

Key learning exclusion literature review

Exclusions-Key learning

Evidence base and Literature review-Risk factors, outcomes as a result of exclusion and what works to reduce exclusions

Risk factors for permanent and fixed term exclusions

The fact that certain groups of children are more likely to be excluded from school is well documented within the national evidence base.

Gender

Boys are more likely to be excluded than girls across all ages.

With black Caribbean boys and those with mixed black Caribbean and white heritage three times more likely to be permanently excluded than white boys. Gypsies and traveller children are three to four times more likely to be excluded.

Age

Permanent Exclusions are most likely in Years 9 and 10. The most common point for both boys and girls to be excluded is at ages 13 and 14-Around 52% of all permanent exclusions were of pupils at these ages (DfE, 2013).

Ethnicity

Pupils' ethnic background is strongly connected to their chances of becoming excluded. Gypsy, Roma and Traveller pupils are four times more likely to be excluded from school because of their behaviour and boys were twice as likely to be excluded

Outcomes for those excluded

In the short term school exclusion has been linked with:

- feelings of rejection,
- stigmatisation and shame (Harris, Vincent, Thomson & Toalster, 2006)

In the long term with:

- going missing from education (Gazeley, 2010)-Missing analysis for West Berks indicates this on a local level
- risk of future unemployment (Kaplan & McArdle, 2004)
- involvement in crime (Vulliamy & Webb, 2000)
- social exclusion from society (Daniels, 2011).
- Homelessness and poor mental health

The costs incurred in transition to adulthood are predicted to be ten times higher for those children than for those whose early behaviour is not a concern.

Why does it matter?

Those children who are most at risk of exclusion are also often those most disadvantaged in society, and those who are already vulnerable to poor health, educational and social outcomes.

In the shorter term, school exclusion is often ineffective in altering pupil behaviour as it punishes and isolates the child rather than seeks to address underlying difficulties. It increases the likelihood of further exclusions for that child, as well having significant impacts on families and others in the school. In the longer term, excluded pupils are thought to be at risk of a range of adverse consequences including:

- poor mental and physical health
- substance abuse
- low educational achievement
- unemployment
- homelessness
- antisocial behaviour and involvement in crime

Evidence base regarding what works with children at risk of exclusion

key features of effective practice:

- Intervening before problems become entrenched
- Working with parents and families- a whole family approach
- Small group work
- Vocational options
- A youth work approach
- Persistence and belief.

Good practice features in preventing exclusions:

- Strong leadership fosters a shared 'ethos', consistency in school's behaviour. Students become aware of the school discipline and know that behaviour issues will be managed by all teachers in the same way.
- School staff's expertise in SEN, cognitive and emotional development and awareness of cultural differences is significant for dealing with the diverse population. Teachers' expert knowledge helps them understand pupils' diverse needs, thus reducing the likelihood of confrontations and pupils disciplinary problems.
- Recommendation that all newly qualified teachers study child development, socio-psychological matters such as attachment theory, and that they are trained to understand cultural and other differences.



Poverty and Deprivation

There is a strong association between poverty and deprivation, with pupils eligible for free school meals being nearly four times more likely to be permanently excluded from secondary school and three times more likely to receive a fixed-term exclusion than their better-off peers.

Special Educational Needs

Pupils with SEN are six times more likely to be excluded from school.

The Office of the Children's Commissioner report They Go the Extra Mile (2013) found that 18% of pupils with SEN but without statements were nine times more likely to be permanently excluded than those with no SEN; and 74% of all permanently excluded pupils have some form of identified SEN.

Links between exclusions and NEET-The long term cost

Permanent exclusion from school significantly increases the risk of becoming NEET.

Cost of NEET

Each 16-18 year-old who spends some time NEET will cost an average of £56,000 over the course of their life up to retirement age in public finance costs (e.g. cost to services and lost tax revenue), or, alternatively calculated, £104,000 in opportunity costs (e.g. loss of income to the economy and individuals).

To demonstrate the aggregate lifetime public finance costs of 16-18 year-olds not in employment, education or training, for the cohort NEET at the end of 2008 the cost has been estimated to range from £12bn to £32bn. To demonstrate the weekly costs of 20-24 year-olds who are NEET, it was estimated to cost £22m per week in Jobseeker's Allowance, and £26-£133m per week in lost productivity in a 2010 report.

Impact of NEET on outcomes for young people

There are particular risks associated with being unemployed at a young age. Long-term unemployment at a young age has a direct effect on health and also makes the chances of being employed in a good career later on in life significantly less likely. By the age of 21, people in this group are more likely to be unemployed, low paid, have no training, a criminal record, and suffer from poor health and depression. Bell and Blanchflower have found that spending time unemployed under the age of 23 lowers life satisfaction, health status, job satisfaction and wages more than twenty years later – an effect they call 'scarring'.

There is coherence between the above features and whole school restorative approaches.

Good practice in alternative provision:

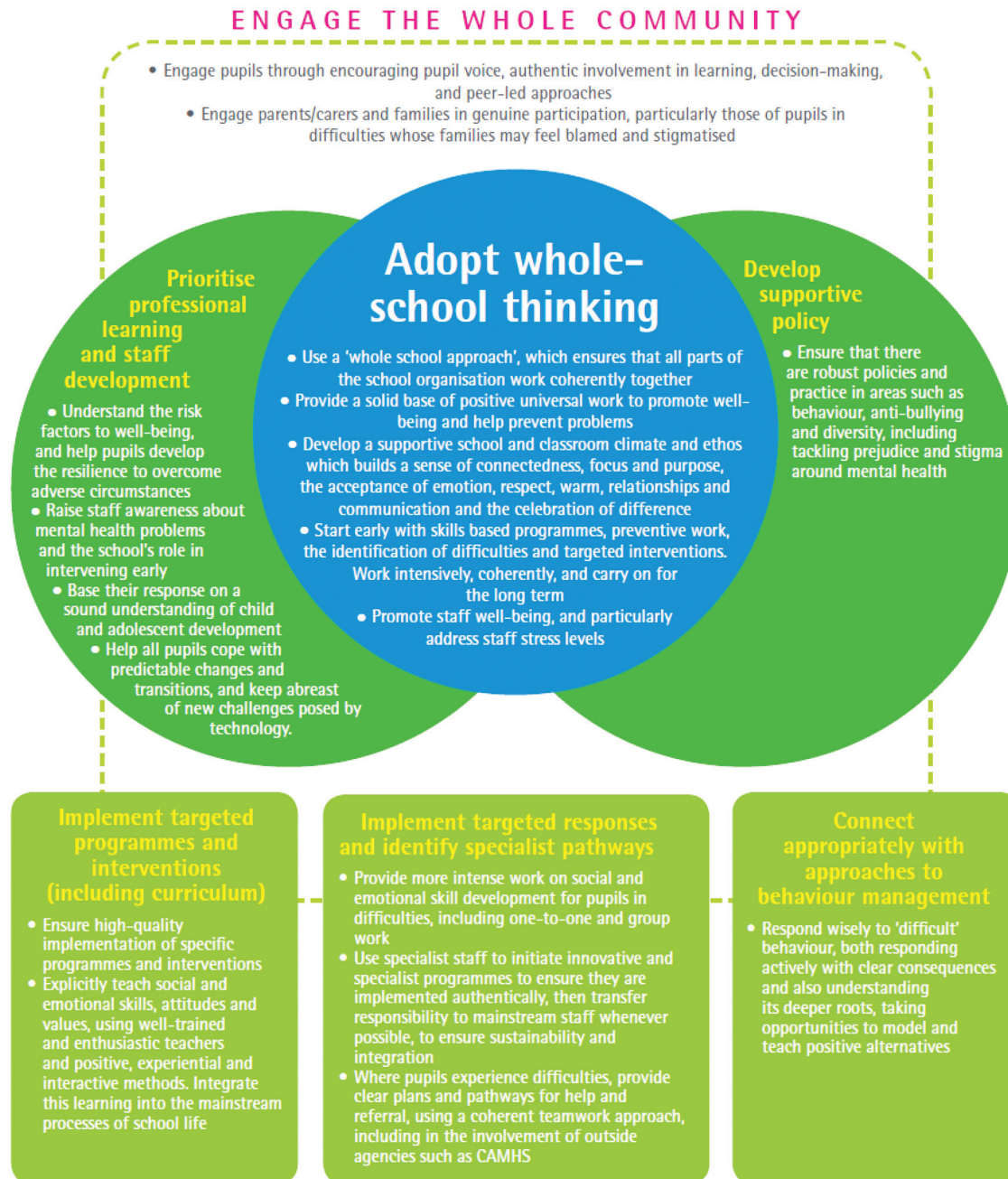
- Alternative provision is tailored to meet individual needs.
- Strong links with the mainstream school are maintained.
- Alternative provision takes place in well equipped and attractive learning settings.
- Underlying issues are dealt with. Possibly involving counselling provided by expert staff or the use of other restorative approaches.
- Classroom curriculum continuity; keeping some contact with the teachers of the mainstream classroom or taking the same exams with their peers. These are elements that facilitate pupils' re-integration in the mainstream classroom.

Good practice in managed moves:

- Formally agreed and closely monitored procedures are in place. These could involve protocols of fair access and managed moves agreed among clusters of schools, the local authority and academy sponsors. So that all schools take equal responsibility of their pupils, the responsibilities of all parties are clearly outlined, so that single school is left to deal with others' problems.
- The 'excluding' and 'receiving' schools share responsibility for the pupils who move.
- Schools collaborate rather than competing with each other.
- Head teachers have strong relationships.
- Pupils as well as their parents are involved in the decision-making process.

WHAT WORKS – FRAMEWORK OF EFFECTIVE APPROACHES

There is clear evidence from well-conducted systematic reviews to support schools in employing the following approaches to improve outcomes:



Hackney model

Hackney - 'No need to exclude best practice guide for schools' appears to be a robust example of an overarching strategy that combines the current evidence base regarding what works, with a continuum of whole school, targeted approaches and interventions. Diagram - Framework for promoting social and emotional wellbeing.