

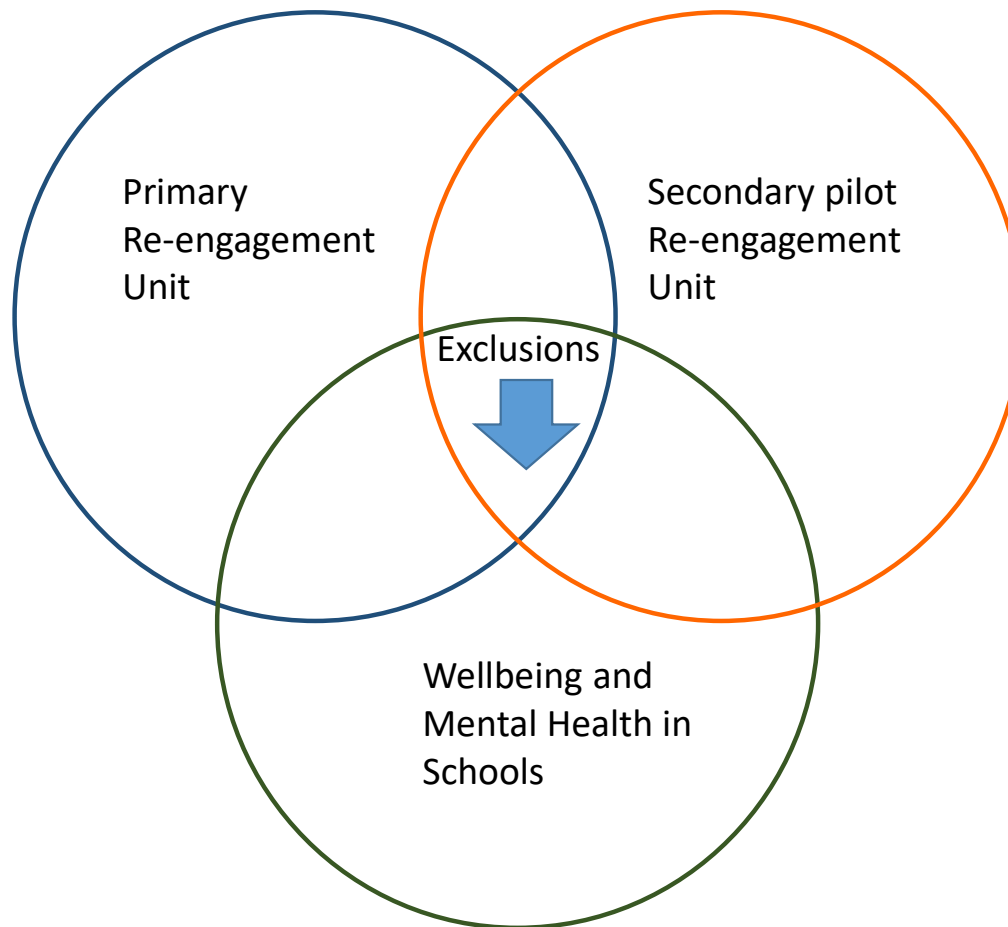
Strategies to Reduce Exclusions in Hackney schools

The Re-engagement Unit

and

Wellbeing and Mental Health in Schools

3 initiatives aiming to reduce exclusions in Hackney



Primary Re-engagement Unit: Aims

- Helping schools to develop capacity to support pupils at risk of exclusion
- Improve attendance or maintain good attendance for targeted pupils
- Improve learning outcomes, behaviour and well being for targeted pupils
- Improve partnerships between schools, support services, pupils and their families involved in the programme
- Reduce fixed term exclusions for targeted pupils

Primary Re-engagement Unit: Impact

- High user satisfaction identified in teacher/parent evaluation
- Instant access to high quality support from a range of professionals
- Systemic model of support: team around the child including bespoke intervention plans
- Sustainable models of good practice
- Practical ideas and resources produced
- Access to CAMHs clinician highly valued
- Support and regular contact with the family gives wider impact

Secondary Re-engagement Unit: Aims

Pilot commenced in Autumn Term 2019 based on good practice from primary version– with similar aims.

Currently:

- Two secondary schools
- 6 pupils supported with transition to secondary school
- 4/6 with a set of highly complex needs which has required a coordinated service approach

Secondary Re-engagement Unit: Impact

Too early for full evaluation, however start has been very positive:

- A multi agency steering group has been established to evaluate progress half termly
 - So far all pupils have maintained inclusion: 4/6 with excellent reports to date
 - Good relationships developed or maintained between home and school
 - Multi disciplinary team meetings around the child proving successful
- If initial results continue through pilot the intention is to extend the offer to all secondary schools

Wellbeing and Mental Health in Schools: Aim

- Support schools to embed wellbeing and CAMHS clinical work into the heart of school ethos and culture
- Ensure schools are emotionally supportive settings where all young people can thrive
- Support schools with earlier identification and interventions
- Support schools in building academic resilience and improve outcomes for all students

Wellbeing and Mental Health in Schools: Impact

Public Health external evaluation:

- Early positive impacts of the project include improved partnership working, awareness, understanding and strategic, whole-school approaches
- Tangible benefits for professionals, parents and pupils
- Positive feedback from the majority of schools and professionals. All schools are to continue with the project
- Positive feedback from training: Anna Freud and WAMHS sessions
- Not yet possible to show impact on CAMHS referrals

Feedback from schools

REU primary school pilot

“Morningside have worked closely with the REU on a number of highly complex cases. We have found their support to be excellent. They engage well with families, give a range of ideas to support class teachers and have a hands on approach to interventions that has enabled our staff to gain new skills and knowledge as part of the process. We have also benefited from their support in gathering evidence.” **Janet Taylor, Headteacher**

Wellbeing and Mental Health in Schools pilot

“It’s changed our whole school approach to mental health; students are now much more prepared to speak openly. Identification and referrals are now faster and more accurate.” **Anecdotal quotes from Hackney Secondary Heads**