

<b>Children and Young People Select Committee</b>			
<b>Title</b>	In-depth review of exclusions from school – Evidence Session 1	<b>Item No</b>	5
<b>Contributors</b>	Scrutiny Manager		
<b>Class</b>	Part 1	<b>Date</b>	17 October 2018

## **1. Purpose of paper**

- 1.1 As part of its work programme the Committee has agreed to undertake an in-depth review of exclusions from school, the scope of which was agreed at the last meeting on 5 September.
- 1.2 This paper presents evidence to the Committee in response to some of the Key Lines of Enquiry (KLOE). Further evidence will be presented at the meeting on 6 December.

## **2. Recommendations**

- 2.1 The Select Committee is asked to consider and comment on the evidence presented.

## **3. Policy context**

- 3.1 The Council's overarching vision is "Together we will make Lewisham the best place in London to live, work and learn". In addition to this, ten corporate priorities and the overarching Sustainable Community Strategy drive decision making in the Council. Lewisham's corporate priorities were agreed by full Council and they remain the principal mechanism through which the Council's performance is reported.
- 3.2 The Council's corporate policy of "Young people's achievement and involvement" promotes raising educational attainment and improving facilities for young people through working in partnership. The Council's Sustainable Community Strategy's priority of "Ambitious and Achieving" aims to create a borough where people are inspired and supported to achieve their potential.
- 3.3 The Children and Young People's Plan 2015 – 2018 also sets strategic vision and a key aspect is "Raising the attainment of all Lewisham children and young people" and this has a number of specific outcome areas:
  - AA1: Ensuring there are sufficient good quality school places for every Lewisham child.

- AA2: Ensuring all our children are ready to participate fully in school.
- AA3: Improving and maintaining attendance and engagement in school at all key stages, including at transition points.
- AA4: Raising participation in education and training, reducing the number of young people who are not in education, employment or training (NEET) at 16-19.
- AA5: Raising achievement and progress for all our children at Key Stages 1 – 4 and closing the gaps between underachieving groups at primary and secondary school.
- AA7: Raising achievement and attainment for our Looked After Children at all Key Stages and Post 16.

### **Revised Key Lines of Enquiry**

At the last meeting, the Committee agreed the scope and terms of reference of the review. The revised Key Lines of Enquiry are attached at Appendix C.

#### **4. Evidence relating to disproportionality**

- 4.2 The scoping paper outlined a timetable that involved looking at the reasons why some groups of pupils are disproportionately affected by exclusions during this evidence session. However, the Committee agreed to amend the Key Lines of Enquiry to give greater importance to scrutinising the disproportionate effect of exclusions on pupil groups with the following characteristics:
- Male
  - BAME, especially Black Caribbean
  - Entitled to Free School Meals
  - SEND
- 4.3 In order to allow sufficient time to gather robust evidence, it has been necessary to delay consideration of disproportionality to the next evidence session in December.

#### **5. Evidence**

- 5.1 This evidence session will consider evidence from Lewisham in response to the following KLOE:
- What is the council's role in respect of school exclusions?
  - What happens when a pupil is excluded – what process is followed, what right of appeal does the pupil/ parents have, what support is available?
  - What evidence is there of unofficial exclusions, including off-rolling, in Lewisham schools?

This evidence is attached at Appendix A. Members of the committee are invited to comment on and scrutinise the evidence provided.

### **Evidence from Glasgow**

- 6.1 At the last meeting, the Committee requested evidence from Glasgow as an example of an authority that has significantly reduced exclusions.
- 6.2 The Head of Public Protection and Safety will present spoken evidence gathered from a recent visit to Glasgow.
- 6.3 The Committee will also be shown excerpts of a documentary entitled “The Nurture Room”. The film covers the individual stories of primary school children of different ages who received a nurture group input in three different schools in Glasgow.
- 6.4 The film covers the individual stories of children who received a nurture group input in three different schools in Glasgow. They were at different ages and stages. It films their behaviours and barriers to learning evident prior to input, some of the strategies used and the positive results following six months of part time intervention. One child had had three moves of school and was on the waiting list for a specialist Social, Emotional and Behavioural Difficulties placement. This was not required following a nurture group input.
- 6.5 Further information about Nurture Rooms can be found at Appendix B.

### **7. Further implications**

- 7.1 At this stage there are no specific financial, legal, environmental or equalities implications to consider. However, each will be addressed as part of the review.

### **Appendices**

Appendix A – CYP Officer report - Evidence from Lewisham

Appendix B – Information on Nurture Rooms

Appendix C – Revised Key Lines of Enquiry

### **Background Papers**

Exclusions from school – in-depth review scoping report, CYP Select Committee on 5 September 2018

Annual report on attendance and exclusions, CYP Select Committee 5 September 2018