

Open Report on behalf of the Pupil Exclusions Working Group

Report to:	Children and Young People Scrutiny Committee
Date:	07 September 2018
Subject:	Outcomes from the Pupil Exclusions Working Group

Summary:

The Inclusive Lincolnshire Strategy was reviewed by 'the Pupil Exclusions Working Group' which was established by the Children and Young People Scrutiny Committee at its meeting on 9 March 2018. The Working Group consisted of Councillors A P Maughan (Chairman), M D Boles, R J Kendrick, S R Parkin and R Wooten, and met three times from May to July 2018.

The terms of reference for the Pupil Exclusions Working Group were:

1. To examine with officers the current levels of pupil exclusions in primary and secondary schools in Lincolnshire.
2. To examine with officers the Inclusive Lincolnshire Strategy and the usage of the Strategy within Lincolnshire's schools.
3. To examine with officers the strategies used in primary and secondary schools which have successfully reduced pupil exclusions, in particular those in socially disadvantaged areas.
4. To report back to the Children and Young People Scrutiny Committee on the outcomes from the working group and any recommendations on how pupil exclusions in Lincolnshire could be addressed.

Conclusions from lines of enquiry 1-3 are set out within the main body of this report (Conclusion) with 4 covered in 'Actions required', below.

Actions Required:

The Pupil Exclusions Working Group recommends:

1. That councillors are provided with data on school exclusions in their division through regular reporting to Scrutiny
2. That locality exclusion data is shared with CHIPS, termly, and collaborative solutions agreed

3. That an inclusion scorecard is developed and shared with Ofsted and the Regional Schools Commissioner when an inspection of a school has been announced
4. That LCC lobbies parliament for legislation that ensures schools retain accountability for the outcomes of excluded pupils
5. That a process is put in place to ensure collaboration between children's social care and the inclusion team when a child is open to social services (and experiencing high ACEs) and at risk of PX

1. Background

The Inclusive Lincolnshire Strategy was introduced to schools in January of the academic year 2015-16. At the heart of this strategy is a Ladder of Intervention¹ which is designed to strengthen evidence-based inclusive practice such that, except in rare instances, permanent exclusion can be avoided.

The Ladder has three main steps. At step one, schools are asked to implement evidence-based pastoral support plans (PSPs) for pupils at risk of exclusion with an LCC Inclusion Toolkit² available as a guide to inform high quality planning. LA caseworkers from the Pupil Reintegration Team (PRT) are also available to support PSP planning with this now their core role. An example of a PSP that enabled the success of a child at high risk of exclusion is available as Appendix 1. The vast majority of schools have adopted LCC's model PSP³ which is underpinned by strengths-based Signs of Safety principles.

At step two, if concerns persist, then referral can be made to the Behavioural Outreach Support Service (BOSS) for specialist input. This service is entirely funded by Lincolnshire schools with Family Action winning the 3+2 year contract to run it from September 2016. The goal of this service is to upskill the mainstream sector such that it ultimately makes itself redundant. Family Action also delivers a restorative service within the BOSS contract which schools can access if they are seeking to inclusively manage a major incident that might otherwise result in permanent exclusion or to rebuild fractured relationships. A series of BOSS case-studies are included in this report as Appendix 2.

Finally, at step 3 of the Ladder, schools can either access 16 week intervention placements within Springwell Alternative Academy (Lincolnshire's Pupil Referral Unit, or PRU), for pupils KS1-3, or alternative pathway placements at KS4. Pathway placements may be for just part of the week – for example, so that pupils can be re-engaged through a vocational course, or for all of the week when mainstream school is simply the wrong place. Places, funded in the main by the LA, are available within Springwell and, since 2017-18, within vocational centres

¹ <http://microsites.lincolnshire.gov.uk/children/schools/inclusive-lincolnshire/128704.article>

² <http://microsites.lincolnshire.gov.uk/children/schools/inclusive-lincolnshire/128704.article>

³ <http://microsites.lincolnshire.gov.uk/children/schools/inclusive-lincolnshire/pastoral-support-plan-and-resources/130027.article>

(Build a Future, First Steps and Specialist Education Support Network that year and, subject to contract completion, just Build a Future from September 2018 since this was the supplier that won LCC's tender for the longer term.)

Referrals for all placements are screened by a PRT-led panel every fortnight to ensure that steps 1 and 2 of the Ladder have been followed. Approximately 50% are declined, often because professionals' view is that more time is needed to see the impact of interventions within mainstream. It must be emphasised that the goal of the Ladder is to ensure that the vast majority of pupils have their needs met within their community schools – not to create a culture of referring pupils out into AP settings.

The rigour of this process, the time, persistence and skill that must be devoted to meeting needs pre-referral reflects the LA's view that a move out of mainstream into alternative provision is a huge one, not dissimilar to a transition into special school. Indeed, the Ladder operates along similar lines as the SEND graduated approach with PSPs frequently submitted to SEND hub as evidence of assess-plan-do-review for EHCP assessment. This avoids duplication for schools.

Whilst the cost of this strategy is not insignificant, it is nothing compared to the enormous cost of permanent exclusion, both to individual (incalculable) and society. To illustrate this, key findings from an Institute of Public Policy Research publication, Making the Difference (2017)⁴, are cited below.

- Every cohort of permanently excluded pupils will go on to cost the state an extra £2.1 billion in education, health, benefits and criminal justice costs. Yet more pupils are being excluded, year on year.
- The latest government destinations data shows that 45% of CYP leaving PRUs were NEET 6 months later, compared with 6% of mainstream pupils and 11% of special.
- The majority of UK prisoners were excluded from school – 42% of prisoners had been permanently excluded and 63% fixed term.
- The cost of exclusion is around £370,000 per young person in lifetime education, benefits, healthcare and criminal justice costs.
- This calculation reflects the costs of: education in the AP sector; lost taxation from lower future earnings; associated benefits payments; increased average healthcare costs.
- Using the official figure of 6,685 children permanently excluded in 2015-16, this amounts to £2.1 billion of the cohort. (Noting that since publication of this IRRP report we have access to 2016-17 official data and confirmation of a 15% increase in permanent exclusions nationally)

Given these figures and Lincolnshire's status as one of the highest excluders in England, the case that investment in inclusion must be viewed as spend to save is inarguable.

⁴ <https://www.ippr.org/files/2017-10/making-the-difference-report-october-2017.pdf>

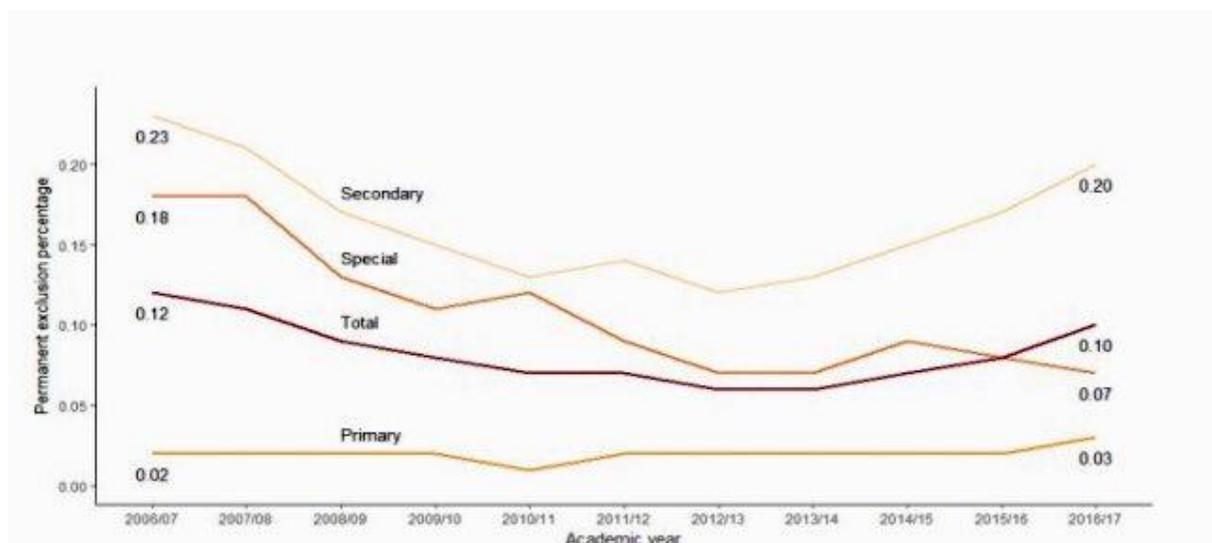
2. Conclusion

To examine the current levels of pupil exclusions in primary and secondary schools in Lincolnshire (1)

Lincolnshire data needs to be understood in the context of national if the impact of its investment in inclusion is to be fairly evaluated. Comparison with statistical neighbours is also helpful as is a focus on vulnerable groups.

Nationally, exclusions are sharply increasing. The DfE has recently published its exclusions data release for 2016/17 (always a year behind real time) and this shows a 15% increase overall compared with 2015/16. It also indicates that primary exclusions have risen for the first time since exclusion data was collected by the DfE. Historically, the primary rate has been relatively stable.

Figure 1 DfE Exclusions Data

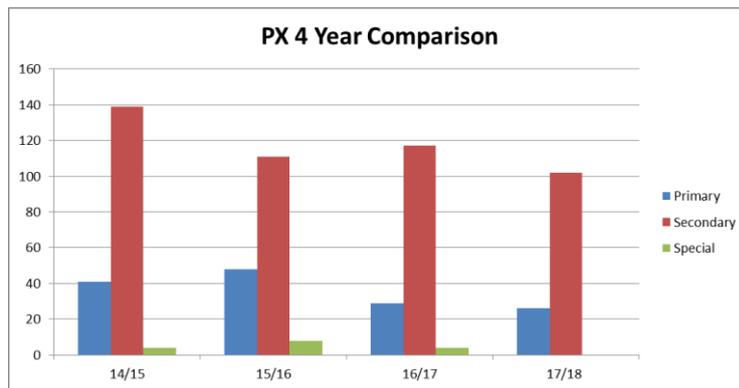


The DfE classifies LA exclusion rates into bands (see Figure 4) with Lincolnshire a top band excluder since 2013/14, overall. In fact, the primary sector was jointly the highest of all LAs in England in both 2014/15, with a rate of 0.07% and 2015-16, when that rate rose to 0.08.

The introduction of the Inclusive Lincolnshire strategy saw a reversal of this rising trend, as illustrated in Figure 2, with the primary school rate down to 0.05%. The primary national average in 2016-17 was 0.03. It is likely, given Lincolnshire and national trends (downward and upward respectively), that when 2017/18 data is released by the DfE next year, Lincolnshire primary schools will be shown to have excluded at a rate no higher than the national average and probably lower.

In 2014-15 with an extremely high rate of 0.31%, Lincolnshire secondary schools were among the top ten excluders nationally. Even though 2016-17 saw more exclusions than 2015-16, Lincolnshire's position relative to the rest of England improved significantly, with a 0.19% rate of secondary exclusions moving us below the national secondary average of 0.20% that year. 2017/18 has seen the rate drop further to its lowest in five years.

Figure 2 Permanent exclusions in primary, secondary and special



Taken together, the secondary, primary and special school overall rate of exclusion for Lincolnshire schools compared with national is as follows:

Figure 3 Comparison with average national rate

Year	Lincolnshire	National	The gap
2014/15	0.18	0.07	+11
2015/16	0.15	0.08	+7
2016/17	0.11	0.10	+1

The 2016-17 rate of 0.11% moves Lincolnshire comfortably out of the top band, referring again to the DfE boundaries below, for the first time in recent years. Current data strongly suggests that next year Lincolnshire exclusions will be significantly below the national average. The 0.04% decrease achieved between 2015-16 and 2016-17 was only matched by 7 other LAs with 69% registering increases.

Figure 4 DfE Exclusion bands

DfE LA Exclusion Bands – 2016-17
0.00 – 0.05
0.06 – 0.10
0.11 – 0.14
0.15 – 0.19
0.20 – 0.28

Lincolnshire has also seen significant progress in relation to its performance compared with statistical neighbours. Figure 5 ranks this group of LAs from highest to lowest excluder over the last two years.

Figure 5 Comparison of overall rate with statistical neighbours

Stat Neighbour	2015-16	Stat Neighbour	2016-17
Norfolk	0.22	Norfolk	0.18
Lincolnshire	0.15	Staffordshire	0.16
Staffordshire	0.13	Somerset	0.13

N. Lincs	0.10	Derbyshire	0.12
Derbyshire	0.10	Cornwall	0.12
Worcestershire	0.10	Worcestershire	0.12
Somerset	0.09	Cumbria	0.11
Suffolk	0.07	N. Lincs	0.11
Cumbria	0.07	Lincolnshire	0.11
Nottinghamshire	0.03	Suffolk	0.09
Cornwall	0.11	Nottinghamshire	0.04

Closer scrutiny of these figures shows that all LAs in the group saw an increase in permanent exclusion except Norfolk (whose rate remains high nonetheless) and Lincolnshire.

Some groups of children are more likely to be excluded than others, an inequity highlighted in the recent House of Commons Education Committee report, 'Forgotten children: alternative provision and the scandal of ever increasing exclusions.'⁵ The most recent statistical release from the DfE indicates that 0.16% of pupils with EHCPs were permanently excluded in 2016-17 (that is three times the rate for pupils with no SEND) and 0.35% of pupils at SEND Support – six times the no-SEND rate.

Lincolnshire compares favourably on the EHCP measure with 9 of the 128 pupils that were excluded during 2017-18 having an EHCP and the number falling year on year:

Figure 6 Exclusion of pupils with EHCPs

Year	15/16	16/17	17/18
EHCP PX Pupils	16	11	9
% of total PX	9.58%	7.33%	7.83%

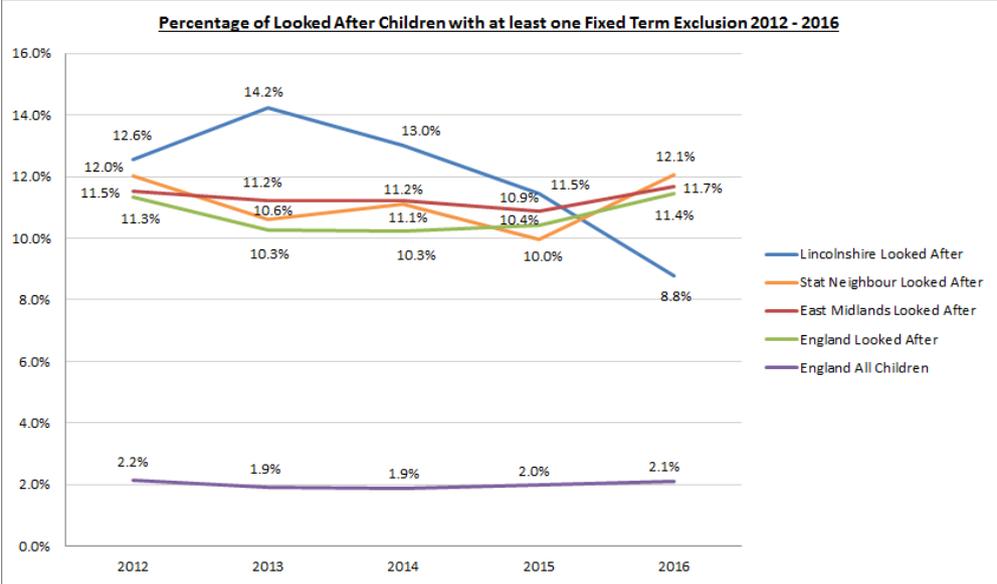
The 'SEND Support' cohort is more vulnerable to exclusion, without the statutory protection of the Exclusions Guidance or the SEND Code of Practice, and in Lincolnshire 36 were permanently excluded during 2017-18, accounting for 46% of the total. Another category of pupils has no SEND identified at the point of permanent exclusion but then complex needs are identified within a Springwell centre after the event and a referral for EHCP assessment made. 51 pupils moving out of Springwell this academic year did so through the EHCP process, ultimately transitioning into special school provision. The experience of permanent exclusion would have been avoided in every one of these cases had schools followed the graduated approach.

Looked after Children constitute another highly vulnerable group and, as with SEND, Lincolnshire compares favourably with the rest of England. According to DfE figures⁶, 0.10% were permanently excluded in 2016 compared with 0.08 of all pupils. In Lincolnshire, the permanent exclusion of LAC has been completely

⁵ <https://publications.parliament.uk/pa/cm201719/cmselect/cmeduc/342/342.pdf>

⁶ <https://www.gov.uk/government/statistics/outcomes-for-children-looked-after-by-las-31-march-2017>

eradicated. Furthermore, there is evidence of growing awareness that the punitive approach is ineffective as a means to improve the behaviour of children who have experienced trauma. This is reflected in some compelling fixed term exclusion data.



This data supports other indicators, including anecdotal evidence from the virtual school, that we are experiencing something of a culture change within Lincolnshire schools. The point must also be made that, by avoiding the permanent exclusion of this highly vulnerable cohort, Lincolnshire Headteachers have demonstrated that zero exclusions is not an unrealistic aspiration.

To examine with officers the Inclusive Lincolnshire Strategy and usage of the Strategy within Lincolnshire schools (2)

As already indicated, the Inclusive Lincolnshire strategy was designed to remove the need for a permanent exclusion in the vast majority of cases. Clearly, with this its ambitious aim, the project remains a work in progress. However, where schools have fully engaged with the Ladder of Intervention and its associated resources, they have demonstrated that it does allow them to significantly reduce or eliminate permanent exclusion. There are schools working in areas of high deprivation that have either achieved zero exclusion for the first time this year or delivered substantial reductions through the Ladder.

Figure 6 – schools that achieved zero PX from high rates in 2016-17

School	2016/17	2017/18
St Peter & St Paul	6	0
Spalding Academy	6	0
The Priory City of Lincoln	5	0
Caistor Yarborough Academy	4	0

The usage of the strategy within schools can be measured, then, by their rate of permanent exclusion. Where this is high, then the Inclusive Lincolnshire strategy has not been successfully implemented, or lip-service has been paid to it. Where

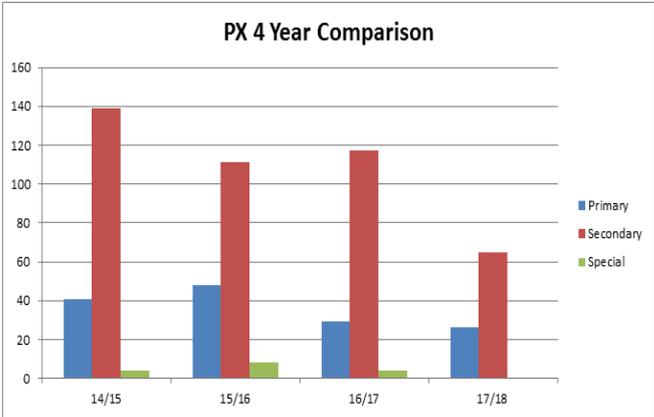
schools have successfully reduced exclusions, the reverse is true. It is important to note that most schools fall into the latter category; the level of buy-in from the sector has been remarkable given the challenges currently faced by so many other LAs.

The three schools that have not yet engaged might fairly be described as outliers. All three are sponsored academies placed in Ofsted categories of concern and required to secure rapid improvement, as measured through the Ofsted framework.

School	2016/17	2017/18
Louth Academy	10	13
Skegness Academy	6	12
Gainsborough Academy	6	12

When this outlier data is removed, we get a clear picture of what has been achieved across the sector as a whole year this year:

Figure 7 – rate of permanent exclusion with outlier data subtracted



To examine with officers the strategies used in primary and secondary schools which have successfully reduced pupil exclusions, in particular those in socially disadvantaged areas (3)

In areas of high deprivation, a greater proportion of children are impacted by Adverse Childhood Experiences (ACEs) such as parental mental health issues, poverty, exposure to domestic violence and neglect. Recent advances in neuroscience now enable us to better understand the impact of ACEs on the developing brain and why some children are unable to control powerful emotions or respond adaptively to the social and emotional challenges of school. We now know through brain scanning technology that they can be locked into survival states because they are unable to feel safe, prone to flight, fight or freeze responses, and this inevitably brings them into conflict with school rules.

Unfortunately, given that behaviourism is deeply embedded in English disciplinary policy and practice, the standard response is to ensure that rule-breakers experience 'consequences' such that lessons can be learned and further mistakes avoided. For the majority, this is effective and most children learn not to break the rules. However, the consistent application of a behaviour policy does nothing for children whose neurological development has been impacted by ACES (or, indeed,

for those who have a disability such as ADHD preventing them from, reaching 'expected standards of behaviour'). Indeed, consequences can increase stress and further undermine development and when CYP are on a trajectory towards permanent exclusion, with consequences ever graver, this is generally what is happening.

When schools have transformed the behaviour and ultimately the outcomes of children compromised by ACEs, practice has not been behaviourist in any crude sense but trauma-informed or 'ACE-aware'. A deep dive into what that looks like in practice is beyond the scope of this report, but access to an attuned and responsive key adult offering unconditional, positive regard is a key feature of trauma-informed provision. The PSP included within the appendix illustrates how this can be organised within a school.

Training on trauma-informed practice was provided for schools through a Ladder CPD week during the spring of 2017-18 and this will be repeated during 2018-19. Inclusion is not about lowering standards or a laissez-faire approach to anything-goes behaviour, but rather the rigorous implementation of research-based approaches, such as ACE awareness. This has implications for both Initial Teacher Training and ongoing CPD and it is important that the LA maintains a training offer at a time when there are so many other demands placed on schools. Schools that have reduced exclusions have ensured that staff have benefitted from this training.

They have also ensured that school behaviour policy is informed by the Ladder such that the principle of differentiation – intervention and reasonable adjustment when needed – is an entitlement for all vulnerable and disadvantaged pupils. An example of a Ladder-informed policy, from Lincoln Christ Hospital School, is included as the final appendix

3. Consultation

a) Have Risks and Impact Analysis been carried out?

N/A

b) Risks and Impact Analysis

N/A

4. Appendices

These are listed below and attached at the back of the report	
Appendix A	Pastoral Support Plan - example
Appendix B	BOSS Case study
Appendix C	LCHS Inclusion Policy

5. Background Papers

No background papers within Section 100D of the Local Government Act 1972 were used in the preparation of this report.

This report was written by Mary Meredith, who can be contacted on 01522 554549 or mary.meredith@lincolnshire.gov.uk.

Pastoral Support Programme

Initial meeting

Pupil: A

Pupil's date of birth: XXXX

Date of meeting: XXXX

Attendees: Mrs J. Reynolds (SENCo), Miss L Reeves (SEND Assistant), Mrs X (mother), Mrs X (Nanna), Mrs A Elwood (reintegration team), Mrs B. Davies (inclusion officer), Ms J. Millar (current T.A.), Miss S. Kerr (Receiving class teacher)

What are we worried about?

A's transition into year 5 after summer holiday break.

A's reintegration into lunchtimes.

A's ability to work independently during afternoon sessions.

Ensuring A has enough adult changes of face so he is not so heavily reliant on one person.

A's relationships need building/strengthening.

A's behaviour may worsen during the winter months when it gets dark earlier. This is a pattern that parents have noticed over previous years.

What's working well?

What do we know about the pupil that gives participants confidence that a PSP might be successful?
His timetable is working well. He is very calm and responds to change more positively.

His medication is helping him to settle (being reviewed Aug 15th)

He is beginning to make small steps to work more independently. He is also beginning to progress through his levels.

He is working within the classroom much more and is enjoying his learning.

His anxieties are much lower now, his main problem is the flies and insects at this time of year.

He has not had any behaviour stages this term and so is being rewarded with a cinema trip with other key stage 2 children who are in the same position.

Previous school interventions:

He has a 1:1 in the mornings and for the initial part of the afternoon.

He has access to the reflection room to support times of high anxiety.

Outside agency support - WTT, STT, Pathways

He has an adult to support playtime activities and help to explain injustice, conflict etc.

Support in PE to understand rules, working on not always winning.

Reduced timetable - initially just mornings, now stepped up to full day except lunchtimes.

Young carers support in place as a result of an EHA.

List of supporting documents/reports to be attached:

Behaviour passport

WTT report

STT report

Community Paediatrician report

Personalised timetable

What needs to happen now?

A agrees to:

- Talk through his ideas with an adult and get the adult to jot them down before he has to write.
- Give writing tasks a go.
- Go to the safe area in the reflection room if his anxieties get too high.
- Ask for help if he needs it.
- Indicate his feelings using the colour charts when adults ask during sessions.

The school agrees to:

Name individuals responsible

- Keep current levels of support during learning time.
- Arrange support at lunchtime to ensure his table is clean and he has his own specific area which is not contaminated. Hand gel etc to be available. Additional supervision during this time to ensure table is set up and to monitor A's level of anxiety.
- Try ear phones/ear defenders if he wishes. This can be at lunchtime or in the classroom

- Provide a lunchtime club 2 lunchtimes a week with SENCO, three lunchtimes with LSA for A and peers with similar interests. This will provide support at lunchtime as well as help him to strengthen and build relationships.
- Following the club, supervision by an Inclusion Officer on the playground for the last 10 minutes of lunchtime.

A's teacher will:

- Be aware of strategies to support A and continue to support him.
- Ensure he is made aware of any change as soon as possible and he understands.
- Let A know he can leave the classroom if his anxieties are getting too much (as long as he tells the teacher first)

Mr and Mrs X agree to:

- Still pick A up at lunchtimes as long as needed.
- Support A with his school work at home.
- Try to maintain continuity of strategies both at school and at home.
- Maintain levels of communication between home and school.

Other professionals agree to:

Name and agency

Angela Elwood, caseworker, will:

- Agree to continue to support the PSP process.
- Support to receive any funding that is required, where possible.
 - Funding required for successful reintegration at lunchtime is £905.49 for 16 weeks, which includes the following:
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Cost per hour	Mins required daily	Cost per week /£	Cost for 16 weeks /£
£7.88 (MSA)	30 daily	19.70	315.20
£10.30 (Inclusion Officer)	10 daily	8.58	137.33
£29.31 (SENCO) club	20 twice a week	19.54	312.64

£8.77 (LSA) club	20 3 times a week	8.77	140.32
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Date of interim review	18.10.16
Date of final review	

Admin only:

Cc Parent/Carer and file

Appendix B

BOSS Case Study (Restorative Interventions)

Restorative Solutions Case Studies

Case study 1

Year 8 boy – (LF)/ Gilbert (G)

What happened?

Pupil (LF) threw a chair at several other year 8 boys after they were throwing bottles of water at him, of which one hit his head and another hit him in the ribs.

He spoke about how this is an ongoing issue with several boys, more so one who he was friends with in year 7, up until returning back from a French residential trip. He is unsure as to what changed and would like to find out.

He talked very openly about home, both at his mum's house and his dad's. He spoke about his 'half' brother who is older and has attachment issues and 'other things' and how home is often an 'emotional battlefield'. He spoke of his worry when he goes to his dad's, because if he has not had a great time in school, then his dad has a go at him. This looks like shouting and doing nothing together. He said he would like things to go back to when his dad and half-brother used to go to the park and play together. He doesn't like it now as they do nothing and his dad just plays games himself or watches tv.

Whilst talking he 'welled-up' and almost cried. He said how it all gets too much for him emotionally.

Possible next steps

Have a restorative meeting to resolve the issues and repair the harm between the 2 boys

Positive communication with dad

The student to speak with dad (at his own request) about how he would like things to be at home

Restorative conversation with G

G engaged with the restorative process and immediately showed the desire to repair the relationship with LF. He went through what happened without prompts and took responsibility for his part.

G asked for a meeting with LF

Restorative Meeting with LF and G

LF began the meeting and was very open with what has been happening, taking responsibility and sharing the affect it was having on himself and at home.

G showed empathy and took responsibility.

G offered a solution as to not wind LF up and to ask others to leave him alone.

G asked if LF could keep his head down more in classes – we likened this to chasing the spotlight

LF explored how to not chase the spotlight and to use his timeout card should he feel emotions taking over.

Both were open and conversational throughout

Follow up meeting at LF's TAC meeting Monday 25th Feb

No further incidents between the 2 boys and others

Reports from LF teachers that behaviour has improved

Reports from home suggest relationships have improved

LF reports things have improved and he feels calmer

LF uses his timeout card and it has been explored to encourage class teachers to also use it with LF to de-escalate

Case study 2

Year 11 boy (JW) and science teacher (IC)

What happened?

JW had a bad lesson prior to half term resulting in swearing and pushing his way through the teacher to leave the room. JW had a fixed term exclusion as a result.

Both JW and IC had expressed a wish to meet and sort out the issues.

Upon meeting with them individually both commented how things seemed okay back in September but have gradually deteriorated.

JW spoke of how he feels IC treats him unfairly and as a result he comes into the lessons not bothering and now does not complete his work to the best of his ability. He feels he is blamed for others mistakes in the classroom.

IC spoke of how she is new to the school this academic year and has been teaching elsewhere for 10 years. She spoke of how difficult the Year 11 class has been and also a Year 8 class. She became emotional and had been questioning herself as a teacher. The impact has been causing stress and anxiety for her both in school and home.

The meeting

During the meeting JW started and offered an immediate apology for how things have been and what took place prior to half term. He spoke openly on how he felt he was picked on above others, to which IC apologised for this.

They both agreed on steps to move forward and wanted to put this all behind them.

IC praised JW for his ability in the class and having seen his recent test paper, suggested with a little extra support he could achieve a high grade. This made JW smile and feel proud.

They agreed that if either was feeling as though things were not going well in the class, that they would have a quiet conversation and not speak across the classroom.

After JW left the meeting IC asked for additional support within the classroom and what strategies I may be able to offer to rebuild relationships.

IC is to make a needs plan for the Year 11 class as they are now starting revision. The next lesson IC is to ask the class “what do we need from each other/ what do I need as an individual to support revision?” From this it is suggested to focus on the key needs words when mistakes are being made in the classroom as opposed to challenging the behaviour directly.

It is agreed that I will offer classroom observations and look at other ways that may be useful to build, maintain and repair relationships. The year 11 lesson is on Tues P5 and Friday P4

Case Study 3

A challenging and disruptive cohort of around 15 Year 8 pupils, with whom the School have found it very difficult to engage and who cause high level disruption around School, which impacts on learning. Teachers with limited understanding of RA, utilise the conduct system to control behaviour, which has proven to have limited, if any longer term impact with such pupils.

Each Monday, first and second session, the fifteen pupils have been taken out of Monday lessons and been involved in small group workshops/circle time in order to address issues of behaviour, choices, self regulation, with progress being made in respect of reduced incidents of behavioural issues coming to the attention of the

School, in respect of some of those pupils. At the time of writing, only three sessions had taken place, but impact was notable and will improve over time.

Even within the small groups, week one session was initially highly charged with behavioural issues, but within half an hour, there was a calm which saw some quite mature issues being raised by otherwise challenging pupils, who now felt as though their voice was being heard.

Some issues around injustices they felt were apparent and relationships, especially with some teachers in need of repair, has resulted in restorative meetings between pupils and teachers with some good outcomes being achieved.

Appendix C

LCHS Inclusion Support Policy

Introduction

We require all students to behave in accordance with our school expectations as set out in our Conduct for Learning Policy. This Conduct for Learning Policy outlines that we require students to act sensibly to and from school, and to follow the instructions of staff at all times. There must be no lesson disruption, bullying, abuse or harassment of anyone, nor illegal substances or articles e.g. offensive weapons, on our premises. This is in accordance with both the Education and Inspections Act 2006 and the DFE Exclusions from maintained schools, academies and pupil referral units (Jan 2015).

If students do not act in accordance with our policy then we recognise that the student needs further inclusion support to succeed in school. The inclusion support policy is outlined below. Where there is repeated poor behaviour we recognise that the temporary or permanent exclusion of the student may be necessary. With the exception of serious offences e.g. possession of offensive weapons, illegal substances or assaults

which can lead to immediate permanent exclusion, our Inclusion Support Policy has a staged procedure, see below. Our school policy is developed in conjunction with the Inclusive Lincolnshire strategy.

Inclusion Support Procedure

Stage	TT Impact	Intervention Detail
One	Session (" lessons & a break)	Student completes a coaching session in Turnaround with one of the inclusion team to establish the strengths and resources the student has to overcome any future barriers to learning. Following this the student will be on report for at least one week to a nominated key worker. They will see their coach for a closing session at the end of the week.
Two	One day – internal	The parent/ carer will be invited to attend a meeting with the Progress Leader and the student will then begin four-week cycle of Solutions Focused coaching (SFC) with a member of the inclusion team. The inclusion team will consider if there are unidentified additional needs and make any necessary referrals.
Three	Two days - internal	The parent/ carer will be invited to attend a Pastoral Support Plan meeting and the student will then begin a four-week cycle of coaching with a member of the inclusion team. The Early Help Assessment (EHA) will be considered and where appropriate the students SEN profile will be reviewed. The inclusion team will consider if there are unidentified additional needs and make any necessary referrals

Stage	TT Impact	Intervention Detail
Four	Two days internal until 4pm	The student will serve an external exclusion of one day. The readmission process will involve another day off timetable in school where the inclusion support package will be arranged. This will involve a readmission meeting with parent and child, a review of the Pastoral Support Plan, a review of the SEN profile if appropriate, a SFC session and also some time completing supervised study in the school isolation room. The Early Help Assessment (EHA) will be reviewed and opening a Team around the Child (TAC-Multi Agency Support) will be considered. A referral to the restorative service will be considered at this point to rebuild student relationship with the school.
Five	Three days: one day exclusion and two days internal until 4pm	The student will serve an external exclusion of two days. The readmission process will involve another day off timetable in school where the inclusion support package will be arranged. This will involve a readmission meeting with parent and child, a review of the Pastoral Support Plan, a SFC session and also some time completing supervised study in the school isolation room. An EHA will continue to support the student. A referral will be made to the Pupil ReIntegration Team (PRT) for in school support from the Behaviour Outreach Support Service (BOSS)/ Need Bright Solutions (NBS).
Six	Four days: three day exclusion one day internal	The student will serve an external exclusion of three days. The readmission process will involve another day off timetable in school where the inclusion support package will be arranged. This will involve readmission meeting with parent and child, a review of the Pastoral Support Plan, a review of the TAC process, a SFC session and also some time completing supervised study in the school isolation room. An EHA will continue to support the student. BOSS/Need Bright Solutions support would continue and a managed move may be brokered by BOSS/NBS with the support of the family.
Seven	Five days: four day exclusion one day internal	The student will serve an external exclusion of four days. The readmission process will involve another day off timetable in school where the inclusion support package will be arranged. This will involve a readmission meeting with parent and child, a review of the Pastoral Support Plan, a review of the TAC process, a SFC session and also some time completing supervised study in the school isolation room. A referral will be made to the PRT for a pre-exclusion placement at Springwell or onto the alternative pathway. The parent will be made aware that a further exclusion will almost certainly lead to permanent exclusion.
Eight	Five days: five day exclusion	Depending on circumstances, this will normally lead to a permanent exclusion. This is the most severe sanction. This decision must be ratified by the Governing Body via their Student Discipline Committee.