primary phases (EY, KS1 and KS2) and all subjects at both the expected standard and the higher standard, pupils in receipt of the Pupil Premium are performing above the national average for the same group and usually well above.</p> <p>KS2 Writing and Maths progress data shows Pupil Premium pupils to also be outperforming national average figures for non-disadvantaged pupils.</p> <p>Across phases, there is a strong improvement trend and strong narrowing of gaps (where they exist) against national average non-disadvantaged pupils (the key</p> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|-------------------|--------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|  |  |  |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|--|--|--|--|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  |  |  |  |  | <p>comparison measure in Ofsted inspections). This is especially the case for Reading at KS2 at both the expected and higher standards and for Maths at KS2 at the higher standard.</p> <p>Gaps are therefore narrowing against the London Top Quartile figures.</p> <p>Where there is underperformance of the Pupil Premium group, data shows it to be by BME pupils. BME is already a key focus and improvement is being driven by a BME Steering Group.</p> <p>A school self-evaluation audit for raising BME achievement has been produced (draft form currently). This includes best practice relating to leadership culture, tracking and best practice interventions</p> |
|--|--|--|--|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|



|                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                               |            |                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|------------|-------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                               |            |                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | (including use of PP), reading, wider curriculum, pupils' personal development and parental engagement                                                                                                                                                                                                                                                                                                                                          |
| 5. That the Council's Regeneration Service be requested to explore the use of regeneration funding to assist schools with the training of teachers and other school staff from the local community to ensure that their workforce is not only of high calibre but reflective of the diversity of the area and able to provide positive role models for children and young people. (4.20) | <p><b>AD – Helen Fisher Haringey Head of People Programme</b></p> <p>Assistant Director for Education - Rory Kennedy</p> <p>Schools Forum</p> | April 2017 | <b>Partially Agreed</b> | <p>If funding is secured, the next step would be to explore best use of the funding with schools. It would make sense for this to be included as a focus of the BME steering group</p> <p>The Tottenham Regeneration Charter is currently being developed and will provide a tool to secure pledges from developers and local businesses to support a Business in Schools programme.</p> <p>Discussions to be held with Education and Employment and Skills Team to explore use of s106.</p> | <p>One of the initial focus of the HDV socio Economic Programme's will be supporting the delivery of Haringey's STEM Commission recommendations</p> <p>The Tottenham Charter launched in May 2017. The first focus of Charter activity is on how businesses and developers can work with schools to support better outcomes for young people.</p> <p>S106 and employment resilience reserve funding is being used to support a Careers Fair</p> |

|                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                          |                   |                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>6. That the increase in behavioural issues at primary school level and, in particular, those precipitated by exposure to trauma, is referred to the Early Help Partnership Board for consideration and that an action plan is developed with partners to address the issue. (5.22)</p> | <p><b>Susan Oti,</b><br/><b>Assistant Director of Public Health and Gill Gibson, Early Help and Prevention – Co-Chairs of the Early Help Partnership Board</b></p> <p>Gareth Morgan – Head of Early Help and Prevention</p> <p>Rory Kennedy- Assistant Director for Education</p> <p>Deborah Tucker Alternative Provision Commissioner<br/>Assistant Director – Adults and Children Commissioning – Charlotte Pomery</p> | <p>April 2017</p> | <p><b>Agreed</b></p> | <p>Via a model of direct targeted support services have been commissioned which enable children to remain included or re-integrated into mainstream school.</p> <p>The strategy aims to use limited funding for joint commissioning between schools and the LA in order to provide direct, onsite support to targeted schools based on their school exclusion history. On a strategic deployment basis, the aim is to develop the workforce and restructure provision giving children greater opportunities for building better relationships, enjoying and taking part in activities, learning new skills and becoming more</p> | <p>Service Manager from EH is supporting the development of an SEMH pilot plan in collaboration with at Seven Sisters Primary school and CAMHs. The aim is to establish a multi-agency ‘hub’ resource to work collectively in support of children exhibiting behavioural and SEMH traits to enable behavioural change and improved understanding of the impact and prevalence of trauma in early childhood.</p> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|  |  |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |
|--|--|--|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|  |  |  |  | <p>mindful of their inner resources. The work will be embedded by The Anchor Project (Public Health) Attachment Awareness/Understanding behaviour to Support the Emotional &amp; Learning Needs of Vulnerable Children</p> <p>The relevant parts of the Disp report which highlight primary pupil behaviour (and evidence of causal links) will need to be presented to the EHPB board - The January EHPB meeting is focussing on school issues and so provides a timely opportunity.</p> <p>EHPB has attendance from partners including schools and School Improvement as well as health, community safety, vol sector and</p> |  |
|--|--|--|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

|                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                        |            |                         |                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                          |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|-------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                        |            |                         | can consider how best to provide the strategic lead and direction for activity which supports families of children falling within this category, to help achieve sustainable behavioural change. Baseline data, needs analysis and targets require further development.                                                                   |                                                                                                                                                                                                                                                                                                                          |
| 7. That the Children and Young People's Service engage with school Head Teachers and school governors on the issue of exclusions and, in particular the disproportional number of black boys/black Caribbean boys excluded from school; | <p><b>Rory Kennedy – Assistant Director for Education</b></p> <p>Gill Gibson – Assistant Director – Early Help and Prevention</p> <p>Deborah Tucker - Alternative Education Provision Commissioner</p> <p>Assistant Director – Adults and Children</p> | March 2017 | <b>Partially Agreed</b> | The Council will target work with the highest excluding secondary schools to address those issues which lead to school exclusion and directly avert permanent exclusions through the In Year Fair Access Forum. School governors (via training) are already encouraged to assign a governor with a specific and active role in monitoring | Outline agreement reached between EH and Commissioning (AP and exclusions) to exchange current data and routinely share termly data to identify YP at risk of perm exclusion. Pathway into EH for schools to seek support for students facing exclusions agreed via link FSW's (every school has a named linked worker). |

|  |                                             |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|--|---------------------------------------------|--|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <p>Commissioning –<br/>Charlotte Pomery</p> |  |  | <p>exclusions which includes scrutinising data and the impact of exclusion on vulnerable groups. Further emphasis will be given at governor training to ensure that:</p> <ul style="list-style-type: none"> <li>• disproportionality is investigated and addressed;</li> <li>• policies are appropriate, effective and fair and</li> <li>• Exclusions, when they occur, are placed at the furthest end of the referral continuum.</li> </ul> <p>As part of the strategy to reduce school exclusion it is proposed that from November 2016 governing bodies of those schools with</p> | <p>Plans will be formalised in the current half-term and circulated to ensure all schools are aware of available support.</p> <p>Secondary school governor rep invited to join EHPB</p> <p>Prevention through partnerships offer to schools in place – 53 interventions for staff/students/parent provided by multi-agency staff.</p> <p>Transition programme delivered to 5 primary schools (100+ students) follow-up and evaluation currently underway</p> <p>Early Help offer to Schools prioritised at children who meet threshold children to reduce risk of</p> |
|--|---------------------------------------------|--|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                                                                                 |                                                              |                   |                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                  |
|-----------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|-------------------|----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|
|                                                                                                                 |                                                              |                   |                      | <p>the highest rates of exclusion will receive follow up communication (via Governors' Services) to ascertain whether a governor has volunteered to take specific interest and action rates of exclusion and their impact</p> <p>The council's Early Help Service has put in place a team around the school model – currently being piloted at Parkview Secondary – it is proposed that this approach be mainstreamed at the primary level to include the specific input of those partner agencies most affected in any exclusion decision</p> | <p>exclusion, and improve attainment levels.</p>                 |
| <ul style="list-style-type: none"> <li>Sharing of good practice on how they can best be avoided; and</li> </ul> | <p><b>Director – Adults and Children Commissioning –</b></p> | <p>March 2017</p> | <p><b>Agreed</b></p> | <p>Brief service level agreements between practitioners leading</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p>Further update to be provided at scrutiny meeting October</p> |

|  |                                                                                                                                                                                                                                                                         |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |              |
|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
|  | <p><b>Charlotte Pomery</b></p> <p>Rory Kennedy –<br/>Assistant Director<br/>for Education</p> <p>Stone – Service<br/>Manger – Haringey<br/>Youth Justice<br/>Service</p> <p>Deborah Tucker –<br/>Alternative<br/>Education Provision<br/>Commissioner<br/>Assistant</p> |  |  | <p>on Alternative<br/>Provision, Exclusion<br/>and the Early Help<br/>Locality Teams are<br/>planned for<br/>development by<br/>Spring term 2017<br/>which will include<br/>systematic pathway<br/>for children receiving<br/>three or more fixed<br/>term exclusions in<br/>one term, one<br/>exclusion of six days<br/>or more and<br/>permanent exclusion.<br/>This threshold will<br/>trigger a detailed<br/>review of the child's<br/>situation<br/>encompassing<br/>Safety, Attainment,<br/>Health and<br/>Participation, ideally<br/>through a holistic<br/>assessment of a<br/>child's needs using<br/>the Family's<br/>Outcomes Plan.<br/>Support for younger<br/>siblings and families<br/>of the target group<br/>will need to be</p> | <p>2017.</p> |
|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|

|                                                                                               |                                             |           |                         |                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-----------------------------------------------------------------------------------------------|---------------------------------------------|-----------|-------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                               |                                             |           |                         | <p>included.</p> <p>Improving sharing relevant information ( offence court order &amp; intervention ) between Haringey YJS &amp; the designated contacts within each Haringey secondary school through work with I. Case managers to work closely with the school to reduce young persons risk and vulnerability level which in tern may reduce the risk of exclusion.</p> | <p>Update September 2017</p> <p>Schools are identified via the young person or local authority and in all cases and notified of Court results within 5 days of sentence.</p> <p>Relevant information is shared with the designated contact by the YJS ETE officer.</p> <p>Schools complete by return YJS education pro-forma in order to inform assessments.</p> <p>Case managers then have responsibility for liaison with schools and we need to improve the levels of this and detail provided regrading intervention plans</p> |
| <ul style="list-style-type: none"> <li>Reviewing the zero tolerance policy towards</li> </ul> | <b>Assistant Director of Schools – Rory</b> | July 2017 | <b>Partially Agreed</b> | The decision to exclude is under the                                                                                                                                                                                                                                                                                                                                       | Ongoing – further information awaited                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |



|                                                                                                                               |                                                                                                                                                                                                                                                                                                                      |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                               |
|-------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|
| <p>the possession of knives and whether, in certain circumstances, alternatives to exclusion might be appropriate. (5.26)</p> | <p><b>Kennedy</b><br/>Schools Forum</p> <p>Deborah Tucker – Alternative Education Provision Commissioner</p> <p>Assistant Director – Adults and Children Commissioning – Charlotte Pomery<br/>Charlotte Pomery</p> <p>Community Safety Partnership – Chairs<br/>Cllr Ayisi and Borough Commander Helen Millichap</p> |  |  | <p>jurisdiction of head teachers in accordance with the school’s published Behaviour Policy. A school’s Behaviour Policy would ordinarily mention that possession of a weapon meets the threshold for permanent exclusion. However, the term ‘zero tolerance’ is not one usually used in the school’s policy and the local authority could not impose such a policy on schools. We advise that schools should always act to support the individual student, report the incident to police and carry out a risk assessment if there are plans for the student to return (i.e. at primary).</p> <p>Schools (head teacher/governors)</p> | <p>will be provided at meeting in October</p> |
|-------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|

|  |  |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |
|--|--|--|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|  |  |  |  | <p>are responsible for reviewing a school's Behaviour Policy.</p> <p>In order to provide an alternative to permanent exclusion where students are found in possession of a weapon a A Weapons Awareness Programme was initiated Summer 2015/16 which, in conjunction with the Youth Justice Service (YJS) and police, aims to reduce the prevalence of knife carrying and use by young people in the borough. Young people are referred to the program if they are aged between 11 and 16 and have been involved in an incident where a knife or the threat of a knife is a feature in school. Criteria are based on</p> |  |
|--|--|--|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

|  |  |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |
|--|--|--|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|  |  |  |  | <p>historical behaviour record, circumstances surrounding the incident and capacity to improve (within the framework of the program) and risk assessment for return to school.</p> <p>Students are placed at the Haringey Managed Intervention Centre (TBAP) for up to four weeks. As well as following their core curriculum offer they also participate in a programme encompassing:</p> <ul style="list-style-type: none"><li>• Attitudes to knife carrying</li><li>• The Law</li><li>• Health</li><li>• Managing Conflict</li><li>• Victim interaction</li><li>• Public Space Awareness</li><li>• Peer</li></ul> <p>Education and Risk</p> |  |
|--|--|--|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

|  |  |  |  |                                                                                                                                                                                                                                                                                                                                           |  |
|--|--|--|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|  |  |  |  | Assessment Children referred to the programme, or who have been permanently excluded for the possession of a weapon, will be included in partnership planning and collaboration (see above Sharing Good Practice) in order to help ensure progress is sustained for the individual and for siblings who may also be at risk of exclusion. |  |
|--|--|--|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

*Mental Health and Well Being*

|                                                                                                                                                                                                                          |                                                                                                                                                                                           |               |                         |                                                                                                                                                                                                                                                       |                                                                                                                                                                                                        |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|-------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 8. That action is taken to secure the continuation of work undertaken by the Mac-UK Project Future in Tottenham and that officer's work with the project to identify suitable sources of funding to achieve this. (6.19) | <b>Community Partnership Cllr Ayisi and Borough Commander – Helen Millichap</b><br><br>Assistant Director – Adults and Children Commissioning – Charlotte Pomery<br>Assistant Director of | November 2017 | <b>Partially Agreed</b> | Partially agreed<br>A review of Project Future will take place by the relevant partners/stakeholders. The review will look at external funding options including sustainability/shared learning of the current model. The review will be completed by | Funding from BEH and LBH has extended the project until March 2018. Potential funding streams continue to be explored by Project Future.<br><br>An interim review has been produced, however following |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|-------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|  |                                  |  |  |                                                                                                                     |                                                                                                                                     |
|--|----------------------------------|--|--|---------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
|  | Communities –<br>Steve McDonnell |  |  | March 2017 as the current funding for the project expires in Oct 2017 . The review will inform contingency planning | extension of funding, it has been agreed to extend a final economic evaluation by the London School of Economics until January 2018 |
|--|----------------------------------|--|--|---------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|

*Young People and the Police*

|                                                                                                                                                                                                                                                                                                                         |                                                                                                         |            |               |                                                                                                                                                                                                                                                                                                                                                                                                                                       |                              |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|------------|---------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|
| 9. That the Cabinet Member for Communities be requested to seek confirmation from the new Borough Commander that she will maintain the Police presence in schools and that, in addition, she will also give consideration to expanding the presence that is currently provided by the Police in primary schools. (7.12) | <b>Community Safety Partnership –<br/>Chairs Cllr Ayisi and Borough Commander –<br/>Helen Millichap</b> | April 2017 | <b>Agreed</b> | The Borough Commander has committed to maintain police presence in all secondary schools, and work is currently ongoing to ensure that the schools officers’ team is up to strength wherever possible. Work is currently ongoing also to enhance the police community engagement offer on the Borough with a particular emphasis on youth engagement. This will encompass development work relating to support for primary as well as | Awaiting updated information |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|------------|---------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|

|                                                                                                                                                                                                                                                                                                       |                                                                                                 |           |                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|-----------|-------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                                                                       |                                                                                                 |           |                         | secondary schools.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                |
| 10. That the Cabinet Member for Communities be requested to work with the Haringey Police Borough Commander to develop a “reverse mentoring” scheme that involves Police officers new to the area being mentored by a local young person and that this includes regular monitoring of take-up. (7.18) | <b>Community Safety Partnership – Chairs Cllr Ayisi and Borough Commander – Helen Millichap</b> | June 2017 | <b>Partially Agreed</b> | The development of mentoring opportunities is one that Haringey police is actively pursuing particularly with the young people vulnerable to gangs activity and by developing a positive development programme for the Police Cadets exposing them to citizenship and public engagement. The suggested “reverse mentoring” is of interest and maybe useful in eth current development of community ambassadors. Further detail would be required to avoid duplication and to enable a process that has legacy for building relationships and learning for public service and young people. | Initial conversations are taking place between the Borough Commander’s Office and Haringey’s Head of Community Safety and Enforcement regarding the work Police officers undertake with young people in the Borough. This includes exploring options for a potential reverse mentoring scheme. |

*Hackney Council's Improving Outcomes for Young Black Men Programme*

|                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                     |                 |                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                        |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|--------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>11. That a strategic investment be made by the Council, in terms of resources, time and commitment, to develop further engagement with children and young people and, in particular, disaffected young people and those at risk of coming into contact with youth justice services. (8.12)</p> | <p><b>Haringey Community Safety Partnership – Chairs</b><br/> <b>Cllr Ayisi and Borough Commander – Helen Millichap</b></p> <p>Haringey Youth Justice Partnership Board – Chair<br/> Zina Etheridge – Haringey DCEO</p> <p>Early Help Partnership Board, co-chair Susan Oti, Assistant Director of Public Health and Gill Gibson, Assistant Director, Early Help and Prevention</p> | <p>Feb 2017</p> | <p><b>Partially Agreed</b></p> | <p>The Early Help Service is keen to develop a targeted approach to supporting families where there is an increased likelihood of children becoming FTE's utilising some of the service capacity to focus on this and other vulnerable groups. Initial analysis is being undertaken and emerging indications are that there are up to 50 families per annum where this approach might be appropriate, following an elder sibling being subject to Youth Justice Triage. The ambition being to ensure that we break the recurrent practice of young people following in their siblings footsteps and becoming</p> | <p>EH offer of Tier 2 support available to all clients and their families within YJS. Aim is to prevent negative sibling influence and recidivism. Offer of EH support made by YJ staff and where families consent to engagement, pathway in EH service is agreed and streamlined.</p> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|--------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|  |  |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |
|--|--|--|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|  |  |  |  | <p>FTE's.</p> <p>Targets can be developed which would reflect both improved outcomes for YP but also potential fiscal savings through prevention.</p> <p>Early Help and Prevention are already developing this through the newstyle Youth Council which also aims to reach the more challenging youths via the young members' network.</p> <p>Under the framework of Haringey's Young People's Strategy A multi-agency strategic summit is planned to take place in December to progress strategic join-up for improving co-ordination and provision to a range of related issues for disaffected vulnerable adolescents at risk of criminality, including</p> |  |
|--|--|--|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|



|                                                                                                                                                                  |                                                                                                                                                                                                                                                    |                   |                      |                                                                                                                                                                                                                                                                                                                                 |                |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
|                                                                                                                                                                  |                                                                                                                                                                                                                                                    |                   |                      | <p>serious youth violence, gang affiliation, CSE, missing and familial dysfunction.</p> <p>In addition, the Borough Commander is working on a new engagement group.</p> <p>A partnership response to this is essential and we will seek consultation across all key stakeholders in developing response for implementation.</p> |                |
| <p>12. The progress by Hackney with their Improving Outcomes for Young Black Men programme be monitored so that learning from this can be incorporated into;</p> | <p><b>Haringey Youth Justice Partnership Board – Chair</b><br/> <b>Zina Etheridge – Haringey DCEO</b></p> <p>Assistant Director Early help and Prevention – Gill Gibson</p> <p>Head of Targeted Response and Youth Justice - Jennifer Sergeant</p> | <p>April 2017</p> | <p><b>Agreed</b></p> | <p>We will learn what works well from the formal evaluations of this programme for incorporation into our best practice.</p>                                                                                                                                                                                                    | <p>Ongoing</p> |

|                                                                                                                                            |                                                                                                                                                   |           |               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|--------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|-----------|---------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                            |                                                                                                                                                   |           |               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <ul style="list-style-type: none"> <li>Improving the effectiveness of interventions aimed at addressing disproportionality; and</li> </ul> | <p><b>Jennifer Sergeant – Head of Targeted Response and Youth Justice</b></p> <p>Simon Stone - Service Manager Haringey Youth Justice Service</p> | July 2017 | <b>Agreed</b> | <p>This will need to follow on from the use of the Disproportionality toolkit analysis at point 1. Once we have a clearer picture in relation to the influencing factors we will be able to develop strategies for improving interventions.</p> <p>Cases are audited in line with agency procedure by Team Managers, Service Manager and Head of Service with the aim of improving staff performance and management oversight which in turn feeds into addressing <i>disproportionality</i>. Staff Supervision is carried out by service managers, using a model which enables reflection on practice for improvements. There is a service expectation</p> | <p>The YJS has undertaken extensive auditing and analysis of cases in relation national Standards, Case Management and a Partnership Self-assessment. In addition to this work YJS and SEND team have assessed how we work together to meet the educational needs of young people entering the secure estate in relation to special educational needs. A ‘Young Peoples plan’ has been developed along the lines of the Signs of Safety model that seeks to increase young people’s engagement in the planning process thereby increasing user involvement. The YJS is working</p> |

|                                                                                                                                                                                       |                                                                               |                  |                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                     |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|------------------|----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                       |                                                                               |                  |                      | <p>that any form of discrimination ( overt or covert) is challenged at court regardless of who ( legal professional /member of the public ) is exhibiting it.</p> <p>Learning Best Practice from areas that are successfully achieving improvements that address this issue for incorporating to Haringey best practice. This can be a priority of the Early Help Partnership Board Best Practice group, and also Haringey's Youth Justice Board Transformation Plan under Models and approaches of evidenced based practice in delivering Youth Justice.</p> | <p>with the Horizons programme a specific intervention for BAME young people subject to Court orders based at Hackney college. We will be referring appropriate cases to the first cohort of the programme whereby outcomes can be analysed for future improvement and funding.</p> |
| <ul style="list-style-type: none"> <li>Action to improve engagement with children and young people and, in particular, those at risk of entering the youth justice system.</li> </ul> | <p><b>Jennifer Sergeant – Head of Targeted Response and Youth Justice</b></p> | <p>July 2017</p> | <p><b>Agreed</b></p> | <p>Analysis of existing cohorts will be undertaken order to ascertain why young people are entering the system that would not</p>                                                                                                                                                                                                                                                                                                                                                                                                                             | <p>The Partnership Self - Assessment and the Youth Justice Refresh Analysis have identified a range of recurring themes in</p>                                                                                                                                                      |

|               |                                                                                                                                                      |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|---------------|------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>(8.12)</p> | <p>Simon Stone –<br/>Service Manager<br/>Haringey Youth<br/>Justice Service</p> <p>Gareth Morgan –<br/>Head of Early<br/>Help and<br/>Prevention</p> |  |  | <p>be covered through use of disproportionality toolkit. The desk top audit planned to as part of the Youth Justice Transformation plan should also inform early intervention approaches for desistance of crime by young people.</p> <p>Recent analysis of the existing First Time entrants (FTE's) has identified characteristics of the cohort that can now inform targeted early intervention and a prevention offer for those at risk of entering youth justice . This wok is being progressed though the Early Help Partnership Board for multi-agency response.</p> <p>Analysis of the Triage will also assist understanding of young people's early involvement in criminality to inform and improve Early Help</p> | <p>relation to young people end up at highest risk of custody. It will inform a partnership approach to early help that can address the needs of families thereby preventing entry to the youth justice system and escalation through it.</p> <p>The Young Peoples in Haringey safety, resilience and well-being workshop held on 15/09/17 included a focus on young people affected by knife crime and included an aim that young people be seen from a safeguarding perspective wherever possible. Plans are being made for young people involvement in shaping responses across the local area that can prevent</p> |
|---------------|------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|  |  |  |  |                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                |
|--|--|--|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  |  |  |  | <p>approaches to assist young people desistance from crime.</p> <p>Learning best practice from areas that have successfully reduced overrepresentation of BAME's in Youth Justice to incorporate into local practice.</p> | <p>young people becoming victims and perpetrators of crime. A principle applied in our approach going forward will be to utilise evidence of what works to develop local services and interventions that can deliver positive outcomes for BAME young people and families.</p> |
|--|--|--|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|