

**Manchester City Council
Report for Information**

Report to: Children and Young People Scrutiny Committee – 4 December 2019

Subject: Update on School Exclusions

Report of: Director of Education and Skills

Summary

The report will provide an update on exclusions data held internally in Manchester for 2018/19 and final Department for Education (DfE) published school exclusions data for 2017/18 with national comparisons.

Recommendations

Members are asked to consider the contents of this report and in particular the reduction in exclusion in provisional 2018/19 data.

Wards Affected: All

Alignment to the Our Manchester Strategy Outcomes (if applicable)

| Manchester Strategy outcomes | Summary of how this report aligns to the OMS |
|---|---|
| A thriving and sustainable city: supporting a diverse and distinctive economy that creates jobs and opportunities | Reducing exclusions across the city will contribute to improving educational outcomes and to Manchester's young people becoming happy, safe and highly skilled. |
| A highly skilled city: world class and home grown talent sustaining the city's economic success | Improving educational outcomes and reducing the exclusion rate amongst the Manchester school population is essential for young people to gain qualifications and contribute to Manchester's economic success. |
| A progressive and equitable city: making a positive contribution by unlocking the potential of our communities | Vulnerable groups including FSM and SEND as well as certain ethnic groups are over represented in exclusions. Reducing exclusions is a key priority to ensure all young people have the best possible opportunity to succeed. |
| A liveable and low carbon city: a destination of choice to live, visit, work | An improving school system will make Manchester an attractive place to live and work. Curriculum emphasis on climate change and low carbon will engage young people. |

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|---|---|
| A connected city: world class infrastructure and connectivity to drive growth | An improving school system will make Manchester an attractive place to live and work. An improving education system contributes to generating future growth by a highly skilled workforce and young people committed to reducing the carbon footprint. |
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Background documents (available for public inspection)

- Update on Exclusions to Children and Young person's Scrutiny, 27th February 2018
- Children and Young Person's Scrutiny report on Manchester's Promoting Inclusion and Preventing Exclusion Strategy, May 2019
- Manchester Inclusion Strategy, November 2019
- 'Exclusion from maintained schools, academies and pupil referral units in England.' Statutory guidance for those with legal responsibilities in relation to exclusion. September 2017.

1.0 Introduction

- 1.1 Local Authorities have a statutory duty to provide full time education for excluded pupils from the sixth day following the Headteacher's recommendation to permanently exclude.
- 1.2 This report summarises the trends in permanent and fixed term exclusions from the 2018/19 academic year. It also includes the latest available national and statistical neighbour data from the 2017/18 academic year. The DfE will publish 2018/19 exclusions data in July 2020.
- 1.3 Reducing both permanent and fixed term exclusions is a long standing priority for Manchester Children's Services with a commitment to ensure improved experiences and outcomes for all children and young people through 'Our Manchester, Our Children: Manchester's Children and Young People's Plan 2016-2020; building a safe, happy, healthy and successful future for children and young people.'
- 1.4 However in 2017/18, following a four year increase in permanent exclusions there was an acknowledgement of the need to approach reducing exclusions differently and a commitment to a multi-agency response.
- 1.5 In April 2018 the first multi agency workshop was held with a focus on reducing exclusions. Over the following year Manchester's Inclusion Strategy has been developed; this has been informed by the outcomes of workshops and discussions with key partners including Head Teachers, Special Educational Needs Coordinators (SENCOs), designated teachers, governors, Children's Social Care, Early Help leads, CAMHS, Greater Manchester Police, Youth Justice managers and officers, Greater Manchester and Manchester THRIVE programme leads, parents, carers and children & young people.
- 1.6 Manchester's Inclusion Strategy was launched on November 8th 2019.
- 1.7 Throughout the development of the strategy there has been an increased focus on the use of exclusion. The unvalidated data for Manchester in 2018/19 shows a significant decrease in the use of permanent exclusion.

2.0 Context

The 2018/19 exclusions data shows that the number of permanent exclusions has fallen to a point lower than it has been for the past four years. This reduction is due to a number of actions taken which includes:

2.1 Widespread multi-agency consultation on the Inclusion Strategy including a number of workshops.

The reduction in exclusions would appear to indicate that even before the formal launch of the strategy different interventions and approaches are being used to prevent young people from being excluded. A series of workshops has highlighted the over representation of vulnerable groups in

exclusions including those children identified with Special Educational Needs and Disabilities (SEND) and workshops and consultation have also highlighted the over representation of pupils excluded from school in the Youth Justice Service. These workshops and discussions appear to have increased reflective practice and have impacted positively in the reduction or permanent exclusions.

The consultation and workshops have also provided an opportunity to share examples of strong leadership and good practice which already exists in many Manchester early years' settings, schools and Post 16 provisions where there is robust evidence of strong inclusive practice.

2.2 The Director of Education working with both the primary strategy group and high school heads to engage with schools to focus on reducing exclusions in the city.

The Director of Education attends all primary strategy group meetings, high school headteacher meetings, special school headteacher meetings and has engaged the school system with consultation on the Inclusion Strategy and the importance in increasing the consistency of inclusion across schools.

2.3 Establishment of a 'Support and Challenge' Board

Schools and Multi Academy Trusts with high exclusion rates have been invited to a Support and Challenge Board with the Director of Children's Services and the Director of Education. This has provided an opportunity for school leaders to explain their plan to both improve educational outcomes and reduce exclusions.

All schools and Multi Academy Trust who have been invited to a Support and Challenge Board have seen a reduction in the use of exclusions and a commitment to work with Manchester City Council to promote inclusion. An outcome of the Support and Challenge meetings has been the development of a multi agency 'Team Around the School' approach in a number of schools.

2.4 Multi Agency Team Around the School

In 2018/19 the model of 'Team around the school' was developed to respond to a number of presenting issues including schools which have been identified as having a high number of fixed term or permanent exclusions. The 'Team around the school' meetings have included colleagues from social care, early help, attendance, education, CAHMs, educational Psychologist. Each 'Team around the school' has been welcomed by school or academy leaders and multi agency actions have been agreed.

2.5 Improving Consistency of Inclusion in Mainstream schools

Manchester City Council has employed an experienced Special School Headteacher to work with identified mainstream schools to focus on reducing exclusions for both SEND support and those children with an EHCP

plan. This approach is having a proven impact and has led to positive comments about SEND and inclusion in school Ofsted reports.

2.6 Early Help practitioners working with families where children experienced Fixed term exclusions

The Early Help team have developed a successful targeted offer of support from the Early Help Parenting Team for young people at risk of exclusion. This includes enrolment on Talking Teens, a parenting workshop which helps manage disruptive teenage behaviour, and also the delivery of a Nurture programme which focuses on the emotional health of the parent and child.

There is a positive impact in reducing fixed terms exclusions through these Early Help interventions. The evaluation shows that 16% of families whose children had experienced fixed term exclusions from school, 81% had seen these issues improved in the period 12 months after intervention. Beyond 12-months, only 7% of those who improved had fixed term exclusions again. Additionally, 2% of the cohort had been permanently excluded in the lead up to an intervention, all of these individuals received no further exclusions following Early Help intervention.

While prevention of exclusion will always be the focus of Early Help, there is also support for excluded pupils through the Early Help Inclusion team. This is a team of five Early Help practitioners and one team leader working alongside primary and secondary PRUs. The team provides whole family support. The work in the secondary PRU focuses on reducing the risk of a young person becoming involved in crime. The team at the primary PRU has been in place for 18 months and several pupils have been supported to return to mainstream as a result of the partnership.

2.7 Improving Communication and Language skills

Manchester Schools Quality Assurance and Strategic SEND team commissioned Speech and Language Therapy service in 2018 to deliver training for primary and secondary schools in Manchester, with the aim of developing a network of ELKLAN champions. There is good evidence from previous ELKLAN training delivered at Bridgelea School and the Youth Justice service, that improving children and young people's communication skills improves their emotional wellbeing and reduces the likelihood that poor behaviour becomes their method of communication.

Community Safety Partnership (CSP) funding for Inclusion has been used to fund additional ELKLAN as this has had proven impact and research links speech and language difficulties with the Youth Justice population. Since April 2019, staff from 50 primary schools have either completed an ELKLAN course or started on the autumn 2019 course. Since September 2018 39 staff from 18 secondary schools and 4 staff from 3 colleges have either completed the course or started the autumn 2019 course. Evaluations of the programme which demonstrate significant impact on staff confidence and practice, children and young people's progress, behaviour and resilience.

2.8 Trauma Informed Approaches

There has also been a focus on rolling out training and information on different trauma informed approaches. This has included work on awareness of ACES in a school in Harpurhey and also in Wythenshawe. In addition, the Virtual School has facilitated training on Trauma Informed Approaches for Designated Teachers.

3.0 Summary of Permanent Exclusions 2018/19

- 3.1 The percentage of permanent exclusions in Manchester in 2018/19 was 0.10% which is better than the 2017/18 results for Manchester (0.16%) and the same as the national (0.10%) results for 2017/18. This shows a reduction in the rate of permanent exclusions for the first time since 2011/12.
- 3.2 The number of permanent exclusions from Manchester schools in 2018/19 was 89, a decrease of 44 compared with 2017/18. This has been as a result of a 28.7% decrease in the number of permanent exclusions from secondary schools; from 108 to 77. The number of permanent exclusions from primary schools in 2018/19 halved in comparison with 2017/18 (from 25 to 12).
- 3.3 There continue to be higher proportions of pupils excluded from vulnerable groups, such as those eligible for free school meals (FSM) and pupils with special educational needs and disabilities (SEND). The 2018/19 Manchester exclusion rates are lower than the national 2017/18 rates for pupils eligible for FSM; Manchester is 0.21% in comparison with 0.28%. However, rates are higher for pupils receiving SEN support in Manchester than nationally; 0.42% compared with 0.34%.
- 3.4 The most common reason nationally and in Manchester for permanent exclusion was persistent disruptive behaviour. In Manchester, this was 24.7% of all permanent exclusions compared with 34% nationally. The second most common reason in Manchester was physical assault against an adult, accounting for 13.5% of permanent exclusions, while the third most common reason was verbal abuse/threatening behaviour against an adult, at 11.2%. Nationally, the second most common reason was physical assault against a pupil at 13.1%, while the third most common reason was physical assault against an adult, at 10.7%.

4.0 Summary of Fixed term Exclusions 2018/19

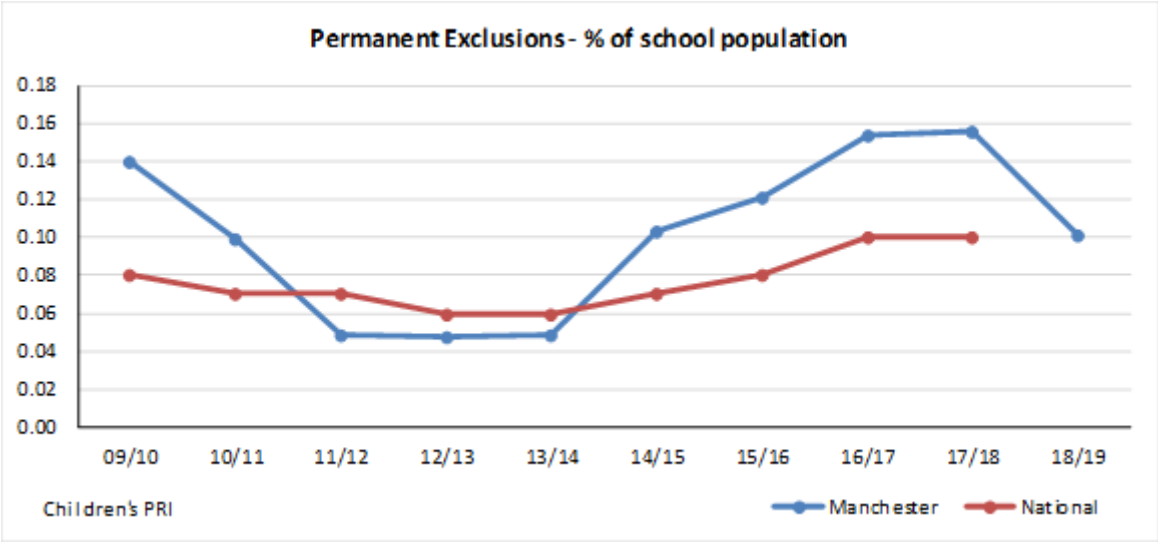
Following the decline in the percentage of fixed term exclusions from 2010/11 to 2012/13 and the increase up until 2015/16, there has been a sharp increase in 2018/19 (from 5.25% to 7.22%). This resulted in 2,371 more days lost to education in 2018/19 than in 2017/18.

- 4.1 The percentage of fixed term exclusions in Manchester in 2018/19 was 7.22%, which is higher than the national average for 2017/18 of 5.08%.
- 4.2 The number of fixed term exclusions from Manchester schools in 2018/19 was 6,319; This amounts to 1,824 more than the 4,495 recorded in 2017/18.

- 4.3 As with permanent exclusions, there are higher rates of fixed term exclusion amongst vulnerable groups. Manchester exclusion rates for pupils with at least one fixed term exclusion who are eligible for FSM is higher than the national figure (5.56% compared with 5.42%) as well as for pupils with SEN support (7.8% compared with 6.09%) and those pupils with an EHCP (8.45% compared with 6.43%).
- 4.4 The most common reason for fixed term exclusions in Manchester, was persistent disruptive behaviour (26.3%), followed by verbal abuse of threatening behaviour towards an adult and physical assault against a pupil. Nationally, for 2017/18, the three most common reasons for fixed term exclusions were the same.

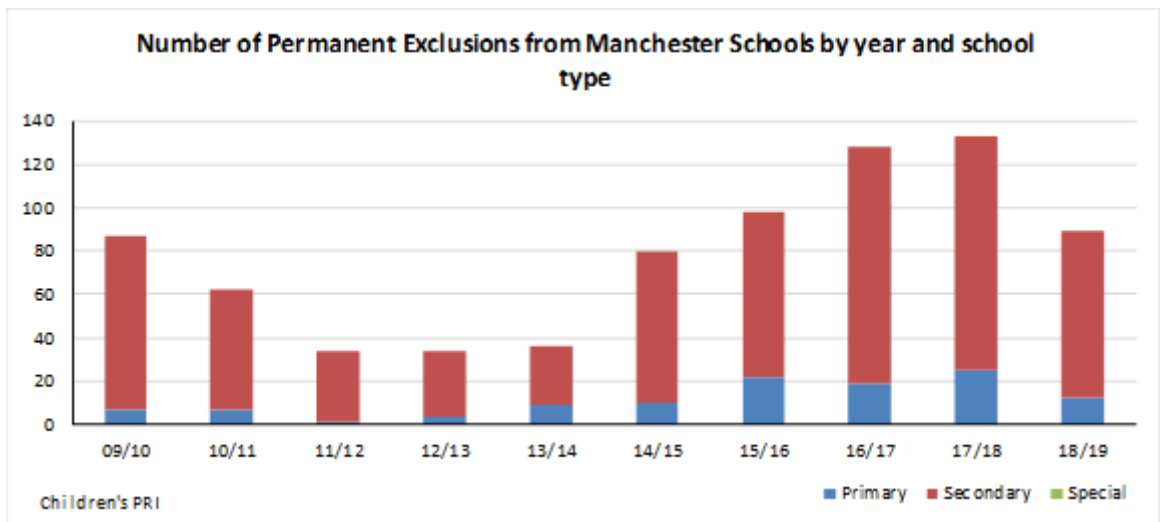
5.0 Permanent Exclusions 2018/19 Analysis

5.1 There were 89 permanent exclusions from Manchester schools in 2018/19, a decrease of 44 compared with the number of exclusions in 2017/18. The percentage of pupils permanently excluded in 2018/19 was 0.10%, 0.06 percentage points lower than in 2017/18. Nationally, 0.10% of pupils were permanently excluded in 2017/18, the same as in 2016/17. This means that the rate of permanent exclusions in Manchester for 2018/19 has reached the national average for 2017/18. Graph 1 shows the ten year trend for the rate of exclusions in Manchester and nationally. The graph shows a sharp decline in the percentage of pupils permanently excluded from 2009/10 to 2011/12, with the rate levelling out to 2013/14, followed by an increase to 2017/18. Nationally there was a small steady decline from 2009/10 to 2012/13. The percentage rates then started to increase again slightly in 2014/15, until 2016/17 where they have remained static.



Graph 1

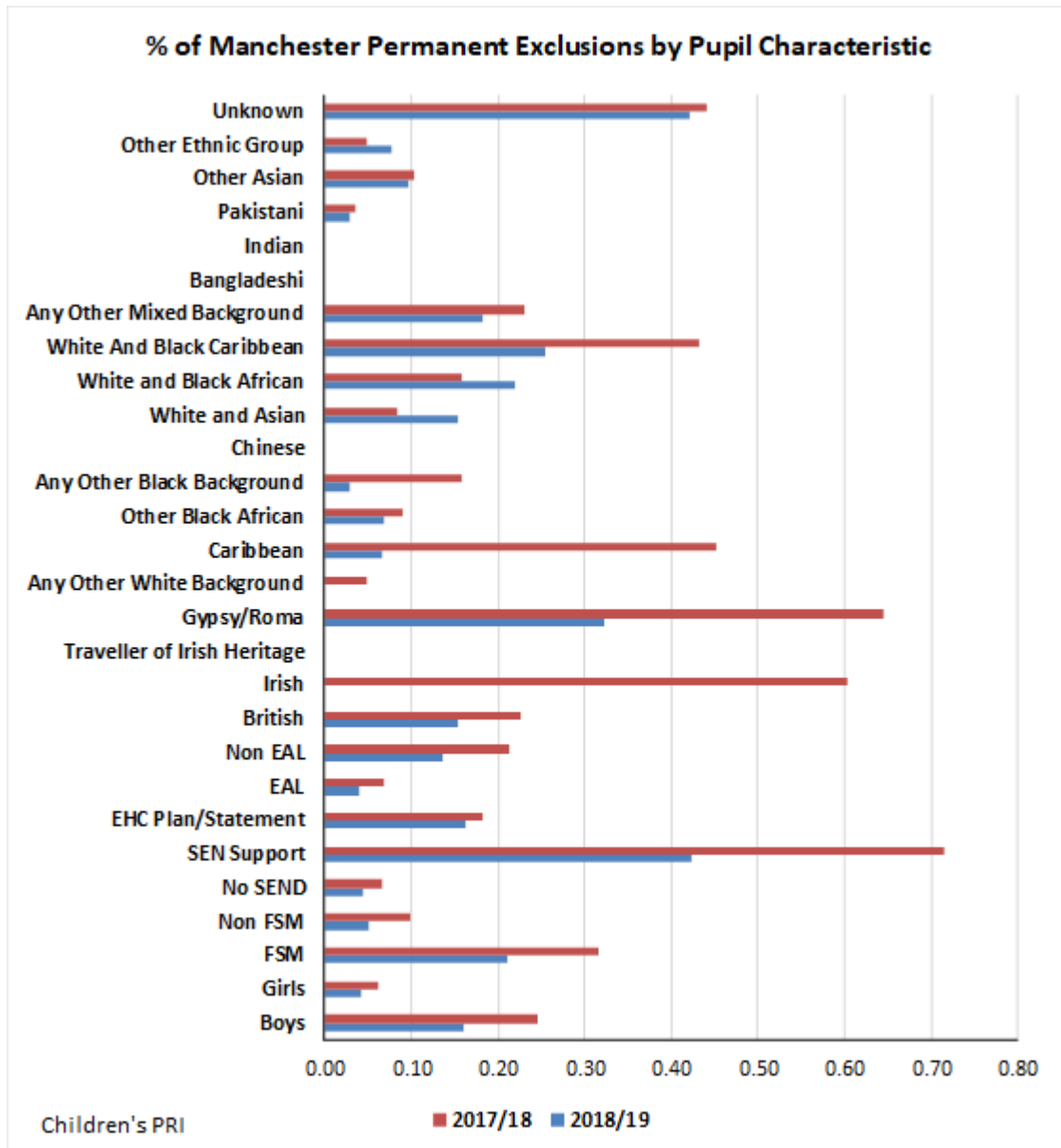
5.2 The decrease in the overall number of permanent exclusions in 2018/19 is due to a decrease of 31 exclusions from secondary schools, as well as a decrease of 13 exclusions from primary schools. Graph 2 shows the ten year trend for the number of permanent exclusions by phase of Manchester school.



Graph 2

- 5.3 There continue to be some big differences between pupil groups that are excluded. Graph 3 shows the proportion of pupils in the main pupil groups in Manchester that have been permanently excluded in 2018/19, compared with the 2017/18 Manchester rates.
- 5.4 Boys are more likely to be excluded than girls. Of the 89 permanent exclusions, 71 (79.8%) were boys compared with 18 (20.2%) girls. The reduction in permanent exclusions for boys (33.6%) is slightly higher than girls (30.8%), compared with 2017/18. Out of the 12 primary school exclusions, 3 were girls. Nationally, in 2017/18, boys continue to be three times more likely to be excluded than girls, while the 2018/19 Manchester results shows that boys are almost four times more likely to be excluded than girls.
- 5.5 The 2018/19 data for Manchester shows a reduction in the rate of permanent exclusions amongst pupils with SEND and for pupils eligible for FSM.
- 5.6 Pupils with SEND are more likely to be excluded than their peers, with 52 (58.4%) of the pupils permanently excluded having SEND in 2018/19. However, this difference has reduced in comparison with 2017/18, when 84 (63.2%) of the pupils permanently excluded had SEND. Pupils with an EHC plan are four times more likely to be excluded than pupils with no SEN, in comparison with two and a half times more likely in 2017/18. Nationally, in 2017/18, they were over two and a half times more likely. Pupils with SEN support are 10 and a half times more likely to be excluded than pupils with no SEN, similar to 2017/18. Nationally, in 2017/18, they were over five and a half times more likely.
- 5.7 Pupils eligible for FSM in January 2019 are more than four times more likely to be excluded than those not eligible, in comparison with three times more likely in the previous year. Nationally, in 2017/18, pupils eligible for FSM are four times more likely to be excluded than those who are not eligible for FSM.
- 5.8 Within the ethnic groups, the highest proportion of permanent exclusions is for pupils from a Gypsy/Roma background, although this only relates to one

exclusion. The next highest proportion was for pupils from a mixed White and Black Caribbean background (the actual number of permanent exclusions amongst this group was 6). Nationally, in 2017/18, Gypsy/Roma pupils had the highest proportion of permanent exclusions, followed by pupils of Traveller of Irish heritage.

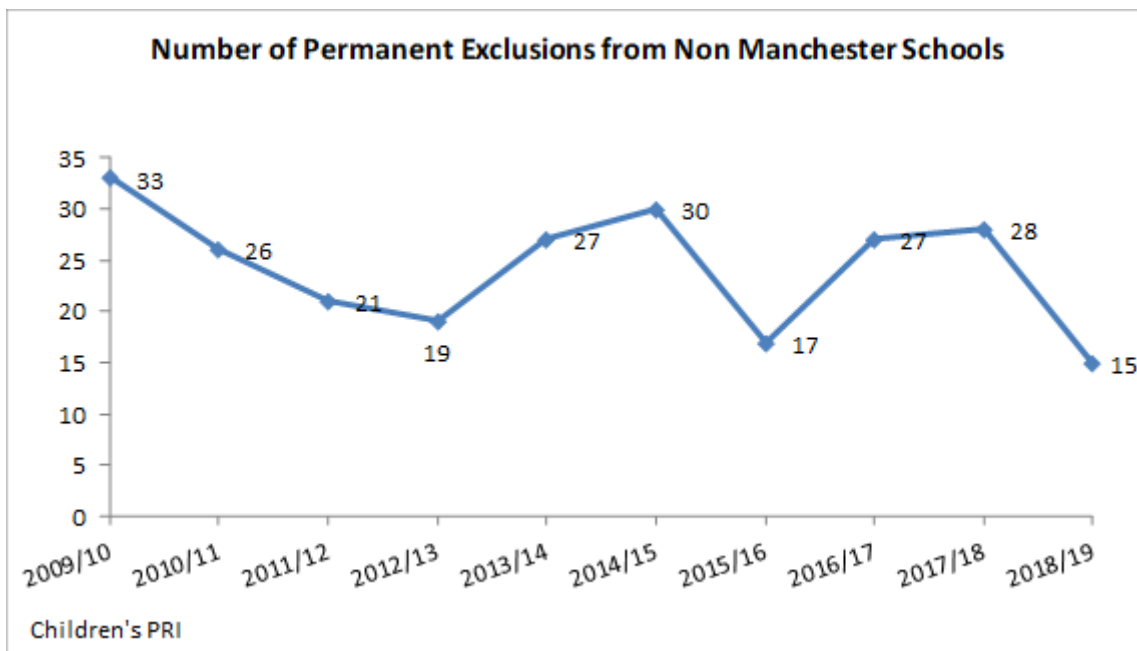


Graph 3

5.9 The most common reason for being permanently excluded in 2018/19 was persistent disruptive behaviour, with this reason accounting for a quarter of all permanent exclusions (24.7%). Physical assault against an adult was the second most common reason, at 13.5%, while the third most common reason was verbal abuse/threatening behaviour against an adult, at 11.2%. Almost 35% of exclusions have not been given a reason within the prescribed list provided by the DfE. Nationally, in 2017/18, persistent disruptive behaviour remains the most common reason for exclusion, accounting for over a third of all permanent exclusions. The second most

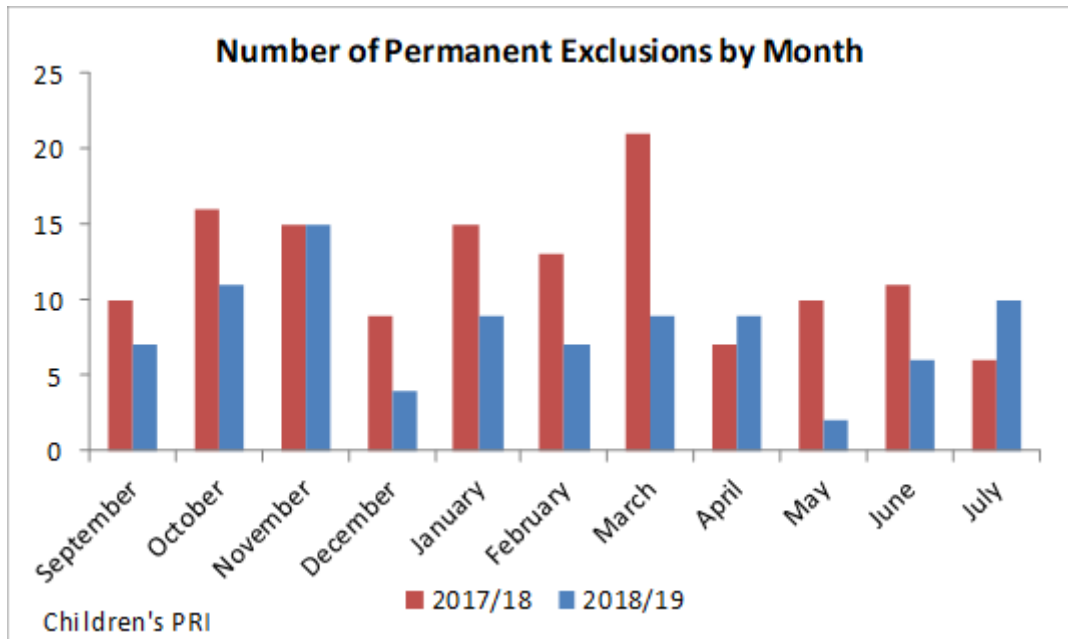
common reason recorded nationally was other, at 18.2%, while the third most common reason was physical assault against a pupil, at 13.1%

- 5.10 In 2018/19 every incident where 'other' was recorded as the reason for permanent exclusion was followed to better understand the 'other' category. Therefore the breakdown of the reasons for 2018/19 are:
 Aggressive Behaviour - 2.2%; Drug & Alcohol related - 3.4%; Persistent Disruptive Behaviour - 29.2% (This now includes 4 permanent exclusions for disruptive behaviour); Defiance - 1.1% ; Possession of an Offensive Weapon - 13.5% ; Other - 2.2%; Physical assault on an adult - 13.5% ; Possession of Illegal drugs - 2.2%; Physical assault on a pupil - 11.2%; Persistent violation rules - 5.6%; Racist Abuse - 1.1%; Verbal abuse/threat on an adult - 9%; Violent behaviour - 3.4%; Verbal abuse/threat on a pupil - 2.2%
- 5.11 In addition to pupils permanently excluded from Manchester schools, the number of Manchester residents who are permanently excluded from schools in other local authorities are monitored. Graph 4 shows the trend in the number of these pupils permanently excluded over the last ten years. Following a reduction in 2015/16 the graph shows there was a 59% increase in 2016/17. There has since been a 46% decrease in 2018/19.



Graph 4

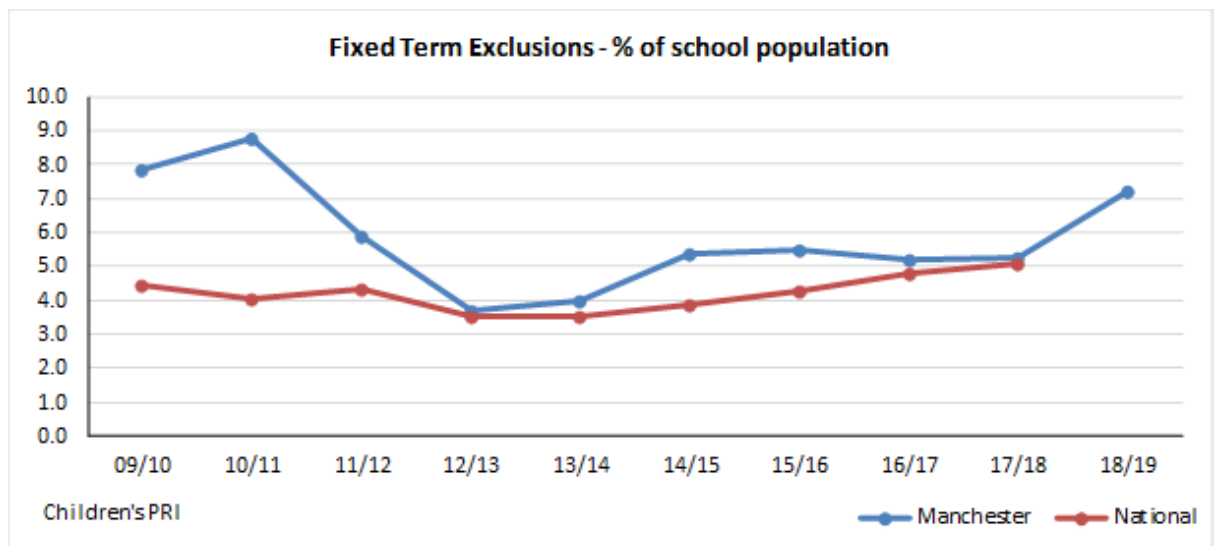
- 5.12 In 2018/19, 37 (41.6%) of the permanent exclusions were in the autumn term, 31 (34.8%) were in the spring term and 21 (23.6%) were in the summer term. The monthly pattern, see graph 5, shows that the highest number of permanent exclusions were issued in November. As expected, there was a higher number of permanent exclusions in most months in 2017/18 than in 2018/19. The exceptions to that are April and July. However, the increase in April could be due to the Easter holidays falling at a different point in time.



Graph 5

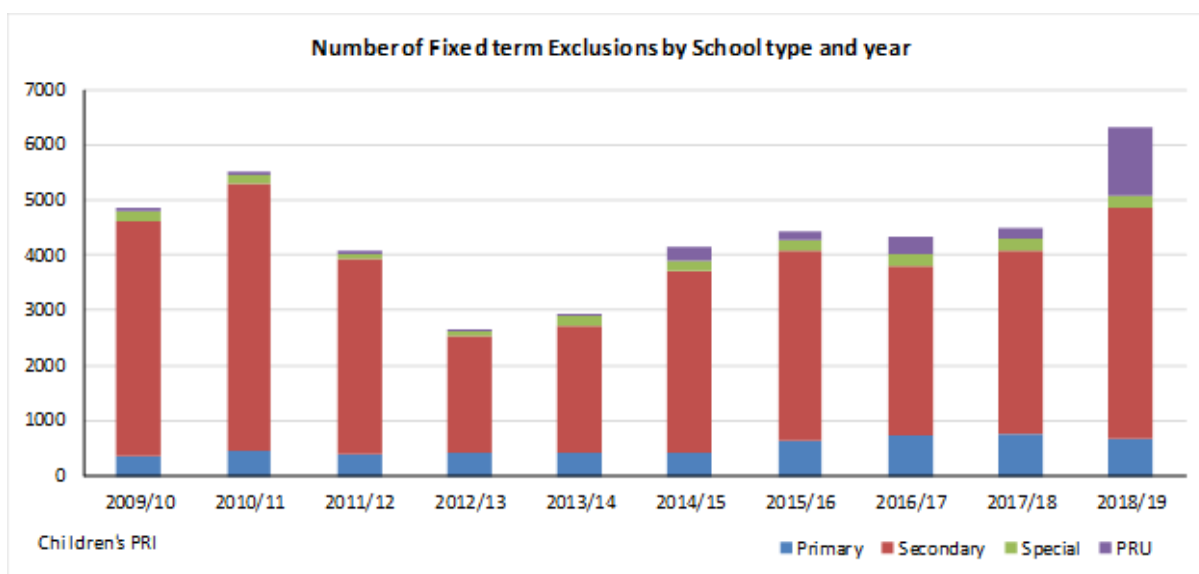
6.0 Fixed Term Exclusions

6.1 There were 6,319 fixed term exclusions from Manchester schools during 2018/19. This is a 40.6% increase on the number of exclusions in 2017/18. Graph 6 shows the ten year trend for the percentage of fixed term exclusions in Manchester and nationally. The trend shows a peak in 2010/11 in Manchester, followed by a sharp decline until 2013/14 when numbers began to increase. Recent years show that the percentage of fixed term exclusions has remained relatively static, however there has been a sharp increase in 2018/19. Nationally, there has been a steady increase in the rate of fixed term exclusions from 2013/14.



Graph 6

- 6.2 Nearly two thirds of fixed term exclusions were from secondary schools, accounting for 66.5%, while nationally, in 2017/18, 80.4% of all fixed term exclusions were from secondary schools. It should be noted however, that the Manchester internal analysis includes exclusions from PRUs whereas the national figures do not. The number of fixed term exclusions peaks in Years 9 and 10, which account for 20.1% and 20.9% of all exclusions respectively. Graph 7 shows the breakdown in the number of exclusions in each of the last ten years.
- 6.3 There has been a 26.6% increase in the number of fixed term exclusions from secondary schools while there has been a 13% improvement in the number of exclusions from primary schools. The number of exclusions from special schools remains stable.

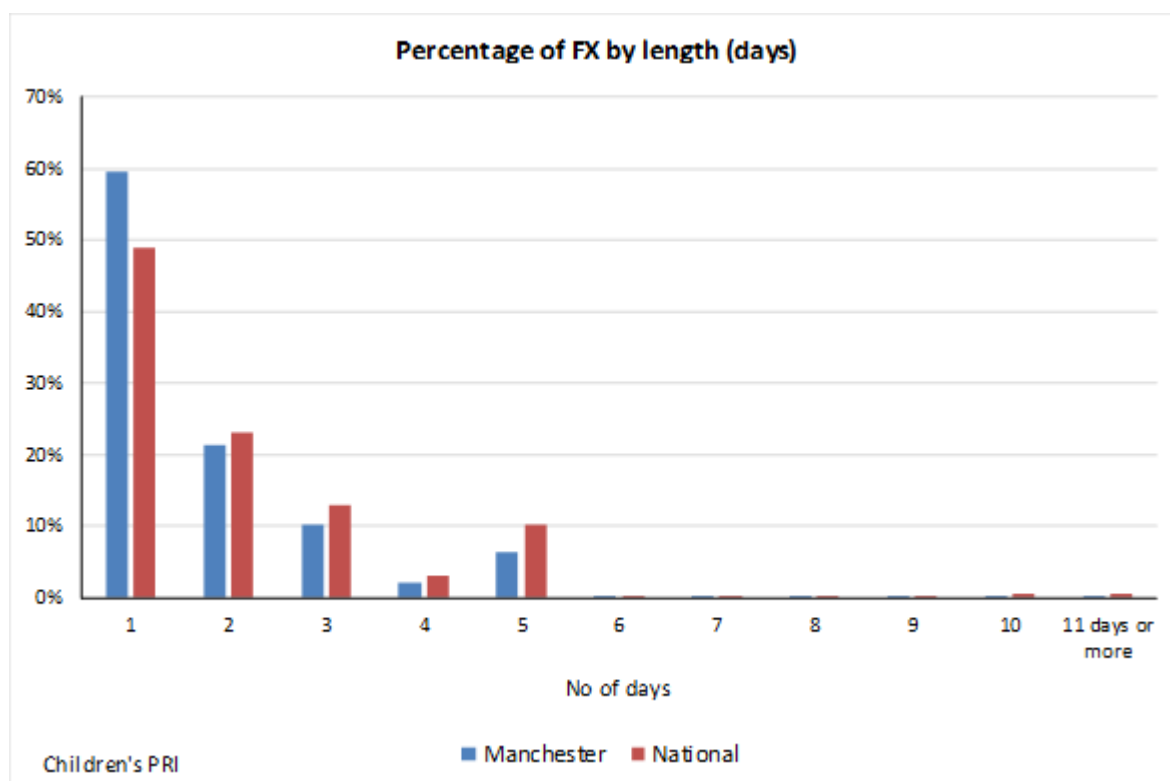


Graph 7

- 6.4 It had been previously noted that the percentage of fixed term exclusions was relatively high in the Manchester PRU. This was reviewed, as part of the LA's quality assurance processes, by a highly experienced quality assurance professional.
- 6.5 Findings suggested that the reasons for exclusion match the school's aims and behaviour policy. Given that the PRU receives students who have been permanently excluded from a school or are at high risk of exclusion, there is a 50% success rate in no further exclusion. Of those who have an exclusion, 46% have three or less FTE (mainly half days). The data therefore suggests that there is only a small proportion of pupils (4%) that have a significant number of exclusions
- 6.6 Across Manchester, the number of pupils with at least one fixed term exclusion has increased from 2,285 in 2017/18 to 2,812 in 2018/19. This equates to 3.21% of pupils in Manchester schools having at least one fixed term exclusion in 2018/19, compared with 2.67% in 2017/18 and the national average of 2.33%.

6.7 In total 9,951 days were lost to fixed term exclusions in 2018/19, an increase from 7,580 days lost in 2017/18. The average length of each fixed term exclusion in Manchester has decreased to 1.57 in 2018/19, compared with 1.67 in 2017/18. The national average length of exclusion for 2017/18 was 2 days.

6.8 Graph 8 shows that 59.4% of fixed term exclusions lasted for no more than one day. This is higher than the Manchester and national rates for 2017/18 of 55.6% and 48.9% respectively. There were 31 (0.5%) fixed term exclusions lasting over five days in 2018/19, while nationally, in 2017/18, this figure was 1.7%. The longest fixed term exclusion in 2018/19 was 20 days.



Graph 8

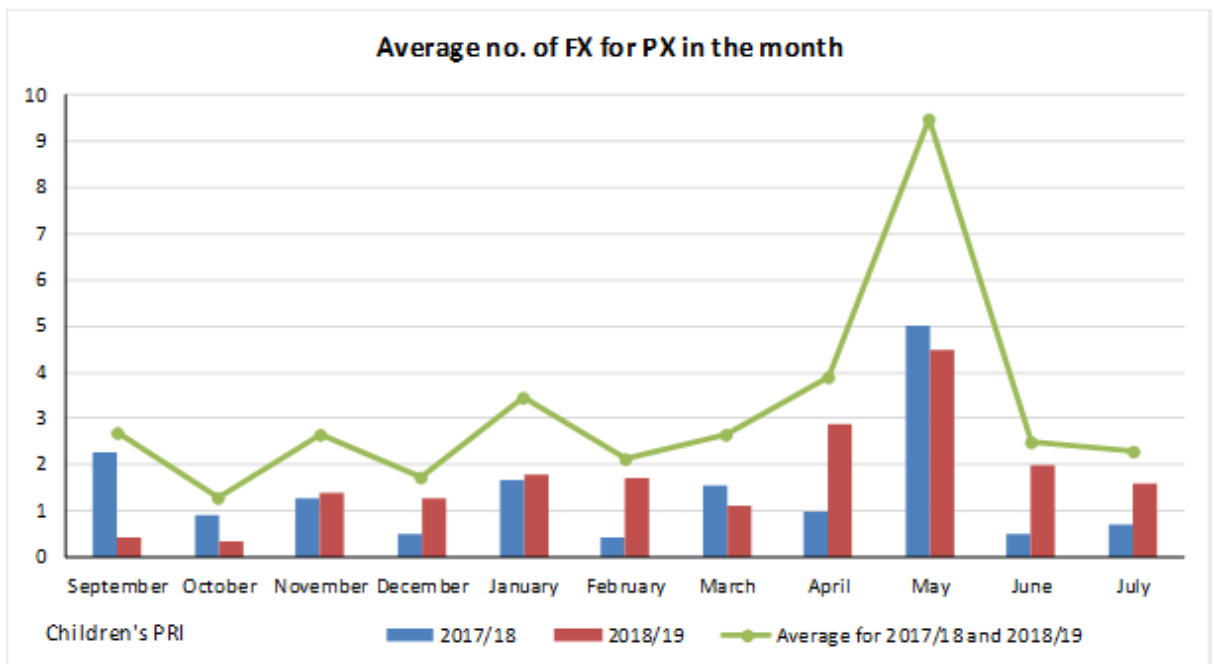
6.9 On average each pupil was excluded 2.25 times, which is higher than the 2017/18 figure of 1.97 and the national figure for 2017/18 of 2.18. Of the 2,812 pupils with a least one fixed term exclusion, 54.4% were excluded once during 2018/19, 20.3% had two fixed term exclusions and 9.3% had three fixed term exclusions, leaving 16% with four or more fixed term exclusions. This is a reduction from the 59% of pupils receiving one fixed term exclusion in 2017/18, but an increase in the number receiving two and three exclusions (18.5% and 10.4% respectively). In 2017/18, 12.1% of pupils received four or more fixed term exclusions. Nationally, in 2017/18, 58.1% of pupils had one fixed term exclusion, with 18.3% of pupils having two fixed term exclusions, 8.9% with three and 14.7% with four or more.

6.10 Of the 89 pupils who were permanently excluded during 2018/19, 62 (69.7%) had a fixed term exclusion during either 2017/18 or 2018/19. Of these 89 pupils, 13 had 1 fixed term exclusion across the time period, 8 had 2 fixed

term exclusions, 13 had 3 fixed term exclusions and the remaining 28 had four or more.

6.11 Graph 9 shows the month in which these 89 pupils were permanently excluded in 2018/19 and the average number of fixed term exclusions received during the 2017/18 and 2018/19 academic years, relative to the month that the permanent exclusion occurred. It also shows the average number of fixed term exclusions for both years combined. Pupils who were excluded in May had the highest average number of fixed term exclusions. Looking at the data behind this, however, indicates that this is due to a two pupils each having a high number of fixed term exclusions.

6.12 A further consideration is that the number of fixed term exclusions in the year of the permanent exclusion only looks at fixed terms that occurred before the permanent exclusion. It is therefore more likely that the average number of fixed term exclusions for pupils permanently excluded in September and October is lower as there is less time available for a fixed term exclusion to have been issued.



Graph 9

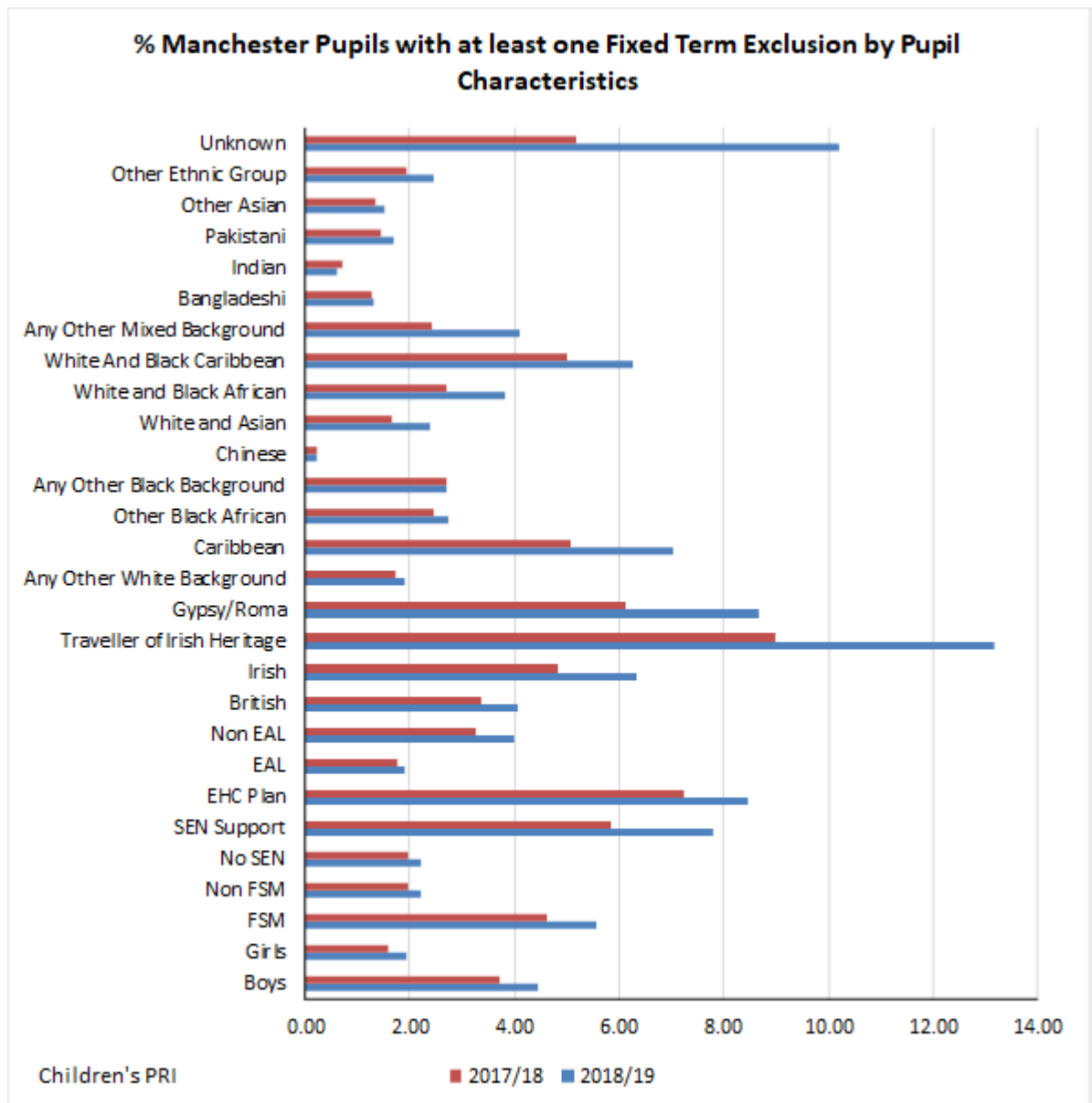
6.13 Graph 10 shows the rate of fixed term exclusions for different pupil groups in 2018/19 compared with the rates of Manchester pupils in 2017/18. This uses the number of pupils with at least one fixed term exclusion measure.

6.14 The rate of pupils with at least one fixed term exclusion continues to be higher for boys than girls. The fixed term exclusion rate for boys is more than twice that for girls. Nationally, for 2017/18, the exclusion rate for boys remains almost two and a half times higher than girls.

6.15 The rate of pupils with SEND who have at least one fixed term exclusion is around three and a half times that of pupils with no SEND. Pupils with an EHC plan continue to have the highest rate of exclusions, at almost four

times higher than pupils with no SEND, while pupils receiving SEN support is three and a half times higher than pupils with no SEND. Nationally, in 2017/18, the trend is similar to Manchester, as pupils with an EHC plan have an exclusion rate of almost four times higher than those without SEND, while pupils receiving SEN support have an exclusion rate which is just over three and a half times higher.

- 6.16 The rate of pupils eligible for FSM who have at least one fixed term exclusion is around two and a half times higher than for pupils who are not eligible. This is slightly higher than in 2017/18. Nationally, in 2017/18, pupils eligible for free school meals have an exclusion rate which is three times higher than for those who are not eligible.
- 6.17 The rate of pupils with at least one fixed term exclusion varies between ethnic backgrounds. Pupils of Traveller of Irish Heritage had the highest rate of fixed term exclusions. The group with the second highest rate of exclusion was Gypsy/Roma and third was Caribbean. This is the same as it was in 2017/18. Nationally, in 2017/18, the Gypsy/Roma ethnic group had the highest rate of fixed term exclusions, followed by the Traveller of Irish heritage group and those of Black Caribbean ethnicity.



Graph 10

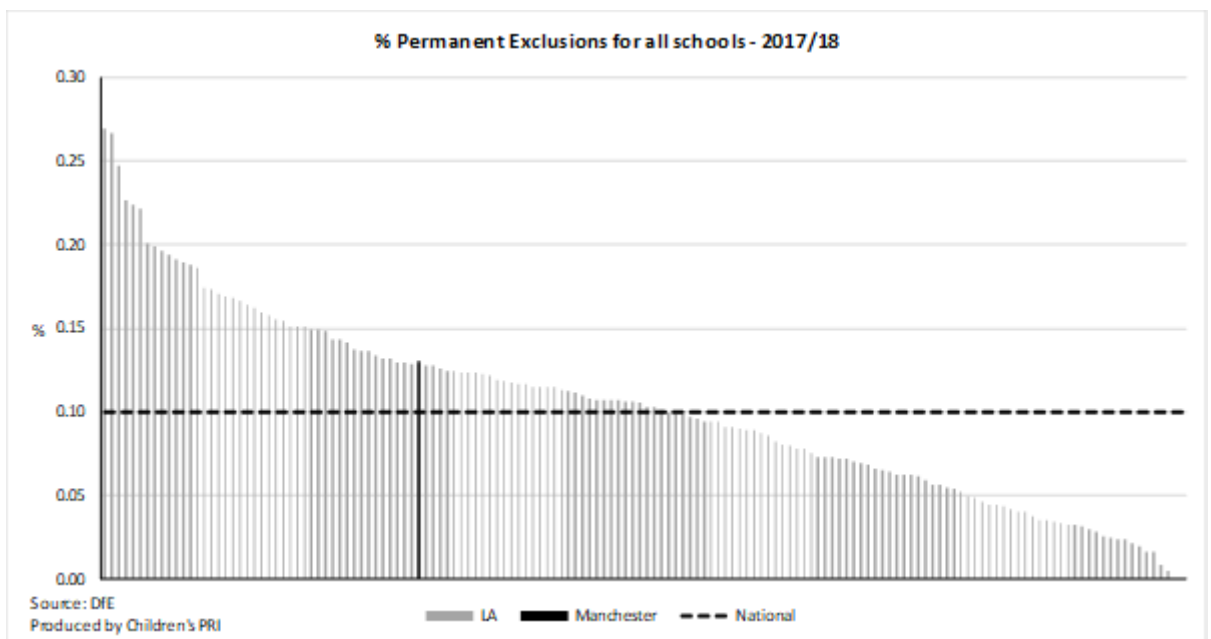
- 6.18 The most common reason for an incident of fixed term exclusion in 2018/19 was persistent disruptive behaviour (26.3%). The second most common reason, ignoring other, was verbal abuse or threatening behaviour towards an adult (16%), followed by physical assault against a pupil (15.5%). The national picture for 2017/18 shows that 30% of fixed term exclusions were due to persistent disruptive behaviour, while the second most common reason, ignoring other, was physical assault against a pupil (16.4%), followed by verbal abuse or threatening behaviour against an adult (15.2%). Other was the reason given for 20% of fixed term exclusions in both Manchester and nationally, in 2017/18.
- 6.19 During 2018/19, 38.3% of fixed term exclusions took place in the autumn term, 36.1% in the spring term and 25.5% in the summer term. The peaks during the year were 13.3% of exclusions taking place in March, 12.9% in

November and 10.2% in May. These were also the months with the top three highest percentage of fixed term exclusions in 2017/18.

7.0 Manchester Comparison with National and Statistical Neighbours (2017/18)

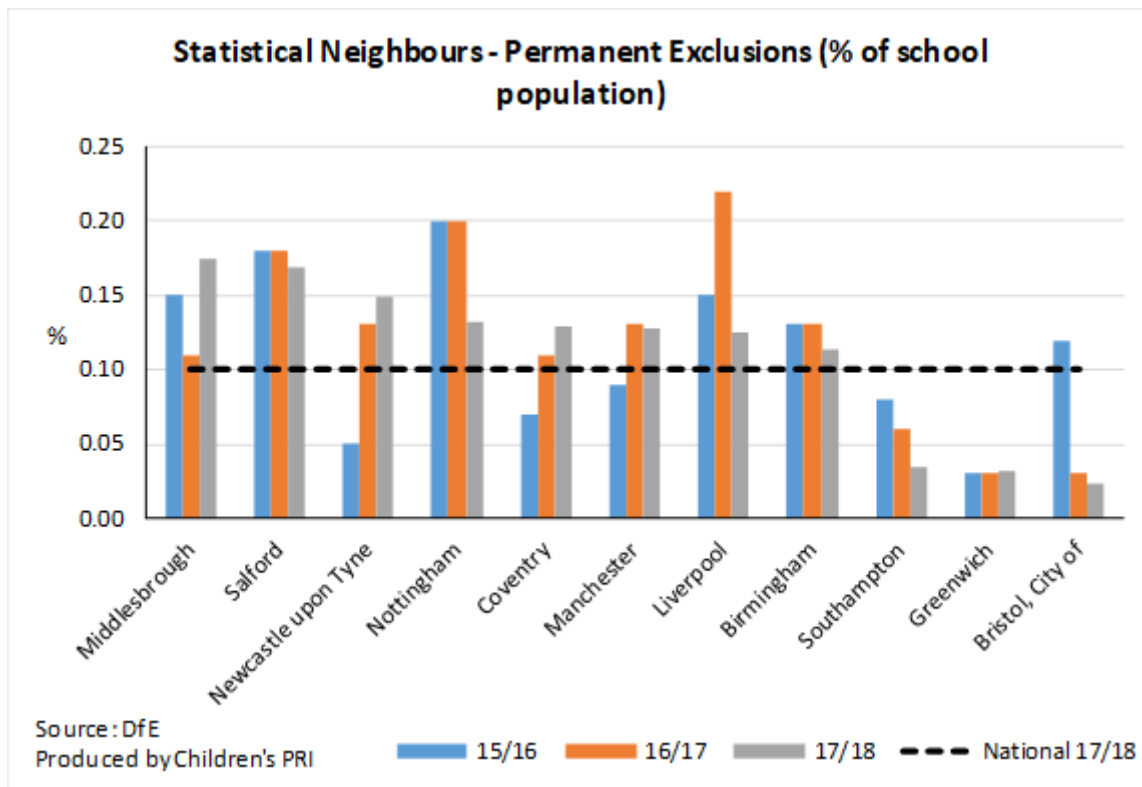
7.1 This section uses the latest available published national and Local Authority data from 2017/18. 2018/19 data will be validated and published in July 2020.

7.2 Graph 12 shows the rate of permanent exclusions in Manchester relative to all other local authorities in the country. Manchester now has the 45th highest rate of permanent exclusions in the country compared with 57th in 2016/17. It is expected that this will change in 2018/19.



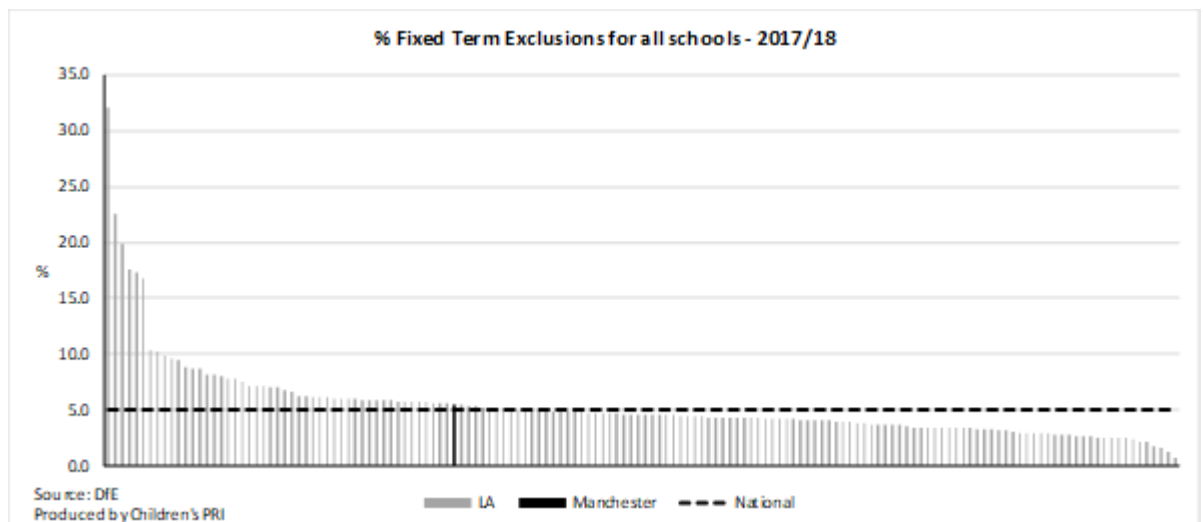
Graph 12

7.3 Graph 13 shows the percentage of permanent exclusions in Manchester and each of its statistical neighbour authorities. The graph shows that the rate of permanent exclusions in Manchester has decreased slightly in 2017/18, compared with 2016/17 and is above the national average. Manchester has the 6th highest rate of permanent exclusions within the group compared with 4nd highest in 2015/16. The rate of permanent exclusion has increased in 6 of the statistical neighbour authorities in 2017/18. It has remained the same in two, one of which is Manchester.



Graph 13

7.4 Graph 14 shows the rate of fixed term exclusions in Manchester relative to all other Local Authorities in the country. The graph shows that Manchester had the 50th highest rate of fixed term exclusions in the country, compared with 31st in 2016/17.



Graph 14

7.5 Graph 15 shows the rate of fixed term exclusions in Manchester and its statistical neighbour authorities. Out of this group, Manchester had the 5th highest rate of fixed term exclusion in 2017/18, compared with 4th in 2016/17. The rate of fixed term exclusions in Manchester is still above the national average, although the difference has reduced.

8.0 Conclusion

- 8.1 2018/19 saw a significant reduction in the use of permanent exclusion in Manchester schools, however there was also a significant increase in the use of fixed term exclusions with an over representation of children with SEND.
- 8.2 Continuing to reduce both permanent and fixed term exclusions is a key priority for Manchester Children Services through the newly launched Manchester Inclusion Strategy which emphasis improving inclusion in the broadest sense including early intervention.
- 8.3 Therefore to ensure a continuing reduction in permanent and fixed term exclusions Manchester City Council's Inclusion Strategy outlines a number of actions that MCC and partners will undertake. The delivery of these are being monitored through a multi-agency steering group.