

Item No: 3	Classification: OPEN	Committee: Education, Youth & Leisure Scrutiny Sub-Committee	Date: 20 November 2003
Report Title:		Exclusions For 2002-03 Academic Year	
Ward(s) or Group affected:		All Wards	
From:		Head of Access & Inclusion - CEA@ Southwark	

1. During the 2002-03 academic year there has been a small reduction in the total number of exclusions, both permanent and fixed-term. Although the number of permanent exclusions was only one less than the previous year, the decrease since 2000 is significant, reflecting a genuine desire by most schools to be inclusive. There is also clear evidence that early intervention support strategies targeted at vulnerable pupils are having an impact.
2. The following table provides an overview of trends for the past three academic years:

Southwark LEA								
All Exclusions By Type Of School for last three academic years								
School Type	2000/01				2001/02			
	Roll	Fixed Period	Permanent	Total	Roll	Fixed Period	Permanent	Total
Primary	24068	422	14	436	23964	558	13	571
Secondary	10221	482	47	529	10572	434	31	465
Special	453	120	3	123	457	178	5	183
Total	34742	1024	64	1088	34993	1170	49	1219

School Type	2002/03				
	Roll	Fixed Period	Permanent	Total	No. of days
Primary	23838	452	11	463	1018.5
Secondary	10818	386	32	412	3391
Special	466	167	4	171	426
Total	35122	1005	47	1046	4835.5

3. Other significant conclusions from the data include:
 - Nearly 75% of all exclusions are boys
 - Black African and Caribbean pupils combined, represent over 30% of all exclusions
 - English/Scottish/Welsh pupils represent 22% of all exclusions

4. From September 2002 guidance relating to exclusions was changed, making it more difficult for parents and the Appeals Panel to challenge decisions regarding one-off incidents. This has reduced the number of reinstatements as a result of an appeal, with only one reinstatement during the last academic year.
5. A significant number of agencies are now providing support to pupils at risk of exclusion and the coordination of services is improving. However it is crucial that support is mapped and resources are allocated systematically, thereby ensuring that it is targeted to meet need. It is also crucial that the effectiveness of various strategies is fully evaluated in order to inform future directions. As a starting point there has been an analysis of all additional Standards Funds allocated to schools, with a view to ensuring that resources are distributed in a more focused manner.
6. A number of support programmes are available to individual pupils and schools. These include:
 - Behaviour Improvement Programme (including multi-agency BESTs)
 - Excellence in Cities funding for Learning Support Units and Learning Mentors
 - Pastoral Support Programmes (Education Welfare Service and Mainstream Support) Youth Inclusion and Support Panels
 - Children’s Fund projects (ChIP, On Track, Windsor Fellowship, Heartbeat International, National Pyramid Trust)
 - Youth Offending Team Early Intervention
 - Youth and Connexions Services including *Place 2 Be* and *Karrot*.
7. Support from other agencies such as CAMHS and YOT is not always used effectively, particularly in supporting pupils at the PRUs and EBD Special Schools and a key goal for this year will be to improve these partnerships.

Behaviour Improvement Project

8. The Behaviour Improvement Project has provided a significant level of resources to 4 secondary schools and their feeder primary schools (18 in total). A key element of the project is to reduce exclusions and to provide focused support for pupils from the first day of any exclusion. The opportunity to explore innovative new strategies including multi-agency support teams (BESTs) has been highly significant in relation to early intervention and support to avoid exclusions. A number of the strategies that have been developed within the project could be generalised to other schools. During the second year of the project it will be necessary to carefully evaluate the impact of different strategies in order to assess the appropriateness and feasibility of implementing specific element in other schools.
9. A significant element of the BIP has been the provision of structured learning support from the first day of any exclusion. This strategy ensures that pupils are supported pre and post any exclusion and has proved particularly significant when a pupil is excluded for a longer period of more than 10 days.
10. Exclusions of up to 45 days can be used by schools as an alternative to permanent exclusion and make it very difficult for a pupil to reintegrate back into school if they have not participated in a structured learning program during the period of the

exclusion. These pupils are on occasions “off-rolled”, resulting in them not returning to school but not being registered as a permanent exclusion. This practice will be vigorously monitored and challenged by the EWAS and Access and Inclusion teams.

11. Support for pupils who receive an exclusion of more than 15 days (other than those in a BIP school) is currently limited. Considerable work needs to be done to develop stronger joint responsibility between the excluding school and the authority in order to more effectively support pupils to continue their education through the duration of the exclusion. The viability of expanding the day 1 provision that has been developed through the BIP will to be fully evaluated in order to assess the viability of generalising the strategy to other schools.

Pupil Referral Units (PRUs) and EBD Special Schools

12. The PRUs and EBD Special Schools are key resources in supporting EBD pupils. At present at least half of pupils in the secondary PRUs have been permanently excluded from other mainstream or Special Schools. In the last academic year only a very small number of pupils were reintegrated back into mainstream schools. The difficulty in reintegrating pupils is exacerbated by the reluctance on the part of some schools to admit pupils with challenging behaviour. This is further compounded by the very low vacancy rate in schools throughout the authority.
13. The cessation of the Pupil Retention Grant and the Pupil Support Allowance is likely to further compound the difficulty in reintegrating excluded pupils. These grants allowed additional resources to be provided to a school to support them in meeting the needs of a pupil who had previously been excluded or would benefit from a managed move and were particularly significant in averting a number of exclusions, particularly in primary schools.
14. The Primary PRU has been more successful in reintegrating pupils as the majority of placements are negotiated on the basis of being part-time, thereby ensuring that the referring school maintains responsibility for the pupil. However when a primary aged pupil is permanently excluded there are no other options other than Summerhouse, which can only provide part-time provision.
15. Summerhouse provides considerable out-reach support to primary schools which is a valued resource, given that support provided through the Behaviour Support Team is currently a traded service.

Bredinghurst Secondary EBD School

16. Three pupils were permanently excluded from Bredinghurst in 02-03. In each case the exclusion was for extreme violence or (potentially) criminal behaviour. These and other pupils excluded for violent acts are particularly challenging in terms of integrating them into the PRUs or other alternative education settings. Focusing support for these pupils from the YOT and other agencies including Social Services and CAMHS is crucial in ensuring that they are able to continue their education without threatening the safety of other students and staff.

Building the Expertise and Confidence of All Schools to Improve Pupil Behaviour

17. The Behaviour Support Plan is currently being revised and will highlight the importance of all schools having a robust behaviour management strategy. The Behaviour Support Plan, along with the Secondary Strategy (will) also emphasise the links between teaching, learning and behaviour. It is well documented that challenging behaviour is far less of an issue in classrooms where teaching is stimulating and diverse and structured to meet the learning needs of individual pupils.
18. There is also clear evidence that the quality of relationships between pupils and teachers is a fundamental issue in relation to reducing the incidence of disruptive behaviour. Where there are fewer disruptive incidences during a lesson the learning of all pupils is enhanced. The targeted support in Key Stages 2 and 3 will include attention to classroom management and playground behaviour with the aim of strengthening the expertise and confidence of schools in supporting pupils with challenging behaviour.
19. While exclusion figures are a key index for measuring success in supporting pupils with challenging behaviour, there are a number of schools who are reluctant to admit pupils with a record of challenging behaviour. Schools which are undersubscribed cannot refuse to admit a pupil with challenging behaviours whilst oversubscribed schools have done so in the past. This leads to a situation where some schools can easily enter into “the spiral of decline”. Current admissions procedures require refinement in order to ensure that all schools throughout the borough collectively take responsibility for this group of pupils. Guidance relating to *Good Practice in the Reintegration of Excluded Pupils* is also being drafted and will focus on developing protocols that ensure that all schools take a share of pupils with challenging behaviour.

Priorities for Further Reducing Exclusions and Disruptive Behaviour in Schools

- Revise the Behaviour Support Plan so that it better reflects current priorities and recent initiatives.
- Improve the coordination between agencies and projects that are working to support pupils with emotional and behavioural difficulties.
- Ensure that all schools have a robust Behaviour Support Policy and an identified lead senior staff member responsible for supporting effective whole-school behaviour management.
- Support and challenge schools to ensure that pupils with challenging behaviour are included in all schools, thereby avoiding a small number of schools having a disproportionate number; review admissions procedures to facilitate more equitable allocation of pupils with challenging behaviour.
- Strengthen systems to ensure that no pupil is illegally “off-rolled”.
- Improve support for pupils who receive extended fixed-term exclusions to ensure that they are reintegrated more effectively; ensure that no pupil is “off-rolled” following a long fixed-term exclusion.

- As part of the Behaviour Improvement Plan assess how some of the BIP strategies (including Behaviour Audits, provision for excluded pupils and professional development modules) may be generalised to other schools.
- Improve data collection systems so that statistics are more reliable and fixed and permanent exclusions are monitored more effectively.
- Strengthen support for pupils at risk of exclusion during transition from primary to secondary school, giving greater consideration to their placement so that no school is excessively overloaded.
- Review the remit of the Behaviour Support Team and assess the appropriateness of schools having to pay for advice and support in the area of behaviour management.
- Ensure that the work of the School Improvement Teams and the Access and Inclusion Teams is joined, recognising the link between learning, teaching and behaviour.