

# School exclusions in a safeguarding context

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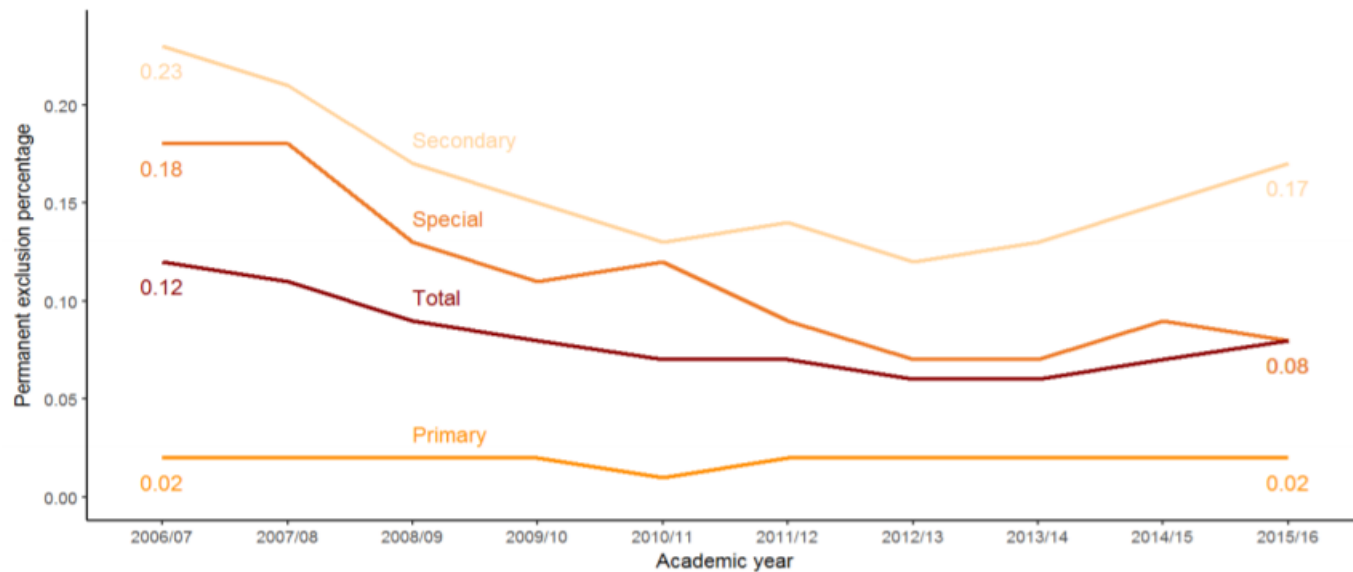
4<sup>th</sup> December 2017



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# Permanent exclusions against pupil population over time England and Wales up to July 2016

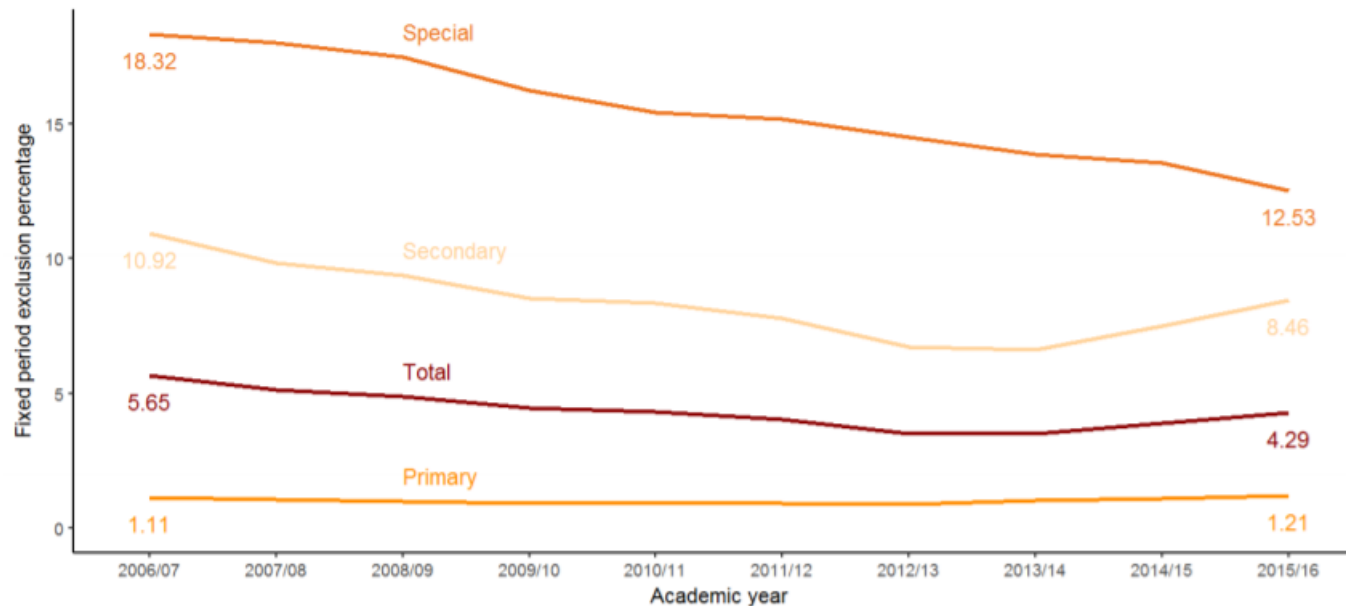
The number and rate of permanent exclusions have increased since last year



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# Fixed term exclusions against pupil population over time England and Wales up to July 2016

The number and rate of fixed period exclusions have increased since last year



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## Since then in Hillingdon 2016-17

- There were 71 permanent exclusions from Hillingdon schools in 2016-17. This is a 54% increase on the number from 2015-16 (46) which was, at the time, the highest number of permanent exclusions in the borough for 10 years.
- In 2016-17 there were 64 permanent exclusions from secondary schools in Hillingdon compared to 45 in 2015-16.
- In 2016-17 there were 7 permanent exclusions from primary schools in Hillingdon compared to 1 in 2015-16.



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- 83 per cent occurred in secondary schools. This proportion has been decreasing over recent years, from a high of 87 per cent in 2009/10.
- Persistent disruptive behaviour is the most common reason for permanent exclusion, 33 per cent



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- The average length of a fixed period exclusion in state-funded secondary schools was 2.2 days, for state-funded primary schools the average length of a fixed period exclusion was 2.3 days. This has remained static.



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- The most common reason for exclusion was persistent disruptive behaviour, accounting for 32.8 per cent of permanent exclusions and 26.3 per cent of fixed period exclusions from all schools (2 % increase).
- Physical assault against an adult accounts for 33% of exclusions from special schools.



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# Boys or Girls? What age?

- Boys. The permanent exclusion rate for boys was approximately 3 times higher than that for girls. The fixed period exclusion rate for boys was almost 3 times higher than that for girls.
- 14 year olds are most likely to be excluded.



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# Pupils with SEN

- Pupils with SEN with EHC plans are around twice more likely to be permanently excluded than those pupils with no SEN. SEN support pupils are 7 times more likely to be excluded.
- The number of pupils with EHC plans receiving one or more fixed period exclusions is six times higher than for pupils with no SEN.
- This raises a question about inclusion practices and ethos’.



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# Free School Meals

Children who are eligible for free school meals are 4 times more likely to receive a permanent exclusion and around 3 times more likely to receive a fixed period exclusion than children who are not eligible. This remains stable and raises a question about use of Pupil Premium.



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# Ethnic Group

- Pupils of Gypsy/Roma and Traveller of Irish Heritage ethnic groups have the highest rates of both permanent and fixed period exclusions, but as the population is relatively small these figures should be treated with some caution.
- Pupils of Black Caribbean and White and Black Caribbean ethnic groups are around three times more likely to be permanently excluded than the school population as a whole. Pupils of Asian and Chinese ethnic groups have the lowest rates of exclusion.



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# Current Exclusions Guidance

- This was issued in September 2017
- <https://www.gov.uk/government/publications/school-exclusion>
- No legal or process changes – just seeking to clarify the existing arrangements. The non-statutory Head Teacher and parent flow chart at the back is new and may be helpful.



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# Other Recent Issues: Children's Commissioner Report

- There are concerns about who is policing complaints regarding Academies' exclusions?
- These will be dealt with by the Education Funding Agency and Regional Commissioner
- <https://www.childrenscommissioner.gov.uk/publication/briefing-falling-through-the-gaps-in-education/>
- Concerned about rise in exclusions and elective home education rates



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# Can't Send Pupils Home to Cool Off or with agreement of parents

- Unofficial exclusions are unlawful
- All exclusions – even for a short period – must be formally recorded
- Part time programmes must be for a fixed period, reported to the LA monthly and with the explicit signed consent of parents, with regular reviews wrapped in.



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# How to avoid the need for exclusion

- Statemented or EHC Plan pupil – call an emergency review and demonstrate that you can no longer meet need.
- Have the pupil assessed by your Educational Psychologist.
- Commission Behaviour Support Team intervention.  
01895 44710
- Consider a change of form or class



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- Early Help Assessment and Team Around the Child.  
Earlyhelpaccess@hillington.gov.uk
- <http://www.hillingdon.gov.uk/article/28334/Early-Help-Assessment-and-Team-Around-the-Family>
- Engage your Safer Schools Police Officer  
(secondary only)
- Refer to your allocated Participation Key Worker



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- Individual Education Plan
- Managed Move
- Commission alternative provision (The Skills Hub, Springboard West or equivalent) and quality assure that provision
- Dis-apply the National Curriculum for Key Stage 4 and consider extended work experience
- Use of Pupil Premium



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- Time out arrangements
- Peer mentor
- Engage with LBH Inclusion team 01895 250516 for pupils with additional needs.
- Early Intervention funding application
- Targeted programme, particularly Link, Switch, iChoose and Unique Swagga 01895 556300



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# Link to safeguarding

- 80+% of young people at Feltham Young Offenders Institution have exclusions on their record.
- Once a pupil has been excluded from school for 5 days or less, where are the professional eyes on their welfare for 6-7 hours per day?
- Sean Harford, Ofsted's director of education, said: "These are some of the most vulnerable children in the education system and the school is responsible for ensuring their personal and online safety while they are off site, as well as the quality of the education provided."



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- A study, by the IPPR think tank, argues that there is a high economic price to exclusion, costing the public purse money in terms of education, benefits, healthcare and criminal justice. This has been reckoned to be £370k per excluded pupil which is £370k less from the communal funding pot.
- The report, published by thinktank IPPR, draws attention to the link between children growing up in poverty – or experiencing mental health problems – and school exclusions.



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# Direct quotes from the Rotherham CSE independent enquiry – Alexis Jay

- “Truancy (**including exclusions**) and school refusal were recorded in 63% of cases and 63% of children had been reported missing more than once.
- The work of the Education Welfare Service in identifying young people 71 at risk was commended by the Safeguarding Board in December 2012.
- There was also regular discussion of Children Missing from Education, in which the Education and Health services were working closely to locate missing children and to reduce the risks to which they might be exposed.



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- Girls were targeted by taxi drivers and on occasion by older men lying in wait outside school gates at dinner times and after school.”



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- 76% of NEET young people have exclusions on their record.
- 85% of known gang members in London have exclusions on their record.



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# Radicalisation

## Reflections on the risks of exclusions linked to :-

People in the real world do have grievances. Even if the grievances are not appropriate, still they have the right of having those grievances. (Parliamentary report 'Risks for radicalisation')

Pupils may become argumentative and unwilling to listen to other people's points of view. They may refuse to engage with or become abusive to peers who are different to themselves, perhaps on the basis of race, religion, gender or sexuality. (Child Law and Channel Panel)



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- Schools already help safeguard pupils from drug abuse, gangs and sexual exploitation. Just like these threats, radicalisation can have a devastating effect on individuals, families and communities. Protecting pupils from the influence of extremist ideas is therefore an important part of a school's safeguarding role.
- (Child Law and Channel Panel)



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What would you do?

- Channelle has pushed passed a teacher which resulted in the teacher pulling a muscle in her shoulder



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# What would you do?

- Ricky has joined the school at and persistently disrupts lessons by shouting out, walking around, interrupting quiet study time and not attempting to complete his own work.



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□ Your questions, comments  
and observations  
please.....



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