

SCRUTINY BOARD (CHILDREN AND FAMILIES)

Meeting to be held in Civic Hall, Leeds, LS1 1UR on
Wednesday, 23rd October, 2019 at 10.00 am
(A pre-meeting will take place for ALL Members of the Board at 9.45 a.m.)

MEMBERSHIP**Councillors**

H Bithell	-	Kirkstall;
P Drinkwater	-	Killingbeck and Seacroft;
B Flynn	-	Adel and Wharfedale;
A Forsaith	-	Farnley and Wortley;
C Gruen	-	Bramley and Stanningley;
C Howley	-	Weetwood;
A Hussain	-	Gipton and Harehills;
J Illingworth	-	Kirkstall;
W Kidger	-	Morley South;
A Lamb (Chair)	-	Wetherby;
J Lennox	-	Cross Gates and Whinmoor;
A Marshall-Katung	-	Little London and Woodhouse;
K Renshaw	-	Ardsley and Robin Hood;
R. Stephenson	-	Harewood;

Co-opted Members (Voting)

Mr E A Britten	-	Church Representative (Catholic)
Mr A Graham	-	Church Representative (Church of England)
Mrs K Blacker	-	Parent Governor Representative (Primary)
Ms J Ward	-	Parent Governor Representative (Secondary)
Vacancy	-	Parent Governor Representative (SEN)

Co-opted Members (Non-Voting)

Ms C Foote	-	Teacher Representative
Ms H Bellamy	-	Teacher Representative
Mrs A Kearsley	-	Early Years Representative
Ms E Holmes	-	Young Lives Leeds
Ms D Reilly	-	Looked After Children and Care Leavers

Principal Scrutiny Adviser:
Angela Brogden
Tel: (0113) 37 88661

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A G E N D A

Item No	Ward/Equal Opportunities	Item Not Open		Page No
1			APPEALS AGAINST REFUSAL OF INSPECTION OF DOCUMENTS To consider any appeals in accordance with Procedure Rule 25* of the Access to Information Procedure Rules (in the event of an Appeal the press and public will be excluded). (* In accordance with Procedure Rule 25, notice of an appeal must be received in writing by the Head of Governance Services at least 24 hours before the meeting).	
2			EXEMPT INFORMATION - POSSIBLE EXCLUSION OF THE PRESS AND PUBLIC 1. To highlight reports or appendices which officers have identified as containing exempt information, and where officers consider that the public interest in maintaining the exemption outweighs the public interest in disclosing the information, for the reasons outlined in the report. 2. To consider whether or not to accept the officers recommendation in respect of the above information. 3. If so, to formally pass the following resolution:- RESOLVED – That the press and public be excluded from the meeting during consideration of the following parts of the agenda designated as containing exempt information on the grounds that it is likely, in view of the nature of the business to be transacted or the nature of the proceedings, that if members of the press and public were present there would be disclosure to them of exempt information, as follows: No exempt items have been identified.	

3		LATE ITEMS To identify items which have been admitted to the agenda by the Chair for consideration. (The special circumstances shall be specified in the minutes.)	
4		DECLARATION OF DISCLOSABLE PECUNIARY INTERESTS To disclose or draw attention to any disclosable pecuniary interests for the purposes of Section 31 of the Localism Act 2011 and paragraphs 13-16 of the Members' Code of Conduct.	
5		APOLOGIES FOR ABSENCE AND NOTIFICATION OF SUBSTITUTES To receive any apologies for absence and notification of substitutes.	
6		MINUTES - 25TH SEPTEMBER 2019 To approve as a correct record the minutes of the meeting held on 25th September 2019.	1 - 8
7		EXCLUSIONS, ELECTIVE HOME EDUCATION AND OFF-ROLLING To receive a report from the Director of Children and Families on the latest position regarding Exclusions, Elective Home Education and Off-rolling.	9 - 64
8		THE IMPACT OF CHILD POVERTY ON ACHIEVEMENT, ATTAINMENT AND ATTENDANCE – TRACKING OF SCRUTINY RECOMMENDATIONS To receive a report from the Head of Democratic Services presenting the progress made in responding to the recommendations arising from the Scrutiny Board's earlier inquiry into the Impact of Child Poverty on Achievement, Attainment and Attendance.	65 - 96

9		THRIVING: A CHILD POVERTY STRATEGY FOR LEEDS To receive a report from the Director of Children and Families inviting the Scrutiny Board to consider and provide comment on the document 'Thriving: A Child Poverty Strategy for Leeds'.	97 - 130
10		WORK SCHEDULE To consider the Scrutiny Board's work schedule for the 2019/20 municipal year.	131 - 156
11		DATE AND TIME OF NEXT MEETING Wednesday, 27th November 2019 at 10.00 am (Pre-meeting for all Board Members at 9.45 am) THIRD PARTY RECORDING Recording of this meeting is allowed to enable those not present to see or hear the proceedings either as they take place (or later) and to enable the reporting of those proceedings. A copy of the recording protocol is available from the contacts on the front of this agenda. Use of Recordings by Third Parties – code of practice a) Any published recording should be accompanied by a statement of when and where the recording was made, the context of the discussion that took place, and a clear identification of the main speakers and their role or title. b) Those making recordings must not edit the recording in a way that could lead to misinterpretation or misrepresentation of the proceedings or comments made by attendees. In particular there should be no internal editing of published extracts; recordings may start at any point and end at any point but the material between those points must be complete.	

SCRUTINY BOARD (CHILDREN AND FAMILIES)

WEDNESDAY, 25TH SEPTEMBER, 2019

PRESENT: Councillor A Lamb in the Chair

Councillors H Bithell, B Flynn, A Forsaith,
C Gruen, P Gruen, C Howley, A Hussain,
J Illingworth, W Kidger, J Lennox, D Ragan,
K Renshaw and R. Stephenson

CO-OPTED MEMBERS (VOTING)

Mr E A Britten – Church Representative (Catholic)
Mr A Graham – Church Representative (Church of England)
Mrs K Blacker – Parent Governor Representative (Primary)
Ms J Ward – Parent Governor Representative (Secondary)

CO-OPTED MEMBERS (NON-VOTING)

Ms C Foote – Teacher Representative
Mrs H Bellamy – Teacher Representative
Mrs A Kearsley – Early Years Representative
Ms D Reilly – Looked After Children/Care Leavers Representative

26 Appeals Against Refusal of Inspection of Documents

There were no appeals.

27 Exempt Information - Possible Exclusion of the Press and Public

There were no exempt items.

28 Late Items

There were no late items.

29 Declaration of Disclosable Pecuniary Interests

There were no declarations of disclosable pecuniary interests.

30 Apologies for Absence and Notification of Substitutes

Apologies for absence were submitted on behalf of Councillors P Drinkwater and A Marshall-Katung.

Councillors P Gruen and D Ragan were in attendance as substitutes.

An apology for absence was also submitted by co-opted member Ms E Holmes.

31 Minutes - 3rd July 2019

RESOLVED – That the minutes of the meeting held on 3 July 2019 be confirmed as a correct record.

32 Post 16 Meadows Park Partnership

The report of the Head of Democratic Services referred to the Chair's request for the Director of Children and Families to give the Board a briefing on the Council's understanding and position in relation to a decision to cease the Post 16 Meadows Park partnership arrangement made between the North West Specialist Inclusive Learning Centre (SILC) and Benton Park High School.

The following were in attendance for this item:

- Phil Mellen – Deputy Director for Learning
- Val Waite – Head of Learning Inclusion
- Victoria Coyle – Statutory Assessment and Provision Lead

The Board was initially briefed by the Statutory Assessment and Provision Lead officer who explained that the North West SILC has informal partnerships with four mainstream schools to enable their pupils to enjoy mainstream opportunities. However, it was also stressed that such pupils still remained on the roll of the North West SILC and therefore were considered as guests within the mainstream school settings.

It was reported that the current Meadows Park partnership is housed in 3 classrooms within Benton Park High School, with each class having pupils from one key stage in it. It was also reported that the decision to cease the Key Stage 5 (post-16) partnership arrangement had primarily been made due to general capacity demands at Benton Park High School as well as factoring in the overall value and future viability of the Post 16 provision compared to the increasing demand needs of those pupils in Key Stages 3 and 4.

In implementing this decision, it was also highlighted that a phased approach was being adopted to enable the majority of current post-16 students to complete their three years at Benton Park. However, as there would only be three Year 14 students remaining by September 2020, this was not considered to be a viable group. As such, it was reported that the SILC is currently working with these relevant students and their families to find alternative post-16 provision for them.

The Chair addressed the meeting to highlight that whilst the agenda report indicated that consultation had been carried out, it had been brought to his attention that no consultation had been undertaken with families prior to the decision being made. It was, however, noted within the appended letter to the

report that engagement opportunities had subsequently been made by the SILC to discuss the implications of the decision with affected families.

During the Board's discussion, the following key points were made:

- *Responsibility for the students' learning pathway* - It was highlighted that the SILC maintained overall responsibility for their own students in terms of their learning pathways.
- *The implementation of the decision* – The Board was reminded that informal partnership arrangements made between schools fall outside of the Council's statutory decision making processes. However, it was the view of the Children and Families directorate that the phased implementation of the decision offered current families a reasonable period of time to consider alternative destinations and pathways.
- *The broader Leeds offer to post-16 students with SEND* - the Board sought clarification of the alternative options open to post-16 students with SEND and particularly within the context of promoting inclusive learning.
- *The widening of learning gaps during Key Stage 5* – Linked to the decision, reference was made to the learning gap between pupils with SEND and their mainstream peers widening as their enter sixth form education. The Board sought further clarity in terms of the evidence supporting this statement.
- *Communication with students and families* – The Board emphasised the importance of ensuring that the students and their families feel fully supported in making informed and appropriate choices regarding their learning pathways and recognised the important role of the Council in this respect too.
- *Undertaking further scrutiny work* – The Chair explained that the Scrutiny Board's function is not to act as a formal complaints process linked to decisions made by individual schools. However, it was agreed that the Board would undertake further scrutiny to better understand the circumstances and rationale associated with the decision to cease the Post 16 Meadows Park Partnership arrangement within the broader context of reviewing the city's Post 16 offer for individuals with SEND.

RESOLVED – That further scrutiny is undertaken to better understand the circumstances and rationale associated with the decision to cease the Post 16 Meadows Park Partnership arrangement within the broader context of reviewing the city's Post 16 offer for individuals with SEND.

33 Aspire, Empower, Accomplish - Supporting Young People with SEND in Leeds - Tracking of scrutiny recommendations

The report of the Head of Democratic Services and Director of Children and Families set out the progress made in responding to the recommendations arising from the Scrutiny Inquiry into Aspire, Empower, Accomplish – Supporting Young People with Special Educational Needs and Disabilities in Leeds.

The following were in attendance for this item –

- Phil Mellen – Deputy Director for Learning
- Val Waite – Head of Learning Inclusion
- Victoria Coyle – Statutory Assessment and Provision Lead

At the start of this agenda item, Councillor Gruen introduced Ben Carradice from the Learning Disabilities Partnership and explained that Ben was work shadowing her that day. Ben was also accompanied by his support worker. The Board welcomed them both to the meeting.

In consideration of the report, the status of recommendations were agreed as follows:

- Recommendation 1 – Not fully implemented (progress made acceptable. Continue monitoring)
- Recommendation 3 - Not fully implemented (progress made acceptable. Continue monitoring)
- Recommendation 5 – Not fully implemented (Obstacle)
- Recommendation 9 – Achieved
- Recommendation 11 - Not fully implemented (progress made acceptable. Continue monitoring)

The following key points were raised during consideration of this item:

- Recommendation 1 – There was a challenge with the significant rise in demand for assessments which has impacted on completing annual reviews. To respond to this, it was noted that there had been a recruitment process, with new staff in SENSAP expected to start in September 2019.
- Recommendation 3 – Particular reference was made to the proactive work being undertaken with the Voice and Influence Team around parental engagement and also a forthcoming peer review aimed at sharing best practice with other authorities and schools.
- Recommendation 5 – It was noted that an accurate analysis of attainment would be limited due to the small size of the cohort in question. Whilst this was seen as an obstacle, it was suggested that the Principal Scrutiny Adviser and the Chair discusses this further with the directorate to establish how best to address this issue in future.
- Recommendation 9 – The Board noted the continued good work linked to the delivery of the Preparation for Adulthood strategy, including plans to hold further workshops around transitions.
- Recommendation 11 – Acknowledging the links with the earlier agenda item, the Board felt that further work was still needed to review and provide further opportunities and choices for Post-16 individuals with SEND.

RESOLVED -

- (1) That the report and discussion be noted.
- (2) That the above status of tracking recommendations be approved.

Councillor Hussain arrived at the meeting at 11:00 am during discussion of this item.

34 Local Government and Social Care Ombudsman report on the provision of suitable education for a child absent from school due to anxiety

The report of the Director of Children and Families informed the Board of the outcomes of a recent Ombudsman report and also provided assurances that the Council had taken effective action in response.

A copy of the Local Government and Social Care Ombudsman Report regarding the investigation was appended to the report.

The following were in attendance for this item –

- Phil Mellen – Deputy Director for Learning
- Val Waite – Head of Learning Inclusion

It was reported that it had been a complex case and following close work with the family involved, there had been a positive resolution and the young person concerned was back in school.

The Chair suggested that further scrutiny is undertaken to enable Board Members to fully consider the specific circumstances surrounding this case as well as the wider implications to the Council. It was proposed that due to the sensitive nature of this work that it be undertaken in private session via a working group meeting.

RESOLVED –

- (1) That the report be noted
- (2) That a working group meeting be scheduled to enable Board Members to fully consider the specific circumstances surrounding the Ombudsman case as well as the wider implications to the Council.

Co-opted Member Andrew Graham and Councillor Renshaw left the meeting at 11.40 am and 11:50 am respectively following the discussion of this item.

35 The 3As Strategy: Improving the attendance, attainment and achievement of children & young people in Leeds

The report of the Director Children and Families sought the views of the Scrutiny Board on the development of the 3As Strategy.

A copy of the Leeds 3As Strategy: Attend, Attain and Achieve was appended to the report.

Phil Mellen, Deputy Director for Learning, presented the report and explained the rationale and aims of the key obsessions and priorities set out within the strategy.

It was highlighted that the strategy has had input from a range of staff and stakeholders, including children and young people. It was also noted that the strategy had been considered by the Executive Board at its meeting in July 2019. In response, the Chair stated that the preference of the Scrutiny Board is to help inform the development of a strategy at an earlier stage.

In consideration of the strategy, the following key points were raised:

- Improving early years and pre-school education – there was a desire to increase the number of two year olds taking up their funded places in the city.
- Issuing surrounding off-rolling and the use of internal isolation to control bad behaviour. It was noted that these matters would be picked up by the Board in more detail during its October meeting.
- The importance of positive transition from primary to secondary education.
- The importance of encouraging children to read.
- Support for children with English as a second language.
- Concern regarding levels of attainment in Wards with higher levels of deprivation and the need to achieve consistency across the city.

RESOLVED –

- (1) That the report be noted.
- (2) That quarterly updates on the 3As strategy are planned into the Scrutiny Board's work schedule.

Councillor Ragan left the meeting at 12.00 pm following the discussion of this item.

36 Work Schedule

The Head of Democratic Services submitted a report which invited Members to consider the Board's Work Schedule for the remainder of the current municipal year.

The Principal Scrutiny Adviser reflected on the Board's discussions during the meeting and agreed to liaise with the Chair to update the work schedule accordingly.

RESOLVED – That the draft work schedule be noted and updated to reflect the Board's discussions during the meeting.

37 Date and Time of Next Meeting

Wednesday, 23 October 2019 at 10.00 a.m. (Pre-meeting for all Board Members at 9.45 a.m.)

The meeting concluded at 12.45 p.m.

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Report of the Director of Children and Families

Report to Scrutiny Board (Children and Families)

Date: 23rd October 2019

Subject: Exclusions, Elective Home Education and Off-rolling



Are specific electoral wards affected?	☐ Yes ☒ No
If yes, name(s) of ward(s):	
Has consultation been carried out?	☒ Yes ☐ No
Are there implications for equality and diversity and cohesion and integration?	☒ Yes ☐ No
Will the decision be open for call-in?	☐ Yes ☒ No
Does the report contain confidential or exempt information?	☐ Yes ☒ No
If relevant, access to information procedure rule number:	
Appendix number:	

Summary

1. Main issues

- The number of children excluded from schools nationally has risen each year since 2014 (Edward Timpson (2019) "Timpson Review of Exclusions" https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/807862/Timpson_review.pdf). Analysis of the characteristics of those excluded highlighted that children who were vulnerable, had special educational needs (SEN) and those from particular ethnic groups were more liable to be excluded. In response, the then Secretary of State for Education, Damien Hinds MP, commissioned Edward Timpson in March 2018 to undertake a review of exclusions, to explore how head teachers use exclusion in practice, and why some groups of pupils are more likely to be excluded.
- The outcome of this review was published in May 2019 and contained thirty recommendations for Government to ensure that exclusion is used consistently and appropriately, and that enable the schools system to create the best possible conditions for every child to thrive and progress (See Appendix 2).
- As the Timpson report was being finalised the Children's Commissioner for England, Anne Longfield, produced a report on Elective Home Education (EHE). Numbers of EHE have increased by twenty percent in each of the last five years and have doubled since 2013/14 (Anne Longfield, Children's Commissioner for England, (2019) "Skipping School: Invisible Children - How children disappear from England's schools".

(<https://www.childrenscommissioner.gov.uk/wp-content/uploads/2019/02/cco-skipping-school-invisible-children-feb-2019.pdf>).

- In Leeds, we work in partnership with all primary and secondary schools and academies both individually and collectively, through well-established Area Inclusion Partnerships (AIP), to avoid, wherever possible, permanent and fixed term exclusions. A positive outcome of our close partnership with schools and multiagency supportive structures, including the weekly held Social Emotional and Mental Health Panel (SEMH Panel), is a significant reduction of permanent exclusions. Leeds has the third lowest rate of permanent exclusions in the country, much better than the national average, statistical neighbours and core cities.
- Leeds fixed term exclusion rate has been rising since 2014, in line with a national trend. Leeds had a higher rate than all comparators. However, in 2017/18 Leeds fixed term exclusion rate decreased and is now below national and all other comparator averages for fixed period exclusions. Further comparative information is set out in the Learning Outcomes Dashboards at Appendix 3a and Appendix 3b.

2. Best Council Plan Implications (click [here](#) for the latest version of the Best Council Plan)

- As outlined in this report, there are clear processes and partnership arrangements in place to ensure that the focus on children and young people are safe and feel safe. The support and challenge to schools through Area Inclusion Partnerships, Early Help and RES teams as well as through Learning Inclusion and School Improvement teams directly works to the Best Council Plan of improving education attainment and closing achievement gaps of children and young people vulnerable to poor learning outcomes. In terms of exclusions there is ongoing analysis of the outcomes of schools for their post-16 results against their fixed term and permanent exclusion rates to investigate any potential correlation.
- The work of the EHE team also links directly to being safe and feeling safe and to improving education attainment and closing achievement gaps of children and young people vulnerable to poor learning outcomes. Where the parent does not have the resources and ability to provide a suitable education for the child's age, aptitude and special needs if any, the caseworkers start the process to return a child to school through the school attendance order protocol. They also support parents to apply for school places when parents agree that they cannot offer an appropriate and suitable education to their child. The Pupil Tuition Team offers short time provision to some EHE children who are particularly vulnerable to poor learning outcomes to ensure their return to school is successful.

3. Resource Implications

- The current contact with Area Inclusion Partnerships and funding for the EHE team within Learning Inclusion has no addition resource implications. If however the legislation changes around EHE processes and all parents are required to register their children, it is anticipated that the LA will need more resource for an expected increase in EHE numbers for the registration processes and then safeguarding and education plan assessments. The DFE have requested an outline figure from each LA for this anticipated additional work we have presumed on the basis that this would be funded by government. In Leeds has been estimated as likely to be around £300K for admin and additional EHE team posts.

Recommendations

The Scrutiny Board is asked to consider and provide any comment on the Exclusions, EHE and Off-rolling information presented within this report.

1. Purpose of this report

- 1.1 The purpose of this report is to seek the views of the Children and Families Scrutiny Board on the latest position regarding Exclusions, EHE and Off-rolling. The information presented within this report was also considered by the Executive Board during its meeting on 18th September 2019.

2. Background information

- 2.1 The Government commissioned Edward Timpson, the former Minister for Children to undertake a review of exclusions in England due to concerns about both the rate of exclusion which had increased each year from 2014. Between 2014 and 2017, permanent exclusions have increased from 0.06% to 0.10% for all state-funded primary, secondary and special schools, this is an increase of 2776 permanent exclusions. Fixed period exclusion for all state-funded primary, secondary and special schools have risen from 3.5% to 4.76% between 2014 and 2017. This is an additional 40,625 pupil exclusions in 2017 compared to 2014. There were also concerns that some groups of children were more likely to be excluded.
- 2.2 These include boys, children with SEN, those who have been supported by social care or come from disadvantaged backgrounds, and children from certain ethnic groups. Data from the Department for Education highlighted that children eligible for Free School Meals are around four times more likely to be excluded than children who are not eligible for Free School Meals. Pupils from these groups in Leeds are also more likely to be excluded. The purpose of Timpson's review was to explore how head teachers use exclusion in practice, and why some groups of pupils are more likely to be excluded and to make recommendations on how arrangements could be improved to ensure that exclusion is used consistently and appropriately, and that enable the schools system to create the best possible conditions for every child to thrive and progress.
- 2.3 The terms of reference for Timpson's review did not include an examination of the powers head teachers have to exclude. The Government took the view that it is the right of every head teacher to enable their staff to teach in a calm and safe school, just as it is the right of every child to benefit from a high-quality education that supports them to fulfil their potential.
- 2.4 Head teachers and school governors must follow statutory guidance issued by the Department for Education when excluding a child. (https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf - September 2017)

The guidance says:

- Only the head teacher of a school can exclude a pupil and this must be on disciplinary grounds

- A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently
 - 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 decision to exclude a pupil must be lawful, reasonable and fair.
- 2.5 The Timpson Review found that there was general support from head teachers, parents and pupils for exclusions although a significant number in each group dissented from this view.
- 2.6 Timpson found that there was considerable variation in the use of both fixed term and permanent exclusions:
- In 2016/17, 54% of the total number of permanent exclusions were in the quarter of highest excluding LAs, and only 6% in the quarter that excluded the fewest
 - Over 17,000 mainstream schools (85% of all mainstream schools in England) issued no permanent exclusions in 2016/17. 94% of all state-funded primary schools and 43% of all state-funded secondary schools did not issue any permanent exclusions, but 0.2% of schools (47 schools, all of which are secondary schools) issued more than 10 in the same year
 - Rates of fixed period exclusion also vary across LAs, ranging from 0.0% to 21.42% and, at a school level, just under half (43%) of mainstream schools used none at all, while 38 schools issued over 500 each in a single year [Timpson Review of Exclusions p9]
 - In 2017-18 Leeds ranked 1st (lowest number) of all Local Authorities for Primary permanent exclusions and 4th for Secondary permanent exclusions.
- 2.7 The analysis produced for Timpson's review found that 78% of permanent exclusions issued were to pupils who either had Special Educational Needs, were classified as in need or were eligible for free school meals and that 11% of permanent exclusions were to pupils who had all three characteristics. [Timpson Review of Exclusions p10]
- 2.8 Timpson found that the reasons that some groups of children and young people were disproportionately liable to exclusion were complex and reflected factors that related to the individual and their circumstances, their school and community, the support that is available to children and young people and their families and the working relationship between schools and local authorities.
- 2.9 However, Timpson also highlighted that, 'it is clear that the variation in how exclusion is used goes beyond the influence of local context, and that there is more that can be done to ensure that exclusion is always used consistently and fairly, and that permanent exclusion is always a last resort, used only where nothing else will do' [Timpson Review of Exclusions p5].
- 2.10 Timpson cautioned against setting a national or optimal rate for exclusions as, 'exclusion rates must be considered in the context in which the decisions to exclude are made. A higher exclusion rate may be a sign of effective leadership in one school, and in others a lower exclusion rate may reflect strong early intervention strategies that have been put in place. In contrast, higher rates of

exclusion could demonstrate schools not putting in place enough interventions before excluding too readily, while lower rates could be indicative of children being pushed out of school without the proper processes being followed. We should not artificially increase or decrease the use of exclusion, but we should create the conditions where exclusion is used effectively and appropriately. In doing this, the right level of use will be maintained'. [Timpson Review of Exclusions p54]

- 2.11 Instead Timpson called on the Department for Education to look closely at the patterns for individual schools, whatever their type, alongside the outcomes of Ofsted inspections on the effectiveness of their approaches to managing behaviour. Timpson welcomed the new draft school inspection framework from Ofsted which will include a focus on exclusions, including rate and trend over time, and as he had 'seen and heard some credible evidence that a small number of schools are 'off-rolling' children for their own interests.' [Timpson Review of Exclusions p54]
- 2.12 Ofsted defined off-rolling as 'the practice of removing a pupil from the school roll without using a permanent exclusion, when the removal is primarily in the best interests of the school, rather than the best interests of the pupil. This includes pressuring a parent to remove their child from the school roll' to home educate.
- 2.13 The issue of 'off-rolling' was also highlighted in "Skipping School: Invisible Children-How children disappear from England's schools", a report into the increase in Elective Home Education. Elective Home Education is where a parent decides to remove their child from school and educate them at home. The Government does not collect any data on the number of children educated at home. However, because it is an issue of concern the Association of Directors of Children's Services collect data from local authorities. This has revealed that the number of children and young people educated at home has increased by about 20% in each of the last five years and has doubled since 2013/14. There have always been groups who have home educated for religious or philosophical reasons. The biggest rise appears to be in children eligible for Free School Meals, those with Special Educational Needs and previous social care involvement – some of our most vulnerable groups.
- 2.14 Whilst the Children's Commissioner found that for many parents and children the decision to home education was a positive choice, for others the decision was made because they did not feel that their children's needs were being met in mainstream education and in some cases parents felt pressured to remove their child from school to avoid exclusion and/or avoid attendance prosecution. She states the following in her report: 'There are clear indications that the growth in home education is related to the rise in children leaving school due to their needs being unmet. Local authorities say the main reasons children in their area are being home educated are "general dissatisfaction with the school" and "health/emotional reasons" Ofsted's Chief Inspector Amanda Spielman has warned that there is a lot of anecdotal evidence that parents are also home educating their children under duress, because they are being encouraged to do so by the school, or because they want to keep the child out of sight of the state.'
- 2.15 Both Timpson and the Children's Commissioner made a number of recommendations to Government to improve ensure that exclusion is used

consistently and appropriately, and that enable the schools system to create the best possible conditions for every child to thrive and progress.

2.16 The recommendations made by Timpson were shaped by a recognition that reducing exclusions and improving educational outcomes for those children and young people currently most vulnerable to exclusion requires jointed up approach by schools, and local authorities and partner agencies. His recommendations are grouped under 4 headings:

- Ambitious leadership: setting high expectations for every child
- Equipping: giving schools the skills and capacity to deliver
- Incentivising: creating the best conditions for every child
- Safeguarding: ensuring no child misses out on education

2.17 The full recommendations are included as Appendix 2 of this report. However, two recommendations are of particular interest:

- The first is that 'the Department for Education should make schools responsible for the children they exclude and accountable for their educational outcomes'. This is designed to reduce the issue of off-rolling. We wait to see more detail on this and how this would address the situations where students are permanently moved to an alternative provision without being excluded from their originating school. If students are temporarily in an alternative provision or dual rolled then the results still sit with the original school.
- The second is that the 'Department for Education should set the expectation that schools and LAs work together and, in doing so, should clarify the powers of LAs to act as advocates for vulnerable children, working with mainstream, special and AP schools and other partners to support children with additional needs or who are at risk of leaving their school, by exclusion or otherwise. LAs should be enabled to facilitate and convene meaningful local forums that all schools are expected to attend, which meet regularly, share best practice and take responsibility for collecting and reviewing data on pupil needs and moves, and for planning and funding local AP provision, including early intervention for children at risk of exclusion'. This recommendation mirrors the arrangements that are in place in Leeds through the close partnership work between the LA and the Area Inclusion Partnerships.

3. Main issues

3.1 In Leeds, the work to support inclusion and reduce exclusions is taken forward through an innovative partnership between the local authority and schools. The local authority funds Area Inclusion Partnerships to provide on early support for pupils who may present with social, emotional and mental health difficulties in the classroom that may cause a barrier in their success and may lead to behaviours that detract from learning. Working together schools promote inclusion and prevent exclusion through the provision of early support inside and outside the classroom, managed moves, commissioning appropriate alternative provision and supporting the re-integration of pupils back into mainstream education. The Area Inclusion Partnerships also provide a mechanism to share good practice across the city. There are five Area Inclusion Partnerships (AIPs) across the city and all maintained schools and academies and free schools belong to an Area Inclusion Partnership, unless they specifically choose not to.

- 3.2 The work of the Area Inclusion Partnerships is coordinated and monitored through reports and regular meetings of the Area Inclusion Chairs which are chaired by the Head of Learning Inclusion. Since the establishment of the AIPs and the focus on exclusions, we have made progress in supporting young people at risk of exclusion and schools behaviour support.
- 3.3 In September 2016, the Social, Emotional and Mental Health (SEMH) Pathways Panel was established following the closure of Leeds Pupil Referral Units and additional commissioning of partnership work with of the Area Inclusion Partnerships,. The panel is multi-agency and meets weekly to provide a forum for schools to discuss how to collectively support children with SEMH needs. The panel helps to ensure that, if there is a notified permanent exclusion, all means have been considered to seek an alternative to this action.
- 3.4 As a result of the approach taken in 2016/17 Leeds has remained in the first quartile nationally for permanent exclusions including being the 4th lowest at Secondary in 2017/18. In 2018/19 there were 32 notifications of permanent exclusion from Leeds schools and academies this year. However, 13 of these were confirmed at governor's panel meetings as 19 were withdrawn and other alternatives provided, following support from the Area Inclusion Partnerships and Social, Emotional and Mental Health Panel.
- 3.5 The creation of the Head of Learning Inclusion post in Summer 2018 has provided an opportunity for further cohesion across teams within Children and Families and provides an appropriate structure to support the 3As strategy. The Learning Inclusion service continues to work closely with the development of the Early Help Service and Restorative Early Support Teams.
- 3.6 Given Leeds success in reducing permanent exclusions it is perhaps to be expected that Leeds would have a slightly higher rate of fixed term exclusions. However, for the rate of fixed term exclusions, Leeds remains in the 1st quartile nationally at primary and the 3rd quartile for secondary which, for both, is now below national and all other comparator averages. For average length of fixed term exclusion, however, Leeds is ranked 148th out of 152 authorities with our average being 6.7 days per exclusion.
- 3.7 The picture in Leeds is similar to that found by Timpson nationally in that there has been a rise in fixed term exclusions over the past two years, with the majority of fixed term exclusions being made by secondary schools.
- 3.8 Table 1 provides a breakdown of primary exclusions across all 233 primary schools in Leeds. Whilst these are generally low there has been a rise in the number and length of exclusions over the last two years and trends for the first term of 18/19 indicate that there will be a further increase in the current years. Appendix 1 provides a breakdown of permanent and fixed term exclusions for Primary and Secondary Schools. Special schools are not included in this data.

Table 1 – Primary fixed term exclusion data

Year	No. of fixed term exclusions	No. of pupils excluded	Length of exclusions as sessions lost	Length of exclusions as days lost
16/17	608	293	1608	804
17/18	571	291	2062	1031 ⁽¹⁾
18/19 term one ⁽¹⁾	250	147	875	437.5

Source: DfE statistical first release, 2019/School census 2018/19.

1| Data provisional and not validated.

- 3.9 Table 2 provides a breakdown of Secondary exclusions over the same period. It highlights that while there has been a fall in both the number of exclusions and number of pupils excluded between 16/17 and 17/18, the length of excluded days lost has not decreased in the same way. This indicates that the average length of an exclusion increased. The verified data from the first term of last academic year 18/19 appears to show that this trends has continued in the current year.

Table 2 - Secondary fixed term exclusion data

Year	No. of fixed term exclusions	No. of pupils excluded	Length of exclusions as sessions lost	Length of exclusions as days lost
16/17	6601	2713	33478	16739
17/18	4500	2184	29249 ⁽¹⁾	14624.5
18/19 term one	2038	1194	11426 ⁽¹⁾	5713

Source: DfE statistical first release, 2019/School census 2018/19.

1| Data provisional and not validated.

- 3.10 As with the analysis in the Timpson Review, Leeds local data reveals that there is considerable variation in the use of exclusions between schools. **Appendix 1** provides a breakdown by school of permanent and fixed term exclusions. As noted by Timpson some caution is needed in interpreting the data as high rates of exclusion may occur for a variety of reasons. However, what is clear is that 12 Secondary schools account for 64 percent of all exclusions in the city. Data on exclusions is shared with schools and the local authority works closely with schools on this issue through the School Improvement Service. The data also shows that, while some schools have been very successful in reducing exclusions and the length of exclusions over time, others have a consistent pattern of either high numbers or high average lengths.
- 3.11 The tables do not show other associated data such as internal exclusions or where schools have moved students permanently to an alternative provision so that they

do not appear on the school roll. The data also does not reflect the knock on effect that fixed term exclusions can have, including periods of internal isolation, reduced timetables and increased absence. These measures are not reported to the council currently.

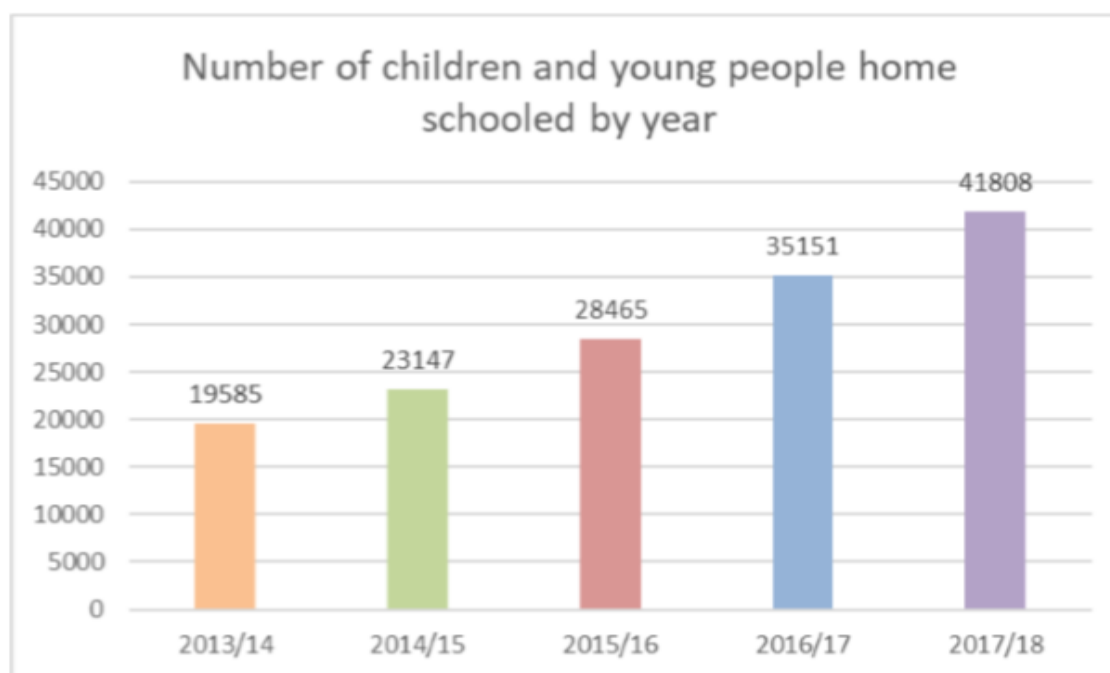
- 3.12 Children and Families has worked closely with individual schools where exclusion levels have been high, offering support and challenge. This has seen a drop in their fixed term exclusions in those schools. There will be analysis of the outcomes of schools for their post-16 results against their fixed term and permanent exclusion rates to investigate any potential correlation.
- 3.13 As part of the 3As strategy, which focuses on attendance, attainment and achievement, we are encouraging schools and partners to join together to ensure the issues outside of school which may be affecting the progress of the child are considered in the widest context. This means join up between Area Inclusion Partnerships, Early Support Hubs and Clusters to enable support to the child and their family in and out of school.
- 3.14 Exclusions and off-rolling are one of the eight priorities of the 3As Strategy and we will continue to support and challenge schools around this vital issue. We have recruited additional staff to enable us to attend more Governor Panels which follow on from permanent exclusions or long term fixed term exclusions.
- 3.15 The local authority anticipates that the government will be reviewing school and LA resource levels for all vulnerable children including those with specific special educational needs running alongside the focus of the new Ofsted framework.
- 3.16 **Elective Home Education**
- 3.17 The Education Act 1996, Section 7, states that it is the duty of parents of every child of compulsory school age to ensure that they receive efficient full-time education suitable to their age, ability and aptitude and to any Special Educational Needs they may have either by regular attendance at school or otherwise. The word “otherwise” affirms parents’ right to educate their child themselves instead of regular attendance at a school.

All local authorities have two duties relating to children that are home educated. Firstly, under section 175 (1) of the Education Act 2002 to safeguard and promote the welfare of children and “to make arrangements for ensuring the functions conferred upon them in their capacity as a local education authority are exercised with a view to safeguarding and promoting the welfare of children”. Secondly although local authorities have no statutory duties in relation to monitoring the quality of home education on a routine basis, under Section 437(1) of the Education Act 1996, local authorities shall intervene **if it appears** that parents are not providing a suitable education. The recent updated DfE guidelines (2019) to local authorities and those for parents have re-emphasised that parents must be providing a suitable education and that local authorities are expected to request education plans from parents. As both the EHE team and attendance team in Leeds are now under the same lead officer the speed of moving cases where there is no evidence of suitable education has accelerated in the last year. The schools attendance service was instructed with 136 school attendance orders – of these 95 cases have been closed to the school attendance team to date with the following outcomes:

- 42 have returned to school
- 27 provided more information that moved to have assessment of suitable education at home and continued on the elective home education list
- 9 were reported to Children Missing Education as could not be found in Leeds
- 11 were above compulsory school age before the SAO could be implemented and have been added to the post 16 team for follow up
- 6 new cases to be allocated this week
- 41 currently open cases going through process to either return to school through FAP or provide evidence of suitable education by specific timescale.

- 3.18 The process of becoming home educated is simple: parents can send to school a letter informing the school that they intend to take responsibility to provide an education for their child and the school under current statute must remove from roll from the date indicated by the parent. If a child has an Education, Health and Care Plan (EHCP) and is attending a specialist provision, then parents must provide information on the education plans to satisfy the EHCP needs. The decision in this context to allow the parent to home educate is made by the Head of Learning Inclusion. The EHE team undertakes safeguarding visits and assesses the suitability of education plans sent in by parents. If they are not suitable, despite support, then school attendance order processes are evoked, undertaken by the attendance team.
- 3.19 The lead officer for Elective Home Education has responded to the Children's Commissioner and ADCS requests for Leeds data. In the recent consultation with local authorities, Leeds outlined the likely additional resource needed to respond to the notion of a statutory registration process.
- 3.20 In the report, "Skipping School: Invisible Children - How children disappear from England's schools", the Children's Commissioner, Anne Longfield outlined her concerns that not only had the number of electively home educated children doubled nationally since 2013/14 (see table 3 below) but also that evidence is gathering that some parents have made the choice to home educate under pressure rather than as previously seen as a planned philosophical / personal decision.

Table 3



Source: Skipping School: Invisible Children - How children disappear from England's schools

- 3.21 The report also added concern that these figures may not reflect all children and young people who were home educated as no formal statutory registration process is currently in place and as such *'According to a survey by ADCS, only 7% of local authorities are confident that they are aware of all the children being home schooled in their area. The total number of children being home educated is therefore likely to be higher than the figures above suggest.'*
- 3.22 In terms of impact, the commissioners report notes that EHE pupils 'are four times as likely to end up classified as NEET – not in education, employment or training – once they reach 16.
- 3.23 In Leeds, as with our regional colleagues, there has been an increase in EHE notifications in line with the national trend over the last 3 years.

Table 4 EHE data – End of year data from last 3 years for comparison

	16/17 (June)	17/18	18/19
Number of EHE on list at end of year	512	468	610
Primary EHE – end of year	211	192	254
Secondary EHE – end of year	301	276	355
EHE with Education Health and Care Plan	13	21	19

Table 5 EHE data – notifications in year by phase for comparison

	2015/16	2016/17	2017/18	2018/19
Primary	110	110	127	165
Secondary	96	159	171	213
Unknown (from other LA and CME referrals	22	43	39	
	228	312	337	378

While it is understood that there are a range of reasons that lead to a parent to choose to home educate and that many parents have a deep philosophical reason or specific reason for this choice, taking this action in late KS3 and KS4 seems more likely to be due to pressure from school or avoidance of further exclusion, attendance processes or medical reasons. In the last year the EHE team have reported an increase in EHE notifications where the child has free school meal eligibility and also collated information that more have had previous social care interventions. Work to look into this further with social care colleagues is underway. The specific groups in Leeds that show the fastest growth are:

- GRT year 7 pupils who notify the intention to home educate at end of year 6 or beginning of year 7 and then continue home educate to year 11 and then access college
- Potential off rolled students in Year 11 in first term Year 11 /summer term Year 10 (before January census when they would count on a school's exam results). The names of these students are shared with the relevant AIP to seek support to return them to their previous school as soon as possible. Where this is not feasible we have offered some tuition to ensure access to exams paid for by the schools. As outlined our concern is that these young people are more likely to be FSM eligible
- KS3 and KS4 young people with medical or mental health needs
- Reception or Year 1 where the parent is not happy with the school offered

3.24 In the light of the above, we are publishing the data set for the past 3 years of EHE notification by school (Appendix 4). The DfE publishes data annually and the Children's Commissioner has stated her intent to publish the 'worst offenders' in the near future.

3.25 Appendix 4 also shows notification of EHE by school and by year group.

3.26 Colleagues in the Learning Inclusion Service within Children and Families take relevant action based on the analysis of the EHE data and are active in challenging the practice of off-rolling working with the commissioned Area Inclusion Partnerships in cases where parents have raised this as being pressured to make this choice and where there is information that provides a context suggesting this is the case. Where the decision to home educate has come after October and the young person is not able to return to school for a number of complex reasons, we have offered some tuition through the Pupil Tuition Service to enable them to access their GCSE exams. Schools have paid for the exams and made arrangements for the student. Some very vulnerable young people have accessed exams through this service.

4. Corporate considerations

4.1. Consultation and engagement

- 4.1.1. Leeds hosted the ADCS regional meeting around exclusions, EHE and off rolling concerns sponsored by the Chief Officer for Partnerships and Health and the Deputy Director of Children and Families (Education) in May 2019. The recommendations from this report are incorporated in Appendix 5. Work with regional colleagues is ongoing and further reports are anticipated in January 2020.
- 4.1.2. Senior members of the Learning Inclusion Team meet regularly with the officers of the AIPs and twice termly with the AIP Chairs to ensure ongoing discussion on all aspects of inclusion and exclusion. The AIPs are provided with overall data on exclusion and EHE for their areas and at child level once a term. This also supports ongoing consultation and engagement.
- 4.1.3. The Exclusions, EHE and Off-rolling report was welcomed by members of the Executive Board during its meeting on 18th September 2019.

4.2. Equality and diversity / cohesion and integration

- 4.2.1 Equality Improvement Priorities have been developed to ensure our legal duties are met under the Equality Act 2010. The priorities will help the council to achieve its ambition to be the best city in the UK and ensure that as a city work takes place to reduce disadvantage, discrimination and inequalities of opportunity.
- 4.2.2 The publication of Exclusions and Elective Home Education data, coupled with challenging the practice of off-rolling puts a strong focus on protecting some of the most vulnerable children and young people in the city and ensuring they are being educated in the settings most appropriate to their needs.

4.3. Council policies and the Best Council Plan

- 4.3.1 This report provides context on a key city regional and national challenge. Ensuring children and young people in “do well at all levels of learning and have the skills they need for life” is a key outcome of the Best City Council Plan and improving Attendance, Attainment and Achievement levels amongst all children is the aim of the newly released 3As Strategy within Children and Families Directorate. To achieve these objectives, it is imperative that children and young people remain in school.
- 4.3.2 These priorities are also reflected in all city strategies contributing to a strong economy and compassionate city including the Best Council Plan 2018/19 – 2020/21, The Best City for Learning 2016-2020, the priority around being a Child Friendly City, Best Start in Life Strategy, Leeds SEND Strategy, the Health and Wellbeing Strategy 2016-2021 and Thriving - The Child Poverty Strategy for Leeds 2019-2022.
- 4.3.3 Climate Emergency – Climate change is now one of the key focuses of education settings in educating our children and young people about the affects their own behaviours have on the environment. Minimising fixed term and permanent exclusions enables children and young people to be in school to receive their education. Similarly, electively home educated children’s focus on climate change

may greatly vary whereas attending a school setting there is arguably greater certainty that some learning around climate change take place.

4.4. Resources, procurement and value for money

- 4.4.1. Focus on fixed term and permanent exclusions and those becoming electively home educated remains a priority in protecting some of the most vulnerable children in the city. Through continued joined up working with Area Inclusion Partnerships and utilising existing services within Children and Families Directorate, the cost to the City Council will be minimal. If the Local Authority does not focus on the aforementioned areas the costs to the city will possibly be substantial in the future, as poor educational outcomes are more likely, when the current cohort of vulnerable children move into adulthood and potentially become NEET (Not in Education, Employment or Training).

4.5. Legal implications, access to information, and call-in

- 4.5.1. This report has no specific legal implications.

4.6. Risk management

- 4.6.1. Risk will be managed through the Children and Families Trust Board, Children and Families Leadership Team, Learning Leadership Team, the Area Inclusion Partnership Leaders Meeting and the SEND Partnership Board.

5. Conclusions

- 5.1. The report outlines the national concerns in regards to the rising level of exclusions and elective home education numbers and reflects the position in Leeds in terms of providing school based data. The local authority is awaiting the government's response to the Timpson Review and any potential changes to legislation around Elective Home Education which may include statutory registration, which may have future resource implications.
- 5.2. The local authority continues to work in partnership with all schools and academies in Leeds to promote inclusion, reduce exclusion and provide support services to enable children to be happy and succeed inside and outside of the classroom.

6. Recommendations

- 6.1 The Scrutiny Board is asked to consider and provide any comment on the Exclusions, EHE and Off-rolling information presented within this report.

7. Background documents¹

- 7.1. None.

¹ The background documents listed in this section are available to download from the council's website, unless they contain confidential or exempt information. The list of background documents does not include published works.

Table 1.0 Permanent exclusions by primary school

School name	201617	201718	201819 - term 1 ¹
Parklands Primary School		1	
Total primary	0	1	0

Source: DfE Statistical first release, 2019

1 | Data is provisional and not validated by DfE

Table 1.1 Permanent exclusions by secondary school

School name	201617	201718	201819 - term 1 ¹
Leeds East Academy	1		
Lawnswood School	2		
The Farnley Academy		1	
John Smeaton Academy			1
Bishop Young Church of England Academy		3	
Bishop Young Church of England Academy	1		
Benton Park School	1		
Crawshaw Academy	1		
Co-operative Academy Priesthorpe			1
Garforth Academy		1	
Horsforth School	1		
Abbey Grange Church of England Academy	1		
Total secondary	8	5	2

Source: DfE Statistical first release, 2019

1 | Data is provisional and not validated by DfE

Table 1.5 Fixed term exclusions by primary and type of school

School Type ²	Sponsor ²	School name	Open date	Number on roll January 2019	Index FSM Eligible (100 is the same proportion as PRIMARY; 50 is half; 200 is double)	2016/17				2017/18				2018/19 - autumn term only ¹			
						Number fixed term exclusion	Number pupils with 1 or more	Total length of all FTEX (sessions) ¹	Average length of all FTEX (days) ¹	Number fixed term exclusion	Number subject to fixed term exclusion	Total length of all FTEX (sessions) ¹	Average length of all FTEX (days) ¹	Number fixed term exclusion ₁	Number subject to fixed term exclusion ₁	Total length of all FTEX (sessions) ₁	Average length of all FTEX (days) ₁
LA maintained schools		Adel St John the Baptist Church of England P		210	22	9	2	39	9.75	6	1	36	18.00				
		All Saint's Richmond Hill Church of England P		210	169	1	1	2	1.00	1	1	5	2.50				
		Allerton CofE Primary School	01-09-2007	533	101	2	2	6	1.50	2	1	3	1.50	1	1	7	3.50
		Armley Primary School		185	175	11	4	47	5.88	18	7	57	4.07	12	7	42	3.00
		Ashfield Primary School		220	99	1	1	2	1.00	1	1	3	1.50	4	2	11	2.75
		Asquith Primary School	01-09-2002	382	96	1	1	5	2.50	3	2	20	5.00				
		Bankside Primary School		614	102	10	9	29	1.61	16	12	34	1.42	7	5	16	1.60
		Beechwood Primary School		412	198	12	3	39	6.50	6	4	9	1.13	8	3	16	2.67
		Beeston Primary School		619	120					2	2	5	1.25	1	1	2	1.00
		Birchfield Primary School		208	19					1	1	3	1.50				
		Blenheim Primary School		406	171	3	2	30	7.50	2	1	10	5.00				
		Bracken Edge Primary School		477	155	7	3	37	6.17	7	3	14	2.33	1	1	1	0.50
		Bramley St Peter's Church of England Prima		375	127	1	1	1	0.50								
		Broadgate Primary School		329	116	2	2	7	1.75	7	3	12	2.00	5	3	14	2.33
		Burley St Matthias Church of England Volun		198	205	1	1	1	0.50								
		Carr Manor Primary School		461	52	1	1	6	3.00								
		Cobden Primary School		204	219	3	1	8	4.00								
		Cookridge Holy Trinity Church of England Pr		417	17	2	2	8	2.00	2	2	5	1.25				
		Cookridge Primary School		314	102	7	2	16	4.00								
		Corpus Christi Catholic Primary School		302	107	4	2	35	8.75								
		Cross Gates Primary School		209	143	2	1	4	2.00								
		Deighton Gates Primary School		205	30	1	1	3	1.50								
		Drighlington Primary School	01-09-2004	387	63	15	10	33	1.65	5	3	19	3.17	3	1	12	6.00
		Farsley Farfield Primary School		421	42	1	1	5	2.50								
		Fieldhead Carr Primary School		217	96	3	2	5	1.25	5	3	18	3.00	8	4	18	2.25
		Fountain Primary School	01-09-2005	395	94	1	1	3	1.50								
		Gildersome Primary School		400	62	9	2	28	7.00								
		Gledhow Primary School		533	40	16	3	51	8.50	11	6	45	3.75	6	3	18	3.00
		Grange Farm Primary School		413	231	16	8	36	2.25	14	4	32	4.00	3	1	9	4.50
		Great Preston VC CofE Primary School	02-09-2005	205	54									1	1	1	0.50
		Greenhill Primary School		403	133	4	2	12	3.00	3	2	11	2.75	11	7	37	2.64
		Grimes Dyke Primary School		253	182	8	4	15	1.88	3	3	7	1.17	5	4	17	2.13
		Guiseley Primary School		393	40					5	1	17	8.50				
		Harehills Primary School		629	120	5	3	22	3.67					2	1	6	3.00
		Hawksworth Wood Primary School		280	212	3	3	4	0.67	5	5	6	0.60	3	3	3	0.50
		Holy Rosary and St Anne's Catholic Primary		208	195	14	6	44	3.67								
		Horsforth Featherbank Primary School		211	36					2	2	4	1.00				
		Horsforth Newlaithes Primary School		419	15	1	1	2	1.00								
		Hunslet Carr Primary School		403	195					24	11	200	9.09	12	6	100	8.33
		Hunslet Moor Primary School		362	160	18	13	78	3.00	7	5	17	1.70				
		Iveson Primary School		308	171	7	3	18	3.00	4	3	11	1.83	1	1	3	1.50
		Kirkstall St Stephen's Church of England Pri		203	90					6	2	42	10.50				
		Kirkstall Valley Primary School		200	152	16	4	30	3.75	5	2	7	1.75	1	1	1	0.50
		Lane End Primary School	01-09-2014	298	192	3	3	15	2.50	15	5	52	5.20	1	1	1	0.50
		Little London Community Primary School an		588	152	1	1	10	5.00								
		Low Road Primary School		157	136	3	2	14	3.50								
		Manston Primary School		210	113	2	1	3	1.50	2	1	5	2.50	3	1	7	3.50
		Meadowfield Primary School	01-09-2004	400	247	7	5	56	5.60	3	3	15	2.50				
		Micklefield Church of England Voluntary Co		92	105									4	1	10	5.00
		Middleton St Mary's Church of England Volu		413	156					5	3	18	3.00	2	1	18	9.00
		Mill Field Primary School	01-09-2007	379	203	10	8	26	1.63	27	11	63	2.86	10	4	20	2.50
		Moortown Primary School		212	29	2	1	2	1.00	2	2	2	0.50				

		Morley Victoria Primary School		419	44								1	1	4	2.00	
		Ninelands Primary School		404	20					3	2	10	2.50				
		Oulton Primary School		335	136	6	2	35	8.75	5	2	21	5.25	1	1	6	3.00
		Park Spring Primary School		377	113	2	1	13	6.50								
		Parklands Primary School		328	207					4	2	13	3.25	1	1	2	1.00
		Primrose Lane Primary School		209	32	2	1	11	5.50								
		Quarry Mount Primary School		195	229	15	9	38	2.11	7	4	23	2.88	7	2	20	5.00
		Rawdon St Peter's Church of England Volun		313	11	3	2	13	3.25	1	1	3	1.50				
		Rufford Park Primary School	01-09-2004	288	91	10	3	65	10.83								
		Sacred Heart Catholic Primary School		189	139	5	4	12	1.50								
		Scholes (Elmet) Primary School		309	34									1	1	1	0.50
		Seacroft Grange Primary School		209	286	8	5	22	2.20	15	11	40	1.82	6	3	14	2.33
		Sharp Lane Primary School		567	93	2	1	10	5.00	4	3	13	2.17	10	5	18	1.80
		St Margaret's Church of England Voluntary C		426	23	1	1	3	1.50	4	4	5	0.63				
		St Matthew's Church of England Aided Prim		416	69	8	3	19	3.17	7	3	7	1.17	5	3	6	1.00
		St Urban's Catholic Primary School		210	36	2	1	5	2.50								
		Strawberry Fields Primary School	01-09-2004	304	62	4	1	11	5.50	5	2	22	5.50				
		Swarcliffe Primary School		307	205	1	1	1	0.50								
		Templenewsam Halton Primary School		425	66	15	3	35	5.83								
		The New Beverley Community Primary Sch	01-09-2005	412	193	4	3	11	1.83	2	1	5	2.50	1	1	5	2.50
		Thorpe Primary School		241	69	1	1	2	1.00	2	1	12	6.00	3	2	3	0.75
		Tranmere Park Primary School		343	0	1	1	2	1.00	7	1	16	8.00				
		Victoria Junior School		175	133	2	2	7	1.75	3	3	8	1.33				
		West End Primary School		242	10					2	1	6	3.00				
		Westbrook Lane Primary School		213	14	11	4	16	2.00	11	2	19	4.75	4	1	6	3.00
		Westgate Primary School		212	29					1	1	1	0.50				
		Westwood Primary School		288	183	11	5	22	2.20	12	5	21	2.10	2	1	3	1.50
		Whingate Primary School		413	171	1	1	2	1.00	1	1	2	1.00	1	1	3	1.50
		Whitecote Primary School		370	179	3	2	5	1.25	4	4	7	0.88	1	1	1	0.50
		Whitkirk Primary School		385	72					1	1	8	4.00				
		Wigton Moor Primary School		448	36	1	1	7	3.50								
		Woodlesford Primary School		410	22	9	3	22	3.67								
		Wykebeck Primary School		405	219	4	4	16	2.00	8	3	25	4.17	4	3	11	1.83
		Yeadon Westfield Junior School		228	56	6	1	11	5.50	1	1	3	1.50	3	3	3	0.50
Academies		Khalsa Science Academy	04-09-2013	132	77					5	2	14	3.50	1	1	2	1.00
		East Garforth Primary Academy	01-09-2013	254	50	3	2	6	1.50	5	3	19	3.17				
		Green Lane Primary Academy	01-11-2010	407	22	2	1	6	3.00	8	2	38	9.50				
		Kippax Ash Tree Primary School	01-04-2017	314	97	1	1	2	1.00	1	1	2	1.00				
		Manston St James Primary Academy	01-10-2012	437	67	5	1	22	11.00	9	3	36	6.00	6	4	18	2.25
		St Chad's Church of England Primary School	01-11-2014	210	22					3	2	8	2.00	2	2	12	3.00
		Thorner Church of England Voluntary Contr	01-07-2018	201	33					2	2	2	0.50	1	1	3	1.50
	Abbey Multi Academy Trust	Holy Trinity Church of England Academy	01-04-2014	172	133	3	3	13	2.17	6	4	26	3.25	1	1	2	1.00
	Academies Enterprise Trust (AET)	Cottingley Primary Academy	01-12-2012	270	225	13	10	44	2.20	10	7	63	4.50	11	5	146	14.60
	Cockburn Multi Academy Trust	Middleton Primary School	01-09-2018	425	240					4	4	28	3.50	1	1	6	3.00
	Delta Academies Trust	Park View Primary Academy	01-09-2012	233	133	3	3	6	1.00	3	3	6	1.00	1	1	2	1.00
	Red Kite Learning Trust	Austhorpe Primary School	01-09-2018	209	22	1	1	4	2.00					1	1	6	3.00
	St Gregory the Great Catholic Academy Trust	Christ The King Catholic Primary School, A V	01-07-2017	177	103												
	The Bishop Wheeler Catholic Academy Trust	Holy Name Catholic Primary School	01-08-2015	208	46					5	3	20	3.33				
	The Bishop Wheeler Catholic Academy Trust	St Joseph's Catholic Primary School, Pudsey	01-03-2013	273	22					1	1	2	1.00				
	The Bishop Wheeler Catholic Academy Trust	St Mary's Catholic Primary School, Horsforth	01-03-2013	208	17					2	2	9	2.25	2	1	8	4.00
	The Co-operative Group	Brownhill Primary Academy	01-12-2012	411	242	12	6	59	4.92	14	4	82	10.25	1	1	2	1.00
	The Co-operative Group	Co-Op Academy Beckfield	01-12-2017	193	205	9	5	19	1.90	10	7	76	5.43	6	4	12	1.50
	The Co-operative Group	Oakwood Primary Academy	01-09-2013	419	202	5	2	33	8.25								
	The Co-operative Group	Woodlands Primary Academy	01-12-2012	417	187	8	4	22	2.75	19	7	74	5.29	9	6	38	3.17
	The GORSE Academies Trust	Hillcrest Academy	01-01-2014	420	121					1	1	2	1.00	2	2	4	1.00
	The GORSE Academies Trust	Morley Newlands Academy	01-03-2015	592	100	7	1	52	26.00	4	4	10	1.25	7	3	19	3.17
	The GORSE Academies Trust	Ryecroft Academy	01-05-2014	284	244	36	13	172	6.62	2	2	4	1.00	4	2	12	3.00
	The GORSE Academies Trust	The Richmond Hill Academy	01-11-2017	568	257	92	29	131	2.26	77	25	318	6.36	24	13	77	2.96
	Wellspring Academy Trust	Ebor Gardens Primary School	01-04-2016	396	169	6	5	21	2.10	21	9	63	3.50	1	1	4	2.00
	Wellspring Academy Trust	Victoria Primary School	01-11-2015	415	222	15	8	83	5.19	22	16	63	1.97	3	3	6	1.00
		Blackgates Primary Academy	01-09-2018	363	170	1	1	8	4.00								
		Methley Primary School	01-04-2018	405	32	2	2	2	0.50								
		Leeds primary total		37510	-	608	293	1958	3.34	571	291	2062	3.54	250	147	875	2.98

Table 1.6 Fixed term exclusion by secondary and type of school

School Type ²	Sponsor ²	School name	Open date	Number on roll January 2019	Index FSM Eligible (100 is the same proportion as SECONDARY; 50 is half; 200 is double)	2016/17				2017/18				2018/19 - Autumn term only ¹			
						Number fixed term exclusion	Number subject to fixed term exclusion	Total length of all FTEX (sessions)	Average length of all FTEX (days)	Number fixed term exclusion	Number subject to fixed term exclusion	Total length of all FTEX (sessions) ¹	Average length of all FTEX (days) ¹	Number fixed term exclusion	Number pupils 1 or more	Total length of all FTEX (sessions) ¹	Average length of all FTEX (days) ¹
LA maintained schools		Allerton Grange School	01-09-1992	1288	106	129	75	527	3.51	81	66	324	2.45	27	24	162	3.38
		Allerton High School		1090	70	19	16	58	1.81	30	20	104	2.60	22	13	54	2.08
		Benton Park School		1144	40	78	37	464	6.27	79	34	383	5.63	27	17	121	3.56
		Cardinal Heenan Catholic High School		908	51	48	34	196	2.88	43	30	135	2.25	8	6	27	2.25
		Carr Manor Community School, Specialist Sports College		922	160	17	12	62	2.58	9	9	38	2.11	5	5	14	1.40
		Corpus Christi Catholic College		941	117	41	30	194	3.23	29	20	103	2.58	12	11	63	2.86
		Guiseley School	01-01-2014	1153	30	66	39	296	3.79	89	53	385	3.63	37	22	176	4.00
		Lawnswood School		1051	159	109	61	639	5.24	199	93	1217	6.54	113	62	694	5.60
		Mount St Mary's Catholic High School		935	152	85	44	475	5.40	61	32	328	5.13	9	8	56	3.50
		Roundhay School		1361	55	56	36	420	5.83	57	36	343	4.76	41	34	219	3.22
		Royds School	01-01-1900	912	142	423	126	1224	4.86	472	130	1510	5.81	46	33	141	2.14
		Temple Moor High School Science College		1135	95	278	99	1244	6.28	81	40	310	3.88	46	20	100	2.50
		Pudsey Grangefield School		1021	65	128	65	1035	7.96	126	52	868	8.35	36	19	219	5.76
		Ralph Thoresby School		846	115	61	47	352	3.74	41	30	213	3.55	26	23	138	3.00
		Wetherby High School		549	56	16	15	47	1.57	14	11	46	2.09	5	5	24	2.40
Academies	LEEDS ADVANCED MANUFACTURING UTC	University Technical College Leeds	01-09-2016	222	75	87	34	416	6.12	51	31	226	3.65	32	27	197	3.65
	THE LEEDS JEWISH FREE SCHOOL	Leeds Jewish Free School	09-09-2013	111	65	12	5	105	10.50	7	5	74	7.40				
	THE TEMPLE LEARNING FOUNDATION	The Temple Learning Academy Free School Secondary	01-09-2015	203	254	0	0	0		6	6	19	1.58	28	21	224	5.33
	ABBHEY MULTI ACADEMY TRUST	Abbey Grange Church of England Academy	01-08-2011	1229	63	120	47	493	5.24	77	33	269	4.08	31	25	93	1.86
	ABBHEY MULTI ACADEMY TRUST	Bishop Young Church of England Academy	01-05-2017	676	196	209	90	604	3.36	274	99	1163	5.87	22	17	111	3.26
	ACADEMIES ENTERPRISE TRUST	Bishop Young Church of England Academy	Closed	676	196	153	81	494	3.05								
		Dixons Unity Academy*	Closed	680	234	540	147	2508	8.53	184	74	660	4.46				
		Dixons Unity Academy*	07/09/2018	680	234									378	103	839	4.07
	COCKBURN MULTI ACADEMY TRUST	Cockburn School	01-02-2016	1264	141	33	22	158	3.59	25	16	108	3.38	10	8	43	2.69
	COCKBURN MULTI ACADEMY TRUST	Cockburn John Charles Academy*	01-04-2018	908	192					32	25	156	3.12	15	14	92	3.29
		Cockburn John Charles Academy*	closed	908	192	1127	270	1959	3.63								
	COLLABORATIVE LEARNING TRUST	Otley Prince Henry's Grammar School Specialist Language	01-12-2011	1280	42	34	21	200	4.76	13	12	80	3.33	7	5	32	3.20
	DELTA ACADEMIES TRUST	Garforth Academy	01-11-2010	1505	40	0	0	0		47	27	188	3.48	21	15	65	2.17
	HORSFORTH SCHOOL	Horsforth School	01-01-2012	1130	47	27	19	188	4.95	20	14	114	4.07	6	5	27	2.70
	LEODIS ACADEMIES TRUST	Woodkirk Academy	01-09-2011	1531	60	81	58	474	4.09	89	62	550	4.44	35	33	240	3.64
	RED KITE LEARNING TRUST	Crawshaw Academy	01-07-2012	910	79	191	69	764	5.54	253	85	974	5.73	81	33	318	4.82
	THE BISHOP WHEELER CATHOLIC ACADEMY TRUST	St. Mary's Menston, a Catholic Voluntary Academy	01-03-2013	984	20	36	22	78	1.77	39	26	125	2.40	9	7	19	1.36
	THE BRIGSHAW LEARNING PARTNERSHIP	Brigshaw High School and Language College	01-09-2016	1153	60	51	30	268	4.47	60	38	206	2.71	54	35	169	2.41
	THE CO-OPERATIVE ACADEMIES TRUST	Co-operative Academy Priesthorpe	01-07-2017	973	96	60	40	552	6.90	26	19	166	4.37	20	14	202	7.21
	THE CO-OPERATIVE ACADEMIES TRUST	The Co-operative Academy of Leeds	01-09-2012	867	208	162	67	435	3.25	71	36	251	3.49	19	15	45	1.50
	THE GORSE ACADEMIES TRUST	Boston Spa Academy	01-09-2018	728	55	64	31	447	7.21	167	86	1714	9.97	71	54	540	5.00
	THE GORSE ACADEMIES TRUST	Bruntcliffe School	01-09-2015	683	114	209	108	2400	11.11	157	87	1744	10.02	73	46	730	7.93
	THE GORSE ACADEMIES TRUST	The Farnley Academy	01-02-2012	1284	109	177	99	2092	10.57	199	98	2642	13.48	60	39	520	6.67
	THE GORSE ACADEMIES TRUST	The Morley Academy	01-01-2011	1543	63	118	75	1541	10.27	149	85	1858	10.93	70	47	816	8.68
	THE GORSE ACADEMIES TRUST	The Ruth Gorse Academy	01-09-2014	1050	169	102	57	1036	9.09	159	90	1654	9.19	88	52	830	7.98
	THE RODILLIAN MULTI ACADEMY TRUST	Rodillian Academy	01-07-2012	1390	71	248	150	2396	7.99	311	155	2772	8.94	154	102	1432	7.02
	UNITED LEARNING TRUST	John Smeaton Academy	01-01-2014	826	130	256	118	2511	10.64	301	137	2474	9.03	143	71	526	3.70
	WHITE ROSE ACADEMIES TRUST	Leeds City Academy	01-08-2014	597	163	166	54	672	6.22	63	30	535	8.92	13	10	92	4.60
	WHITE ROSE ACADEMIES TRUST	Leeds East Academy	01-09-2011	862	214	262	89	1202	6.75	77	48	466	4.85	66	50	431	4.31
	WHITE ROSE ACADEMIES TRUST	Leeds West Academy	01-09-2009	1178	146	522	174	2252	6.47	232	104	1754	8.43	72	44	585	6.65
		Leeds secondary total		43963	-	6601	2713	33478	6.17	4500	2184	29249	6.70	2038	1194	11426	4.78

Source: DfE statistical first release 2019/School census 2018/19

¹ Data is provisional and not validated by the DfE

² School type as at 1st September 2018

* School has closed and re-opened

Please note open date when interpreting trends as data may be attributable to predecessor school.

Table 1.3 Fixed term exclusions by primary school

School name	Open date	Number on roll January 2019	Eligible (100 is the same proportion as PRIMARY; 50 is half; 200 is double)	2016/17				2017/18				2018/19 - autumn term only ¹			
				Number fixed term exclusion	Number pupils with 1 or more	Total length of all FTEX (sessions) ¹	Average length of all FTEX (days) ¹	Number fixed term exclusion	Number subject to fixed term exclusion	Total length of all FTEX (sessions) ¹	Average length of all FTEX (days) ₁	Number fixed term exclusion ¹	Number subject to fixed term exclusion ¹	Total length of all FTEX (sessions) ¹	Average length of all FTEX (days) ¹
Adel St John the Baptist Church of England Primary School		210	22	9	2	39	9.75	6	1	36	18.00				
All Saint's Richmond Hill Church of England Primary School		210	169	1	1	2	1.00	1	1	5	2.50				
Allerton CofE Primary School	01-09-2007	533	101	2	2	6	1.50	2	1	3	1.50	1	1	7	3.50
Armley Primary School		185	175	11	4	47	5.88	18	7	57	4.07	12	7	42	3.00
Ashfield Primary School		220	99	1	1	2	1.00	1	1	3	1.50	4	2	11	2.75
Asquith Primary School	01-09-2002	382	96	1	1	5	2.50	3	2	20	5.00				
Austhorpe Primary School	01-09-2018	209	22	1	1	4	2.00					1	1	6	3.00
Bankside Primary School		614	102	10	9	29	1.61	16	12	34	1.42	7	5	16	1.60
Beechwood Primary School		412	198	12	3	39	6.50	6	4	9	1.13	8	3	16	2.67
Beeston Primary School		619	120					2	2	5	1.25	1	1	2	1.00
Birchfield Primary School		208	19					1	1	3	1.50				
Blackgates Primary Academy	01-09-2018	363	170	1	1	8	4.00								
Blenheim Primary School		406	171	3	2	30	7.50	2	1	10	5.00				
Bracken Edge Primary School		477	155	7	3	37	6.17	7	3	14	2.33	1	1	1	0.50
Bramley St Peter's Church of England Primary School		375	127	1	1	1	0.50								
Broadgate Primary School		329	116	2	2	7	1.75	7	3	12	2.00	5	3	14	2.33
Brownhill Primary Academy	01-12-2012	411	242	12	6	59	4.92	14	4	82	10.25	1	1	2	1.00
Burley St Matthias Church of England Voluntary Controlled Primary School		198	205	1	1	1	0.50								
Carr Manor Primary School		461	52	1	1	6	3.00								
Christ The King Catholic Primary School, A Voluntary Academy	01-07-2017	177	103												
Cobden Primary School		204	219	3	1	8	4.00								
Cookridge Holy Trinity Church of England Primary School		417	17	2	2	8	2.00	2	2	5	1.25				
Cookridge Primary School		314	102	7	2	16	4.00								
Co-Op Academy Beckfield	01-12-2017	193	205	9	5	19	1.90	10	7	76	5.43	6	4	12	1.50
Corpus Christi Catholic Primary School		302	107	4	2	35	8.75								
Cottingley Primary Academy	01-12-2012	270	225	13	10	44	2.20	10	7	63	4.50	11	5	146	14.60
Cross Gates Primary School		209	143	2	1	4	2.00								
Deighton Gates Primary School		205	30	1	1	3	1.50								
Drighlington Primary School	01-09-2004	387	63	15	10	33	1.65	5	3	19	3.17	3	1	12	6.00
East Garforth Primary Academy	01-09-2013	254	50	3	2	6	1.50	5	3	19	3.17				
Ebor Gardens Primary School	01-04-2016	396	169	6	5	21	2.10	21	9	63	3.50	1	1	4	2.00
Farsley Farfield Primary School		421	42	1	1	5	2.50								
Fieldhead Carr Primary School		217	96	3	2	5	1.25	5	3	18	3.00	8	4	18	2.25
Fountain Primary School	01-09-2005	395	94	1	1	3	1.50								
Gildersome Primary School		400	62	9	2	28	7.00								
Gledhow Primary School		533	40	16	3	51	8.50	11	6	45	3.75	6	3	18	3.00
Grange Farm Primary School		413	231	16	8	36	2.25	14	4	32	4.00	3	1	9	4.50
Great Preston VC CofE Primary School	02-09-2005	205	54									1	1	1	0.50
Green Lane Primary Academy	01-11-2010	407	22	2	1	6	3.00	8	2	38	9.50				
Greenhill Primary School		403	133	4	2	12	3.00	3	2	11	2.75	11	7	37	2.64
Grimes Dyke Primary School		253	182	8	4	15	1.88	3	3	7	1.17	5	4	17	2.13
Guisseley Primary School		393	40					5	1	17	8.50				
Harehills Primary School		629	120	5	3	22	3.67					2	1	6	3.00
Hawksworth Wood Primary School		280	212	3	3	4	0.67	5	5	6	0.60	3	3	3	0.50
Hillcrest Academy	01-01-2014	420	121					1	1	2	1.00	2	2	4	1.00
Holy Name Catholic Primary School	01-08-2015	208	46					5	3	20	3.33				
Holy Rosary and St Anne's Catholic Primary School		208	195	14	6	44	3.67								
Holy Trinity Church of England Academy	01-04-2014	172	133	3	3	13	2.17	6	4	26	3.25	1	1	2	1.00
Horsforth Featherbank Primary School		211	36					2	2	4	1.00				
Horsforth Newlaithes Primary School		419	15	1	1	2	1.00								
Hunslet Carr Primary School		403	195					24	11	200	9.09	12	6	100	8.33
Hunslet Moor Primary School		362	160	18	13	78	3.00	7	5	17	1.70				
Iveson Primary School		308	171	7	3	18	3.00	4	3	11	1.83	1	1	3	1.50
Khalsa Science Academy	04-09-2013	132	77					5	2	14	3.50	1	1	2	1.00
Kippax Ash Tree Primary School	01-04-2017	314	97	1	1	2	1.00	1	1	2	1.00				
Kirkstall St Stephen's Church of England Primary School		203	90					6	2	42	10.50				
Kirkstall Valley Primary School		200	152	16	4	30	3.75	5	2	7	1.75	1	1	1	0.50

Lane End Primary School	01-09-2014	298	192	3	3	15	2.50	15	5	52	5.20	1	1	1	0.50
Little London Community Primary School and Nursery		588	152	1	1	10	5.00								
Low Road Primary School		157	136	3	2	14	3.50								
Manston Primary School		210	113	2	1	3	1.50	2	1	5	2.50	3	1	7	3.50
Manston St James Primary Academy	01-10-2012	437	67	5	1	22	11.00	9	3	36	6.00	6	4	18	2.25
Meadowfield Primary School	01-09-2004	400	247	7	5	56	5.60	3	3	15	2.50				
Methley Primary School	01-04-2018	405	32	2	2	2	0.50								
Micklefield Church of England Voluntary Controlled Primary School		92	105									4	1	10	5.00
Middleton Primary School*	01-09-2018	425	240					4	4	28	3.50	1	1	6	3.00
Middleton St Mary's Church of England Voluntary Controlled Primary School		413	156					5	3	18	3.00	2	1	18	9.00
Mill Field Primary School	01-09-2007	379	203	10	8	26	1.63	27	11	63	2.86	10	4	20	2.50
Moortown Primary School		212	29	2	1	2	1.00	2	2	2	0.50				
Morley Newlands Academy	01-03-2015	592	100	7	1	52	26.00	4	4	10	1.25	7	3	19	3.17
Morley Victoria Primary School		419	44									1	1	4	2.00
Ninelands Primary School		404	20					3	2	10	2.50				
Oakwood Primary Academy	01-09-2013	419	202	5	2	33	8.25								
Oulton Primary School		335	136	6	2	35	8.75	5	2	21	5.25	1	1	6	3.00
Park Spring Primary School		377	113	2	1	13	6.50								
Park View Primary Academy	01-09-2012	233	133	3	3	6	1.00	3	3	6	1.00	1	1	2	1.00
Parklands Primary School		328	207					4	2	13	3.25	1	1	2	1.00
Primrose Lane Primary School		209	32	2	1	11	5.50								
Quarry Mount Primary School		195	229	15	9	38	2.11	7	4	23	2.88	7	2	20	5.00
Rawdon St Peter's Church of England Voluntary Controlled Primary School		313	11	3	2	13	3.25	1	1	3	1.50				
Rufford Park Primary School	01-09-2004	288	91	10	3	65	10.83								
Ryecroft Academy	01-05-2014	284	244	36	13	172	6.62	2	2	4	1.00	4	2	12	3.00
Sacred Heart Catholic Primary School		189	139	5	4	12	1.50								
Scholes (Elmet) Primary School		309	34									1	1	1	0.50
Seacroft Grange Primary School		209	286	8	5	22	2.20	15	11	40	1.82	6	3	14	2.33
Sharp Lane Primary School		567	93	2	1	10	5.00	4	3	13	2.17	10	5	18	1.80
St Chad's Church of England Primary School	01-11-2014	210	22					3	2	8	2.00	2	2	12	3.00
St Joseph's Catholic Primary School, Pudsey	01-03-2013	273	22					1	1	2	1.00				
St Margaret's Church of England Voluntary Controlled Primary School		426	23	1	1	3	1.50	4	4	5	0.63				
St Mary's Catholic Primary School, Horsforth	01-03-2013	208	17					2	2	9	2.25	2	1	8	4.00
St Matthew's Church of England Aided Primary School		416	69	8	3	19	3.17	7	3	7	1.17	5	3	6	1.00
St Urban's Catholic Primary School		210	36	2	1	5	2.50								
Strawberry Fields Primary School	01-09-2004	304	62	4	1	11	5.50	5	2	22	5.50				
Swarcliffe Primary School		307	205	1	1	1	0.50								
Templenewsam Halton Primary School		425	66	15	3	35	5.83								
The New Bewerley Community Primary School	01-09-2005	412	193	4	3	11	1.83	2	1	5	2.50	1	1	5	2.50
The Richmond Hill Academy*	01-11-2017	568	257	92	29	131	2.26	77	25	318	6.36	24	13	77	2.96
Thorner Church of England Voluntary Controlled Primary School	01-07-2018	201	33					2	2	2	0.50	1	1	3	1.50
Thorpe Primary School		241	69	1	1	2	1.00	2	1	12	6.00	3	2	3	0.75
Tranmere Park Primary School		343	0	1	1	2	1.00	7	1	16	8.00				
Victoria Junior School		175	133	2	2	7	1.75	3	3	8	1.33				
Victoria Primary School	01-11-2015	415	222	15	8	83	5.19	22	16	63	1.97	3	3	6	1.00
West End Primary School		242	10					2	1	6	3.00				
Westbrook Lane Primary School		213	14	11	4	16	2.00	11	2	19	4.75	4	1	6	3.00
Westgate Primary School		212	29					1	1	1	0.50				
Westwood Primary School		288	183	11	5	22	2.20	12	5	21	2.10	2	1	3	1.50
Whingate Primary School		413	171	1	1	2	1.00	1	1	2	1.00	1	1	3	1.50
Whitecote Primary School		370	179	3	2	5	1.25	4	4	7	0.88	1	1	1	0.50
Whitkirk Primary School		385	72					1	1	8	4.00				
Wigton Moor Primary School		448	36	1	1	7	3.50								
Woodlands Primary Academy	01-12-2012	417	187	8	4	22	2.75	19	7	74	5.29	9	6	38	3.17
Woodlesford Primary School		410	22	9	3	22	3.67								
Wykebeck Primary School		405	219	4	4	16	2.00	8	3	25	4.17	4	3	11	1.83
Yeadon Westfield Junior School		228	56	6	1	11	5.50	1	1	3	1.50	3	3	3	0.50
Leeds primary total		37510	-	608	293	1958	3.34	571	291	2062	3.54	250	147	875	2.98

Source: DfE statistical first release 2019/School census 2018/19

¹ Data is provisional and not validated by the DfE

* School has closed and re-opened

Please note open date when interpreting trends as data may be attributable to predecessor school.

Table 1.4 Fixed term exclusions by secondary school

		Number on roll January 2019	Index FSM Eligible (100 is the same proportion as SECONDAR Y; 50 is half; 200 is double)	2016/17				2017/18				2018/19 - Autumn term only ¹			
				Number fixed term exclusion	Number subject to fixed term exclusion	Total length of all FTEX (sessions)	Average length of all FTEX (days)	Number fixed term exclusion	Number subject to fixed term exclusion	Total length of all FTEX (sessions) ¹	Average length of all FTEX (days) ¹	Number fixed term exclusion ¹	Number pupils 1 or more ¹	Total length of all FTEX (sessions) ¹	Average length of all FTEX (sessions) ¹
	Open date														
Abbey Grange Church of England Academy	01-08-2011	1229	63	120	47	493	5.24	77	33	269	4.08	31	25	93	1.86
Allerton Grange School	01-09-1992	1288	106	129	75	527	3.51	81	66	324	2.45	27	24	162	3.38
Allerton High School		1090	70	19	16	58	1.81	30	20	104	2.60	22	13	54	2.08
Benton Park School		1144	40	78	37	464	6.27	79	34	383	5.63	27	17	121	3.56
Bishop Young Church of England Academy*	01-05-2017	676	196	209	90	604	3.36	274	99	1163	5.87	22	17	111	3.26
Bishop Young Church of England Academy*	Closed	676	196	153	81	494	3.05								
Boston Spa Academy	01-09-2018	728	55	64	31	447	7.21	167	86	1714	9.97	71	54	540	5.00
Brigshaw High School and Language College	01-09-2016	1153	60	51	30	268	4.47	60	38	206	2.71	54	35	169	2.41
Bruntcliffe School	01-09-2015	683	114	209	108	2400	11.11	157	87	1744	10.02	73	46	730	7.93
Cardinal Heenan Catholic High School		908	51	48	34	196	2.88	43	30	135	2.25	8	6	27	2.25
Carr Manor Community School, Specialist Sports College		922	160	17	12	62	2.58	9	9	38	2.11	5	5	14	1.40
Cockburn John Charles Academy*	01-04-2018	908	192					32	25	156	3.12	15	14	92	3.29
Cockburn John Charles Academy*	closed	908	192	1127	270	1959	3.63								
Cockburn School	01-02-2016	1264	141	33	22	158	3.59	25	16	108	3.38	10	8	43	2.69
Co-operative Academy Priesthorpe	01-07-2017	973	96	60	40	552	6.90	26	19	166	4.37	20	14	202	7.21
Corpus Christi Catholic College		941	117	41	30	194	3.23	29	20	103	2.58	12	11	63	2.86
Crawshaw Academy	01-07-2012	910	79	191	69	764	5.54	253	85	974	5.73	81	33	318	4.82
Dixons Unity Academy*	Closed	680	234	540	147	2508	8.53	184	74	660	4.46				
Dixons Unity Academy*	07/09/2018	680	234									378	103	839	4.07
Garforth Academy	01-11-2010	1505	40					47	27	188	3.48	21	15	65	2.17
Guiseley School	01-01-2014	1153	30	66	39	296	3.79	89	53	385	3.63	37	22	176	4.00
Horsforth School	01-01-2012	1130	47	27	19	188	4.95	20	14	114	4.07	6	5	27	2.70
John Smeaton Academy	01-01-2014	826	130	256	118	2511	10.64	301	137	2474	9.03	143	71	526	3.70
Lawnswood School		1051	159	109	61	639	5.24	199	93	1217	6.54	113	62	694	5.60
Leeds City Academy	01-08-2014	597	163	166	54	672	6.22	63	30	535	8.92	13	10	92	4.60
Leeds East Academy	01-09-2011	862	214	262	89	1202	6.75	77	48	466	4.85	66	50	431	4.31
Leeds Jewish Free School	09-09-2013	111	65	12	5	105	10.50	7	5	74	7.40				
Leeds West Academy	01-09-2009	1178	146	522	174	2252	6.47	232	104	1754	8.43	72	44	585	6.65
Mount St Mary's Catholic High School		935	152	85	44	475	5.40	61	32	328	5.13	9	8	56	3.50
Otley Prince Henry's Grammar School Specialist Language College	01-12-2011	1280	42	34	21	200	4.76	13	12	80	3.33	7	5	32	3.20
Pudsey Grangefield School		1021	65	128	65	1035	7.96	126	52	868	8.35	36	19	219	5.76
Ralph Thoresby School		846	115	61	47	352	3.74	41	30	213	3.55	26	23	138	3.00
Rodillian Academy	01-07-2012	1390	71	248	150	2396	7.99	311	155	2772	8.94	154	102	1432	7.02
Roundhay School		1361	55	56	36	420	5.83	57	36	343	4.76	41	34	219	3.22
Royds School	01-01-1900	912	142	423	126	1224	4.86	472	130	1510	5.81	46	33	141	2.14
St. Mary's Menston, a Catholic Voluntary Academy	01-03-2013	984	20	36	22	78	1.77	39	26	125	2.40	9	7	19	1.36
Temple Moor High School Science College		1135	95	278	99	1244	6.28	81	40	310	3.88	46	20	100	2.50
The Co-operative Academy of Leeds	01-09-2012	867	208	162	67	435	3.25	71	36	251	3.49	19	15	45	1.50
The Farnley Academy	01-02-2012	1284	109	177	99	2092	10.57	199	98	2642	13.48	60	39	520	6.67
The Morley Academy	01-01-2011	1543	63	118	75	1541	10.27	149	85	1858	10.93	70	47	816	8.68
The Ruth Gorse Academy	01-09-2014	1050	169	102	57	1036	9.09	159	90	1654	9.19	88	52	830	7.98
The Temple Learning Academy Free School Secondary Site	01-09-2015	203	254					6	6	19	1.58	28	21	224	5.33
University Technical College Leeds	01-09-2016	222	75	87	34	416	6.12	51	31	226	3.65	32	27	197	3.65
Wetherby High School		549	56	16	15	47	1.57	14	11	46	2.09	5	5	24	2.40
Woodkirk Academy	01-09-2011	1531	60	81	58	474	4.09	89	62	550	4.44	35	33	240	3.64
Leeds secondary total		43287	-	6601	2713	33478	6.17	4500	2184	29249	6.70	2038	1194	11426	4.78

Source: DfE statistical first release 2019/School census 2018/19

¹ Data is provisional and not validated by the DfE

² School type as at 1st September 2018

* School has closed and re-opened

Please note open date when interpreting trends as data may be attributable to predecessor school.

Timpson Review of School Exclusion – May 2019

Recommendations and Conclusions

Recommendation: DfE should update statutory guidance on exclusion to provide more clarity on the use of exclusion. DfE should also ensure all relevant, overlapping guidance (including behaviour management, exclusion, mental health and behaviour, guidance on the role of the designated teacher for looked after and previously looked after children and the SEND Code of Practice) is clear, accessible and consistent in its messages to help schools manage additional needs, create positive behaviour cultures, make reasonable adjustments under the Equality Act 2010 and use exclusion only as a last resort, when nothing else will do. Guidance should also include information on robust and well evidenced strategies that will support schools embedding this in practice.

Recommendation: DfE should set the expectation that schools and LAs work together and, in doing so, should clarify the powers of LAs to act as advocates for vulnerable children, working with mainstream, special and AP schools and other partners to support children with additional needs or who are at risk of leaving their school, by exclusion or otherwise. LAs should be enabled to facilitate and convene meaningful local forums that all schools are expected to attend, which meet regularly, share best practice and take responsibility for collecting and reviewing data on pupil needs and moves, and for planning and funding local AP provision, including early intervention for children at risk of exclusion.

Recommendation: DfE should ensure there is well evidenced, meaningful and accessible training and support for new and existing school leaders to develop, embed and maintain positive behaviour cultures. The £10 million investment in supporting school behaviour practice should enable leaders to share practical information on behaviour management strategies, including how to develop and embed a good understanding of how underlying needs can drive behaviour, into their culture. It should also facilitate peer support, where school leaders have the opportunity to learn from high performing leaders who have a track record in this area

Recommendation: DfE should extend funding to equality and diversity hubs (an initiative to increase the diversity of senior leadership teams in England's schools through training and support for underrepresented groups) beyond the current spending review period and at a level that widens their reach and impact.

Recommendation: To support the school workforce to have the knowledge and skills they need to manage behaviour and meet pupil needs, DfE should ensure that accessible, meaningful and substantive training on behaviour is a mandatory part of initial teacher training and is embedded in the Early Career Framework. This should include expert training on the underlying causes of poor behaviour (including attachment, trauma and speech, language and communication needs), and strategies and tools to deal effectively with poor behaviour when this arises

Recommendation: To ensure designated senior leads for mental health and SENCOs are effective, DfE should:

- Review the training and support available to SENCOs to equip them to be effective in their operational and strategic role as SEND leaders
- Ensure the training designated senior leads receive includes a specific focus on attachment and trauma

Recommendation: DfE should strengthen guidance so that in school units are always used constructively and are supported by good governance.

Recommendation: DfE should establish a Practice Improvement Fund of sufficient value, longevity and reach to support LAs, mainstream, special and AP schools to work together to establish systems to identify children in need of support and deliver good interventions for them. The fund should support effective partnership working to commission and fund AP, and enable schools to create positive environments, target support effectively and provide the opportunity to share their best practice successfully. This should include developing best practice on areas including: • internal inclusion units • effective use of nurture groups and programmes • transition support at both standard and non standard transition points and across all ages • approaches to engaging parents and carers • creating inclusive environments, especially for children from ethnic groups with higher rates of exclusion • proactive use of AP as an early intervention, delivered in mainstream schools and through off site placements

Recommendation: DfE should promote the role of AP in supporting mainstream and special schools to deliver effective intervention and recognise the best AP schools as teaching schools (and any equivalent successors), and actively facilitate the sharing of expertise between AP and the wider school system.

Recommendation: To ensure AP schools can attract the staff it needs, DfE should take steps to: • ensure AP is an attractive place to work and positive career choice, with high quality staff well equipped to provide the best possible academic and pastoral support for the children who need it most. DfE should consider ways to boost interest in and exposure to AP through new teacher training placement opportunities in AP • better understand and act upon the current challenges with the workforce in AP, by backing initiatives to support its development, including taking action to develop and invest in high quality, inspirational leaders in AP that have the capacity to drive improvement across the school network

Recommendation: Alongside measures to improve the quality of AP, PRUs should be renamed to reflect their role both as schools and places to support children to overcome barriers to engaging in their education.

Recommendation: DfE should invest in significantly improving and expanding buildings and facilities for pupils who need AP. As a priority, DfE should carefully consider the right level of capital funding to achieve this, for the next spending review.

Recommendation: The government should continue to invest in approaches that build multi-disciplinary teams around schools, and should identify any capacity

concerns and work across Departments to ensure that schools are supported and work productively with all relevant agencies, including Health and Social Care.

Recommendation: DfE should make schools responsible for the children they exclude and accountable for their educational outcomes. It should consult on how to take this forward, working with schools, AP and LAs to design clear roles in which schools should have greater control over the funding for AP to allow them to discharge these duties efficiently and effectively. Funding should also be of a sufficient level and flexible enough to ensure schools are able to put in place alternative interventions that avoid the need for exclusion where appropriate, as well as fund AP after exclusion.

Recommendation: DfE should look carefully at the timing and amounts of any adjustments to schools' funding following exclusion, to make sure they neither act as an incentive for schools to permanently exclude a pupil at particular times, nor discourage a school from admitting a child who has been permanently excluded from elsewhere.

Recommendation: Ofsted should recognise those who use exclusion appropriately and effectively, permanently excluding in the most serious cases or where strategies to avoid exclusion have failed. This could include consistently recognising schools who succeed in supporting all children, including those with additional needs, to remain positively engaged in mainstream in the context of a well managed school. Within the leadership and management element of the judgement, Ofsted should communicate their expectation that outstanding schools have an ethos and approach that will support all children to succeed while accepting that the most serious or persistent misbehaviour, which impacts on the education and safety of others, cannot be tolerated.

Recommendation: DfE should work with others to build the capacity and capability of governors and trustees to offer effective support and challenge to schools, to ensure exclusion and other pupil moves such as managed moves and direction into AP, are always used appropriately. This should include training as well as new, accessible guidance for governors and trustees.

Recommendation: Local authorities should include information about support services for parents and carers of children who have been, or are at risk of, exclusion, or have been placed in AP, in their SEND Local Offer. DfE should also produce more accessible guidance for parents and carers. In the longer term, the government should invest resources to increase the amount of information, advice and support available locally to parents and carers of children who are excluded or placed in AP.

Recommendation: Governing bodies, academy trusts and local forums of schools should review information on children who leave their schools, by exclusion or otherwise, and understand how such moves feed into local trends. They should work together to identify where patterns indicate possible concerns or gaps in provision and use this information to ensure they are effectively planning to meet the needs of all children

Recommendation: DfE should publish the number and rate of exclusion of previously looked after children who have left local authority care via adoption, Special Guardianship Order or Child Arrangement Order.

Recommendation: DfE should consult on options to address children with multiple exclusions being left without access to education. This should include considering placing a revised limit on the total number of days they can be excluded for or revisiting the requirements to arrange AP in these periods.

Recommendation: DfE should review the range of reasons that schools provide for exclusion when submitting data and make any necessary changes, so that the reasons that lie behind exclusion are more accurately captured.

Recommendation: DfE should use best practice on managed moves gathered by this review and elsewhere to enable them to consult and issue clear guidance on how they should be conducted, so that they are used consistently and effectively

Recommendation: DfE must take steps to ensure there is sufficient oversight and monitoring of schools' use of AP, and should require schools to submit information on their use of off site direction into AP through the school census. This should include information on why they have commissioned AP for each child, how long the child spends in AP and how regularly they attend

Recommendation: To increase transparency of when children move out of schools, where they move to and why, pupil moves should be systematically tracked. Local authorities should have a clear role, working with schools, in reviewing this information to identify trends, taking action where necessary and ensuring children are receiving suitable education at their destination.

Recommendation: Ofsted must continue their approach set out in the draft framework and handbook of routinely considering whether there are concerning patterns to exclusions, off rolling, absence from school or direction to AP and reflect this in their inspection judgements. Where they find off rolling, this should always be reflected in inspections reports and, in all but exceptional cases, should result in a judgement that the school's leadership and management is inadequate.

Recommendation: In making changes that strengthen accountability of the use of exclusion, DfE should consider any possible unintended consequences and mitigate the risk that schools seek to remove children from their roll in other ways. This should include: • reviewing a 'right to return' period, where children could return from home education to their previous school, and other approaches that will ensure that this decision is always made in the child's best interests • consider new safeguards and scrutiny that mitigate the risk of schools avoiding admitting children where they do not have the grounds to do so

Recommendation: Relevant regulations and guidance should be changed so that social workers must be notified alongside parents when a Child in Need is moved out of their school, whether through a managed move, direction off site into AP or to home education, as well as involved in any processes for challenging, reconsidering or reviewing decisions to exclude. DfE's Children in Need review should consider how to

take this forward so children's social care can best be involved in decisions about education and how best to ensure a child's safety and long term outcomes.

Recommendation: Real time data on exclusion and other moves out of education should be routinely shared with Local Safeguarding Children Boards and their successors, Safeguarding Partners, so they can assess and address any safeguarding concerns such as involvement in crime. This should include information on exclusion by characteristic.

Recommendation: The government's £200 million Youth Endowment Fund, which is testing interventions designed to prevent children from becoming involved in a life of crime and violence, should be open to schools, including AP. This will enable the development of workable approaches of support, early intervention and prevention, for 10 to 14 year olds who are at most risk of youth violence, including those who display signs such as truancy from school, risk of exclusion, aggression and involvement in anti-social behaviour.

Conclusion

This review has provided a privileged opportunity to hear and learn from hundreds of parents, schools, LAs, education leaders, affiliate organisations and others, as well as children themselves, about what exclusion means to them.

The dedication and hard work of many with a stake in our children's education and wellbeing has been apparent. Encouragingly, there have also been numerous examples of outstanding practice characterised by high standards for all children, coupled with the right support needed for them to get there. As the practice shared through this review demonstrates, it invariably includes helping children with challenges in their backgrounds, or overcoming barriers created by their additional needs.

Calm and safe schools are a prerequisite for all children to reach the high standards we should expect of them, and there are times when exclusion is the right choice both to help pupils understand the impact of their behaviour, and to give their peers the opportunity to learn without disruption.

This review has shown that we can and must do more to ensure children can always benefit from the best practice that exists. It is clear that there is too much variation in how behaviour is managed, both in the support given to children who need it and the use of sanctions when they misbehave. Because of this, it is too common to see poor behaviour that goes unchallenged or is not tackled effectively. In some cases, these children are at school, and in others they are simply moved out of education, or mainstream education, without being given the opportunity to learn from and improve their conduct. This is in nobody's interests.

We must be confident that we have a well-functioning system, where we expect the best of every child, where schools provide the education and support to be successful adults. But this is not just the job of schools to deliver. Schools themselves need to be supported with the right training and access to services to allow them to do this, and should be recognised when they do.

The recommendations in this report aim to create: the best possible conditions for all children to thrive and progress, based on effective leadership at all levels, from individual teachers in their classrooms to DfE; the right systems, expertise and capacity in schools together with additional support for schools where this is needed; recognition for schools that give all children the chance to thrive academically, emotionally and socially; and systems that instil confidence that every exclusion is lawful, reasonable and fair.

These recommendations are just as much about changing perceptions and behaviour as they are about improving practice. Indeed the two go hand in hand. It is now up to schools, LAs and the government to rise to the challenge and take these recommendations forward. In doing so it will require a sustained commitment to the principles underpinning the review. It will also need parents to work with schools in bringing about the maximum benefit to their children's education. If everyone with an interest and responsibility in ensuring this is delivered does so, together we can ensure that all children are given every chance to succeed in education and in life.

Skippping School: Invisible Children-How children disappear from England's schools - Anne Longfield, Children's Commissioner for England, (2019)

Recommendations and Conclusions

Many parents who make a philosophical decision to home educate put a substantial amount of thought and dedication into providing their children with a high quality education. But as this report has shown, there are many other families out there who have ended up home educating for other reasons, and are struggling to cope. There needs to be a cultural shift away from pressurised, hot-housing schools, to help stem the tide of children entering home education when it is not in the family's true interests or wishes.

There is also a pressing need for more immediate measures to improve the experiences, safety and wellbeing of children who do end up being home educated.

The Children's Commissioner's Office is calling for the following:

A home education register

Parents who are home educating their children should be required to register their children with the local authority. In a survey of local authorities in Autumn 2018, all 92 respondents agreed that a mandatory register would aid them in their work.

The register should include the child's name, date of birth and the address at which they are being educated. Parents should also be asked why they are home educating their child and whether they intend for the child to re-enter mainstream education at some point.

There should be a requirement for parents to inform the local authority if they move away from the area and to re-register the child with their new local authority. Councils should put information-sharing agreements in place to further ensure that children do not disappear off-grid after moving.

Strengthened measures to tackle off-rolling

The Children's Commissioner's Office supports ongoing work by Ofsted to identify and tackle off-rolling, and welcomes specific mention of the practice in its new draft inspection framework. It is our hope that Ofsted will grasp this opportunity to come down hard on schools who are letting down some of the most vulnerable children, and we will provide data to Ofsted to identify which schools have high proportions of pupils moving into elective home education.

School behaviour policies should acknowledge that poor behaviour may be linked to additional needs, such as SEND, and ensure that children with additional needs receive appropriate support.

When inspecting schools with high levels of pupil movement, Ofsted should explore if there is any link between their behaviour policies and off-rolling. If particular behaviour policies are consistently a feature of schools found to be off-rolling, Ofsted should provide the evidence to the sector to enable schools to modify their policies.

Children who are withdrawn from school should be entitled to re-register with the same school without going through the usual admissions procedures. Local authorities should have the power to direct an academy school to admit a child who is being home educated and wants a school place.

A financial penalty should be considered for schools that are found to be off-rolling pupils.

Advice and support for children and families

Within three days of a decision being taken for a child to be withdrawn from school to be home educated, the local authority should visit the child and family to provide advice and support on alternative options, including other schools the child could attend. Local authorities should provide information at this point so that parents are aware of what they are taking on, including their responsibility to meet exam costs, and offer help negotiating entry to another school if desired.

This should be followed by another visit 4-6 weeks later once the family has had the opportunity to settle in to home education and understands better what is involved.

Greater oversight of children

Council education officers should visit each child being home educated at least once per term to assess the suitability of their education and their welfare. This will require additional funding for local authorities. Where there are concerns over a child's welfare, they should be spoken to without parents present.

Decisive action against unregistered schools

The government must strengthen the law so that it is easier to prosecute illegal schools. We support Ofsted in calling for a clearer definition of "full-time education" in law, so that unregistered settings can no longer exploit this loophole to evade prosecution.

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Learning Outcomes Dashboard

2017-2018



Permanent and fixed period exclusions - primary

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Table 2: Fixed Period Exclusions

Table 3: One or more fixed period exclusion (fpex) rate

Table 4: Average number of days lost per excluded pupil

The DfE monitors levels of exclusion using key measures based on two types of exclusion – permanent and fixed period.

Permanent exclusion refers to a pupil who is excluded and who will not come back to that school

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. This total includes exclusions from previous schools covered by the exclusion legislation.

Pupils with one or more fixed period exclusions refer to pupil enrolments who have at least one fixed period exclusion across the full academic year. It includes those with repeated fixed period exclusions.

Exclusions information relates to all exclusions reported across the full academic year. However, exclusion rates are calculated as a proportion of all pupils on roll as at the January Census day of the relevant academic year.

Within published exclusions statistics the DfE publish both the number of exclusions and the rate of exclusion. Rates of exclusion are a more appropriate measure for comparisons over time as they take into account changes in the overall number of pupils across different academic years. As pupils can receive more than one fixed period exclusion, in some cases the rate of exclusion may be above 100%.

Version number	V1.0
Date produced:	25th July 2019
Created by:	Stephanie Burn
Contact details	chs.performance.and.intelligence@leeds.gov.uk
Data Status	Final
Data source	DfE Statistical First Release SFR Exclusions 2017-18
Protective marking	Not protectively marked

2017-18, Permanent and fixed period exclusions in primary schools

Table 1: Permanent Exclusions Rate¹

Leeds Quartile Banding	Band D	Band C	Band B	Band A	Rank
A	Up to and including	Up to and including	Up to and including	Up to and including	28/151
	0.10	0.03	0.02	0.01	

Leeds	2014	2015	2016	2017	2018
(actual number of exclusions)	0	0	x	0	1

	2014	2015	2016	2017	2018	Change
Leeds	0.00	0.00	x	0.00	0.00	0.00
National	0.02	0.02	0.02	0.03	0.03	0.00
Stat. Neighbours	0.01	0.02	0.02	0.03	0.03	0.00
Core Cities	0.02	0.02	0.04	0.05	0.04	-0.01
Yorkshire & Humber	0.01	0.01	0.01	0.02	0.02	0.00

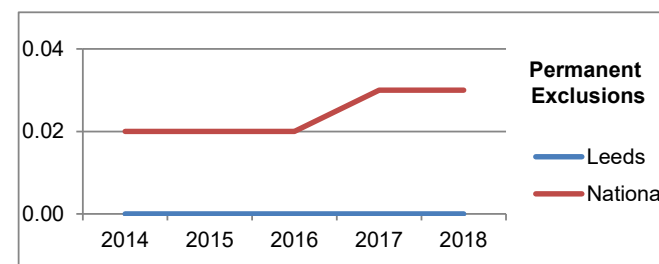
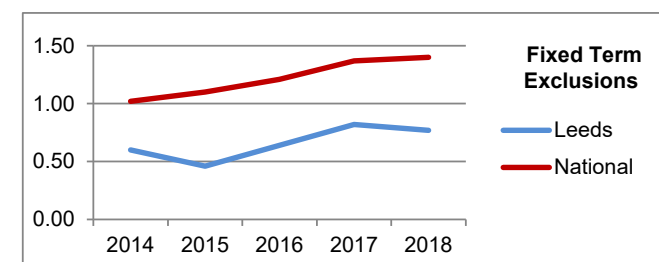


Table 2: Fixed Term Exclusions Rate¹

Leeds Quartile Banding	Band D	Band C	Band B	Band A	Rank
A	Up to and including	Up to and including	Up to and including	Up to and including	27/151
	3.08	1.72	1.27	0.90	

Leeds	2014	2015	2016	2017	2018
(actual number of exclusions)	480	324	463	608	571

	2014	2015	2016	2017	2018	Change
Leeds	0.60	0.46	0.64	0.82	0.77	-0.05
National	1.02	1.10	1.21	1.37	1.40	0.03
Stat. Neighbours	0.92	0.95	1.07	1.24	1.33	0.09
Core Cities	1.06	1.17	1.31	1.61	1.59	-0.02
Yorkshire & Humber	1.11	1.13	1.33	1.52	1.51	-0.01



Footnotes:

x Small number suppressed to preserve confidentiality

¹The number of permanent exclusions for each school type expressed as a percentage of the number (headcount) of pupils (including sole or dual main registrations and boarding pupils) in January 2018

2017-18, Permanent and fixed period exclusions in primary schools

Table 3: One or more fixed period exclusion (fpex) rate²

Leeds Quartile Banding	Band D	Band C	Band B	Band A	Rank
A	Up to and including	Up to and including	Up to and including	Up to and including	31/151
	1.19	0.72	0.59	0.43	

Leeds (no. of pupil enrolments with one or more fpex)	2014	2015	2016	2017	2018
	225	182	242	293	291

	2014	2015	2016	2017	2018	Change
Leeds	0.33	0.26	0.34	0.40	0.39	-0.01
National	0.49	0.52	0.56	0.62	0.62	0.00
Stat. Neighbours	0.44	0.46	0.50	0.54	0.59	0.05
Core Cities	0.56	0.61	0.63	0.75	0.73	-0.02
Yorkshire & Humber	0.50	0.52	0.59	0.64	0.64	0.00

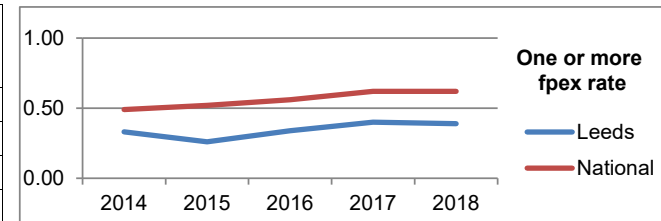
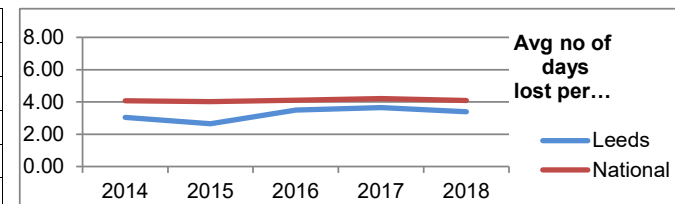


Table 4: Average number of days lost per excluded pupil

Leeds Quartile Banding	Band D	Band C	Band B	Band A	Rank
A	Up to and including	Up to and including	Up to and including	Up to and including	Equal 23/151
	8.00	4.53	4.02	3.49	

	2014	2015	2016	2017	2018	Change
Leeds	3.05	2.65	3.50	3.65	3.40	-0.25
National	4.08	4.02	4.10	4.21	4.09	-0.12
Stat. Neighbours	3.94	4.05	4.20	4.81	4.24	-0.57
Core Cities	3.92	3.75	4.04	4.29	4.07	-0.22
Yorkshire & Humber	4.09	4.11	4.30	4.53	4.15	-0.38



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Permanent and fixed period exclusions - secondary

Contents

Table 1: Permanent Exclusions

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Table 3: One or more fixed period exclusion (fpex) rate

Table 4: Average number of days lost per excluded pupil

The DfE monitors levels of exclusion using key measures based on two types of exclusion – permanent and fixed period.

Permanent exclusion refers to a pupil who is excluded and who will not come back to that school (unless the exclusion is overturned).

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. This total includes exclusions from previous schools covered by the exclusion legislation.

Pupils with one or more fixed period exclusions refer to pupil enrolments who have at least one fixed period exclusion across the full academic year. It includes those with repeated fixed period exclusions.

Exclusions information relates to all exclusions reported across the full academic year. However, exclusion rates are calculated as a proportion of all pupils on roll as at the January Census day of the relevant academic year.

Within published exclusions statistics the DfE publish both the number of exclusions and the rate of exclusion. Rates of exclusion are a more appropriate measure for comparisons over time as they take into account changes in the overall number of pupils across different academic years. As pupils can receive more than one fixed period exclusion, in some cases the rate of exclusion may be above 100%.

Version number	V1.0
Date produced:	25th July 2019
Created by:	Stephanie Burn
Contact details	chs.performance.and.intelligence@leeds.gov.uk
Data Status	Final
Data source	DfE Statistical First Release SFR Exclusions 2017-18
Protective marking	Not protectively marked

2017-18, Exclusions rate in secondary schools

Table 1: Permanent Exclusions ¹

Leeds Quartile Banding	Band D	Band C	Band B	Band A	Rank
A	Up to and including	Up to and including	Up to and including	Up to and including	4/151
	0.72	0.31	0.21	0.13	

Leeds (actual number of exclusions)	2014	2015	2016	2017	2018
	9	25	25	8	5

	2014	2015	2016	2017	2018	Change
Leeds	0.02	0.06	0.06	0.02	0.01	-0.01
National	0.13	0.15	0.17	0.20	0.20	0.00
Stat. Neighbours	0.12	0.17	0.18	0.23	0.28	0.05
Core Cities	0.17	0.20	0.24	0.25	0.21	-0.04
Yorkshire & Humber	0.09	0.12	0.16	0.16	0.19	0.03

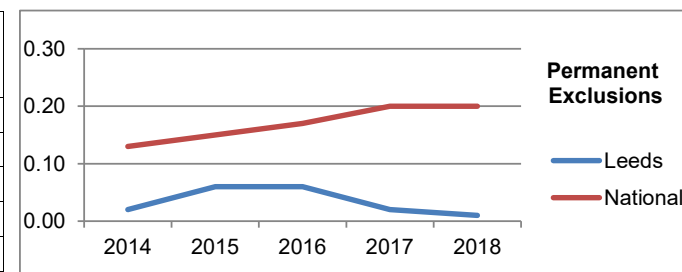


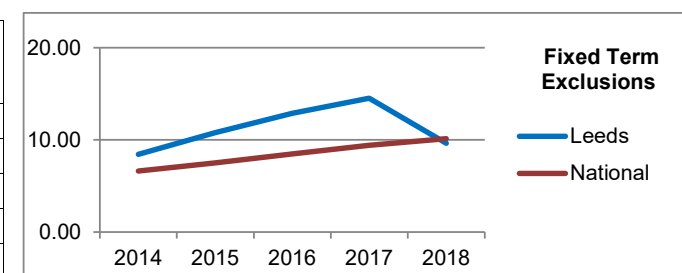
Table 2: Fixed Term Exclusions Rate¹

Leeds Quartile Banding	Band D	Band C	Band B	Band A	Rank
C	Up to and including	Up to and including	Up to and including	Up to and including	85/151
	87.53	12.24	9.13	6.70	

Leeds (actual number of exclusions)	2014	2015	2016	2017	2018
	3491	3743	5734	6601	4500

2101

	2014	2015	2016	2017	2018	Change
Leeds	8.43	10.80	12.89	14.52	9.64	-4.88
National	6.62	7.51	8.46	9.40	10.13	0.73
Stat. Neighbours	6.95	8.15	9.30	12.93	15.00	2.07
Core Cities	8.52	10.99	12.89	12.89	11.62	-1.27
Yorkshire & Humber	9.08	11.35	13.63	15.99	15.89	-0.10



Footnote: 1 The number of permanent exclusions for each school type expressed as a percentage of the number (headcount) of pupils (including sole or dual main registrations and boarding pupils) in January 2018.

2017-18, Permanent and fixed period exclusions in secondary schools

Table 3: One or more fixed period exclusion (fpex) rate²

Leeds Quartile Banding	Band D	Band C	Band B	Band A	Rank
C	Up to and including	Up to and including	Up to and including	Up to and including	80/151
	17.60	5.69	4.56	3.88	

Leeds (no. of pupil enrolments with one or more fpex)	2014	2015	2016	2017	2018
	1768	2083	2083	2713	2184

	2014	2015	2016	2017	2018	Change
Leeds	3.98	4.69	5.65	5.97	4.68	-1.29
National	3.64	3.92	4.26	4.62	4.71	0.09
Stat. Neighbours	3.79	4.23	4.61	5.40	5.66	0.26
Core Cities	4.82	0.61	0.63	6.14	5.76	-0.38
Yorkshire & Humber	4.15	4.64	5.34	5.84	5.74	-0.10

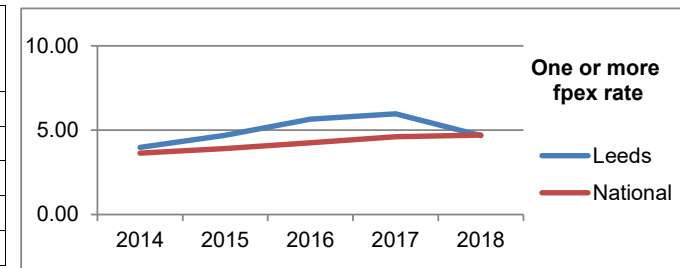
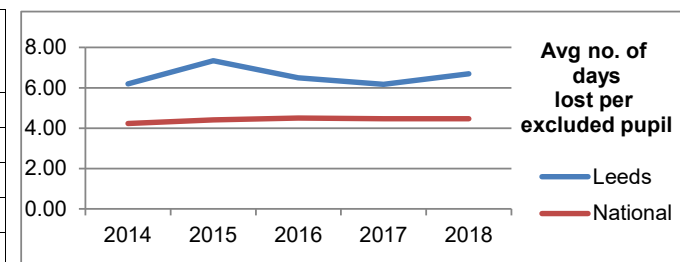


Table 5: Average number of days lost per excluded pupil

Leeds Quartile Banding	Band D	Band C	Band B	Band A	Rank
D	Up to and including	Up to and including	Up to and including	Up to and including	147/151
	7.57	4.83	4.20	3.79	

	2014	2015	2016	2017	2018	Change
Leeds	6.19	7.34	6.50	6.17	6.69	0.52
National	4.23	4.41	4.50	4.47	4.46	-0.01
Stat. Neighbours	4.38	4.54	4.33	4.80	4.91	0.11
Core Cities	4.51	5.09	4.64	4.61	4.63	0.02
Yorkshire & Humber	4.67	5.20	5.10	5.26	5.40	0.14



Footnote: ²The number of pupil enrolments receiving one or more fixed period exclusion for each school type expressed as a percentage of the number (headcount) of pupils (including sole or dual main registrations and boarding pupils) in January 2018.

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EHE notifications by last named school phase

	2015/16	2016/17	2017/18	2018/19 Term 1 ONLY
Primary	110	110	127	104
Secondary	96	159	171	161
Unknown	22	43	39	34
Total	228	312	337	299

Number of EHE notifications by academic year				
Last named school - Primary	2015/16	2016/17	2017/18	2018/19 Term 1 ONLY
Total primary	110	110	127	104
Bramley St Peter's Church of England Voluntary Aided Primary School				5
Chapel Allerton Primary School	1	1	1	5
Cottingley Primary Academy	1			4
Holy Trinity Church Of England Academy, Rothwell	2		4	4
Park Spring Primary School	1	1	3	4
St Bartholomew's Church of England Voluntary Controlled Primary School	3	4	2	3
Victoria Primary Academy				3
Bramley Park Academy		3		2
Co-Op Academy Oakwood		1		2
Hollybush Primary School		1	7	2
Kerr Mackie Primary School	1		1	2
Khalsa Science Academy			3	2
Kirkstall Valley Primary School	1			2
Methley Primary School	1	1		2
Morley Newlands Academy	5	1		2
Otley The Whartons Primary School				2
Pudsey Waterloo Primary School	1	1		2
Whitkirk Primary School			1	2
Alwoodley Primary School				1
Beeston Primary School	3	2	1	1
Blackgates Primary Academy		1	2	1
Bracken Edge Primary School		2	2	1
Brudenell Primary School	3		3	1
Carr Manor Community School (Primary Site)				1
Carr Manor Primary School			1	1
Castleton Primary School			1	1
Christ The King Catholic Primary School - A Voluntary Academy	1	2		1
Churwell Primary School	1	1	1	1

Last named school - Primary	2015/16	2016/17	2017/18	2018/19 Term 1 ONLY
Corpus Christi Catholic Primary School				1
East Ardsley Primary Academy				1
Ebor Gardens Primary School				1
Farsley Farfield Primary School				1
Fountain Primary School				1
Gildersome Primary School	3	1	1	1
Gledhow Primary School			2	1
Great Preston Church of England Primary School				1
Green Lane Primary Academy				1
Greenside Primary School	1			1
Horsforth Featherbank Primary School			1	1
Ingram Road Primary School	1	1		1
Ireland Wood Primary School	2	3		1
Kippax Greenfield Primary School				1
Lady Elizabeth Hastings Church of England (Aided) Primary School (L)				1
Lane End Primary School	1			1
Lower Wortley Primary School				1
Micklefield C of E (C) Primary School				1
Middleton Primary School	3	5	1	1
Mill Field Primary School		2	3	1
New Bewerley Community School			2	1
New Horizon Community School				1
Oulton Primary School			4	1
Park View Primary Academy				1
Primrose Lane Primary School				1
Queensway Primary School	3	1	3	1
Rossett School			1	1
Rothwell Primary School		3		1
Rufford Park Primary School	1	1	1	1
Seven Hills Primary School		1		1

Last named school - Primary	2015/16	2016/17	2017/18	2018/19 Term 1 ONLY
Shire Oak Church Of England Voluntary Controlled Primary School				1
St Benedict's Catholic Primary School - A Voluntary Academy			1	1
St Chad's Church of England Primary School				1
St Mary's Catholic Primary School, Horsforth - A Voluntary Academy			1	1
Strawberry Fields Primary School	2	1	1	1
Swillington Primary Academy				1
Swinnow Primary School				1
Templenewsam Halton Primary School				1
West End Primary School		1	1	1
Westwood Primary School			2	1
Wetherby St James' Church of England Voluntary Controlled Primary School	1	1		1
Whinmoor St Paul's Church of England Primary School			1	1
Withernsea Primary School				1
Woodlands Primary Academy	1	1	1	1
Aberford Church of England Voluntary Controlled Primary School		1		
All Saint's Richmond Hill Church of England Primary School		1		
Allerton Church Of England Primary School		1	3	
Ashfield Primary School	1	1		
Asquith Primary School		2	1	
Bankside Primary School		2		
Bardsey Primary School		1		
Barwick-in-Elmet Church of England Voluntary Controlled Primary School	1	2		
Beechwood Primary School			4	
Beeston Hill St Luke's Church of England Primary School	1			
Birchfield Primary School			2	
Broadgate Primary School		1	1	
Brodetsky Primary School	1			
Brownhill Primary Academy	1	1		
Burley St Matthias' Church of England Voluntary Controlled Primary School	2			
Calverley Church of England Voluntary Aided Primary School	2			

Last named school - Primary	2015/16	2016/17	2017/18	2018/19 Term 1 ONLY
Calverley Parkside Primary School			2	
Clapgate Primary School			1	
Cobden Primary School	1		1	
Cookridge Primary School	2		1	
Cross Gates Primary School		3	1	
Deepdale Community Pre-school		1		
Deighton Gates Primary School			1	
Drighlington Primary School	2			
Farsley Westroyd Primary School	1			
Fieldhead Carr Primary School	2			
First Nursery Leeds	1			
Five Lanes Primary School	1			
Grange Farm Primary School	2		1	
Greenhill Primary School			4	
Grimes Dyke Primary School			1	
Harehills Primary School	1			
Hawksworth Wood Primary School		1		
Highfield Primary School	1			
Hill Top Primary Academy			1	
Hillcrest Academy		2		
Holy Family Catholic Primary School		2		
Holy Rosary and St Anne's Catholic Primary School		1		
Horsforth Newlaithes Primary School	1		4	
Hugh Gaitskell Primary School	5	1		
Hunslet Moor Primary School		3		
Hunslet St Mary's Church of England Primary School			1	
Iveson Primary School	1	2	2	
Kippax Ash Tree Primary School	2	1		
Kirkstall St Stephen's Church of England Primary School		1		
Little London Community Primary School and Nursery	1			

Last named school - Primary	2015/16	2016/17	2017/18	2018/19 Term 1 ONLY
Low Ash Primary School			1	
Low Road Primary School	1		1	
Manston St James Primary Academy			3	
Meadowfield Primary School	2			
Menston Primary School	1			
Middleton St Mary's Church of England Voluntary Controlled Primary School	2	1	3	
Moor Allerton Hall Primary School	1	4		
Morley Victoria Primary School		1		
Nightingale Primary Academy		1		
Parklands Primary School		1	2	
Pudsey Bolton Royd Primary School	2			
Rawdon Littlemoor Primary School		1		
Raynville Primary School	1		1	
Richmond Hill Academy	4	4	4	
Rosebank Primary School		1		
Rothwell St Mary's Catholic Primary School			2	
Rothwell Victoria Junior School		1		
Ryecroft Academy		1	1	
Sacred Heart Catholic Primary School			1	
Scholes (Elmet) Primary School	1	1		
Shakespeare Primary School		3		
Sharp Lane Primary School	2	2	2	
Southroyd Primary and Nursery School			2	
Spring Bank Primary School	1			
St Anthony's Catholic Primary School, Beeston	3			
St Edward's Catholic Primary School, Boston Spa		1		
St Francis Catholic Primary School, Morley			1	
St Francis of Assisi Catholic Primary School, Beeston			1	
St Josephs Catholic Primary School, Otley - A Voluntary Academy	1			
St Josephs Catholic Primary School, Wetherby			1	

Last named school - Primary	2015/16	2016/17	2017/18	2018/19 Term 1 ONLY
Swarcliffe Primary School	2	4	2	
Talbot Primary School		1		
Thorner Church of England Voluntary Controlled Primary School	1	2		
Tranmere Park Primary School	1			
Valley View Community Primary School			1	
Westerton Primary Academy	1		2	
Westgate Primary School			1	
Whingate Primary School	2	1	1	
Whitcliffe Mount C School		1		
Whitecote Primary School	2	3	1	
Windmill Primary School	1			
Wykebeck Primary School	1			
Yeadon Westfield Infant School			1	

Number of EHE notifications by academic year				
Last named school - Secondary	2015/16	2016/17	2017/18	2018/19 Term 1 ONLY
Total secondary (from last named school)	96	159	171	161
Dixons Unity Academy	3	4	4	10
Crawshaw Academy	1	2	11	9
The Farnley Academy	2	6	7	9
Bishop Young Church Of England Academy	6	3	7	7
Bruntcliffe Academy	8	8	8	7
Cockburn School	9	10	12	7
John Smeaton Academy	2	3	9	7
Royds School	4	12	19	7
Prince Henry's Grammar School		3		6
Brigshaw High School and Language College		9	1	5
Cockburn John Charles Academy	4	8	6	5
Leeds City College		2	1	5
Ralph Thoresby School	2	1	1	5
The Ruth Gorse Academy		7	3	5
Woodkirk Academy	3	3	3	5
Corpus Christi Catholic College	1	1	5	4
Garforth Academy	3	2	2	4
Rodillian Academy	3	3	6	4
The Morley Academy	2	3	1	4
Leeds East Academy	3	9	4	4
Boston Spa Academy	2		7	3
Co-Operative Academy Priesthorpe	1	1		3
Lawnswood School	3		3	3
Pudsey Grangefield Mathematics and Computing College	1	1	1	3
Roundhay School All-through education from 4-18	1	2	1	3
Temple Learning Academy Free School		1	3	3
Temple Moor High School		5	7	3
Allerton Grange School	1	1	1	2

Last named school - Secondary	2015/16	2016/17	2017/18	2018/19 Term 1 ONLY
Benton Park School	6	1	3	2
Carr Manor Community School (Secondary Site)	1	5	5	2
Leeds West Academy	3	12	8	2
Outwood Grange Academy		1		2
The Co-operative Academy of Leeds	1			2
Allerton High School			2	1
Bradford Girl's Grammar School				1
Horsforth School	3	5	4	1
Tadcaster Grammar School		2		1
The Elland Academy				1
The Grammar School at Leeds	2		3	1
The Stephen Longfellow Academy				1
Wetherby High School	1	4		1
Withernsea High School Specialising In Humanities				1
Abbey Grange C Of E Academy		3		
Batley Grammar School	1			
Bbg Academy		1		
Bradford College	1	1	1	
Bradford Grammar School		1		
Cardinal Heenan Catholic High School		1	1	
Fulneck School			1	
Gateways School	2	2		
Guiseley School	1	2	3	
Leeds City Academy	2	1	2	
Leeds Jewish Free School		1		
Moorlands School	1			
Mount St Mary's Catholic High School	4		3	
St Aidans Church Of England High School			1	
St John Fisher Catholic High School		1		
St Mary's Menston, A Catholic Voluntary Academy			1	

Last named school - Secondary	2015/16	2016/17	2017/18	2018/19 Term 1 ONLY
St Wilfrid's Catholic High School, Sixth Form and Language College	1			
University Technical College Leeds	1	5		

School Year Group Referrals - 2018/19																	
Count of Pupil_ID	Year Group																
Last School Attended	-2	-1	0	1	2	3	4	5	6	7	8	9	10	11	Grand Total		
Abbey Grange C Of E Academy												1			1		
Allerton Church Of England Primary School					1										1		
Allerton Grange School										1		1		1	3		
Allerton High School											1				1		
Alwoodley Primary School					1										1		
Ashfield Primary School										1					1		
Beechwood Primary School							1								1		
Beeston Primary School				1											1		
Benton Park School											1			1	2		
Bishop Young Church Of England Academy											3	1		3	7		
Blackgates Primary Academy					1					1		1			3		
Boston Spa Academy										1	1			1	3		
Bracken Edge Primary School			1												1		
Bradford Girl's Grammar School											1				1		
Bramley Park Academy			1		1										2		
Bramley St Peter's Church of England Voluntary Aided Primary School			1	1	1			2							5		
Brigshaw High School and Language College											1	2		3	6		
Broadgate Primary School									1						1		
Brudenell Primary School									1						1		
Bruntcliffe Academy										3	1	3	2	1	10		
Calderdale LEA					1			1							2		
Calverley Parkside Primary School									1						1		
Carr Manor Community School (Secondary Site)				1										2	3		
Castleton Primary School				1		1									2		
Chapel Allerton Primary School	1		1		1	1		1							5		
Christ The King Catholic Primary School - A Voluntary Academy							1								1		
Churwell Primary School					1										1		
Cockburn John Charles Academy										2	2	2		1	7		
Cockburn School										1			4	2	7		

Count of Pupil_ID	Year Group																
Last School Attended	-2	-1	0	1	2	3	4	5	6	7	8	9	10	11	Grand Total		
Co-op Academy Leeds										1		1			2		
Co-Op Academy Oakwood						1			1						2		
Co-Operative Academy Priestthorpe										1	2	1		1	5		
Corpus Christi Catholic College													2	2	4		
Corpus Christi Catholic Primary School									1						1		
Cottingley Primary Academy			2		1		1								4		
Crawshaw Academy										1		6	1	1	9		
Dixons Unity Academy										2	5	2		3	12		
Drighlington Primary School				1					2						3		
East Ardsley Primary Academy						1									1		
East Garforth Primary Academy						1									1		
Ebor Gardens Primary School								1							1		
Farsley Farfield Primary School							1								1		
Fountain Primary School				1											1		
Garforth Academy										1		2	1		4		
Gildersome Primary School							1								1		
Gledhow Primary School						1									1		
Great Preston Church of England Primary School							1								1		
Green Lane Primary Academy									1						1		
Greenside Primary School									1						1		
Hawthornthwaite Wood Primary School									1						1		
Hollybush Primary School							1								1		
Holy Trinity Church Of England Academy, Rothwell				1	1	2	1								5		
Horsforth Featherbank Primary School						1									1		
Horsforth School													1		1		
Ingram Road Primary School					1				1						2		
Ireland Wood Primary School							1								1		
John Smeaton Academy											2	2	2	1	7		
Kerr Mackie Primary School				1	1										2		
Khalsa Science Academy				1				1							2		
Kippax Greenfield Primary School					1										1		

Count of Pupil_ID	Year Group														
Last School Attended	-2	-1	0	1	2	3	4	5	6	7	8	9	10	11	Grand Total
Kirkstall Valley Primary School						1			1						2
Lady Elizabeth Hastings Church of England (Aided) Primary School (L)									1						1
Lane End Primary School						1									1
Lawnswood School											1	2			3
Leeds City College													2	3	5
Leeds East Academy										2		2	1		5
Leeds West Academy											1		1		2
Little London Community Primary School and Nursery							1								1
Manor Wood Primary				1											1
Manston St James Primary Academy							1								1
Methley Primary School					1			1							2
Micklefield C of E (C) Primary School								1							1
Middleton Primary School								1							1
Mill Field Primary School						1									1
Morley Newlands Academy						1				1					2
Morley Victoria Primary School											1			1	2
New Bewerley Community School									2	1					3
New Horizon Community School												1			1
Non-LA Maintained Settings			4	2			1			1		1	1	2	12
Otley The Whartons Primary School								1	1				1		3
Oulton Primary School				1											1
Outwood Grange Academy										1			1		2
Park Spring Primary School				1	1	1	1	1							5
Park View Primary Academy									1						1
Primrose Lane Primary School									1						1
Prince Henry's Grammar School										1		1		2	4
Pudsey Grangefield School										1			2		3
Pudsey Waterloo Primary School							1	1							2
Queensway Primary School						1									1
Ralph Thoresby School											2		1	2	5
Richmond Hill Academy					1										1

Count of Pupil_ID	Year Group																		
Last School Attended	-2	-1	0	1	2	3	4	5	6	7	8	9	10	11	Grand Total				
Rodillian Academy										1	1	2	2		6				
Rossett School										1					1				
Rothwell Primary School								1	1						2				
Roundhay School All-through education from 4-18									2	1		1	1		5				
Royds School										2	3	3	1	1	10				
Rufford Park Primary School					1										1				
Seven Hills Primary School					1										1				
Shire Oak Church Of England Voluntary Controlled Primary School								1							1				
St Bartholomew's Church of England Voluntary Controlled Primary School					1				2						3				
St Benedict's Catholic Primary School - A Voluntary Academy								1							1				
St Chad's Church of England Primary School									1						1				
St Francis Catholic Primary School, Morley									1						1				
St Mary's Catholic Primary School, Horsforth - A Voluntary Academy							1								1				
St Thomas A Becket Catholic Comprehensive School													1		1				
Strawberry Fields Primary School										1					1				
Summerfield Primary School					1	1		1	1						4				
Surrey LEA										2					2				
Swillington Primary Academy									1						1				
Swinnow Primary School				1					1						2				
Tadcaster Grammar School												1			1				
Temple Learning Academy Free School										1	2				3				
Temple Moor High School										1			2		3				
Templenewsam Halton Primary School				1			1		1						3				
The Elland Academy														1	1				
The Farnley Academy										3	3	4		2	12				
The Grammar School at Leeds							1	1							2				
The Morley Academy												1	3	2	6				
The Ruth Gorse Academy											1	2	2	1	6				
The Stephen Longfellow Academy														1	1				
Victoria Primary Academy				2											2				
West End Primary School								1							1				

Count of Pupil_ID	Year Group																
Last School Attended	-2	-1	0	1	2	3	4	5	6	7	8	9	10	11	Grand Total		
West Specialist Inclusive Learning Centre										1					1		
Westwood Primary School				1											1		
Wetherby High School												2			2		
Wetherby St James' Church of England Voluntary Controlled Primary School							1								1		
Whinmoor St Paul's Church of England Primary School								1							1		
Whitecote Primary School													1		1		
Whitkirk Primary School				1	1										2		
Withernsea High School Specialising In Humanities										1					1		
Withernsea Primary School							1								1		
Woodhouse Grove School												1			1		
Woodkirk Academy											1	1	4		6		
Woodlands Primary Academy			2	1		1	1		1						6		
(blank)		1	6	3	3	1	6	3	1	2	1	1	2	1	31		
Grand Total	1	1	18	24	24	18	26	22	31	41	37	51	42	42	378		

Number EHE notifications by academic year - unknown primary/secondary phase				
Last named school/LA	2015/16	2016/17	2017/18	2018/19
Total - phase unknown	22	43	39	34
Brontë House School			1	
Calderdale LEA		1		2
Cathedral Academy		1	1	
City of York LEA		2		
Hanson Academy			1	
Kirklees LEA	4		2	
Lancashire LEA	1			
Non-LA Maintained Settings	5	8	12	8
North West Specialist Inclusive Learning Centre			1	
North Yorkshire LEA		1	1	
Somerset LEA		1		
St Thomas A Becket Catholic Comprehensive School			1	1
Surrey LEA				2
The Froebelian School			1	
Wakefield LEA			1	
West Oaks Sen Specialist School And College		1		
Wolverhampton LEA			1	
Woodhouse Grove School				1
York Steiner School	1			
(blank)	11	28	16	20

RECOMMENDATIONS AND NEXT STEPS

7.1. A key barrier to maximising fruitful discussions at this event was the collection of data prior to the event, and in the future we need to ensure that there is a consistent and agreed form of collecting data. This includes using the same analysis methods and tools and agreeing a medium to share this via prior to an event.

7.2. There was a consistent view that we all need to work collaboratively. Inviting other colleagues to the table e.g. SEND, annual meetings, collecting data at certain points of the year. Engaging schools was also highlighted as a key action point for each LA and also as a region. MAP's span the region and LA boundaries, and communication across boundaries needs to be effective. This could potentially be raised as a region with the School Commissioner.

The 3 Recommendations are as follows:

1. Regional data profile

- Collaboration across the LA – different LA officers including EHE, exclusions, data, behaviour, attendance, safeguarding.
- More regional consistency, although this is difficult due to varying needs in different regions/area. LA's need to agree on a set of minimum standards that they can all follow.
- Collectively, we need to look at the data which needs to be collected in order to determine an approach.
- Same analysis tools used across LA's and an agreed way of sharing of data i.e. time, medium, type.

2. Regional consistent approach to challenging EHE & off-rolling developing procedures

- Collective push to challenge schools and support each other.
- Clearer exclusion procedures leaving less room for interpretation.
- Guidelines for procedures across the region and share collective best practice.
- Immediate action to challenge schools/MAT's across LA boundaries.

3. Implications for children and young people of EHE and off-rolling

- Identify needs of EHE/excluded children used to inform commissioning.
- Track pupils to see where they end up (evidence trail)/longitudinal study.

Knowledge of EHE/Off-rolling across the LA as a safeguarding risk

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Report of the Head of Democratic Services

Report to Scrutiny Board (Children and Families)

Date: 23rd October 2019

Subject: The Impact of Child Poverty on Achievement, Attainment and Attendance – Tracking of Scrutiny Recommendations

Are specific electoral wards affected?	☐ Yes	☒ No
If yes, name(s) of ward(s):		
Has consultation been carried out?	☐ Yes	☒ No
Are there implications for equality and diversity and cohesion and integration?	☐ Yes	☒ No
Will the decision be open for call-in?	☐ Yes	☒ No
Does the report contain confidential or exempt information?	☐ Yes	☒ No
If relevant, access to information procedure rule number:		
Appendix number:		

1. Purpose of this report

- 1.1 This report sets out the progress made in responding to the recommendations arising from the Scrutiny Board's earlier inquiry into the Impact of Child Poverty on Achievement, Attainment and Attendance.

2. Background information

- 2.1 In July 2017, the Scrutiny Board (Children and Families) agreed the terms of reference for an inquiry that would look at the impact of child poverty on the attainment, achievement and attendance. The inquiry had a significant focus on the legislative framework and the duties on local authorities around child poverty, the prevalence of child poverty in Leeds, and the initiatives in Leeds to support partners and schools in mitigating the impact of child poverty.
- 2.2 The inquiry was conducted over five evidence gathering sessions which took place between July and December 2017, involving a range of evidence both written and verbal. Board Members also visited three schools and one Cluster Partnership in

November 2017 to speak to practitioners. A meeting was also attended with the LSCB Education Reference Group on 3 October 2017.

- 2.3 The Scrutiny Board published its final inquiry report on 15th May 2018 detailing its findings and recommendations ([Link to inquiry report](#)). In July 2018, the Children and Families Scrutiny Board received a formal response to the recommendations arising from the inquiry and a further tracking report in January 2019. At that stage, the Board agreed to close out recommendation 2 and to continue tracking progress against the remaining recommendations.

3. Main issues

- 3.1 Scrutiny Boards are encouraged to clearly identify desired outcomes linked to their recommendations to show the added value Scrutiny brings. As such, it is important for the Scrutiny Board to also consider whether its recommendations are still relevant in terms of achieving the associated desired outcomes.
- 3.2 The Scrutiny recommendation tracking system allows the Scrutiny Board to consider the position status of its recommendations in terms of their on-going relevance and the progress made in implementing the recommendations based on a standard set of criteria. The Board will then be able to take further action as appropriate.
- 3.3 This standard set of criteria is presented in the form of a flow chart at Appendix 1. The questions in the flow chart should help to decide whether a recommendation has been completed, and if not whether further action is required. Details of progress against each recommendation are set out within the table at Appendix 2.

4. Corporate considerations

4.1 Consultation and engagement

- 4.1.1 Where internal or external consultation processes have been undertaken with regard to responding to the Scrutiny Board's recommendations, details of any such consultation will be referenced against the relevant recommendation within the table at Appendix 2.

4.2 Equality and diversity / cohesion and integration

- 4.2.1 Where consideration has been given to the impact on equality areas, as defined in the Council's Equality and Diversity Scheme, this will be referenced against the relevant recommendation within the table at Appendix 2.

4.3 Council policies and the Best Council Plan

- 4.3.1 Improving learning outcomes is a priority in the Children and Young People's plan, raising attainment for all while closing the gaps that exist. This priority is reflected in all city strategies contributing to the strong economy compassionate city.

Climate Emergency

4.3.2 There are no specific implications in relation to the climate emergency agenda.

4.4 Resources, procurement and value for money

4.4.1 Details of any significant resource and financial implications linked to the Scrutiny recommendations will be referenced against the relevant recommendation within the table at Appendix 2.

4.5 Legal implications, access to information, and call-in

4.5.1 This report does not contain any exempt or confidential information.

4.6 Risk management

4.6.1 Any specific risk management implications will be referenced against the relevant recommendation within the table at Appendix 2.

5. Conclusions

5.1 The progress made in responding to the recommendations arising from the Scrutiny Board's earlier inquiry into the Impact of Child Poverty on Achievement, Attainment and Attendance is set out within Appendix 2 of this report for the Board's consideration.

6. Recommendations

6.1 The Board is requested to:

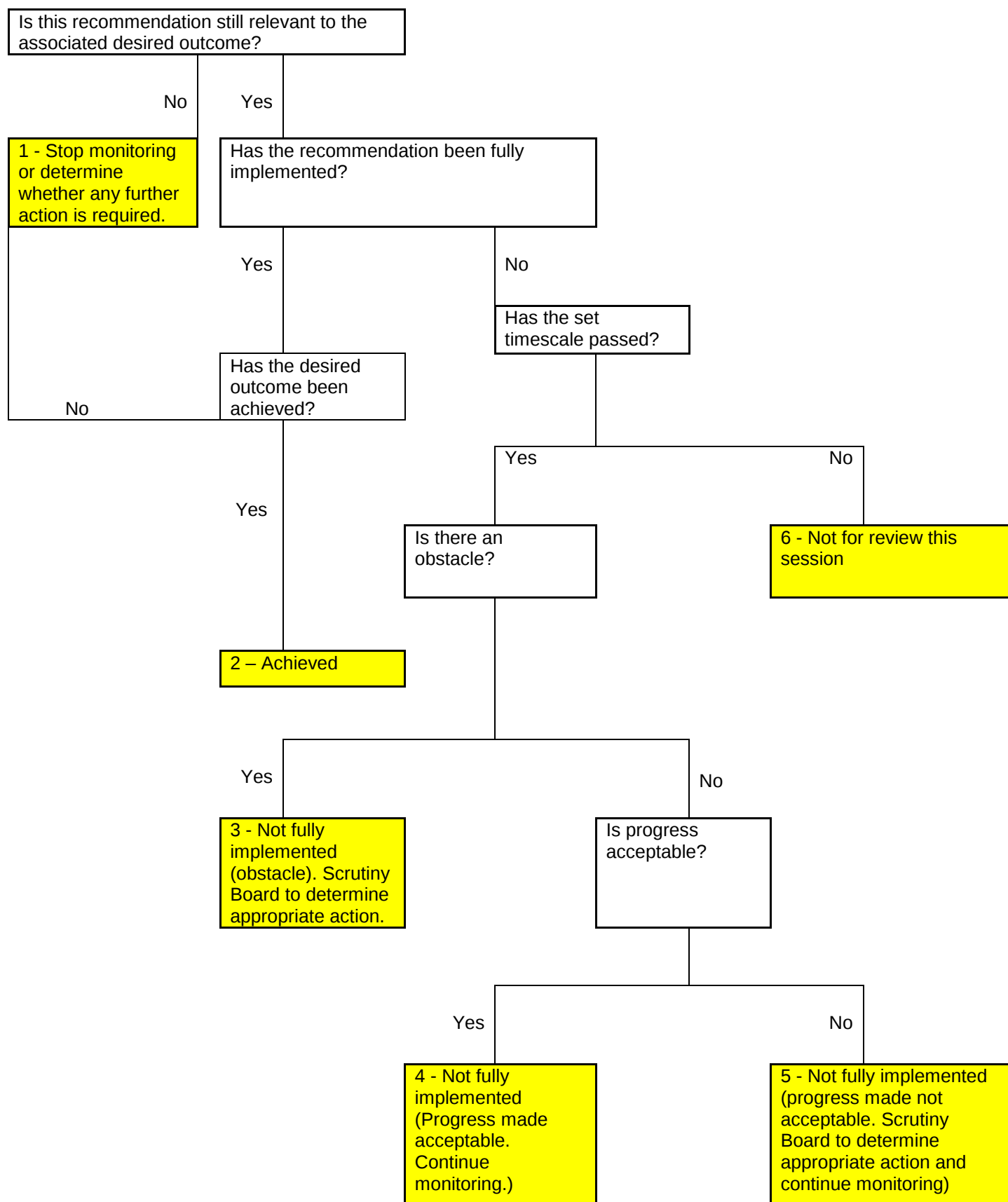
- Agree those recommendations which no longer require monitoring;
- Identify any recommendations where progress is unsatisfactory and determine the action the Board wishes to take as a result.

7. Background documents¹

7.1 None

¹ The background documents listed in this section are available to download from the council's website, unless they contain confidential or exempt information. The list of background documents does not include published works.

Recommendation tracking flowchart and classifications: Questions to be considered by Scrutiny Boards



Position Status Categories

- 1 - Stop monitoring or determine whether any further action is required
- 2 - Achieved
- 3 - Not fully implemented (Obstacle)
- 4 - Not fully implemented (Progress made acceptable. Continue monitoring)
- 5 - Not fully implemented (Progress made not acceptable. Continue monitoring)
- 6 - Not for review this session

Desired Outcome - Understanding the range and effectiveness of services provided to mitigate the impact of Child Poverty to inform the provision and commissioning of services and ensure appropriate investment of council resources

Recommendation 1 – That the Director of Children and Families maps the range of Council wide services to reduce the impact of child poverty in order to:

- a) provide a clear overview of activity and the effectiveness of that activity,
- b) identify the gaps in service provision
- c) inform commissioning of council services
- d) inform the need for Third Sector support

Formal response (July 2018):

The Director of Children and Families accepts this recommendation and is pleased to provide the following update; a Child Poverty Impact Board has been established, with members comprising of elected members and officers from a wide range of council directorates

A) A mapping activity has been undertaken, drawing together all of the work across the council that has a specific focus on mitigating the impact of child poverty. There are a significant boards and groups across the council that work on this priority, and it has been established that there is a need for one Board to draw together this work and assess the impact of this work.

A partnership approach has been created, which aims to find and implement research-led interventions, integrating the voice of the child with the voices of parents and professionals. This city wide approach will assess the effectiveness of low cost, high impact work, interventions and projects through research-led collaborations. These areas will focus on reducing the effects of child poverty, and thoroughly exploring the outcomes of these solutions.

The child poverty strategy for the city focusses on establishing a city-wide equal partnership, the Child Poverty Impact Board, which applies robust measures and targets to reduce the negative impact of child poverty, using research informed interventions and projects. There is a strategic board and six Impact Workstreams, involving a wide range of partners across the city. They will create and evaluate low cost, high impact projects that improve the lives and experiences of children and young people who live in poverty. These projects will research the impact of poverty, and, crucially, see what we can change or improve to make a difference and mitigate this impact.

These six Impact Workstreams will be clustered around six areas: 'Readiness for Learning

& School Age Education', 'Housing & Provision', 'Empowering Families', 'Financial Health & Inclusion', 'Transitions & Employment', and 'Health, Wellbeing & Resilience'. The workstreams both consist of new boards where none previously existed, and enhancements to existing boards.

B) The Child Poverty Impact Board will oversee the Impact Workstreams. The wide ranging membership of the Impact Workstreams are designed to identify areas of concern, gaps in service provision, and areas that can be improved; and then create innovative and bold approaches to address the concerns and reduce the gaps, to improve the lives of children, young people and their families.

C) Discussions within the Child Poverty Impact Board that focus on how the city can work together more effectively to mitigate the impact of poverty are underway, and the role of commissioning arrangements are included within these improvement conversations.

D) Both the Strategic Board and the Impact Workstreams will consist of representatives from Leeds City Council, public, private and third sectors, academics, community representatives, youth voice representatives and other partners. Working with the third sector is a key priority for all work for Children and Families directorate, which can be seen in the child poverty priorities.

Position reported in January 2019:

Child poverty has become a topic that is discussed and considered in relation to a wide range of strategies, approaches and initiatives, and it is embedded into both Children & Families strategies and council wide strategies.

The Child Poverty Impact Board has continued to develop its city-wide partnerships and is overseeing the work being done under the Impact Workstreams. The Impact Workstreams have been finalised and are clustered around six areas; 'Best Start for Health and Wellbeing', 'Employment and Pathways', 'Readiness for learning and school-aged education', 'Housing and Provision', 'Empowering Families' and 'Financial Health and Inclusion'.

A number of projects have been initiated or further developed under the Impact Workstreams. The work that is being carried out has been done in collaboration with a range of representatives from Leeds City Council, public, private and third sectors, academics, community representatives, youth voice representatives and other partners.

The Thriving: A Child Poverty Strategy executive board report details each of the workstreams and the work that sits underneath them. Some examples of work that has been carried out so far are the Best Beginnings initiative and the 50 Things project.

In relation to the Best Start for Health and Wellbeing Workstream, the '*Best Beginnings*' initiative aims to enhance early parenting capacity and increasing breastfeeding by making available localised evidence-based information. This initiative provides the information via the Baby Buddy app and the Baby Express newspaper. The project is being carried out in frontline services in Leeds and has a specific focus on young parents living in deprived circumstances.

Within the Readiness for Learning and School-aged education workstream, the initiative '*50 things to do before you're 5*' has been launched. This project is a large scale partnership between early year's provision, schools, academics, private organisations, NHS and Leeds City Council. It has developed and released an App and Card sets for parents and carers

that encourages no cost activities which develops children's oracy and vocabulary, through experiential learning activities.

Every project that is underway within the Impact Workstreams has established outcomes measures to evaluate the impact of the projects and to ensure that they are working effectively to mitigate the impact of poverty in Leeds.

Current position:

The Child Poverty Impact Board has met every four months since May 2018. Each of the six Impact Workstreams that are listed above have mapped their existing services to identify key areas of priority, and have projects running which aim to address that priority. Strong partnership work between directorates supports the projects. Current projects include: Poverty Proofing Social Care, Period Poverty, Healthy Holidays, Children's Centres & Employment and Skills, and the Best Beginnings Baby App.

The board also has third sector representation through Leeds Community Foundation, and academic representation through the University of Leeds. The board discusses the work that has taken place within each Impact Workstream, the impact that the project has had, any challenges that have been faced, and how different areas across the city could support each project. From January, two of the board meetings will become a city wide summit, which has a wide representation from key groups across Leeds.

The voice of children, young people and parents is a key theme to all of the work, and a partnership between the University of Leeds, Leeds City Council, CATCH and the Child Poverty Action Group established a panel of 'experts by experience'- children, young people and parents who have lived, or who are living, on a low income. The views, experiences and recommendations of this panel have been incorporated into the Thriving strategy and projects within the Impact Workstreams.

There are strong links between the child poverty work and the work of the Inclusive Growth team and the localities approach of Communities & Environments, and several events have been held that feature the work of the different directorates and explore partnership work.

There have also been several reports around the theme of poverty and inequality, such as the December 2018 Executive Board report on 'Tackling Poverty and Inequality', which contained an excellent summary of the work that is been undertaken across the council, including on child poverty.

Position Status (categories 1 – 6) *This is to be formally agreed by the Scrutiny Board*

Desired Outcome – To aid continued support and challenge by the Scrutiny Board with regard to the ‘Challenging Child Poverty’ Priority

Recommendation 3 – Following adoption of the refreshed CYPP that the Director of Children and Families includes performance management information pertaining to ‘Challenging Child Poverty’ priority, in all future performance reports presented to the Scrutiny Board.

Formal response (July 2018):

The Director of Children and Families accepts this recommendation. The Director will endeavour to include all relevant data with regards to mitigating the impact of child poverty within future performance reports that are presented to the Scrutiny Board.

Position reported in January 2019:

The Director will endeavour to include data that pertains to challenging child poverty within performance reports. Whilst this data set is being developed, performance reports presented to Scrutiny will include relevant data around the outcome of poverty on children's lives.

Current position:

Where possible, child poverty is a consideration within reports in Children & Families directorate. Data around poverty is complex, however the impact of poverty is a consideration in a wide range of areas, and relevant data around the outcome of poverty will continue to be presented. The Annual Standards Report, which is presented to Scrutiny yearly, contains detailed data on the educational outcomes of young people on Free School Meals (an indicator of poverty) and those not on Free School Meals.

The partnership work between Employment & Skills and Children & Families that has focussed on the disconnect between school and employment was referenced in the Inclusive Growth Scrutiny Inquiry Report, published April 2019.

Position Status (categories 1 – 6) *This is to be formally agreed by the Scrutiny Board*

Desired Outcome - To improve living conditions for children in order to support their education and wellbeing.

Recommendation 4 – That the Director of Children and Families works with the Director of Resources and Housing to ensure that there is effective communication between the two Directorates that enables children and young people living in sub-standard or crowded housing conditions to be identified and supported appropriately to minimise the impact on their education and development.

Formal response (July 2018):

The Director of Children and Families welcomes this recommendation, and work on this priority is ongoing through the 'Housing and Provision' Impact Workstream, as well as conversations at the strategic level. Both directorates have identified the impact of poor quality housing provision, and the issues associated with some private sector properties that contribute to this poor quality housing provision. The Impact Workstream will first look to create data on the scale of the problem, and then it will create projects that aim to improve housing and provision for children, young people and their families. There will be a link in to improve the education and wellbeing of children who live in sub-standard housing through the Child Poverty Impact Board, of which all research and impacts will be presented.

Position reported in January 2019:

Through the Housing & Provision Impact Workstream in the Child Poverty Strategy, Chief Officers from Housing and Children & Families are working together to look at how we can improve housing and living conditions, and reduce overcrowding. A project is being created to meet this ambition.

Current position:

Housing and Children & Families are working in partnership, through the Child Poverty Impact Board, to look at specific projects to mitigate the impact of poverty on children, young people and families.

Housing have undertaken a broad assessment of work that is currently ongoing, and have identified key priorities to further develop this work:

- Deliver a minimum of 500 private rented tenancy sign ups through private sector lettings scheme where property standards inspection take place to ensure they are fit for purpose.
- Minimise the number of families accessing temporary accommodation by finding suitable PRS properties that meet their needs.
- Offer of a housing needs assessment and floating housing related support services where a customer or professional highlights a housing issue.
- Offer a robust tenancy relations service for those at risk of illegal eviction or harassment from their landlord, focus on rogue landlords and applying civil penalties or prosecution for breaches of housing standards.
- Continued support for Leeds Neighbourhood Approach in Holbeck, and (subject to approval) the proposed selective licensing in Harehills and Beeston. This will lead to all PRS properties in those areas being inspected and conditions improved.

- Increased role of property inspections in the wider PRS market to identify sub-standard accommodation and cases of overcrowding.
- Create links to the local GP's, Schools, ASC, CSC and local community support groups to identify cases where housing conditions may be influencing child development / poverty issues.
- Provide a proactive tenancy management service through specialist Enhanced Income Officers to existing council tenants, in particular, supporting larger families impacted by the Universal Credit, the benefit cap and other welfare changes and seeking to maximising income through Discretionary Housing Payments for those that need extra help to meet housing costs.
- Promote and signpost a range of services to help reduce or prevent child poverty, for example, promoting the Credit Union, ESOL, Money Buddies service and raising awareness about issues such as loan sharks and gambling awareness.
- Deliver an £80m investment programme each year to drive continuous improvements in council housing quality, and support sustainable and economic growth employment opportunities in the construction sector.

Position Status (categories 1 – 6) *This is to be formally agreed by the Scrutiny Board*

Desired Outcome - To aid continued support and challenge by the Scrutiny Board with regard to mitigating the impact of Child Poverty

Recommendation 5 – That the Director of Children and Families and the Chair of the CPIB provides the Scrutiny Board (Children and Families) with a comprehensive report which details

- a) the purpose and priorities of the CPIB
- b) an overview of the aims, objectives and targets of the CPIB.
- c) details of how the CPIB will ensure cross Council and Partnership commitment and action in order to reduce the impact of Child Poverty

Formal response (July 2018):

The Director of Children and Families accepts this recommendation and would like the opportunity to send this report to Scrutiny following an OBA event that will be held on the 15th October. The aim of the OBA is to ensure that the Child Poverty Impact Board and the Impact Workstreams are promoted to the city, additional membership is gathered, and the aims, objectives and targets of the groups are consulted on by a wide range of external and internal partners.

Position reported in January 2019:

The *Thriving: A Child Poverty Strategy for Leeds* OBA event was held on the 15th of October and was attended by a broad range of organisations across the public, private and third sectors, as well as school representatives. The event informed the 200 attendees about the current work of the Child Poverty Impact Board and the Impact Workstreams and highlighted the importance of establishing city-wide partnerships to help address child poverty across Leeds. The OBA event facilitated collaborative discussions between a variety of representatives, exploring the indicators and baselines of child poverty and discussing the best ideas for mitigating child poverty. A report on the feedback from the OBA event will be reviewed by the Child Poverty Impact Board in January 2019, with elements of these recommendations already being taken on board by the Impact Workstreams.

In November, there was a report to Executive Board that approved the approach to developing a Child Poverty Strategy for Leeds detailing the Child Poverty Impact Board, the Impact Workstreams, the projects that have been created and the terms of reference for both the CPIB and the IW.

There continues to be close working between all council directorates and key partners in the city to improve the lives of children and families experiencing poverty in Leeds. One example of this is recent work that has been undertaken, within which Children & Families and Communities & Environments are working alongside Community Committees to look at the best way to apply the city wide child poverty approach on a locality level.

Current position:

The 'Thriving: A Child Poverty Strategy for Leeds' report, which is being presented to the October Scrutiny Board and November Executive Board, contains a comprehensive overview of the child poverty work that is being undertaken in Leeds, including the Child Poverty Impact Board and the Impact Workstreams.

The aim of the CPIB is to have a multi-organisational body with overall responsibility and strategic oversight of the Impact Workstreams. Each Impact Workstream is accountable to the CPIB, which has overall responsibility for the projects they implement. One of these responsibilities is to decide whether a project is to continue, based on its impact. Every six months, the projects should be evaluated by the steering group, reflecting on the project plan as a guide for progress. Once the evidence has been gathered, they can be taken to the CPIB for discussion. If the projects are found to be having little/no measurable effect, they should be considered for discontinuation, and work on the reserve project should begin if the project in question ends.

As the impact of projects can be measured in many different ways, individual projects will be evaluated against unique criteria, which will be decided by the steering group for each Impact Workstream. Based on the outcome of the evaluations, the workstream steering group will decide whether to continue with the project. The CPIB can offer guidance throughout this process.

The CPIB meets every four months. At these meetings the CPIB will discuss the impact that individual projects have had, assess their progress and propose plans for the future. The CPIB will also discuss other strategic matters, in line with their responsibilities for the oversight of Thriving.

Membership of the Child Poverty Impact Board comprises:

Chair: Executive member for Children and Families
Deputy Executive member for Children and Families
Deputy Director of Public Health
Deputy Director of Children & Families
Chief Officer for Partnerships and Health
Chief Officer for Communities
Chief Officer for Customer Access and Welfare
Chief Officer for Employment and Skills
Chief Officer for Strategy and Policy
Chief Officer for Housing Management
Head of Equalities
Policy Planning and Procedures Officer
Children and Families Projects Officer
NHS / CCG representative
Third sector representatives
Academic representatives

There has been strong commitment from all areas of the council to work in partnership to mitigate the impact of child poverty, and several projects, such as healthy holidays, period poverty and employment and children's centres, are demonstrating the benefit of a partnership approach.

Position Status (categories 1 – 6) *This is to be formally agreed by the Scrutiny Board*

Desired Outcome - Review how further support can be provided to mitigate the impact of Child Poverty through commissioning, procurement and third sector support.

Recommendation 6 – That the Director of Children and Families:

- a) investigates how reducing the impact of child poverty can be included in service specifications to support the Council's Social Value Charter
- b) considers how a set of commonly understood priorities and targets to mitigate the impact of Child Poverty can be created, shared and implemented with Third Sector Partners and wider organisations who support families in Leeds.

Formal response (July 2018):

The Director of Children and Families accepts this recommendation, and is pleased to report that the Child Poverty Impact Board are working with partners to assess the best way to support the Council's Social Value Charter and to develop a set of priorities and targets. The Scrutiny Board will be invited to consult on these priorities and targets once they have been developed with a wide range of partners.

Position reported in January 2019:

Conversations around the Social Value Charter and the child poverty approach are ongoing, and this work will continue to be developed over the next 12 months.

Current position:

There has been conversations around the Social Value Charter with a range of council teams, including commissioning and procurement. There is potential for specific targets to be integrated, however it is a complex piece of work, so it has not been implemented yet. There is a recognition of the value of the work, so it will continue over the next 6 months.

Please see the Thriving strategy for a set of priorities and targets to mitigate the impact of poverty. In September, a Child Friendly Leeds ambassadors event was held, with third, public, private, academic, communities, children, young people and parents representation. Discussions were held on how different sectors could contribute to mitigating the impact of poverty on children and young people in Leeds, and these are currently being followed up.

Position Status (categories 1 – 6) *This is to be formally agreed by the Scrutiny Board*

Desired Outcome - To narrow the learning gap for disadvantaged children at KS1 and KS2

Recommendation 7 – That the Director of Children and Families commissions independent analysis and research by a recognised educational research organisation in order to identify the fundamental reasons for the widening of the learning gap during KS1 and KS2, so that the Local Authority, Schools and support organisations can respond collectively to the challenges raised.

Formal response (July 2018):

The Director of Children and Families accepts this recommendation, and conversations around research into the widening of the gap in educational attainment between less advantaged and more advantaged young people with a range of partners including the West Yorkshire Combined Authority and universities in Leeds.

The 3A's Strategy is also being developed to reduce the gap in educational attainment for all vulnerable children and young people. This strategy is focussed around the collective drive to improve the Attendance, Achievement and Attainment of all our children and young people, but particularly those who are vulnerable and/ or less advantaged.

Our ambition in Leeds is to improve outcomes for all children and young people, and we know we need to do more to make a difference for children and young people who are particularly vulnerable. There is a city wide focus on closing the gap, through raising the attainment, achievement and attendance of vulnerable learners.

We know that we want children and young people to flourish in our city, and so we must give them a secure knowledge in education, demonstrated by good grades in a range of examinations throughout the continuum of learning. Each set of results acts as a passport to the next phase of learning and provides a firm foundation on which further accomplishments can be built. That is why we will continue to focus on attainment.

To be successful in life, and to secure meaningful and fulfilling work, we know that children also need more than great outcomes. They need key skills such as resilience, confidence and self-esteem; the ability to communicate and work in a collaborative and cooperative way within a team. We know that children need to be able to make a friend and be a good friend to others, and that success in music, the arts or sports can create a more rounded and interesting character. We want children in Leeds schools, therefore, to be supported to achieve.

Finally, we know that when children are in school and learning, that they are safe, secure and successful; that is why we have such a strong emphasis of attendance. By combining the three A's of Attainment, Achievement and Attendance we believe that we can give all Leeds children a strong start in life and enable them to contribute to our vibrant and compassionate city.

Closing the gap in these learning outcomes is a key priority for the Children and Families service and Learning Improvement. Leeds is striving to ensure education in Leeds is equitable through acknowledging that not every child starts at the same point, and therefore focusing extra support to ensure that children who are disadvantaged make accelerated progress and achieve the same outcomes as their peers.

Key staff work with leadership teams to identify any gaps, and support them to apply strategies to address the gaps and diminish the impact of disadvantage. It is also acknowledged by all staff within Children and Families that any interaction with a family, child or young person should include an acknowledgement that learning is a fundamental element of support. The 3A's are at the heart of the innovations bid and work is taking place across the city to ensure that learning has a high priority in all consultations.

Position reported in January 2019:

Children and Families are engaging in multiple strands of work to focus on narrowing the gap at KS1 and KS2:

- Teaching school alliance work through NOCTUA which evidence based research practice working cross phase and focusing on reading. Disadvantaged pupils are central to this work.
- There has been a successful, funded bid constructed this year for oracy work around early years and 50 things to do before you're 5. This is being focused particularly on schools with high proportions of disadvantaged pupils.
- All school facing aspects of the Learning Improvement team have pledged to keep the focus on disadvantage e.g. Governor Support, 0-19 Consultants and Advisers.
- Children and Families has engaged with the Huntingdon Research School in York and is adopting some of their evidence based enquiry approaches to develop our own work with schools and settings.

Colleagues in Children and Families are having ongoing conversations with a variety of partners including third partner and higher education providers to create an effective research project which will contribute to increased knowledge and also to narrowing the gap for disadvantaged children and young people.

Current position:

The 3As strategy has been launched with an emphasis on improving educational experiences and outcomes for our most vulnerable children and young people. A Leeds 'Year of Reading' has been launched in partnership with Booktrust. This partnership will bring over £1 million worth of books and resources into the city across 3 years, with much of this being targeted at areas of high deprivation. There will be a specific focus on early reading as we know that students from poorer backgrounds are often behind academically before they start school and then struggle to catch up across the primary age range. Our aim is that over time we will have narrowed this gap for 4 and 5 years olds by working with them and their families earlier and more effectively. Booktrust has a wealth of research supporting the effectiveness of their programmes (e.g. 93% of practitioners said Bookstart Corner parents or carers were more confident about reading with their child aged 12-24 months after taking part in the programme. Parents or carers increased the use of book sharing skills to bring stories alive and encourage interaction and engagement with stories after taking part in Bookstart Corner. Parents or carers were twice as likely to say they used puppets and toys to act out stories with their child (from 33% before to 65% after), and more likely to ask questions when reading together (from 68% before to 89% after).

Children and Families colleagues will be working with Booktrust to ensure that any new initiatives either have an existing evidence base or are part of a research project. We are liaising with Leeds Beckett University and Trinity University to engage post-graduate students to undertake research based around elements of the 3As strategy.

Further actions include:

- A poverty and education conference was also hosted in July 2019 with nationally and internationally renowned speakers on this important subject.
- All teams in Learning Improvement will use the Education Endowment Fund Implementation Guide to evaluate the effectiveness of a key strategy designed to improve outcomes for disadvantaged pupils.
- A directory will be disseminated to schools and settings with links to research, relevant organisations and local authority support which seek to overcome barriers faced by disadvantaged pupils.
- Under the Thriving child poverty strategy, collaborative partnerships with key individuals and organisations across Leeds will work together to mitigate the impact of poverty on education.
- We have applied for national grant funding to further target disadvantaged pupils at Early Years to enable a narrowing of the gap to their national peers.

Position Status (categories 1 – 6) *This is to be formally agreed by the Scrutiny Board*

Desired Outcome - To narrow the learning gap for disadvantaged children at KS1 and KS2.

Recommendation 8 – That the Director of Children and Families undertakes detailed analysis of the schools in Leeds where disadvantaged pupils are making good progress to better understand the drivers for this, and identifies if the strategic and operational approaches can be adopted by schools who are in need of further support to narrow the gap for disadvantaged pupils.

Formal response (July 2018):

The Director of Children and Families accepts this recommendation and is pleased to provide the following update; the Impact Workstream 'Readiness for Learning and School Aged Education' will undertake this detailed analysis, in partnership with schools, settings, universities and third sector organisations.

Position reported in January 2019:

Informal and invalidated analysis of the most recent outcomes data has been undertaken by colleagues in the Learning Improvement service. Where schools are performing well in terms of disadvantaged pupils making good progress, Learning Improvement has sought out the key drivers and is sharing good practice across education provisions.

The latest formal data around outcomes is being released imminently. Learning Improvement colleagues will verify that the verified data correlates with the initially released informal data.

Much of the work being undertaken to narrow the gap for disadvantaged pupils sits within the work stream "Readiness for Learning and School Aged Education". The work is currently focused on mitigating the impact of poverty on attendance, achievement and attendance, period poverty and 50 things to do before you are 5. The Director recognises that this work will be hugely beneficial for Leeds.

Current position:

As stated above, the 3As strategy has been launched with an emphasis on improving educational experiences and outcomes for our most vulnerable children and young people. A Leeds 'Year of Reading' has been launched in partnership with Booktrust. This partnership will bring over £1 million worth of books and resources into the city across 3 years, with much of this being targeted at areas of high deprivation. There will be a specific focus on early reading as we know that students from poorer backgrounds are often behind academically before they start school and then struggle to catch up across the primary age range. Our aim is that over time we will have narrowed this gap for 4 and 5 years olds by working with them and their families earlier and more effectively. We are working closely with a number of schools and settings to understand what is working well across the city and looking to learn from, and to share best practice. Our recent report on exclusions and elective home education showed that these practices can be barriers to better achievement and that children who qualify for free school meals are over-represented in exclusions figures and this is an area we are looking to address and improve.

An Achievement for All conference in March 2019 focussed on the barriers which can prevent disadvantaged pupils from achieving, such as absence, lack of parental

engagement and expectations.

Support and training for schools to improve outcomes for disadvantaged pupils will continue. In particular, a project run by Learning Improvement in conjunction with Huntington Research School will target a group of primary schools where the gaps between outcomes for disadvantaged and non-disadvantaged learners are high.

Position Status (categories 1 – 6) *This is to be formally agreed by the Scrutiny Board*

Desired Outcome -To increase take up of FSM for those children who are entitled to receive one

Recommendation 9 – That the Director of Children and Families works in partnership with the Director of Communities and Environment (Financial Inclusion Team) to identify those schools where pupil take up of FSM is below average and work with those schools to identify what improvement measures can be put in place.

Formal response (July 2018):

The Director of Children and Families accepts this recommendation and is pleased to comment that this work will be delegated to the 'Financial Health and Inclusion' Impact Workstream.

Position reported in January 2019:

Children and Families are working with the Nutritionist and Healthy Eating Advisor who has written a report on the take up of FSM and has looked at appropriate pathways to increase the number of children who have access to FSM. The report recognises that as of January 2018, 19.2% of pupils who were eligible for FSM but did not take up their entitlement. The recommendations for addressing the disparity in FSM eligibility compared to take up, is to establish any key barriers for pupils and their families which restrict their take up of FSM. The report also provides a link to a resource which assists schools in maximising the number of pupils in schools who take up FSM. Additional steps to increase the take up of FSMs, is to de-stigmatise FSM, use text message reminders to inform parents of the benefits of FSM and to work collaboratively with pupils and parents to develop action plans to drive positive change.

The Financial Inclusion Team work with a huge range of partners, including schools, to increase take up across the city, decrease stigma, and work with schools to develop best practice. Children and Families will continue to work with the Financial Inclusion team and a wide variety of partners to assist in the cross-directorate work being done to help schools identify what improvement measures can be put in place.

Current position:

The past academic year has seen a number of changes to FSM locally and nationally. In April 2018, the Government announced a Transitional Protection (TP) scheme, by which all children and young people who had an existing written FSM award in place on 1st April 2018, or who later came into FSM entitlement, would keep that award until the roll out of Universal Credit has been completed in March 2023. The number of eligible pupils stood at 17,321 in January 2018. Following the advent of TP, less than a year later, at the time of the recent January 2019 school census, it had already reached 22,500.

Out of the 22,500 eligible pupils 79.3% took their meal entitlement, evidencing that 4,657 pupils missed out on their FSM (January School Census Data).

Headteachers received an annual report on FSM in December 2018 presenting take-up data for their school and cluster, alongside key information to prompt action for change. The HWS, with support from the Council Tax and Benefits Service, delivered 4 training courses attended by 56 school staff, to help raise awareness of recent changes and increase take up of FSM at a school level.

The Health and Wellbeing Service (HWS) have produced a Free School Meals Toolkit to support schools and frontline practitioners working with children, young people and families. The toolkit provides accurate and up to date information on of FSM, accompanied by a number of tools such as leaflets, posters, text message templates, useful forms and contacts, letter templates and pupil surveys. The toolkit also features 5 posters designed by children and young people in Leeds who entered a competition to create posters promoting FSM and healthy school meals.

The toolkit will be launched in September 2019 and aims to help increase the take up of FSM, through a whole school approach with pupils and parents, supported with better information and promotion.

Position Status (categories 1 – 6) *This is to be formally agreed by the Scrutiny Board*

Desired Outcome - To help support families out of poverty

Recommendation 10 – That the Director of Children and Families works in partnership with the Director of Communities and Environment (Financial Inclusion Team) to further equip front line staff in Children's Services with the skills to recognise debt and poverty, and to help or signpost families to manage their finances.

Formal response (July 2018):

The Director of Children and Families accepts this recommendation and the Child Poverty Impact Board will proceed to design and implement a series of interventions under the Financial Health and Inclusion Impact Workstream in order to mitigate against the effects of poverty and improve the long term outcomes of disadvantaged children and young people by: raising awareness of existing financial support services; supporting the wellbeing of those experiencing financial difficulty; improving financial capability; and providing comprehensive outreach to those who need services.

Position reported in January 2019:

The Financial Health and Inclusion Workstream have continued to address financial exclusion and hardship in Leeds, and have developed many initiatives to support families to mitigate the impacts of poverty which directly affect children. In terms of financial support services, the Council's Advice Contract has been developed to improve the provision and access to advice for individuals in Leeds. This has been done by increasing opening hours and expanding telephone based advice to help deal with increasing demand.

The Financial Health and Inclusion Workstream is also working in partnership with the FareShare scheme, which supports food aid providers in the city who are engaged in feeding vulnerable people alongside providing support to help people out of crisis and tackling the underlying causes of poverty. The Workstream also provides support to the Leeds Community Foundation (LCF) to run a grant scheme to provide activities, including meals, to school children during holidays.

Another project within the Financial Health and Inclusion Workstream is the Frontline awareness training sessions. A training programme has been developed by Communities and Environment Directorate and is in the process of being rolled out to front line staff working in Children's Services. The programme is directly aimed at supporting the wellbeing of those experiencing financial difficulty, as the training is intending to enable officers to be better equipped to direct people to the most appropriate advice services at the first contact with the council. Additional outreach services which are provided within this workstream are The Local Welfare Support Scheme which helps families and vulnerable people to get help with basic living goods such as food and fuel. The Workstream has also implemented awareness campaigns to prepare for the implementation of Universal Credit in Community hubs and Community Committees.

These series of interventions under the Impact Workstreams are all aimed at mitigating the effects of poverty and improving the long term outcomes of disadvantaged children and young people.

Current position:

The Financial Health and Inclusion Workstream are running a number of projects that relate to child poverty- specifically, the Healthy Holidays work and Schools Savings Schemes. The aim of the Schools Saving Schemes is to try to get Leeds children into a savings habit from an early age and to get used to managing their money. 35 primary schools have established a savings club with Leeds Credit Union. cChildren's services and governors support service are to work with Leeds Credit Union to establish more savings clubs in

Leeds schools, particularly in deprived areas of the city. Four frontline training sessions were arranged by Children's Services in February 2019. Further training is available to be booked and can provide front line staff with information about financial support mechanisms in order to be able to assist families to better deal with the financial difficulties that they may face.

Position Status (categories 1 – 6) *This is to be formally agreed by the Scrutiny Board*

Desired Outcome - To reduce holiday hunger and ensure children are ready to learn when they return to school

Recommendation 11 – That the Director of Children and Families investigates what school holiday food provision is available for children who would usually access FSM, and how this support can be expanded in areas of high deprivation in Leeds.

Formal response (July 2018):

The Director of Children and Families accepts this recommendation. We propose to engage a range of key personnel, including officers from Children and Families Health and Wellbeing, Learning Improvement, Social Care, Third Sector Organisations and Public Health in identifying the school holiday food provision and how this can be expanded across Leeds. We know that there are areas of good practice across the city, for example partnerships between schools and with the Real Junk Food Project, and so the 'Health, Wellbeing and Resilience' Impact Workstream will investigate if a holistic, city wide approach can be established, to ensure that no child goes hungry through the school holidays.

Position reported in January 2019:

The Healthy Holidays Initiative is a scheme that is run by Communities & Environments, in collaboration with the Leeds Community Foundation (LCF) which provided a grant scheme to provide activities, including the provision of a meal, to school children during the Easter and summer holidays in 2018. Over 42 schemes ran in the Easter and summer school holidays in 2018 and enabled children and their families across the city to access over 4,500 food and activity sessions. These projects were focused in areas of high deprivation within the city to provide children who usually access FSM with free, nutritious meals. The initiative relied on the food sourced from a variety of organisations including FareShare Yorkshire, Real Junk food project and local food suppliers. The scheme is in place to be carried out during 2019, and colleagues across a range of directorates are working together to maximise the impact of this work.

An additional element of the Healthy Holidays initiative was organised jointly by the Councils Community Hub service in conjunction with Catering Services. This project ran over the summer holidays for 5 weeks and involved partnership working with Libraries, Catering Leeds and Fareshare. Food was supplied by Fareshare and cooked by Catering Leeds and delivered within the library setting at Dewsbury Road. In total 340 meals over 15 sessions were served to the benefit of children and families residing in a community amongst the most deprived in city. It is anticipated that the scheme will be rolled out next year to the Dewsbury Road, Armley and Compton Road Community Hubs. An additional scheme was developed and delivered to these 3 Community Hubs during 3 days over the Christmas period 2018.

Current position:

Over the last two years, the Communities directorate, in partnership with Leeds Community Foundation, have funded third sector groups to provide food and activities over the summer holidays. In January, Leeds Community Foundation, supported by Communities and Childrens, submitted a funding bid to the Department of Education's Healthy Holidays Programme. The bid was successful, and it secured £500,000 of funding, to be spent on third sector groups, 10 community hubs and schools. The partnership between LCF, Communities and Children's worked well, and during the summer holidays, over 50 Leeds local venues, 42 education provisions and 10 Community Hub venues hosted a range of

free Healthy Holiday activities for children and young people.

These projects aim to provide meals and free activities to children and young people who would usually access free school meals during term time. The activities have:

- Reduced the impact of holiday hunger and other pressures on families and increase opportunities and experiences for young people in the areas of greatest need
- Reduced holiday hunger, holiday inactivity & holiday isolation
- Some projects were providing not just lunch, but breakfast or a mid-morning snack, or even dinner/takeaway boxes as well.
- Many could not turn away younger siblings and/or parents who also turned up hungry
- Some of these children were either getting no meal at home, or cheap, highly unhealthy meals (packet of crisps, bread and jam/chicken & chips)

The funding is also supporting:

- FareShare & Rethink Food intercepted food provision
- StreetGames workshops for staff & volunteers
- Public Health training & support resources
- “Cooking on a shoestring” recipe book
- Change4Life Disney activity material
- Project co-ordination & evaluation

There are also wrap around services that are being provided, such as:

- Debt/Money advice
- PC/wifi access for online claims
- Staff support for online claims
- FSM, Healthy Start vouchers
- Pay As You Feel cafés
- Food bank/parcel support
- Connecting to other free activities
- Local/LCC support schemes
- School uniform exchanges
- Emotional and social support/networks

Community Hub Details

Over the summer the following community hub venues provided a range of fantastic free activities for children aged 5-12. The activities include sports, music, reading and more. Hot/Cold Food is also included. All food is Vegetarian and Halal Friendly.

- Armley
- Bramley
- Compton Centre
- Deacon House – Seacroft
- Dewsbury Road
- Hawksworth Wood
- Hunslet
- Osmondthorpe
- Reginald Centre
- Slung Low Holbeck

There were also 16 successful bids from schools, academies and clusters. Some of the projects were individual schools:

- Beeston Hill St Lukes

- Broomfield South SILC
- Carr Manor Community School
- Leeds City Academy
- Little London Primary
- Middleton Primary
- Mount St Mary's Catholic High School
- Parklands
- Ralph Thoresby
- Reach
- Richmond Hill
- St Bartholomew's C of E

And some were consortium bids:

Bramley Cluster Bid	Bramley Cluster: • Bramley Park Academy, • Bramley St Peter's CofE Primary, • Valley View Primary, • Hollybush Primary, • Christ the King Catholic Primary School, • Summerfield Primary, • Whitecote Primary, • Stanningley Primary, • Raynville Primary, • Leeds West Academy
Hovingham	Hovingham, Catering Leeds, Gypsy Roma Traveller team, CATCH
Inner East	Inner East Cluster – a consortium bid: - All Saints' C of E Primary - Co-operative Academy Brownhill - Co-operative Academy Oakwood - Co-operative Academy Woodlands - Co-operative Academy Nightingale - Shakespeare Primary - St Patrick's Catholic Primary - St Peter's C of E Primary - St Nicholas' Catholic Primary - Wykebeck Primary
Red Kite Learning Trust – Temple Newsam Community Partnership	Meadowfield Primary School Corpus Primary School Corpus College Temple Learning Academy (Primary and Secondary School) Templenewsam Halton Primary School Temple Moor High School Whitkirk Primary School Austhorpe Primary School Colton Primary School

Evaluative reports are being produced by Leeds Community Foundation, Childrens and Communities. A series of meetings have been set up with key partners, to look at lessons learnt and the continuation of the scheme for next summer.

Position Status (categories 1 – 6) *This is to be formally agreed by the Scrutiny Board*

Desired Outcome - To broker consistent and mutually beneficial relationships between schools and the Police/PCSO's, which were previously highly valued by the schools visited.

Recommendation 12 – That the Director of Children and Families works in partnership with West Yorkshire Police to improve effective and consistent relationships to support schools in areas of high deprivation. Particularly for schools in areas which include a high proportion of families receiving targeted support.

Formal response (July 2018):

The Director of Children and Families accepts this recommendation. We fully appreciate the importance of children both being and feeling safe in their schools and communities. Our service is currently aware that some schools are using their Pupil Premium to broker relationships with local Police/PCSO's for safer schools. Our service will investigate the impact this is having and consider liaising with other schools to ensure a comprehensive Police/PCSO relationship is available to all schools who need it.

Position reported in January 2019:

At the *Thriving: A Child Poverty Strategy for Leeds* OBA event on the 15th of October, police colleagues were in attendance at the event to help further develop existing working relationships and learn from local police officers what they recommend to help mitigate the impacts of children poverty in Leeds. There are ongoing conversations with the West Yorkshire Police around partnership working. West Yorkshire Police are currently reviewing their offer to schools and clusters, which will further develop effective relationships that are centred on keeping young people in Leeds safe and supported.

Current position:

The Chief Officer for Safer Leeds sits on the Child Poverty Impact Board. Conversations around the development of partnership work are ongoing.

Position Status (categories 1 – 6) *This is to be formally agreed by the Scrutiny Board*

Desired Outcome - To ensure that disadvantaged children are placed in a learning environment within 4 weeks.

Recommendation 13 – That the Director of Children and Families investigates the perceived backlog situation for in-year moves and the resources provided to support in-year school admissions and reports back to the Scrutiny Board in July 2018 detailing what action will be taken to ensure that waiting times for disadvantaged children beyond 4 weeks is minimised.

Formal response (July 2018):

The Director of Children and Families has prioritised finding good learning places for all children and young people, but especially those who are less advantaged. Three additional posts have been created in the Admissions Team to manage the increase in requests for in-year transfers. One of these new posts will specifically focus on ensuring that a school place is secured as quickly as possible and to review the existing fair access protocols, which prioritise timely admission for disadvantaged children. The Admissions Team continues to review whether responsibility for co-ordinating in-year requests for school places should lie with the Local Authority rather than schools, to ensure any barriers to securing a school place quickly can be overcome.

One particular area of identified pressure for the city is in Harehills / Burmantofts, where our innovative approach to meeting the unprecedented demand for school places has seen the creation of over 1900 additional school places. Since 2014, 195 permanent places per year group have been created across the area, with a further 400 bulge places commissioned in-year to provide for children arriving in the area during the school year. It was recognised during the first term of this academic year (2017/18) that despite the existing additional places, there were a number of children who could not secure a local school place due to the volume of requests being received. A satellite site to Shakespeare Primary School was established with the support of Bridge Community Church, which has provided over 130 additional places to local children, a favoured option as this provided for sibling groups moving into the area which were often more difficult to admit together in other schools. The children engaged with this learning provision are benefiting from the excellent care and education provided by the school staff, and Children and Families would like to express their sincere thanks to Shakespeare Primary for working with us to develop the satellite school. The Department of Education visited the satellite provision, and the feedback was that they were very impressed with the provision.

In addition to this satellite provision, all schools in the area were asked to admit one or two children over their published admission number to provide a further 111 places across the schools. This ensured that all those identified as being without a school place were offered a local place. Applications for school places for children arriving in the area continue to be received and regular reviews of these ensures that we continue to create school places as and when required to meet both projected and current demand. A learning review will be undertaken with internal and external partners, to ensure that the learning and good practice, alongside the complications, are captured and then shared across the city.

Position reported in January 2019:

The number of children arriving in the city and requesting a school place continues to be high. In areas of high demand such as Harehills / Burmantofts, the Local Authority Admissions Team collates all applications and ensures a school place is secured quickly, filling any vacancies and reviewing all applications to ensure that wherever possible, sibling

groups are allocated places together. The Local Authority is currently consulting with all schools to amend the existing arrangements for applying for an in-year transfer, so that parents will be advised to apply directly to the Local Authority rather than to schools. This will support the LA to offer more support for parents and support and challenge to schools where applications are not being dealt with in a timely way. Shakespeare Primary School has moved into its brand new building and has been very well received by staff and families alike. The Fair Access Protocols which are in place to support the admission of the most vulnerable children in the city, are currently being reviewed in partnership with schools to make any changes as required.

Current position:

From September 2020 onwards (the earliest possible date due to the consultation requirements for admission arrangement changes), parents will be advised that all in-year transfer requests will be submitted to the Local Authority. These will then be shared with schools for them to make a decision about whether they are able to offer a place. This will ensure that the Local Authority is aware of all applications from the point they are submitted, with decisions then tracked and monitored to ensure more timely admission. For the 2019/20 academic year all schools have been reminded of their duty to notify the Local Authority whenever an application has been received by them so that applications can be monitored and tracked until an offer is made. A digital improvement is currently being implemented which will give Children and Families the ability to monitor which school a child is attending in an automated and timely way. Previously this was available only as a termly snapshot at census points, or via the manual updating of records and will ensure that accurate and up to date vacancy information is available to Children and Families at all times.

The Admissions Team continues to support the school move requests in the Harehills and Burmantofts areas where the highest volume of school transfer request are received, by centrally collating applications and allocating places, keeping sibling groups together where possible. Monthly panel meetings have been introduced to ensure that for those without a school place, an offer is made as quickly as possible, reducing the length of time a pupil is unplaced. Families are then supported by school staff and attendance officers to take up their school place quickly, reviewing any barriers and working restoratively with the family to overcome them.

Position Status (categories 1 – 6) *This is to be formally agreed by the Scrutiny Board*

Desired Outcome - To highlight poverty proofing initiatives to schools in Leeds to aid and support reducing the impact of Child Poverty.

Recommendation 14 – That the Director of Children and Families communicates child poverty initiatives such as ‘Poverty Proofing the School Day’ delivered by Children North East and the North East Child Poverty Commission, and/or the Manchester ‘toolkit’, to all Leeds Schools.

Formal response (July 2018):

The Director of Children and Families accepts this recommendation. Using the information gleaned from our own proposed audits and research of best practice throughout Britain, we will propose a set of poverty mitigating initiatives tailored to Leeds schools in order to make schools a poverty-safe space. In addition to this, partnership work with the West Yorkshire Combined Authority and other local authorities, including Newcastle and Children North East, is being developed to map the impact of child poverty on school life, and the strategies, approaches and tools that are used in effective schools to mitigate this is being created. This will provide a contextualised, local map of the ways that schools can ‘Poverty Proof’ the school day, which will then be shared with all of our schools and settings.

Position reported in January 2019:

Within the Readiness for Learning and School-Aged Education Workstream, the work being done to address period poverty across Leeds is aimed at mitigating the impact of child poverty on everyday life. This work is built on a partnership with a wide range of organisations, and it is being led on the communities’ side by Communities & Environments, and on the education side by Children & Families. It builds on some fantastic work that has been done by third sectors and community hubs, and it aims to eradicate period poverty in Leeds through both supplying free sanitary products and tackling the stigma behind period poverty.

To help tackle period poverty in Leeds, a pilot study with Carr Manor Community School (and pilots in two other areas of the city) will be carried out with pupils within the school, to design a scheme that tackles the stigma around periods and to work with pupils to understand what the best approach to mitigate period poverty is. There will also be researched carried out within the community hubs. The findings from the pilot will be used to generate long term solutions for how best to address the stigma around period poverty and to ensure that those who are in need can access free sanitary products.

Poverty Proofing Practice is an approach that is being developed across the child poverty work, and we will be working with children & young people, families, communities, schools, settings, academics, public sectors, private sectors and third sectors to develop training, language and practice to ensure that Leeds is a city that does not stigmatise, and that has high expectations for all.

Current position:

Children North East recently spoke at the Poverty & Education event, attended by Headteachers across the city, on Poverty Proofing Practice. Within the Empowering Families & Safeguarding Impact Workstream, the main project is

'Poverty Proofing Social Care'. The British Association of Social Work has been developing an anti-poverty practice guide to support members in their work with service users living in poverty. Leeds will work with BASC and key academics to develop a model of 'poverty proofing practice' that aims to train social workers and key staff in poverty and its impacts- and support families in mitigating the impact of poverty. There has been an substantial amount of preliminary work to establish the best method of developing this framework, with key collaborations with academics and the Poverty Truth Commission.

A master class for social workers on the topic of poverty with Professors Brid Featherstone and Kate Morris was held in Leeds. Work with the University of Leeds to look at the best way to turn academic findings on topics of child poverty into useful information for practitioners has started. Research into the understandings of social workers in relation to poverty is ongoing. Workshops have been held with Heads of Service within Social Care to look at the impact of poverty on social work practice.

Once the Poverty Proofing Practice for Social Work has been created, the model will be developed for a range of provisions, including a Leeds specific Poverty Proofing Practice for schools and settings.

Position Status (categories 1 – 6) *This is to be formally agreed by the Scrutiny Board*

Desired Outcome - To provide greater voice and influence for disadvantaged children and to aid schools in the development of initiatives that will reduce the impact of Child Poverty in the learning environment.

Recommendation 15 – That the Director of Children and Families:

- a) engages with schools to develop (in partnership) a poverty proofing audit toolkit, to support schools in mitigating the impact of child poverty on learning.
- b) considers how children can raise their concerns about poverty and the impact it has on their education and how the solutions they propose can be implemented.

Formal response (July 2018):

A) The Director of Children and Families accepts this recommendation. In line with the Children and Young People's Plan 2015-19, our service has the ambition that 'All children and young people are happy and have fun growing up'. We are committed to ensuring a disadvantaged background does not adversely affect the chance of realising this outcome. The service will comprehensively investigate what measures Leeds schools are - or are not - currently implementing, using a framework developed in collaboration with schools, families, children and young people. We will listen to the voice of individuals with lived experience of being in relative poverty in schools, to design and recommend best practice throughout the local authority and alleviate the effects of poverty in schools.

B) The Director of Children and Families accepts this recommendation. Our service has a longstanding commitment to the voice and influence of children and young people: the Children and Young People's Plan 2015-19 highlights that one of our five outcomes is 'All children and young people are active citizens who feel they have voice and influence'. Whilst we have a universal ambition for all children to achieve this outcome, there are more barriers to break down for children who come from disadvantaged backgrounds and we are committed to empowering all children to be active citizens. The service will consider developing a voice and influence partnership with the Leeds Poverty Truth Commission in order to engage fully with the individuals affected and consider how their proposals can be implemented with guidance from our Child Poverty Impact Board.

Position reported in January 2019:

Please see the response to Recommendation 14 with regards to poverty proofing.

Having the voices of children, young people & their families at the heart of all of the work that we do is a priority within the child poverty work. There are several approaches that are being taken to ensure that this is joined up with any work that is planned, including working with children & young people to design schemes and working with Child Poverty Action Group and the University of Leeds to establish a board of children, young people and parents who have experience of living on a low income, which will feed into all the work that is done by the CPIB and the poverty proofing practice initiative.

Current position:

Having the perspectives, experiences and opinions of children, young people and parents within the child poverty work is crucial to it's success. A Different Take, which is the project

that has been conducted with the University of Leeds, CATCH, Leeds City Council and the Child Poverty Action Group, saw the development of a panel of 'experts by experience'- three young people, three young adults, and three parents, who all have experience of living on a low income. This panel were trained in peer research and talking to the media, and they conducted research with communities in their area. They discussed what it is like to experience poverty on a day to day basis in Leeds, and the output was a video, a report, and three snakes and ladders boards. One of the snakes and ladders board was designed by the young people, and it focusses on the way that poverty impacts education. One of the boards was designed by young adults, and it focussed on the way poverty impacts university and employment. The final board was designed by parents, and it focussed on the way that poverty impacts lone parenthood. The snakes are things that make these situations worse, and the ladders describe the things that make these situations better. On each board is quotes from the panel. These games have been played with the panel in a variety of events, with key leaders from private, public and third sector- headteachers and senior leaders in schools, and academics.

The work has been discussed in a variety of contexts, including an international conference, an event run by Plan International, and in the Child Poverty Impact Board. The work has been well received as a way for young people and parents who experience poverty to express their experiences and suggestions for improvement in a collaborative and informative way.

The panel have contributed to the Thriving Strategy, and are involved with some of the work underneath the Impact Workstreams. They are keen to be involved in different areas of work within the child poverty approach, one of which will be a toolkit of 'Poverty Proofing' practice within schools. The poverty proofing work will initially focus on developing a model for social care, which will then be expanded into education settings.

Position Status (categories 1 – 6) *This is to be formally agreed by the Scrutiny Board*

Report of the Director of Children & Families

Report to Scrutiny Board (Children and Families)

Date: 23rd October 2019

Subject: Thriving: A Child Poverty Strategy for Leeds



Are specific electoral wards affected? If yes, name(s) of ward(s):	☐ Yes ☒ No
Has consultation been carried out?	☒ Yes ☐ No
Are there implications for equality and diversity and cohesion and integration?	☒ Yes ☐ No
Will the decision be open for call-in?	☐ Yes ☒ No
Does the report contain confidential or exempt information? If relevant, access to information procedure rule number: Appendix number:	☐ Yes ☒ No

Summary

1. Main issues

- The percentage of children living in poverty is increasing, both locally and nationally. In 2016, 20% of young people in Leeds lived in poverty. Across the UK, 70% of children who live in poverty have at least one parent in work.
- Experiencing poverty is strongly correlated to a wide range of detrimental impacts, which can affect someone for their entire life.
- Experiencing poverty often leads to the loss of rights for a child. The UN Convention Rights of the Child details 54 articles that cover all aspects of a child's life. Six are particularly relevant to child poverty; articles 3, 6, 12, 24, 26 and 27. The UN Committee on the Rights of the Child has said that all children living in poverty are vulnerable, but some groups are particularly vulnerable. These include: younger children, children who have immigrated and children living in single parent households.
- The cost of poverty to the UK is approximately £78 billion per year. To tackle the impact and cost poverty has on individual's lives, it costs £69 billion- £1 in every £5 of all spending on public services (Joseph Rowntree Foundation, Counting the cost of UK Poverty, 2016). If we, as a city, do not act the risk is one that is both moral and economical- poverty creates an unequal and inequitable system, which not only brings increased cost to all of our services, it also holds the moral cost of restricting the realities of Leeds citizens.

2. Best Council Plan Implications (click [here](#) for the latest version of the Best Council Plan)

- This strategy directly relates to most of the Best Council Plan priorities:
- tackling poverty, helping everyone benefit from the economy to their full potential
- reducing health inequalities and supporting active lifestyles
- making Leeds the best city for children and young people to grow up in
- improving the quality of lives and growing the economy through cultural and creative activities
- providing homes of the right quality, type and affordability in the right places and minimising homelessness
- keeping people safe from harm and promoting community respect and resilience

3. Resource Implications

- Each project will have an individual resource implication. Where possible, a partnership approach will be implemented, to pool resources from a variety of directorates and sectors across Leeds.

4. Recommendations

- a) Scrutiny Board to comment on the 'Thriving' strategy.
- b) Reflect on the barriers faced by young people who live in poverty, and how the work of Scrutiny Board can remove some of these barriers.

1. Purpose of this report

- 1.1 This report provides an overview of 'Thriving: A Child Poverty Strategy for Leeds' (see appendix 1) and some of the work that has taken place over the last year and a half to mitigate the impact of child poverty in Leeds.

2. Background information

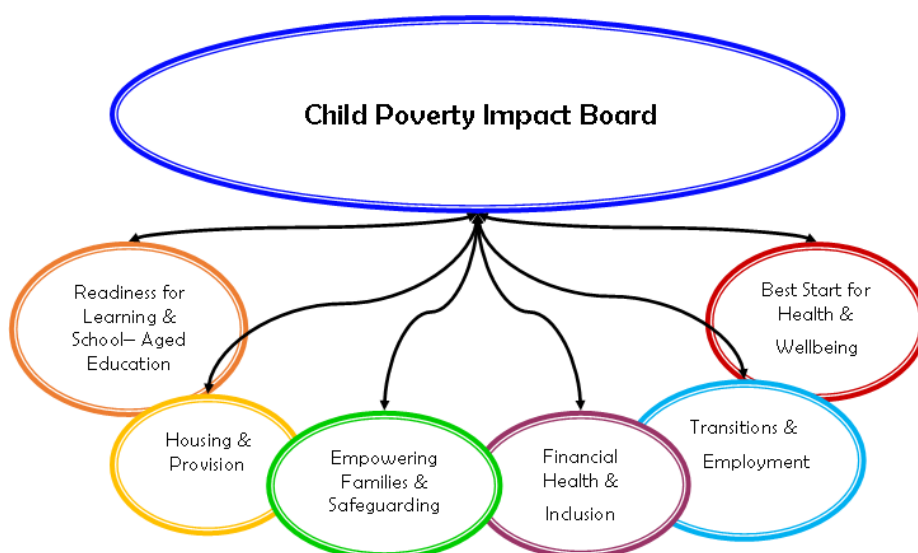
- 2.1 Over the past year and a half, Leeds has been developing a strategy to tackle child poverty. It is recognised that the ultimate aim is to eradicate poverty, and that is the long term goal for Leeds- however, to eradicate poverty, a national approach that allocates resources to tackle poverty, decreases in work poverty, and strengthens the safety net that children, young people and families rely on is crucial. Whilst Leeds will continue to fight to eradicate poverty with the powers that they have, in the short term there is a need to mitigate the negative impacts of poverty and inequality. This strategy, which has been co-produced with a wide range of partners, including a panel of 'experts by experience'- children, young people and parents who live on a low income, provides an overview of the work that Leeds is undertaking to improve the lives of children, young people and parents who live in poverty.

3. Main issues

- 3.1.1 To address and improve the issue of poverty, a revolutionary approach is needed. We cannot make meaningful change unless we work together, tying in

the intelligence, resources and work that is being done across the city to develop new knowledge and assess what makes the most difference, and why. We need everyone to get on board– children, young people, families, communities, schools, academies, education settings, private sectors, third sectors, public sectors, universities, faith groups, not for profit organisations & any other partners.

- 3.1.2 The ways in which poverty is experienced by children cannot be understood through solely looking at adult poverty. To understand how poverty impacts the lives of children and young people, we need to talk to children and young people. Similarly, we cannot just focus on eradicating adult poverty as the solution to child poverty. We need to focus on mitigating the impact of poverty on children and young people- whilst we work as a city to improve the structures around people who experience, or are at risk of, poverty.
- 3.1.3 Leeds City Council, the University of Leeds, Child Poverty Action Group and CATCH worked in partnership to develop a panel of ‘experts by experience’- young people and parents who live on a low income. Three young people, three young adults and three parents worked collaboratively over six months to discuss the day to day impact of poverty on their lives. The panel were trained in research tools, and conducted peer research with young people and adults in their community. The panel developed three snakes and ladders boards, one around the impact of poverty on education, one around the impact of poverty on employment and university, and one around the impact of poverty on lone parenthood. These games, the final report and the video, have been incorporated into a wide variety of events, including conferences on: Inclusive Growth, Poverty & Education, and the Child Friendly Leeds Poverty Event. There has been discussions in the Child Poverty Impact Board on the outputs. The panel have also worked closely on the refinement of the child poverty strategy, as well as being involved in various projects that sit under the child poverty work. The online version of the report can be found in appendix 2.
- 3.1.4 There are two parts to this work: The Child Poverty Impact Board, which is a city wide governance board that will apply robust measures and targets to reduce the negative impact of child poverty, and six Impact Workstreams. The workstreams will focus on improving a specific area of young people’s lives that is affected by poverty. Each workstream will have between one and three projects to be implemented over a two year period. The workstreams will report to the Child Poverty Impact Board, and can be found below:



4. Corporate considerations

4.1 Consultation and engagement

- 4.1.1 Extensive consultation has been carried out with regards to this strategy, with private, public, third and education sectors, children, young people and parents, universities and community groups.

4.2 Equality and diversity / cohesion and integration

- 4.2.1 Equality and diversity issues have been considered throughout this work. Disadvantaged pupils are not a single group; characteristics such as Special Education Need and Disability (SEND), ethnicity and EAL (English as an Additional Language) interact with disadvantage with varying impacts on progress rates, gaps with non-disadvantaged pupils and the long term impact of disadvantage.
- 4.2.2 Equality Improvement Priorities have been developed to ensure our legal duties are met under the Equality Act 2010. The priorities will help the council to achieve its ambition to be the best city in the UK and ensure that as a city work takes place to reduce disadvantage, discrimination and inequalities of opportunity.

4.3 Council policies and the Best Council Plan

- 4.3.1 This report provides information on poverty, which is a key city regional and national challenge. This priority is reflected in all city strategies contributing to the strong economy compassionate city including the Best Council Plan 2018/19-2020/21, the Inclusive Growth Strategy, the Joint Health and Well Being Plan and the Tackling Poverty and Inequality Executive Board report, discussed in December 2018.
- 4.3.2 Equality Improvement Priorities 2016 – 2020 have been developed to ensure that the council meets its legal duties under the Equality Act 2010 by helping the council to identify work and activities that reduce disadvantage, discrimination and inequalities of opportunity.
- 4.3.3 The work fulfils some of the best council objectives and priorities as defined in the Best Council Plan 2018/19-2020/21. These include; improving educational achievement gaps; providing skills programmes and employment support; improving school attendance and reducing the percentage of young people who are NEET.
- 4.3.4 The strategy collaborates with local and city wide strategies such as the Locality Neighbourhoods work, the Children and Young People's Plan, Child Friendly Leeds, Future in Mind Strategy, and the Best City for Learning

Climate Emergency

- 4.3.5 As the climate continues to change, extreme weather patterns across the globe will become increasingly common. The knock on effects of these changes will be profound, however it is hard to determine what specifically they will look like. What is certain is that there will be scarcity of various resources, such as food and energy, which could lead to a price increase, which will have a disproportionate impact on people who live in poverty. We should seek to reduce

poverty, insecurity and inequality around these basic needs to build strengthened communities for the future.

4.4 Resources, procurement and value for money

4.4.1 This report has no specific resource implications.

4.5 Legal implications, access to information, and call-in

4.5.1 This report has no specific legal implications.

4.6 Risk management

4.6.1 This report has no specific risk management implications.

5. Conclusions

5.1.1 Experiencing poverty has a significant correlation to poorer outcomes across a wide range of life indicators. This is a problem that is growing, both in Leeds and nationally, and it is clear that a radical approach is needed to reduce the impact of poverty- which will help to eradicate poverty.

5.1.2 In Leeds, we believe that a young person's life chances, and their ability to access opportunities, should not be impacted by their background or the area in which they live. We also know the challenges that are faced, both by the people who live in poverty, and by the services who work across the city.

5.1.3 For this reason, we need to work as a city, to share our understandings, knowledge and practice, to learn about the day to day impact of poverty for children and young people- and then to work with children and young people to tackle this impact.

5.1.4 We need a radically new approach to tackle child poverty, with all organisations sharing information, resources and good practice, to ensure that all barriers that young people face are broken down.

5.1.5 Thriving is the first step in a long journey to work better, together, to improve opportunities, and enable better outcomes, for our children and young people.

6. Recommendations

a) Scrutiny Board to comment on the 'Thriving' strategy.

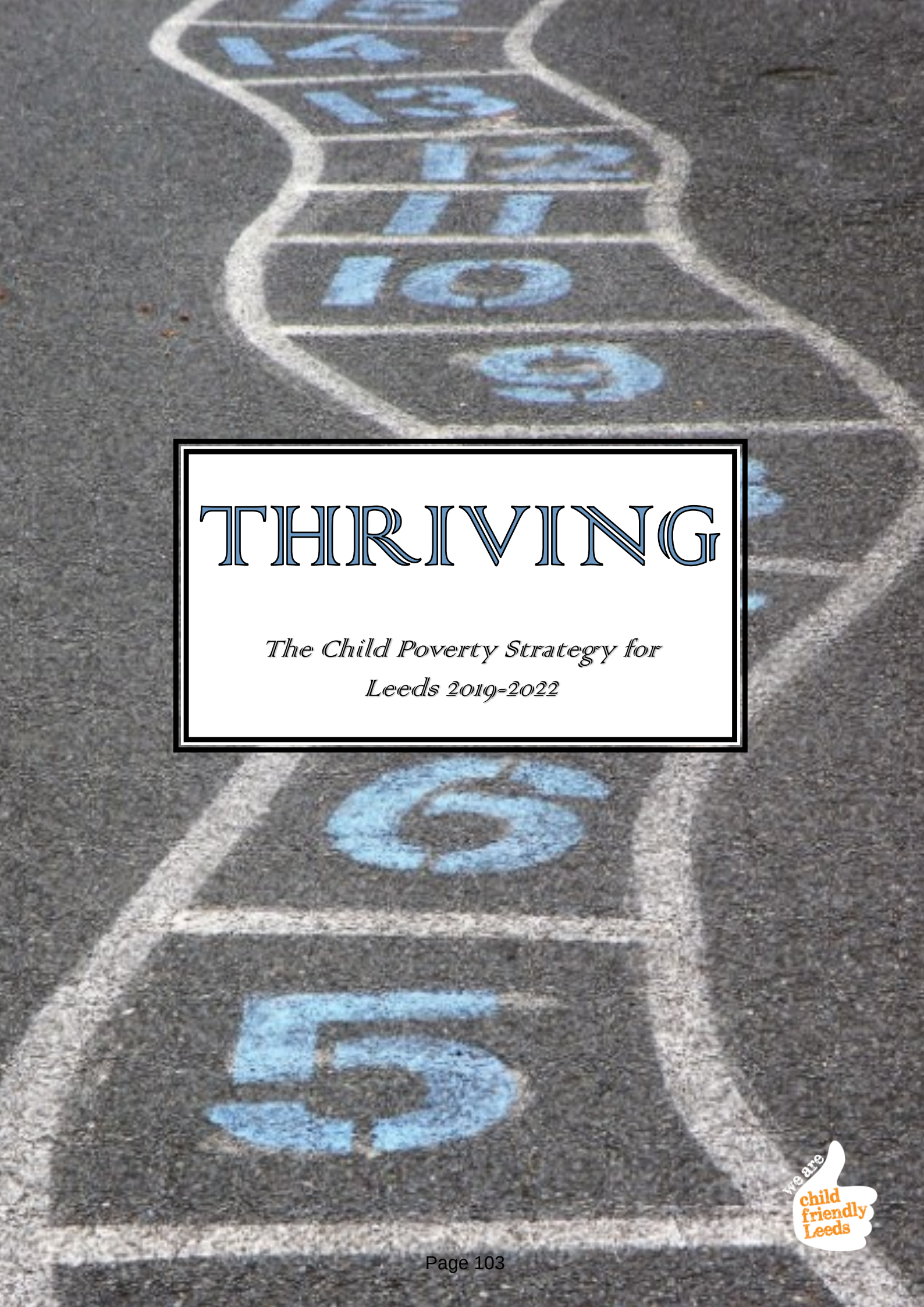
b) Reflect on the barriers faced by young people who live in poverty, and how the work of Scrutiny Board can remove some of these barriers.

7. Background documents¹

7.1 None

¹ The background documents listed in this section are available to download from the council's website, unless they contain confidential or exempt information. The list of background documents does not include published works.

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THRIVING

*The Child Poverty Strategy for
Leeds 2019-2022*



Welcome!

As the Executive Member for Children and Families, I am proud of our ambition for Leeds to be the best city in the UK for children and young people to grow up in. The Best Council Plan highlights our commitment to being a Child Friendly City. Through our vision outlined in the Leeds Children and Young People's Plan 2018-2023, we will improve the outcomes for children and young people in the city.

We are committed to challenging child poverty in Leeds, which includes an acknowledgment of the scale and impact of poverty on children, young people and families. Poverty is not just the absence of food, warmth, housing, clothes and toiletries- it is the discrimination, the exclusion, and the de-humanising manner in which people who live with poverty are treated. Poverty is a day to day reality that results in people living precarious lives, with every decision evaluated- it is not, however, an individual fault. Poverty is the result of a political and societal failing.

Our strategy is based around mitigating the impact of poverty, and working with organisations to reduce the barriers that children, young people and families who live in poverty may experience, but I am very aware that to make a substantial, long term difference to the percentage of children who live in poverty, there needs to be a government in power who prioritises resources, time and policies to tackle child poverty.

Poverty can have a catastrophic impact on children and families, and the percentage of children who are living in poverty across the UK is increasing. We can only understand the impact of poverty on children and young people through listening to children and young people who have experience of poverty.

Under the Thriving approach, Leeds will join up the work being done across the city, championing and sharing the good work already being done to mitigate the impact of child poverty and drawing everyone together under a common strategic goal. It will develop new work to address any gaps in provision effectively. The impact work streams represent the areas of focus, and we envisage between one and three projects to be implemented over a two year period under each. This will work hand in hand with the Child Poverty Impact Board, a city wide governance board that will apply robust measures and targets to reduce the negative impact of child poverty.

We will work with third sector, public sector, private sector, academies, schools, further and higher education, children, young people, families and communities to mitigate the impact of poverty on children's experiences and lives.

I am very proud of all the work being done across the city with children, young people and families to make a difference to their lives. I would like to thank everyone involved in this work, and I look forward to working with you and new partners to take the Thriving approach forwards.

Councillor Lisa Mulherin,

Executive Member of Children & Families



How do we define poverty?

When we talk about poverty, we are talking about relative poverty. The definition that is most commonly used is Townsend's definition: *"Individuals, families and groups in the population can be said to be in poverty when they lack the resources to obtain the types of diet, participate in the activities, and have the living conditions and amenities which are customary, or at least widely encouraged or approved, in the societies to which they belong. Their resources are so seriously below those commanded by the average individual or family that they are, in effect, excluded from ordinary patterns, customs and activities"* (Townsend, 1979: 31)

This definition is commonly used because it describes a wider understanding of poverty, and shows that poverty isn't just about what you have, or what you don't have, its about what you possess in comparison to what the society around you has. When we use the term 'exclusion', it means that one of the huge impacts of having less than others around you is that you cannot access the same opportunities, resources or activities as others, so you feel inadequate and ashamed.

Who experiences poverty?

Anyone can experience poverty. Someone may be born into poverty, grow up in poverty, live life in poverty and die in poverty. Some people may never experience poverty, and some people will live life going in and out of poverty. Some people may experience poverty just once, but feel the impact for the rest of their life. There are some groups who are more vulnerable than others, such as people who have special educational needs and disabilities, women, and people who are Black, Asian or Minority Ethnic– these groups are overrepresented in poverty statistics.

What are the statistics?

Over 170,000 people in Leeds are estimated to be in relative poverty after housing costs. In 2016/17 there were an estimated 4.1 million children living in relative poverty across the UK. In Leeds, 20% of all dependent children under the age of 20 (33,485 children) lived in relative poverty in 2016, in comparison to 17% nationally. These figures are likely to be under-representative of the true number of children in poverty. Adults being out of work is often said to be the main cause of child poverty- however, across the UK, 70% of children who are in poverty were from a household where at least one person was in work in 2018.



What are the impacts of poverty?

Children who experience poverty are more likely to face a wide range of difficulties, both now and in the future. There are strong links between experiencing poverty as a child and having worse mental and physical health, a shorter life, lower grades in education, poor financial health and lower paid, insecure work. Stress and worry can be caused by not having access to basic materials, such as toiletries, clothes, shoes, medication and food. Living in food insecure households can result in hunger, malnutrition and obesity.

Why is poverty ‘everyone’s business?’

The cost of poverty to the UK is approximately £78 billion per year. To tackle the impact and cost poverty has on individual’s lives, it costs £69 billion- £1 in every £5 of all spending on public services (Joseph Rowntree Foundation, Counting the cost of UK Poverty, 2016). If we, as a city, do not act the risk is one that is both moral and economical- Poverty creates an unequal and inequitable system, which not only brings increased cost to all of our services, it also holds the moral cost of restricting the realities of Leeds citizens.

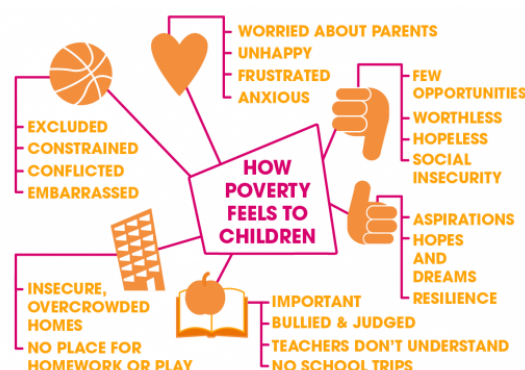
Why is child poverty different to adult poverty?

The ways in which poverty is experienced by children cannot be understood through solely looking at adult poverty. To understand how poverty impacts the lives of children and young people, we need to talk to children and young people. Similarly, we cannot just focus on eradicating adult poverty as the solution to child poverty. We need to focus on mitigating the impact of poverty on children and young people- whilst we work as a city to improve the structures around people who experience, or are at risk of, poverty.

How does poverty relate to the rights of a child?

Poverty represents a loss of the rights of the child. The UN Convention Rights of the Child details 54 articles that cover all aspects of a child’s life. Six are particularly relevant to child poverty; articles 3, 6, 12, 24, 26 and 27. The UN Committee on the Rights of the Child has said that all children living in poverty are vulnerable, but some groups are particularly vulnerable. These include:

Younger children, indigenous children
immigrant children and children living in single parent households.



What do we want?

We know that being in poverty, being excluded and feeling ashamed can impact a child for the rest of their life. We don't want this in Leeds. We don't want any of our children, young people or families to feel excluded, alone, misunderstood, or ashamed. We want to ensure that poverty presents no barriers for our children and young people, and we want all people to have access to the same opportunities, regardless of their background. We believe that all children and young people should have the freedom to choose their pathway, and that we can work together as a city to tackle limitations that poverty may place on these pathways. So we are working together, as a city, to reduce the impact of poverty on young people.

What is needed to make a difference?



Who is needed to make a difference?

'Thriving' is based on the belief that it is fundamentally important to incorporate the voices of children, young people and their parents into plans, strategies and work. There is fantastic work being done across the city— but there are bubbles of frustration within and across different systems and organisations. So we need to change those systems and organisations. We need to look at what the children, young people and parents want and need before we look at what organisations historically provide.

To address and improve the issue of poverty, a revolutionary approach is needed. We cannot make meaningful change unless we work together, tying in the intelligence, resources and work that is being done across the city to develop new knowledge and assess what makes the most difference, and why. We need everyone to get on board— children, young people, families, communities, schools, academies, education settings, private sectors, third sectors, public sectors, universities, faith groups, not for profit organisations & any other partners.

Our ambitions

We will be innovative, together, to break down the barriers that poverty creates.

We will be brave, together, to revolutionise the way that Leeds works with children, young people & families who live in poverty.

We will fight, together, to ensure that every child & young person who experiences poverty can thrive.

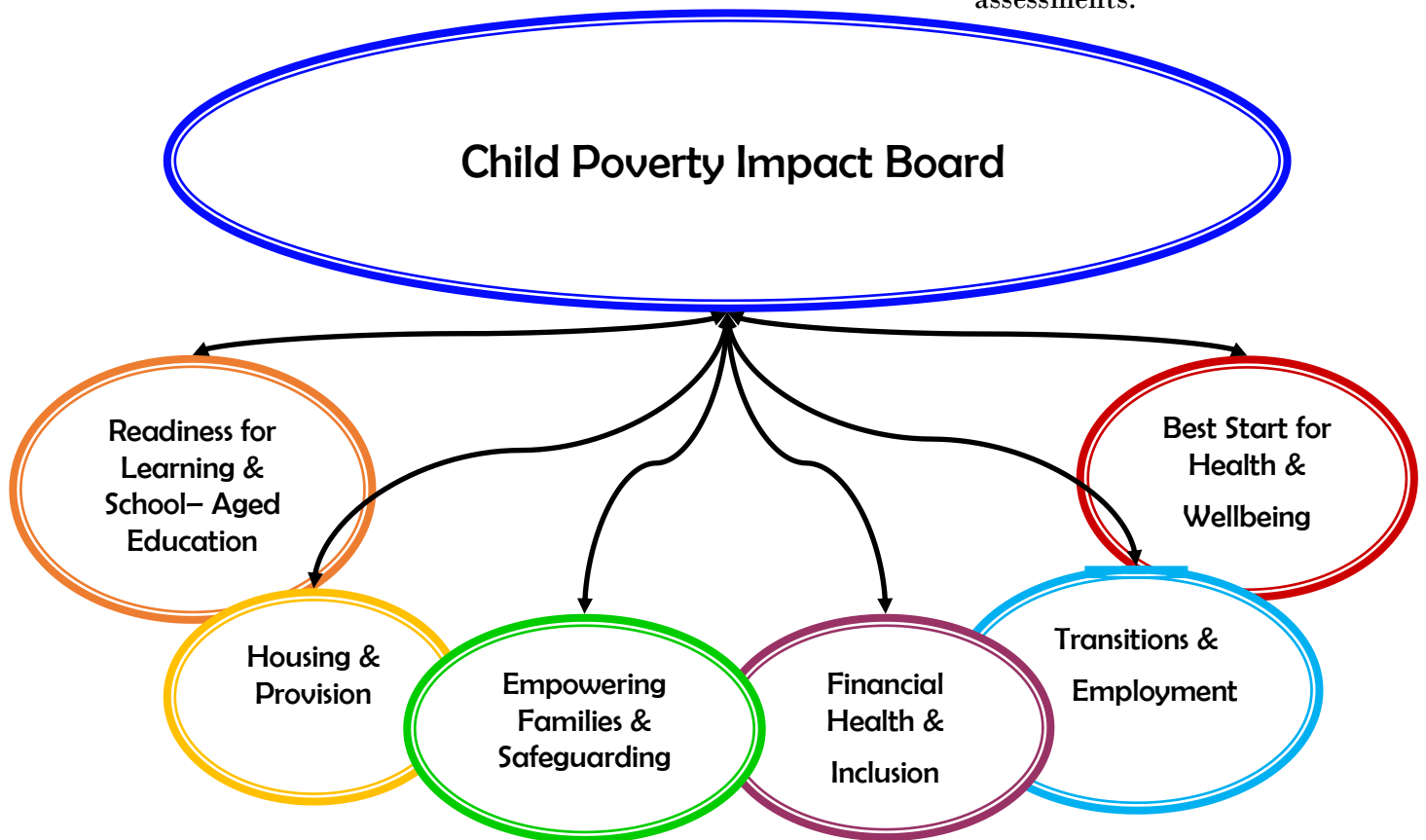


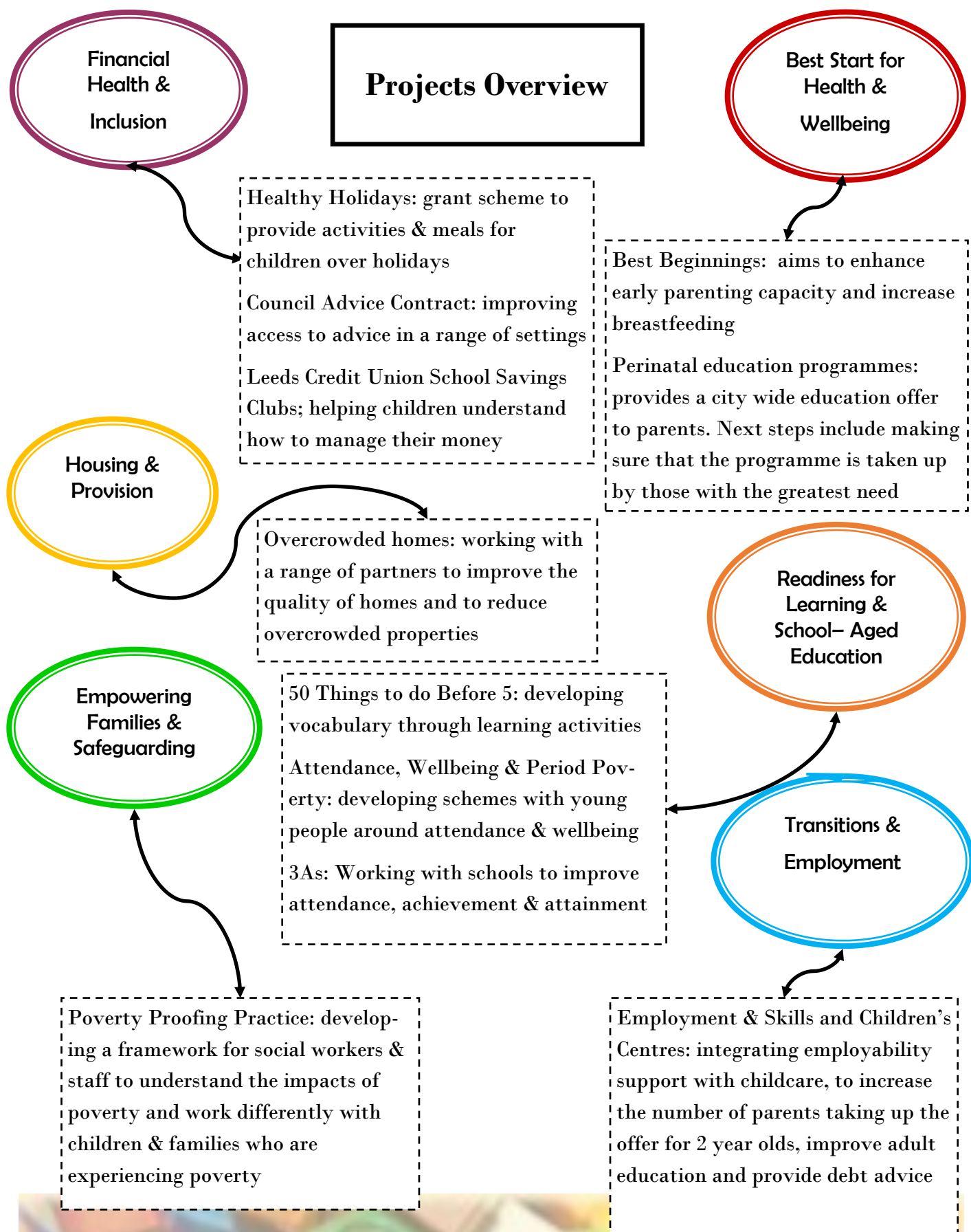
What is the Leeds approach?

We are creating inclusive, equal partnerships who use their knowledge and expertise to investigate the impact of poverty on a specific area of children's lives, and then work together to create projects that mitigate this impact. These partnerships incorporate research based intelligence with policies and projects to assess the most effective low cost, high impact solutions to improving the lives of children and young people in poverty.

What does this look like?

There are two parts to this work: The Child Poverty Impact Board, which is a city wide governance board that will apply robust measures and targets to reduce the negative impact of child poverty, and six Impact Workstreams. The workstreams will focus on improving a specific area of young people's lives that is affected by poverty. Each workstream will have between one and three projects to be implemented over a two year period. The workstreams will report to the Child Poverty Impact Board, with project plans and impact assessments.





Leeds City Council Strategies

Tackling poverty and inequality is central to plans and strategies across the council, and having a strong economy in a compassionate city is key to the Best Council Plan. The Children & Young Peoples Plan has tackling the impact of child poverty at the heart of the strategy, and fantastic work is being done through the localities approach in Communities & Environments. Two high profile city-wide strategies are the Inclusive Growth Strategy and the Health and Wellbeing Strategy. These remain the two anchors of activity being undertaken in the council and the city. Each of them recognises both the city's achievements and its remaining challenges around poverty and inequalities.

Best Council Plan: <https://www.leeds.gov.uk/docs/BCP%2018-21%20whole%20plan%20FINAL.pdf>

Children & Young People's Plan: <https://www.leeds.gov.uk/childfriendlyleeds/Documents/CMT18-022%20Childrens%20and%20YP%20Plan%2018-23.pdf>

Health & Wellbeing strategy: <https://www.leeds.gov.uk/docs/Health%20and%20Wellbeing%202016-2021.pdf>

Inclusive Growth Strategy: <http://www.leedsgrowthstrategy.co.uk/wp-content/uploads/2018/06/Leeds-Inclusive-Growth->

Leeds Poverty Truth Commission

“Nothing about us, without us, is for us”

The Leeds Poverty Truth Commission (<http://www.leedspovetrytruth.org.uk>) aims to ensure that people who have experienced poverty first-hand are at the heart of how the city thinks and acts in tackling poverty and inequality. This work brings together civic and business decision makers and ‘experts by experience’ of poverty in Leeds to build relationships, share experiences and think how we could respond to poverty more effectively. The Poverty Truth Commission have created ground-breaking work that has made a significant impact in starting conversations around a different approach.

A Different Take

Through a partnership with CATCH, University of Leeds, Child Poverty Action Group and Leeds City Council, a panel of ‘experts by experience’ has been set up— a group of children, young people and parents who have experience of living on a low income or in a less advantaged area.

The group are conducting peer research to gather perspectives and views on the ways poverty impacts people's lives. They are working to change the narrative on poverty, and the panel are core to the development of some projects within the ‘Thriving’ Approach.



How will we know we are making a difference?

Universities and students are aligned to each project to research the impact, looking at the difference the projects have made either in terms of numbers and statistics, experiences and feelings, or both! Projects have a set of goals that they will aim to reach, but there will also be work to look at any positive differences that the projects have made that may not be included in the goals. The voices of children, young people and parents are integral to the development, the carrying out and the assessment of the projects. If projects are found to have made no difference, they will be replaced with another project

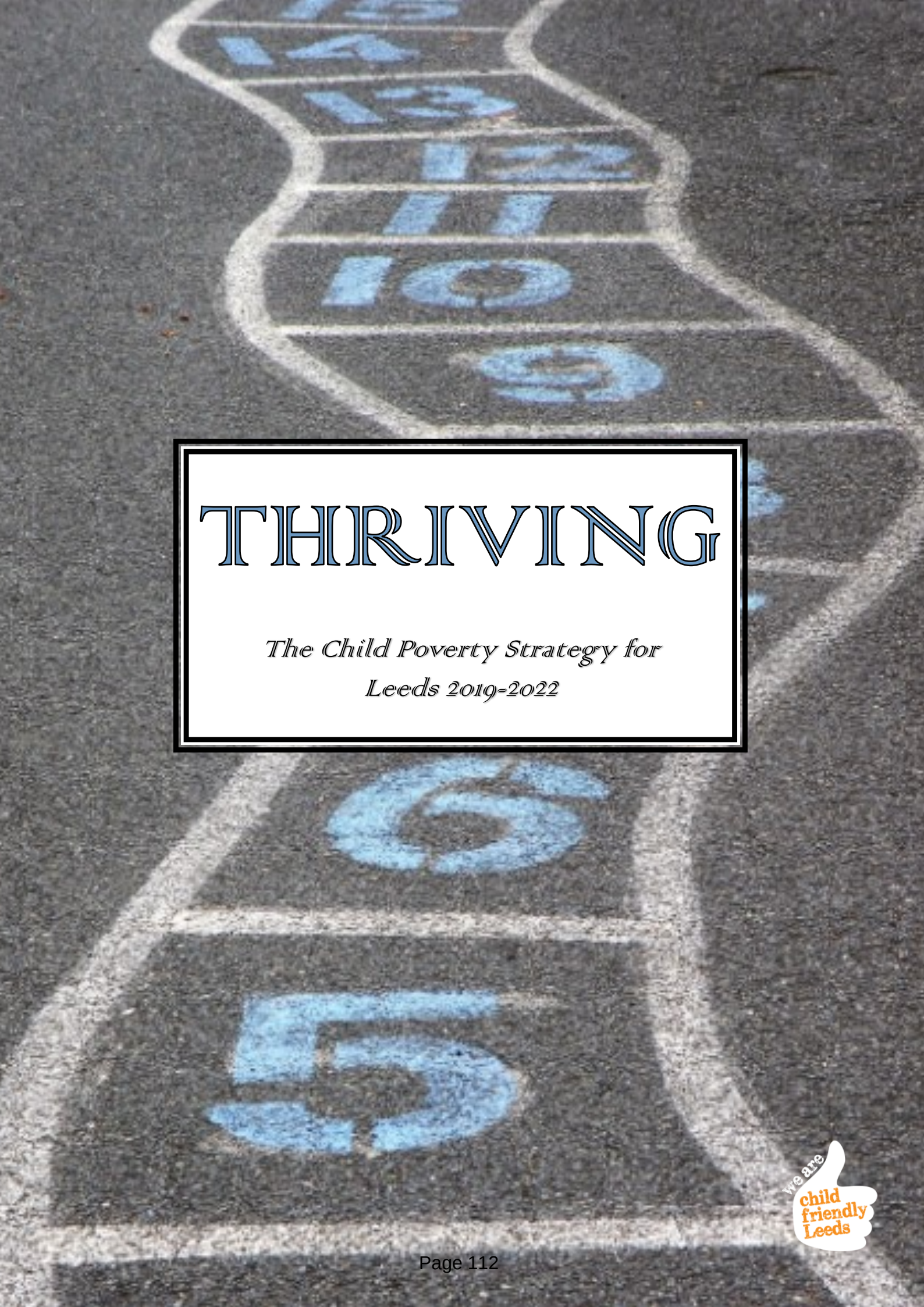
What's next?

Some of the projects are building on pre-existing work, and some are new projects. All contain the principles of working in partnership, using the voices of children, young people and parents, being research based and assessing impact. The strategy is built on the work of the Poverty Truth Commission, and it has been developed with a panel of children, young people and parents who have experience of living on a low income. We will continue to build partnerships, create awareness of poverty, and work to make a difference to people who experience poverty.

How can you get involved?

We want to get as many people as possible involved, from all areas of Leeds. We know that we cannot make anything better without working with people who experience poverty. We want to work with children, young people, families and communities, to make sure that all of our work is led by experiences and opinions— so we would love to hear from you. The fantastic work that goes on in Leeds by the third, public, academic and private sector is essential, and a joined up, equitable partnership is invaluable. Schools, academies and education settings are crucial in improving the lives and outcomes of children— and we need to have a better understanding of what can be done outside school that has a substantial impact on life and learning in school. To get involved, or for more information, please email: Amelia.Gunn@leeds.gov.uk





THRIVING

*The Child Poverty Strategy for
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More Snakes than Ladders

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A report from the A Different
Take Leeds panel

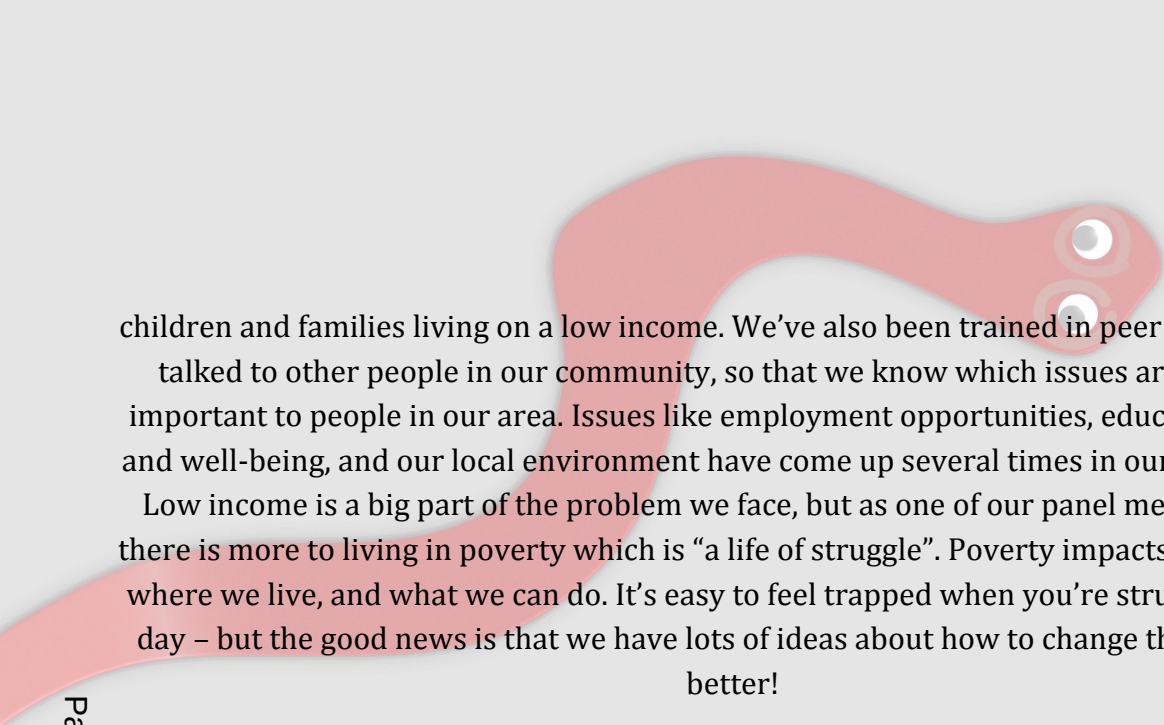
More Snakes than Ladders: A report from the A Different Take - Leeds panel

It is difficult to define what poverty is. For some people it is not having food but for others it means something different. So what is poverty? How do you measure it? What criteria is being used to say who is living in poverty? We should agree on that.

We are a group of young people, young adults and parents who live in Leeds. We all have personal experience of living on a low income. We are used to people talking about people in our area, but we are rarely asked about our personal experiences and what we think should, and can, be done to improve our area and our lives. That's why we took part in 'A Different Take'. It has given us the opportunity to talk about the problems that we face and the solutions we would like to see implemented.

Despite all living in a similar area of Leeds, we have very different life experiences. Some of us are single parents, some are young people who have experience in the care system, some of us have had dealings with crime and some have moved here from other countries. We are from different races, religions, and family backgrounds. We are no different from everyone else in terms of our goals and aspirations; we all want to live a good life with the same opportunities to succeed as everyone else. But living in poverty can impact the choices that are available to us, the way we feel, and the realities that we live day to day.

We have met a number of times over the last four months to discuss our thoughts about what poverty is, how it affects us, and what we'd like to see done to improve the lives of



children and families living on a low income. We've also been trained in peer research and talked to other people in our community, so that we know which issues are the most important to people in our area. Issues like employment opportunities, education, health and well-being, and our local environment have come up several times in our discussions.

Low income is a big part of the problem we face, but as one of our panel members said, there is more to living in poverty which is "a life of struggle". Poverty impacts how we feel, where we live, and what we can do. It's easy to feel trapped when you're struggling every day – but the good news is that we have lots of ideas about how to change things for the better!

This report marks the end of the research project, but we are passionate about improving our local area and the lives of people living in our community. Our voices need to be heard. We've received training in communicating about our research, and we want to make a long-standing impact on how people talk about poverty and how politicians – locally and nationally – make policies which affect our lives. We want to continue to work towards overcoming the barriers we talk about in this report – and we hope that you will want to join in with us to create a more just and equal society.

Where we live

There shouldn't be any "Scarehills" no more (parent)

Our homes

Everyone needs decent, affordable housing to have a good life – but the housing available in Harehills often falls short of this standard. The quality of our housing is poor, with condensation and damp. This leads to physical health problems but also mental health problems, when the place that we live isn't comfortable and parents can't provide what our children need for a good start in life. Living in a less advantaged area can lead to problems in our homes – because the area looks bad, people are more likely to do things like drive badly, leave litter on the streets, and dump things in our gardens. This means that our neighbourhoods and even our gardens aren't safe spaces for our children. This leads to tension between neighbours, especially if they don't speak the same languages and so have difficulty communicating. Lots of our streets and houses are overcrowded—in Harehills there are 117 people per hectare compared to 13 per hectare on average in Leeds, and the percentage of houses with more than five occupants is double the Leeds average. This creates more tensions between neighbours. Because Harehills is such a diverse community this often turns into racist attitudes because it's easier to blame people nearby and fall into stereotypes about our neighbours' behaviour than it is to get people with the power to make changes to listen.

Despite all the problems with them, our rented houses are expensive, and it is difficult to juggle paying for this alongside other bills. We believe that sometimes private landlords are to blame for unsuitable living conditions, because they are interested in collecting their rent, not in their tenants' well-being and safety. The Council could do more to make sure that landlords have to provide decent quality homes. When you live in poverty or on a low-income it's difficult to escape the trap of rented accommodation because we don't have the financial stability to save for our own homes – so we think that good quality rental

accommodation is vital to making a fair society.

Our neighbourhoods

They are not bothered [about selling drugs openly], it's like the daily living style for them. The police have come so many times. When you go up Harehills Lane there is a lot of knife crime that's happened there. In the last year there was one murder and three stabbings (parent)

People in our panel, and the people we spoke to, are frightened about drugs and knife crime. Parents are scared to let their children out in case they fall in with the wrong crowd, and young children are scared to go out in some parts of Harehills.

Every time I go around there I see a fight it's scary you feel like uncomfortable you don't want to go there no more (young person)

We think that one of the reasons people turn to crime is a lack of job opportunities and role models in our area – people who get good qualifications and jobs move on, and don't put anything back into the community. We also think this comes from the way that the education system works, which we talk about later in this report. People who don't know Harehills judge it on what they hear about it, so some people don't want to move here because of the reputation. There's also a lot of short-term tenancies which means that there's a high turn-over of people. This can make segregation within our neighbourhoods even worse.

Our services

Whether rich or poor, we all rely on services like doctors, businesses, schools and shops in our day-to-day lives. But for people living in Harehills these aren't always easy to access. Lots of people we spoke to had stories about long waiting lists before they could see their doctor or dentist. We think that health services should be available to everyone, when they need them – but in our experience if you don't have the money to pay for private treatment,

you're often left for a long time without any help.

If you're in pain and in poverty you can't afford private but funnily enough if you have money you get seen straight away (young adult)

Lack of access to doctors isn't the only way that poor services impact our health. Many people we spoke to noted that the rising cost of living means that it is increasingly difficult to afford healthy food. This is made worse when cheap and unhealthy food outlets are allowed to open in our neighbourhood.

Who gives permission for all these chicken shops? My head started spinning when I tried to count how many there were, just in that little bit there. And I was thinking all the chicken shops, all the betting shops ...why do we have so many in the area? (parent)

We want good jobs, and we want our children to be able to get good jobs when they leave education – but we don't see big companies offering work opportunities in Harehills. Instead we see places like gambling shops which encourage people to throw away the little money they have. The people who do get good qualifications end up leaving the area – so we don't see any of the wealth coming back here.

When people manage to get qualifications and get better jobs, they move and never come back, they don't help the community (parent)

Our high streets are full of places and spaces that do not encourage us to live a healthy lifestyle, and there's no space for our children and young people to go. This can lead to anti-social behaviour when young people get bored and feel hopeless. We think that all these things can discourage people from investing time, money and effort into Harehills – but we need to turn this trend around.

Our snakes

-  Being surrounded by people and places that encourage you to make bad decisions can trap you in poverty
-  Negative perceptions of our area can make us feel ashamed of where we live

Our ladders

-  We are proud of the diversity of Harehills
-  Places like CATCH are helping us to break down barriers to education and employment, and to understand and respect people from different backgrounds

Our plan

-  We want to carry on working with Leeds City Council to make sure that people from all walks of life and levels of income get a say in how Leeds develops
-  We want to see high quality provision like sports and health facilities in all neighbourhoods – this will change how people see the area, and encourage businesses to invest here
-  We want to change how people talk and think about Harehills – for example, by educating people about the history of the area, and showing all the good there is here
-  We want to see more investment in social cohesion – spaces where people from different backgrounds can come together and get to know each other
-  We want more outdoor spaces which are safe for children and young people – including measures to control traffic so that our streets are safe
-  We want to see more diverse services – there should be limits on the number of unhealthy food shops and bookies
-  We want better trained police who understand our community to help reduce crime and make us feel safer

What we do

We do the same things as everyone else – we go to school, we go to work, and we spend time with family and friends. But living on a low income affects how, where and when we can do things, and restricts the range of options we have.

Poverty and school

In Harehills, 33.9% of children attain key stage 4, compared to 57.9% across Leeds. We know how important education is – but as children and as parents we face barriers at school as a result of living in poverty. Teachers sometimes don't understand that parents might not be able to offer support with homework – for example, if there are language and literacy barriers; and children might sometimes need extra support because we don't have the resources we might need at home like access to technology. Because we don't have the resources that better-off children have, our hard work is sometimes not recognised, and we don't get the support we need to achieve our potential. Local organisations—like CATCH and Community Leeds After School Study Support (CLASSS)—are really helpful, but some people might not get that support, and we still need teachers to understand us and give us the support we need in school.

Teachers focus more on people that is having better grades, because it looks better for them, rather than people that is getting bad grades. They concentrate on the group of students who is pretty good, so the average is better. They don't put hope in you (young person)

If your family doesn't have much money, life at home can be difficult for a number of reasons. Sometimes we might come to school sad, angry or frustrated because of what is happening behind the scenes. At these times we need support – but often we're made to feel like criminals instead. Some of our worries are about money, but some are about other struggles that come from living in poverty, like trying to juggle working or caring for family

alongside our studies. A lack of support and understanding from school can make these difficult situations even more challenging.

They [children from low-income families] don't get recognised... I found that myself cos when I was at school the girls who came from wealthy backgrounds... they had careers made for them, they got that extra moral support. I never missed school... I had the ability and I wanted to achieve and only one teacher recognised that... the others didn't really care... it didn't mean nothing to them (parent)

School and education cost money – it's a struggle to afford school uniforms and trips, but there are also hidden costs. Parents know that children will be bullied if they don't have the latest fashions and don't fit in, and children know that this puts a strain on the family budget, so we are all stressed about the cost of going to school and fitting in. But even things like food and drink are a problem – free school meals aren't available to everyone and aren't always enough. When there's not enough food at home, school should be a place where children know they can eat – but this isn't always happening. When we can't afford the things we need to go to school in the right uniform, with enough food, and without being bullied, this makes us feel angry, misunderstood and depressed – and some people drop out or get isolated because of this.

Life after school

When the people you know are mostly in poverty, it's hard to find a way in to the kinds of opportunities that are available to better off people. In Harehills, 25% of young people are not in education, employment or training—compared to 6% across Leeds. Children and young people we spoke to know about university but some people don't know anyone who has been, so they can't get help with working out if it's the right choice for them. Lots of people worry about the costs of university, and about getting into debt. Our panel met at CATCH, and that's a place we can learn about university and apprenticeships – but people

who don't come to CATCH might not know about these, because we don't get that information from school.

*If you don't know about those opportunities out there you can't use it...
if there's no role models to show you opportunities then you won't really
be able to access them... you might go off the radar (young adult)*

Growing up in poverty means that we can't afford the same range of experiences as better off children and young people. This makes it difficult to explore career and educational paths. We all look to our families and friends, but when you live in poverty you are less likely to know people who can tell you about university. As a result, we are made to feel like this isn't for us, and that keeps us out of high-skilled jobs – so we end up in poverty too.

*When you're already on a low income how are you supposed to survive or
think for the future or provide for your children or buy your own
property? You can't, it's just impossible to do it unless you've got a really,
really good job but to have a good job you need a good education behind
you right from the beginning (parent)*

Life and work

Work should be a ladder out of poverty, but when you don't have the education you need for a good job, and when there aren't good jobs in your local area, it's not always easy to get work and to remain in employment. Work needs to be well-paid and secure so that we can rely on having enough money to get by. Sometimes things we've had to do to survive – especially if we've broken the law – stop us from getting jobs. Some of the people we spoke to have also experienced discrimination because of who they are.

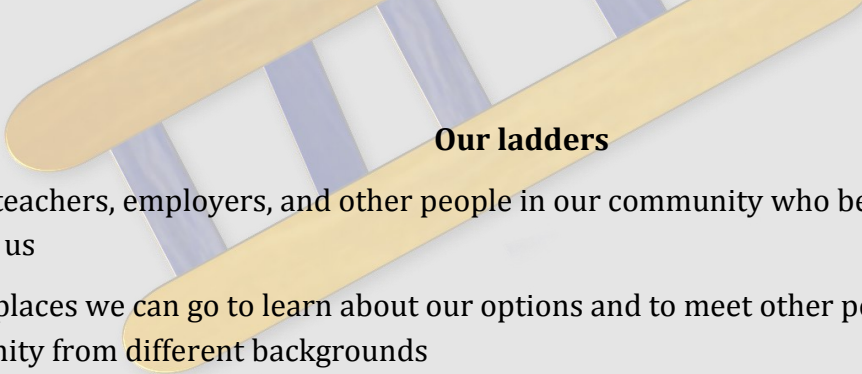
If you wanna get a job... racism... people think that all black people are gang related so they don't want no gang influence in our workplace or we don't want no terrorists (young person)

For migrants new to the country, working illegally can sometimes be the only option to survive, but this is not secure and can be unsafe. For some, turning to crime can be a short-term solution but this then compromises opportunities in the long-term. Being a single parent can also restrict the employment opportunities you have because you need to be at home to look after your family at the same time you are expected to go out to work all day. Childcare costs are so high that we cannot afford it, so finding work that fits around all our responsibilities to our families is difficult.

Even when we find work, more and more often the jobs we can get are insecure and don't offer a fixed number of hours – and it's difficult to manage when you don't know how much you have coming in each week. There's also a problem with part-time work—we want to work but we need enough hours to earn the money we need to survive. Changes to the benefits system can make it difficult to manage without a stable and secure income. Lacking a secure income has led to some people we spoke to relying on credit cards and getting into debt, which just causes more problems later on and traps you in poverty.

Our snakes

-  Being excluded – formally or informally – from experiences at school, at work and in our leisure time, because we don't have money or material resources
-  Being pushed into doing things to survive which harm our long-term futures – like dropping out of school or getting involved in crime



Our ladders



Having teachers, employers, and other people in our community who believe in us and support us



Having places we can go to learn about our options and to meet other people in our community from different backgrounds

Our plan



We want teachers who are better trained in supporting kids living in poverty – they need to understand the reality of our lives and give us a fair chance



We want school to be affordable and inclusive – schools need to think about all the costs involved like uniform, food, trips, technology, and social belonging, so that everyone can make the most of their education



We want schools to listen to us about how to spend money like Pupil Premium – we know what will make a difference to our ability to succeed



We want training in life skills like managing money and how to avoid getting into problem debt



We want good careers advice, which covers things like how to handle the cost of university



We want good quality, stable and secure jobs available in our community



We want employers to understand the needs of parents in low income families with caring responsibilities – we need work to be flexible so that we can do our best for our work and for our families

How we feel

Looking at the different sections of this report so far, we know that who you are makes a difference to how likely you are to experience poverty. We know if you are living in an area with lots of poverty, this affects the opportunities available to you. And we know that living in poverty affects the things that you can do. But something else that came up in our discussions was how poverty feels. Poverty doesn't just impact practical things in our lives – it affects how we feel, and this affects who we are and who we become.

If you live in poverty you don't get a choice... but you still feel bad about it and feel responsible that you must change it. Sometimes is not just you; the whole government, the whole council needs to change, is not just up to you to make all the changes. We need to make some changes to get better outcomes, but you can't do everything (young adult)

We don't choose to live in poverty. We want the same opportunities as everyone else, and we have the same ambitions as everyone else – but it is harder for us to reach our goals because we don't have the same resources, support and networks. This isn't the message we hear from some politicians and from the media, who say that it's because of our choices. This makes life even more difficult – we're isolated from our friends because we can't afford the same clothes and material goods; we're excluded from school and social activities because they cost money; then we're blamed for being excluded. Sometimes we even start to blame ourselves.

Sometimes we put the blame in ourselves too much. Sometimes you can't afford everything and you feel bad. Blaming yourself impacts on your self-confidence (young person)

A life in poverty can make us feel neglected. We feel neglected by teachers who don't understand what is going on behind closed doors and by potential employers because they hold stereotypes about what someone from Harehills or from our different cultures might be

like. As children and young people we can sometimes feel neglected by our families because they are working so hard to provide for us, leaving little time to spend with us – then we feel guilty about this because we know how hard it is for our parents to get by. As parents we feel pressure from society, media and school about what we should be providing for our children, but we often have to choose between paying for electricity or paying for food—it’s hard to tell our children that we can’t afford to buy the other things they need. As a society we feel neglected by local and national government who blame us for our problems and don’t invest in our local area. We need more money – but we also need to have the services, resources and opportunities available to people who live in richer areas.

You need attention for a good life... you don't always need money... if you're a kid and your parents might not be around [because they] have a job and they work every day and work long shifts and don't really get to see them and you don't really get that attention at home (young adult)

As parents and as children, we feel that poverty takes away a part of who we are. Too often, we are seen as ‘different’ to other people – and this makes us feel excluded and stigmatised. We want to be and do the same things as everyone else. But because we don’t have the money and resources we need, it’s a constant struggle.

Our snakes



Being made to feel responsible for being in poverty, and being made to feel ashamed and embarrassed about who we are and what we have



Being stigmatised by other people including politicians and the media, who blame us for our situation instead of understanding the impact of poverty

Our ladders

-  Places we create that include everyone – poor or not – and make everyone feel welcome and valued
-  Bonds we have with family and friends across a diverse range of different backgrounds

Our plan

-  We want to see more inclusive spaces in our community where everyone's unique skills and contributions are valued – no matter who they are, where they come from, or how much money they have
-  We want powerful people and organisations (like politicians and the media) to be held accountable for how they speak about people in poverty – they should not be allowed to spread misinformation which creates negative feelings for us and about us
-  We want professionals (like teachers, social workers, police and employers) who work with us to understand the challenges we face and help us to break down barriers – not put more barriers in our way
-  We want everyone to have a good range of choices for how they want to live their life, and to have information about the options that are available to them

This research was funded by the Leeds Social Sciences Institute Impact Acceleration Account, and conducted in partnership with:

The University of Leeds: email g.main@leeds.ac.uk

Leeds City Council, under the Thriving Child Poverty Approach: email thriving@leeds.gov.uk

CATCH, a charity based in Harehills, Leeds: see www.catchleeds.co.uk

Please turn this leaflet over to play a snakes and ladders game that we designed based on our experiences of living on a low income.

100 THE WINNER 	99 Nearly there	98	97 Schools in inner cities have a lot more issues which are based on the needs of the local community. Hard to achieve with so many issues.	96	95 I go to CLASS on thursdays	94	93	92 I get blamed for things I didn't do.	91
81 We do not have a lot of positive role models... who can we look up to?	82	83 Some people can't afford uniforms. It's too expensive.	84	85 Sometimes teachers are really strict and this causes me so much stress.	87 People in charities help me with tutoring after school. This helps me to build my confidence up and be strong in difficult situations.	88	89 language barriers for pupils & teachers	90 A teacher saved me from getting kicked out numerous times. He is the safest teacher in the school.	
80	79	78	77 In my culture, girls are expected to get married and have children. This means that I will not be encouraged to go to college or university. The boys have so much more freedom. None of the older women in my family work or have qualifications.	76	75 Poor children don't get recognised by the teachers. The other kids get more support - their abilities are recognised. Only one teacher saw my potential - I was a young carer at the time - only one teacher cared. The other teachers did not care about me.	74	73 In school, other children are quick to put you down if you don't fit in with their idea of what you are supposed to wear, or how you speak. Some kids will bully you just because your mobile phone is not a well known brand.	71	70
61	62 It's hard when you want to go on a school trip but you know your parents can not afford the cost.	64	65 Poverty relates to behavioural issues. Others don't know what's happening behind the scenes. Instead they just judge people. People who live in poverty become angry and frustrated by this.	66	68	69	70		
60	59	58	57	56	55	54	53	52	51
41	42	43 For year 9 we just watched movies and played games in English. We didn't learn anything.	44	45 Lots of children from poor families / disadvantaged areas like Harehills are excluded from school.	46	47 If you have a big family, they really struggle to feed and buy uniforms for the kids.	48	49 Not being able to go on a school trip would make students feel unhappy and excluded.	50
40 Sometimes you have to wear other people's clothing because your parents can not afford to buy brand new things.	39	38	37	36	35	34	33	32 You can get into arguments with other people. You can't afford the same things so you get angry and frustrated that you don't have any money.	31
21	22 Having no opportunity to buy school food would make me sad, hungry and embarrassed because others would laugh at me.	23 Walking to school with holes in my shoes because my mother can not afford a new pair	24	25 Some people / teachers don't understand. They don't get how poverty affects people.	26	27 My parents don't speak English and do not come to my parents' evening.	28	29	30
20	18	17	16	15	14	13 Richer kids are supported more in and out of school. They have a better future to look forward to - it's easier for them. It's all set out.	12	11	10
1	2	3 My mum can't afford enough sanitary products so sometimes I use loo roll... I always say that I'm ill in P. E. because I am embarrassed.	4	5	6	7	8	9	10 I couldn't express my feelings to my teachers all the times when I felt upset.

Who we are

Our young people



My name's Aman, I'm 15 and I live in Gipton.

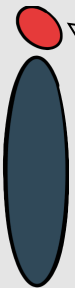
My name's Elona Gangal, I'm 15, and I'm originally from Romania.



My name's Rayhan Ahmed. I'm 14 and I live in Harehills.



My name is Kamil Price. I'm 20 years old and I've been brought up in care.



I'm Dawid, and I'm from Harehills. I moved to the UK in 2013, and I've lived on a low income all that time.



I'm Patrik Pompa. I'm a family man and I want the best for everyone.



Our parents

I'm Elaine, I'm a single parent of two children and I work full time.



I'm Gina, I was born in Harehills and grew up here.



My name's Faiza, I'm from Pakistan and I volunteer at CATCH.



Our colleagues at Leeds City Council

I'm Amelia Gunn, I work in Leeds City Council and I'm one of the Volunteer Development Leaders at CATCH.



Our colleagues at the University of Leeds

I'm Camilla McCartney. I'm a Research Fellow at the University of Leeds, in the School of Education.



I'm Gill Main, I'm an Associate Professor of Childhood Studies at the University of Leeds.



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Report of Head of Democratic Services

Report to Scrutiny Board (Children and Families)

Date: 23rd October 2019

Subject: Work Schedule

Are specific electoral wards affected? If yes, name(s) of ward(s):	☐ Yes ☒ No
Has consultation been carried out?	☒ Yes ☐ No
Are there implications for equality and diversity and cohesion and integration?	☐ Yes ☒ No
Will the decision be open for call-in?	☐ Yes ☒ No
Does the report contain confidential or exempt information? If relevant, access to information procedure rule number: Appendix number:	☐ Yes ☒ No

1. Purpose of this report

- 1.1 The purpose of this report is to consider the Scrutiny Board's work schedule for the remainder of the current municipal year.

2. Background information

- 2.1 All Scrutiny Boards are required to determine and manage their own work schedule for the municipal year. In doing so, the work schedule should not be considered a fixed and rigid schedule, it should be recognised as something that can be adapted and changed to reflect any new and emerging issues throughout the year; and also reflect any timetable issues that might occur from time to time.

3. Main issues

- 3.1 The latest iteration of the Board's work schedule is attached as Appendix 1 for consideration and agreement of the Scrutiny Board – subject to any identified and agreed amendments.
- 3.2 Traditional items of Scrutiny work have been incorporated into the work schedule, which involve recommendation tracking of work previously undertaken by the Children and Families Scrutiny Board; performance monitoring reports and any Budget and Policy Framework items.

- 3.3 Executive Board minutes from the meeting held on 18th September are also attached as Appendix 2. The Scrutiny Board is asked to consider and note the Executive Board minutes, insofar as they relate to the remit of the Scrutiny Board; and identify any matter where specific scrutiny activity may be warranted, and therefore subsequently incorporated into the work schedule.

Developing the work schedule

- 3.4 When considering any developments and/or modifications to the work schedule, effort should be undertaken to:
- Avoid unnecessary duplication by having a full appreciation of any existing forums already having oversight of, or monitoring a particular issue.
 - Ensure any Scrutiny undertaken has clarity and focus of purpose and will add value and can be delivered within an agreed time frame.
 - Avoid pure “information items” except where that information is being received as part of a policy/scrutiny review.
 - Seek advice about available resources and relevant timings, taking into consideration the workload across the Scrutiny Boards and the type of Scrutiny taking place.
 - Build in sufficient flexibility to enable the consideration of urgent matters that may arise during the year.
- 3.5 In addition, in order to deliver the work schedule, the Board may need to take a flexible approach and undertake activities outside the formal schedule of meetings – such as working groups and site visits, where deemed appropriate. This flexible approach may also require additional formal meetings of the Scrutiny Board.

Developments since the previous Scrutiny Board meeting

- 3.6 There are no significant developments to report since the previous Scrutiny Board meeting.

4. Consultation and engagement

- 4.1.1 The Vision for Scrutiny states that Scrutiny Boards should seek the advice of the Scrutiny officer, the relevant Director(s) and Executive Member(s) about available resources prior to agreeing items of work.

4.2 Equality and diversity / cohesion and integration

- 4.2.1 The Scrutiny Board Procedure Rules state that, where appropriate, all terms of reference for work undertaken by Scrutiny Boards will include ‘to review how and to what effect consideration has been given to the impact of a service or policy on all equality areas, as set out in the Council’s Equality and Diversity Scheme’.

4.3 Council policies and the Best Council Plan

- 4.3.1 The terms of reference of the Scrutiny Boards promote a strategic and outward looking Scrutiny function that focuses on the best council objectives.

Climate Emergency

- 4.3.2 When considering areas of work, the Board is reminded that influencing climate change and sustainability now forms part of the Child Friendly Leeds portfolio area.

4.4 Resources, procurement and value for money

- 4.4.1 Experience has shown that the Scrutiny process is more effective and adds greater value if the Board seeks to minimise the number of substantial inquiries running at one time and focus its resources on one key issue at a time.
- 4.4.2 The Vision for Scrutiny, agreed by full Council also recognises that like all other Council functions, resources to support the Scrutiny function are under considerable pressure and that requests from Scrutiny Boards cannot always be met. Consequently, when establishing their work programmes Scrutiny Boards should:
- Seek the advice of the Scrutiny officer, the relevant Director and Executive Member about available resources;
 - Avoid duplication by having a full appreciation of any existing forums already having oversight of, or monitoring a particular issue;
 - Ensure any Scrutiny undertaken has clarity and focus of purpose and will add value and can be delivered within an agreed time frame.

4.5 Legal implications, access to information, and call-in

- 4.5.1 This report has no specific legal implications.

4.6 Risk management

- 4.6.1 This report has no specific risk management implications.

5. Conclusions

- 5.1 All Scrutiny Boards are required to determine and manage their own work schedule for the municipal year. The latest iteration of the Board's work schedule is attached as Appendix 1 for consideration and agreement of the Scrutiny Board – subject to any identified and agreed amendments.

6. Recommendations

- 6.1 Members are asked to consider the matters outlined in this report and agree (or amend) the overall work schedule (as presented at Appendix 1) as the basis for the Board's work for the remainder of 2019/20.

7. Background documents¹

- 7.1 None.

¹ The background documents listed in this section are available to download from the council's website, unless they contain confidential or exempt information. The list of background documents does not include published works.

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Scrutiny Board (Children and Families) Work Schedule for 2019/2020 Municipal Year

June	July	August
Meeting Agenda for 12th June 2019	Meeting Agenda for 3rd July 2019	No Scrutiny Board meeting scheduled.
Scrutiny Board Terms of Reference and Sources of Work (DB)	School Organisation Proposals and Objections Procedure (PRS)	
Performance Update (PM)	Financial Outturn 2018/19 (PM)	
School Organisation Proposals and Objections Procedure (PRS)	Scrutiny Inquiry - Is Leeds a child friendly city? – draft report (PSR)	
Working Group Meetings		
Site Visits		

Scrutiny Work Items Key:

PSR	Policy/Service Review	RT	Recommendation Tracking	DB	Development Briefings
PDS	Pre-decision Scrutiny	PM	Performance Monitoring	C	Consultation Response



Scrutiny Board (Children and Families) Work Schedule for 2019/2020 Municipal Year

September	October	November
Meeting Agenda for 25th September 2019	Meeting Agenda for 23th October 2019	Meeting Agenda for 27th November 2019
The 3As Strategy (PSR) SEND Inquiry (RT) Local Government and Social Care Ombudsman report on the provision of suitable education for a child absent from school due to anxiety (PSR) Post 16 Meadows Park Partnership (PSR)	School exclusion rates, elective home education and off-rolling in Leeds (PM) Inquiry into Child Poverty & 3As (RT) Draft Leeds Child Poverty Strategy (PDS)	Scrutiny Inquiry into Social, Emotional and Mental Health Support for Young People – An overview of the Local Transformation Plan for C&YP Mental Health and Wellbeing to determine areas for further scrutiny involvement (PSR) Scrutiny Inquiry - Is Leeds a child friendly city? – formal response (RT)
Working Group Meetings		
Site Visits		

Scrutiny Work Items Key:

PSR	Policy/Service Review	RT	Recommendation Tracking	DB	Development Briefings
PDS	Pre-decision Scrutiny	PM	Performance Monitoring	C	Consultation Response



Scrutiny Board (Children and Families) Work Schedule for 2019/2020 Municipal Year

December	January	February
No Scrutiny Board meeting scheduled.	Meeting Agenda for 22nd January 2020	No Scrutiny Board meeting scheduled.
	Performance report including an update on the 3As Strategy (PM) Financial Health Monitoring (PSR) 2020/21 Initial Budget Proposals (PDS) Best Council Plan Refresh – Initial Proposals (PDS)	
Working Group Meetings		
Review of the circumstances and subsequent actions relating to the Ombudsman report on the provision of suitable education for a child absent from school due to anxiety (PSR) – <i>date tbc</i>		
Site Visits		

Scrutiny Work Items Key:

PSR	Policy/Service Review	RT	Recommendation Tracking	DB	Development Briefings
PDS	Pre-decision Scrutiny	PM	Performance Monitoring	C	Consultation Response



Scrutiny Board (Children and Families) Work Schedule for 2019/2020 Municipal Year

March	April	May
Meeting Agenda for 4th March 2020	Meeting Agenda for 1st April 2020	No Scrutiny Board meeting scheduled.
Children Centres Inquiry (RT)	Annual Standards Report (PM) 3As Strategy update(PM)	
Working Group Meetings		
Site Visits		

Scrutiny Work Items Key:

PSR	Policy/Service Review	RT	Recommendation Tracking	DB	Development Briefings
PDS	Pre-decision Scrutiny	PM	Performance Monitoring	C	Consultation Response

EXECUTIVE BOARD

WEDNESDAY, 18TH SEPTEMBER, 2019

PRESENT: Councillor J Blake in the Chair

Councillors A Carter, R Charlwood,
D Coupar, S Golton, J Lewis, L Mulherin,
J Pryor, M Rafique and F Venner

58 **Exempt Information - Possible Exclusion of the Press and Public**

RESOLVED – That, in accordance with Regulation 4 of The Local Authorities (Executive Arrangements) (Meetings and Access to Information) (England) Regulations 2012, the public be excluded from the meeting during consideration of the following parts of the agenda designated as exempt from publication on the grounds that it is likely, in view of the nature of the business to be transacted or the nature of the proceedings, that if members of the public were present there would be disclosure to them of exempt information so designated as follows:-

- (a) That Appendix 1 to the report entitled, 'Disposal of Land located on Westerton Walk, Ardsley and Robin Hood, for Extra Care Housing Delivery and Final Terms of Delivery Agreement', referred to in Minute No. 78 be designated as being exempt from publication in accordance with paragraph 10.4(3) of Schedule 12A(3) of the Local Government Act 1972 on the grounds that the appendix contains information relating to the financial or business affairs of a particular person (including the authority holding that information). It is considered that since this information was obtained through one to one negotiations for the property/land then it is not in the public interest to disclose this information at this point in time as this could affect the integrity of the disposal of the property/land. It is considered that the public interest in maintaining the content of the Appendix 1 as being exempt from publication outweighs the public interest in disclosing the information, as doing so would prejudice the Council's commercial position and that of third parties, should they be disclosed at this stage;
- (b) That Appendix 1 to the report entitled, 'Disposal of Site of Former Matthew Murray School', referred to in Minute No. 79 be designated as being exempt from publication in accordance with paragraph 10.4(3) of Schedule 12A(3) of the Local Government Act 1972 on the grounds that the appendix contains information which relates to the financial or business affairs of a particular person, and of the Council. This information is not publicly available from the statutory registers of information kept in respect of certain companies and charities. It is considered that since this information was obtained through one to one negotiations for the property/land then it is not in the public interest to disclose this information at this point in time as this could affect the

Draft minutes to be approved at the meeting
to be held on Wednesday, 16th October, 2019

integrity of the disposal of the property/land. Also, it is considered that the release of such information would, or would be likely to prejudice the Council's commercial interests in relation to other similar transactions in that prospective purchasers of other similar properties would have access to information about the nature and level of offers which may prove acceptable to the Council. It is considered that whilst there may be a public interest in disclosure, much of this information will be publicly available from the Land Registry following completion of this transaction and consequently the public interest in maintaining the exemption outweighs the public interest in disclosing this information at this point in time.

59 Late Items

There were no late items of business for consideration at this meeting.

60 Declaration of Disclosable Pecuniary Interests

With regard to agenda item 23 (Disposal of Site of Former Matthew Murray School), Councillor Lewis drew the Board's attention to the fact the he was a season ticket holder at Leeds United Football Club (Minute No. 79 refers).

61 Minutes

RESOLVED – That the minutes of the meeting held on 4th September 2019 be approved as a correct record, and that the minutes of the meeting held on 24th July 2019 be approved as a correct record, subject to the correction of a typographical error in the first paragraph of Minute No. 40, 24th July 2019 (Council Housing Growth – Property Acquisitions Programme), to replace '*up to 180 property acquisitions*' with '*circa 150-200 property acquisitions*'.

CLIMATE CHANGE, TRANSPORT AND SUSTAINABLE DEVELOPMENT

62 Cookridge Street Public Realm Proposals and Design Cost Report

The Director of City Development submitted a report which presented proposals regarding the redevelopment of Cookridge Street as a new area of public realm, being brought forward through the opportunity provided by The Leeds Public Transport Investment Programme (LPTIP) Headrow Gateway scheme, and which was in line with the vision and ambition set out within the 'Our Spaces' Strategy.

RESOLVED –

- (a) That the progress which has been made regarding the development of the public realm schemes for Cookridge Street, linked to the delivery of the LPTIP Programme for the Headrow Gateway, be noted;
- (b) That the proposed injection of the S106 contributions of £94,197 be approved, and that approval also be given for the authority to spend of up to £1.7m from the LPTIP programme, S106 and existing public realm feasibility fund within the existing Capital Programme;
- (c) That subject to ongoing consultation with relevant Executive Members as appropriate, it be noted that the Chief Officer for Highways and

Draft minutes to be approved at the meeting
to be held on Wednesday, 16th October, 2019

Transportation will be responsible for the implementation of the resolutions arising from the submitted report.

COMMUNITIES

63 Financial Inclusion Update

Further to Minute No. 130, 19th December 2018, the Director of Communities and Environment submitted a report providing an update on the current financial inclusion projects which were taking place across the city, whilst the report also outlined the significant amount of work which was ongoing in Leeds to both reduce poverty and mitigate its impact on people's lives.

Responding to a Member's enquiry, the Board received further information on the actions being taken to ensure that the accessibility of the service provision in this area was being maximised for all who needed it. Members also noted that 100% of the income received from the Social Inclusion Fund was being invested into this area, with some of it being utilised to support projects which looked to mitigate against the possible harmful effects of gambling.

In conclusion, the Board paid tribute to the officers who continued to undertake the valuable work in this area.

RESOLVED –

- (a) That the significant progress being made and the projects being developed through the partnerships between the Council and the third sector, as outlined in the submitted report, which has helped in the delivery of the Council's strategic objectives on financial inclusion and poverty alleviation, be noted and welcomed;
- (b) That it be noted that future reports regarding the progress of the Illegal Money Lending Team will be included as part of the annual report to the Executive Board which provides an update on progress regarding financial inclusion and poverty alleviation, rather than as a free standing item;
- (c) That the Board's agreement be given that the future reporting on the Social Inclusion Fund will be considered by the Executive Member for Communities.

64 Domestic Violence and Abuse Progress Report 2018/19

Further to Minute No. 117, 13th December 2017, the Director of Communities and Environment submitted a report which provided details of the work being undertaken and the progress being made across the city in response to domestic violence and abuse, with details of some of the ongoing challenges being highlighted.

Responding to a Member's enquiry, the Board received further detail on the provisions in place regarding the re-housing of victims of domestic violence and abuse, and in which cases victims would qualify for 'statutory homeless'

status. It was noted that the Council also offered a 'sanctuary scheme' which enabled victims and children to stay put if they consider it safe to do so.

In noting the significant increase from 2017 to 2018 in the number of victims being supported who were at high risk of harm from domestic violence, it was acknowledged that although there was a range of socio-economic factors contributing towards this increase, it was highlighted how actions had been taken to reduce underreporting and raise the profile of this agenda.

Responding to a Member's comments regarding the level of criminal prosecutions which had been taken in this area, officers undertook to provide the Member in question with further information on this.

The effectiveness of the Front Door Safeguarding Hub initiative was also highlighted, and the multi-agency approach it took towards addressing this issue.

RESOLVED –

- (a) That the progress made in this area, as detailed within the submitted report, be noted, and that in considering the continued challenges, as highlighted in the submitted report, specifically those detailed at paragraph 5.3, the comments made by the Board during discussion on such matters, be noted;
- (b) That it be noted that the Director of Communities and Environment is responsible for the implementation of the resolutions arising from the submitted report.

ENVIRONMENT AND ACTIVE LIFESTYLES

65 Adapting Parks and Green Spaces for Climate Change

The Director of Communities and Environment submitted a report which outlined the proposed approach being taken in Parks and Countryside for the adaptation of parks and green spaces across the city to help address the effects of climate change and make contributions towards the corporate targets to make Leeds carbon neutral by 2030.

Members highlighted the need to ensure that an effective communications strategy accompanied this initiative, to ensure that the public were made aware of the reasons for taking the proposed actions.

Responding to a Member's enquiry regarding the resource implications of this proposal, it was noted that where appropriate, funding may need to be sought in order to deliver specific improvement projects. A Member also highlighted the importance of the Authority looking to maximise any potential funding opportunities which may be available in this area.

Also in response to a Member's enquiry regarding the provision of staffing resource in this area, it was highlighted that the submitted report was the beginning of the process to set out the Council's ambitions, and specifically, it

was emphasised that appropriate training for officers would be provided where required to ensure the delivery of the new approach.

In acknowledging the importance of Ward Member engagement as part of this process, it was noted that in addition to any liaison with Community Committee sub groups and 'Champions', officers would look to schedule a Member seminar on this issue.

RESOLVED –

- (a) That the approach, as outlined within the submitted report, which looks to adapt and improve parks and green spaces so as to contribute towards the Council's commitment to make Leeds carbon neutral by 2030, be approved;
- (b) That it be noted that the Chief Officer, Parks and Countryside is responsible for the implementation of the resolutions arising from the submitted report;
- (c) That a Member seminar to inform Councillors of the proposals in this area be scheduled.

66 Approval for the design and construction of a scheme to reduce flood risk to properties in Mickletown

The Director of City Development submitted a report which provided an update of the work that had already been undertaken in respect of the scheme to reduce flood risk in Mickletown and which specifically highlighted the flooding issues within the area. Also, the report sought authority to incur expenditure which was required to take the scheme through to completion.

The Board noted a Member's comment that the proposals would be welcomed by the local Flood Group who had been engaged throughout the process.

RESOLVED –

- (a) That authority be provided to incur expenditure of £1,159,000 for a capital scheme to develop a design for a flood alleviation scheme at Mickletown and for the construction of the scheme;
- (b) That the authority required to drawdown the Section 106 contribution to fund the delivery of this scheme, be approved;
- (c) That the necessary authority be delegated to the Director of City Development, to enable the Director to agree authority to spend (ATS) approvals for the scheme, subject to agreement with the Executive Member for Environment and Active Lifestyles.

67 'Get Set Leeds – Local' – Physical Activity Localities project

Further to Minute No. 68, 19th September 2018, the Director of City Development submitted a report which provided an update on the development of the new physical activity ambition as well as presenting an

overview of the Active Leeds, 'Get Set Leeds – Local' project application to Sport England, with the report also seeking support to accept the funding, should the submission be successful.

As part of the introduction to the submitted report, the Board viewed a video which accompanied the initiative, and which looked to promote a conversation about making Leeds a more active city.

A Member highlighted the importance of linking the initiative to the appropriate planning and highways processes in order to look to maximise the delivery of related infrastructure and facilities. Responding to this, emphasis was placed upon the actions which were being taken in this area, with the promotion of the 'Active Travel' agenda being highlighted.

Responding to an enquiry regarding the outcomes which were envisaged, it was noted that the aim of the submitted report, the video and other actions such as liaison with Community Committees was to consult with local communities and Members in order to gain a better understanding of the issues involved and the needs of specific communities so that the initiative could look to respond to them.

Regarding timescales, the Board was advised that it was envisaged that a response from Sport England in relation to the Council's bid would be received by the end of October 2019, with the Chair inviting that the matter be brought back to the Board when the outcome was known.

RESOLVED –

- (a) That the overview of the Sport England project application, as detailed within the submitted report, be noted;
- (b) That the Board's support be provided for the submission of a bid to Sport England for £475k, to develop understanding of locality based approaches to improving levels of Physical Activity;
- (c) That the Board's agreement be given to the delivery of the project commencing before the end of 2019, with the project being delivered over a three year period up until the end of 2022;
- (d) That it be noted that the Head of Active Leeds is the officer responsible for this project.

68 All-Weather Pitch Provision in Leeds and Parklife Programme Update

Further to Minute No. 111, 13th December 2017, the Director of City Development submitted a report providing an update on the progress made regarding the delivery of the proposed Parklife Programme, particularly with regards to the Fullerton Park project, and which noted the interdependency of this scheme with the proposed disposal of land at Brown Lane East (former Matthew Murray school site) to Leeds United Football Club, which is subject to a separate report submitted to this Executive Board (Minute No. 79 refers).

With regard to the proposals for the Woodhall Lane site, emphasis was placed upon the need to ensure that a consultation exercise with the local community was undertaken.

In response to an enquiry regarding the proposals for the Fullerton Park site, assurance was provided in terms of the sufficient levels of car parking provision which would remain on the site, with it also being highlighted that Leeds United FC were currently working on an updated travel plan, which would look to establish a range of more sustainable match day travel arrangements.

RESOLVED –

- (a) That the progress made with the development of the Parklife Programme to date, be noted;
- (b) That the selection of the four shortlisted Parklife sites, as contained within the submitted report, be approved;
- (c) That approval be given to the principle that the funding for the City Council's financial contribution for Fullerton Park will be funded as part of the Capital Programme, to be agreed in February 2020, with approval also being given to the proposal that a detailed Design and Cost Report will be presented to Executive Board in due course;
- (d) That approval be given to authorise the ongoing design progression at the Woodhall Lane and Green Park Parklife projects, with it being noted that the match funding for the City Council's contribution for the Parklife projects at these sites will be considered as a pressure as part of the Capital Programme report in February 2020;
- (e) That the Director of City Development, in discussion with the Executive Member, be authorised to support the submission of planning applications for Fullerton Park and Woodhall Lane Parklife projects, based upon the facilities mix, as contained within the submitted report;
- (f) That it be noted that the Director of City Development and the Director of Communities and Environment are responsible for the delivery of the programme.

HEALTH, WELLBEING AND ADULTS

69 Leeds Drug & Alcohol Strategy & Action Plan 2019-2024

The Director of Public Health submitted a report which presented the updated Leeds Drug & Alcohol Strategy and Action Plan 2019 – 2024 for the purposes of the Board's approval.

As part of the introduction to the report, the Executive Member for Health, Wellbeing and Adults extended her thanks to organisations such as 'Forward Leeds' and others for the key role that they played in supporting those with drug and alcohol issues across the city.

Members considered the proposed main outcomes from the 2019-2024 Action Plan and Strategy when compared with its predecessor, with it being highlighted that although the focus of the refreshed outcomes remain similar, the delivery of provision was constantly being reviewed to ensure that the most effective intervention was provided. The positive recovery rates which had been achieved in this area were also highlighted.

With regard to a Member's enquiry regarding drug related crime and disorder, officers undertook to provide the Member in question with further data in this.

RESOLVED –

- (a) That the Leeds Drug and Alcohol Strategy and Action Plan 2019-2024, as appended to the submitted report, be approved;
- (b) That the proposed governance arrangements for the strategy, as detailed within the submitted report, be noted, with the Board specifically noting the connections made to key partnerships, including Safer Leeds and the Children and Families Trust Board;
- (c) That it be noted that the officer responsible for the implementation of such matters is the Chief Officer/Consultant Public Health, Adults and Health.

CHILDREN AND FAMILIES

70 The Leeds – Kirklees Children's Services Improvement Partnership and next steps in sector led improvement

The Director of Children and Families submitted a report providing an update on the Kirklees – Leeds Improvement Partnership, and which set out the current position in respect of Leeds' continued role in the area of sector led improvement.

In response to a Member's enquiry, officers undertook to provide the Member in question with information on the other Local Authorities judged as 'requiring improvement' by Ofsted that Leeds was to support.

Responding to a Member's comment and in reviewing the performance of the Children and Families directorate in Leeds during the period of the improvement partnership with Kirklees, it was highlighted that during this time Ofsted reviewed its rating of Leeds from 'Good' to 'Outstanding'.

With regard to the peer led process generally, emphasis was placed upon the value for money it could provide, and how potentially this model could be more widely utilised across the public sector, with reference being made to the NHS.

In terms of the lessons learned from this exercise, the Board noted that further consideration would need to be given to ensuring that robust arrangements were in place to mitigate against any associated risks, with specific reference

being made to ensuring sufficient capacity always remained at a leadership level, so as to continue to ensure that any involvement in such partnerships was not at the detriment to the services provided in Leeds.

In conclusion, it was requested that Leeds' experiences in this area be relayed to the Local Government Association in support of the sector led approach, in order to contribute towards related reviews and so that it could be used as a case study to demonstrate the benefits of the model.

RESOLVED –

- (a) That the contents of the submitted report, be noted;
- (b) That Leeds' experiences in this area be relayed to the Local Government Association in support of the sector led approach, in order to contribute towards related reviews and so that it can be used as a case study to demonstrate the benefits of the model.

LEARNING, SKILLS AND EMPLOYMENT

71 Local Government and Social Care Ombudsman report on the provision of suitable education for a child absent from school due to anxiety

The Director of Children and Families submitted a report which provided the outcomes arising from a recent Local Government and Social Care Ombudsman report and which also provided the Board with assurances regarding the actions which had been taken by the Council in response to this matter.

In presenting the submitted report, it was highlighted by the Executive Member for Learning, Skills and Employment that the matter was scheduled to be considered by the Scrutiny Board (Children and Families) at its next meeting, however, it was suggested by the Executive Member that it returns to the Scrutiny Board in the new year to provide Scrutiny with an opportunity to review the progress being made on the recommendations for improvement. It was also requested that details of the actions taken in response to the associated recommendations be submitted to Executive Board in due course.

RESOLVED –

- (a) That the report of the Local Government and Social Care Ombudsman, together with the recommendations for improvement, as appended to the submitted report, be noted;
- (b) That it be noted that the Deputy Director for Learning, Children and Families, is responsible for ensuring that all actions agreed in response to this matter are completed;
- (c) That in noting that the matter is scheduled to be considered by the Scrutiny Board (Children and Families) at its next meeting, it be recommended that the matter returns to the Scrutiny Board in the new year in order to provide Scrutiny with the opportunity to review the progress being made on the recommendations for improvement, and

that details of the actions being taken in response to the associated recommendations be submitted to Executive Board also, in due course.

72 Exclusions, Elective Home Education and Off-rolling

The Director of Children and Families submitted a report which presented data regarding patterns of exclusions and elective home education in Leeds over the past three years, and the progress being made in this area, with particular reference to permanent exclusions. The report also outlined the work that would be undertaken through the '3A's Strategy' to work with schools to reduce exclusions and to improve outcomes for children and young people.

In presenting the report, the Executive Member for Learning, Skills and Employment proposed that in addition to sharing the data contained within the submitted report with both the Department for Education and the Children's Commissioner, all schools be contacted with the aim of the Council working in partnership with them to protect the most vulnerable children and young people.

Members welcomed the submitted report and the approach being taken to bring the fact based information to the Board's attention, to enable the Council to provide challenge in this area.

Responding to a Member's specific enquiry, officers undertook to provide the Member in question with further information regarding the issue of elective home education.

Members highlighted the statutory responsibilities of the Local Authority in this area, and the need to ensure that the Council continued to fulfil its role as required. As such, it was requested that further reports be submitted to the Board on such matters, as appropriate.

Responding to Members' comments, the Board received further details of the range of ongoing actions being taken by the directorate to monitor and address the issues highlighted within the report.

RESOLVED –

- (a) That the information contained within the submitted report, together with the recommendations in the Timpson Review (as detailed at Appendix 2) and the issues raised by the Children's Commissioner in her report "Skipping School: Invisible Children - How children disappear from England's schools", as referenced in the submitted report, be noted;
- (b) That it be noted that the Children and Families directorate will produce an annual report on the issue of exclusions and elective home education;
- (c) That it be noted that the remit for monitoring exclusions and elective home education falls under the Head of Learning Inclusion;

- (d) That the Board's support be provided to the Children and Families directorate as it seeks to drive down the rate of fixed term exclusions across the city and to reduce the average length of time pupils are excluded for;
- (e) That the Board confirms its ambitious expectations towards ensuring that the city's most vulnerable children and young people are not prevented from accessing a full education through any of the methodologies listed in the submitted report;
- (f) That agreement be given for the data contained within the submitted report to be shared with both the Department for Education and the Children's Commissioner, as they both have a clear interest in this issue, and that all schools also be contacted with the aim of the Council working in partnership with them to protect the most vulnerable children and young people;
- (g) That further update reports be submitted to the Board on this matter, as appropriate.

73 Leeds City Council vote in the Leeds Business Improvement District 2020-2025 renewal ballot

Further to Minute No. 10, 26th June 2019, the Director of City Development submitted a report that presented the completed business plan from LeedsBID (Business Improvement District), as appended, for the consideration of Executive Board, in order to inform the recommendation that the Council vote in favour of the renewal of LeedsBID in the upcoming ballot.

RESOLVED –

- (a) That LeedsBID business plan (2020-2025), as appended to the submitted report, which sets out the organisation's plan of delivery in its second term, be noted;
- (b) That approval be given for Leeds City Council, as a BID levy payer, to vote in favour of the renewal of LeedsBID for its second term (2020-2025), based upon the business plan appended to the submitted report, thereby enabling the opportunity for significant investment of circa £15m in Leeds city centre through the activities and themes of LeedsBID;
- (c) That the responsibility for the vote be delegated to the Director of City Development;
- (d) That the Director of City Development be requested to write to LeedsBID to ask for a greater emphasis on supporting the city's 'Leeds 2023' programme as part of their planned activities.

74 Outcome of consultation to establish a new secondary School in East Leeds from September 2021

Further to Minute No. 177, 20th March 2019, the Director of Children and Families submitted a report presenting the outcome of the consultation undertaken regarding a proposal to establish a new 8 form entry secondary free school (1,200 places – 240 pupils per year group) for learners aged 11-16, including a Resourced Provision for young people with Autism Spectrum Condition and Moderate Learning Difficulties. In addition, the report sought permission to launch the competition stage of the free school presumption process in order to identify a preferred sponsor to run the new school. Finally, the report sought a decision to fund delivery of a scheme to create the additional learning places required.

In response to a Member's enquiries, and having noted that the proposals did not include sixth form provision, the Board received details of the current position regarding such provision in the area. Also, the Board received information relating to the ongoing negotiations with relevant parties regarding the potential purchase of the site, with Members requesting that should there be any problems experienced in this area then Board Members be informed as appropriate.

With regard to the development of education provision to accommodate demand arising from the East Leeds Extension, officers undertook to provide the Member in question with a briefing on the actions being taken in this area, with a request being made that a further report be submitted to the Board on such matters in due course.

RESOLVED –

- (a) That the outcome of the consultation undertaken on the proposal to establish a new 8 form entry (1,200 place – 240 pupils per year group) secondary free school for pupils aged 11-16, including a Resourced Provision for young people with Autism Spectrum Condition and Moderate Learning Difficulties, within the boundary of a 2.7 hectare parcel of unused land close to Torre Road and Trent Road, from September 2021, be noted;
- (b) That the commencement of a free school presumption process, be approved, under the terms set out in the Education and Inspections Act 2006 (section 6a), allowing the Local Authority to launch a competition seeking to identify a preferred sponsor to run the new free school;
- (c) That provisional approval be granted for authority to spend (ATS) £25-30m in order to deliver the proposed new free school;
- (d) That it be noted that the implementation of the proposal is subject to funding being agreed, based on the outcome of further detailed design work and planning applications, as indicated in section 4.4.2 of the submitted report, and that the proposal has been brought forward in time for places to be delivered for 2021;

- (e) That it be noted that the responsible officer for the implementation of such matters is the Head of Learning Systems;
- (f) That a further report be submitted to the Board in due course regarding the work being undertaken to develop education provision to accommodate demand from the East Leeds Extension.

75 Outcome of consultation on the expansion of East SILC onto two additional sites

The Director of Children and Families submitted a report presenting the outcome of a consultation exercise undertaken regarding a proposal to expand generic specialist school provision at East SILC (Specialist Inclusive Learning Centre) – John Jamieson at two new additional sites, creating an additional 150 places, with a proposal of 50 primary places at the Oakwood building and 100 secondary places at the former Shakespeare site.

RESOLVED –

- (a) That the publication of a Statutory Notice on a proposal to permanently expand specialist provision at East SILC – John Jamieson by a combined total of 150 additional places, accommodated across two new additional sites, with effect from January 2020, be approved;
- (b) That it be noted that the implementation of such proposals is subject to funding being agreed based upon the outcome of further detailed design work, as indicated at section 4.4.1 of the submitted report;
- (c) That it be noted that the responsible officer for the implementation of such matters is the Head of Learning Systems.

76 Approval to Spend for the Learning Places Programme 1FE Permanent Expansion at Cockburn John Charles Academy

The Director of Children and Families and the Director of City Development submitted a joint report presenting details of a proposed expansion at Cockburn John Charles Academy. Also the report sought provisional 'Approval to Spend' for the high level budget, in order to undertake the related works, as detailed.

In noting that the school was currently operating under a PFI contract, and in response to a Member's enquiry, officers undertook to provide the Member in question with details of any fees which would be incurred as a result of the proposals.

RESOLVED –

- (a) That capital expenditure be authorised for the 'provisional sum' of £2,278,732 from Capital Scheme number 33178/JCA/000 for the construction work and associated fees to facilitate a permanent increase of the Published Admission Number by 30 pupils at Cockburn John Charles Academy, with the 'provisional sum' including the value for the main hall expansion as detailed within the submitted report, the interim solution as approved via a previous Design and Cost Report,

legal costs for all parties, ICT related costs and a client held contingency commensurate with a project of this complexity;

- (b) That it be noted that a subsequent Design and Cost Report / Tender Acceptance Report will be submitted following the design freeze and final confirmation of budget requirements;
- (c) That the implementation of a City Council Change under the PFI contract with Investors in the Community (Leeds Schools) Limited for the works at the Cockburn John Charles Academy School PFI building, be noted, together with the requirement to approve the entering in to of any associated documentation including without limitation a deed of variation (if required), with the relevant authority being provided to the Head of Service, Learning Systems to enable the Head of Service to review and approve any such documentation;
- (d) That the programme dates, as identified in section 3.2 of the submitted report in relation to the implementation of the Board's resolutions, be noted;
- (e) That it be noted that the lifecycle and maintenance allowance, under the Unitary Charge, will increase as a consequence of the works detailed within the submitted report, with it also being noted that the increase will reflect the changes in additional catering / cleaning staff and the associated 'life cycling', as identified in the terms of the existing PFI contract. This value however will be the responsibility of the academy and is a 'straight through charge' that will not burden the authority;
- (f) That it be noted that the officer responsible for the implementation of such matters is the Head of Projects and Programmes.

RESOURCES

77 Improving Air Quality in the City (Clean Air Zone update)

Further to Minute No. 15, 26th June 2019, the Director of Resources and Housing and the Director of City Development submitted a joint report which presented the outcomes from the recent Statutory Consultation exercise undertaken on several areas regarding the Clean Air Zone (CAZ) and as a result, sought approval of specific consequential amendments which were required for certain elements of the CAZ Charging Order. The report also provided a progress report on both the implementation of the CAZ, including an update on the 'go-live' date, confirmed progress on the distribution of financial support to affected sectors and provided an update on other air quality measures which continued to be progressed.

Members discussed the proposed road signage which was to be used for the Clean Air Zone (CAZ). It was noted that although there was no flexibility around the signage given that it was provided by the Department for Transport, it was emphasised that a communications campaign needed to be

put in place, especially with the most affected industries, to raise awareness of the CAZ and its associated branding.

RESOLVED –

- (a) That the outcome of the Statutory Consultation exercise, as detailed within the submitted report, be noted, and that the resulting amendments to the Charging Order as detailed within the submitted report and as follows, be approved:-
- The creation of a local Specialist Heavy Goods Vehicle exemption and “qualifying criteria”;
 - The widening the scope of sunset periods in the taxi and private hire sector, to include out-of-town vehicles;
 - The extension of the Wheelchair Accessible Vehicle (WAV) sunset period to 2028; and
 - The making of formal amendments to the Leeds Clean Air Zone Charging Order arising from the outcome of the consultation process.
- (b) That the implementation progress update, as detailed within the submitted report, and the revised ‘go-live’ date of no earlier than 1 July 2020, be noted;
- (c) That regarding the consultation feedback in relation to setting the future emissions standard at zero in 2028, it be noted that it is the intention to consider this matter at the first CAZ annual review.

78 Disposal of land located on Westerton Walk, Ardsley and Robin Hood, for Extra Care Housing delivery and final terms of Development Agreement

Further to Minute No. 131, 19th December 2018, the Director of City Development, the Director of Adults and Health and the Director of Resources and Housing submitted a joint report seeking approval to dispose of a Council owned site on Westerton Walk in Ardsley and Robin Hood Ward, to facilitate the development of new Extra Care Housing in support of the ‘Better Lives Programme’. Specifically, approval was sought to sell the land to the recommended Consortium at the less than best purchase price, as identified in Appendix 1 to the submitted report, which had been designated as being exempt from publication under the provisions of Access to Information Procedure Rule 10.4(3).

In her capacity as a local Ward Member for Ardsley and Robin Hood Ward, the Executive Member for Climate Change, Transport and Sustainable Development welcomed the proposal.

Following the consideration of Appendix 1 to the submitted report, designated as being exempt from publication under the provisions of Access to Information Procedure Rule 10.4(3), which was considered in private at the conclusion of the meeting, it was

RESOLVED –

- (a) That the sale of the subject land to the Consortium, as identified within exempt Appendix 1 to the submitted report, at a less than best purchase price and on the terms as detailed, be approved;
- (b) That it be noted that the Director of City Development, in consultation with the Executive Member for Resources, will progress with the disposal of the subject land;
- (c) That in principle approval be given to the final terms of the Development Agreement for use on all Package One sites, as detailed in exempt Appendix 1 to the submitted report;
- (d) That approval be granted to enter into the Development Agreement with the Consortium;
- (e) That agreement be given for any subsequent amendments to the terms of the disposal to be delegated to the Director of City Development, to enable the Director to approve such matters under the scheme of officer delegation, in consultation with the Executive Member for Resources;
- (f) That it be noted that following a successful procurement exercise, the Director of Resources and Housing has entered into an agreement with the Consortium, under the necessary delegated authority, in respect of delivering Package One: *Extra Care Housing for Older People contract DN336766*;
- (g) That the use of s106 commuted sums, as previously allocated by Executive Board, be noted.

79 Disposal of Site of former Matthew Murray School

Further to Minute No. 80, 18th October 2017, the Director of City Development submitted a report which sought approval to the provisionally agreed Heads of Terms for the freehold disposal of the Matthew Murray site, which would facilitate Leeds United Football Club's (LUFC) proposals to relocate its training facilities and the Leeds United Foundation (LUF) and Academy facilities back into the heart of the city and the Elland Road environment.

Responding to a Member's enquiry, the Board received an update on the current position regarding the remaining term of LUFC's current lease at the Thorp Arch site and the relationship between this and the proposals regarding the use of the Matthew Murray School site.

Members discussed the current position regarding what facilities the club intended to relocate to the Matthew Murray site, with it being highlighted that further clarity was required in this area. In response, it was noted that such matters could be picked up as part of the ongoing negotiations with the club.

With regard to the commitment of the club around the support it was proposing

to provide for the benefit of the local community as part of this relocation, it was requested that further discussion be held with the club in order to enable such commitments to be confirmed in writing.

With regard to how the proposals would potentially affect the Thorp Arch site, a request was made that relevant Ward Members be kept informed of developments.

In conclusion, the Board was assured that the Executive would be kept up to date with developments on such matters, as appropriate.

Following the consideration of Appendix 1 to the submitted report, designated as being exempt from publication under the provisions of Access to Information Procedure Rule 10.4(3), which was considered in private at the conclusion of the meeting, and in taking into consideration all of the matters raised during the discussion on this item, it was

RESOLVED –

- (a) That the disposal of the Council's freehold interest in the Matthew Murray site, for use as a training facility for LUFC to Greenfield Investments (a wholly owned company of the owner of LUFC), on the draft terms as set out in exempt Appendix 1 to the submitted report, be approved;
- (b) That the approval of the final disposal boundary and terms, including that relating to part of the playing fields of the Ingram Road Primary School and any requirement by Highways England, be delegated to the Director of City Development, with the concurrence of the Executive Member for Resources and, where applicable, the Head Teacher of Ingram Road Primary School;
- (c) That it be noted that the receipt from the disposal of the Matthew Murray site has already been ring-fenced to the Consolidation Schools Programme;
- (d) That it be noted that a separate report is being presented to this Executive Board regarding the 'Parklife Project', which is proposed on Council owned land at Fullerton Park adjacent to LUFC's stadium, which provides for associated training facilities.

(Under the provisions of Council Procedure Rule 16.5, Councillor A Carter required it to be recorded that he abstained from voting on the decisions referred to within this minute)

80 Best Council Plan Annual Performance Report - Looking Back on 2018/19

The Director of Resources and Housing submitted a report presenting a year-end review which looked back on performance during 2018/19 with regard to the delivery of the Best Council Plan.

The '*What we set out to do*' and '*How did we perform?*' commentary for each Best City Priority was welcomed.

RESOLVED – That the Best Council Plan 2018/19 Annual Performance Report, as submitted, be received, and that the progress made during 2018/19 in delivering the ambitions and priorities set out in the Best Council Plan, as detailed in the submitted report, be noted.

81 Financial Health Monitoring 2019/20 – Month 4

The Chief Officer (Financial Services) submitted a report which presented the Council's projected financial health position for 2019/20 as at Month 4 of the financial year, detailed proposals identified by the Director of Children and Families to address the projected directorate overspend and which sought approval of a proposed release from the Council's General Reserve.

In noting that Veolia had failed to meet agreed recycling targets and as such there may be an obligation on Veolia to pay a penalty to the Local Authority subject to DEFRA's agreement (Department for Environment, Food and Rural Affairs), a Member made an enquiry about how such a potential sum would be invested. In response, it was noted that discussions with relevant parties were ongoing and that once further clarity had been received, officers undertook to ensure that Executive Members would be fully briefed on such matters prior to any proposals being progressed.

RESOLVED –

- (a) That the projected financial position of the authority, as at Month 4 of the financial year, as detailed within the submitted report, be noted;
- (b) That the proposals identified by the Director of Children and Families to address the projected overspend, as reported to the Board in July 2019 and as detailed within the submitted report, be noted;
- (c) That the release of £1m from the General Reserve, be approved in order to take advantage of record low interest rates, and to create savings for the Medium Term Financial Strategy, with it being noted that the officer responsible for the implementation of this resolution is the Chief Officer (Financial Services) and that the release from the reserves will be actioned before the next reporting period.

DATE OF PUBLICATION: FRIDAY, 20TH SEPTEMBER 2019

**LAST DATE FOR CALL IN
OF ELIGIBLE DECISIONS:** 5.00 P.M., FRIDAY, 27TH SEPTEMBER 2019