

Family Services Select Committee School Exclusions Working Group - Terms of Reference

MEMBERS: Cllr Greg Hammond (Chair), Karen Wyatt (Executive Head Teacher, St Thomas of Canterbury Catholic Primary School and co-opted member) and Richard Derecki, School Governor Co-optee.

BACKGROUND

Exclusion from school is increasingly recognised as pertinent to child health and wellbeing. National educational data reveal that boys, children who are looked-after, living in poverty, have special educational needs (SEN) or from certain ethnic minorities, are disproportionately excluded from school (Paget et al, 2018).

The number of fixed and permanent exclusions in Kensington and Chelsea has been in recent years, and it is expected to be this year, above National and Regional (London) rates. Whilst the number and rate of permanent exclusions in Kensington and Chelsea has slightly decreased in the last year, the number of fixed exclusions has actually increased.

PURPOSE

To research, review and make recommendations on the practice of school exclusion in Kensington and Chelsea. Possible key lines of enquiry include:

- the higher than local and national exclusion rate (including looking at pupil's age, gender, ethnicity, first language, free school meals, attendance) and the specific factors and reasons affecting primary/secondary school exclusions in the borough.
- the extent to which young people permanently excluded from school are able to return to mainstream education
- the school, third sector and council-based provision and initiatives in place to reduce exclusion –including the Vulnerable Children's Collaborative (VCC) and the Inclusion Programme— examining whether early intervention has supported inclusion.
- alternative and offsite provision, including the behaviour outreach service.
- how funding is used to commission support for students at risk of exclusion or excluded.
- to what extent are schools able to access multi-agency support.
- the impact of exclusion on pupils and their families, as well as the benefits and drawbacks of managed moves.

PLANNED OUTCOMES:

A Scrutiny report with recommendations to Family Services Select Committee /Leadership team regarding the current situation and recommendations for the future.

PLANNED EVIDENCE GATHERING ACTIVITIES:

- Desktop research (including comparison of school policies).
- Officer Briefing
- Call for evidence.
- Meeting children excluded or at risk of exclusion.
- Visit the Latimer Alternative Provision Academy (permanently excluded children) and Golborne Centre (children on fixed term exclusions or managed moves).
- Visit schools that engage with the initiatives to reduce exclusion and which have a range of exclusion experiences.
- Public meeting due to take place on 4 March 2020.
- Question & Answer session with the Lead Member.

GLOSSARY

Fixed term exclusion is for a specific period of time. A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year). The law does not allow for extending a fixed-period exclusion or 'converting' a fixed-period exclusion into a permanent exclusion. In exceptional cases, usually where further evidence has come to light, a further fixed-period exclusion may be issued to begin immediately after the first period ends; or a permanent exclusion may be issued to begin immediately after the end of the fixed period.

Pupils whose lunchtime behaviour is disruptive may be excluded from the school premises for the duration of the lunchtime period. An exclusion that takes place over a lunchtime would be counted as half a school day. The legal requirements relating to exclusion, such as the head teacher's duty to notify parents, apply in all cases.

Permanent exclusion involves the child being removed from the school roll. However, the head teacher must not remove a pupil's name from the school Admissions Register until the outcome of the Independent Review Panel (if this route is followed by parents).

Alternative provision (AP) encompasses a wide array of provision for pupils of compulsory school age, commissioned by local authorities and schools, including those who have been excluded or are at risk of exclusion.

Managed moves allow pupils to move to a different school, or other setting without triggering a formal exclusion. It is a voluntary agreement between schools, parents/carers and the pupil and often used to prevent permanent exclusion

REFERENCES

Paget, A. , Parker, C., Heron, J., Logan, S., Henley, W., Emond, A., & Ford, T. (2018) 'Which children and young people are excluded from school? Findings from a large British birth cohort study, the Avon Longitudinal Study of Parents and Children (ALSPAC)' in *Child: Care, Health and Development*, 44(2), 285-296.