



Nida Trust winter 2017 policy bulletin

Updates on recent education and community related reports, government legislation and policy

1. Department for Education, Careers strategy: making the most of everyone's skills and talents, December 2017 (**page 1**)
2. The Children's Commissioner for England, Children's Voices: A review of evidence on the subjective wellbeing of children involved in gangs in England, November 2017 (**page 2**)
3. HM Inspectorate of Prisons, Children in custody 2016-17, November 2017 (**page 3**)
4. Home Office, Individuals referred to and supported through the Prevent programme, April 2016-March 2016, November 2017 (**page 4**)
5. The Lammy Review: an independent review into the treatment of, and outcomes for Black, Asian and Minority Ethnic individuals in the Criminal Justice System, September 2017 (**page 5**)
6. The Social Mobility Commission, State of the nation, November 2017 (**page 6**)
7. ADCS, Analysis of the Elective Home Education Survey October 2017 (**page 7**)
8. Runnymede Trust, Islamophobia: a challenge for us all, November 2017 (**page 7**)
9. Coram, Teaching Toolkit on migrant children and young people, November 2017 (page 8)
10. Ofsted, The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2016/17, December 2017 (**page 9**)

1. Department for Education, Careers strategy: making the most of everyone's skills and talents, December 2017

The DfE have recently published a strategy with ambitions and plans to expand the quality and quantity of provision of careers guidance. The strategy sets out to achieve the following by 2020:

- Schools and colleges should use the Gatsby Benchmarks to improve careers provision, as set out in new statutory guidance.
- Schools must give providers of technical education and apprenticeships the opportunity to talk to all pupils
- Ofsted must comment in college inspection reports on the careers guidance provided to young people.
- The Careers and Enterprise Company (CEC) will launch a new investment fund of £5 million to support the most disadvantaged pupils.

- Schools and colleges are expected to publish details of their careers programme for young people and their parents.
- Job specification and standards for Careers Leaders developed and started to be used by schools and colleges and a named Careers Leader should lead the careers programme in every school and college. Careers Leaders training funded for 500 schools and colleges.
- 20 “careers hubs” will be funded by Government and supported by a coordinator from the CEC.
- Government sponsors two UK Career Development Awards for 2018.
- CEC triples the number of cornerstone employers committing to work with schools and colleges across the country, including Opportunity Areas, to 150.
- New approaches to careers provision are tested and evaluated, to:
 - encourage young people, especially girls, to consider jobs in science, technology, engineering and maths;
 - understand what careers activities work well in primary schools;
 - improve careers information, advice and guidance for young people and adults who are disadvantaged or vulnerable.
- Guidance will ask universities to do more to help students from disadvantaged backgrounds to make good use of their careers services.
- New contracts for the National Careers Service in place.
- New standardised application forms tested to make it easier for young people to apply to further education.
- Data on student destinations widely available and easily understandable by people of all ages.
- All schools and colleges will have access to an Enterprise Adviser.
- Schools should offer every young person seven encounters with employers - at least one each year from years 7 to 13 – with support from the CEC. Some of these encounters should be with STEM employers.
- A new, improved National Careers Service website will include all of the information to help citizens make informed choices.

The full strategy can be read here:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/664319/Careers_strategy.pdf?utm_source=Taskforce+Research+Mail&utm_campaign=59d048bac5-EMAIL_CAMPAIGN_2017_12_05&utm_medium=email&utm_term=0_2a7dc8d67d-59d048bac5-167396261

2. The Children’s Commissioner for England, Children’s Voices: A review of evidence on the subjective wellbeing of children involved in gangs in England, November 2017

The Children’s Commissioner for England has recently published a review of evidence on the subjective wellbeing of children involved in gangs in England. Emerging themes from a review of 7 studies that focussed on the first-hand accounts of children and young people aged under 17, published from 2007 to 2017 include:

- Children did not always join gangs out of choice - some viewed it as an inevitability based on where they lived, others reported a lack of opportunity and status in

society as push factors. This lack of opportunity and feeling of powerlessness was commonly reported by young people.

- Status within the gang was important for wellbeing and experience, especially for girls. A young person's experience of vulnerability in the gang varied and was affected by factors such as gender and gang structure.
- Reports of sexual violence towards young women were frequent and extremely concerning. There was a lack of empathy for victims and limited understanding of what constituted consent and choice.
- Boys were not always aware of the misogynistic undercurrents of youth gang cultures as demonstrated in their language about, treatment of and attitudes towards young women.
- Frequent reports of physical violence (male to female, female to female and between gangs) were also pervasive.
- Children and young people reported that they felt unable to speak to services for support and protection. In particular, young people would never access the police for help. The barriers for young people accessing support included:
 - the risk of increased danger (being a "snitch")
 - lack of trust in professionals
 - institutions' information sharing processes
 - not knowing where to go
 - loyalty to gang members.
- Some young people did not make a conscious choice to leave a gang and reported that their departure was more organic or due to significant life changes, such as becoming a parent.
- It is worth noting, however, that not all experiences of gang involvement were negative and completely detrimental to wellbeing. For some young people, the gang provided them with a sense of belonging, love, protection and "family" that they had not experienced in their lives before. For some boys, joining a gang reportedly provided them with some status within society, a feeling of power and freedom.

The report can be read here in full: <https://www.childrenscommissioner.gov.uk/wp-content/uploads/2017/11/Childrens-Voices-A-review-of-evidence-on-the-subjective-wellbeing-of-children-involved-in-gangs-in-England-2.pdf>

3. HM Inspectorate of Prisons, Children in custody 2016-17, November 2017

HM Inspectorate of Prisons recently published a report looking at 12–18-year-olds' perceptions of their experiences in secure training centres and young offender institutions in England and Wales for the period 2016/17. The data was based on surveys with 720 young people.

Key findings include:

- At the time of the surveys, during 2016–17, 22% of boys identified themselves as Muslim. They were significantly less likely than other boys to have been 18 years of age at the time of the survey (6% compared with 15%) or disabled (9% compared with 21%).
- Muslim boys reported both more negatively and more positively than non-Muslim boys in different areas. With regards to daily life and respect, Muslim boys were significantly less likely than others to say that the canteen sold a wide enough variety of products (37% compared with 51%).
- However, they reported more positively in terms of being able to follow their faith. Muslim boys were significantly more likely to:
 - say that it was ‘easy/very easy’ for them to attend religious services (54% compared with 41%)
 - feel that their religious beliefs were respected (74% compared with 48%)
 - say that they could speak to a chaplain of their faith in private (76% compared with 57%).
- In terms of relationships with staff, Muslim boys reported more negatively, with only 19% of them saying that a member of staff had personally checked on them in the past week, compared with 38% of non-Muslim boys.
- With regard to applications and complaints, again, Muslim boys reported more negatively. They were significantly less likely to believe that applications were sorted out fairly (40% compared with 57%) or quickly (25% compared with 41%) and that complaints were sorted out quickly (9% compared with 25%).
- They were significantly more likely to have had a nicking (80% compared with 61%) and to have been physically restrained (56% compared with 41%). Muslim boys also reported more negatively about victimisation. Muslim boys were significantly more likely than others to have been victimised by other young people because of their race or ethnic origin (12% compared with 2%), religion (9% compared with 1%) and nationality (7% compared with 1%), as well as to have been victimised by staff because of their race or ethnic origin (12% compared with 3%) and religion (11% compared with 1%).
- Fewer Muslim boys (13%) said that it was ‘easy/very easy’ to get illegal drugs in their Youth Offending Institutions compared with non-Muslim boys (25%). Keeping in touch with family and friends was another area in which Muslim boys felt worse off, with 59% of them stating that they had had problems with sending or receiving letters or parcels, compared with 39% of non-Muslim boys.

The full report can be read here: https://www.justiceinspectors.gov.uk/hmiprisons/wp-content/uploads/sites/4/2017/11/6.3903_HMIP_Children-in-Custody-2016-17_FINAL_WEB_221117.pdf

4. Home Office, Individuals referred to and supported through the Prevent programme, April 2016-March 2016, November 2017

The Home Office recently published statistics on the number of individuals referred to and supported through the Prevent programme to safeguard vulnerable individuals who are at risk of radicalisation in England and Wales.

Statistics show that:

- in 2015/16, a total of 7,631 individuals were subject to a referral due to concerns that they were vulnerable to being drawn into terrorism.
- the education sector made the most referrals (2,539) accounting for 33%, followed by the police (2,377) accounting for 31% of referrals.
- of the 7,631 individuals referred in 2015/16:
 - 2,766 (36%) left the process requiring no further action, 3,793 (50%) were signposted to alternative services and 1,072 (14%) were deemed suitable, through preliminary assessment, to be discussed at a Channel panel.
 - the majority (4,274; 56%) were aged 20 years or under. Those aged 20 years or under also made up the majority of the 1,072 individuals discussed at a Channel panel (679; 63%) and the 381 individuals that received Channel support (273; 72%).
 - the majority were male (5,925; 78%). Males also made up the majority of the 1,072 individuals discussed at a Channel panel (857; 80%) and the 381 individuals that received Channel support (322; 85%).
 - 4,997 (65%) were referred for concerns related to Islamist extremism and 759 (10%) were referred for concerns related to right wing extremism.
 - the largest proportion was from London (1,915; 25%), followed by the North East region (1,273; 17%).

The full statistical release can be read here:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/662824/individuals-referred-supported-prevent-programme-apr2015-mar2016.pdf

5. The Lammy Review: an independent review into the treatment of, and outcomes for Black, Asian and Minority Ethnic individuals in the Criminal Justice System, September 2017

The Lammy Review, chaired by David Lammy MP, was commissioned to review the treatment of, and outcomes for Black, Asian and Minority Ethnic (BAME) individuals in the criminal justice system (CJS). Findings include:

- There is an absence of Gypsies, Roma and Travellers from official monitoring figures.
- Too often groups of young people are assumed to be gangs.
- More attention should be given to the 'powerful adults much further up criminal hierarchies' who take advantage of vulnerable young people. There is the potential to deter these leaders using Modern Slavery legislation.
- BAME defendants are more likely to plead not guilty than white defendants due to a lack of trust in the legal advice they receive.
- BAME defendants are more likely than white defendants to change their plea from not guilty to guilty.
- Verdicts: Jury conviction rates are similar across different ethnic groups, falling between 66% and 68% for White, Black, Asian and Mixed ethnic defendants.
- Sentencing: 'Under similar criminal circumstances, imprisonment is more likely for offenders from self-reported Black, Asian, and Chinese or other backgrounds than offenders from self-reported White backgrounds. Within drug offences, the odds of receiving a prison sentence were around 240% higher for BAME offenders.'

- Demystifying courts: All sentencing remarks in the Crown Court should be published in audio and/or written form to provide victims and offenders with a better understanding of sentencing decisions.
- Judicial diversity: Only 7% of court judges are from BAME backgrounds. This is not due to a lack of applications, but instead it is due to BAME candidates not getting through the process.
- Youth justice: To tackle reoffending, youth courts must focus on the young people themselves *and* the adults around them. 45% of Black young people reoffend within a year of being released from custody.
- BAME individuals are less likely to be identified with problems concerning learning difficulties or mental health upon admittance into prison.
- On average, BAME men and women in prison report poorer relationships with prison staff. A lack of diversity among prison officers contributes to perpetuating an 'us and them' culture among BAME prisoners.
- BAME men were more likely than white prisoners to report being victimised and in almost two thirds of inspected prisons, the use of force was increasing and/or high.
- The estimated cost of reoffending to the taxpayer is £9.5 - £13 billion. Half of all crime is committed by those who have already been through the criminal justice system.
- Local communities can help to reduce reoffending.
- Ex-offenders need jobs to rebuild their lives, but the criminal records regime contributes to the difficulties they have finding them. There is 40% unemployment among Black ex-offenders.

The full report can be read here:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/643001/lammy-review-final-report.pdf

6. The Social Mobility Commission, state of the nation, November 2017

The Social Mobility Commission has recently published its fifth report into geographical variations in social mobility, suggesting that rural, coastal and formerly industrial areas are now worse for social mobility than towns and cities.

Key findings include:

- London accounts for nearly two-thirds of all social mobility hotspots
- The Midlands is the worst region of the country for social mobility for those from disadvantaged backgrounds - half of the local authority areas in the East Midlands and more than a third in the West Midlands are social mobility coldspots
- Some of the worst performing areas such as Weymouth and Portland, and Allerdale, are rural, not urban
- Coastal and older industrial towns - places such as Scarborough, Hastings, Derby and Nottingham - are becoming entrenched social mobility coldspots
- Some of the richest places in England, such as West Berkshire, Cotswold and Crawley, deliver worse outcomes for their disadvantaged children than places that are much poorer such as Sunderland and Tower Hamlets.

The full report can be found here: <https://www.gov.uk/government/publications/state-of-the-nation-2017>

7. ADCS, Analysis of the Elective Home Education Survey October 2017

The Association of Directors of Children's Services (ADCS) has recently published findings from a survey of local authorities in England looking at the characteristics of children and young people who are known to be home schooled.

Findings from 118 local authorities who responded to the survey show that 35,487 children and young people were known to be home schooled on school census day, 5 October 2017.

Overall, slightly more males are known to be home schooled than females up to the end of key stage three, however, this trend reverses in key stages four and five where there are more females than males known to be home schooled.

Overall, there is a significant jump in the number of children being home schooled between key stages one and two

The majority of respondents reported over 80% of their known cohort had previously attended school, with general dissatisfaction with school being the most commonly cited reason for families choosing to home school.

The analysis covers: the most common reasons given for home schooling; ways of supporting home schooling children and their families; information about safeguarding issues; and comments on existing legislation and guidance. The full report can be read here:

http://adcs.org.uk/assets/documentation/ADCS_EHE_Survey_Analysis_2017_FINAL.pdf

8. Runnymede Trust, Islamophobia: a challenge for us all, November 2017

The Runnymede Trust recently published a report on Islamophobia in Britain. The report aims to gather evidence of Islamophobia and how agencies should respond to it. To clarify the scope of how Islamophobia should be understood in a social and policy context in Britain, the following definitions of Islamophobia have been provided:

Short definition: Islamophobia is anti-Muslim racism.

Longer definition: Islamophobia is any distinction, exclusion, or restriction towards, or preference against, Muslims (or those perceived to be Muslims) that has the purpose or effect of nullifying or impairing the recognition, enjoyment or exercise, on an equal footing, of human rights and fundamental freedoms in the political, economic, social, cultural or any other field of public life.

The report makes a number of recommendations including:

- The government should adopt the Runnymede Trust definition of Islamophobia as anti-Muslim racism.
- Public services but also private and charity sector employers should collect more data on Muslims and other faith/non-faith groups.

- The government should reintroduce a target to reduce child poverty, and develop a wider anti-poverty strategy.
- Following up on its strong and commendable commitment to collecting race equality data, the government should adopt a wider strategy to tackle those inequalities which particularly affect British Muslims.
- Employers and employment support organizations should address barriers to equal labour market participation.
- Race equality, Muslim and other faith-led civil society groups and organizations should work more closely together to build a common platform to challenge all forms of racism and prejudice.
- Local mayors and Police and Crime Commissioners should ensure appropriate resources are allocated to tackling hate crime effectively at a local level.
- There should be a full independent and fully transparent inquiry into the government's counter-terrorism strategy. The government should recognize its statutory equality obligations as set out in the public sector equality duty (PSED) in the implementation of all counter-terrorism policies.
- Given the mounting evidence, the independent review must answer whether the Prevent strategy should be withdrawn and how to better separate the state's security apparatus from wider safeguarding or social policy strategies.
- Media regulators should intervene more proactively in cases of allegedly discriminatory reporting, and in so doing reflect the spirit of equalities legislation, as recommended by the Leveson Inquiry. Where inaccurate or misleading content is published, corrections or retractions should be given equal prominence, and not relegated to a small box in an inconspicuous position.
- A press regulator should investigate the prevalence of Islamophobia, racism and hatred espoused in the press.
- Tackling Islamophobia is a responsibility for all of us. There is a need for greater awareness of how Islamophobia and all forms of racism affect people's lives in modern Britain.

The full report can be read here:

<https://www.runnymedetrust.org/uploads/Islamophobia%20Report%202018.pdf>

9. Coram, Teaching Toolkit on migrant children and young people, November 2017

Coram Life Education and Coram's Young Citizens have launched a teaching toolkit giving insight into the issues facing migrant children and young people. The toolkit includes lesson plans, guidance for teachers on immigration, and films and activities exploring the theme of belonging. It's aimed at children in Key Stage 2 and 3 (aged 7-14 years old).

Resources can be found here: <https://www.coramlifeeducation.org.uk/belonging>

10. Ofsted, The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2016/17, December 2017

Ofsted recently published their annual report on the performance of early years, schools, further education and skills and social care in 2016-2017. The report notes the following in relation to education:

- Ninety per cent of all primary schools and 79% of secondary schools are currently judged good or outstanding. Secondary schools, pupil referral units and special schools have all improved their position to a small degree compared with last year. Across all phases, a high proportion (83%) of good schools stayed good or improved to outstanding on a return inspection.
- There remain a group of schools that are not improving. Some of these schools have not improved over many years. There are over 500 primary and around 200 secondary schools that have been judged as requires improvement or satisfactory at their last two inspections. Of those that were inspected this year, there were around 80 primary and 50 secondary that have not been good or outstanding at any point since 2005.
- Previous inspections had found evidence of staffing problems. These included varying combinations of unstable leadership, high staff turnover and difficulty recruiting. In past inspections and when monitoring, inspectors had frequently reported seeing positive signs of renewal, often after new leaders were appointed. This improvement had not then been maintained. Some of these schools had become academies and some were in multi-academy trusts, but this had not had a material impact on their performance. Many had higher-than-average proportions of pupils who have special educational needs and/or disabilities and White British pupils from low-income backgrounds. Around four out of five had high proportions of pupils from deprived areas.
- Many parents feel it is important that their children are educated according to their own cultural beliefs and community norms; and with an increasingly diverse population, these norms can now differ considerably. Inspections have found an increasing number of conservative religious schools where the legal requirements that set the expectations for shared values and tolerance clash with community expectations. The schools are, therefore, deliberately choosing not to meet these standards. This tension is also leading to the creation of illegal 'schools' that avoid teaching the unifying messages taught in the vast majority of schools in England.
- The apprenticeship levy is raising a very substantial amount of money to fund training. This carries the risk of attracting operators that are not committed to high-quality learning, as was seen, for example, with Train to Gain. There also appears to be a high dependence on a small number of large providers in some areas of social care, such as children's homes.
- Domestic abuse is the most common factor in the lives of children who need social care services. The joint inspections this year found that while there is a need to prevent, protect and repair the effects of domestic abuse, it is really only

protection that is being given consistent attention. In particular, everyone needs to place more emphasis on tackling perpetrators and understanding what works to stop abusive behaviour.

- Children and young people identified as needing SEND (special educational needs and disability) support but who do not have an education, health and care plan often have a much poorer experience of the education system than their peers. In the local authorities inspected, leaders were not clear how their actions were improving outcomes for these children and young people. Some parents reported that they had been asked to keep their children at home because leaders said that they could not meet their children's needs. This was stated as unacceptable by Ofsted.

Ofsted highlighted their priorities over the next year as including:

- developing the 2019 education inspection framework, building on the best evidence from research and inspection
- undertaking research into why some schools get trapped in cycles of underperformance, with the aim of understanding better why interventions to date have not worked, and therefore what Ofsted, and others, might need to do differently
- continuing discussions with the DfE over better oversight of MATs, including a role for Ofsted
- supporting prosecutions of unregistered schools, and continuing discussions with government about the legislative barriers to Ofsted doing so effectively
- highlighting how some of the best faith-based institutions meet their obligations under equalities law, in a way that is in line with their religious beliefs
- undertaking research into the needs and context of children whose behaviour is very challenging for the people around them
- continuing to minimise any burdens of inspection across all of the remits inspected; inspection should not create a compliance culture or put up barriers to achieving excellence
- reviewing inspection of apprenticeships in the context of the new apprenticeship levy, including how sub-contractors should be inspected
- working with the DfE to assess the impact of the introduction of 30 hours' free childcare
- continuing their programme of curriculum research.

The full report can be read here:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/666871/Ofsted_Annual_Report_2016-17_Accessible.pdf

For more information:

Soraya Zahid

Nida Trust, Head of Research and Policy

Soraya.zahid@nidatrust.org.uk