



Purpose: For Discussion

Committee report

Committee	POLICY AND SCRUTINY COMMITTEE FOR CHILDREN'S SERVICES, EDUCATION AND SKILLS
Date	3 March 2022
Title	SCHOOL EXCLUSIONS
Report of / to	STEVE CROCKER, DIRECTOR OF CHILDREN'S SERVICES

EXECUTIVE SUMMARY

1. The purpose of the report is to provide an update for the Policy and Scrutiny Committee.
2. The recommendation of this report is that the Policy and Scrutiny Committee considers the contents and notes the actions that have been taken by the department.
3. Use of Permanent Exclusion on the Isle of Wight has consistently been similar to national averages. Suspension from schools on the Isle of Wight is higher than the national average.
4. Exclusion from school may have a detrimental impact on a child and therefore it is a national, and local, aim to reduce school exclusions. Children's Services support IoW schools to reduce their use of exclusion as a sanction using a range of strategies.

BACKGROUND

5. There are two types of school exclusion which can be used by a headteacher when it is determined that a behaviour warrants this sanction. The first is a Suspension which is for a fixed period of time, after which the child returns to the school. If a school issues a Suspension for longer than 5 school days, the governing body has a duty to arrange suitable education for the remainder of the Suspension, until the child returns to school. The school should undertake a re-integration meeting at the point when a child returns to school.
6. A permanent exclusion (PEX) is a sanction which terminates the child's attendance at that school. A PEX can be used *'in response to a serious breach 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'*. There are rare occasions when a standalone single incident is so serious

that a PEX is issued. If a headteacher issues a PEX for a child, a process begins whereby the governing body is required to validate (or otherwise) this decision. Parents also have the opportunity to appeal the governors' decision, if governors have upheld the headteacher's decision. This is called an Independent Review. The LA has a responsibility to attend these reviews in maintained schools and can attend, at the parents request, reviews in academies.

7. If a child has received a PEX, there is a duty on the local authority to ensure suitable full-time education no later than the sixth school day following the PEX. For a PEX in respect of both primary and secondary aged pupils, this provision would initially be placement at the Island Learning Centre (ILC), although on some occasions in discussion with headteachers a pupil may be directed into another mainstream school with ILC support. The Inclusion Manager works with the headteacher of the ILC to identify an alternative mainstream setting for individual pupils when it is deemed appropriate to re-integrate. For a pupil in Key Stage 1 - 3 (5 to 14 years old), the ILC placement would normally be for a short-term period, with a view to returning the pupil to mainstream education in a different school within approximately two terms. For a Key Stage 4 (15 to 16 years old) pupil, the education normally is completed at the ILC with a focus on ensuring a successful transition to employment, education or training Post 16.
8. The importance of good discipline in schools is recognised by the Department for Education (DfE) and the use of exclusion as a sanction, when warranted, is supported by the Government. It is also widely recognised in research that the impact of exclusion may be detrimental to a child and there are links between a range of negative outcomes including low academic attainment, poor mental health and involvement in criminal activity. It is therefore both a national and local aim to reduce the use of exclusions in schools, particularly for the most vulnerable children.

STRATEGIC CONTEXT

9. The Isle of Wight Council Corporate Plan 2021-25 identifies the following which are relevant to Exclusion:

Key Activities

- Raise standards of attainment at every key stage.
- Focus on raising standards of attainment for vulnerable groups such as those with special educational needs, those living in circumstances of relative poverty and those open to social care.

EXCLUSION DATA

10. N.B. Changes in data with low numbers can lead to significant percentage changes and should be considered with awareness to this.
11. The table below shows Suspension and PEX data for Isle of Wight compared to nationally for the last four academic years. School closures related to COVID-19 in the academic year 2019/20 mean that this data is representative of approximately

one full term only. National data has yet to be released for 2020/21, the table below showing N/A for the last academic year.

12. The percentage NOR (Number On Roll) figure relates to the number of exclusions issued as a percentage of the total school population (Number On Roll) on the Isle of Wight and nationally. This is the official measure used.

Suspension and PEX in all phases

IoW	Suspension	NOR %	PEX	NOR%
2020 - 21	1109	6.64%	18	0.1%
2019 - 20	855	5.07%	10	0.06%
2018 - 19	1446	9.71%	14	0.09%
2017 - 18	1281	8.63%	18	0.12%

National	Suspension	NOR %	PEX	NOR%
2020 - 21	N/A	N/A	N/A	N/A
2019 - 20	310733	3.76%	5057	0.06%
2018 - 19	438265	5.36%	7894	0.1%
2017 - 18	410800	5.1%	7900	0.1%

13. The data shows that PEX rate on the Isle of Wight, when expressed as a percentage of the school population, is reflective of the national comparator; it has been so since 2016 and is anticipated to be so for 2020-21, when national data is released. It shows some level of stability in the use of PEX on the Isle of Wight over the last 5 years. The Isle of Wight's rate of suspension continues to remain above national comparators.
14. The data below shows a comparison of IoW suspensions to national suspensions, for the last three years that comparable data is available for, by phases.

Suspensions

Academic Year/Phase	Primary				Secondary				Special			
	IoW		National		IoW		National		IoW		National	
	Number	%NOR	Number	%NOR	Number	%NOR	Number	%NOR	Number	%NOR	Number	%NOR
2019/20	140	1.56%	47261	1%	709	9.37%	253307	7.43%	6	1.77%	10165	7.76%
2018/19	134	1.52%	66463	1.41%	1019	13.41%	357715	10.75%	3	0.9%	14087	11.32%
2017/18	138	1.49%	66105	1.40%	853	11.92%	330085	10.13%	21	6.65%	14563	12.34%

15. In Primary, the IoW was above national average for the last three years but this was not by a considerable number. In Secondary, IoW were above national average. In Special schools the IoW have been consistently, considerably below national average.

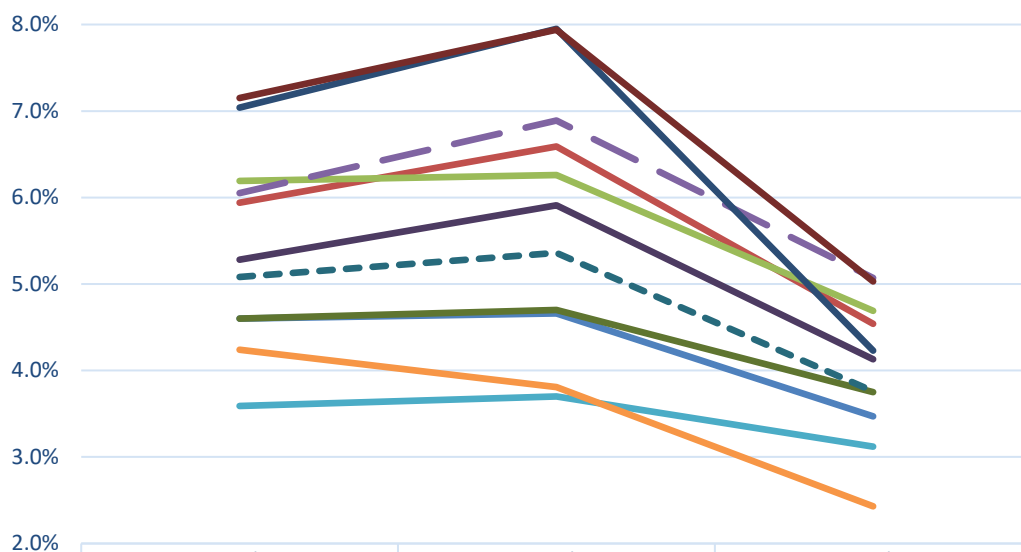
16. The data below shows the same data for PEX. At all phases IoW were below, or in line with, national average. There have been no PEX from Special schools in this time period.

PEX

Academic Year/Phase	Primary				Secondary			
	IOW		National		IOW		National	
	Number	%NOR	Number	%NOR	Number	%NOR	Number	%NOR
2019/20	1	0.01%	739	0.02%	9	0.12%	4269	0.13%
2018/19	2	0.02%	1067	0.02%	11	0.14%	6753	0.20%
2017/18	2	0.02%	1210	0.03%	11	0.15%	6612	0.20%

17. In addition to looking at use of suspension on the Isle of Wight compared to National levels, comparisons are also made against statistical neighbours. The Isle of Wight's Statistical neighbour group is based on the same Income Deprivation Affecting Children Index (IDACI) which provides the set in use by Children's Services

Statistical Neighbours Suspension Rates



	2017/18	2018/19	2019/20
Lincolnshire	4.6%	4.66%	3.47%
Norfolk	5.94%	6.59%	4.54%
East Sussex	6.19%	6.26%	4.69%
Isle of Wight	6.05%	6.89%	5.07%
Cornwall	3.59%	3.70%	3.12%
Southend-on-Sea	4.24%	3.81%	2.43%
Plymouth	7.04%	7.95%	4.23%
Torbay	7.15%	7.94%	5.03%
Derbyshire	4.60%	4.70%	3.75%
Suffolk	5.28%	5.91%	4.13%
England	5.08%	5.36%	3.76%



18. The data shows that whilst the Isle of Wight has followed the same trends as the other statistical neighbours, and England, whilst not the highest over the three years it has remained consistently higher than many other areas.
19. It is recognised by the Department for Education that nationally there is disproportionate exclusion of pupils with particular characteristics including social economic deprivation and Special Education Needs (SEN). The LA analyses the use of exclusions on the IoW for these groups. This includes comparison with national data, to ensure that vulnerable children and young people are not disproportionately represented in the exclusion data. Vulnerable groups are prioritised to appropriately address their needs.
20. The table below compares IoW data on exclusions for children eligible for Free School Meals (FSM) with National Data. Verified data for the academic year 2020/21 is not yet available for comparison.

Eligible Free School Meals (FSM)

IoW	Suspension	NOR %	PEX	NOR%
2019/20	303	10.34%	4	0.07%
2018/19	405	15.56%	4	0.15%
2017/18	295	13.59%	7	0.32%

National	Suspension	NOR %	PEX	NOR%
2019/20	133977	9.37%	2351	0.16%
2018/19	173554	13.76%	3396	0.27%
2017/18	149760	13.65%	3051	0.28%

21. The data shows that the rate of suspension for IOW children eligible for FSM has been consistently higher than the national average. National trends in exclusion data are mirrored locally.
22. The tables below compare IOW data on exclusions for children with SEN to National Data. This is separated into children that have an Education Health Care Plan (EHCP) and those without; children with an EHCP require a higher level of support to access education.

SEN with EHCP (or Statement)

IoW	Suspension	NOR %	PEX	NOR%
2019/20	87	10.07%	1	0.12%
2018/19	119	15.64%	0	0
2017/18	145	20.45%	2	0.28%

National	Suspension	NOR %	PEX	NOR%
2019/20	31938	11.71%	276	0.10%
2018/19	40580	16.11%	390	0.15%
2017/18	37540	15.95%	376	0.16%

SEN without EHCP

IoW	Suspension	NOR %	PEX	NOR%
2019/20	308	13.87%	1	0.05%
2018/19	371	17.2%	7	0.32%
2017/18	352	15.6%	8	0.35%

National	Suspension	NOR %	PEX	NOR%
2019/20	108328	11.01%	2008	0.20%
2018/19	149107	15.59%	3056	0.32%
2017/18	140806	15.10%	3174	0.34%

23. The data shows that the use of Suspension for children with an EHCP was lower than the National data. For children with SEN, but no EHCP, IOW rates were higher.
24. The importance of early intervention is recognised in reducing school exclusion. To support this the method for the collation of data was changed from September 2021. Now data is received in a quicker time frame than previously and information

particularly in regard to vulnerable children can be analysed as the data is received. This data is not verified and may be subject to change but can be used to help identify trends, areas of strength and areas for improvement.

25. In the Autumn Term of 2021/2022 internal data suggests that the use of exclusion, both suspension and PEX was lower than in the same time period in 2020/2021. The table below shows data regarding different groups of children with vulnerabilities. The data related to CSC status (Child in Need CIN, Child Protection CP and LAC Looked After Child) refers to the child's status at the time of suspension. This has been an area of vulnerability that as previously been difficult to analyse as it can be changeable however the new data collection methods enable us to do so.

Vulnerable Group	No of Suspensions	% of total Suspensions	No of IOW Children	% of IOW Children
CiN	16	3.7%	1168	7.0%
CP	11	2.5%	219	1.3%
LAC	20	4.8%	176	1.1%
EHCP	71	16.0%	868	5.2%

26. The DfE has currently set 16 categories for why a child can be excluded. There can be no deviation from these defined categories. A school can only choose one category for exclusion, selecting that which is a 'best fit'. Additionally, IoW also enables schools to input data on secondary reasons for exclusion. This is useful in understanding the context and complexity of a suspension, also informing practice and strategies to address suspension.
27. The tables below show the three most frequently used reason for suspension for the IoW and Nationally. From the academic year 2020/21 DfE removed 'Other' as a reason for suspension and this will not feature in further data when it is released.

Reasons for Suspensions

IoW	Reason	Suspension	NOR %
2019/20	Verbal abuse against an adult	203	23.74%
	Persistent Disruptive Behaviour	201	23.51%
	Other	147	17.91%
2018/19	Persistent Disruptive Behaviour	372	32.18%
	Verbal abuse against an adult	297	25.69%
	Physical Assault against a pupil	161	13.93%
2017/18	Persistent Disruptive Behaviour (PDB)	256	25.3%
	Verbal abuse against an adult	234	23.12%
	Physical Assault against pupil	186	18.38%

National	Reason	Suspension	NOR %
2019/20	Persistent Disruptive Behaviour	123055	29.96%
	Other	82668	20.13%
	Physical Assault against pupil	67227	16.37%
2018/19	Persistent Disruptive Behaviour	137881	31.46%
	Other	82140	18.74%
	Physical Assault against pupil	71409	16.29%
2017/18	Persistent Disruptive Behaviour	104237	33.55%
	Other	51177	16.47%

	Verbal abuse against or threatening behaviour against adult	49186	15.83%
--	-------------------------------------------------------------	-------	--------

28. 'Verbal abuse against or threatening behaviour against adult' has consistently been one of the main reasons for suspension on the IOW however this is not replicated Nationally. Persistent Disruptive Behaviour (PDB) is consistently one of the more frequently used reasons both on the IOW and Nationally and it is anticipated that the removal of 'Other' as an option will lead to an increase of PDB as a reason for suspension locally and Nationally.
29. The reasons for exclusions both on the IOW and nationally are many and complex. Contributing factors can include levels of deprivation and the subsequent impact; levels of emotional health and well-being; and the impact of adverse childhood experiences (ACEs). The positive culture of inclusivity in schools, the high quality of teaching and learning, the high quality of school leadership and the stability of school staff can all also play a key part.
30. The Department for Education has launched a consultation in response to the 'Timpson Review of School Exclusion', the government committed to working with sector experts to publish clearer, more consistent guidance to support schools to create positive behaviour cultures and ensure suspensions and permanent exclusions are conducted in a lawful, reasonable and procedurally fair way. This consultation commenced on 03 February 2022 and runs until 31 March 2022.

STRATEGIES TO INCREASE INCLUSION

31. The Isle of Wight principles of inclusion promulgated by Children's Services are:
- The entitlement of every Child and Young Person (CYP) to receive a good education that enables them to maximise opportunity and success in learning and life, irrespective of need, prior attainment, background or circumstance
 - Strong pathways for every CYP into further education, training, employment and independent living
 - Successful and fulfilling participation in society, economic prosperity, good physical and mental health
 - Access for every CYP to suitable, high-quality provision, which meets diverse need and diminishes barriers to participation and engagement
 - Equity of access and onward life chances; those who need something more or something different in order to realise this ambition do receive something more or something different
 - A rounded education for every CYP; each having access to and benefiting from a breadth of experience and cultural capital
 - A strong commitment to early intervention and prevention to tackle, diminish or avert potential barriers to success
 - A strong commitment to partnership working which actively seeks and values the contributions of parents/carers and CYP
 - A happy and memorable childhood for all
32. Strategies to increase inclusion used by Children's Services:
- Across the Isle of Wight, Children's Services endeavours to keep exclusion rates low by putting strong emphasis on early intervention and prevention; helping

schools to identify and address at an early stage the social, emotional and mental health needs which often manifest themselves in unproductive behaviours.

- A Service Level Agreement (SLA) with the Education and Inclusion Team for schools allows them to receive an enhanced service to support inclusive practice as well as access to assessment and targeted intervention for individual students. This is underpinned by a focus on prevention and early intervention.
- Schools with a SLA are offered support for the re-integration process for children that have been suspended to increase the likelihood of successful re-integration. This is done using principles of trauma informed practice and Restorative Justice within the 'Reintegration Meetings'.
- Schools are supported and constructively challenged about their use of suspension and PEX through the Isle of Wight Inclusion Manager and Team Leader (to which every exclusion is reported). Targeted visits are made to schools where inclusion data is a concern by the Isle of Wight Inclusion Manager and / or the School Improvement Manager.
- Close multi-agency links with other agencies have been established including Children' Social Care, SEN Team, Youth Offending Team and Health representatives to contribute to multi-agency planning and joint working. Packages of support to increase inclusion can be offered to schools which involves linking together different agencies to provide a holistic support plan.
- The School Improvement Manager sits on boards such as the school MHST (mental health support teams) and works alongside colleagues from the NHS, police and trusts to support multi-agency working and promote with schools through the Headteacher Forum or through emails. For example, the St Giles Trust offer Mentors in Violence Prevention training for schools; Public Health PEACH, an RSHE (Relationships and Sex Education (RSE) and Health Education) project funded by Educational Recovery money, offer networks themed around emotional wellbeing, RSHE, healthy eating, physical activity working with HIAS and primary and secondary colleagues who plan the PSHE curriculum; Autism in Schools Project (Clinical Commissioning Group) looking at raising awareness of the needs of young people with autism and to model and implement practical ways schools could improve the experience for young people with autism. This involves bringing together health and education expertise to take steps to support children who are finding school a challenge due to their disability.
- Inclusion data is shared termly between all secondary schools to promote positive working relationships between these settings. There is a proactive Inclusion Partnership group for Secondary Schools which allows for the sharing of good practice and strategies to increase inclusion
- Outreach support is provided to schools by the ILC and Special Schools where a child or young person's behaviour is of concern. The ILC takes young people who are at risk of exclusion (beyond the statutory requirement) in order to provide short-term intervention prior to returning to a mainstream school setting

- Schools receive offers of training for meeting the Social Emotional Mental Health needs of children and young people. This includes specifically focussed on ACE and attachment / trauma informed practice. Training is offered for Governors on inclusive practice and to support their role in the exclusion process.

CONSULTATION

33. The purpose of this paper is for discussion only.

FINANCIAL / BUDGET IMPLICATIONS

34. There are no financial implications arising from the recommendation.

CARBON EMISSIONS

35. The team is mindful of the Council's Carbon Management Plan and the requirement to participate in the CRC Energy Efficiency Scheme. Microsoft TEAMS meetings are held, however the need for face-to-face meetings is high on the agenda, especially around vulnerable children, and families. Agile working arrangements are used by staff, including home working.

LEGAL IMPLICATIONS

36. DfE provides statutory guidance for those with legal responsibilities in relation to exclusions. This provides a guide to the legislation that governs the exclusion of pupils from maintained schools, pupil referral units (PRUs), academy schools (including free schools, studio schools and university technology colleges) and alternative provision academies (including alternative provision free schools) in England.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/921405/20170831_Exclusion_Stat_guidance_Web_version.pdf

EQUALITY AND DIVERSITY

37. The council as a public body is required to meet its statutory obligations under the Equality Act 2010 to have due regard to eliminate unlawful discrimination, promote equal opportunities between people from different groups and to foster good relations between people who share a protected characteristic and people who do not share it. The protected characteristics are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

PROPERTY IMPLICATIONS

38. There are no property implications arising from the recommendation.

OPTIONS

39. The committee to note the contents of the report.

RISK MANAGEMENT

40. Local Authorities follow statutory DfE guidance regarding school exclusions.

RECOMMENDATION

41. The committee to note the contents of the report.

42. BACKGROUND PAPERS

Statutory guidance for those with legal responsibilities in relation to exclusions:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/921405/20170831_Exclusion_Stat_guidance_Web_version.pdf

Consultation on Revised Behaviour in Schools Guidance and Suspension and Permanent Exclusion Guidance:

<https://consult.education.gov.uk/school-absence-and-exclusions-team/revised-school-behaviour-and-exclusion-guidance/consultation/>

Contact Point: Jonathan Willcocks, Inclusion Support Service Manager,
Tel: 01962 846461 e-mail: jonathan.willcocks@hants.gov.uk

STEVE CROCKER
Director of Children's Services

CLLR DEBBIE ANDRE
*Cabinet Member for Children's Services,
Education and Lifelong Skills*