

Appendix A

Revised Key Lines of Enquiry

What does good practice look like in preventing and managing exclusions and how can this be successfully embedded and emulated?

Evidence from outside Lewisham

- What does successful early intervention look like? How early is early enough?
- What examples are there of innovative practice in behaviour management?
- What alternatives are there to exclusion and what evidence exists as to their effectiveness?
- What are the lowest excluding schools and local authorities doing to reduce their exclusion rate?
- Why are some groups more likely to be excluded than others and what can schools and the local authority do to address this?

Evidence from Lewisham

- What is the council's role in respect of school exclusions?
- What is the practice in Lewisham schools in relation to behaviour management and early intervention? What evidence is there that these practices work?
- What support is there for mental health, and what evidence is there of that this support is working?
- 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 can we learn from pupil and parent experiences of exclusion in Lewisham?
- What does best practice look like in engaging parents and pupils effectively in the exclusions process?
- What evidence is there of unofficial exclusions, including off-rolling, in Lewisham schools?
- What are the drivers behind the variation in the exclusion rates between schools with a similar intake?
- Why is the fixed term exclusion rate from Lewisham special schools high, and what is being done to reduce it?
- What is the role of managed moves and what evidence is there of their success?
- How are excluded pupils supported through reintegration, whether to the school they were excluded from, or a when starting a new school?
- How are excluded pupils supported to reduce their risk of further exclusions?
- What are Lewisham schools doing to reduce inequalities in school exclusion, in particular looking at:
 - Ethnicity
 - Gender
 - Those eligible for Free School Meals
 - Children and young people with SEND.