



Exclusions Report

2022/23

For decision For discussion For information

Comments obtained

SUMMARY

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

OWNER

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VERSION or DRAFT

V2

DATE

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REVIEW DATE

N/A

Contents

Purpose of report	3
Research based approaches	3
‘HearME’ Project: Local Young people recount their experience of permanent exclusion from school, 2022.....	3
The Timpson Review of School Exclusion, 2019	3
Voice of the child in practice	4
Suspensions and permanent exclusions data.....	5
Published data sets available to consider national average and statistical neighbour comparison (lagged data).....	5
Permanent exclusion comparison for 2021-22 and 2022-23	6
Rescindments and overturned permanent exclusions YTD:.....	7
Data Headlines for 2022/23.....	7
Permanent Exclusions.....	7
Comment(s) obtained before submitting this report	8

Purpose of report

To update leaders on the overview of suspensions and exclusions in Reading, alongside the learning of local and national research into steps to reduce exclusions and increase support for children and young people in schools.

Research based approaches

'HearME' Project: Local Young people recount their experience of permanent exclusion from school, 2022

<https://research.reading.ac.uk/research-blog/hear-me-young-peoples-experiences-of-exclusion-from-school/>

In 2021, Brighter Futures for children commissioned a research project into young people's experiences of permanent exclusion in Reading. This report was finalised in 2022 and published in 2023. A BFFC Education Leadership Team response and recommendation document was co-authored and shared with schools and stakeholders in reply to such an important piece of research, focused on our young people's voices.

The risks to the work and progress included a major lens on meeting the needs of our children and young people with SEND. There has been great progress in this area, increasing the local specialist provision for children and young people through additionally resourced provisions within mainstream schools, satellite provision and additional special school capacity.

The Timpson Review of School Exclusion, 2019

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/807862/Timpson_review.pdf

All recommendations made in the Timpson Review inform our action plan in working to ensure our schools have the best conditions for the children to thrive and progress.

The service has developed termly strategies with the Education Leadership Team and Director of Education, to ensure a focused response to the increase in suspensions and permanent exclusions.

Our **Autumn**, **Spring** and **Summer** Term strategies (*Appendices*) focused on areas such as:

- Targeted work with schools; holding solution focused meeting to collaborate and seek assurance on plans to reduce exclusions
- Supporting school's implementation of Therapeutic Thinking Schools and the Autism Growth Project
- Reviewing SEND and Alternative Provision, and implementation of action plans
- Review of data sharing to ensure relevant services are accessing the data and supporting with strategy implementation e.g SEND, Virtual School staff for children with a social worker
- Our local area themes of concern, such as a review of the impact of our Alternative Provider and its contribution to combatting extra familial risk and harm, finalising a knife pathway for schools
- Dissemination of a research project into Reading young people's experience of permanent exclusion to share child voice with leaders
- Service developments to grow the team and increase capacity in supporting schools with exclusion prevention work

- Developing our role within a wider disproportionality strategy across BfC & RBC
- Facilitating restorative practice training sessions for school staff at all levels with a focus on how this can reduce suspensions and permanent exclusions
- Reviewing the Fair Access Protocol and implementation of funding grants to support children struggling to maintain their school place
- Development and implementation of secondary inclusion forum, growing school-to-school support networks to oversee response to local themes of concern

Schools that were visited acknowledged their high suspension and permanent exclusion figures, and 4 out of 5 schools visited had reduced their suspensions over the period compared with the previous year or term comparison.

An increase in membership in the exclusions monthly data review to include SEND for example, has been able to highlight at pupil level the children of most concern resulting in impact on service intervention, resulting in faster placement searches and changes agreed, and a reduction in permanent exclusions for our SEND cohort.

There is a correlation suspected between the reduction in children with EHCP's being permanently excluded, and the increase in suspensions for the same group as a different way of managing difficult situations. It has been regularly reported anecdotally by many settings that serious physical incidents were increasing, but on analysis it remains that persistent disruptive behaviour is the leading reason for suspensions being issued which matches the national picture for many years. There is no access to a current national picture of suspensions as these are always lagged from the DfE.

Voice of the child in practice

We regularly review the impact of child voice related to exclusion, through monthly meetings to monitor various areas of our service. Throughout our advisory work and active case work, relentless advocacy for children and young people's autonomy to drive plans and interventions increase the likelihood of successful impact:

Particular areas of focus have been:

- Ensuring representation of children at any school meetings related to exclusion prevention and review of provision
- Ensuring children are part of the development of their provisions, in particular Alternative Provision as an alternative to exclusion; formulation of a child led provision design tool that is a non-verbal interaction-based approach to the design of their wishes regarding their package
- Ensuring children are spoken to in initial contact with parents regarding the exclusion
- Advice to children relating to their representation at Discipline Committees

Some examples in practice from 2022-23

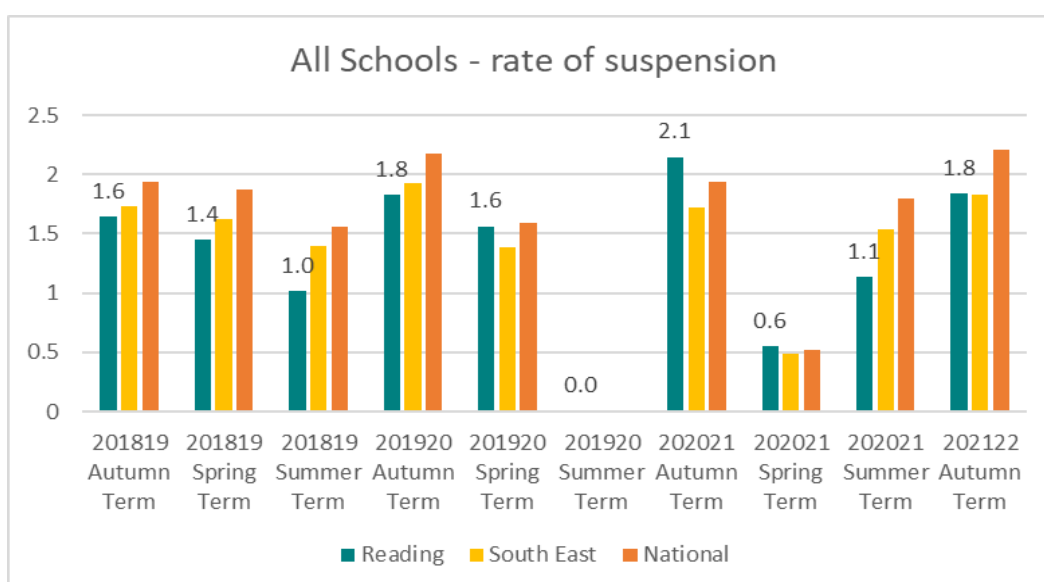
- Frequent contact with a child and family whose permanent exclusion was overturned by the Governing Board. Amongst an extremely difficult relationship with the original school, the team worked to ensure all parties were being guided by what she wished to get out of the situation in terms of the format of the future provision that is being implemented. The AP academy the pupil attended supported her for longer than usual to ensure the transition was appropriate, and plans were not rushed in her return to the school.



- A pupil was spoken with directly with his mother to listen to his perspective of the permanent exclusion. His view was very different to that of the school's which he was encouraged to share in the Discipline Committee to review the exclusion. Parents were supported by reading a prepared statement from him which highlighted how he had felt through the multiple suspensions, lack of support and final PEX. It was helpful for governors to understand where he is at with the situation and the head teacher reflected that it very much served to push him further out of the school community making it more difficult for him to maintain his school place.
- Prioritising two cases of young people known to be exploited, relentlessly advocating for the children to be invited to meetings where previously they would easily opt out. The skills of the staff member have enabled the team to approach the child to ascertain what it is they want to get from their education. A meaningful package of education was built around their skills and interests.
- Keeping working in a multi-disciplinary way at the forefront of our work, by inviting the child's youth worker to a pupil placement panel to request a managed move to another school. Typically, a school led meeting, the service invited, briefed, and supported the youth worker in their attendance to support sharing of the child's voice. In spite of repeated suspensions, the youth worker who brought her voice fully into the conversation which made the conversation focused on her experiences and the tools she may need to succeed and was offered a school placement to enable a fresh start in a new setting, facilitating her wishes.

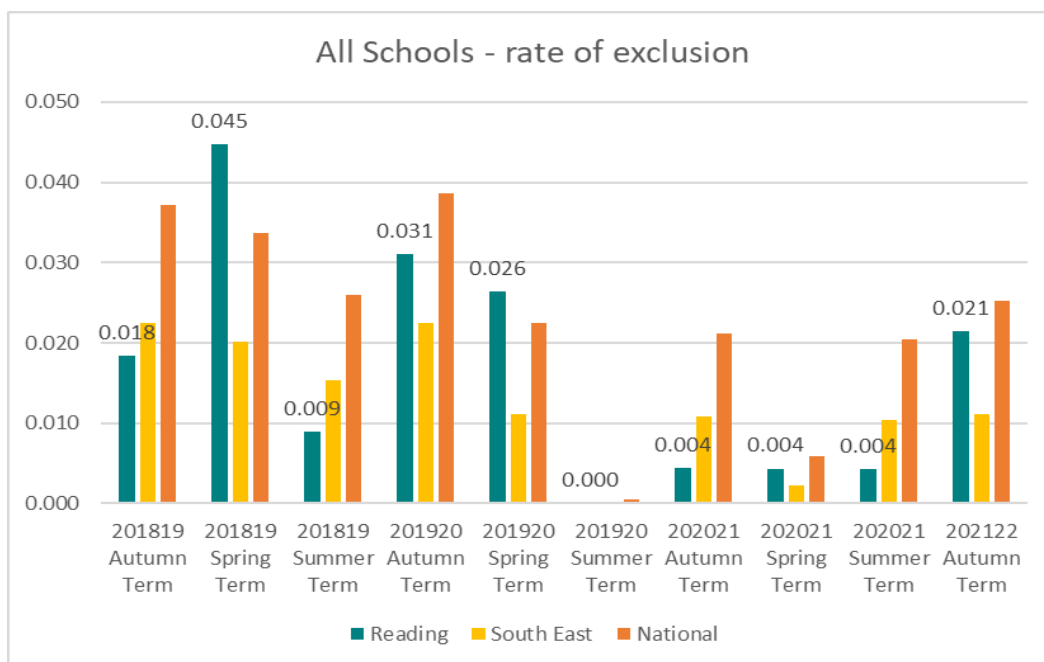
Suspensions and permanent exclusions data

Published data sets available to consider national average and statistical neighbour comparison (lagged data)



- Reading was below the national average and the South-East for suspensions consistently, until the spring term 2019-20 and Autumn and Spring terms 2020-21 (12-month period following Covid-19)
- Reading moved back to below the national average from Summer 2020-21 onwards

- Reading was on par with the South-East in Autumn 2021-22



- Reading have regularly been below the national average for permanent exclusions since Autumn 2018-19 with an exception on Spring 2019-20
- Reading is not consistently below the South-East for permanent exclusions, but this fluctuates throughout the academic year which is the regular picture for permanent exclusions e.g significant incidents can be unpredictable

Permanent exclusion comparison for 2021-22 and 2022-23

Permanent	2021-22		2022-23	
	In Borough	Out Borough	In Borough	Out Borough
September	2	1	3	0
October	1	1	0	0
November	2	1	3	1
December	2	1	0	0
January	2	0	4	3
February	0	1	2	1
March	4	1	6	0
April	1	0	0	1
May	2	1	3	2
June	1	1	0	0
July	6	0	1	3
TOTAL	23	8	22	11

Rescindments and overturned permanent exclusions YTD:

The service works closely to avoid permanent exclusion, but also to ensure when issued all avenues have been explored to allow for a potential rescindment of the exclusion. Ideally, we would work with schools before the decision is made, but this is not always possible in high-risk situations or where a child needs to be offsite to ensure safety. This table reflects the work of the team in supporting schools to find alternatives and reinstate the pupil or create an alternative to permanent exclusion. At times, the Governor's Discipline Committee and/or Independent Review Panel (IRP) process prevails with robust scrutiny of the decision making and reinstates the pupil back into school.

12 permanent exclusions were rescinded or overturned so far over the course of the academic year, including 7 for children with identified SEND.

Data Headlines for 2022/23 - Permanent Exclusions:

- March 2023 was a peak for permanent exclusions; this was due to one significant incident with number of significant incidents with multiple pupils involved
- Out Borough permanent exclusions are increased by 3 from last year
- Reading permanent exclusions are reduced from last year by 1
- There has been an increase of 2 permanent exclusions compared to last academic year
- Permanent exclusions for children with an EHCP continue to be significantly reduced, with 7 permanent exclusions issued (with 3 rescindments, 4 left standing) compared with 11 across last year (64% reduction)
- 45 issued – 12 rescinded or overturned (26%)

Disproportionality – Ethnicity:

Ethnicity on pupil records are self-reporting indicators¹, completed by those making school applications for their children.

WBRI	White - British
WIRI	White - Irish
WIRT	Traveller of Irish Heritage
WOTH	Any Other White Background
WROM	Gypsy / Roma
MWBC	White and Black Caribbean
MWBA	White and Black African
MWAS	White and Asian
MOTH	Any Other Mixed Background
AIND	Indian
APKN	Pakistani
ABAN	Bangladeshi
AOTH	Any Other Asian Background
BCRB	Black Caribbean
BAFR	Black - African
BOTH	Any Other Black Background
CHNE	Chinese
OOTH	Any Other Ethnic Group
REFU	Refused
NOBT	Information Not Yet Obtained

¹ Ethnicity data is tracked for pupils in accordance with DfE named indicators

CLASSIFICATION: OFFICIAL

Ethnicity of Reading schools' suspensions (Secondary) 2022-23

	ABAN	AIND	AOTH	APKN	BAFR	BCRB	BOTH	CHNE	MOTH	MWAS	MWBA	MWBC	NOBT	OOH	REFU	WBRI	WIRI	WIRT	WOTH	WROM	TOTAL
2018 / 2019	4	2	5	42	15	20	18	1	21	9	7	110	9	7	2	398	7	0	43	0	720
2019 / 2020	2	2	11	29	28	23	5	1	37	10	7	102	5	6	1	320			30		619
2020 / 2021	3	3	7	29	38	15	9		48	14	15	98		20	4	366			31		700
2021 / 2022	13	7	17	61	72	22	12	1	32	28	34	165	3	15	6	484			41	1	1014
2022 / 2023	7	9	19	88	75	36	19	1	64	20	40	174	13	6	14	739	6		75	8	1413
% of ethnic group	8.75%	0.75%	3.10%	13.69%	13.13%	36.73%	13.67%	0.46%	17.49%	10.58%	30.30%	58.78%	13.27%	3.30%	8.97%	22.19%	27.27%	0.00%	7.68%	800.00%	
% of school population	0.86%	12.91%	6.58%	6.90%	6.13%	1.05%	1.49%	2.35%	3.93%	2.03%	1.42%	3.18%	1.05%	1.95%	1.67%	35.74%	0.24%	0.02%	10.48%	0.01%	

- The global majority populations that are receiving disproportionate suspensions when considering their totals alongside children identified as White British are; children of Black Caribbean, Mixed White Black Caribbean, Mixed Black African and pupils of any other black background.

Ethnicity of Reading schools' suspensions (Primary) 2022-23:

PRIMARY - Reading Schools Suspensions																					
Academic Year	ABAN	AIND	AOTH	APKN	BAFR	BCRB	BOTH	CHNE	MOTH	MWAS	MWBA	MWBC	NOBT	OOTH	REFU	WBRI	WIRI	WIRT	WOTH	WROM	TOTAL
2018/ 2019	5			9	13	6	5		30	17	2	39	1		3	144	1	2	7	0	284
2019 / 2020	1	1	2	1	15	1	13		4	5	4	18	3			101	8	7	4		188
2020 / 2021			5	6	5	7	1		8	3	6	26	2			98	1	5	5		178
2021 / 2022		2	3	11	15	13	6		9	12	11	53		4	6	208		8	26	7	394
2022 / 2023		14	9	7	21	8	15		10	3	11	59	1	7	12	228		1	31	6	443
% of ethnic group	0.00%	1.05%	0.97%	0.65%	2.27%	4.94%	10.20%	0.00%	1.72%	0.82%	5.07%	9.61%	1.15%	2.09%	3.17%	4.41%	0.00%	3.33%	2.11%	66.67%	
% of school population	0.87%	9.37%	6.54%	7.55%	6.52%	1.14%	1.04%	1.48%	4.10%	2.59%	1.53%	4.33%	0.61%	2.36%	2.67%	36.46%	0.00%	0.21%	10.34%	0.06%	

- Disproportionality is less prominent in primary settings in the same global majority populations as the secondary school data identifies.
- There is disproportionality of suspensions for the number of pupils identifying as gypsy/roma
- The Anti Racist project continues to be undertaken by the School Effectiveness Team. Since 2021 this has focused on training for schools to improve racial literacy and consider representation in both curriculum and staffing. There is evidence of the approaches to primary school anti-racism work that is important to replicate in the secondary phase.



Comment(s) obtained before submitting this report

Please note: These MUST be filled in, signed and dated. Incomplete reports will not be considered. **NB:** It is for area specialists to decide if a comment is N/A.

DEPT	NAME & ROLE	COMMENT
Finance	N/A	
HR	N/A	
Comms	N/A	
Legal/ Commissioning	N/A	
Operational colleagues and others consulted	Brian Grady – Director of Education	
Data source used	Performance & Data Team	Data provided is unsubstantiated real-time data, based on school’s self-reporting to ensure current data is provided. Official data published and ratified by the DfE informs the initial graphs but is consistently lagged by at least 1 academic year.

Appendix 1: Increasing Education Access and Reducing Exclusions – Autumn 2022-23

Reviewing SEND Provision

- Commissioning satellite provision
- Commissioning arm length sites of existing specialist settings to within Reading
- Continuing curriculum development work
- Continuing to support schools through the work of the Autism Education Trust

Review of Alternative Provision

- Commissioning new providers, and reviewing existing providers
- Working to ensure value for money and impactful provision.
- Collaboration with Cranbury College (PRU) to support their review of their offer to schools

Reviewing SEND Provision

- Acquirement of therapeutic grants (incl. to support complex school admissions for children without an EHCP)
- Increasing Head Teacher's autonomy in the Fair Access Protocol; starting with a review of policy, procedures and their role

Supporting School's implementation of TTS & Autism Growth Project

- Working together internally to ensure a common strategy and philosophy when supporting schools
- Supporting embedding 'classroom teacher toolkit'
- Ensuring new alternative provision is trained in TTS and aligned with our vision for schools

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Voice of the child

- Dissemination of 'HearME' research project into our young people's experience of permanent exclusion
- Being a determined advocate for all children within the exclusions process

Targeted work with schools

- Writing to Head Teachers & Governing Boards
- Holding solution focused meetings to hear from the schools and collaborate on plans to reduce exclusions
- Seeking assurance from relevant senior leaders on action plans for 2022-23

Review of data sharing

- Considering what information should be more routinely shared with schools about children at risk of extra-familial harm
- Exploring exclusion league table sharing, considering an information sharing agreement with schools
- Widening membership of monthly data review

Addressing local area themes of concern

- Embedding a thread of combatting exploitation and extra-familial harm through our work
- Ensuring review of how our PRU combats risk of exploitation and extra-familial harm

Appendix 2: Increasing Education Access and Reducing Exclusions – Spring 2022-23

Reviewing SEND Provision

- Commissioning satellite provision
- Commissioning arm length sites of existing specialist settings to within Reading
- Continuing curriculum development work
- Continuing to support schools through the work of the Autism Education Trust

Review of Alternative Provision

- Commissioning new providers, and reviewing existing providers
- Working to ensure value for money and impactful provision
- Collaboration with Cranbury College (PRU) to support their review of their offer to schools

Reviewing Fair Access Protocol

- Acquirement of therapeutic grants (to support children struggling to maintain their school place)
- Finalising the Fair Access Protocol upon higher Head Teacher engagement
- Development of solution focussed secondary inclusion meetings to grow peer-peer support networks

Supporting School's implementation of TTS & Autism Growth Project

- Working together internally to ensure a common strategy and philosophy when supporting schools
- Supporting embedding 'classroom teacher toolkit'
- Ensuring new alternative provision is trained in TTS and aligned with our vision for schools

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Voice of the child

- Dissemination of 'HearME' research project into our young people's experience of permanent exclusion
- Being a determined advocate for all children within the exclusions process
- Regular reviews of impact/ case studies to direct work

Increasing accountability of schools and governance

- Writing to Head Teachers & Governing Boards
- Holding solution focused meetings to hear from the schools and collaborate on plans to reduce exclusions
- Seeking assurance from relevant senior leaders on action plans for 2022-23

Service developments

- Growing the Education Access and Support team base to support schools with exclusions capacity
- Using advantages of new EMS being embedded to improve trend analysis and profiles of children excluded to support future action
- Supporting development of inclusion tool for EP's

Addressing local area themes of concern

- Scoping steps to develop alongside RBC a disproportionality strategy
- Finalising school's knife pathway and partner response
- Implementation of action plan into review of how PRU and other AP combats risk of exploitation and extra-familial harm
- Development and delivery of restorative practice training

Appendix 3: Increasing Education Access and Reducing Exclusions – Summer 2022-23

Reviewing SEND Provision

- Commissioning satellite provision
- Commissioning arm length sites of existing specialist settings to within Reading
- Continuing curriculum development work
- Continuing to support schools through the work of the Autism Education Trust

Review of Alternative Provision

- Commissioning new providers, and reviewing existing providers
- Working to ensure value for money and impactful provision
- Collaboration with Cranbury College (PRU) to support their review of their offer to schools

Reviewing Fair Access Protocol

- Implementation of acquired funding grants (to support children struggling to maintain their school place)
- Finalising the Fair Access Protocol upon higher Head Teacher engagement, with a change of process to reintegrating children from the PRU
- First solution focussed secondary inclusion meeting being held to grow peer-peer support networks around excludable behaviours and inclusion

Supporting School's implementation of TTS & Autism Growth Project

- Working together internally to ensure a common strategy and philosophy when supporting schools
- Supporting embedding 'classroom teacher toolkit'
- Ensuring new alternative provision is trained in TTS and aligned with our vision for schools

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Voice of the child

- Dissemination of 'HearME' research project into our young people's experience of permanent exclusion (press release this month)
- Being a determined advocate for all children within the exclusions process
- Regular reviews of impact/ case studies to direct work

Increasing accountability of schools and governance

- Writing to Head Teachers & Governing Boards
- Holding solution focused meetings to hear from the schools and collaborate on plans to reduce exclusions
- Seeking assurance from relevant senior leaders on action plans for 2022-23

Service developments

- Growing the Education Access and Support team base to support schools with exclusions capacity (recruitment)
- Using advantages of new EMS being embedded to improve trend analysis and profiles of children excluded to support future action
- Contributing to social care strategies related to vulnerable children

Addressing local area themes of concern

- Scoping steps to develop alongside RBC a disproportionality strategy, working with YJB on disproportionality data
- Finalising school's knife pathway and partner response
- Implementation of action plan into review of how PRU and other AP combats risk of exploitation and extra-familial harm