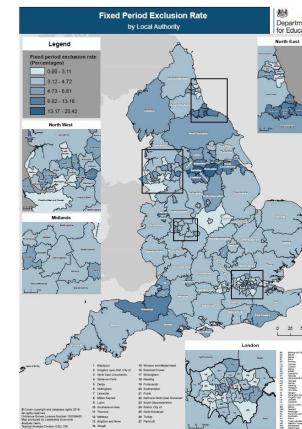


**Promoting Inclusion &
Preventing Exclusion –
*Developing a strategy for
Manchester***

November 2018

National Review of Exclusions

- All state funded schools in England operate under the same exclusions framework. Despite this, there are differences in exclusion rates between schools, areas of the country, and pupils with different characteristics.
- On 16th March 2018 the Department for Education (DfE) launched national review of exclusions led by Edward Timpson to call for evidence & then examine the factors that drive those differences and to explore and evaluate best practice for those areas where the disparities are less significant.
- Recommendations in process of being drafted.
- The review aims to report to the Prime Minister and the Secretary of State by the end of 2018.



Permanent exclusions from Manchester schools

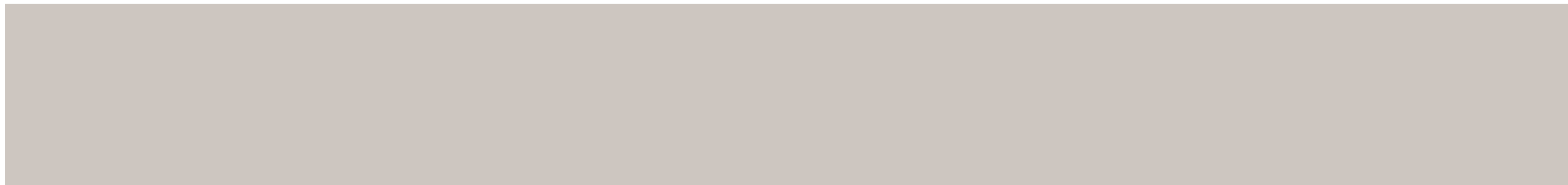


All Schools – Permanent Exclusions					
		2013/14	2014/15	2015/16	2016/17
Manchester	Number	30	60	76	105
	Percent	0.03%	0.07%	0.09%	0.13%
England	Number	4,950	5,800	6,685	7,720
	Percent	0.06%	0.07%	0.08%	0.1%

Permanent exclusions from Manchester Primary Schools



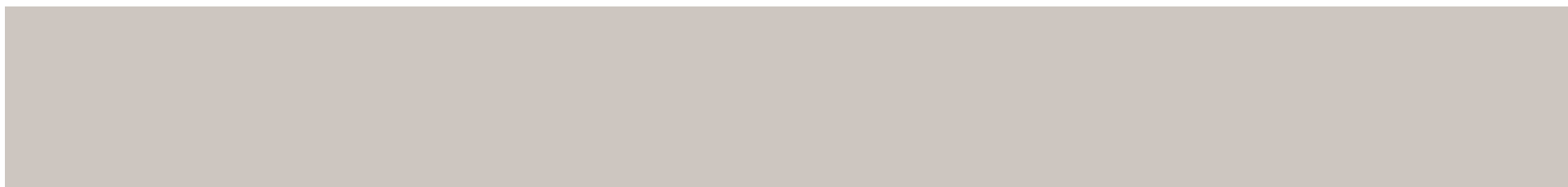
Primary Schools – Permanent Exclusions					
		2013/14	2014/15	2015/16	2016/17
Manchester	Number	X	6	12	11
	Percent	X	0.01%	0.02%	0.02%
England	Number	870	920	1,145	1,255
	Percent	0.02%	0.02%	0.02%	0.03%



Permanent exclusions from Manchester Secondary Schools



Secondary Schools – Permanent Exclusions					
		2013/14	2014/15	2015/16	2016/17
Manchester	Number	21	49	64	94
	Percent	0.09%	0.19%	0.24%	0.34%
England	Number	4,000	4,790	5,445	6,385
	Percent	0.13%	0.15%	0.17%	0.2%



Reasons for Exclusion

- Main reason for fixed term exclusions in Manchester continues to be persistent disruptive behaviour, followed by verbal abuse or threatening behaviour towards an adult.
- Nationally, the top two reasons are persistent disruptive behaviour and physical assault against a pupil.
- Main reasons for permanent exclusions in from Manchester Schools (41%) is persistent disruptive behaviour.
- Second most used reason for a permanent exclusion is verbal abuse or threatening behaviour towards an adult, with (12.4%)
- Nationally the main reasons are persistent disruptive behaviour and physical assault against a pupil.
- In Manchester 53.7% of the pupils permanently excluded in 2016/17 had an identified SEND.

What we did...

- Held a multiagency workshop 26th April 2018.
- Further multi-agency discussion Children's Board 4th May 2018.
- Further discussion with Manchester Head Teachers and Senior Leaders at Virtual School Training session 10th May 2018.
- Discussion with a group of young people about preventing exclusion July 2018
- Individual discussions with every MAT located in City and senior officers regarding addressing exclusions and potential role of MATs
- Focus group of head teachers who have reduced exclusions in their schools met Edward Timpson as part of the National Review.
- Discussions with head teachers through other strategic groups and meetings.

What the discussions focused on...

Discussions have focused on:

- What is cause of rise in exclusions?
- What is already working to prevent permanent exclusion?
- What do we need to do to ensure:
 - Earlier intervention
 - Good transition
 - Children return to mainstream schooling when appropriate
 - Preventative offer in place
 - Effective continuum of alternative provision in place across City
 - Multi agency approach
 - Incentives to be inclusive

What discussions showed we need to do...

- Develop a toolkit so every setting/school knows what help is available to support them to support children at risk of permanent exclusion (PX).
- Training for staff e.g. developing positive whole school policies & practices, use of restorative approaches, ELKLAN, understanding trauma & attachment,
- Establish a *Support and Challenge Board* to discuss a school's plans to reduce high/increased rate of exclusion
- Support the development of more in-house alternative provision on site at schools.
- Earlier intervention – access to high quality, off site part time provision with a holistic approach
- Transition - longer transition period with primary staff briefing secondary staff once child is known.
- Expand parent champion model to include parents of children at risk of PX
- Police working differently with schools e.g. being based in schools or working out of schools, supporting with risk assessments
- Bridging the gap conversation focusing on children at risk of PX – including more agencies

Developing an Inclusion Strategy for Manchester

The summer term multi-agency consultations which informed the development of this strategy identified that:

- Reducing exclusions is everybody's business and requires a robust multi – agency approach.
- Activity to promote inclusion and reduce exclusions must be embedded into all work with children, young people and families
- Schools want advice, resources and training to support best practice.

The Strategy outlines the different strands of proactive work to prevent exclusions which is already underway and the further developments to be undertaken at each stage:

- **Strand 1 - Universal Provision**
- **Strand 2- Early Intervention Provision**
- **Strand 3- Alternative Provision or Specialist Support**
- **Strand 4- Ensuring Best Practice in the use of Exclusion**

STRAND 1 - Universal

We will:

- Work with Head teachers and Governors and provide a checklist of activity that should be undertaken prior to taking decision to exclude
- Provide head teachers with a ladder of support that should be put in place for all children to avoid and prevent the use of exclusion.
- Develop a directory of who to contact within the Local Authority and other services to discuss how to prevent an exclusion.
- Establish a 'Support and Challenge' Board with the Director of Children's Services and the Director of Education and invite schools with high exclusion rates to discuss their plan to both improve educational outcomes and reduce exclusions.
- Disseminate and support schools to embed the use of Manchester's revised Matching Provision to Need to Tool (MPNT).
- Continue to provide a range of training to all schools on Developmental Trauma and Attachment.

STRAND 1 - Universal

- Implement a pilot with a number of Manchester Schools to evaluate the impact of embedding whole school trauma and attachment aware approaches on indicators including attendance, exclusions, behaviour incidents, progress and attainment. Outcomes of the pilot will be disseminated to all schools.
- Roll out training on the use of Goodman's Strengths and Difficulties Questionnaire (SDQ) and The Boxall Profile Tool to all schools.
- Roll out ELKLAN training to all schools.
- Share model school behaviour/relationships policies which provide guidance to staff, young people and parents/carers on promoting positive behaviour in school whilst also being flexible enough to allow for reasonable adjustments to be made to meet the needs of children and young people experiencing SENDs including social, emotional and mental health (SEMH) difficulties.
- Promote and share good practice in the use of Restorative and Rights Respecting approaches.

STRAND 1 - Universal

- Promote and support the delivery of high quality Careers Education, Information, Advice and Guidance to all young people including the provision of early support for young people as they are preparing to leave school and move into Post 16 Provision.
- Recommission Manchester's Targeted Youth Support Service (TYSS) and prioritise:
 - the prevention of young people becoming NEET
 - Positive engagement with those young people who are not current accessing provision and need support to move towards and into Education, Employment and Training.

STRAND 2 – Early Intervention

- Develop a **Toolkit of resources and multi-agency support for schools** providing comprehensive information about the resources, advice, training, services and funding they can access in their work to effectively support young people and prevent exclusions.
- Promote the most up to date outreach offer available to schools from Manchester PRUs, Specialist Schools and the Manchester Hospital School
- Develop and publish a comprehensive directory of Manchester CAMHS services, referral routes and training offer.
- Develop a protocol for requesting emergency funding to support timely intervention to prevent exclusion.
- Develop and disseminate guidance on the development of good quality, in-house, onsite alternative provision and inclusion centres and the development of effective personalised timetables
- Develop an outreach support offer for High Schools on meeting the needs of young people experiencing social, emotional and mental health needs
- Work with schools to review the current High Schools' Managed Moves Protocol to ensure it aligns with all relevant statutory and best practice guidance.

STRAND 2 – Early Intervention

Ensure through the Early Help Strategy and the work of the Early Help Hubs that:

- Children, Young People and Families who need additional support are fully involved in the development of their own plan and that appropriate services can be accessed no matter where they live.
- There is city wide recognition that Early Help isn't a service or a single team, but a way of working with families that all partners and stakeholders working with children and families can put in to practice.
- The local delivery of the offer of early help is strengthened through a North, Central and South Locality model of 'place based approaches' with an enhanced focus on early years, Voluntary, Community, Social Enterprises (VCSE), community health (including CAMHS) and schools.

STRAND 2 – Early Intervention

- Strengthen the communication and working practices between schools, services and the Manchester Youth Justice Teams to support early intervention work with young people at risk of involvement in child criminal exploitation.
- Work with Greater Manchester Police (GMP) and the Community Safety Partnerships to develop enhanced support to and guidance for schools including on managing and risk assessing incidents of knives and other potential weapons being brought into school.
- Work with GMP and High Schools to develop a Service Level Agreement (SLA) for school based police officers funded by schools.
- Disseminate any new practice guidance emerging from national and local reviews.

STRAND 3 – Alternative Provision Or Specialist Support.

We will:

- Increase the range of and access to alternative provision across the city.
- Work with providers to develop short stay intervention programmes for children and young people at risk of permanent exclusion.
- Increase the range of specialist provision across Manchester.

STRAND 4 – Ensuring Best Practice In the Use of Exclusion

We will:

- Ensure we provide up to date guidance to Manchester Schools on the use of exclusion which promotes inclusion and is updated in response to any changes to statutory, national and local best practice guidance.
- Maintain a Toolkit of resources and multi-agency support for schools providing comprehensive information about the resources, advice, training, services and funding they can access in their work to effectively support young people and prevent exclusions.
- Monitor the use of exclusion in each school and where there is high and/or increasing rate of exclusion we will invite schools to attend the Support and Challenge Board to discuss the reasons for exclusions and preventative measures being put in place.
- Ensure that Manchester's In Year Fair Access Protocols (IYFAP) are maintained and applied so as to support young people who are subject to IYFAP into an appropriate new school as soon as possible following a permanent exclusion.
- Ensure that robust processes are maintained to support young people who are not subject to IYFAP (Young People in care & those with an EHCP) into an appropriate new school as soon as possible following a permanent exclusion.

Next Steps...

- Consulting on Manchester's draft "*Promoting Inclusion & Preventing Exclusions*" Strategy with schools & multi-agency partners.
- Submitted an expression of interest for an AP Free School.
- Issued new Exclusions guidance.
- Support and Challenge Board established
- Launched whole school trauma and attachment awareness pilot with 22 Manchester schools.
- **National Exclusions report due to be published in December 2018 – plan to launch Manchester's Strategy in January 2019**