

Action 24.2 OSC 21.07.2010

Overview and Scrutiny Committee Report

School exclusion information has developed to encompass regular sharing with School Standards, School Improvement Managers, Inclusion Managers and School Improvement for SEN and 14 -19 Education. The aim is to ensure that professionals are able to have informed discussions with particular schools, target support and training issues and challenge recurring issues.

Analysis of secondary schools

The Inclusion Team now produces data showing exclusions for secondary schools on a half termly basis to enable us to plan and intervene in a timely manner as opposed to on a retrospective basis.

Attachment 1 evidences half termly figures by:

- Gender
- Number of pupils with fixed term exclusions
- Number of days lost

Analysis of primary schools

Given the lower number of exclusions of primary pupils to date we have not produced half termly figures but have collated school and individual pupils in order to plan and intervene.

The data shows:

- Details of pupil
- School
- Exclusion dates
- Reason for exclusion
- Children in Care
- SEN

This analysis allows us to plan support for pupils and their families and is a pathway for informed discussions with schools regarding:

- Target setting
- Appropriate and timely referral
- Mediation and conflict resolution
- Post exclusion reintegration support

The rationale for this intervention is to triangulate planning and intervention with schools. Consequently designated team members who sit of the CAF and SEN Panels respectively make colleagues aware of children known to them but who are a cause for concern in regards to exclusions.

Comparisons of exclusion in different schools

Targeted work is underway and in development with secondary schools via planned discussions with Head teachers and senior leaders. Work is not restricted to schools with the highest number of exclusions but is also designated to maintain improvement. A representative from the Inclusion Team has used data analysis and information from schools to target KS4 students with multiple exclusions/at risk of permanent exclusion. This piece of work has clear objectives to:

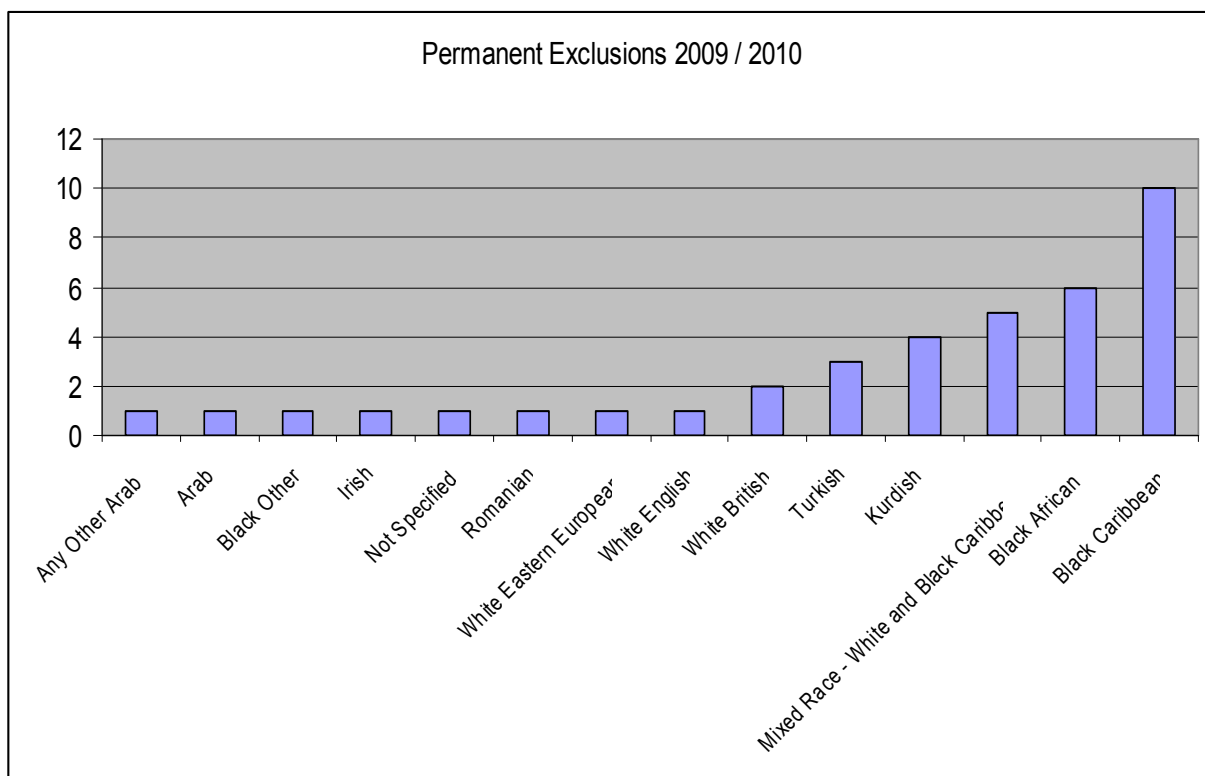
- Sustain placement of students at a critical time in their school career
- Set clear objectives for improvement
- Support strategies which promote inclusion and raises attainment

Ethnicity

Approximately 45.3% of fixed term exclusions are of Black Caribbean and Black African children. Other statistically significant groups are Mixed Asian & Black and White British which comprise 10% and 8.3% of fixed term exclusions respectively.

Furthermore, this pattern of segmentation is mirrored in the data for permanent exclusions; approximately 42% (16) of permanently excluded pupils were Black African and Black Caribbean. Other high risk groups represented within the data are:

- Mixed Race – White and Black Caribbean
- Kurdish
- Turkish
- White British



Children's Networks

When segmented by Children's Network Area the data shows that the majority of both fixed term and permanent exclusions occur in the North and South networks. It is within this network that many of the borough's deprived communities are located pointing to a possible link between deprivation and exclusion from mainstream education. However, a more in depth analysis of the data would need to be completed before such an assumption can be confirmed or otherwise.

Unique circumstances

To date the majority of school exclusions at primary are due to:

- Physical assault against other pupils and adults. (See Attachment 2 for key)

The majority of exclusions at secondary are due to:

- Physical Assault against pupil
- Verbal Assault against adult

Type of School	offence	No. of FTE
PRIM	BU	1
	DA	1
	DB	4
	OT	16
	PA	85
	PP	58
	VA	15

	VP	4
PRIM Total		184
SEC		1
	BU	16
	DA	12
	DB	65
	DM	12
	OT	184
	PA	52
	PP	353
	RA	4
	SM	3
	TH	26
	VA	213
	VP	30
SEC Total		971
Grand Total		1155

We are aware of the number of children excluded for a weapon related offences. This is included under the classification of 'Other'. There is no particular school which stands apart as having a particular issue with weapons from the data available to us. This academic year we are asking schools to use a separate code for 'weapon'. There are no overriding differences between schools regarding the dissemination of the most serious reasons for exclusion. (See Attachment 3)

How schools deal with exclusions

Scrutiny of how different schools deal with exclusions is not yet complete. To date, we are aware that there are three secondary schools in the borough using SEAL and restorative approaches to good effect. Those schools with learning support units are able to use internal exclusions as an alternative to external fixed term exclusions. To date we are aware that four secondary schools use regular multi agency inclusion panels to identify and intervene for those children at risk of exclusion. Plans for the coming academic year include participation from the Inclusion team on the inclusion panels of targeted schools.