

Children, Young People and Family Support Scrutiny and Policy Development Committee

Monday 11 September 2017 at 10.00 am

To be held at the Town Hall, Pinstone Street, Sheffield, S1 2HH

The Press and Public are Welcome to Attend

Membership

Councillors Mick Rooney (Chair), Cliff Woodcraft (Deputy Chair), Andy Bainbridge, Lisa Banes, John Booker, Craig Gamble Pugh, Kieran Harpham, Karen McGowan, Mohammad Maroof, Abtisam Mohamed, Josie Paszek, Vickie Priestley, Bob Pullin, Jim Steinke and Alison Teal

Education Non-Council Members

Gillian Foster, Alison Warner, Waheeda Din, Sam Evans, Joanna Heery and Peter Naldrett

Healthwatch Sheffield

Alice Riddell (Observer)

Substitute Members

In accordance with the Constitution, Substitute Members may be provided for the above Committee Members as and when required.

PUBLIC ACCESS TO THE MEETING

The Children, Young People and Family Support Scrutiny Committee exercises an overview and scrutiny function in respect of the planning, policy development and monitoring of service performance and other general issues relating to learning and attainment and the care of children and young people within the Children's Services area of Council activity. It also scrutinises as appropriate the various local Health Services functions, with particular reference to those relating to the care of children.

A copy of the agenda and reports is available on the Council's website at www.sheffield.gov.uk. You can also see the reports to be discussed at the meeting if you call at the First Point Reception, Town Hall, Pinstone Street entrance. The Reception is open between 9.00 am and 5.00 pm, Monday to Thursday and between 9.00 am and 4.45 pm. You may not be allowed to see some reports because they contain confidential information. These items are usually marked * on the agenda.

Members of the public have the right to ask questions or submit petitions to Scrutiny Committee meetings and recording is allowed under the direction of the Chair. Please see the website or contact Democratic Services for further information regarding public questions and petitions and details of the Council's protocol on audio/visual recording and photography at council meetings.

Scrutiny Committee meetings are normally open to the public but sometimes the Committee may have to discuss an item in private. If this happens, you will be asked to leave. Any private items are normally left until last. If you would like to attend the meeting please report to the First Point Reception desk where you will be directed to the meeting room.

If you require any further information about this Scrutiny Committee, please contact Diane Owens, Policy and Improvement Officer on 0114 27 35065 or [email diane.owens@sheffield.gov.uk](mailto:diane.owens@sheffield.gov.uk)

FACILITIES

There are public toilets available, with wheelchair access, on the ground floor of the Town Hall. Induction loop facilities are available in meeting rooms.

Access for people with mobility difficulties can be obtained through the ramp on the side to the main Town Hall entrance.

**CHILDREN, YOUNG PEOPLE AND FAMILY SUPPORT SCRUTINY AND POLICY
DEVELOPMENT COMMITTEE AGENDA
11 SEPTEMBER 2017**

Order of Business

- 1. Welcome and Housekeeping Arrangements**
- 2. Apologies for Absence**
- 3. Exclusion of Public and Press**
To identify items where resolutions may be moved to exclude the press and public
- 4. Declarations of Interest** (Pages 1 - 4)
Members to declare any interests they have in the business to be considered at the meeting
- 5. Minutes of Previous Meeting** (Pages 5 - 12)
To approve the minutes of the meeting of the Committee held on 17th July, 2017
- 6. Public Questions and Petitions**
To receive any questions or petitions from members of the public
- 7. Learn Sheffield and the School Improvement Strategy** (Pages 13 - 24)
Report of the Chief Executive of Learn Sheffield
- 8. School Exclusions** (Pages 25 - 38)
Report of the Executive Director, People Services
- 9. Work Programme 2017/18** (Pages 39 - 46)
Report of the Policy and Improvement Officer
- 10. Date of Next Meeting**
The next meeting of the Committee will be held on Monday, 13th November, 2017, at 10.00 am, in the Town Hall

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ADVICE TO MEMBERS ON DECLARING INTERESTS AT MEETINGS

If you are present at a meeting of the Council, of its executive or any committee of the executive, or of any committee, sub-committee, joint committee, or joint sub-committee of the authority, and you have a **Disclosable Pecuniary Interest (DPI)** relating to any business that will be considered at the meeting, you must not:

- participate in any discussion of the business at the meeting, or if you become aware of your Disclosable Pecuniary Interest during the meeting, participate further in any discussion of the business, or
- participate in any vote or further vote taken on the matter at the meeting.

These prohibitions apply to any form of participation, including speaking as a member of the public.

You **must**:

- leave the room (in accordance with the Members' Code of Conduct)
- make a verbal declaration of the existence and nature of any DPI at any meeting at which you are present at which an item of business which affects or relates to the subject matter of that interest is under consideration, at or before the consideration of the item of business or as soon as the interest becomes apparent.
- declare it to the meeting and notify the Council's Monitoring Officer within 28 days, if the DPI is not already registered.

If you have any of the following pecuniary interests, they are your **disclosable pecuniary interests** under the new national rules. You have a pecuniary interest if you, or your spouse or civil partner, have a pecuniary interest.

- Any employment, office, trade, profession or vocation carried on for profit or gain, which you, or your spouse or civil partner undertakes.
- Any payment or provision of any other financial benefit (other than from your council or authority) made or provided within the relevant period* in respect of any expenses incurred by you in carrying out duties as a member, or towards your election expenses. This includes any payment or financial benefit from a trade union within the meaning of the Trade Union and Labour Relations (Consolidation) Act 1992.

*The relevant period is the 12 months ending on the day when you tell the Monitoring Officer about your disclosable pecuniary interests.

- Any contract which is made between you, or your spouse or your civil partner (or a body in which you, or your spouse or your civil partner, has a beneficial interest) and your council or authority –
 - under which goods or services are to be provided or works are to be executed; and
 - which has not been fully discharged.

- Any beneficial interest in land which you, or your spouse or your civil partner, have and which is within the area of your council or authority.
- Any licence (alone or jointly with others) which you, or your spouse or your civil partner, holds to occupy land in the area of your council or authority for a month or longer.
- Any tenancy where (to your knowledge) –
 - the landlord is your council or authority; and
 - the tenant is a body in which you, or your spouse or your civil partner, has a beneficial interest.
- Any beneficial interest which you, or your spouse or your civil partner has in securities of a body where -
 - (a) that body (to your knowledge) has a place of business or land in the area of your council or authority; and
 - (b) either -
 - the total nominal value of the securities exceeds £25,000 or one hundredth of the total issued share capital of that body; or
 - if the share capital of that body is of more than one class, the total nominal value of the shares of any one class in which you, or your spouse or your civil partner, has a beneficial interest exceeds one hundredth of the total issued share capital of that class.

If you attend a meeting at which any item of business is to be considered and you are aware that you have a **personal interest** in the matter which does not amount to a DPI, you must make verbal declaration of the existence and nature of that interest at or before the consideration of the item of business or as soon as the interest becomes apparent. You should leave the room if your continued presence is incompatible with the 7 Principles of Public Life (selflessness; integrity; objectivity; accountability; openness; honesty; and leadership).

You have a personal interest where –

- a decision in relation to that business might reasonably be regarded as affecting the well-being or financial standing (including interests in land and easements over land) of you or a member of your family or a person or an organisation with whom you have a close association to a greater extent than it would affect the majority of the Council Tax payers, ratepayers or inhabitants of the ward or electoral area for which you have been elected or otherwise of the Authority's administrative area, or
- it relates to or is likely to affect any of the interests that are defined as DPIs but are in respect of a member of your family (other than a partner) or a person with whom you have a close association.

Guidance on declarations of interest, incorporating regulations published by the Government in relation to Disclosable Pecuniary Interests, has been circulated to you previously.

You should identify any potential interest you may have relating to business to be considered at the meeting. This will help you and anyone that you ask for advice to fully consider all the circumstances before deciding what action you should take.

In certain circumstances the Council may grant a **dispensation** to permit a Member to take part in the business of the Authority even if the member has a Disclosable Pecuniary Interest relating to that business.

To obtain a dispensation, you must write to the Monitoring Officer at least 48 hours before the meeting in question, explaining why a dispensation is sought and desirable, and specifying the period of time for which it is sought. The Monitoring Officer may consult with the Independent Person or the Council's Audit and Standards Committee in relation to a request for dispensation.

Further advice can be obtained from Gillian Duckworth, Director of Legal and Governance on 0114 2734018 or email gillian.duckworth@sheffield.gov.uk.

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Children, Young People and Family Support Scrutiny and Policy Development
Committee

Meeting held 17 July 2017

PRESENT: Councillors Mick Rooney (Chair), Cliff Woodcraft (Deputy Chair), John Booker, Craig Gamble Pugh, Mohammad Maroof, Abtisam Mohamed, Bob Pullin, Jim Steinke and Magid Magid (Substitute Member)

Non-Council Members in attendance:-

Alison Warner, (School Governor Representative - Non-Council Non-Voting Member)
Waheeda Din, (Parent Governor Representative - Non-Council Voting Member)
Sam Evans, (Diocese Representative - Non-Council Voting Member)
Peter Naldrett, (Parent Governor Representative - Non-Council Voting Member)

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1. INTRODUCTION

1.1 The Chair (Councillor Mick Rooney) welcomed everyone to the meeting and expressed his thanks to the previous Chair (Councillor Ian Saunders) and previous Members for their valued contribution to the work of the Committee.

2. APOLOGIES FOR ABSENCE

2.1 Apologies for absence were received from Councillors Andy Bainbridge, Lisa Banes, Josie Paszek and Alison Teal, with Councillor Magid Magid attending as Councillor Teal's substitute. Apologies for absence were also received from Gillian Foster (Diocese Representative – Non-Council Voting Member), Joanna Heery (Parent Governor Representative – Non-Council Voting Member) and Alice Riddell (Healthwatch Sheffield – Observer).

3. EXCLUSION OF PUBLIC AND PRESS

3.1 No items were identified where resolutions may be moved to exclude the public and press.

4. DECLARATIONS OF INTEREST

4.1 In relation to Agenda Item 8 (Looked After Children and Care Leavers – Annual Report), Councillor Craig Gamble Pugh declared a personal interest as he was an adoptive parent.

5. MINUTES OF PREVIOUS MEETINGS

5.1 The minutes of the meeting of the Committee held on 3rd April 2017, were approved as a correct record and, arising from their consideration, it was noted that:-

- (a) In relation to paragraph 5.3 (Sheffield Children's Safeguarding Board – Annual Report 2015/16), a response had been provided to the consultation on proposed changes in legislation and an update would be provided to the Committee when appropriate; and
- (b) in relation to the 6th bullet point in paragraph 5.5 (Sheffield Children's Safeguarding Board – Annual Report 2015/16), the specific officer dealing with the radicalisation of children and young people was Steve Hill (Service Manager, Local Authority Designated Officer) and a briefing note would be provided for the Committee in due course on activities in this area of work.

5.2 The minutes of the meeting of the Committee held on 17th May 2017, were approved as a correct record.

6. PUBLIC QUESTIONS AND PETITIONS

6.1 There were no questions raised or petitions submitted by members of the public.

7. CONSULTATION ON THE FUTURE COMMISSIONING AND DELIVERY OF YOUNG PEOPLE'S SERVICES - INVESTING IN YOUNG PEOPLE

7.1 The Committee received a report of the Executive Director, People Services, which set out the draft strategic proposals which had been produced with regard to the recommissioning of services for young people in 2018 and which were currently the subject of consultation. The report was supported by a presentation given by Sam Martin (Assistant Director, Integrated Commissioning Unit). Also in attendance for this item was Councillor Jackie Drayton (Cabinet Member for Children, Young People and Families).

7.2 Members made various comments and asked a number of questions, to which responses were provided as follows:-

- Early intervention and prevention was an important part of providing services for young people and it was important to work with partners in this regard. It should be borne in mind that there were lots of activities across the City which were not run by the Council and it was important to ensure that there was a range of provision across all parts of the City.
- Funding the provision of young people's services was a challenge and the continuing quality of the service, in the face of funding reductions, was a testament to the hard work of the staff involved. Targeted work had resulted in a reduction in the number of NEETS (Not in Education, Employment or Training) and those involved in the Criminal Justice System over the last five years. A collaborative approach to funding in the future was part of the Council's Vision and it was important for all partners to work together.

- Statistics were available regarding the transition from school into further education, training or employment at the age of 16. This data had been provided to the Committee as part of a report about post 16 learning in 2016.
- There were 20 Youth Officers in the City who worked on crime prevention and Councillor Bob Pullin would be provided with details of their activities in his Ward. Consideration would also be given to Councillor Pullin's suggestion to make links between young people's services and Magistrates.
- It was not possible to simply renew the existing contracts for Youth Services, so this had to go to tender and, in doing this, the Council had taken the opportunity to look at the full picture, but it was felt that the Youth Teams worked well.
- In terms of the monitoring and scrutiny of any services commissioned in the future, the usual contract management processes would apply, with meetings being held with the provider at least every quarter to check delivery and quality.
- The provision of a needs led response to issues in communities was a challenge, but it was felt that Sheffield Futures was currently doing a good job with the resources available. It should be noted that part of the proposal was to free resources to develop a more responsive approach.
- Sheffield Futures had secured some external funding for young people's services, and for the Council it was becoming more a case of providing funding for the services which were required by statute.
- The Young People's Enrichment Fund was designed to be used by a range of voluntary groups and organisations.
- There had been no formal evaluation of the current One Stop Shop. The Council did not directly commission or provide all the services in the One Stop Shop, but played a key role in commissioning the infrastructure that enabled it to operate, such as triage services.
- It was important to have a neutral central location for the provision of sexual health services to young people, which was provided by the One Stop Shop.
- The Youth Cabinet provided opportunities for active joint working between young people and politicians and this could be built upon in the future.
- Sheffield now had the lowest proportion of young people who were NEET compared to the other Core Cities. A good system was in place for tracking the progress of NEETs and Sheffield was a top performing City with regard to apprenticeships.

- These proposals were just about the provision of young people's services and it should be pointed out that the Council supported young people in other ways, such as apprenticeships, training and education and safeguarding.
- These were Council proposals, but they had been arrived at following conversations with partners, such as the Police and voluntary organisations, on their feasibility, and further consultation would be taking place with these stakeholders.
- The biggest part of the proposed budget was to be spent on the recommissioning of Youth Teams, with smaller amounts being spent in respect of the One Stop Shop and encouraging the voice of young people. The spend on the Young People's Enrichment Fund was estimated at being potentially between £250,000 and £500,000, but this depended on matched funding.

7.3 RESOLVED: That the Committee:-

- (a) thanks Councillor Jackie Drayton and Sam Martin for their contribution to the meeting;
- (b) notes the contents of the report and presentation and the responses to Members' questions and comments;
- (c) welcomes being involved at an early stage in the process of the future commissioning and delivery of young people's services;
- (d) expresses its general agreement with the principles of the proposal set out in the report; and
- (e) requests that:-
 - (i) it be kept informed of progress with the proposals for the future commissioning and delivery of young people's services; and
 - (ii) the monitoring of quality and the purchasing of services on an as and when needs basis to provide a degree of flexibility in provision, be included in the final contract.

8. LOOKED AFTER CHILDREN AND CARE LEAVERS - ANNUAL REPORT

- 8.1 The Committee received a report of the Director of Children and Families which provided an update on the progress of Sheffield's Children in Care and Care Leavers. The purpose of the report was to provide the Committee with the opportunity to review performance and to deliver an understanding of what it was like to be a child looked after by the Council and thus enable Members to use this information to hold officers to account, in order to be the best possible corporate parents to the children in the Council's care.

8.2 Joel Hanna (Assistant Director, Provider Services) took the Committee through the report, making particular reference to the seven priority areas which were engagement and influence of looked after children and young people, educational achievement and attainment, health and wellbeing, permanence, integrated placement strategy, safeguarding and vulnerability, and care leavers. Also in attendance for this item were Councillor Jackie Drayton (Cabinet Member for Children, Young People and Families), Carly Speechley (Director of Children and Families) and Dr. Lorraine Pearson (Looked After and Adoptive Children's Health Team).

8.3 Members made various comments and asked a number of questions, to which responses were provided as follows:-

- The ability to track children with a plan for adoption was improving and officers were looking to undertake this tracking at an earlier stage from the second looked after children review.
- Adopters were recruited through a regional and national consortium, but the Council was looking to get more adopters in the South Yorkshire area, which would serve to reduce delays.
- It would be possible to produce a detailed report on the timeliness of the adoption process, as this was monitored by means of monthly tracking meetings.
- The object of the regionalisation of the adoption process was to increase the timeliness and maximise opportunities.
- Work was being undertaken in South Yorkshire, with both the local authorities and fostering organisations, to increase the numbers of foster carers. This work not only included recruitment, but also retention.
- There were a significant number of care leavers represented in the City's homeless population and it was important to ensure that the housing pathway for them was consistent, with a structured supportive pathway being desirable. A national model had developed a 16-25 pathway in this regard and officers were working with the Care Leaving Service to develop tenancies with support.
- The three year average of 499 days for the average time between a child entering care and moving in with its adoptive family, was higher than the three year target as set by the Department for Education of 426 days. For children adopted during 2016/17, the average time was 438 days and it was hoped that the target would be met by the end of 2017/18.
- The importance of schools and friendship groups would be considered on an individual basis, but officers would need to be satisfied with any support arrangements.

- The last inspection of the Care Leavers' Service received a good Ofsted report, but it was recognised that there were specific challenges in relation to accommodation, education and training and employment.
- The Committee would be provided with a breakdown of the ethnicity of foster carers and it was acknowledged that there was a need to improve numbers generally, but more so in the BME (Black and Minority Ethnic) community. This was an element of the overall strategy and a specific targeted recruitment and media campaign was planned. In addition, a letter had been sent to organisations such as the Universities and the Fire and Rescue Service to encourage retirees to consider adoption.
- A key piece of work was being undertaken on care leavers entering apprenticeships, as efforts had not been successful in matching care leavers to these. In doing this, the focus was on preparation for apprenticeships as the gap was sometimes too great a step for some individuals, so traineeships were being developed. In addition, there was a need to identify specific apprenticeships and traineeships through the virtual school in the Care Leavers Service. It should also be borne in mind that 95% of those with no qualifications were care leavers or had special needs, thus indicating the need for earlier intervention.
- The general decline in the number of Looked After Children in Sheffield since 2007, was a reflection of the investment in intervention, whilst the steady increase in these over the past 18 months reflected an increase in the number of 16 and 17 year olds coming into the system with more complex associated issues. The austerity agenda and increased levels of poverty and domestic violence may also be contributory factors. It should be noted that officers were reviewing all young people coming into care to ensure that the decisions made were robust.

8.4 RESOLVED: That the Committee:-

- (a) thanks those attending for their contribution to the meeting;
- (b) notes the contents of the report and the responses to questions;
- (c) approves the setting up of a Sub-Group of the Committee, comprising Councillors Mick Rooney, Cliff Woodcraft, Mohammad Maroof, Bob Pullin and Jim Steinke and Waheeda Din (Parent Governor Representative), to further explore the issues raised at the meeting, with a view to identifying an area of focus for a more detailed piece of scrutiny work; and
- (d) requests that:-
 - (i) the Corporate Parenting Board considers performance data for each of the six stages of the adoption process; and
 - (ii) a further report be added to the Committee's Work Programme, to

include performance data on the six stages of the adoption process and a flow chart outlining the stages of the process and expected timescales.

9. DRAFT WORK PROGRAMME 2017/18

- 9.1 The Committee received a report of the Policy and Improvement Officer which set out the Committee's draft Work Programme for 2017/18.
- 9.2 Members suggested that items on home education, levels of exclusion in Sheffield schools, skills development for 16-19 year olds and child poverty be considered for inclusion in the Work Programme 2017/18. There was also a request for a briefing paper on research undertaken by the Social Market Foundation's Commission on Inequality in Education, to focus on two of the recommendations in the Commission's findings, around encouraging teachers to work in disadvantaged areas and the provision of academic activities by independent (charitable status) schools.
- 9.3 RESOLVED: That the Committee approves the Committee's Work Programme for 2017/18, subject to the inclusion of the items and briefing paper now mentioned.

10. ADOPTION SERVICE ANNUAL REPORT 2016/17

- 10.1 RESOLVED: That the Committee notes the contents of the Adoption Service Annual Report 2016/17.

11. FOSTERING SERVICE ANNUAL REPORT 2016/17

- 11.1 RESOLVED: That the Committee notes the contents of the Fostering Service Annual Report 2016/17.

12. DATE OF NEXT MEETING

- 12.1 It was noted that the next meeting of the Committee would be held on Monday, 11th September 2017, at 10.00 am, in the Town Hall.

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Report to CYP&FS Scrutiny & Policy Development Committee Monday 11th September 2017

Report of: Chief Executive – Learn Sheffield

Subject: Learn Sheffield Update

Author of Report: Stephen Betts (Chief Executive – Learn Sheffield)
stephen.betts@learnsheffield.co.uk

Summary:

This report has been requested by the Scrutiny Committee to cover the work of Learn Sheffield and the School Improvement Strategy, including a specific section on the work to identify and support young carers.

Type of item: The report author should tick the appropriate box

Reviewing of existing policy	X
Informing the development of new policy	
Statutory consultation	
Performance / budget monitoring report	
Cabinet request for scrutiny	
Full Council request for scrutiny	
Community Assembly request for scrutiny	
Call-in of Cabinet decision	
Briefing paper for the Scrutiny Committee	X
Other	

The Scrutiny Committee is being asked to:

The Committee is asked to consider the report and provide views and comments.

Background Papers:

Sheffield Priorities Update (May 2017)

<http://www.learnsheffield.co.uk/Strategies/Sheffield-Priorities>

Learn Sheffield School Improvement Strategy (2016-18)

<http://www.learnsheffield.co.uk/Strategies/School-Improvement-Strategy>

Sheffield Priorities Development Programme (July 2017)

<http://www.learnsheffield.co.uk/Strategies/Development-Programme>

Category of Report: OPEN

Report of the Chief Executive of Learn Sheffield –

Learn Sheffield Update

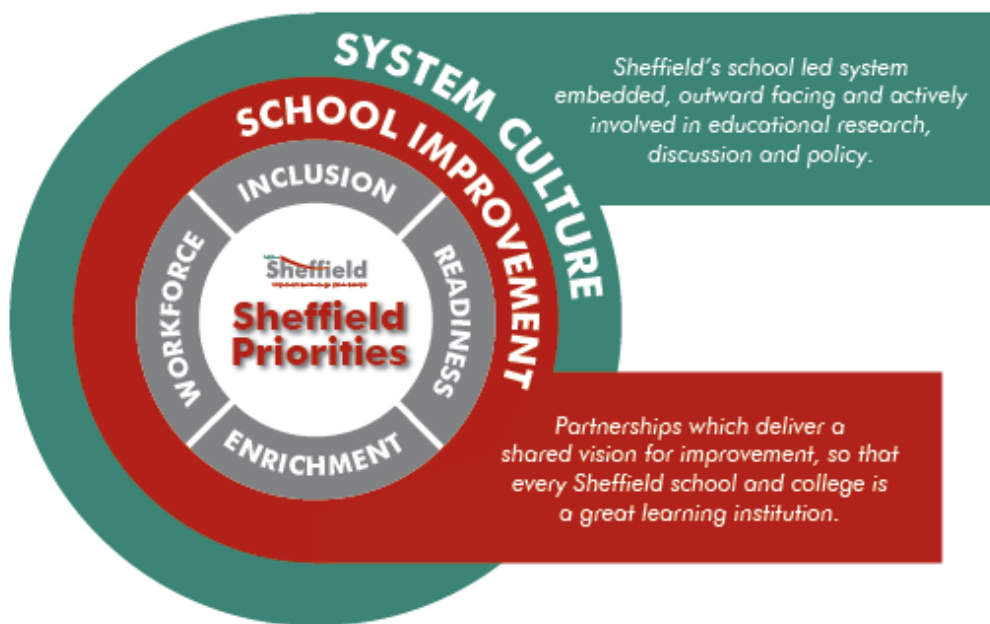
1. Introduction/Context

- 1.1 This report has been requested by the Scrutiny Committee to cover the work of Learn Sheffield and the School Improvement Strategy, including a specific section on the work to identify and support young carers.
- 1.2 Learn Sheffield is a not-for-profit schools company which is owned by the schools and colleges of the city (80%) and Sheffield City Council (20%). Every publically funded nursery, primary school, special school, secondary school and college in the city has chosen to join Learn Sheffield.
- 1.3 Learn Sheffield is commissioned by Sheffield City Council to carry out the statutory duties which relate to school improvement. This is a three-year commission and we are now entering the final year.
- 1.4 The purpose of Learn Sheffield is school improvement and it is founded on the principle that improvement will come through partnerships within a school-led system. The strategic vision of Learn Sheffield takes a wide view of school improvement which considers both the short and long term barriers to improvement.
- 1.5 There are two key documents which set out the work that Learn Sheffield seeks to do. The Sheffield Priorities set out the vision for education in the city, which is focussed on longer term priorities, whilst the School Improvement Strategy outlines the way in which Learn Sheffield will deliver the objectives in the commission for school improvement.
- 1.6 The need to identify and support young carers was identified as an objective in the Sheffield Priorities, within the theme of Inclusion. A pilot project, which was funded by Learn Sheffield and delivered by Sheffield Young Carers working with six schools, concluded in July 2017.

2. Sheffield Priorities

- 2.1 The Sheffield Priorities were developed with stakeholders from across the education community, with the support of the National Education Trust as an external partner. The most recent update was published in May 2017 (see link on page 1) and includes updates and actions relating to the key strategies.
- 2.2 The Sheffield Priorities Development Programme (see link on page 1) was published in July 2017. It has the twin focus of explaining more about the different partnerships that contribute to improved educational outcomes and ensuring that all schools are aware of the different opportunities that exist to engage with the strategies that have been developed to address the priorities.
- 2.3 Both of these documents are organised to address the six themes: system culture, school improvement, workforce, inclusion, readiness & enrichment. The overall objectives of the themes are on the next page.

Sheffield Priorities — Key Themes



To identify and overcome the barriers to learning for vulnerable learners and their families.



Recruitment, development and retention of high quality teachers, school staff, leaders and governance.



Children and young people ready for learning, the next stage in education & adult life in a cohesive community and successful economy.




Rich learning experiences across the curriculum as an entitlement for all children and young people.

- 2.4 Learn Sheffield is currently working with stakeholders (including Sheffield City Council, schools and others) to develop a funding model to support educational improvement beyond July 2018. A more ambitious model would build on the current strategy but incorporate more of the priorities explicitly.

3. Sheffield School Improvement Strategy

3.1 The slide below, which is taken from a presentation about Learn Sheffield to colleagues from other areas of the country, summarises the key features of the Sheffield School Improvement Strategy.

School Improvement Strategy



Category	Criteria	Support & Challenge Offer
Excellence	<ul style="list-style-type: none"> • Meeting good or outstanding performance judged by Ofsted or being overdue to performance • To look to improve performance and secure or maintain an outstanding Ofsted judgement • Good / really improving due to established partnership working 	<ul style="list-style-type: none"> • Support through locally action plan • Annualised cost (or equivalent)
Yellow	<ul style="list-style-type: none"> • Good but not secure stability which requires support • Good but not meeting standard of outstanding schools • At risk but rapidly improving • Needs more to be done but rapidly improving • Underachievement despite performance 	<ul style="list-style-type: none"> • Support through locally action plan • Termly offer (or equivalent) • Annual Learn Sheffield Support & Challenge planning meeting • School Review considered
Amber	<ul style="list-style-type: none"> • Good but vulnerable to fall • At risk but not rapidly improving • Below/Close to their standards but rapidly improving • In line with performance elsewhere • Performance significantly better schools in similar context • Improving performance through similar schools • Early sign of strong improvement but with vulnerabilities remaining 	<ul style="list-style-type: none"> • Support through locally action plan • Identified additional improvement/Partner /Support • Half termly offer (or equivalent) • Termly Learn Sheffield Support & Challenge meeting • School Review agreed by Learn Sheffield • Consider Governance Review
Red	<ul style="list-style-type: none"> • Limited performance relative to peers • Below/At risk relative to expected performance against • Performance significantly below schools in similar context 	<ul style="list-style-type: none"> • Support through locally action plan • Identified additional improvement/Partner /Support • Annualised cost (or equivalent) • Half termly offer (or equivalent) • Termly Learn Sheffield Support & Challenge meeting • School Review agreed by Learn Sheffield • Consider Governance Review

- Sheffield Improvement Strategy developed and trialed through 2015/16 and launched in September 2016.
- Each school is categorised by self, peers (partnership group) & Learn Sheffield.
- Work through nine partnership groups (7 primary localities, secondary & special).
- School category leads to an entitlement (support and challenge).
- Model for all schools – maintained and academies (universal offer).
- Workforce – core Learn Sheffield team, Associates & partnership groups.

3.2 The model will be further developed for 2017/18 based on decisions made with each sector in the summer term. The key features above are unchanged, as this will be the second year of a two-year strategy, but the modifications are described below.

Primary Sector:

- Separation of the entitlement into activity that is evaluative (e.g. meetings, reviews, etc.) and developmental (e.g. support partners, training, Ofsted preparation, bespoke data analysis, etc.)
- Addition of criteria and entitlement relating to exclusions and attendance plus some small changes to the school profile content.

Secondary Sector:

- Addition of a training event for leaders before the self-categorisation and a different approach to the peer challenge element of the process.
- Changes to the school profile and criteria to reflect changes to the assessment system and to provide more contextual data (including inclusion data) and analysis of the performance of pupil groups.

Special Sector:

- Changes to the supported peer review process to increase the level of challenge and the professional development opportunities.

3.3 These changes are also being accompanied by some growth in the small central team to provide additional capacity in each sector.

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3.4 Learn Sheffield is currently working with stakeholders (as described in 2.4) to develop a funding model to support educational improvement beyond July 2018. The intention is to develop a 'Sheffield Challenge' model which builds on the current strategy but is more ambitious, in both the support and challenge of schools.

4. Young Carers

4.1 The Scrutiny Committee requested a specific section on the work to identify and support young carers, which is an objective identified within the Sheffield Priorities.

4.2 1 in 12 children and young people are taking on mid to high level care for an ill or disabled family member (BBC, Nov 2010). This means there are over 7000 young carers in Sheffield, many of whom remain hidden and unsupported until a crisis happens. Appendix 1 contains an essay on supporting young carers which outlines a more detailed perspective on the need to better support young carers.

4.3 Learn Sheffield have funded a pilot which was run by Sheffield Young Carers (SYC) which sought to embed and develop best practice around identifying and supporting young carers within schools. This pilot includes a focus on the development of universal provision and school culture, which are essential to improving the experience of young carers, crucial to the level of demand on specialist services, but harder to fund than targeted programmes. The final report will be published later in the autumn but some key findings are included below.

4.4 The project built on the learning from the Big Lottery-funded VOYCE Project with SYC offering six schools (one later had to drop out leaving one secondary and four primary schools) the opportunity to:

- build capacity within the school to identify and support pupils with caring responsibilities
- monitor data to track the progress of those pupils in order to evaluate and disseminate the impact of this work
- have the chance to achieve a Young Carers in Schools Award

4.5 The project activity included:

- SYC met with the head teachers from all the schools
- Schools identified SLT and operational young carers lead staff
- SYC offered two training workshops to the schools: one on how to use SYC's bespoke young carers' identification process¹ within the school; and a second on resources that schools can use to support young carers once they identify them. These courses had mixed attendance from the participating schools
- All schools implemented the young carer identification process, although some were not able to do this until late in the project
- All schools offered targeted interventions to young carers identified through this process

- Schools added young carers as a category to their data monitoring systems, enabling us to track the hard outcomes achieved through the project
 - All schools have joined SYC's [Young Carers Schools Network](#) to receive ongoing access to local and national developments, training, resources and networking opportunities.
- 4.6 Schools experienced varied results, although the combination of staff and pupil awareness and the proactive identification process led to previously unknown young carers being identified in all of the schools. The number of pupils who were identified as having caring responsibilities at home varied from two to twelve pupils in the target year groups.
- 4.7 A wider range of impacts was also described, reflecting the need for school culture to be at the heart of universal provision.

Other impacts on young carers:

- All schools who had identified young carers in Year 6 ensured they passed this information at transition to ensure they receive support around their caring role at secondary school
- Schools had implemented a range of interventions to support young carers in their schools, including one-to-one support, group support, family support and referrals on to other specialist agencies where needed
- As a result of these interventions, all the schools reported improved attendance, behaviour, confidence and resilience amongst the pupils they had identified as young carers through this project
- Following support from her school and from SYC, one Y4 pupil felt confident enough to prepare an assembly for her whole school where she shared her experiences of being a young carer. This led to two other pupils self-identifying as carers to their school

Impacts on staff:

- Some schools reported that, alongside the questionnaires, the heightened awareness and understanding amongst all staff achieved through the assemblies and lesson plans has further increased identification of young carers through informal conversations and team discussions
- Staff also stated feeling more confident in meeting the needs of young carers thanks to the resources and training provided by SYC

Impacts on the school:

- All schools felt they had built their capacity to identify and support young carers, increasing the likelihood of early identification and intervention for young carers. This meant they felt able to offer individual, appropriate support within school, which local and national research highlights as vital for young carers education, well-being and progression
- Proactive identification has meant schools have been able to offer support to young carers earlier on, reducing the negative impacts of caring escalating or crises occurring. Schools now feel able to meet the needs of young carers within school, only referring on to specialist agencies in more complex cases

- Schools felt children are a lot more aware now and are therefore more likely to share information about friends they are worried about
- One school council put young carers on their agenda and want to help their school keep raising awareness and identifying young carers
- One school experienced high levels of sudden bereavement this year. The work around young carers supported wider conversations around illness and loss which complimented the work being done to support pupils and staff affected by bereavement
- One school has begun collating their portfolio of evidence for a Young Carers in Schools Award, which they hope to submit in Autumn 2017. Other schools are also hoping to apply for the award during 2017/18

Impacts on families and the wider community:

- Several schools reported improved relationships with families which enabled them to offer further support to the family, thus reducing the caring or impact of caring on their pupils
- Several schools reported very high levels of stigma, particularly around mental illness, creating barriers to young people and families asking for support. The assemblies and lesson plans began opening up conversations around this and it is hoped that ongoing work will continue to break down some of the deeply-entrenched stigma around issues affecting young carers and their families
- The project has helped Sheffield to begin meeting our Sheffield Priority of identifying every young carer in the city by 2020. The schools involved now also have the training, awareness and resources to continue identifying more young carers in years to come

4.8 The key challenge, identified in the draft report and now being explored further, was capacity. The implementation in the project schools was affected by changes in personnel and the circumstances of schools. Other barriers to identification included the ability of the questionnaire to work effectively in different stages or communities, changes in the circumstances of carers (e.g. not being identified because the situation was currently not in crisis) and the variety of stigmas relating to different reasons for being a carer.

4.9 The final report will synthesise this learning to share with schools and other stakeholder groups. The next steps will be determined by this learning and also the availability of funding to support further work in this area.

5. What does this mean for the people of Sheffield?

5.1 Sheffield's educational performance outcomes have improved significantly over recent years due to the development of a school-led partnership approach.

5.2 Pupil outcomes across the education sector (from Early Years to Key Stage 5) are now broadly nationally average. The proportion of good/better schools finished 2016/17 at 84%, which is the highest it has ever been. This is a 13% improvement since January 2015, which has seen the gap between Sheffield and national more than halve to just under 5%.

- 5.3 Our ambition now has to be another ‘step change’ in performance so that Sheffield has outcomes which are consistently better than national, which would reflect very strong performance given the contextual challenges faced by the city. This must include more consistently good outcomes for our most vulnerable learners and be accompanied by greater ‘readiness’ for our young people.
- 5.4 This is essential for Sheffield if it is to have the thriving economy and high levels of wellbeing and cohesiveness that we would want to see. Education is crucial to the development of our human capital, which is the basis of our economic competitiveness.
- 5.5 The Learn Sheffield model provides a platform for collaboration and improvement which is very unusual in the current education landscape, and has provoked a great deal of interest around the country. Sheffield has the building blocks in place to now develop a more ambitious strategy, which can deliver the next ‘step change’ in outcomes.

6. Recommendation

- 6.1 The Committee is being asked to consider this update and provide views and comments.
- 6.2 Other content in this policy area which the committee may wish to consider during the 2017/18 school year may include;
- the outcomes and recommendations of a Learn Sheffield peer review which is being led out by Christine Gilbert (formerly head of Ofsted) in early November.
 - the analysis of 2017 school performance following the release of national data later this autumn.
 - the development of a new funding model for educational improvement and a new city school improvement strategy.

Appendix 1 – Supporting Young Carers Essay

Stephen Betts, CEO of Learn Sheffield, wrote the essay below for Marc Rowland's book 'Learning Without Labels: improving outcomes for vulnerable pupils'. It is focussed on the need to better support young carers, which is a Sheffield Priority.

Supporting Young Carers

All too often, when asking a school how they support young carers, the response is, “we don’t have any young carers in our school”. In reality, this may actually mean “we don’t know if we have young carers in our school”. This is unlikely to be the case and the result is that our education system too often misses the opportunity to support one of our most vulnerable groups of learners.

What is a young carer?

A young carer is defined by Sheffield Young Carers as a child or young person who provides substantial unpaid care for a relative who has disabilities, long term physical illness, mental health difficulties and/or drug or alcohol issues.

Being a young carer means you will be providing the practical and/or emotional care that an adult would normally provide. This may include doing jobs around the house, shopping, helping with personal care (bathing, getting dressed), giving medication, providing emotional support and looking after themselves or their siblings.

The impact of being a young carer can be profound. Any adult with experience of taking on a substantial caring role will, however they view the experience overall, often talk about how tiring, worrying or lonely it can be. Being a young carer can affect a young person in many ways – including social isolation, bullying, difficulties with school attendance and achievement, and physical and mental ill health themselves.

What can a school do?

The principles that underpin supporting young carers well are the same as they are for supporting all vulnerable groups. This is not surprising when they essentially relate to the culture of a great school. Schools that do well by young carers need:

- Fantastic teaching
- Relentless and shared ambition for every pupil
- High expectations for both attainment and readiness
- Systems that identify barriers (and aggregated barriers) and are solution focused
- To develop provision that meets needs (not the other way around)
- Reflective and evidence-based decision making
- To be a school which is characterised by positive relationships
- More fantastic teaching

As a system leader, I recognise that our support for young carers is not as well developed as it is for many other vulnerable groups. We need to be talking about the quality of support for young carers, sharing the approaches and practice that are having the greatest impact. But we also need to focus on overcoming the lack of understanding. We need to improve the identification of young carers. The current situation often reminds me of the stage that we had reached as a profession in relation to pupils with Special Educational Needs when I was a new teacher twenty years ago.

'We don't have any young carers'

It is always hard to accurately quantify the size of a group that is often hidden, but research conducted by the BBC in 2010 found that one in twelve pupils provide mid-level to high-level care for someone in their family . In Sheffield this means that Sheffield Young Carers estimate that we have over 7000 young carers in the city. This would be an average of just over 40 per school if they were spread evenly across all sectors.

'Young carers are in secondary schools'

The majority of young carers are found in secondary schools, but it is a smaller majority than you might think. Barnados say that the average age of a young carer is twelve. Our local data suggests that around 40% of the new referrals last year were aged twelve or under at the point of referral. It is dangerous to extrapolate this data too far, as this may simply reflect a greater awareness or identification of young carers at secondary age, but if only 20% of the estimated number of young carers in Sheffield were in a primary school this would be an average of more than ten per school.

We should also remember that the point of referral doesn't always reflect the age at which caring began. Whilst sometimes the point of referral coincides with a change of circumstance and is the point when a child begins taking on caring responsibilities, often young carers are not identified or offered support until the caring role comes to light due to a crisis or significant concern arises. The caring has often been happening for a long time before this, with the impacts of this very entrenched.

Given that young carers are also found across socio-economic groups and have a broad range of contextual factors, it isn't hard to reach the conclusion that there will be few schools who actually don't currently have any young carers.

If further food for thought was needed here about the under-identification of this group, a survey in 2010 found that 39% of young carers said that nobody in their school was aware of their caring role (The Princess Royal Trust for Carers).

What approach do schools need to take?

Once a school has recognised that they are likely to have young carers then a whole school approach to identifying and supporting young carers needs to be developed. The Carers Trust (see link below) suggest that all school staff need to have the knowledge and confidence to support young carers because:

- One of the main reasons young carers say they do not access support is stigma. A positive whole school ethos where young carers and their families are respected and valued by pupils, staff and the wider school community is crucial to ensuring young carers and their families feel safe and confident to access support.
- Many young carers are hidden. All school staff need to know how to identify young carers to ensure they do not slip through the net.
- A pupil with caring responsibilities may self-identify to any member of staff whom they feel they can talk to and share their worries and concerns.
- All staff need to be aware of the school's process for sharing information about a young carer. This will help ensure that information is only shared with the appropriate consent and with a view to guaranteeing that a pupil does not have to repeat their story several times.
- All staff should know not to discuss a pupil's caring role in front of their peers.

The identification and support of young carers is one of our Sheffield Priorities. We are working with Sheffield Young Carers on a pilot to explore approaches to identifying young carers in a group of primary schools. Initial findings suggest that this is difficult when the children involved do not already have some awareness of the concept of being a carer. It has also highlighted, perhaps predictably, the difficulties associated with introducing anything new into already busy organisations. More positively, we are seeing schools with strong existing provision, systems and culture for vulnerable pupils able to move relatively quickly to broaden this to identify and support young carers.

All of this suggests three initial steps for the school that wants to develop provision for young carers, to create the platform from which great provision can be developed.

1. Staff training needs to ensure that all staff have the knowledge to identify and support young carers
2. School systems which relate to vulnerable learners need to be widened to include young carers, taking account of the advice above.
3. Awareness of the issues relating to young carers needs to be raised across the school community, as a first step towards developing a positive, safe and supportive culture for young carers.

Where can I find out more?

- The 'Carers Trust – Professionals' webpage links to useful sites and documents, including 'Step 1: Gaining and understanding about young carers'.
<https://professionals.carers.org/> (young carers are one of the categories)

<https://professionals.carers.org/step-by-step-guide-gaining-an-understanding-about-young-carers>
- The Children's Society report 'Hidden from view' describes the experience of being a young carer.

http://www.childrensociety.org.uk/sites/default/files/hidden_from_view_final.pdf
- Sheffield Young Carers are a brilliant example of a local resources, and also have a section for professionals on their website.

<https://www.sheffieldyoungcarers.org.uk/>
- Keep an eye out for 'Young Carers Awareness Day' (January), '[Carers Week](#)' (June) and '[Carers Rights Day](#)' (November) which can provide easy opportunities to bring focus to this topic!

ⁱ The SYC identification process includes:

- Young carers awareness assemblies
- Follow up lessons (optional)
- Questionnaires to all pupils who have had the assembly
- Questionnaire analysis
- Follow-up one-to-ones to assess whether they are a young carer or not
- Offering Young Carers Assessments to all identified young carers and develop appropriate support plans



Report to CYP&FS Scrutiny & Policy Development Committee 11th September 2017

Report of: Executive Director People Services Portfolio

Subject: School Exclusions

Author of Report: Emma Beal, Service Manager Alternative Provision
emma.beal@sheffield.gov.uk

Summary:

The information presented has been requested by the Committee to enable it to scrutinise performance in the area of School Exclusion. It provides a detailed overview and analysis of Sheffield school exclusion statistics for Primary, Secondary and Special Schools. The report then provides an analysis of our understanding of the factors that contribute to exclusions. The report provides details of the exclusion appeals process including details about the number of appeals and outcomes.

Type of item: The report author should tick the appropriate box

Reviewing of existing policy	
Informing the development of new policy	
Statutory consultation	
Performance / budget monitoring report	
Cabinet request for scrutiny	X
Full Council request for scrutiny	
Community Assembly request for scrutiny	
Call-in of Cabinet decision	
Briefing paper for the Scrutiny Committee	
Other	

The Scrutiny Committee is being asked to:

The Committee is asked to consider the information provided and provide views and comment.

Background Papers:

- Department for Education. (2015). Exclusion from maintained schools, academies and pupil referral units in England. Statutory guidance for those with legal responsibilities in relation to exclusion.
- Taylor, C. (2012). Improving Alternative Provision. Department for Education.

- Sheffield Secondary Inclusion Audit, March 2016.
- Sheffield Exclusion and Risk of Exclusion Case Studies, March 2016.
- Primary Inclusion Panel end of year report 2016-17, September 2017.

Category of Report: OPEN

Report of the Executive Director of People Services Portfolio

School Exclusions

1. Context

The CYP&FS scrutiny committee have requested a report on School Exclusions in Sheffield. This report provides information about two types of exclusion, permanent and fixed term.

As a city, we are committed to providing the best start in life for all Sheffield children. One vital element of this work is supporting children at risk of exclusion from school. This involves promoting inclusion and reducing escalation through the education system by successfully meeting the needs of children in their local school and being responsive to changing needs. It is well established that school exclusion remains closely linked to deprivation factors and social vulnerability and that once exclusion occurs, outcomes, both academic and social, are poor.

Department for Education guidance on exclusions states:

“Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports head teachers in using exclusion as a sanction where it is warranted. However, permanent exclusion should only be used as a last resort, in response to a serious breach, or persistent breaches, of the school’s behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school”.

The Department for Education recognises that exclusion data alone is an unreliable mechanism for establishing and measuring the cohort and provides a minimum estimation to work from (Taylor, 2012). This is because exclusion figures represent a partial picture due to variance in local reporting and inclusion practice. This impact should be considered at a school, academy chain and even whole Local Authority (LA) level when assessing the data in this area.

Exclusion (fixed term and permanent) remains an issue which escalates with age, and affects boys three times more than girls. Nationally overrepresentation of pupils with special educational needs and disabilities, certain ethnic groups and those from lower socio economic groups present static issues. Sheffield analysis of exclusion vulnerability factors, based on fixed-term exclusion data in 2015/16, resonates with these nationally established trends. It highlights having 3 or more fixed term exclusions, previous involvement with the MAST service, persistent absence, being male and living in the most deprived areas as key risk factors for exclusion. Sheffield has undertaken focused work to gather a

more nuanced understanding of the exclusion landscape in the City to accompany the formal data. This has included a City wide secondary school practice audit, exploring school level approaches and policies and the development of new ways of working through the Primary Inclusion Panel.

1.2 Current Strategic Priority Areas

The Sheffield approach to reducing exclusions is part of the ongoing drive for improvement within the People Services Portfolio which is seeing services moving to a 0-25 Lifecycle Approach from the early years through to adulthood. Key aspects of the provision developments are:

Local working - Operating through localities, funding is being devolving to schools, managed by groups of schools at a locality level, to support SEND/inclusion priorities. Multi-Agency Support Teams are also organised around localities and this development can further the city's objectives of having better, tailored provision available within each part of the city to build successful families and increase participation in local schools.

Establishing a continuum of provision - Commissioning provision for pupils at risk of exclusion and excluded that is that better placed to support the complexity of needs and is focused on successful reintegration into school. A greater focus on support being available locally for early intervention to prevent exclusion.

Future in Mind – This programme is aimed at improving children and young people's emotional wellbeing and mental health.

Parenting Offer - A programme of parenting support, recognising the hugely important role that parents and families play in achieving good outcomes for children to help break the cycle of vulnerability.

Joint Commissioning - collaborative work between the Council and the NHS to integrate funding and commissioning decisions to make care for Sheffield people more coordinated

Early years Centres of Excellence – Supporting children age 0-5 with SEND as early as possible and increasing school readiness for all children.

New Special School - Sheffield has been successful in the first stage of developing a proposal for a new Special School for children with some of the most complex needs, particularly around Autism Spectrum Disorder (ASD) and Social Emotional and Mental Health (SEMH).

School Improvement – Learn Sheffield is building inclusion indicators into the categorisation and school profile criteria for schools.

2. Exclusion rates

Nationally, as in Sheffield, persistent disruptive behaviour is the most commonly recorded reason for permanent exclusion. There is no common definition of what constitutes persistent disruption, and school level behaviour policy, intervention approaches and staff expectations are all factors in determining where the line would be drawn for such a circumstance. Persistent disruption by its nature provides the opportunity for on-going intervention and adaptation as part of a consistent framework.

Nationally the rate of fixed period exclusions across all state-funded primary and secondary schools is on an upwards trajectory.

2.1 Fixed Term Exclusions - Primary

In Sheffield primary fixed term exclusions have continued to rise and the City ranking has continued to fall. Further investigation is planned for 2017-18 to develop understanding of individual school policy approaches in this area. The disproportionate number of pupils excluded from a BME background is now reducing (Figure 1 & 2).

Academy Sponsor Led schools have the highest percentage of fixed term exclusion incidents per pupil in the Primary phase. Of the primary schools with the highest percentage of incidents per pupil 8 schools have a percentage of over 10%. Of these 8 schools 5 are academy sponsor led, 2 community schools and one an academy convertor school (Graph1).

Graph 1 demonstrates the variance in the number of pupils with at least one fixed term exclusion. In the top 8 excluding schools this ranges from 24 pupils to 7 pupils.

Figure 1

The period the outturn relates to is shown above the outturn.

		Outturn trends			
		HT1-6 2015	HT1-6 2016	HT1-6 2017	Trend
1. Creating an inclusive system					
1.0 EMT	Rate of primary fixed-term exclusions	1.97 ↑	2.41 ↑	2.60 ↑	
1.1	Rate of primary fixed-term exclusions for BME pupils	1.79 ↑	2.62 ↑	2.38 ↓	
1.2	Rate of primary fixed-term exclusions for White British pupils	2.05 →	2.27 ↑	2.70 ↑	
1.3					
1.3 EMT	Rate of secondary fixed-term exclusions	16.07 ↑	18.28 ↑	17.63 ↓	
1.4	Rate of secondary fixed-term exclusions for BME pupils	16.93 ↑	20.18 ↑	16.25 ↓	
1.5	Rate of secondary fixed-term exclusions for White British pupils	15.58 ↑	17.23 ↑	17.92 ↑	
1.6					
1.6 EMT	Rate of special school fixed-term exclusions	2.55 ↓	2.80 ↑	3.80 ↑	
1.7					
1.7 EMT	Rate of primary permanent exclusions	0.056 ↑	0.078 ↑	0.062 ↓	
1.8	Rate of primary permanent exclusions for BME pupils	0.081 ↑	0.111 ↑	0.068 ↓	
1.9	Rate of primary permanent exclusions for White British pupils	0.039 ↓	0.061 ↑	0.059 ↓	
1.10					
1.10 EMT	Rate of secondary permanent exclusions	0.393 ↑	0.460 ↑	0.448 ↓	
1.11	Rate of secondary permanent exclusions for BME pupils	0.786 ↑	0.760 ↓	0.576 ↓	
1.12	Rate of secondary permanent exclusions for White British pupils	0.232 ↑	0.339 ↑	0.393 ↑	
1.13					
1.13 EMT	Rate of special school permanent exclusions	0.00 →	0.00 →	0.00 →	

Fixed period exclusion rate definition

A fixed period exclusion refers to a pupil who is excluded from a school for a set period of time. A fixed period exclusion can involve a part of the school day and it does not have to be for a continuous period. A pupil may be excluded for one or more fixed periods up to a maximum of 45 school days in a single academic year. The fixed period exclusion rate is calculated as follows:

$$\frac{\text{Number of fixed period exclusions recorded across the academic year}}{\text{Number of sole and dual main registered pupils on roll as at January census day}} \times 100$$

A pupil may receive more than one fixed period exclusion, so pupils with repeat exclusions can inflate fixed period exclusion rates.

Permanent exclusion rate definition

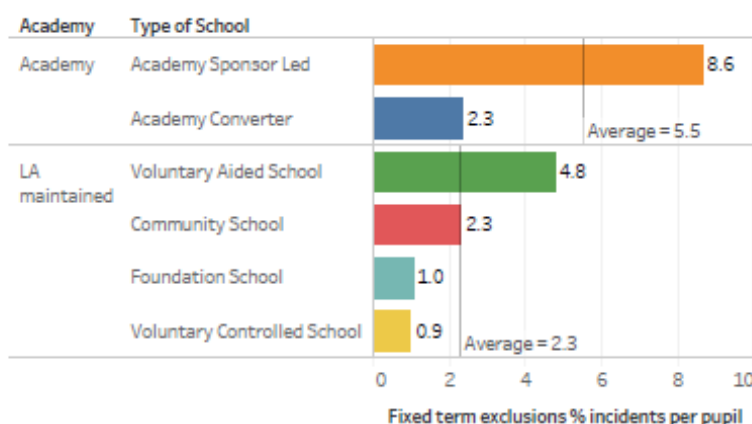
A permanent exclusion refers to a pupil who is excluded and who will not come back to that school (unless the exclusion is overturned). The permanent exclusion rate is calculated as follows:

$$\frac{\text{Number of permanent exclusions recorded across the academic year}}{\text{Number of sole and dual main registered pupils on roll as at January census day}} \times 100$$

Figure 2



2016/17 fixed term exclusions by type of school (primary schools)



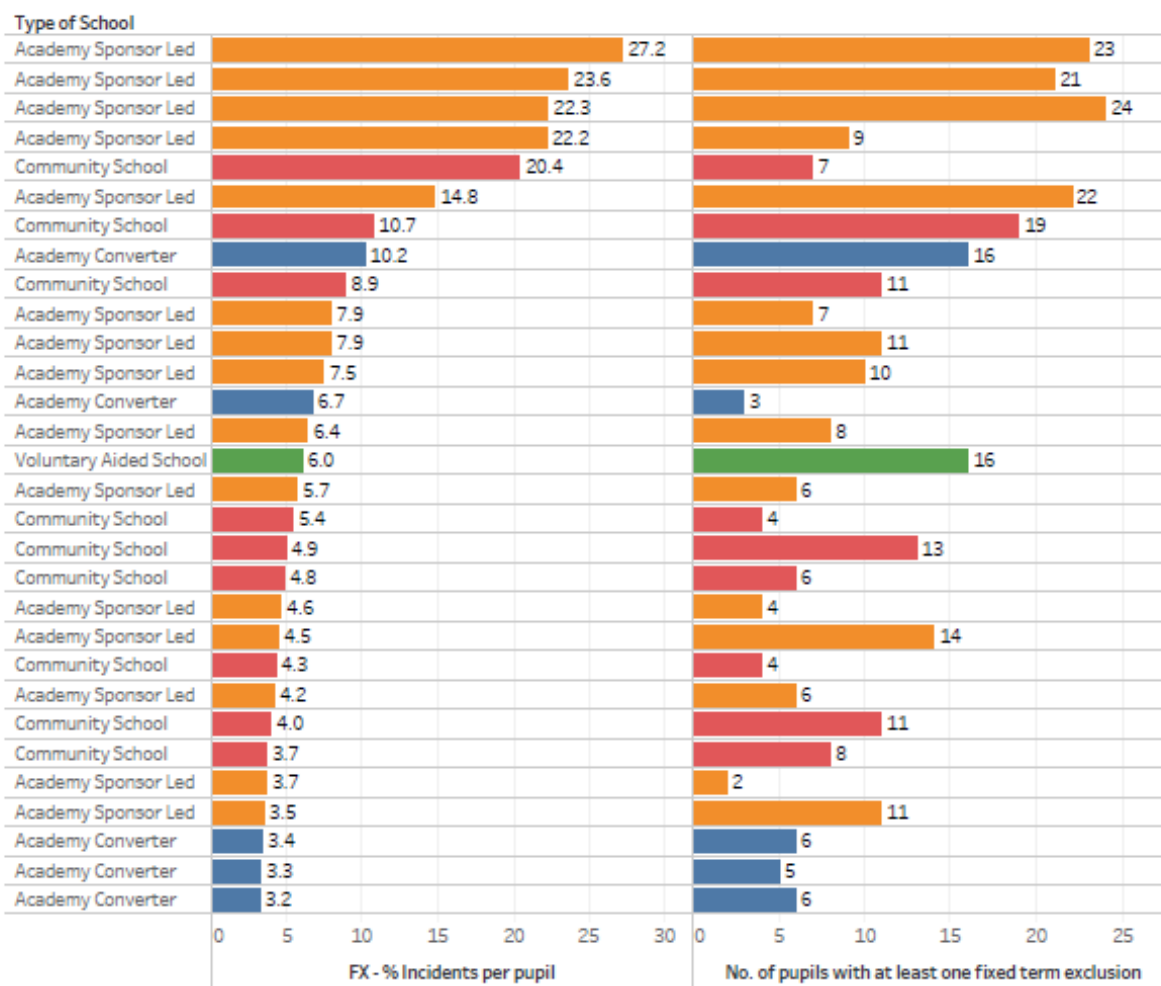
Type of School

- Academy Sponsor Led
- Voluntary Aided School
- Academy Converter
- Community School
- Foundation School
- Voluntary Controlled School

Number of schools by type (August 2017)

Academy	Academy Converter	Total
Academy Converter	32	
Academy Sponsor Led	23	
Total	55	
LA maintained	Community School	64
	Foundation School	9
	Voluntary Aided School	6
	Voluntary Controlled School	2
Total	81	
Grand Total	136	

2016/17 fixed term exclusions by type of school (top 30 primary schools)



2.2 Fixed Term Exclusions - Secondary

At Secondary the rate of fixed term exclusion has declined. The City ranking position has however continued to fall. Local audit confirms that a third of schools in Sheffield now use internal exclusion either instead of, or alongside fixed term exclusion. The disproportionate number of pupils excluded from a BME background is now reducing (Figure 1 & 2).

Academy schools now represent the majority of schools in the secondary sector. Of the secondary schools with the highest percentage of incidents per pupil 7 schools have a percentage of over 20% (Graph 2). Graph 2 demonstrates the variance in the number of pupils with at least one fixed term exclusion. In the top 7 excluding schools this ranges from 246 pupils to 12 pupils.

2.3 Fixed Term Exclusions - Special Schools

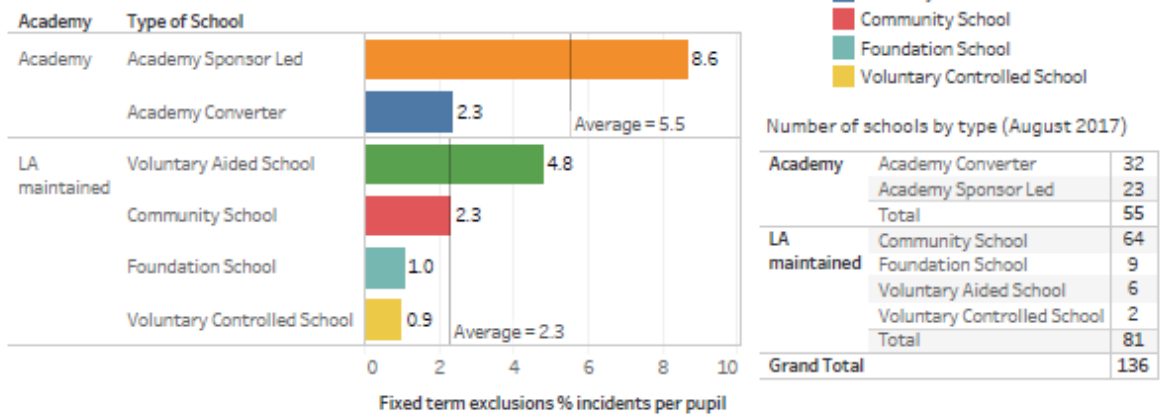
Nationally the number of fixed period exclusions continues to decrease in special schools. Although the rate in Sheffield remains low and the ranking position positive it did worsen in 2016. Local analysis indicates that this is a localised issue, relating to a small number of pupils in 2 specific schools. Work is underway to ensure the City offer is fully equipped to meet the needs of these children and families.

2.4 Autonomy and Accountability

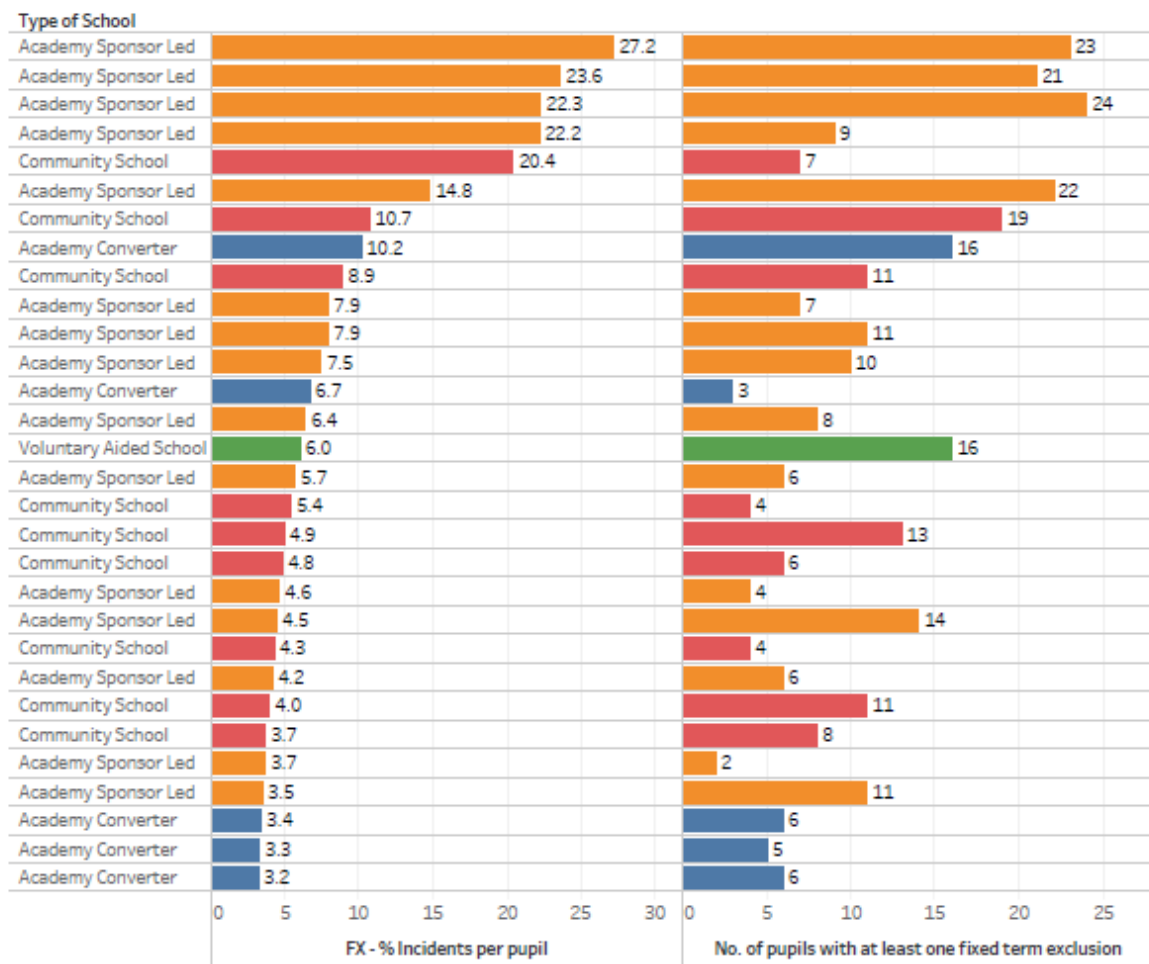
Government policy on Academies and Free Schools, maintains that autonomy drives up standards when partnered with accountability. However, in the area of exclusion accountability remains varied. Local authorities are responsible for provision once pupils are permanently excluded, local partnership arrangements responsible for making provision available for children at risk of exclusion and schools responsible for setting their individual school standards and support offers.

This demonstrates the importance of developing strong local partnership and governance arrangements which has been a priority development in 2016-17. The development of mechanisms such as Early Help meetings in localities, the Sheffield Support Grid and My Plan alongside the Primary Inclusion Panel, and Primary Reintegration Protocol are all building a local framework to support partnership activity. This work will continue to be developed and prioritised in 2017-18.

2016/17 fixed term exclusions by type of school (primary schools)



2016/17 fixed term exclusions by type of school (top 30 primary schools)



2.5 Permanent Exclusion – Primary

In Sheffield the rate of primary permanent exclusions declined in 2016-17 (Table 1).

There were only two schools with an exclusion rate of 3 or more pupils (Graph 3).

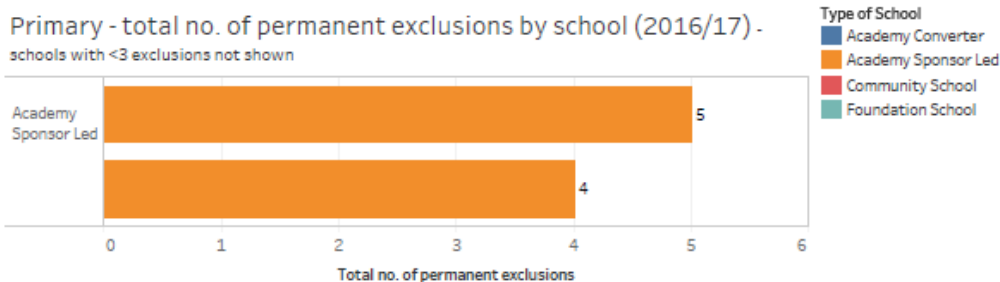
Table 1

	2014-15	2015-16	2016-17
Primary Permanent Exclusions	22	34	25
Secondary Permanent Exclusions	111	135	136

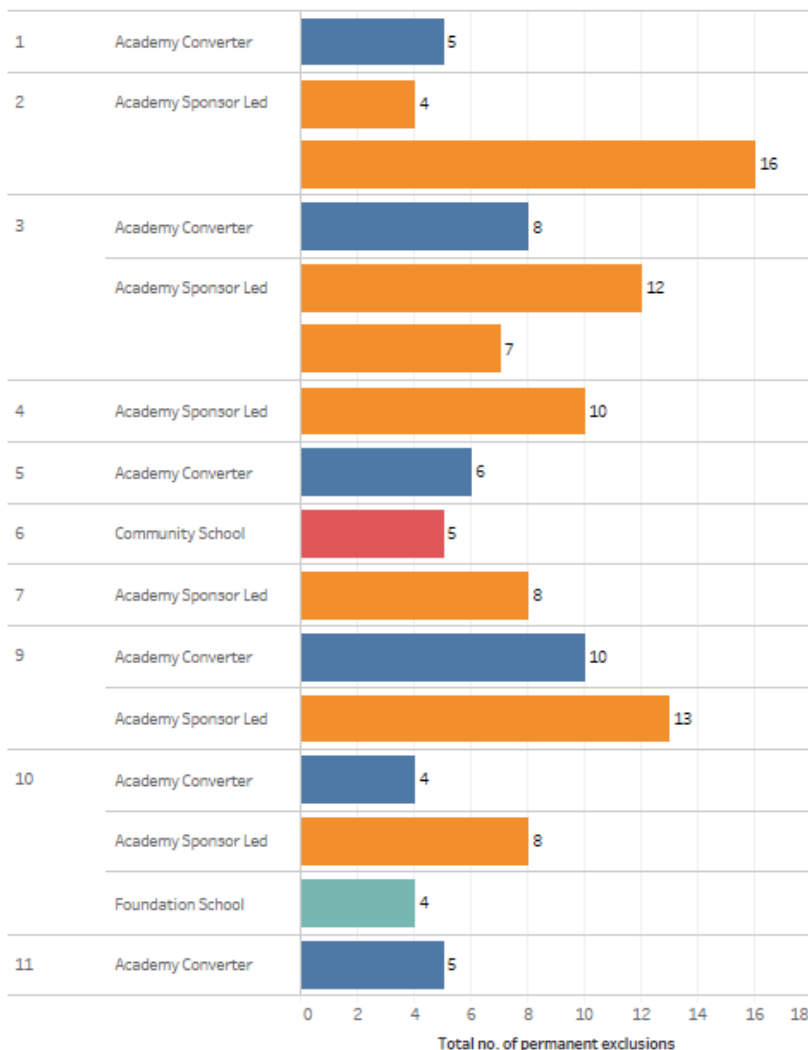
2.6 Permanent Exclusion – Secondary

In Sheffield the rate of secondary permanent exclusion has remained static (Table 1).

16 schools excluded more than 3 pupils in 2016-17 of which 5 excluded 10 or more. Variance in exclusion rates can also be seen when schools are grouped based on similar context (Graph 3).



Secondary total no. of permanent exclusions by school (2016/17) - schools grouped with similar schools, schools with <3 exclusions not shown



3. Appeals Processes

A governing body is legally required to consider exclusion if it is permanent, more than 15 days in a term or would result in missing a public exam. This is managed by a governing body meeting at which parents, the head teacher and a representative from the LA (if a maintained school) can make representations. This process is managed at a school level and the Local Authority provides advice and support to individual schools and parents as appropriate.

At the point of communicating their decision Governing bodies must notify parents' of their right to ask for the decision to be reviewed by an independent review panel. If applied for by parents within the legal time frame, the LA or (in the case of an Academy) the Academy Trust must, arrange for an independent review panel hearing to review the decision of a governing body not to reinstate a permanently excluded pupil.

Following its review the panel can decide to:

- Uphold the exclusion decision;
- Recommend that the governing body reconsiders their decision, or
- Quash the decision and direct that the governing body considers the exclusion again.

Since January 2014 18 appeals, 15 secondary and 3 primary, have been received in Sheffield of which 14 moved forward to being heard. 7 cases were upheld and 5 quashed and the governing body directed to reconsider the exclusion. Of these only 1 pupil was subsequently reinstated.

4. What does this mean for the people of Sheffield?

Excluded pupils outcomes are poor and exclusion compounds inequalities across the life course, with implications for employment, income, health and living standards. Research suggests that 25% of the attainment gap between rich and poor pupils at GCSE could be closed by policy focused on attendance, aspiration and behaviour.

The skills of the future workforce are critical in raising productivity and addressing skills gaps. Improving our approach to education support for pupils at risk of exclusion will support not only the individuals highlighted within the cohort but also those pupils on the fringes of exclusion and those children in the missing from education cohort whose provision will also be transformed.

4.1 Next Steps

In response to exclusions position in Sheffield we would like to consider establishing a continuum of provision that would better support the most complex needs and successful reintegration into school, alongside a greater focus on support being available locally for early intervention to prevent exclusion. The starting point for engagement with stakeholders is to shape proposals that would:

- Provide a smaller central provision for secondary pupils providing personalised support for the most complex and challenging children & young people
- Provide a 'middle tier' of engagement hubs (three primary and three secondary) that offer placements in partnership with mainstream schools with a view to successful re-integration of pupils through a whole family, multi professional and therapeutic approach. In order that the child, family and school can access the support they need to enable the child to be successful in a local mainstream school setting.
- In addition to the hubs, specialist outreach services could be made available to reduce school placement breakdown, improve mainstream school practice and confidence working with pupils, and improve

parental confidence in their local school's ability to successfully support pupils with complex needs.

In addition to considering the above approach the Council supports this broad area of work through its Alternative Provision Provider Network. Particularly looking at supporting the successful transition of some of the city's most vulnerable learners into a positive and meaningful post-16 offer.

We propose to take time in the next period to review provision through focussed engagement with stakeholders. This would take place over the remainder of the autumn term, with a view to concluding early in the new year.

This approach is clearly linked to the need to target resources effectively. Improvements in our overall performance targets would enable this work to be placed on a sustainable financial footing.

Whilst this work is underway we will continue to:

- Develop partnership protocols & systems based on the success in 2016-17 within the Primary Sector.
- Build the exclusion prevention provision
- Embed exclusions prevention into early help services
- Ensure strong leadership within the sector

5. Recommendation

The Committee is asked to consider the information provided and the work proposed to reconfigure the Sheffield approach to supporting children excluded and at risk of exclusion.

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Report to Children, Young People & Family Support Scrutiny & Policy Development Committee

Monday 11th September 2017

Report of: Policy & Improvement Officer

Subject: Work Programme 2017/ 18

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The latest draft of the work programme is attached at Appendix 1.

The Work Programme aims to focus on a small number of issues in depth. It remains a live document throughout the year and is brought to each committee meeting.

The Scrutiny Committee is being asked to:

- Note the contents of the work programme and provide any comment / feedback

**Children, Young People & Family Support Scrutiny & Policy Development Committee
Draft Work Programme 2017-18**

Chair: Cllr Mick Rooney

Vice Chair: Cllr Cliff Woodcraft

[Meeting Papers on SCC Website](#)

Meeting day/ time: Monday 10am – 1pm

Please note: the Work Programme is a live document and so is subject to change.

Topic	Reasons for selecting topic	Lead Officer/s	Agenda Item/ Briefing paper
Monday 17th July 2017			
Monday 11th September 2017			
Learn Sheffield and the School Improvement Strategy, a report of the Chief Executive of Learn Sheffield Page 40	Learn Sheffield is commissioned by Sheffield City Council to deliver the statutory duties relating to school improvement. This report will provide an update on the work of Learn Sheffield and the current School Improvement Strategy 2016-18, including a specific section on work to identify and support young carers.	Stephen Betts, Chief Executive - Learn Sheffield Other attendees tbc.	Agenda Item
School Exclusions	To receive a report on School Exclusions in the City. To include statistics on exclusions and analysis in terms of the factors that contribute to exclusions. It will also outline details of the appeals process and outcomes.	Tim Bowman, Head of Inclusion & Targeted Services Pam Smith, Head of Primary & Targeted Intervention - tbc Emma Beal, Service Manager, Alternative Provision – tbc	Agenda Item

Monday 13th November 2017			
Attainment 2016-17 – citywide attainment outcomes in schools & academies - headline results	The Committee may wish to receive a report outlining headline attainment results. The Committee could then receive a more detailed report in January 2018 when validated data is available; this could include further analysis in terms of national data / comparators.	Jayne Ludlum, Executive Director of People Portfolio Stephen Betts, Learn Sheffield, Chief Executive Pam Smith, Head of Primary & Targeted Intervention Kate Wilkinson, Service Manager - Performance & Analysis Service	Agenda Item
Home Education and Alternative Provision	tbc	Dawn Walton, Director - Commissioning, Inclusion & Learning - tbc Tim Bowman, Head of Inclusion & Targeted Services - tbc	Agenda Item
PSSE 4 Briefing Paper The future commissioning and delivery of young people's services - update report - tbc	An update on the next stage of the proposals.	Sam Martin, Assistant Director - Lifelong Learning and Skills	Briefing Paper
Briefing Paper Social Market Foundation - "Commission on Inequality in Education" - tbc	The Social Market Foundation published this report in July 2017. A briefing paper will be requested, to focus on 2 of the recommendations: - Schools in disadvantaged areas should have access to a fund for providing incentives to teachers that make housing more affordable. This should be run as a trial and the findings used to inform whether such schemes can be expanded in the future. - New benchmarks for independent schools to meet in order to retain their charitable status should include the provision of out-of-school activities to the children of parents who live locally (to focus on the academic contribution).	tbc	Briefing Paper

Monday 11th December 2017			
Sheffield Children's Safeguarding Board Annual Report	<p>This report will provide an update on the work of the Safeguarding Board, including current priorities and any challenges.</p> <p><i>The Sheffield Children's Safeguarding Board Annual Report 2016/17 and Business Plan 2017/18 could be sent as background documents for the session.</i></p>	<p>Jane Haywood, Chair of the Sheffield Safeguarding Children Board</p> <p>Carly Speechley, Director, Children and Families</p> <p>Victoria Horsefield, Assistant Director, Children and Families</p> <p>Other attendees tbd.</p>	Agenda Item
Sheffield Sexual Exploitation Service Annual Report Page 42	<p>This report will give an update on the work of the Sexual Exploitation Service and partner agencies working to address child sexual exploitation, including current priorities and any challenges.</p> <p><i>The Sheffield Sexual Exploitation Service Annual Report 2017-18 could be sent as a background document for the session.</i></p>	<p>Jane Haywood, Chair of the Sheffield Safeguarding Children Board</p> <p>Victoria Horsefield, Assistant Director, Children and Families</p> <p>Janine Dalley, Senior Programme Manager for Targeted Service. Sheffield Futures</p> <p>Other attendees tbd.</p>	Agenda Item
Adoption Performance	<p>A further report on adoption (following the report the Committee received at its meeting on 17th July 2017), to include performance data on the 6 stages of the adoption process and a flow chart outlining the stages of the process and expected timescales.</p>	<p>Joel Hanna, Assistant Director, Provider Services</p>	Agenda Item

Monday 15th January 2018

2016 Final Results: City Context and School Performance	To receive a further report on citywide attainment (following the report the committee receive in November 2017). This report will reflect validated data and can include further analysis in terms of national data / comparators.	Jayne Ludlam, Executive Director of People Portfolio Pam Smith, Head of Primary & Targeted Intervention Kate Wilkinson, Service Manager - Performance & Analysis Service Stephen Betts, Learn Sheffield, Interim Chief Executive	Agenda Item
Skills Development for 16-19's in Sheffield	tbc	Tbc.	Agenda Item

Monday 12th March 2018

<p>Sheffield's Emotional Wellbeing and Mental Health Transformation Programme, in response to Future in Mind</p>	<p>In December 2016 the committee received a report regarding the "Future in Mind Programme" and Sheffield's Transformation Plan. It outlined the impact on prevention and early intervention services, partnership working and upcoming challenges as well as a specific focus on work being undertaken through schools. The Committee requested a further update in around 12 months' time to update on progress with this work.</p>	<p>Bethan Plant, Health Improvement Principal - Public Health Team</p> <p>Matthew Peers, Commissioning Manager – EWBMH, CCG</p> <p>Other attendees tbc</p>	<p>Agenda Item</p>
<p>Child Poverty</p>	<p>Tbc</p>	<p>tbc</p>	<p>Agenda Item</p>
<p>Task Group</p>			
<p>The Committee are exploring the option of setting up a task group linked to the current development of a "Recruitment and Retention Strategy" in CSC.</p> <p>An initial meeting with lead officers has been organised for 22nd September, to brief the sub group and identify an area of focus for a more detailed piece of scrutiny work.</p>	<p><u>Membership</u> Cllr Mick Rooney Waheeda Din Cllr Bob Pullin Cllr Jim Steinke Cllr Mohammad Maroof Cllr Cliff Woodcraft</p>		

Selecting Scrutiny topics

This tool is designed to assist the Scrutiny Committees focus on the topics most appropriate for their scrutiny.

- **P**ublic Interest
The concerns of local people should influence the issues chosen for scrutiny;
- **A**bility to Change / Impact
Priority should be given to issues that the Committee can realistically have an impact on, and that will influence decision makers;
- **P**erformance
Priority should be given to the areas in which the Council, and other organisations (public or private) are not performing well;
- **E**xtent
Priority should be given to issues that are relevant to all or large parts of the city (geographical or communities of interest);
- **R**eplication / other approaches
Work programmes must take account of what else is happening (or has happened) in the areas being considered to avoid duplication or wasted effort. Alternatively, could another body, agency, or approach (e.g. briefing paper) more appropriately deal with the topic

Other influencing factors

- **Cross-party** - There is the potential to reach cross-party agreement on a report and recommendations.
- **Resources**. Members with the Policy & Improvement Officer can complete the work needed in a reasonable time to achieve the required outcome

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