

Introduction: Exclusions

Iain Watson

Interim Strategic lead for Inclusion, Access and Engagement

Overseeing and driving the work and practice of our alternative educational providers and our area based school support teams to support vulnerable children and young people in accessing their educational opportunities

(Behaviour & Attendance Teams, Social Inclusion Officers and Educational Psychologists)

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Exclusion

- Wider context – what is exclusion (Legal view, self-exclusion, ‘missing out’)

- Our Statutory responsibilities:

“From the sixth school day of a permanent exclusion the local authority is statutorily responsible for ensuring that suitable further education is provided to pupils of compulsory school age.”

“Such education might be provided in another school or in a shared unit, a PRU, or educational provision made by private or voluntary sector provider.”

(Education and Inspections Act 2006 S97-108)

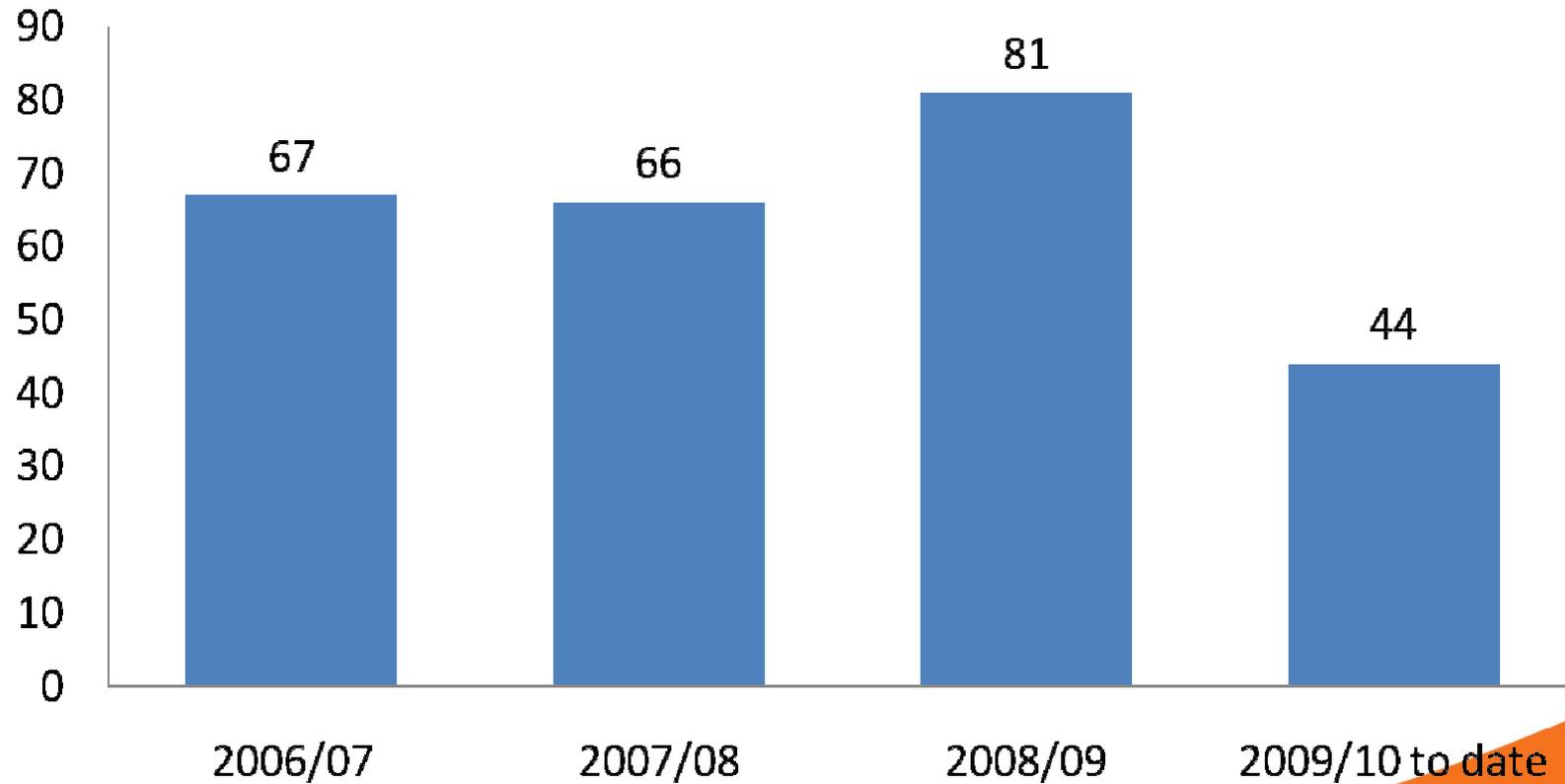


Last 5 years

- What the data tells us (Handout)
- Analysis and trends
- Current position



Comparative Permanent Exclusion Data



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Changes this year (reasons)

Reason for Exclusion	2008/09	2009/10 to 25 th June
Persistent disruptive behaviour	33	12
Physical assault – adult	9	9
Physical assault – pupil	10	10
Verbal abuse - adult	16	2
Verbal abuse - pupil	2	2



Attendance

- Oxfordshire Secondary Schools – Persistent Absentees (less than 80% attendance)
- 2009-10 DfE Target for Oxfordshire: 4.57%
- 2009-10 Actual for Oxfordshire: 4.16%*
(1313 pupils) 26 of 34 schools improving.
- 2008-09 Actual for Oxfordshire: 4.86%
(1540 pupils)

* To be validated (October 2010)



How....

- Focus on 'Our Children/Community'
- Partnerships
- Strengthening In-school provision and external support
- Workforce development: Restorative practices and positive handling strategies (eg Team Teach)
- School partnerships: Success Project, In-Year Fair Access Panels, Behaviour & Attendance Partnerships



Continuum of provision

- When managing pupils in mainstream becomes too challenging
- On-course (Back on Track)
- GEMS (Iffley Mead)
- Discovery Programme (Meadowbrook College)
- Specialist provision: Short Stay School (PRU)/ BESD
Special Schools



Narrowing the Gap – the challenge

2009 GCSE	5 A*-G EM		Cohort	Percent of cohort
Oxfordshire	92.7		6216	
Free School Meals	79.7		434	13.0
Persistent Absentees	66.5		511	26.1
Fixed Exclusions (>1)	63.2		405	29.5
Known to Social Care	61.2		237	31.5
BESD	51.5		260	41.1
YOS	41.8		98	50.8
Permanent exclusions			10	62.7

2009 GCSE	5 A*-C EM		Cohort	Percent of cohort
Oxfordshire	53.9		6216	
Free School Meals	21.2		434	32.7
Persistent Absentees	13.7		511	40.2
Known to Social Care	10.5		237	43.3
Fixed Exclusions (>1)	7.9		405	46.0
YOS	6.1		98	47.7
BESD	4.6		260	49.2
Permanent exclusions	0.0		10	53.9

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Cost benefit

- Preventative and partnership model
- Risk and Costs
 - NEET (Not in Education, Employment or Training)
 - Offending/ Anti-social behaviour
 - Cost of provision (Provision £300k – out county/ PRU £15k – PRU average)



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