Understanding School Exclusions

Violence Reduction Unit
Partnership Reference Group
6 March 2019
Setting the scene

Inclusion: How can we keep more children in school?
Exclusions: definitions

**Permanent exclusion**

- A pupil who is excluded and who will not come back to that school (unless the exclusion is overturned)

**Fixed period exclusion**

- A pupil who is excluded from a school for a set period of time. A fixed period exclusion can involve a part of the school day and it does not have to be for a continuous period. A pupil may be excluded for one or more fixed periods up to a maximum of 45 school days in a single academic year

**Pupils with one or more fixed period exclusions**

- Pupils who have at least one fixed period exclusion across the full academic year. It includes those with repeated fixed period exclusions
Number of exclusions – London

- Permanent
- Fixed
- Pupils with 1 or more fixed
Rates and number of permanent exclusions

Rates and number of pupils with one or more fixed period exclusion
Exclusion rates by stage of education - London

- Primary - perm
- Primary - 1+ fixed
- Secondary - perm
- Secondary - 1+ fixed
Permanent exclusions by age – London

Pupils with one or more fixed period exclusions by age - London
Permanent exclusions by gender - London

- Primary - Girls
- Primary - Boys
- Secondary - Girls
- Secondary - Boys

Pupils with one or more fixed period exclusions by gender - London

- Primary - Girls
- Primary - Boys
- Secondary - Girls
- Secondary - Boys
Rates of permanent exclusion by ethnicity – London

- Asian
- Black
- Mixed
- White
- Unclassified

Rates of pupils with one or more fixed period exclusions by ethnicity – London

- Asian
- Black
- Mixed
- White
- Unclassified
Number and rates of pupils with one or more fixed period exclusions by ethnicity - London

Please note that, due to the Department for Education’s data suppression for smaller ethnic groups, we do not have reliable figures for permanent exclusions for these more narrowly defined ethnic categories; the smaller the group, the more likely exclusions are ‘hidden’ by data suppression.
Rates of exclusions by FSM eligibility status - London

- Permanent exclusions as a % of pupils:
  - FSM: 0.2%
  - no-FSM: 0.1%

- Fixed period exclusions as a % of pupils:
  - FSM: 7.8%
  - no-FSM: 2.8%

- % of pupils with 1+ fixed period exclusions:
  - FSM: 4.2%
  - no-FSM: 1.8%
Rates of permanent exclusion by SEN status – London

- no SEN: 0.06%
- SEN without statement: 0.30%
- SEN with statement: 0.05%

Percentage of pupils with one or more fixed period exclusions by SEN status - London

- no SEN: 1.64%
- SEN without statement: 5.40%
- SEN with statement: 5.41%
Children missing from school: definitions

**Home education**
- A parent decides (without coercion from the school) to home-educate their child. Also called home schooling or elective home education.

**Managed moves**
- A managed move is a voluntary agreement between schools, parents/carers and a pupil, for that pupil to change school or educational programme under controlled circumstances. A managed move is different to the power of a school to direct a pupil off-site for the improvement of their behaviour. This is a particular power given to maintained schools under section 29(3) Education Act 2002 and is strictly time-limited. This can be done without the consent of the parents.

**Off rolling**
- Off-rolling is the practice of removing a pupil from the school roll without a formal, permanent exclusion or by encouraging a parent to remove their child from the school roll, when the removal is primarily in the interests of the school rather than in the best interests of the pupil. *Ofsted definition*
Alternative Provision/ Pupil Referral Units

- 61 registered PRUs/ AP academies in London with 7,240 places
- 51 are rated good or outstanding by Ofsted
- No data or complete list of AP which includes non-registered AP
- Many more children attend AP than the number permanently excluded
- Young people leaving AP have much greater risk of poor outcomes
- London’s secondary school population is projected to grow over the next 5 years, if exclusions rate remain the same there will be need for more provision
Understanding the drivers for exclusion

Key issues impacting on schools: *Ofsted Annual Report 2017/18*

- Inadequate SEND provision and quality of EHC Plans
- Reduction in local authority funding
- Shortage of specialist mental health provision
- Not enough early intervention before young people need statutory services

London factors:
- Increasing number of pupils with SEND
- Local Authority Fair Access Panels work in quite different ways
- School budget pressures
Lessons from Glasgow

- A focus on creating a nurturing city and placing the child at the centre of decision making

- Inclusion is not easy
  - Worked with the third sector and other partners
  - ‘More than attainment’ use of sport and cultural activities to widen pupils experiences
  - Guided by the Glasgow Improvement Challenge

Glasgow Improvement Challenge 2015-2020
- Raising attainment in literacy and numeracy, embedded within our nurturing city
- Improving children’s health and wellbeing through nurturing approaches and increased participation in physical activity and sport
- Supporting families to be better able to support their child’s learning and development
- Enhancing the leadership of staff at all levels and
- Raising attainment in secondary schools through providing additional supported study and mentoring with a continuing focus on improving learning and teaching
### Reachable and teachable moments

| **Maternity:** | better mental health support for new mothers |
| **Health visitors:** | identify vulnerable families and develop supportive relationships |
| **Nurseries:** | 40% of disadvantaged 2yrs olds and all 3yr olds are eligible for some free childcare – make this count |
| **2½ yr old test:** | use SDQs tests to screen for developing emotional health problems and check for communication issues. Refer to CAMHS and speech and language therapy |
| **Schools:** | keep children in school by responding to challenging behaviour and additional needs |
| **Missing from school:** | LAs needs to respond *swiftly* with a plan to get kids back into schools, *include* 16-18s |
| **CAMHS:** | Improve access – too many children turned away; commission services that meet the needs for under 11s; provide family based approaches – like systemic family therapy – which have a strong evidence base |
| **Looked after children:** | focus on stability for these children. Once children start going missing respond quickly |
| **Police:** | look at those on the edge of gang violence – victims of violent crime and siblings |
| **Criminal justice:** | focus on what happens to children on release from custody |

### Boys on Track areas for improvement

| **Securing access to high quality early years provision.** |
| **Working with parents and families, involving them in their children’s education.** |
| **Enhancing pupils’ emotional wellbeing and mental health.** |
| **Raising teachers’ expectations and addressing their biases.** |
| **Recruiting and retaining a more diverse teaching workforce.** |
| **Enhancing access to work experience opportunities, careers guidance, and support into employment.** |
| **Encouraging peer support among young people.** |
## Some opportunities for intervention

### Early intervention and reducing the risk of exclusion
- Children’s Commissioner’s ‘Reachable and teachable’ moments
- Backing the areas for improvement from the ‘Boys on Track’ report
- Supporting schools & governors to reduce disparity between exclusion policies
- Maximising City Hall support through Young Londoners Fund, Stepping Stones, London Needs You Alive etc.
- Bringing together best practice from London’s schools and boroughs
- Leadership: London – a city with inclusive nurturing education

### Missing from education
- Ofsted’s focus on off-rolling and the new Education and Inspection Framework
- Children Commissioner reports and Mayor’s response to the Home Education and Timpson Reviews
- Sharing unpublished data - for example on managed moves

### Improving outcomes for young people in AP
- Better understanding post-16 options and post-16 pathways
- London Enterprise Advisor support
- The Mayor’s 2019-23 ESF programme
## Further discussion

<table>
<thead>
<tr>
<th>Forum/meeting</th>
<th>Stakeholders</th>
<th>When</th>
</tr>
</thead>
<tbody>
<tr>
<td>London Early Years Conference with SEND focus</td>
<td>Early Years and childcare across health, local authorities and providers</td>
<td>March</td>
</tr>
<tr>
<td>Schools for Success good practice event focusing on exclusions</td>
<td>Schools, Local Authorities, Academics, Parent Advocate</td>
<td>March</td>
</tr>
<tr>
<td>London Education Officers Group</td>
<td>London Councils, Regional Schools Commissioners, Teaching Schools, Ofsted, Association of London Directors of Children’s Services, Heads of School Improvement, GLA</td>
<td>March</td>
</tr>
<tr>
<td>Schools Exclusions Roundtable</td>
<td>London Citizens co-hosting at City Hall for secondary school headteachers</td>
<td>March</td>
</tr>
<tr>
<td>National Leaders of Governance (for schools) South East London Teaching Schools region</td>
<td>School Governors</td>
<td>March</td>
</tr>
<tr>
<td>ALDCS</td>
<td>London Directors of Children’s Services</td>
<td>TBC</td>
</tr>
<tr>
<td>School for Success good practice event focusing on SEND</td>
<td>Whole School Send co-hosting at City Hall for school SEND leads</td>
<td>Sept</td>
</tr>
</tbody>
</table>
Suggested discussion points

• How can the Mayor galvanise a London conversation about the benefits for the city of inclusive nurturing education (similar to Glasgow)?

• How can we provide support to help schools to be more inclusive? What can PRG member organisations do to support schools to help children before they hit a crisis point? Are there ways to improve this in practice?

• How to share good practice across London?

• How can the community and young people help more young people stay in school?