

<b>Service:</b>	Education Inclusion Service	<b>Name:</b>	Rosie Gossage
Appendix Heading	Permanent Exclusions 2021/22		
<b>Brief Description of Service:</b>			
<p>Manages permanent exclusions across the borough, supporting young people to continue their education following a permanent exclusion. Works with schools to supportive alternative options to permanent exclusions. Provides advice and support to families and Head Teachers around the exclusion process. Liases directly with RISE (RBWM alternative provision provider) to support children's next steps following an exclusion and also supporting their return to mainstream education where possible.</p>			
<b>Data Outputs:</b>			
<p><b>Summary of overall permanent exclusion figures 2021/22:</b></p> <ul style="list-style-type: none"> <li>• The total number of pupils who were permanently excluded from school in 2021/22 was <b>25 pupils</b>.</li> <li>• There were a total number of 27 permanent exclusions issued by schools in 2021/22. However, 2/27 of the issued exclusions were overturned at governor hearing/independent review stages – full breakdown included below.</li> <li>• Please note, the data throughout the report reflects the total 27 exclusions which were issued to ensure key stake holders can view the data in full and understand the exclusion process in regard to the Governing Board and Independent Review panel outcomes. Summary: Overall, secondary schools had a much higher permanent exclusion rate compared to primary schools. 23/27 young people were permanently excluded from a secondary or upper school provision. 4/27 young people were permanently excluded from a primary school, one of those schools being out of borough.</li> </ul> <p><b>Ethnicity of children and young people permanently excluded in 2020/21</b></p> <p>Summary: 18/27 young people were from a White British ethnic group, 2/27 were from a White &amp; Black Caribbean ethnic group, 2/27 from Other Asian Background, 1/27 any other mixed background, 1/27 Black Caribbean, 1/27 Indian, 1/27 ethnicity not obtained, 1/27 Other Asian background.</p>			

In February 2021, the DfE published the following main facts in regards to ethnicity and permanent exclusion figures:

- *White Gypsy and Roma pupils had the highest school permanent exclusion rates in the 2018 to 2019 school year*
- *pupils from the Chinese and Indian ethnic groups had the lowest permanent exclusion rates – the rates are based on very small numbers of pupils and are less reliable as a result*

### **Permanent exclusions 2021/22 broken down into year groups**

Summary: 9 students from Year 10 were permanently excluded from school in 2021/212 which was the highest year group that received permanent exclusions. The next highest was Year 9 with 6 exclusions and Year 11 third highest with 3 exclusions. Years 7 & 8 pupils received 2 exclusions. Students from Reception, Year 2, Year 4, Year 6 and Year 12 all received 1 exclusion.

Two out of the three students in Year 11 were successfully placed in another mainstream provision following a permanent exclusion. All three of the students successfully completed their GCSE's.

### **Governing hearing meeting outcomes**

Summary: Following the Head Teacher's decision to permanently exclude a pupil, a governing hearing meeting must be called within 15 school days to ensure the Head Teacher's decision to permanently exclude a pupil was lawful, reasonable and procedurally fair, taking account of the head teacher's legal duties. 19/20 of the governing hearing meetings upheld the Head Teachers decision to permanently exclude a pupil. 1/20 pupils were reinstated and returned to their school following the governing board review.

### **Independent review panel requests and outcomes**

Summary: Following the outcome of the governor hearing meeting, the parent/carer can request an Independent Review Panel, whereby an independent chair is appointed to review the governor's decision not to reinstate the pupil. 5/27 (18.5%) parents/carers requested an independent review and three parents/carers requested for an SEN expert to be present. Two of the Independent Review Panels resulted in the exclusion being quashed and recommendation for reconsideration to the governing board. One governing board reinstated the pupil, one governing board upheld the head teacher's decision of permanent exclusion.

### **Reason for the permanent exclusions 2022/22 broken down by categories**

#### Summary:

- 12 pupils (44.4%) were permanently excluded for persistent disruptive behaviour
- 5 pupils (18.5%) were permanently excluded for physical assault against a pupil
- 4 pupils (14.8%) were permanently excluded for sexual misconduct
- 2 pupils (7.4%) were permanently excluded for physical assault against a staff member
- 2 pupils (7.4%) were permanently excluded for drugs
- 1 pupil (3.7%) was permanently excluded for verbal abuse/threatening behaviour against a pupil
- 1 pupil (3.7%) was permanently excluded for inappropriate use of social media or online technology

44.4% of the overall reason for a permanent exclusion being issued for persistent disruptive behaviour. The new exclusion guidance which came into effect on 1 September 2022 focuses on the need for reintegration meetings following a suspension to have a meaningful and solid reintegration strategy, to support further suspensions and disruptive behaviour from re-occurring.

A range of supportive measures to help support schools, families and young people to prevent further exclusions has been issued via the AfC/RBWM exclusions handbook which is available for all schools.

#### **Children with Special Educational Needs who were excluded from school**

Summary: 4 children (14.8%) who were permanently excluded from school had an Education Health Care Plan (EHCP). 17 children (63%) had Special Educational Needs (no EHCP). 6 children did not have any known special educational needs or an EHCP at the point of the permanent exclusion. Therefore, 77.8% of children who were permanently excluded from school had a special educational need.

The Inclusion Service works closely with colleagues in SEN Service where a child with an EHCP may be at risk of permanent exclusion. The exclusion guidance clearly states that where a child is at risk of exclusion with an EHCP, a review should take place. Where appropriate a member of the Inclusion Service can attend the review meetings.

#### **Social Care and Early Help involvement for pupils who were permanently excluded in 2021/22**

Summary: 10/27 (37%) pupils who were permanently excluded from school were subject to a child protection or child in need plan. 4/27 (14.8%) of pupils were previously open to social care. 13/27 (48.1%) pupils had no current or historic social care involvement. 16/27 (59.3%) of pupils had early help services involved with supporting the children/family. 11/27 (40.7%) pupils had not historically been open or received support from an early help service prior to the exclusion.

#### **Impact:**

- The number of permanent exclusions for 2021/22 was higher than 2020/21. One of the main reasons around the increase in exclusions is due to the pandemic as less pupils attended school during 2020/21.
- 2017/18 – 21 permanent exclusions  
2018/19 – 31 permanent exclusions – significant increase  
2019/20 – 20 permanent exclusions – COVID19 – schools closed March 2020  
2020/21 – 20 permanent exclusions – COVID19 – not all pupils attended the whole academic year due to COVID19  
2021/22 – 25 permanent exclusions  
Whilst it is difficult to compare figures in 2019/20 and 2020/21 due to the pandemic, the trend from 2018/19 to 2021/22 shows a reduced rate of permanent exclusions by 6.
- The focus around the reduction of permanent exclusions by the Inclusion Service and schools shows there has been impact.
- The SEMH programme that has been running for the last 4 years has helped to support pupils who are at risk of permanent exclusion to remain in school.
- In 2021/22, five young people successfully completed a managed move which prevented them from being permanently excluded from school.
- The Inclusion & Access Manager works closely with RISE, RBWM schools, children and parents to ensure as many children as possible are able to return to mainstream education following a permanent exclusion. 10/27 of the young people who were permanently excluded from school have returned to a permanent mainstream/specialist education setting following a permanent exclusion in 2021/22.
- Inclusion Manager delivered training alongside the Deputy Director of Education and Lead of Governor Services which focused on the new Exclusion Statutory Guidance which was launched in October 2022. All Chairs of Governors and Head Teachers were invited to attend the training session which was well attended and received.
- An exclusion handbook was created in October 2021 to provide advice, guidance, early intervention strategies and prevention strategies to further support child and help to prevent permanent exclusions.

**Next Steps:**

- RBWM schools and Inclusion services to continue working together to support young people to remain in mainstream education where possible via early intervention support and measures.
- SEMH service to continue to support both primary and secondary pupils who are at risk of further suspension/permanent exclusion.
- Inclusion Manager to continue to support children to return to mainstream education following permanent exclusion from school by working closely with RISE alternative provision.
- Social Workers are now invited to attend exclusion hearing meetings. The service will ensure social care colleagues are aware of children at risk of suspension/permanent exclusion.
- As of 2022/23, the virtual school responsibilities are extended to children subject to a CP and CIN plan. The inclusion service will join up with the virtual school, ensuring any child open to social care who has received a suspension/permanent exclusion is receiving multi-agency support and professionals are joined up with the support the child is receiving.
- Inclusion Manager to liaise with SEND, YOT, Youth Service, Family Hubs, Social Care and SEMH Service to ensure any child at risk of exclusion who are open to the services receives the right support in a timely manner.