Overview and Scrutiny   9 May 2011

Item 8

No	Page/ Point	Question/Observation	Answer (Where applicable)
		Questions from Cllr Ejiofor	
1.		The report shows that number of secondary fixed term exclusions in Autumn 2010/11 was 437. The number of secondary fixed term exclusions in Autumn 2009/10 was 290. Far from showing a "fall of 66%" as stated twice within the report, the statistics actually show an INCREASE in fixed term exclusions of just over 50%. Would the Lead Member care to comment on this error / anomaly within the report?	The report now focuses on school exclusion figures academic year 2008/09 and 2009/10 as opposed to Autumn 2009/10 and Autumn 2010/11. Therefore this question cannot be answered in the context of the revised report. The revised report shows that fixed term exclusions have decreased from 1196 exclusions to 940 exclusions. This is a decrease of 21% from the number in 2008/09.
2		Would the Lead Member accept that far from showing the outcome of a successful strategy, that this increase actually shows that we are not in control of this issue yet?	As above
3		How does the lead member explain the fact that Black (African and Caribbean) children remain disproportionately excluded from Haringey Schools?	Black (African and Caribbean) children are disproportionately excluded from schools nationally. This has been an area of much research in recent years (Parsons et al, Barnados Dec 2010, and Runnymede Sept 2011) and was the subject of a House of Commons debate in Feb 2011. Many reasons and combinations of reasons have been put forward as an

			explanation for this, ranging from institutional racism to deprivation and other cultural factors. This is a complex issue, and cannot be answered here, but links are made between disproportionate exclusions and poor educational and life outcomes for such pupils
4		Does the Lead Member believe that the withdrawal of the Behavioural Support & Inclusion Management service makes a difference? When will members be able to see the Equalities Impact Assessment Report on the withdrawal of this service?	There will not be a withdrawal of Behaviour Support, and whilst there is a reduction in the size of the team, the restructure of this area of work, to form a multi—disciplinary team (Behaviour Intervention Service – BIS), alignment of the BIS within Behaviour and Alternative Provision, and changes to the way of working will have a positive impact on reducing exclusions. The new BIS will be a multi-disciplinary team, (available during school holidays). The team will work alongside the Manager with responsibility for school exclusions. This will enable the Local Authority, through its challenge and support role to work with targeted (high excluding) schools to: • review and identify good practice and ensure this is shared across schools. • audit their current trends and practices in behaviour management to enable them to identify any gaps in practice and groups that are disproportionately at risk of exclusion; • challenge schools causing concern as a result of disproportionate rates of exclusion, to identify alternative and preventative strategies. • identify those students at risk of exclusion through the Common Assessment Framework and ensure that effective holistic plans are put in place involving the child, parent/carer and relevant services; • adopt, or develop, alternatives to exclusion which enable the child to remain in, and engage with, the school.

			• work with the social care colleagues to identify children in need who may be at particular risk due to high stress life events and times of transition; and
			• deliver training to governing bodies on their roles and responsibilities in relation to behaviour and exclusions.
			The Equalities Impact Assessment of this restructure is in the public domain.
5		What work has CYPS done to understand the differential use of exclusions, even between neighbouring schools with substantially the same demographic intake?	See above . Schools are responsible for the development of their Behaviour Policies and such policies will determine the criteria used by schools for exclusion. However the high use of exclusion is one factor that can indicate other issues within a school e.g. the quality of teaching and learning, or of leadership and management. Schools which use KS2/3 transition information to plan for children with SEN tend to find that they are able to prevent types of behaviour which may lead to exclusion. They also identify children who are struggling at an early stage and make appropriate internal referrals for support. Support is monitored, evaluated and amended accordingly to suit the changing needs of the child and timely CAF referrals are made prior as opposed to during crisis. Exclusion data and analysis will be used by CYPS to inform planning support for school improvement.
6		The report on exclusions shows that now we have more children, being excluded more times, for more days in autumn 2010/11 as compared to the previous year. What actions will the lead member take to decrease these figures before	This question relates to the original report and the data has now been updated. The revised report shows that the number of distinct secondary pupils who had one or more exclusions reduced from 739 to 634. The total number of

		next year?	days lost decreased from 4022 to 2671. The number of distinct primary pupils who had one or more fixed term exclusions reduced from 104 to 99. The number of days lost increased from 551.5 to 557.5.
7		The report talks about "schools being supported to develop systems of analysis", and "training to build mechanisms". Can the Lead member highlight three specific actions that all schools will do to reduce exclusions. Will any of these actions reduce the disproportionate number of Black exclusions?	In the current political climate, schools are being given increasing independence from the LA. In addition, the government has indicated that there may be no right of appeal against exclusion from school in future. However all schools will: - Be supported to examine their own exclusion data, and address any issues that result from this analysis - Be offered training on de-escalation techniques, and restorative justice, and exclusions CYPS will: - Identify all students who have had 2 or more fixed term exclusions, and will work with schools to early identify interventions using school resources to address any unmet needs. This work has already begun, but it will be some time before any trends can be identified. - Support schools with a range of alternatives to exclusion e.g. internal alternatives, managed moves and quality assurance of alternative provision used by schools. - ensure that family support is based on evidence based programmes; with parents/carers of children/young people identified as at risk. High excluding schools will be asked to develop a school based action plan focusing on their particular school population.