

Permanent Exclusions Survey 2016 / 17 – Findings.

Wellbeing and Education Safeguarding,
Hackney Learning Trust

Document Name: HLT report (2) landscape EXCLUSIONS SURVEY 2017 RESULTS version 3 (1) HLT Permanent Exclusions Survey 2016/17

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

Document Name: HLT report (2) landscape EXCLUSIONS SURVEY 2017 RESULTS version 3 (1)HLT Permanent Exclusions Survey 2016/17

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

Document Name: HLT report (2) landscape EXCLUSIONS SURVEY 2017 RESULTS version 3 (1) HLT Permanent Exclusions Survey 2016/17

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, poor 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

Document Name: HLT report (2) landscape EXCLUSIONS SURVEY 2017 RESULTS version 3 (1) HLT Permanent Exclusions Survey 2016/17

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 – as an example, only one reference to CYPPP was made within all survey responses received.

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 was detailed and gave a clear indication that schools will use Exclusion only as a last resort and where intervention to manage and improve behaviour has failed.

Lack of appropriate parental support – this remains a significant challenge in a large number of situations where behaviour 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 entrenched parental attitudes that are ultimately not focussed on the best interests and outcomes for the child.