

Report Title	Exclusions / Schools Team Update
Meeting	Schools Forum
Meeting Date	14 January 2025
Chair	Jenny Sims
Report Author(s)	Helen Gasparelli, Head of Inclusion, Cognus
Open/Exempt	Open

1 Current Exclusion Picture in Sutton

The purpose of this paper is to agree the recommendations outlined below for the usage of funding to support the prevention of permanent exclusions.

2 Recommendations

- 2.1 Local area data for academic year 23/24 has shown a reduction in permanent exclusions (Appendix A). The services outlined in Appendix B, funded through the statutory elements of exclusion monies, have significantly contributed to this outcome. The attention on exclusion prevention is still a local area focus and we need to see sustained impact and continued reductions long term.
- 2.2 School colleagues recognise reducing exclusions in their settings means cost avoidance/savings will be made, releasing funding that can then be used in prevention activities. We will continue to work with colleagues in schools to maximise resources to meet demand.
- 2.3 The recommendations have been made in collaboration with Chairs of Primary and Secondary Vulnerable Pupil Panel (VPP), and in conjunction with providers who offer the services described in the proposal.
- 2.4 Schools Forum are asked to indicate their support of the recommendations made to continue to fund the existing three services as set out below. Ongoing monitoring of impact will be via usual commissioning and governance arrangements for the services in question and via VPP Chairs annually to ensure outcomes and quality are being achieved.
- 2.5 The following should be borne in mind:
 - Statutory elements of the exclusion funding should follow the child into their permanent setting if excluded and placed back in mainstream within the same financial year. If the child is not returned to school at the end of the financial year the money will no longer follow the child. Provision needs to be made to ensure that should a pupil return to a permanent school (mainstream or special) that funding is available.
 - The Education and Skills Funding Agency have confirmed that unused funding returns to reserves at year end. Dedicated Schools Grant (DSG) reserves can be used in line with funding regulations and Schools Forum approvals in line with the guidance. DSG reserves are not ring fenced by block at year end.

2.6 Value available £158,414

2.7 We propose a continuation of funding on an ongoing basis for two services Inclusion Coordinator and Early Help Integrated Youth Service (EHIYS) – workers in school, subject to statutory funding elements continuing to be available. Any subsidies for services will be discussed and agreed with partners directly.

1) Inclusion Coordinator capacity sustained to ensure there is dedicated primary and secondary support in place to assist with the prevention of exclusion. **1 FTE supports circa 80-90 cases annually.**

2) Early Help Integrated Youth Support increased staff capacity, enabling a change in practice to have workers allocated to specific secondary schools. **Support circa 80 pupils annually across 8 schools.**

2.8 We propose continuation of funding for a further pilot year for PTW to enable adequate time for impact and evaluation. Although early data does indicate impact, we are mindful that we only have 6 months information and require a longer period to fully evidence the adapted model.

3) PTW early intervention capacity increased by 1 FTE for one year to support the identification of needs for pupils' Year 4,5,6 to support a successful transition into secondary and prevent exclusion. **1 FTE supports circa 80 pupils annually.**

2.9 Total cost of recommendations £158,680

3. Data

- 3.1 Sutton's rates of exclusions are higher than the national average and continue to be a local area priority.
- 3.2 Department for Education (DfE) published data for Academic Year (AY) 2022-2023 identifies that Sutton's rate of exclusion is 0.19%, an increase from AY2021-2022 where the rate was 0.11%. This figure represents 80 permanent exclusions being recorded in AY2022-2023 compared to 45 in AY2021-2022. However, Sutton's locally collated data for AY2023-2024 identifies a 35% reduction in the number of exclusions, which equates to 28 fewer children being excluded from schools locally. We predict that the rate of exclusion will be approximately 0.13%, higher than the current national average of 0.11% but a significant improvement when comparing the current position with AY2022-2023 data. Details of exclusions can be found in Appendix A.
- 3.3 DfE published data for 2022-2023 identifies that Sutton's rate of exclusion, 0.56%, representative of nine children with an EHCP has increased from 0.20% in 2021-2022 which is representative of 3 children and is higher than the national average of 0.20% which has also increased from the previous year (2021/2022 0.13%). For the period 2023-2024 local data identifies that 4 children with an EHCP have been excluded from mainstream settings this is 55.5% reduction when comparing the previous academic year. We have also seen a 32.35% decrease, or 11 fewer children identified as SEND support being excluded.
- 3.4 Feedback from schools regarding the reasons behind the rates of exclusion suggests a complex picture. The impact post pandemic is still felt through the lens of both school attendance and exclusion. Children's emotional and mental health needs have been impacted and there are ongoing difficulties in accessing support services for these needs (e.g., increased waiting times).

The pressures of increasing school numbers and complex SEND students in mainstream schools, are also adding additional stress to the classroom and teachers' capacity to provide the necessary support to children with challenging behaviour.

- 3.5 Support services across education, health, and social care continue to be in high demand, with the volume of referrals often outweighing capacity, creating long waiting times.
- 3.6 It is recognised that a dual approach is needed: supporting children and young people in the here and now to prevent further increases to the exclusion rate and thinking strategically about future needs and how the local area can better support younger pupils at an earlier stage. As such prevention of exclusion continues to be a local area priority and features in multiple local area strategy including SEND and AP, Helping Early, the YJB annual plan etc

4. Funding allocation

- 4.1 Following a permanent exclusion, schools receive a termly flat rate invoice comprising:
 - 1) Statutory elements (AWPU) that include a basic entitlement, and additional educational needs factors such as Free School Meals, English as an Additional Language
 - 2) An additional locally agreed amount to Limes that includes Pupil Premium (where the money follows the child/young person).
- 4.2 The Local Authority claims the pro-rata exclusion monies and the balance is transferred to Limes College to provide additional services to excluded pupils beyond their education.
- 4.3 The table below illustrates the statutory and non-statutory exclusions money.

	Total in LBS £	Statutory £	Non-Statutory (Limes/Returned) £
Balances			
2021/22	(158,052)	(96,788)	(61,264)
2022/23	(340,101)	(169,600)	(170,501)
2023/24	(265,363)	(141,459)	(123,903)
2024/25 to date (Summer term AY 23/24)	(156,334)	(98,804)	(57,530)
Total Funds	(919,850)	(506,651)	(413,198)
Agreed Commitments			
Schools Forum Dec 22			
EHIYS workers attached to schools		142,500	
Limes Turnaround Plus		53,237	
Total Committed FY 23/24		195,737	
Schools Forum Dec 23			
Paving the Way - 1 additional FTE		45,000	
Primary Inclusion Co-ordinator		45,000	
Support Workers in Schools (contribution)		62,500	
Total Committed FY 24/25		152,500	
Schools Forum Jan 25			
Paving the Way - 1 additional FTE		46,350	
Primary Inclusion Co-ordinator		46,350	
Support Workers in Schools (contribution)		65,980	
Total Committed FY 25/26		158,680	
Total to date		506,917	
Total Remaining as at end of AY 23/24		266	

4.4 Currently there is £310,914 within the statutory pot of which £152,500 is committed expenditure for 2023/24, funding Inclusion, Paving the Way and Early Help Integrated Youth Service (EHIYS) workers in schools, leaving the balance available for preventative work at £158,414 as at the end of Summer Term 2 2024 which can be used for prevention activities.

5 Conclusion

In summary, there are a multitude of factors impacting upon the current exclusion rate, whilst we have seen a reduction in the last year there is still more work to be done, and current support services must remain in place to continue this trajectory. Any plan to address permanent exclusion requires both immediate and long-term solutions, and well as continuity of effective support.

Appendix A

Headline Data

		Sutton	National	Sutton	National	Sutton	National	Sutton	National	Sutton	National	Sutton	National	Sutton	National	Sutton	National
		2016/17	2016/17	2017/18	2017/18	2018/19	2018/19	2019/20	2019/20	2020/21	2020/21	2021/22	2021/22	2022/23	2022/23	2023/24	2023/2024
Total	Suspensions	1,226	381,864	1,328	410,753	1,368	438,265	969	310,733	1,363	352,454	1,976	578,280	2,543	786,961		
	Suspension (rate)	3.30	4.76	3.48	5.08	3.51	5.36	2.45	3.76	3.40	4.25	4.86	6.91	6.20	9.33		
	Permanent exclusions	20	7,719	19	7,905	28	7,894	29	5,057	28	3,928	45	6,495	80	9,376	52	
	Permanent exclusions (rate)	0.05	0.10	0.05	0.10	0.07	0.10	0.07	0.06	0.07	0.05	0.11	0.08	0.19	0.11		
state-funded primary	Suspensions	237	64,338	244	66,105	230	66,463	155	47,261	164	46,203	261	66,203	271	84,264		
	Suspension (rate)	1.29	1.37	1.29	1.40	1.21	1.41	0.81	1.00	0.86	0.99	1.37	1.42	1.42	1.81		
	Permanent exclusions	0	1,253	4	1,210	3	1,067	3	739	5	392	5	758	7	1,201	5	
	Permanent exclusions (rate)	0.00	0.03	0.02	0.03	0.02	0.02	0.02	0.02	0.03	0.01	0.03	0.02	0.04	0.03		
state-funded secondary	Suspensions	800	302,891	789	330,085	865	357,715	723	253,307	1,084	296,224	1,599	498,120	2,165	685,930		
	Suspension (rate)	4.36	9.40	4.19	10.13	4.47	10.75	3.64	7.43	5.28	8.48	7.61	13.96	10.17	18.90		
	Permanent exclusions	17	6,384	14	6,612	25	6,753	26	4,269	23	3,492	40	5,658	73	8,054	47	
	Permanent exclusions (rate)	0.09	0.20	0.07	0.20	0.13	0.20	0.13	0.13	0.11	0.10	0.19	0.16	0.34	0.22		
special	Suspensions	189	14,635	295	14,563	273	14,087	91	10,165	115	10,027	116	13,957	107	16,767		
	Suspension (rate)	45.65	13.03	66.29	12.34	53.42	11.32	16.25	7.76	19.26	7.29	18.77	9.60	16.64	10.99		
	Permanent exclusions	3	82	1	83	0	74	0	49	0	44	0	79	0	121	0	
	Permanent exclusions (rate)	0.72	0.07	0.22	0.07	0.00	0.06	0.00	0.04	0.00	0.03	0.00	0.05	0.00	0.08		

[Data Source Table 1](#)

*Data for 2023/24 is locally collected data

Appendix B

Service 1: Inclusion Service Impact

- 3.2 The funding provided increased capacity via a dedicated specialist coordinator for primary and secondary phases focused on preventing exclusions and supporting all schools (primary, secondary, PRU and special) to find alternatives through multi-agency support and developing effective packages of support, in addition to the statutory duties carried out in relation to exclusion, increasing prevention capacity.

Inclusion Coordinators provide direct and indirect support, their offer includes;

- acting as a system navigator to ensure families are schools are accessing the right pathways, systems and services, they support
- identification and management of risk through a safeguarding lens
- working with families to bring a reflective, restorative approach, and rebuild or prevent breakdown in relationships with other professionals
- active participation in the Vulnerable Pupil Panel, providing a wealth of information, guidance and professional challenge to ensure progress with cases
- provision of monthly surgeries for professionals and families
- training, and support for school staff and governors with policy and practice
- leading the development of prevention action plans and coordination of local area partners, as well as providing targeted transition support from Year 6-7.
- provision of bespoke targeted support to schools with high levels of permanent exclusions providing practical case support, risk management alongside wider practice development
- responsible for the statutory duties in relation to suspension and exclusion, including ensuring 6th day education is in place, attending Governors panels and Independent Review Meetings as appropriate.

The outcome of this work prevents exclusions and supports children, families, and schools to access education and receive the support that they need.

Impact:

Between May 2024 when then 1 FTE was appointed, and October 2024 they have supported 50 children across 30 schools, and they are currently holding a further 36 cases. Year to date they have already supported 95% of the anticipated annual caseload per 1 FTE. Please note that this also includes a 2-month induction training period where the Inclusion Coordinator managed a reduced case load. By the end of the reporting period, we will have exceeded the anticipated number of cases supported.

Inclusion Team Impact

In AY2023/24 three secondary schools received bespoke targeted support from the Inclusion Team to contribute to the prevention of exclusions. This included monthly/half termly dedicated meetings to review children at risk of exclusion and support the development of individualised multi-agency action plans. The data below shows the impact of this and wider work partners and the school.

		2022/23	2023/24
School 1	Permanent exclusions	12	8
	Permanent exclusions (rate)	0.81	0.532
School 2	Permanent exclusions	13	8
	Permanent exclusions (rate)	0.69	0.415
School 3	Permanent exclusions	12	8
	Permanent exclusions (rate)	0.95	0.616

School feedback from this support included; -

- 100% of schools rated the support excellent
- 100% of schools rated the support effective
- 100% of schools said the support has significant positive impact on the school’s policy and practices related to attendance, behaviour, wellbeing and exclusion.
- 100% said that the support has helped to reduce the number of exclusions

In September 2024 a survey was sent to all schools the Inclusion Team have supported, feedback identified that:

- 100% of responding schools said they we either satisfied or highly satisfied with the support they received and that the support was of high quality. 100% also said that the service was responsive.
- 100% of respondents said that the service did make a positive difference.
- Schools accessed a range of support which included attending Inclusion Surgeries, accessing advice and guidance, accessed legal guidance for exclusions and suspensions, supported with alternatives to exclusions and targeted Inclusion Support Meetings.

Next Steps and Recent Updates:

- AY24/25 we have rolled out targeted inclusion support to a further secondary school and are in discussion with another (5 secondary schools)
- Exploring the possibility of a targeted primary discussions with 2-3 schools. We have already started working with 1.

Statutory exclusions funding supports 1 FTE permanently who supports approximately 80-90 additional cases each year.

Cost £46,350 for 1 member of staff (average unit cost £515 per child)

Option 2: EHIYS Schools Team Impact

3.4 The Schools Team, within the Early Help Integrated Youth Justice Service, consists of a Team Manager and 4 Specialist Support Workers (SSWs). The team commenced their work in 8 secondary schools across Sutton in April 2023 and were initially set up as a 1-year pilot until March 2024. Due to the emerging positive impact the workers were having in schools, it was agreed by Schools Forum in December 2023, to extend the funding of this team until March 2025.

The SSWs are based in each assigned school at least 1.5 days a week to create a flexible and immediate response for young people identified by the school who need support. Schools refer directly to the team and decide which children are supported. In addition to holding a caseload of children who receive targeted 1:1 support, SSWs also have capacity to complete short-term, reactive interventions with children that the school identifies need an immediate response. These children are supported without the school completing a formal referral or obtaining full consent from the child’s parents/carers. It should be noted that different schools have used the resource differently when it comes to ‘ad hoc’ work. Each SSW has the capacity to support 6 children with direct work in each school they are allocated to.

From the commencement of the Schools Team in May 2023, there have been a total of 137 children referred for direct 1:1 intervention. **Over the last 12 months (1st Nov 2023 to 1st Nov 2024), 76 children have been referred; 34 boys (46%) and 42 girls (54%). 57% of the children referred were White British, with the next highest ethnicities represented being: Black British (15.1%), Any other White (8.6%) and Mixed or multiple ethnicities (7.5%).**

Nature and volume of work undertaken by the Schools Team in the period (Nov 23-Nov 24)				
Children referred for Direct Work Intervention	Ad-hoc Cases	Workshop Cases	Transition Cases (from year 6-7)	Total Children supported
76	42	9	2	129

As evidenced in the table below, most referrals are for children in Years 8-10:

Gender breakdown by Year Group of referrals (Nov 23-Nov 24)										
	Y7					Y8	Y9	Y10	Y11	Total
Girls	7	10	19	17	2					55
Boys	16	21	21	15	1					74

s									
Total				23	31	40	32	3	129

Of these, 8 were out of borough children and 11 were open to Children's Social Care.

From the referrals received - the main presenting issues were (some had more than 1):

- Defiance: 35 cases
- Disruptive behaviour: 24 cases
- Emotional Wellbeing issues: 47 cases
- Challenging boundaries: 37 cases
- Shouting at Teachers: 18 cases

Interventions from the SSWs has included the delivery of direct work sessions on the following topics:

- Healthy relationships;
- Self-esteem and identity;
- Improving overall communication with peers and teachers;
- Decision making skills;
- Managing emotions;
- Substance Misuse (Cannabis, THC, Vaping);
- Anti-social behaviour (Direct work intervention and Workshops);
- Improving relationship and communication between school and parent;
- Support reintegration meetings with challenging and sensitive cases;
- Problems solving with all Schools;
- Workshops and group programmes;
- Work Experience placements with the LA for 2 students;
- Safety and trigger planning;
- Future aspirations and goal setting.

To deliver the above intervention, SSWs have undertaken home visits; undertaken risk assessments; safety planning; support schools zone of regulations; reintegration meetings; attended TAF meetings; undertaken family work, including restorative work to improve relationships between parent(s) and school; supported with reintegration meetings; and helped to coordinate plans of support including work in collaboration with the Therapeutic Hub, Targeted Early Help, Children's Services and Schools. On average children were supported for 5 months before closing. **Of the 137 children referred, 10 (13.7%) of these have gone on to be permanently excluded.** The Team feels that many of these children were referred too late and there was insufficient time for the intervention to take effect.

Since the pilot commenced, the Schools Team offer has grown to match the increasing need and level of resource required to support secondary schools. Therefore, our interventions have increased to include facilitating workshops, multi-agency programmes, parenting offers, partnership working across services and supporting the visibility and improving relationship between Children Social Care and Education partners. The Schools Team have also fed into school policy development as it relates to behaviour management and work in schools around disproportionality.

Of the challenges encountered by the Schools Team this year, these relate to staffing turnover and one school pulling out of the project mid-year due to funding challenges. One of the secondary schools withdrew from the project after 6 months due to not having the funds available to commit to

supporting a worker for the full 12 months. This coincided with one of the SSWs leaving the team over the summer holiday period. The team was unable to recruit another SSW to this vacancy due to the short length of the remaining contract (the contract only being confirmed until March 25). This has meant the remaining 3 SSWs have had to cover the additional workload left by this vacancy.

Funding:

Subsidised £110,000 from DSG + **£65,980** exclusion money + contribution per school £10,650 (£85,200)

Proposed cost for 25/26: £261,180 (average unit cost £1,957 per child)

Service 3: Paving the Way (PTW) Impact

- 3.3 Recognising the need to build capacity in the primary sector and identify and support the needs of children and families earlier, PTW capacity was increased by 1 FTE as a one-year pilot in the first instance, which the focus of supporting Years 4-6 into Year 7 to support readiness for transition to secondary which has been identified as a local area priority.

PTW is an early intervention service that supports children with a range of needs including social communication, attention and concentration differences, and anxiety. They provide holistic support that includes a range of assessments to identify root causes to behaviour differences, and a menu of support which includes 121 sessions with the child, at-home support through advice given to families, group work, the provision of strategies to support the child in all settings and the team form part of the Cognus Autism diagnostic pathway.

DATA REVIEW

- 35 children in years 4-6 supported in the summer term, a 30% increase on the previous year
- 92% of the 35 pupils have demonstrated progress in at least one of the 8 outcome areas which support wider ability to access education positively and mitigate behaviour challenges.
- 12 pupils attended the Warriors group. Outcomes included 3 children being referred and accepted for neurodevelopmental assessments, for the 12 children strategies were given to parents/schools to sustain support.
- 10 Year 6 pupils transitioned into year 7; 1 child moved out of the area, so we are unable to measure impact. For the remaining 9 children, 8 have transitioned positively and are attending well with no suspensions or concerns raised, 1 child is experiencing some attendance issues relating to health issue and follow up support is being offered.
- A transition parent support coffee morning for Year 6 parents was held – 60% of the parents attended. Parents reported feeling more confident in their ability to prepare their children for high school and had a better understanding of the social and emotional shifts their child may face and strategies they could use to support them. They reported reduced anxiety, by meeting other parents in an informal setting. It provided an opportunity for shared experiences, tips, and support.

Next Steps for Year 7s over the coming months:

- Short class observations and conversations with pupils to gain pupil voice.
- Follow up with parent(s) of year 7 children.
- Feedback have been requested from SENCos of the year 7 pupils to gain more context around the pupils who were worked with at primary stage (have the interventions

recommended by primary school/Paving the Way report enabled the provision of adequate interventions).

We are seven months into the pilot year – at this stage it is difficult to draw firm conclusions about long term impact of this focused support. However, the service does have a proven history, is well established and has an excellent reputation with primary schools and partners including CAMHS. Early data indicates that children have transitioned well, their needs are well understood by the receiving schools, and the children and family's themselves as a result of the support provided to date.

For the 35 children supported between April 2024 and October 2024 service outcomes demonstrate that 92% of pupils make progress as a result of the intervention. Post transition 53% of pupils have made progress in the area of school and learning, 47% have made progress in managing routine, connected to this 36% of children have made progress with attention and organisation. These are all skills that support a successful transition and the ability to cope with the expectations and requirement of secondary school and readiness to learn. 53% of children have improved self-esteem and connected to this ability to make and maintain friendships which are critical in supporting children to feel a sense of belonging. 31% of children have made progress in how they behave.

The support provided directly to children and through the provision of strategies that have been shared with both primary, secondary schools as applicable, with the child and family supports sustainability and continued progress - Children, families, and professionals better understand the child's needs and any required reasonable adjustments to support them, improving their ability to access learning and engage positively in their education.

Next Steps:

- Lead Behaviour Specialist for these year groups. While they won't be able to take all cases for Years 4-6, they will lead on them and work together with the team lead on data and analysis of the project.
- Attend PVPP to provide information, advice and guidance, and support for children meeting the criteria.
- Carry out follow up observations/one to ones with Year 7s to ensure sustainability of impact and contribute to wider support required should difficulties be identified and act as a conduit for access to alternative multi-agency support
- Communicate with primary SENCOs around risk of suspension (this could be concern over suspensions at high school as well as risk at primary stage)

1 FTE, will support 80 children on a 1-2-1 basis per year for approximately 10 weeks each.

Cost £46,350 for 1 member of staff (average unit cost £579 per child)

Services Previously Funded

Turnaround Plus:

Limes are now in the second year of running Turnaround Plus at The Limes College. This program was introduced to try and reduce the number of permanent exclusions in Sutton Schools. We have capacity for up to 7 students on each program every half term, but we are not always seeing this at capacity, even when referrals are high. Unfortunately, the dropout rate is due to parental consent which has been an issue. To combat this, we have just developed an information sheet to support schools in discussing the program with parents to help them better understand how Turnaround Plus can benefit their child and possibly avoid them being Permanently excluded.

From Spring 2025 we have developed a bespoke Turnaround Plus program aimed specifically at Year 7 and 8 students who maybe struggling to settle in Secondary Mainstream school. We often see these younger students starting to have difficulties around this time and are hoping it will better support them and their schools.

In addition to the secondary offer The Limes College developed and introduced a primary Turnaround programme in 2021, funded by their commission, to prevent escalation of need that could result in exclusions in primary and latterly in secondary. The programme includes, nurture provision, outreach, respite program and ad hoc work in schools.

Impact data for 2023-2024

Secondary:

Turnaround

KS3 - 87% of attendees not permanently excluded

KS4 - 66.6% of attendees not permanently excluded

Turnaround Plus

KS3 - 85.7% of attendees not permanently excluded

KS4 - 100% of attendees not permanently excluded

PRIMARY

For the academic year 2023/2024 we ran 6 turnaround groups with a total of 25 students.

The percentage of students who sustained at least 2 terms is 92%.

1 student went on to become permanently excluded.

The students are all in key stage 2 - and the sessions are run in groups of years 3/4 and years 5/6.

Following the pilot year The Turnaround Plus project became part of Limes commissioned offer which subsidised the support, with a small charge £850, per child being applied to schools.

Appendix C

Service Testimonials

Service 1: Inclusion Capacity Service and Impact

Inclusion Team Around the School feedback:

"We are really pleased that we have had x being able to commit to our meetings once every 6 weeks. It complements the way we run our internal inclusion management team and adds another layer of support. X has a knowledge that allows us to shape the interventions we require but also gives access to a range of professionals. She has been particularly useful with students who are not Sutton residents. It is hard to ever know the impact of this but I can definitely say that we would have had more permanent exclusions last year if we weren't doing this. It also gives us a good sounding board for any VPP referrals. We really value this offer and would be disadvantaged if we couldn't continue." School 2

"We really appreciate x and all of her work with us- she goes above and beyond and is also challenging when needed- it's a very helpful working relationship." School 1

"It was helpful but schools rarely have access to all the services as quickly as we need to in order to avoid Perm ex." School 3

General Service Feedback

"We always felt very well advised, next steps were given, recommendations were given. We also felt supported by the Inclusion team. X and the team have been so helpful during TAC meetings and the parents have also been well supported." Dorchester Primary.

"I am always given excellent advice and support with signposting. Keep up the fabulous work, thank you." Wallington Primary Academy

"Relevant and supportive. Able to share information with PVPP and look at a situation from a different point of view." Hackbridge Primary School

The support has, "allowed us to support the students better". Cheam High School

Service 2: Schools Team

FEEDBACK:

Professional:

Mick Berry, Headteacher (Harris Sutton Academy) - 'We were really happy with everything Noble did here at Harris Sutton, his commitment to the young people was really positive. He worked really well with the staff here and very much was part of the team'.

Faye McLellan, Pastoral Support (Carshalton Boys School) - 'Michael is always very professional whilst working with our boys at Carshalton Boys.

He has an amazing skill of being able to build a really strong working relationship even with some of our most tricky and closed book boys.

Lots of our boys that Michael has worked with will often seek him out when it is known that he is in school.

Michael is able to build relationships quickly and can often support boys when they are at crisis point.

He is quick to adapt the way that he is working with an individual especially if there has been an issue throughout the week that is still at the forefront of the young person's mind.

Michael is able to offer support and guidance to members of staff when it comes to making referrals and planning support for individuals that are directly open to Michael himself.

Michael is always approachable and also has a smile on his face.

Michael is very flexible when it comes to working with the boys especially if there has been an accident his is quick to act and support those struggling'.

Jason Mirtschin, Assistant Headteacher (Greenshaw High School) - 'We have really benefited from working closely with the schools team and having someone based in our school once a week. So far we have not had to permanently exclude any of the students who are being seen.

The feedback we have given has been acted on and the process is now working really well.

The feedback from the students who are involved has been positive. We are now looking forward to seeing how this resource evolves'.

Glen Baldwin, Assistant Headteacher (Overton Grange) - 'Shakira has been invaluable this year, she has engaged brilliantly with our most challenging student and made a huge difference to our PermEx numbers'.

Service User:

Parent of Tr - 'Michael has been able, Tr loves. Tr has provided a complete turnaround, due to Michael. Tr is now using his learning about speaking to his peers about their behaviour;

- Tr feels safe with Michael. When Tr was 3yrs old, he had a permanent cut to his face, and so he didn't trust people. He has issues with teachers, a bit of racism from a young age. Primary school he commented on it a lot. Identity has always been an issue. Accepting institutional racism, I have tried to help him deal with it, so he can be aware. Tr feels very settled, he can be open and trusting;

- This works for him.

- Tr previously felt like he couldn't speak to anyone. He gave Tr a voice, and the school to listen.

He now has a timeout card, if someone is annoying him;

- Michael has been able to get him to think about things and not react;

- I don't get calls everyday now from school;

- Last parent teacher feedback informed that he is doing so much better this year;

- Tr is always looking forward'.

Parent of AS - 'AS and I established a good relationship with Noble;

- I have seen positive change in her;

- Noble always remains in contact with me, after sessions, communication is flowing. I would have liked to come to the office and see where my child is doing sessions;

- Noble got to listen and get to know her, and he was able to see her for himself, unbiased (it is easy to be stereotyped, but Noble was able to see things from a different perspective);

- Noble really believed in her, and her made her believe in herself;

- With regards to safety, I am happy with this. Noble was supported to understand where AS was going, but I would have preferred to see the building;
- My only concern was AS travelling to and fro between sessions. But I was able to coordinate with Noble to ensure that she arrives and leaves in time, this communication has remained ongoing. This gave me a lot of reassurance;
- On occasions when AS fell off track, Noble was able to be honest and communicate with me. He gave so many suggestions. It was nice to see that he had my daughters best interest';
Parent of RY - 'I felt better after RY started seeing Shakira because I wanted her to have a trusted adult she could confide in, who wouldn't judge her, would allow her to speak freely, and who was able to involve us when it was necessary while making it clear to RY she was supporting her and allowing us to join in with her still feeling she could trust Shakira, she felt able to be herself without fear of her feeling silly.

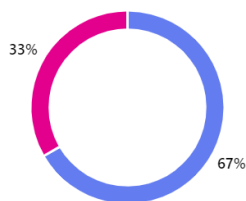
RY doesn't normally talk to people and has been doing well with Shakira's support and we felt like Shakira went above and beyond to help RY'.

Service 3: Increase Paving the Way (PTW)

FEEDBACK:

Feedback on the Warriors Group has been positive from parents

How well did the intervention support your child?



100% of parents said the groups supported the children, 33% well and 67% extremely well
100% of parents said they were very satisfied with the group

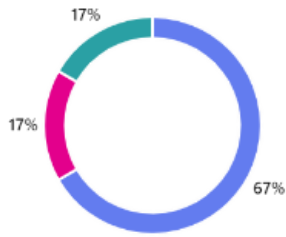
Parents Comments:

She seems a lot more able to manage her emotions

X has really enjoyed the group from the very first one. She loved the sensory session and especially the calm making bag session. I noticed that X put up the worry wipe clean flyers as soon as she got home and has been using them almost daily. These are also really helpful for parents to have more of an insight into how their child is feeling.

Y has spoken about managing her emotions and used techniques at home

Child's perspective:



How did you enjoy the group?

17% not sure

17% I liked them

67% I really liked them

Is anything different now?

83% said things re better

17% things are the same

Child's Voice:

I feel more confident to talk to people

I can do anything, and I want to do this for ever, talking to others

All the teacher where so kind and supportive