

To: Councillor Mpofu-Coles (Chair)  
Councillors Gavin, Ballsdon, Cresswell,  
Davies, Edwards, Gittings, Hoskin, Keane,  
McEwan, McGoldrick, O'Connell, Robinson,  
Tara and Woodward

Direct: ☎ 0118 937 2332  
e-mail: 0118 9372432

10 October 2023

Your contact is: **Jemma Durkan - Committee Services** [jemma.durkan@reading.gov.uk](mailto:jemma.durkan@reading.gov.uk)

**NOTICE OF MEETING - ADULT SOCIAL CARE, CHILDREN'S SERVICES AND EDUCATION  
COMMITTEE 18 OCTOBER 2023**

A meeting of the Adult Social Care, Children's Services and Education Committee will be held on Wednesday, 18 October 2023 at 6.30 pm in the Council Chambers, Civic Offices, Reading. The Agenda for the meeting is set out below.

|   | <b><u>WARDS<br/>AFFECTED</u></b> | <b><u>Page No</u></b> |
|---|----------------------------------|-----------------------|
| <b>1. READING YOUTH COUNCIL CONSTITUTION</b>  | <b>BOROUGH<br/>WIDE</b>          | <b>5 - 20</b>         |
| Members of the Youth Council will present the revised Youth Council Constitution and inform the Committee about their current work. |                                  |                       |
| <b>2. DECLARATIONS OF INTEREST</b>  |                                  |                       |
| Councillors to declare any disclosable pecuniary interests they may have in relation to the items for consideration.                |                                  |                       |
| <b>3. MINUTES</b>   |                                  | <b>21 - 28</b>        |
| <b>4. MINUTES OF OTHER BODIES</b>   |                                  | <b>29 - 36</b>        |
| Health and Wellbeing Board - 14 July 2023.  |                                  |                       |
| <b>5. PETITIONS</b>   |                                  |                       |

*CIVIC OFFICES EMERGENCY EVACUATION: If an alarm sounds, leave by the nearest fire exit quickly and calmly and assemble on the corner of Bridge Street and Fobney Street. You will be advised when it is safe to re-enter the building.*

Petitions submitted pursuant to Standing Order 36 in relation to matters falling within the Committee’s Powers & Duties which have been received by Head of Legal & Democratic Services no later than four clear working days before the meeting.

**6. QUESTIONS FROM MEMBERS OF THE PUBLIC AND COUNCILLORS**

Questions submitted pursuant to Standing Order 36 in relation to matters falling within the Committee’s Powers & Duties which have been submitted in writing and received by the Head of Legal & Democratic Services no later than four clear working days before the meeting.

**7. DENTISTRY UPDATE** **BOROUGH WIDE** **37 - 44**

The Committee will receive an update from the Buckinghamshire, Oxfordshire and Berkshire West (BOB) Integrated Care Board on access to dental care and advice.

**8. SEXUAL HEALTH SERVICES UPDATE** **BOROUGH WIDE**

The Committee will receive an update on Sexual Health Services.

**9. YOUTH JUSTICE ANNUAL PLAN** **BOROUGH WIDE** **45 - 104**

A report providing information on the Youth Justice Annual Plan 2023/24.

**10. EXCLUSIONS UPDATE** **BOROUGH WIDE** **105 - 122**

A report providing the Committee with update on actions being taken to prevent and reduce exclusions and suspensions.

**11. EXCLUSION OF PRESS AND PUBLIC**

The following motion will be moved by the Chair:

“That, pursuant to Section 100A of the Local Government Act 1972 (as amended) members of the press and public be excluded during consideration of the following item on the agenda, as it is likely that there would be disclosure of exempt information as defined in the relevant Paragraphs of Part 1 of Schedule 12A of that Act”

**12. SUFFICIENCY UPDATE IN RELATION TO PLACEMENTS OF CHILDREN IN CARE** **BOROUGH WIDE** **123 - 142**

**13. RESPONSE TO A LGSCO REPORT RELATING TO A COMPLAINT IN BRIGHTER FUTURES FOR CHILDREN** **BOROUGH WIDE** **143 - 160**

## WEBCASTING NOTICE

Please note that this meeting may be filmed for live and/or subsequent broadcast via the Council's website. At the start of the meeting the Chair will confirm if all or part of the meeting is being filmed. You should be aware that the Council is a Data Controller under the Data Protection Act. Data collected during a webcast will be retained in accordance with the Council's published policy.

Members of the public seated in the public gallery will not ordinarily be filmed by the automated camera system. However, please be aware that by moving forward of the pillar, or in the unlikely event of a technical malfunction or other unforeseen circumstances, your image may be captured. **Therefore, by entering the meeting room, you are consenting to being filmed and to the possible use of those images and sound recordings for webcasting and/or training purposes.**

Members of the public who participate in the meeting will be able to speak at an on-camera or off-camera microphone, according to their preference.

Please speak to a member of staff if you have any queries or concerns.

This page is intentionally left blank

**Adult Social Care,  
Children's Services and  
Education Committee**



**Reading**  
Borough Council  
*Working better with you*

**18 October 2023**

|                              |   |
|------------------------------|---|
| <b>Title</b>                 | Reading Youth Council Constitution 2023-24  |
| <b>Purpose of the report</b> | To make a decision  |
| <b>Report status</b>         | Public report   |
| <b>Report author</b>         | Brian Grady, Director of Education  |
| <b>Lead Councillor</b>       | Ruth McEwan, Lead Councillor for Education and Public Health  |
| <b>Corporate priority</b>    | Inclusive Economy   |
| <b>Recommendations</b>       | <ol style="list-style-type: none"> <li>1. That Committee note the work of the Reading Youth Council in 2022/2023</li> <li>2. That Committee endorse the Reading Youth Council priorities for 2023/2024</li> <li>3. That the revised Constitution of the Council is agreed by Committee</li> </ol> |

## 1. Executive Summary

- 1.1. The purpose of this report is to provide an update on how the Youth Council operates in Reading. It provides an overview on how the Youth Council is run and the various roles and responsibilities of different positions within the Youth Council.
- 1.2. The Reading Youth Council Constitution has been refreshed and is attached to this report. The constitution will inform future recruitment, to ensure a wide representation of young people.
- 1.3. The reviewed constitution clarifies the roles, responsibilities and associated procedures of Reading Youth Council

## 2. Policy Context

- 2.1. Reading Borough Council has a strong track record of celebrating young people and championing the voice of Reading young people. Reading Youth Council is a strong elected voice, representing the young people of Reading. It has a track record of enabling young people to communicate with decisions makers, to have their say and have influence on decisions which affect them and other young people.
- 2.2. Adult Social Care, Children's Services and Education Committee considered and agreed a new Constitution for Reading Youth Council in October 2021. The reviewed constitution clarified the roles, responsibilities, and associated procedures of Reading Youth Council, and it was agreed to review the Constitution again in 2023.

## 3. The Proposal

- 3.1. Reading Youth Council have had a successful year. As we have emerged from the pandemic period, young people have been able to engage more actively with Reading Youth Council and Youth Council members have been able to engage more actively and directly in their roles. This officer report will be accompanied by an update from

Reading Youth Council members themselves, setting out the successes of the year and priorities for 2023/2024.

- 3.2. The Reading Youth Council annual conference was a highlight of the year. 100 Reding pupils attended from 9 state schools and 1 independent school in Reading; a significant increase on previous years.
- 3.3. The work that young people attending did on the Reading Youth Council campaigns was very productive. The work on mental health and wellbeing continues to inform our mental health support services for Reading children. The work on climate action will feed into our Reading-wide work on climate action, including maximising the engagement of Reading children in the annual Reading climate action festival.
- 3.4. The annual conference debates were thought provoking and shone a light on changing considerations and concerns of young people in Reading. Threats of international violence and world events were very prevalent in the top concerns of attendees; a change from previous years. The wish to establish democratic voting rights from 16 was similar to previous years. The third priority debated was around censorship and free speech, where misogyny and current debates about equality, safety and respect occurring in schools was explored further.
- 3.5. The debates resulted in priorities which were fed back into schools by school leader attendees through PSHE and relationships health and sex education, and are informing the support and guidance on offer to schools from Brighter Futures for Children).
- 3.6. The revised Constitution has been informed by the work of the Youth Council over the past year, and the results of the Annual Conference. In particular, the Constitution confirms the appointment of two Campaign Commissioners to lead the two areas of concern identified by most young people engaged in the Council's work over the past year:
  - Campaign Commissioner for Homes, Money and Opportunities
  - Campaign Commissioner for Environment

#### **4. Contribution to Strategic Aims**

- 4.1. Reading Youth Council have been active in campaigning on issues young people are passionate about in Reading, aligned to the Corporate Plan of Reading Borough Council.
- 4.2. The Council's new Corporate Plan has established three themes for the years 2022/25. These themes are:
  - Healthy Environment
  - Thriving Communities
  - Inclusive Economy
- 4.3. These themes are underpinned by "Our Foundations" explaining the ways we work at the Council:
  - People first
  - Digital transformation
  - Building self-reliance
  - Getting the best value
  - Collaborating with others
- 4.4. Full details of the Council's Corporate Plan and the projects which will deliver these priorities are published on the [Council's website](#). These priorities and the Corporate Plan demonstrate how the Council meets its legal obligation to be efficient, effective and economical.

- 4.5. For 2023/24, Reading Youth Council priorities have been further aligned with the Council's Corporate Plan, as set out in the revised Constitution, with the appointment of a Campaign Commissioner for Environment and a Campaign Commissioner for Jobs Homes Money and Opportunities. The Youth Council are also committed to increasing youth representative at Reading Borough Council meetings and are reviewing with the Director of Education and Reading Borough Council Democracy team committee meetings attendance for the academic year ahead.

## **5. Environmental and Climate Implications**

- 5.1. The Council declared a Climate Emergency at its meeting on 26 February 2019 (Minute 48 refers).
- 5.2. Reading Youth Council have prioritised campaigning on Climate Emergency action and engagement of young people in a call to action in response to the Climate Emergency. The revised Reading Youth Council Constitution confirms the appointment of a newly designated Campaign Commissioner for Environment to further progress the campaigning undertaken by the Council.

## **6. Community Engagement**

- 6.1. Youth Council members were fully involved in the developing and revision of the constitution. Youth Council members will be in attendance at Committee to share an update on the activities undertaken by Youth Council, and priorities for the year ahead.

## **7. Equality Implications**

- 7.1. Under the Equality Act 2010, Section 149, a public authority must, in the exercise of its functions, have due regard to the need to—
- eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act;
  - advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
  - foster good relations between persons who share a relevant protected characteristic and persons who do not share it.
- 7.2. Equality Impact Assessment (EIA) is not relevant to the decision to agree the revised Reading Youth Council Constitution.
- 7.3. The Reading Youth Council is intended to create a positive differential impact for young people with protected characteristics, in terms of age, but also by championing the experiences of Reading young people with protected characteristics of disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex (gender) or sexual orientation.

## **8. Other Relevant Considerations**

- 8.1. There are no additional relevant considerations regarding this report.

## **9. Legal Implications**

- 9.1. There are no legal implications regarding this report.

## **10. Financial Implications**

10.1. The proposed Budget for Reading Youth Council is included in the Constitution.

## **11. Timetable for Implementation**

11.1. The revised Reading Youth Council Constitution is intended to be implemented immediately following ACE Committee consideration.

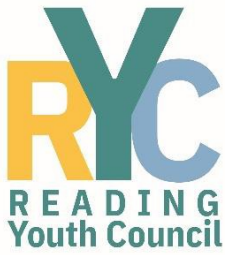
## **12. Background Papers**

12.1. There are none.

## **Appendices**

**1. Draft Reading Youth Council Constitution 2023-2025**





# Reading Youth Council

## Constitution

2023-2025

**OWNER**

Reading Youth Council

**VERSION**

Version 1

**DATE**

August 2023

---

© Brighter Futures for Children

Brighter Futures for Children  
Civic Offices, Bridge Street,  
Reading RG1 2LU

Company number 11293709

|           |   |
|-----------|---|
| <b>1.</b> | <b>Role of Reading Youth Council</b>  |
| <b>2</b>  | <b>Membership</b>   |
| <b>3</b>  | <b>Social Networking</b>  |
|           | Expectations of members online  |
|           | Use of social media in campaigning  |
|           | The Reading Youth Council social media platform and Brighter Futures for Children |
| <b>4</b>  | <b>Political Views</b>  |
| <b>5</b>  | <b>Equalities Policy</b>  |
| <b>6</b>  | <b>Roles and Structure</b>  |
|           | Reading Youth Council Executive Roles   |
|           | Reading Youth Council Officer Roles   |
|           | Reading Youth Council Campaign roles  |
| <b>7</b>  | <b>Procedures</b>   |
|           | Absence of key figures  |
|           | Invitation of external guests   |
|           | Voting on issues within meetings  |
|           | Grievances  |
| <b>8</b>  | <b>Elections</b>  |
|           | Internal Elections  |
|           | External Elections  |
| <b>9</b>  | <b>Budget</b>   |
| <b>10</b> | <b>Code of Conduct</b>  |
|           | Signatures  |

## 1 Role of Reading Youth Council

Reading Youth Council is a strong elected voice, representing the young people of Reading. It is a very effective way for young people to communicate with decisions makers, to have their say and have influence on decisions which affect them and other young people.

**1.1** The purpose of Youth Council is to:

- Be a strong elected voice for the young people of Reading
- To facilitate young people's engagement with senior officers, elected representatives and organisations.

**1.2** The role of the Youth Council is to:

- Take part in and planning the delivery of services for young people.
- Consult and influence decision makers
- Consult young people across Reading
- To report any information which may be useful in delivering services for children and young people.

**1.3** The role of Brighter Futures for Children support is to:

- Facilitate each meeting and provide resources where necessary
- Help organise events planned by the Reading Youth Council.
- To help answer any questions regarding British Youth Council or Brighter Futures for Children.
- To manage the external election process
- To offer ongoing advice and guidance to members of the Reading Youth Council

## 2 Membership

**2.1** Reading Youth Council will have an upper limit of 30 members

**2.2** Reading Youth Council is open to all people ages 11-18 who live or go to school in the Borough of Reading

**2.3** Members must be between 11 and 18 in January following election

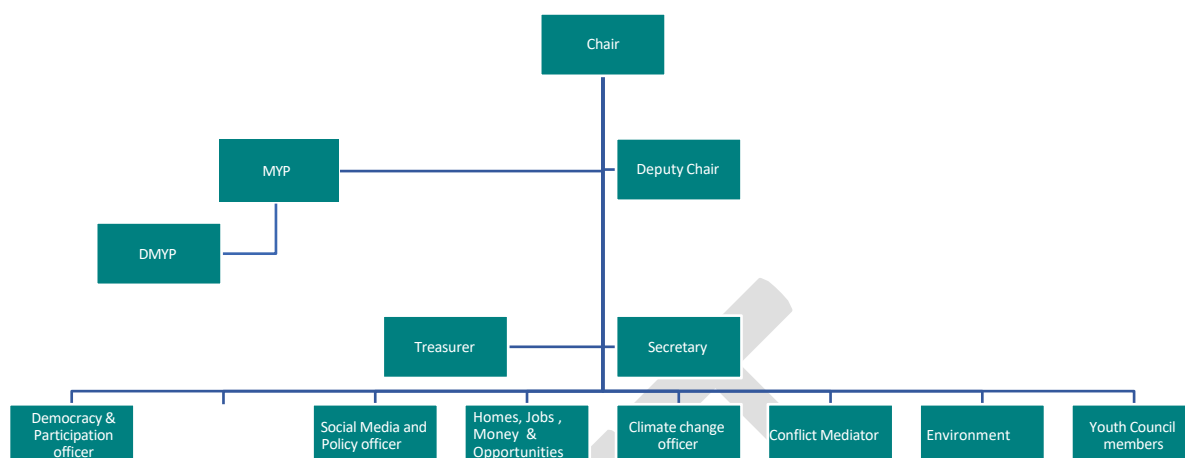
**2.4** Members are elected for a 2-year period.

**2.5** If further involvement is so desired, members can stand for re-election after their 2-year term.

**2.6** Every member is to engage actively and consistently, within meetings.

**2.7** If membership is required to be terminated early, a request should be sent to the Chair in written form.

## 3 Structure and Roles



### 3.1 Reading Youth Council Executive Roles

#### 3.1.1 Chair of the Reading Youth Council

Responsible for:

- Effective running of the Reading Youth Council
- creating the agenda and ensuring meetings are organised
- ensuring all members participate and are given equal opportunities
- liaising with all members and staff about Reading Youth Council matters

#### 3.1.2 Deputy Chair of the Reading Youth Council

Responsible for:

- Ensuring other role members effectively carry out their responsibilities
- aiding the Chair with their responsibilities
- standing in for the Chair during absences

#### 3.1.3 Treasurer of the Reading Youth Council

Responsible for:

- Liaising with campaign coordinator and staff to allocate the budget fairly
- ensuring the budget is spent responsibly by minimising expenditure
- maintaining a clear record of all expenditure
- developing fundraising initiatives
- liaising with all members and staff about Reading Youth Council matters

#### 3.1.4 Secretary of the Reading Youth Council

Responsible for:

- Recording and distributing the minutes to all members
- measuring the impact of RYC campaigns in partnership with the campaign coordinator
- writing emails to visitors and outside agencies

### **3.1.5 Member of Youth Parliament (MYP)**

Responsible for:

- Upholding the roles and duties outlined by British Youth Council

### **3.1.6 Deputy Member of Youth Parliament (DMYP)**

Responsible for:

- Supporting the MYP in their role as outlined above

## **3.2 Reading Youth Council Officer Roles**

### **3.2.2 Democracy and Participation Officer**

Responsible for:

- Encouraging participation in Reading Youth Council campaigns, events and Make Your Mark
- liaising with Councillors to promote views important to young people
- ensuring the election process is democratic and fair

### **3.2.3 Social Media and Communication Officer**

Responsible for:

- Managing Reading Youth Council social media
- writing press releases
- ensuring the Reading Youth Council projects are inclusive and reflective of young people's views

### **3.2.4 Campaign Commissioner for Environment**

Responsible for:

- Promoting environmentally friendly initiatives
- conversing with organisations in Reading on climate positive policy
- coordinating campaign planning
- ensuring that everyone in the campaign groups is contributing
- setting and meeting achievable campaign goals
- reporting on progress to the Chair

### **3.2.5 Democracy and Participation Officer**

Responsible for:

- Community reach out
- getting in contact with listed individuals and guests.
- understanding and using information compiled from the general population of Reading.

### 3.3 Reading Youth Council Campaign Roles

#### 3.3.2 Campaign Commissioner for Homes, Money and Opportunities

Responsible for:

- Coordinating campaign planning
- ensuring that everyone in the campaign groups is contributing
- setting and meeting achievable campaign goals
- reporting on progress to the Chair

## 4 Social Networking

### 4.1 Use of social media in campaigning

- 4.1.2** Members personal accounts are not required to have a neutral political stance but cannot use Brighter Futures for Children or Reading Youth Council to espouse their views.
- 4.1.3** The official social media accounts of Youth Council should be run by the Press Officer, MYP and Chair always combined and overseen by support staff.
- 4.1.4** The passwords for the social media accounts should be kept in a secure document, which should be kept by the MYP and press officer and passed onto the next MYP and press officer once a new one is elected.
- 4.1.5** Before a post is submitted, the Youth Council should be given a brief statement as to the content and type of post.
- 4.1.6** If a post is requested by the Youth Council, then the Press Officer is required to write up a release.

### 4.2 The Youth Council social media platform and Brighter Futures for Children

- 4.2.2** Reading Youth Council may request a post to the Brighter Futures for Children social media accounts.
- 4.2.3** Brighter Futures for Children may request a change to the social media presence of Reading Youth Council, which must be discussed and voted upon by Reading Youth Council before being accepted or rejected with relevant reasoning.
- 4.2.4** Brighter Futures for Children youth workers have a responsibility to safeguard all members of Reading Youth Council online and may be required to contribute to any online activity if deemed necessary.

### 4.3 Expectations of members online

- 4.3.2** Members are expected to be tolerant and respectful while online.
- 4.3.3** Members who are in executive positions should have social media platforms on:
  - Twitter
  - Instagram
  - Facebook
- 4.3.4** Members are encouraged to actively use social media if they have consent from their parents to do so
- 4.3.5** Members personal accounts are not required to have a neutral political stance but cannot use Brighter Futures for Children or Reading Youth Council to espouse their views.

## 5 Political Views

- 5.1** Reading Youth Council, in line with British Youth Council, must present as neutral on political issues.
- 5.2** Members cannot use Reading Youth Council to represent political views so as to not exclude members from across the spectrum.
- 5.3** Members should withhold personal and political views within the Reading Youth Council.

## 6 Equalities Policy

- 6.1** Reading Youth Council promotes that everyone, irrespective of background, should be allowed a voice and representation within Youth Council.
- 6.2** This includes:
  - Building anti- discriminatory structures into our systems.
  - Free speech for all members.
  - Work towards reducing hatred and discrimination across Reading
  - Allowed me to be more accepting of past situations and grow in confidence for the future.

## 7 Procedures

### 7.1 Meetings

- 7.1.1** Meetings will occur fortnightly during term time.
- 7.1.2** If additional meetings must be scheduled, the Chair should arrange this either online or in person.
- 7.1.3** If a guest is invited, they will be allowed to voice opinions and observe the meeting processes but will not have voting rights.

### 7.2 Attendance

- 7.2.1** If a member is unable to attend, must leave early or must leave late, then this must be informed to the Secretary (see 2.4).
  - If a member is consistently late, then an email will be sent asking for an appropriate explanation.
  - If it is an issue with timing, they will be caught up during meetings and if this is a widespread issue, timings may be adjusted accordingly
- 7.2.2** If sufficient notice, which means at any point before the meeting, is given then non-attendance is acceptable.
- 7.2.3** If a person is unable to attend consistently and does not give notice or reason for not attending meetings the procedure will be as follows:
  - If they miss three meetings with no prior information, they will be sent an email by the Chair.
  - If this email is ignored, a meeting will be set up to talk to the member to give them the opportunity to explain.
  - If no explanation or involvement is given, then they will be terminated formally via an email from the Chair.
- 7.2.4** Members may take leave from Reading Youth Council if they give reason for doing so.
  - If they miss three meetings with no prior information, they will be sent an email by the Chair.

- If this email is ignored, a meeting will be set up to talk to the member to give them the opportunity to explain.
- If no explanation or involvement is given, then they will be terminated formally via an email from the Chair.

**7.2.5** Members may take leave from Reading Youth Council if they give reason for doing so.

**7.2.6** If a member would like to leave, then the Secretary and Chair should receive written confirmation of this, which they should respond to.

### 7.3 Absence of key figures

**7.3.1** When there is an occasion where certain key members are not present, then each of the key members have separate protocol that is to be followed.

**7.3.2** If there is an absence of the Chair:

- The Deputy Chair will chair the meeting.
- If the Deputy Chair is unavailable, then there will be a temporary Chair that will be appointed and will set up the agenda for the meeting once given adequate information.
- Where possible, notice of absence for the chair and deputy chair should be given 24 hours prior to a meeting to ensure there is adequate leadership in place

**7.3.3** If there is an absence of the Secretary, then a temporary Secretary will be appointed to record and send minutes after the meeting.

**7.3.4** If the MYP is unable to attend:

- The DMYP will inform us of activities either they or the MYP have taken part in.
- If unable to attend, then the DMYP/MYP will have to send adequate information to update the Youth Council on their activities.

**7.3.5** If the Treasurer is not present, then:

- The treasurer should provide any appropriate updates regarding the budget.
- The Chair will read such updates.

### 7.4 Invitation of external guests

**7.4.1** If a member would like to invite an external guest, then the following procedure should occur:

- The member should send an email to both the Chair and the support staff in attendance, requesting an invitation from a guest and explain the purpose.
- If this invitation is granted, then they should continue in communications while using the CC function in email for the Youth Worker in attendance for safeguarding purposes.
- If a date is finalised, the secretary and the Chair should be informed, and it should be integrated into meetings.

**7.4.2** If a Youth Worker is approached by a guest, then the Chair should be informed via email. Confirmation should be given by the Chair to make sure the meeting is free.

### 7.5 Voting on issues within meetings.

**7.5.1** *Note: This is separate from elections* If there is an issue to be voted upon within Reading Youth Council meetings in person then the following procedure is to be used:

- Heads will be put down and a show of hands requested for the solutions to the issue.
- From this show of hands, a count will be done, and the most popular solution considered.

**7.5.2** If there is an issue to be voted upon within Reading Youth Council meetings online then:

- The members must type their agreement/disagreement in a chat box or verbalise it if access is not possible.



- 7.5.3** There should be an expectation of a quorum of 50% of the Reading Youth Council is present at any given time, in order to make sure voting is fair and unbiased.
- 7.5.4** In the event of a tie, the Chair will intervene and decide. If a member would like to leave, then the Secretary and Chair should receive written confirmation of this, which they should respond to.

## 7.6 Grievances

- 7.6.1** If a member of Reading Youth Council has a concern or grievance they would like to air, then an email should be sent to the Chair and, if preferred, a meeting could be set up.
- 7.6.2** This should then be given consideration by the Chair.
- 7.6.3** If this is of serious concern, then Youth Worker must be informed, and further action will be taken.
- 7.6.4** If the grievance is minor, then it should be informed to the Chair to be rectified immediately and added to appropriate protocol.

## 8 Elections

### 8.1 Timeline

|                   |  |
|-------------------|--|
| February          | External Elections<br>Make your Mark ballot    |
| March             | Internal elections and election of Reading MYP |
| March to December | Campaign work<br>Build up to conference        |
| January           | Annual conference                              |

### 8.2 External Elections

- 8.2.1** External elections take place annually.
- 8.2.2** Any young person over the age of 11 and under the age of 19, who lives, is educated, or is employed within the boundaries of Reading Borough Council’s area of authority, may vote in the annual elections that take place in December.
- 8.2.3** Running for previous elections unsuccessfully does not disqualify a young person from running again.
- 8.2.4** During elections, candidates register to run to represent their school.
- 8.2.5** Candidates may also stand as independents, representing community groups (for example, Young Carers, LGBTQ+, Faith groups, Cultural communities etc).
- 8.2.6** Candidates will be required to write a manifesto outlining their reasons to be elected, which will be published on ballot papers
- 8.2.7** Votes are counted by Youth Workers rather than Reading Youth Council members to ensure fairness.
- 8.2.8** There is an upper limit of 30 members. The terms for each of these members is 2 years from the date of election onwards.

### 8.3 Internal Elections

- 8.3.1** Internal elections take place with every new intake of members to the Reading Youth Council.
- 8.3.2** Every role listed above in “Reading Youth Council Officer Roles” and “Reading Youth Council Executive Roles” is voted on by elected Reading Youth Council members

- 8.3.3 Both the MYP and the Deputy MYP must be an elected member of the Youth Council.
- 8.3.4 Voting is done democratically with a space for a one-minute speech of each candidate per role before any voting takes place.
- 8.3.5 Voting is taken by secret ballot
- 8.3.6 Members may run for multiple roles at once, but if elected to more than one role, they may only choose one role to take on.
- 8.3.7 Should there be roles unfulfilled, or officers resigned during their term of office, a bi-election can be held.
- 8.3.8 Internal elections require at least 50% of the Reading Youth Council to be present before a vote is made.

## 9 Budget

### 9.1 Projected Budget

An estimated maximum budget is laid out as follows; this is subject to change within each year and at reviewed each financial year.

|   | Estimated annual cost |
|---|-----------------------|
| United Kingdom Youth Parliament & British Youth Council<br>Incorporating annual fees and travel to venues for annual sitting, annual conference, regional meetings. | £1250                 |
| Annual conference costs<br>Incorporating catering and venue hire and printing costs   | £2000                 |
| Annual venue hire<br>Based on hiring RISC for 3 hours a fortnight over 21 weeks   | £700                  |
| Elections<br>To cover printing, publicity, and other sundries towards external elections  | £500                  |
| Campaigns<br>Split evenly between each  | £2400                 |
| Activities<br>To be used for team building activities when each newly elected group begins  | £1000                 |
| Contingency<br>To be used in case of emergency in campaign or activities work   | £250                  |
| <b>TOTAL PER YEAR</b>   | <b>£8100</b>          |

### 9.2 Use of budget

- 9.2.1 The budget is available to be requested rather than open to be used immediately according to our wishes.
- 9.2.2 10% of the activities and campaign work budget should be kept separately as a contingency fund.
- 9.2.3 Any major spending should be voted on by the Reading Youth Council when at least 50% of the members are present to ensure fairness.
- 9.2.4 The budget can also be used for projects spanning multiple campaigns or the entirety of the Reading Youth council if approved by a vote.
- 9.2.5 If a percentage of the budget is used for projects spanning multiple projects or the entirety of the Reading Youth Council, then the money diverted from campaign work should be taken from each of the three campaigns equally to ensure fairness.

## 10 Code of Conduct

The members of Reading Youth Council are always expected to follow these agreed ground rules and codes of conduct.

- 10.1 Responding to communication by the given deadline
- 10.2 Respecting other members of the Reading Youth Council as well as visitors
- 10.3 Listening to other people's ideas without silencing contribution
- 10.4 Treating the interests of every school equally
- 10.5 Limiting phone use, unless relevant
- 10.6 Upholding a degree of formality
- 10.7 Using valuable meeting time productively
- 10.8 Upholding punctuality and starting meetings on time
- 10.9 Alerting either the support staff, Chair or the secretaries of absence via email or WhatsApp
- 10.10 Respecting other meetings taking place in the building.
- 10.11 Keep yourself muted when you are not speaking online.
- 10.12 Members should be encouraged to take part in discussions.
- 10.13 Members should not attend meetings without support staff to maintain safety at all times.
- 10.14 Safeguarding the brand of Reading Youth Council within meetings and outside of meetings.
- 10.15 Using appropriate language within meetings
- 10.16 Members must ensure they are always representing the views of all children and young people in Reading

Signatories

**Chair of Reading Youth Council (2021)** \_\_\_\_\_

**Deputy Chair of Reading Youth Council (2021)** \_\_\_\_\_

**Member of Youth Parliament (2021)** \_\_\_\_\_

**Endorsement**

**Executive Director of Children's Services**

**Social Care, Education and Early Help** \_\_\_\_\_

**Date:** \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

**Lead Member for Children's Services** \_\_\_\_\_

**Date:** \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

This constitution will be reviewed every three years

This page is intentionally left blank

## ADULT SOCIAL CARE, CHILDREN'S SERVICES AND EDUCATION COMMITTEE MEETING MINUTES - 12 JULY 2023

**Present:** Councillors Mpofu-Coles (Chair); Gavin (Vice-Chair), Cresswell, Davies, Edwards, Gittings, Hoskin, Keane, McEwan, O'Connell, Robinson and Woodward

**Apologies:** Councillors Ballsdon

### 1. MINUTES

The Minutes of the meeting held on 22 March 2023 were confirmed as a correct record and signed by the Chair.

### 2. MINUTES OF OTHER BODIES

The Minutes of the following meetings were received:

- Health and Wellbeing Board - 20 January 2023
- Health and Wellbeing Board - 17 March 2023
- Health and Wellbeing Board - 23 June 2023

### 3. NEW DIRECTIONS - ANNUAL UPDATE

The Principal and Adult Learning & Skills Manager for New Directions submitted a report that set out the key activities and outcomes delivered by New Directions College, the Council's Adult and Community Education service, covering the period between January 2022 and June 2023.

The report provided an update on the work of the college and highlighted the college's core service offer, funding arrangements, key performance and achievement figures, emerging developments, wider community and business partnerships, as well as learner feedback and satisfaction survey results.

The Committee heard that the current overall achievement rate for government funded education and skills at New Directions College was 91.4% for 2021-22, which was 2.6% above the last known national average rate of (88.8% in 2020) and marked an 18% improvement since 2018 when the overall achievement rate at the college had been 73.4%.

In March 2023 the college had established a new Governance Board consisting of the Lead Councillor for Education and Public Health, the Assistant Director for Culture and Assistant Director for Housing and Neighbourhood Services, two external representatives from the further education sector, the Council's Public Health Consultant, and BfC's Director of Education. The Governance Board, whilst not a mandatory requirement, would meet three times a year and help to drive service delivery. The Committee also heard that the college, along with leisure and culture services in Reading, was formally recognised by the Local Government Chronicle (LGC) and awarded winner of the Diversity and Inclusion category at the LGC Awards event held in June 2023.

## **ADULT SOCIAL CARE, CHILDREN'S SERVICES AND EDUCATION COMMITTEE MEETING MINUTES - 12 JULY 2023**

Whilst discussing the content of the report the Committee asked whether any data had been gathered that monitored the employability prospects of students in the long term. Andrea Wood advised that the Department for Education did not require the colleges to collect this type of information, but that destination data had been gathered for students and could be circulated to the Committee for assurance.

The Committee thanked Andrea Wood for the report and congratulated the team at New Directions College for their hard work.

### **Resolved –**

- (1) That the New Directions Annual Update report be noted.**
- (2) That student destination data be circulated to members of the Committee and be included in any future annual reports.**

### **4. ALL AGE UNPAID CARERS STRATEGY FOR READING**

The Interim Executive Director of Adult Social Care & Health submitted a report on the development of a Joint All Ages Unpaid Carers Strategy. The report explained that Reading's established Carers' Steering Group - a partnership between Reading Borough Council, voluntary sector partners, health partners and unpaid carers themselves - had identified the need for a Reading specific strategy to be created to bring services together, with the voice of unpaid carers at its heart.

The specific areas identified by the Carer's Steering Group as needing improvement reflected challenges known to be faced by unpaid carers nationally. Such challenges included:

- Barriers around recognising unpaid care and the role itself, many do not consider themselves as carers despite providing unpaid care for many reasons;
- Knowing what support you are entitled to and how to access it;
- Difficulties in navigating the health and social care system as an unpaid carer;
- Having your voice heard as an unpaid carer; and
- Difficulty in understanding the needs of unpaid carers as a result of misidentification or lack of identification of carers across the system.

The Carers' Steering Group had commenced a needs assessment engagement exercise that included consulting with unpaid carers and key partners. The needs assessment exercise had been launched to coincide with Carers' Week and would run between 5 June 2023 and 31 July 2023. During the consultation period there would be one survey for carers over the age of 18 and another survey for young carers. Different methods of engagement would be used throughout the consultation period to ensure that views had been captured from as wide range of carers as possible.

**ADULT SOCIAL CARE, CHILDREN'S SERVICES AND EDUCATION COMMITTEE  
MEETING MINUTES - 12 JULY 2023**

The responses and input obtained from the needs assessment exercise would be analysed and used to develop a Joint All Ages Unpaid Carers Strategy for Reading. The Strategy would be owned Reading Borough Council, Brighter Futures for Children, health partners, voluntary sector organisations and unpaid carers themselves. A period of codesign would take place following which a finalised version of the Strategy would be submitted to the Adult Social Care, Children's Services & Education Committee for approval.

**Resolved –**

- (1) That the development of an All Age Unpaid Carer's Strategy for Reading in conjunction with key partners be approved.**
- (2) That the planned consultation with carers to codesign and develop an All Age Unpaid Carer's Strategy for Reading be approved.**

**5. ADULT SOCIAL CARE STRATEGY**

The Interim Executive Director for Adult Social Care & Health submitted a report on the progress made towards the development of Reading's Adult Social Care (ASC) Strategy. The report sought permission to proceed with the next phase of stakeholder engagement and subsequent co-design with residents as part of a broader Adult Social Care Conversation.

The report detailed the milestones achieved to date to identify the initial priorities and vision for the Strategy. The report also included detail on the planned process of co-production, explained its alignment with preparations for Care Quality Commission Assurance, and listed the opportunities that would be gained by adopting a collaborative approach.

The report sought permission from the Committee to proceed with the engagement and consultation phase of the Strategy's development. The report explained that insights gained from the workshops that had been conducted to date would serve as a foundation for further engagement sessions, with any additional feedback being used to inform the draft Strategy and consultation process. A summary of the results from the Adult Social Care Vision and Priorities Workshop meetings held to date was attached to the report at Appendix 1.

The report set out the following Next Steps involved with the development of the Strategy:

- a. Planning and Scheduling: A comprehensive plan would be developed, outlining the timeline, methods, and target audiences for the engagement and consultation phases;
- b. Testing Vision & Priorities and Draft Strategy Distribution: The draft Adult Social Care Strategy, including the identified priorities and vision, would be shared with stakeholders, community organisations, people who use Adult Social Care services, carers, and other relevant parties for their input;
- c. Feedback Collection and Analysis: A structured process would be implemented to collect and analyse feedback and suggestions received from

## ADULT SOCIAL CARE, CHILDREN'S SERVICES AND EDUCATION COMMITTEE MEETING MINUTES - 12 JULY 2023

- stakeholders, enabling us to capture their valuable insights. This feedback would inform the draft and final strategy;
- d. Strategy Refinement: Insights and recommendations gathered would be carefully reviewed and considered to refine and shape the ASC strategy; and
  - e. Finalising the strategy: The strategy would be updated based on the feedback and prepared for the next stages of implementation and approval.

The report explained that the development of Reading's ASC Strategy through coproduction formed a fundamental aspect of the Council's commitment to provide person-centred care. By aligning the Strategy with the CQC assurance framework, the Council aimed to ensure that its services would meet the highest standards of quality and safety. It was anticipated that the coproduction process and subsequent consultation phase would lead to improved service delivery, stronger partnerships, and positive outcomes for the residents of Reading.

The report explained that, once permission had been granted, work would commence to plan and schedule engagement sessions and the consultation phase. This would include distributing draft vision statements and priorities of the Strategy, engaging with stakeholders and community organisations, and collecting feedback from people who used Adult Social Care services, carers, and other relevant parties. The consultation phase would be followed by the writeup and sharing of a draft Strategy. The insights gathered from these engagement sessions along with the consultation process would play a vital role in refining and shaping the final version of the strategy. The report included an estimated timetable the development of the Strategy through until December 2023.

### **Resolved –**

- (1) That the plans to develop Reading's Adult Social Care Strategy and the associated timescales be noted;**
- (2) That the request to consult with Reading residents, including those who use Adult Social Care services, to gather insights and views to co-design the Strategy and its priorities be approved.**

## **6. CHILDREN WITH SEND ACCESSIBILITY STRATEGY 2023-2025**

The Director of Education, Brighter Futures for Children (BFfC), submitted a report on the Children with SEND Accessibility Strategy 2023 to 2025. A copy of the Strategy was attached to the report at Appendix 1. The Strategy succeeded the previous Accessibility Strategy agreed by ACE Committee on 1 July 2021 (minute 5 refers). The report asked the Committee to approve the Children with SEND Accessibility Strategy 2023-2025, as attached at Appendix 1, which had been updated to reflect the further developed local offer and to recognise the adoption of the Reading Area SEND Strategy 2022-2027.

The Strategy set out how BFfC on behalf of Reading Borough Council would comply with the legal requirement to ensure equality of access to education for Reading children with disabilities. The Strategy detailed which parties were responsible for ensuring which provisions were in place and provided guidance to schools and educational providers on



## **ADULT SOCIAL CARE, CHILDREN'S SERVICES AND EDUCATION COMMITTEE MEETING MINUTES - 12 JULY 2023**

how they could seek support from BFfC in order to ensure that they were compliant. The Strategy set out the steps to be taken to ensure that pupils with Special Educational Needs and/or Disabilities (SEND) could fully participate in the education provided by their Reading community school and aimed to ensure that pupils with SEND could enjoy all other benefits, facilities and services that the school provided for its pupils. The Strategy looked to remove disability as a barrier to engagement for children by providing clear guidance to schools and educational providers regarding the law, and to give advice regarding what support was available to them from BFfC to help ensure that school environments were accessible to all children.

The Committee noted that the Accessibility Strategy only applied to community-maintained schools and did not apply to academies or free schools in the Borough who were responsible for developing their own strategies. The Director of Education confirmed that BFfC would work closely with all schools, including academies, to support and challenge them to meet the same standards as those set out in the Accessibility Strategy.

At the meeting the Committee asked to receive an annual update report on the implementation of the SEND Accessibility Strategy. The Director of Education advised that a report on the progress made towards the implementation of the wider Reading Area SEND Strategy was already being submitted on an annual basis to the Health and Wellbeing Board. The Director of Education recommended that the annual report could also be submitted to the ACE Committee and could include a combined update on the implementation of the SEND Accessibility Strategy at the same time.

### **Resolved –**

- (1) That the Children with SEND Accessibility Strategy 2023-2025, as attached at Appendix 1, be approved;**
- (2) That the ACE Committee receive an annual report providing update on the progress made towards the implementation of the wider Reading Area SEND Strategy as well as the SEND Accessibility Strategy.**

### **7. ANNUAL SCHOOL STANDARDS & ATTAINMENT**

Brian Grady, The Director of Education, Brighter Futures for Children, submitted a report introducing The Annual School Standards and Attainment report for the 2021-2022 academic year. A copy of Brighter Futures for Children's Annual School Standards and Achievement Report 2021-2022 was attached to the report at Appendix 1.

The report set out how Brighter Futures for Children, on behalf of Reading Borough Council, supported statutory duties regarding education and school standards in support of the Council's strategic priorities and policies. The report used verified examination data and so related to the previous academic year (2021/22), not the current academic year (2022/23).

The report explained that schools had been implementing research informed approaches to improve standards, with most schools being judged positively by Ofsted and in findings

## **ADULT SOCIAL CARE, CHILDREN'S SERVICES AND EDUCATION COMMITTEE MEETING MINUTES - 12 JULY 2023**

from school effectiveness assurance activities. However, these actions had not closed gaps with national performance quickly enough.

The report explained that this was the first period for three years where attainment data had been published and that the data painted a picture of concern, with children clearly impacted from the loss of schooling during the period of the pandemic. Though this was a national issue, Reading seemed to have performed more poorly in headline measures at KS1 and KS2.

The report noted that the outcomes for Children Looked After and for bilingual children categorised as having English as an Additional Language had been stronger, with performance at or above national averages for these groups. This reflected the success of long-term work of the Virtual School and projects to support language and communication in schools.

The report explained that, overall, performance for disadvantaged pupils and pupils at risk of poor outcomes needed to be improved and the gaps reduced. Particular areas of concern included children with or who have ever had a social worker, who underperformed compared to their peers in most schools; and an analysis of outcomes by pupil ethnicity had identified that children with Black Caribbean Heritage were underperforming in Reading schools.

The Annual School Standards and Achievement Report 2021-2022 identified the priorities and key actions being taken in the current academic year. These were expanded on in the covering report which highlighted and were set out under the following priorities:

- Priority 1: Developing school-to school support and challenge through the Education Partnership Board;
- Priority 2: Promotion of positive wellbeing for school leaders and school staff;
- Priority 3: Targeting of intervention and support to raise standards and progress of pupils at schools with the poorest results, informed by an increasingly sophisticated understanding of inequalities outcomes for disadvantaged groups;
- Priority 4: Building governor capacity, skills and oversight to enhance support and challenge;
- Priority 5: Implementing a Borough-wide teaching staff recruitment and retention strategy.

The report explained that an annual report would be brought back to ACE Committee to track improvements in school standards and pupil attainment. Additional reports would also be submitted to the Committee focusing on key areas of priority action throughout the academic year.

Alice Boon, Strategic Lead for School Effectiveness; Andrea O'Neill, Inclusion Leader at The Kennet Federation; Lisa Telling, Executive Headteacher of Katesgrove Primary School and Southcote Primary School; Simon Uttley, Headteacher of Blessed Hugh Faringdon Catholic School; and Amanda Walcott-Barnett, Deputy Headteacher at E P Collier Primary

**ADULT SOCIAL CARE, CHILDREN'S SERVICES AND EDUCATION COMMITTEE  
MEETING MINUTES - 12 JULY 2023**

School and Anti-Racist Lead Practitioner were present at the meeting for the item and addressed the Committee and answered questions on their experiences, work and roles as school leaders within the local school system.

**Resolved –**

- (1) That the position regarding school standards and attainment, as set out in the report attached at Appendix 1, be noted;**
- (2) That the priorities and current and planned activity to further improve attainment, with a focus on priority groups, be endorsed;**
- (3) That the Committee receive further reports in the forthcoming academic year on progress of actions and the impact on standards and attainment.**

(Councillor Cresswell declared a non-pecuniary interest in the item relating to his work in the alternative provision education sector)

(The meeting commenced at 6.30 pm and closed at 8.23 pm)

This page is intentionally left blank

**Present:**

|                                   |  |
|-----------------------------------|--|
| Councillor Ruth McEwan<br>(Chair) | Lead Councillor for Education and Public Health, Reading Borough Council (RBC)   |
| Councillor Jason Brock            | Leader of the Council, RBC   |
| Andy Ciecierski<br>(Vice-Chair)   | Clinical Director for Caversham Primary Care Network   |
| John Ashton                       | Interim Director of Public Health for Reading and West Berkshire   |
| Councillor Paul Gittings          | Lead Councillor for Adult Social Care, RBC   |
| Councillor Graeme Hoskin          | Lead Councillor for Children, RBC  |
| Alice Kunjappy-Clifton            | Lead Officer, Healthwatch Reading  |
| Steve Leonard                     | West Hub Group Manager, Royal Berkshire Fire & Rescue Service  |
| Rachel Spencer                    | Chief Executive, Reading Voluntary Action  |
| Sarah Webster                     | Executive Place Director - Berkshire West, Buckinghamshire, Oxfordshire and Berkshire West Integrated Care Board (BOB ICB) |
| Melissa Wise                      | Acting Executive Director of Adult Social Care & Health, RBC   |

**Also in attendance:**

|                             |   |
|-----------------------------|---|
| Tariq Gomma                 | Community Participatory Action Researcher   |
| Chris Greenway              | Assistant Director for Commissioning and Transformation, RBC                            |
| Eva Karanja                 | Community Participatory Action Researcher   |
| Councillor Alice Mpfu-Coles | Chair of the Adult Social Care, Children’s Services and Education Committee, RBC        |
| Sunny Mehmi                 | Assistant Director for Operations, Adult Social Care, RBC                               |
| Cecily Mwaniki              | Community Engagement Lead, Berkshire Healthcare NHS Foundation Trust (BHFT)             |
| Krishna Neupane             | Community Participatory Action Researcher   |
| Bev Nicholson               | Integration Programme Manager, RBC  |
| Amanda Nyeke                | Public Health & Wellbeing Manager, RBC  |
| Esther Oenga                | Postdoctoral Research Assistant in Participatory Action Research, University of Reading |
| Martin White                | Consultant in Public Health, RBC  |

**Apologies:**

|                 |   |
|-----------------|---|
| Tehmeena Ajmal  | Chief Operating Officer, BHFT   |
| Caroline Lynch  | Trust Secretary, Royal Berkshire NHS Foundation Trust (RBFT)                    |
| Lara Patel      | Executive Director of Children’s Services, Brighter Futures for Children (BFfC) |
| Eamonn Sullivan | Chief Nurse, RBFT   |

**2. MINUTES**

The Minutes of the meetings held on 17 March and 23 June 2023 were confirmed as a correct record and signed by the Chair.

### 3. TACKLING HEALTH INEQUALITIES IN READING - COMMUNITY PARTICIPATORY ACTION RESEARCH 2021-22

Rachel Spencer submitted a report outlining the key findings and recommendations of Community Participatory Action Research (CPAR) carried out between February 2021 and May 2022 to research and evidence the inequalities facing minority ethnic communities in accessing healthcare in Reading. Esther Oenga, who had facilitated the research, and Tariq Gomma, Eva Karanja and Krishna Neupane, who had been involved as community researchers, gave a presentation on the research focus, findings, recommendations and where the CPAR had led so far for the projects.

The report explained that, throughout the Covid-19 pandemic, inequalities in health, especially mental health, had become magnified amongst some Black, Asian and minority ethnic (BAME) groups which were disproportionately affected. Public Health England's report, *Beyond the data: Understanding the impact of Covid-19 on BAME groups (2020)*, had demonstrated the widening of existing health inequalities and as a result Health Education England South East had implemented a programme of work to support CPAR, in which researchers and community stakeholders engaged as equal partners.

A partnership involving Reading Borough Council, Reading Voluntary Action, the Alliance for Cohesion and Racial Equality, Reading Community Learning Centre and the University of Reading's Participation Lab had been successful in gaining a grant to train and support five local researchers in Reading to co-produce and carry out research with the support of a part-time facilitator, Dr Esther Oenga. Over the previous year, they had worked tirelessly to research and evidence the striking inequalities facing minority ethnic communities in accessing healthcare in Reading and the report outlined the key findings and recommendations on the following research projects:

- Access to maternal healthcare services for ethnic minority communities
- Access to healthcare services for ethnic minority women
- Impact of Covid-19 on the mental health of ethnic minority men
- Impact of Covid-19 on the Nepalese Community in Reading

It was reported that there had already been some action on the recommendations within the report, including receiving funding for the Reading Maternity Voices inequalities project with Royal Berkshire NHS Foundation Trust for a two-year pilot project to focus on:

- Listening to feedback from Black and Asian women, and women from minority ethnic groups, or considered to be living in deprived areas
- Working with the hospital to improve outcomes for women in these communities and their babies

The research had resulted in new opportunities, projects and jobs for the community researchers and a toolkit for carrying out Community Participatory Action Research had been produced, copies of which were handed out at the meeting. Further work was being carried out on a "CPAR 2", with some of the CPAR 1 researchers acting as community peer mentors.

#### **Resolved –**

That the report be noted and welcomed and members of the Board take the recommendations back to their relevant organisations.

### 4. HEALTHWATCH READING ANNUAL REPORT 2022/23

Alice Kunjappy-Clifton submitted the 2022/23 Annual Report for Healthwatch Reading, which gave details of the work carried out by Healthwatch Reading in 2022/23.

The report explained who Healthwatch Reading were and set out highlights from the year, and from ten years of Healthwatch.

It also detailed how Healthwatch Reading had listened to the experiences of people in the community, including the following projects:

- Laying the foundations – making Healthwatch Reading visible
- Asylum seekers living in Reading
- Maternal mental health – carrying out a survey of the experiences of mental health care of mothers and birthing parents.

The report gave details of working in partnership, including:

- Working in the new Integrated Care System
- Working with BOB Integrated Care Board on transforming continuing healthcare
- Ensuring language is accessible and easy to understand

It gave details of how Healthwatch Reading had provided people with advice and information, giving an example in a case study.

The report also acknowledged the work of Healthwatch Reading's volunteers, gave details of its finances, and set out its priorities for 2023/24:

- GP access and quality – looking at people's understanding of how GP-led services were structured and self-care options.
- Maternal mental health – to see how the NHS England plan for improving experiences for mothers and birthing parents was rolled out and impacted locally and asking questions of decision makers if there were concerns from local people.
- Dentistry – focusing on young people, pregnant women, women who had had a baby in the last 12 months and people with learning disabilities.

The meeting discussed ongoing concerns around access to dentistry. Alice Kunjappy-Clifton reported that Healthwatch England had presented to the Health Select Committee regarding dentistry which had fed into the current national conversation and the changes happening in dentistry. She noted, however, that if individuals in Reading had problems with access to dentistry they could get in touch with Healthwatch Reading who would help them find solutions.

The meeting also discussed concerns regarding the provision of maternity services, the negative impacts on mental health caused by the care received during labour and childbirth and the problems experienced in receiving maternity services by those from ethnic minority communities (referred to in the CPAR report - see Minute 3 above), which in some areas could even result in above average numbers of maternal deaths. Examples were given of inadequate translation services, literature and awareness of cultural traditions and of the importance of providing maternity services in culturally appropriate ways. It was important that stereotypes, prejudices and assumptions were not made about people in "hard to reach/seldom heard" groups, so that these people were listened to and catered for both in the community and in hospital, with adequate translation and information available. It was noted that capacity of translators was limited

## READING HEALTH & WELLBEING BOARD MINUTES – 14 JULY 2023

and this was an area where Healthwatch might be able to work with Community Champions.

It was suggested that either the Health & Wellbeing Board or the Adult Social Care, Children's Services and Education (ACE) Committee should look further at the work being done and the ways to improve the offers regarding access to dentistry and the provision of maternity services, in particular the provision of maternity services in culturally-appropriate ways.

### **Resolved -**

- (1) That the report be noted;
- (2) That either the Health and Wellbeing Board or the ACE Committee receive reports to future meetings on access to dentistry and the provision of maternity services.

### **5. HEALTH AND WELLBEING STRATEGY QUARTERLY IMPLEMENTATION PLAN NARRATIVE AND DASHBOARD REPORT**

Amanda Nyeke submitted a report that provided an overview of the implementation of the Berkshire West Health and Wellbeing Strategy 2021-2030 in Reading and gave detailed information on performance and progress towards achieving local goals and actions set out in both the overarching strategy and the locally agreed implementation plans.

The Health and Wellbeing Implementation Plans and Dashboard Update was attached at Appendix A and contained detailed narrative updates on the actions agreed for each of the implementation plans and included the most recent update of key information in each of the five priority areas:

- Priority 1 - Reduce the differences in health between different groups of people;
- Priority 2 - Support individuals at high risk of bad health outcomes to live healthy lives.
- Priority 3 - Help families and children in early years;
- Priority 4 - Promote good mental health and wellbeing for all children and young people;
- Priority 5 - Promote good mental health and wellbeing for all adults.

The report set out details of updates to the data and performance indicators which had been included since the last report.

**Resolved –** That the report be noted.

### **6. AUTISM STRATEGY: YEAR 1 ACTION PLAN UPDATE**

Sunny Mehmi submitted a report on the progress of the Year 1 (2022/23) All Age Autism Strategy Action Plan across Reading. The report had appended:

- Appendix 1 - All Age Autism Strategy for Reading 2022 to 2026
- Appendix 2 - All Age Autism Strategy Action Plan 2022/23
- Appendix 3 - The Equality Impact Assessment

The report stated that the Reading All Age Autism Strategy had been adopted by the ACE Committee on 18 January 2023 and reported to the Health and Wellbeing Board on 20



## READING HEALTH & WELLBEING BOARD MINUTES – 14 JULY 2023

January 2023 and that annual updates on the progress of the action plan would be presented to the Board.

The following seven priorities had been developed which had been used as the basis for the Strategy:

1. Improving awareness, understanding and acceptance of autism;
2. Improving support and access to early years, education and supporting positive transitions and preparing for adulthood;
3. Increasing employment, vocation and training opportunities for autistic people;
4. Better lives for autistic people – tackling health and care inequalities and building the right support in the community and supporting people in inpatient care;
5. Housing and supporting independent living;
6. Keeping safe and the criminal justice system;
7. Supporting families and carers of autistic people.

The Action Plan outlined the progress that partner agencies had made in delivering Year 1 of the Strategy, and the report listed some of the key developments in the seven priority areas.

Alice Kunjappy-Clifton said that it was good news that the Thames Valley Autism Alert card had been distributed to all police stations but noted that not many people knew about it yet and autism was still a hidden issue in some communities; more promotion of the card was needed and all partners could help in this. Sunny Mehmi suggested that a representative from Healthwatch Reading should be on the Autism Partnership Board.

The meeting discussed the challenge of addressing the problems of neurodiverse people in employment, such as by adapting work places and changing the culture of employers when dealing with neurodiverse interviewees and employees, perhaps by working with the economic development company, wider business community and partners. Sunny Mehmi noted that this was a priority within the strategy but that he needed to liaise with the Council's senior leadership group to identify who to involve in driving this agenda forward, as he had limited influence in this area.

### **Resolved –**

- (1) That the report be noted;
- (2) That Sunny Mehmi liaise with Alice Kunjappy Clifton to arrange for a Healthwatch Reading representative on the Autism Partnership Board.

## **7. BERKSHIRE WEST PLACE-BASED PARTNERSHIP – BRIEFING**

Sarah Webster submitted a report on revised arrangements for the Unified Executive to be a Place-Based Partnership for Berkshire West.

The report stated that, since January 2023, Unified Executive members, seeking to develop the Berkshire West Place-Based Partnership, had met twice as an extended Unified Executive Group for facilitated workshops and had met as a weekly 'Task and Finish Group' with senior representatives from all the organisations to progress the outputs from the workshops. The discussions had been productive and some specific

## READING HEALTH & WELLBEING BOARD MINUTES – 14 JULY 2023

outputs had been agreed covering the following areas, with a commitment to continual review and improvement as necessary:

- Place Priority Programmes: A proposed list of eight priority areas of high impact joint work had been scheduled into a work plan, set out in the report. A detailed programme plan would be submitted to a future Board meeting. It was acknowledged that the programmes of work were a starting point and over the next twelve months a longer-term strategic joint programme of work would be developed with clear links into the H&WB Strategy and the ICP Strategy.
- Revised joint governance arrangements for the Place Partnership: Improvements to the existing governance structure were proposed, rather than completely reshaping the current arrangements, to avoid destabilising the system. The improvements aimed to ensure an appropriate balance of focus at Local Authority and Place-based level on the needs of any given programme of work, and that all partners were appropriately engaged without it becoming burdensome (proposed governance arrangements were set out in a table in the report).
- Partnership Commitments: To set the tone and expectations for the partnership some commitments had been agreed in principle to work towards.
- Unified Executive workplan: The Unified Executive would ensure that the joint programme of work delivered improvements for residents and ensured good oversight and assurance over core priority programmes alongside other important partnership subjects.

The report noted that there was an important role for the three Health and Wellbeing Boards within the Place-Based Partnership arrangements in ensuring joint work at Place was delivering on behalf of the specific needs of the residents that each Board represented and contributing towards the delivery of the Joint Health and Wellbeing Strategy. The Boards also included VCSE and Healthwatch colleagues and therefore provided a vital role in ensuring their engagement in the Partnership work. It was therefore sought to strengthen the accountability link between the work of the Unified Executive and the H&WB Boards.

The Unified Executive (UE) would continue largely as it did currently, with a commitment from all partners to prioritise this meeting so that CEO (or equivalent) attendance was the norm. The UE sub-groups (Place-wide) would fall into one of these categories:

- a formal Programme Board - where 'Place' was agreed as the focal point for the programme of work – the Berkshire West Urgent & Emergency Care Programme Board and the Berkshire West Place Development & Enablers Programme Board;
- a less formal Place Professional Group - A single category of informal Place-level groups had been identified, noting generally the 'centre of gravity' for decision making in these subject areas were not at Place, but a need might arise for these groups to come together to discuss opportunities in common, make recommendations to formal Boards or committees, and/or take decisions within the remits of individual authority. An example might be a Berkshire West Primary Care Place Professionals Group

The 'Locality Integration Boards' and the 'Children and Young People's Partnership Boards' were key integrated forums within each Local Authority. All partners were currently reviewing attendance at these Boards to ensure an appropriate level of seniority to contribute towards decision making.

## READING HEALTH & WELLBEING BOARD MINUTES – 14 JULY 2023

It was proposed that each Place Priority Programme would be housed within the appropriate UE sub-group, noting the existing subject matter experts in attendance.

The Partnership Enablers Programme Board would work with the Chairs of each forum to support a review of their Terms of Reference, confirm appropriate representatives from each organisation, and confirm the reporting arrangements to and from the Unified Executive. It would also undertake further engagement with Elected Members, Healthwatch and the VCSE regarding the proposed model.

The report noted that the Unified Executive joint governance structure had previously been branded as the Berkshire West Integrated Care Partnership, but now that this terminology related to the BOB-wide ICP this was creating some confusion locally. The need for a clear shared identity as a Place-Based Partnership was acknowledged and the Partnership Place Enablers Programme Board would lead on development of a new brand identity for the Berkshire West Place.

**Resolved** – That the report be noted.

### 8. BOB ICB JOINT CAPITAL RESOURCE USE PLAN

Sarah Webster submitted a report presenting the Buckinghamshire, Oxfordshire and Berkshire West Integrated Care Board (BOB ICB) Joint Capital Resource Use Plan, attached at Appendix 1, which set out the planned capital resource use for the ICB and its partner NHS and Foundation Trusts.

The report explained that the National Health Service Act 2006, as amended by the Health and Care Act 2022, set out that an ICB and its partner NHS trusts and foundation trusts had to, before the start of each financial year, prepare a plan setting out their planned capital resource use and had to publish that plan and give a copy to their Integrated Care Partnership, Health & Wellbeing Boards and NHS England. The ICB had to publish these plans before or soon after the start of the financial year and report against them within their annual report.

The Plan stated that the Vision for the Estates workstream across BOB ICB was to work collaboratively to provide an estate that facilitated the delivery of the BOB ICS long term plan, responding to and supporting the delivery of the aims of each of the service workstreams:

- Ensuring the ICS Estate could support the delivery of the Long-Term Plan service aims and objectives.
- Driving efficiency and reducing variation wherever feasible by using information related to utilisation, cost, and efficiency in relation to the healthcare estate in BOB ICS.
- Working across partners to maximise the use of good quality healthcare buildings, where required, and rationalising poor-quality premises.
- Improving the quality and provision of assets across the ICS.
- Ensuring a collaborative approach to use of assets across the full extent of the public estate to support the changing models and locations for delivery of care.

The Plan stated that the Royal Berkshire NHS Foundation Trust (RBFT) had recently been awarded seed funding via the New Hospitals Programme, but that a formal ministerial announcement was awaited relating to associated timeframes for progressing with the project, with the ambition likely for delivery in 2028-2030. It was reported at the

## READING HEALTH & WELLBEING BOARD MINUTES – 14 JULY 2023

meeting that the latest announcements on the New Hospitals Programme had indicated that the RBFT was not one of the front runners for the programme and it was not yet known when funding would be received.

**Resolved:** That the BOB ICB Joint Capital Resource Use Plan be noted.

### 9. COVID-19 PANDEMIC UPDATE

Martin White gave a presentation on the latest situation on the Covid-19 pandemic. The presentation slides had been included in the agenda papers.

The presentation provided information on the current situation, noting that on 5 May 2023, the Director General of the UN World Health Organisation had declared an end to Covid-19 as a public health emergency but that did not mean that the disease was no longer a global threat, and setting out details of the worldwide and UK situation. It also gave information on the current situation in England and Reading, details of the Vaccine Booster Programme for 2023 and of ongoing concerns, noting that there were an estimated 2 million cases of self-reported Long Covid in the UK (3.1% of the population).

**Resolved –** That the position be noted.

### 10. DATE OF NEXT MEETING

**Resolved –** That it be noted that next meeting would be held at 2.00pm on Friday, 6 October 2023.

(The meeting started at 2.00 pm and closed at 4.29 pm)



Report to the Reading Adult Social Care, Children's and Education (ACE) Committee

**Date:** 6<sup>th</sup> October 2023

**Title:** NHS Dental services in Reading

**Author:** Hugh O'Keeffe, Senior Programme Manager - Pharmacy, Optometry and Dental

## 1. Introduction

On 1<sup>st</sup> July 2022 the Buckinghamshire, Oxfordshire and Berkshire West (BOB) Integrated Care Board took on delegated responsibility for Dentistry, alongside Pharmacy and Optometry. Integrated Care Boards (ICBs) have an explicit purpose to improve health outcomes for their whole population and the delegation will allow the ICB to integrate services to enable decisions to be taken as close as possible to their residents. The ICB is working to ensure their residents can experience joined up care, with an increased focus on prevention, addressing inequalities and achieve better access to dental care and advice.

The ICB discharges its responsibility for dental commissioning in partnership with NHS Frimley who host a Commissioning hub for Pharmacy, Optometry and Dental Services, providing operational leadership within ICB governance structures.

Clinical engagement is achieved via a Local Dental Network (LDN) covering the Thames Valley area (Buckinghamshire, Oxfordshire, Berkshire West and Berkshire East). This is a clinically led group involving Dentists, Dental Public Consultants, representatives from Health Education England and the Local Dental Committees and service commissioners. Reporting to the LDN are specialist led Managed Clinical Networks for Oral Surgery, Orthodontics, Restorative Dentistry and Special Care and Paediatrics.

Patients are not registered with a dentist in the same way as they are with a GP. A dental practice is only responsible for a patient's care while in treatment, although many will maintain a list of regular patients so may only have the capacity to take on new patients when patients do not return for scheduled check-ups or advise they are moving away from the area.

Dental practices deliver services via cash limited contracts with the NHS in which they are required to deliver agreed levels of activity each year.

Since the onset of the pandemic dental services have faced major challenges. Enhanced infection control procedures, necessitated by the types of procedures carried out in dental surgeries, led to reduced dental capacity. Their capacity has been very gradually increased as infection rates have dropped, under strict guidance aimed at keeping patients and staff safe.

It is only since July 2022 that practices have returned to full capacity. Although the gradual increase has improved access to dental care there remains backlog of care from earlier in the pandemic that will take some considerable time to address. The rate of recovery is being impacted by the greater oral health needs of patients due to gaps in their attendance with treatment plans taking longer to complete and some practices have decided to cease NHS provision. This has impacted primary care dental services and referral services including hospital and a range of community-based services.

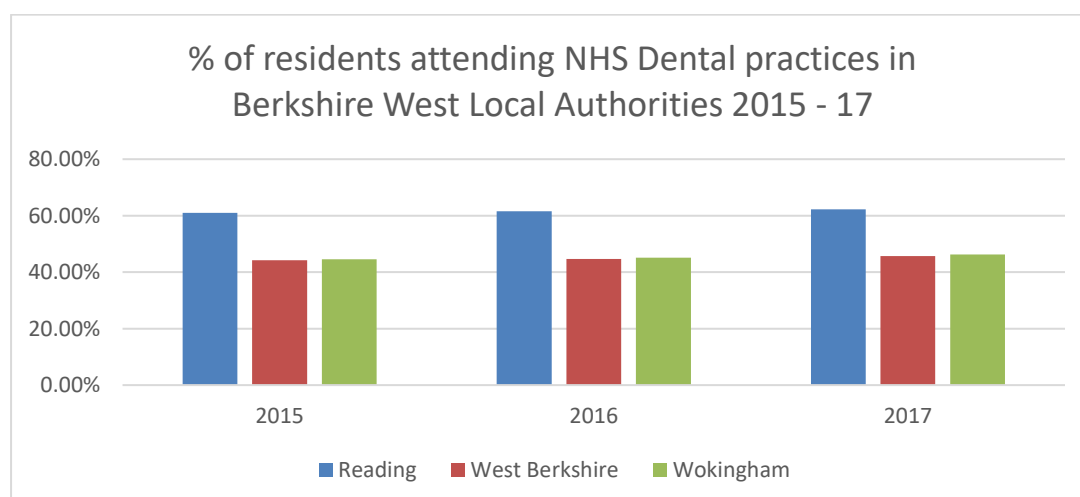
This paper provides an update regarding access to services and the actions being taken to address challenges.

## 2. Updates on dental services

### 2.1 Primary Care services

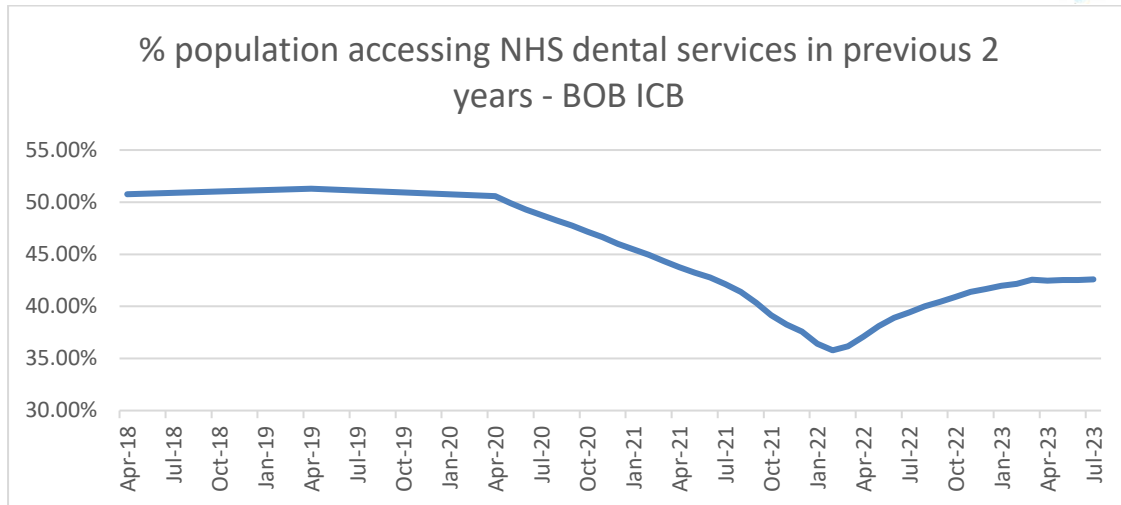
#### 2.1.1 Access

Access to primary care dental services is measured on the basis of the number of unique patients attending over a 2-year period. The introduction of the current dental contract in 2006 was accompanied by a programme of ringfenced financial investment under the Dental Access Programme designed to recover NHS dental access, which had fallen significantly following the previous introduction of the 1992 contract. Access to NHS Dentistry in the Thames Valley increased from about 43% of the population in 2008 to about 51% in 2019 (an increase of about 250,000 people). The table below describes access in the Berkshire West local authorities in the period 2015 – 17.



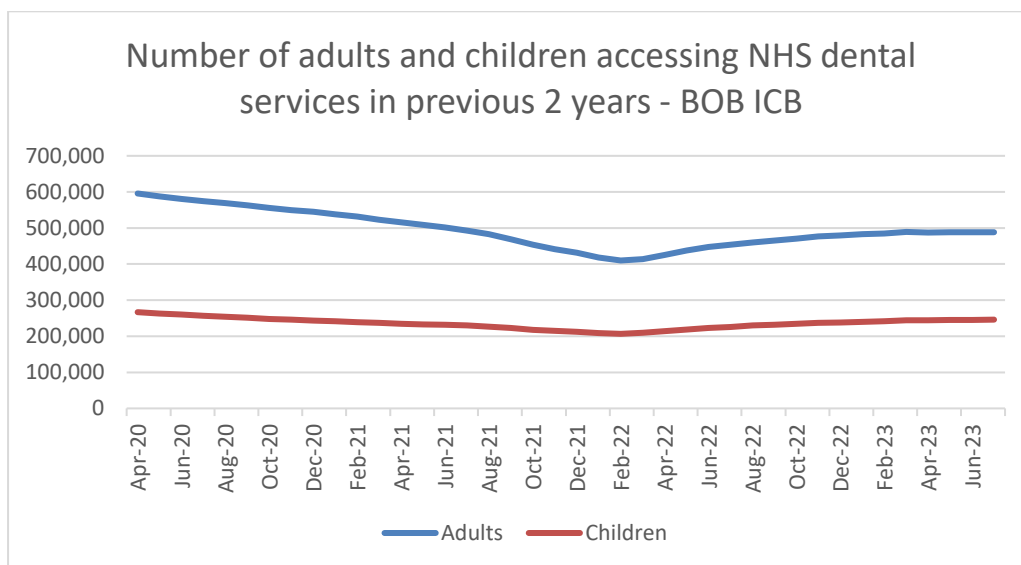
In the Berkshire West area, resident attendance at the Reading practices was the highest at about 60% (*note: this data has not been available at local authority level since 2017*).

Due to the coronavirus pandemic, all dental practices (NHS and private) had to close between March and June 2020 and were then required to operate at significantly reduced capacity until July 2022. This was for safety reasons. Practices returned to full capacity in July 2022. In early 2022, the number of patients attending BOB ICB dental practices in the previous 2 years fell below 36%. Since then, there has been a recovery in access. In July 2023, 42.59% of the BOB ICB population (733,967 people, an increase of 117,359 compared to February 2022) had attended an NHS dental practice in the previous 2 years.



The rate of increased access has been similar for adults and children. The table and chart below detail the numbers of adults and children in BOB accessing NHS dental services in this period:

| Patient group | Number attending Feb '22 | Number attending Jul '23 | Increase       | % increase   |
|---------------|--------------------------|--------------------------|----------------|--------------|
| Adults        | 409,943                  | 488,226                  | 78,283         | 19.1%        |
| Children      | 206,665                  | 245,741                  | 39,076         | 18.9%        |
| <b>Total</b>  | <b>616,608</b>           | <b>733,967</b>           | <b>117,359</b> | <b>19.0%</b> |



However, the number attending is still some way below the pre-pandemic figures of 51.29% attending pre-pandemic.

As capacity has been increased practices have been able to deliver more of their contracted activity. Practices are required to deliver an agreed number of Units of Dental Activity (UDAs) each year. The UDA payment bands relate to the patient treatment bands under the NHS Patient Charges Regulations 2005.

<https://www.nhs.uk/nhs-services/dentists/dental-costs/how-much-will-i-pay-for-nhs-dental-treatment/>

### 2.1.2 Contract Delivery

The table below describes the level of activity commissioned in Reading.

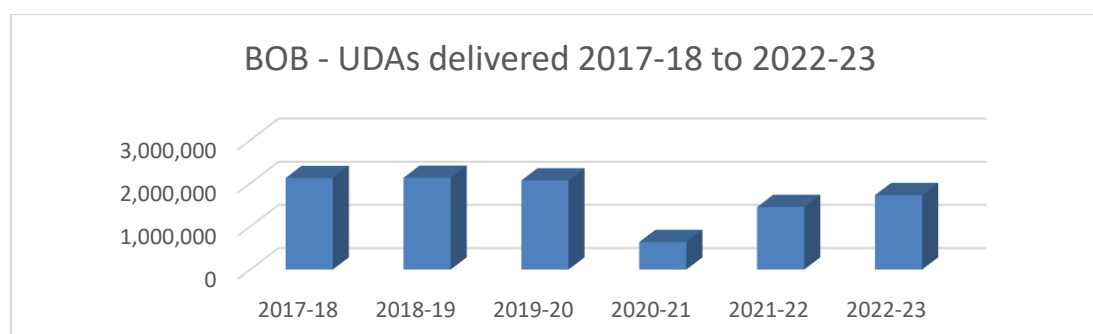
| Service       | Number | Units of Activity | Contract value 2022-23 |
|---------------|--------|-------------------|------------------------|
| GDS contracts | 17     | 243,454           | £7.2m                  |

The table below compares UDAs commissioned per head with other parts of the BOB ICB:

| Local Authority | UDAs commissioned | Population 2019  | UDAs per head |
|-----------------|-------------------|------------------|---------------|
| Reading         | 243,454           | 161,780          | 1.50          |
| West Berkshire  | 171,711           | 158,450          | 1.08          |
| Wokingham       | 182,513           | 171,119          | 1.07          |
| <b>BOB</b>      | <b>2,178,067</b>  | <b>1,723,447</b> | <b>1.26</b>   |

The higher number of UDAs per head in Reading means that there is a comparatively higher number of dental appointments available for, and being accessed by, the population of Reading.

Practices are paid on the basis of delivery an agreed level of activity each year. If they fall below a certain threshold financial recovery will be made. Prior to the pandemic the average annual delivery in the BOB area was about 95%. Contract delivery requirements were relaxed during the pandemic as the practices operated at below 100% capacity between 2020 -22. Since the peak of the pandemic contract delivery has been increasing and this has supported increased access. In 2022-23, about 80% of contracted activity was delivered in BOB (87.5% in Reading)



Whilst this is significant increase on the peak pandemic year of 2020-21 (28% of UDAs delivered) it is still some way below pre-pandemic levels.



### 2.1.3 Access challenges

There are a number of challenges that continue to face access to NHS services. Many of the patients who have attended dental practices since the pandemic have increased treatment needs due to increased gaps in attendance. This means their treatment plans are taking longer to complete. For some patients who had previously attended local practices prior to the pandemic it has been difficult to access care, and that challenge has been even greater for people who have not attended a local service for a number of years and/or who have relocated to the area.

The ICB as commissioner of these services has received high numbers of queries, complaints, and MP letters as a result.

Dental practices are not obliged to provide NHS treatment, and post-pandemic some Dentists are reconsidering whether they wish to continue providing NHS services. To seek to retain Dentists, many practices have increased their pay but if many patients have increased treatment needs this may impact on the practices' ability to achieve contracted activity targets. Annual financial uplifts to dental contracts are set nationally and local data suggests that these are falling below the additional costs being incurred. This combination of factors has two main effects. It can make practices reluctant to take on new patients (due to likely additional treatment need and costs of treatment) and the NHS element of their business being potentially non-financially viable. This has meant that some practices have decided to either hand back their contracts or reduce their NHS commitment.

Since 2021, 15 practices in BOB have handed back their contracts and 4 have reduced their NHS commitment. A total of 93,367 UDAs have been lost as a result of this, which is about 4% of the total. In Reading 3 practices have left the NHS since 2021 with a total of 9,888 UDAs being handed back (about 4% of the total).

When contracts are handed back, other local practices are approached about replacing the lost activity on a temporary basis. A total of 3,500 UDAs have been offered and commissioned from other practices in Reading until 31<sup>st</sup> March 2024 (35% of the lost capacity). The ICB will continue to seek to replace this activity on a permanent basis from April 2024.

### 2.1.4 Actions to address the challenges

#### Helpful changes to the National Contract

National changes were made to the dental contract in late 2022 with practices able to deliver higher levels of activity each year; receive higher payments for more complex treatments and use greater skill mix in delivering services. A minimum UDA price of £23 was introduced; practices were reminded of the need to follow national guidance on recall intervals; they were required to update information about patient acceptance status on <https://www.nhs.uk/service-search/find-a-dentist> and ICBs could unilaterally rebase contracts for persistent underperformance from 2024-25 onwards.

#### Action taken across the South East of England

The South-East ICBs have arrangements in place for practices to provide Additional Access sessions for patients who struggle to access care and need urgent dental treatment, but the take

up for the scheme in BOB has been low. There are 2 practices currently involved in the scheme; one in Reading and the other in Buckinghamshire. The challenge around workforce has meant that it is difficult for more practices to provide additional sessions.

In addition, the BOB ICB has also commissioned a Flexible Commissioning scheme. This allows dental practices to convert up to 10% of their contract value from delivering activity targets to providing access sessions for patients who have struggled to access dental care. This allows more time for practices to treat patients with more complex needs.

The following patient groups have been identified in priority groups for the scheme:

- Patients who have not attended a local dental practice for more than 2 years
- Patients relocating to the area
- Looked After Children
- Asylum seekers and refugees
- Families of Armed Forces personnel
- Other groups as identified by the practice

This is a pilot scheme for the period 1<sup>st</sup> June 2023 to 31<sup>st</sup> March 2024. 30 practices in BOB are taking part with plans to deliver nearly 3,000 ‘access sessions’ across the year. In the 3 months between June and August 2023, about 640 Flexible Commissioning sessions were delivered (i.e. time slots blocked out for this purpose) and about 2,500 patients attended the practices during these time slots.

There are four practices taking part in the scheme from the Berkshire West area with plans to deliver 221 sessions:

| <b>Practice Name</b>      | <b>Address</b>                                     | <b>Planned number of sessions<br/>June 2023 to March 2024</b> |
|---------------------------|--|---|
| Gentle Dental             | 6 Chapel Hill, Tilehurst,<br>Reading, RG31 5DG     | 23  |
| Newbury Dental Practice   | 4 London Road, Newbury,<br>RG14 1JX                | 50  |
| Winnersh Dental Practice  | 410 Reading Road, Winnersh,<br>Wokingham, RG41 5EP | 90  |
| Smile Dental Care Twyford | 8 – 10 High Street, Twyford,<br>RG10 9AE           | 58  |

The aim is to test this approach with the pilot practices to assess whether it should be continued beyond March 2024 and possibly widened to other patient groups.

## **2.2 Community Dental Services (Special Care and Paediatric Dentistry)**

This is a pivotal service for treating patients on referral and on a continuing care basis, for those residents who have needs that mean they aren’t able to access dentistry in a traditional dental practice and need a more specialist environment. There are 3 providers of these services in BOB, including the Berkshire Healthcare NHS Foundation Trust (BHFT).

Significant backlogs of patients had built due to the reduced levels of activity between 2020 and 2022, which included patients awaiting treatment in clinic and in hospital for treatment under general anaesthetic.

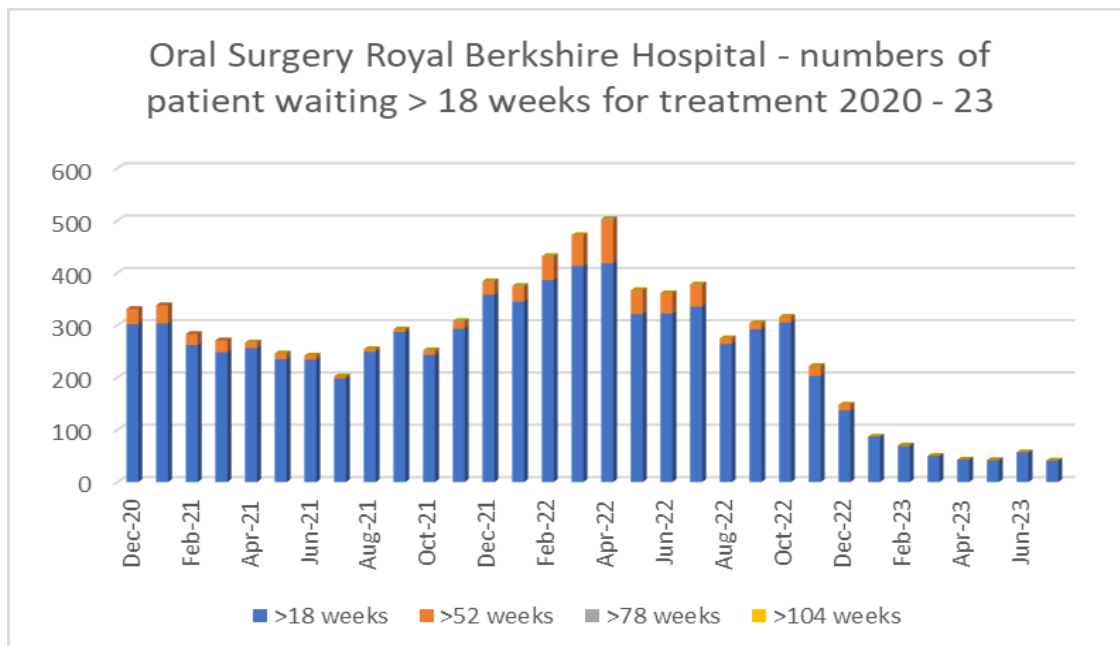
Restoration and Re-set monies have been invested with BHFT which has helped the service achieve significant improvements in waiting times.

| Month      | Number of pts assessed and awaiting treatment | % Pts treated <18 weeks Routine | % Pts treated <18 weeks Sedation | % Pts treated <18 weeks GA | Number of children awaiting treatment under GA |
|------------|---|---------------------------------|----------------------------------|----------------------------|--|
| April 2021 | 1,556   | 21%                             | 15%                              | 1%                         | 478  |
| April 2023 | 707   | 93%                             | 70%                              | 95%                        | 124  |

### 2.3 Oral Surgery services

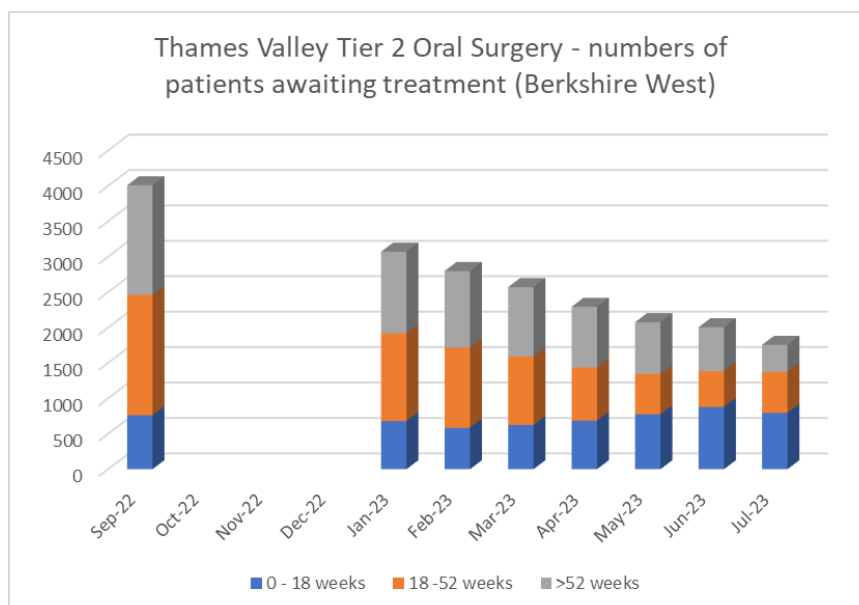
Oral Surgery refers to the more complex techniques required to extract patients’ teeth. In terms of numbers of referrals to specialist services this is the highest volume specialty with about 20,000 referrals made to tier 2 (community specialist) and tier 3 (hospital) services per annum in the Thames Valley area (about 4,400 per annum in Berkshire West). Nationally, Elective Recovery Fund monies have been allocated to support recovery of waiting lists in hospitals.

The Royal Berkshire Hospital NHS Foundation Trust has managed to reduce the number of patients waiting more than 18 weeks from 503 in April 2022 to 42 in July 2023.



About 65% of Oral Surgery referrals go to the community-based tier 2 specialist service. This service has been in receipt of local Restoration and Re-set monies and in Berkshire West, has

managed to reduce the number of patients waiting more than 18 weeks from 3,248 in September 2022 to 961 in July 2023.



### 3. Summary

Improving access to dentistry services is a priority for BOB ICB and we continue to take positive actions to improve the current situation for our residents.

There have been a number of significant improvements in access to and delivery of dental services since the peak of the coronavirus pandemic. Dental services only returned to full capacity in July 2022 and the levels of provision in primary care are now moving back towards pre-pandemic levels. More treatments are also being provided in community-based referral and hospital services. The number of patients accessing NHS dental care is increasing and the number of long waiters for specialist referral services is falling. Changes have been made to the national dental contract with the aim of increasing support to the profession and improving access for patients. More changes are due to follow. The ICB has recently implemented a Flexible Commissioning scheme to support patients who have faced challenges accessing care. There are also plans to permanently re-commission activity that has been lost from 1<sup>st</sup> April 2024, where capacity allows.

However, significant challenges remain. Practices are still working through backlogs of patients built up as a result of the pandemic which is impacting the rate of growth in access. For patients who have not attended local services, access is still a challenge. Workforce issues remain with contract handbacks and reductions continuing.

The ICB is working with a range of local stakeholders to develop a primary care strategy, which includes dental services, with the aim of commissioning services to meet local needs in ways that are sustainable. The ICB is also working in partnership with other ICBs across the South-East Region to re-commission, particularly referral, services where there are benefits in joint commissioning programmes. It will be important to continue work collaboratively and innovatively to maintain progress.

**Adult Social Care,  
Children's Services and  
Education Committee**



**Reading**  
Borough Council  
*Working better with you*

**18 October 2023**

|                              |  |
|------------------------------|--|
| <b>Title</b>                 | Reading Youth Justice Plan 2023-2024                               |
| <b>Purpose of the report</b> | To note the report for information                                 |
| <b>Report status</b>         | Public report  |
| <b>Report author</b>         | Lara Patel, Executive Director for Children’s Services             |
| <b>Lead Councillor</b>       | Cllr Graeme Hoskin   |
| <b>Corporate priority</b>    | Thriving Communities   |
| <b>Recommendations</b>       | 1. That the Committee notes the contents of the Youth Justice Plan |

**1. Executive Summary**

- 1.1. The Crime and Disorder Act 1998 places a duty on the Local Authority to produce an annual Youth Justice Plan. The production of a plan is also a condition of the Youth Justice Board Grant. Once agreed the plan will be published on the Reading Borough Council website. The plan is attached to this report as Appendix 1.
- 1.2. The production and sign-off of the plan is overseen by the multi-agency Youth Justice Partnership through the Youth Justice Management Board which is independently chaired. The plan was signed off by the Board in June 2023. The structure of the attached plan complies with the expectations of the Youth Justice Board.
- 1.3. The plan reports the performance of the Youth Justice Service (previously the Youth Offending Service) for 2022/23 against the national and local performance indicators. Overall, the YJS has performed well against national and statistical family comparators in this period, although our figures for First Time Entrants into the criminal justice system remain higher than neighbours. Local analysis has identified areas for improvement that will enable this performance to continue.

**2. Policy Context**

- 2.1. The Annual Youth Justice Plan is a statutory requirement of the Crime and Disorder Act 1998, requiring the local authority to publish a plan on an annual basis. The plan contributes to the strategic theme of “Thriving Communities” as set out in the Corporate Plan.

**3. The Proposal**

- 3.1. The 20/23 plan describes the Youth Justice Service and partners’ performance against the national indicators, namely, Reducing First Time Entrants (FTE’s) into the criminal justice system, reducing reoffending, Reducing the numbers of young people going to custody. The plan also provides further analysis about safeguarding, managing the risk of harm to others and other local performance indicators.
- 3.2. The annual report identified the following areas as priorities for 2023/34:
  - 3.2.1. Reducing first time entrants into the criminal justice system
  - 3.2.2. Addressing disproportionality within the criminal justice system

3.2.3. Reducing the impact of serious violence

3.2.4. The increased participation and engagement of children, young people and their families in the service.

#### **4. Contribution to Strategic Aims**

4.1. The Youth Justice Plan makes a major contribution to the theme of “Thriving Communities” as set out in the Corporate Plan. It does this through its work in addressing the three national indicators as well as through the four locally established priorities.

#### **5. Environmental and Climate Implications**

5.1. There are no environmental or climate implications linked to the Youth Justice Plan as its primary focus is on diverting young people from the criminal justice system and reducing the impact of serious violence in the community.

#### **6. Community Engagement**

6.1. Feedback from young people, parents, victims and partner agencies have been used to inform the plan and priorities.

#### **7. Equality Implications**

7.1. The annual plan identifies key priorities for Youth Justice for 2023/24. Whilst the priorities cover the whole borough there will be specific individuals and groups for whom the plan will have more relevance. The needs of young people who offend are explicitly addressed by the plan. Many of these young people experience social isolation, poor mental health, deprivation and learning and communication difficulties.

7.2. Addressing disproportionality within the criminal justice system is one of the priorities for the coming year and further details of this are set out in the plan.

#### **8. Other Relevant Considerations**

8.1. All other relevant considerations are contained within the plan.

#### **9. Legal Implications**

9.1. The publication of the plan will fulfil Reading Borough Council’s legal responsibilities in accordance with the Crime and Disorder Act 1998.

9.2. The provision of a multi-agency Youth Justice Service by Reading Borough Council in partnership with the National Probation Service, Clinical Commissioning Group and Thames Valley Police ensures we are compliant with the Crime and Disorder Act 1998.

#### **10. Financial Implications**

10.1. The plan sets out the financial contributions from the relevant statutory partners, which is determined at a local level and has largely been maintained for 2023/24. The Youth Justice Board contribution (the national contribution) is based on a national funding formula and although at the time of writing, this contribution has yet to be confirmed, we anticipate this being in line with last year’s level.

#### **11. Timetable for Implementation**

11.1. The plan sets out a timetable for implementation.

#### **12. Background Papers**

12.1. There are none.

### **Appendices**

1. The Youth Justice Plan 2023/24 is attached

## **FINANCIAL IMPLICATIONS**

The financial implications arising from the proposals set out in this report are set out below:-

**1. Revenue Implications**

The plan sets out the financial contributions from the relevant statutory partners, which is determined at a local level and has largely been maintained for 2023/24. The Youth Justice Board contribution (the national contribution) is based on a national funding formula and although at the time of writing, this contribution has yet to be confirmed, we anticipate this being in line with last year's level. There are no other financial implications arising from the plan.

**2. Capital Implications**

There are no capital implications arising from the plan.

**3. Value for Money (VFM)**

There are no VFM implications arising from the plan as it is solely service focused within the exiting budget.

**4. Risk Assessment.**

The only significant financial risk relates to the YJB's failure to confirm the amount of the annual settlement. However, they have communicated that we should expect this to be in line with previous years, that this is simply awaiting sign off by ministers and in fact, this type of delay on this specific grant is not unusual.

This page is intentionally left blank





# Reading Youth Justice Plan 2023 - 24





## **Contents**

- 1. Introduction, vision and strategy**
  - 2. Child First**
  - 3. Voice of the child and Feedback**
  - 4. Governance, leadership and partnership arrangements**
  - 5. Board development**
  - 6. Progress on previous plan**
  - 7. Resources and services**
  - 8. Performance**
  - 9. Local key performance indicators**
  - 10. Profile of Children in Reading YJS**
  - 11. Children from groups which are over-represented**
  - 12. Prevention**
  - 13. Diversion**
  - 14. Education**
  - 15. Restorative approaches and victims**
  - 16. Serious violence and exploitation**
  - 17. Detention in police custody**
  - 18. Remands**
  - 19. Use of custody**
  - 20. Constructive resettlement**
  - 21. Standards for children in the justice system**
  - 22. Workforce Development**
  - 23. Evidence-based practice and innovation**
  - 24. Evaluation**
  - 25. Service development plan**
  - 26. Challenges, risks and issues**
  - 27. Sign off, submission and approval**
- Appendix 1 & 2 BfC and YJS staffing structure**
- Appendix 3: YJS Staffing**
- Appendix 4: Peer Review Action Plan and Progress**



## 1. Introduction, Vision and Strategy

Our vision for the Reading Youth Justice Partnership is:

“To work together to empower and support children to achieve their aspirations and live lives free of crime”

We will:

- Work to prevent young people entering the formal criminal Justice System.
- Ensure our young people are supported and treated fairly, taking into account their background and experiences
- Help and support young people and their families to recognise and build on their strengths and capabilities to fulfil their potential
- Encourage young people to repair the harm to victims and restore relationships within their communities to increase public confidence and safety
- Enable young people to be listened to and their wishes and feelings to be heard and acted upon

It is hoped that this Youth Justice Plan will help to ensure we are working as effectively and cohesively as possible to contribute to the aspirations above.

To succeed in securing the best possible outcomes for children and their families we must commit to sharing information, targeting resources appropriately, listening to the views of the children and their communities and most significantly, identifying, accepting and working to find resolutions to our local youth justice issues. We should also continue to adopt a multi-agency trauma-informed approach to tackling youth crime.

The work and plan of the Youth Justice service is overseen by the Management Board that includes representatives from the voluntary sector as well as leaders in Health, Police, Social Care, Education, Probation and Reading Borough Council. This plan has been developed and agreed by the Board members and will be monitored regularly throughout the year.

**Local Context** - Reading is a thriving and diverse town. It is home to 174,200 people (2021 Census) which is an increase of almost 12% since the census of 2011. This is higher than the overall increase for England (6.6%) and the South East (7.5%). The overall population in Reading is young, diverse and dynamic with 36,439 young people aged 0-18 years of age (ONS 2021 mid-year) and 15,796 aged between 10-17 years old. It is a diverse community with 54% of children from a Black, Asian or Minority Ethnic background. Over a third of children in primary schools speak English as an additional language 38.4% (nationally 21.2%) while at secondary level it is 33.3% (nationally 17.5%). (School Census Oct 2022). There are more than 150 languages spoken at home.

The percentage of children (under 16) living in low-income families was 15.5% in Reading, and 18.5% nationally in 2020. Reading pupils at KS4 continue to perform higher than national although our disadvantaged pupils perform lower than national whilst our children with SEN slightly outperform national. There are limited non-academic and vocational pathways at post 16 and whilst the employment rate in Reading is good, disadvantaged groups including young offenders have more difficulties in accessing employment opportunities.



Although Reading is one of the 3 top crime generating CSP areas in Thames Valley Community Safety Partnership, (Reading had the second highest levels of serious violence in the Thames Valley and the highest levels in Berkshire), the CSP is consistently around average when its crime levels area compared to other similar Community Safety Partnership areas across the country, therefore, crime levels are not importunately higher compared to similar areas.

## 2. Child First

Children who are involved with the Youth Justice Service need, and deserve, the same care, support, attention, and encouragement as all children do. This is seeing them as children first rather than labelling them as offenders. We understand being treated fairly is really important to everyone and we believe that all children are individuals with their own talents and abilities, who with the right support, will do well. Even when things haven't gone well in the past or they have made mistakes, we want to help them move forward positively so that children can live the rest of their lives as well as possible. We want to work with them to help understand why offences happen and work towards reducing further offending, balancing the needs of the children with the protection of the public. We aim to be a service that solves problems with children and their families rather than imposing solutions on them.

The Principles of a Child First approach at Reading YJS include:

- **Seeing children as children:** All work prioritises their interests and is developmentally informed. As a YJS we aim to assess the children we work with holistically in the contexts of their families and environments that they move in. The ongoing Innovate research project (see below) will inform this direction, as will the embedding of the Trauma Recovery Model and trauma informed practice.
- **Developing pro-social identity for positive child outcomes:** All work should be constructive and future-focused, built on supportive relationships that empower children to fulfil their potential and make positive contributions to society. Whilst we have positive reoffending figures we want to build more on children's individual strengths and capacities as a means of developing their pro-social identity for sustainable desistance, leading to safer communities and fewer victims.
- **Collaborating with children:** We aim to encourage children's active participation, engagement, and wider social inclusion. We want to build on the participation work we have undertaken for all service users and families. We have partnered with Innovate research and with the University of Surrey to help support some of this work.
- **Promote diversion:** We are committed to a partnership approach that reduces children's contact with the justice system, using wider pre-emptive prevention. We support the Youth Diversion Hub and other Early Help mechanisms to avoid the stigma from contact with the criminal system.

Through this plan we will use the term children rather than young person where we are able. We appreciate that our caseload is predominantly made up of teenagers and, for example in our naming of the service, that the children may themselves rather be called 'young people.' However this plan is



intended for a wide audience and by using the term child we want to emphasise that the service works with children, with their inherent vulnerabilities and the rights and entitlements that are accorded them in legislation and guidance.

### 3. Voice of the child and Feedback

Last year we had a priority to 'Increase opportunities for participation and involvement of young people within YOS'. The contributions that children that we had contact with and surveyed with regard to serious youth violence as part of the BWSCP thematic review were included in the review and are reflected in the findings. In planning the Amnesty Art sculpture the steering group and Board were keen on the participation of young people in the project. As well as the involvement of young people who were receiving support through a local charity, children at the YJS contributed voice notes in the planning stage of the design of the sculpture.

We continue to be involved with Surrey University in an action research project into parenting models and approaches used in Youth Offending Services; the research will incorporate service user feedback and involvement in steering groups. Similarly, the YJS has been involved with Brighter Futures For Children who have been engaged as a research site for the Innovate Project exploring a trauma informed approach in contextual safeguarding.

We undertook a survey around Reading young people's experiences whilst at the local police custodial facility and have fed back findings to the Management Board and the police. We are currently undertaking a Service user survey into young people's experience of the Magistrates court and will be feeding back the results to the Youth Justice Management Board (YJMB) and the courts.

As part of the development of Parent support groups we instigated and led a group that was designed to facilitate the peer support of parents who had children who had experiences of criminal exploitation. The group helped develop group member's resilience. As well as opening up avenues for peer support, the group has been developed to provide a platform for further groups in the future which parents will be involved in facilitating. Some of the parents on the group led a learning session for a small group of newly qualified Social Workers in Brighter Futures for Children, and also led a longer learning session for a wider group of some 80 participants in an event organised through the local Safeguarding Partnership.

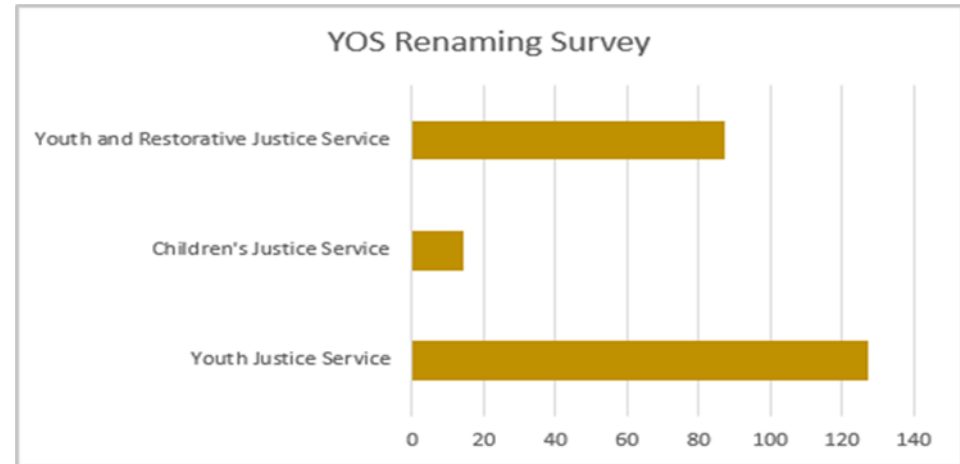
As part of the actions we ensured that young people were involved in the renaming of the service. Young people and family responses to the survey options were weighted heavier than partners and the public in the survey results. The options that were offered reflected the overall thrust of the service and included Child first and victim aware options:



- Youth Justice Service
- Childrens Justice Service
- Youth and Restorative justice Survice

The results are as opposite:

We are in the process of designing a new logo and will involve our children and young people in this process.



As part of ongoing work with cases we provide opportunities for children to feed back on the service that they receive. Here are some positive comments about the YJS provision:



### The Service

- It's relaxed, a lot of the staff are nice. At first it was hard, I didn't want to go, but it's alright now
- Safe Drive Stay Alive - that was good

### The Staff

- Some of the stuff I spoke to Rammy about was helpful too - around my thoughts and feelings.
- I can't remember but I have learned things, things that Sunny and Sukhmit have said
- Sessions with Sunny and the work that did with Catie around victim work
- You guys definitely put me on a good path alongside my family and helped me a lot. I learned a lot. Different perspectives of the victims has been the most helpful.
- Working with my YOS worker he has opened my eyes to things that I have not thought about before.
- The work with Catie helped me to see that what I did was not a good thing to do. When I hurt someone it affects more than one person.
- Definitely the work around my impulsive thoughts and the stuff with Hollie.

### What I learned

- Helped me see why I shouldn't carry a knife.
- Taught me not to do the same thing over and over again.
- Now realise not to commit crimes.
- I liked the YOS session we did on body language. It helped me to see people's body language differently and how see how I come across.
- Work with Chris and Reading FC. I made a CV with Mark (Reading FC) yesterday and we'll be applying for jobs/ apprenticeships next week.
- I need to accept things more instead of being argumentative. I don't like being controlled and I like/want control. But I need to get used to things that aren't in my control.

### How it helped

- Reoffending - stopped doing it everyday
- listen to my mum more. I stopped joining people who get me into trouble. I have cut down on weed. I spend more time at home.
- They got me onto the new meanings course and helped keep me out of trouble
- College help and sessions with George.



Reflections on a Restorative Justice meeting

- Derron\* stated it went quite quick.
  - The victims' grandparent was friendly - 'she was asking about why I did it. In general she is a friendly lady.'
  - 'It is easier for me thinking about it now. I know it helped her overcome the fear of the victim thinking this will happen again.'
  - Catie also asked has it made a difference to Derron: 'I know I helped her heal in a way and why it happened. What I was saying, she already knew. I think she knew I was being truthful. But it is good to know that I helped her heal.'
  - He was asked how do you feel about the offence now? 'I wanted to just get out of there, but when I got home and now I started feeling bad. Glad I had the opportunity to speak to the family.'
- \*name change

Reparation Feedback

Page 56

**Leafleting Reparation**

- I am enormously grateful for the contribution towards the opening of the new Community Centre. What is a seemingly unrewarding and monotonous task has been carried out with resolve and as a result the whole community is now informed about the availability of the Community Centre which will soon become a centre for social activity.
- Thank you. From start to finish, above and beyond.

Comments – (please add any comments you have about how this work has benefited you or others, what worked well, any improvements you think could be made, or any concerns that you have or had):

Barrie + the young people have done some gardening work at two Community Centres for us so far. This has made the centre more welcoming for the centre users.

3. With the overall service provided by the Youth Offending service I feel...

| Very satisfied | Satisfied | Neither Satisfied nor Unsatisfied | Unsatisfied | Very Unsatisfied |
|----------------|-----------|-----------------------------------|-------------|------------------|
| ✓              |           |                                   |             |                  |

Comments about the overall service:

The service of the YOS has been nothing short of amazing. Looking forward to working with you in the future





#### **4. Governance, leadership and partnership arrangements**

Brighter Futures for Children (BFFC) is a not-for-profit company, owned by, but independent of, Reading Borough Council (RBC). The Company took over responsibility for the delivery of children's services in December 2018.

The Reading YJS is part of the Early Help Services within BFFC. The Service Manager of the YJS also has responsibilities within Early Help for Family support, Youth support and Attendance Support Workers. The Service Manager reports to the Director for Early Help and Prevention in BFFC, although at the time of developing this plan the BFFC Senior Leadership Team are developing some restructure proposals re Early Help, but these have not been confirmed yet.

The Youth Justice Management Board (YJMB) is currently chaired by the Senior Probation Officer. The current membership and attendance at the YJMB is outlined in Appendix 1 and the overall structure of the Youth Justice Service is detailed in Appendix 2.

The Board requested a YJS Peer Review to focus on first time entrants as this indicator, whilst having a downward trend was still higher than our neighbours and family of YJS's. It was undertaken in November 2022. A number of recommendations were made and these have been incorporated into an action plan which is reviewed regularly by the Board. The action plan progress can be seen in appendix 4.

This Plan should also be read in conjunction with a range of other partnership documents. These include

- <https://www.reading.gov.uk/crime-and-safety/readings-community-safety-and-serious-violence-strategy-2023-2026>
- [DA-Strategy-2023-2026-V3.pdf \(reading.gov.uk\)](#)
- [Thames Valley Police and Criminal Justice Plan 2021 -2025 \(thamesvalley-pcc.gov.uk\)](#)
- [One Reading Young People and Extra Familial Harm Strategy, 2021-24](#)
- [One Reading Early Help Partnership Strategy 21-23](#)

#### **5. Board development**

The Board Induction and Information pack was reviewed and revised in 22/23. The Board also had a workshop delivered by the YJB South/South East Head of Innovation and Engagement with the aim of ensuring members understood their roles and responsibilities as YJS Board members and to start to develop the priorities for 23/24. The Management Board Information pack was also reviewed and revised this year.

We also added a partnership update agenda item to each Board meeting whereby each partner organisation has space to update Board members on issues/events within their own organisation which may impact on others and in particular youth offending. We have also started to move the Board meetings into physical meetings rather than teams, although these are starting as hybrid meetings in the first instance. We hope this will enable Board



members to have the opportunity to meet YJS staff and to get to know the YJS world more. We have a board/workshop planned for June which will encompass Board business items, but will also have a workshop element re Inspection readiness and ensuring Board members understand their contribution within this.

We will be appointing an independent Chair of the Management Board following the resignation of the current chair in May this year.

**6. Progress on previous plan**

| Priority  | Success Measure/Impact/Outcome  |
|---|---|
| <b>Reduce First Time Entrants – number and rate remains steady at 30 (Sept 22) same number as June 22 and rate of 209.</b>  |   |
| Rise Up Project – aimed at reducing the number of suspensions in a Secondary school   | 24 x YP supported – None have become a first time entrant.<br>100% had a decrease in conduct points whilst on the project.<br>70% increased their attendance at school – some significantly.<br>67% had no suspensions since the start of the support (100% had received a suspension prior to commencing in the project)   |
| Review of Youth Diversion Hub (YDH)   | Review undertaken. Decision taken to cease the YDH as the Turnaround Project identified the same cohort and had the ability to offer support to the YP.   |
| Analysis of community resolutions   | We had previously identified that 75% of those who became First time Entrants had not previously been known in any capacity to the YJS. We repeated the exercise with an updated cohort and the results were similar, indicating that 80% of the FTE cohort had not been known to the YJS.  |
| <b>Priority Two: Address Disproportionality/over representation within YJS cohort- YJS Board have agreed to develop a Disproportionality strategy in 23/24 with partner organisations asked to collate and analyse their own data re this area.</b> |   |
| Deliver workshop on ‘girls in criminal spaces’  | This was completed in 2022. Actions as a consequence of the workshop include: <ul style="list-style-type: none"> <li>• All girls to be offered the opportunity to work with a female caseworker, an offer we are unable to provide to our boys.</li> <li>• YJS to be involved in a pilot programme led by Alana House targeting prevention work with girls at risk of greater involvement in statutory services</li> <li>• YJS to consider including a girls group as part of the Turnaround Programme</li> </ul> |



|  |   |
|--|---|
| Review and revise diversity assessment and practice  | A team devised template (This is Me) has been trialled and is now part of the work with young people. It has prompted richer and fuller discussions around identity and provided opportunities to explore difficult experiences.  |
| Participate and contribute to CSP task and finish group re disproportionality re YP at risk of extra familial harm.  | This group has not been established yet.  |
| <b>Priority Three: Reduce the impact of serious youth violence –</b>   |   |
| Participate in Innovate Research project with young people at risk of extra familial harm  | Completed. Awaiting publication of report.  |
| Implement recommendations from BWSCP Thematic Child Safeguarding Review: services provided to YP and their families in relation to serious youth violence report | <p>This review is being monitored by the BWSCP Independent Scrutiny Group. Actions completed so far involving YJS include:</p> <ul style="list-style-type: none"> <li>• The Learning review shared with YJS staff</li> <li>• An audit into how effectively the YJS and Children’s Social Care ‘working together protocol’ is being implemented is just being completed. It is likely there will be some learning and revisions to the protocol as a result of the audit.</li> <li>• YJS peer review was undertaken and completed with action plan developed. See section 24 and appendix 4.</li> <li>• YJS attended and contributed to the workshop in March 2023.</li> <li>• YJS contributed to the Practitioner Survey around the use of social media and how this information is included within risk assessments. This due to be presented at RARSG and L&amp;D subgroups in June.</li> </ul> |
| Participation and involvement in multi-agency partnership meetings involving serious violence eg CSP sub group, VRU  | <p>Ongoing – YOS Service Manager attended workshop re CSP.</p> <p>The exploitation &amp; missing meetings - CETAR and CEMOG have been reviewed by an Independent consultant with a proposal likely to be agreed by the Adolescent Risk Sub Group in June.</p> <p>YJS have also attended the newly developed ETAC meetings when appropriate.</p>   |
| <b>Priority Four: Increase opportunities for participation and involvement of young people within YJS</b>  |   |
| Involve service experienced volunteer in Management Board  | There is further work to do in order that the experience of the service experience volunteer is included within discussions and board items.  |



|  |  |
|--|--|
| Participate in Surrey research project around familial support for young people in the service | This project is ongoing and not scheduled for completion for some time – there has been some fieldwork over the year and the researchers have met with our parent engaged support group. |
| Involve young people in the relocation plans for the YJS                                       | Completed. YJS moved to new venue on 15 <sup>th</sup> May.   |
| Involve young people families and partners in the decision regarding renaming the Service      | Completed- see section 3.  |

## 7. Resources and services

Note: This is assuming the YJB grant 23/24 is the same as last year.

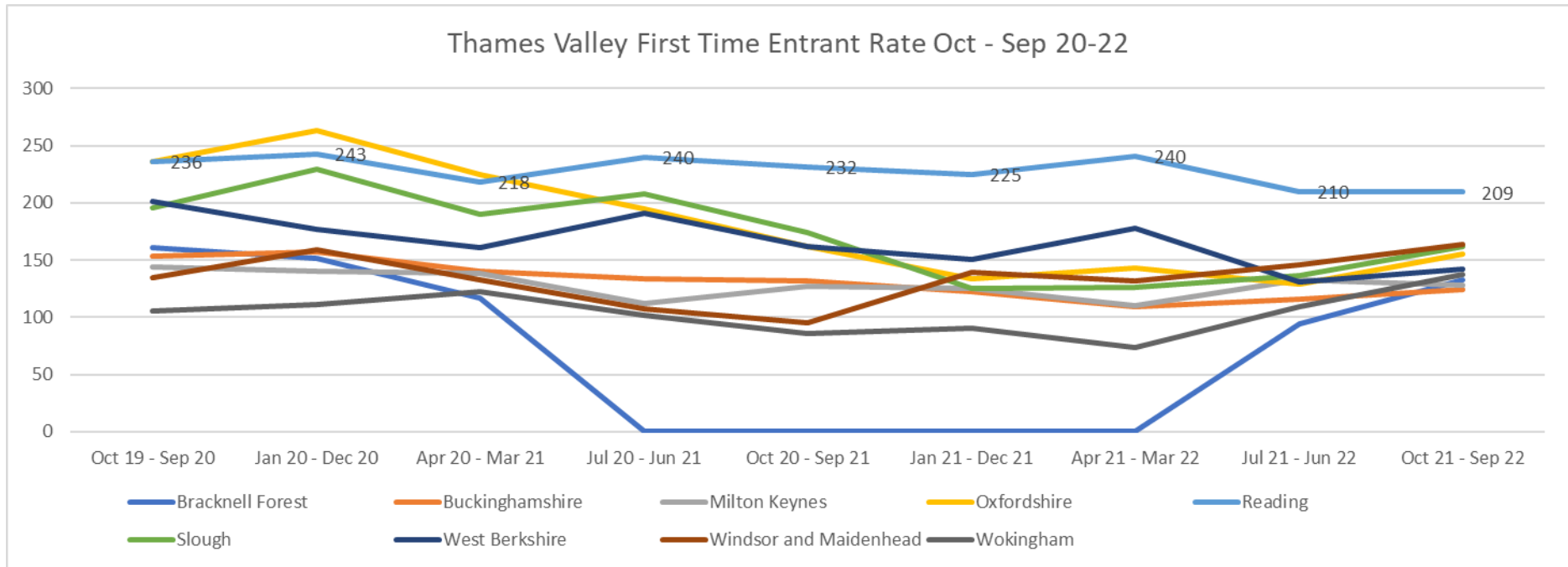
|                        | Cash contribution | Payments in kind | Total          | % contribution |
|------------------------|-------------------|------------------|----------------|----------------|
| <b>PCC</b>             | <b>87,434</b>     | 0                | 87,434         | 9.7            |
| <b>Police</b>          | 0                 | 55,778           | 55,778         | 6.2            |
| <b>Probation</b>       | 0                 | 17,000           | 17,000         | 1.9            |
| <b>Health</b>          | 0                 | 69,900           | 69,900         | 7.8            |
| <b>Local Authority</b> | <b>399,300</b>    | 0                | 399,300        | 44.3           |
| <b>YJB</b>             | <b>271,858</b>    | 0                | 271,858        | 30.2           |
| <b>Total</b>           | <b>758,592</b>    | <b>142,678</b>   | <b>901,270</b> | <b>100</b>     |

The Grant is used to ensure the effective delivery of Services. Funding supports preventative projects such as some posts in the Reconnect Team, eg the Rise Up Project and YJS commissions Reading FC Community Trust (Kicks) to deliver T1 preventative work in schools re those at risk of suspension (Premier League Inspires programme) and T2 intensive support for those YP at greater risk of offending. It also supports the Literacy support worker and the Elevate worker who assists young people transitioning from school to employment or college/training. Partner contributions from Health include the provision of CAMHS clinical Psychologists, Physical Health Nurse and a Speech and Language Practitioner.



**8. Performance**

The Youth Justice Board (YJB) require data around the pre- existing performance indicators of children entering the criminal Justice System, their reoffending, and those given custodial sentences. We collate this data around these key performance targets, and other related areas of practice. The time periods collected vary across the different data sets. Comparators will include Thames Valley data from other Youth Justice Services (YJS), policed by one force, Regional and National cohorts as well as statistical comparators with other Youth Justice Services tha are considered similar.



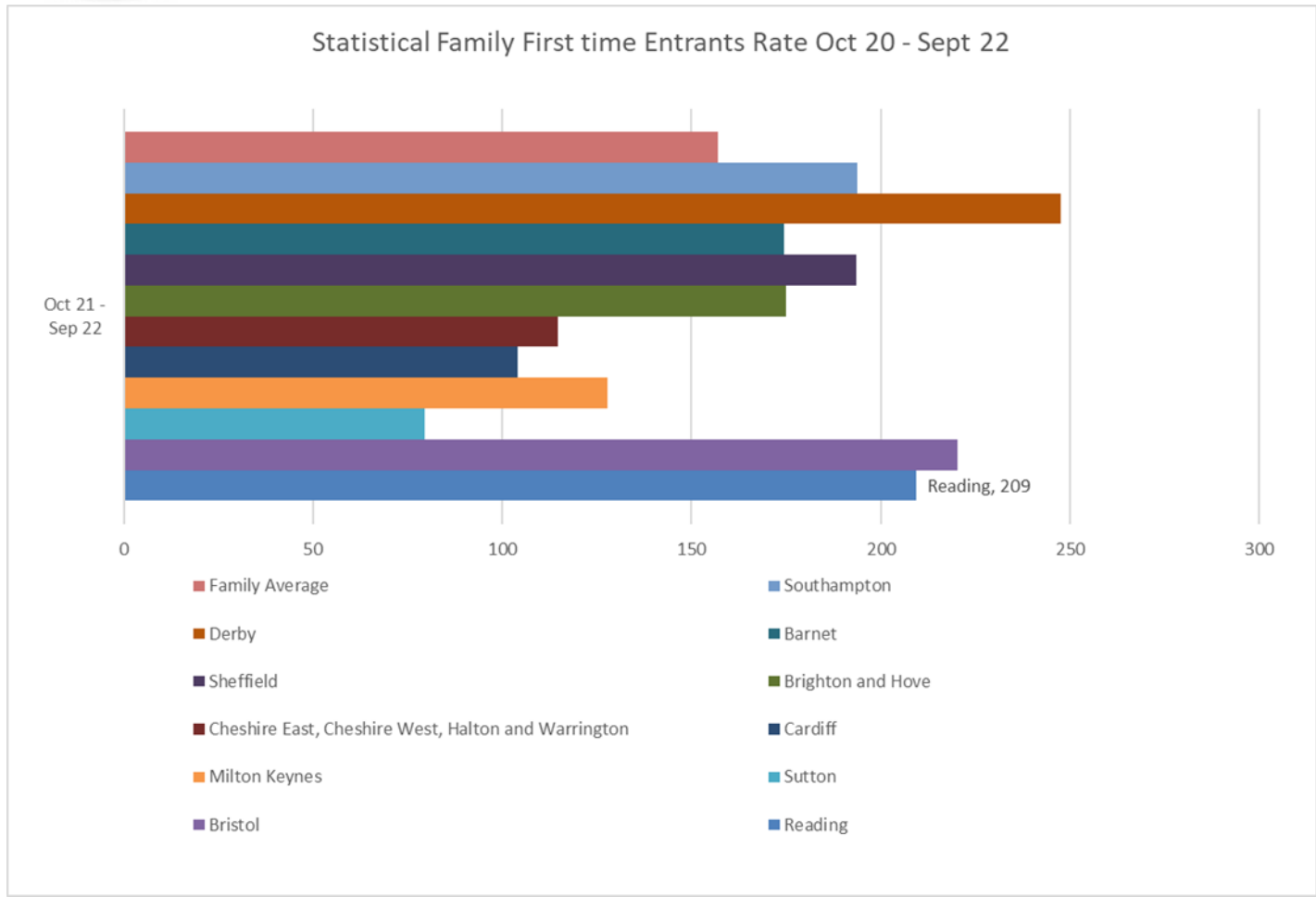
Page 61

First Time Entrants (FTE) are children that enter the Youth Justice System for the first time following receiving a substantive outcome (a Youth Caution or Conditional Caution or a conviction) The rate is measured as a proportion of children per 100,000 children – the actual number of children in Reading who are FTE is less than 40 per year.



Reading's First Time Entrants (FTE) Rate has remained higher than comparators for some time. Whilst there has been some reductions, the pace of this and the amount reduced has not greatly closed the gap with other YJS in Thames Valley. There have been aspects of activity on previous plans that have targeted reducing the rate and some of these activities are more likely to have an impact over the longer term, so positive change may be gradual. The high FTE rate means that this is an area that will be prioritised in this year's YJS development plan. The concern the YJS have had over this area has led to us seeking the additional scrutiny of a peer review from other senior YJS colleagues into this area, as discussed later in the plan.

We were able to swiftly respond to the [Turnaround](#) programme, and appointed project staff by the start of 2023, and were able to exceed the target number of children engaged on this programme in the period til End of March 2023. Given the increasing rates of FTEs [who have committed more serious offences](#), we will target children arrested for serious offences for Turnaround after arrest.

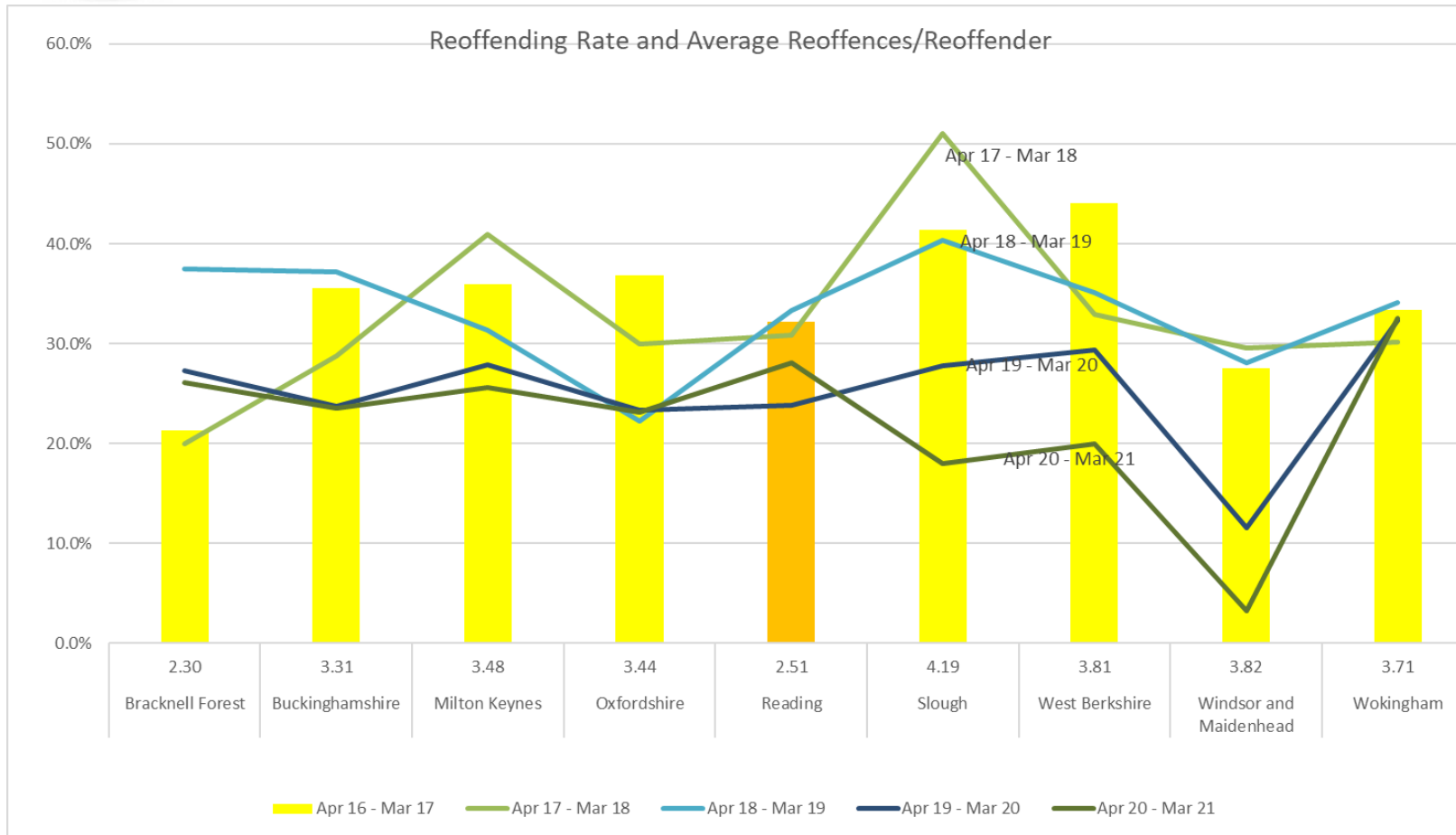


Most of these measures are targeted at supporting the life chances of young people, reducing their offending potential.

We have audited the histories of the cohorts of FTEs twice in the last two years; our data on offenders indicate that young people who come into the Criminal Justice System also are likely to have difficulties in Education, are more likely to have Special Educational Needs, and are more likely to be known to Social Care Services.

The targeting of support within wider services is considered an appropriate method to tackle the FTE rate.

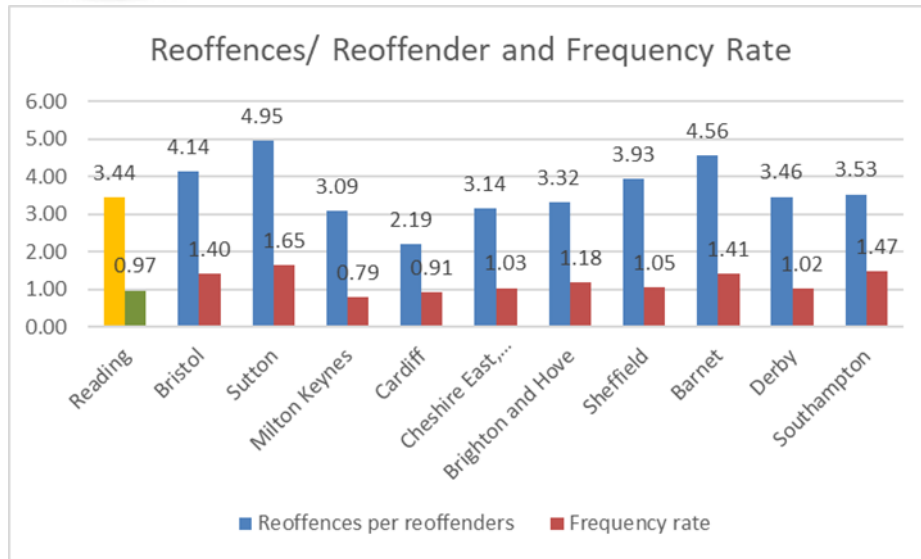
Whilst in Thames Valley Reading’s FTE rate is an outlier, the rate is closer to some of the statistical comparators.



Page 64

Across the Thames Valley, Reading has one of the lowest rates of Reoffending (Young people who have committed a substantive offence who then go onto commit another within two years). As the chart demonstrates, the rate has remained around 30% over the last few years and is stable. The other positive with regards to the reoffending is that those who reoffend commit fewer offences than others in Thames Valley. In Reading, work with children who offend seems to be effective in reducing the scale of further offending, and engagement abilities, risk management processes and wider partnership support plays a part in this.



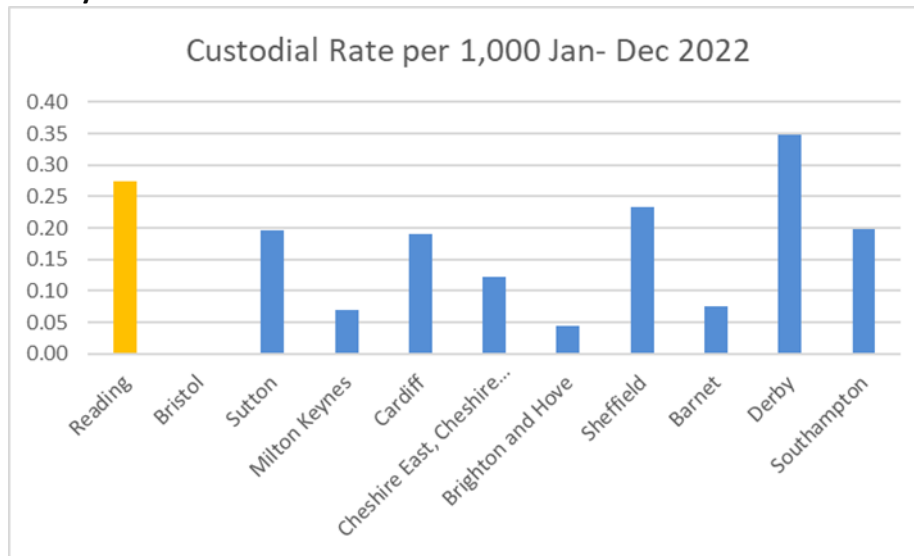


The reoffences per reoffender is the average number of further offences that those who reoffend commit. The frequency rate is the number of offences committed across the who cohort of reoffenders

The comparative rate with other similar YJS is also positive. Reading has a relatively low number of overall reoffences and of those that reoffend, there is not a great deal of spree offending, or occasions where are lot of offences are committed.

Page 65

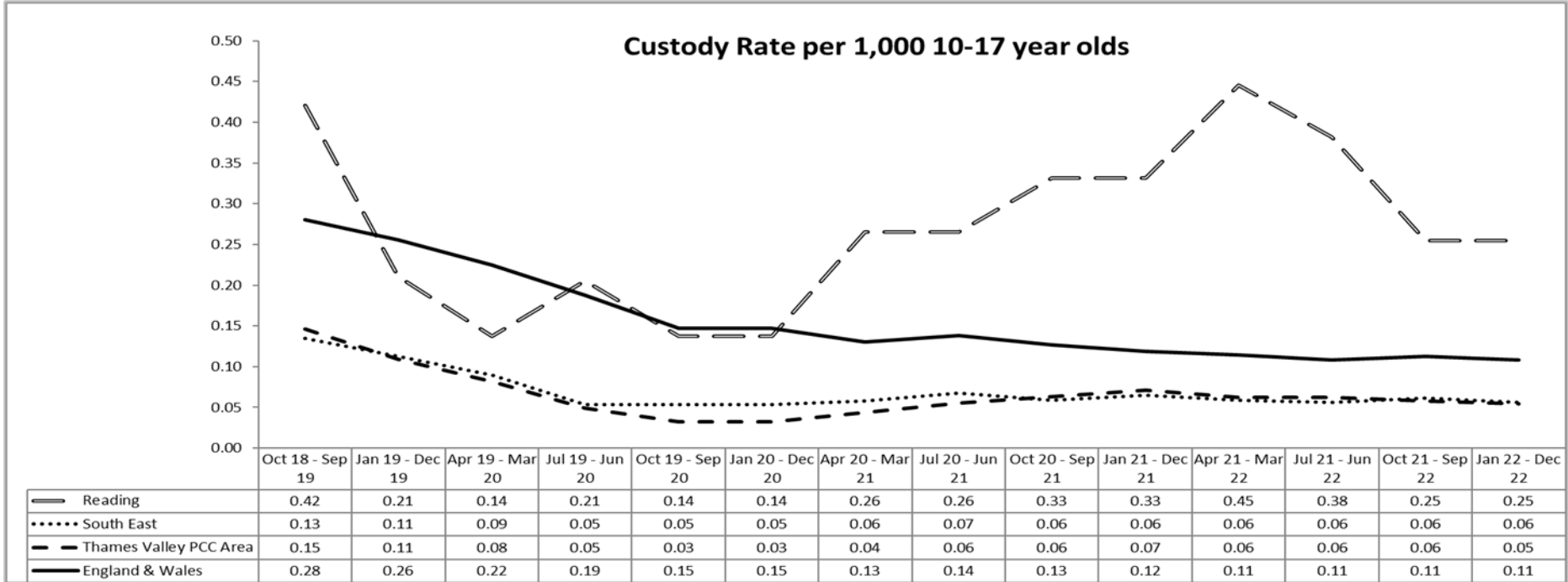
**Custody**



Over 2022, Reading had 5 Custodial sentences. Three were given to young people who were not open to the YJS as children were all involved in a murder. As a Service we did not oppose bail in this instance. Another child had an extensive history of offending, had been breached for failing to comply with a stringent Community Order and been remanded for a large number of offences. The latter was given to a child who had previously been remanded in Custody for failing to comply with the community Order as well as other offences and following the last community sentence had again failed to comply with the requirements. Whilst the rate of custodial sentences is higher than comparators, it is considered that there was little else that could be done in these cases to avoid them.



The rate is high consequently though the chart demonstrates that with a smaller YJS each Custodial episode will have a significant difference to the trajectory of the data. Whilst all of the children sentenced to custody recently will be adult on release, we are working to help make the time spent in the secure estate as effective as possible





## 9. Local key performance indicators

The Youth Justice Board have introduced further Key Performance Indicators (KPIs) which are being collected and will be reported on in future.

|  |   |   |
|--|---|---|
| KPI 1 - Accommodation                                  | The proportion of children with suitable accommodation arrangements   | Reading YJS had until recently supplied this data to the YJ Management Board- the rate is expected to be high so that there will be a commentary for the board on any unsuitable accommodation rating.  |
| KPI 2 - Education, training and employment (ETE)       | The proportion of children attending a suitable ETE arrangement   | This data is shared at the YJ Board. It is subject to fluctuations and the last two quarter's data is 25% and 45%, a lower figure than a year previously. This data and that detailed elsewhere in the plan have prompted some consideration of the commissioning of a post that will support ETE engagement. |
| KPI 3 - Special educational needs or disability (SEND) | The proportion of children who have an identified SEND need, are in suitable ETE and have a formal learning plan in place for the current academic year   | As above there is further data on this area elsewhere in the plan, though this is not an area that we have routinely collected information on for the YJ Board.   |
| KPI 4 - Mental healthcare and emotional wellbeing      | The proportion of children with a screened, or, identified need for an intervention to improve mental health or emotional wellbeing; and offered interventions; and attending interventions           | KP4 and 5 are areas we have not tracked quarterly before. The infographic below indicates that roughly: <ul style="list-style-type: none"> <li>• 3/4 of the caseload use substances</li> <li>• 1/3 have experienced bereavement</li> <li>• 1/4 self harm</li> </ul>   |
| KPI 5 - Substance misuse                               | The proportion of children with a need for specialist treatment intervention to address substance misuse; and offered intervention and attending intervention   |   |
| KPI 6 – Out-of-court disposals                         | The proportion of out-of-court disposal interventions that are completed  | Data around Out of Court Disposals is included in the plan. We expect that the number of those offered support will increase through Turnaround and the reporting on completion rates will be a further indication of both appropriate offers of support as well as staff engagement abilities.               |
| KPI 7 - Management Board attendance                    | Monitoring senior partner representation at management boards, and monitoring if partners contribute data from their individual services that identify areas of racial and ethnic disproportionality. | Attendance is tracked for Board meetings. This plan includes some partner data, and this is an area that will be scrutinised going forward.   |
| KPI 8 - Wider services                                 | The proportion of children who are currently on either an Early Help (EH) plan; on a child protection   | We had completed some audits in connection with FTE and involvement with other Services, and key indicators were involvement with Social Care   |



|                          |  |  |
|--------------------------|--|--|
|                          | (CP) plan or classified as Child in need (CiN) or have looked-after status.        | (and/ or Special Educational Needs) rather than previous lower level offending. The tracking of this data will be critical in providing appropriate offers across the partnership for young people at risk of and involved in offending.   |
| KPI 9 - Serious violence | The rates of children convicted for a serious violent offence on the YJS caseload. | We currently receive data around this area in some detail but are not able to publish it. However Reading’s rate of Serious Youth Violence (SYV) is currently the second highest in the Thames Valley. It has increased over the last year; though actual number of offences are less than 25. We have contributed significantly to the Thematic Review around SYV (detailed elsewhere in this plan) |
| KPI 10 - Victims         | The proportion of victims who are offered and engage with Support from the YJS     | This is reported on locally and is included in this plan   |

Once the data has been collected for a period of time the YJ Board will look to have local targets around these areas of performance. Some of the data can be compared with regional, statistical or national figures, though some of the KPIs may be better seen as trends over time in Reading

**10. Profile of YJS service**

Over the year April 22 – March 23, the YOS worked with 82 young people on interventions from prevention cases through to those who were in Secure accommodation. We also worked with 22 parents over the course of the year.









Research indicates the role that multiple Adverse Childhood Experiences (ACEs) have on poor long-term health outcomes. Those with a higher number of ACEs are also over represented in the Criminal Justice System. We have tracked relevant data for ACEs on cases we have assessed and can evidence that these young people in Reading have, in general, experienced wider difficulties in their upbringing.

The ongoing data suggests a cohort that consistently have experienced up to 3 times as many ACEs as the general population. Local associated YJS characteristics have also been tracked and highlight the key issues including experience of trauma, background learning needs, problematic coping skills and the involvement of social care. Data over this last year indicate a particular increase in the cohort in terms of Special Educational Needs and Disabilities though a reduction in the cohort that have ever been in care. Demographic information indicates that there are proportionately more service users in the most deprived Lower Super Output Areas which have other associated economic disadvantages.



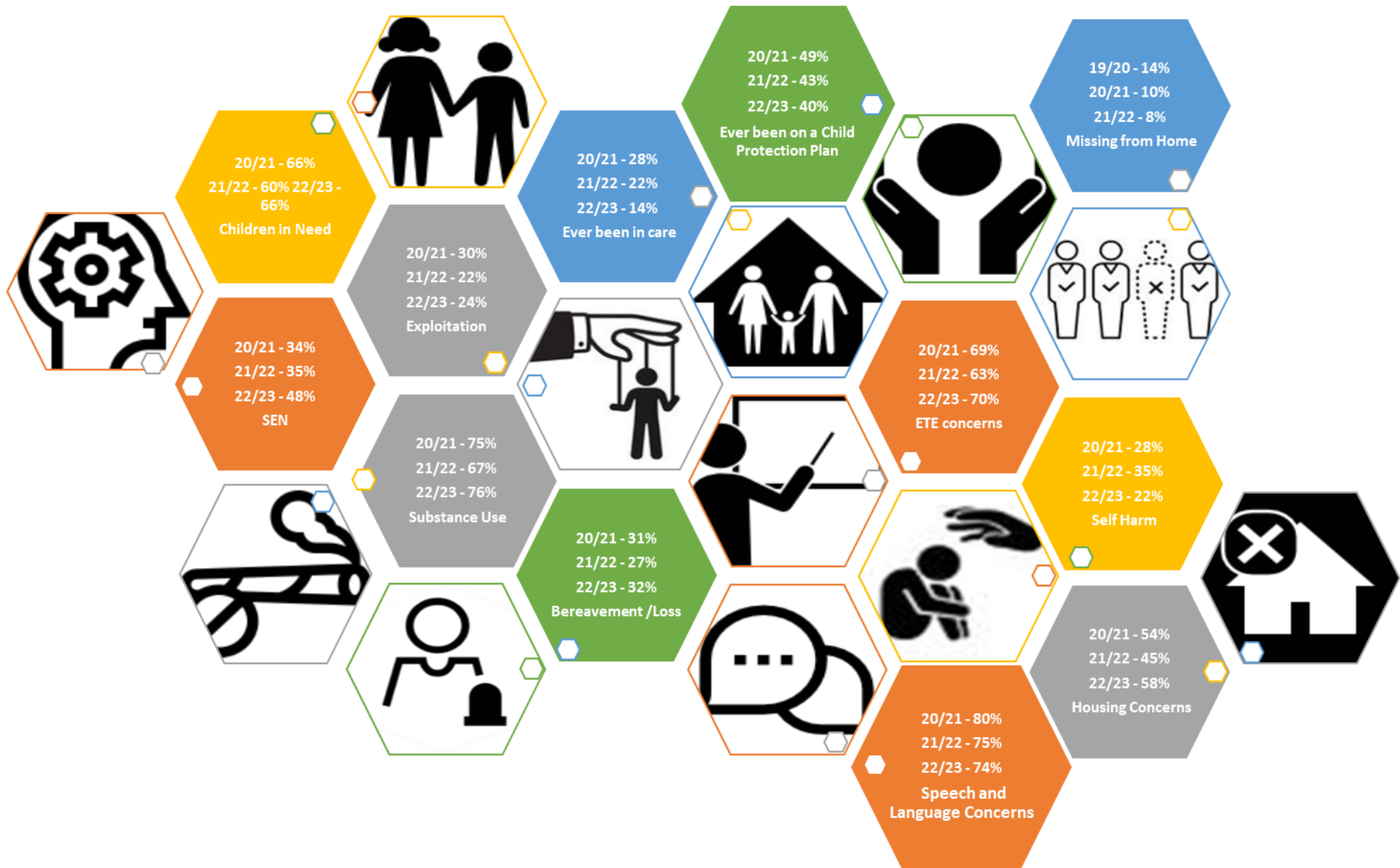
The last year has included work with children who have had both a considerable number of difficult experiences in their lives and also noticeable more so than in other recent years.

**Profile of Reading YJS Population and their own experience of Adverse Childhood Experiences (ACEs) or within the family**

|         | <br>Physical | <br>Sexual | <br>Emotional | <br>Mental Illness | <br>Family member<br>Involved in crime | <br>Parental Separation | <br>Substance Abuse | <br>Domestic<br>Abuse |
|---------|---|---|--|--|---|--|--|--|
| 2020/21 | 0%  | 1%  | 10%  | 76%  | 30%   | 69%  | 13% (parents)  | 28%  |
| 2021/22 | 0%  | 0%  | 7%   | 58%  | 27%   | 57%  | 18% (parents)  | 27%  |
| 2022/23 | 2%  | 0%  | 4%   | 80%  | 38%   | 22%  | 20%(parents)   | 36%  |

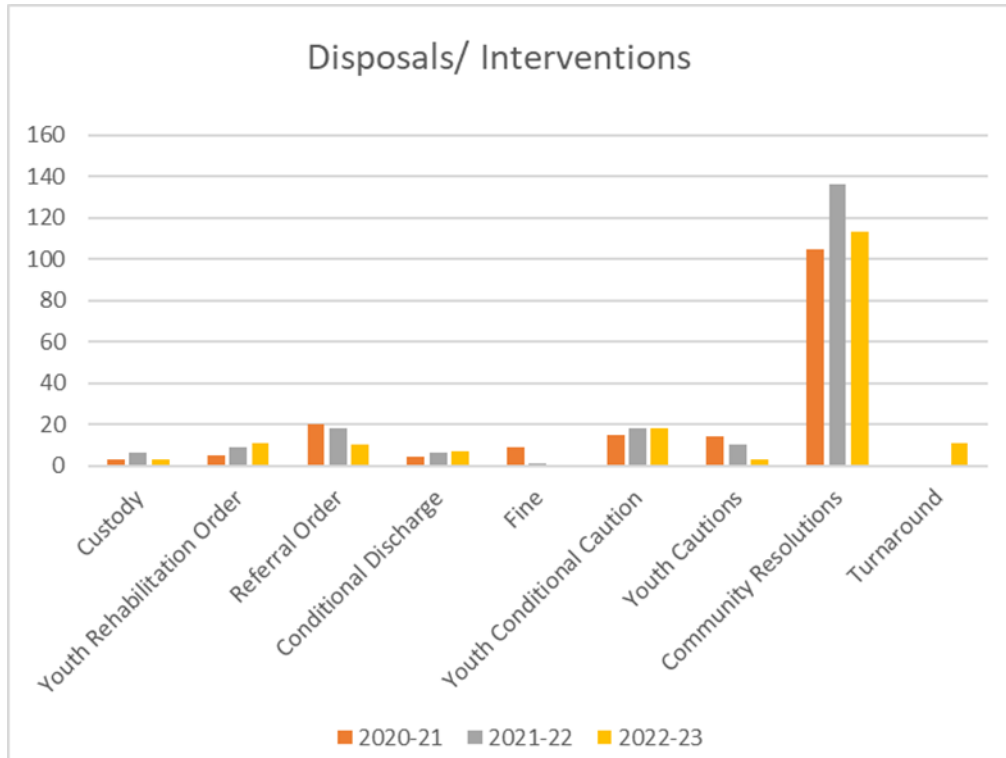
Page 69

|  | Experienced 0 ACEs | Experienced 1 ACE | Experienced 2-3 ACEs | Experienced 4+ ACEs |
|--|--------------------|-------------------|----------------------|---------------------|
| <i>Of All Young People</i>                 | 52%                | 23%               | 16%                  | 9%                  |
| <i>Of Reading YOS Young People 2020/21</i> | 20%                | 23%               | 46%                  | 11%                 |
| <i>Of Reading YOS Young People 2021/22</i> | 20%                | 22%               | 48%                  | 7%                  |
| <i>Of Reading YOS Young People 2022/23</i> | 8%                 | 8%                | 54%                  | 30%                 |





**Local Outcomes profile**



There will be different degrees of intervention with cases.

In operating a child first approach, having wider generic support may be more effective than a Youth Justice approach. Locally a large proportion of children receiving Community Resolutions do not go on to further offend, so we are careful about not involving children in the Youth Justice System unnecessarily.

Overall there has not been a great deal of change in disposals that are given locally; the exception to this is the Turnaround Programme, offering voluntary support for children who are not open to Social Care or Early Help services and who have been interviewed by the police, or received a low level disposal such as a Community Resolution.

Page 71

**Offences committed**

The latest data available from Government statistics is the year 2021 and counts only substantive offences. The YJS data is of a more recent period and includes Community Resolution data in the Out of Court figures. Despite this there are some points that can be made:

- There were a large number of Community Resolutions issued for Cannabis possession which would not count as substantive offences in National Data but feature as Community Resolutions locally.
- Similarly, some of the Public Order offences if given an out of Court outcome would not feature as substantive disposals.



- There seems to be a greater proportion locally of Burglary offences than may be expected, but as the numbers of offences and individuals involved are low, this may change over time but is worth tracking.

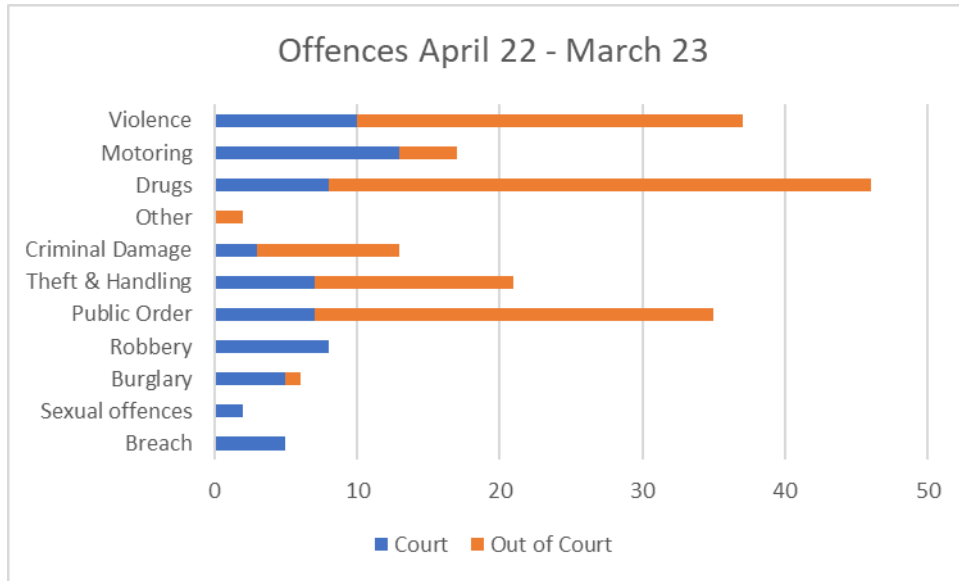
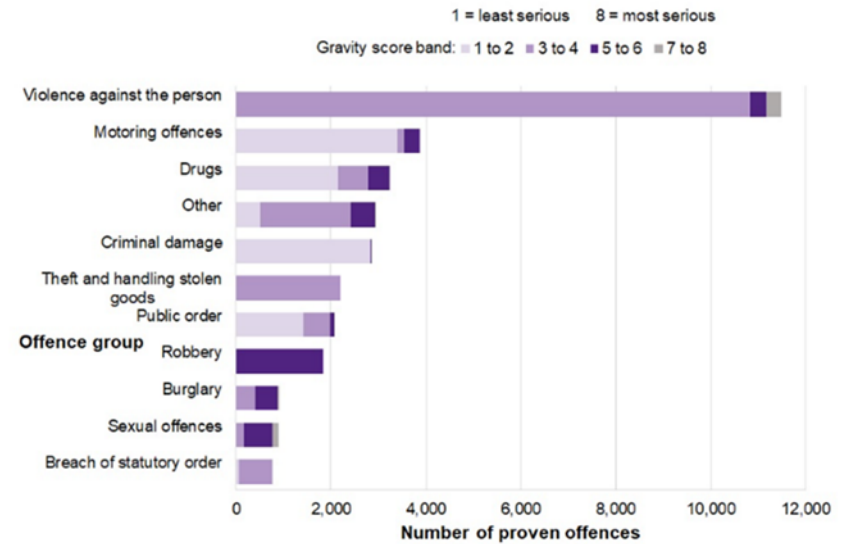


Figure 4.3: Proven offences by children, by offence group and gravity score band, England and Wales, year ending March 2022



**11. Children from groups which are over-represented**

Together we recognise that Reading is a diverse town and some individuals and groups experience inequalities and disproportionate treatment. We want to have a greater understanding of how criminal justice processes affects particular groups and work against unfair treatment in the youth justice system. Reducing children coming into criminal Justice processes is everyone’s responsibility and as a partnership we appreciate that a systemic approach to the work is necessary to both help children not offend and offers appropriate support for those that do. As a Board we recognise that young people who offend may also have had other difficulties in their lives to date and had other obstacles to face. Being trauma informed we want to appreciate the impact that these experiences have had and help young people develop in a way that has a positive impact for them and those around them.





It is important to understand the local profile within Reading and the context, scale and particular areas of disproportionality. As well as the now released 2021 census, data from school census data and partners will assist in understanding how disproportionality affect the children in the YJS cohort.

Overall National Data indicates that disproportionality affects children in the Youth Justice system. Starkly, Black and mixed heritage children are most likely to have the highest likelihood of being sentenced at court, committing more serious offences and having the greatest disproportionality compared with the white cohort (the Relative Rate Index). This a pattern that has been evident for some time as outlined in the Inspection thematic report on the experience of [Black and Mixed heritage boys in the Criminal Justice system](#).

The YJS acknowledges that young people from different backgrounds have different opportunities and outcomes and that these disproportionately affect those from marginalised and discriminated backgrounds. The YJS will continue to prioritise the groups locally that are particularly affected. Our local data has noted the historic disproportionate representation of children of black and mixed heritage background in our population as well as the over representation of girls locally. Work in previous plans had looked at addressing these issues locally and this is a continued focus for our development plan.

It is however noted that in a smaller offending population, particular pockets of disproportionality arise, and it can be helpful to consider trends over time in assessing disproportionately affected groups. Reading has recently had an anomalous year of over representation of females but this has not been sustained. An approach that recognises societal power imbalances, and the particular impacts on particular children as well as targeted work against unfairness should be an approach that characterises Reading YJS.

The current local picture from the Youth Justice Statistics demonstrate that in Reading

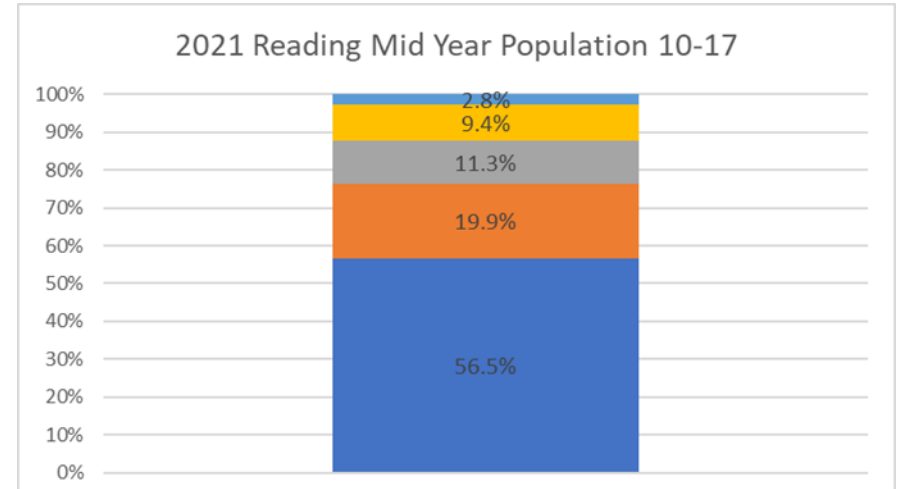
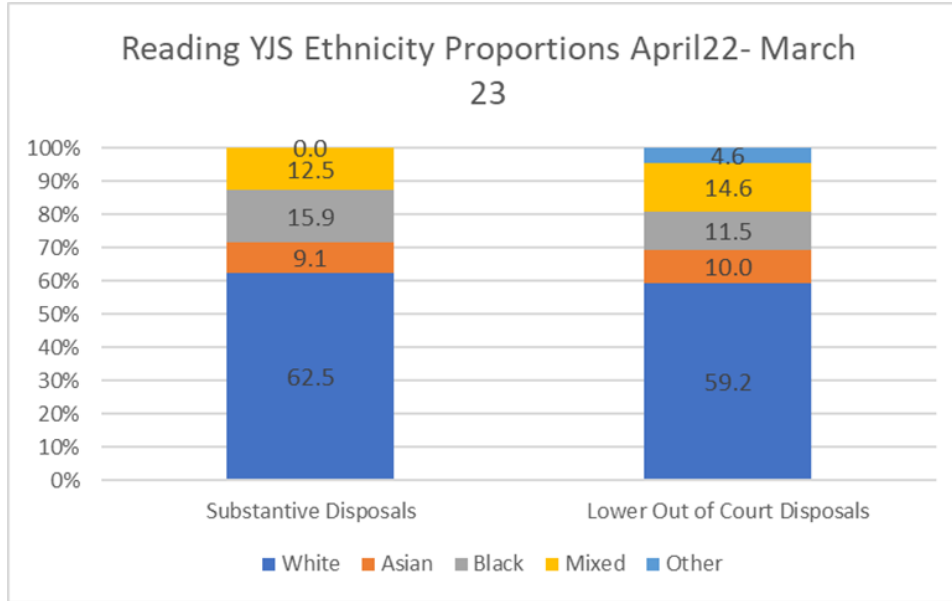


Whilst there will always be areas of disproportionality, some of the areas that are of note in Reading are

- Children of mixed heritage are still disproportionately affected in the cohort of young people who have received substantive disposals
- There is a marked difference in the increased proportion of girls that are dealt with at an out of court level, as opposed to receiving a substantive disposal
- There is an increased number of White Irish and White European offenders (predominantly of Polish background) on the caseload
- The reoffending rates and the seriousness of further offences committed by different groups presents a more mixed picture than previously



The tables below compare the YJS cohort in 21/22 and 22/23 by ethnicity to the 2021 census data



The Black Reading YJS population demonstrate a similar pattern to the Thematic Report referenced above, with a greater proportion receiving substantive outcomes than lower level disposals. There are a greater proportion of Black children in the YJS than are in Reading’s Youth Population.

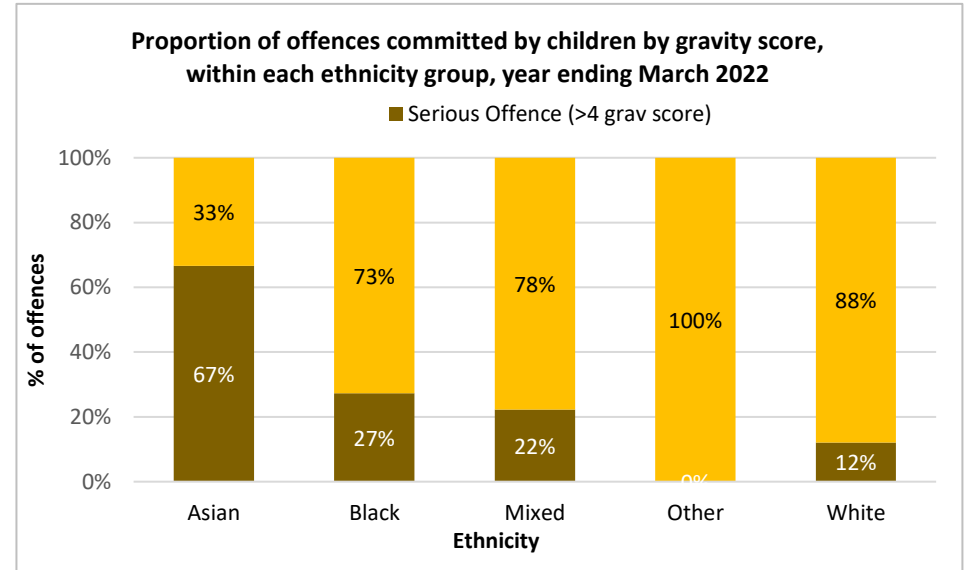
The White YJS population are more likely to experience a court outcome rather than an Out of Court disposal as compared with other groups

There is an over representation of Mixed heritage children in the YJS in Reading – this is statistically significant, indicating disproportionate outcomes for this cohort.

Whilst the proportion of children from an Asian background we are working with is lower than the local population, the relative seriousness of the offending is greater.



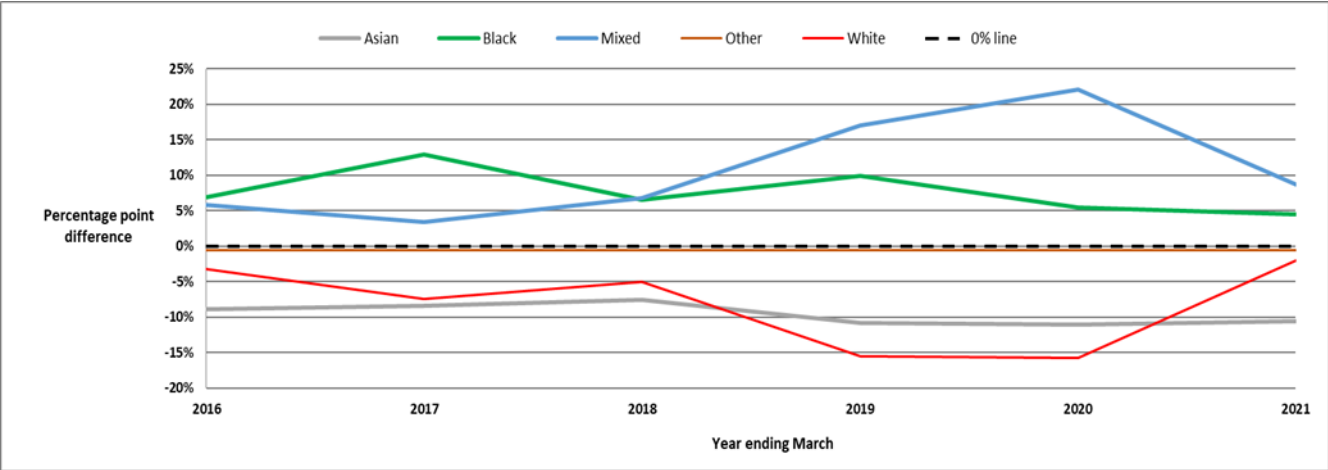
| Ethnic group | Share of total 2022 (%) | Share of total 2021 % | % Point Difference | Statistically significant | Over-represented and Significant cohort size |
|--------------|-------------------------|-----------------------|--------------------|---------------------------|--|
| Asian        | 5.17%                   | 19.93%                | -14.76%            | Yes                       | No   |
| Black        | 6.90%                   | 9.38%                 | -2.48%             | No                        | No   |
| Mixed        | 20.69%                  | 11.33%                | 9.36%              | Yes                       | Yes  |
| Other        | 1.72%                   | 2.81%                 | -1.08%             | No                        | No   |
| Ethnic min   | 34.48%                  | 43.45%                | -8.97%             | No                        | No   |
| White        | 65.52%                  | 56.55%                | 8.97%              | No                        | No   |

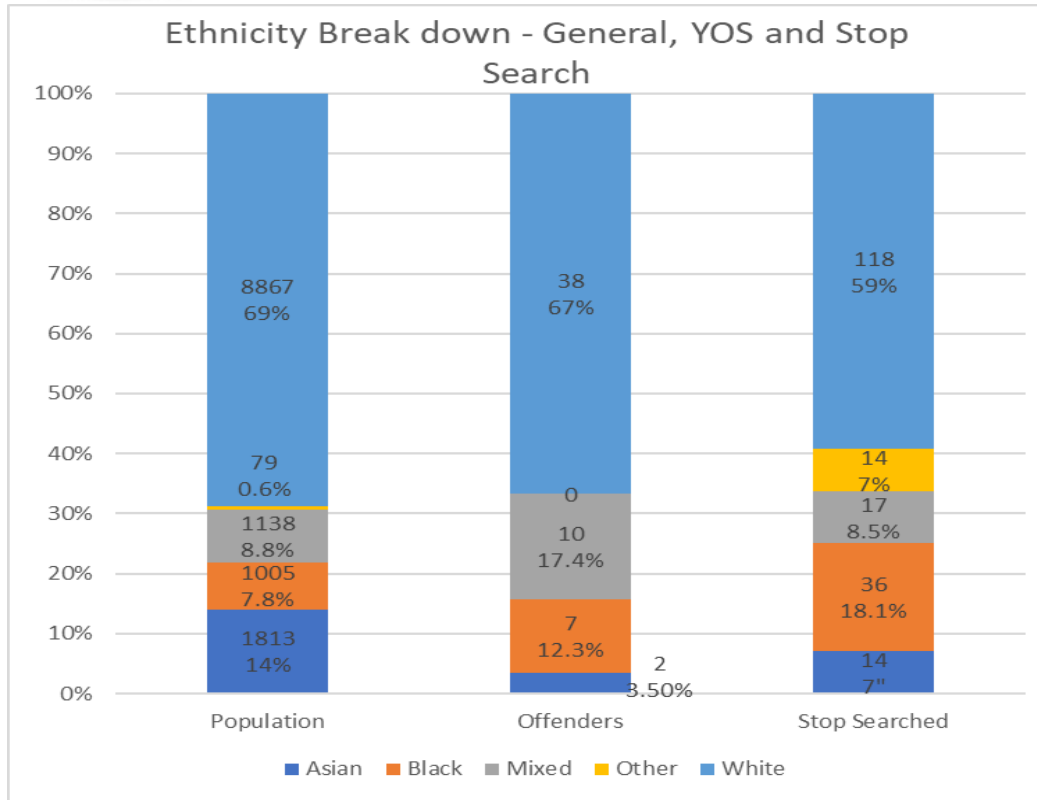




There are always likely to be elements of disproportionality within service user groups in the service, and in a smaller YJS like Reading these patterns may be fluctuating. A response to the previous YJS focus on disproportionality has been to introduce a conversation tool ('This is Me') with the children as part of their induction. This has proved useful in having discussions with children about their experiences and self perceptions on an individual basis.

The current picture around disproportionality is not as extreme as it was in recent history.





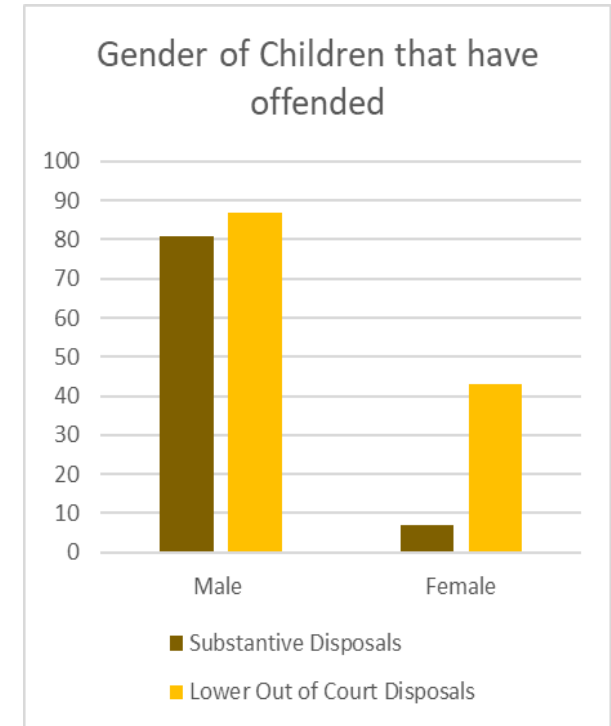
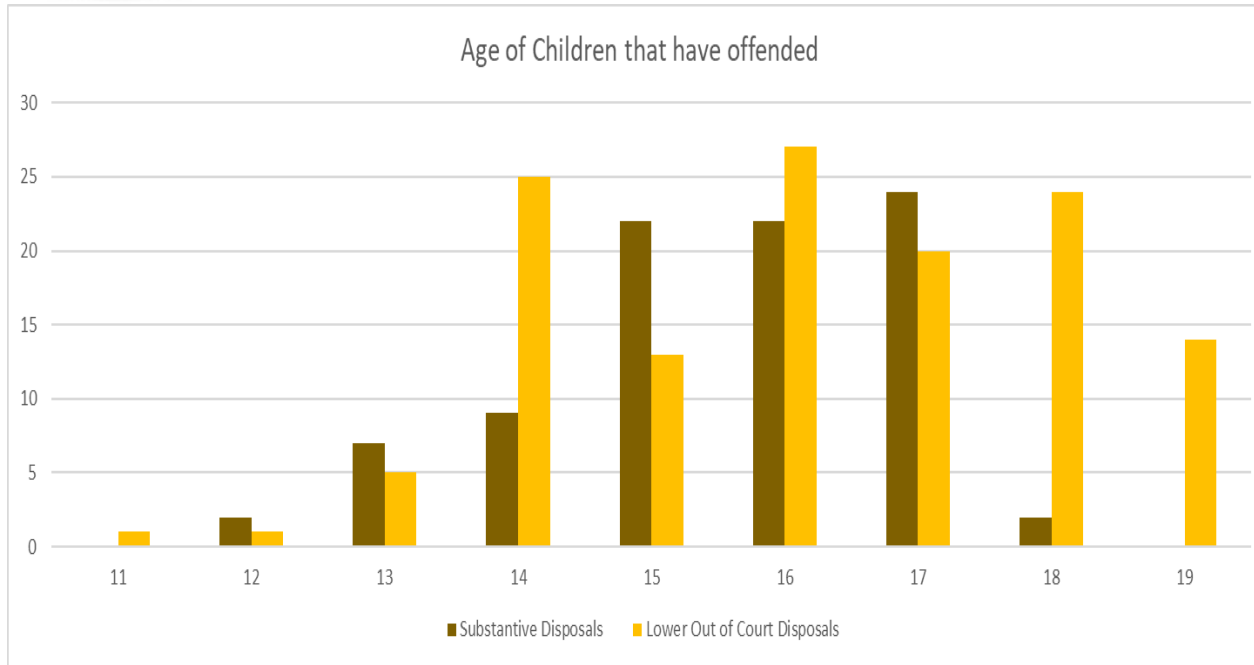
The data indicates:

There are elements of disproportionality that are evidenced in the numbers of Black children that are both open to the Youth Justice Service and that are Stopped/ Searched.

The rate of Stop/ Searches for non white children is disproportionate. There are particular disparities with the rate of Stop/ Searches for Black children.

The increased numbers of children with mixed parentage is stark in the Youth Justice Service

The data that is missing for Stop/ Searches should be explored further.



Lower out of Court Disposals is any out of Court disposal with the exception of a Youth Conditional Caution

The age of children that have committed substantive offences is similar to the national picture. Comparative data on children who have received lesser Out of Court disposals is unavailable but seems to be in line with research. It is noted that children, even those that have previously offended, are still eligible in the future for lesser out of court disposals.

The data does suggest an increase of offending at around Year 8 in school and further local information on that year group may suggest an area of response for the partnership



Some data from the [Education and offending cohorts in Reading](#) highlights some of the differences that Reading has compared with the national picture of children that have offended. The areas of note are:

|  | National Rate | Reading Rate |
|--|---------------|--------------|
| Attainment (5+GCSEs A-G)   | 49%           | 41%          |
| Permanent Exclusion  | 11%           | 28%          |
| Alternative Provision  | 29%           | 40%          |
| Social Care Involvement (Children who have been on a Child in Need Plan) | 45%           | 61%          |

The Measure of offending are those with substantive disposals and the data is based on those in Key stage 4 between 2012 and 2018

These figures demonstrate that work to improve the educational and social care journey of children is likely to have a positive impact on the offending rates of children in Reading.

## 12. Prevention

There are a range of prevention services within Reading. Some of these are delivered by BfC services and others by voluntary organisations.

- The YJS commission Reading FC Community Trust (Kicks) to deliver the:
  - Tier 1 Premier League Inspires programme to 10 x YP (30 YP in total) in 3 x secondary schools in Reading over a year. These YP are identified by the schools as being at risk of exclusions.
  - Tier 2 targeted programme – see Diversion section.
- Rise Up project – Based in one secondary school working with YP who have had a number of suspensions and who are at risk of permanent exclusion. This support includes the holistic support to the whole family.
- Targeted Youth Support service – deliver 1-1 work with YP identified by organisations needing additional support on a range of issues including those at risk of suspension/exclusion from schools, those who are NEET, have low self confidence, struggling with relationships, on line safety, etc etc.
- Detached and Outreach Youth Work team – Work as an outreach and detached youth work team on the streets, parks and communities of 3 x areas within Reading 5 x days a week delivering a range of street and community based activities outside of school hours focussing on areas with higher levels



of deprivation and supporting YP with access to support and information on a variety of issues eg drug and crime awareness, emotional well-being and healthy relationships. They also work with volunteers supporting them to deliver youth clubs in community settings.

- Starting Point
  - Mentoring service – 1-1 support with a mentor for YP who is at risk of exclusion, becoming involved in crime etc
  - School Navigator project – working in schools across Reading for those at risk of suspensions
- Turnaround Programme – YJS have employed 1.5 FTE Engagement Worker to support children on the cusp of entering the youth justice service eg at arrest stage. They will also work with some children who have received a Community Resolution or where the police are not investigating any offence further. The criteria also includes those who have received anti social behaviour notices. The number of cases eligible for Turnaround support are anticipated to exceed the services that are available. Cases are therefore screened so that those with associated risk factors can be targeted for support. In Reading these associated risk factors include those children with SEND, those known to Social Care, and those who are having difficulties at school.
- While Turnaround is provided through the YOS, staff will work with children outside of the building, in the community. This reduces the risk of labelling and stigmatising the children open to Turnaround.
- The YJS are part of a working group exploring a bespoke programme with girls to develop resilience to support life chances that is being coordinated through Alana House – a local women’s support service.

### 13. Diversion

- Reading FC Community Trust – Kicks - Tier 2 targeted programme – for 5 x YP a year – providing intensive support over a 12 month period for those YP who are already known to services.
- Reconnect - work with young people where there is risk/harm coming from the community such as exploitation, substance misuse, missing, crime and youth violence.

### 14. Education

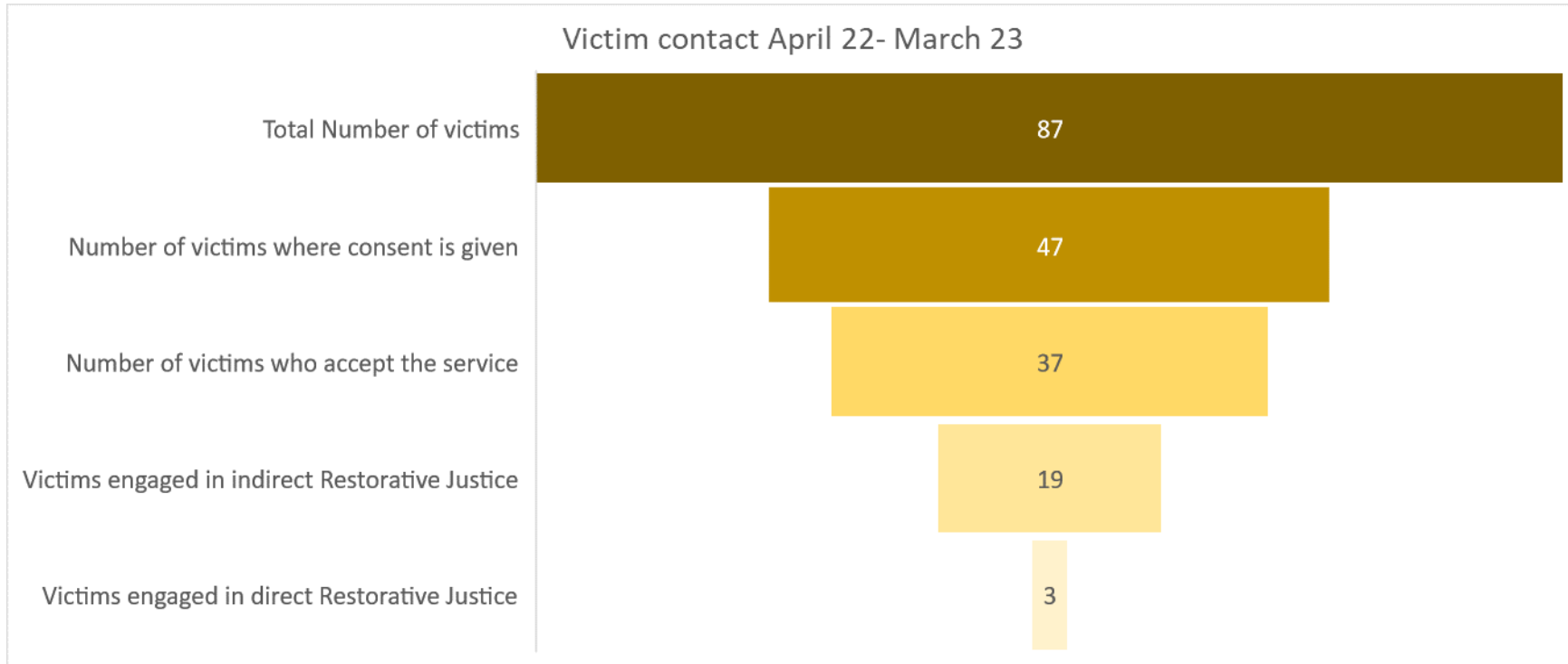
The YJS have continued to support the Rise Up Project, based in a local secondary school. The project works with children in Year 8 at risk of disengagement and exclusion to help them develop stronger educational journeys.

The YJS led a group work programme over two terms in a local secondary school. Again this work was targeted at children to help develop their confidence and engagement in their schooling.





### 15. Restorative approaches and victims



Page 81

Some instances of what the direct and indirect Restorative Justice work has included:



A child crashed a vehicle through a fence into a field. After contacting the victim of the field and victim work with the child, he was able to hear about the impact his actions had on the owner and the ripple effect he had caused and was also able to make up for what it had done by completing work at the stables.

A child drove and crashed a car - The victim was contacted at the Pre Sentence Report stage and supported to make a Victim Personal Statement, and wanted to receive a letter of explanation from the child; we were able to share an explanation with the victim from the work that had been completed.

After the theft by a child a member of shop staff left as she had felt intimidated and scared to work anymore. Following victim awareness work with the child he wrote a letter to the store explaining that he was sorry for his behaviour and he never meant for anyone to feel threatened by his actions.

The young victim needed some reassurance the children would leave him alone and the Youth Offender Panel put conditions into their contracts to stay away from the area the incident took place, and were able to feedback to the victim the progress the children had made on the Orders.

After completing some victim awareness work a child was able to appreciate the harm he had caused and when he next saw the victim, he apologised to him. This was verified with the victim who felt the matter was now sorted.

## 16. Serious violence and exploitation

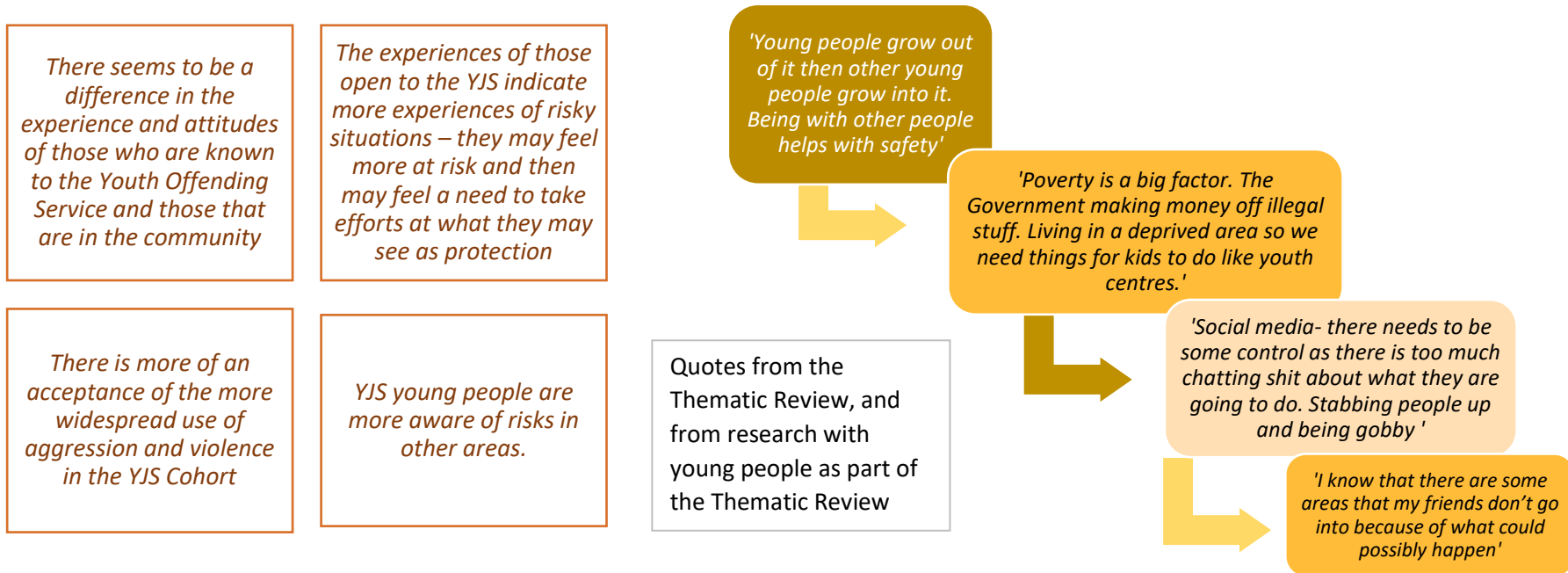
Serious Youth Violence (SYV) offences are those that include more serious violent offences, Class A drug offences and Robberies. There has been an increase in the number of Serious Violence offences in the period April 22-23 compared with the previous year. Part of this has been fuelled by an increase in involvement in Class A drug offences as opposed to Robbery and violent offences. There has also been an increase in the number of knife and offensive weapons offences.

Following the involvement of young people in murders in Reading (2021) there has been an increase focus around SYV. The Community Safety Partnership Serious Youth Violence Duty has involvement from the Adolescent Risk Group. A thematic Child Safeguarding Practice Review has been published in 2022. The review considered a wider cohort of children who had committed Serious Youth Violence offences considering their characteristics and the services that were available to them. The action plan following the thematic review is referenced in the Service Development Plan.



THE YJS regularly attends Exploitation strategic and Operational Meetings with regard to exploitation and Missing children. The oversight and delivery of exploitation approaches has been reviewed over the year and we are expected to continue to be involved in these processes over the coming year.

The recent National Standard audit around Court has has been themed specifically to look at SYV cases.



Page 83

### 17. Detention in police custody

The YJS completed some research with a group of young people that had experienced police custody. This spanned the period from November 21 to June 22. 24 young people, some open to the YJS and others who had been arrested were interviewed over the phone to get some feedback of their experiences in the local police Custody Suite.



**Practices that are working well**

1. Young peoples understanding of why they had been brought in to custody.
2. Legal advice being offered by police and letting young people know they were entitled to one.
3. Young people being offered food.
4. Police officers breaking down the caution and going through it slowly so young people could understand.
5. The use of simple language during the interview and good understanding of questions asked.
6. Young people understand why they have an Appropriate Adult (AA) and their role.
7. Young people feeling they had been fairly treated at the custody suite.
8. Those young people that had been arrested before feeling safe.

**Practices that are NOT working well**

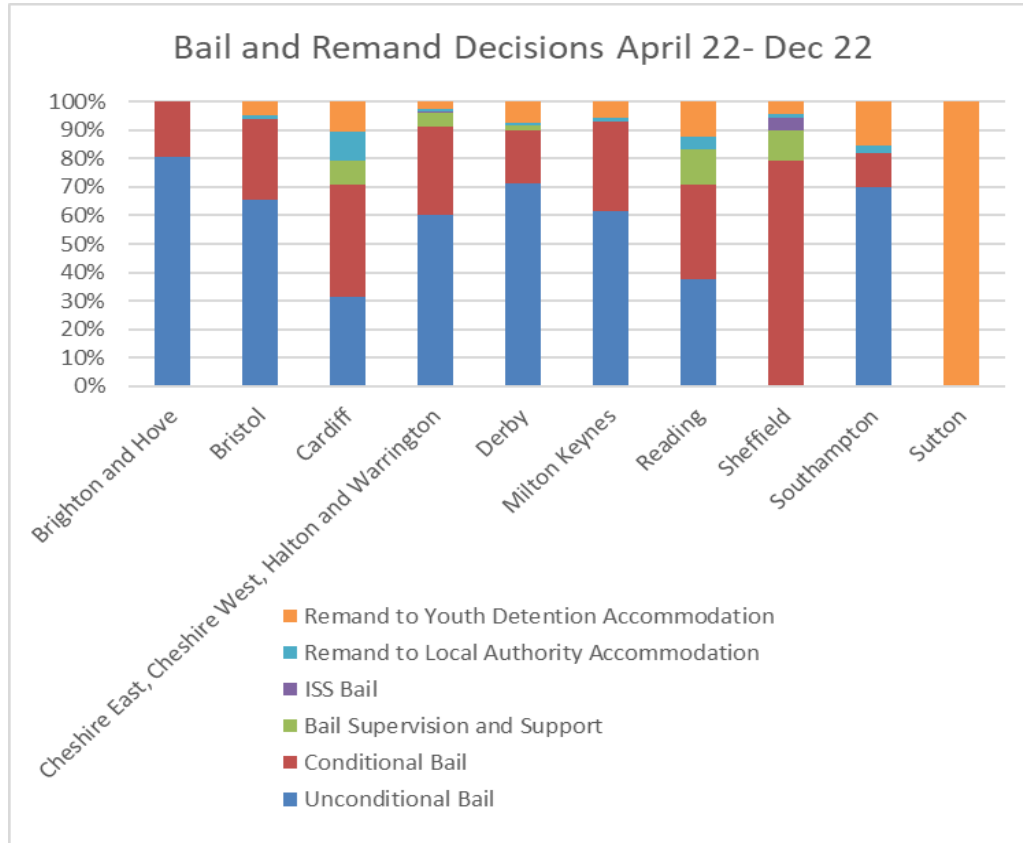
1. Young people experience on arrest, the unnecessary use of handcuffs or not being told why they are used.
2. The length of time young people had to wait for a solicitor.
3. The length of time spent in the cells, the cells being cold, exacerbating mental health and experiencing decline in mental well being, feeling traumatised by the experience, not knowing what is going on and feeling bored with too much thinking time.
4. Young people not being kept informed of what is going on and what will be happening.
5. The food not very nutritious, lacking in taste, food not fitting the description and long waits for it.
6. Parents as AA, not being clear on their role.
7. Young people not knowing what would happen after their interview, feeling confused about bail conditions, if they had been released under investigation or no further action being taken.
8. First time arrested young people not feeling safe.
9. Young people from minority ethnic groups feeling they are being treated differently.

Some recommendations were produced that have been shared with the police. The police themselves over that period had been making some changes in the facilities available at the Custody Suite.



While the Custody Suite is located in a neighbouring Local Authority, Reading YJS will attend if an appropriate adult is needed for a Reading child that has been detained. We are updated with any involvement that Emergency Duty Service have had with children who have been arrested either at evenings or weekends. YJS staff are trained in the role of the Appropriate Adult as part of their induction including shadowing AA provision.

**18. Remands**



Data from the Youth Justice Board indicate a pattern of bail and remand decisions. The data is for a relatively short period and some YOTs may have had few cases in court. Reading's data is based on 24 Bail and remand decisions.

It is noted that the court may be more likely to impose conditional bail on Reading Cases over this period and we have been able to offer bail supervision and support.

The 3 x remand cases involved two children who had been previously on significant Community Orders and had breached these Orders and been uncontactable and had been arrested on warrant. The other related to a young person, with an offending history who was arrested for a large number of offences, some of them serious. At the next hearing this child pleaded and was given stringent conditional Bail conditions before sentence where they received an intensive Community Order

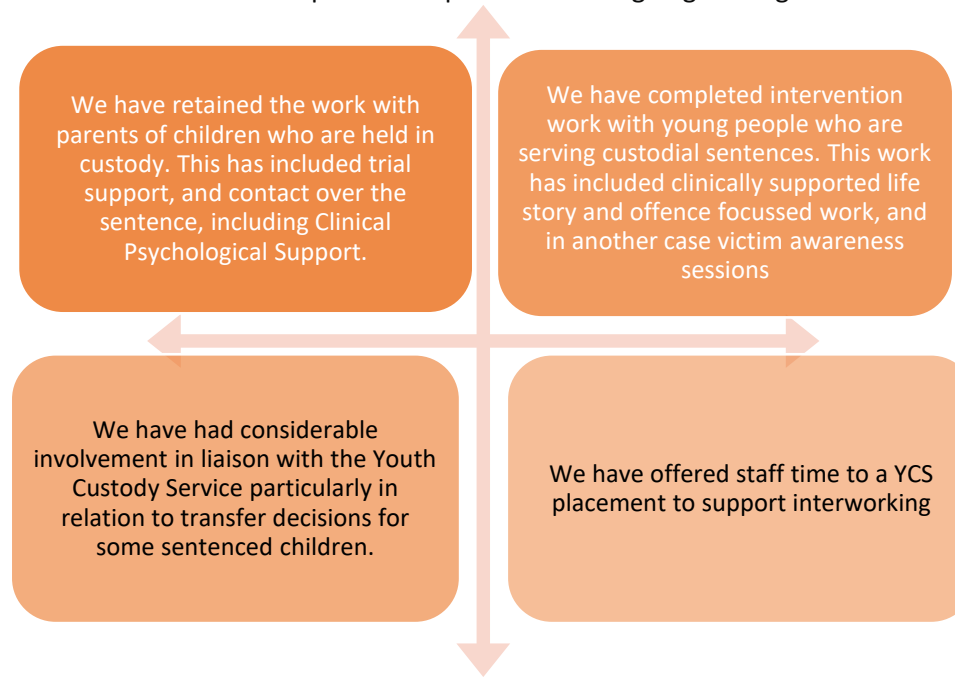
Page 85

The Performance report provided for the Management Board includes remand data on a quarterly basis.



### 19. Use of custody

The data on the Custodial Sentences is included on p15 of this plan and the ongoing oversight is detailed in the National Standards section below.



### 20. Constructive resettlement

We have had limited experience of children leaving custody this year. The one case we had was managed by the YJS and transition planning was underway with the Probation Service as the child was nearing 18. The transition took place whilst the child was in a custodial setting and they were effectively managed by Probation at the point of release. We conducted a further closing session with them after their release as our contact with them had been unexpectedly curtailed due to the custodial sentence. Our resettlement approach has been tied in with our transition policy as some of the approaches apply to all transitions including resettlement. The National Standards work this year in these areas will explore the experiences of children transitioning and also those in Secure settings and will be audited against the Resettlement and Transition Policy.



**21. Standards for children in the justice system**



This year we have conducted reviews on National Standards (NS) 1, 2 and 3. Given the plan, we focussed some of the areas of the audit work around themes of Disproportionality and Serious Youth Violence. Each of the reviews involved an audit of cases by the YJS and then a validation meeting with Board members.

|                                |  |
|--------------------------------|--|
| NS 1 – Out of Court            | <p>At the time of the Audit we had leaned that we were successful in the request for a Peer review and given the longstanding FTE issues we wanted a deeper exploration of this area that the prre review would give us. The audit findings included:</p> <ul style="list-style-type: none"> <li>• 75-80% of First Time Entrants are not previously known to the YJS. This duplicated the finding from a previous audit.</li> <li>• There were some actions in relation to the recording of Youth conditional Cautions that needed tightening up.</li> <li>• The involvement of caseworkers in YCC delivery was identified as a practice gap.</li> <li>• The Audit work assisted some of the planning for the Turnaround programme that started over this year.</li> </ul> |
| NS 2- At Court                 | <p>This audit concentrated on a small cohort of young people appearing with Serious Youth Violence Offences. Findings included:</p> <ul style="list-style-type: none"> <li>• Court processes were sound.</li> <li>• Risk management planning after arrest and before court appearance demonstrated some gaps in YJS and partnership Practice.</li> <li>• Risk Management by the YJS at and after court should be more victim focussed and proactive.</li> <li>• More targeted work addressing SYV risk should be actioned more promptly on interventions.</li> </ul>   |
| NS 3 – 3 Work in the Community | <p>This Audit considered the group of Black and Mixed heritage children that the YJS had worked with. Findings included:</p> <ul style="list-style-type: none"> <li>• The development of the tool ‘ This is me ’ was considered to be a useful tool that should be used routinely with all you ng people to develop an understanding of the individual in their context and assist self expression.</li> </ul>   |



|  |  |
|--|--|
|  | <ul style="list-style-type: none"> <li>• Countersigning and report and review templates have been amended to consider diversity.</li> <li>• There is an identified need for further training in this area</li> </ul> |
|--|--|

Reviews of NS 4 and 5 are scheduled this year

**22. Workforce Development**

There has been a 0.14 reduction in the Caseworker capacity following the change in working hours for a member of staff. The Case worker capacity is expected to increase to 5.0 FTE over the next year. The substantive Speech and Language post is on maternity leave and there is reduced capacity in the cover position. The Health and Justice provision across the YOTs in the West of Berkshire has developed a more peripatetic and responsive approach to their input which should allow for more effective delivery. The principal gap in staffing is the absence of a Probation Officer. Whilst we have arrangements for regular face-face contact with a nominated Probation officer to assist transitions, staffing shortages in the Probation Services are preventing the appointment of this post. Plans for current Probation recruitment should mean the provision of a qualified worker in this financial year.

At a lower level the YJS is represented in local relevant local delivery arrangements that affect the partnership.



**23. Evidence-based practice and innovation**

Surrey University are using Reading as a research site into work with parents of children that are open to the Youth Justice Service. The programme of research is ongoing but researchers have visited the site and interviewed staff, young people and parents as part of the research.





As part of the work with parents we have coordinated a Parent led support group for parents who children are involved in or at risk of exploitation. The model for the group is similar to the researched Kitchen Table Talks used in the West Midlands and has been positively received by the parents involved in the group. The YJS will continue work with Surrey over the coming year in our work with Parents.

The parents have also been empowered to lead workshop on the experiences they have had with their children. They have delivered these with a small group of newly qualified Social Workers and with a wider learning session coordinated by the Safeguarding Partnership. Some of the feedback from the workshops included:





## 24. Evaluation

A YJS Peer Review was undertaken in November 22 around First Time Entrants. There were 3 key lines of enquiry:

1. Are Out of Court Processes, specifically the early identification of children at risk, well understood by partners and are appropriate interventions available?
2. Is the decision-making process sufficiently robust?
3. Is there a clear strategy regarding the future vision of the service linked to early identification?

There were a number of strengths identified and recommendations which have been developed into an action plan.

### Recommendations

- The YOS Board to satisfy themselves that YOS practice is conversant with effective practice principles and the requirements of HMIP case management expectations;
- Senior YOS management team to develop a clear plan for improving the timeliness of assessments and ensuring that the voice of the child is heard within the assessment and planning process;
- The Early Help partnership to develop a clear strategy and action plan to ensure that they are delivering in diverting children from the criminal justice system as well as improving children's welfare;
- In line with a trauma-informed approach, the YOS Partnership should seek to develop ways of reducing the number of professionals who are involved with children at any one time;
- Partners to review current decision-making processes for OoCD's, to ensure greater multi-agency involvement and oversight of decision-making;
- Thames Valley police to review the use of Outcome 22 as an alternative diversionary option for children, in line with revised national guidance;
- Contextual safeguarding approaches to be fully embedded in prevention work and work with communities
- The Board to develop a Disproportionality strategy and action plan which will hold each partner accountable for their role in preventing further disadvantage to children who are over-represented in the criminal justice system.

An action plan has been developed from the recommendations and can be seen in appendix 4.

Following the peer review, YJS commissioned Cordis Bright to undertake some further audits and to work with the staff team and Managers to strengthen and develop practice.



25. Service development plan

| Actions   | Measurement of Success  | By When                      |
|---|---|------------------------------|
| <p><b>Priority One – Reduce First Time Entrants into the Youth justice system</b> –National research linked to criminal exploitation found that the only identifiable common indicator of vulnerability that was present in children’s lives was exclusion from school. Although exclusion is clearly not the cause of the risk, it is seen as a trigger point for significant escalation of risk. Thus one of our priorities is to reduce the number of suspension and permanent exclusions.</p>   |   |                              |
| Evaluate school-based Rise Up project   | Evaluation report demonstrating impact of project   | Oct 23                       |
| Develop project to support YP at risk of permanent exclusion following learning from Rise Up Project  | Increase in successful managed moves and reduction in permanent exclusions  | Sept 23                      |
| Continue to develop Turnaround Project  | Decrease in number of FTE’s<br>Local evaluation on outcomes   | March 24                     |
| Peer review action plan delivered   | Key services delivering support aimed at reducing suspensions and permanent exclusions evaluated re impact on FTE figures.        | March 24                     |
| <p><b>Priority Two: Address Disproportionality/over representation within YJS cohort</b> - As part of our vision, we recognise that Reading is a diverse town and some individuals and groups experience inequalities and disproportionate treatment. We want to have a greater understanding of how criminal justice processes affects particular groups and work against unfair treatment in the youth justice system.</p>  |   |                              |
| Develop YJS Disproportionality strategy with contributions from all partners  | Disproportionality Strategy agreed by Board, enabling increased understanding of disproportionality issues across the partnership | Dec 23                       |
| Develop and deliver action plan to address any disproportionality issues within YJS cohort  | Agreement how to tackle disproportionality across the partnership<br>Action plan delivered and monitored.                         | March 24                     |
| <p><b>Priority Three: Reduce the impact of serious youth violence</b> - While overall crime continues to fall, serious youth violence across the country has been rising with figures showing that both perpetrators and victims of these offences are getting younger. Furthermore, both perpetrators and victims of SYV are typically vulnerable young people - at increased risk of exploitation and victimisation, often with significant evidence of adverse childhood experiences (ACEs). BWSCP undertook a Thematic review into this area following 2 x serious youth violence incidents in Reading.</p> |   |                              |
| <p>Implement recommendations from BWSCP Thematic Child Safeguarding Review: services provided to YP and their families in relation to serious youth violence –</p> <ul style="list-style-type: none"> <li>Audit protocol between YJS and CSC to review how effectively the protocol is working</li> </ul>   | <p>Recommendations are implemented.</p> <p>Audit report published.</p>  | <p>Dec 23</p> <p>July 23</p> |



|  |   |                               |
|--|---|-------------------------------|
| <ul style="list-style-type: none"> <li>• Revise protocol in light of above findings.</li> <li>• Ensure YJS participation and involvement in multi-agency partnership meetings involving serious violence eg CSP sub group, VRU</li> </ul>  | <p>YJS and CSC protocol revised and implemented.</p> <p>Improvements to the existing CETAR and CEMOG meeting structures are implemented including the introduction of the new Exploitation Team Around the Child (ETAC) meetings.</p> | <p>Sept 23</p> <p>Sept 23</p> |
| <p><b>Priority Four: Increase opportunities for participation and involvement of young people within YJS</b> - It is important that we receive feedback from young people around their experiences within the youth justice system so that this can inform the way we change and develop our services appropriately. It will also enable young people to be actively involved in decision-making processes on issues that affect them.</p> |   |                               |
| <p>Develop Community/Peer court</p>  | <p>Peer/Community court developed and implemented enabling YP to become part of the solution and not the problem with opportunities for a restorative approach and giving a voice to victims.</p>                                     | <p>March 24</p>               |
| <p>Involve YP in the rebranding of the YJS including logos and new location</p>  | <p>New 'brand' and logo developed for Reading Youth Justice Service chosen by YP from Reading.</p>  | <p>Sept 23</p>                |
| <p>Undertake regular service user feedback on services provided by YJS as well as court and Police custody experiences.<br/>Ensure YP are informed about outcomes from their comments and/or suggestions to improve services.</p>  | <p>Changes in youth justice services in Reading are informed by young people's views and comments.<br/>YP understand what changes have occurred as a result of their feedback.</p>  | <p>March 24</p>               |

**27. Challenges, risks and issues**

| Challenges, risks and issues   | Action  |
|--|---|
| <p>The Early Help service, which includes Youth Justice is undergoing a redesign during 2023 and there is currently ongoing discussions re how the strategic management and oversight of YJS will be configured.</p> | <p>Interim management arrangements in place at end June when current Service Manager retires.</p> <p>Consultation document re redesign of Early Help services will be published mid June.</p> |
| <p>YJS HMIP Inspection is imminent</p>   | <p>Preparation is under way re collation of evidence in advance documents, chairs presentation etc.<br/>Board members continue to be briefed re role and expectation.</p>                     |




|   |  |
|---|--|
| <p>The Youth Justice Service has recently moved to a new venue, which whilst providing more modern facilities is further from the town centre.</p> <p>The enthusiasm of young people in finding the venue will be closely monitored with resolutions being found if there are concerns re this.</p> | <p>Maps have been developed showing the bus routes and walking routes from town.</p> <p>Monitor the attendance of young people for YJS appointments and/or meetings. Implement resolutions if there is an issue.</p> |
|---|--|

## 28. Sign off, submission

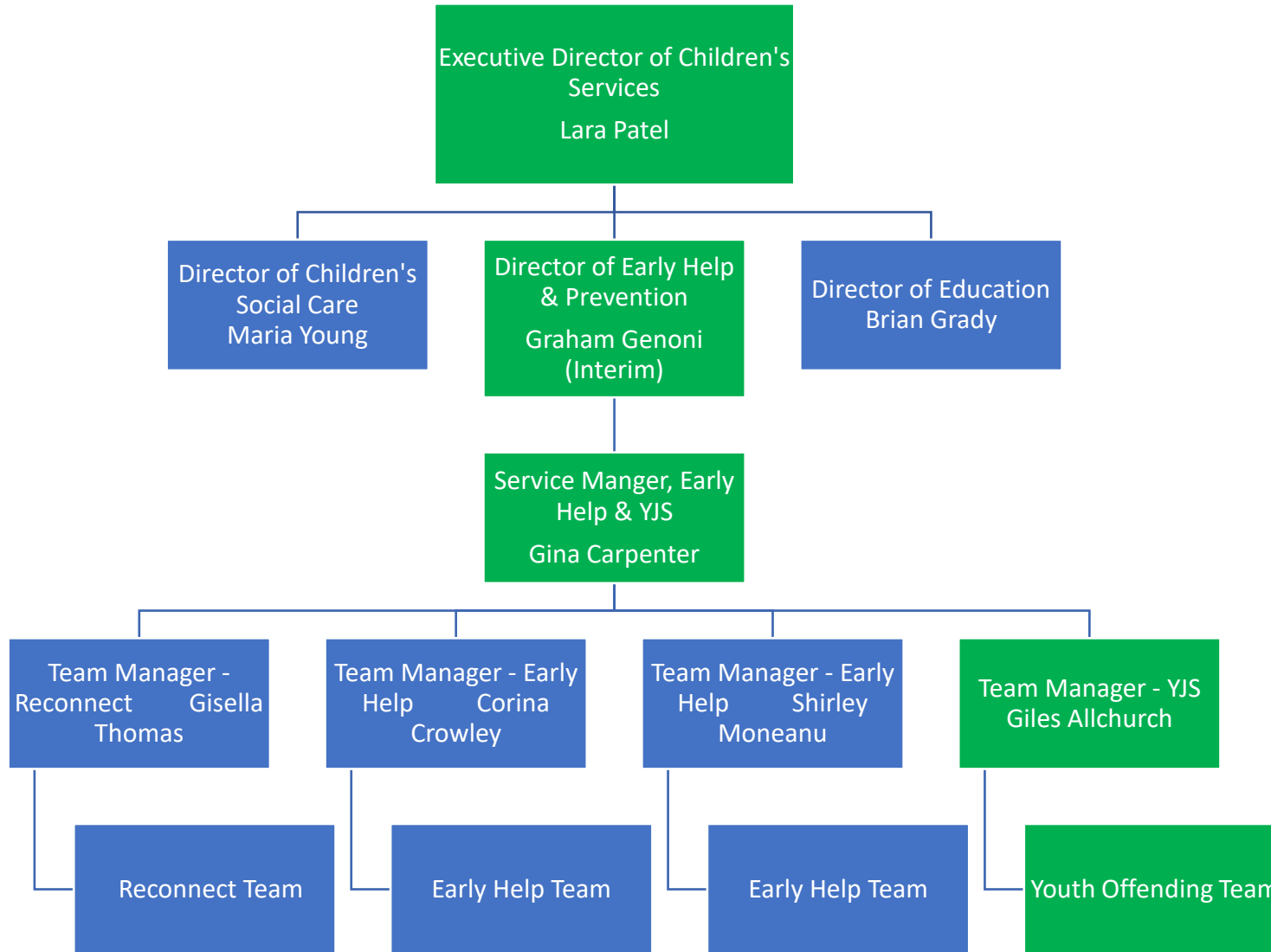
| Name                          | Role   | Organisation                  | Signature       |
|-------------------------------|--|-------------------------------|-----------------|
| John Ennis                    | Senior Probation Officer, (Chair)  | National Probation Service    |                 |
| Ceri Burns                    | Head Teacher   | Cranbury College              |                 |
| Gina Carpenter                | Service Manager, Early Help & YJS  | Brighter Futures for Children |                 |
| Fiona Hostler                 | Head of Education Access and Support                                     | Brighter Futures for Children |                 |
| Emma Tompkins                 | Chief Inspector, Deputy Commander – Reading LPA.                         | Thames Valley Police          | E Tompkins 4932 |
| Rachel Spencer/ Victor Koroma | Director   | Reading Voluntary Action      |                 |
| Graham Genoni                 | Director of Early Intervention and Prevention (Interim)                  | Brighter Futures for Children |                 |
| Sally Murray/Miranda Walcott  | Head of Children's Commissioning,  | NHS                           |                 |
| Maria Young                   | Director for Children's Social Care                                      | Brighter Futures for Children |                 |
| Krista Thompson/Rachel Taylor | Sergeant, Youth Justice Unit/Detective Chief Inspector, Criminal Justice | Thames Valley Police          |                 |



|               |  |                         |   |
|---------------|--|-------------------------|---|
| Jo Middlemass | Community Partnerships Service Manager | Reading Borough Council |  |
|---------------|--|-------------------------|---|

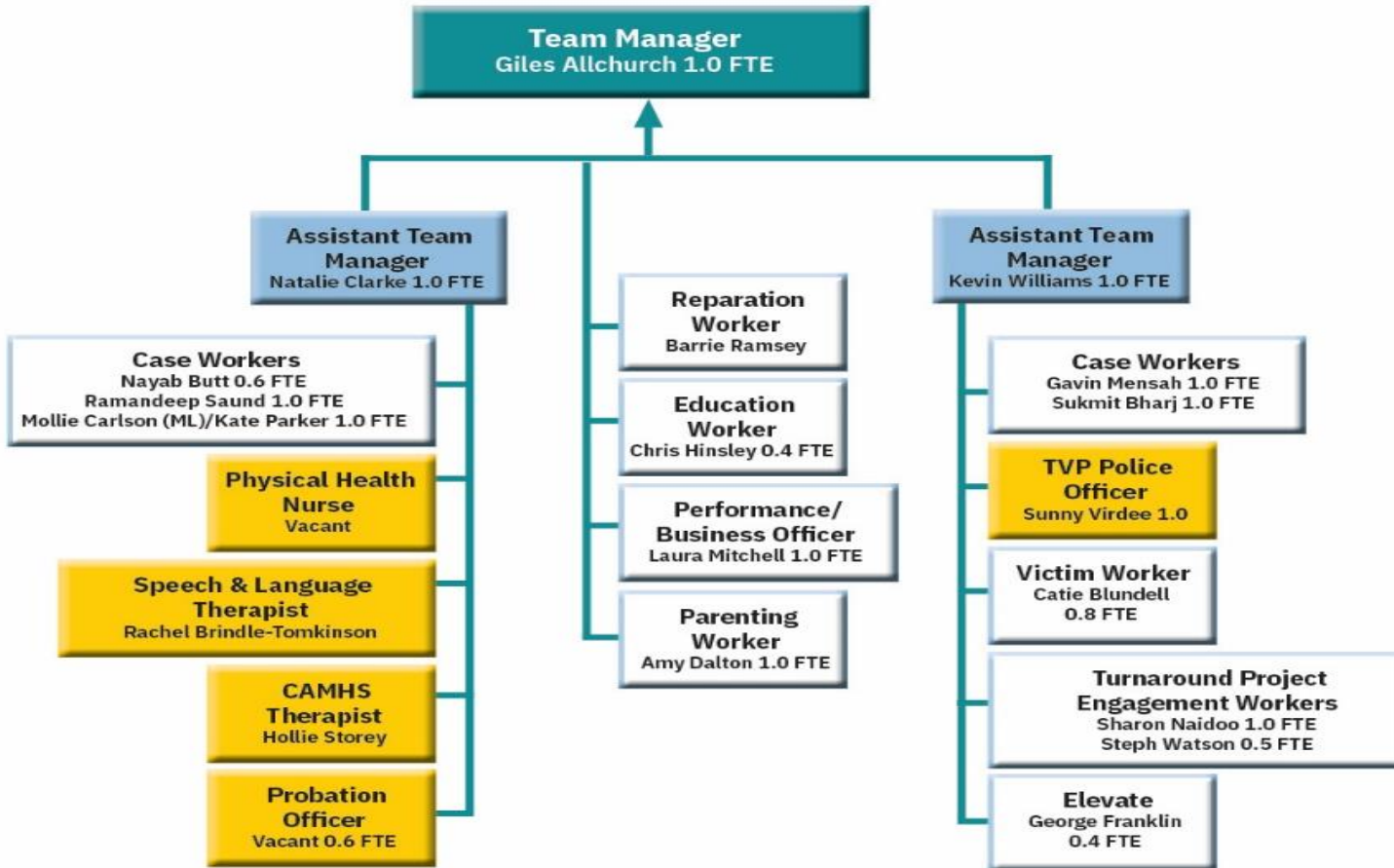


Appendix One -BFFC Structure





Appendix Two - YJS Structure

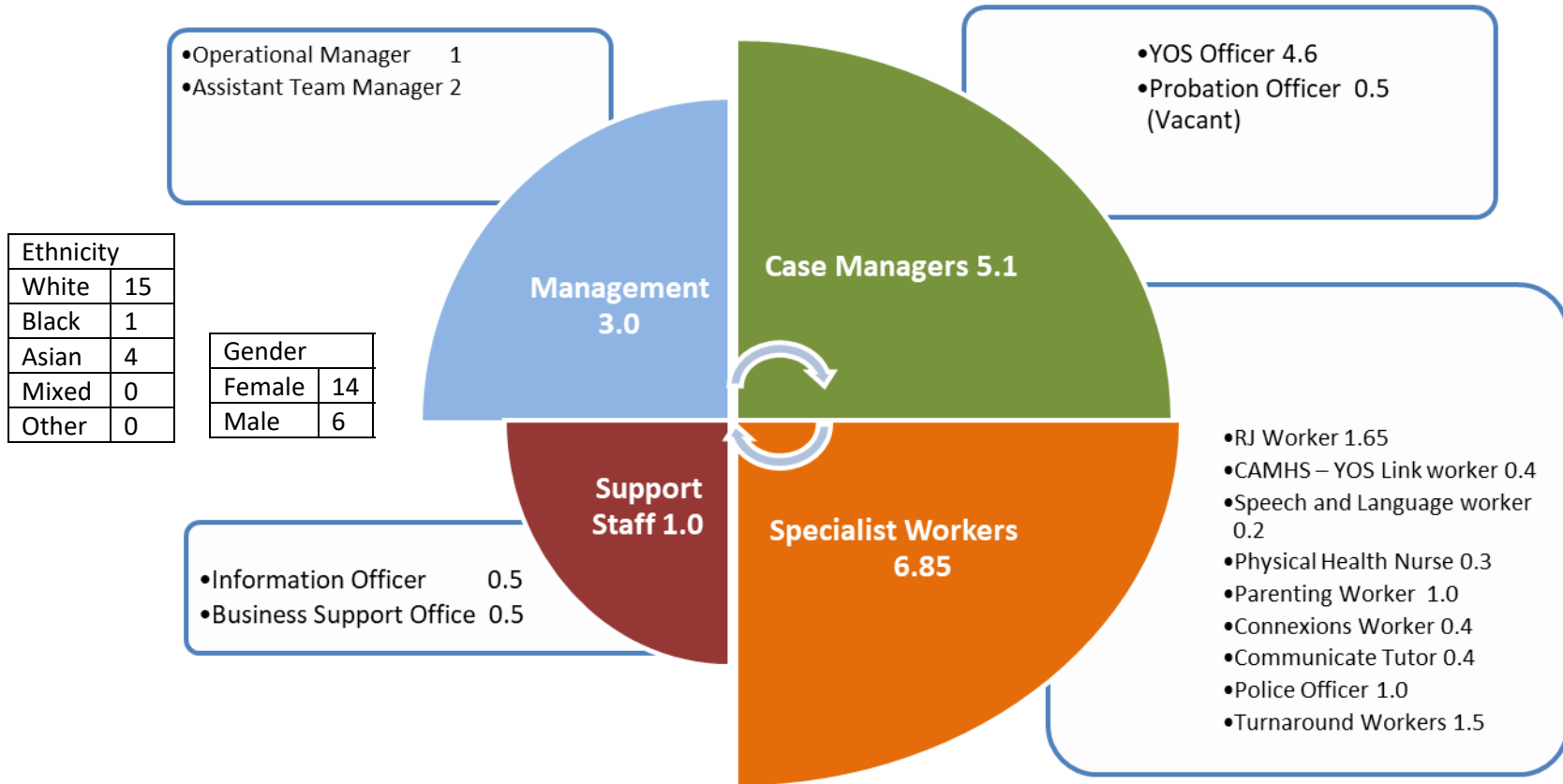






Appendix Three - Staffing as at 01.04.23

11.95 Full Time Equivalents





**Appendix Four - Peer Review Action Plan**

| YJS Peer Review Actions  | Who           | By When        | Progress  |
|--|---------------|----------------|---|
| <b>1.The YJS Board to satisfy themselves that YJS practice is conversant with effective practice principles and the requirement of HMIP case management expectations</b> |               |                |   |
| Commission external audit and report to ensure YJS practice is compliant with HMIP case management expectations.   | GG/GC         | <b>Feb 23</b>  | <p><b>Update June 23</b></p> <p>Cordis Bright commissioned to review cases and case management oversight and practice.</p> <p>18 statutory cases were audited. The report identified a number of strengths and areas for development. The areas for development included</p> <ul style="list-style-type: none"> <li>• QA process</li> <li>• Storing of key documents on Childview.</li> <li>• Risk and SWB plans to be more robust with clear actions identified with timescales.</li> <li>• Management oversight and case supervision.</li> <li>• Focus on disproportionality.</li> <li>• Post 16 provision and its offer to children in YJS to be monitored.</li> </ul> |
| YJS Management Board to review audit report and any action plan.   | Cordis Bright | <b>June 23</b> | <p><b>Update June 23</b></p> <p>A number of individual sessions were held between Cordis Bright, Managers and YJS Case Workers, feeding back comments re audited cases and working on improving current 'live' cases eg assessments, plans etc.</p> <p>Training and workshops have been facilitated by Cordis Bright with Managers and staff to review and improve practice – particularly around ensuring evidence is within Child view.</p>   |



|   |                      |                 |  |
|---|----------------------|-----------------|--|
|   |                      |                 | Cordis Bright will attend Board meeting on 14 <sup>th</sup> June and facilitate a workshop around disproportionality and expectations of Board members re governance.  |
| Review and revise case management processes to ensure aligned with HMIP guidance and effective practice   | GA                   | <b>July 23</b>  | <b>Update June 23</b><br>The audit and support from Cordis Bright as above has ensured our case management processes are aligned with HMIP guidance and effective practice.  |
| <b>2.Senior YJS Management Team to develop a clear plan for improving the timeliness of assessments and ensuring that the voice of the child is heard within the assessment and planning process.</b> |                      |                 |  |
| Review this recommendation following findings from Cordis Bright undertaking full audit of all OoCD and court cases.  | GC                   | <b>April 23</b> | <b>Update June 23</b><br>Cordis Bright have reviewed all cases and undertaken a full training session with staff and Managers on their findings to build on and develop practice.<br><br>They have worked with staff and managers on an individual basis to improve practice.  |
| Meet with staff and Managers to ensure all understand HMIP standards and expectations re case management processes and recordings.  | <b>Cordis Bright</b> | <b>March 23</b> | <b>Update June 23</b><br>As above. There is ongoing support delivered by Cordis Bright with coaching and mentoring for staff and managers.   |
| Undertake a re-audit of sample cases to monitor compliance with recommendations from Cordis Bright report.  | GA/GC                | <b>May 23</b>   | <b>Update June 23</b><br>As the support of Cordis Bright is currently ongoing, cases are regularly reviewed by them as they discuss cases with staff and Managers.   |
| Report presented to YJS Management Board  | GC                   | <b>June 23</b>  | <b>Update June 23</b><br>Cordis Bright facilitated a workshop for the Board in June re roles and expectation of Board members, readiness for Inspection and agreeing the priorities for the Youth Justice Plan 23/24.<br><br>There was not time for a report specifically on their work to date – although the above was informed by this. Regular updates have been given to the Interim Director of Early Help & Prevention. |



| <b>3.The Early Help Partnership to develop a clear strategy and action plan to ensure that they are delivering in diverting children from the criminal justice system as well as improving children’s welfare.</b>  |             |                 |   |
|---|-------------|-----------------|---|
| Link to BWSCP thematic Review Recommendation 6 – The Reading Adolescent Risk Strategic Group to be responsible for mapping, coordinating and evaluating the diversionary schemes available across organisations in Reading.   | <b>ARSG</b> | <b>March 23</b> | <b>Update June 23</b><br>The BWSCP’s action plan states that a group meets quarterly, and they have mapped what services are on offer. A range of organisations are involved in this. However, the group cannot evaluate all the services/organisations.  |
| Ensure close links with ARSG re Communication strategy to ensure that all staff working with young people are aware of the range of prevention and diversion support available for young people   | <b>GC</b>   | <b>Sept 23</b>  | <b>Update June 23</b><br>This will be progressed as part of the Adolescent Risk Strategic Group work on the BWSCP thematic action plan.   |
| Develop the work which No5, Starting Point and Kicks have started re mapping support services within Reading to ensure staff are aware and can signpost/refer young people to other support services.   | <b>GA</b>   | <b>June 23</b>  | <b>Update June 23</b><br>BfFC Early Help have met with No 5, Starting Point and Kicks to discuss the summer activity programme in Reading and to develop a joint promotion offer available for parents, young people and colleagues.<br><br>The Extended Youth Diversion Network ToR will also be updated and used to support progressing the mapping work started by No 5, Kicks and Starting Point. |
| Ensure the range of EH funded prevention projects aimed at reducing the number of first-time entrants:<br><br><ul style="list-style-type: none"> <li>• Rise Up – holistic School and Family based Exclusion Project</li> <li>• Kicks ‘Premier League Inspires’ – school based project supporting YP ‘at risk of exclusion’.</li> <li>• Starting Point mentoring scheme</li> </ul> | <b>GC</b>   | <b>Sept 23</b>  | <b>Update June 23</b><br><br>The Rise Up project ends in July 23 and the evaluation report will be developed after that date.<br><br>Kicks Premium League Inspires programme - Worked in 3 x secondary schools this year – Maiden Erlegh Reading, Reading Girls School and The Wren. Worked with approx. 30 young people. Awaiting the evaluation report at the end of the Academic year from Kicks.  |



|  |      |           |  |
|--|------|-----------|--|
| are evaluated and impact on FTE figures is monitored.  |      |           | Starting Point Mentoring scheme – this is managed and monitored by the Strategic Lead, Partnership & Prevention.   |
| Develop and implement Reading Turnaround programme within the YOS to ensure young people on the cusp of offending are offered support and interventions.   | GA   | Jan 23    | <b>Update June 23</b><br>Staff have been recruited and the programme has been operational since Jan 23. We received 30 x referrals in that period – 11 young people went on to receive an assessment and intervention. Our target for that first year was 9 young people.<br><br>We have a target of supporting 26 young people in 23/24 and 25 children in 24/25. |
| Explore the use of a Youth Peer Court within Reading to support the reduction of first-time entrants.  | GA   | June 23   | <b>Update June 23</b><br>This is an ongoing piece of work and is in the Youth Justice Plan as a priority for 23/24.  |
| <b>4.The YJS Partnership should seek to develop ways of reducing the number of professionals who are involved with children at any one time.</b>   |      |           |  |
| Link to BWSCP Thematic Review Recommendation 8 – the Reading Adolescent Risk Strategic Group to hold a learning workshop to discuss this issue further. Workshop to focus on one young person and map touch points and services, including the consideration of wider organisations. | ARSG | March 7th | <b>Update June 23</b><br>Workshops have been moved to 2023 to allow other ongoing work to be completed. Once the Community Safety and Violence strategy is published, it will feed into one of the workshops.  |
| Await findings from BWSCP workshop and respond to actions.   | GC   | June 23   | <b>Update June 23</b><br>As above. The timescale for this action will need to be reviewed when the actions from the workshop are known.  |
| <b>5.Partners to review current decision-making processes for OoCD’s to ensure greater multi-agency involvement and oversight of decision making.</b>  |      |           |  |



|  |                      |                 |  |
|--|----------------------|-----------------|--|
| Discussion with Youth Justice Unit – this is a Thames Valley process.<br><br>Explore use of ‘teams’ to support a wider multi-agency approach to decision making processes to ensure multi-agency engagement.                               | <b>GC</b>            | <b>March 23</b> | <b>Update June 23</b><br>Further discussions are required with YJU. However, the evidence of the rationale behind the decisions re OoCD is now much more visible within child view. See below.   |
| Ensure there is clear evidence and recording of Management discussions and rationale which have informed the decisions re OoCD with YJU are within Child View.   | <b>Cordis Bright</b> | <b>March 23</b> | <b>Update June 23</b><br>This has been part of the Cordis Bright support and discussions offered to Managers and staff.  |
| Review involvement of victim voice within decision making process  | <b>GA</b>            | <b>March 23</b> | <b>Update June 23</b><br>Working with police to ensure evidence that the victim has been consulted or given consent re involvement re OocD decision.   |
| <b>6.Thames Valley Police to review the use of Outcome 22 as an alternative diversionary option for children in line with revised national guidance</b>  |                      |                 |  |
| This is an issue across Thames Valley and directly impacts on FTE rates. YJB are discussing with TVP.<br><br>Some agreement reached – yet to be confirmed.   | <b>GC</b>            | <b>March 23</b> | <b>Update June 23</b><br>There is a task and finish group across the Thames Valley involving YJS’s and TVP looking at this area.<br><br>There has been some agreement re use of deferred outcomes which is essentially very similar to an Outcome 22 |
| <b>7.Contextual safeguarding approaches to be fully embedded in prevention work and work with communities</b>  |                      |                 |  |
| Review this recommendation following findings from Cordis Bright full audit and implement agreed actions.  | <b>GC</b>            | <b>April 23</b> | <b>Update June 23</b><br>This area has been looked at as part of the full audit and has been discussed with Managers and staff as appropriate.   |
| <b>8.The Board to develop a Disproportionality strategy and action plan which will hold each partner accountable for their role in preventing further disadvantage to children who are over-represented in the criminal justice system</b> |                      |                 |  |



|   |                      |                 |   |
|---|----------------------|-----------------|---|
| Analyse YJS data to determine extent of issue re disproportionality within Reading YJS  | <b>GA/GC</b>         | <b>April 23</b> | <b>Update June 23</b><br>This has been completed for 22/23 cohort. Some of this data is included within the 23/24 Youth Justice Plan. |
| Partners agree contribution to strategy re own organisation including data and actions.   | <b>Board Members</b> | <b>March 23</b> | <b>Update June 23</b><br>Board members have agreed to share data. The first discussion re this will be at the June Board meeting.     |
| <p>Develop YJS strategy and action plan. This will include:</p> <ul style="list-style-type: none"> <li>• The vision for supporting YP with diverse backgrounds</li> <li>• The local picture re data and what it means</li> <li>• Practice support e.g. Re-launch of tools to support the approach in supporting YP from diverse heritages and backgrounds and ensuring their lived in experience is understood and included within assessment, plans and reviews.</li> <li>• Training for staff diversity e.g. cultural competence, unconscious bias etc</li> </ul> | <b>GC</b>            | <b>Sept 23</b>  | <b>Update June 23</b><br>Draft Disproportionality strategy developed. June Board meeting will have a focus on this.                   |

This page is intentionally left blank



## Adult Social Care, Children's Services and Education Committee



**Reading**  
Borough Council  
*Working better with you*

**18 October 2023**

|                              |   |
|------------------------------|---|
| <b>Title</b>                 | Exclusions 2022/2023  |
| <b>Purpose of the report</b> | To note the report for information  |
| <b>Report status</b>         | Public report   |
| <b>Report author</b>         | Brian Grady   |
| <b>Lead councillor</b>       | Ruth McEwan, Lead Councillor for Education and Public Health  |
| <b>Corporate priority</b>    | Inclusive Economy   |
| <b>Recommendations</b>       | The Committee is asked to:<br>1. Note the report and current work being undertaken to prevent and reduce exclusions and suspensions |

### 1. Executive summary

As requested by Adult Social Care, Children’s Services and Education Committee, this report provides an update on actions being taken to prevent and reduce exclusions and suspensions, informed by the Hear Me research and the Timpson Review. It provides an overview of suspensions and permanent exclusions, and how we seek to ensure we hear and respond to the voices of Reading’s children and young people.

### 2. Policy context

2.1. The Council’s new Corporate Plan has established three themes for the years 2022/25. These themes are:

- Healthy Environment
- Thriving Communities
- Inclusive Economy

2.2. These themes are underpinned by “Our Foundations” explaining the ways we work at the Council:

- People first
- Digital transformation
- Building self-reliance
- Getting the best value
- Collaborating with others

2.3. Full details of the Council’s Corporate Plan and the projects which will deliver these priorities are published on the [Council’s website](#). These priorities and the Corporate Plan demonstrate how the Council meets its legal obligation to be efficient, effective and economical.

### 3. The proposal

3.1. For committee to note the report

3.2. For further details see main report.

## **4. Contribution to strategic aims**

- 4.1. This strategy contributes to both the 'Thriving Communities' and 'Inclusive Economy' strategic aims.
- 4.2. Our approach to promoting inclusion and preventing and reducing exclusions and suspensions as set out in this report seeks to ensure that all children are provided with meaningful equality of access to the full range of educational opportunities available to Reading children, including children with protected characteristics. Through this, this strategy seeks to reduce inequality within society.
- 4.3. Our approach seeks to ensure that we remove as many barriers as possible to engagement for our children by providing clear guidance to educational providers regarding the law, and also regarding what support is available to them from BFFC to help ensure their environments are truly accessible to all children.

## **5. Environmental and climate implications**

- 5.1 It is not foreseen that there will be adverse environmental implications associated with the approaches set out in the attached report.

## **6. Community engagement**

- 6.1. Relevant Reading Borough Council service leads, schools, parents and carers, children and young people have contributed to the development of our approach to prevent and reduce exclusions and suspensions.

## **7. Equality impact assessment**

- 7.1. Under the Equality Act 2010, Section 149, a public authority must, in the exercise of its functions, have due regard to the need to—
  - eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act;
  - advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
  - foster good relations between persons who share a relevant protected characteristic and persons who do not share it.
- 7.2. Our approach to prevent and reduce exclusions and suspensions is expected to have a continued differential positive impact for young people with protected characteristics, including children with a disability.
- 7.3. As set out in the report, some global majority population groups of children are receiving disproportionate rates of suspensions and exclusions; including children of Black Caribbean and Mixed White Black Caribbean heritage, children identifying as Mixed Black African heritage and black children of other backgrounds. Targeted work to address this disproportionality is a key priority for the 2023/2024 academic year.

## **8. Other relevant considerations**

- 8.1. No other relevant considerations have been identified regarding this report.

## **9. Legal implications**

- 9.1.1 Under statutory exclusions guidance 2022, Local Authorities must:
  - Provide suitable full-time education for children permanently excluded from school from the 6th day, identifying a suitable change of placement for children with an EHCP
  - Contribute to the planning and monitoring of pupils' behaviour to avoid further exclusion from school, especially where they have been directed off site from school for reasons of behaviour

- Request and collect data on suspensions and exclusions from all schools as soon as they occur
- Work together with the school to arrange alternative provision from the first day following the suspension or permanent exclusion for children looked after
- Attend and make representation to the governing board for children looked after, children with a social worker, children of maintained schools, children of academy schools (where invited)
- Facilitate Independent Review when requested, of permanent exclusion decisions upheld by governing boards

## **10. Financial implications**

10.1. There are no direct financial implications regarding this report.

## **11. Timetable for implementation**

11.1. The approach outlined in this report will continue throughout the forthcoming academic year.

## **12. Background papers**

12.1. There are none.

This page is intentionally left blank



# Exclusions Report

2022/23

For decision     For discussion     For information

Comments obtained

## SUMMARY

An overview of suspensions and permanent exclusions, and how we seek to ensure we hear and respond to the voices of Reading's children and young people

## OWNER

Fiona Hostler - Head of Education Access and Support

## VERSION or DRAFT

V2

## DATE

3<sup>rd</sup> August 2023

## REVIEW DATE

N/A

## Contents

|  |          |
|--|----------|
| Purpose of report .....  | 3        |
| Research based approaches .....  | 3        |
| 'HearME' Project: Local Young people recount their experience of permanent exclusion from school, 2022.....        | 3        |
| The Timpson Review of School Exclusion, 2019 .....   | 3        |
| Voice of the child in practice .....   | 4        |
| Suspensions and permanent exclusions data.....   | 5        |
| Published data sets available to consider national average and statistical neighbour comparison (lagged data)..... | 5        |
| Permanent exclusion comparison for 2021-22 and 2022-23 .....   | 6        |
| Rescindments and overturned permanent exclusions YTD:.....   | 7        |
| Data Headlines for 2022/23.....  | 7        |
| Permanent Exclusions.....  | 7        |
| <b>Comment(s) obtained before submitting this report .....</b>   | <b>8</b> |

## Purpose of report

To update leaders on the overview of suspensions and exclusions in Reading, alongside the learning of local and national research into steps to reduce exclusions and increase support for children and young people in schools.

### Research based approaches

'HearME' Project: Local Young people recount their experience of permanent exclusion from school, 2022

<https://research.reading.ac.uk/research-blog/hear-me-young-peoples-experiences-of-exclusion-from-school/>

In 2021, Brighter Futures for children commissioned a research project into young people's experiences of permanent exclusion in Reading. This report was finalised in 2022 and published in 2023. A BFFC Education Leadership Team response and recommendation document was co-authored and shared with schools and stakeholders in reply to such an important piece of research, focused on our young people's voices.

The risks to the work and progress included a major lens on meeting the needs of our children and young people with SEND. There has been great progress in this area, increasing the local specialist provision for children and young people through additionally resourced provisions within mainstream schools, satellite provision and additional special school capacity.

The Timpson Review of School Exclusion, 2019

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/807862/Timpson\\_review.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/807862/Timpson_review.pdf)

All recommendations made in the Timpson Review inform our action plan in working to ensure our schools have the best conditions for the children to thrive and progress.

The service has developed termly strategies with the Education Leadership Team and Director of Education, to ensure a focused response to the increase in suspensions and permanent exclusions.

Our **Autumn, Spring** and **Summer** Term strategies (*Appendices*) focused on areas such as:

- Targeted work with schools; holding solution focused meeting to collaborate and seek assurance on plans to reduce exclusions
- Supporting school's implementation of Therapeutic Thinking Schools and the Autism Growth Project
- Reviewing SEND and Alternative Provision, and implementation of action plans
- Review of data sharing to ensure relevant services are accessing the data and supporting with strategy implementation e.g SEND, Virtual School staff for children with a social worker
- Our local area themes of concern, such as a review of the impact of our Alternative Provider and its contribution to combatting extra familial risk and harm, finalising a knife pathway for schools
- Dissemination of a research project into Reading young people's experience of permanent exclusion to share child voice with leaders
- Service developments to grow the team and increase capacity in supporting schools with exclusion prevention work

- Developing our role within a wider disproportionality strategy across BfC & RBC
- Facilitating restorative practice training sessions for school staff at all levels with a focus on how this can reduce suspensions and permanent exclusions
- Reviewing the Fair Access Protocol and implementation of funding grants to support children struggling to maintain their school place
- Development and implementation of secondary inclusion forum, growing school-to-school support networks to oversee response to local themes of concern

Schools that were visited acknowledged their high suspension and permanent exclusion figures, and 4 out of 5 schools visited had reduced their suspensions over the period compared with the previous year or term comparison.

An increase in membership in the exclusions monthly data review to include SEND for example, has been able to highlight at pupil level the children of most concern resulting in impact on service intervention, resulting in faster placement searches and changes agreed, and a reduction in permanent exclusions for our SEND cohort.

There is a correlation suspected between the reduction in children with EHCP's being permanently excluded, and the increase in suspensions for the same group as a different way of managing difficult situations. It has been regularly reported anecdotally by many settings that serious physical incidents were increasing, but on analysis it remains that persistent disruptive behaviour is the leading reason for suspensions being issued which matches the national picture for many years. There is no access to a current national picture of suspensions as these are always lagged from the DfE.

### Voice of the child in practice

We regularly review the impact of child voice related to exclusion, through monthly meetings to monitor various areas of our service. Throughout our advisory work and active case work, relentless advocacy for children and young people's autonomy to drive plans and interventions increase the likelihood of successful impact:

Particular areas of focus have been:

- Ensuring representation of children at any school meetings related to exclusion prevention and review of provision
- Ensuring children are part of the development of their provisions, in particular Alternative Provision as an alternative to exclusion; formulation of a child led provision design tool that is a non-verbal interaction-based approach to the design of their wishes regarding their package
- Ensuring children are spoken to in initial contact with parents regarding the exclusion
- Advice to children relating to their representation at Discipline Committees

Some examples in practice from 2022-23

- Frequent contact with a child and family whose permanent exclusion was overturned by the Governing Board. Amongst an extremely difficult relationship with the original school, the team worked to ensure all parties were being guided by what she wished to get out of the situation in terms of the format of the future provision that is being implemented. The AP academy the pupil attended supported her for longer than usual to ensure the transition was appropriate, and plans were not rushed in her return to the school.

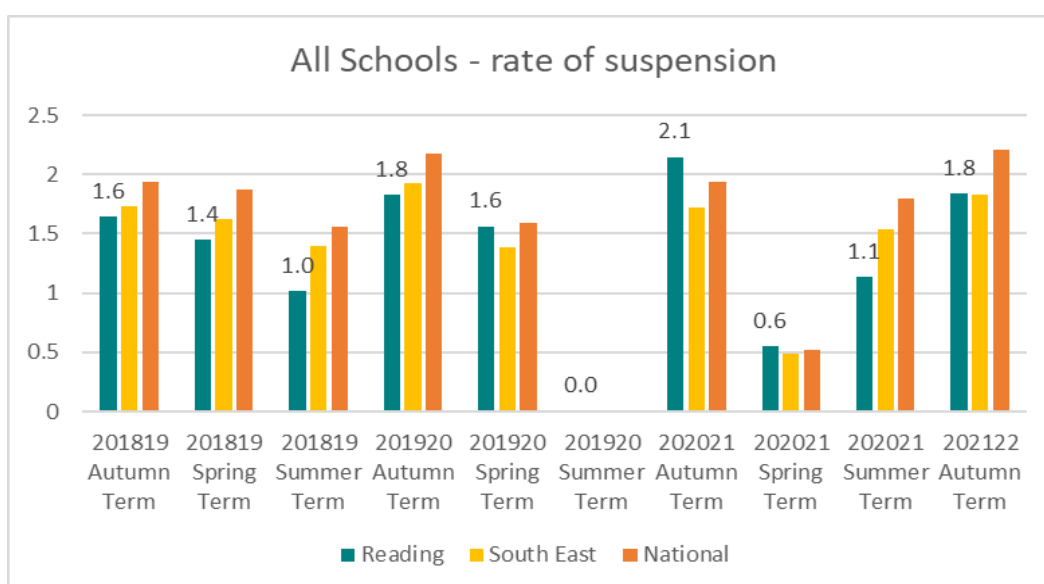




- A pupil was spoken with directly with his mother to listen to his perspective of the permanent exclusion. His view was very different to that of the school's which he was encouraged to share in the Discipline Committee to review the exclusion. Parents were supported by reading a prepared statement from him which highlighted how he had felt through the multiple suspensions, lack of support and final PEX. It was helpful for governors to understand where he is at with the situation and the head teacher reflected that it very much served to push him further out of the school community making it more difficult for him to maintain his school place.
- Prioritising two cases of young people known to be exploited, relentlessly advocating for the children to be invited to meetings where previously they would easily opt out. The skills of the staff member have enabled the team to approach the child to ascertain what it is they want to get from their education. A meaningful package of education was built around their skills and interests.
- Keeping working in a multi-disciplinary way at the forefront of our work, by inviting the child's youth worker to a pupil placement panel to request a managed move to another school. Typically, a school led meeting, the service invited, briefed, and supported the youth worker in their attendance to support sharing of the child's voice. In spite of repeated suspensions, the youth worker who brought her voice fully into the conversation which made the conversation focused on her experiences and the tools she may need to succeed and was offered a school placement to enable a fresh start in a new setting, facilitating her wishes.

## Suspensions and permanent exclusions data

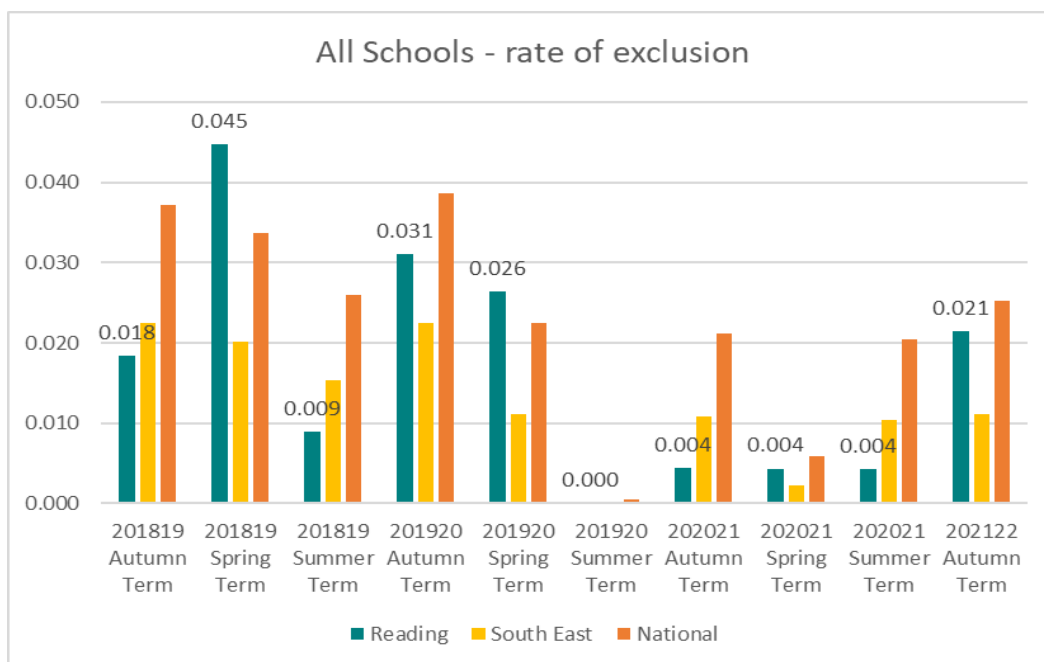
Published data sets available to consider national average and statistical neighbour comparison (lagged data)



- Reading was below the national average and the South-East for suspensions consistently, until the spring term 2019-20 and Autumn and Spring terms 2020-21 (12-month period following Covid-19)
- Reading moved back to below the national average from Summer 2020-21 onwards



- Reading was on par with the South-East in Autumn 2021-22



- Reading have regularly been below the national average for permanent exclusions since Autumn 2018-19 with an exception on Spring 2019-20
- Reading is not consistently below the South-East for permanent exclusions, but this fluctuates throughout the academic year which is the regular picture for permanent exclusions e.g significant incidents can be unpredictable

### Permanent exclusion comparison for 2021-22 and 2022-23

| Permanent    | 2021-22    |             | 2022-23    |             |
|--------------|------------|-------------|------------|-------------|
|              | In Borough | Out Borough | In Borough | Out Borough |
| September    | 2          | 1           | 3          | 0           |
| October      | 1          | 1           | 0          | 0           |
| November     | 2          | 1           | 3          | 1           |
| December     | 2          | 1           | 0          | 0           |
| January      | 2          | 0           | 4          | 3           |
| February     | 0          | 1           | 2          | 1           |
| March        | 4          | 1           | 6          | 0           |
| April        | 1          | 0           | 0          | 1           |
| May          | 2          | 1           | 3          | 2           |
| June         | 1          | 1           | 0          | 0           |
| July         | 6          | 0           | 1          | 3           |
| <b>TOTAL</b> | <b>23</b>  | <b>8</b>    | <b>22</b>  | <b>11</b>   |

## Rescindments and overturned permanent exclusions YTD:

The service works closely to avoid permanent exclusion, but also to ensure when issued all avenues have been explored to allow for a potential rescindment of the exclusion. Ideally, we would work with schools before the decision is made, but this is not always possible in high-risk situations or where a child needs to be offsite to ensure safety. This table reflects the work of the team in supporting schools to find alternatives and reinstate the pupil or create an alternative to permanent exclusion. At times, the Governor’s Discipline Committee and/or Independent Review Panel (IRP) process prevails with robust scrutiny of the decision making and reinstates the pupil back into school.

12 permanent exclusions were rescinded or overturned so far over the course of the academic year, including 7 for children with identified SEND.

## Data Headlines for 2022/23 - Permanent Exclusions:

- March 2023 was a peak for permanent exclusions; this was due to one significant incident with number of significant incidents with multiple pupils involved
- Out Borough permanent exclusions are increased by 3 from last year
- Reading permanent exclusions are reduced from last year by 1
- There has been an increase of 2 permanent exclusions compared to last academic year
- Permanent exclusions for children with an EHCP continue to be significantly reduced, with 7 permanent exclusions issued (with 3 rescindments, 4 left standing) compared with 11 across last year (64% reduction)
- 45 issued – 12 rescinded or overturned (26%)

## Disproportionality – Ethnicity:

Ethnicity on pupil records are self-reporting indicators<sup>1</sup>, completed by those making school applications for their children.

|             |                                     |
|-------------|-------------------------------------|
| <b>WBRI</b> | <b>White - British</b>              |
| <b>WIRI</b> | <b>White - Irish</b>                |
| <b>WIRT</b> | <b>Traveller of Irish Heritage</b>  |
| <b>WOTH</b> | <b>Any Other White Background</b>   |
| <b>WROM</b> | <b>Gypsy / Roma</b>                 |
| <b>MWBC</b> | <b>White and Black Caribbean</b>    |
| <b>MWBA</b> | <b>White and Black African</b>      |
| <b>MWAS</b> | <b>White and Asian</b>              |
| <b>MOTH</b> | <b>Any Other Mixed Background</b>   |
| <b>AIND</b> | <b>Indian</b>                       |
| <b>APKN</b> | <b>Pakistani</b>                    |
| <b>ABAN</b> | <b>Bangladeshi</b>                  |
| <b>AOTH</b> | <b>Any Other Asian Background</b>   |
| <b>BCRB</b> | <b>Black Caribbean</b>              |
| <b>BAFR</b> | <b>Black - African</b>              |
| <b>BOTH</b> | <b>Any Other Black Background</b>   |
| <b>CHNE</b> | <b>Chinese</b>                      |
| <b>OOTH</b> | <b>Any Other Ethnic Group</b>       |
| <b>REFU</b> | <b>Refused</b>                      |
| <b>NOBT</b> | <b>Information Not Yet Obtained</b> |

<sup>1</sup> Ethnicity data is tracked for pupils in accordance with DfE named indicators

**CLASSIFICATION: OFFICIAL**

Ethnicity of Reading schools' suspensions (Secondary) 2022-23

|                        | ABAN  | AIND   | AOTH  | APKN   | BAFR   | BCRB   | BOTH   | CHNE  | MOTH   | MWAS   | MWBA   | MWBC   | NOBT   | OOH   | REFU  | WBRI   | WIRI   | WIRT  | WOTH   | WROM    | TOTAL |
|------------------------|-------|--------|-------|--------|--------|--------|--------|-------|--------|--------|--------|--------|--------|-------|-------|--------|--------|-------|--------|---------|-------|
| 2018 / 2019            | 4     | 2      | 5     | 42     | 15     | 20     | 18     | 1     | 21     | 9      | 7      | 110    | 9      | 7     | 2     | 398    | 7      | 0     | 43     | 0       | 720   |
| 2019 / 2020            | 2     | 2      | 11    | 29     | 28     | 23     | 5      | 1     | 37     | 10     | 7      | 102    | 5      | 6     | 1     | 320    |        |       | 30     |         | 619   |
| 2020 / 2021            | 3     | 3      | 7     | 29     | 38     | 15     | 9      |       | 48     | 14     | 15     | 98     |        | 20    | 4     | 366    |        |       | 31     |         | 700   |
| 2021 / 2022            | 13    | 7      | 17    | 61     | 72     | 22     | 12     | 1     | 32     | 28     | 34     | 165    | 3      | 15    | 6     | 484    |        |       | 41     | 1       | 1014  |
| 2022 / 2023            | 7     | 9      | 19    | 88     | 75     | 36     | 19     | 1     | 64     | 20     | 40     | 174    | 13     | 6     | 14    | 739    | 6      |       | 75     | 8       | 1413  |
| % of ethnic group      | 8.75% | 0.75%  | 3.10% | 13.69% | 13.13% | 36.73% | 13.67% | 0.46% | 17.49% | 10.58% | 30.30% | 58.78% | 13.27% | 3.30% | 8.97% | 22.19% | 27.27% | 0.00% | 7.68%  | 800.00% |       |
| % of school population | 0.86% | 12.91% | 6.58% | 6.90%  | 6.13%  | 1.05%  | 1.49%  | 2.35% | 3.93%  | 2.03%  | 1.42%  | 3.18%  | 1.05%  | 1.95% | 1.67% | 35.74% | 0.24%  | 0.02% | 10.48% | 0.01%   |       |

- The global majority populations that are receiving disproportionate suspensions when considering their totals alongside children identified as White British are; children of Black Caribbean, Mixed White Black Caribbean, Mixed Black African and pupils of any other black background.

Ethnicity of Reading schools' suspensions (Primary) 2022-23:

| PRIMARY - Reading Schools Suspensions |       |       |       |       |       |       |        |       |       |       |       |       |       |       |       |        |       |       |        |        |       |
|---------------------------------------|-------|-------|-------|-------|-------|-------|--------|-------|-------|-------|-------|-------|-------|-------|-------|--------|-------|-------|--------|--------|-------|
| Academic Year                         | ABAN  | AIND  | AOTH  | APKN  | BAFR  | BCRB  | BOTH   | CHNE  | MOTH  | MWAS  | MWBA  | MWBC  | NOBT  | OOTH  | REFU  | WBRI   | WIRI  | WIRT  | WOTH   | WROM   | TOTAL |
| 2018/ 2019                            | 5     |       |       | 9     | 13    | 6     | 5      |       | 30    | 17    | 2     | 39    | 1     |       | 3     | 144    | 1     | 2     | 7      | 0      | 284   |
| 2019 / 2020                           | 1     | 1     | 2     | 1     | 15    | 1     | 13     |       | 4     | 5     | 4     | 18    | 3     |       |       | 101    | 8     | 7     | 4      |        | 188   |
| 2020 / 2021                           |       |       | 5     | 6     | 5     | 7     | 1      |       | 8     | 3     | 6     | 26    | 2     |       |       | 98     | 1     | 5     | 5      |        | 178   |
| 2021 / 2022                           |       | 2     | 3     | 11    | 15    | 13    | 6      |       | 9     | 12    | 11    | 53    |       | 4     | 6     | 208    |       | 8     | 26     | 7      | 394   |
| 2022 / 2023                           |       | 14    | 9     | 7     | 21    | 8     | 15     |       | 10    | 3     | 11    | 59    | 1     | 7     | 12    | 228    |       | 1     | 31     | 6      | 443   |
| % of ethnic group                     | 0.00% | 1.05% | 0.97% | 0.65% | 2.27% | 4.94% | 10.20% | 0.00% | 1.72% | 0.82% | 5.07% | 9.61% | 1.15% | 2.09% | 3.17% | 4.41%  | 0.00% | 3.33% | 2.11%  | 66.67% |       |
| % of school population                | 0.87% | 9.37% | 6.54% | 7.55% | 6.52% | 1.14% | 1.04%  | 1.48% | 4.10% | 2.59% | 1.53% | 4.33% | 0.61% | 2.36% | 2.67% | 36.46% | 0.00% | 0.21% | 10.34% | 0.06%  |       |

- Disproportionality is less prominent in primary settings in the same global majority populations as the secondary school data identifies.
- There is disproportionality of suspensions for the number of pupils identifying as gypsy/roma
- The Anti Racist project continues to be undertaken by the School Effectiveness Team. Since 2021 this has focused on training for schools to improve racial literacy and consider representation in both curriculum and staffing. There is evidence of the approaches to primary school anti-racism work that is important to replicate in the secondary phase.



**Comment(s) obtained before submitting this report**

**Please note:** These MUST be filled in, signed and dated. Incomplete reports will not be considered. **NB:** It is for area specialists to decide if a comment is N/A.

| <b>DEPT</b>  | <b>NAME &amp; ROLE</b>                 | <b>COMMENT</b>   |
|--|--|--|
| <b>Finance</b>   | N/A                                    |  |
| <b>HR</b>  | N/A                                    |  |
| <b>Comms</b>   | N/A                                    |  |
| <b>Legal/<br/>Commissioning</b>                            | N/A                                    |  |
| <b>Operational<br/>colleagues and<br/>others consulted</b> | Brian Grady – Director of<br>Education |  |
| <b>Data source used</b>                                    | Performance & Data Team                | Data provided is unsubstantiated real-time data, based on school’s self-reporting to ensure current data is provided. Official data published and ratified by the DfE informs the initial graphs but is consistently lagged by at least 1 academic year. |

## Appendix 1: Increasing Education Access and Reducing Exclusions – Autumn 2022-23

### Reviewing SEND Provision

- Commissioning satellite provision
- Commissioning arm length sites of existing specialist settings to within Reading
- Continuing curriculum development work
- Continuing to support schools through the work of the Autism Education Trust

### Review of Alternative Provision

- Page 120
- Commissioning new providers, and reviewing existing providers
  - Working to ensure value for money and impactful provision.
  - Collaboration with Cranbury College (PRU) to support their review of their offer to schools

### Reviewing SEND Provision

- Acquirement of therapeutic grants (incl. to support complex school admissions for children without an EHCP)
- Increasing Head Teacher's autonomy in the Fair Access Protocol; starting with a review of policy, procedures and their role

### Supporting School's implementation of TTS & Autism Growth Project

- Working together internally to ensure a common strategy and philosophy when supporting schools
- Supporting embedding 'classroom teacher toolkit'
- Ensuring new alternative provision is trained in TTS and aligned with our vision for schools

ELT

C  
O  
L  
L  
A  
B  
O  
R  
A  
T  
I  
O  
N  
&  
A  
C  
T  
I  
O  
N

### Voice of the child

- Dissemination of 'HearME' research project into our young people's experience of permanent exclusion
- Being a determined advocate for all children within the exclusions process

### Targeted work with schools

- Writing to Head Teachers & Governing Boards
- Holding solution focused meetings to hear from the schools and collaborate on plans to reduce exclusions
- Seeking assurance from relevant senior leaders on action plans for 2022-23

### Review of data sharing

- Considering what information should be more routinely shared with schools about children at risk of extra-familial harm
- Exploring exclusion league table sharing, considering an information sharing agreement with schools
- Widening membership of monthly data review

### Addressing local area themes of concern

- Embedding a thread of combatting exploitation and extra-familial harm through our work
- Ensuring review of how our PRU combats risk of exploitation and extra-familial harm



## Appendix 2: Increasing Education Access and Reducing Exclusions – Spring 2022-23

### Reviewing SEND Provision

- Commissioning satellite provision
- Commissioning arm length sites of existing specialist settings to within Reading
- Continuing curriculum development work
- Continuing to support schools through the work of the Autism Education Trust

### Review of Alternative Provision

- Commissioning new providers, and reviewing existing providers
- Working to ensure value for money and impactful provision
- Collaboration with Cranbury College (PRU) to support their review of their offer to schools

### Reviewing Fair Access Protocol

- Acquirement of therapeutic grants (to support children struggling to maintain their school place)
- Finalising the Fair Access Protocol upon higher Head Teacher engagement
- Development of solution focussed secondary inclusion meetings to grow peer-peer support networks

### Supporting School's implementation of TTS & Autism Growth Project

- Working together internally to ensure a common strategy and philosophy when supporting schools
- Supporting embedding 'classroom teacher toolkit'
- Ensuring new alternative provision is trained in TTS and aligned with our vision for schools

ELT

C  
O  
L  
L  
A  
B  
O  
R  
A  
T  
I  
O  
N  
&  
A  
C  
T  
I  
O  
N

### Voice of the child

- Dissemination of 'HearME' research project into our young people's experience of permanent exclusion
- Being a determined advocate for all children within the exclusions process
- Regular reviews of impact/ case studies to direct work

### Increasing accountability of schools and governance

- Writing to Head Teachers & Governing Boards
- Holding solution focused meetings to hear from the schools and collaborate on plans to reduce exclusions
- Seeking assurance from relevant senior leaders on action plans for 2022-23

### Service developments

- Growing the Education Access and Support team base to support schools with exclusions capacity
- Using advantages of new EMS being embedded to improve trend analysis and profiles of children excluded to support future action
- Supporting development of inclusion tool for EP's

### Addressing local area themes of concern

- Scoping steps to develop alongside RBC a disproportionality strategy
- Finalising school's knife pathway and partner response
- Implementation of action plan into review of how PRU and other AP combats risk of exploitation and extra-familial harm
- Development and delivery of restorative practice training

## Appendix 3: Increasing Education Access and Reducing Exclusions – Summer 2022-23

### Reviewing SEND Provision

- Commissioning satellite provision
- Commissioning arm length sites of existing specialist settings to within Reading
- Continuing curriculum development work
- Continuing to support schools through the work of the Autism Education Trust

### Review of Alternative Provision

- Commissioning new providers, and reviewing existing providers
- Working to ensure value for money and impactful provision
- Collaboration with Cranbury College (PRU) to support their review of their offer to schools

### Reviewing Fair Access Protocol

- Implementation of acquired funding grants (to support children struggling to maintain their school place)
- Finalising the Fair Access Protocol upon higher Head Teacher engagement, with a change of process to reintegrating children from the PRU
- First solution focussed secondary inclusion meeting being held to grow peer-peer support networks around excludable behaviours and inclusion

### Supporting School's implementation of TTS & Autism Growth Project

- Working together internally to ensure a common strategy and philosophy when supporting schools
- Supporting embedding 'classroom teacher toolkit'
- Ensuring new alternative provision is trained in TTS and aligned with our vision for schools

ELT

C  
O  
L  
L  
A  
B  
O  
R  
A  
T  
I  
O  
N  
&  
A  
C  
T  
I  
O  
N

### Voice of the child

- Dissemination of 'HearME' research project into our young people's experience of permanent exclusion (press release this month)
- Being a determined advocate for all children within the exclusions process
- Regular reviews of impact/ case studies to direct work

### Increasing accountability of schools and governance

- Writing to Head Teachers & Governing Boards
- Holding solution focused meetings to hear from the schools and collaborate on plans to reduce exclusions
- Seeking assurance from relevant senior leaders on action plans for 2022-23

### Service developments

- Growing the Education Access and Support team base to support schools with exclusions capacity (recruitment)
- Using advantages of new EMS being embedded to improve trend analysis and profiles of children excluded to support future action
- Contributing to social care strategies related to vulnerable children

### Addressing local area themes of concern

- Scoping steps to develop alongside RBC a disproportionality strategy, working with YJB on disproportionality data
- Finalising school's knife pathway and partner response
- Implementation of action plan into review of how PRU and other AP combats risk of exploitation and extra-familial harm

Document is Restricted

This page is intentionally left blank

Document is Restricted

This page is intentionally left blank

Document is Restricted

This page is intentionally left blank



Document is Restricted

This page is intentionally left blank