

Meeting:	Education Consultative Forum
Date:	21 September 2006
Subject:	Rapid Intervention Team / Reduction in Exclusion
Responsible Officer:	Javed Khan, Director of Lifelong Learning and Culture
Contact Officer:	John Kennedy, Group Manager Community and Area Development (020 8420 9331)
Portfolio Holder:	Cllr Janet Mote People First
Key Decision:	No – information item
Status:	Public

Section 1: Summary

The establishment of a Rapid Intervention Team (RIT) was one of the recommendations of the review of Harrow's approach to managing pupil behaviour and reducing exclusions which took place in 2005. Since 2006 the Team has met weekly receiving referrals from schools and ensure that plans are in place to support pupils referred.

RIT has been welcomed by schools and staff supporting children, young people and parents. Systems are well-embedded and understood and are having an impact on pupil behaviour, reduction in exclusions and the ability of schools to access timely and appropriate support.

Decision Required

FOR INFORMATION

That the Education Consultative Forum notes the report

Reason for report

The aim is to provide a progress report on developments relating to the RIT and the plans in place for 2006-7.

Benefits

Benefits from continued RIT developments include:

- Sustained reduction in exclusions
- Support for the 'managed move' process when pupils are at risk of exclusion
- Mechanism for schools to access services in a timely and preventative way
- Identification of patterns of pupil behaviour which may require specific responses
- Joined and integrated responses to behaviour and exclusions related issues
- The Rapid Intervention Team provides evidence of Harrow's response to the general duty set out in the Children Act 2004 (Every Child Matters) to improve children's well-being.

Cost of Proposals

Costs for staff time and support are being met from existing budgets. Funding available from the Local Area Agreement will enable additional follow-up and administrative support to be provided by the Community and Area Development Group as well as additional CAMHS / counseling support.

Risks

If the RIT were to be discontinued or failed to be supported by schools or services there would be a potential increase in the number of pupils excluded from schools and some pupils might be at risk without the joint working / problem solving approach of services and schools.

Implications if recommendations are rejected

No recommendations – for information only

Section 2: Report

Brief History

In 2005 a review was undertaken of Harrow's approach to supporting the management of pupil behaviour in schools, tackling rates of exclusion, and the provision for those excluded from all types of provision. Following on from this review a Compact was signed between the Council, Harrow Primary Care Trust, the Metropolitan Police and schools with an aim of reducing the rate of exclusion by at least 20% per year over successive years.

One of the elements of this Compact was to establish a Rapid Intervention Team (RIT) supported by all main agencies providing targeted and swift responses to schools for young people at risk of exclusion. The establishment of the RIT built on the successful earlier pilot Rapid Response Teams, which had supported high schools.

The aim of the RIT is to provide effective rapid multi-agency advice to schools where a pupil is causing serious concern, other strategies have not been successful and the pupil is at risk of exclusion. The meetings are intended to help shift the focus from responding to a permanent exclusion to preventing this from arising in the first place; to have a problem solving focus and agree specific co-ordinated short-term interventions by the school and other services to reduce the likelihood of an exclusion and to refer pupils to the formal stages of intervention by specific services where this is deemed appropriate.

The RIT is normally chaired by a Community and Area Development Manager for the strategic area and consists of senior staff empowered to agree specific responses of their agency. Agencies and services involved in the Core Group are: - the Headteacher of the school concerned, or their deputy, the Area Principal Adviser from the Achievement & Inclusion Group, the Educational Psychology Service, Child and Adolescent Mental Health Service, Harrow Tuition Service, Education Welfare Service, Referral & Assessment Service, Young People Services Group and in relevant situations may also include someone from the Police, Parent Partnership, School Health Service, Special Educational Needs Assessment & Review Service, Children in Need Service, Children with Disabilities Services or other specific agencies who are involved with the pupil.

The RIT places a strong emphasis on the full engagement of parent(s) or carer(s) and young people, from the initial request for RIT involvement to the planning, implementation and review of interventions.

Since Feb 2006 the following information relates to pupils referred to the RIT. There have been 61 referrals where a RIT has convened of which 11 were non-Harrow residents, 3 on the Child Protection Register.

Other summary information regarding composition of 61 referrals:

First School	8	Middle School	18	High School	35
East Area	20	Central Area	22	West Area	19

Ethnicity %

White	38	Black Caribbean	15	Traveller	8
Mixed	8	Other Asian	7	Indian	5
Pakistani	5	Black African	5	Black Other	2

Attendance at meetings %

Over 98% attendance from Achievement & Inclusion, Community and Area Development, CAMHS, Harrow Tuition Service and Schools. Very high levels of attendance from other support agencies (between 74-93%) including Education Welfare, Social Care, Young People's Services.

A progress review was undertaken at the beginning of the Summer term and a further review at the end of the Summer term. Key points identified by school staff and other professionals review included:

- There have been a higher number of referrals than anticipated
- Schools welcomed the shared responsibility being taken for responding to the needs of children
- There is good commitment of school and support services time to make it work
- It evidences collaborative multi-agency problem-solving approaches
- There is a better awareness of roles and expectations and the limitations of services
- Schools feel more supported
- It has prevented permanent exclusion in a number of cases.
- Young people have responded positively e.g. in relation to a managed move to another high school to prevent a permanent exclusion: "I didn't want to at first but I like it now and I'm glad I've got nothing on my record – sweet" and "I was angry at first with what happened but now I'm at my new school I'm glad I was given another chance"

Further developments which will take place to address some trends include:

- Developing ways of working with local authorities where pupils attending Harrow schools live

- Ensuring that other support channels such as the SEN Reviews are also supported by professionals
- Review support for behaviour of Traveller pupils
- Providing follow-up support to ensure that the actions and outcomes from RIT meetings for pupils are tracked and have impact.

Impact on exclusions: There are a number of elements of the Compact, and other work undertaken by schools and support services to reduce exclusions. However the work of the RIT has also contributed to a reduction in permanent exclusions.

High school permanent exclusions from Harrow schools	
Provisional figures for 2005-6	26
Compared with 2004-5	49

Primary school permanent exclusions from Harrow schools	
Provisional figures for 2005-6	6
Compared with 2004-5	2

Further summary information is attached as appendix A

Options considered

The Rapid Intervention Team was one of a number of options considered in response to the review of pupil behaviour and exclusion (2005). It needs to be seen as part of a wider approach which includes: high quality buy back services for children at risk of exclusion, continued development of Learning Support Units in high schools, short term 'off site' provision for pupils at risk of permanent exclusion, training and support for staff, counsellor support and a review of provision for pupils with SEN who are excluded.

Consultation

Headteachers and representatives from key services have been involved in the planning, review and continuing development of the Rapid Intervention Team. Views of young people have been sought regarding their experience of Managed Moves.

Financial Implications

There are no financial implications to the Council.

Legal Implications

There are no legal implications to the Council.

Equalities Impact

The proposals contribute to the Corporate equalities plan and race equality scheme in a number of ways. The priorities identified aim to build cohesive communities, provide opportunities to succeed, achieve aspirations, provide access to services, combat disadvantage and promote social inclusion.

Section 17 Crime and Disorder Act 1998 Considerations

The development of Rapid Intervention Teams will support the Council's statutory obligation to do all it reasonably can to prevent crime and disorder in its area.

Section 3: Supporting Information/ Background Documents

Background documents:

Protocol and guidance on Rapid Intervention Teams

Any person wishing to inspect these papers should telephone 020 8420 9331 or 020 8420 9385

Appendix A

Summary: Harrow Secondary Permanent Exclusions 2003/4 to 2005/6

EXCLUSIONS	TOTAL P.EXC.	YR 7	YR 8	YR 9	YR 10	YR 11	Reinstated
2005/06*	26	0	8	11	4	3	0
out-boro & independents	10	0	1	3	5	1	
2004/05	49	0	9	9	26	9	4
out-boro & independents	7	1	3	2	1		
2003/04	60		3	16	33	11	3
out-boro & independents	6		1	1	4		

* 2005/06 provisional on most recent data 17/07/06

Summary: Harrow Primary Permanent Exclusions 2003/4 to 2005/6

EXCLUSIONS	TOTAL P.EXC.	R	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6	YR 7	Reinstated
2005/06*	6		1	2	2		2			1
out-bor' & independents	1								1	
2004/05	2						1	1		0
out-bor' & independents	0									
2003/04	8	1		1				4	2	0
out-bor' & independents	2							1	1	

* 2005/06 provisional on most recent data 17/07/06