



# Buckinghamshire County Council Select Committee

Children's Social Care and Learning Select Committee

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## Report to the Children's Social Care and Learning Select Committee

<b>Title:</b>	Permanent Exclusions
<b>Committee date:</b>	Tuesday 5 September 2017
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### Purpose of Agenda Item

The purpose of this report is to provide an update on the Report provided to the Select Committee in January 2017 which had a particular focus on primary exclusion. The original report is attached. We have extended this report to encompass the work being undertaken in the secondary sector to reduce exclusion.

### Background

The data on permanent exclusion for 2016/17 shows a rise of 6% from the previous year. It can be seen that the incremental rise has not been as severe; 2015/16 showed a rise of 100%.

The latest statistic release from the Department for Education data covers the period 2015/16. It reports the rate of permanent exclusions at 0.08% of pupil enrolments. The outturn for Buckinghamshire during the same period is 0.14%. This is the second year that permanent exclusion rates have risen nationally.

<https://www.gov.uk/government/statistics/permanent-and-fixed-period-exclusions-in-england-2015-to-2016>



## Summary

This topic is of concern for a variety of reasons. Official figures showed 99% of pupils permanently excluded from mainstream schools do not get the five good GCSEs required by many employers. According to the Institute for Public Policy Research, nearly two-thirds of the prison population was excluded from school at some point. Children who are not educated in mainstream school cost more to educate.

## Key issues since the January 2017 report

- Social Care and the Special Educational Needs (SEN) Team are permanent members of the Fair Access Boards ensuring information and insight is shared across areas. The Fair Access Board place children who have been permanently excluded when they are assessed as ready to return to mainstream school; these have been in place since 2012. Information provided by colleagues in Social Care and SEN has ensured schools have a holistic picture of each child enabling the construction of an appropriate support package prior to entry.
- Primary Schools have welcomed the new approach to whole school behaviour support and training.
- Buckinghamshire County Council (BCC) commissioned the Teaching Schools Alliance to deliver training to secondary schools entitled “Developing Schools Capacity and Capability to Lead on Behaviour and SEND” Tom Bennett , The Department for Education behaviour consultant , delivered a key note speech to launch the training.
- The development of the Integrated Services Board, which is multi-agency team of health, social care and education representatives, will allow for evolving themes to be escalated.
- Exclusions are one of the key focus areas of the Special Educational Needs and Disability (SEND) development plan.
- The secondary Pupil Referral Unit was at full capacity for three months, however, education was resourced from a Virtual school and Youth Services to meet the Local Authorities statutory obligation to provide education from the 6<sup>th</sup> day of exclusion.

In additional to the work outlined in January the Buckinghamshire Inclusive Education working party was established in June 2017. The group consists of Primary and Secondary PRU Head Teachers, Grammar, Upper and Primary Head Teachers; Local Authority lead Officers from the SEN Department, Education Psychology, Education Entitlement and Commissioning. This group is actively committed to promoting inclusion and reducing exclusion.

The working group have pledged to undertake the following actions:-

- Review and develop existing full time Alternative Provision to ensure that it meets the need of permanently excluded children in Buckinghamshire facilitating early reintegration into mainstream school.
- Review current commissioned interventions and develop these to promote inclusion in school reducing permanent exclusion.
- Review and develop existing school interventions, processes and practices in order to reduce permanent exclusion.
- Encourage and support the facilitation of collaboration between schools, Academies and partners in order to create capacity and expertise.
- Review and develop existing Fair Access processes so that Head Teachers are more involved in the management of Fair Access.
- Agree commissioning priorities and explore alternative models and approaches to commissioning our services and support.
- Foster and agree a shared understanding of, and commitment to, the collective 'ownership' of Buckinghamshire children and young people and share this with the wider school community.

### **Resource implications**

There were no new resources available therefore any work that has been undertaken has been done within the current budget.

### **Next steps**

A Prevention and Support Panel will be piloted during the autumn term. The Hub will be underpinned by some common principles that enable schools to work together with a default position 'not to exclude'. The Panel will consist of an Education Psychologist, PRU staff, experienced pastoral leads and Special Educational Needs Coordinators from school with good inclusive practices and low rates of exclusion and Local Authority SEN and Exclusion officers. The Panel will be given resources from within the current funding streams, to allocate where necessary, to support children to remain in school. It will oversee practice standards within schools and facilitate peer to peer support.

Buckinghamshire Inclusive Education Working Party will make recommendations to the wider school community in January following the pilot. These recommendations will be implemented as a matter of priority.

We are developing an 'Inclusion Charter' so that we can address the culture of intolerance within some of our schools.

We will work more closely with the performance team to use data intelligently to profile schools so that we can identify schools managing behaviour well and then we can broker school to school support.

We will through our developing schools led model for school improvement, be supporting increased scrutiny, challenge and accountability across schools to reduce exclusions.

We will set stretch targets and use existing governance arrangements in SMT to monitor progress in terms of reductions.

The previous Select Committee had given some consideration to undertaking a one day inquiry. If this was still to be felt of use it could be added to the forward plan.

If the Select Committee felt it helpful an information only update can be provided at agreed intervals.