

Item No.	Classification: Open	Date: November 2013	Meeting Name: Education, Children's Services and Leisure Scrutiny Sub-Committee
Report title:		Exclusion - Secondary Schools	
Ward(s) or groups affected:		All	
Cabinet Member:		Cabinet Member for Children's Services	

RECOMMENDATION

1. That Education, Children's Services and Leisure Scrutiny Sub-Committee note the briefing provided below.

BACKGROUND INFORMATION

Current Exclusion Information Secondary Schools

2. A permanent exclusion means the student has been directed to leave the school on a permanent basis following **"serious or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school"**. Section 3:15
3. **"A pupil can be excluded for one or more fixed periods (up to a maximum of 45 days in an academic year). In exceptional cases, usually where further evidence has come to light, a fixed period exclusion may be extended or converted to a P/E"**. Section 3:1.
4. The current guidance does not prescribe what types of behaviour would be appropriate for a fixed period exclusion. The previous guidance which was replaced in September 2012, stated that fixed period exclusions should be used for incidents which are too serious for a detention but not serious enough for a permanent exclusion.
5. The attached shows current fixed term and permanent exclusions from Southwark Secondary schools. The data shows that over the years from 9/10 to 11/12 Southwark Secondary permanent exclusions are not out of step with nearest neighbours and are reducing. Fixed term exclusions are also being reduced at a faster rate than neighbours. We do not yet have 2012/13 data from DFE.
6. School by school figures show a 4 year period, again with a decreasing trend for both fixed and permanent.
7. Most permanent exclusions are due to violent/aggressive behaviour or for carrying an offensive weapon, often a knife. Constant breach of the school's behaviour policy over a period of time also contributes to permanent exclusion

cases. Fixed term exclusions are due to disruptive behaviour and breaches of the behaviour policy.

KEY ISSUES

The Role of the Local Authority

8. There has been a significant shift in Government rhetoric in relation to the LA role in Academies over the last several months. The notion that LA's have no role, no jurisdiction, is being "softened" to:... *the Local Authority should ensure that the educational provision of all schools and academies is of high quality and where there are concerns, the LA should report these to the Academies unit of the DfE.* All schools are responsible for providing the LA with information and figures in relation to exclusions and other pupil safeguarding issues.
9. The LA has always had a role in ensuring the safeguarding aspect of pupil welfare and issues relating to exclusions are part of this responsibility.
10. Southwark has been clear in its position in relation to its responsibilities, that being, that all children and young people are Southwark citizens, regardless of the type of school they attend. Therefore, Academies and Free Schools as for maintained and foundation schools, have a responsibility to work with the LA to provide high quality education and ensure safeguarding issues meet all statutory requirements. The LA and its schools work in partnership toward this end.
11. The LA has maintained an Education Welfare Officer (EWO) Service incorporated into its Early Help Provision. For those schools not in a chain academy, the majority of Southwark Secondary Schools buy in the Early Help offer and the EWO works closely with the schools on issues related to attendance and exclusion.
12. For chain Academies, such as Harris and Ark, EWO provision is allocated to the school through their sponsor. Schools are well aware of their safeguarding responsibilities in relation to these matters and seek advice from the EWO when exclusion issues arise. An important role for the Pupil Inclusion Officer is to ensure that correct procedures are adhered to when Governors are considering an exclusion.

The Process of Exclusion

13. Head Teachers must convene a meeting of the school governors within 15 days of informing the family of a permanent exclusion or an exclusion which takes the total number of exclusions over 15 in a term. For exclusions over 5 days and less than 15, the governors must meet within 50 days. For exclusions less than 5 days, there is no obligation for the governors to meet. However, a family is entitled to make representation to the governors, who may choose to meet with the family: this is entirely discretionary.
14. The DfE guidance advises Head Teachers to consider **"early intervention to address underlying causes of disruptive behaviour"**. **"...this should include an assessment of whether appropriate provision is in place to support any SEN or disability that the pupil may have. Head Teachers**

should also consider the use of multi-agency assessment for pupils who demonstrate persistent disruptive behaviour". (Section 3:18). This would suggest the use of a Common Assessment Form (CAF,) Team Around the Child (TAC) meetings etc. All are fundamental to the work of the Early Help Teams and EWOs.

15. There is a clear procedure for schools to follow in order to inform the LA of any fixed term or permanent exclusion. This has recently been reiterated, and will enable the LA to maintain ontime information, rather than receive data from the DFE twelve months in arrears.

Managed Moves

16. A permanent exclusion is seen as the last resort for schools. Close working relationships between schools and the LA have avoided many permanent exclusions and provided a “second change” opportunity for young people. Southwark operates a “Managed Moves” provision, identifying a potential permanent exclusion before the situation reaches this point.
17. The Pupil Inclusion Officer negotiates a move to another school and supports and monitors the settling in. Managed moves are highly successful, demonstrating that a move to another school enables the pupil to make a “fresh start” and complete his/her schooling in a new environment. Since September 2013, there have been approximately 15 Managed Moves brokered by the LA.
18. **Southwark Inclusive Learning Service (SILS)**
Southwark’s Secondary Pupil Referral Unit (PRU) is known as SILS and as of April 2013 is a school in its own right. It caters for young people who have been permanently excluded at KS3 and KS4. The policy at KS3 (up to Year 9) is to support the reintegration of the pupil/s back to mainstream as soon as possible.
19. At KS4 SILS has developed a broad and flexible vocational curriculum that is complemented by the teaching of core skills. This has proved to be very successful in ensuring that the students progress beyond statutory schooling and participate effectively post 16.
20. SILS also provides an outreach offer as part of support for pupils with challenging behaviour and at risk of exclusion. 14 pupils have been successfully reintegrated to mainstream and 8 pupils to special schools in the last 2 years. This represents in excess of 1/8 of the cohort being reintegrated. The range of outreach offers include dual placements, anger management sessions, advice and guidance and support for fixed term exclusions.

APPENDICES

No.	Title
1	Exclusion Information Chart
2	Exclusions by School Chart
3	DFE Exclusions Guidance

AUDIT TRAIL

Lead Officer	Merril Haeusler, Director of Education	
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CONSULTATION WITH OTHER OFFICERS / DIRECTORATES / EXECUTIVE MEMBER		
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Strategic Director for Legal and Democratic Services	No	No
Finance Director	No	No
Cabinet Member	No	No
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