

October 2021

ETHOS ACADEMY TRUST

OUTREACH NEWSLETTER

Inclusion v Exclusion – A national agenda focussed on reducing exclusions

Our October Newsletter pulls together resources to support us all in 'Creating an inclusive culture in schools for all children particularly those who are most vulnerable in society'.

During 2020/21 permanent exclusions and suspensions were still possible throughout the academic year, although school closures had a substantial effect on the number of permanent exclusions and suspensions.

Within Kirklees secondary schools, permanent exclusions that were heard at a GDC reduced by 33%; within primary schools the reduction was greater, reducing by 92%.

Whilst permanent exclusions in Kirklees reduced in 2020/21, they are still too high. In particular, notification of children excluded with special educational needs increased by 46%.

[Governors for Schools](#) recently shared the following concerns: 'The number of children and young people permanently excluded

from state schools has grown at an alarming rate and this is affecting those who are most vulnerable in society'.

'Creating an inclusive culture in schools for all children is both an economic and social imperative'.

Questions for senior leaders and Governing Bodies

Q: How do we further support this vulnerable group of excluded children?

Q: Could we have intervened earlier to support the child and avoid exclusion? This is particularly pertinent given that persistent disruptive behaviour (PDB) continues to be the most common reason for permanent exclusions and suspensions.

Senior leaders should consider the impact of the pandemic

A useful read for leaders is the School Exclusion Risks after COVID-19.

Following the pandemic, a new and heightened risk has emerged in terms of school exclusions. The report suggests schools should consider the risks and how they could be mitigated. They should also consider who in school needs to act, when and how?

One conclusion in the report suggests

'Now is the time for schools to reconsider the role of education, take back control over their educational offer, and balance the pursuit for academic excellence with student wellbeing'.

To access the report findings, click on the image below.



Behaviour policy review (NEU update)

The NEU acknowledges that schools are now facing additional challenges with their behaviour policies as a result on the pandemic, suggesting that schools need to reconsider learning gaps, the increase in mental health issues and the impact time out of school has had on many children.

Supporting positive behaviour and social and emotional skills is a challenging part of professional practice. Staff need time to

talk about the behaviour policy; collaborate with colleagues; and refer students with specific needs for extra help.

NEU guidance on reviewing behaviour policies can be found in the link below.

11-06-2021
Coronavirus: reviewing your behaviour policy after Covid

Further resources for senior leaders and Governing Bodies

[Governors for Schools](#) recently published resources and seminars to raise awareness on the effects of exclusion on young people.

Governors may find the following seminar particularly relevant.

Reducing avoidable school exclusions: a panel exploring the strategic role of governors (seminar includes Edward Timpson MP, author of the 2019 Timpson Report into the use of exclusion in the English education system).

Reducing exclusions – a useful seminar and E-Learning module
(Access via the link)



[Click here for presentation slides.](#)

Use of the exclusion code OW (Use or threat of use of an offensive weapon or item).

In Kirklees secondary schools during 2020/21, 18.87% of permanent exclusion notifications were linked to carrying or bringing onto the school site an offensive weapon or prohibited item.

How do we support this group?

The Kirklees '[No Knives Better Lives](#)' initiative (in partnership with West Yorkshire Police) has been successfully used as an alternative to exclusion in many secondary schools.

For further information contact:
alangdale@eat.uk.com

Additional support is also available from St Giles Trust who provide materials and training.

St Giles is a charity using expertise and real-life past experiences to empower people to progress towards positive futures.

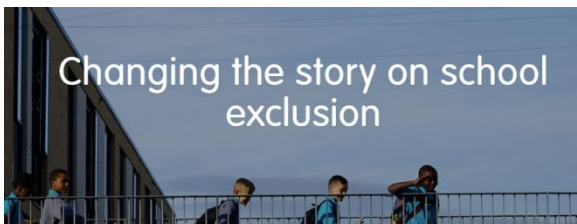


No knives, better lives.

The Difference (Leadership opportunities/CPD)

The Difference is an organisation whose mission is to change the story on school exclusion through opportunities to develop tomorrow's inclusive leaders. Their Leadership Programme is currently available. This comprises of two-year positions within the senior leadership team of a pupil referral unit and is currently available in the North West, Yorkshire & Humber, London or the South East.

For more information on the Difference leadership programme click on the link below.



Outreach Service Development – SEMH support

Ethos Academy Trust ran a successful **SEMH Pilot** in 2020/21. The impact and feedback from schools was very positive.

0 Zero exclusions in the three primary settings

2/3 Reduction in exclusions in 2/3 secondary settings

Permanent Exclusion average rate	20/21 (after pilot) (NA 0.10%)	19/20 (NA 0.10%)	18/19 (NA 0.10%)
6 pilot schools average	0.09	0.54	0.64
School A (Primary)	0.00	0.73	0.48
School B (Primary)	0.00	0.32	0.32
School C (Primary)	0.00	0.65	0.00
School D (Secondary)	0.00	0.78	0.77
School E (Secondary)	0.11	0.55	0.60
School F (Secondary)	0.44	0.22	0.99

Other headlines from the pilot

On average:

- ✓ Pupil engagement rose by 28%
- ✓ FTE decreased from 4 days to 0 days
- ✓ Average attendance increased by 9%

School Feedback included:

- ✓ 88% found access to advice within 48 hours very useful
- ✓ 100% would recommend the support to other schools

✓ 100% found the MSP training and advice useful

✓ 88% found the Inclusion Support very useful

✓ 88% found the half-termly monitoring meetings very useful

Further support in 2021/22

Following on from the pilot, we are piloting additional support in the form of a SENDCO mentoring offer.

The intended outcome is to support SENDCOs to develop a comprehensive understanding of the SENDCO role. This includes the importance of applying the graduated approach in order to secure the progress of all pupils, including those with special educational needs.

For further information please contact swight@eat.uk.com



Other resources

NASEN continues to offer free membership to every school and setting across the UK. Use the link below to sign up and use their free resources, webinars and CPD opportunities.



[Click here for information](#)

Did you celebrate Dyslexia Awareness Week (4-10 October) in your setting? The British Dyslexia Association produced a collection of additional free resources to share especially.

Please check out their website.



[Click here for information](#)



Ethos Academy Trust

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