

TITLE OF REPORT: **Update on Permanent Exclusions**

REPORT OF: **Caroline O'Neill Strategic Director-Care, Wellbeing and Learning**

SUMMARY

Following a substantial reduction in permanent exclusions during the 2017/18 academic year, the current 2018/19 academic year has seen an 11% rise in the number of permanent exclusions across secondary schools.

Purpose of Report

1. To update the Families Overview and Scrutiny Committee on the current situation in relation to permanent exclusions in the 2018/19 academic year,

Background

2. Evidence shows that the proportion of children and young people being excluded in primary and secondary schools is increasing nationally. Since 2013 permanent exclusions have been on the rise, with a 40% increase over the past 3 years, having previously been on the decrease since 2006/7. (Forgotten children: alternative provision and the scandal of ever-increasing exclusions July 2018).
3. In spite of the recent decrease in numbers, Gateshead's secondary permanent exclusions continue to be higher than national average, our statistical neighbours and other schools in the Northeast. (Local Authority Interactive Toolkit-LAIT and DfE Statistical Release Permanent and Fixed Term Exclusions 2017 to 2018 July 2019)
4. Several pieces of work have been undertaken over the past few years to understand the reasons for the high levels of permanent exclusions in Gateshead and ways to address these issues, including:
 - a. A comprehensive report into the potential factors leading to the increase in permanent exclusions-Report to the LSCB March 2017- which considered the impact of the following:
 - i. Financial Context (schools)
 - ii. Funding for permanently excluded pupils (LA)
 - iii. Curriculum
 - iv. Regulatory Framework (Ofsted)
 - v. Use of alternative provision
 - vi. School support systems
 - b. Headteachers Conference-July 2017

- c. Action Plan and Task and Finish Group-Sept 17
- d. Team around the Schools (Early Help)
- e. Primary Behaviour Support Service (Early Intervention)

Current Situation (2018/19 Academic Year)

- 5. Although permanent exclusions reduced during the 2017/18 academic year by a substantial amount, they rose again during the 2018/19 academic year.
- 6. Provisional data shows that during the 2018/19 academic year we had 70 permanent exclusions of which 1 was primary (Y6) and 69 were secondary (64 have been upheld and 5 are pending).
- 7. Although permanent exclusions have increased by 11% since 2017/18 they haven't increased to the high of 85 in 2016/17. **Table 1** provides a comparison of permanent exclusions term by term for the past 5 years.

Academic Year	Permanent Exclusions (Total)	Permanent Exclusion (Secondary Primary)	Autumn Term	Spring Term	Summer Term
2014/15	56	54/2	21	19	16
2015/16	72	71/1	28	21	22
2016/17	85	80/5	34	19	32
2017/18	58	57/1	29	15	14
2018/19	70	69/1	36	21	13

Table 1-Comparison term by term

- 8. **Table 2** shows a breakdown of permanent exclusions by school, by term, including permanent exclusions as a % of the pupil population.

	Autumn Term	Spring Term	Summer Term	Total	% of school population
PRU	1	1		2	1.94%
Cardinal Hume	2	2	1	5	0.41%
Emmanuel	4		1	5	0.45%
Heworth Grange	3	4	3	10	0.97%
Joseph Swan	7	4	1	12	1.18%
Kingsmeadow	2	2	1	5	0.67%
Lord Lawson	6	2	3	11	0.88%
STM	3	1		4	0.33%
Thorp	1		1	2	0.24%
Whickham	4		2	6	0.46%
THCA	2	1		3	3.0%
OOA	1	3		4	
Harlow Green		1		1	
Total	36	21	13	70	

Table 2-Permananet Exclusions by School

9. Comparative data shows that:

- a. the rate of total permanent exclusions (primary, secondary and special schools) nationally is 0.10%, with the rate of permanent exclusions in secondary schools is 0.20% and in primary schools it is 0.03%
- b. the rate of total permanent exclusions in the north east (primary, secondary, special) is 0.11%
- c. the rate of total permanent exclusions (primary, secondary, special) in Gateshead is 0.26%
- d. the rate of secondary permanent exclusions nationally is 0.20%
- e. the rate of secondary permanent exclusions in the northeast is 0.25%
- f. the rate of secondary permanent exclusions in Gateshead is 0.63% in 2016/17
- g. the rate of primary permanent exclusions nationally is 0.03%
- h. the rate of primary permanent exclusions in the northeast is 0.01%
- i. the rate of primary permanent exclusions in Gateshead is < 0.01% in 2016/17

10. **Table 3** sets out the reasons for permanent exclusions with 52% (36) of all permanent exclusions for persistent disruptive behaviour. The national figure is 34.0% of permanent exclusions being for persistent disruptive behaviour.

Reason	Number
Physical assault (pupil)	5
Physical assault (adult)	
Verbal abuse (pupil)	3
Verbal abuse (adult)	6
Bullying	
Racist incident	
Sexual misconduct	
Drug/alcohol	3
Damage	
Theft	
Persistent disruptive behaviour	36
Other	13 (6 knives/1 fire alarm)
TBA	4

Table 3-Reasons for Permanent exclusions in secondary schools-2018/2019 academic year

11. **Table 4** shows a breakdown of permanent exclusions by year group over the 3 academic terms

Year Group	Autumn	Spring	Summer	Total
Y6		1		1
Y7	2	4	3	9
Y8	7	2	5	14
Y9	11	8	4	23
Y10	12	6	1	19
Y11	4			4

Table 4-Permanent Exclusions by Year Group

12. Of the 70 permanent exclusions 4 were female and 66 were male.

13. Year on year data suggests that most Y11 pupils are permanently excluded during the autumn term and more KS 3 pupils (Y7,8 and 9) are permanently excluded in the summer term.

14. In May 2019, The Timpson Report was published which reviewed the use of permanent exclusions in schools to ascertain how Headteachers use exclusion in practice and why some groups of children are more likely to be excluded than others.

15. Recommendations from the report fall into several categories:

a. The DfE should

- i. Update statutory guidance on exclusions
- ii. make schools accountable for the pupils they exclude including their educational outcomes
- iii. Publish data on the number and rate of previously LAC who have left LA care (this is currently done for LAC children)
- iv. Set expectations that schools and LA work together
- v. Consult on options to address children with multiple exclusions
- vi. Review the range of reasons that schools provide for exclusions
- vii. Mitigate the risks that schools seek to remove children from their rolls
- viii. Develop training:
 - 1. Ensuring that there is training and support for schools' leaders including
 - a. Attachment
 - b. Trauma
 - 2. Ensuring that behaviour training is a mandatory part of initial teacher training
 - 3. That provides support for SENCo
- ix. Funding
 - 1. Extend funding to equality and diversity hubs
 - 2. Establish a Practice Improvement Fund to support LA and schools to identify and provide support/interventions
 - 3. Ensure that funding is of a sufficient level and flexible enough so that schools are able to put in alternative provision to avoid exclusions
 - 4. Ensure that adjustments following a permanent exclusion should neither act as an incentive to permanently exclude

or act as deterrent for a school accepting a pupil who has been permanently excluded

5. The Youth Endowment Fund should be open to schools
 - x. Issue clear guidance on managed moves
 - xi. Alternative provision (AP)
 1. Promote the use of AP
 2. Ensure that AP is a positive career choice
 3. Develop high quality leaders to drive improvement across the school network
 4. PRUs should be renamed to reflect their role in supporting children to overcome barriers to learning
 5. Invest in improving and expanding buildings and facilities for AP provision
 - xii. Ensure there is sufficient oversight and monitoring of schools;
 1. Use of in-house units
 2. Use of AP
- b. **The government should** continue to invest in approaches that build multi-disciplinary teams around schools; including health and social care
- c. **Ofsted should**
 - i. recognise those schools who use exclusion appropriately
 - ii. consider whether there are patterns to exclusions, off rolling, absence from schools or direction to an AP
- d. **Governing bodies/trustees should**
 - i. Work with others to build the capacity of school governors and trustees to offer effective support and challenge to schools
 - ii. Should review information on children who leave their school
- e. **Local authorities should** ensure that
 - i. information is provided to parents of children who have been permanently excluded
 - ii. guidance is changed so that social workers must be notified alongside parents when a CiN is moved out of their school
 - iii. regular data and information on exclusions is shared with the LSCB
 - iv. they systematically track and monitor pupils moves to ensure that pupils receive suitable education at their destination

16. The Headteachers Conference planned for October 2019 will ensure that we

- a. work with schools and partner agencies to implement these recommendations

- b. provide examples of good practice in the areas of leadership and resilience building in young people to schools

17. There will also be the annual report on permanent exclusions provided to schools, which will include information on the Education Inclusion Panel, destinations of permanently excluded pupils, outcomes and post 16 destinations.

Recommendations

1. The Overview and Scrutiny Committee is asked to
 - a. receive this report for information and discussion

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