

TITLE OF REPORT: Briefing – Permanent exclusions

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Introduction

1. The purpose of this report is to update the Families Overview and Scrutiny committee on the work that has commenced in relation to permanent school exclusions. This follows the report presented to OSC November 2017 which highlighted the increasing and high numbers of children permanently excluded in Gateshead.

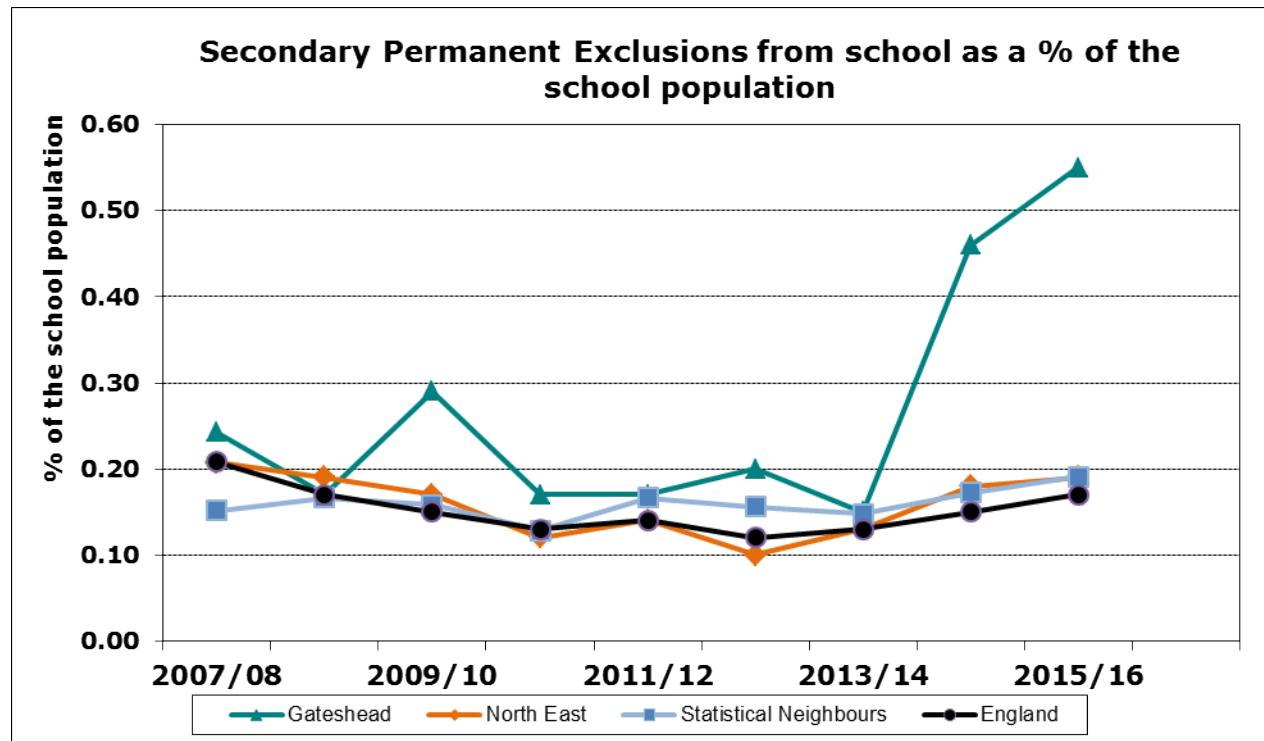
Background

2. 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 abilities. 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.
3. 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 and if exceeded a pupil is automatically permanently excluded) or permanently. In exceptional cases, usually where further evidence has come to light, a fixed period exclusion may be extended or converted to a permanent exclusion.
4. Gateshead has 10 secondary schools; 7 secondary academies, 2 of which are Roman Catholic, 2 maintained secondary schools and 1 CTC (City Technology College). It also has 1 secondary Pupil Referral Unit and 1 secondary SEMH (social, emotional and mental health) special school.

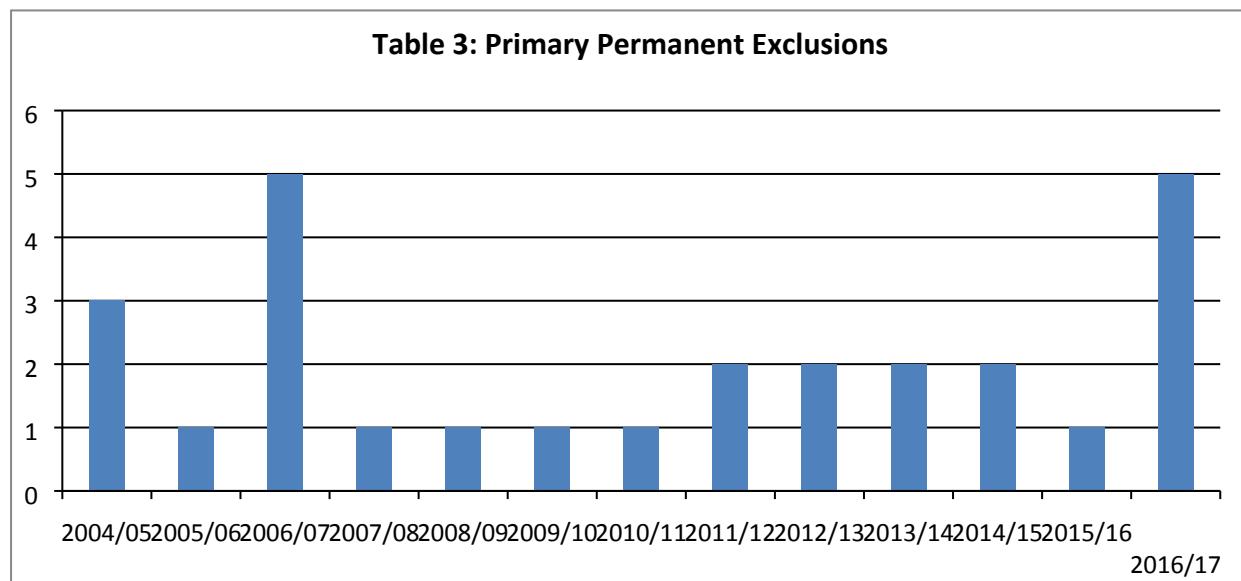
5. The DfE report in their statistical release, July 2017 (Permanent and Fixed Period Exclusions in England 2015 to 2016) that both the number for fixed and for permanent exclusions has increased over the past year (2015/16). Their report states that the rate of permanent exclusions across all state-funded primary, secondary and special schools has increased from 0.07 percent of pupil enrolments to 0.08 percent, which is the equivalent of 8 pupils per 10,000.⁷ The report states that 81 percent of permanent exclusions occurred in secondary schools, which increased from 0.15 percent in 2014/15 to 0.17 percent in 2015/16. Interestingly the rate of permanent exclusions stayed the same in primary schools at 0.02 percent and decreased in special schools from 0.09 percent in 2014/15 to 0.08 percent in 2015/16.
6. It is clear that the proportion of children and young people being excluded is increasing nationally. Some reports suggest that permanent exclusion has increased by a third in the last two years.
7. Table 1 shows the number of upheld secondary permanent exclusions by school since the 2004/5 academic year and to the end of the 2016/17 academic year. Gateshead excludes a higher rate of secondary aged pupils than its north east neighbours. The rise in secondary permanent exclusions in 2016/17 continues to be considerably higher than other local authorities in the North East and/or our statistical neighbours (Table 2).

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
Thorp							3		3	2	3	5	7
Emmanuel							1		3	3	2	3	1
Heworth	3	3	nil	3	1	1	3	0	3	1	5	4	8
Hookergate	Nil	2	2	Nil	1	1	1	N/A	N/A	N/A	N/A	N/A	
Joseph Swan	3	4	4	4	2	4	1	4	3	2	5	12	11
Kingsmeadow	2	Nil	Nil	1	5	1	3	7	4	4	2	7	7
Lord Lawson	1	5	6	3	1	3	1	1	1	2	7	11	9
Ryton	Nil	1	2	1	1	2	3	N/A	N/A	N/A	N/A	N/A	
Cardinal Hume	6	8	6	2	1	4	2	Nil	2	2	3	8	8
St Thomas More	3	1	1	1	2	5	Nil	2	3	2	9	2	4
Thomas Hepburn	10	3	6	11	5	6	6	3	3	3	6	11	14
Whickham	3	2	1	1	Nil	2	6	2	1	2	12	7	8
Furrowfield	Nil												
PRU	1	Nil	Nil	Nil	Nil	Nil	Nil	2	Nil	1			1
Extra District												1	2
Total	31	30	28	27	19	29	26	24	28	24	54	70	80

Table 2

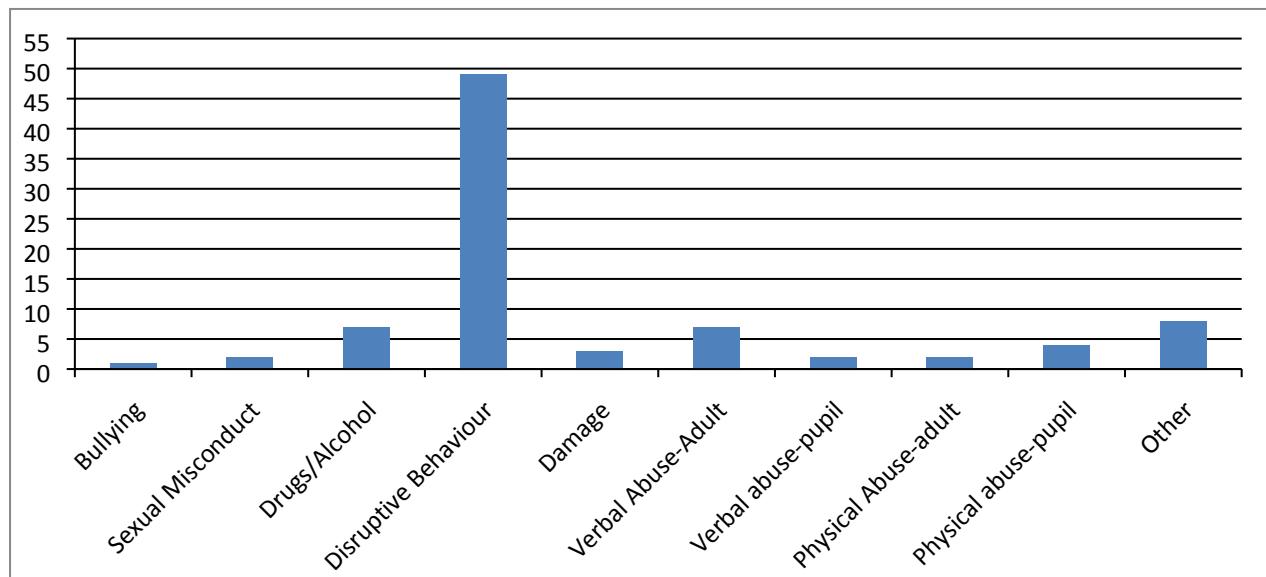
8. Gateshead has 68 primary schools; 47 community schools, 16 Roman Catholic schools, 1 Roman Catholic academy, 2 Church of England Schools, 2 primary academies, 3 infant and 3 junior schools and 1 nursery. It also has one primary special school for pupils with SEMH (social, emotional and mental health) issues. **Table 3** shows a breakdown of upheld primary permanent exclusions since the 2004/5 academic year.



Reasons for permanent exclusions

9. **Table 4** shows a breakdown of permanent exclusions by reason, with 58% of all permanent exclusions for persistent disruptive behaviour. In Gateshead this means that the figure is higher than the national statistics which indicates that persistent disruptive behaviour accounted for 34.6 per cent of all permanent exclusions in 2015/16. The category 'other' included possession of a knife/weapon and/or a failed managed move.

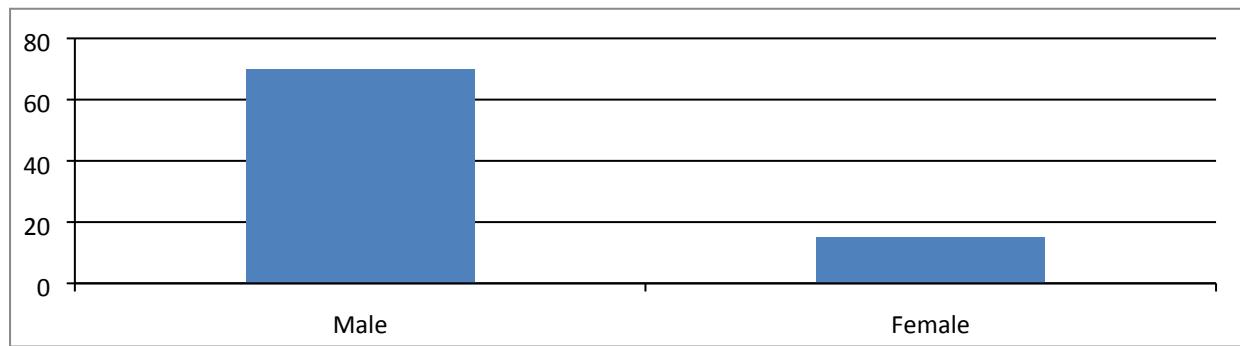
Table 4: Exclusion by reason



Exclusions by characteristics

10. As set out in **Table 5** and in line with national statistics more boys have been permanently excluded than girls; with 70 pupils being male and 15 being female. The national patterns show that boys are three times more likely to be permanently excluded than girls, in Gateshead boys accounted for 82% of all permanent exclusions and girls for 18% of all permanent exclusions.

Table 5: Exclusions by gender



Action Plan

- 11.** Permanent exclusions continue to rise in Gateshead. Although nationally they are also on the increase, they are not rising at the same speed as they are in Gateshead. Following a report to the LSCB in March 2017, a Behaviour Conference was held with primary and secondary Headteachers and representatives from health, social care and Early Help in July 2017 to formulate an action plan (**Appendix 1**).
- 12.** The Permanent Exclusions steering group are taking forward the work in the action plan. Some areas of work have been completed eg estates at Ravensworth Tce and establishing better links between schools and primary care.
- 13.** A further 13 actions are underway including intelligence gathering, development of mental health support and technology for schools, developing the market in relation to alternative provision, transitions, SEN support and sharing of information, provision of early help and potential for further research.

Recommendations

- 14.** OSC are asked to:

- Receive this report for information and discussion.

Appendix 1

Permanent Exclusions Action Plan 2017-18

Action	Lead	Completion Date	Milestones	Progress	RAG
1. Conduct a multi-agency review on a random sample of vulnerable pupils' to identify where improvements can be made to multi-agency practice, service design and delivery	Melissa Brown	March 2018	<ul style="list-style-type: none"> • Identify sample • Identify group membership • Convene group • Conduct and produce a report on service improvements for consideration at Primary and Secondary FAP panels and GASH and GAPH • Agree improvements • Implement • Evaluate impact • Liaise with LSCB Learning Sub Group • Repeat cycle 	<p>Exploring links btwn PXC and pupils registered under 'neglect'</p> <p>MB to meet with JY to review data and alternative provision/ costs in Ghead, whether we are recruiting those with greatest need – need to map out</p> <p>S Ha to provide MB case study to undertake RCA</p> <p>To also review temp exclusions in relation to LD diagnoses</p>	
2. Examine options to better support development of effective parenting including	Gavin Bradshaw	March 2018	<ul style="list-style-type: none"> • Audit current Parenting support - Health - Care 	GB to contact schools via planned	

through the use of social media to communicate expectations/strategies/information re support to parents especially around “school readiness”		<ul style="list-style-type: none"> - Education • Identify take up and Gaps – Compare with Child at Risk and other information • Explore options to reach HTR individuals and groups • Examine options for using technology more effectively to communicate key messages, strategies etc 	<p>workshops Elearning and self help apps to be developed further</p> <p>To identify geography and numbers for next meeting – to ascertain if we are engaging those with the greatest need</p> <p>MR,SW,GB to meet to review parenting & school readiness across the system Sha to circulate SAIF model for info</p>	
3. Agree and implement “Team Around the School” pilots in the primary, secondary and special sectors	Gavin Bradshaw	<ul style="list-style-type: none"> • Identify schools/clusters • Identify composition of teams • Meet with Headteachers to agree arrangements for operation • Trial from September • Evaluate December • Identify lessons learned + and – • If successful, plan extension of the system 	<p>To implement Somerset Model – steering group set up at Whickham school as a pilot & meeting monthly with public health, education, early</p>	

				help and health to progress the model.	
4. Development of a menu of Alternative provision	Julie Young	March 2018	<ul style="list-style-type: none"> • Establish working group • Identify potential cohort • Curriculum offer • Funding/Implications for current funding • Organisational structure and operating costs • Premises-if needed • Seek political approval/support 	Potential providers x4 identified Soft market test framework will be out February and April new tender JY surveying YP views. Will be future proofed whereby schools will link with future providers	
5. Strengthen the links between schools and GP Practices using GP Leads in Child Health	David Jones	April 2018	<ul style="list-style-type: none"> • Provide schools with list of Child Health Leads • Engage schools in discussions planned for 16.11.17 • Establish school to surgery links through CCG 	Good meeting well attended. To identify next steps	
6. Implement the Joint Funded Primary Mental Health Worker proposal for Whickham cluster and evaluate impact for possible extension	Steve Haigh, Lynn Wilson, Catherine Richardson, Julie Young	July 2018	<ul style="list-style-type: none"> • Implement Whickham model from September 2017 • Evaluate • Explore feasibility of extending model including Funding model, structures 	PH can add to the new 0-19 contract commencing July 2018 – or CCG have alternative offer via community nursing Sha now progressing.	

				AFF training will roll out March. School nurses being trained in Mindfulness. To review MH offer in schools by Harrogate NHS	
7. Explore feasibility of KS3 turnaround provision including outreach	JP	April 2018	<ul style="list-style-type: none"> • Establish working group Schools/RTMAT/LA to examine: • Potential cohort • Funding/Implications for current funding • Commissioning arrangements • Curriculum 	January 2018 1.A proposal is going to School Forum with a view to providing via a SLA outreach support into secondary schools 2.RTMAT has provided secondary schools with an option to buy into KS 3 turnaround provision 3.Discussions with Education Plus to set up a KS3 turnaround provision ongoing	

				JY developing the market to deliver	
8. Re-examine the Primary → Secondary Transition process to enable better co-ordination of arrangements and comprehensive information transfer	JP	September 2018	<ul style="list-style-type: none"> • Examine the role of the Primary Behaviour support team for possible involvement in Transition work • Secondary and primary schools to explore possibility of common timetable for transition activities/documentation • Establish arrangements for effective transfer of information incl support arrangements • Establish arrangements for provision/monitoring following transition 	<p>January 2018</p> <p>1.Discussions ongoing within Primary/Secondary Transition Group re common timetable and documentation</p> <p>2.A proposal is going to School Forum with a view to increasing Primary Behaviour Support Staff to allow for increased transition work, support in schools and training</p> <p>3 days set aside in July to look at transitions planning with primary schools</p>	
9. Engage Designated Clinical Officer for SEND to ensure comprehensive health information is provided to support educational processes	David Jones	April 2018	<ul style="list-style-type: none"> • Monitor timescales for EHCP process • As appropriate, identify "high risk" young people and advise CO where issues 		

including production of EHCPs					
10. Examine and redefine arrangements for information sharing [Health, Police and Schools] to ensure schools have comprehensive picture of children's needs and support arrangements operating	LSCB Chair	April 2018	<ul style="list-style-type: none"> • Ensure all organisations understand the need to share and establish permissions/privacy statements to accommodate sharing where necessary • Ensure all organisations have procedures for routine transmission of information to schools 	LW to send to Sir Paul Ennals – done Next meeting April 2018	
11. With Special Schools identify how SEN expertise in Special Schools can be used to support mainstream and upskill mainstream staff to address issues [outreach model]	SHIP Deborah Mason	April 2018	<ul style="list-style-type: none"> • Identify forms of support CPD, advice line etc] that schools require • Agree with Special Schools arrangements for delivering support • Implement • Evaluate 	DM to establish what the offer looks like	
12. Explore the possibility of conducting Action Research into Girls' PEx to identify specific causes and complexities Several recent studies done on this but may be helpful to do one specific to Gateshead.	MB	July 2018	<ul style="list-style-type: none"> • Check feasibility of using trainee social workers/ed psychologists to conduct Action Research within their assessment programme • Produce Project Brief • Assign supervision • Agree participant organisations for access to YP • Conduct research • Examine findings to inform service development 	MB meeting Northumbria Uni may pilot in Ghead. MB to identify list of preferred apps for circulation, also with Edony Wilson and David Jones	
13. Establish closer links	GB/JP	April 2018	<ul style="list-style-type: none"> • Establish arrangements for 	January 2018	

between the work of the Primary Behaviour Support Team and the Early Help Agenda			effective transfer of information incl support arrangements to members of the Early Help Teams	GB/JP have had initial discussions & are moving this forward with the teams	
14. Pilot the use of mental help apps in secondary schools	GASH CCG MB	May 2017	<ul style="list-style-type: none"> • Research mental health apps and identify those suitable for trialling in secondary schools • Identify a secondary school to pilot the mental health apps • Evaluate • Explore the feasibility of using with other secondary schools 	<p>MB – met with NCL uni student developing mental health app. Would have app pilot study and evaluation completed by end of May</p> <p>Schools who are part of the Student Social Workers in Schools Programme (SSWISP) with Northumbria University may want to consider how to use their student social worker to support pupils at risk of permanent exclusion</p> <p>Whickham school</p>	

				using Zoomba	
15. Alternative provision location / building at Ravensworth Tce	SHo	January 2018	• Review estates	Complete	