

# Adult Social Care, Children's Services and Education Committee



**Reading**  
Borough Council

Working better with you

18 October 2023

<b>Title</b>	Exclusions 2022/2023
<b>Purpose of the report</b>	To note the report for information
<b>Report status</b>	Public report
<b>Report author</b>	Brian Grady
<b>Lead councillor</b>	Ruth McEwan, Lead Councillor for Education and Public Health
<b>Corporate priority</b>	Inclusive Economy
<b>Recommendations</b>	The Committee is asked to: 1. Note the report and current work being undertaken to prevent and reduce exclusions and suspensions

## 1. Executive summary

As requested by Adult Social Care, Children's Services and Education Committee, this report provides an update on actions being taken to prevent and reduce exclusions and suspensions, informed by the Hear Me research and the Timpson Review. It provides an overview of suspensions and permanent exclusions, and how we seek to ensure we hear and respond to the voices of Reading's children and young people.

## 2. Policy context

2.1. The Council's new Corporate Plan has established three themes for the years 2022/25. These themes are:

- Healthy Environment
- Thriving Communities
- Inclusive Economy

2.2. These themes are underpinned by "Our Foundations" explaining the ways we work at the Council:

- People first
- Digital transformation
- Building self-reliance
- Getting the best value
- Collaborating with others

2.3. Full details of the Council's Corporate Plan and the projects which will deliver these priorities are published on the [Council's website](#). These priorities and the Corporate Plan demonstrate how the Council meets its legal obligation to be efficient, effective and economical.

## 3. The proposal

3.1. For committee to note the report

3.2. For further details see main report.

## **4. Contribution to strategic aims**

- 4.1. This strategy contributes to both the 'Thriving Communities' and 'Inclusive Economy' strategic aims.
- 4.2. Our approach to promoting inclusion and preventing and reducing exclusions and suspensions as set out in this report seeks to ensure that all children are provided with meaningful equality of access to the full range of educational opportunities available to Reading children, including children with protected characteristics. Through this, this strategy seeks to reduce inequality within society.
- 4.3. Our approach seeks to ensure that we remove as many barriers as possible to engagement for our children by providing clear guidance to educational providers regarding the law, and also regarding what support is available to them from BFFC to help ensure their environments are truly accessible to all children.

## **5. Environmental and climate implications**

- 5.1 It is not foreseen that there will be adverse environmental implications associated with the approaches set out in the attached report.

## **6. Community engagement**

- 6.1. Relevant Reading Borough Council service leads, schools, parents and carers, children and young people have contributed to the development of our approach to prevent and reduce exclusions and suspensions.

## **7. Equality impact assessment**

- 7.1. Under the Equality Act 2010, Section 149, a public authority must, in the exercise of its functions, have due regard to the need to—
  - eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act;
  - advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
  - foster good relations between persons who share a relevant protected characteristic and persons who do not share it.
- 7.2. Our approach to prevent and reduce exclusions and suspensions is expected to have a continued differential positive impact for young people with protected characteristics, including children with a disability.
- 7.3. As set out in the report, some global majority population groups of children are receiving disproportionate rates of suspensions and exclusions; including children of Black Caribbean and Mixed White Black Caribbean heritage, children identifying as Mixed Black African heritage and black children of other backgrounds. Targeted work to address this disproportionality is a key priority for the 2023/2024 academic year.

## **8. Other relevant considerations**

- 8.1. No other relevant considerations have been identified regarding this report.

## **9. Legal implications**

- 9.1.1 Under statutory exclusions guidance 2022, Local Authorities must:
  - Provide suitable full-time education for children permanently excluded from school from the 6th day, identifying a suitable change of placement for children with an EHCP
  - Contribute to the planning and monitoring of pupils' behaviour to avoid further exclusion from school, especially where they have been directed off site from school for reasons of behaviour

- Request and collect data on suspensions and exclusions from all schools as soon as they occur
- Work together with the school to arrange alternative provision from the first day following the suspension or permanent exclusion for children looked after
- Attend and make representation to the governing board for children looked after, children with a social worker, children of maintained schools, children of academy schools (where invited)
- Facilitate Independent Review when requested, of permanent exclusion decisions upheld by governing boards

## **10. Financial implications**

10.1. There are no direct financial implications regarding this report.

## **11. Timetable for implementation**

11.1. The approach outlined in this report will continue throughout the forthcoming academic year.

## **12. Background papers**

12.1. There are none.