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CHILDREN, YOUNG PEOPLE & EDUCATION SCRUTINY PANEL

**Tuesday, 14th December, 2021 at 7.00 pm in the Council Chamber,
Civic Centre, Silver Street, Enfield, EN1 3XA**

Membership:

co : Chinelo Anyanwu, Tolga Aramaz, Mustafa Cetinkaya (Associate Cabinet Member (Enfield South East)), Elif Erbil, Ayfer Orhan, Ahmet Oykenner, Andrew Thorp and Glynis Vince (Conservative Group Whip)

AGENDA – PART 1

1. WELCOME & APOLOGIES

2. DECLARATIONS OF INTEREST

Members of the Committee are invited to identify any disclosable pecuniary, other pecuniary or non-pecuniary interests relevant to the items on the agenda.

3. MINUTES OF THE PREVIOUS MEETING (Pages 1 - 6)

To agree the minutes of the previous meeting held on 20 October 2021.

4. MENTAL HEALTH SUPPORT IN SCHOOLS (Pages 7 - 32)

To receive the reports from Suzy Francis, Principal Educational Psychologist & Strategic Lead for Children/Young People's Mental Health and CAMHS.

5. EDUCATION RECOVERY PROGRAMME (Pages 33 - 40)

To receive the report from Lucy Nutt, Head of School & Early Years Improvement Service.

6. PROTECTING YOUNG PEOPLE FROM EXPLOITATION & FAMILY BREAKDOWN (Pages 41 - 44)

To receive the report from Florah Shiringo, Head of Child Protection & Vulnerable Children, and Angela Bent, Head of Practice Improvement.

7. WORK PROGRAMME 2021/22 (Pages 45 - 48)

To note the work programme 2021/22

8. DATE OF NEXT MEETING

To note the date of the next meeting:

Wednesday 5th January 2022

MINUTES OF THE MEETING OF THE CHILDREN, YOUNG PEOPLE & EDUCATION SCRUTINY PANEL HELD ON WEDNESDAY, 20TH OCTOBER, 2021

MEMBERS: Councillors Chinelo Anyanwu, Mustafa Cetinkaya (Associate Cabinet Member (Enfield South East)), Ahmet Oykenner, Andrew Thorp and Glynis Vince (Conservative Group Whip)

Officers:

Also Attending:

1. WELCOME & APOLOGIES

The Chair welcomed everyone to the meeting and apologies of absence were received from Cllr Elif Erbil, Cllr Ayfer Orhan and Cllr Mahtab Uddin.

In the absence of the Chair and Vice Chair, Cllr Chinelo Anyanwu was nominated as Chair. This was seconded and agreed by the panel.

2. DECLARATIONS OF INTEREST

There were no declarations of interest registered.

3. MINUTES OF THE PREVIOUS MEETING

The minutes of the Children, Young People & Education Scrutiny Panel held on the 8th July 2021 were agreed.

4. HOLIDAY ACTIVITIES AND FOOD PROGRAMME

Ivana Price, Head of Early Help, Youth and Community Safety Services, introduced the report and highlighted the following key points:

1. The programme was funded by the Department for Education (DfE) and a grant of £1.4m had been received for this year. The ambition was to reduce hunger and provide activities during the school holidays for children in receipt of free school meals.

2. Clear expectations had been set out by the DfE including a minimum of four hours per day, four days per week and six weeks per year. The curriculum should be of a high standard and the meals must be nutritious.

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3. The timescales were very challenging, however a successful pilot was delivered during the Easter holidays with 556 children and young people attending.

4. The team had learnt from the Easter pilot project and a steering group was brought together to plan for the summer. The main challenges were with capacity so increased work with local providers took place.

5. 19 providers were selected to deliver the summer programme, with a total of 32,581 activity spaces created. The DfE's target for engagement was 20% and Enfield achieved 22%. Most delivery took place in the more deprived areas of the borough.

In response the following comments were received from Panel Members:

1. Cllr Andrew Thorpe asked if the £1.493m figure was for the entire year. Ivana Price responded to confirm that it was.

2. Cllr Andrew Thorpe highlighted that if 22% accessed the programme, that left 78% that did not. It was questioned if the marketing was right, for example, if mainly through digital channels many families may not be able to access this.

In response, Ivana Price advised that there was a two-fold marketing campaign and more work was being doing locally with schools. The main issue was with the capacity of local providers and that many smaller providers could not meet the very specific requirements set out by the DfE. The team were working with them to assist on this matter and looking at providers outside of the borough. Marketing would also start earlier for the next programme.

Peter Nathan, Director of Education, added that the Covid-19 pandemic had also impacted the take up of the programme as many families kept their children at home in the fear of them mixing.

Cllr Andrew Thorpe also asked if the 22% take up was evenly distributed across the borough. Ivana Price advised that more detailed analysis was being carried out. **ACTION**

3. Cllr Glynis Vince asked what happens to the remainder of the grant if it is not fully used.

In response, Ivana Prince advised that the Council only receives what it anticipates it will use. Any money not used must be given back.

5. INCREASING IN-BOROUGH SEND PROVISION

Neil Best, Head of Education Strategic Resourcing and Partnerships, outlined the report and the key points to note:

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1. Large amounts of work had been carried out to increase the amount of SEND provision within the borough. All Enfield SEND schools were at capacity, so there is increased satellite provision.

2. Table 5 of the report detailed the current pipeline SEN projects that were coming through. Additional new sites were also being looked at, including Addison House, the former Eldon Road Tuition Centre, and Bell Lane.

3. Cabinet had recently agreed a proposal in relation to the use of vacant caretaker's houses.

In response, Cllr Glynis Vince commended Officers on their work which was echoed by all panel members.

6. SEN SERVICES - REVIEWING EFFECTIVENESS

Barbara Thurogood, Head of SEN, gave an overview of the report which detailed the effectiveness of SEN within the borough.

1. There was around a 10% growth in Education & Health Care Plans (EHCPs) year on year. The Covid-19 pandemic had played a part in this.

2. Legislative reforms were underway, and the national feeling was that they were good and welcomed. There were however issues around insufficient funding and concerns over a two-tier system where it could appear that those who were able to go to tribunal get the opportunity to have independent provision.

3. In Enfield there was strong strategic leadership, with very good support from the Chief Executive and Directors. The investment in early intervention had helped greatly. Enfield were one of the only London Boroughs to do this.

4. The team were working with schools to help achieve at least 4 additional units in primary and 4 in secondary.

5. Overall parents were happy with the service and complaints were generally low. There are good partnerships and strategic leaders.

6. The Post 14 Team was an area of weakness therefore work was taking place to strengthen this, and this had been recognised in the re-organisation of the service.

7. Tony Theodoulou, Executive Director Place, would like the service to be put forward for a pilot of the new Ofsted Framework.

Panel members thanked officers for their hard work.

7. ANNUAL SAFEGUARDING REPORT

Geraldine Gavin, Independent Chair Safeguarding Children's Board, introduced herself stating that her job title was now outdated following the Government changes made in 2019. The area had moved away from a board to an active safeguarding partnership.

1. It was noted that safeguarding responsibilities were now shared between health, police and the local authority. The partners meet regularly to make joint decisions.

2. Geraldine acknowledged that the report was very long and detailed but demonstrates the scope of the area and the important work undertaken. A shorter version was being produced and would be shared when available.

ACTION

3. There was a good cultural change in Enfield. The business unit was very busy and under pressure however in the last year a police officer had been seconded to the unit which had allowed for access to rich data.

4. The CCG bring in some funding to assist with multi agency audits and the progress has been significant. Bharat Ayer and Sharon Burgess were thanked for their assistance on this, as well as Lisa Tait and Licia Sinnott.

5. There were active partnerships and various activity groups across the borough. Activity was driven by the business unit. The lockdowns had a big impact; although it was business as usual, it was different.

In response, panel members commented as follows:

1. Cllr Chinelo Anyanwu asked about the increase in awareness of racial abuse and whether this was outlined anywhere.

Geraldine Gavin responded advising there was a separate piece of work looking at this. There were positive links with schools and increasing in-school activity was a focus.

There was a Safeguarding Ambassadors Group which Bharat Ayer, Safeguarding Service Manager, attends. Emerging themes were around prejudice.

The Insite Group was breaking everything down by demographics to identify those affected and where they live.

Cllr Chinelo Anyanwu asked if more detail could be included in the report, stating that teachers at Enfield County School had expressed concerns that they did not have sufficient guidance on how to deal with racism.

Tony Theodoulou, Executive Director People, understood there had been an increase in hate crime. Also, after the George Floyd murder, extensive

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training for schools, including Governors, had taken place. It was difficult for schools to manage as they want to avoid exclusions but there must be consequences. Tony had not received any concerns from schools and would look into this. **ACTION**

2. Cllr Glynis Vince stated that historically there had been a Youth Engagement Panel who carried out wonderful work which could be used to assist.

The officers were thanked for their work on this.

8. DATES OF FUTURE MEETINGS

The future meeting dates were noted and agreed.

The meeting ended at Time Not Specified.

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London Borough of Enfield**CHILDREN, YOUNG PEOPLE & EDUCATION SCRUTINY PANEL****Meeting date: 14th December 2021**

Subject: Mental Health Support in Schools**Cabinet Member:** Cllr Mahtab Uddin**Executive Director:** Tony Theodoulou

1. Purpose of Report

- 1.1 The purpose of report is to provide an update on what the Council are doing to help the young people who are affected by mental health issues.
- 1.2 The scope of this report is focussing on the remit of the Educational Psychology Service within the Education Services Department and will focus primarily on the work with schools and settings. However, it is acknowledged that promoting good mental health of all Enfield's children and young people (CYP) is the responsibility of the whole system which interfaces with schools and settings, i.e. it is everyone's business. This report will cover:
- The national, regional and local strategic context as detailed in the background sections to the report.
 - Successes
 - Challenges
 - Conclusions and next steps

2. Relevance to the Council's Corporate Plan

- 2.1 CYP's Emotional Wellbeing and Mental Health relates primarily to '**Priority 2: Safe, Healthy and Confident Communities**' in the Enfield Council Plan 2020-2022: a lifetime of Opportunities. This has a direct relevance to the following areas:
- Keeping communities free from crime
 - Inspiring and empower young Enfield to reach their full potential
 - Delivering essential services to protect and support vulnerable residents

3. Background

Covid-19 Research and Data - There is considerable research being published and more research will emerge over the coming months and years in relation to the impact of the restrictions and traumatic events experienced by our children, young people and families as a result of Covid-19.

Children's Mental Health and the Covid 19 Pandemic (September 2021)

provided the latest understanding from research about the effects of CYP throughout the pandemic. The overall proposal was to '*strengthen the child mental health policy response so it matches the scale of child mental health need and children's own priorities; make child mental health a top cross-Government department and NHS focus, with ambitious, robust and integrated policies.*¹ Prevention was one of the priorities and included:

- Prioritise maintaining and improving children's access to educational, social and recreational activities.
- Implement a whole-school approach to address child wellbeing and invest in a comprehensive education recovery plan.
- Build on the cross-Government department approach by promoting child wellbeing and addressing wider determinants of poor child mental health in all aspects of policy.

3.1 Department of Education (DfE): Mental Health in Schools

Over the course of the Summer term 2021, there were several key announcements from the DfE in relation to promoting Mental Health and Wellbeing Support in Schools and Colleges. DfE announcements include:

- Whole School Approach to Mental Health and Wellbeing
- Senior Mental Health Leads Training
- Wellbeing for Education Recovery
- The Link Programme
- Relationships, Health and Sex Education (RHSE) Training
- Mental Health Support Teams (MHSTS)
- Psychological First Aid Training
- Mental Health and Wellbeing Resources

Enfield EPS produced a **Mental Health in Schools Briefing (July 2021)** for schools providing an overview of the DfE announcements and how the Enfield partnership plans to positively support these DfE initiatives.

3.2 Local Data

Enfield Schools Health & Wellbeing Survey was developed by the EPS with key partners and was sent out to schools in the Summer term 2021. Over a third of schools have responded so far. Below are the arising themes that highlight the main challenges for schools in meeting the general wellbeing and mental health needs of CYP, Parents/Carers and School Staff:

¹ [Children's Mental Health and the Covid-19 Pandemic \(September 2021\)](#)

Enfield school's views on their challenges in meeting the general wellbeing and mental health needs of children and young people (CYP):



Enfield school's views on their challenges in meeting the general wellbeing and mental health needs of school staff



Enfield school's views on their challenges in meeting the general wellbeing and mental health needs of parents/carers



3.3 The Thrive Framework

Together, we want to continue to reduce the stigma about mental health so that mental health and wellbeing is everyone's business. The Enfield partnership is actively developing a new approach to emotional health and wellbeing services for children and young people in Enfield. It is called Thrive and focusses on prevention and early intervention.

The Thrive Framework (Wolpert et al, 2019)² is a way of organising mental health support for all children and young people aged 0-25 (and their families) and is a whole system approach across the local community.

It is about 'mental health' and 'mental health help' being talked about using a 'common language' that everyone understands.

It ensures that children, young people and their families are informed to contribute to 'shared decision making' about the support they need.

It involves thinking about 'the needs' of the child or young person rather than focusing on a diagnosis and is organised into five groups:

- Thriving
- Getting Advice
- Getting Help
- Getting More Help
- Getting Risk Support

3.4 Enfield Trauma Informed Practice in Schools (E-TIPS)

The E-TIPS programme is now well underway in Enfield. It is a partnership led by the EPS where a whole system change is being implemented across our schools and partnership services. E-TIPS focusses on prevention and early intervention. The aim is to ensure our whole system provides a good environment to support all CYP in our schools and settings to feel (1) psychologically safe and learn to (2) identify, understand and (3) regulate their emotions so that they are (4) capable of functioning in school and life, i.e. learn, have positive relationships, enjoy school and have good life chances. A key module is care-giver affect management, which means that we need to ensure our adults (parents/cares and our school staff) are well supported so that they are emotionally available, able to attune to and effectively respond to children/young people when they are struggling with life and need our help.

We have commissioned Kati Taunt as the TIPS consultant to work with the EPS to provide initial training for schools and partners and to support implementation of the ARC (Attachment Regulation and Competency) framework in Enfield. See Appendix A for a conceptual model of the ARC Framework.

We have commitment from over 20 partners across Education and Health Services to become E-TIPS champions across the local area to sustain the model. As part of the E-TIPS champions training they have been provided with in depth training and monthly reflective practice forums.

Some representational comments from participants of the training evaluations:

"A fresh way to think about behaviour."

"I learnt to move away from children's behaviour and realise it's the nervous system!"

"I discovered that trauma can be multi layered and I need to look beyond the behaviour and be curious about the cause."

² [Thrive Framework \(2019\)](#)

"I learnt that curiosity is key as opposed to labelling the child."

"Understanding that the child must feel safe in order for us to really have any impact."

"We all know about self-care, but co-care is just as important."

"I think the ARC framework is really useful and links well to other theories and frameworks."

"Was very interesting learning about the learning brain vs the survival brain - links nicely to the work we have already done in our school about developing a growth mindset and talking to children about how our brains work. Also very interesting to know more about how our nervous system impacts on our behaviours."

"I have done some trauma informed training before but learned so much from today."

"Helpful language to use when talking about trauma informed practice."

"How much this is starting to be recognised across services/education, good to see it's growing in context."

Over the course of the academic year, the E-TIPS partnership will be working to deliver on the following overarching outcomes:

- **TIPS is visible in our strategies, policies and developments** (e.g. Inclusion Charter, SEND Strategy, Neglect Strategy etc).
- **TIPS is practised and is observable and experienced** (by our children, young people, families and staff).
- **TIPS is making a difference to the people of Enfield** (e.g. reduced exclusions, restraint practices, isolation rooms and youth violence).

3.5 Whole School Wellbeing Approach

The whole school wellbeing approach is a coordinated and evidence-informed approach to mental health and wellbeing in schools and colleges leading to improved pupil and student emotional health and wellbeing which can help readiness to learn.

Enfield EPS developed a local version of the **Sandwell Whole-School Wellbeing Chartermark**, which has now been adapted to roll out as a whole-school wellbeing audit and implementation support through the Mental Health Support Teams and is fully aligned to the 8 pillars as identified in the '*Promoting children and young people's mental health and wellbeing: A whole school or college approach*' (Public Health England)³.

3.6 Senior Mental Health Leads Development

The DfE aim is for all senior mental health leads in schools to receive DfE approved training by 2025. Training will be accessed via the DfE 'Training Provider Market Place'. Each school can apply for a grant which will be approximately £1,200 per school to purchase training and provide backfill. This training can be integrated with existing training and resources. Over 60 courses are now available to schools.

³ [Promoting children and young people's mental health and wellbeing: A whole school or college approach \(Public Health England\)](#)

A **Mental Health Leads Network** launched in November 2021 to support all Enfield schools in developing their mental health provision. This is co-ordinated by the EPS and delivered by Enfield mental health partners. It will be offered on a half termly basis with the following aims:

- To support development of the senior mental health lead role
- To increase knowledge and confidence of the local offer of support (aligned with Thrive)
- To provide a reflective space to share good practice across schools.

This whole Enfield network builds on the Mental Health Leads network that has been previously organised by the EPs in the MHST and has been, so far, accessible by the schools linked to the Mental Health Support Teams.

3.7 Mental Health Support Teams in Schools Expansion

The **Mental Health Support Teams** are funded by NHS England and Health Education England. BEHMHT CAMHS is the main provider with a modest involvement from Enfield Council's EPS.

Enfield currently has the equivalent of two MHSTs and the team is known locally as '*My Young Mind Enfield*'. They are currently funded to reach 37 educational settings and are part of the broader offer of support in schools and work in partnership with partner services to complement the 'team around the school' or 'team around the child/young person and family'. MHSTs are commissioned to deliver three core functions:

- Deliver evidence-based interventions for mild to moderate mental health and emotional wellbeing needs
- Support senior mental health leads in education settings to develop and introduce their whole-school or whole college approach to mental health and emotional wellbeing
- Providing timely advice to staff and liaising with external specialist services so that children and young people can get the right support and remain in education.

Enfield has been funded to develop a further MHST which will include expanding the current team and training a further 4 EMHPs.

3.8 Educational Psychology Service in Schools

Enfield Educational Psychology Service is the main provider of psychological services to Enfield schools and early years settings. The service has direct links to services in education, health and social care to promote a coordinated approach for individual children and the educational setting.

The EPS works at a statutory level to support the Council to discharge its statutory responsibilities in relation to EHCPs. It is a traded service to schools with over 80% of Enfield Schools trading with Enfield EPS to work with children who do not have an EHCP.

Enfield EPS is also commissioned to support other priority areas and the work of other teams, e.g. *Virtual School for LAC, Mental Health Support Teams, Youth Offending, Enfield Advisory Service for Autism, Behaviour Support Services*. The service is funded to lead E-TIPS.

At an individual level, the table below provides a summary of the EPS input for children and proportion who present with a primary need of Social Emotional and Mental Health Needs, although children do have SEMH needs who present with a primary area of need in another SEND category of need, i.e. Cognition and Learning, Communication and Interaction and Physical and Sensory needs.

Year	Number of children supported by the EPS	Percentage with a primary need of SEMH	
1/4/2020 to 31/3/2021	1520	24%	
		SEN Category	%
		Cognition & Learning	19%
		Communications & Interaction	53%
		SEMH	24%
		Sensory and/or physical	4%
1/4/2021 to present (29/11/21)	1196	28%	
		SEN Category	%
		Cognition & Learning	21%
		Communications & Interaction	48%
		SEMH	28%
		Sensory and/or physical	3%

4. Main Considerations for the Panel

4.1 Successes

At a system level the local area was involved in a successful Covid 19 SEND review, which included supporting emotional wellbeing and mental health. Enfield was considered a “well-oiled machine”.

The other successes are organised under the Thrive Framework's Needs Based Groupings:

- Thriving
- Getting Advice
- Getting Help
- Getting More Help
- Getting Risk Support

4.1.1 'Thriving'

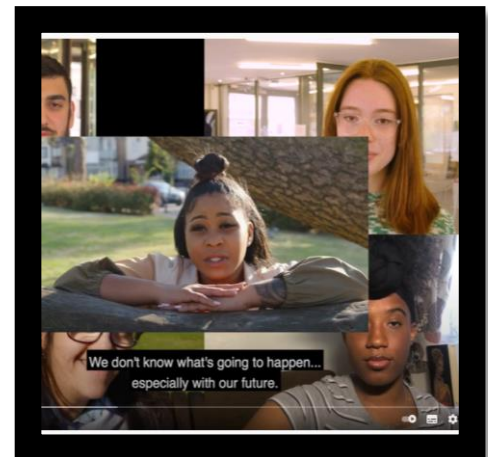
Enfield Thrives Together Network Meeting was established in March 2020 to support the broader understanding of iThrive and improve knowledge of adapted services and ensure the community needs were being responded to. Statutory and Voluntary Sectors attended.

Enfield Thrives Together programme extended to babies and toddlers with a separate partnership group being established as a call to action. Services rapidly adapted to reach families during the pandemic. This was led by the EPS and involved midwives, health visiting, paediatrics, commissioning, parent-infant mental health, children's centres and early years providers and specialist services (e.g. joint service for disabled children). Focus was on promoting wellbeing and mental health. Information was provided with leaflets printed and made widely available.

School Headteachers and Senior Leaders were offered evidenced informed recovery-based support (individually and in groups) from April 2020 to March 2021 as part of the Wellbeing for Education Return programme.

How Are You? – Film developed and launched in Mental Health Awareness Week in May 2021. This was developed by the Young Mayor with involvement from young people from Kratos and Our Voice (with support from the EPS, Strategy Team, Libraries Service and Youth Development Services)

Enfield Youth Parliament, The Youth Leadership Academy and KRATOS are some of the participation groups where the Council already engages with young people to ensure their views are at the heart of our decision making.



<https://www.youtube.com/watch?v=C4GSeQvPFww>

Our Voice Parent/Carer Forum representatives remain key partners and are on steering groups, works streams and leading key developments, e.g. Enfield Thrives Together, Mental Health Support Teams, Restraint Reduction workstream, Autism Partnership Group, Inclusion Charter etc. In 2021, Our Voice carried out a survey with parents/carers – the outcomes of this are helping us to plan services. Key Services took part and provided updates as part of the Our Voice Conference.

16 Schools were awarded the Sandwell Charter Mark and were involved in a celebration online event in March 2021. All schools linked to the MHSTs are now supported in undertaking a whole school audit and implementation process following an adapted framework. Children, young people and parent focus groups are central to this programme.

Wellbeing for Education Recovery programme was successfully delivered providing:

- Professional Learning and support sessions were provided to schools so that they could support their school communities, e.g. 15 bite sized sessions delivered by 24 different professionals across the mental health partnership. This included speakers from CAMHS, Royal Free Eating Disorders Service, Educational Psychology Service, PHSE Lead, Behaviour Support Service, Youth Development Service etc
- EPS support for parents/carers (via telephone support line), Headteachers and senior leadership teams
- Development of information and resources

- Work with young people to develop Enfield How Are You Film for Mental Health Awareness Week.

Enfield Trauma Informed Practice in schools (E-TIPS) is a partnership initiative and began in July 2020 with a training to 180 professionals across the Enfield partnership. The full programme now starting strongly with schools and professionals across the Enfield partnership accessing a trauma informed practice training and implementation programme.

Emotional Literacy Support Assistant (ELSA) training is well underway across Enfield schools with network meetings in place. Enfield now has 48 ELSAs working in schools delivering SEMH interventions with CYP.

4.1.2 'Getting Advice'

The Mental Health Support Teams (MHSTs) launched in 2019, following on from the SEMH School Hub model. All 3 key functions are being delivered on.

Mental Health Lead Network Meetings have been run by the MHSTs since 2019 with these now being offered widely to all schools as a partnership initiative.

Virtual panel events held with Healthwatch and Our Voice to provide CYP mental health advice to the Enfield community during lockdown.

Children's Wellbeing Practitioners complemented the MHST offer by working with non-MHST schools and widely available sessions through libraries and the Enfield network.

Enfield Thrives Together Bulletin provided further information to schools on service offers.

Children's portal and **SEMH Local Offer** in place.

EPS Telephone Support Lines in place providing parents/carers easy access to advice and guidance throughout the pandemic. Calls responded within 3 days.

4.1.3 'Getting Help'

Rollout of MHST to 37 schools in the borough, providing all 3 core functions. CWP offer complemented the programme offering individual and group interventions through non-MHTS schools.

Kooth launched in Enfield in April 2020 offering a digital mental health offer to all Enfield CYP aged 11-19 years.

Enfield's Advisory Service for Autism (EASA) and a new development of an **Enfield Communication Advisory Support Service (ECASS)** was funded by LBE, providing preventative/early intervention support through schools.

Evidence Informed Parenting offer has continued to be offered through Primary Behaviour Support Service (Incredible Years Parenting Course), Early Help (Parenting support), Our Voice Parent/Carer Forum (PBS, Tree of Life)

Nexus is a community project run by the Secondary Behaviour Support Service in the Local Authority and has continued to develop. Nexus works in partnership with external services/organisations & delivers interventions, e.g. the Butterfly

Project to build self-esteem, confidence and resilience of girls and young women through coaching and mentoring.

The Youth Offer in Enfield includes the Council's dedicated youth service provision, grant funded targeted youth support provision in partnership with third sector providers and community groups, (with external grants applied for and distributed by the Council) and wider youth offer delivered independently by third sector and community groups. This includes targeted youth support to vulnerable groups (CYP known to Early Help, Youth Offending, social care services).

Health and Wellbeing Youth Worker developed by Public Health and located with the Youth Development Service providing a social prescribing offer.

4.1.4 'Getting More help'

Monthly multi-agency decision making panel to support children with mental health needs to access to education (led by Enfield Admission Service).

Emotional Based School Avoidance (EBSA) Partnership Group established in January 2021, with the proposed development of a multi-agency specialist intervention linked to a special school.

Positive Behaviour Support training has been provided to special schools and partners. Staff are trained to coaches level in Autism Special Schools, key specialist services and Our Voice Parent/Carer Forum.

Physical Intervention training has been reviewed and PRICE (Protecting Rights in a Caring Environment) has been selected to work with Enfield. PRICE is a BILD Act accredited training provider has provided 'train the trainer' courses for all special schools and the Joint Service for Disabled Children and the Integrated Learning Disability Service (adults). Physical intervention training for mainstream schools is delivered through SWERRL who are also trained by PRICE. This approach is underpinned by trauma informed care and positive behaviour support.

4.1.5 'Getting Risk Support'

North Central London 24/7 Crisis Support Line has been in place and well-advertised across the local area and through schools.

Multi-agency Dynamic Risk register in place to prevent admission to residential settings and ensure that CYP with LD, Autism and Challenging Behaviour are supported (led by Disability Services)

Permanent exclusions of primary school aged children has been at 0% since 2018. For Secondary aged pupils this dropped from 17 to 15 CYP in 2020-21. Primary Behaviour Support Service is a trauma informed service providing a multi-agency response when schools raise concerns.

Critical Incident Response - EPS continues to provide swift help to school following a tragic or sad event to provide stability and emotional support to the school system.

1/4/18 to 31/3/19:	12
1/4/19 to 31/3/20:	9
1/4/20 to 31/3/21:	9

1/4/21 to present: 9

4.2 Challenges

Recruitment of Educational Psychologists remains a local and national challenge.

Leadership capacity in the EPS is stretched to lead and co-ordinate the mental health agenda as a rapidly expanding area for Enfield.

5. Conclusions

Enfield mental health partners have worked together well over the course of the pandemic and continue to work as a partnership with the aim of providing coherent advice, guidance and support for school communities in the context of national developments. Next steps are detailed below.

Review and refresh Enfield's Local Transformation Plan for CYP Mental Health with the local area partnership and educational settings.

Embedding the Thrive Framework: a whole system response through:

- School Mental Health Leads Network Meeting
- Enfield Thrives Together Network
- Updating the Local Offer
- Implementing Thrive through developments, e.g. Youth Violence Reduction, Whole School Wellbeing Partnership group etc.

EPS and Youth Parliament are developing and launching **CYP digital information resource** about self-care and how to access mental health help and advice. Poster campaign is in development in partnership with CYP through our schools.

Roll out of E-TIPS programme and promote strategic alignment with other key areas of development, e.g. *Inclusion Charter, SEND Strategy, Autism Strategy, Neglect Strategy, Anti-racist Practice, Reducing Exclusions, Restorative Justice, Youth Violence Reduction, Early Help, EBSA, Restraint Reduction, Nurture Groups, School reflective practice and supervision etc.*

Establish a Whole School Wellbeing Partnership Group, chaired by the Director of Public Health and the Principal Educational Psychologist. This aims to bring together key services who collectively work to promote whole school wellbeing through schools and settings. This will be supported by Enfield's involvement with the Anna Freud Link Programme, starting in January 2022.

Successfully **expand the Mental Health Support** Teams across Enfield schools.

Continue to **roll out the ELSAs training** and network to provide sustainable support in schools through the Teaching Assistant workforce.

Report Author: Suzy Francis
Principal Educational Psychologist &
Strategic Lead for Children/Young People's Mental
Health

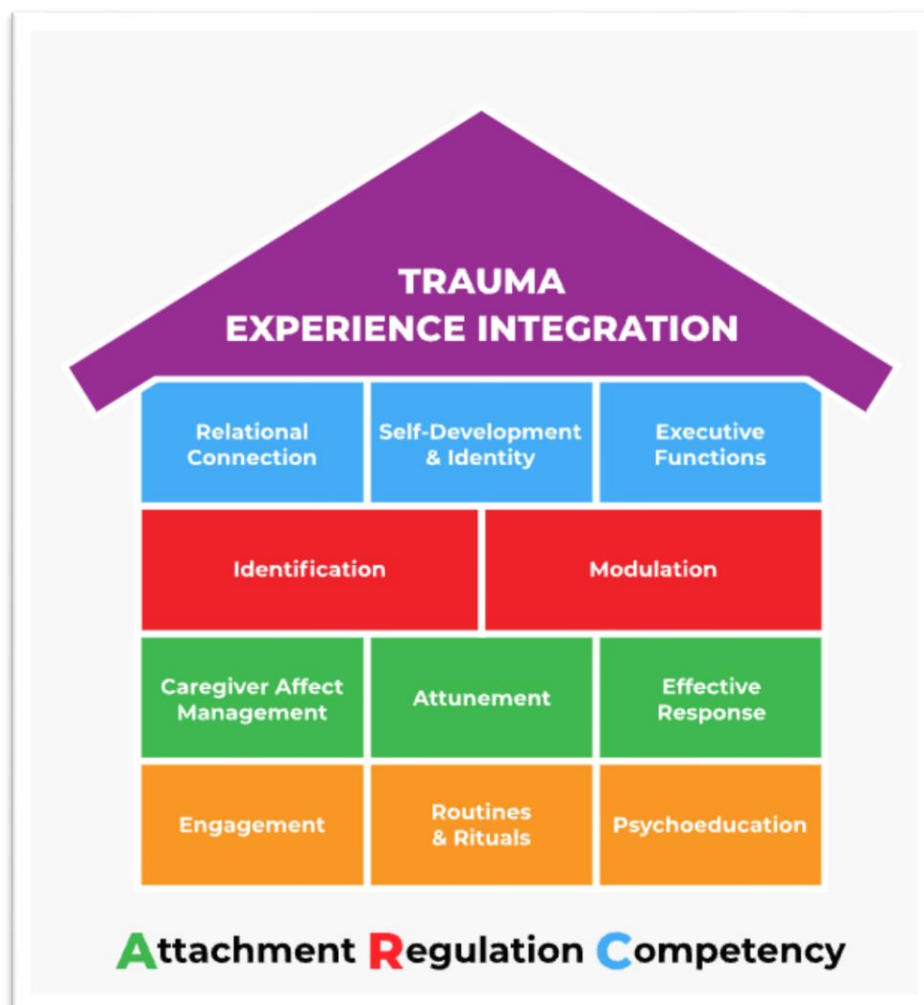
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Date of report: 1/12/21

Appendix A

The ARC framework provides an accessible modular framework for implementing trauma informed practice (Attachment, Regulation and Competency):



Margaret Blaustein and Kristine Kinniburgh (2019)

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Enfield CAMHS & Mental Health Support Team in Schools Service Report

London Borough of Enfield Children, Young People & Education Scrutiny Panel 14.12.21

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1. Introduction and Overview

- 1.1. Enfield CAMHS comprises of five core teams, each supporting different client needs. These teams, and their remits are:
 - Mental Health Support Team in Schools (MHST), providing school-based support
 - Generic and Neurodevelopment, common mental health concerns including emotional difficulties (e.g. anxiety, depression) and neurodevelopment (e.g. Autism and ADHD)
 - SAFE, providing crisis intervention and risk support for adolescents
 - HEART, mental health support for Enfield Looked After Children
 - SCAN, mental health support for children with learning disabilities in Enfield special schools
- 1.2. A central principle in all our work with children and families is the importance of systems around the child to their well-being, such as school, family, peers and community. As such, all our clinicians consider school contexts in their work with young people, and will work in partnership with schools to support treatment where needed.
- 1.3. In October 2019, we started to develop the new MHST service, as part of a wider national programme to improve access to help for young people, by providing dedicated mental health support to school communities.
- 1.4. This report will focus on the implementation of the MHST in Enfield, covering some of the background behind this national initiative, and an overview of the team's composition and activity. We will highlight some of the achievements and challenges faced, and set out the plans for further implementation.

2. Background Context

- 2.1. Enfield MHST is an NHS funded service, set up as a pilot in October 2019. It is a partnership project between the lead provider BEH Mental Health NHS Trust (Enfield

CAMHS) and the Enfield Educational Psychology Service, with oversight from the North Central London Clinical Commissioning Group.

- 2.2. MHSTs are a national initiative, funded by NHS England and Health Education England under the *Trailblazer Programme*, linked to the 2017 Green Paper and 2019 NHS Long Term Plan ambitions to transform CYP mental health support in England. MHSTs seek to increase access to mental health provision, by offering early intervention and prevention, embedded in school communities.
- 2.3. MHSTs deliver three core functions:
 - **Providing evidence-based interventions** for mild to moderate mental health and emotional wellbeing concerns (e.g. anxiety and low mood)
 - **Support to senior mental health leads in schools** to develop a whole-school approach to mental health and wellbeing.
 - **Timely advice and signposting** to schools, to ensure children and young people receive the right support at the right time, and to support effective collaboration between education, specialist CAMHS, and other agencies.
- 2.4. MHSTs work alongside the existing mental health and wellbeing provision in schools. The Department of Education periodically reviews this to get a better understanding of how MHSTs can complement what exists locally. NHS England is also interested in how MHSTs may contribute to addressing health inequalities.
- 2.5. A secondary aim of MHSTs is to develop a new workforce of Education and Mental Health Practitioners (EMHPS), who are specifically trained to deliver evidence-based interventions for children, young people and parents presenting with mild-moderate mental health and wellbeing concerns.
- 2.6. MHSTs will roll out in stages. In Enfield, we currently have the equivalent of two MHSTs, meeting approximately one third of Enfield schools (this includes primaries, secondaries, HE college, alternative provision and special schools). The team will expand in 2022, and again in 2023/2024. By 2025, it's anticipated that all schools will have access to some level of MHST support.

Please note that the Enfield CAMHS MHST is known locally as 'My Young Mind Enfield' (MYME), following a co-production project with children and young people. For the purpose of this report, and to be consistent with the rest of NCL and nationally, the team will be referred to as the Enfield CAMHS MHST.

3. Enfield CAMHS MHST

3.1. Staffing

- 3.1.1. Enfield CAMHS MHST is a multi-professional team comprised of:

- Education Mental Health Practitioners (EMHPs) and Children's Wellbeing Practitioners (CWPs)
- CAMHS clinical professionals from a range of disciplines (including Clinical Psychologists, Child and Adolescent Psychotherapists, CAMHS Nurse Specialist) who also supervise and oversee the work of the EMHPs/CWPs.
- Educational psychologists
- CAMHS Clinical Team Lead

3.1.2. The next wave of funding from January 2022 will enable the MHST to expand from approximately 16 to 23wte staff.

3.1.3. Local and national learning from MHSTs nationally has highlighted the importance of having experienced and qualified clinicians who can supervise the work of EMHPs and support the strategic development of MHSTs. In 2022, the MHST hopes to develop Assistant Psychologist roles to support with data collection/audit, and a Peer Worker role (a young adult, or parent with lived experience of mental health, and who is integrated into supporting aspects of service development, service delivery and co-production).

3.2. **Activities and Interventions**

3.2.1. Like MHSTs in North Central London and nationally, Enfield CAMHS MHST meets the three primary functions in a variety of ways. This includes direct work with children, families and staff in schools, co-production and participation work, working with other stakeholders across the system to support CYP mental health and well-being, and research and development activities.

3.2.2. **Direct work with CYP/schools**

- Offering interventions with children young people and their parents (1:1 support following a referral to the team, or targeted and universal groups and workshops on a range of mental health and wellbeing topics primarily ran in schools).
- Offering consultation to schools around children and young people/pupils presenting with emerging mental health or emotional wellbeing concerns, and staff wellbeing.
- Developing tailored resources, and workshops around emerging themes or issues raised by schools, young people or parents.
- Offering training to schools on mental health topics, e.g. during INSET days.
- Working closely with senior mental health leads around developing their whole school approaches to mental health; for example, supporting schools to audit and evaluate the needs of their school community (parents/pupils/staff) and

developing action plans to promote mental health and wellbeing based on public health principles.

- Supporting school mental health leads to keep mental health on the agenda. This might include thinking about ways to make mental health more visible, to reduce stigma, increase access, adapt resources and policies.
- Developing a network for senior mental health leads to promote knowledge of mental health (e.g. CBT-based ideas for schools around children presenting with anxiety experiences), updates about other services and support in Enfield (e.g. with presentations from SWERRL, Family Based Solutions, Wellbeing Connect), and reflective practice for schools to share their ideas and learning.
- Supporting the development of Education Mental Health Practitioners in Enfield - in addition to the university training, the MHST has been committed to offering practitioners additional support (including regular supervision, additional training and reflective practice) by senior CAMHS/educational staff around gaps in training and to meet further training needs.

3.2.3. Co-production/participation

- Co-production and participation are embedded in the development of the Enfield MHST in line with national policy and the local team vision and values.
- Co-production has been embedded in the work of the MHST from the outset. For example, the team facilitated focus groups with children and parents from a range of education settings (primary, secondary, mainstream and special schools) to consult on the development of the team during its initial implementation. This contributed to the team changing its name locally to 'My Young Mind Enfield', as all groups expressed concern that the word mental health was a potential barrier to accessing support.
- Young people in schools voted on the new name and helped develop the new team logo. Adaptions where also made to leaflets and pathways to access support.
- During summer term of 2020 and the past academic year 2020-2021 the team has worked closely with young people and parent peer representatives in other aspects of service delivery and decision-making, including recruitment/interviews for new staff, and the development of psycho-education resources and workshops incorporating young people and parent views on helpful topics.
- The team retains an ongoing commitment to participation in the next phase of expansion. Pupil and parent views will feed into the project implementation and steering group, as well as contribute to the range of support offered by the MHST in the future.

3.2.4. Enfield services/community engagement and support

- Collaborating with other specialist CAMHS teams or external agencies, for example, around the development of trauma-informed practice in schools in Enfield (E-TIPs). The MHST Clinical lead sits on the E-TIPs steering group and is supporting MHST staff to access training around this.
- Developing relationships with public/third sector agencies. Wellbeing Connect collaborated with Enfield CAMHS MHST to promote 'school debates', which were offered to a number of schools, to support young people to talk about mental health topics that were relevant to them. Wellbeing Connect is a local service that provides advocacy and support for CYP/families around issues that impact on mental health, to reduce health inequalities and barriers to support, with a focus on supporting families from BAME backgrounds.
- Contributing to the local Area Community Support during the pandemic by working with the EPS and Our Voice Parent/Carer Forum. This included creating short videos and creative resources to support children, for schools to embed on their websites and share directly with families. Transcripts were available in English, Turkish and Somali to increase the reach to Enfield parents/carers. The MHST contributed to other resources for example around bereavement, supporting anxiety, wellbeing activities for CYP, and staff wellbeing.
- MHSTs were integrated into the Wellbeing for Education Return Offer for schools, co-ordinated by the Enfield Educational Psychology Service and Professional Learning, where the MHST Clinical lead co-facilitated a session on staff wellbeing, and leading a session on Mindfulness.

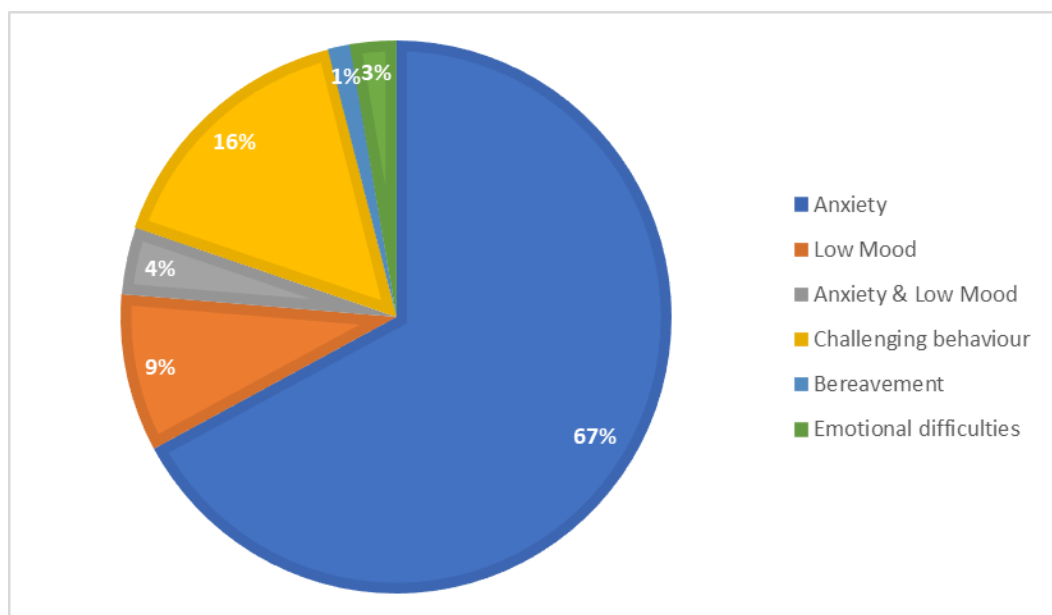
3.2.5. Research

- The Enfield MHST is committed to the future development of mental health and wellbeing support for CYP/families in schools. The team is currently taking part in a national randomised control trial, the DISCOVER Project, led by Kings College London and South London and Maudsley NHS Trust, to offer psycho-education workshops on general mental health topics to pupils in Years 12 and 13. This will contribute to the wider development of mental health interventions in schools, future training of EMHPs, and the Enfield MHST offer.

3.2.6. Activity data overview

- As described above, MHSTs offer a range of interventions, consultation, training and system level work with other agencies. One-to-one treatment interventions, groups and workshops contribute to only some of the work that the MHST provides.
- During last academic year, **September 2020- July 2021**, the MHST received approximately 160 referrals, receiving advice, signposting and/or a treatment intervention.

- The MHST offered a range of psycho-education groups and workshops to CYP and parents reaching over 750 CYP.
- Most referrals to the MHST receive some input. This could be triage and signposting to more appropriate support; further consultation or support to the school around the presenting concerns; offering a direct intervention using CBT-based guided self-help; or offering a psycho-education group/workshop. Exceptions to this are when a CYP/parent needs a more specialist / alternative intervention or service, or the presenting concerns have reduced, and they no longer want/ support. Following intervention, some CYP may be referred onto further NHS support, or within their school or community.
- A review of referrals between September 2020-July 2021, suggest the reasons for referral are as follows:



- Goal-based outcome measures and qualitative feedback suggest there was improvement for many CYP/parents following successful completion of an intervention.
- For groups and workshops, pre and post intervention measures demonstrated an overall increase in students' understanding of psychological concepts and basic support strategies.
- For the whole school wellbeing audit facilitated by the EPs in the team, the majority of schools who started their wellbeing journey and attended training (8 schools) reported that they had gained skills and knowledge about the audit process, and what to do next. All schools would recommend the training to others.

4. Achievements

- 4.1. From January 2022, Enfield has secured further HEE and NHSE investment for the MHST, enabling the MHST to support more CYP/families and schools across Enfield. A further wave of additional investment is then planned for 2023/24.
- 4.2. The team has successfully supported the first cohort of EMHP trainees in Enfield to meet their competencies and to qualify. This supports the national development of the new workforce, and across Enfield.
- 4.3. It is important to highlight that this new and innovative team has successfully implemented from scratch, during a period of unprecedented disruption to education and health services. The team was building up to full implementation over it's first year, and the pandemic hit less than six months into this journey.
- 4.4. The success of piloting the Senior Mental Health Lead network, led by the MHST between January 2020-July 2021, has contributed to the development of the Enfield-wide Senior Mental Health Lead network starting in November 2021. This network will be led by Enfield Educational Psychology Service in partnership with the Enfield CAMHS MHST, and other Enfield school facing services/lead professionals within the local authority, including SWERRL, the SENCo Lead, and the Enfield PHSE Lead.
- 4.5. The disruption caused by the pandemic, has contributed to creative and innovative ways to reach CYP and a blended offer of support. This includes, offering a mixture of in person (within schools / community settings), and online interventions to CYP/families. The MHST has also developed resources and wellbeing videos for CYP, with contributions from schools and the Enfield CAMHS young people participation group: <https://www.youtube.com/playlist?list=PL8-AZ6Buz4d14sUb6YNbhJOPbCiQ1fANU>
- 4.6. The team managed to retain most of its existing staff during the pilot, and some practitioners successfully moved onto promotions, further CYPIAPT training, or doctoral level training.

5. Challenges

- 5.1. One of the major challenges has been setting up a new school-based service during the pandemic. This caused disruption to establishing new relationships with schools and delivering some of the key functions of the MHST. As described above, the team found some creative ways to support CYP/parents by developing resources, collaborating with other services, and contributing to a Enfield community-wide response for CYP/families/school during the pandemic. Like the rest of CAMHS, referral numbers significantly reduced during the pandemic with school closures, particularly during the first lockdown when the team was at the very early stages of development.
- 5.2. We have had a small number of staff vacancies in the team throughout. This has had some impact on service development and delivery in terms of its reach. Like the rest of CAMHS, recruitment has also been impacted by the pandemic. It is hoped that with the new investment and changes to our team structure bringing opportunities

for more career progression within the team, will help improve staffing/recruitment issues in the future.

- 5.3. There have been previous issues with securing enough office space for the team. The space currently is workable with a mixture of office/home/in the community. Enfield CAMHS Senior Service Leads are currently working to address the room space in order to support the future expansion of the MHST.

6. Next steps

- 6.1. From January 2022, the MHST will expand. This will support the team to further embed within schools, and increase its reach to CYP/parents.
- 6.2. Trauma-Informed Practice in Schools (E-TIPS) led by EPS and School Improvement Service. Some of the MHST have been trained as E-TIPS Champions and all members of the MHST will receive some level of training.
- 6.3. We have a strong commitment to address some of the health inequalities impacting CYP and families in the borough. By providing services in quite a different way to traditional clinic-based care, the MHST is well placed to reach CYP who may not access clinic services. For example:
 - Offering psycho-education workshops and groups that are open to all, rather than referral based, and therefore more accessible
 - Supporting schools with developing their whole school approach, and offering offering consultation to schools and wellbeing services increases the capacity in wider systems to support emotional health and well-being for all
 - Supporting the implementation of Enfield Trauma-Informed Practice in Schools (ETIPS)
 - Collaboration with other organisations in the community supporting disadvantaged groups, and holding a strong participation and co-production ethos
- 6.4. This is a developing service within Enfield, and there is a strong commitment to learning from feedback from CYP/parents and schools, and other services, to think about how we continue to develop the service in order to meet the needs of CYP within the local community. The Enfield CAMHS MHST regularly obtains feedback to evaluate the service (see below).
- 6.5. The running of participation groups for CYP and parents was largely disrupted during the pandemic. The MHST plans to start running these with a cross-section of schools to ensure the voices of CYP/parents as well as schools are integrated into service development and delivery.

7. Children, young people and parent/carers feedback

The team has had great success building relationships with schools and working alongside school mental health leads. **Here are what schools have said about the support from the Enfield CAMHS MHST:**

“Our school has been really happy with the level of commitment of the team and how much they have contributed to our school, they have taught students strategies that have had a positive impact on their resilience throughout a difficult year. The one to one work with students has been vital and having the opportunity to refer students without long waiting lists has been invaluable.”

“The supervisor role and it being helpful to have a consistent point of contact to discuss potential referrals, regular meetings for feedback etc”.

“The consultation / supervisor model, whole school approach and involvement with our team has made us re-think our internal processes, and what we can put in place as first steps and to re-think their approach to well-being support to pupils in their school.”

“I have enjoyed working in partnership with MYME and having them assist the school community. It’s nice to have an additional layer of support to aid our community.”

“I think that we are lucky to have this service. Thank you for all your support. MYME is of great benefit to our school and pupils.”

“The whole school wellbeing audit support helped us to reflect on where we are and focus on our priorities going forward, and to feel more confident that we are on the right path”.

“Having the support of mental health professionals in our school community. Wellbeing Practitioners pupil workshops & 1:1 support.”

The team has received positive feedback from young people and families:

“Our practitioner and her team has transformed our little girl from anxious back to happy, and our family is back on the right track. With our practitioner’s help we were

educated in how to better help our daughter with her specific worries and anxious behaviour, we were pointed in the direction of excellent resources which we used additionally to support the strategies we implemented with her guidance weekly. The turnaround was not only quick but hugely effective. We were also able to gain help and expertise in other areas of her life that were causing her worries, like school, and now together and with ongoing advice we are working as a team with our daughter at the centre of it. When we first met our practitioner and trailblazers I felt utterly hopeless as a parent. I felt that I was failing and I worried for the future. Now I know that I have strategies that will a. not let us get 'back' to that place, but b. if we did that we would be equipped with strategies and knowledge to make changes quickly. I am so pleased that we got to work with our practitioners and Trailblazers, they have put us back together and on the path for the best outcomes for our little one. I would recommend them in a heartbeat to any family with a child or children struggling with worries and anxiety. “ (Parent)

“They spent plenty of time to get to know the family to think what would work. It was such a collaborative approach. As it was bespoke, our practitioner never made us feel like we might fail as the intervention wasn’t just a series of tasks to be completed, this made it easy to engage with. It was so helpful that our practitioner included a one to one session with our daughter. This made a lot of difference in her attitude towards the intervention, her understanding and engagement. Maybe this could have been done nearer the beginning? We are so grateful. It was amazing to have been referred by the school into something that has worked so well and helped us. It is also good that it is such a joined up service with the school, so having the meeting between our practitioner, us and the school staff at the end was also very helpful.” (Parent)

“Thank you so much for helping my son. I had mental health difficulties from a young age and I wish your service had been available to me. Could have saved me a lot of pain over the years. I really noticed the change in him.” (Parent)

“I found it very helpful and supportive. I liked that my mum was welcome to join in for some sessions. My practitioner helped me think of ideas and solutions I wouldn’t have done on my own. I feel more confident. I really liked attend anywhere. It worked so well for me. I didn’t have to try and travel and park so it was easy to fit in around school times.” (Young Person)

“I felt so listened to, I feel my teachers have been dismissing me for so long. I don’t feel like such a freak.” (Young Person)

“Very helpful and I feel like they pushed me. I was very closed, and they made me open up more. The sessions made me open up more. I feel like I still have things to work on. I think you guys did good.” (Young Person)

Many CYP and parents who attended workshops said they found them to be:



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London Borough of Enfield**Children's, Young People & Education Scrutiny Committee****Meeting Date: 14th December 2021**

Subject: Education Recovery in the London Borough of Enfield**Cabinet Member: Cllr Uddin**

Purpose of Report1. *For information*

This report provides:

An overview of the context of LBE schools, pressures within the school system and how schools are being supported to help children and young people recover from the pandemic.

Relevance to the Council Plan2. **[A Lifetime of Opportunities: Enfield Council Plan 2020-2022](#) - Priority 2: safe, healthy and confident communities**

This proposal aligned with the Council's plan to '*continue to keep a strong connection with schools, supporting them to provide an excellent education to their pupils and improve the wellbeing of the communities they serve. Schools have clearly demonstrated their role in supporting communities throughout the Covid-19 crisis, and we will work together to support families to recover over the longer term*' and to '*Empower young Enfield to reach their full potential.*'

Background

3. The recovery agenda in the London Borough of Enfield (LBE) comes at a time of great change for education at both a local and national level. As we look ahead to a "new normal" we must take into account the profound dislocation of lockdown and how to address the inequalities that have been brought into stark prominence by the effects of the pandemic.

Organisation for Economic Co-operation and Development (OECD)¹ research has shown that school systems that are given autonomy with strong accountability are the most successful. Each school should be given autonomy to serve its community in the best way possible. The Governors' role in supporting and challenging their school is crucial. The School Improvement Adviser (SIA) supports this process of accountability and gives support where necessary. The OECD report also talks about the "culture of achievement" in each country, and the need for parents and professionals to show how they value education highly. These research outcomes

¹ "What makes school systems perform? Seeing school systems through the prism of PISA 2004"

inform the central the School and Early Years Improvement Service(SEYIS) processes and how we work settings, schools and colleges.

Other factors affecting schools

Teaching and learning is the everyday business of schools. Learning can only happen by encompassing all the complex issues of mental health, readiness to learn and overcoming disadvantage. COVID 19 recovery has to be considered within those other factors. The Educational Psychology Service (EPS) has led on the mental health and wellbeing aspects of recovery.²

There are other important issues that need to be considered when looking at COVID recovery. Some of these issues are creating pressure in schools, and support is being given from the Education Service.

- Finances / Falling rolls
- Black Lives Matter
- Gender Inequalities
- Climate Change
- Early Career Framework

Main Considerations for the Panel

4. Academic Support

There are a number of initiatives that are in place from LBE and centrally funded to support schools directly with the academic recovery. These are:

- a) Disadvantaged Pupil project
- b) Tutoring programme
- c) Holiday Schools
- d) Inclusion Charter
- e) Enfield Trauma Informed Practice in Schools
- f) Enfield Communication Advisory Support Service
- g) Examinations – (world class for all)
- h) Extended school day

a) Disadvantaged Pupil Project

Schools in LBE have been working with Marc Rowlands, an expert in addressing the gap in attainment that exists between disadvantaged pupils and non-disadvantaged pupils. A third tranche of 12 school will start with Marc in the summer term. Almost half of LBE schools will have taken part at that point.

The aims of the project:

- Working with schools and school leaders, the local authority. To review the use and impact of strategies to improve outcomes for disadvantaged and vulnerable learners in Enfield.
- Identification and promotion of high-quality practice.
- Recommendations for further improvements for individual schools and for the Education Service.

² Reported to the scrutiny panel previously

- A focus on building teacher expertise and capacity to meet pupil need.
- Building leadership expertise and capacity to create high quality approach for:
 - Planning
 - Implementation
 - evaluation
 - improvement of strategies to help overcome educational disadvantage, rooted in evidence and best practice.
- Ensure that high quality, evidence informed practice is codified, shared and understood from leadership to the classrooms in Enfield.
- Publish a strategy that provides a framework for addressing disadvantage in the local context.

The strategy will support all settings, schools and colleges in LBE. Many will already be working in this way given the high numbers of schools that are involved in the action research phase.

b) National Tutoring Programme

Nationally schools have been funded directly to put tutoring in place for those pupils who may need some learning gaps addressed. There are three subsidised tutoring options available to state-funded schools in England for the 2021 to 2022 academic year. The remaining costs will be funded by schools using, for example, the recovery premium or pupil premium.

i. Tuition partners

Schools can access subsidised tutoring from an approved list of tutoring providers known as tuition partners. Approved tuition partners have passed a set of quality, safeguarding and evaluation standards. Tuition partners offer a range of subjects and provide targeted support for pupils in small group or one-to-one sessions. This option offers additional tutoring capacity to schools, especially in some regions where this is scarce. It also provides a high level of flexibility to schools and academy trusts without them having to use their own staff and a selection of providers who can tailor their expertise to support particular identified needs.

ii. Academic mentors

Academic mentors are members of school staff who work alongside teachers to provide a range of interventions, focusing on small groups and one-to-one sessions. This can be subject-specific work, revision lessons or additional support. Academic mentors are graduates or teachers who have to undergo intensive training before being placed in a school.

iii. School-led tutoring

School-led tutoring is available for eligible state-funded schools and academy trusts based on the number of pupil premium students. This payment is ring-fenced to fund locally sourced tutoring provision for disadvantaged pupils. This could include using existing staff such as teachers and teaching assistants or external tutoring resources

such as private tutors or returning teachers. Schools and academy trusts can use tutors with whom the institution and the pupils are familiar.

c) Holiday & Food Programme

The Easter HAF programme was mobilised successfully at very short notice. A small-scale delivery was piloted, tapping into existing well-established school partnerships, (Edmonton Community Partnership, Enfield Town Schools Partnership and Oasis Community Hub), and the Youth Development Service.

Overall, 556 children and young people attended the Easter programme that provided diverse activities and the provision of hot food. Of the 556 children, there were:

- 385 primary school age children; and
- 171 secondary school age children

The programme of diverse range of activities was delivered across 15 locations over a nine-day period. Activities were delivered face to face with Covid safety measures in place.

The Summer HAF programme provided a diverse range of healthy and enriching activities. Our evaluation highlights 2,739 eligible children and young people accessed the provision during the summer. This included 1,935 children from primary school and 804 young people of secondary school age. The programme reached 598 children with SEND needs. Each child or young person attended for an average of 4 days a week.³

d) Inclusion Charter

The Inclusion Charter will set out how schools, early years providers, colleges, local authority services and health providers will enable all children and young people to experience inclusion, equality, dignity and respect within education settings in Enfield, to realise their aspirations. This should be the case regardless of their protected characteristic or socio-economic status. It is being driven by the inclusion of pupils with SEND, but this cannot be seen in isolation from other protected characteristics.

The Charter will:

- Provide a series of principles recognising the collective responsibility to provide equity and remove barriers preventing any young person from meaningful and positive participation in all aspects of education.
- Help us to support inclusion for children in early years settings through to sixth form/ college
- Be created and delivered through partnership with Enfield schools, early years settings, and colleges. All provisions offering education are to be included in the formation and adoption of the charter regardless of their funding source or status (Private, Voluntary or Independent). Enable further work with schools, settings and services that have collegiate responsibilities to adopt and embed the resulting charter.

The Charter is due to be launched later this term. There will also be work to develop a resource about what support can be sourced from LBE and the voluntary sector. This

³ Holiday Activities and Food (HAF) programme in Enfield reported to scrutiny 21st October 2021

will support schools with their inclusion practice as we are able to both challenge and support.

e) Enfield Trauma Informed Practice in Schools (E-TIPS)

The need for E-TIPS is referenced in the Poverty and Inequality Commission Report. It is an integral part of resilience and recovery. More detailed reports have been presented in different for a, but it needs to be seen part of this work.

E-TIPS promotes a whole system understanding of the same underlying principles and evidenced based approaches drawn from psychology, science and pedagogy relating to the emotional wellbeing of children and young people. E-TIPS is a training and implementation programme that supports the introduction, integration and embedding of evidenced informed knowledge and practice so that everyone working in education settings and the wider system integrates this approach into policies procedures and every day practices, i.e. informs every interaction, every action and every decision relating to every child/young person in every school in Enfield.

The aim is to embed Trauma Informed Practice in both in schools and the Local Area. It offers a consistent approach for school communities so that children learn how to regulate their emotions, develop competencies so that they are able to function successfully in both school and wider society.

f) Enfield Communication Advisory Support Service

The Enfield Communication Advisory Support Service, (ECASS) aspires to adopt an Enfield wide early intervention approach to speech, language and communication needs (SLCN) across its schools to improve outcomes for children, young people and their families. Every child and young person with SLCN in an Enfield school will have access to specialist services through their school setting.

ECASS will provide a five-stranded model of delivery that will holistically meet the needs of children and families by creating a multi-disciplinary resource hub to support schools, providing them with skills to support the screening of children and young people, identifying their speech, language and communication needs and providing targeted intervention as required.

The strands are as follows:

1. **Strand 1:** Training in identification
2. **Strand 2:** Targeted interventions using evidence-based resources for the development of Language Understanding, Language for Thinking, Expressive Language, Oral Language and Language Use.
3. **Strand 3:** Parent and carer focused training and support
4. **Strand 4:** Practitioner and school-based training programme

5. **Strand 5:** School referrals received via SEND Panel

ECASS aims to:

- Improve universal provision for pupils with speech, language and communication needs, by providing whole-school training in class wide and school wide good practice frameworks, enhancing pupils' school experience and providing them with access to a range of speech, language and communication tools.
- Deliver consistent key messages that support early speech, language and communication support through the work programme and resources, making it clear that 'communication is everybody's business'.
- Promote an early intervention approach to speech, language and communication needs across Enfield schools. This will ensure that children and young people can access communication-friendly environments and practitioners who are confident in their role of facilitating communication and identifying SLCN, and that parents and carers are supported with appropriate information and resources.
- Offer a practical whole-school quality assurance framework.
- Support settings to meet the needs of children with speech, language and communication needs who are not achieving at the same rate as their peers. This will include improving outcomes for children with emerging or less complex speech, language and communication needs who are likely to catch up with their peers through appropriate focused support, including for those with long term developmental concerns.
- Provide settings with an appropriate model of supervision and continual professional development for the school workforce.

g) Examinations

The Government has confirmed its intention to bring back national exams in 2022, having cancelled them for the past two years because of the coronavirus pandemic. Adaptations have been made. Pupils will have a range of adaptations to GCSE, AS and A level exams in England. These adaptations are intended to help them reach their potential following the disruption of their education over the last academic year, and potentially this academic year too.

The adaptations include:

- A choice of topics or content on which students will be assessed in GCSE English literature, history, ancient history and geography.
- Providing advance information on the focus of exams to support students' revision in subjects where there is not a choice of topics.
- Giving students formulae sheets in GCSE maths and revised equation sheets in GCSE combined science and physics.
- Changing requirements for practical science work and practical art and design assessments to ensure fairness.

LBE supported schools with moderation in KS 4 last academic year. If necessary, this will be undertaken again. We supported schools with a session that set out the best practice from both primary and secondary moderation models from across the country. The webinar broadened the spectrum of possible approaches towards rigorous school-based assessments, ensuring subject leaders, senior leaders and teachers were able to ensure consistency across the school (and group of schools).

Additionally, there were sessions supporting subject-specific teachers and leaders in establishing consistency of assessment outcomes, whilst offering school improvement ideas to move teaching & learning and assessment forward for each attending school / subject.

The usual moderation activities for KS 1 and KS 2 have already started.

h) Extended School Day

LBE is funding four secondary schools in the east of the borough to provide their pupils with a safe space for independent study after school. This pilot initiative started at the beginning of this term in September 2021. If it is successful, it will be rolled out into additional schools if the scheme is successful and further funding can be identified.

For many pupils, completing homework at home may be deemed stressful or too time consuming. In disadvantaged families, it may be hard to find the time, space or resources to complete homework at home and a good learning environment is fundamental for effective learning. With this pilot, students are able to study independently after hours at school, with the space, resources and environment they need for success. Our purpose is to provide supervised independent study space in order to:

- **Improve academic performance by providing access to resources to complete homework; and increasing motivation and confidence.** Being able to study in their own time at their own pace helps pupils gain an understanding of their learning, what motivates them to learn and collaborating with other pupils to structure their learning environment.
- **Foster social inclusion by encouraging pupils to work with their peers to better their understanding of lesson material.** Engaging positively with peers may result in more positive classroom behaviours (such as actively engaging in class discussions or group work)
- **Decrease the numbers of young people all travelling out of the schools at the same time and therefore reduce the risk of antisocial behaviour and youth crime in hotspot areas.** With a number of young people remaining in the school to study, there will be less pressure during the immediate after-school period with a staggering of the journeys from school to home.

Conclusions

5. The schools in LBE are rising to the challenge of the challenge of supporting all pupils including the most vulnerable in their journey of recovery. All parts of the Education Service are working together to make sure that Early Years Setting, school and college staff are best placed to help the children and young people that we serve. Professional learning has been given that can be accessed by all school in Enfield.

SEYIS is working with all LBE maintained schools to provide support and challenge, with projects that will have lasting impact.

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Date of report: 1st December 2021

Appendices

Background Papers

The following documents have been relied on in the preparation of this report:
None.

London Borough of Enfield**Children, young people and Education Scrutiny Panel – 14th December 2021**

Subject: Protecting Young People from Exploitation and Family Breakdown

Cabinet Member: Councillor Uddin

Executive Director: Tony Theodoulou

Purpose of Report

- For Information

Relevance to the Council Plan

- **Safe, Healthy and Confident communities** – Children and Family Services meets the Councils' priority of "Safe, healthy and Confident communities"

Background

- This briefing provides a summary of the offer and the work undertaken to protect young people from extra-familial harm and reduce family breakdown.
- During the year between 1st April 2020 and 31st March 2021, 181 young people were identified as either experiencing or being at significant risk of child exploitation. 100 were at risk of child sexual exploitation, 72 at risk of child criminal exploitation and 9 were at risk of both. This figure is higher than the last full year analysis where 166 young people were identified in 2019-20.

Main Considerations for the Panel

- Two new Adolescent Safeguarding teams and a Contextual Safeguarding unit have been in place since 1st June 2021.
- The primary objective of the teams is to promote and safeguard the wellbeing of young people, to reduce risks of extrafamilial and to prevent homelessness or entering or remaining in the care system, returning young people to their families wherever possible. This service works directly with children and young people aged 10-17.
- The Adolescent Safeguarding Teams have worked with 323 children / young people between April and September 2021 who are on the edge of care and / or at risk of extra-familial harm. The teams are currently working with 163 children / young people of which 7 young people (4%) have become looked after. Through the intensive work with the young people and their families at the point of crisis using the FAMILY intervention model, the team have managed to prevent children coming into care where it has been possible to mend relationships and build resilience.
- The FAMILY intervention model requires that the work is targeted specifically around mutually agreed targets with families centred around interventions to

address the reasons behind family breakdown and contributing to the risks of exploitation which helps parents to become involved in finding solutions. It enables the team to work towards preserving family life wherever feasible, reducing family dependence on statutory/specialist children's services, encouraging participation and engagement, preventing crime and anti-social behaviour, reducing exclusion and improving attendance at school, improving life opportunities for young people and their pathways into education, employment and training.

- The Adolescent Safeguarding Teams have a CIN Advisory Teacher co-located who supports social workers with tracking school attendance of young people allocated in the service.
- The Contextual Safeguarding Unit's leads on implementation and embedding extra familial safeguarding approach across the service. This unit is led by a Practice Lead whose role includes:
 - Offering case consultations to social workers
 - Leading on embedding assessment of contexts within the Child & Family assessment to recognise and identify extra familial abuse and risks and threading into the care planning process to include use of contextual plans that
 - Overseeing data analysis and leading on the development of mapping of contextual intelligence
 - Supporting practitioners across thresholds and disciplines to be brave and innovative, to hold and manage risk, and to eliminate language and responses that blame and stigmatise adolescents
- We are currently recruiting to 6 Youth Workers from the Youth Service who will be attached to the Contextual Safeguarding Unit. Their role will include disruption work with young people in hotspot areas and will be able to work after school, evenings, weekends as well as during school hours.
- In addition to the above, we are progressing the co-location of a Police Officer within the team and are in discussion with the Clinical Commissioning Group (CCG) to fund a Family Therapist to be based in service.
- The Adolescent Safeguarding Teams have recently received DfE funding to use virtual reality headsets to engage young people and their families. In addition funding has been secured from "Your Choice" to offer therapeutic support (Cognitive Behavioural Therapy) to young people at risk of extra-familial harm.
- The Multi-Agency Child Exploitation (MACE) panel and the SAFE Panel are the partnership forums for safeguarding children and young people at risk of extra familial harm. MACE and the SAFE panel contribute to the wider Enfield contextual (extra familial) safeguarding approach.
- Multi-Agency Child Exploitation Meeting (MACE) The Multi-Agency Child Exploitation Meeting (MACE) has strategic oversight of all exploitation cases, information, intelligence and activity across each LA area and across BCU boundaries. MACE uses Victim, offender, location, themes (VOLT) mnemonic and works in line with the Pan London guidance.
- The main purpose of the SAFE panel is to be a multi-agency panel that maintains operational oversight of children and young people, aged up to 18, and where appropriate, care leavers or those on an Education, Health and Care Plan (up to age 25), at risk of significant harm through exploitation (CSE,CCE), harmful

behaviours, missing from home and care, trafficking, modern slavery and gang association and serious youth violence.

Conclusions

- The service provides a holistic approach to working with young people at risk of extra-familial harm and / or on the edge of care. The success of the work with young people and their families has helped reduce the pressure on the partnership (police, health) and well as reduce pressure on statutory services as this has prevented further escalation of risk.
- Children and Family services are delivered to fulfil the Council's statutory responsibilities towards children in the Borough who are in need of help and protection or are in care or are leaving care. Services are regulated by legislation and by statutory guidance.

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Date of report 29th November 2021

Appendices

Background Papers

The following documents have been relied on in the preparation of this report:

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CHILDREN EDUCATION AND YOUNG PEOPLE SCRUTINY PANEL WORK PROGRAMME 2021-22

ITEM	Thurs 8 July 2021 work planning	Wed 20 th October 2021	Tues 14th December 2021	Wed 5 th January 2022 Additional meeting	Tues 8th March 2022
Annual Items					
Setting the Panel's Work Programme 2021/22	Agree work programme				
Annual Safeguarding Report		To consider Annual Safeguarding report			
Specific Items					
Local Priorities for 2021/22	Verbal presentation				
Exclusions update				Report	
Pupil place planning				Report	
Mental health support in schools			Report		
Holiday activities and food programme		Report			
Early help services – reviewing effectiveness					Report
Safeguarding children – self-evaluation				Report	
Protecting young people from exploitation and family breakdown			Report		
Leaving care service review					Report
Service user feedback and how					Report

this will be used to improve services					
Education Recovery programme			Report		
Increasing in-borough SEND provision		Report			
SEN services - reviewing effectiveness		Report			
Improvement support to schools				Report	
SEND Strategy					Report

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