

Southwark Governors' Association

23 March 2023



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Welcome

Martin Deutz, Chair

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Agenda

18:00 Welcome – Martin Deutz, Chair

Election of the governor representative to the School Forum

18:05 Local Authority updates –

Keeping Education Strong Strategy – Nina Dohel, Director of Education

Southwark Stands Together (SST) - Maureen Gabbidon, Chair of Governors (Charlotte Sharman Primary School), member of the SST steering group

18:45 Exclusions and suspensions – Kym Winup, Family Early Help Team

19:00 Improving school attendance – Shane Steere-Jones & Kelly Wilson, Family Early Help Team

19:20 Schools HR update - Shereen Moussa, Head of Schools HR

19:30 Breakout rooms

19:50 Plenary

19:55 AOB and close.

Date of next meeting: 22 June 2023

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Keeping Education Strong Strategy

Nina Dohel, Director of Education

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Southwark Stands Together (SST)

Maureen Gabbidon, Chair of Governors,
Charlotte Sharman Primary School

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Education

Southwark Stands Together: How we are supporting our education settings to develop and embed anti-racist practice

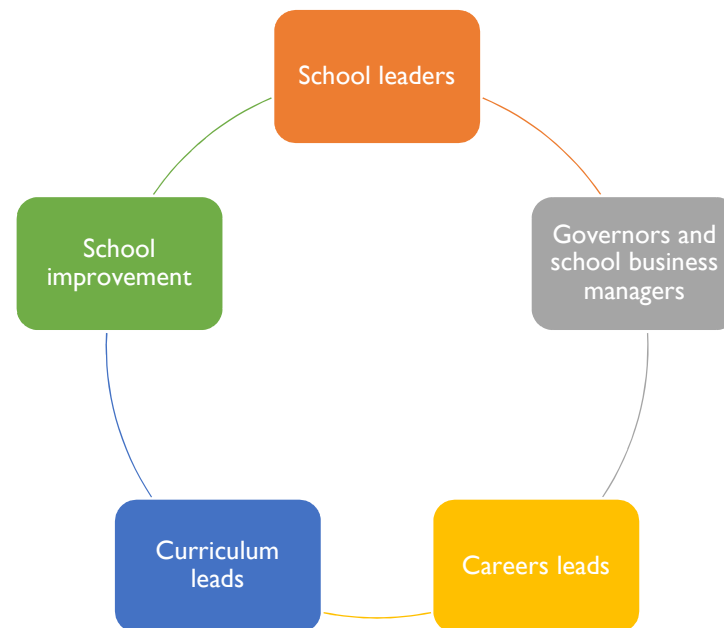
Poppy Charlton, Service Development Manager, Education

Areas of focus 2020-present

- **School staff**
- **Learners and curriculum**
- **Employability and work experience**
- **Inclusion**



Who we are working with



School leaders

The Professional
Development and
Curriculum Group

On every Southwark-
clerked governing body
agenda, promotional
campaign

RACE Charter Mark

Opportunities to
engage in external
programmes

Funding support

Governors and school business managers



Curriculum leads

The Professional
Development and
Curriculum Group

Training and CPD: The
Racially Literate Hub

Best practice: the
Southwark Standard

Southwark Education,
Learning and
Achievement: support
and challenge

Resources to support
a diverse curriculum

Careers leads

Networking
opportunities

Teaching
resources

Directory of
services

Links into relevant
teams within the
council

Education
Business Alliance

Southwark
Scholars

We are working with



*'Education is the most powerful weapon which
can change the world.'*

Nelson Mandela



Fig Tree International Ltd

What is coming next

More resources

Impact measures

More training

More schools
signed up to the
RACE Charter
Mark

New challenges

what do you think?

Keeping Children in Education

Working together to improve school attendance

Southwark Governors' Association meeting

23 March 2023



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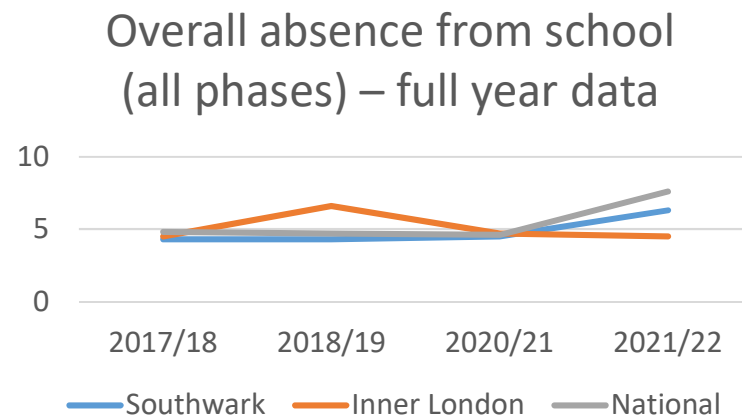

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The data

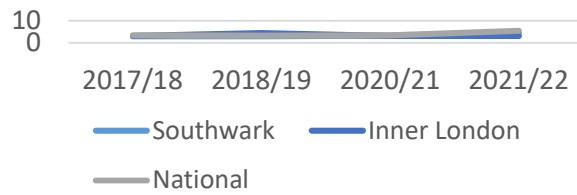
Kelly Wilson - Quality Assurance Lead,
Family Early Help and Youth Justice

Absence from Southwark schools

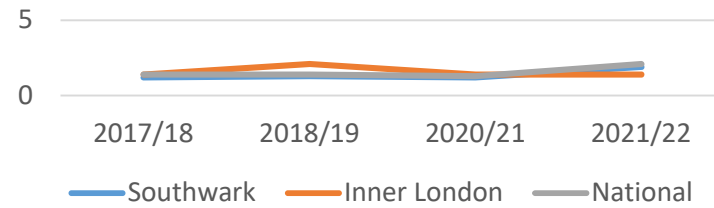
- Difficult to measure absence / attendance in 'real-time' as not all schools have signed up to the DFE portal, and Studybugs is in it's infancy.
- The only way to currently measure absence is using census data – which is one term retrospective, and thus reactive, rather than addressing attendance issues as they arise



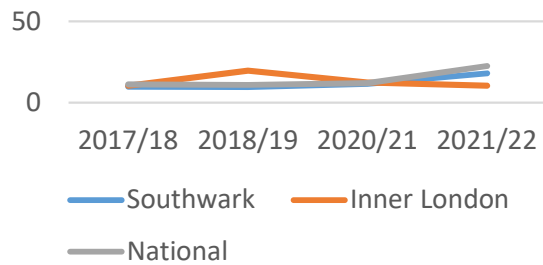
Authorised absence from school (all phases) – full year data



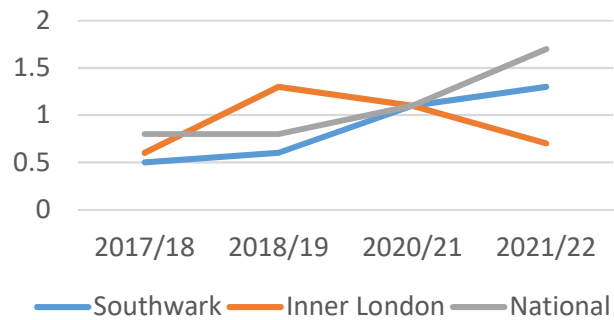
Unauthorised absence from school (all phases) – full year data



Persistent absence from school (all phases) – full year data



Severe absence from school (all phases) – full year data



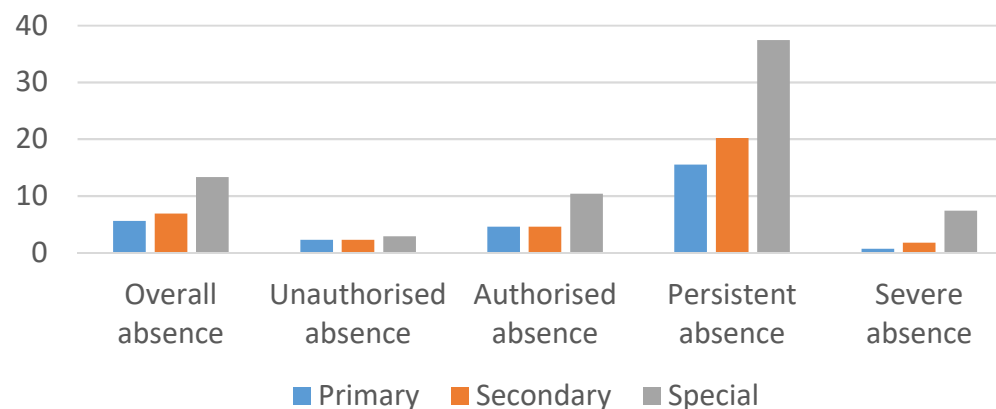
The Southwark context

Girls have a slightly higher overall absence rate than boys (6.4 compared to 6.2)

Peak NCYs are: 9 – 12

Minority ethnic pupils have a higher overall attendance rate than non Minority Ethnic pupils (rate for non ME pupils is 1.3 times higher)

Absence type by school phase – AY 2021/22



Across Southwark, ethnic groups with the highest rates of absence are: Mixed (7.6), White (7.5) and Asian (7.0).

The detailed ethnicity groups with the highest rates of absence are: Gypsy Roma (18.8), Traveller of Irish Heritage (16.4) and Mixed White and Black Caribbean (9.7).

NCYs with the highest rates of absence are years 9-12

Pupils with an EHCP had absence rates 1.7 times higher than those with no SEN needs, and those with SEN support 1.4 times higher.

Primary Phase

PA and SA rate are double that of pre-covid times

Academic Year	Overall	Authorised	Unauthorised	Persistent Absence	Severe Absence
2017/18	4.0	2.8	1.1	8.7	0.4
2018/19	3.9	2.8	1.1	8.2	0.3
2020/21	3.8	2.7	1.1	9.3	0.8
2021/22	5.6	4.1	1.5	15.5	0.8

Pupils with the highest rates of absence:

- FSM eligible
- NCYs 2 and below
- SEND (SEN support 7.0, EHCP 7.9)

The ethnic groups with the highest rates of absence are Traveller of Irish Heritage (16.0), Gypsy Roma (15.1) and Mixed White and Black Caribbean (8.2)

Overall, the Asian ethnic group absence rate is 6.8 (this is divided between the three ethnic groups within this category)

Secondary Phase

PA and SA rate are double that of pre-covid times

Academic Year	Overall	Authorised	Unauthorised	Persistent Absence	Severe Absence
2017/18	4.5	3.2	1.4	11.1	0.6
2018/19	4.6	3.2	1.4	10.9	0.8
2020/21	4.9	3.6	1.4	12.7	1.2
2021/22	6.9	4.6	2.3	20.2	1.8

Key findings

- Absence rates increase from NCY 9
- The absence rate for girls is higher than for boys (7.3 compared to 6.6)
- The White and Mixed ethnic groups have the highest rates of absence (8.6 and 8.5 respectively)
- Absence rate for FSM eligible pupils is 1.4 times higher than for those who are not eligible
- Children with SEN (either support (9.5) or EHCP (8.9)
- Specifically SEMH (13.6) and Severe Learning Difficulties (13.3)

Special Phase

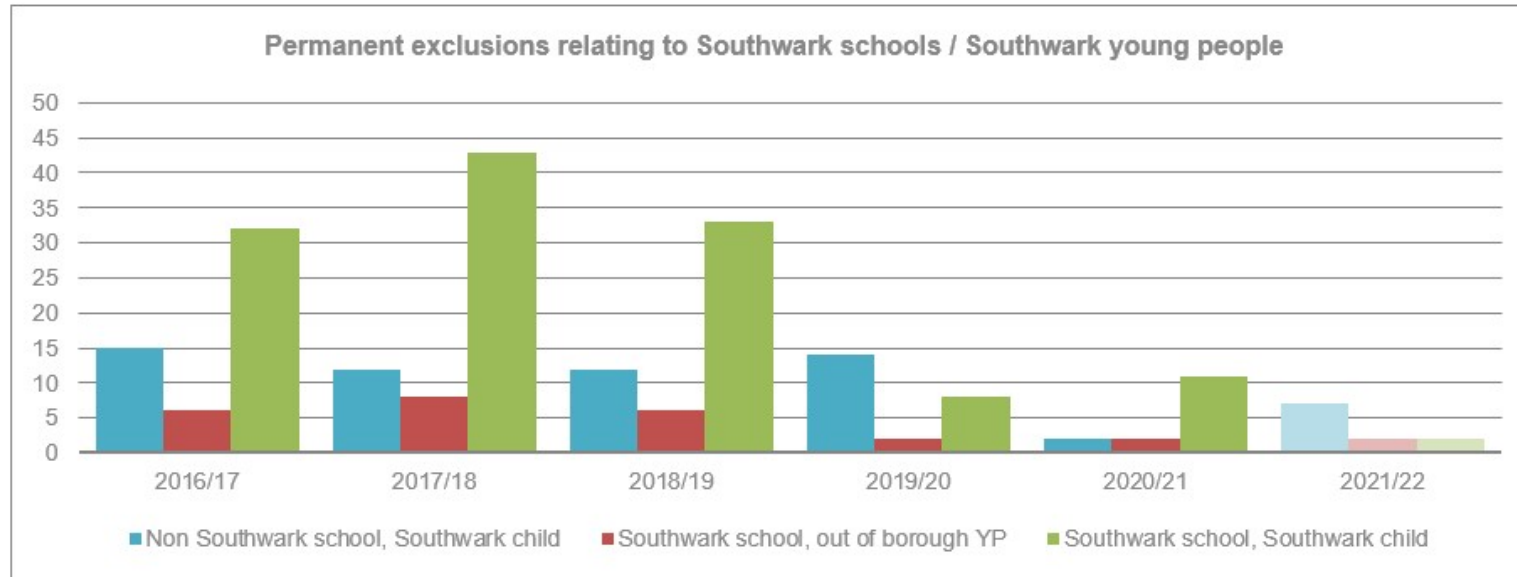
SA rate double that of pre-covid times. PA rate has substantially reduced from 2020/21 figures, but remains higher than 2017/18

Academic Year	Overall	Authorised	Unauthorised	Persistent Absence	Severe Absence
2017/18	9.6	7.5	2.1	25.3	3.3
2018/19	10.3	6.8	3.5	28.4	5.2
2020/21	19.7	17.6	2.1	60.5	8.1
2021/22	13.3	10.4	2.9	37.4	7.4

Key findings

- Peak year groups are NCYs 10 and 11, and NCYs 1 and 2
- Rate for FSM eligible children higher than rate for those children not eligible (14.4)
- Ethnic groups with the highest rates of absence are Mixed White and Black African and Mixed White and Black Caribbean
- Children with physical disabilities, SEMH and Profound and multiple learning difficulties had the highest rates of absence (28.9, 22.0 and 21.7 respectively)

Permanent exclusions



Permanent exclusions relating to Southwark schools / Southwark young people						
	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
Non Southwark school, Southwark child	15	12	12	14	2	7
Southwark school, out of borough YP	6	8	6	2	2	2
Southwark school, Southwark child	32	43	33	8	11	2
Total	53	63³	51	24	15	11

Permanent exclusions – Key findings

The PEX rate for girls in Southwark is higher than the rate for boys (for the first time), 1.8 times higher than the national rate.

All permanently excluded pupils were in NCYs 9-11

In Southwark in 2020/21, the ethnic group with the highest rate of permanent exclusions was **Mixed** (a rate of 0.18) with the second highest being **White** (0.10).

Although the rate of permanent exclusion for **White and Black Caribbean children** has reduced, in 2020/21 the rate of permanent exclusion from Southwark schools for this group was four times higher than the rate for White British children.

Two thirds of our permanently excluded children have experience of statutory social work

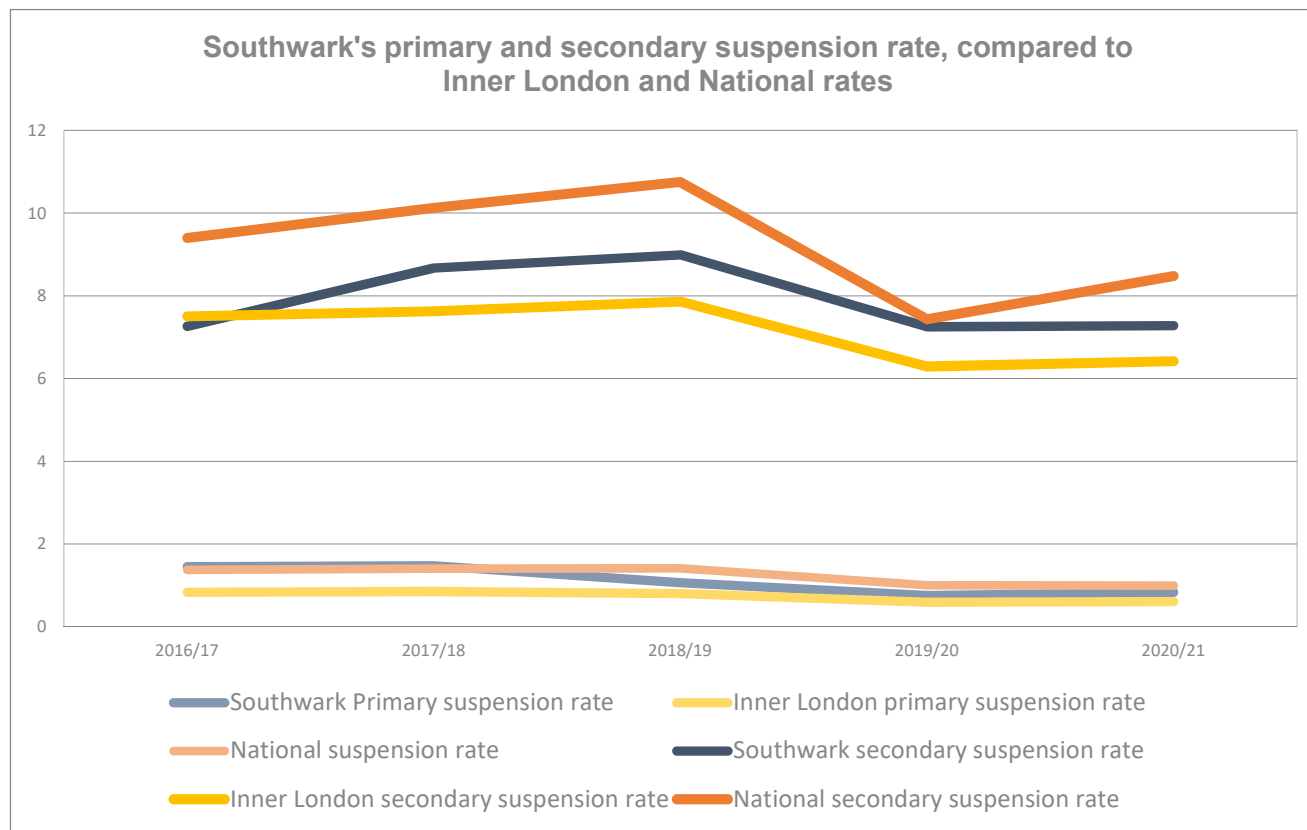
The rate of permanent exclusion for FSM pupils is 1.7 times higher than the rate for those who are not eligible

Increase in permanent exclusion of children with SEN support (although Southwark is below the national average)

All permanently excluded children had attendance rates of less than 90%

Suspensions

Southwark lies between the Inner London and National rates for suspensions in both the primary and secondary phase



Suspensions – Key findings

In 2020/21, **8,648 sessions (4,324 days)** were missed owing to suspension from Southwark schools.

Southwark's rate of suspension for girls is **higher than the national rate** (2.66 compared to 2.58)

Southwark has lower rates of suspension in each year group when compared to the national rate, with the exception of Year 3 (the first year of junior school) and in 12+ (above statutory school age).

Southwark has **higher rates of suspension of Minority Ethnic pupils than the national rate.**

Overall, the groups with the highest suspension rates in Southwark are Black Caribbean (6.28), White and Black Caribbean (5.73) and Gypsy Roma (5.26). The White British rate is 3.81.

Increase in both primary and secondary phase suspension of children with an EHCP, and increase of children requiring SEN support in the secondary phase . Overall, Southwark SEND suspension rates are between Inner London and national rates, although **pupils with an EHCP are 3.9 times and those that require SEN support 3.7 times more likely to be suspended than pupils with no SEN needs**

Over a third of suspensions from Southwark secondary schools are for persistent disruptive behaviour, with physical assault (pupils) the next most common. Principal reasons given for suspension from Southwark primary schools are physical assault (both adult and child), followed by persistent disruptive behaviour.

News from the frontline

Kym Winup – Team Manager, Education
Inclusion Team

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Vaping

The Royal College of Paediatricians said vaping was becoming an “epidemic”

It is estimated that prevalence could now be as high as 15%

Anecdotally we have noticed an increased rate of suspensions and permanent exclusion for vaping – the most recent involved a girl robbing a shop of vapes in her school uniform

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Social media

Research shows that girls are more likely to be victims and perpetrators of cyber bullying which of course can lead to them being excluded

Dual heritage girls who are mixed white and black Caribbean were three times more likely to be excluded than white British girls between 2020-21

The number of permanent exclusions decreased from just over 5,000 between 2019-20 to just under 4,000 in the years 2020-21. However...

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Social media

Freedom of Information requests sent to the DfE have shown exclusion rates among mixed white and black Caribbean girls during the height of the Covid-19 pandemic remained the same

Schoolgirls from Gypsy/Roma backgrounds were also disproportionately affected by school suspensions with up to 1,338 barred from classrooms in the years 2020-21 – three times the rate of their white British peers.

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Mental health

DFE research into the impact of COVID on children and young people found:

- *Higher symptoms of behavioural and attentional difficulties for boys than girls*
- *Girls had higher levels of emotional difficulties.*
- *Girls were twice as likely to report that they were unhappy with their mental health compared to boys. Teenage girls (16 to 17) were also most worried about their mental wellbeing*

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Working together

Shane Steere-Jones, Service Manager,
Family Early Help 11+

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New DfE guidance documents

From September 2022

Working Together to Improve School Attendance

Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil, movement

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What does FEH offer?

- Whole Family Casework – under 11 and 11+
- Education Inclusion Team (EIT) (Attendance and Inclusion consultations and guidance on the Three-Stage Approach)
- Parenting Team – SFSC, EPEC, Fathers Group, Incredible Years and P4P
- Early Help CAMHS and Integrated Health – CAMHS and Specialist Community Public Health Nurse
- Children and Families Centres
- Partnership working with Children's Social Care



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Education Inclusion Team

Any professional can request a consultation from the Education Inclusion Team, attend the **weekly attendance and inclusion surgery** or highlight worries with Family Early Help partners as part of the Team Around the School (TAS) approach

Schools can and should request a consultation slot to discuss any child with PNA where there has not been progress at stage one of our framework

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More detail and how to refer

<https://www.southwark.gov.uk/childcare-and-parenting/children-s-social-care/family-early-help-feh>

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New DfE guidance document

From September 2022

Working Together to Improve School Attendance

This requires LAs to:



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The Southwark Council logo consists of the word 'Southwark' written in a large, elegant, cursive script. Below it, the word 'Council' is written in a smaller, blue, sans-serif font. At the bottom, the website address 'southwark.gov.uk' is written in a small, blue, sans-serif font.

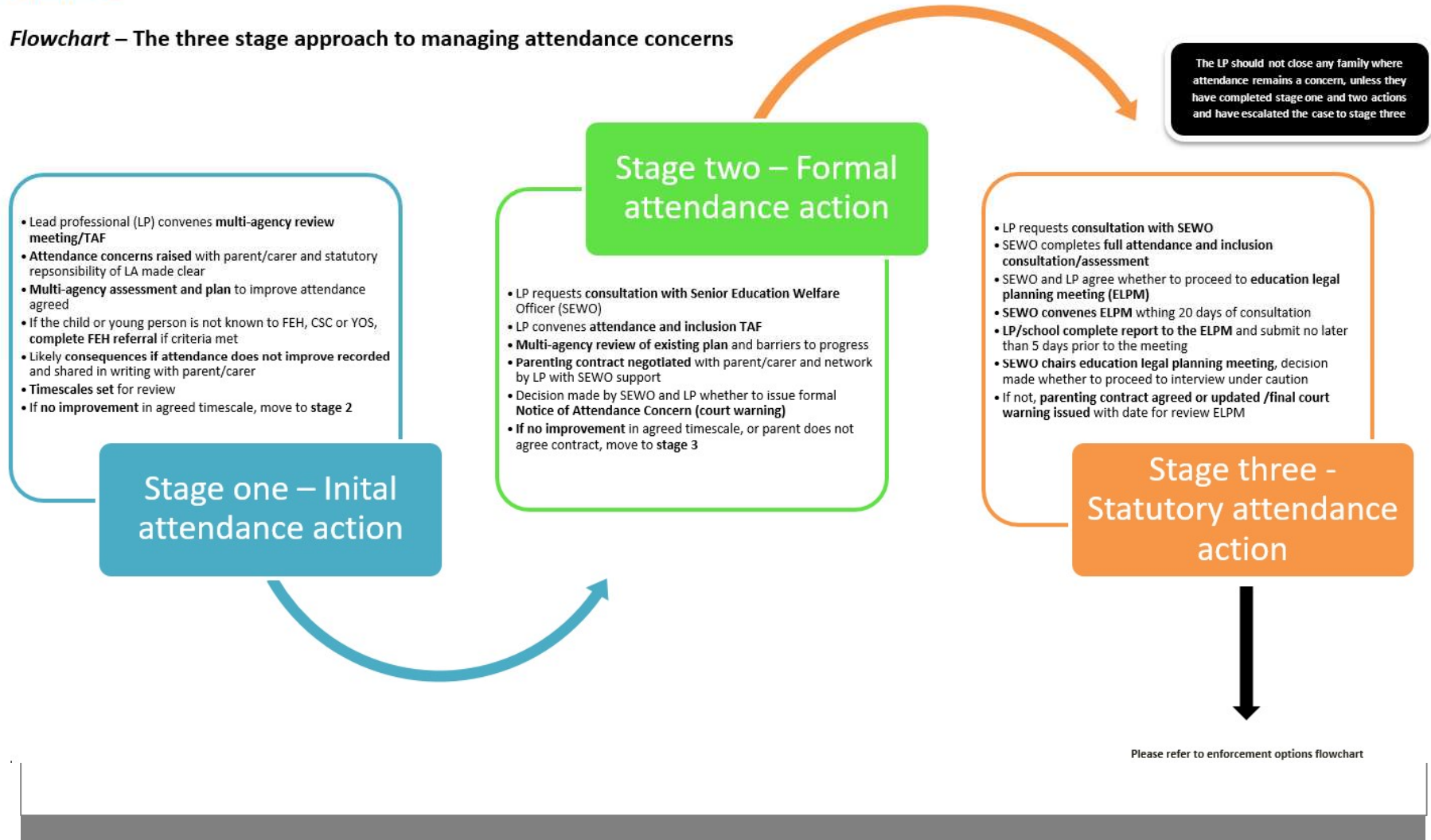
‘Circulate clear guidance on how schools, the [Education Inclusion Team] and other partners should work together to provide intensive voluntary and/or formal support for individual pupils and families’ and to ensure that procedures are ‘understood by all frontline operational staff in attendance and associated teams (as a minimum this should include social workers, early help keyworkers, and youth justice teams).... This should include an understanding of which people and teams are responsible for each element of attendance delivery and how teams and professionals will work together.’ <https://www.gov.uk/government/publications/working-together-to-improve-school-attendance>

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Appendix 1

Flowchart – The three stage approach to managing attendance concerns



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Working together

The new guidance requires schools and LAs to making sure all children with persistently low attendance or at risk of exclusion have targeted help and support

The LP should not close any family where attendance remains a concern, unless they have completed stage one and two actions and have escalated the case to stage three

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E-learning for all

Much of the new guidance reflects developments in practice that are already underway in Southwark and incorporated within our three-stage approach

To further embed these principles, a new e-learning module has been developed to ensure **that all lead professionals are clear regarding their roles and responsibilities**, and how to work effectively alongside the Education Inclusion Team, families and schools to promote school attendance

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How to access

The training outlines the three-stage approach and the new framework which all LA officers must follow

The training is accessed via **the council's learning and development platform My Learning Source**

Schools can request access to the training programme by accessing the link below:

[Access to Southwark Council's Learning System – Request Form](#)



Keeping Children in Education

Click or tap on the blocks below to find out more

Introduction	One Local Authority Plan	Disadvantage, neglect and barriers	Youth justice and supporting families
Getting started	The three-stage approach	On intervention and supervision	Conclusion - moving forward

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Education Inclusion Handbook

For the first time the guidance and procedures for managing attendance and inclusion issues have been moved online in our virtual **Education Inclusion Handbook**

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One click away

This provides more detail for professionals on local and statutory guidance, including our own three-stage approach, This can be accessed on the Family Early Help webpages at:

<https://www.southwark.gov.uk/childcare-and-parenting/children-s-social-care/family-early-help-feh/education-inclusion-handbook>

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Education Inclusion Handbook

In this section

Introduction

Managing attendance - the three-stage approach

Education legal planning guidance

Code of practice for the implementation of parenting contracts and orders

Promoting inclusion - the three-stage approach and managed transfers

Suspensions and permanent exclusions – general principles

Southwark managed move protocol - best practice

Education penalty notice code of conduct

Appendices

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Targeting support meetings

LAs should now hold a termly conversation with every school to identify, discuss and signpost or provide access to services for pupils who are persistently or severely absent or at risk of becoming so

Particular focus should be given by all partners to pupils who are missing 50% or more of school or 'severely absent'

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TAS

In areas where scheduled 'Team Around the School' (TAS) meetings already take place the School Attendance Support Team (EIT in Southwark) may join the existing meeting instead of having a separate Targeting Support Meeting for that school

Southwark already offers a TAS approach and termly meeting to schools regardless of status

Do you know if your school has accepted a TAS?

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Live data

LAs must now regularly monitor the attendance of children with a social worker in their area (extended responsibilities of the virtual school)

Track local attendance data to prioritise support and unblock area wide attendance barriers where they impact numerous schools

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Help us to help you

School heads will shortly be contacted by our newly commissioned school attendance service 'Studybugs'

Studybugs helps local authorities coordinate across partner agencies, linking with school attendance systems to provide live attendance data to enable early, targeted action to tackle the underlying causes of poor attendance and **keep children in education.**

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If headteachers are reluctant

Ultimately this is data that the LA is eventually able to access through the school census submission

However, given the lag in reporting this is less helpful in gaining an accurate picture of attendance across the authority

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Benefits

Please encourage your senior Leadership team to sign up to Studybugs. This will enable more effective strategic analysis of factors impacting on school attendance in your area...

... and also enable social workers and other LA lead professionals to respond in real time to attendance issues and have accurate and up to date information in assessments, plans and reviews

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Inclusion charter - updates

The LA continues to encourage all schools to sign up to the Charter and its 14 principles that was co-produced with school leaders in 2020

Partnership Southwark – our local health partnership have committed to the charter recognising the importance of working together on inclusion. The Secondary Association of School Heads also had it on their recent meeting agenda to re-visit

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<https://moderngov.southwark.gov.uk/documents/s91294/Appendix%20A%20Education%20Exclusions%20and%20alternative%20provision.pdf>


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KCIE conference

We would like to work with schools to design the next one and have suggested to the SAFE Taskforce that it would be an opportunity to share their work and that of the AP Taskforce plus highlight progress on the Inclusion Charter

We are still awaiting feedback from the secondary schools/SASH to agree venue and timing and which schools are keen to host and be involved – any offers welcome!



How Governors can help us to help schools

Ask headteachers/SLT if they are aware of the council's improving attendance framework?

Are they aware of KCIE training and if so are staff being encouraged to complete?

How is the school implementing the new statutory guidance?

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How Governor's can help us to help schools

Ask headteachers if they have signed up to the inclusion charter yet. How are they implementing it?

If not what is the sticking point – have they explored this with the LA?

Are schools informing the LA of all suspensions without delay?

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How Governor's can help us to help schools

Ask headteachers if they have received their invitation to sign up to Studybugs?

If so have they agreed?

If not what are the reservations? Are they willing to speak with us to reassure them?

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Feedback and questions

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Breakout rooms

1. What barriers to attendance are you aware of in your school and what actions/strategies/interventions have been used which have made a difference?
2. How is your school approaching exclusions and behaviour? What do you think about the 100% Inclusion Framework?
3. What kind of challenges do you face as a governor in considering these issues? Are there any particular resources, information or training that you would find helpful to address the issues discussed today and in a wider sense in your role a school governor?



Future dates

22 June 2023

29 November 2023

21 March 2024

20 June 2024

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Contact:

Martin Deutz, Chair

c/o: governor.services@southwark.gov.uk

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