



To: Education and Children's Services Scrutiny Board (2)

Date: 28th February 2019

Subject: Supported Transfers and Permanent Exclusions

1 Purpose of the Note

1.1 To provide an overview of:

- The number of permanent exclusions that have been implemented by Coventry Schools over the last three academic years;
- The post exclusion process, leading to either an alternative school offer or alternative provision.

2 Recommendations

2.1 The Education and Children's Services Scrutiny Board (2) are recommended to:

- 1) Note the content of the report
- 2) Identify any recommendations for the Cabinet Member

3 Information/Background

3.1 The rules governing exclusions from schools, academies and pupil referral units in England, are set out in s52 of the Education Act 2002. This is underpinned by Statutory Guidance "Exclusions from maintained schools, academies and pupil referral units – A guide for those with legal responsibilities in relation to exclusion" (September 2012, updated September 2017). In summary, the guidance states that the head teacher of a publicly funded school, may exclude a pupil from the school for a fixed period or permanently

3.2 A 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). In exceptional cases, usually where further evidence has come to light, a fixed period exclusion may be extended or converted to a permanent exclusion.

3.3 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.

3.4 An 'informal' exclusion involves a child being sent off the school premises, without this being officially recorded as an exclusion (e.g. where a child is sent home for a 'cooling off' period). It is unlawful for a child to be informally excluded from school, even where the child's parent/s or carer/s agree to the exclusion

3.5 A 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).

- 3.6 The DfE reports that 6,685 permanent exclusions were recorded in 2015-16, up from 5,785 the previous year. This represents an increase of 13%.
- 3.7 However, the Statutory Guidance is clear that exclusion should be a last resort and that early intervention should be used to address the underlying causes of disruptive behaviour. Coventry schools invest heavily in social, emotional and behaviour support. Consequently, the level of permanent exclusions in the City, whilst rising remains relatively low.

4 Primary Exclusions and Alternative Provision

- 4.1 Table 1 sets out the number of primary school permanent exclusions in Coventry, over the last three academic years, alongside the recorded reasons.

Table 1 Primary Reason for Exclusion	Academic Year			Total
	2015/16	2016/17	2017/18	
Bullying - Racism	1			1
Damage	2	1		3
Other	1	2	3	6
Challenging behaviour	3	2	1	6
Persistent violation of school rules		1	1	2
Disobedience	1		2	3
Persistent Disruptive Behaviour	3	10	12	25
Physical assault against an adult	4	4	5	13
Physical Assault against an adult	1			1
Physical assault against a pupil		2	3	5
Aggressive behaviour against an Adult	1	1	1	3
Threatening behaviour against a pupil – carrying an offensive weapon	1		1	2
Total	18	23	29	70

Of the 29 excluded pupils in 2017/18, it is noted that only two were girls. Twenty pupils were of white British origin and 0 had an identified SEN. 3 (10%) of pupils were excluded during their final year in primary school (NCY6). In 2016/17, it took an average of 19 days to secure an alternative school placement.

4.2 Provision

The vast majority of primary age pupils excluded from school, are offered an alternative mainstream primary school. In support, the Local Authority offer a specialist teaching, support and advice service to schools for social, emotional and mental health difficulties. The SEMH Team, which is part of the Traded SEND Support Service offer, deliver Team Teach Training across the City, this is a nationally accredited de-escalation behaviour management intervention. In addition, schools offer their pupils a range of highly specialist services including: nurture groups; the Thrive programme' language programmes; play therapy; psychology and counselling. Consequently, the LA does not maintain a pupil referral unit provision for primary age children. Instead, in partnership with schools the LA delivers an intensive support programme known as

the KEYS, which is targeted at children who are at risk of exclusion. The service is delivered from two designated bases within mainstream schools; Parkgate Primary School and Frederick Bird Primary School. The 4 day a week programme is delivered by specialist teachers and support staff. It focuses on the child's individual needs, providing assessment, emotional support and intervention. Teachers offer an academic curriculum to enable children to fill gaps in learning. Children return to their registered school on Fridays.

In recognition of the number of permanently excluded pupils in the 2016/17 academic year, the KEYS programme was extended to KEYS+ from September 2017 and is now known as Gateway intervention service. The programme is delivered from a base at Logan Road. The primary focus is assessment, with the aim of determining the child's individual needs and support requirements, before reintegration to a mainstream or special school begins. This intervention is designed to enhance the child's chance of success. When appropriate, children identified as requiring special school provision for SEMH, would be placed at Woodfield School. Woodfield is a special school for primary age pupils with SEMH. The school is rated 'good' by OfSTED.

5 Secondary Exclusions and Alternative Provision

5.1 Table 2 sets out the number of secondary school permanent exclusions in Coventry, over the last three academic years, alongside the recorded reasons.

Primary Reason for Exclusion	Academic Year			
	2015/16	2016/17	2017/18	Total
Damage				
Drug and alcohol related	5	5	6	16
Other	1	9	11	21
Persistent disruptive behaviour	11	12	20	43
Physical assault against a pupil	4	9	6	19
Physical assault against an adult	3	1	2	6
Racist abuse	1			1
Verbal abuse/threatening behaviour against an adult	2	6	2	10
Verbal abuse/threatening behaviour against a pupil			3	3
Sexual misconduct			2	2
Total	27	42	52	121

5.2 Secondary schools across the City invest in a variety of internal behaviour support interventions, including specialist assessment, teaching, mentors and counselling. In addition, many schools have bespoke provision that enables young people to work in smaller focused groups organised through an internal unit. Key stage 4 students can benefit from a range of extended pathways including work experience and vocational training. Secondary schools have recently reviewed the managed move arrangements as part of a fair access protocol. It is intended that this process will facilitate fresh starts for those that might benefit from a change of school.

5.3 In addition, the LA has commissioned three school-based provisions at Grace Academy, West Coventry and Whitley Academy. These places are used mainly for pupils preparing to re-integrate back into mainstream provision. We have also commissioned work with Positive Youth Foundation for intervention work 6 week programme and are working with the

5.4 College to identify additional places for pupils not working well in mainstream.

- 5.5 The LA maintains a Pupil Referral Unit (Coventry Extended Learning Centre), to secure an appropriate education for secondary age students who have been permanently excluded from school. The provision can provide assessment, intervention and reintegration and offer a full academic curriculum. Some students may benefit from personalised learning pathways that include vocational training and work experience. CELC operates from three sites
- Wyken (Key Stage 3 pupils)
 - The Link (Key Stage 4 pupils)
 - Swanswell (Key Stage 4 pupils).
- 5.6 Depending on the most appropriate pathway for each individual student, full time suitable education is delivered onsite or through a combination of onsite and off-site work-related learning opportunities e.g. vocational courses delivered at a college or accredited training provider
- 5.7 The LA's Work Related Learning Team, work on behalf of schools to commission, coordinate and quality assure, off-site work-related learning provision for 13-19 year-old learners, particularly those who are most at risk of becoming disengaged from learning and 'not in education employment or training' (NEET). This provision complements and extends the education programme delivered by the responsible school. The team also work in close partnership with CELC to secure appropriate off-site courses for permanently excluded pupils. The service aims to positively impact upon participation, levels of progress and achievement and promote the social inclusion of all 13-19 year olds.
- 5.8 The LA also maintains a pupil referral unit for pupils admitted to the University Hospital Coventry and Warwickshire (UHCW). The Hospital Education centre provides education for pupils aged 4-16 on three paediatric wards (Wards 14-16), who are well enough to access learning. The majority of children are short-term in-patients with one-off stays, of less than 3 days. Teaching is conducted mostly at bedsides.
- 5.9 A home teaching service is offered as part of 'Hospital Education', to make provision for pupils who are unable to attend school for medical reasons including physical or mental illness. The level of service is responsive to the child's specific medical needs. The service aims to provide a continuation of education until the child is well enough to return to school.

6 Supported Transfers

- 6.1. Table 3 sets out the number of secondary school Supported Transfers in Coventry, since September 2018. Please note that these do not include the most recent pupils discussed at the panel meetings on 12.02.19 and 14.02.19, who have not yet started their Supported Transfers at the agreed schools.

The Coventry Supported Transfer Protocol was implemented in November 2017 with the aim of reducing the amount of permanent exclusions and enabling pupils to remain in or, in the case of pupils from the Coventry Extended Learning Centre (CELC), return to mainstream education. This process requires full cooperation from all parties involved and recognises that early intervention and support can bring longer-term benefits of maintaining school placements. As of December 2018, pupils from the CELC were discussed by the Fair Access Panel.

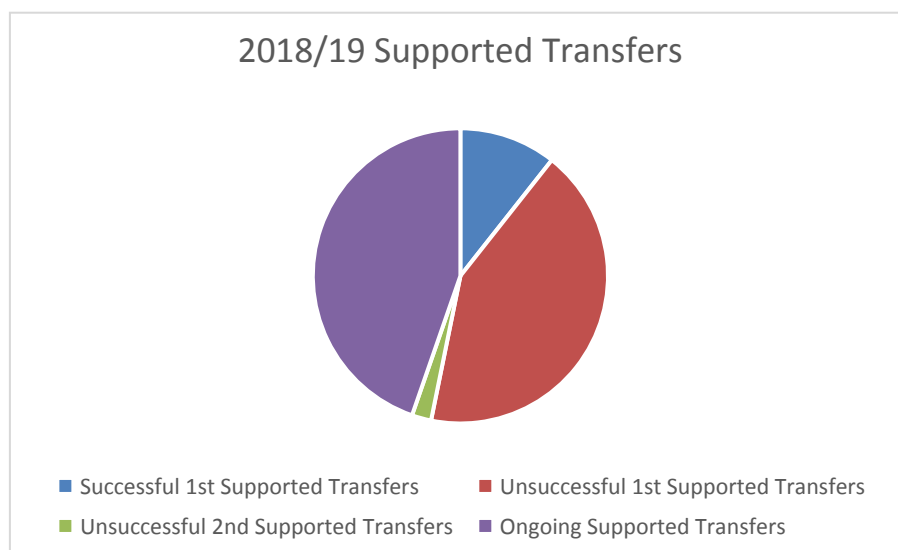
There have been 47 Supported Transfers in the current academic year (2018/19) of pupils into Coventry secondary schools. Of these 47 Supported Transfers, 5 have been successful, with these pupils now on the permanent roll of their receiving school, and 21 are ongoing Supported Transfers, with the pupils still on their first 12 week placement.

However since April 2018, there have been a total of 61 supported transfers if this new system had not been implemented, almost all of these would have been seen as excluded pupils. Of these 61 supported transfers:

- 20 have been successful, with the pupil being taken onto the roll of the receiving school
- 23 have failed but are engaged in alternative activities either Positive Youth intervention or may have moved to the CELC.
- 18 are still ongoing (i.e. still within the 12 week period)

Table 3

2018/19 Supported Transfers	
Successful 1 st Supported Transfers	5
Unsuccessful 1 st Supported Transfers	20
Unsuccessful 2 nd Supported Transfers	1
Ongoing Supported Transfers	21
Total no. Supported Transfers	47



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