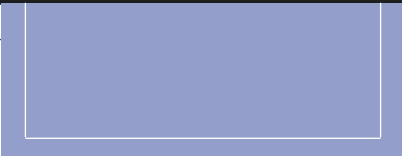




BARNSELY
Metropolitan Borough Council



Barnsley Governors Association



Exclusions

Presenter : Afshah Saeed
Vice Principal at Horizon Community College

What will we cover

1. What is the national picture ?

2. What are the different types of Exclusions ?

3. The process of issuing an exclusion and follow up

4. What is an 'unlawful' exclusion ?

5. Permanent exclusions – Case study 1 and 2

6. Exclusions and SEND students

7. Current picture for Exclusions across Barnsley

8. Case Study – Horizon Community College

9. Timpson Review

10. Question & Answer

Permanent exclusions

- On the rise nationally

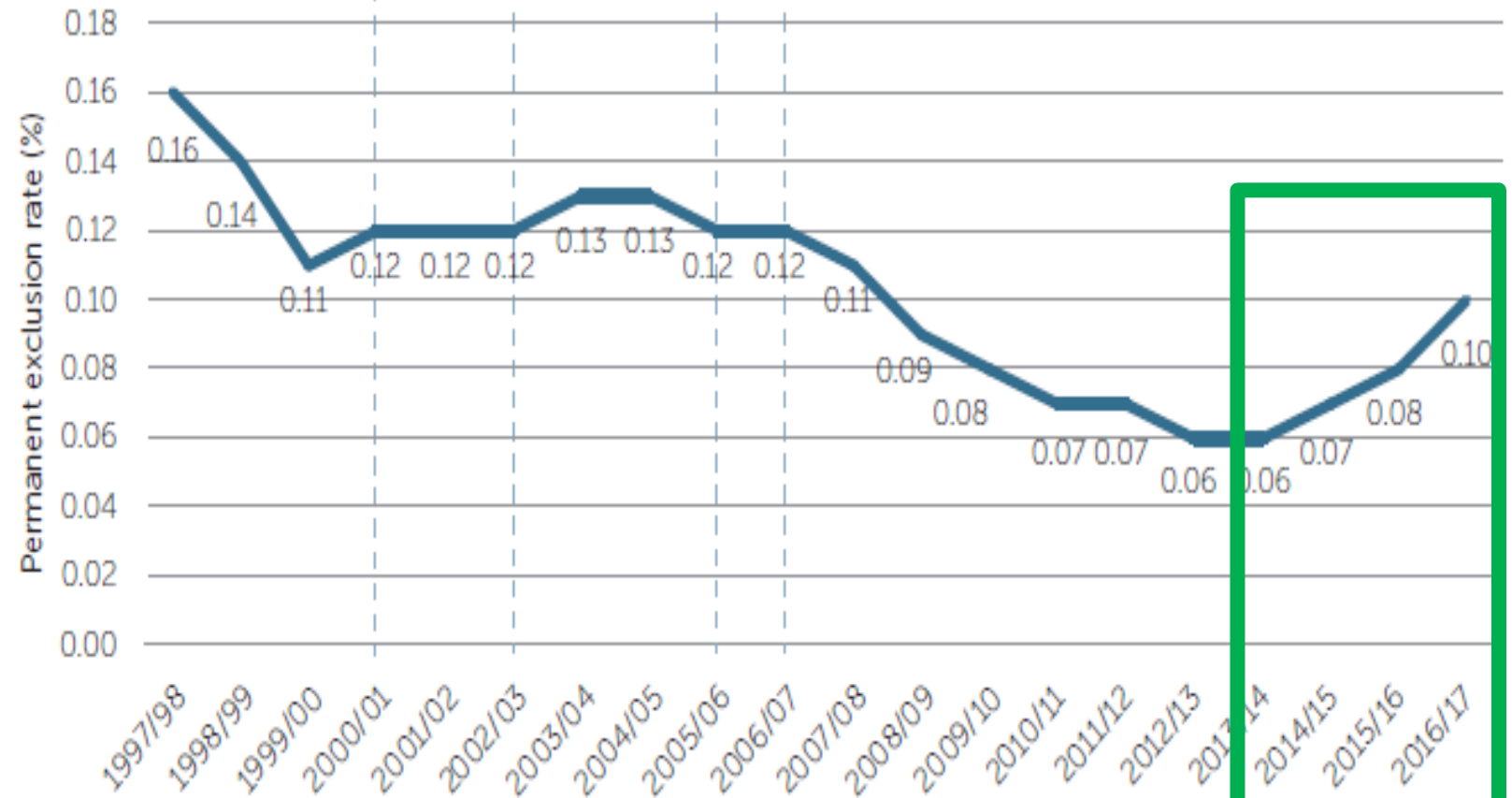


Figure 1: Permanent exclusion time series for all state-funded primary, secondary and special schools. (Changes in methodology marked as dashed lines mean this is not a continuous time series⁵)

Fixed term exclusions

- On the rise nationally

Which groups of students are more likely to be excluded ?

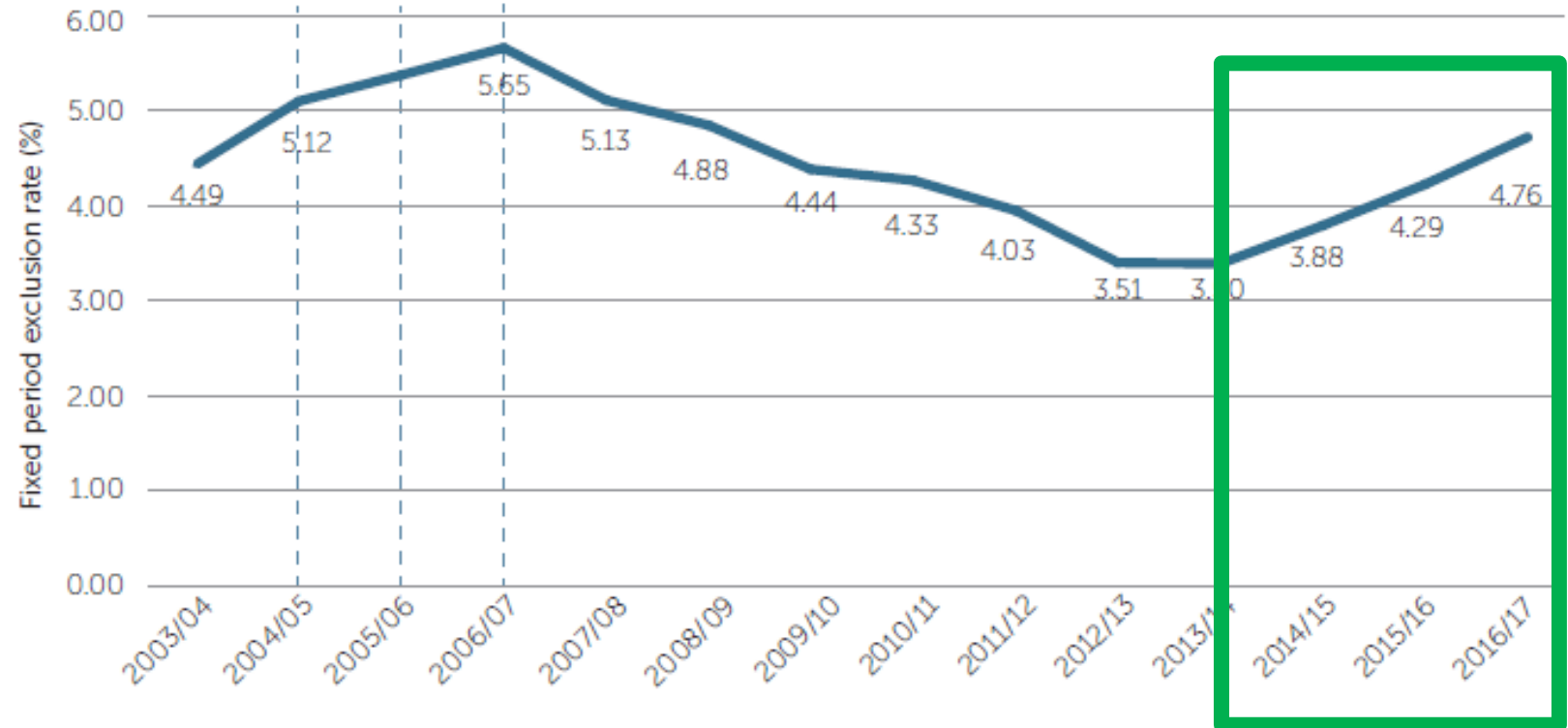


Figure 2: Fixed period exclusion time series for all state-funded primary, secondary and special schools. (Changes in methodology marked as dashed lines mean this is not a continuous time series⁶)

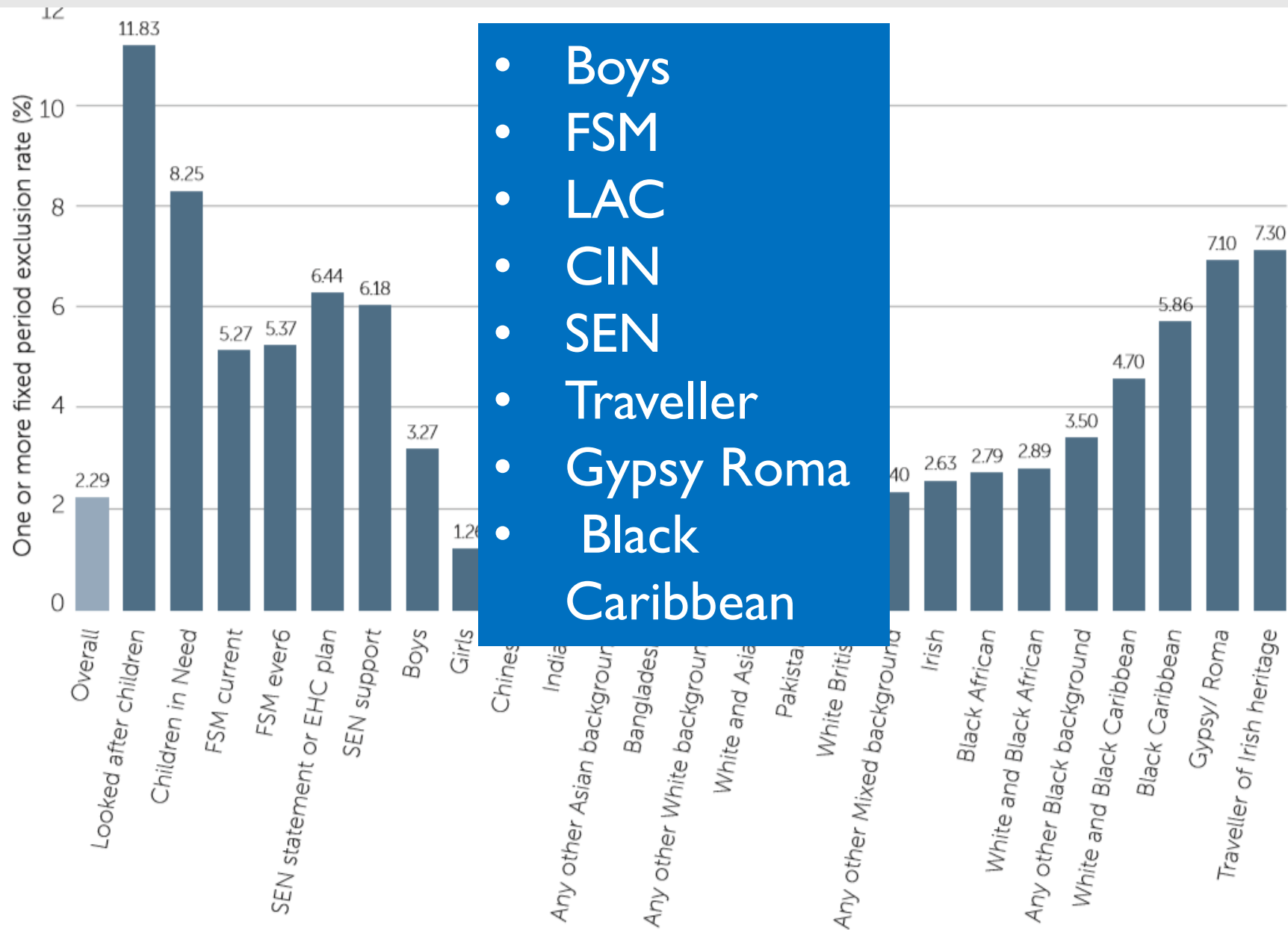


Figure 4: One or more fixed period exclusion rate (%) by pupil characteristic in 2016/17

Types of Exclusion



Internal exclusion – student remains in School but does not access his/her 'normal' provision



Fixed-period exclusion – student must not be on school premises. This can be 0.5 days up to a maximum of 45 school days in a single academic year



Permanent exclusion – student must not be on School site until the Governors disciplinary meeting. If upheld the student will be placed in another provision and comes off roll.

Only the Headteacher can exclude*

* Headteacher or acting headteacher or Principal or acting Principal

Statutory guidance on factors that a head teacher should take into account before taking the decision to exclude

16. A decision to exclude a pupil permanently should only be taken:
- 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.

Exclusion from maintained schools, academies and pupil referral units in England

**Statutory guidance for those with legal
responsibilities in relation to exclusion**

September 2017

Once the decision to exclude has been made

1. The Headteacher/Principal without delay must notify Parents, Governors and Local authority
2. Inform parents of:
 - Reason for exclusion
 - Type of exclusion – Fixed period or permanent ?
 - Their right to make any representations about the exclusion to the governing body
 - Their right to attend the meeting where Governors will consider the exclusion
 - Pupils must not be present in a public place during school hours – otherwise parents may face a PN or prosecution
3. Written notification to parents can be provided by
 - Hand delivering
 - Post
 - Email (if parents have agreed to receive such information via email)

What happens/should happen after a Fixed period exclusion ?

Reflection

Student to be given the option to write a statement (at home or in School)

Reintegration meeting

- formal
- recorded on a pro-forma
- parental discussion regarding concerns/needs
- student input regarding concerns/needs
- SMART targets set
- Follow up in terms of support, changes in provision, assessment of needs etc

Pupil Discipline Committee

Preparation for the meeting

- Incident details
- Statements – witnesses, student, staff
- Background of student – relevant information from Primary school, behaviour record, previous exclusions
- Support plan - ISP, IEP
- Involvement of external agencies (EHA, EWS, School nurse, TADS)
- Educational Psychology report
- EHCP

55. The governing board must consider the reinstatement of an excluded pupil within 15 school days¹⁹ of receiving notice of the exclusion if:

- the exclusion is permanent;
- it is a fixed-period exclusion which would bring the pupil's total number of school days of exclusion to more than 15 in a term; or
- it would result in a pupil missing a public examination or national curriculum test.

What is an 'unlawful' exclusion ?

- A. The Headteacher/Principal formally excluding a student
- B. Sending a student home to 'cool off'
- C. Sending a student home with parental permission
- D. A staff member other than the Headteacher/Principal formally excluding a student
- E. Telling parents/carers not to send the student to school due to behaviour concerns

Case Study 1 – David Cuthbert

Case Study 2 – Katie Robson



You are part of a Governing body who are considering these Permanent exclusions

- List any questions or concerns you may have
- Would you be in favour of upholding the permanent exclusion or reinstating the student ?

Exclusions – SEND students

-the Headteacher should, as far as possible, avoid permanently excluding any pupil with an EHC plan or a looked after child.’

Strategies to avoid exclusion:

1. Additional support
2. Inclusion support plan
3. Alternative placement/provision
4. Early annual review/emergency review (if EHCP)

| | 2019/20 As at Nov 2019 | | 2018/19 | | 2017/18 | |
|------------------|---------------------------|---------------|-------------|-------------|-------------|-------------|
| Secondary school | Incidents | Days Lost | Incidents | Days Lost | Incidents | Days Lost |
| 1 | | | 345 | 436 | 311 | 385 |
| 2 | 34 | 47 | 230 | 252 | 165 | 273 |
| 3 | 1 | 0.5 | 624 | 911 | 450 | 561 |
| 4 | 48 | 133 | 472 | 844 | 482 | 781 |
| 5 | 113 | 204 | 540 | 846 | 406 | 571 |
| 6 | 43 | 105 | 762 | 1115 | 1056 | 1370 |
| 7 | 38 | 126 | 265 | 585 | 1499 | 2965 |
| 8 | 18 | 45 | 89 | 163 | 166 | 315 |
| 9 | 207 | 327 | 638 | 1085 | 415 | 713 |
| 10 | 54 | 48 | 180 | 151 | 120 | 154 |
| TOTAL | 556 | 1035.5 | 4145 | 6388 | 5070 | 8088 |

BARNESLEY SECONDARY SCHOOLS 3 YEAR COMPARISON - FIXED PERIOD EXCLUSIONS

| | 2019/20 As at today | 2018/19 | 2017/18 |
|------------------|------------------------|---------|---------|
| Secondary | 20 | 71 | 47 |
| Primary | 0 | 3 | 6 |
| Out of Authority | 1 | 7 | 7 |

PERMANENT EXCLUSIONS – PRIMARY AND SECONDARY

| | 2019/20 As at Nov 2019 | | 2018/19 | | 2017/18 | |
|------------------|---------------------------|-----------|-----------|-----------|-----------|-----------|
| Secondary school | Incidents | Days Lost | Incidents | Days Lost | Incidents | Days Lost |
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HORIZON COMMUNITY COLLEGE

Case study – Horizon Community College



- **Changes in Leadership – 2017- 2018**
- Tighter system to ‘gatekeep’ exclusions resulted in an initial decrease
- **Changes from June 2018** (Introduction of a new Behaviour for learning policy, raised uniform standards, tighter attendance systems)
- **Exclusions rose in 2018-19**
 - Repeat behaviours - Defiance
 - Lack of parental support
- **Two key initiatives introduced in September 2019**
 - Internal exclusion – students remain on college site and are provided with work. Reintegration follows.
 - Inclusion School – A bespoke curriculum for the most challenging and vulnerable students



TIMPSON REVIEW MAY 2019



TIMPSON REVIEW OF SCHOOL EXCLUSION

May 2019

CP 92

QUESTIONS AND
ANSWERS ?

