

**BRIEFING PAPER ON EXCLUSIONS  
FOR  
PERFORMANCE AND FINANCE SELECT COMMITTEE  
9 NOVEMBER 2005**

**1. INTRODUCTION**

The rate of Permanent Exclusions from the Council's maintained schools (which, for the purposes of this Briefing **includes Capital City Academy**), is judged according to Best Value Performance Indicator 44, by the number of permanent exclusions per 1000 pupils per academic year. This figure combines permanent exclusions from Primary, Secondary and Special Schools, and includes both Brent resident **and** non-Brent resident pupils attending Brent maintained schools, but **not** Brent resident pupils attending out-Borough schools.

According to BVPI 44, in 2003-04 (the most recent academic year for which comparative data is available), Brent rated 19 out of 32 in Inner and Outer London, and 8 out of 15 of its statistical neighbours. Comparative data of permanent exclusions must be treated with caution however, because arrangements for pupils presenting challenging behaviour can vary between Authorities – an Authority showing a very low level of permanent exclusion, might, for example, have a system where schools can refer challenging pupils to alternative provision **before** permanent exclusion.

**2. TRENDS**

Historically, the rate of permanent exclusion from Brent **Primary Schools** has remained stable and low, varying over the past five years between four and eight per year, placing it directly in line with the Inner and Outer London average, and 14<sup>th</sup> out of 32 Boroughs.

The number and rate of permanent exclusion from Brent **Secondary Schools** peaked ten years ago, reduced dramatically over the subsequent five years, remained stable for three years, and since then risen again gradually. This is in line with the national trend, and is partly explained by ongoing modifications to the DfES Exclusion Guidelines (Circulars 10 & 11/99) which have over successive revisions shifted the balance in respect of justifications for exclusion in favour of Headteachers.

**ANNUAL NUMBERS OF SECONDARY PEMANENT EXCLUSIONS**

<b>95-96</b>	<b>96-97</b>	<b>97-98</b>	<b>98-99</b>	<b>99-00</b>	<b>00-01</b>	<b>01-02</b>	<b>02-03</b>	<b>03-04</b>
108	87	79	63	40	42	41	53	61

The provisional total for academic year 2004-05 is 72.

## RATE OF PERMANENT EXCLUSION PER 1000 SECONDARY PUPILS

99-00	00-01	01-02	02-03	03-04
2.7	2.9	2.8	3.2	3.6

To be in line with the Outer London secondary average in 2003-04, would have required 7 fewer permanent exclusions.

### 3. COMMENTARY

- The Children and Families Department maintains meticulous records of both permanent and fixed-term exclusions. It is not possible to discern any particular trend in the reasons for exclusion which would explain the general increase in secondary exclusions. Among the reasons given for secondary permanent exclusions, pupil-on-pupil physical assault and persistent disruptive behaviour have remained the consistently highest reasons recorded.
- The Exclusions Team, through its active involvement in all secondary schools is confident that all exclusions are accounted for and properly recorded.
- The rate of Appeals to Independent Panels has remained consistently stable (approximately 10 per year), with only 2 or 3 succeeding. This indicates that exclusion procedures are being correctly followed and that parents generally perceive the process to be fair and transparent.
- Over the past nine years, in **ten** out of 14 secondary schools, the rate of permanent exclusion has (with minor fluctuations) remained consistent year on year. In the case of **four** secondary schools, there has been a consistently high rate of permanent exclusion. In the provisional figures for 2004-05 for instance, they accounted for 37 out of 72 exclusions, with two of them accounting for 24 of the 72.
- These four schools are recognised as having particularly challenging pupil populations, which recent OFSTED inspections have noted. Inspection reports have also commented favourably on the systems these schools have in place for managing difficult behaviour, and have recognised the justifiable use of permanent exclusion as part of that process.

### 4. THE RESPONSE OF CHILDREN AND FAMILIES DEPARTMENT

#### General:

- The need to reduce exclusions, particularly of vulnerable groups, features in all planning (EDP, Behaviour Support Plan etc.)
- Effective systems are in place for the collection and collation of exclusion data, and these are regularly reported both locally (Assistant Director Achievement and Inclusion) and nationally (DfES, BVPI etc.)

- The remit of the Excluded Pupils Case Management group, on which two Secondary Headteachers sit, includes feeding back information and concerns around exclusions issues to the Secondary Headteachers' Group
- The Exclusions Team works in close collaboration with the Behaviour Improvement Programme Coordinator and the Key Stage 3 Strategy Behaviour and Attendance Coordinator in examining trends and developing strategies for individual schools
- Members of the Exclusions team are important and valued members of schools' Inclusive Strategy Groups
- The exclusions team provides regular Governor Training on behaviour management in schools and exclusions procedures and the conduct of Disciplinary Hearings.
- Regular reports are provided to the School Improvement Service to identify trends and concerns around exclusions from individual schools

#### **Focussed Resources:**

- Of the four Secondary schools referred to above, all have Learning Support Units under Excellence in Cities funding.
- Three of the four schools receive additional funding under the Behaviour Improvement Programme for multi-disciplinary in-school support and for off-site centres for pupils given fixed-term exclusions of up to 15 days
- One school receives additional funding as a school recognised by the DfES under the Aiming High programme for raising the achievement of African-Caribbean pupils
- The four schools each have allocated Exclusions Officers who undertake weekly scheduled visits and assist the schools in drawing up and monitoring Pastoral Support Plans for pupils at-risk of permanent exclusion
- The four schools also receive additional key-worker support from specialist staff from the Key Stage 3 Pupil Referral Unit.

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