

Children and Young People’s Learning Scrutiny Panel

Pupil Exclusions in Middlesbrough – Action Plan

Submitted to Executive on 19 December 2017

Scrutiny Recommendation	Proposed Action	Update
a) That a subset of data is recorded by the Local Authority, which identifies the number of pupils affected by exclusions.	The Local Authority (LA) currently collects ‘in year’ pupil level data on all permanent exclusions in Middlesbrough this includes the reason for the permanent exclusion and evidence of school actions and any SEN support. Fixed Term exclusion data is collected by the council data team via the school census returns.	The exclusion data is scrutinised by the Behaviour Partnership group each term, and actions needed to support inclusion are planned. The Inclusion Group tracks the effectiveness of these actions. The Access to Education Team are working with the Data team build a more effective system for gathering fixed term exclusion data from schools; currently we rely on schools sending in a return by a shared portal. Fixed term exclusions have fallen in some schools by 30-40%.
b) That the Local Authority and Middlesbrough’s schools are commended for implementing effective solution-focused approaches and interventions, which have resulted in the rate of permanent exclusions falling significantly since January 2017.	Noted with thanks.	

<p>c) That the Local Authority continues to work collaboratively secondary sectors to with primary and</p> <ul style="list-style-type: none"> • Ensure schools continue to use exclusions appropriately and proportionately. • Implement strong mechanisms, which support consistency of practice across all schools. 	<p>The Behaviour Partnership that has been established between the LA and Middlesbrough schools continues its work to provide alternatives to permanent exclusion and improve the alternative provision on offer to Middlesbrough pupils. Pupil placement panels will be introduced in the autumn term to provide better referral pathways and encourage a graduated response to managing behaviour.</p> <p>The Scrutiny panel comments reinforce this approach.</p>	<p>Secondary Head teachers meet with the Director of Education monthly to discuss inclusion. The Pupil Inclusion Panel was established in September 2018 and to date has supported over 50 students at serious risk of permanent exclusion. The primary support centre has been established to allow up to 10 primary aged children to access specialist intervention on a short term basis. Additional providers of AP services have been established in Middlesbrough, enriching the provisions that is available to students at risk of permanent exclusion. The 'team around the school' model is to be piloted in 2 secondary schools from Autumn 2019. Behaviour policies have changed and the impact of LA training has impacted on staff and children in both primary and secondary schools. The SEND reviews have taken place in 50 schools and the learning from these used to inform CPD. These have aided sharing of good practice as reviewers are school based practitioners.</p>
<p>d) That local systems for quality assuring the alternative provision in Middlesbrough are reviewed to ensure that there is frequent monitoring and a thorough assessment of the quality of staff, the facilities, the</p>	<p>Schools are responsible for the quality assurance of the alternative provision (AP) they commission, this area is subject to Ofsted attention during individual school inspections. A framework of AP providers has been established (2016) by the council commissioning department and this</p>	<p>This work has begun and is being developed by the Behaviour Partnership. Schools, in Partnership with the LA have designed a 'peer review' model to support quality assurance of AP provisions across the town. This model</p>

<p>referral process and outcomes. Furthermore, that findings are reported to schools regularly to enable them to choose suitable provision for their pupils.</p>	<p>information is shared with all Middlesbrough schools. The Alternative Education team commission AP places on behalf of the Behaviour Partnership for Middlesbrough schools, the AP settings commissioned by the Behaviour Partnership are subject to regular (weekly) monitoring visits by the Alternative Education team to check on quality issues, value for money, safeguarding and individual pupil outcomes. The LA are considering implementing or facilitation a QA framework with our partner LA's and this would be available to all schools in the area.</p> <p>The Scrutiny panel comments reinforce this approach.</p>	<p>will be trialled during the autumn term 2019.</p>
<p>e) That capacity at the River Tees Multi Academy Trust (RTMAT) is increased for the purpose of providing a number of targeted early intervention places, for those pupils identified as being at risk of exclusion.</p>	<p>Additional resources would need to be found to purchase more places at RTMAT and to increase the current EFA funding agreement. The budget is not available to do this at this time. It is important to understand that in addition to the places commissioned at RTMAT the Behaviour Partnership currently commission early intervention places at several alternative provision providers – additional early intervention places will be commissioned for Key Stage 3 pupils and for primary pupils in this academic year. The Behaviour Partnership is the commissioning group representing all Middlesbrough schools and</p>	<p>The capacity of RTMAT is being used to support the development of on-site AP provision in 3 of our Secondary schools. The contract that the Local Authority has with RTMAT is coming to an end and Officers are in the process of preparing tender documents with which to invite tenders from the market for the provision of alternative education places.</p>

	<p>the partnership continuously review the AP requirements in the town with a focus on early intervention and commission accordingly. A review of the places commissioned at RTMAT is currently underway and the Behaviour Partnership is reviewing the number and type of the places commissioned at RTMAT in the current academic year and when the current funding agreement expires in 2019.</p>	
<p>f) That the Local Authority conducts a full and in-depth review to determine whether schools should gain more control over alternative provision and its funding, and whether schools should retain responsibility for the education of pupils they permanently exclude.</p>	<p>A review of alternative provision and its funding has taken place (2016), it is a stated aim of the LA and the Behaviour Partnership that schools should take as much control over alternative provision as possible and that as much of the alternative provision budget that it is possible should be devolved to schools. This is subject to all Middlesbrough schools agreeing to any proposal and the funding being available. The LA still has a statutory duty to provide education after permanent exclusion this funding is likely to be retained by the LA unless schools indemnify the LA for this. A change in legislation would be required to make schools responsible for the education of the pupils they permanently exclude.</p>	<p>We are currently working with 3 schools to implement inclusive Alternative provision on site, Outwood Grange Academy Trust, Acklam Grange and Trinity. This will be funded through school funding, TVCA bids, some LA contribution and traded provision agreed as part of the Inclusion Strategy. Should this provision result in fewer permanent exclusions (which are supported by the LA) then further funding can be driven out to schools to work on prevention.</p>
<p>g) That a formal partnership, based on a collective responsibility for all Middlesbrough's children at risk of exclusion, is established to ensure effective, multiagency,</p>	<p>The Behaviour Partnership was established in 2015 and was put in place to address these issues collectively, the Behaviour Partnership pupil placement panels will be introduced in the autumn and spring terms</p>	<p>The Director of Education currently meets with Secondary Head teachers monthly and Primary Head teachers half termly. The focus of meetings with Secondary Head teachers for the whole</p>

<p>integrated case working for young people with particularly challenging issues. The partnership should:</p> <ul style="list-style-type: none"> • Include agencies and services that are involved with children, such as schools, specialist support services (including therapies), CAMHS and other health services, the Local Authority and other education providers. • Work to ensure effective assessment and identification of children's needs and high-quality referral pathways. • Work to determine quality support packages to match the needs of children and young people, including key school-based preventative strategies, interventions, targeted approaches, alternative provision and managed moves between schools. 	<p>to provide the multi-agency approach and a graduated response. The Scrutiny panel recommendations are welcome and re-inforce this approach.</p>	<p>of 2018-19 has been Inclusion. A range of partners have joined these meetings including the Police, CAMHS AND Early Help/Stronger families. The result has been a determination to support a Team Around the School approach for 2 schools and a higher level of support for other schools from the Police and CAMHS</p> <p>The referral pathways are being analysed. We notice that too many children are being permanently excluded who do not have SEN support. This will be a focus for 2019-20. Interventions and therapeutic approaches are being improved and driven by the work of the Educational Psychology team. We are looking at a wider model of joined service delivery possibly integrating with CAMHS.</p> <p>The Pupil Inclusion Panel has been in operation since September 2018 and has supported over 50 children at risk of permanent exclusion.</p>
<p>h) That the inclusion matrix is finalised and introduced to enable schools to assess their inclusivity against a number of criteria and demonstrate their ability to support pupils through</p>	<p>The inclusion matrix is being finalised and will be rolled out to schools in the autumn term.</p>	<p>The matrix is used by any school referring a child to the Pupil Inclusion Panel, where as part of the referral process the graduated response and its impact is documented and analysed.</p>

<p>periods of crisis and arrange alternative provision.</p>		<p>11 schools have committed to the Inclusion Quality Mark assessment with funding supported by MBC. 1 school is working towards the accreditation of Centre of Excellence. We hope more schools will participate in the coming years depending on funding.</p>
<p>i) That the Local Authority, in collaboration with schools, develops a robust good practice guide for schools that focuses on reducing exclusions by promoting the resilience and wellbeing of pupils. The guide should:</p> <ul style="list-style-type: none"> • Reference the evidence-based models of intervention and effective practice highlighted in the scrutiny panel's report. • Demonstrate the range of preventative strategies, targeted approaches/responses, school-based interventions and alternative provision in Middlesbrough, which have generated positive impacts. • Provide examples of best practice identified by the inclusion matrix. • Contains elements that characterise good practice in the effective use of data to identify 	<p>This would be a useful development and is something the Behaviour Partnership could develop and promote in the next phase of its work.</p>	<p>The Local authority is currently out to consultation on:</p> <ul style="list-style-type: none"> • Advice and Guidance to Support Managed Moves to Avoid Permanent Exclusion. This guidance document contains advice on how schools can implement a thorough graduated response which both helps the child to improve their behaviour and supports the school in it's aim of maintaining good discipline. The document contains model templates to use to help track and evaluate the effectiveness of the graduated response. • Advice and Guidance on the use of Part Time Timetables • Updates to the Fair Access Protocol • Guidance on the use of Deferred Exclusions.

<p>patterns of behaviour, managing moves between schools and providing packages of support to assist with reintegration.</p>		<p>All of this work is designed to support schools to offer more effective support to children and their families to help avoid permanent exclusion. The guidance is drawn from the latest national research and local best practice.</p>
<p>j) That the Local Authority works to improve communication between schools, CAMHS and educational psychologists to assist in promoting good emotional health, preventing mental health issues and identifying mental health problems (this recommendation is linked with recommendation g).</p>	<p>A designated CAMHS worker has now been allocated to every school in Middlesbrough. It is proposed that a new targeted emotional health and wellbeing offer is developed with stakeholders, this is budgeted for in the current AP budget but no 'in house' or external provider has been commissioned yet, this is programmed for development in the spring term and implementation in the summer term 2018.</p>	<p>See also above g). A Trail Blazer bid has been submitted with the support of CAMHS, Education and Public Health.</p>
<p>k) That the Local Authority:</p> <ul style="list-style-type: none"> • Continues work to increase access to the Headstart Programme to improve young people's well-being and give them the best chance to do well at school and in life. • Encourages schools to implement the restorative practice model, which helps families to increase their understanding, knowledge and skills enabling them to develop their own emotional resilience. 	<p>The LA will continue to promote the Headstart Programme and its 'take up' by Middlesbrough schools and it is anticipated that further developments to Headstart will be a key part of the emotional health and wellbeing 'offer' to be developed in the spring term.</p> <p>Events are planned in the autumn and spring terms to promote the restorative practice model with Middlesbrough schools.</p>	<p>The Headstart programme is available to all schools in Middlesbrough. There are currently 511 primary and secondary school students engaging with the HeadStarters Youth Engagement Pathway at either a Bronze , Silver or Gold level across 30 schools. HeadStarters from Acklam Grange and Trinity Catholic College are now eligible for their Gold Award, having worked on numerous community projects within their schools throughout the academic year. 12 schools have undertaken the Restorative practice training. Secondary</p>

		schools who have been implementing this approach are reporting a 30-40% reduction in fixed term exclusions.
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