

Birmingham City Council

Review Of Permanent Exclusions

July 2015

Section A - Context

The increase in permanent exclusions across our schools this year has created great pressure on our provision. This picture reflects the national scenery. This led to a spike in demand for pupils for whom the LA is responsible for providing full time education from day 6 of the exclusion. The current provision at City Of Birmingham School (COBS), despite commissioning 24 extra primary places is oversubscribed (see Appendix Three). COBS is also offering an additional 12 secondary places.

This has resulted in a shortfall of provision leading to permanently excluded children being out of school, and where we, the Local Authority, are failing to meet our statutory duty.

A collaborative approach across the services was actioned to provide a short-term solution to this critical the situation. The following strategies were actioned:

- (a) Identify children at COBs who need to move into special and try and accelerate this process.
- (b) Identify children who are ready to reintegrate into mainstream and use the fair access protocol to try and place them.
- (c) Identify and work in partnership with targeted primary schools with a history of managing behaviour well to establish emergency extra provision.
- (d) Identify alternative provision alongside tutor provision and e-learning programme as a temporary measure until capacity created at COBS.
- (e) Safe and well checks to be carried out by the Exclusions team to ensure regular contact and communication with families on the waiting list.

Section B – Factors Relating To Increase In PEx

There is an annual trend for an increase in PEx during the late Spring Term leading into the Summer Term. This year has been higher than has previously been the case which has been influenced by a number of factors, whilst are not hierarchical, are worthy of consideration both collectively and independently:

- (a) The availability of places in special schools has reduced due to the rising numbers of pupils in this sector. This has resulted in difficulties in identifying suitable re-integration routes to meet the individual needs of some learners.
- (b) The lack of consistent consortium arrangements across schools within the Primary phase reduces the potential of 'managed moves' as a strategy to reduce PEx. It is more difficult to work with groups of primary school to agree reintegration placements for pupils

- (c) The financial constraints, increasingly affecting schools, have reduced the resources available to provide learning/behavioural support to young people' in-house'.
- (d) The reduction of collaborative arrangements in some secondary networks has adversely affected the sharing arrangements between schools – either for 'managed moves' or after PEx for reintegration.
- (e) The increase in numbers being allocated to COBS has severely affected the capacity for preventative in centre places with schools at both Primary and Secondary level.
- (f) The reduction in availability of preventative and proactive work in schools has reduced the quality and quantity of support to avoid exclusion – this is illustrated in the South Network.
- (g) The lack of alternative provision at Primary level is minimal across the city.
- (h) The range and cost of alternative provision at secondary level is better established, but with rising costs of placements, schools are considering their options.
- (i) There has been an increase in PEx for pupils who have a Birmingham address that have previously been attending school in a neighbouring LA.
- (j) There has been a reduction in the number of schools commissioning Behaviour Management support from COB's. This is particularly the case at primary level.
- (k) There are a number of schools who are raising concerns relating to the mental health of young people, associated to families, and the impact that this is having in the behaviours demonstrated in the formal setting of schools.
- (l) There is very little, if any, capacity in Special Schools to support pathways into special education for pupils who go through the statement process whilst attending COB's.

Section C – Provision

C.1 City Of Birmingham School (COBS)

This provision is currently oversubscribed across all ages and sites (see Appendix Three). The numbers on roll for September predict some capacity. However, it is extremely likely that this will be very short-term taking into account:

- (a) Further increases in PEx's
- (b) The possibility that not all predicted special school places are taken up successfully via SENAR
- (c) The possibility that not all Yr 7 transfer to secondary re-integrations are successful in being placed by sharing panels
- (d) The possibility that not all Year 10 students currently on re-integration places are successful.
- (e) The complexity of needs of a growing number of learners who have been PEx has minimised the potential for future re-integration back into mainstream – leading to a further reduction in capacity.

C.2 Strategies To Support Short Term Issues

- (a) An increase in primary places (24) was commissioned from COBS in March 2015
- (b) A further 12 Secondary places was purchased for the remainder of the summer term (June 2015)

- (c) Primary Places developed at two resource centres (7 -14 places) as a temporary arrangements pending capacity being generated at COBS (dual registration) for September 2015.

C.3 Potential Future Partners And Strategies

The current situation, taking it forward, will place great demands upon the 'whole education system' in Birmingham. The reactive approach of increasing placements at COBS is not sustainable in the long term. There needs to be a collaborative approach across the city to reduce the number of permanent exclusions in both the primary and secondary phases. It is vital that the **responsibility is shared** by all stakeholders – the schools, the Local Authority and other partner organisations eg West Midlands Police.

A range of medium-term strategies are being developed to proactively manage a reduction in permanent exclusions and/or provide appropriate educational provision.

- (a) Secondary Partnerships - College and Alternative Providers (Key Stage Four)
Investigate a 100 hour intensive vocational qualification for Year 10 learners in COBS. This target date will be at the start of the summer term. This will introduce the young people to a very focussed accredited course in a new learning environment. This would also create capacity within the facilities and staffing resources of COBS. This would need careful targeting to pupils that would cope with a second change of provision; Y10 pupils move from COBS from the beginning of July to one of a range of AP for their Y11 provision.
- (b) Primary Partnerships
Investigate the development of an 'extended programme' in partnership with private providers. The addition of an 'annexed' programme would create more capacity in COBS through including a caresoul arrangement to curriculum design. This approach is already embedded in the provision of outdoor education as an integral part of COBS curriculum. It doesn't quite work like that. There are two potential partners identified at present -
- Big Community (Primary)
 - Dare To Dream (Cross phase)
- (c) Pathway planning
The consistent application of pathway planning will be used at COBS. This will identify 'exit' routes into appropriate education to meet the individual needs of learners and will become part of the review process. I. This will need to take into consideration that pupils are mostly referred to COBS at times of crisis, following pex, and clarity around their long term needs to be clear at referral. However, those pupils referred with a statement could certainly have a clear exit plan and a time limited placement with us. Additionally those that get a statement or EHCP during their time with us should also be subject to a time limited stay..eg one term max after completion of the EHCP.
- (d) Modelling Good Practise
There are two pilot projects proposed – primary and secondary. These will identify the components of successful behaviour management, develop and model a

framework of effective strategies for reducing exclusions through working in partnership. The main thrust of this work will be to identify, celebrate and promote the benefits of shared responsibility for the educational provision for the young people of the area.

The potential of collaborative work with the Mental Health Trust and partnerships with aligned agencies and programmes eg ReThink will be investigated to enhance these projects.

This will help to inform the work further inform the work of the Birmingham Education Partnership (BEP) as it continues to grow and develop.

(e) Review Service Level Agreement with COB's

It is essential that the service provided by COB's continues to meet the emerging needs of our young people. In reviewing the SLA it will be possible to identify gaps in provision and re-align COB's input.

(f) Preventative Support For Young People

The realignment of capacity within COBS, linking closely to the two collaborations identified in (d) above, will create the opportunity for 'action research' to illustrate the positive impact of proactive strategies for intervention and behaviour management.

(g) Reintegration

The Admissions team will reinforce the statutory position of schools to reintegrate PEx pupils back into mainstream education.

(h) PEx Management Group

The introduction of a team to oversee the management of approaches to support the PEx process will help to develop a more effective process to the PEx processes.

(i) National Examples Of Good Practise In Behaviour Management Strategies

The PEx Management Group are identifying excellent examples where collaborative partnerships have had a positive impact on maximising inclusion and reducing PEx.

Appendix One – Current Data

1.1 Data re Permanent Exclusions (PEX) 2014/15 Academic Year up to 06/07/15

282 permanent exclusions

- 187 secondary
- 89 primary
- 6 special

1.1.1 Primary PEx by Area

- 32– North Birmingham schools
- 28– Central Birmingham schools
- 29– South Birmingham schools

1.1.2 Secondary and Special PEx by Network

- Central –38
- East – 33
- North – 46
- North West – 24
- South – 8
- South West Edge – 17
- South West Oaks – 27
- Out of area schools – 42

1.1.3 PEx by Year Group

Nsy	rec	1	2	3	4	5	6	7	8	9	10	11	12	13	total
0	5	9	14	18	16	15	12	36	52	33	48	21	2	1	282

1.1.4 PEx Gender Split

	Sec/Spec	Pri	Total
Male	167	78	245
Female	26	11	37
Total	193	89	282

1.1.5 Reasons for Exclusion

The DfE require one reason for each exclusion but this potentially gives an unrealistic picture regarding behaviours resulting in permanent exclusion. The majority of permanent exclusions are for histories of behaviour sometimes ending with a serious final incident.

The table below illustrates the detailed reasons for permanent exclusion which highlighted the numbers of references to physical aggression (staff and pupils), weapon related, sexual , false

allegations against staff and drug related. There is no summary of verbal abuse, defiance, disruption etc as most cases will contain elements of such behaviour.

NB The “reasons” figures are not an exact science and will not equal the number of exclusions.

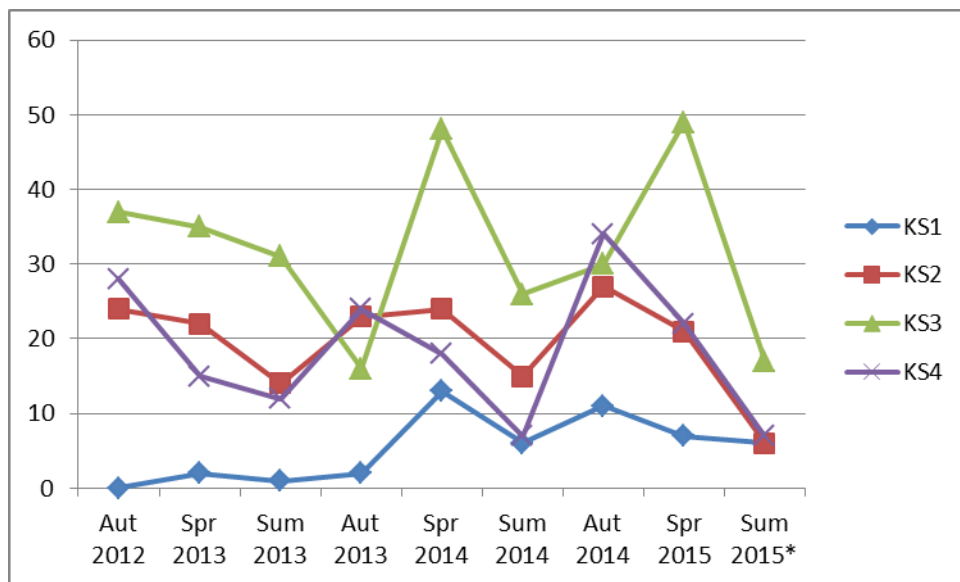
	Physical Aggression to Pupils	Physical Aggression to Staff	Weapon Related	Sexually Inapprop Behav	Drugs
Primary	41	38	9	5	0
Sec/Spec	40	22	48	8	14
Total	89	60	57	13	14

1.1.6 Observations

- A repeated physical aggression to pupils and staff at primary schools leads to permanent exclusion.
- Sexually inappropriate behaviour related exclusions have increased this year.
- There is an increase in weapon related exclusions (last academic year (2013/14) a total of 25 permanent exclusions for weapon related (mostly possession) incidents)
- Drug related permanent exclusions this year are similar to last year.

Appendix Two – Historical Data

2.1 Three Years Permanent Exclusions by Term and Year Group



	Aut 2012	Spr 2013	Sum 2013	Aut 2013	Spr 2014	Sum 2014	Aut 2014	Spr 2015	Sum 2015*	Total
Rec**	0	1	0	0	1	2	1	1	3	9
1**	0	0	0	1	5	3	6	1	3	19
2**	0	1	1	1	7	1	4	5	5	25
3	3	3	5	2	4	5	8	6	3	39
4	4	5	5	5	7	3	5	6	5	45
5	12	4	3	5	8	4	8	5	2	51
6	5	10	1	11	5	3	6	4	2	47

7	4	7	8	2	11	6	9	7	20	74
8	16	8	13	5	18	10	13	24	15	122
9	17	20	10	9	19	10	8	18	7	118
10	13	10	11	12	14	7	16	19	13	115
11	15	5	1	12	4	0	18	3	0	58
12	0	0	0	1	2	0	1	0	1	5
13	6	0	0	1	0	0	1	0	0	8
total	95	74	58	67	105	54	104	99	79	735

*- up to 06.07.15

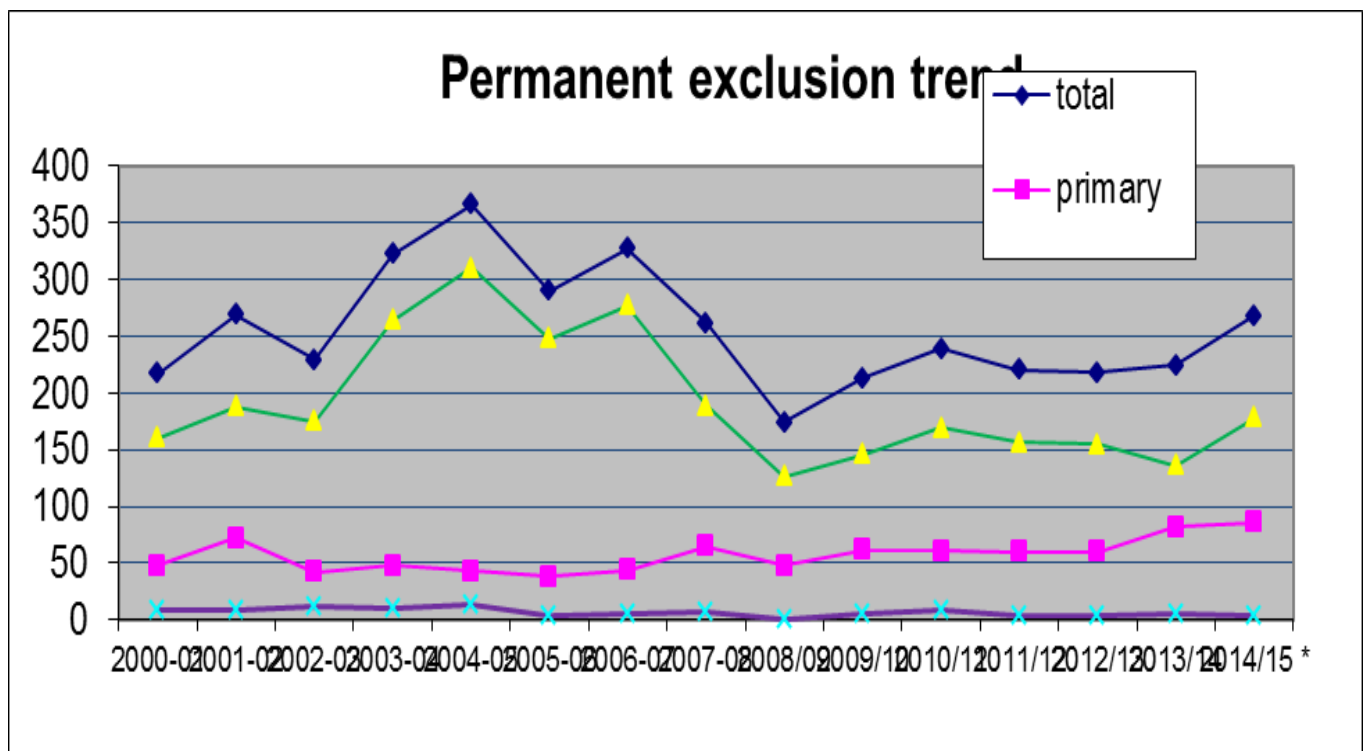
** - figures skewed by KS1 Exclusion reduction strategy – pupils taken into centre without pex

2.2 Permanent Exclusions 2000 – 2015 Across Birmingham Schools

	total	Primary	secondary	special
2000-01	217	48	160	9
2001-02	269	72	188	9
2002-03	229	42	175	12
2003-04	322	48	264	10
2004-05	366	43	310	13
2005-06	290	38	248	4
2006-07	327	44	277	6
2007-08	261	65	189	7
2008/09	174	48	126	0
2009/10	213	62	146	5
2010/11	239	61	169	9
2011/12	220	60	156	4
2012/13	218	60	155	3
2013/14	224	82	136	6
2014/15 *	282	89	187	6

None of these figures include exclusions of Birmingham residents from schools in neighbouring Authorities

Data for 2014-15 has been extrapolated to the end of the academic year



Appendix Three – City Of Birmingham School Data

3.1 Commissioned Places At City Of Birmingham School

Commissioned Places Category	Current	1.9.15
Primary Centres	110	102
Secondary Centre	174	162
Key Stage Four Alternative Providers	151	151
Reconnect pupils	22	22
Remand	8	8
Total	465	445

3.2 Current Places

Phase	Commissioned	Number	Above	Notes
Primary Centres	110	118	+8	
Secondary Centre	174	183	+9	Plus 43 pupils on reintegration programmes
Key Stage Four Alternative Providers	151	161	+10	
Reconnect pupils	22	22	0	Protected
Remand	8	8	0	Protected
Total	465	492	+27	

3.3 Predicted places for September 2015

Phase	Commissioned	Number	Places Available	Notes
Primary Centres	102	94	8	Assuming all predicted special school places are taken up successfully via SENAR
Secondary Centre	162	141	21	Assuming all Yr 7 transfer to secondary and all predicted re-integrations are successful in being placed by sharing panels
Key Stage Four Alternative Providers	151	117	34	Assuming no Year 10 students currently on re-integration places return
Reconnect pupils	22	7	15	Protected
Remand	8	8	0	Protected
Total	445	367	78	