

Proposal for a scrutiny review by Children and Young People Scrutiny Commission

Review Title: Outcomes of School Exclusions in Hackney

Municipal Year: 2018/19

1 Context

- 1.1 At the first meeting of the municipal year of the Children and Young People Scrutiny in June 2018, it was agreed that the Commission would conduct a review of the outcomes for children and young people who have been excluded from school in Hackney. These children and young people are some of the most vulnerable in our community and therefore it should be a priority for the Council as an education authority to ensure the best possible outcomes for this cohort.

Learning from previous Hackney reviews/research

- 1.2 Hackney continues to report high rates of exclusions from schools. In a previous Children and Young People Scrutiny Commission review *School Exclusions* in 2016¹ the Commission examined the data across all parts of the sector and concluded that the rates of exclusions from primary and secondary mainstream schools were high for both permanent and temporary exclusions. Further, the review highlighted that children and young people with particular characteristics and from particular community groups are significantly overrepresented in the exclusion data. The review made recommendations around the procedures followed in relation to exclusions ([see Appendix 1](#)).
- 1.3 A recent Hackney Learning Trust (HLT) [report](#) looking at fixed-term and permanent exclusions from 2014 to 2017 has highlighted that there continues to be a marked disproportionality in the percentage of fixed-term and permanent exclusions in Hackney primary and secondary schools for specific cohorts of pupils. Similarly to the Scrutiny review this report found that Black Caribbean boys, children and young people with Special Educational Needs or Disabilities and those from economically deprived backgrounds continue to have higher than average rates of school exclusions. Although the data on the disparity in other neighbouring boroughs is not readily available we can compare the number of exclusions in 2016/17. There were a total of 43 permanent exclusions in Hackney (including exclusions from state-funded primary, state-funded secondary and special schools) compared to 30 in Camden, 34 in Islington, 33 in Haringey, 45 in Newham, 9 in Tower Hamlets and 34 in Lambeth².

¹https://hackney.gov.uk/media/8158/a-review-of-school-exclusions-final-report/pdf/school-Exclusions_Report

²https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/731413/national_tables_exc1617.xlsx

Why do this review now?

- 1.4 This is a national issue which is repeated in Hackney. Nationally exclusions have risen by 44 per cent since 2012/13³. Subsequently, the government has recently launched a review into exclusions which will, in particular, investigate why SEND children are more likely to be excluded and is expected to report at the end of 2018.
- 1.5 The Commission were informed that although the young people that the Council's Youth Offending Team (YOT) support are likely to have a disrupted education, the link between offending and a history of exclusions is not as evident as the link between offending and non-attendance. The Commission would like to as a part of this review take a closer look at the cohort of young people the Youth Offending Team and the Prevention and Diversion Team work with in terms of gender, ethnicity, age, education history (including attainment, attendance, exclusions and SEND) and involved support services.
- 1.6 The Council and HLT have responded to the high rates of exclusions by focusing on promoting wellbeing for all through the implementation of the 'No Need to Exclude' strategy⁴. This encompasses providing support and advice for parents, facilitating training for school governors and school staff including the impact of unconscious bias and building cultural competency. Further, in the autumn of 2017, HLT undertook a survey (see [Appendix 3](#)) of all permanent exclusions that took place during the 2016 / 17 academic year, with the purpose of gathering a broader understanding of the reasons for exclusions and the context within which they occurred. As well as seeking to broaden the understanding of why exclusions take place, and the 'Hackney picture' in regard to permanent exclusions, this work also feed into to other Council strategies and objectives as well as the previous review on exclusions and the LBH strategy looking at issues relating to Young Black Men. This survey examined what mitigation work schools do and similarly to the previous review on exclusions it highlights a vast range of positive interventions and support provided across the schools in Hackney to prevent exclusions⁵.
- 1.6 In addition to the preventative work that HLT already carry out an additional programme of work including a 'deep dive' into exclusions has been launched this summer to better ascertain what more is required in order to bring down the levels of exclusions as well as the disparity in the rates of exclusions. These different elements ongoing work of will feed into our review and form part of our evidence base and the understanding of the big picture and to support the recommendations made.
- 1.7 A recent House of Commons Education Select Committee review into alternative provision has highlighted that excluded children are educated in a network of alternative settings including unregistered settings and that there can be little oversight of pupils in alternative provision⁶. From the evidence heard the Select Committee has suggested that there can be an 'out of sight, out of mind mentality' pointing out that there is little scrutiny of the school's actions in placing children into alternative provision even when pupils are sent to registered

³<https://www.independent.co.uk/news/education/education-news/exclusions-teachers-off-rolling-exam-results-national-foundation-education-research-a8252436.html>

⁴<https://www.hackneyservicesforschools.co.uk/system/files?file=extranet/No%20Need%20to%20Exclude.pdf>

⁵ https://hackney.gov.uk/media/8158/a-review-of-school-exclusions-final-report/pdf/school-Exclusions_Report

⁶ <https://publications.parliament.uk/pa/cm201719/cmselect/cmeduc/342/342.pdf>

provisions⁷. Subsequently, the Select Committee strongly recommended that the Government put in place legislation to ensure that there is a clear understanding of what is available and what the outcomes are as well as ensuring that all children in alternative provision are able to attend appropriate post 16 settings⁸.

- 1.8 Further, the Institute for Public Policy Research (IPPR) are calling for a change by developing an evidence base of what works in improving quality in the Alternative Provision sector to inform a programme to help develop and disseminate best practice to improve trajectories for children who have been excluded⁹.
- 1.9 This planned scrutiny review is timely as it would help ascertain whether the local authority is prepared for the proposed changes in legislation and expectations around alternative provision. The review will seek to identify the destination of excluded pupils, where they are, and their outcomes. The aim is to inform individual schools' decision making around exclusions and broaden parents' understanding of the offer available for excluded pupils and to assist the local authority in their work to ensure children at risk of permanent exclusion and excluded children have the same opportunities as their peers in mainstream education.
- 1.10 The review will aim to establish if, in the borough, there are any correlation between exclusions and youth crime (more broadly) and violent offences. The review will also consider any other related safeguarding issues e.g. the criminal exploitation of children and young people known as 'county lines' and the wider vulnerabilities of children and young people. The Living in Hackney Scrutiny Commission is preparing to carry out a review looking in broad terms at the response of the Council and its partners to an escalation in levels of the most serious forms of violence. In scoping the reviews the Chairs of the two Commissions met with relevant officers to discuss the remits and to ensure that there is no duplication and that the reviews feed into each other as appropriate.

What is out of scope

- 1.11 Despite the recent news articles, following the research by the National Foundation for Educational Research, highlighting a growing concern about schools using backdoor exclusions or "off-rolling" (by encouraging parents to either home-school or apply for alternative provision in order to boost exam results and league table positions by removing children that are seen to impact negatively on school results), a 'narrowing of the curriculum' and stricter behaviour policies and the impact on the number of excluded pupils¹⁰ alongside the anecdotal evidence we have heard around young people's observations of exclusions practices this review does not propose to look at internal exclusions provisions or the use of unlawful exclusions practices. This was covered by the Children and Young People Scrutiny Commission review of School Exclusions in 2016.

⁷ <https://publications.parliament.uk/pa/cm201719/cmselect/cmeduc/342/342.pdf>

⁸ <https://publications.parliament.uk/pa/cm201719/cmselect/cmeduc/342/342.pdf>

⁹ <https://www.ippr.org/publications/making-the-difference>

¹⁰ https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/687010/Teacher_Voice_report_Summer_2017.pdf

2 Aims and objectives of review

- 2.1 The Commission has agreed that the following overarching aim should guide and inform the strategic direction for this review.

'To identify and assess what happens when a child is at risk of permanent exclusion or has been excluded, scrutinise the outcomes of excluded pupils and to identify those policies and practices which best help to ensure excluded children and those at risk of permanent exclusions have the same opportunities as their peers in mainstream education.'

- 2.2 Within this overarching aim, it is suggested that the review should be guided by a number of component objectives which are set out below:

- a) To assess what provision or support is available to children and their parents, in Hackney schools, at risk of permanent exclusion and those at the point of exclusion.
- b) To identify what alternative provision is available pre 16 and post 16 to children who have been excluded from Hackney schools and identify if there are any gaps in provision to ensure that every child has the same educational opportunities as pupils in mainstream schools.
- c) To identify if the different pathways, for children at risk of permanent exclusions or who are excluded, provide the same opportunities as their peers in mainstream school.
- d) To acquire a better understanding of how schools, alternative provision settings and the local authority measure and track the attainment and outcomes of children who are at risk of permanent exclusions or excluded to identify:
 - (i) Where the outcomes for excluded pupils are the poorest and if the outcomes vary across the pupil characteristics?
 - (ii) Any correlation between exclusions and youth crime and criminal exploitation.
 - (iii) The most effective practices used to successfully reintegrate excluded pupils back into mainstream school and/or into an alternative provision to complete their education.
 - (iv) How the outcomes are being used to inform the commissioning of alternative provision for excluded children.
- e) To assess: if alternative provisions are sufficiently equipped to manage the rising rates of exclusions: if the provisions can meet the individual needs of pupils, particularly the disproportionate number of children with SEND within the excluded cohort.
- f) To assess if the partnership between mainstream schools and alternative provision can be expanded to include special schools in order to ensure:
 - (i) Best practice and expertise between special schools and across all schools settings is shared and;
 - (ii) All provisions are adequately used, and as much as possible;
 - (iii) That practices in schools with lower rates of exclusions are informing behaviour management strategies, support to pupils, SEND provision as well as mental health and wellbeing support, in those schools with higher levels of exclusions to help reduce the number of exclusions across Hackney.

3 Background

Local Authority duty

- 3.1 Local authorities are responsible for arranging suitable education for permanently excluded pupils, and for other pupils who – because of illness or other reasons – would not receive suitable education without such arrangements being made. While ‘full-time’ is not defined in law, pupils in alternative provision should receive the same amount of education as they would receive in a maintained school. Full-time can be made up of two or more part-time provisions. Local authorities have a power (not a duty) to arrange education provision, where not already available, for pupils aged 16-18 (see [Appendix 4](#) for legal requirements on the Council in relation to alternative provision).
- 3.2 In 2017 HLT updated their advice leaflet "[My child has been excluded](#)" for parents to include specific references to the service provided by Special Educational Needs and Disability Information Advice and Guidance Service, as well as the Coram Children’s Legal Centre. The HLT Exclusion Team provides resources, advice and guidance to support all parties with the challenging and sometimes complex issues surrounding exclusion and their role also encompasses:
- Providing advice, guidance and support to all Hackney educational establishments, parents and other professionals, with a view to reducing levels of exclusion
 - Ensuring that the statutory responsibilities relating to exclusion are met
 - Contributing to preventative strategies to avoid exclusion
 - Offering training to schools, governors, parents and wider professionals around the legalities of the exclusion process
 - Where requested, facilitating the managed move process of secondary school aged pupils
 - Ensuring pupils receive their statutory entitlements to education, if they are subject to fixed term or permanent exclusion
 - Monitoring the progress and engagement of permanently excluded pupils until such time as they return to a mainstream setting.

Local provision

- 3.3 New Regent’s College is Hackney’s vocational college and Pupil Referral Unit for primary and secondary aged pupils. It is a mixed provision for primary aged pupils through to Year 11 of secondary school (pupils aged between 15 and 16 years old). Although it is mixed aged provision, the primary aged pupils and the secondary aged pupils are kept separate. Further, older students, in Years 10 and 11, are educated in a range of specialist providers of vocational education with the aim that all Key Stage 4 students will achieve 5 GCSEs or their equivalent, including English and Maths¹¹.
- 3.4 The Commission understand that New Regents College uses a range of specialist providers many of which can be found in the Alternative Pathways directory provided by HLT (The

¹¹ <http://www.newregentscollege.co.uk/150/welcome-to-new-regents-college>

majority of programmes listed in the directory for young people over 16 are traineeships or apprenticeships)¹².

Name of provider:	Age range:	Located:
Apricot Online	Pre and post 16 provision	Online (Gloucestershire)
Big Creative Education	Post 16 Provision	Waltham Forest
Boxing Academy	Pre 16 provision	Hackney
BSix Brooke House Sixth Form College alternative provision	Pre and post 16 provision	Hackney
Caramel Rock	Post 16 provision	Newham
Central Training Group	Post 16 provision	Tower Hamlets
City Gateway College	14-19 provision	Tower Hamlets
College of Haringey, Enfield and North East London	Pre and post 16 provision	Haringey
ELATT	Pre and post 16 provision	Hackney
Footsteps Trust	Pre 16 provision	Haringey
Inspire! Inspired Directions School	Pre 16 provision	Hackney
Jobwise Training	Post 16 provision	Islington
London Skills for Growth	Post 16 provision	Newham
NewCityCollege	Pre and post 16 provision	Hackney
The Complete Works Independent School	Pre 16 provision	Tower Hamlets
The School at Hackney City Farm	Pre 16 provision	Hackney
Wac Arts College	Pre and post 16 provision	Islington

- 3.5 The CAMHS Alliance, a multi-organisational partnership, was created in April 2015, to deliver wellbeing and mental health care services that can reach more children, young people, families, schools and the wider community. The CAMHS Alliance are currently leading on a new initiative, the Wellbeing and Mental Health in Schools (WAMHS) project in schools. This project aims to improve mental health and wellbeing support for children and young people in schools, colleges, specialist and alternative provision education settings in both the City and Hackney. The Commission understand that as a part of this project CAMHS Alliance clinicians are linked to New Regent’s College with the aim is to support schools to be settings where children and young people can learn about all areas of life with a focus on building academic, social and emotional resilience and coping skills in students and help them identify and access additional help if needed¹³.
- 3.6 Young Hackney is a service for all young people aged 6-19 and up to 25 with additional needs. This youth provision aim to help all of Hackney's young people to enjoy their youth and become independent and successful adults. As a part of the wider offer Young Hackney Early Help and Prevention Services specifically provide support for those who need it including working with children and young people, in school and outside of school, who are at risk of exclusion and those¹⁴,

¹² <https://www.learningtrust.co.uk/section/alternative-pathways-directory>

¹³ <http://www.hackneylocaloffer.co.uk/kb5/hackney/localoffer/advice.page?id=DUGwy6CmZ6k>

¹⁴ <https://hackney.gov.uk/young-hackney>

- displaying persistent disruptive behaviour;
- are at risk of disengaging from learning;
- young people not in education, training or employment (NEET);
- young people who offend, are at risk of offending or who are victims or perpetrators of violence;
- those who display harmful sexual behaviour or who are at risk of sexual exploitation;
- those whose physical or emotional health and well-being is at risk;
- those missing from home or education;
- looked-after children and care leavers;
- young people with additional needs;
- young carers and culturally-specific groups.

Local rates of exclusions and disproportionality

- 3.7 HLT produced a [report](#) looking to understanding where there is disproportionality in the percentage of fixed term and permanent exclusions in Hackney primary, secondary and special schools for specific groups and cohorts of pupils and it found that rates of exclusions for primary schools remain on the whole unchanged for 2014-2017 however there has been an increase for the secondary cohort. In contrast there has been a decrease of exclusions in special schools.
- 3.8 The report points out that in 2016 there were 2 permanent exclusions compared to 7 in 2014 in primary schools which is a small number compared to the size of the school roll. However, the levels of permanent exclusions for secondary schools remain constant at 24 in 2016 and the vast majority of the permanently excluded pupils were either African, Caribbean or Mixed Heritage boys. This points to a clear overrepresentation of Caribbean boys in the cohort of children permanently excluded from secondary schools. This group of children is also overrepresented in the rates of fixed term exclusions for both primary and secondary school.
- 3.9 The most recent data further shows a continued overrepresentation of children with SEND and those eligible for pupil premium in both the fixed term exclusion rates for both primary schools and secondary schools.

Recent national research

- 3.10 Research shows that school exclusions are linked with a number of poorer outcomes, in both education and later life. Young people who have experienced exclusions fare worse in levels of educational attainment and are overrepresented in the criminal justice system¹⁵. Similarly, children who come in contact with the criminal justice system including pre-criminal justice spaces while still in school are more likely to experience exclusion. Further, research has also found associations between school exclusion and limited ambition, homelessness as well as mental ill health. A report by Centre for Mental Health evaluating *Project Future* has reported that young people feel unwanted and voiceless after being excluded rather than supported by school and were not given the time to explore underlying reasons for their behaviour¹⁶.

¹⁵ <http://www.centreforsocialjustice.org.uk/library/no-excuses-review-educational-exclusion>

¹⁶ <https://www.centreformentalhealth.org.uk/unlocking-a-different-future>

3.11 Project Future is a community-based holistic wellbeing and mental health service in Haringey commissioned to address material, social and racial disadvantaged known to increase the risk of poorer wellbeing and mental health problems and the risk of offending. It is located in one of the ten most deprived wards in the UK and works with young men aged 16-25 with experiences of the criminal justice system (specifically those exposed to serious youth violence or labelled 'gang-affiliated')¹⁷.

3.12 The young men participating in the project reported that in their experience schools did not have the resources to take a more individualised approach or to be child-centred and consequently they felt left behind, not pushed and worse 'kicked out' (when excluded):

"Exclusions is basically saying we don't want you no more...You're too much trouble. We can't help you, there is nothing we can do for you..."

(Unlocking a different future – an independent evaluation of Project Future)

3.13 In addition, the young men participating in the programme described their experiences of exclusions to impact negatively on their relationship towards professionals, increased mistrust as well as increased time out on the streets and exposure to offending and violence. In the evaluation it was recommended that Department of Education (DfE) should embed 'life lessons' into Personal, social, health and economic education (PSHE) curriculum and consult with young people to find alternatives to school exclusions. We will examine their findings as a part of this review.

3.14 Further, this cohort of young people were also asked to reflect on the employment support they had received. This highlighted that it was often focused on 'getting them into any job and lacked realistic job opportunities'¹⁸. This compounded their downward trajectory.

3.15 Similarly the Institute for IPPR's report '*Making the difference: breaking the link between school exclusion and social exclusion*' looked at how exclusions can negatively affect a child's social and emotional world by the way of abruptly ending friendships and trusting relationships with teachers and further reinforce a negative self-image through rejection¹⁹.

3.16 The report outlines the negative educational trajectory faced by the majority of excluded pupils which hinders them from progressing from school to further education or into the world of work. In 2017 only 1 percent of excluded young people achieve five good GCSEs including English and Maths and the majority of excluded children were not enrolled in the two core GCSEs subjects of English and Maths²⁰.

3.17 Without the qualifications they need to enter and thrive in the workplace they subsequently struggle both to access and stay in work. National data from 2012/13 shows that nearly half of pupils leaving PRUs were not in sustained employment, education or training destination

¹⁷ <https://www.centreformentalhealth.org.uk/unlocking-a-different-future>

¹⁸ <https://www.centreformentalhealth.org.uk/unlocking-a-different-future>

¹⁹ <https://www.ippr.org/publications/making-the-difference>

²⁰ <https://www.ippr.org/publications/making-the-difference>

six months after their GCSEs compared to 6 per cent of their peers leaving mainstream schools²¹.

3.18 Hackney Council provides a free employment support service for Hackney residents called 'Hackney Works' this includes specialist support as well as help finding an apprenticeship and work placements for young people, aged 16-19, with local businesses in Hackney²².

3.19 Similar to a number of other reports and research the Commission has considered for this review the IPPR also reflect on the stark links between school exclusions and imprisonment. A longitudinal study has found that 63 per cent of prisoners report being temporarily excluded during their school years, with 42 per cent reported to have been permanently excluded.

3.20 There is also a strong economic imperative to address the sharp end of this social mobility challenge. Exclusions are costing an estimated £370,000 per young person in lifetime education, benefits, healthcare and criminal justice costs. Whilst the IPPR are calling for a better evidence base of what works in improving quality in the Alternative Provision sector to inform a programme to help develop and disseminate best practice others are highlighting a need for earlier intervention and prevention to help improve the outcomes for excluded pupils.

3.21 A SecEd article focusing on the continuing national increase in exclusions argues that;

“although there may be a place for exclusions as part of a school’s range of responses to severely disruptive behaviour, the large numbers point to a need to intervene much sooner and more effectively”

²³

3.22 The article also emphasised that exclusions do little to improve behaviour and instead aggravates alienation from school and places some young people at risk of getting involved in anti-social behaviour or crime. In addition, it is believed that the children and young people most likely to undergo extended or repeated periods of exclusion are the ones that need more adult supervision, not less. Excluding them from the stable routines of school and sending them back to a chaotic home or risky neighbourhood is likely to lead to deterioration in their behaviour²⁴.

3.23 In their report into alternative provision the House of Commons Education Select Committee call for changes to the exclusion process to address what they see as one which is weighted in favour of schools and which often leaves parents and pupils navigating an adversarial system that should be supporting them. They propose that;

“When a pupil is excluded from school for more than five non-consecutive days in a school year, the pupil and their parents or carers should be given access to an independent advocate. This should happen both where pupils are internally or externally excluded from school...”

House of Commons Education Committee 2018

²¹ <https://www.ippr.org/publications/making-the-difference>

²² <https://hackneyworks.hackney.gov.uk/>

²³ <http://www.sec-ed.co.uk/best-practice/exclusion-in-education-why-exclude/>

²⁴ <http://www.sec-ed.co.uk/best-practice/exclusion-in-education-why-exclude/>

- 3.24 Further, the House of Commons Education Select Committee not only argues that it is extraordinary that the increase in the participation age was not accompanied by statutory duties to provide post-16 alternative provision but also argues that an increase in ‘zero-tolerance’ behaviour policies has meant too many pupils were being punished and excluded for incidents that should be managed within the school. Alongside this, evidence identified a “lack of moral accountability” on the part of schools, with there being little or no incentive to retain challenging pupils²⁵. Whilst calling on the government to address the problem of off-rolling, the review also urges the Government and Ofsted to introduce an inclusion measure or criteria that sit within schools to incentivise schools to be more inclusive. It also emphasises the need for a more collaborative model of work where schools and alternative provision work in a partnership to help change the view that alternative provision is a separate education system²⁶. This makes it more imperative that the cohort accessing alternative provision have pathways into post 16 education provision.
- 3.25 Further, the House of Commons Education Select Committee heard evidence from schools and school representatives that schools no longer have the financial resources to fund pastoral support, including teaching assistants who would often help to keep the pupil engaged in mainstream schools²⁷. Subsequently, this points to a link between the financial pressures on schools and their capacity and ability to identify and support problems to provide early intervention when necessary.

4 Key Stakeholders

The stakeholders listed below have been identified for the review.

Sector / organisation	Stakeholder
Service users / general public	<ul style="list-style-type: none"> ○ Parents with children affected by exclusions ○ Young people affected by exclusions
Council depts and services	<ul style="list-style-type: none"> ○ Children and Families Service ○ Hackney Learning Trust ○ Hackney Works ○ SEND partnership board ○ CAMHS Alliance
Other London Boroughs / Councils	<ul style="list-style-type: none"> ○ Hammersmith and Fulham
Government departments and executive bodies	<ul style="list-style-type: none"> ○ Department of Education ○ Ofsted

²⁵ <https://publications.parliament.uk/pa/cm201719/cmselect/cmeduc/342/342.pdf>

²⁶ <https://publications.parliament.uk/pa/cm201719/cmselect/cmeduc/342/342.pdf>

²⁷ <https://publications.parliament.uk/pa/cm201719/cmselect/cmeduc/342/342.pdf>

Non-governmental organisations / lobby groups	<ul style="list-style-type: none"> ○ Hackney Independent Parents (HiP)
Academics	<ul style="list-style-type: none"> ○ Kiran Gill (IPPR)
Representatives of target groups	<ul style="list-style-type: none"> ○ YBM Programme – young men focus group ○ YBM Programme – head teachers group
Other external	<ul style="list-style-type: none"> ○ Schools (Headteachers and Governors) ○ Pupil Referral Unit ○ Prospects Career Service ○ Alternative Provision ○ Hackney Quest ○ Hackney Wick FC

5 Methodology

- 5.1 A range of evidence gathering processes will be used to support the Commission in meeting the review's objectives as set out in section 2. The programme for evidence gathering could include the following:
- Desk based research;
 - Evidence presented in person at CYP Scrutiny Commission meetings;
 - Primary research (e.g. with young people about their exclusion experience)
 - Site visits (as appropriate)
- 5.2 The review will be conducted through a number of scrutiny meetings these are conducted monthly and for the duration of the review the Commission will collate and gather evidence at these meetings. Information and evidence submitted will be published at the meetings. It is expected that there will be four themes to data collection within the review:
- Local policy and practice;
 - Comparative policy and practice;
 - The views of children and young people;
 - The views of headteachers;
 - The views of the Pupil Referral Unit and other alternative provision
- 5.3 Ahead of the scrutiny meetings, a review of the background literature and current research on outcomes of exclusions will take place. This will aim to identify:
- Policy documents (legislative framework, duties of the LA);
 - Indicative data on reintegration rates, available support and long term impact of exclusions;
 - Comparative practices and strategies to reduce exclusion rates and address disproportionality in exclusion data;
 - Exclusion research and development (nationally and locally).

- 5.4 Key documents outlined in 7.1 will be presented to the Commission ahead of the scrutiny meetings to help prepare members, to guide and inform questioning and to generally assist the scrutiny process.
- 5.5 Data from local schools, the Pupil Referral Unit and other alternative provision will be central to the review, it is therefore proposed that the review includes HLT's findings from their data collation on extra wellbeing support offered to excluded pupils and pupils at risk of exclusions from all Hackney schools as well as the result of the Exclusion Survey with all Hackney schools that permanently excluded pupils in 2016/17. The data will assist members in the proposed site visits to alternative provision settings and meetings with children and young people as well as Head teachers, as this will highlight key themes and identify possible lines of questioning which can be tested qualitatively with participants. A dual qualitative and quantitative approach will provide the Commission with a rich source of data to inform the review.
- 5.6 In agreement with Children and Families Service it is proposed to consult a small number of children and young people at Young Hackney hubs as well as young adults, though the Pembury Children Community, as part of the review. In addition, the Commission plan to also hear from other key stakeholders including:
- New Regents College and other alternative provision; and
 - Head teachers forum (Young Black Men programme); and
 - A number of Council service i.e. Exclusion Team (including advocacy), Youth Justice Team and Hackney Works (the free employment support service run by Hackney Council that supports people who live in Hackney to find employment)

6 Timetable

- 6.1 The following provides an outline of the proposed project plan for the completion of this review.

Task	Envisaged Timetable
Draft Terms of Reference, desktop research, consulting experts, confirming Executive Link Officer/Members	August 2018
Agreement of terms of reference	September 2018 Children & Young People Scrutiny Commission
Evidence sessions	September –November 2018
Site visits (if any identified)	September – October 2018

Report drafting	December 2018
Consult Executive Link Officer/Members on draft findings and recommendations	January 2018
Schedule for Legal/Finance comments	January 2018
Consideration by Commission	February 2018
Consideration by Cabinet/ Council	TBA

7 Background reports

7.1 Below is a list of the specific documents cited in this report together with other key background material.

Article – “Schools should be held accountable for exam results of pupils they exclude, minister suggests”, The Independent 2018,
<https://www.independent.co.uk/news/education/education-news/students-excluded-schools-teachers-exclusions-academic-results-education-a8331371.html>

Teacher Voice Omnibus Survey Research report, Department of Education 2018,
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/687010/Teacher_Voice_report_Summer_2017.pdf

<https://www.independent.co.uk/news/education/education-news/exclusions-teachers-off-rolling-exam-results-national-foundation-education-research-a8252436.html>

No excuses: A review of educational exclusion, the Centre for Social Justice 2011,
<http://www.centreforsocialjustice.org.uk/library/no-excuses-review-educational-exclusion>

Exclusion in education: Why exclude?, SecEd 2018,
<http://www.sec-ed.co.uk/best-practice/exclusion-in-education-why-exclude/>

Forgotten children: alternative provision and the scandal of ever increasing exclusions, House of Commons Education Committee 2018,
<https://publications.parliament.uk/pa/cm201719/cmselect/cmeduc/342/342.pdf>

No Need to Exclude A good practice guide for schools: Reducing exclusions by promoting the wellbeing of all, Hackney Learning Trust 2015,
<https://www.hackneyservicesforschools.co.uk/system/files?file=extranet/No%20Need%20to%20Exclude.pdf>

Alternative Provision Statutory guidance for local authorities, Department for Education 2013,
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/268940/alternative_provision_statutory_guidance_pdf_version.pdf

Alternative pathways in Hackney, Hackney Learning Trust 2018,
<https://www.learningtrust.co.uk/content/alternative-pathways-hackney>

Unlocking a different future: an independent evaluation of Project Future, Centre for Mental Health 2017,
<https://www.centreformentalhealth.org.uk/unlocking-a-different-future>

Making The Difference: Breaking the link between school exclusions and social exclusion, Institute for Public Policy Research (IPPR)
<https://www.ippr.org/publications/making-the-difference>

A Review of School Exclusions, Children and Young People’s Scrutiny Commission 2016
https://hackney.gov.uk/media/8158/a-review-of-school-exclusions-final-report/pdf/school-Exclusions_Report

Exclusion Scrutiny Review – update on progress against recommendations, Nov 2017, Children and Young People Scrutiny Commission meeting,
<http://mginternet.hackney.gov.uk/ieListDocuments.aspx?CId=121&MId=4000&Ver=4>

8 Executive Links and Response

8.1 The following corporate stakeholders have been consulted on this Terms of Reference:

Contributor	How have they been consulted on proposal
Council Lead Officers – Andrew Lee, Assistant Director, Education Services Paul Kelly, Head of Wellbeing and Education Safeguarding Education Services Annie Gammon (Director of Education) Sarah Wright, Director for Children and Families Pauline Adams, Principal Head of Service- Early Help and Prevention	Scoping report sent for comment on 30 th August 2018
Council Group Director – Anne Canning	Scoping report sent for comment 30 th August 2018

Executive Member(s) – Cllr Anntionette Bramble Cllr Christopher Kennedy	Scoping report sent for comment 30th August 2018
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9 Glossary

9.1 Below is a list of abbreviations used within this report and their full title

Abbreviation	Definition
HLT	Hackney Learning Trust
DfE	Department for Education
Ofsted	the Office for Standards in Education, Children's Services and Skills
LBH	London Borough of Hackney
YOT	Youth Offending Team
PSHE	Personal, social, health and economic education
IPPR	Institute for Public Policy Research

10 Appendices

10.1 Appendix 1

Young People Scrutiny Commission Review: Exclusions Review

Cabinet Response: February 2017

Scrutiny Commission Update: November 2017

1. Update to scrutiny recommendations for November 2017

Recommendation One A - D	Cabinet Response February 2017	Update 2017 November
<p>1A. We ask that the HLT leads on producing a set of exclusion data by ethnicity for the borough. Data should express exclusions for each ethnic group as a rate reflecting the numbers of pupils in the cohort.</p> <p>We ask that a consistent set of ethnicity codes are used for each measure (rates of permanent and fixed term exclusions).</p> <p>For both permanent and fixed term exclusions and to help prevent small numbers of total pupils in any one ethnic group masking what might be relatively high rates of exclusion overall, we ask that data for the number of years necessary to allow disproportionalities to be fully captured be combined.</p> <p>We appreciate that there will be complexities around reporting on the profile of exclusions for a period of more than one year within the context of the profile of the school population. However, we hope that a form of aggregation can be applied which will allow for insightful, multi-year</p>	<p>1A Hackney Learning Trust (HLT) will lead on producing a set of exclusion data by ethnicity for the borough. Data will describe exclusions for each ethnic group as a rate reflecting the numbers of pupils in each specific cohort.</p> <p>We have a list of approved ethnicity categories that are used by Hackney schools as part of the school census. This is a selection of the full Department for Education (DfE) list of 300 codes, chosen to suit the characteristics of the local population.</p> <p>Three years has been identified as suitable period to allow disproportionalities to be captured and HLT will commit to aggregating this information.</p> <p>A summarised position will also be produced. However as there is significant variation in exclusion rates and trends in primary and</p>	<p>1A</p>

<p>rates to be produced. The reason for asking for this data to be produced is so that it can be used to better and more clearly highlight to schools and to governors the level of disproportionality which exists in the borough. It is not intended to help with a forensic examination of data.</p> <p>This considered, we would suggest that a summarised position combining primary schools and secondary schools looking separately at rates for permanent and fixed term exclusions would show the overall account of disproportionality and race most simply and clearly. We would leave to the HLT details about the levels of data which best allow for this.</p> <p>In later recommendations we ask that this data is used along with other measures within or as a supplementary document of, the No Need to Exclude strategy. We also ask that this and other data is used to help highlight inequalities as an explicit issue for schools in training for teachers and governors.</p>	<p>secondary schools, there is likely to be more value in keeping primary and secondary information separate, alongside overall 'all Hackney' data.</p> <p>HLT can produce this data on a termly basis and this information can be regularly shared with relevant stakeholders, and can be used as one measure to evaluate the No Need to Exclude strategy</p>	
<p>1B. We ask that the HLT leads on producing a set of exclusion data by Special Educational Needs status for the borough. Data should express exclusions for pupils within each group as a rate considering the number of pupils in the cohort.</p> <p>For both Permanent and Fixed Term exclusions and to help prevent small numbers of total pupils in any one group masking what might be relatively high rates of exclusion overall, we ask that data for the number of years necessary to allow disproportionalities to be fully</p>	<p>1B. HLT will lead on producing a set of exclusion data by SEN for the borough. Data will describe exclusions for each SEN group as a rate reflecting the numbers of pupils in each specific cohort and as with other data, this can be aggregated to a three year period to allow disproportionalities to be captured.</p>	

<p>captured be combined. We appreciate that the changes in Special Educational Needs classifications are likely to mean that a coherent analysis will only be able to consider data for 2014/15 onwards.</p> <p>There will be complexities around reporting on the profile of exclusions for a period of more than one year within the context of the profile of the school population. However, we hope that a form of aggregation can be applied which will allow for insightful, multi-year rates to be produced.</p>		
<p>1C. We ask that the HLT leads on producing a set of borough exclusions data by the most relevant deprivation-indicator. Data should express exclusions for pupils within each group as a rate considering the number of pupils in the cohort.</p> <p>This should look at both fixed term and permanent exclusions, and primary and secondary Schools.</p> <p>For both permanent and fixed term exclusions and to help prevent small numbers of total pupils in any one group masking what might be relatively high rates of exclusion overall, we ask that data for the number of years necessary to allow disproportionalities to be fully captured be combined.</p>	<p>1C HLT will lead on producing a set of exclusion data by deprivation indicators for the borough. Data will describe exclusions for each group as a rate reflecting the numbers of pupils in each specific cohort.</p> <p>HLT will also produce exclusions data from the school census (two terms retrospectively) by Free School Meals (FSM)</p> <p>The data will reflect both fixed and permanent exclusions and will be aggregated to a three year period.</p>	
<p>D. We ask that the HLT collect from all schools a clear set of evidence of extra support offered / provided to identify and address the needs of children from groups that are identified in the statutory guidance as having exclusion rates that are "[...] consistently higher than average" (pupils with SEN; pupils eligible for Free School Meals; looked after children; gypsy / Roma; Travellers of Irish Heritage; and Black Caribbean pupils).</p>	<p>D This suggestion will be discussed with schools at appropriate fora in order to determine the most appropriate way to best reflect the intent behind this recommendation. This will include the suggestion that Governors should ensure they are aware of, and analyse, the range of provision made available in their schools.</p>	

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Recommendation Two	Cabinet Response February 2017	Update November 2017
We ask for an update in or soon after September 2017. This will explore the early impact and the extent to which schools are taking up its support offers to pupils who are at risk of exclusion.	In 2016/17 HLT intend to undertake a survey of the outcomes cited in the No Need to Exclude (NNE) strategy in order to provide a baseline for a further monitoring survey in 2017/18. The results of this will be shared with the commissions and other stakeholders.	

Recommendation Three	Cabinet Response February 2017	Update November 2017
<p>That inequalities in exclusion rates are identified as an explicit and central issue within the No Need to Exclude Strategy and wider professional development and training.</p> <p>Recommendation 1 seeks to establish a stronger set of data on a number of key disproportionalities in exclusion rates.</p> <p>We ask that the strategy sets as one of its key aims the tackling and reductions of inequalities in exclusion, and that clear and succinct data highlighting these disproportionalities is presented.</p> <p>We also ask that disproportionality in exclusions is highlighted as an explicit issue for schools in relevant training and professional development documents.</p>	<p>This issues highlighted by the Commission are now referenced in the revised Proposals to Reduce Exclusions 2016-18 document.</p> <p>The issue of disproportionality will be highlighted as an issue for schools in relevant training and development documents, and future data sets will highlight disproportionality when it is found.</p>	

Recommendation Four	Cabinet Response February 2017	Update November 2017
<p>In principle, the Commission would be supportive of any role for New Regents College which better allows pupils' needs to be identified and met before an exclusion or a referral off-site occurs. Evidence given later in this report suggests that some schools could benefit from the good practice that already exists in some others (for examples see paragraphs 2.27 – 2.32)</p> <p>We would see this offer as being incorporated alongside the other services for schools detailed within the No Need to Exclude Strategy.</p> <p>We ask that the potential of this offer be explored and/or kept under review.</p>	<p>New Regent's College is the key alternative resource for managing behaviour and providing support to pupils who have been excluded, and are also at risk of exclusion.</p> <p>The issue of support for other schools is now expressly referenced in the revised Proposals to Reduce Exclusions 2016-18 document, and HLT will ensure that this offer is kept under review.</p>	

Recommendation Five	Cabinet Response February 2017	Update November 2017
<p>A. We feel that the No Need to Exclude Strategy should more categorically state the approaches that the HLT will take in cases where it feels decisions of a school to be contestable.</p> <p>We ask that the fixed term exclusions and permanent exclusion pages of the No Need to Exclude Strategy are amended to include statements that the HLT will wherever possible:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Signpost the parents to where they can receive independent advice on schools' decisions. <input type="checkbox"/> Advise parents in these cases of the avenues of challenge that are open to them <input type="checkbox"/> Signpost parents to 	<p>A. As discussed at the evidence gathering stage of the Overview and Scrutiny Commission, HLT has numerous examples of challenges to schools where decisions are contestable. This is a cornerstone of the approach that has been developed with schools over the last three years and continues to be effective in working to ensure better outcomes for children and young people.</p> <p>However, legislation provides all Head teachers and Principals with powers to exclude that will sometimes override any advice, guidance and challenge that can be posed</p>	<p>A.</p>

independent advisors in these cases	by local authority officers.	
<p>B.</p> <p>We ask that a supplementary 'Parent Promise' document sits alongside the No Need to Exclude Strategy and within guidance pages for parents on the HLT website.</p> <p>It would promise that the HLT will always:</p> <ul style="list-style-type: none"> <input type="checkbox"/> In its dialogue with schools seek to explore alternatives to exclusion. <input type="checkbox"/> Raise its concerns with schools where it feels intended decisions on exclusions or decisions already taken to be unreasonable and or where they could be found to be not in accordance with DfE guidance. 	<p>B.</p> <p>The challenge to schools, as highlighted by the commission, and support for parents, including the Parent Promise, is now contained in the revised Proposals to Reduce Exclusions 2016-18</p>	<p>B.</p>
<p>C.</p> <p>We welcome the clear guidance for parents on the HLT website on exclusions and appeals processes. We feel this same webpage should also contain a reference to the continuum of provision and support available to schools as alternatives to exclusion and signposting to advice services which might offer support. We feel that this would better enable parents to actively seek alternatives to exclusion with schools.</p>	<p>C.</p> <p>HLT officers will continue to advise parents on both their rights, and their responsibilities.</p> <p>This includes regular signposting to independent advisers such as 'Just for Kids Law'.</p> <p>The Parental Promise leaflet and revisions to the HLT webpage are currently under consideration in regard to how to further develop that which is already existing and available to best ensure we are providing parents with the best information.</p>	<p>C.</p>

Recommendation Six	Cabinet Response February 2017	Update November 2017
We ask that the HLT seek an agreement / commitment from schools:	HLT officers always try to work with our schools where there are concerns about	

<ul style="list-style-type: none"> □ To consult with the HLT in any of these cases where a pupil is exhibiting behaviour which the school believes it is unable to cater for and/or believes puts the welfare of others at risk. □ In any case, to give serious consideration as to whether any pupil facing exclusion requires an EHC plan and, if so, request that the Council carry out an EHC assessment. Schools should apply a low threshold when considering whether an EHC plan is required in such circumstances. □ Not to immediately permanently exclude in any case where they feel that a pupil could potentially qualify and benefit from support through an EHC plan. □ In these cases, and only if strictly necessary, to refer pupils off site to New Regents College whilst the EHC assessment is being carried out and an EHC plan is being prepared. □ To seek to quickly reintegrate pupils into school upon completion of the assessment and support being in place (where this is felt to be in the best interests of the pupil). <p>When a pupil is directed off site for their behaviour to be improved, or excluded for a fixed term period, the school is obliged to meet the cost of alternative provision. Where a pupil is excluded permanently, the local education authority must provide</p>	<p>pupils with SEN, or possible undiagnosed SEN who are facing exclusion.</p> <p>HLT officers will suggest an approach, such as the one highlighted by the commission, or directly challenge schools if these considerations have not been made prior to exclusions considerations.</p> <p>HLT is currently drafting a good practice guide for schools referencing exclusion of SEN pupils reflecting this recommendation. However whilst we as a local authority can and do proactively challenge and advise, we cannot compel given the powers given to Head teachers.</p> <p>In relation to recommendation to consider financial support, HLT is committed to considering all</p>	
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<p>and fund alternative provision.</p> <p>To avoid any financial disincentive of a school directing a pupil off site during the EHC assessment rather than permanently excluding we ask that the HLT explores whether financial support to meet the cost of alternative provision could be offered for the duration of the application for assessment and the assessment itself.</p> <p>We ask that, in all circumstances, the HLT act as quickly as possible in completing an EHC assessment and preparing an EHC plan, but particularly when a pupil is facing exclusion and that the HLT consider an expedited process in such cases.</p>	<p>cases on their individual merits and this does include any financial aspects.</p> <p>Though there is a statutory timeframe which must be adhered to HLT is also committed to finalising plans as quickly as possible, as the benefits to all parties is completely accepted.</p>	
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Recommendation Seven	Cabinet Response February 2017	Update November 2017
<p>We ask that the HLT explore any viable options around achieving this in its consultation/training or working with schools on the issue of Disciplinary Panels and Exclusions.</p> <p>This might include seeking a voluntary agreement amongst schools that one or more governors (in particular relevant link governors) will be invited to attend Panels, either with or without voting rights.</p>	<p>HLT commits to exploring viable options to work with schools in relation to disciplinary panels and exclusions.</p>	

Recommendation Eight	Cabinet Response February 2017	Update November 2017
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<p>We ask that the Council responds to any relevant consultations with a view that powers of Independent Review Panels in events where it finds exclusion decisions to have been flawed, are increased. We feel that schools should be forced to reinstate pupils in these cases, if this is the wish of the parent and pupil. If this is not the wish of the pupil or parent we feel that a higher financial penalty (than the current £4,000) should be applied.</p>	<p>The Council and Hackney Learning Trust will continue to provide full and detailed responses to any relevant consultations in regard to the wellbeing of children and young people and the recommendation of the committee will be reflected in future responses related to Independent Review Panels.</p>	
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Recommendation Nine	Cabinet Response February 2017	Update November 2017
<p>We ask that the HLT in its delivery of training to governors makes available data highlighting disproportionalities in exclusion rates.</p> <p>We ask that training for governors suggests relevant questions that they might seek responses on. These might be asked during Disciplinary Panels and or in governing body meetings generally. These should include questions around:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The extent to which schools are engaging with the range of support services offered within the No Need to Exclude Strategy in cases where a child is at risk of exclusion. <input type="checkbox"/> The extent to which the school sees significant disproportionalities in exclusion as an issue to address and monitor. <input type="checkbox"/> The extent of differentiated learning at the school, investment in the well-being offer, and opportunities for pupils to 'catch up' internally within the school. 	<p>In addition to the central training offer to Governors which offers support and advice on wellbeing, attendance and exclusions in general, HLT is also able to offer bespoke training provided the Exclusions Team which covers all the issues highlighted by the commission, including how governors and their schools can engage with existing support services; how schools can monitor, address, and tackle cases of disproportionality; and the impact of SEND.</p>	


Whether the school has permanently excluded any pupil with diagnosed or suspected Special Educational Needs or Disabilities.		
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10.2 **Appendix 2**

Fixed-term and permanent exclusions

2014-2017



	Control Sheet		
Fixed-term and permanent exclusions, 2014-17			
Reference:			
Date produced:	September 2018	Status:	Final
Valid until:			
Collected by:	Hackney Learning Trust		
Short description/ notes:	<p>This report includes fixed-term and permanent exclusions for the latest three years sourced from the school census.</p> <p>For example, for academic year 2016-2017's exclusions:</p> <ul style="list-style-type: none"> • Autumn term 2016 exclusion are included in the May 2017 school census • Spring term 2017 exclusion are included in the October 2017 school census • Summer term 2017 exclusion are included in the January 2018 school census <p>For of this reason, pupils' time-variant characteristics such as Free School Meal eligibility (FSM), Special Education Needs provision (SEN), might be different at the time of the census where the exclusions are returned, from the status when the exclusion took place. Therefore the pupils' FSM has been picked up from the census "closest" to the exclusion (e.g. for summer term exclusions the FSM is picked up from the May census). The SEN status used is from the time of the exclusion as this is part of the information the school is required to enter into their MIS system when they record the exclusion incident.</p> <p>Where some pupils may have had exclusions under two different SEN statuses within the year in the same school they have only been included under one of these statuses</p>		
Restrictions on use:	1. For internal use within Hackney Learning Trust and LBH only. 2. Do not distribute without permission from the person authorising use.		
Reporting cycle:	Ad hoc		
Next report due:			
Report	TBC		

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Introduction

Nationally, in 2016/17 the overall rate of permanent exclusions increased from 0.08 per cent of pupil enrolments in 2015/16 to 0.10 per cent and the number of exclusions increased from 6,685 to 7,720. The DfE reported similar patterns by pupil characteristics to previous years, with some groups incurring higher rates of permanent and fixed term exclusion than others:

- The permanent exclusion rate for boys (0.15 per cent) was over three times higher than that for girls (0.04 per cent) and the fixed period exclusion rate was almost three times higher (6.91 compared with 2.53 per cent).
- Pupils known to be eligible for and claiming free school meals (FSM) had a permanent exclusion rate of 0.28 per cent and fixed period exclusion rate of 12.54 per cent - around four times higher than those who are not eligible (0.07 and 3.50 per cent respectively).
- Pupils known to be eligible for and claiming free school meals (FSM) accounted for 40.0 per cent of all permanent exclusions and 36.7 per cent of all fixed period exclusions.
- Pupils with identified special educational needs (SEN) accounted for around half of all permanent exclusions (46.7 per cent) and fixed period exclusions (44.9 per cent).
- Pupils with SEN support had the highest permanent exclusion rate at 0.35 per cent. This was six times higher than the rate for pupils with no SEN (0.06 per cent).
- Pupils with an Education, Health and Care (EHC) plan or with a statement of SEN had the highest fixed period exclusion rate at 15.93 per cent - over five times higher than pupils with no SEN (3.06 per cent).
- Pupils of Gypsy/Roma and Traveller of Irish Heritage ethnic groups had the highest rates of both permanent and fixed period exclusions, but as the population is relatively small these figures should be treated with some caution.
- Black Caribbean pupils had a permanent exclusion rate nearly three times higher (0.28 per cent) than the school population as a whole (0.10 per cent). Pupils of Asian ethnic groups had the lowest rates of permanent and fixed period exclusion.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/726741/extended_exc1617.pdf

This report aims to highlight whether, and where there is disproportionality in the percentage of fixed-term and permanent exclusions in Hackney primary, secondary and special schools for specific groups and cohorts of pupils.

These indicators have been reported by ethnicity and gender, special educational needs and pupil premium to consider if any of these groups, or cohorts within these groups, are disproportionately represented in any of the above exclusions indicators.

Methodology

Figures are reported for each year separately to be able to account for potential year on year variations which would have been difficult to disentangle in the case of aggregating multiple years of data. As a consequence, some of the percentages reported are based on small denominators, especially in the case of special schools and permanent exclusions and, therefore, should be interpreted with caution.

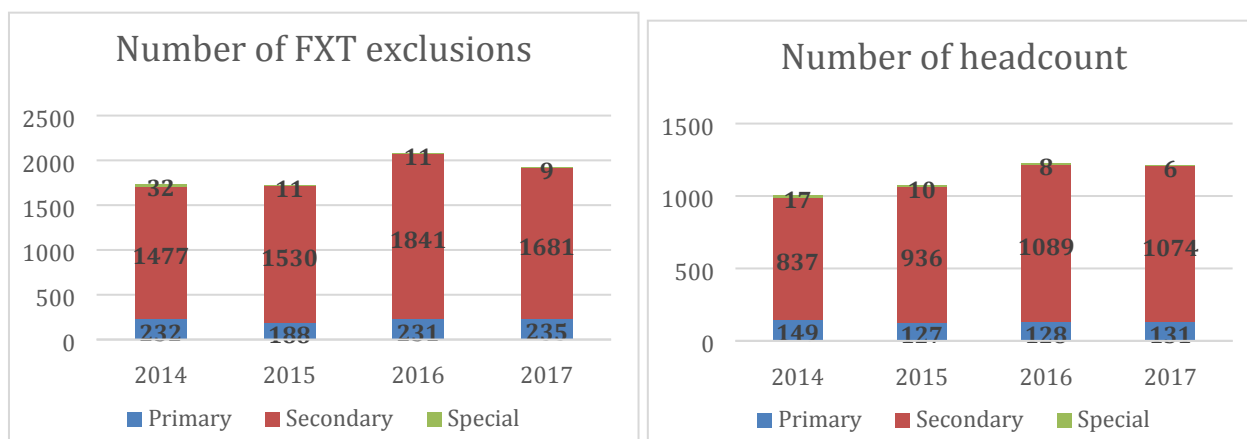
The following indicators are reported throughout this report by school phase:

- Number and percentage of fixed-term exclusions (percentage calculated out of the total number of exclusions) (% FXT exclusions)
- Headcount number of pupils with a fixed-term exclusion (percentage calculated out of the total headcount number of pupils) (% headcount)
- Number and percentage of permanent exclusions

Please note that one pupil can have more than one fixed-term exclusion.

1. Fixed-term exclusions

1.1 Overview



	2014	2015	2016	2017	Trend line		2014	2015	2016	2017	Trend line
Primary	232	188	231	235		Primary	149	127	128	131	
Secondary	1477	1530	1841	1681		Secondary	837	936	1089	1074	
Special	32	11	11	9		Special	17	10	8	6	
All schools	1741	1729	2083	1925		All schools	1003	1073	1225	1211	

The number of fixed-term exclusions in primary schools in 2016/17 was 235, the same level as 2015/16 (232) and 2013/14 (232). 2014/15 saw a dip to 188 exclusions. There has been a decline in the number of pupils that these exclusions cover, from 149 in 2013/14 down to 131 in 2016/17. The number of fixed-term exclusions in secondary schools in 2016/17 was 1681, down on the previous year (1841). There has been an accompanying increase in the number of pupils that these exclusions cover, from 837 in 2013/14 to 1074 in 2016/17. Exclusions in special schools have fallen, from 32 exclusions in 2013/14 to 9 in 2016/17. 17 pupils in special schools had an exclusion in 2013/14 compared to 6 in 2016/17.

When exclusions are reported as a 'percentage of roll', similar trends can be seen:

the number of fixed term exclusions in primary schools as a percentage of the overall number of pupils has remained constant at 1%; the number of pupils with an exclusion in primary schools as a percentage of the total number of pupils has stayed constant at 1%

the number of fixed term exclusions in secondary schools as a percentage of the overall number of pupils has increased from 12% to 13% across the four years; the number of pupils with an exclusion in secondary schools as a percentage of the total number of pupils has increased from 7% to 8%

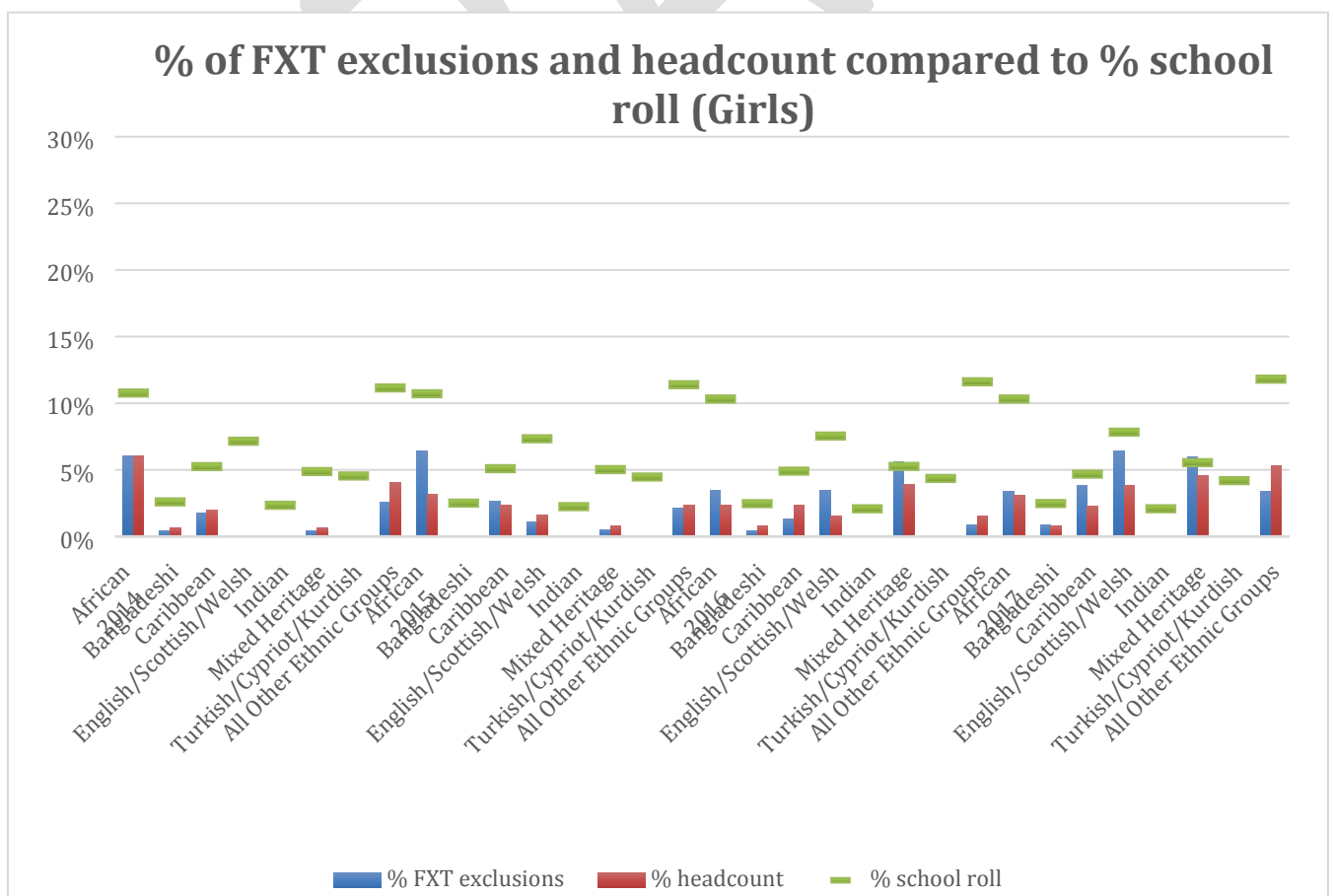
	2014	2015	2016	2017	Trend line		2014	2015	2016	2017	Trend line
Primary	1%	1%	1%	1%		Primary	1%	1%	1%	1%	
Secondary	12%	12%	14%	13%		Secondary	7%	7%	8%	8%	
Special	12%	4%	3%	3%		Special	6%	3%	2%	2%	
All schools	5%	5%	6%	6%		All schools	3%	3%	4%	4%	

The 'All schools' trend line can be seen to mirror the secondary trends in the table above, as 87% of all exclusions in Hackney are in the secondary phase (2016/17 figure). Therefore, analysis of fixed term exclusions in this report is divided into primary phase (section 1.2) and secondary phase (section 1.3), rather than overall cross-phase analysis, as this may mask any changes in the pattern and characteristics of primary exclusions amongst the larger volume of secondary exclusions.

1.2 Primary schools

Ethnicity (Girls)

Chart 1: Fixed-term exclusions and headcount girls against the school roll, 2014-17



African girls (11% of total school roll in 2014 and 2015, and 10% in 2016 and 2017) and 'All other ethnic groups' (11% of total school roll in 2014 and 2015, and 12% in 2016 and in 2017) are the largest female cohorts in Hackney primary schools.

In 2014 and 2015, African girls (6% of all primary school fixed term exclusions in both years) were the female cohort with the highest percentage of exclusions; in 2016, the cohort with the highest percentage of exclusions was Mixed Heritage girls (6% of all fixed term exclusions in the borough) and in 2017, English/Scottish/Welsh and Mixed Heritage girls were the cohorts with the highest percentage of exclusions (6% of all fixed terms exclusions).

There are no female cohorts (by ethnicity) within the Hackney primary school population that exhibit an extraordinary level disproportionality within the four year period. The only cohort across the four year period that exhibits any disproportionality is:

Mixed heritage girls in 2016 (6% of fixed term exclusions in the context of 5% of school roll) and in 2017 (6% of fixed term exclusions in the context of 6% of school roll)

Other examples in the four year period where there is a relatively small gap between the size of the cohort and the proportion of exclusions held by that cohort are:

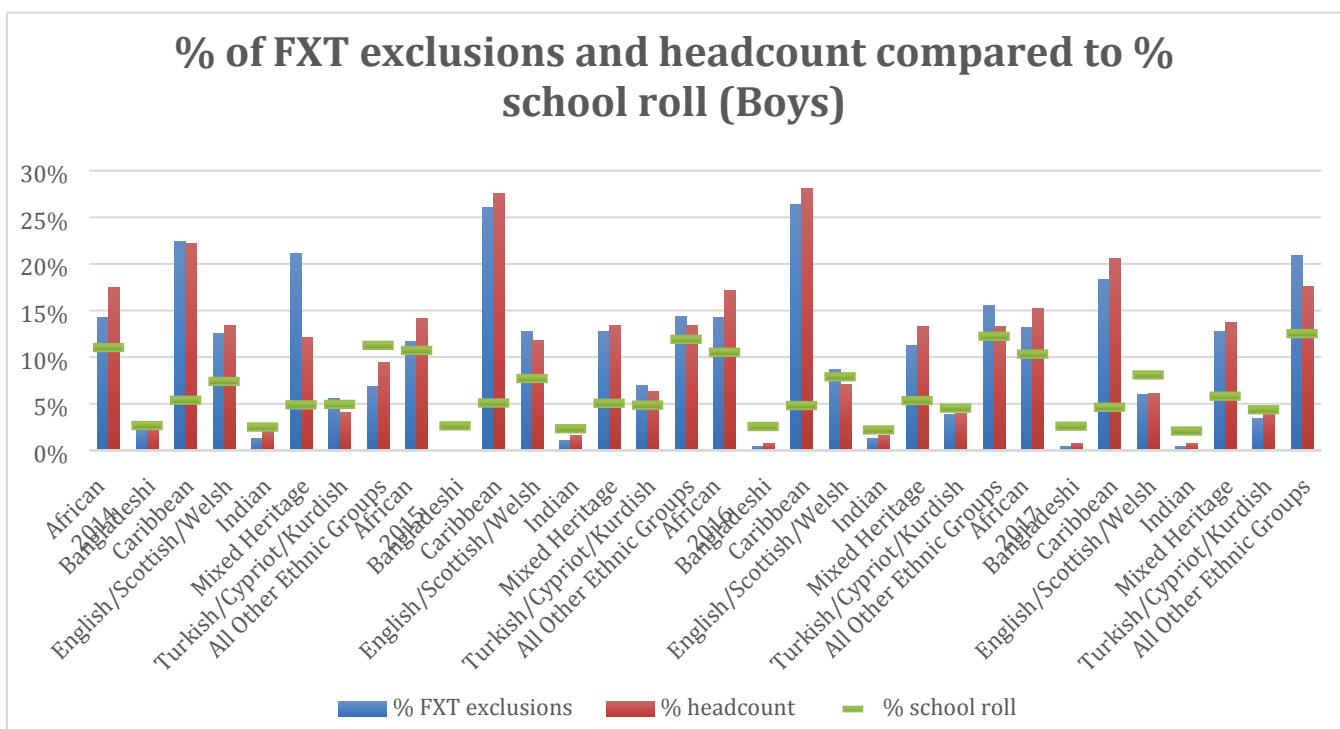
African girls in 2014 (6% of fixed term exclusions in the context of 11% of school roll) and 2017 (6% of fixed term exclusions in the context of 11% of school roll)

Caribbean girls in 2015 (3% of fixed term exclusions in the context of 5% of school roll) and in 2016 (4% of fixed term exclusions in the context of 5% of school roll)

English/Scottish/Welsh in 2017 (6% of fixed term exclusions in the context of 8% of school roll)

Ethnicity (Boys)

Chart 2: Fixed-term exclusions and headcount boys against the school roll, 2014-17



African boys (11% of total school roll in 2014, 2015, 2016 and 10% in 2017) and 'All other ethnic groups' (11% of total school roll in 2014, 12% in 2015 and 13% in 2016 and 2017) are the largest male cohorts in Hackney primary schools.

Across 2014-2016, Caribbean boys (22% of all primary school fixed term exclusions in 2014, and 26% in both 2015 and 2016) was the male cohort with the highest percentage of exclusions. In 2017, All Other Ethnic Groups were the male cohort with the highest percentage of exclusions (21% of all fixed term exclusions in the borough) while Caribbean boys was the male cohort with the second highest percentage of exclusions (18%).

Mixed Heritage boys in 2014 (21% of all fixed term exclusions in the borough) also had a significantly high proportion of exclusions.

In primary schools, the proportion of exclusions made by boys in each main ethnic group and the proportion of boys with at least one exclusion (headcount) exceed the proportion of each group in the total school roll between 2014 and 2017 on a number of occasions (**Chart 3**), most notably:

- Caribbean boys in 2014 (22% of fixed term exclusions in the context of 5% of school roll)
- Caribbean boys in 2015 (26% of fixed term exclusions in the context of 5% of school roll)
- Caribbean boys in 2016 (26% of fixed term exclusions in the context of 5% of school roll)
- Caribbean boys in 2017 (18% of fixed term exclusions in the context of 5% of school roll)

Mixed Heritage boys in 2014 (21% of fixed term exclusions in the context of 5% of school roll)

Mixed Heritage boys in 2015 (13% of fixed term exclusions in the context of 5% of school roll)

Mixed Heritage boys in 2016 (11% of fixed term exclusions in the context of 5% of school roll)

Mixed Heritage boys in 2017 (13% of fixed term exclusions in the context of 6% of school roll)

English/Scottish/Welsh boys in 2014 (13% of fixed term exclusions in the context of 7% of school roll)

English/Scottish/Welsh boys in 2015 (13% of fixed term exclusions in the context of 8% of school roll)

African boys in 2014 (14% of fixed term exclusions in the context of 11% of school roll)

African boys in 2016 (14% of fixed term exclusions in the context of 11% of school roll)

African boys in 2017 (13% of fixed term exclusions in the context of 10% of school roll)

All Other Ethnic Groups in 2015 (14% of fixed term exclusions in the context of 12% of school roll)

All Other Ethnic Groups in 2016 (16% of fixed term exclusions in the context of 12% of school roll)

All Other Ethnic Groups in 2017 (21% of fixed term exclusions in the context of 13% of school roll)

SEN provision

Chart 4: Fixed-term exclusions and headcount by SEN provision against the school roll, 2014-17

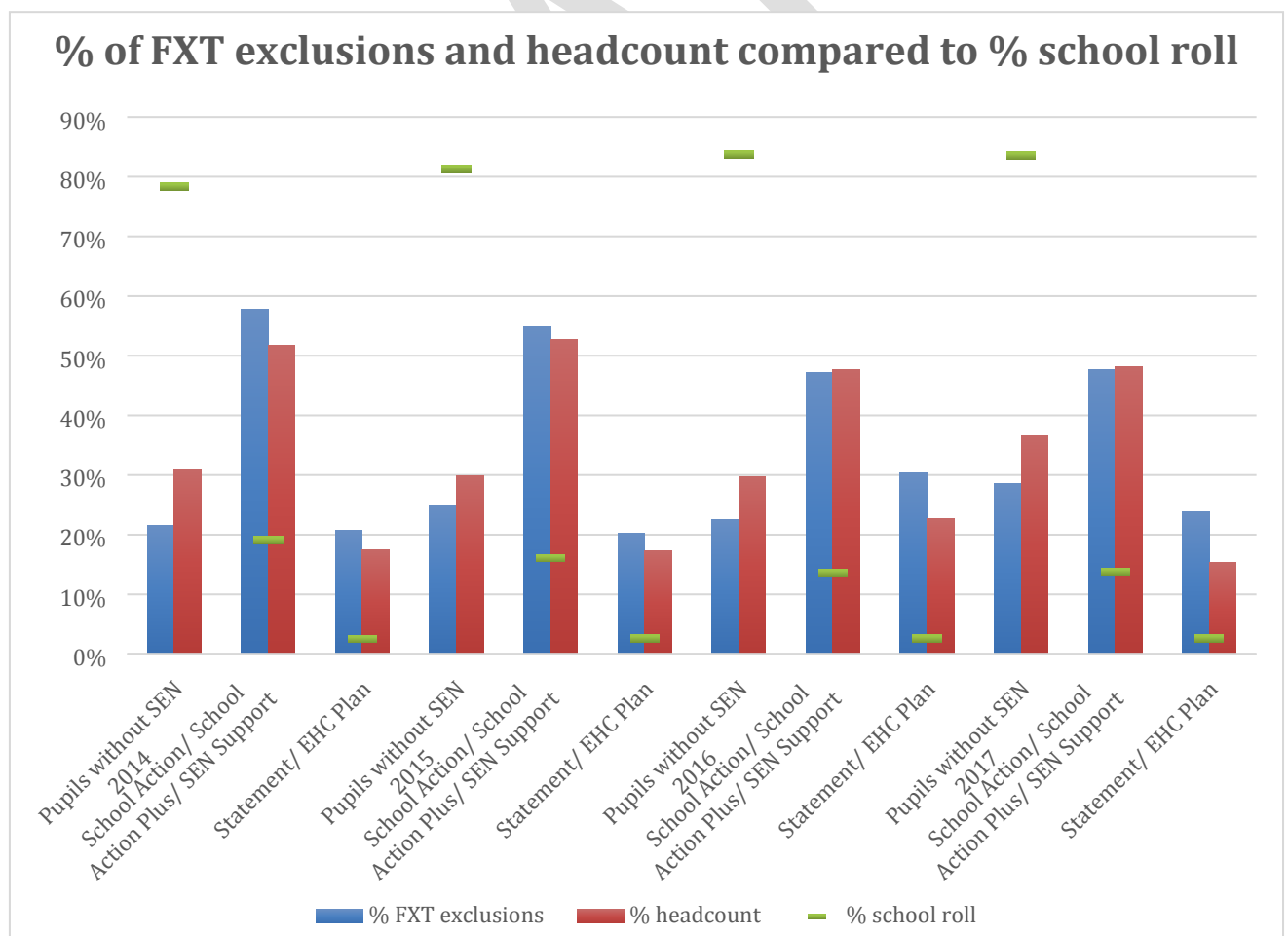


Chart 4 shows that both SEN categories – pupils with a Statement or an Education Care Plan (EHCP) and pupils with SEN without statements or EHCP are overrepresented in the of fixed-term exclusions indicators as opposed to the school rolls in 2014-2017.

Pupils with a Statement/EHCP in 2014 (21% of fixed term exclusions in the context of 3% of school roll)

Pupils with a Statement/EHCP in 2015 (20% of fixed term exclusions in the context of 3% of school roll)

Pupils with a Statement/EHCP in 2016 (30% of fixed term exclusions in the context of 3% of school roll)

Pupils with a Statement/EHCP in 2017 (24% of fixed term exclusions in the context of 3% of school roll)

Pupils at School Action, School Action Plus and SEN Support in 2014 (58% of fixed term exclusions in the context of 19% of school roll)

Pupils at School Action, School Action Plus and SEN Support in 2015 (55% of fixed term exclusions in the context of 16% of school roll)

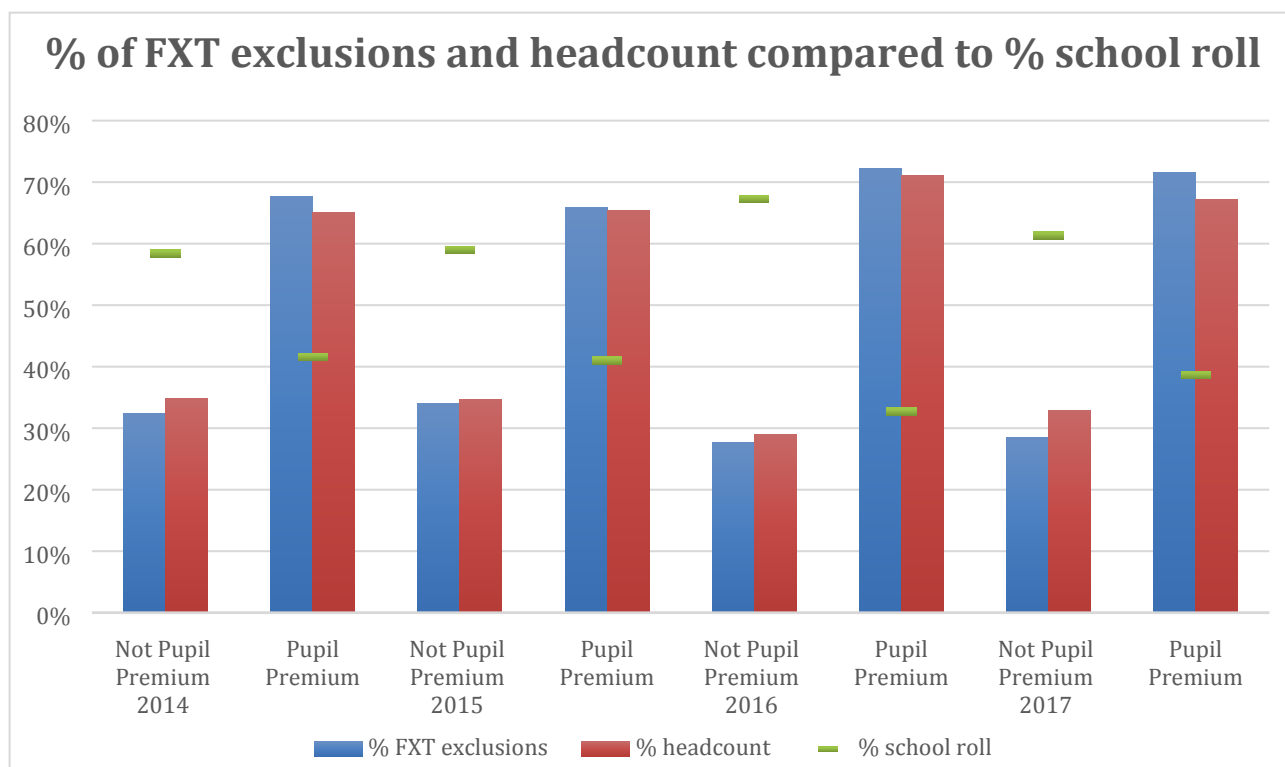
Pupils at School Action, School Action Plus and SEN Support in 2016 (47% of fixed term exclusions in the context of 14% of school roll)

Pupils at School Action, School Action Plus and SEN Support in 2017 (48% of fixed term exclusions in the context of 14% of school roll)

It should be noted that the proportion of pupils at School Action, School Action Plus and SEN Support has declined by 5 percentage points across the period, and the percentage of fixed term exclusions in Hackney from this cohort has declined by 10 percentage points.

Pupil Premium

Chart 5: Fixed-term exclusions and headcount by pupil premium against the school roll, 2014-17



As shown in **Chart 5**, pupils eligible for pupil premium are consistently overrepresented in the fixed-term exclusions indicators in Hackney primary schools in 2014-2017:

Pupils eligible for Pupil Premium in 2014 (68% of fixed term exclusions in the context of 42% of school roll)

Pupils eligible for Pupil Premium in 2015 (66% of fixed term exclusions in the context of 41% of school roll)

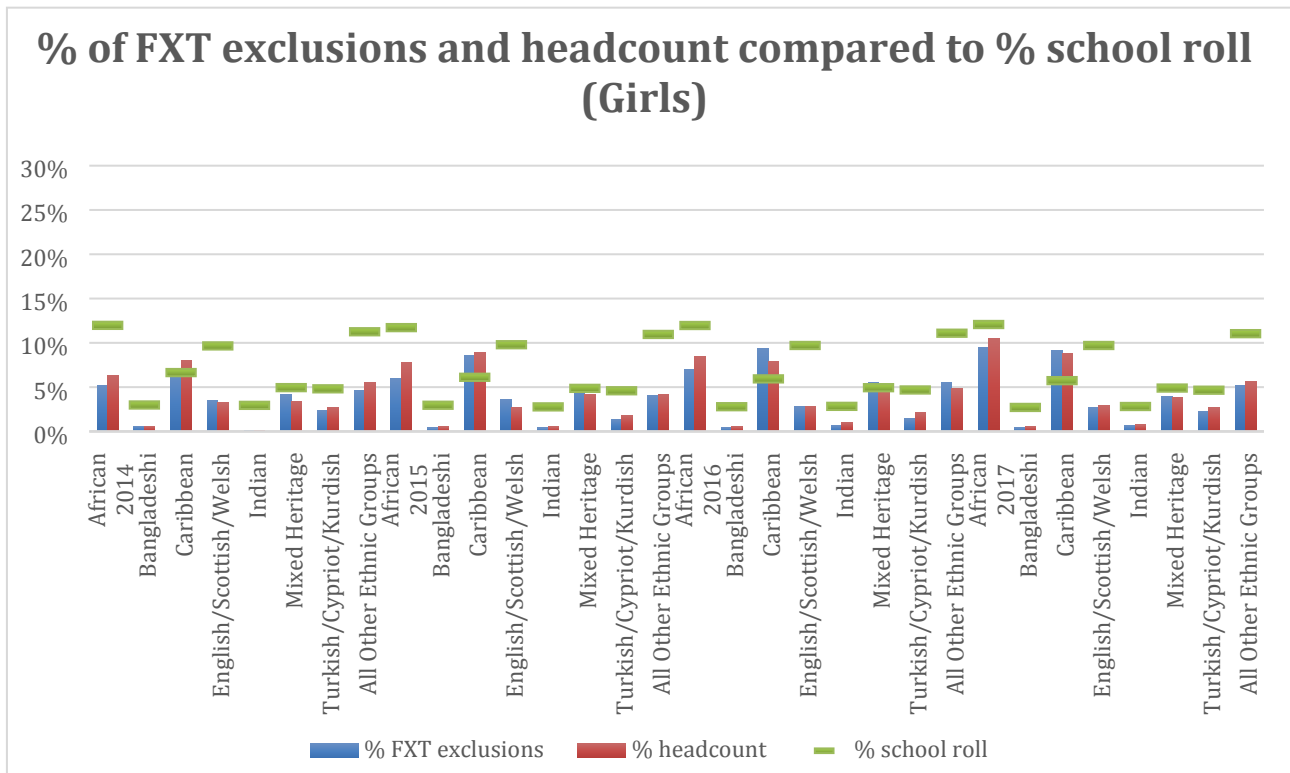
Pupils eligible for Pupil Premium in 2016 (72% of fixed term exclusions in the context of 33% of school roll)

Pupils eligible for Pupil Premium in 2017 (71% of fixed term exclusions in the context of 39% of school roll)

1.3 Secondary schools

Ethnicity (Girls)

Chart 6: Fixed-term exclusions and headcount girls against the school roll, 2014-17



In secondary schools, the proportion of exclusions made by girls in each main ethnic group and the proportion of girls with at least one exclusion (headcount) exceed the proportion of each group in the total school roll in 2014-17 on a few occasions (**Chart 6**)

African girls (12% of total school roll in each year), 'All other ethnic groups' (11% of total school roll in each year) and English/Scottish/Welsh (10% of total school roll in each year) are the largest female cohorts in Hackney secondary schools.

Caribbean girls (7% of all secondary school fixed term exclusions in 2014, and 9% in both 2015 and 2016) was the female cohort with the highest percentage of Hackney exclusions from 2014 to 2016. In 2017, African and Caribbean girls were the female cohorts with the highest percentage of Hackney exclusions (9% of all secondary school fixed term exclusions each).

In secondary schools, the proportion of exclusions made by girls in each main ethnic group exceeds the proportion of each group in the total school roll between 2014 and 2017 on a number of occasions (**Chart 6**), most notable disproportionalities are:

Caribbean girls in 2015 (9% of fixed term exclusions in the context of 6% of school roll)

Caribbean girls in 2016 (9% of fixed term exclusions in the context of 6% of school roll)

Caribbean girls in 2017 (9% of fixed term exclusions in the context of 6% of school roll)

Also, it is worth noting that Mixed Heritage girls are equally represented in both % of fixed-term exclusions and the % of the school roll:

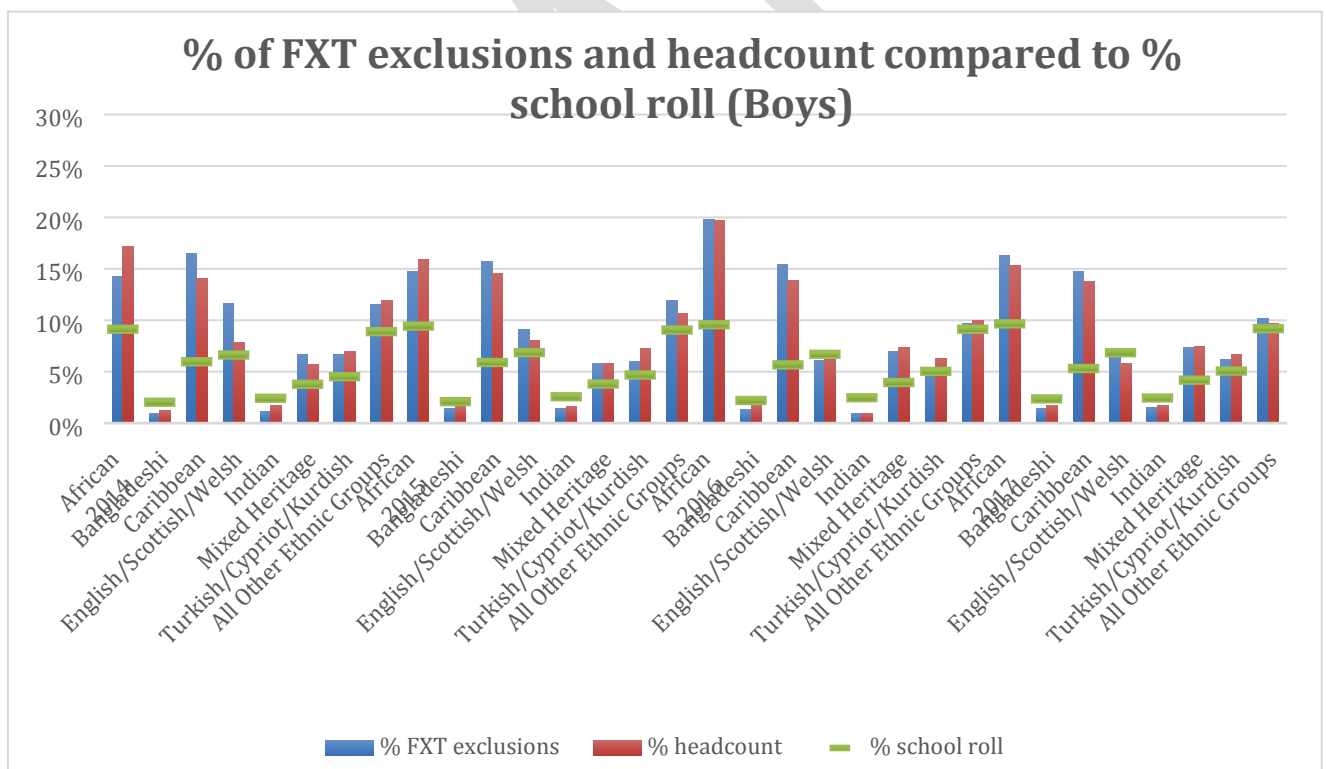
Mixed Heritage girls in 2014 (5% of fixed term exclusions in the context of 5% of school roll)

Mixed Heritage girls in 2015 (5% of fixed term exclusions in the context of 5% of school roll)

Mixed Heritage girls in 2016 (5% of fixed term exclusions in the context of 5% of school roll)

Ethnicity (Boys)

Chart 7: Fixed-term exclusions and headcount boys against the school roll, 2014-17



African boys (9% of total school roll in 2014 and 2015 and 10% in 2016 and 2017) and 'All other ethnic groups' (9% of total school roll in all four years) are the largest male cohorts in Hackney secondary schools.

In 2014 and 2015, Caribbean boys (17% of all secondary school fixed term exclusions in 2014 and 16% in 2015) was the male cohort with the highest percentage of exclusions. In 2016 and

2017, African boys (20% of all fixed term exclusions in 2016 and 16% in 2017) was the cohort with the highest percentage of Hackney's secondary school fixed term exclusions.

In secondary schools, the proportion of exclusions made by boys in each main ethnic group exceeds the proportion of each group in the total school roll between 2014 and 2017 on a number of occasions (**Chart 1**, most notably:

Caribbean boys in 2014 (17% of fixed term exclusions in the context of 6% of school roll)

Caribbean boys in 2015 (16% of fixed term exclusions in the context of 6% of school roll)

Caribbean boys in 2016 (15% of fixed term exclusions in the context of 6% of school roll)

Caribbean boys in 2017 (15% of fixed term exclusions in the context of 5% of school roll)

African boys in 2014 (14% of fixed term exclusions in the context of 9% of school roll)

African boys in 2015 (15% of fixed term exclusions in the context of 9% of school roll)

African boys in 2016 (20% of fixed term exclusions in the context of 10% of school roll)

African boys in 2017 (16% of fixed term exclusions in the context of 10% of school roll)

Mixed Heritage boys in 2014 (7% of fixed term exclusions in the context of 4% of school roll)

Mixed Heritage boys in 2015 (6% of fixed term exclusions in the context of 4% of school roll)

Mixed Heritage boys in 2016 (7% of fixed term exclusions in the context of 4% of school roll)

Mixed Heritage boys in 2017 (7% of fixed term exclusions in the context of 4% of school roll)

English/Scottish/Welsh boys in 2014 (12% of fixed term exclusions in the context of 7% of school roll)

English/Scottish/Welsh boys in 2015 (9% of fixed term exclusions in the context of 7% of school roll)

All other ethnic groups in 2014 (12% of fixed term exclusions in the context of 9% of school roll)

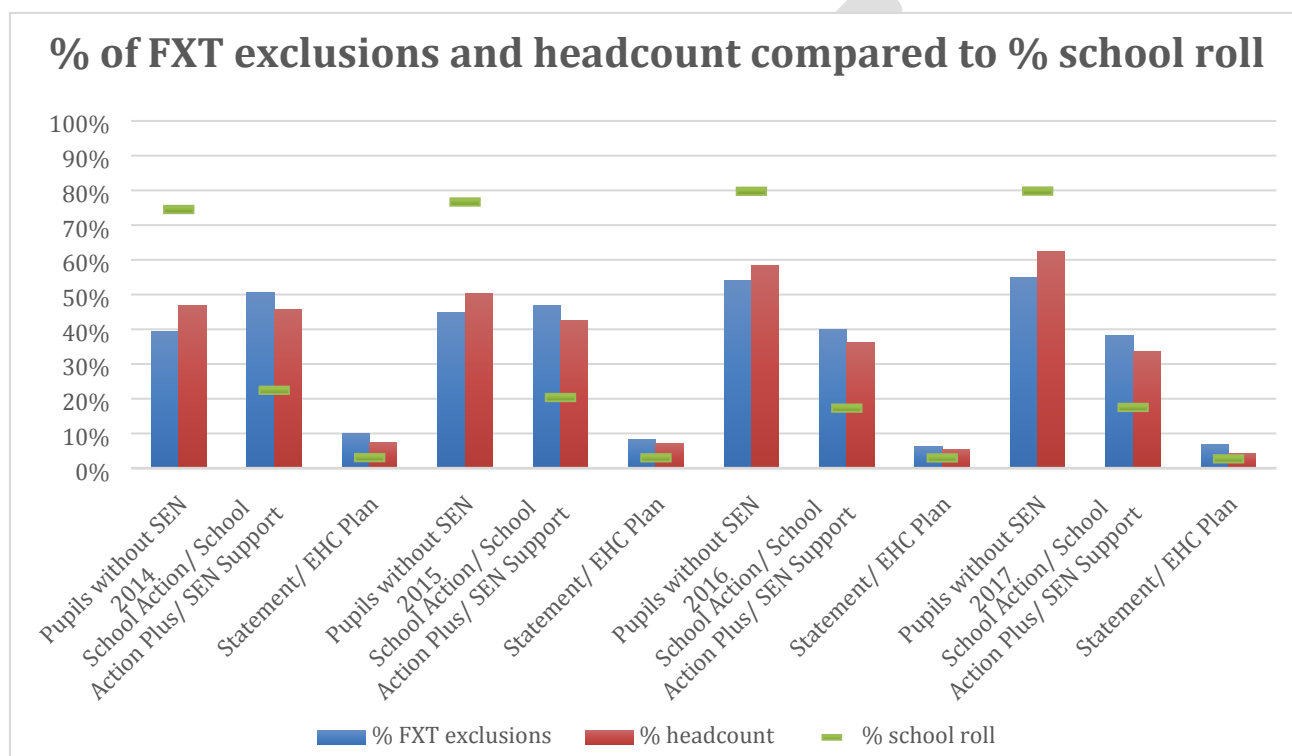
All other ethnic groups in 2017 (10% of fixed term exclusions in the context of 9% of school roll)

Turkish/Kurdish/Turkish Cypriot in 2014 (7% of fixed term exclusions in the context of 5% of school roll)

Turkish/Kurdish/Turkish Cypriot in 2017 (6% of fixed term exclusions in the context of 5% of school roll)

SEN provision

Chart 8: Fixed-term exclusions and headcount by SEN provision against the school roll, 2014-17



Pupils with SEN, regardless of their provision, are overrepresented in the fixed-term exclusions in secondary schools between 2014 and 2017 (**Chart 8**). Most notably:

Pupils with a Statement/EHCP in 2014 (10% of fixed term exclusions in the context of 3% of school roll)

Pupils with a Statement/EHCP in 2015 (8% of fixed term exclusions in the context of 3% of school roll)

Pupils with a Statement/EHCP in 2016 (6% of fixed term exclusions in the context of 3% of school roll)

Pupils with a Statement/EHCP in 2017 (7% of fixed term exclusions in the context of 3% of school roll)

Pupils at School Action, School Action Plus and SEN Support in 2014 (51% of fixed term exclusions in the context of 22% of school roll)

Pupils at School Action, School Action Plus and SEN Support in 2015 (47% of fixed term exclusions in the context of 20% of school roll)

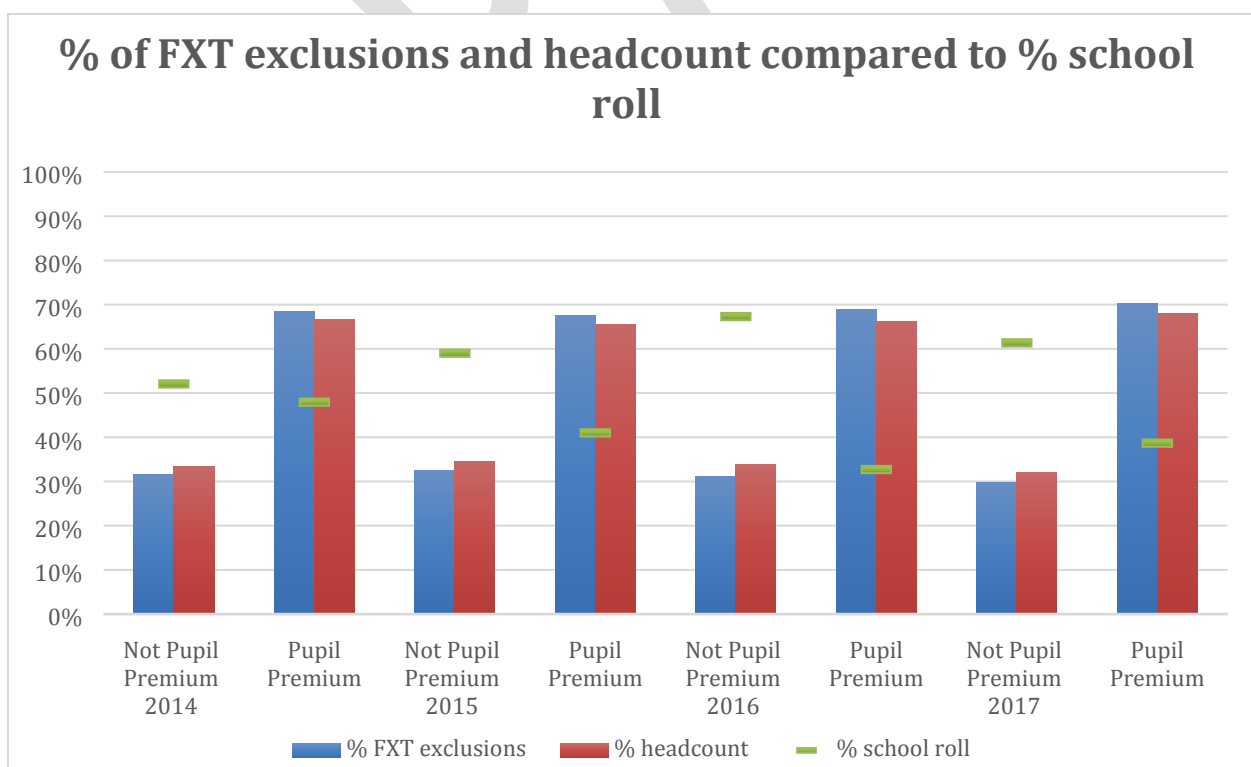
Pupils at School Action, School Action Plus and SEN Support in 2016 (40% of fixed term exclusions in the context of 17% of school roll)

Pupils at School Action, School Action Plus and SEN Support in 2017 (38% of fixed term exclusions in the context of 18% of school roll)

It should be noted that the proportion of pupils at School Action, School Action Plus and SEN Support has declined by four percentage points across the period, and the percentage of fixed term exclusions in Hackney from this cohort has declined by thirteen percentage points.

Pupil Premium

Chart 9: Fixed-term exclusions and headcount by pupil premium against the school roll, 2014-17



As shown in **Chart 9**, pupil premium pupils are overrepresented in the fixed-term exclusions in Hackney secondary schools in 2014-2017.

Pupils eligible for Pupil Premium in 2014 (69% of fixed term exclusions in the context of 48% of school roll)

Pupils eligible for Pupil Premium in 2015 (68% of fixed term exclusions in the context of 41% of school roll)

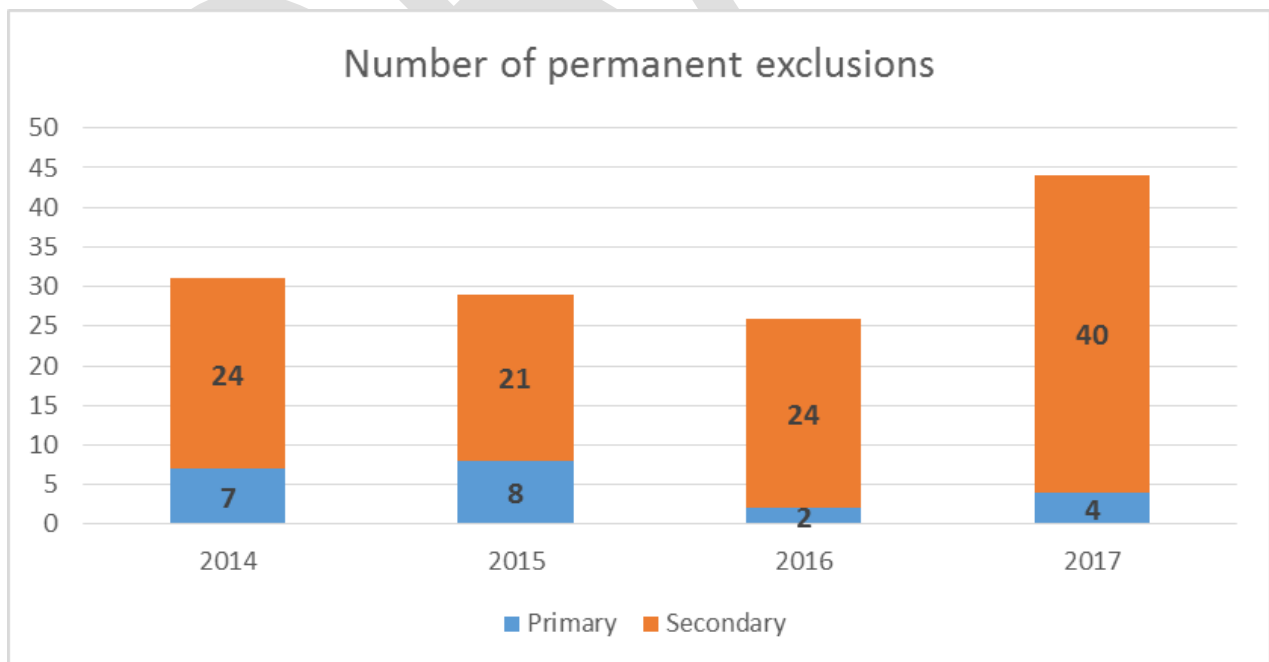
Pupils eligible for Pupil Premium in 2016 (69% of fixed term exclusions in the context of 33% of school roll)




Pupils eligible for Pupil Premium in 2017 (70% of fixed term exclusions in the context of 39% of school roll)

2. Permanent exclusions

Please note that the number of permanent exclusions in Hackney are, compared to the size of the school roll, very small. As such, these figures have not been presented in percentage terms, and have not been recorded against the school roll as a result.

Chart 9: Permanent exclusions, 2014-17



	2014	2015	2016	2017	Trend line
Primary	7	8	2	4	
Secondary	24	21	24	40	
All schools	31	29	26	44	

2.1 Primary schools

In 2014, there were seven permanent primary exclusions. These were all male, and these exclusions covered five different ethnic groups.

In 2015, there were eight permanent primary exclusions. Seven were male, and these exclusions covered 5 ethnic groups.

In 2016, there were two permanent primary exclusions.

In 2017, there were four permanent primary exclusions.

2.2 Secondary schools

In 2014, there were 24 permanent secondary exclusions, 6 of which were female. Of the 24:

- 8 were African pupil
- 5 were Mixed Heritage pupils
- 4 were Caribbean pupils
- 4 were English/Scottish/Welsh

In 2015, there were 21 permanent secondary exclusions, 4 of which were female. Of the 21:

- 5 were African pupil
- 5 were Caribbean pupils
- 3 were English/Scottish/Welsh

In 2016, there were 24 permanent secondary exclusions, 6 of which were female. Of the 24:

7 were Caribbean pupils

6 were Mixed Heritage pupils

5 were African pupils

In 2017, there were 40 permanent secondary exclusions, 10 of which were female. Of the 40:

10 were African pupils

10 were Caribbean pupils

6 were English/Scottish/Welsh pupils

DRAFT

Permanent Exclusions Survey 2016 / 17 – Findings.

Wellbeing and Education Safeguarding,
Hackney Learning Trust

Introduction

During the Autumn term 2017, Hackney Learning Trust undertook a survey of all Permanent Exclusions that took place during the 2016 / 17 academic year, with the purpose of gathering a broader understanding of the reasons for exclusions and the context within which they occurred.

As well as seeking to broaden our understanding of why exclusions take place, and the 'Hackney picture' in regard to permanent exclusions, this work will also link to other strategies and objectives – specifically, the interest of LBH Overview and Scrutiny Commission in Exclusions and disproportionality, and the LBH strategy looking at issues relating to Young Black Men.

Of the 18 schools / federations of schools that were consulted (having permanently excluded pupils in 2016/17) 9 (50%) provided responses that have been used in the analysis of exclusions, as detailed below. This response rate made reference to 22 permanent Exclusions which is 41.5% of the total number of permanently excluded pupils 2016 / 17 (45 Secondary pupils and 8 Primary pupils).

Primary

Reason	Gender	NCY
Persistent Disruptive Behaviour	Male	4
Persistent Disruptive Behaviour	Female	5
Persistent Disruptive Behaviour	Male	3
Physical Assault - Adult	Female	2
Persistent Disruptive Behaviour	Female	6
Persistent Disruptive Behaviour	Male	5
Persistent Disruptive Behaviour	Male	2
Persistent Disruptive Behaviour	Female	1

Secondary

Reason	Gender	NCY
Persistent Disruptive Behaviour	Male	8
Persistent Disruptive Behaviour	Male	8
Other	Female	7
Weapon/Physical Assault against pupil	Male	8
Persistent Disruptive Behaviour	Male	10
Persistent Disruptive Behaviour	Male	10
Physical Assault against pupil/staff	Female	10
Persistent Disruptive Behaviour	Female	7
Weapon/Persistent Disruptive Behaviour	Male	7
Sexual Misconduct	Male	8
Persistent Disruptive Behaviour	Male	10
Other	Female	9
Persistent Disruptive Behaviour	Male	9
Drug related	Male	10
Weapon	Female	8
Persistent Disruptive Behaviour	Male	7
Sexual Misconduct	Male	10
Persistent Disruptive Behaviour	Male	8
Weapon	Male	8
Weapon	Male	8
Persistent Disruptive Behaviour	Male	8
Weapon	Female	8
PDB/ Physical Assault against pupil	Male	9
PDB/ Physical Assault against pupil	Male	8
Weapon/Verbal Abuse	Male	8
Weapon/Verbal Abuse	Male	10
Persistent Disruptive Behaviour	Male	8
Persistent Disruptive Behaviour	Male	10
Persistent Disruptive Behaviour	Male	9
Persistent Disruptive Behaviour/Weapon	Male	8
Weapon	Male	8
Persistent Disruptive Behaviour	Male	9
Physical Assault against pupil	Female	10
Drug related	Female	10
Persistent Disruptive Behaviour	Male	8
Persistent Disruptive Behaviour	Male	8
PDB/Drugs	Female	9

PDB/Weapon	Male	10
PDB//Weapon	Male	9
PDB/ Physical Assault	Male	10
Physical Assault against pupil	Female	9
Other	Male	8
Persistent Disruptive Behaviour	Male	10
Weapon	Male	8
Other	Female	10

Commentary

Some of the key general themes that are identified repetitively within the survey responses are as follows:-

Gender and Ethnicity – Primary – of the 3 survey responses received, 2 pupils are male and of Black Caribbean ethnicity. One pupil is female and of mixed ethnicity.

Gender and Ethnicity – Secondary – of the 19 survey responses received, 14 pupils (74%) are male and 5 (26%) are female. Of the 14 male pupils, 8 (57%) are Young Black Men

Female pupils	1 x Black Caribbean
	1 x Black Congolese
	2 x White British
	1 x Bengali

Male Pupils	1 x Ethnicity not supplied
	2 x Mixed ethnicity
	1 x Indian
	4 x Black Caribbean
	1 x Black African
	1 x Black Ghanaian
	1 x Black Nigerian
	3 x Black Congolese

Behavioural Problems – from the feedback provided by both Primary and Secondary schools, it is apparent that a range of complex issues - behavioural, environmental etc are often displayed at a young age and that these issues can affect both individual pupils and also siblings who may also be attending different educational settings and yet exhibiting the same degree of behavioural challenge.

Secondary schools sometimes hampered by poor information sharing at transition – this is not intended as criticism, but in some instances that were reported within the survey responses, lack of information sharing was identified as a problem and also a potential weakness in trying to ensure an effective continuum of support and intervention across Secondary transition.

Poor attainment and attendance in a significant number of cases – in approximately half the survey responses provided, attainment and attendance levels were below those that would be expected or predicted. In several instances however, attendance was positive despite the behavioural challenges that are presented and the fact that an Exclusion will count as an authorised absence. In some cases, a distinct deterioration of attendance levels from KS4 onwards is notable.

External support - although most survey responses did reference external support (principally Young Hackney and Social Care) limited details of the intervention and the effectiveness of such were provided.

Limited information provided about known offending behaviour / Infrequent reference to Gangs activity - this may well be reflective of which schools agreed to take part in the survey, but generally amongst those responses received there is very little reported information in regard to offending behaviour (typically only 3-5 responses).

In year admissions is a factor in several of these cases – In several responses, concern was raised about parental preference seeking to change schools as a means to address behavioural concerns, rather than working with the support available to address concerns within the previous school. Schools reported that in a small number of situations, the previous challenging behaviour was known to HLT. This is distinct and separate to the work undertaken with schools to effect managed moves, which are generally viewed as supportive and positive.

Behavioural challenges within whole families rather than individuals – and impacting on several schools – this is referenced in the first point (behavioural problems) and also links to a later point in regard to lack of parental engagement. This emphasises the need for schools to consult with all relevant support services at the earliest opportunity in order to bring about change to dysfunctional family dynamics.

Schools increased interventions and support as needs were seen to increase – the level of interventions as described by all schools that took part in this survey is described within the collective findings as below, and is inserted in full detail in order to:-

- Provide clarity on the level of support and intervention that Hackney Schools will apply in situations where behaviour is challenging, and in order to do all that is possible to avert exclusion
- Provide a full and comprehensive list of interventions that all schools may consider and develop.

Challenges in the relationship between school and parents – this remains a significant issue in a large number of situations where behaviour of the child/young person is challenging and again reinforces the need for schools – as referenced earlier – to seek appropriate external support and intervention services at the earliest opportunity in attempts to challenge parental attitudes where appropriate and support parents to reflect on the interests and potential outcomes for the child.

Alternative Provision and Pupil Referral Units – a brief outline
(extracted from the Department for Education’s statutory guidance on Alternative Provision).

- Local authorities are responsible for arranging suitable education for permanently excluded pupils, and for other pupils who – because of illness or other reasons – would not receive suitable education without such arrangements being made.
- Governing bodies of schools are responsible for arranging suitable full-time education from the sixth day of a fixed period exclusion.
- Schools may also direct pupils off-site for education, to help improve their behaviour.
- Statutory guidance sets out the Government’s expectations of local authorities and maintained schools who commission alternative provision and pupil referral units. The Government expects those who are not legally required to have regard to the statutory guidance to still use it as a guide to good practice

- Local authorities have a power (not a duty) to arrange education provision, where not already available, for pupils aged 16-18.

- While ‘full-time’ is not defined in law, pupils in alternative provision should receive the same amount of education as they would receive in a maintained school. Full-time can be made up of two or more part-time provisions.

- ☒ Regulations require local authorities to establish management committees to run pupil referral units in their area, to make provision for the constitution (including composition) and procedures of management committees, and to delegate specific powers to management committees. The management committee must have a strategic role setting out and monitoring the aims and objectives of the unit to ensure children are safe, have their needs met and receive a good standard of education.

- Good alternative provision is that which appropriately meets the needs of pupils which required its use and enables them to achieve good educational attainment on par with their mainstream peers. All pupils must receive a good education, regardless of their circumstances or the settings in which they find themselves. Provision will differ from pupil to pupil, but there are some common elements that alternative provision should aim to achieve, including:
 - good academic attainment on par with mainstream schools – particularly in English, maths and science (including IT) – with appropriate accreditation and qualifications;
 - that the specific personal, social and academic needs of pupils are properly identified and met in order to help them to overcome

any barriers to attainment;
· improved pupil motivation and self-confidence, attendance and engagement with education; and
· clearly defined objectives, including the next steps following the placement such as reintegration into mainstream education, further education, training or employment.

- ☑ Commissioners should maintain a full record of all placements they make, including a pupil's progress, achievements and destination following the placement. This should also include the pupil's own assessment of their placement.
- ☐ Responsibility for the alternative provision used rests with the commissioner. The nature of the intervention, its objectives and the timeline to achieve these objectives should be agreed and clearly defined. Progress against these objectives should be frequently monitored, appropriate reviews should be built in and continuity into the next stage in the child's life should be considered.
- ☐ If a pupil is on the roll of their previous or current school they should remain so and encouraged to feel part of the school. Records should be kept on a pupil's progress in the provision, appropriate staff liaison arrangements should be in place, and appropriate mechanisms of challenge should be agreed.
- ☐ The governing body of a school should obtain from the provider a final report on the pupil's achievements during the placement including academic attainment and progress, attendance records and evidence of change in behaviour. The governing body should also seek the pupil's views on the success of the placement. Both may assist the school in deciding if and when to use that provider to support other pupils.
- ☐ If the placement does not end with reintegration into the school – for example, when a pupil reaches the end of Y11 while still in alternative provision – the school should work with the provider to ensure that the young person can move on into suitable education, or employment alongside part-time study or training. The school should collect and record information about the pupil's next destination as part of its planning for alternative provision intervention.

s.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/268940/alternative_provision_statutory_guidance_pdf_version.pdf)