

# Southwark Governors' Association

13 October 2020



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The logo for Southwark Council features the word "Southwark" in a large, stylized, cursive font. Below it, the word "Council" is written in a smaller, sans-serif font, followed by the website address "southwark.gov.uk" in an even smaller font.

# Welcome and introductions

Martin Deutz, Chair

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# Agenda

- 18:00 Welcome from **Martin Deutz**, Chair,  
**Nina Dohel**, Director of Education and **Kevin Morris**, Assistant Director of Schools and Learning
- 18:20 **Jenny Brennan**, Assistant Director Family Early Help and Youth Justice, and Team  
Key issues, risks and challenges emerging from the return to school and the Council's response
- 19:00 **Bernadette Oates**, Senior Education Adviser, Curriculum and contingency planning
- 19:15 **Juliette Young**, Chair of Governors at Camelot and Vice-Chair at the River Peck Federation - Pilgrims Way and  
Bellenden Primary Schools  
**Sally Smith**, Chair of Governors at Highshore Special School  
Supportive governance during Covid.
- 19:50 AOB and close



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# Welcome from Nina Dohel, Director of Education



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# Kevin Morris – Assistant Director of Learning and Achievement

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# Family Early Help presentation to Southwark Governors Association 13/10/20

**Jenny Brennan**

**Assistant Director FEHYJ**

**Kym Winup**

**Education Inclusion Team Manager**

**Shane Steere-Jones**

**FEH Service Manager 11+**

# Content

- Overview of key issues and how the LA responded – risks and challenges emerging from the return to school
- Attendance and safeguarding of vulnerable children and families
- Work undertaken by the Back to School team
- Next steps re 100% inclusion

# Strategic response from April

Working group on Vulnerable Children's attendance at School formed to focus on:

- Data
- How to influence attendance
- Resources
- Increased capacity to Team Around the School meeting
- Broadening the definition of vulnerability



# What were we worried about then... and still are?

- Conflicting messages for vulnerable families – send your child to school vs stay safe at home
- Impact on children of Domestic Abuse, Parental Mental Health or Substance misuse issues and increased stress of C-19
- Basic needs of children not being met e.g. food
- A surge of child protection referrals once schools returned
- Getting back to routines for those 3,492 children who already had attendance issues
- Unsustainable increase in Elective Home Education
- Year 11 children and Year 7 children

# Activity and impact

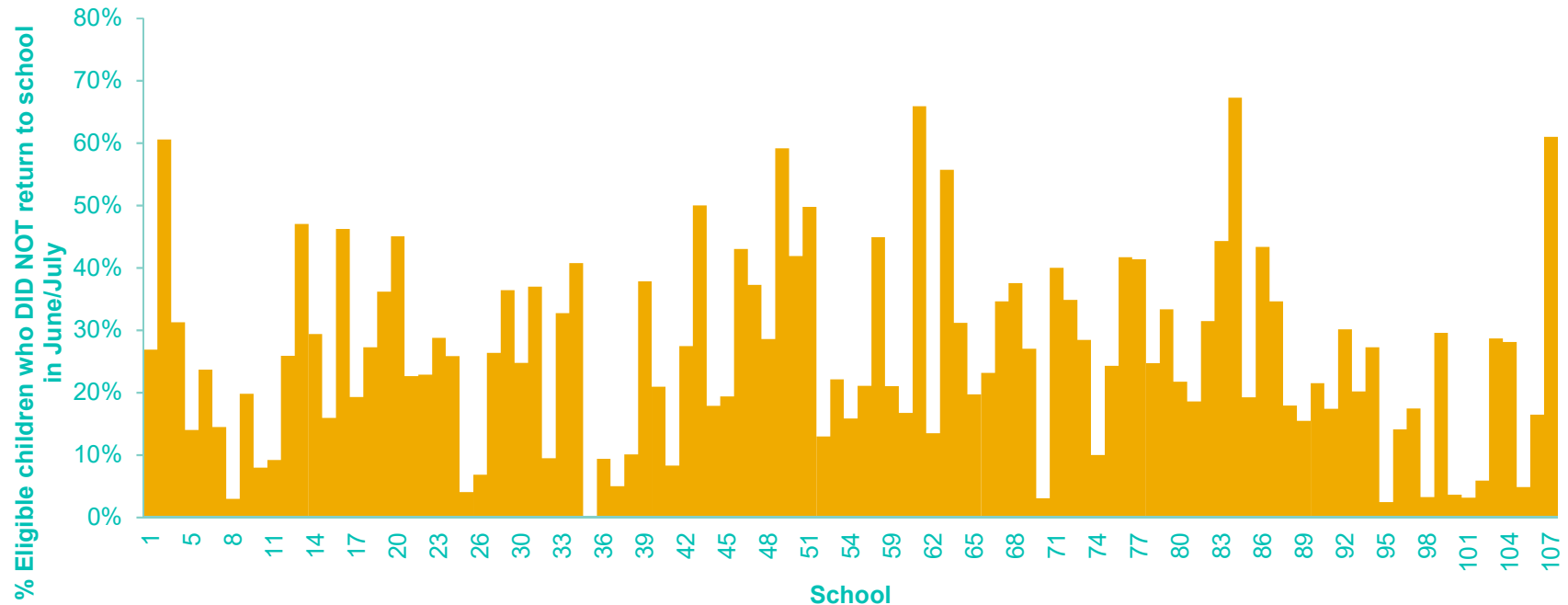
- Collaboration with schools to obtain attendance data + identify those children at increased risk – 44 thousand pupils matched to 13 risk factors
- Enhanced Team Around the School meetings piloted in 7 Primary schools with FEH, Health and SW colleagues in attendance
- [www.southwark.gov.uk/backtoschool](http://www.southwark.gov.uk/backtoschool) website
- [backtoschool@southwark.gov.uk](mailto:backtoschool@southwark.gov.uk) for requests for advice or support
- [Video training for #backtoschool work with families](#)

- Survey of parents to understand worries and virtual meeting with DSLs
- Microsoft Form and spreadsheet released in July to submit requests for support to children during summer holiday
- Re-purposing of Education Inclusion Team and increasing capacity to create a **BacktoSchool (B2S)** team within Family Early Help
- Offering support to all schools not just those that buy into Family Early Help in order to focus on safeguarding children through a return to school

- Improved collaboration with schools to identify vulnerable children/those at risk with joint working
- Targeted offer for children transitioning to Secondary School and Stepping Stones project at Ark All Saints Academy
- 1076 laptops and 119 dongles distributed alongside the allocation to Year 10s in maintained schools + mediating the latest C-19 allocation

# What do we know from the data?

## % eligible children who DID NOT return to school in June / July range across Southwark Schools



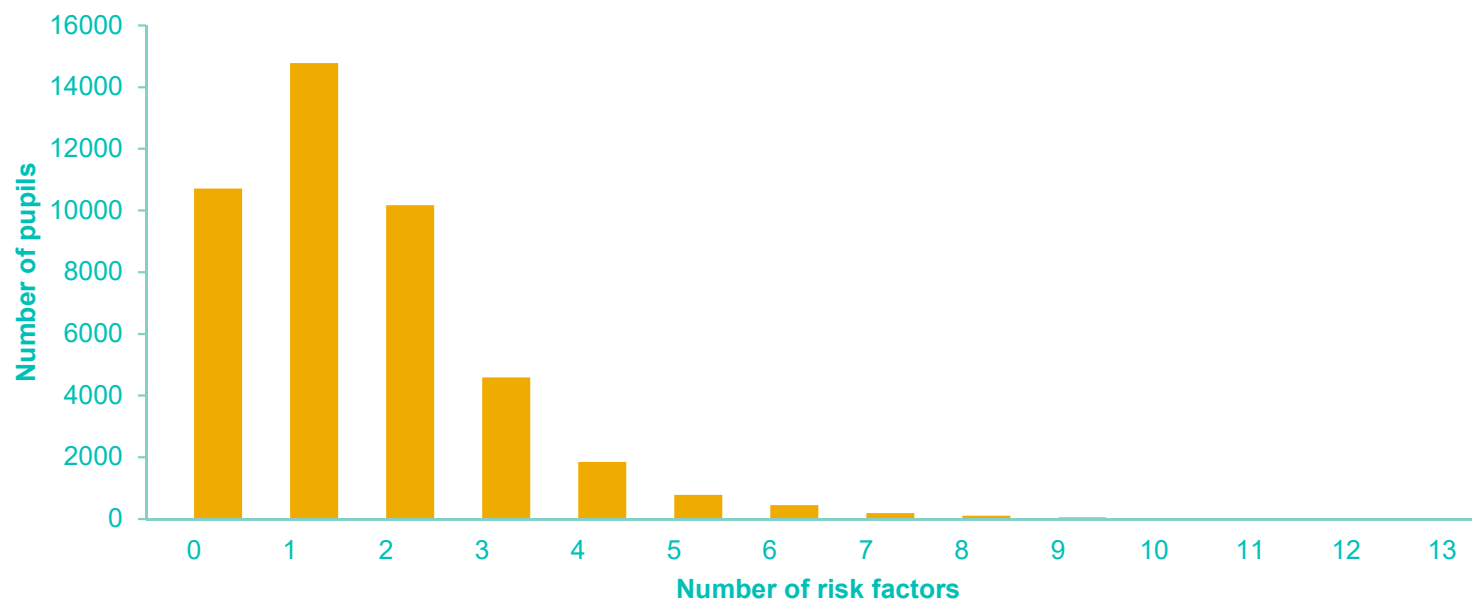
14,490 children attended in June and July but 29,168 pupils at risk because they had not attended

1467 Southwark school pupils known to our LA services – 50% had not attended = 730 at risk

However for those in 'invited back year groups' attendance for children with a Social Worker was 81%

**We matched the school census from Jan 2020 against 13 risk factors** (top 10% deprivation, FSM, EHCP, SEN support, EAL, currently known to Children's services/Family Early Help/YOS, non attendance June/July 2020, identified by school as at increased risk, PEX ever, Fixed Term Exclusions and Persistent Absentee over 3 terms).

**Number of pupils with 0 - 13 risk factors**



# What has happened since the return to compulsory education?



# Children's Social Care – April to Sept

- Contacts are down by 17% and from schools down 54% compared to same period last year
- **However** referrals - where contacts lead to work with families has increased by 22%...from schools there is still a reduction of 53% but from police an increase of 76% compared to the same time last year
- Child Protection cases have increased month on month
- LAC figures also increasing slowly

# How do we know what the risks are now?

- Schools have been asked to provide us with details of children **NOT** attending as a safeguarding request... and 52 schools have submitted some data to us
- DfE data available to the LA...but daily and only aggregate...20 schools have not submitted

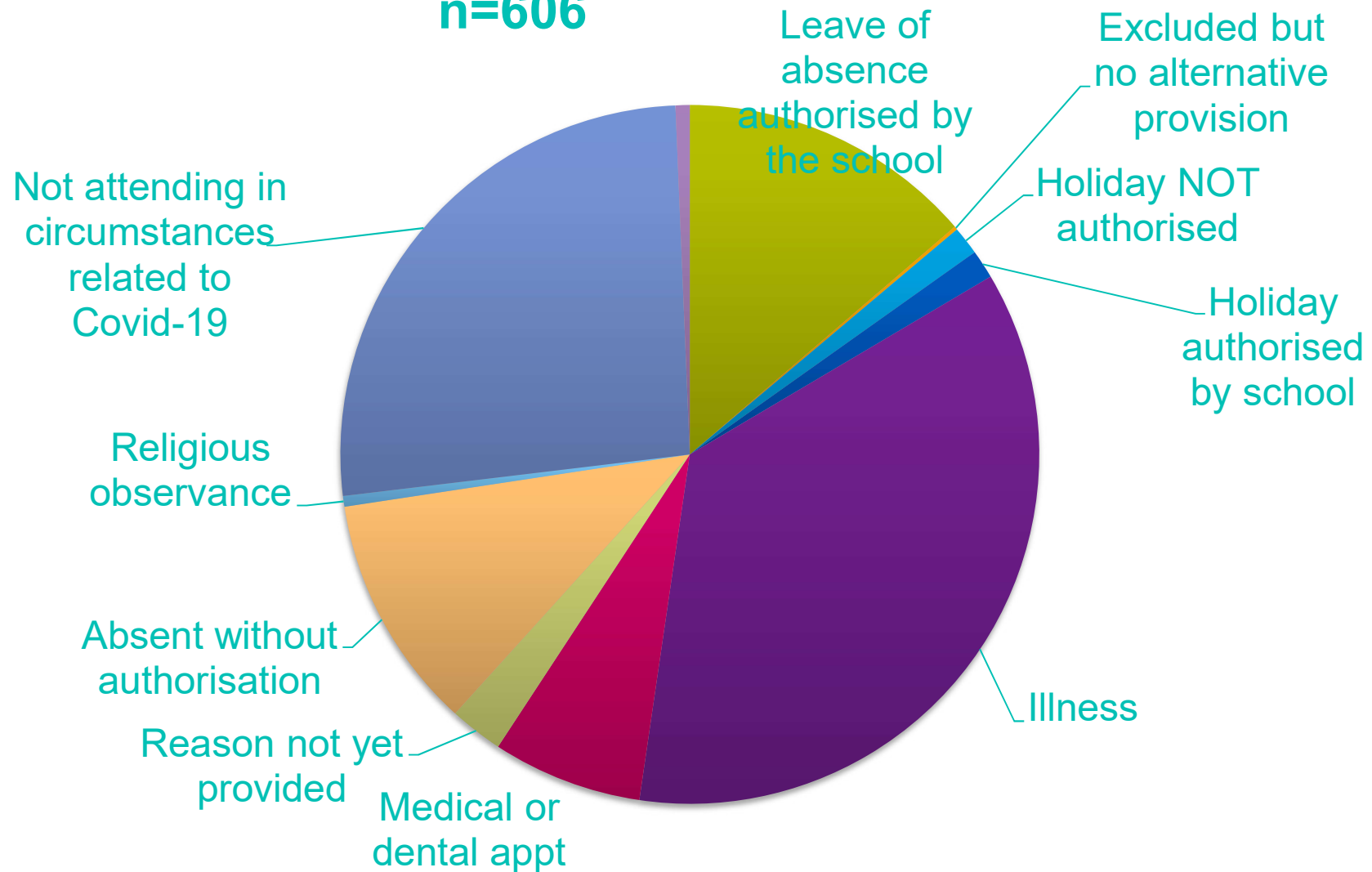
**Please encourage your schools to contact us and tell us which children are NOT attending**

<b>DfE data submission</b>	<b>Monday 14 September</b>	<b>Friday 9 October</b>
<b>No. schools submitting data</b>	60	76
<b>Estimated number of non attending children</b>	6,723	4,802
<b>Total pupils on roll at submitted schools</b>	20,986	27,438
<b>Attendance of pupils at submitted schools</b>	17,747	24,419
<b>% attendance of pupils at submitted schools</b>	84.60%	89.00%
<b>National average (submitted schools)</b>	81.90%	87.9%
<b>Total pupils on roll at submitted schools with EHCP</b>	834	1059
<b>Attendance of pupils with EHCP at submitted schools</b>	671	883
<b>% attendance of pupils with EHCP at submitted schools</b>	80.50%	83.40%
<b>National average (submitted schools)</b>	76.90%	82.0%
<b>Total pupils on roll at submitted schools with social worker</b>	433	509
<b>Attendance of SW pupils at submitted schools</b>	360	428
<b>% attendance of SW pupils at submitted schools</b>	83.10%	84.10%
<b>National average (submitted schools)</b>	79.40%	83.4%

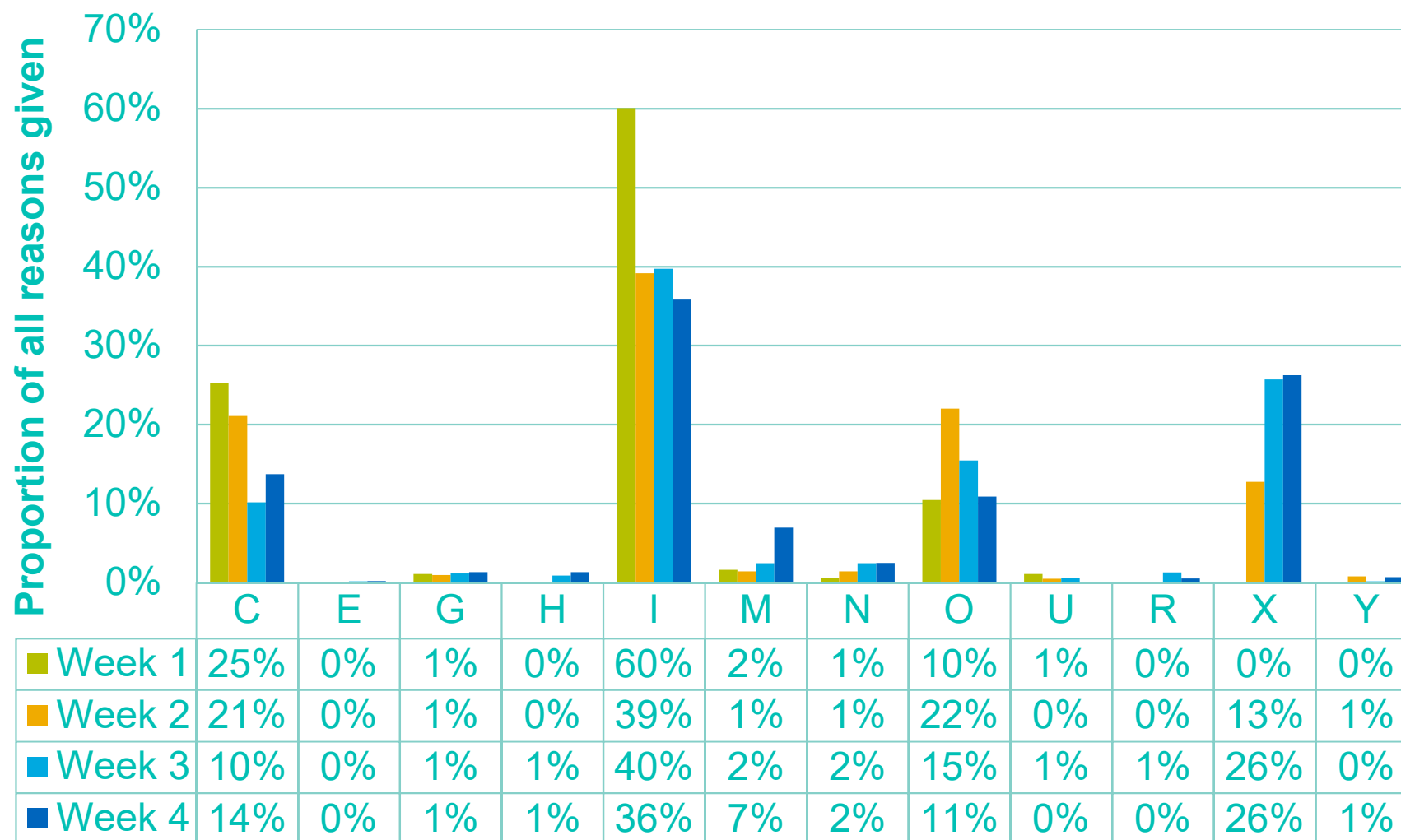
# Non attendance data submitted to the LA week 4

- 38 schools submitted info highlighting **637 children** who either have not attended school at all this week, or who the school are concerned about their attendance
- 36 of these children have a current social worker

## Reasons given for non attendance week 4 n=606



# Absence Reasons first 4 weeks of Autumn Term



# What has the back to school team been focused on?

# Activity of B2S team

- Contacting Lead Professionals working with families providing guidance and support
- Contacting families to highlight the importance of the return to school and discussing their concerns and agreeing next step plans
- Working closely with schools – attending TAF meetings, meeting with parents and children, providing support, guidance and advice to schools
- Responding promptly to requests coming into the Back to School email box



- Six schools provided details in July of children they were worried may not return to school in September 2020
- All secondary schools were contacted to discuss Transition Plans for vulnerable children and six schools agreed to meet with the Year 7 lead in EIT (four declined and the remaining number did not respond.) Six other schools agreed to meet to discuss the children identified as the most vulnerable
- Over 130 emails have been sent by schools and parents to the Back to School Inbox since July 2020
- Since September 2020 175 children have been referred to the Education Inclusion Team for Back to School intervention

# Themes

## Covid 19

- Confusion – parents confused about guidance
- The unknown – parents not sure what measures the school have in place to keep their child safe
- Fear – parents who had previously been shielding themselves or other members of the household
- Anxiety – feeling uneasy and worried – wanting best for their child but not knowing what that 'best' is.

## **Elective Home Education**

- Increase in number of parents making this decision - 55 notifications to the LA compared to 20 last year

## **Year 7**

- Parents unhappy with school they have been offered
- Children not wanting to go to the school they have been offered

## **Persistent Absentees**

- Children whose attendance was below 90% pre Covid 19

# Some case examples

**Covid 1** - Parent of a primary school refusing to send her child back to school as the child was asthmatic. Her GP had provided the parent with a vague letter signing the child off school. The Back to School Practitioner attended a TAF and met with the parent and listened to her concerns and was empathetic. These are challenging times. They explored options together. The school were flexible and it was agreed that a phased return was appropriate. Three days into the phased return the child was so happy to be with her friends again the parent returned her full time on the 4<sup>th</sup> day.

**Covid 2** – Family in temporary accommodation which during lockdown had become a hub of anti-social behaviour. Two children, one in primary and one in secondary school, with previous 100% attendance stopped going to school as the parents felt unsafe leaving the flat. They also had a baby and were not able to use the lift which had broken down. Father was adamant that he would not send the children back to school until the family were rehoused. This required the Back to School practitioner to work with the family, both schools, housing and the police/community safety to address all the concerns raised by the family. There was a TAF in the school without the children present which meant that the Back to School practitioner carried out a home visit a couple of days later to gain the children's views and see first hand the lived experience of the family. Working with housing to look at alternatives, working with community safety to increase their presence, working with the schools resulted in both the children returning to school. The turning point seems to have been the home visit – at that visit the father was still adamant he would not return the children to school until they were rehoused - but he clearly listened to his children on the visit – and the messages his primary school child received from her classmates at the TAF... they all missed her. The home visit was on the Friday and the children were back in school on the Monday. A combined effort from the Back to School Team, Housing, Community Safety and the school – but credit must go to the children in this case!

**Year 7 Transfer** – the parent did not get the school of her choice and was unsuccessful in appeal. The child was the only one in his friendship group who did not get in the preferred school. Mother was adamant that she would not be sending her child to allocated school – she had not purchased the uniform or had any communication with the school. Practitioner spent a lot of time with the family listening to their story, acknowledging their frustration and feelings of being treated unjustly. Using the Mapping tool they were able to agree a plan – that the child would attend the allocated school until a place became available in the school of their choice and we agreed to help the parent with the purchase of a uniform for the allocated school. The child has been in the school for 3 weeks now and is making friends.

# Keeping Children In Education – 100% inclusion

- Every child at risk of permanent exclusion to receive an attendance and inclusion intervention from a senior education welfare officer
- Developing an 'enhanced' multi-agency team around the school model for early identification and intervention
- School attendance is everyone's business - targeted online training for all lead professionals in assessing, planning and intervening with families for inclusion
- Promotion of a three-stage approach to inclusion based on restorative approaches



# Keeping Children in Education – the three stage approach to inclusion

Tier 1 Children with no additional needs whose health and Developmental needs can be met by universal services	Tier 2 Children with additional needs. Universal services and/or support from Family Early Help.	Tier 3 Children with complex multiple needs. Statutory and specialist services.	Tier 4 Children in acute need.
The child engages in age appropriate activities and displays age appropriate behaviours and self- control.	The child is at risk of becoming involved in negative behaviour/ activities, for example crime or substance misuse, or the child displays early involvement in negative activities.	The child is becoming involved in negative behaviour/ activities, for example, nonschool attendance, crime or substance misuse. <b>The child may be excluded short term from school</b>	The child frequently exhibits negative behaviour or activities that place self or others at imminent risk including chronic non-school attendance. <b>Child may be permanently excluded or not in education.</b>
	<b>Stage one –</b> Children or young people at risk of fixed-term exclusion - <b>early identification and the Alternatives to Exclusion meeting</b>	<b>Stage two –</b> Children at risk of permanent exclusion – <b>local authority Attendance and Inclusion consultation</b>	<b>Stage three –</b> Children who have been permanently excluded – <b>reparation and reintegration</b>

# Keeping children in education – what works

- Continued focus on the developing evidence base, in partnership with schools and other services
- Incorporating learning from recent research
  - *Pinball Kids: Preventing school exclusions*
- <https://www.thersa.org/reports/preventing-school-exclusions>
- IntegratED: Fewer exclusions, better alternative provision
  - Reduce preventable school exclusions through a whole-child development lens
- <https://www.integrated.org.uk/our-mission/>
- Working towards a zero-exclusions culture – best practice examples



# Any queries

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[Kym.winup@southwark.gov.uk](mailto:Kym.winup@southwark.gov.uk)

**Duty Line 02075251922 Option 3**

# Curriculum & contingency planning



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Senior Education Advisor



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# Ofsted will seek to understand:

## “Education is not an option”

How leaders are ensuring that all pupils resume learning the school's curriculum including contingency planning for the use of remote education and the use of catch up funding

- **Curriculum:**

- Following school closure what priorities have you identified? How do you plan to address them?
- What strategies do you have in place to fill gaps in core knowledge and re-establish good progress?
- Flexible use of all subjects to fill gaps in core knowledge e.g. emphasis on reading;
- Where modification is needed so that time is given to address gaps - how do you plan to return to full curriculum?
- Is the school offering an ambitious and broad curriculum in all subjects for all pupils? <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-3-curriculum-behaviour-and-pastoral-support>

## Contingency planning what must be in place?

Inspectors will look at how approaches to remote learning are integrated into the wider curriculum design, and the plans leaders have in place to follow the [guidance from the Department of Education](#).

- Schools are required to have a strong contingency plan in place by the end of September 2020;
- Schools are expected to offer immediate remote education where a class, group or small number of pupils need to self isolate or are required to stay at home as part of a local lockdown;
- Schools will need to plan for a range of scenarios including provision for vulnerable pupils not able to attend school, closure of classes or bubbles to whole school closure.

## Remote learning curriculum – what does the guidance say? Key points:

- Follows a curriculum sequence that is linked to the school's curriculum expectations;
- Is planned and well- sequenced so that knowledge and skills are built up incrementally with a good level of clarity about what is intended to be taught and practised in each subject;
- Include a programme that is equivalent in length to the core teaching children would receive in school;
- Daily assignments are meaningful and ambitious across a number of different subjects. High quality online and off line resources and teaching videos consistently used across the school;
- Set clear explanations of how regularly teachers will check work and gauge how well children are progressing in order to adjust the pace or difficulty of work.



## **Inspectors will be alert to any differences in how pupils with different needs or different characteristics are supported.**

- Work with families to support young children or those with SEND so that they have access to a broad and ambitious curriculum. Consider:
  - How leaders involve and support parents and carers
  - Make good use of professional and specialist services

## Next steps:

- To inform your Contingency Plan for remote learning, we advise that schools evaluate the impact of provision during school closure,
- Maintain and develop further, what worked well, improve upon what needs to be changed,
- Build safeguarding into your remote learning
- Maintain and develop the skills of pupils and teachers to work remotely
- Develop systems to Monitor the quantity and quality of Remote learning Provision
- Monitor the uptake and engagement of pupils and develop strategies to encourage all pupils to participate fully

# Pilgrims Way and Bellenden Federation, Camelot

Juliette Young, Chair and Vice-Chair

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**How governing boards have adapted to the new circumstances in supporting their schools to continue to provide high standards of learning and teaching during Covid-19 and particularly since the full return to schools in September.**

## **Re-inforcing the culture, tone and mood of Governance**

- Calm . . . no stress
- Encouraging - everyone to do the right thing at the right time
- Empathy - one of the few professions staying fully open
- Supportive – the whole community is in this together
- Collaborative - We will get through this

## **Simplified School Development plan (working draft)**

### **1. Health & Safety + Wellbeing**

### **2. Pupil Engagement**

- Attendance
- Catch up
- Continue to provide high standards – but not trying to do everything just yet
- No data target
- For every child to be ready for their next stage of education by July 2021

### **3. Blended Learning**

- Actual & Virtual Classroom co-exist
- Embracing digital learning as a day to day part of teaching and learning –
- Using the pandemic to bring about a step change

**Links to simplified HT Performance Objectives . . . no data target**

**Will lead to simplified Teacher Performance Objectives . . . no data target**

# How governing boards have adapted to the new circumstances in supporting their schools....

## How Governors are engaging:

- COG & HT at least weekly phone calls
  - On-going emails and texts highlighting “hot spots”
  - Being available when needed
- 
- Blended meeting style – initially all virtual, with face to face now starting
  - Flexible meeting times to support the provision in schools, e.g. - Morning meetings now difficult because of the arrival routines
  - More regular Link Governor interactions with specific staff on specific areas – to demonstrate interest and support
  - Being available when needed

# How governing boards have adapted to the new circumstances in supporting their schools....

## Specific Adaptions

- All Teachers and Governors can now use Zoom! (Dial in)
- An “Agile” approach to the budget - impossible to estimate supply staff costs
- Grievance hearings, etc on Zoom – work well but take more time
- Oversight and scrutiny of Risk Assessments – nominate specific governors + colour code any changes!
- Reducing workload – simplified HT/all reports
- Governor participation in all virtual recruitment panels
- Telephone meetings , e.g. termly safeguarding review – work well

# How governing boards have adapted to the new circumstances in supporting their schools....

## What will success look like?

### Well-being & Engagement

For all members of the school community – pupils, parents, staff, teachers, Governors - to be safe, engaged and thriving with their respective daily school activities



# Sally Smith

Chair of Governors at Highshore School

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# Highshore Overview

- c 150 pupils with complex learning needs
- stayed open with c 5% of pupils on site initially
- increased pupil numbers from June

# Governor challenges

- Communications & ICT
- Unified perspective

# Areas of focus

- physical safety of pupils and staff
- wellbeing of pupils and staff
- quality of education - recovery curriculum

# Other areas of input

- building works
- school vision
- deputy head recruitment
- staffing issues

# Contact:

Martin Deutz, Chair

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