

TITLE OF REPORT: Permanent Exclusions 2017/18 Academic Year

Purpose of the Report

1. The purpose of this briefing is to highlight the current situation with regard to permanent exclusions in Gateshead’s schools and strategies in place to address the issue of permanent exclusion.

Background

2. Gateshead has 10 secondary schools; 8 secondary academies, 2 of which are Roman Catholic, 1 maintained secondary school and 1 CTC (City Technology College). One of our secondary academies is due to close at the end of the 2018/19 academic year. Gateshead also has 1 secondary Pupil Referral Unit and 1 secondary SEMH (social, emotional and mental health) special school.
3. Gateshead has 68 primary schools; 47 community schools, 16 Roman Catholic schools, 1 Roman Catholic academy, 2 Church of England Schools, 2 primary academies, 3 infant and 3 junior schools and 1 nursery. It also has one primary special school for pupils with SEMH (social, emotional and mental health) issues and 3 special schools.
4. In Gateshead, permanent exclusions have risen dramatically since 2013/14 when there were 24 secondary permanent exclusions to 2016/17 when there were 85 permanent exclusions; 80 of which were secondary and 5 which were primary.
5. Historically, Gateshead has excluded a higher proportion of its secondary aged pupils than its Northeast neighbours. **Table 1** shows a comparison between Gateshead’s secondary permanent exclusion numbers with other secondary schools in the northeast, with our statistical neighbours and with the England average, since the 2008/09 academic year.

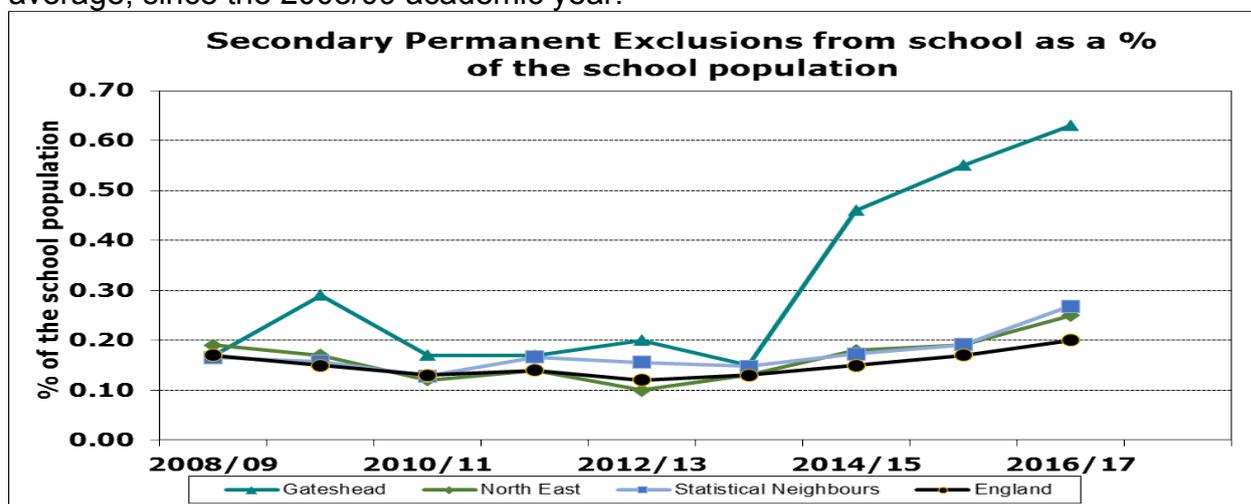


Table 1 Regional Overview of Secondary Permanent Exclusions

6. **Tables 2 and 2a** show a breakdown of permanent exclusions; primary and secondary. Historically Gateshead has had more secondary permanent exclusions than primary exclusions.

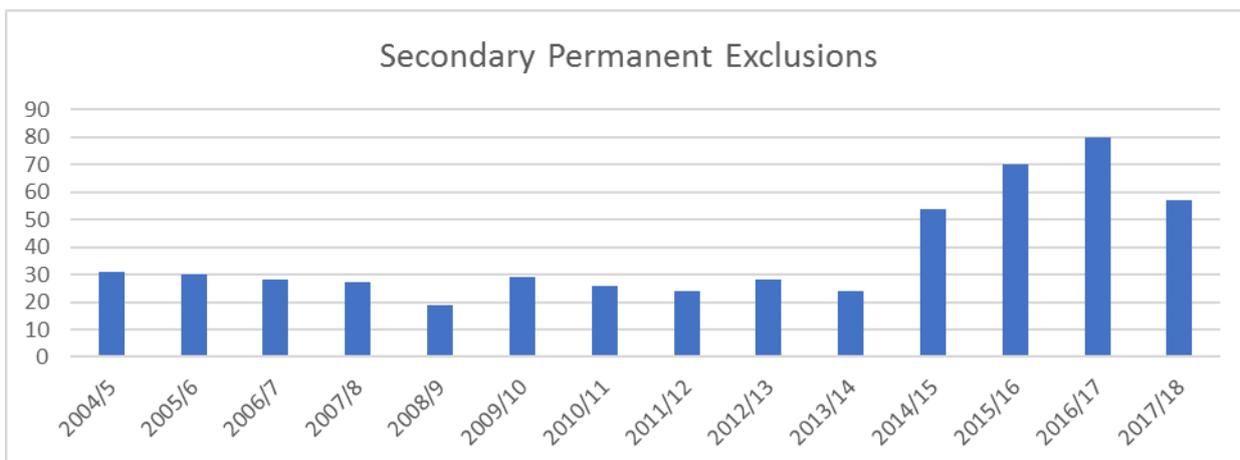


Table 2 Secondary Permanent Exclusions

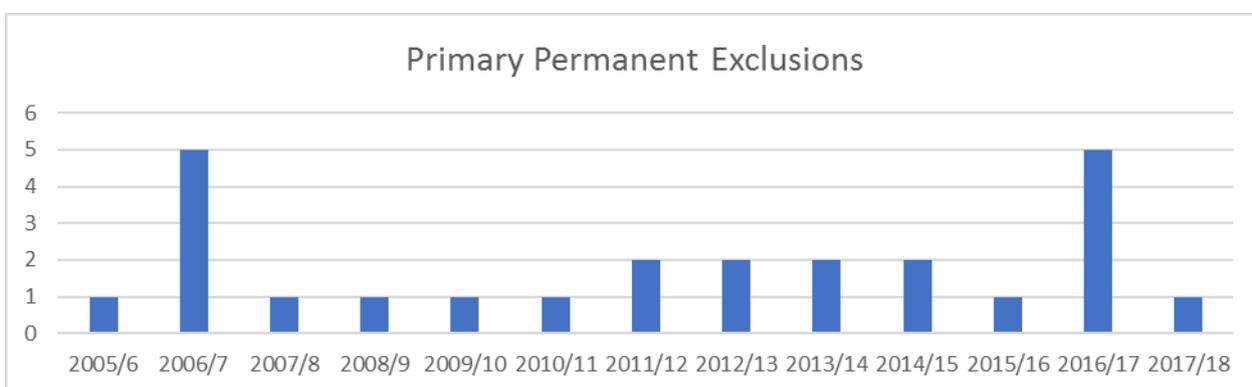


Table 2a Primary Permanent Exclusions

7. During 2017/18 there were 62 children and young people permanently excluded which is a decrease from the 99 children and young people permanently excluded in 2016/17. Of these 62 children and young people, 60 of the pupils permanently excluded were secondary and 2 were primary.
8. Of these 60 secondary pupils, 57 secondary pupils' permanent exclusions were upheld at the governors' disciplinary meeting, 2 were withdrawn for individual reasons and 1 was reinstated. Of the 2 primary permanent exclusions 1 was upheld at the governors disciplinary meeting and 1 was withdrawn.
9. National statistics show that over half of all permanent exclusions occur in Y9 or above. This is a similar pattern in Gateshead, with 67% of permanent exclusions taking place in Y9, Y10 and Y11. KS4 accounts for 48% of all permanent exclusions.
10. Gateshead's statistics show that more boys have been permanently excluded than girls; with 48 pupils being male and 10 being female. The national patterns show that boys are three times more likely to be permanently excluded than girls, in Gateshead boys accounted for 83% of all permanent exclusions and girls for 17% of all permanent exclusions.

11. Of the 58 pupils who were permanently excluded:
 - 48% had current or closed CAF/TAF
 - 22% were CiN or CP
 - 7% were known to MARAC
 - 7% were SEN
 - 64% had one or more FTE
 - 36% had more than one primary school

Strategies Used to Address Permanent Exclusions

12. Recognising the need to address the sharp rise in permanent exclusions a conference was held in July 2017 with Headteacher representation from all secondary schools, a cluster primary school representative and Service Directors from Early Help, social care, health and education. The outcome of this conference was an action plan overseen by a multi-agency task and finish group.
13. The Team around the School was one action, from the action plan, that has been ongoing now since Jan 2018. Working with 1 secondary school, Early Help has piloted working directly into schools to help identify needs earlier so that appropriate interventions can be put into place.
14. Some secondary schools are also piloting 'Kooth' an online counselling service as a means of providing intervention early when the need first arises.
15. The work of the Primary Behaviour Support Team addresses behavior in primary schools including training, advice, guidance, 1-1 and small group work to ensure that primary pupils needs are met. During the 2017/18 academic year the team worked with 114 cases of which 68 were closed by the end of the 2017/18 academic year;
 - 50 returned to School Support - this means that 74% of the closed cases showed sufficiently improved behaviour to require no further action
 - 2 returned to school action following a managed move
 - 7 returned to school action with a single plan
 - 3 were placed in Bede ARMS
 - 4 were placed in specialist provision (Eslington School)
 - 1 moved out of borough and into a specialist EBD provision
 - 0 were permanently excluded
 - 1 went out of borough
16. This represents a higher percentage of children returning to school support within their mainstream school than previously, 74% 2017/18 compared to 68% in 2016/17.
17. Primary schools pay for the 5 teaching assistants that are part of the team.
18. Primary schools also pay for a full time educational psychologist who works to the Primary Fair Access Panel who is able to provide immediate support for primary aged pupils who are placed in schools through the Panel. The educational psychologist provided support to 28 children during the 2017/18 academic year as

well as providing training across all schools (secondary schools are also able to attend) in the following areas:

- a. Foetal alcohol spectrum disorder
 - b. Staff mental health and wellbeing
 - c. Refugees and asylum seekers
 - d. Promoting positive child mental health
 - e. Inclusive behavior management
 - f. Play therapy
 - g. Social interventions
 - h. Introduction to CBT
19. The primary Fair Access Panel also has access to funding (provided by all primary schools) to use for counselling for pupils as/when needed as well as a bilingual TA to support pupils who arrive into Gateshead through the Vulnerable Peoples Resettlement Programme (paid for from a successful bid that Housing)
20. The secondary Fair Access Panel places vulnerable secondary aged pupils into secondary schools. Secondary schools contribute funding to pay for alternative education as/when needed for a young person who arrive in the local authority at the end of KS 4.
21. The Education Inclusion Panel was established in June 2017 to decide on the most appropriate educational placements for those children and young people who:
- can't attend school due to medical reasons or illness (pregnancy or non-attendance is not appropriate entry criteria)
 - have been permanently excluded
 - are Looked After and who are at risk of permanent exclusion
 - where there are resource implications for the current placement
22. This process ensures that there is a clear and transparent admissions process for the RTMAT (previously the LA PRU) as well as ensuring that children and young people are placed in the most appropriate educational provision suitable to their needs.
23. The Education Inclusion Panel meets on a monthly basis (Wednesday 9:00-11:00) during term time to consider the educational placements of these children and young people.
24. EIP is a multi-agency panel, with core membership consisting of representation from:
- Service Manager Education Support Service (Chair)
 - SEN
 - Triage and Placement Manager
 - Early Help Officer
 - Clerical support
 - Mental Health
 - Health (CYPS)
 - Virtual School Headteacher (in the case of a Looked After child/Young Person)
 - HT PRU

- Social Care representative (attendance is suspended at the moment)
25. Decisions on the placement of children and young people are made jointly by the panel members.
 26. During the 2017/18 academic year, 48 young people were referred to EIP because it was felt they were **unable to attend mainstream school due to medical reasons or illness**. 17 young people had education packages agreed and put in place and 10 young peoples' education packages are still being developed. 21 referrals were not progressed, mainly because the supporting information that was provided was deemed by the panel not to be sufficient to evidence a medical reason for why a young person was not able to attend mainstream school. Of those referrals not progressed only 6 referrals were considered to be inappropriate. Over half of all referrals were for Anxiety related issues.
 27. During 2017/18 academic year at KS 3, 31 **permanently excluded pupils** were referred in to the EIP. 74% (23) went to River Tyne Academy; 16% (5) went in alternative education. Subsequently 13% (4) had managed moves to mainstream schools and 2 pupils have been through EHCP assessments.
 28. At KS 4, 25 pupils were referred in to the EIP in the year, with 21 pupils already in alternative education at the start of the year.
 29. The alternative education model is the prevailing model for this KS4, offering accredited qualifications in English and Maths and a sustained vocational element to support post-16 progression. However, offers of education are bespoke and in June/July 2018 we did have 3 pupils sitting additional GCSEs.
 30. The success of year 11 placings is evidenced in the fact that 84% of those going through, sat GCSE exams or Functional Skills in Summer 2018. Progressions into post 16 opportunities have been supported by pro-active work from Gateshead Learning and Skills, Gateshead College and Early Help (IAG) team.
 31. Of the 16 pupils who sat GCSE's in the summer all took English and Maths. The range of passes for the subjects taken ranged from U (one pupil) to 6 (one pupil). The overall average pass grade was slightly higher than a 3 Grade.
 32. The engagement of these pupils to their learning programme was very good. Out of the 19 pupils in that cohort only 2 did not engage.
 33. All Year 11 pupils were actively supported in their progression; **Table 3** sets out fist destinations for Y11 pupils as of Sept 2018.

College	Training	Mainstream School	NEET	Not available (personal Circumstances)	Not KNown
9	4	1	3	1	1
47%	21%	5%	16%	5%	5%

Table 3 Post 16 Destinations

34. In conclusion, following a three year upward trend, permanent exclusions reduced considerably in the 2017/18 academic year. Primary permanent exclusions reduced

by 80% down from 5 in 2016/17 to 1 in 2017/18 and secondary exclusions reduced by 37% down from 99 in 2016/17 to 62 in 2017/18.

35. There are a number of interventions in place to address the rise in permanent exclusions and although there might have been a reduction in permanent exclusions in the last academic year, it is too early to ascertain if the improvement will be sustained.
36. The introduction of the Education Inclusion Panel has allowed for a transparent admissions process for the PRU as well as the systematic placement of those young people who have been permanently excluded into the PRU and/or alternative provision. The EIP has also established a robust placement process for those pupils who are unable to attend mainstream school due to medical reasons or illness.
37. Trends on exclusions will continue to be monitored closely; while the work of the EIP will be reviewed and evaluated on an ongoing basis. A more detailed analysis of permanent exclusions and the work of the Education Inclusion Panel (EIP) can be found in Appendix 1.

Recommendations

The Health and Wellbeing Board is asked to

38. The Health and Wellbeing Board is asked to
 - a. Note the approach and content as set out in this report
 - b. Give its views on the information presented

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Appendix 1

Report on Permanent Exclusions 2017/18 Academic Year

Introduction

Between 2006/7 and 2012/13 the number of permanent exclusions nationally reduced by nearly half, but since 2013 permanent exclusions have been on the rise with a 40% increase nationally over the past 3 years. (*Forgotten children: alternative provision and the scandal of ever increasing exclusions July 2018*).

We know from national data that on average children in need are 3 times as likely to be permanently excluded, pupils who are eligible for FSM are more than 3 times likely to be permanently excluded, with pupils on SEN support 4 times more likely and those with an EHCP or a statement twice as likely to be permanently excluded. Boys are more than 3 times as likely to be permanently excluded than girls and Gypsy/Roma, Travellers (of Irish heritage) and Black Caribbean pupils have the highest permanent exclusion rates with Indian and Chinese pupils having the lowest permanent exclusion rate.

The consequences of being permanently excluded from school are extremely serious. The 2012 report by the Office of the Children's Commissioner on illegal exclusions '*Always someone else's problem*' states that unless high quality support is put into place for excluded children, their life chances are likely to be substantially affected in both the short and longer term. In the case of 'illegal' exclusions children are also less likely to receive the support they need in order to achieve to their potential. There are also potential safeguarding issues, especially with older children whose parents may think they are in school so there is no adult looking after them. As educators, therefore there is a need following a permanent exclusion, to ensure that the child is given access to high quality appropriate educational provision and support from other services, if needed, to continue with and/or reengage with their education and learning.

The DfE report in their statistical release, July 2018 (Permanent and Fixed Period Exclusions in England 2016 to 2017) that both the number for fixed and for permanent exclusions has increased over the past year (2016/17). Their report states that the rate of permanent exclusions across all state-funded primary, secondary and special schools has increased from 0.08 percent of pupil enrolments in 2015/16 to 0.10 percent in 2016/17, which is the equivalent of 10 pupils per 10,000.

The report states that 83 percent of permanent exclusions occurred in secondary schools, which increased from 0.17 percent in 2015/16 to 0.20 per cent in 2016/17. The rate of permanent exclusions also rose in primary schools to 0.03 per cent up from 0.02 per cent in 2015/16 but continued to decrease in special schools from 0.08 percent in 2015/16 to 0.07 percent in 2016/17.

Persistent disruptive behaviour remained the most common reason for permanent exclusions, accounting for 35.7 per cent of all permanent exclusions. However, all reasons except bullying and theft saw an increase in permanent exclusion since 2015/16.

This report provides information on Gateshead's permanent exclusions during the 2017/18 academic year.

Background Information

Schools have the right to permanently exclude a pupil on disciplinary grounds. Pupils can be excluded for one or more fixed term periods (up to a maximum of 45 days in a single school year; if exceeded a pupil is automatically permanently excluded) or permanently.

It is unlawful to exclude for academic attainment or the actions of a pupil's parent, exclusions are undertaken as a direct result of a disciplinary issue. Behaviour that is disruptive over the lunchtime period may result in lunchtime exclusion and is counted as a half day exclusion to give parents the right to challenge this via the school governors discipline panel.

The behaviour of pupils outside of school or attending alternative provision can be considered as ground for exclusion, this will be a matter of judgement on the part of the Headteacher in accordance with the school's published behaviour policy.

All exclusions must be made in line with the principles of administrative law in that they are lawful (including the schools wider legal duties as well as guidance on exclusion), rational, reasonable, fair and proportionate. The Headteacher must also apply the civil standard of proof when considering the use of exclusion i.e. the balance of probabilities that a pupil did what they are accused of rather than the criminal standard, beyond reasonable doubt.

Informal or unofficial exclusions, such as sending pupils home to 'cool off' are unlawful regardless of whether or not they occur with the agreement of the parents/carers. The threat of exclusion must never be used in order to influence a parent to remove their child from a school.

Whilst there is no role in the exclusion guidance for a dedicated LA officer, all schools in Gateshead, including academies, have access to one to ensure the robustness of their decisions in relation to other schools practice and national guidance. All schools work within the fair access process and use the Pupil Placement Panel or the Primary Fair Access Panel to consider managed moves to avoid permanent exclusion or to reintegrate a permanently excluded pupil.

Once a Headteacher makes the decision to permanently exclude, the Headteacher must notify the parents, local authority and the governing body of their decision to permanently exclude a pupil. At this point the local authority will consider this as a permanent exclusion.

The governing body must convene a meeting within 15 days of receiving notice of the permanent exclusion in order to consider the reinstatement of the exclude pupil. If they support the decision to permanently exclude the pupil the exclusion is considered to be 'upheld' by the local authority.

A parent also has the right to request a review of their child's permanent exclusion which is currently arranged via Legal and Corporate Services for all schools including academies. During the last academic year (2017/18) we had 1 appeal to an independent review panel. In this instance the parents appeal was dismissed. Since the introduction of this review process in 2012 we have had seven appeals, six were decided in favour of the school and one in favour of the parent.

Contextual Information

Gateshead has 10 secondary schools; 8 secondary academies, 2 of which are Roman Catholic, 1 maintained secondary schools and 1 CTC (City Technology College). One of our secondary academies is due to close at the end of the 2018/19 academic year. Gateshead also has 1 secondary Pupil Referral Unit and 1 secondary SEMH (social, emotional and mental health) special school.

Gateshead has 68 primary schools; 47 community schools, 16 Roman Catholic schools, 1 Roman Catholic academy, 2 Church of England Schools, 2 primary academies, 3 infant and 3 junior schools and 1 nursery. It also has one primary special school for pupils with SEMH (social, emotional and mental health) issues and 3 special schools.

Table 1 and 1a shows the number of upheld secondary permanent exclusions since the 2004/5 academic year.

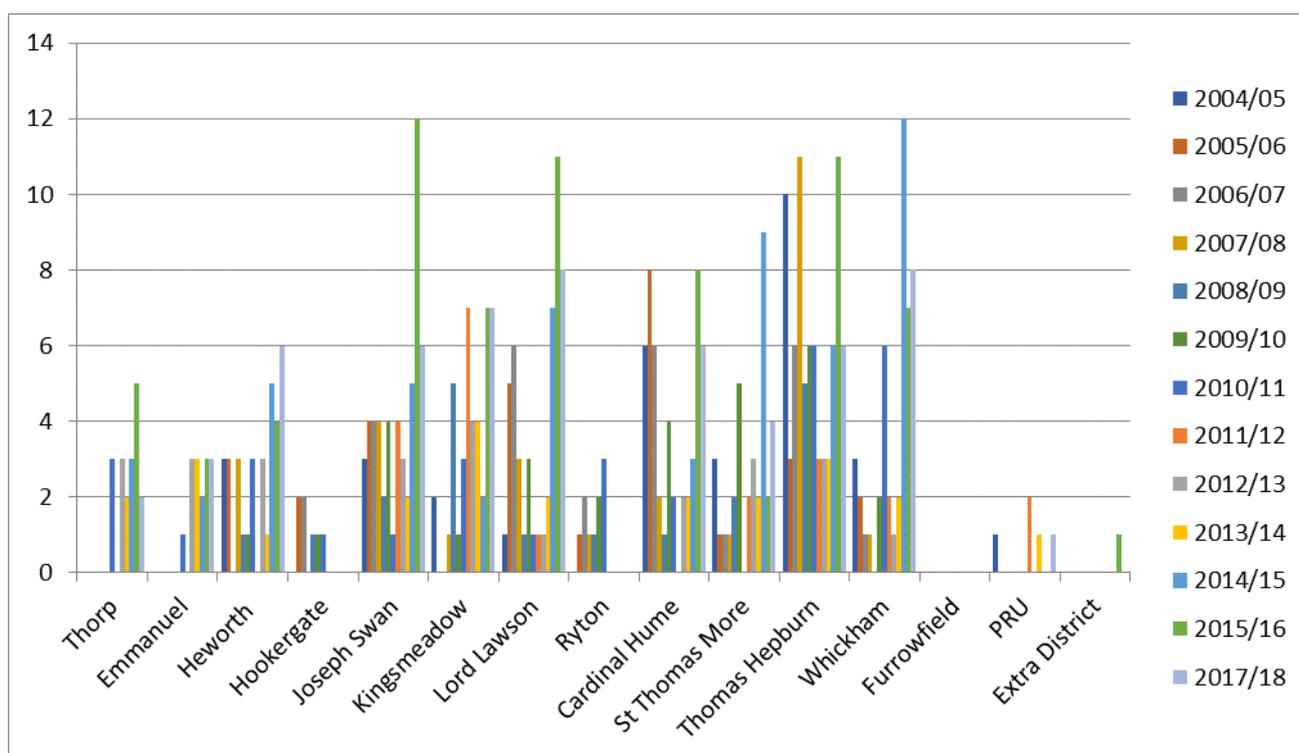


Table 1-Overview of Permanent Exclusions

	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18
Thorp							3		3	2	3	5	7	2
Emmanuel							1		3	3	2	3	1	3
Heworth	3	3	Nil	3	1	1	3	0	3	1	5	4	8	6
Hookergate	Nil	2	2	Nil	1	1	1							
Joseph Swan	3	4	4	4	2	4	1	4	3	2	5	12	11	6
Kingsmeadow	2	Nil	Nil	1	5	1	3	7	4	4	2	7	7	7
Lord Lawson	1	5	6	3	1	3	1	1	1	2	7	11	9	8
Ryton	Nil	1	2	1	1	2	3							
St Edmund Campion/Cardinal Hume	6	8	6	2	1	4	2	Nil	2	2	3	8	8	6
St Thomas More	3	1	1	1	2	5	Nil	2	3	2	9	2	4	4

Thomas Hepburn	10	3	6	11	5	6	6	3	3	3	6	11	14	6
Whickham	3	2	1	1	Nil	2	6	2	1	2	12	7	8	8
Furrowfield	Nil													
PRU	1	Nil	Nil	Nil	Nil	Nil	Nil	2	Nil	1	Nil	Nil	1	1
Extra District												1	2	0
Total	31	30	28	27	19	29	26	24	28	24	54	70	80	57

Table 1a-Overview of Permanent Exclusions

Table 2 shows a breakdown of upheld primary permanent exclusions since the 2004/5 academic year.

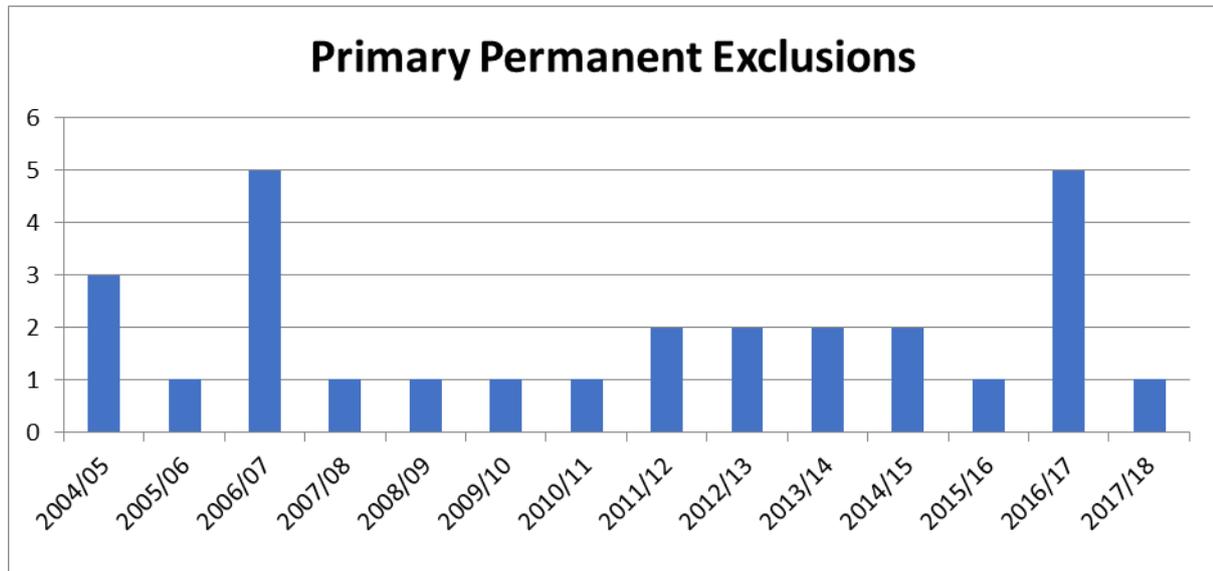


Table 2 –Primary Permanent Exclusions

Historically, Gateshead has excluded a higher proportion of its secondary aged pupils than its Northeast neighbours. **Table 3** compares Gateshead’s permanent exclusion numbers with other secondary schools in the northeast, with our statistical neighbours and with the England average, since the 2008/09 academic year. As shown, the rise in secondary permanent exclusions in 2016/17 continued to be considerably higher than other local authorities in the North East and/or our statistical neighbours.

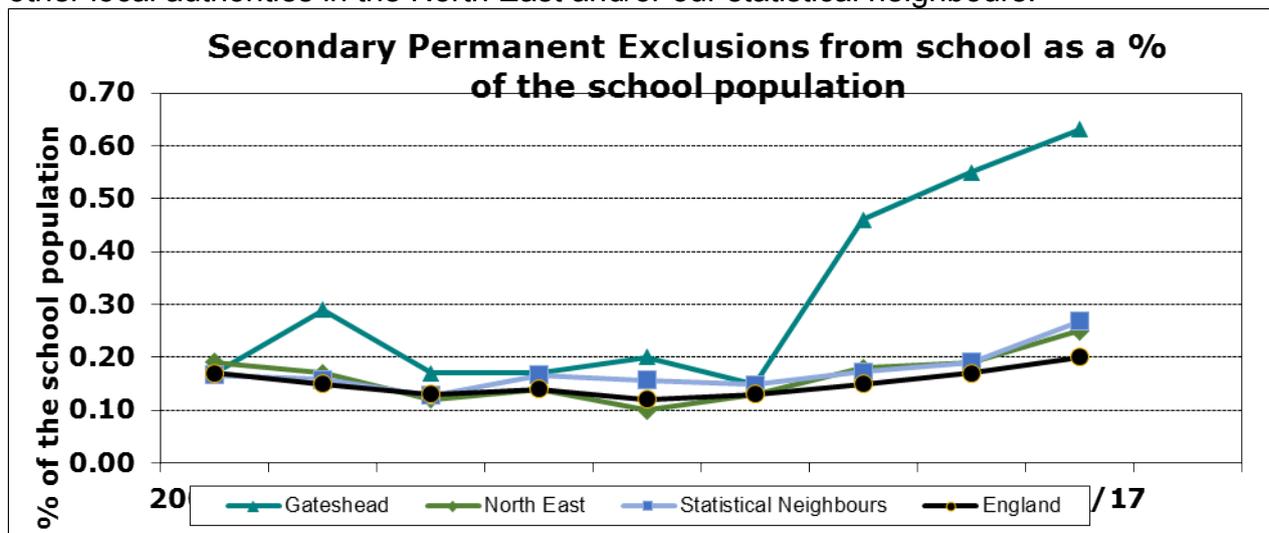


Table 3 Comparison data-permanent exclusions (Data taken from the Local Authority Interactive Tool- LAIT)

Current Situation (2017/18 Academic Year)

During 2017/18 there were 62 children and young people permanently excluded which is a decrease from the 99 children and young people permanently excluded in 2016/17. Of

these 62 children and young people, 60 of the pupils permanently excluded were secondary and 2 were primary. Of these 60 secondary pupils, 57 secondary pupils' permanent exclusions were upheld at the governors' disciplinary meeting, 2 were withdrawn for individual reasons and 1 was reinstated.

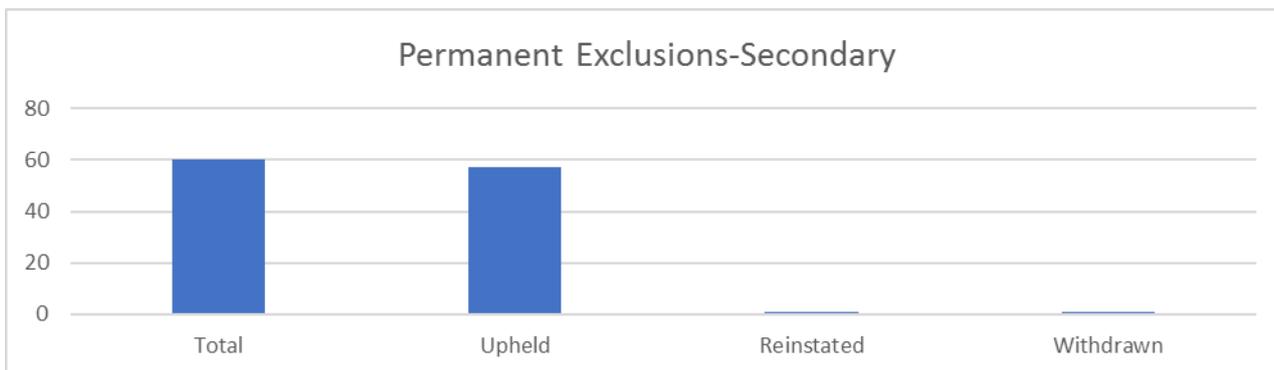


Table 4 – Permanent Exclusions Secondary (Total-before disciplinary meeting)

The 57 upheld permanent exclusions is a **considerable** decrease from the 80 upheld permanent exclusions during the previous academic year.

At a primary level in 2017/18 there were 2 permanent exclusions which is a decrease from 8 in 2016/17 of which 1 was upheld at the governors disciplinary meeting, which is a decrease from 5 upheld in 2016/17 and 1 was withdrawn.

Table 5 sets out the number of primary permanent exclusions, the number upheld and the number withdrawn during the 2016/17 academic year.

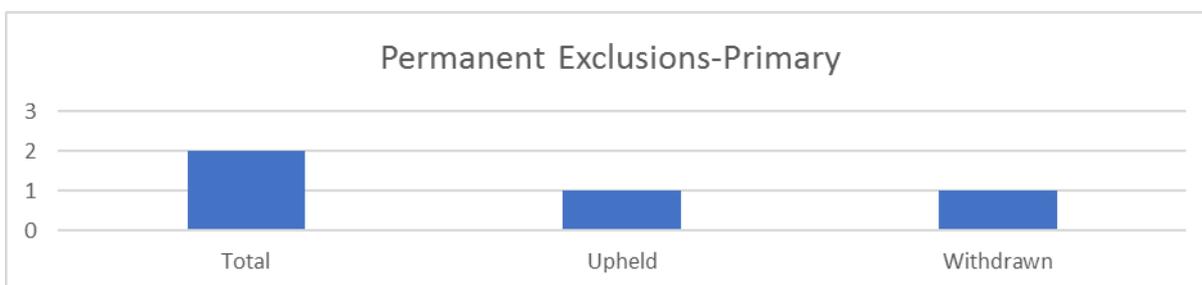


Table 5 – Permanent Exclusions Primary (Total-before disciplinary meeting)

Table 6 shows a breakdown of permanent exclusions by secondary school; overall total, upheld and withdrawn.

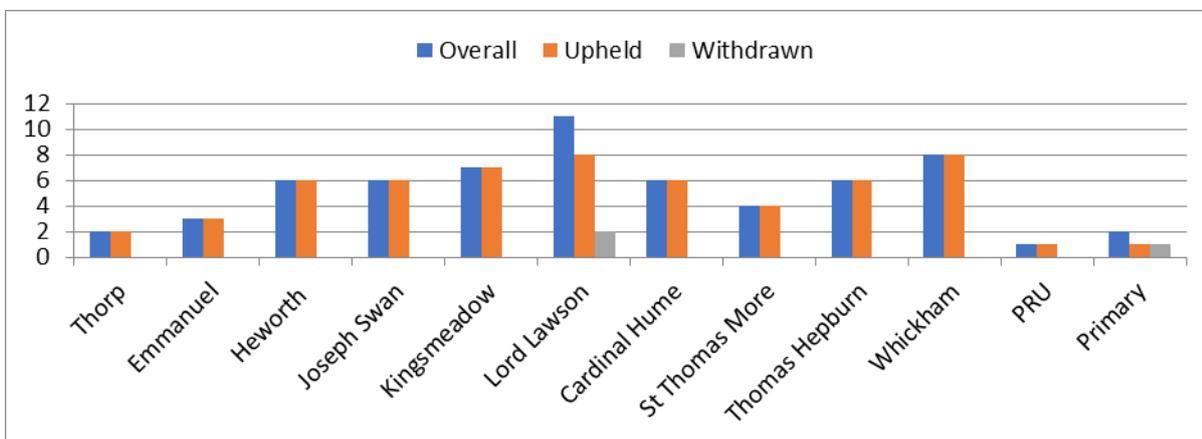


Table 6 Permanent exclusion breakdown by schools (including primary)

National statistics show that over half of all permanent exclusions occur in Y9 or above. This is a similar pattern in Gateshead, with 67% of permanent exclusions taking place in Y9, Y10 and Y11. KS4 accounts for 48% of all permanent exclusions. **Table 7** shows a breakdown of the year groups which permanently young people belonged to. The highest number of permanent exclusion were in year 10 (19) followed by Y8 (15) and Y9 (11).

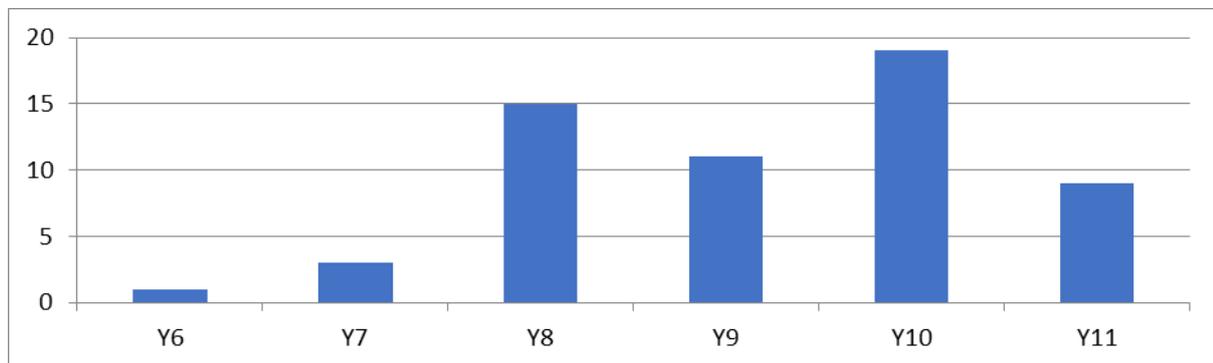


Table 7 Permanent exclusions by year group

Table 8 shows a comparison over the past 4 years of exclusions by year group.

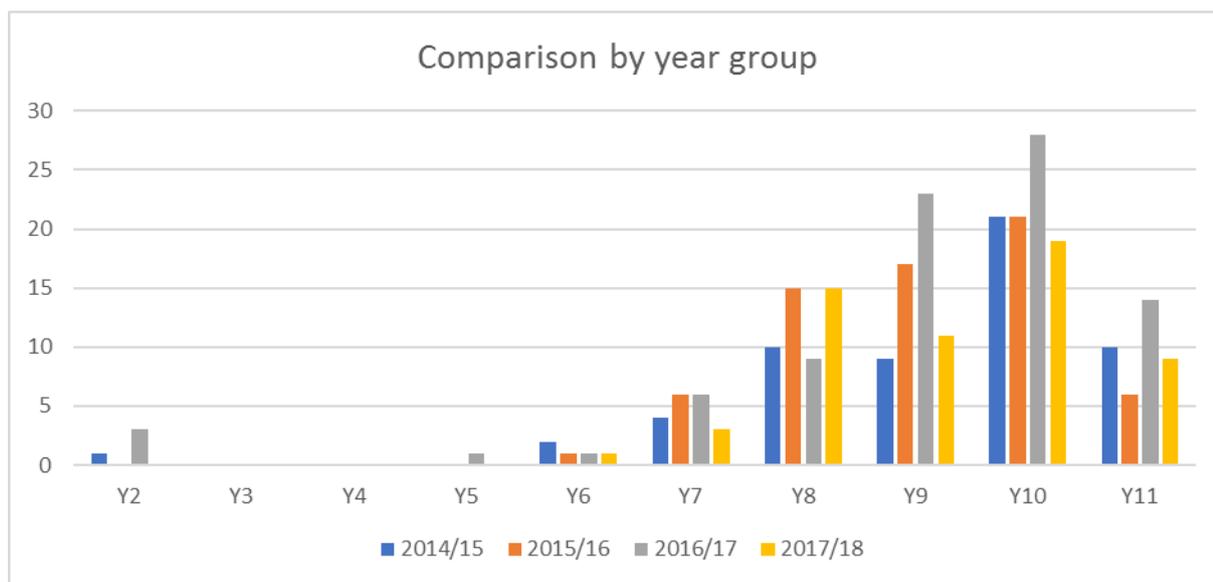


Table 8-Year on Year Comparison of Permanent Exclusions

Table 9 provides a breakdown of permanent exclusions by term over the past 4 academic years. The table indicates that more pupils were permanently excluded in the autumn term, with a decrease in the spring term.

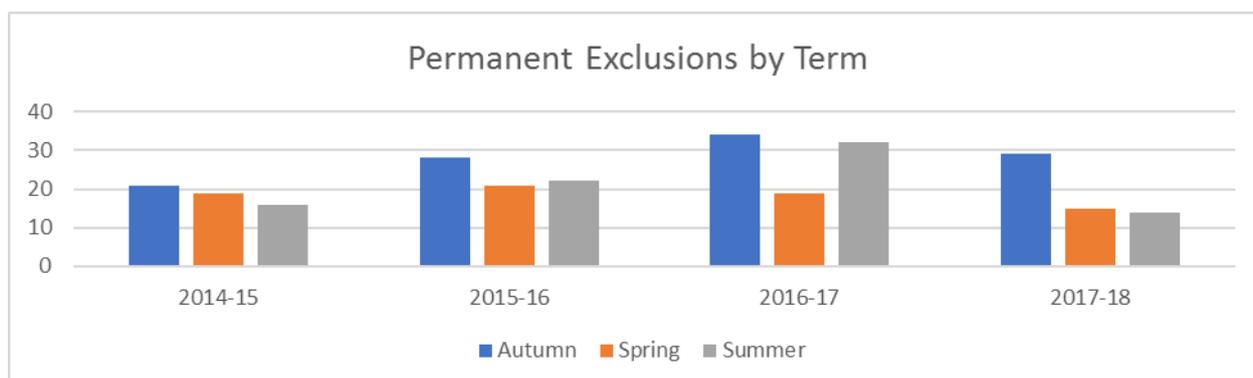


Table 9 Permanent exclusion by term

Reasons for permanent exclusions

Table 10 shows a breakdown of permanent exclusions by reason, with 62%% of all permanent exclusions for persistent disruptive behaviour, which is an increase on 58% from the previous year. In Gateshead the figure continues to be higher than the national statistics which indicates that persistent disruptive behaviour accounted for 35.7 per cent of all permanent exclusions in 2016/17. The category 'other' included failed managed moves and bringing a weapon into school.

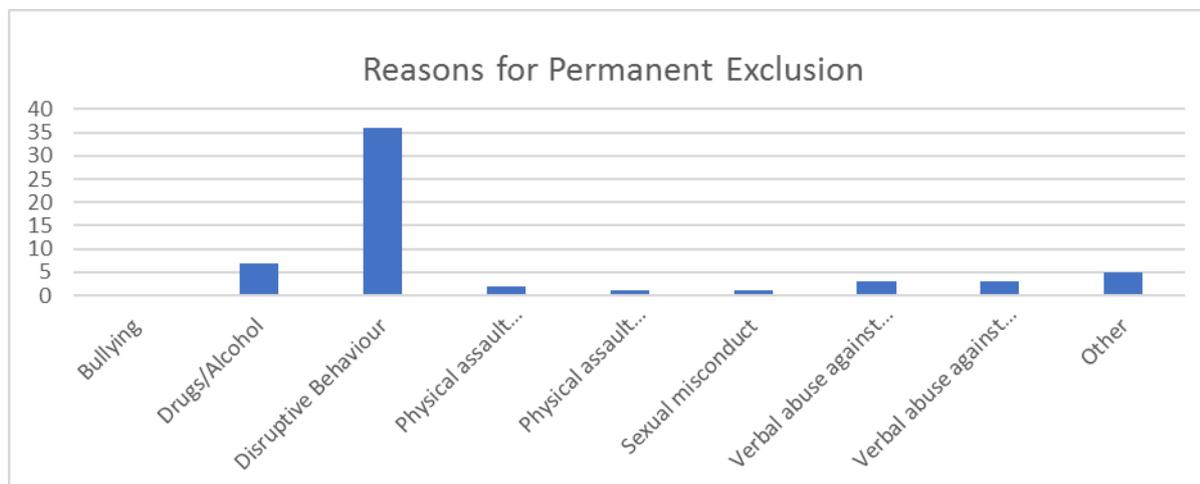


Table 10 Reasons for permanent exclusions

Exclusions by characteristics

As set out in **Table 11** and in line with national statistics more boys have been permanently excluded than girls; with 48 pupils being male and 10 being female. The national patterns show that boys are three times more likely to be permanently excluded than girls, in Gateshead boys accounted for 83% of all permanent exclusions and girls for 17% of all permanent exclusions.



Table 11 Gender of permanently excluded pupils

Of the 58 pupils who were permanently excluded:

- 48% had current or closed CAF/TAF
- 22% were CiN or CP
- 7% were known to MARAC
- 7% were SEN
- 64% had one or more FTE
- 36% had more than one primary school

Education Inclusion Panel

In June 2017, the decision was made to establish the Education Inclusion Panel (EIP). The Education Inclusion Panel was developed to decide on the most appropriate educational placements for those children and young people who:

- can't attend school due to medical reasons or illness (pregnancy or non-attendance is not appropriate entry criteria)
- have been permanently excluded
- are Looked After and who are at risk of permanent exclusion
- where there are resource implications for the current placement

This process ensures that there is a clear and transparent admissions process for the RTMAT (previously the LA PRU) as well as ensuring that children and young people were placed in the most appropriate educational provision suitable to their needs.

The Education Inclusion Panel meets on a monthly basis (Wednesday 9:00-11:00) during term time to consider the educational placements of these children and young people.

EIP is a multi-agency panel, with core membership consisting of representation from:

- Service Manager Education Support Service (Chair)
- SEN
- Triage and Placement Manager
- Early Help Officer
- Clerical support
- Mental Health
- Health
- Virtual School Headteacher (in the case of a Looked After child/Young Person)
- HT PRU
- Social Care representative

Decisions on the placement of children and young people are made jointly by the panel members.

The decision was also taken to provide a lead officer (Triage and Placement Officer) to support and monitor the placement of those children and young people who are referred to the panel; primarily those who have been permanently excluded and those pupils who can't attend school due to medical reasons or illness.

During the 2017/18 academic year, 48 young people were referred to EIP because it was felt they were **unable to attend mainstream school due to medical reasons or illness**. 17 young people had education packages agreed and put in place and 10 young peoples' education packages are still being developed. 21 referrals were not progressed, mainly because the supporting information that was provided was deemed by the panel not to be sufficient to evidence a medical reason for why a young person was not able to attend mainstream school. Of those referrals not progressed only 6 referrals were considered to be inappropriate. Over half of all referrals were for Anxiety related issues.

During 2017/18 academic year at KS 3, 31 **permanently excluded pupils** were referred in to the EIP. 74% (23) went to River Tyne Academy; 16% (5) went in alternative education. Subsequently 13% (4) had managed moves to mainstream schools and 2 pupils have been through EHCP assessments.

At KS 4, 25 pupils were referred in to the EIP in the year, with 21 pupils already in alternative education at the start of the year.

The alternative education model is the prevailing model for this KS4, offering accredited qualifications in English and Maths and a sustained vocational element to support post-16 progression. However, offers of education are bespoke and this year we did have 3 pupils sitting additional GCSEs.

The success of year 11 placings is evidenced in the fact that 84% of those going through, sat GCSE exams or Functional Skills in Summer 2018. Progressions into post 16 opportunities have been supported by pro-active work from Gateshead Learning and Skills, Gateshead College and Early Help (IAG) team.

Of the 16 pupils who sat GCSE's in the summer all took English and Maths. The range of passes for the subjects taken ranged from U (one pupil) to 6 (one pupil). The overall average pass grade was slightly higher than a 3 Grade.

The engagement of these pupils to their learning programme was very good. Out of the 19 pupils in that cohort only 2 did not engage.

Progression

All Year 11 pupils were actively supported in their progression. With their permission, their contact information was shared with both Learning and Skills and Gateshead College. Both organisations have been pro-active in following up these young people so many now have offers of post 16 college courses or places on Traineeships leading to potential apprenticeships.

To support those steps, referrals had also been made to the IAG section of the Early Help Service for further support into progressions.

First destinations for these pupils as at September 2018 were as follows;

College	Training	Mainstream School	NEET	Not available (personal Circumstances)	Not KNowN
9	4	1	3	1	1
47%	21%	5%	16%	5%	5%

Children and Family Support

Taking the end of the academic year as the check point, 26 young people had received some form of Family support in the year in KS 3 and 28 in KS 4.

Keystage	No Support	Early Help open	Early Help; closed in year	CiN/ C.P. Support	Looked after Child
3	5	13	6	6	1
4	18	11	10	6	1

38 young people were still open to receive a level of support at the end of the academic year. Education Gateshead staff would attend TAFs, Core Group meetings etc. wherever possible and whenever invited. Links between Early Help, Complex Families in Need and Education Gateshead were strong with regular mutual support and exchange of information.

The full report can be found in **Appendix A**.

Conclusion

Following a three year upward trend, permanent exclusions reduced considerably in the 2017/18 academic year. Primary permanent exclusions reduced by 80% down from 5 in

2016/17 to 1 in 2017/18 and secondary exclusions reduced by 37% down from 99 in 2016/17 to 62 in 2017/18.

The introduction of the Education Inclusion Panel has allowed for a transparent admissions process for the PRU as well as the systematic placement of those young people who have been permanently excluded into the PRU and/or alternative provision. The EIP has also established a robust placement process for those pupils who are unable to attend mainstream school due to medical reasons or illness.

Trends on exclusions will continue to be monitored closely; while the work of the EIP will be reviewed and evaluated on an ongoing basis.

Jeanne Pratt
Service Manager
Education Support Service
October 2018

Appendix A

Education Inclusion Panel; Review of Academic Year 2017/18

The Multi -agency panel meets monthly and pulls together representatives from education, Health, CYPS, REALAC, Complex Families and Early Help. The River Tyne Academy (RTMAT) also attend. This enables a meaningful information sharing between partners.

The panel considers the placing of children who have been referred in as “not being able to access education in mainstream schools”. This is usually because of Permanent Exclusions, for medical reasons or due to pupils entering the borough with complexities that would make referral into mainstream provision impractical.

Executive Summary

Permanent Exclusions; Key stage 3

- 31 Permanently excluded pupils were referred in to the EIP. 74% (23) went to River Tyne Academy; 16% (5) went in alternative education.
- 13% (4) subsequently had managed moves to mainstream schools
- 2 pupils have subsequently been through EHCP assessments.

Permanent Exclusions Key stage 4

- 25 pupils were referred in to the EIP in the year. 21 were already in alternative education at the start of the year.
- The alternative education model is the prevailing model for this keystage, offering accredited qualifications in English and Maths and a sustained vocational element to support post-16 progression. However, offers of education are bespoke and this year we did have 3 pupils sitting additional GCSEs.
- The success of year 11 placings is evidenced in the fact that 84% of those going through, sat GCSE exams or Functional Skills in Summer 2018. 15 of the 16 pupils who sat the exams achieved a grade.
- Progressions into post 16 opportunities have been supported by pro-active work from Gateshead Learning and Skills, Gateshead College and Early Help (IAG) team. 73% (15) of the leavers remained in learning.
- Despite success of this year's year 11 there is a concern over the level of non-engagement in current year 10. 30% (7) are not, or are only sporadically engaging and this figure could rise to 37% (10) when the new referrals are placed.

Children and Family Support Services

- 70% of pupils were involved with Early Help, Complex Families or R&A. 49 were still open cases at the end of the academic year. 2 children were escalated to LAC status during the year.

Providers

- 14 different providers were used over the year, providing education in either small groups or on a 1-1 basis.

Hospital and Home Tuition

- 48 young people were referred in. 17 had education packages agreed and in place, 10 are still being developed and 21 were not progressed. Of those not progressed only 6 were considered to be inappropriate referrals

- Over half of referrals were for Anxiety related issues.

Permanent Exclusions

Each pupil's needs are considered on an individual basis. However, there is an overarching framework that assists in decision making for the pupils. Those excluded in Key Stage three are referred onto the River Tyne Academy for assessment and education. Those excluded in Keystage four have a raft of possible options. This will ensure that, despite their exclusion, they are offered opportunities that will enable them to be competitive in the wider labour market.

Keystage 3 Placings

Year Group	Number referred in academic year	Number carried forward from last academic year	Total numbers in Alt. Ed across academic year	No. in registered school (incl. PRU) at end of term	No. Engaging on EOTAS role at end of term	No. not engaging at end of term
7	3		2	2		1
8	15		15	14		1
9	9	5	14	9	5	

Of the 18 pupils excluded in years 7 and 8, all but one were referred to RTMAT. 16 are attending and 1 parent refused the offer to attend. Their child is currently still outside education. Work is currently being done with parent by Early Help and education to explore how this impasse can be resolved.

The child who was not referred to RTMAT was excluded too late in the year to be considered at the last EIP for referral. This pupil will be picked up at the start of the new academic year.

Of the 14 pupils in Year 9, 5 were carried forward from the previous academic year and were receiving an alternative education. Of those, 2 have progressed into mainstream schools via the PRU. The remaining 3 are still in alternative education for individual reasons. These 5 pupils were deemed by the Fair Access Panel in 2016/17 to be "not suitable for immediate re-introduction into mainstream education" and the PRU were full at the time, hence the use of the alternative education for these young people.

Of the remaining 5 pupils who were permanently excluded in this academic year, 3 went to RTMAT and 2 went on to alternative education whilst a managed move to another mainstream school was being arranged and supportive work with a specialist agency was being undertaken. Both were then placed on Managed Moves to mainstream schools but neither settled and the moves broke down late in the summer term, due to their inability to settle. They currently are back on alternative education.

At the end of the year the situation for those pupils who had been excluded from Keystage 3 mainstream schooling are that 23 are in RTMAT, 2 are in mainstream schools and 5 are in alternative education

SEND

2 young people who were permanently excluded and referred to River Tyne Academy have subsequently undergone Education Health Care Plan assessments.

Keystage 4 placings

Year Group	Number referred in academic year	Number carried forward from last academic year	Total numbers in Alt. Ed across academic year	No. in registered school (incl. PRU) at end of term	No. Engaging on EOTAS role at end of term	No. not engaging/ not placed at end of term
10	16	11	27	6	15	6
11	9	10	19	1	17	1

Year 10 placings

Of the 16 pupils coming through the EIP in this academic year, 9 have accessed an alternative education provision. Of these, 5 progressed back into mainstream schools through managed moves. 1 of these managed moves failed due to the pupil not being able to settle in their new school. The others are currently sustained. The remaining 4 are on Alternative Education accessing a mixture of English and maths, leading to accredited qualifications and a vocationally relevant experience. 1 pupil is studying a wider GCSE curriculum at RTMAT.

Of the 11 pupils brought in from 2016/17 academic year, 7 are continuing to access a mixture of English and mathematics and vocational education, 2 are accessing a fuller alternative education placement, 1 is in between placements and 1 is due to start at RTMAT in September. 1 of these students sat GCSE English and Maths early, this summer, and is awaiting results.

6 pupils are not yet placed in education. 1 of these is because he is refusing to take up the offer of RTMAT; alternative approaches are being taken by Education and Complex Families to offer a workable solution. 1 has wilfully avoided engagement although now is on line for a September start and 4 were excluded too late in the summer term to arrange alternatives for. 3 of these will be placed in a mixture of alternative education and vocational opportunities to start early in September. 1 will be more complex to place, being Permanently Excluded from RTMAT.

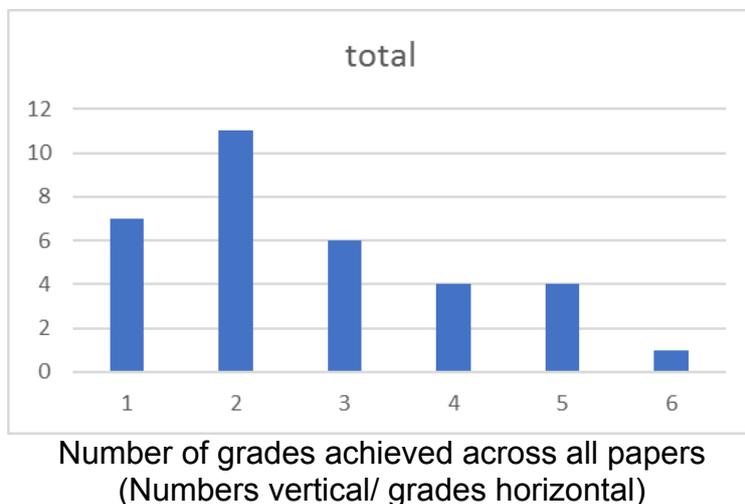
The position at the end of the term was that there were 15 pupils accessing an alternative educational curriculum working towards accredited qualifications and expanding their options through vocational placements. 4 are in mainstream schools and 2 are in RTMAT. The remaining 6 are not currently engaged in education for reasons outlined earlier.

Year 11 placings

Of the 19 pupils who were on alternative education placements during the academic year, 16 took accredited exams in June. 15 of these took GCSEs (many with Functional Skills as a backup). One took Functional Skills only, at his alternative education placement. There were three students who did not take sit qualifications this year for individual reasons. One was on a managed move to a mainstream school and opted to resit year 10, one was terminated from Newcastle College for behaviour reasons too late in the academic year to allow a remedy. The third has disengaged from every offer of education made and so was not in a place to be confidently able to sit exams. Of those ready and entered for GCSEs, one did not attend due to changes in domestic circumstances during this time. All others attended all GCSE exam sessions, although

there were some instances of absences during Functional Skills, which were sat after the GCSEs were finished.

All pupils who took GCSEs sat English and Maths. Across the range of pupils, smaller groups or individual pupils also sat English Literature, Art and History. The range of passes for the subjects taken ranged from U (one pupil) to 6 (one pupil). The overall average pass grade was slightly higher than a 3 Grade.



Pupils were entered for their exams as guest students with RTMAT. The help proffered by RTMAT staff towards the delivery of this task was invaluable.

Engagement

As demonstrated by the number of Year 11 pupils entered for exams, the engagement of these pupils to their learning programme was very good. Out of the 19 pupils in that cohort only 2 did not engage.

Engagement amongst the much smaller alternative education cohort in Year 9, 5 pupils in all, was equally good, with every pupil engaging.

However, there has been a greater issue with Year 10 pupils engaging. Of the 23 Year 10 pupils placed in alternative education this year 9 are not engaging at any meaningful level. As outlined earlier, one is due to start in September, after avoiding engaging for several months, another's family is in dispute, refusing to accept the RTMAT place that has been offered. He is open to Complex Families and YOT. A further 7 have engagements levels that are sporadic and of a level to cause significant concern. 5 of these families are receiving support for parenting and other issues from either Early Help or higher level support services. The remaining 2 declined this support although there are clear issues in the households that could be addressed. 4 have not yet been considered, being excluded after the July panel met.

Of these pupils, where non-engagement has been established for a significant length of time, all have all been brought up to the Complex Pupils Panel. The remainder are being monitored and attempts made to address their issues.

Progression

All Year 11 pupils were actively supported in their progression. With their permission, their contact information was shared with both Learning and Skills and Gateshead College. Both organisations have been pro-active in following up these young people so

many now have offers of post 16 college courses or places on Traineeships leading to potential apprenticeships.

To support those steps, referrals had also been made to the IAG section of the Early Help Service for further support into progressions.

First destinations for these pupils as at September 2018 were as follows;

College	Training	Mainstream School	NEET	Not available (personal Circumstances)	Not KNown
9	4	1	3	1	1
47%	21%	5%	16%	5%	5%

Children and Family Support

Taking the end of the academic year as the check point, 26 young people had received some form of Family support in the year in Keystage 3 and 28 in Keystage 4.

Keystage	No Support	Early Help open	Early Help; closed in year	CiN/ C.P. Support	Looked after Child
3	5	13	6	6	1
4	18	11	10	6	1

38 young people were still open to receive a level of support at the end of the academic year. Education Gateshead staff would attend TAFs, Core Group meetings etc. wherever possible and whenever invited. Links between Early Help, Complex Families and Education Gateshead were strong with regular mutual support and exchange of information.

This was augmented by input into one another's meetings and by a Complex Families and Early Help representation on the EIP and Complex Pupils Panel.

The small number of Looked After Children coming in this system does not represent the level of LAC in alternative education. That would be addressed by REALAC and LAC. The two-young people who are recorded here as LAC were taken into the system whilst on alternative education, rather than before entering the system and were a result of safeguarding escalating their cases.

Provision

Alongside the RTMAT the following provision was used:

Alternative academic education was provided in small group settings by Kip McGrath (Gateshead), Kip McGrath (Whickham) and CUMBRIC. In specific circumstances 1-1 tuition was provided by tutors from Vision for Education, Education World and New leaf.

Vocational education was provided by Learning and Skills (Stonehill's), Wheels, ALD Hairdressing, Groundworks and New Leaf. CUMBRIC also have an element of vocational experience and learning in their curriculum and linked one student to a community Art Project. Skimstone Arts also allowed one pupil to work towards an Art award in performing art.

Trinity Solutions and Newcastle College also provided both academic and vocational opportunities to pupils over this academic year.

For appropriate cases, the Young Women’s Outreach Project was also commissioned to deliver issue based education.

The fluctuating nature of these young people’s engagement makes a definitive finalised set of figures impossible to capture in a table. However, at the end of term pupils on the EOTAS role were accessing the following educational placements (n.b. pupils may be counted against more than one provider);

Provision	No.	provision	No
Kip McGrath – Gateshead	13	New Leaf work placements	13
1-1 tuition	11	CUMBRIC	9
Kip McGrath Whickham	5	Wheels	3
ALD Hairdressing	3	YWOP	3
Newcastle College	2	Learning and Skills	2
Groundwork; Skimstone Arts; Trinity Solution			1

Hospital and Home Tuition

Referrals

Over the year, the Education Inclusion Panel considered 48 requests for Hospital and Home Tuition for pupils who it was felt were not able to access mainstream education for health reasons.

Of the 48 who were referred in, the overriding reason was school related anxiety.

Reason	Number
Anxiety	24
SEN related	5
Post-operative	6
Medical	6
Chronic Fatigue Syndrome	3
Anxiety related to Gender issues	2
other	2

Approved placings

17 young people were referred in and educational provision was agreed.

Of these 5 were still accessing bespoke education at the end of the academic year. 6 were re-integrated into mainstream school and a further 2 ended their involvement when they sat their GCSE exams. One, sadly, was still a long way from being re-integrated when he completed his Year 11. 2 pupils moved from H&HT to special schools when their Education and Health Care Plans were agreed. 1 pupil went to RTMAT.

10 pupils’ cases were still being reviewed with additional information being sort or developmental work to be done.

Declined placings

21 referrals were considered but considered not appropriate, for the following reasons;

Reason for closure	Number
Young person not engaging with outside services	2
Young person had returned to school by time of referral	4
Referred on elsewhere	7
Young person not engaging with provision	2
Evidence suggests referral not appropriate	6

Review Points

- **Permanent Exclusions:** The time between a young person being permanently excluded and beginning a placement is variable, depending upon several factors; promptness of notification; arrival of information (exclusion paperwork/ contact details etc.); proximity to EIP meeting; actual response time by provider; etc. It is suggested that to address this a quicker response of 1-1 tuition in all P. Ex cases will be piloted to try reducing this fluctuating gap.
- **Permanent Exclusions:** Monitoring SEND issues amongst the P. Ex pupils. EHCP is currently monitored but SEND Support and Ed Psych involvement has not been. Is there a story being missed at SEND level that is below the EHCP thresholds? There may be, but at the moment the evidence has not been collected.
- **Accredited exams;** GCSEs and Functional Skills were offered this year to all Year 11 pupils. Functional Skills were offered as a 'safety net' for pupils should they not get GCSE passes. However, it now appears that this may have been unnecessary owing to the new GCSE grades. To the pupils they were a set of exams too many and a repeat of any double entries would be managed so that FS exams were taken away from the GCSE window.
- **Engagement;** It is concerning that 7 Year 10 pupils do not engage with their offer of education, despite it being discussed and negotiated with them in the preparatory stage. What is particularly concerning is that of the 4 Exclusions in July, who have yet to be placed, history suggests that a possible further 3 may not engage from them (all are currently receiving support from Early Help or Complex Families). This will be addressed by an additional team member working these cases, but also more time needs to be spent considering multi-agency responses through the Complex Pupils and additionally, aligned work with the Legal Intervention team to see if a legal response would be effective.
- **Children and Family Support:** To review work with Early Help, Complex Families and R&A. Whilst links are strong and positive just over 50% of pupils either did not receive any support or had their support closed in the year of their Permanent Exclusion. There is scope for a discussion to see if further support could be ensured to support a placement until it is sustained.
- **Progression;** to motivate the pupils and enable them to make the most of their opportunities we will investigate an 'employability week', delivered by an outside agency for all year 11 pupils, either later in the autumn term or early in the spring
- **Provision:** As Key stage 4 placings continue to increase outside of registered schools there is an increased onus on education to ensure that content and safeguarding elements are robust so they will be reviewed and developed further, particularly in light of 'Keeping Children Safe in Education 2018' paper. Alternative provision needs to be expanded further to enable a variety of behavioural needs, interests and learning styles to be accommodated. 14 providers were used in this academic year but do not represent a geographical spread across the borough. there are also no registered schools providing alternative education in the borough.

- **Hospital and Home Tuition;** A major success this year has been the information sharing between agencies and services at the Educating Inclusion Panel. However, too many referrals in are rejected at the panel due to lack of information. Next year there will be pre-processing and young people who have inappropriate referrals will be held in abeyance until that information is obtained. This will ensure that partners' time on the panel continues to be effectively spent.
- **Hospital and Home Tuition;** As part of an approved referral from Hospital and Home Tuition there is a need to approve a review date, where by progress is reported back on and a further decision made about the education offer. This will allow the EIP a greater part in the process and ensure that schools also are more fully involved.

S. Graham
Triage and Placement manger

08/08/18