

School Exclusions Academic Year 2020-21

The Children and Lifelong Learning Scrutiny Panel have asked to monitor progress on the following issue: **School Exclusions**. This briefing contains the information relating to school exclusions (both permanent and fixed term) for the academic year 2020-21 but it is important to stress that there may be subsequent changes as some exclusions have not yet completed and may overturned as part of the independent review process.

Lead Officer: Jennifer Steel, Head of Pupil Support (Wellbeing and Safety)

BACKGROUND AND LOCAL CONTEXT:

The local authority has continued to see a reduction in school exclusions across both phases of education over a sustained period. This reduction can be seen in both the permanent and fixed period exclusion data for the last 5 years.

Permanent Exclusion data

Academic Year	Primary	Secondary	Total
2016-2017	9	39	48
2017-2018	11	40 (+15*)	51 (66)
2018-2019	5	25 (+5*)	30 (40)
2019-2020	3	26 (+7*)	29 (36)
2020-2021	0	19 (+1*)	19 (20)

*The figures highlighted are related to The Academy Grimsby. Their exclusions sit outside the local authority's statistical returns to the Department for Education because they are an FE provider.

The number of permanent exclusions issued has reduced significantly in recent years even accounting for the effect of the COVID-19 pandemic and incorporated lockdowns. Locally, the improvements to the BAC process are thought to be the largest contributing factor and we hope that this continues with the movement to ASPIRE as more options to avoid excluding and move towards early intervention becomes available to headteachers.

Permanent Exclusion data for 2020-2021

Name of School/Academy	No of Pex
Cleethorpes Academy	6
Havelock Academy	1
Healing School - A Science Academy	1
Humberston Academy	1
John Whitgift Academy	4
Ormiston Maritime Academy	3
Tollbar Academy	3
Total	19

None of the students issued permanently excluded this year were Children Looked After.

Sex	Distinct Count of Students
F	6
M	13
Total	19

Fixed Term Exclusion data

Academic Year	Total number of Fixed Term Exclusions issued	Total number of pupils receiving a Fixed Term Exclusion	Total number of school days lost
2016-2017	1,886	825	3,489.5
2017-2018	1,221	666	2,348.5
2018-2019	1,353	645	2,741.5
2019-2020	1,134	584	2,079.0
2020-2021	1,006	543	2,146.5

While the number of Fixed Term Exclusions (FTEs) issued has dropped again this year and the number of students affected has also reduced, there has been an increase in the number of school days lost. Some of the reduction in the number of FTEs and the students affected can be attributed to the COVID-19 pandemic and school lockdowns, however, the trend in these numbers was downwards prior to lockdown and we would have expected to see this continue as headteachers are frequently looking to access more supportive and less punitive mechanisms. In particular, the increase in the use of relationship management, trauma-informed practice, restorative practice and other such programs and ideologies championed by school staff is revolutionising the way schools manage student behaviour and is reducing the need for FTEs.

Fixed Term Exclusion data for 2020-2021

		Distinct Count of Students	Count of Exclusions	Days lost
	0.00	6	8	16.00
	1.00	4	10	8.50
	2.00	7	13	19.50
	3.00	7	13	21.50
	4.00	13	25	55.50
	5.00	24	54	104.00
	6.00	20	31	73.00
Primary	Total	81	154	298.00
	7.00	70	153	295.50
	8.00	97	189	380.00
	9.00	105	198	418.00
	10.00	109	171	415.00
	11.00	80	140	338.50
Secondary	Total	461	851	1,847.00
Total		542	1,005	2,145.00

Whilst the stabilisation of permanent exclusion, and the reduction in fixed term exclusions is to be welcomed, it was recognised by Headteachers and Academy Leaders that there was still work to be done to reduce exclusion across the board and ensure the success of the managed move process. To support an early intervention approach and 'solution-finding' model for exclusions and managed moves, it was agreed by secondary heads to develop a collaborative working party to look at different ways of supporting young people at risk of permanent exclusion. Through the working party, it was agreed that the BAC adopt a new name, ASPIRE (Advice, Support and Positive Interventions to Reduce Exclusions). It is now the responsibility of heads/ senior leaders of establishments to chair the ASPIRE meetings, rather than the local authority Inclusion Lead. This change was made to ensure the LA plays a key role in overseeing pupils placed in AP, and in shaping, quality-assuring, and commissioning provision and support that fully reflects the needs of the local area. A triaged, quality assurance system now takes place so that the ASPIRE meeting focusses on placing children, not the wider discussion.

The new paperwork for ASPIRE focuses on strategies deployed within settings, as well as universal and targeted support, and includes parents' Information Sheet and ASPIRE screening tool. The ASPIRE screening tool aids governance and performance; quickly able to identify distinct themes emerging from the referral processes. Key support can then be directed accordingly. The tool acts as a 'scorecard' which can be used to inform other processes such as a MARF, or Access Pathway referral and informs workforce development: planning, training, joint commissioning strategy

It is worth noting though, that despite this supportive mechanism for reducing permanent exclusions, ultimately academies hold the final decision around the issuing of exclusions, both fixed and permanent, and whilst every effort is made to support academies in reducing exclusions, often they follow directives from their own Trust.

Vulnerability factors linked to students at risk of exclusion or permanently excluded students:

The evidence both locally, regionally, and nationally is clear that there is direct link between students who are placed outside mainstream settings for their education and increased vulnerability in relation to being linked to Child Criminal Exploitation, Child Sexual Exploitation, or patterns of going missing. To support early identification and support, there has been a focus on:

- CCE/CSE training focused within our local alternative provision settings as a priority and completed, with promotion of training for all phases as part of the work stream of the Safeguarding in Education Group.
- Updates provided to secondary heads from the Safeguarding and Early Help around key areas of vulnerability (CCE/CSE and Missing), as well as requests and advice around intelligence.
- Continued attendance at the Operational Vulnerability Meetings by the inclusion team, ensuring that key intelligence is shared with safeguarding leads in academies.
- Development of multi –agency focus of both the primary and secondary ASPIRE/BAC meetings, with attendance from the Exploitation Lead Officer, Early Help Manager and Compass Go, to support both the vulnerability and mental health of young people at risk of exclusion.

Actions in Development:

- The continued development of the screening tool to identify children with risk factors that may make them more vulnerable to moving through the ASPIRE process in the future.
- Embedded CPD slots at the start/end of each ASPIRE meeting in relation to key themes such as Children of Parents in Prison, Disorganised Attachment, Adverse Childhood Experiences, so school understand the enormous impact these lived experiences can have for children at risk of exclusion
- Roll out the ASPIRE model to the primary phase. Several primaries have agreed to trial the ASPIRE paperwork when submitting a referral
- Embed a data sharing termly meeting
- Hold an annual review of the process with all key stakeholders

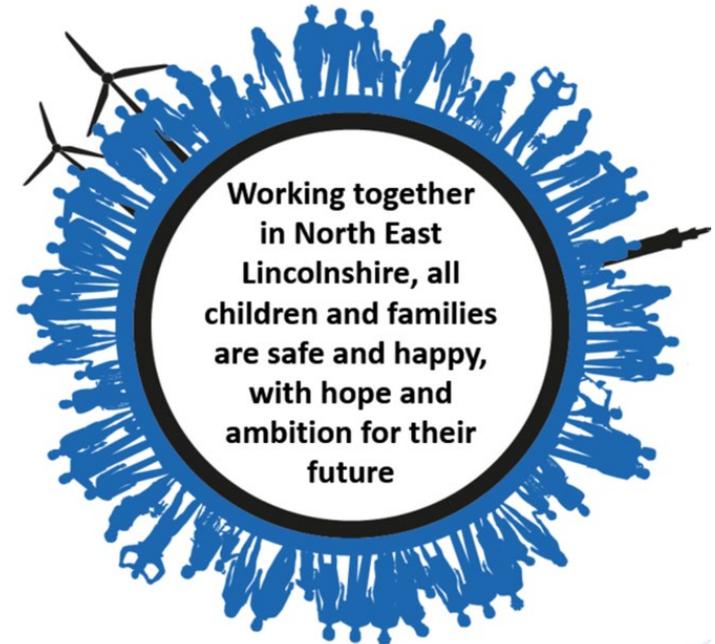
Exclusions and BAC data



Academic Year 2020-21
Jennifer Steel



One Vision





Current Context:

- The local authority has continued to see a reduction in school exclusions (both permanent and fixed-term) across both phases of education over a sustained period from the high point of 2015-2016.
- The general stabilisation of numbers around permanent exclusions indicates that the supportive mechanism of the BAC process (Behaviour and Attendance Collaborative*) continues to enable children and young people to be supported through a managed move process**, thereby reducing permanent exclusion as the only option available to all headteachers.

*The Behaviour and Attendance Collaborative is a weekly meeting of senior leaders at both the primary and secondary phases to look at a managed move for a pupil rather than permanent exclusion

**change of school for a trial period





Exclusions data analysis

Permanent exclusions

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Secondary Comparative Data Analysis 2020-21 to 2019-20



35% reduction in the number of cases referred to the Secondary BAC

19% reduction in the number of managed moves

11% reduction in AP placements

45% reduction in Permanent Exclusions referred to the BAC (21)

39% reduction in the number of Pupil Premium pupils referred to the BAC



Primary Data Comparative Analysis 2020-21 to 2019-20



- 36% reduction in the number of cases presented to the Primary BAC
- 67% reduction in the number of managed moves.
- 28% reduction in AP placements
- 0 Permanent Exclusions (Previous year, 3)
- 56% reduction in the number of Pupil Premium pupils referred to the BAC





The new managed move /exclusions process: **ASPIRE** (ADVICE, SUPPORT & POSITIVE INTERVENTIONS TO REDUCE EXCLUSIONS; formerly known as the BAC)

To support an early intervention approach and 'solution-finding' model for exclusions and managed moves, it was agreed by secondary heads to develop a collaborative working party to look at different ways of supporting young people at risk of permanent exclusion. Through the working party, it was agreed that the BAC adopt a new name, ASPIRE (Advice, Support and Positive Interventions to Reduce Exclusions).

It is now the responsibility of heads/ senior leaders of establishments to chair the ASPIRE meetings, rather than the local authority Inclusion Lead. This change was made to ensure the LA plays a key role in overseeing pupils placed in AP, and in shaping, quality-assuring, and commissioning provision and support that fully reflects the needs of the local area.

A triaged, quality assurance system now takes place so that the ASPIRE meeting focusses on placing children, not the wider discussion.

The collation of referrals takes place on Friday afternoon with Inclusion Team and wider membership to include both Headteacher and Wellspring representative; the ASPIRE meeting then focuses on brief discussion and clear destinations





Challenges:

- Inter-connectedness of cohort (ASB within the community, creation of Wellspring gangs)
- Covid has meant that some students have spent a prolonged period in AP
- Covid restrictions and rules has impacted on the ability to support students' ability to self-regulate
- Parental misunderstanding of the process: requesting places / turning down places





How did we respond:

- Developed an early intervention model, ASPIRE (Advice, Support and Positive Interventions to Reduce Exclusions)
- Co-produced an ASPIRE leaflet for parents to explain the process
- Collaborative membership extended to include both social care, and early help managers, Young People's Support Service and specialist teachers
- Embedded 'Compass Go' and the mental health education support team as part of their remit on vulnerable groups / BAC referrals





What do we need to do next:

- Development of an ASPIRE screening tool which identifies children who could be potentially at risk of exclusion before the need to do so.
- Roll out the ASPIRE model to the primary phase.
- Several primaries have agreed to trial the ASPIRE paperwork when submitting a referral
- Embed a data sharing termly meeting
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