

Report of the Director of Children and Families**Report to Executive Board****Date: 18th November 2020****Subject: Exclusions and Elective Home Education – Annual Update Report**

Are specific electoral wards affected? If yes, name(s) of ward(s):	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Has consultation been carried out?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Are there implications for equality and diversity and cohesion and integration?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Will the decision be open for call-in?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Does the report contain confidential or exempt information? If relevant, access to information procedure rule number: Appendix number:	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

Summary**1. Main issues**

- The purpose of this report is to provide the annual update on data and trends in regard to Elective Home Education (EHE) and permanent exclusion for 19/20 from the local authority's direct reporting processes and to provide the Department for Education (DfE) verified fixed term exclusion data for 18/19.
- The data provided outlines Leeds position in relation to regional and national trends in exclusions. There is no current process of national data collection for Elective Home Education though Leeds shares data through the annual ADCS survey and more locally with the Yorkshire and Humber Association of Elective Home Practitioners (AEHP).
- The report highlights the current trends for the beginning of the new academic year 20/21 where data is now available.
- The report outlines changes, if any, since the last report in September 2019 which described, in detail, the Timpson report and its recommendations on exclusions and the response to the Children's Commissioners work around EHE and the topic of off-rolling.
- The report also provides information on the work of Children and Families during the latter part of 19/20 when the schools closed in regard to changes in policy and practice leading to the newest policy and approach by the DfE and in Leeds.

2. Best Council Plan Implications (click [here](#) for the latest version of the plan)

- As outlined in the Executive Board Report *Exclusions, Elective Home Education and Off-rolling* from September 2019, there are clear processes and partnership arrangements in place to ensure that the focus remains on children and young people being safe and feeling safe. This has been particularly important in the last year with high level of connection between schools, services within Children and Families and 3rd sector organisations throughout the Covid-19 lockdown. Close connections continue and have remained in place through regular local Bronze meetings which support the sharing of concerns, promoting connected actions between social care, 3rd sector partners, the three area hubs, Cluster partners with Learning Inclusion team's members from Attendance and Education Psychologists. The focus this new term is providing support to ensure that children and parents/carers feel safe to return to school and all services are looking to enable this alongside schools.
- The support and challenge to schools through Area Inclusion Partnerships (AIP), Early Help and Restorative Early Support (RES) teams as well as through Learning Inclusion and School Improvement teams, works to the Best Council Plan of improving education attainment and closing achievement gaps of children and young people vulnerable to poor learning outcomes.
- The work of the Elective Home Education (EHE) team also links directly to being safe and feeling safe – as well as to ensuring access to suitable education of children and young people, particularly those vulnerable to poor learning outcomes. Where the parent does not have the resources and ability to provide a suitable education for the child's age, aptitude and special needs, if any, the caseworkers start the process to return a child to school through the school attendance order protocol. They also support parents to apply for school places when parents agree that they cannot offer an appropriate and suitable education to their child. The Pupil Tuition Team continues to offer short time provision to some EHE children who are particularly vulnerable to poor learning outcomes to ensure their return to school is successful.

3. Resource Implications

- The current contract with Area Inclusion Partnerships (AIP) 19/20 and funding for the EHE team within Learning Inclusion has no additional resource implications at this time. If, however as outlined in the report from 2019, the legislation changes around EHE processes and all parents are required to register their children, it is anticipated that the local authority will need more resource for an expected increase in EHE numbers for the registration processes and then safeguarding and education plan assessments. The Department for Education (DfE) has requested an outline figure from each local authority for this anticipated additional work. We have presumed on the basis that this would be funded by government. In Leeds the figure has been estimated at approximately £300k for administration and additional EHE team posts.
- Since the beginning of the Covid-19 pandemic and since September 2020, we have seen, as all other local authorities in the region, a substantial increase in the number of EHE notifications. The EHE team may need further casework personnel to manage the safeguarding and follow up visits in the coming months. The Head of Learning Inclusion and Children and Families Leadership Team (CFLT) receive regular reports on this position.

- In accordance with the report to full Council on 26th February 2020, on the 2020/21 Revenue Budget and Council Tax, budget pressures resulting from any funding being insufficient to discharge the responsibilities, the pressures will need to be managed within the Children and Families directorate. In the event that the service identifies pressures which cannot be managed by the directorate, a further report will be produced outlining options.

Recommendations

- Executive Board is requested to note:
 - The information in this report.
 - The recommendations in the Timpson Review (Appendix 1) outlined in the previous Executive Board Report of September 2019.
 - The issues raised by the Children’s Commissioner in her report “Skipping School: Invisible Children - How children disappear from England’s schools” have not yet led to any significant change in legislation.
 - The response of teams to changes in policy and protocol during Covid-19 and the trends currently emerging within the new academic year 20/21.
 - That the Children and Families Directorate has produced an annual report on the issue of exclusions and elective home education and will continue to provide an updated annual report.
 - That the remit for monitoring exclusions and elective home education falls under the responsibility of the Head of Learning Inclusion within Children and Families Directorate.

1. Purpose of this report

- 1.1 This report updates Executive Board on the trends in relation to elective home education (EHE) and permanent exclusions (PX) in the academic year 19/20 and to the verified fixed term exclusion data from 18/19. Also included are the trends seen in autumn term 19/20 which was the last full term of schooling prior to lock down – this is as yet unverified data.
- 1.2 The data provided outlines Leeds' position in relation to regional and national trends in exclusions. There is no comparable process of national data collection for elective home education data as there is for exclusion data. However Leeds continue to share data through the annual Association of Directors of Children's Services (ADCS) survey and more locally with the Yorkshire and Humber Association of Elective Home Practitioners (AEHP). The report highlights the current trends for the beginning of the new academic year 20/21 where data is available.
- 1.3 The report outlines changes, if any, since the previous report was presented to Executive Board in September 2019, which described in detail the Timpson report and recommendations on exclusions as well as the response to the Children's Commissioners work around EHE and the topic of off-rolling.
- 1.4 The report also provides information on the work of Children and Families during the latter part of 19/20 when the schools closed in regard to changes in policy and practice leading to the newest policy and approach by DfE and in Leeds.

2. Background information

- 2.1. This report provides an update on the Executive Board report of September 2019 where the Director of Children and Families outlined the issues and recommendations of the Timpson report and the Children's Commissioners work around Elective Home Education and also off-rolling.
- 2.2. Since the publication of the report in 2019, the Timpson recommendations have not led to any change in exclusion legislation. There have, however, been a number of policy changes in national school exclusion protocols during the academic year from March 2020.
- 2.3. In the period of March to June 2020, as part of Covid-19 lockdown arrangements, all exclusion processes were paused and schools open for vulnerable and key worker children could not exclude. From June to September 2020, as schools reopened for particular year groups plus vulnerable and key worker children, schools were not expected to exclude but could arrange governors meetings for any permanent exclusion notified before the lockdown. This affected one young person in Leeds whose permanent exclusion was confirmed in June 2020. The local authority has not accepted any other fixed term exclusion reported between March and September 2020.
- 2.4. The Department for Education published new guidelines on *Attendance and Behaviour for Schools* in September 2020. The new attendance guidelines have added a specific new code 'X' for young people unable to access school for Covid-19 reasons. There has also been an additional 5 reasons for exclusion code added to the list.

These new codes are for:

- Use of an offensive weapon or prohibited item
- Abuse against sexual orientation and gender identity
- Abuse relating to disability
- Inappropriate use of social media and online technology
- Wilful and repeated transgressions of protective measures in place to protect public health

2.5. All of the above codes have been added for use from the start of the autumn term 2020 and the local authority's current exclusion notification form has been updated. We anticipate that schools will update their behaviour policies to include these new categories. We anticipate we will have unverified data on fixed term exclusions as usual by the end of February for the autumn term 20/21.

2.6. There have been no changes in legislation on Elective Home Education since the last report in September 2019 and no movement towards a central registration of all children as has been requested by national consultation from local authorities. However, the DFE *Guidance for local authorities* and *Guidance for Parents* published in April 2019 has given more clarity to parents regarding the role of the local authority in terms of its duties on safeguarding and ensuring access to a suitable education for each child in relation to their age, aptitude and special needs, if any. Parents are sent a copy of the DFE *Guidance for Parents* by the EHE team at the point of notification. The EHE team report that this guidance has been enabling in the challenge and support of parents who choose to home educate.

2.7. At the end of September 2020 the government informed Local Authorities of the intention to undertake a new home education committee inquiry and issued a request for evidence with a closing date of 6th November on;

The inquiry will seek to understand the extent to which current arrangements provide sufficient support for home education children to access efficient, full time and suitable education and establish what further measure may be necessary in order to facilitate this. It will also explore the impact of Covid-19 on home education and any particular needs arising from the pandemic that need to be addressed.

Senior leaders see this as a sign that the pressures and concerns around EHE shared recently with the DfE are being listened to.

3. Main issues

3.1. Exclusions – permanent and fixed term

3.1.1. A permanent exclusion refers to a pupil who has been excluded from school where the headteacher has determined that the pupil is not to return to the school due to behaviour related to the exclusion codes. A permanent exclusion must be reported to the local authority and parents immediately. The local authority must provide access to 6th day education which, in Leeds, is provided through the Area Inclusion Partnerships (AIPs).

3.1.2. A fixed term exclusion refers to exclusion from school for a specific time for behaviour outlined in the exclusion codes and expected to return at the end of the exclusion to full attendance. Schools must inform the local authority of any fixed

term exclusion over 5 days. All other exclusions must be reported by the end of the term.

3.1.3. The following sections of the report outline:

- The data for permanent exclusions for the academic year 2019/20 as reported to the local authority for primary and secondary schools.
- The verified data from the Department for Education (DfE) for fixed term exclusions from 2018/19. Please note verified data for 2019/20 will not be available until July 2021.
- The school census data held by the local authority on fixed term exclusions for **term one** of 2019/20 (this data is yet to be verified). It is important to note that there can be small differences between provisional and confirmed school census data.

3.2. Exclusions

3.2.1. Schools and academies in Leeds work under the document DfE Exclusions for Schools Guidelines from September 2017 which relates to exclusion of all children in a school from age 5 to end of sixth form. The document is comprehensive and covers both permanent and fixed term exclusion processes, what headteachers should consider when excluding, guidance to governors on their role and expectations of the questions they should ask and provides information for parents with links to other independent support. The local authority provide schools with model letters for communication on exclusions with parents and independent review processes, check lists on process and draft agendas for governors meetings, advice and support by the local authority lead officer and also through AIP leads. Parents receive information and support from the lead officer in relation to permanent exclusions and the processes.

3.2.2. The DfE Guidelines do not extend to the 14 plus academy in Leeds City College nor to Notre Dame Sixth Form College. Both of these institutions have their own exclusion processes shared with parents.

3.3. Exclusion during Covid-19

3.3.1. Arrangements regarding exclusions changed during Covid-19 published by the DfE – [Click here for link](#).

3.3.2. The principal changes in the guidance from March to September 2020 relate to the relaxation of legal process timings to allow for specific arrangements for virtual meetings for parents to access governors meetings for fixed term and permanent exclusions and independent review panel (permanent exclusion process only). As a result the length of 6th day cover was also extended. Following lock down schools opened for the children of key workers and vulnerable children.

3.4. Since September 2020

3.4.1. The guidance provided in Covid-19 did not change the reasons for exclusion. From 1st September 2020 there are now 5 new categories added to exclusion codes.

Schools have been advised to update their behaviour policies in line with the new categories.

- 3.4.2. Schools are expected to refer to the previous DfE Exclusions Guidance from September 2017 when taking the decision to exclude on disciplinary grounds in line with their schools' published behaviour policy. The arrangements for contacting parents remains the same, as does the reporting process to the local authority. Schools are advised, prior to any exclusion, to consider the particular needs and context of the young person and their presenting behaviour as outlined in the DfE guidelines.

3.5. Permanent Exclusions 19/20

- 3.5.1. Permanent exclusions have remained low in Leeds during the last academic year. The continued work of schools and the Area Inclusion Partnerships to prevent permanent exclusions alongside the challenge and support of the weekly SEMH (Social, Emotional and Mental Health) Panel, have ensured that Leeds continues to be in the lowest category nationally for permanent exclusions.

- 3.5.2. In 2018/19 there were 11 permanent exclusions recorded against Leeds secondary schools, a 0.02 rate of permanent exclusion. This is a slight increase on 2017/18 (0.01), however much lower than the national permanent exclusion rate of 0.20 and lower than all other comparators. Leeds remains in band A for both primary and secondary permanent exclusions. Expectations would be that this will continue when verified for 19/20.

3.5.3. Special Educational Needs

- 3.5.4. There were no permanent exclusions from special schools in 2018/19. The fixed term exclusion rate for pupils in special schools was 4.36, compared to the national average of 11.32. Pupils, subject to a fixed term exclusion, was 2.50, compared to 4.65 nationally. Leeds is ranked 52 of 150 LAs for all FTEX and 48 of 150 LAs for pupils subject to FTEX.

3.5.5. Best Practice and Research

- 3.5.6. During the past year, the RSA (Royal Society of Arts) has invited Leeds to be part of a research project looking at best practice in the reduction of exclusion. The feedback to the city was postponed due to Covid-19.

- 3.5.7. The ISOS partnership also invited Leeds to contribute to research into a regional investigation on children missing out on education whether that be related to attendance, exclusion, lack of suitable education while elective home educated or other factors.

3.5.8. Permanent exclusions (PX) notified from Leeds schools in academic year 19/20 (in brief)

- 21 notifications of PX were received by the local authority
- 13 PX were confirmed following Governors meetings
- 8 PX were withdrawn by the headteacher prior to Governors meeting

- No parental requests for an Independent Review have been made in this last academic year
- Of the confirmed exclusions from Leeds schools, the reason for the PX decision by the headteacher were
 - Physical assault on a pupil = 3
 - Physical assault on an adult = 3
 - Persistent disruptive behaviour = 4
 - Verbal abuse/ threatening behaviour against a pupil = 2
 - Verbal abuse/ threatening behaviour against an adult = 1

3.5.9. Pupil characteristics

3.5.10. Of those notified to the local authority as permanently excluded:

- 15 reported, by the school, as having no special educational need
- 4 reported, by the school, to have recognised special educational needs
- 2 had an Education Health and Care Plan in place at time of exclusion

3.5.11. Of the permanently excluded pupils, confirmed as excluded by Governors (as reported by the schools on exclusion form)

- 11 had no Special Educational Needs
- 1 had recognised Special Educational Needs
- 1 had an Education Health and Care Plan

3.5.12. Ethnicity of permanently excluded pupils (as of all notifications reported by school)

- 15 White British
- 2 Mixed Black Caribbean and White
- 2 Mixed other
- 1 mixed Asian/White
- 1 Other Asian

3.5.13. Leeds is a high performing local authority for permanent exclusions and ethnic groups were not over represented in the confirmed 2018/19 permanent exclusion data. BAME groups in Leeds have a permanent exclusion rate within the range of 0.02 – 0.07. Nationally, BAME groups have a permanent exclusion rate within the range of 0.9 – 0.29.

3.5.14. Leeds schools via AIP arrangements have also needed to provide 6th day cover for permanently excluded pupils who live in Leeds but are on roll at a school outside of Leeds. In the last year, we have seen 2 PX cases from schools in North Yorkshire where the North East AIP has provided 6th day cover, pending the Governors meeting, and then the support to obtain a new school roll in Leeds following confirmation of exclusion.

3.5.15. There was also 1 PX from Leeds City College (Confirmed) and 1 PX from Notre Dame 6th Form (Rescinded at panel). Exclusion processes for both of these educational provisions do not come under the DfE Exclusion Guidance for

Schools. Both have their own exclusion processes outlined to parents and young people in their prospectus.

3.5.16. Permanent exclusions by AIP area for academic year 19/20

AIP area	Notifications	Confirmed	Withdrawn	Pending	Further information
NE	0	0	0	0	Supported 2 PX from OOA schools Secondary exclusions
NW	3	2	1	0	Secondary exclusion notification
S	2	0	2	0	1 primary exclusion notification 1 secondary exclusion notification
W	1	1	0	0	1 secondary exclusion notifications
E	15	10	5	0	15 secondary exclusion notifications

3.5.17. Fixed term data from 18/19

3.5.18. Primary fixed term exclusions (FTEX)

- From 2017-18 to 2018-19, the total number of FTEX in Leeds primary schools increased by 145; the number of pupils subject to them increased by 48.
- City wide, the percentage of primary pupils on roll subject to FTEX increased by 0.05 percentage points from 0.39 in 2017/18 to 0.44 in 2018-19; this is lower than the national exclusion rate of 0.63. 60% of primary schools excluded no pupils at all, whilst one school excluded 8.3% of pupils.
- The percentage of exclusions across primary schools in the city increased from 0.77 in 2017/18 to 0.95 in 2018/19. This is lower than the national average of 1.41 and all other comparators.
- Primary fixed term exclusions have increased each year since 2015 and Leeds has moved from Band A (the best performing) into Band B; Leeds is still ranked as 49th of 151 local authorities in England.

3.5.19. Table 1 – Primary fixed term exclusion data

Year	No. of fixed term exclusions	No. of pupils excluded	Length of exclusions as sessions lost	Length of exclusions as days lost
16/17	608	293	1608	804
17/18	571	291	2062	1031
18/19	716	339	Not provided ²	Not provided ²
19/20 term one	320 ¹	202 ¹	Not provided ²	Not provided ²

¹ Provisional data ² Data no longer published in statistical first release

3.5.20. Secondary fixed terms (FTEX)

- From 2017-18 to 2018-19, the total number of FTEX in Leeds secondary schools increased by 1,248; the number of pupils subject to them increased by 278.
- City wide, the percentage of secondary pupils on roll subject to FTEX increased by 0.4 percentage points from 4.7% in 2017/18 to 5.1% in 2018-19; this varied widely between schools (0.0% - 25.1%). Leeds is now slightly above the national average of 4.9% and remains below other comparators (ranging from 6.0 – 6.20). Leeds is ranked 92nd of 151 local authorities and is now in band C.
- In 2017/18, for secondary fixed terms, Leeds was below national for fixed term exclusions, but this increased again in 2018/19 and the rate is now 11.91, compared to 10.95 nationally. This is an increase of 1248 fixed terms exclusions, 904 of which were from one school. Leeds is ranked 102 of 151 local authorities and is in band C.

3.5.21. Table 2 - Secondary fixed term exclusion data

Year	No. of fixed term exclusions	No. of pupils excluded	Length of exclusions as sessions lost	Length of exclusions as days lost
16/17	6601	2713	33478	16739
17/18	4500	2184	29249 (1)	14624.5
18/19	5738	2462	Not provided ²	Not provided ²
19/20 term one	2012 ¹	1086 ¹	Not provided ²	Not provided ²

¹ Provisional data ² Data no longer published in statistical first release

3.6. Elective Home Education

- 3.6.1. The Education Act 1996, Section 7, states that it is the duty of parents of every child of compulsory school age to ensure that they receive efficient full-time education suitable to their age, ability and aptitude and to any Special Educational Needs they may have either by regular attendance at school or otherwise. The word “otherwise” affirms parents’ right to educate their child themselves instead of regular attendance at a school. The parent must then provide access to a suitable education and provide all resources to fulfil this.
- 3.6.2. As previously outlined, local authorities have two duties relating to children that are home educated. Firstly, under section 175 (1) of the Education Act 2002 to safeguard and promote the welfare of children and “to make arrangements for ensuring the functions conferred upon them in their capacity as a local education authority are exercised with a view to safeguarding and promoting the welfare of children”. Secondly, although local authorities have no statutory duties in relation to monitoring the quality of home education on a routine basis, under Section 437(1) of the Education Act 1996, local authorities shall intervene **if it appears** that parents are not providing a suitable education. The recent updated DfE guidelines (2019) to local authorities, and those for parents, have re-emphasised that parents must be providing a suitable education and that local authorities are expected to request

education plans from parents. Parents receive a copy of the DfE Guidance at the point of notification of EHE.

- 3.6.3. The process of becoming home educated is simple: parents can send to school a letter informing the school that they intend to take responsibility to provide an education for their child and the school under current statute must remove from roll from the date indicated by the parent. If a child has an Education, Health and Care Plan (EHCP) and is attending a specialist provision, then parents must provide information on the education plans to satisfy the EHCP needs. The decision in this context to allow the parent to home educate is made by the Head of Learning Inclusion.
- 3.6.4. The number of children on the EHE list changes weekly as children are added as new notifications are received, or as children return to school (through parent choice) or via a school attendance order or move to another authority area. The fluidity of the EHE list is therefore important to note in regard to the data below.
- 3.6.5. The EHE team has continued to undertake safeguarding visits during 2019/20 until March 2020. During the period of Covid-19, all home educating families were contacted three times and offered signposting to support if required. All families were sent information on Leeds local services and websites of educational content. Where a family was not contactable by phone or email, then the team undertook doorstep home visits and delivered information by hand. The team have updated all contact details of families during this time.
- 3.6.6. The EHE teachers assess the suitability of education plans sent in by parents and has continued to do this during Covid-19. If the plans are not suitable, despite support, then school attendance order processes are evoked, undertaken by the attendance team.

3.7. The following section outlines data and trends for elective home education for the academic year 19/20.

- 3.7.1. There is no comparable dataset for EHE, although it is possible to draw from a number of studies which provide some indication of Leeds position. One such study is the office of the Children's Commissioner "vulnerability profile of local authorities" which was undertaken in 2018/19. This study estimated (based on local authority data collection) a prevalence rate of 1.7 children and young people per 1000, 0-17 year olds with a percentile ranking for Leeds of 49 (0 is lowest rate, 100 the highest).
- 3.7.2. The ACDS has established an elective home education census date for local authorities on the 1st October each year. The latest available report from 2019 provides national estimates of numbers based on local authority collections. They estimate that 54,656 children were electively home educated in England on this day in 2019. The largest reported cohort in any one local authority was 2,583 children and young people while the lowest number reported by a local authority was three. The mean average across all 132 responding local authorities was 376.

3.7.3. Data and trends from the academic year 19/20 with comparison to previous years

3.7.4. Table 4 EHE data – End of year data from last 3 years for comparison

	16/17 (June)	17/18	18/19	19/20
Number of EHE on list at end of year	512	468	610	630
Primary EHE – end of year	211	192	254	272
Secondary EHE – end of year	301	276	355	358
EHE with Education Health and Care Plan	13	21	19	25

3.7.5. Table 5 EHE data – notifications in year by phase for comparison

	2015/16	2016/17	2017/18	2018/19	2019/2020
Primary	110	110	127	171	161
Secondary	96	159	171	215	172
Unknown (from other LA and CME referrals)	22	43	39		
	228	312	337	386	333

3.7.6. A reduction of new EHE notifications was seen from March 2020 as all schools closed for Covid-19. The EHE team received only 4 new cases in the summer term. If the schools had remained open the trend was looking to continue upward.

3.7.7. Closures to EHE in 19/20

3.7.8. As highlighted above, the fluidity of the children on the EHE list over the year is important to note. Children may move on and off the list and return within the year. Our data shows Leeds had 312 closures to EHE in the year including 78 year 11 young people who were removed as protocol at the end of August. We are currently undertaking further analysis of the destinations of all the 312 at this time.

3.7.9. Table 6 EHE Closures from 1st September to 1st October 2020 and destination

Move out of Authority	8
returned to school	24
Total	32

3.7.10. Of these young people returning to school

- 4 had an EHCP
- 7 had SEN support
- The majority of the returning children were from year 7 (11 children).

3.7.11. Arrangements during Covid-19 – from March to September 2020

3.7.12. During the period of lockdown, the EHE team focused on ensuring all families on the EHE list were aware of where to access support and were safe. At the beginning of the lockdown 625 children were registered as EHE. The team made individual calls to each family on 3 separate occasions to check in and provide, by

email, information on Leeds support options during Covid-19. The team also sent weekly worksheets with education links to specific websites for virtual learning as researched and provided by the SEN teachers. EHE parents were also encouraged to access the open learning offers from Leeds for Learning and other education sources providing free access at the time.

3.7.13. The response to the calls was positive and the team felt that positive relationships were established. Having updated all records, the flow of information by emails and phone has been much improved.

3.7.14. Where parents could not be reached, the EHE team and Attendance team undertook doorstep home visits to establish if the family were at the same address. Where the family were not contactable and appeared to have moved, benefit checks were undertaken and any not then able to be contacted were referred to Children Missing Education following agreed protocols.

3.7.15. Current position from September 2020 to October 1st Census Day

3.7.16. At the end of the last academic year there were 550 children and young people on the EHE list having removed the previous year 11 young people who are no longer of compulsory school age and did not have an EHCP. (Those home educating with an EHCP remain on the list and remain under the review of SENSAP – identified below as in year 12 and year 13.) The following table outlines the 685 now on the EHE list on 1st October 2020 by year group.

3.7.17. Table 7 – EHE by year group on 1st October 2020 (Census Day)

Year Group	EHE as @ 1st October 2020
Reception	19
NC Year 1	38
NC Year 2	44
NC Year 3	47
NC Year 4	62
NC Year 5	52
NC Year 6	65
NC Year 7	44
NC Year 8	70
NC Year 9	80
NC Year 10	62
NC Year 11	95
NC Year 12	6
NC Year 13	1
Total	685

3.7.18. Please note the high number of year 11 at this time in the year. This is higher than the start of previous years. Many of these have been home educated during year 10.

3.7.19. From 1st September 2020 to 1st October 2020 (Census Day), we have received 153 new notifications of parent's choice to home educate in comparison to 62 in the same period last year. Of these at least 20 have stated reason has been Covid-19 related in the email notification – there may be more with this reason which we will update once caseworkers have had direct contact as many provide the reason as “rather not say” initially.

3.7.20. The notifications are from all year groups however certain trends have been seen

- Around 1/3 have come from BAME families- particularly Asian/white and dual background ethnicities
- More than usual family groups all becoming EHE at the same time
- 27% are eligible for free school meals – this is a trend seen in previous years
- 4 have an EHCP and 22 are recorded as requiring SEN support

3.7.21. We have also noted that many had previous low attendance at school and some are below expected levels of attainment for their years. Further analysis is being undertaken as caseworkers contact the families following the usual protocols. Caseworkers are currently contacting each family within 7 days of receipt of the new notification to arrange a home (virtual) or doorstep visit. Education plans have been requested from all new notifications and will be assessed to check for suitable education for the child's age, aptitude and special needs if any.

3.7.22. Table 8 - EHE New Notifications by year group on 1st October 2020

Reception	7
Year 1	22
Year 2	13
Year 3	14
Year 4	17
Year 5	12
Year 6	15
Year 7	12
Year 8	16
Year 9	15
Year 10	12
Year 11	4

3.7.23. The data shows new notifications in all year groups but most significantly in KS1 and KS2. More data on reasons for parent's choice will emerge during this term following EHE team work.

4. Corporate considerations

4.1. Consultation and engagement

4.1.1. Senior members of the Learning Inclusion Team meet regularly with the officers of the AIPs and twice termly with the AIP Chairs to ensure ongoing discussion on all aspects of inclusion and exclusion. The AIPs are provided with overall data on exclusion and EHE for their areas and at child level on a termly basis.

- 4.1.2. During the past year, the RSA (Royal Society of Arts) has invited Leeds to be part of a research project looking at best practice in the reduction of exclusion. The feedback to the city was postponed due to Covid-19.
- 4.1.3. The ISOS partnership also invited Leeds to contribute to research into a regional investigation on children missing out on education whether that be related to attendance, exclusion, lack of suitable education while elective home educated or other factors.

4.2. Equality and diversity / cohesion and integration

- 4.2.1. Equality Improvement Priorities have been developed to ensure our legal duties are met under the Equality Act 2010. The priorities will help the council to achieve its ambition to be the best city in the UK and ensure that as a city work takes place to reduce disadvantage, discrimination and inequalities of opportunity.
- 4.2.2. The publication of Exclusions and Elective Home Education data puts a strong focus on protecting some of the most vulnerable children and young people in the city and ensuring they are being educated in the settings most appropriate to their needs.

4.3. Council policies and the Best Council Plan

- 4.3.1. To achieve the ambition of being a Child Friendly City, it is imperative that the local authority challenges and supports learning provisions across the city in their approach towards exclusions and where families decide to electively home educate. Analysis of the data provided in this reports enables Children and Families officers to undertake this role using the evidence base to inform the strategy and subsequent actions.
- 4.3.2. The Best Council Plan (BCP) agreed at February's Full Council has been amended to ensure that the current Covid-19 context is captured, in so far as is possible given the continued uncertainty. This version has now been published and can be found by [clicking here](#).
- 4.3.3. Within the context of the Covid-19 pandemic, the vulnerabilities of children and families across the city have inevitably increased. In addition, many families not previously experiencing significant challenges to their health or finances, now find themselves in unfamiliar and concerning situations.
- 4.3.4. Children and Families Services, therefore, finds itself under additional pressure in pursuit of achieving all the goals set out in the Best Council Plan and continues to adapt and work flexibly as the challenges brought on by the pandemic have been changing rapidly.
- 4.3.5. The updated BCP highlights the challenges to education settings as it states, "As a Child-Friendly City, Leeds continues to invest in the future of our young people which has led to improvements in health and educational outcomes. However, we are acutely aware of the potentially significant immediate and longer-term impacts of Covid-19 on the health, wellbeing and learning of our children and young people and so now, more than ever, there is much more to do to ensure everyone is equipped with the education and skills they need to succeed in life. The council is

working with families, schools and others to secure a brighter future for every child in Leeds.”

4.4 **Climate Emergency** – Climate change is now one of the key focuses of education settings in educating our children and young people about the affects their own behaviours have on the environment. Minimising fixed term and permanent exclusions enables children and young people to be in school to receive their education. Similarly, electively home educated children’s focus on climate change may greatly vary whereas attending a school setting there is arguably greater certainty that some learning around climate change take place.

4.5 Resources, procurement and value for money

4.5.1 Focus on fixed term and permanent exclusions and those becoming electively home educated remains a priority in protecting some of the most vulnerable children in the city. Through continued joined up working with Area Inclusion Partnerships and utilising existing services within Children and Families Directorate, the cost to the City Council will be minimal. If the local authority does not focus on the aforementioned areas the costs to the city will possibly be substantial in the future, as poor educational outcomes are more likely, when the current cohort of vulnerable children move into adulthood and potentially become NEET (Not in Education, Employment or Training). The impact of Covid-19 is likely to be significant and it is therefore vital that strong partnership working continues.

4.6 Legal implications, access to information, and call-in

4.6.1 This report is subject to call in.

4.7 Risk management

4.7.1 Risk will be managed through the Children and Families Trust Board, Children and Families Leadership Team, Learning Leadership Team, the Area Inclusion Partnership Leaders Meeting and the SEND Partnership Board.

5. Conclusions

5.1. The last year has been unexpectedly complicated and difficult for everyone with the effects and changes created throughout Covid-19 lockdown and in the continuing pandemic creating anxieties and new challenges for all families, communities, schools and staff.

5.2. The data outlined in this report refers to verified and comparable data from 18/19 for fixed term exclusions and from 19/20 for where the first two terms in regard to permanent exclusions and elective home education were similar to previous years, but which then subsequently changed from March 2020. No exclusions were allowed from schools in summer term 2020 while schools provided much needed support and continuing education for vulnerable and key worker children and young people. The recent upsurge in parents choosing to electively home educate is clearly a reaction to the current world position as well as family context.

5.3. While there has not been any significant legislative national change following the Timpson report and the Children’s Commissioner highlighting the issue of children

missing out on education, schools in Leeds have continued to work with the local authority to promote inclusion, reduce exclusion and provide support services to enable children to be happy and succeed inside and outside of the classroom. Regular communication with schools, Primary and Secondary Bronze meetings and Councillor led skype meetings have ensured that concerns can be raised and support has been perhaps offered more immediately than in previous years.

5.4. While permanent exclusions have remained low in the last year, the trend for fixed term exclusions has risen. Members are advised to look at the individual school data enclosed in appendices for further information.

5.5. In the next year:

- The flow of more live data from schools will be enabled by new processes to be implemented.
- The new Head of Vulnerable Learners will support the continuing practice improvement of teams, the shape of challenge and support to schools.
- We will continue to review and seek best practice regionally and nationally supported by the research we have contributed to.
- We will continue to analyse the data and respond appropriately to school systems, family context and children's needs.

6. Recommendations

6.1. Executive Board is requested to note:

- The information in this report.
- The recommendations in the Timpson Review (Appendix 1) outlined in the previous Executive Board Report of September 2019.
- The issues raised by the Children's Commissioner in her report "Skipping School: Invisible Children - How children disappear from England's schools" have not yet led to any significant change in legislation.
- The response of teams to changes in policy and protocol during Covid-19 and the trends currently emerging within the new academic year 20/21.
- That the Children and Families Directorate has produced an annual report on the issue of exclusions and elective home education and will continue to provide an updated report annually.
- That the remit for monitoring exclusions and elective home education falls under the responsibility of the Head of Learning Inclusion within Children and Families Directorate.

7. Background documents¹

7.1. None.

¹ The background documents listed in this section are available to download from the council's website, unless they contain confidential or exempt information. The list of background documents does not include published works.

Timpson Review of School Exclusion – May 2019

Recommendations and Conclusions

Recommendation: DfE should update statutory guidance on exclusion to provide more clarity on the use of exclusion. DfE should also ensure all relevant, overlapping guidance (including behaviour management, exclusion, mental health and behaviour, guidance on the role of the designated teacher for looked after and previously looked after children and the SEND Code of Practice) is clear, accessible and consistent in its messages to help schools manage additional needs, create positive behaviour cultures, make reasonable adjustments under the Equality Act 2010 and use exclusion only as a last resort, when nothing else will do. Guidance should also include information on robust and well evidenced strategies that will support schools embedding this in practice.

Recommendation: DfE should set the expectation that schools and LAs work together and, in doing so, should clarify the powers of LAs to act as advocates for vulnerable children, working with mainstream, special and AP schools and other partners to support children with additional needs or who are at risk of leaving their school, by exclusion or otherwise. LAs should be enabled to facilitate and convene meaningful local forums that all schools are expected to attend, which meet regularly, share best practice and take responsibility for collecting and reviewing data on pupil needs and moves, and for planning and funding local AP provision, including early intervention for children at risk of exclusion.

Recommendation: DfE should ensure there is well evidenced, meaningful and accessible training and support for new and existing school leaders to develop, embed and maintain positive behaviour cultures. The £10 million investment in supporting school behaviour practice should enable leaders to share practical information on behaviour management strategies, including how to develop and embed a good understanding of how underlying needs can drive behaviour, into their culture. It should also facilitate peer support, where school leaders have the opportunity to learn from high performing leaders who have a track record in this area

Recommendation: DfE should extend funding to equality and diversity hubs (an initiative to increase the diversity of senior leadership teams in England's schools through training and support for underrepresented groups) beyond the current spending review period and at a level that widens their reach and impact.

Recommendation: To support the school workforce to have the knowledge and skills they need to manage behaviour and meet pupil needs, DfE should ensure that accessible, meaningful and substantive training on behaviour is a mandatory part of initial teacher training and is embedded in the Early Career Framework. This should include expert training on the underlying causes of poor behaviour (including attachment, trauma and speech, language and communication needs), and strategies and tools to deal effectively with poor behaviour when this arises

Recommendation: To ensure designated senior leads for mental health and SENCOs are effective, DfE should:

- Review the training and support available to SENCOs to equip them to be effective in their operational and strategic role as SEND leaders
- Ensure the training designated senior leads receive includes a specific focus on attachment and trauma

Recommendation: DfE should strengthen guidance so that in school units are always used constructively and are supported by good governance.

Recommendation: DfE should establish a Practice Improvement Fund of sufficient value, longevity and reach to support LAs, mainstream, special and AP schools to work together to establish systems to identify children in need of support and deliver good interventions for them. The fund should support effective partnership working to commission and fund AP, and enable schools to create positive environments, target support effectively and provide the opportunity to share their best practice successfully. This should include developing best practice on areas including: • internal inclusion units • effective use of nurture groups and programmes • transition support at both standard and non standard transition points and across all ages • approaches to engaging parents and carers • creating inclusive environments, especially for children from ethnic groups with higher rates of exclusion • proactive use of AP as an early intervention, delivered in mainstream schools and through off site placements

Recommendation: DfE should promote the role of AP in supporting mainstream and special schools to deliver effective intervention and recognise the best AP schools as teaching schools (and any equivalent successors), and actively facilitate the sharing of expertise between AP and the wider school system.

Recommendation: To ensure AP schools can attract the staff it needs, DfE should take steps to: • ensure AP is an attractive place to work and positive career choice, with high quality staff well equipped to provide the best possible academic and pastoral support for the children who need it most. DfE should consider ways to boost interest in and exposure to AP through new teacher training placement opportunities in AP • better understand and act upon the current challenges with the workforce in AP, by backing initiatives to support its development, including taking action to develop and invest in high quality, inspirational leaders in AP that have the capacity to drive improvement across the school network

Recommendation: Alongside measures to improve the quality of AP, PRUs should be renamed to reflect their role both as schools and places to support children to overcome barriers to engaging in their education.

Recommendation: DfE should invest in significantly improving and expanding buildings and facilities for pupils who need AP. As a priority, DfE should carefully consider the right level of capital funding to achieve this, for the next spending review.

Recommendation: The government should continue to invest in approaches that build multi-disciplinary teams around schools, and should identify any capacity

concerns and work across Departments to ensure that schools are supported and work productively with all relevant agencies, including Health and Social Care.

Recommendation: DfE should make schools responsible for the children they exclude and accountable for their educational outcomes. It should consult on how to take this forward, working with schools, AP and LAs to design clear roles in which schools should have greater control over the funding for AP to allow them to discharge these duties efficiently and effectively. Funding should also be of a sufficient level and flexible enough to ensure schools are able to put in place alternative interventions that avoid the need for exclusion where appropriate, as well as fund AP after exclusion.

Recommendation: DfE should look carefully at the timing and amounts of any adjustments to schools' funding following exclusion, to make sure they neither act as an incentive for schools to permanently exclude a pupil at particular times, nor discourage a school from admitting a child who has been permanently excluded from elsewhere.

Recommendation: Ofsted should recognise those who use exclusion appropriately and effectively, permanently excluding in the most serious cases or where strategies to avoid exclusion have failed. This could include consistently recognising schools who succeed in supporting all children, including those with additional needs, to remain positively engaged in mainstream in the context of a well managed school. Within the leadership and management element of the judgement, Ofsted should communicate their expectation that outstanding schools have an ethos and approach that will support all children to succeed while accepting that the most serious or persistent misbehaviour, which impacts on the education and safety of others, cannot be tolerated.

Recommendation: DfE should work with others to build the capacity and capability of governors and trustees to offer effective support and challenge to schools, to ensure exclusion and other pupil moves such as managed moves and direction into AP, are always used appropriately. This should include training as well as new, accessible guidance for governors and trustees.

Recommendation: Local authorities should include information about support services for parents and carers of children who have been, or are at risk of, exclusion, or have been placed in AP, in their SEND Local Offer. DfE should also produce more accessible guidance for parents and carers. In the longer term, the government should invest resources to increase the amount of information, advice and support available locally to parents and carers of children who are excluded or placed in AP.

Recommendation: Governing bodies, academy trusts and local forums of schools should review information on children who leave their schools, by exclusion or otherwise, and understand how such moves feed into local trends. They should work together to identify where patterns indicate possible concerns or gaps in provision and use this information to ensure they are effectively planning to meet the needs of all children

Recommendation: DfE should publish the number and rate of exclusion of previously looked after children who have left local authority care via adoption, Special Guardianship Order or Child Arrangement Order.

Recommendation: DfE should consult on options to address children with multiple exclusions being left without access to education. This should include considering placing a revised limit on the total number of days they can be excluded for or revisiting the requirements to arrange AP in these periods.

Recommendation: DfE should review the range of reasons that schools provide for exclusion when submitting data and make any necessary changes, so that the reasons that lie behind exclusion are more accurately captured.

Recommendation: DfE should use best practice on managed moves gathered by this review and elsewhere to enable them to consult and issue clear guidance on how they should be conducted, so that they are used consistently and effectively

Recommendation: DfE must take steps to ensure there is sufficient oversight and monitoring of schools' use of AP, and should require schools to submit information on their use of off site direction into AP through the school census. This should include information on why they have commissioned AP for each child, how long the child spends in AP and how regularly they attend

Recommendation: To increase transparency of when children move out of schools, where they move to and why, pupil moves should be systematically tracked. Local authorities should have a clear role, working with schools, in reviewing this information to identify trends, taking action where necessary and ensuring children are receiving suitable education at their destination.

Recommendation: Ofsted must continue their approach set out in the draft framework and handbook of routinely considering whether there are concerning patterns to exclusions, off rolling, absence from school or direction to AP and reflect this in their inspection judgements. Where they find off rolling, this should always be reflected in inspections reports and, in all but exceptional cases, should result in a judgement that the school's leadership and management is inadequate.

Recommendation: In making changes that strengthen accountability of the use of exclusion, DfE should consider any possible unintended consequences and mitigate the risk that schools seek to remove children from their roll in other ways. This should include:

- reviewing a 'right to return' period, where children could return from home education to their previous school, and other approaches that will ensure that this decision is always made in the child's best interests
- consider new safeguards and scrutiny that mitigate the risk of schools avoiding admitting children where they do not have the grounds to do so

Recommendation: Relevant regulations and guidance should be changed so that social workers must be notified alongside parents when a Child in Need is moved out of their school, whether through a managed move, direction off site into AP or to home education, as well as involved in any processes for challenging, reconsidering or reviewing decisions to exclude. DfE's Children in Need review should consider how to

take this forward so children's social care can best be involved in decisions about education and how best to ensure a child's safety and long term outcomes.

Recommendation: Real time data on exclusion and other moves out of education should be routinely shared with Local Safeguarding Children Boards and their successors, Safeguarding Partners, so they can assess and address any safeguarding concerns such as involvement in crime. This should include information on exclusion by characteristic.

Recommendation: The government's £200 million Youth Endowment Fund, which is testing interventions designed to prevent children from becoming involved in a life of crime and violence, should be open to schools, including AP. This will enable the development of workable approaches of support, early intervention and prevention, for 10 to 14 year olds who are at most risk of youth violence, including those who display signs such as truancy from school, risk of exclusion, aggression and involvement in anti-social behaviour.

Conclusion

This review has provided a privileged opportunity to hear and learn from hundreds of parents, schools, LAs, education leaders, affiliate organisations and others, as well as children themselves, about what exclusion means to them.

The dedication and hard work of many with a stake in our children's education and wellbeing has been apparent. Encouragingly, there have also been numerous examples of outstanding practice characterised by high standards for all children, coupled with the right support needed for them to get there. As the practice shared through this review demonstrates, it invariably includes helping children with challenges in their backgrounds, or overcoming barriers created by their additional needs.

Calm and safe schools are a prerequisite for all children to reach the high standards we should expect of them, and there are times when exclusion is the right choice both to help pupils understand the impact of their behaviour, and to give their peers the opportunity to learn without disruption.

This review has shown that we can and must do more to ensure children can always benefit from the best practice that exists. It is clear that there is too much variation in how behaviour is managed, both in the support given to children who need it and the use of sanctions when they misbehave. Because of this, it is too common to see poor behaviour that goes unchallenged or is not tackled effectively. In some cases, these children are at school, and in others they are simply moved out of education, or mainstream education, without being given the opportunity to learn from and improve their conduct. This is in nobody's interests.

We must be confident that we have a well-functioning system, where we expect the best of every child, where schools provide the education and support to be successful adults. But this is not just the job of schools to deliver. Schools themselves need to be supported with the right training and access to services to allow them to do this, and should be recognised when they do.

The recommendations in this report aim to create: the best possible conditions for all children to thrive and progress, based on effective leadership at all levels, from individual teachers in their classrooms to DfE; the right systems, expertise and capacity in schools together with additional support for schools where this is needed; recognition for schools that give all children the chance to thrive academically, emotionally and socially; and systems that instil confidence that every exclusion is lawful, reasonable and fair.

These recommendations are just as much about changing perceptions and behaviour as they are about improving practice. Indeed the two go hand in hand. It is now up to schools, LAs and the government to rise to the challenge and take these recommendations forward. In doing so it will require a sustained commitment to the principles underpinning the review. It will also need parents to work with schools in bringing about the maximum benefit to their children's education. If everyone with an interest and responsibility in ensuring this is delivered does so, together we can ensure that all children are given every chance to succeed in education and in life.

Skipping School: Invisible Children-How children disappear from England's schools - Anne Longfield, Children's Commissioner for England, (2019)

Recommendations and Conclusions

Many parents who make a philosophical decision to home educate put a substantial amount of thought and dedication into providing their children with a high quality education. But as this report has shown, there are many other families out there who have ended up home educating for other reasons, and are struggling to cope. There needs to be a cultural shift away from pressurised, hot-housing schools, to help stem the tide of children entering home education when it is not in the family's true interests or wishes.

There is also a pressing need for more immediate measures to improve the experiences, safety and wellbeing of children who do end up being home educated.

The Children's Commissioner's Office is calling for the following:

A home education register

Parents who are home educating their children should be required to register their children with the local authority. In a survey of local authorities in Autumn 2018, all 92 respondents agreed that a mandatory register would aid them in their work.

The register should include the child's name, date of birth and the address at which they are being educated. Parents should also be asked why they are home educating their child and whether they intend for the child to re-enter mainstream education at some point.

There should be a requirement for parents to inform the local authority if they move away from the area and to re-register the child with their new local authority. Councils should put information-sharing agreements in place to further ensure that children do not disappear off-grid after moving.

Strengthened measures to tackle off-rolling

The Children's Commissioner's Office supports ongoing work by Ofsted to identify and tackle off-rolling, and welcomes specific mention of the practice in its new draft inspection framework. It is our hope that Ofsted will grasp this opportunity to come down hard on schools who are letting down some of the most vulnerable children, and we will provide data to Ofsted to identify which schools have high proportions of pupils moving into elective home education.

School behaviour policies should acknowledge that poor behaviour may be linked to additional needs, such as SEND, and ensure that children with additional needs receive appropriate support.

When inspecting schools with high levels of pupil movement, Ofsted should explore if there is any link between their behaviour policies and off-rolling. If particular behaviour policies are consistently a feature of schools found to be off-rolling, Ofsted should provide the evidence to the sector to enable schools to modify their policies.

Children who are withdrawn from school should be entitled to re-register with the same school without going through the usual admissions procedures. Local authorities should have the power to direct an academy school to admit a child who is being home educated and wants a school place.

A financial penalty should be considered for schools that are found to be off-rolling pupils.

Advice and support for children and families

Within three days of a decision being taken for a child to be withdrawn from school to be home educated, the local authority should visit the child and family to provide advice and support on alternative options, including other schools the child could attend. Local authorities should provide information at this point so that parents are aware of what they are taking on, including their responsibility to meet exam costs, and offer help negotiating entry to another school if desired.

This should be followed by another visit 4-6 weeks later once the family has had the opportunity to settle in to home education and understands better what is involved.

Greater oversight of children

Council education officers should visit each child being home educated at least once per term to assess the suitability of their education and their welfare. This will require additional funding for local authorities. Where there are concerns over a child's welfare, they should be spoken to without parents present.

Decisive action against unregistered schools

The government must strengthen the law so that it is easier to prosecute illegal schools. We support Ofsted in calling for a clearer definition of "full-time education" in law, so that unregistered settings can no longer exploit this loophole to evade prosecution.

Learning Outcomes Dashboard

2018-2019



Permanent and fixed period exclusions - primary

Contents

Table 1: Permanent Exclusions

Table 2: Fixed Period Exclusions

Table 3: One or more fixed period exclusion (fpex) rate

The DfE monitors levels of exclusion using key measures based on two types of exclusion – permanent and fixed period.

Permanent exclusion refers to a pupil who is excluded and who will not come back to that school

Fixed period exclusion refers to a pupil who is excluded from a school for a set period of time. A fixed period exclusion can involve a part of the school day and it does not have to be for a continuous period. A pupil may be excluded for one or more fixed periods up to a maximum of 45 school days in a single academic year. This total includes exclusions from previous schools covered by the exclusion legislation.

Pupils with one or more fixed period exclusions refer to pupil enrolments who have at least one fixed period exclusion across the full academic year. It includes those with repeated fixed period exclusions.

Exclusions information relates to all exclusions reported across the full academic year. However, exclusion rates are calculated as a proportion of all pupils on roll as at the January Census day of the relevant academic year.

Within published exclusions statistics the DfE publish both the number of exclusions and the rate of exclusion. Rates of exclusion are a more appropriate measure for comparisons over time as they take into account changes in the overall number of pupils across different academic years. As pupils can receive more than one fixed period exclusion, in some cases the rate of exclusion may be above 100%.

Version number	V2.0
Date produced:	30 July 2020
Created by:	Uzma Ahmed
Contact details	chs.performance.and.intelligence@leeds.gov.uk
Data Status	Final
Data source	DfE Statistical First Release Exclusions 2018-19
Protective marking	Not protectively marked

2018-19, Permanent and fixed period exclusions in primary schools

Table 1: Permanent Exclusions Rate¹

Leeds Quartile Banding	Band D	Band C	Band B	Band A	Rank
Band A	Up to and including	Up to and including	Up to and including	Up to and including	Equal 1/151
	0.08	0.03	0.02	0.01	

Leeds (actual number of exclusions)	2015	2016	2017	2018	2019
	0	x	0	1	0

	2015	2016	2017	2018	2019	Change
Leeds	0.00	x	0.00	0.00	0.00	0.00
National	0.02	0.02	0.03	0.03	0.02	-0.01
Stat. Neighbours	0.02	0.02	0.03	0.03	0.03	0.00
Core Cities	0.02	0.04	0.05	0.04	0.03	-0.01
Yorkshire & Humber	0.01	0.01	0.02	0.02	0.02	0.00

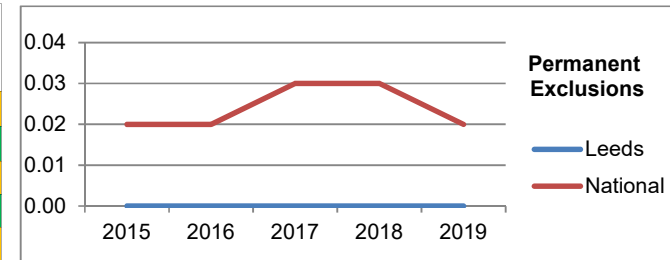
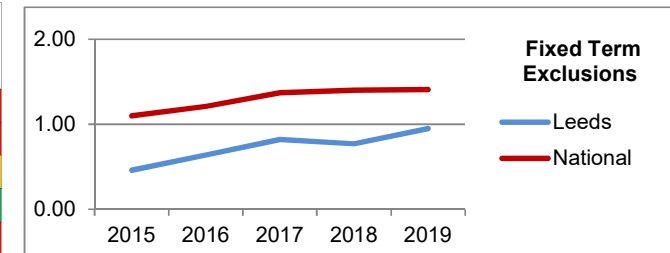


Table 2: Fixed Term Exclusions Rate¹

Leeds Quartile Banding	Band D	Band C	Band B	Band A	Rank
Band B	Up to and including	Up to and including	Up to and including	Up to and including	50/151
	3.21	1.66	1.27	0.85	

Leeds (actual number of exclusions)	2015	2016	2017	2018	2019
	324	463	608	571	716

	2015	2016	2017	2018	2019	Change
Leeds	0.46	0.64	0.82	0.77	0.95	0.18
National	1.10	1.21	1.37	1.40	1.41	0.01
Stat. Neighbours	0.95	1.07	1.24	1.33	1.33	0.00
Core Cities	1.17	1.31	1.61	1.59	1.51	-0.08
Yorkshire & Humber	1.13	1.33	1.52	1.51	1.63	0.12



Footnotes:

¹The number of permanent exclusions for each school type expressed as a percentage of the number (headcount) of pupils (including sole or dual main registrations and boarding pupils) in January 2019

x Small number suppressed to preserve confidentiality

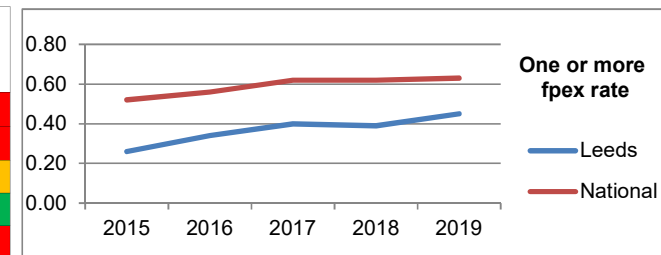
2018-19, Permanent and fixed period exclusions in primary schools

Table 3: One or more fixed period exclusion (fpex) rate²

Leeds Quartile Banding	Band D	Band C	Band B	Band A	Rank
Band B	Up to and including	Up to and including	Up to and including	Up to and including	41/151
	1.14	0.74	0.60	0.43	

Leeds (no. of pupil enrolments with one or more fpex)	2015	2016	2017	2018	2019
	182	242	293	291	339

	2015	2016	2017	2018	2019	Change
Leeds	0.26	0.34	0.40	0.39	0.45	0.06
National	0.52	0.56	0.62	0.62	0.63	0.01
Stat. Neighbours	0.46	0.50	0.54	0.59	0.59	0.00
Core Cities	0.61	0.63	0.75	0.73	0.72	-0.01
Yorkshire & Humber	0.52	0.59	0.64	0.64	0.67	0.03



Exclusions - Primary Pupil Group Analysis



Contents

Table 1 - Leeds All

Table 2 - FSM

Table 3- SEND

Table 4 - Ethnicity

Table 5 - Year Group

Table 6 - Gender

The DfE monitors levels of exclusion using key measures based on two types of exclusion – permanent and fixed period.

Permanent exclusion refers to a pupil who is excluded and who will not come back to that school

Fixed period exclusion refers to a pupil who is excluded from a school for a set period of time. A fixed period exclusion can involve a part of the school day and it does not have to be for a continuous period. A pupil may be excluded for one or more fixed periods up to a maximum of 45 school days in a single academic year. This total includes exclusions from previous schools covered by the exclusion legislation.

Pupils with one or more fixed period exclusions refer to pupil enrolments who have at least one fixed period exclusion across the full academic year. It includes those with repeated fixed period exclusions.

Exclusions information relates to all exclusions reported across the full academic year. However, exclusion rates are calculated as a proportion of all pupils on roll as at the January Census day of the relevant academic year.

Within published exclusions statistics the DfE publish both the number of exclusions and the rate of exclusion. Rates of exclusion are a more appropriate measure for comparisons over time as they take into account changes in the overall number of pupils across different academic years. As pupils can receive more than one fixed period exclusion, in some cases the rate of exclusion may be above 100%.

Version number	V1.0
Date produced:	30 July 2020
Created by:	Uzma Ahmed
Contact details	chs.performance.and.intelligence@leeds.gov.uk
Status	Final
Data source	DfE Statistical First Release Exclusions 2018-19
Protective marking	Not protectively marked

2018-19, Primary Exclusions Permanent - Learning Outcomes Dashboards, Pupil Groups

Table 1: Leeds All

	2016	2017	2018	2019	Change
Leeds All	x ¹	0.00	0.00	0.00	0.00
National² All	0.02	0.03	0.03	0.02	-0.01

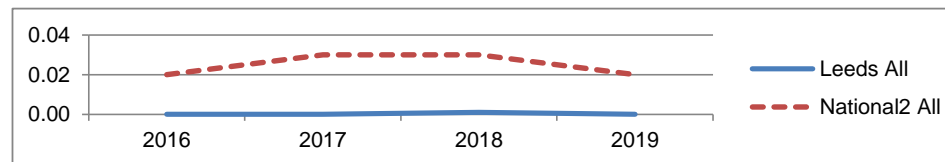


Table 2: Free School Meals (FSM)

Leeds Quartile Banding	Band D	Band C	Band B	Band A	Rank
Band A	Up to and including 0.61	Up to and including 0.11	Up to and including 0.05	Up to and including 0.00	Equal 1/151

	2016	2017	2018	2019	Change
Leeds FSM	0.00	0.00	0.00	0.00	0.00
National FSM	0.08	0.10	0.09	0.07	-0.02
Leeds Non FSM	0.00	0.00	0.00	0.00	0.00
National Non FSM	0.02	0.02	0.02	0.01	-0.01

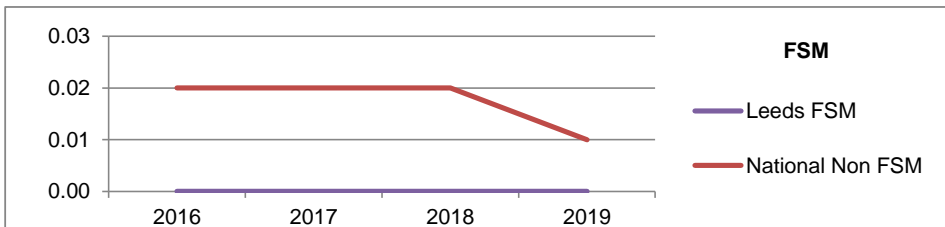
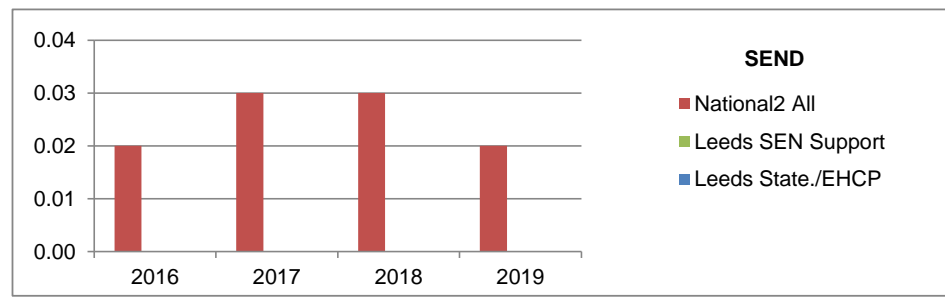


Table 3: SEND

	2016	2017	2018	2019	Change
Leeds Non SEN	0.00	0.00	0.00	0.00	0.00
National Non SEN	0.00	0.03	0.01	0.00	-0.01
Leeds SEN Support	0.00	0.00	0.00	0.00	0.00
National SEN Support	0.15	0.16	0.15	0.12	-0.03
Leeds State./EHCP	0.00	0.00	0.00	0.00	0.00
National State./EHCP	0.22	0.20	0.18	0.18	0.00



2018-19, Primary Exclusions Permanent - Learning Outcomes Dashboards, Pupil Groups

Table 4: Ethnicity

	2016	2017	2018	2019	Change
Leeds White	0.00	0.00	0.00	0.00	0.00
Leeds Mixed	0.00	0.00	0.00	0.00	0.00
Leeds Asian	0.00	0.00	0.00	0.00	0.00
Leeds Black	0.00	0.00	0.02	0.00	-0.02
Leeds Chinese	0.00	0.00	0.00	0.00	0.00
National White	0.03	0.03	0.03	0.02	-0.01
National Mixed	0.05	0.04	0.05	0.04	-0.01
National Asian	0.00	0.00	0.00	0.00	0.00
National Black	0.04	0.03	0.03	0.02	-0.01
National Chinese	0.01	0.00	0.00	0.00	0.00

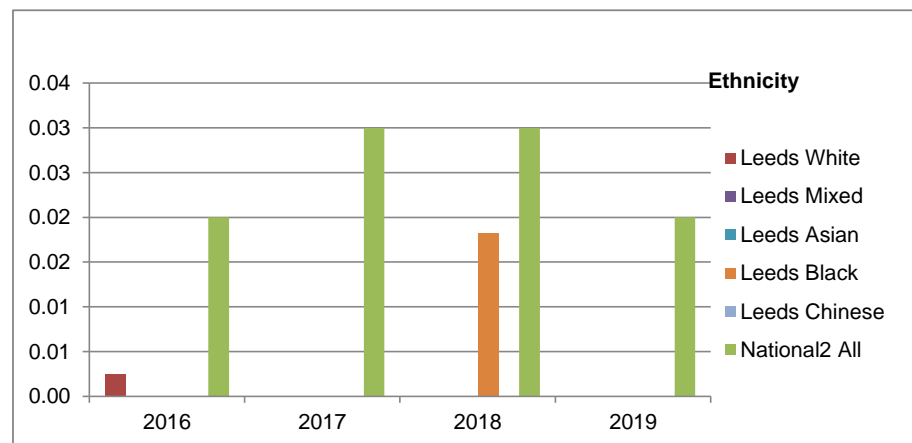
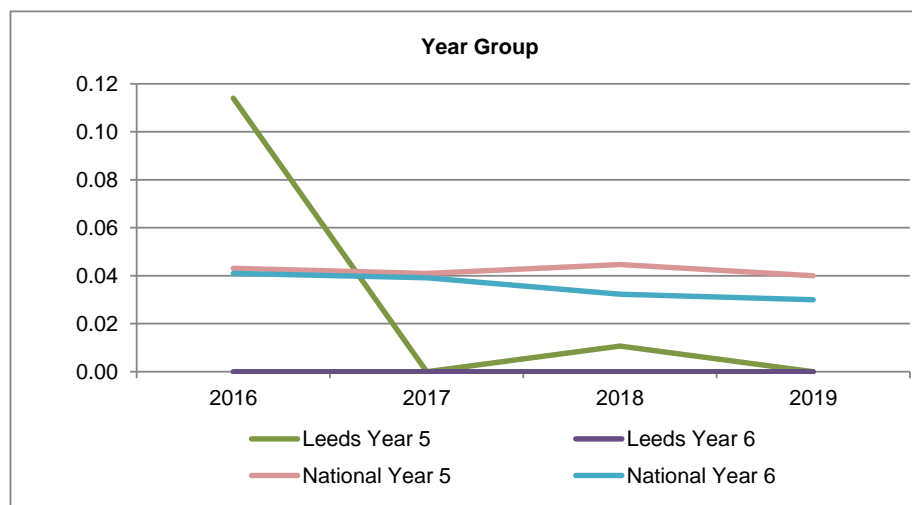


Table 5: Year Group

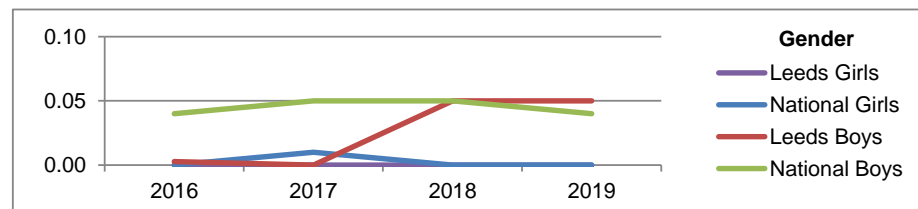
	2016	2017	2018	2019	Change
Leeds Year 1	0.00	0.00	0.00	-	N/A
Leeds Year 2	0.00	0.00	0.00	0.00	0.00
Leeds Year 3	0.00	0.00	0.00	0.00	0.00
Leeds Year 4	0.00	0.00	0.00	0.00	0.00
Leeds Year 5	0.11	0.00	0.01	0.00	-0.01
Leeds Year 6	0.00	0.00	0.00	0.00	0.00
National Year 1	0.01	0.02	0.02	-	N/A
National Year 2	0.02	0.02	0.02	0.02	0.00
National Year 3	0.03	0.03	0.03	0.03	0.00
National Year 4	0.03	0.04	0.04	0.03	-0.01
National Year 5	0.04	0.04	0.04	0.04	0.00
National Year 6	0.04	0.04	0.03	0.03	0.00



2018-19, Primary Exclusions Permanent - Learning Outcomes Dashboards, Pupil Groups

Table 6: Gender

	2016	2017	2018	2019	Change
Leeds Girls	0.00	0.00	0.00	0.00	0.00
National Girls	0.00	0.01	0.00	0.00	0.00
Leeds Boys	0.00	0.00	0.05	0.05	0.00
National Boys	0.04	0.05	0.05	0.04	-0.01



Footnotes:

¹ Number suppressed to preserve confidentiality.

² National figures include all state funded school only.

2018-19, Primary Exclusions Fixed Period - Learning Outcomes Dashboards, Pupil Groups

Table 1: Leeds All

	2016	2017	2018	2019	Change
Leeds All	0.64	0.82	0.77	0.95	0.18
National¹ All	1.21	1.37	1.40	1.41	0.01

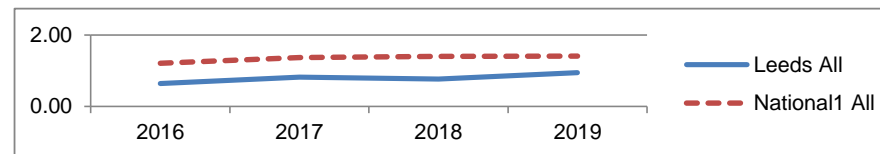


Table 2: Free School Meals (FSM)

Leeds Quartile Banding	Band D	Band C	Band B	Band A	Rank
Band B	Up to and including 11.24	Up to and including 5.18	Up to and including 3.58	Up to and including 2.33	51/151

	2016	2017	2018	2019	Change
Leeds FSM	1.89	2.42	2.33	2.82	0.49
National FSM	3.62	4.11	4.34	4.09	-0.25
Leeds Non FSM	0.39	0.51	0.47	0.53	0.06
National Non FSM	0.80	0.92	0.93	0.90	-0.03

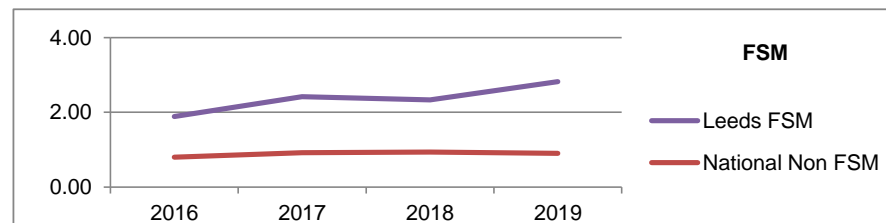
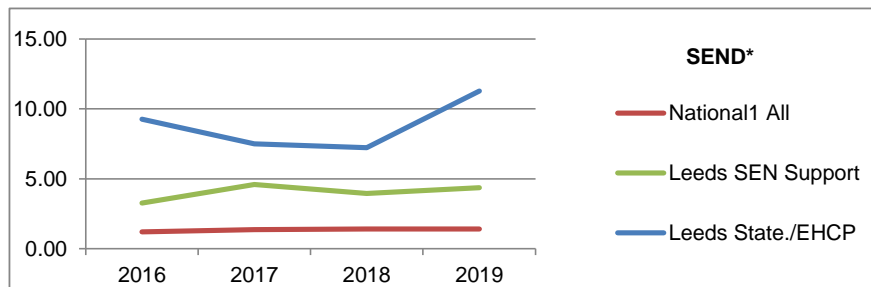


Table 3: SEND

	2016	2017	2018	2019	Change
Leeds Non SEN	0.17	0.21	0.22	0.28	0.06
National Non SEN	0.34	0.38	0.39	0.38	-0.01
Leeds SEN Support	3.27	4.58	3.95	4.36	0.41
National SEN Support	6.34	7.18	7.07	6.90	-0.17
Leeds State./EHCP	9.26	7.50	7.24	11.28	4.05
National State./EHCP	11.34	12.68	13.44	13.61	0.17



2018-19, Primary Exclusions Fixed Period - Learning Outcomes Dashboards, Pupil Groups

Table 4: Ethnicity

	2016	2017	2018	2019	Change
Leeds White	0.85	0.85	0.73	1.03	0.30
Leeds Mixed	1.22	1.85	2.37	1.88	-0.49
Leeds Asian	0.34	0.17	0.29	0.28	-0.01
Leeds Black	0.88	0.80	0.51	0.91	0.40
Leeds Chinese	0.00	0.00	0.00	0.00	0.00
National White	1.57	1.50	1.56	1.58	0.02
National Mixed	1.97	1.88	1.81	1.82	0.01
National Asian	0.29	0.27	0.25	0.26	0.01
National Black	1.78	1.62	1.57	1.45	-0.12
National Chinese	0.26	0.20	0.11	0.15	0.04

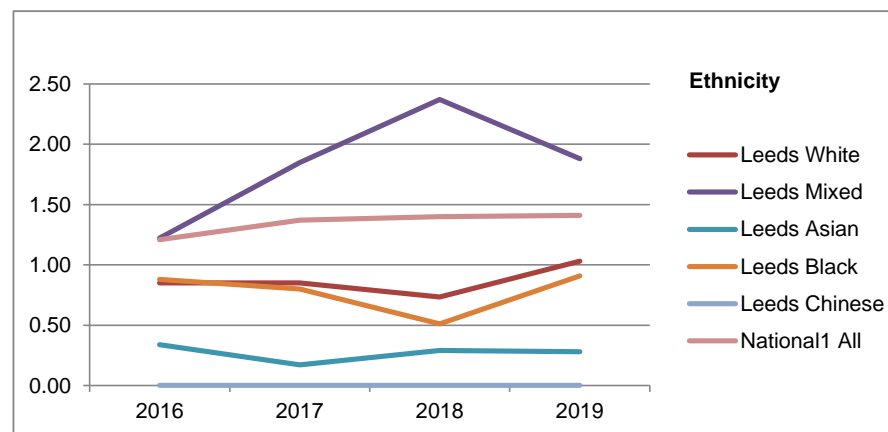
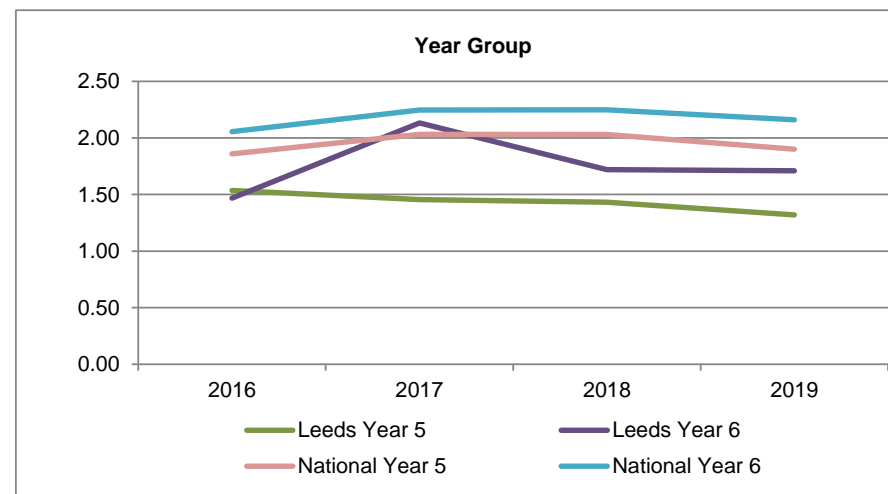


Table 5: Year Group

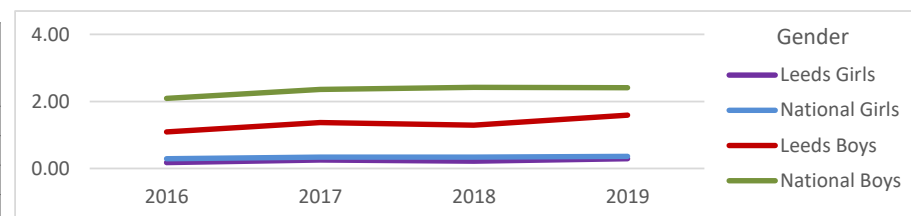
	2016	2017	2018	2019	Change
Leeds Year 1	0.13	0.23	0.19	-	N/A
Leeds Year 2	0.22	0.51	0.70	0.81	0.11
Leeds Year 3	0.87	0.60	0.74	1.40	0.66
Leeds Year 4	0.77	1.30	0.91	1.29	0.38
Leeds Year 5	1.54	1.45	1.43	1.32	-0.11
Leeds Year 6	1.47	2.13	1.72	1.71	-0.01
National Year 1	0.88	1.04	1.02	-	N/A
National Year 2	1.07	1.26	1.38	1.31	-0.07
National Year 3	1.31	1.52	1.59	1.72	0.13
National Year 4	1.56	1.73	1.71	1.70	-0.01
National Year 5	1.86	2.03	2.03	1.90	-0.13
National Year 6	2.06	2.25	2.25	2.16	-0.09



2018-19, Primary Exclusions Fixed Period - Learning Outcomes Dashboards, Pupil Groups

Table 6: Gender

	2016	2017	2018	2019	Change
Leeds Girls	0.18	0.26	0.21	0.29	0.08
National Girls	0.29	0.34	0.34	0.36	0.02
Leeds Boys	1.09	1.37	1.29	1.59	0.30
National Boys	2.09	2.36	2.42	2.41	-0.01



Footnotes:

¹National figures include all state funded school only.

2018-19, Primary Exclusions One or More Fixed Periods - Learning Outcomes Dashboards, Pupil Groups

Table 1: Leeds All

	2016	2017	2018	2019	Change
Leeds All	0.34	0.40	0.39	0.45	0.06
National¹ All	0.56	0.62	0.62	0.63	0.01

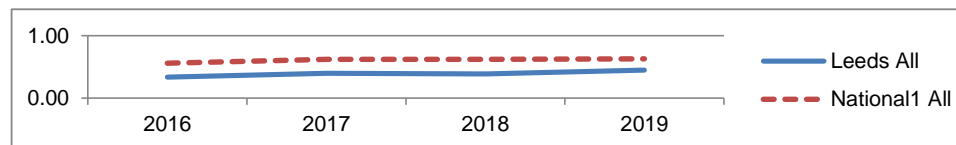


Table 2: Free School Meals (FSM)

Leeds Quartile Banding	Band D	Band C	Band B	Band A	Rank
Band B	Up to and including 3.63	Up to and including 2.18	Up to and including 1.71	Up to and including 1.11	45/151

	2016	2017	2018	2019	Change
Leeds FSM	0.89	1.06	1.14	1.23	0.09
National FSM	1.47	1.75	1.80	1.75	-0.05
Leeds Non FSM	0.22	0.27	0.25	0.27	0.02
National Non FSM	0.30	0.43	0.43	0.42	-0.01

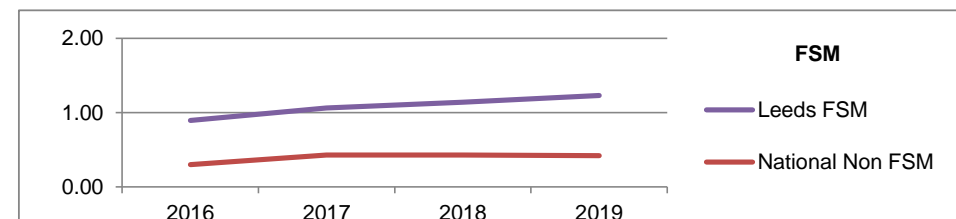
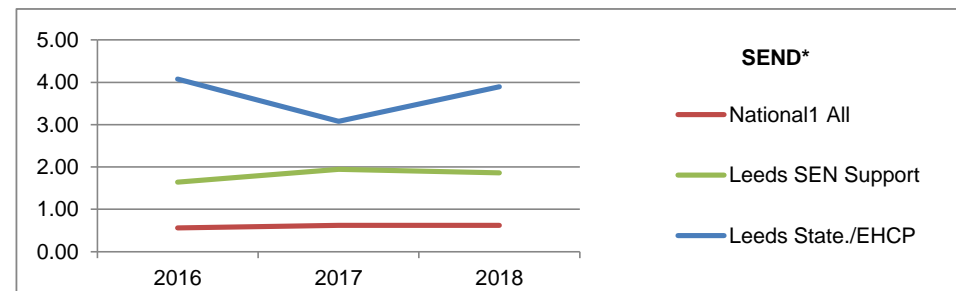


Table 3: SEND

	2016	2017	2018	2019	Change
Leeds Non SEN	0.11	0.15	0.13	0.17	0.04
National Non SEN	0.19	0.22	0.21	0.21	0.00
Leeds SEN Support	1.64	1.94	1.86	1.90	0.04
National SEN Support	2.72	2.98	2.91	2.89	-0.02
Leeds State./EHCP	4.07	3.08	3.90	4.64	0.74
National State./EHCP	4.73	5.06	5.32	5.56	0.24



2018-19, Primary Exclusions One or More Fixed Periods - Learning Outcomes Dashboards, Pupil Groups

Table 4: Ethnicity

	2016	2017	2018	2019	Change
Leeds White	0.43	0.38	0.38	0.48	0.10
Leeds Mixed	0.64	0.86	0.93	0.95	0.02
Leeds Asian	0.18	0.16	0.21	0.14	-0.07
Leeds Black	0.56	0.58	0.31	0.42	0.11
Leeds Chinese	0.00	0.00	0.00	0.00	0.00
National White	0.70	0.65	0.67	0.68	0.01
National Mixed	0.92	0.84	0.81	0.83	0.02
National Asian	0.20	0.18	0.17	0.17	0.00
National Black	0.97	0.90	0.84	0.81	-0.03
National Chinese	0.13	0.10	0.08	0.10	0.02

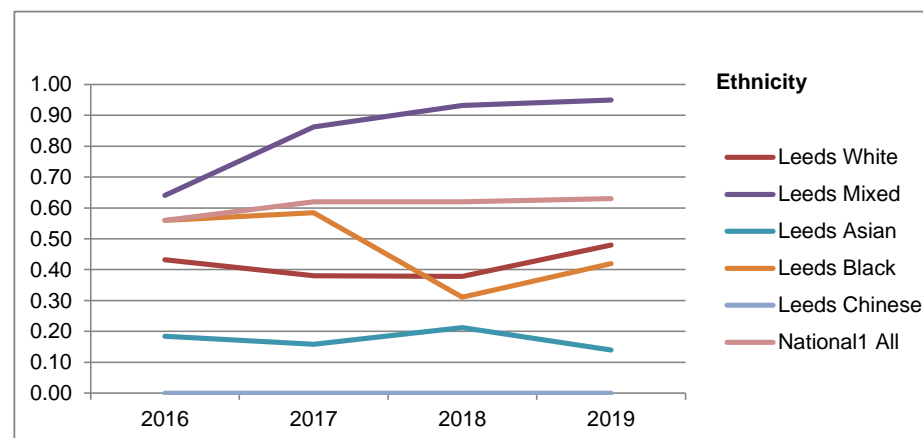
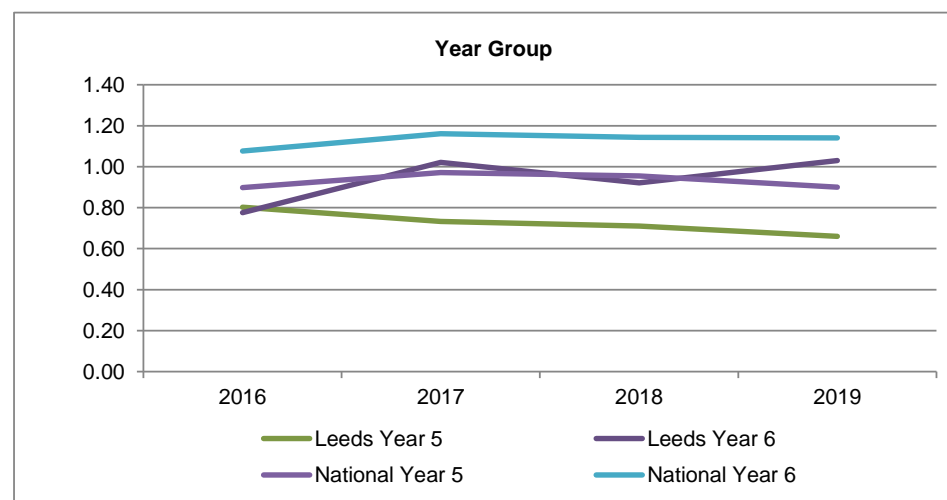


Table 5: Year Group

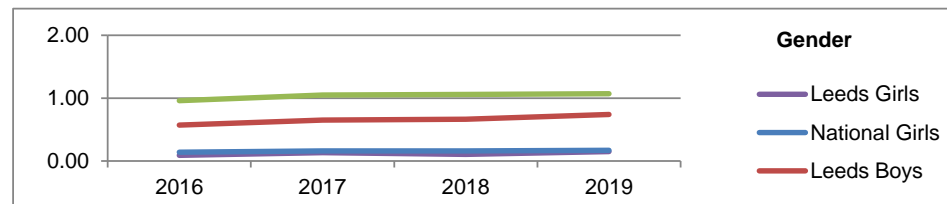
	2016	2017	2018	2019	Change
Leeds Year 1	0.07	0.13	0.10	-	N/A
Leeds Year 2	0.13	0.18	0.37	0.26	-0.11
Leeds Year 3	0.44	0.35	0.36	0.63	0.27
Leeds Year 4	0.38	0.56	0.42	0.57	0.15
Leeds Year 5	0.80	0.73	0.71	0.66	-0.05
Leeds Year 6	0.78	1.02	0.92	1.03	0.11
National Year 1	0.35	0.41	0.40	-	N/A
National Year 2	0.44	0.51	0.52	0.53	0.01
National Year 3	0.56	0.63	0.65	0.67	0.02
National Year 4	0.72	0.76	0.74	0.76	0.02
National Year 5	0.90	0.97	0.96	0.90	-0.06
National Year 6	1.08	1.16	1.14	1.14	0.00



2018-19, Primary Exclusions One or More Fixed Periods - Learning Outcomes Dashboards, Pupil Groups

Table 6: Gender

	2016	2017	2018	2019	Change
Leeds Girls	0.09	0.13	0.10	0.15	0.05
National Girls	0.14	0.16	0.16	0.17	0.01
Leeds Boys	0.57	0.65	0.66	0.74	0.08
National Boys	0.96	1.05	1.06	1.07	0.01



Footnotes:

¹National figures include all state funded school only.



Permanent and fixed period exclusions - secondary

Contents

- Table 1: Permanent Exclusions
- Table 2: Fixed Period Exclusions
- Table 3: One or more fixed period exclusion (fpex) rate

The DfE monitors levels of exclusion using key measures based on two types of exclusion – permanent and fixed period.

Permanent exclusion refers to a pupil who is excluded and who will not come back to that school (unless the exclusion is overturned).

Fixed period exclusion refers to a pupil who is excluded from a school for a set period of time. A fixed period exclusion can involve a part of the school day and it does not have to be for a continuous period. A pupil may be excluded for one or more fixed periods up to a maximum of 45 school days in a single academic year. This total includes exclusions from previous schools covered by the exclusion legislation.

Pupils with one or more fixed period exclusions refer to pupil enrolments who have at least one fixed period exclusion across the full academic year. It includes those with repeated fixed period exclusions.

Exclusions information relates to all exclusions reported across the full academic year. However, exclusion rates are calculated as a proportion of all pupils on roll as at the January Census day of the relevant academic year.

Within published exclusions statistics the DfE publish both the number of exclusions and the rate of exclusion. Rates of exclusion are a more appropriate measure for comparisons over time as they take into account changes in the overall number of pupils across different academic years. As pupils can receive more than one fixed period exclusion, in some cases the rate of exclusion may be above 100%.

Version number	V2.0
Date produced:	30th July 2020
Created by:	Uzma Ahmed
Contact details	chs.performance.and.intelligence@leeds.gov.uk
Data Status	Final
Data source	DfE Statistical First Release Exclusions 2018-19
Protective marking	Not protectively marked

2018-19, Exclusions rate in secondary schools

Table 1: Permanent Exclusions ¹

Leeds Quartile Banding	Band D	Band C	Band B	Band A	Rank
Band A	Up to and including	Up to and including	Up to and including	Up to and including	5/151
	0.82	0.31	0.20	0.14	

0.32

Leeds (actual number of exclusions)	2015	2016	2017	2018	2019
	25	25	8	5	11

	2015	2016	2017	2018	2019	Change
Leeds	0.06	0.06	0.02	0.01	0.02	0.01
National	0.15	0.17	0.20	0.20	0.20	0.00
Stat. Neighbours	0.17	0.18	0.23	0.28	0.30	0.02
Core Cities	0.20	0.24	0.25	0.21	0.20	-0.01
Yorkshire & Humber	0.12	0.16	0.16	0.19	0.21	0.02

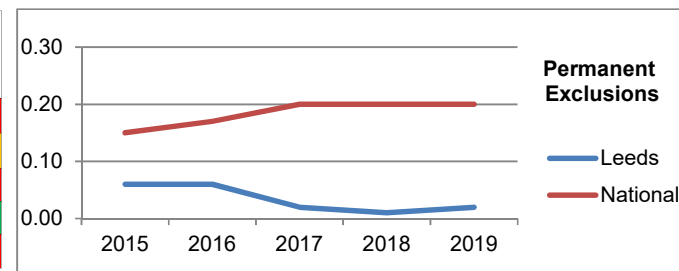
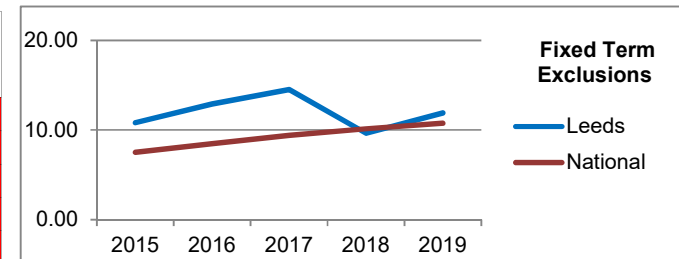


Table 2: Fixed Term Exclusions Rate¹

Leeds Quartile Banding	Band D	Band C	Band B	Band A	Rank
Band C	Up to and including	Up to and including	Up to and including	Up to and including	102/151
	52.83	13.05	9.84	7.31	

Leeds (actual number of exclusions)	2015	2016	2017	2018	2019
	3743	5734	6601	4500	5738

	2015	2016	2017	2018	2019	Change
Leeds	10.80	12.89	14.52	9.64	11.91	2.27
National	7.51	8.46	9.40	10.13	10.75	0.62
Stat. Neighbours	8.15	9.30	12.93	15.00	15.06	0.06
Core Cities	10.99	12.89	12.89	11.62	13.20	1.58
Yorkshire & Humber	11.35	13.63	15.99	15.89	17.11	1.22



Footnote: 1 The number of permanent exclusions for each school type expressed as a percentage of the number (headcount) of pupils (including sole or dual main registrations and boarding pupils) in January 2019.

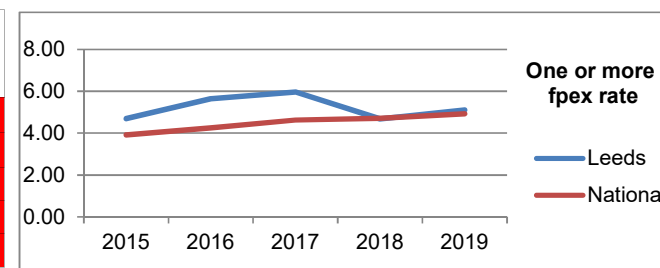
2018-19, Permanent and fixed period exclusions in secondary schools

Table 3: One or more fixed period exclusion (fpex) rate²

Leeds Quartile Banding	Band D	Band C	Band B	Band A	Rank
Band C	Up to and including	Up to and including	Up to and including	Up to and including	92/151
	13.48	5.80	4.74	4.13	

Leeds (no. of pupil enrolments with one or more fpex)	2015	2016	2017	2018	2019
	2083	2083	2713	2184	2462

	2015	2016	2017	2018	2019	Change
Leeds	4.69	5.65	5.97	4.68	5.11	0.43
National	3.92	4.26	4.62	4.71	4.93	0.22
Stat. Neighbours	4.23	4.61	5.40	5.66	6.00	0.34
Core Cities	0.61	0.63	6.14	5.76	6.20	0.44
Yorkshire & Humber	4.64	5.34	5.84	5.74	6.03	0.29



Footnote: ²The number of pupil enrolments receiving one or more fixed period exclusion for each school type expressed as a percentage of the number (headcount) of pupils (including sole or dual main registrations and boarding pupils) in January 2018.

Exclusions - Secondary Pupil Group Analysis



Contents

- Table 1 - Leeds All**
- Table 2 - FSM**
- Table 3 - SEND**
- Table 4 - Ethnicity**
- Table 5 - Year Group**
- Table 6 - Gender**

The DfE monitors levels of exclusion using key measures based on two types of exclusion – permanent and fixed period.

Permanent exclusion refers to a pupil who is excluded and who will not come back to that school

Fixed period exclusion refers to a pupil who is excluded from a school for a set period of time. A fixed period exclusion can involve a part of the school day and it does not have to be for a continuous period. A pupil may be excluded for one or more fixed periods up to a maximum of 45 school days in a single academic year. This total includes exclusions from previous schools covered by the exclusion legislation.

Pupils with one or more fixed period exclusions refer to pupil enrolments who have at least one fixed period exclusion across the full academic year. It includes those with repeated fixed period exclusions.

Exclusions information relates to all exclusions reported across the full academic year. However, exclusion rates are calculated as a proportion of all pupils on roll as at the January Census day of the relevant academic year.

Within published exclusions statistics the DfE publish both the number of exclusions and the rate of exclusion. Rates of exclusion are a more appropriate measure for comparisons over time as they take into account changes in the overall number of pupils across different academic years. As pupils can receive more than one fixed period exclusion, in some cases the rate of exclusion may be above 100%.

Version number	V1.0
Date produced:	30 July 2020
Created by:	Holly Kemp
Contact details	chs.performance.and.intelligence@leeds.gov.uk
Status	Final
Data source	DfE Statistical First Release Exclusions 2018-19
Protective marking	Not protectively marked

2018-19, Secondary Exclusions Permanent - Learning Outcomes Dashboards, Pupil Groups

Table 1: Leeds All

	2016	2017	2018	2019	Change
Leeds All	0.06	0.02	0.01	0.02	0.01
National¹ All	0.17	0.20	0.20	0.20	0.00

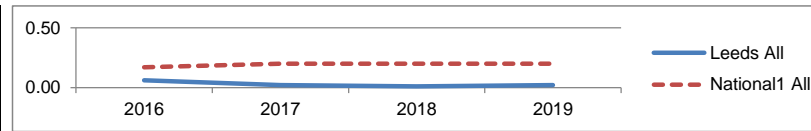


Table 2: Free School Meals (FSM)

Leeds Quartile Banding	Band D	Band C	Band B	Band A	Rank
Band A	Up to and including 2.10	Up to and including 0.91	Up to and including 0.60	Up to and including 0.34	10/151

	2016	2017	2018	2019	Change
Leeds FSM	0.13	0.04	0.03	0.06	0.03
National FSM	0.53	0.58	0.60	0.60	0.00
Leeds Non FSM	0.04	0.01	0.01	0.01	0.00
National Non FSM	0.12	0.14	0.15	0.14	-0.01

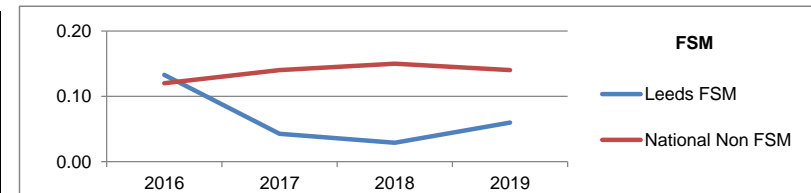
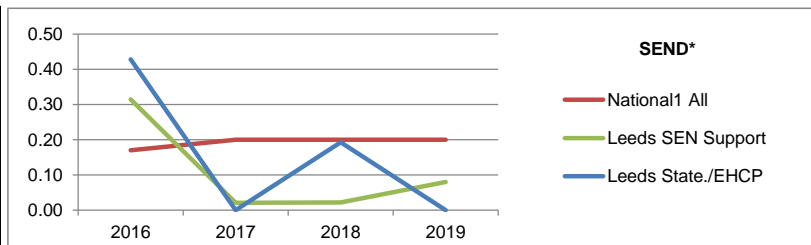


Table 3: SEND

	2016	2017	2018	2019	Change
Leeds Non SEN	0.02	0.02	0.01	0.02	0.01
National Non SEN	0.12	0.14	0.15	0.15	0.00
Leeds SEN Support	0.32	0.02	0.02	0.08	0.06
National SEN Support	0.59	0.67	0.66	0.65	-0.01
Leeds State./EHCP	0.43	0.00	0.19	0.00	-0.19
National State./EHCP	0.27	0.31	0.33	0.33	0.00



2018-19, Secondary Exclusions Permanent - Learning Outcomes Dashboards, Pupil Groups

Table 4: Ethnicity

	2016	2017	2018	2019	Change
Leeds White	0.06	0.01	0.00	0.02	0.02
Leeds Mixed	0.05	0.08	0.04	0.07	0.03
Leeds Asian	0.00	0.00	0.00	0.02	-0.02
Leeds Black	0.12	0.04	0.00	0.00	0.00
Leeds Chinese	0.00	0.00	0.00	0.00	0.00
National White	0.17	0.20	0.20	0.21	0.01
National Mixed	0.27	0.32	0.36	0.29	-0.07
National Asian	0.09	0.08	0.09	0.09	0.00
National Black	0.26	0.29	0.27	0.24	-0.03
National Chinese	0.02	0.02	0.02	0.02	0.00

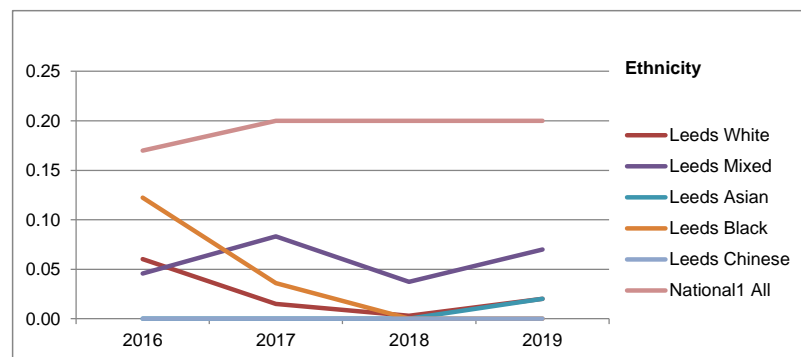
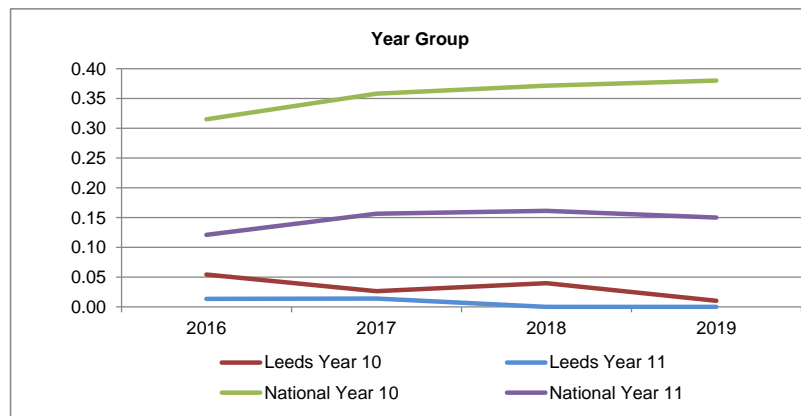


Table 5: Year Group

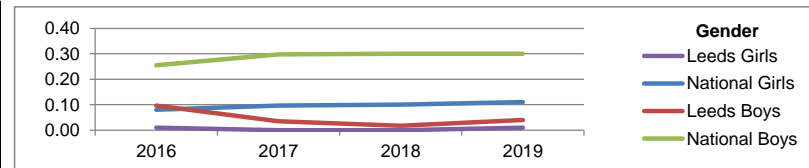
	2016	2017	2018	2019	Change
Leeds Year 7	0.05	0.04	0.01	0.01	0.00
Leeds Year 8	0.09	0.01	0.01	0.01	0.00
Leeds Year 9	0.12	0.00	0.00	0.08	0.08
Leeds Year 10	0.05	0.03	0.04	0.01	-0.03
Leeds Year 11	0.01	0.01	0.00	0.00	0.00
Leeds Year 12 & above	0.00	0.02	0.00	0.00	0.00
National Year 7	0.11	0.12	0.11	0.11	0.00
National Year 8	0.18	0.21	0.21	0.21	0.00
National Year 9	0.26	0.30	0.29	0.31	0.02
National Year 10	0.32	0.36	0.37	0.38	0.01
National Year 11	0.12	0.16	0.16	0.15	-0.01
National Year 12 & above	0.01	0.01	0.02	0.02	0.00



2018-19, Secondary Exclusions Permanent - Learning Outcomes Dashboards, Pupil Groups

Table 6: Gender

	2016	2017	2018	2019	Change
Leeds Girls	0.01	0.00	0.00	0.01	0.01
National Girls	0.08	0.10	0.10	0.11	0.01
Leeds Boys	0.10	0.03	0.02	0.04	0.02
National Boys	0.26	0.30	0.30	0.30	0.00



Footnotes:

¹National figures include all state funded school only.

2018-19, Secondary Exclusions Fixed Period - Learning Outcomes Dashboards, Pupil Groups

Table 1: Leeds All

	2016	2017	2018	2019	Change
Leeds All	12.89	14.52	9.64	11.91	2.27
National¹ All	8.46	9.40	10.13	10.75	0.62

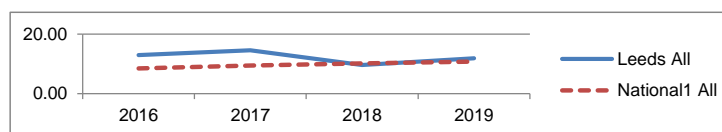


Table 2: Free School Meals (FSM)

Leeds Quartile Banding	Band D	Band C	Band B	Band A	Rank
Band C	Up to and including 126.50	Up to and including 35.30	Up to and including 25.76	Up to and including 18.23	100/151

	2016	2017	2018	2019	Change
Leeds FSM	39.05	40.76	23.71	31.81	8.10
National FSM	23.08	25.44	28.12	28.90	0.78
Leeds Non FSM	8.23	9.84	7.25	7.90	0.65
National Non FSM	6.24	7.03	7.57	7.77	0.20

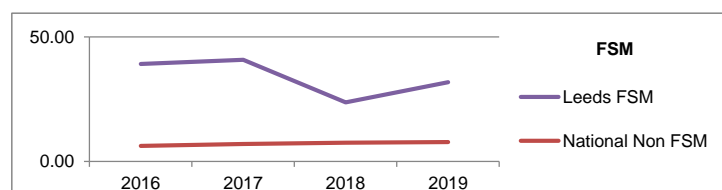
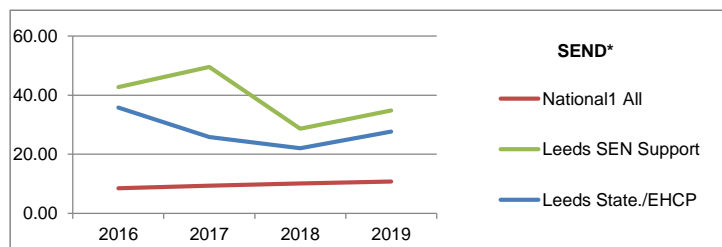


Table 3: SEND

	2016	2017	2018	2019	Change
Leeds Non SEN	9.00	10.41	7.43	9.07	1.64
National Non SEN	6.01	6.90	7.57	8.00	0.43
Leeds SEN Support	42.79	49.63	28.63	34.79	6.16
National SEN Support	25.33	27.18	28.47	29.95	1.48
Leeds State./EHCP	35.76	25.83	22.09	27.63	5.54
National State./EHCP	24.88	26.64	28.19	30.89	2.70



2018-19, Secondary Exclusions Fixed Period - Learning Outcomes Dashboards, Pupil Groups

Table 4: Ethnicity

	2016	2017	2018	2019	Change
Leeds White	14.38	16.09	10.57	13.44	2.87
Leeds Mixed	14.15	16.17	11.93	13.76	1.83
Leeds Asian	6.44	7.38	3.40	5.64	2.24
Leeds Black	7.10	8.51	4.87	5.75	0.88
Leeds Chinese	0.48	0.00	0.00	0.00	0.00
National White	8.88	9.90	10.90	11.58	0.68
National Mixed	11.12	11.87	12.26	13.12	0.86
National Asian	3.83	4.07	3.94	4.53	0.59
National Black	10.57	11.14	10.84	10.70	-0.14
National Chinese	0.93	1.19	1.20	1.28	0.08

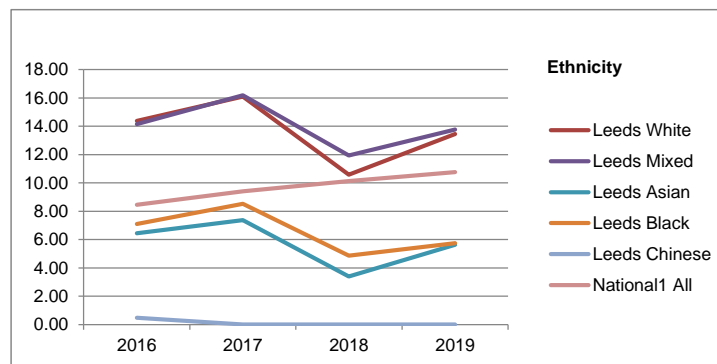
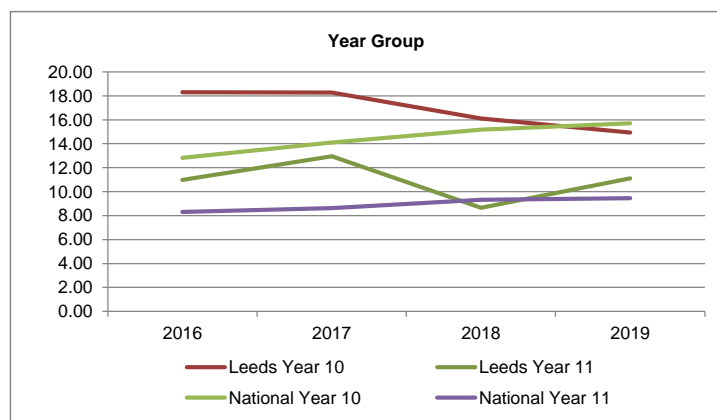


Table 5: Year Group

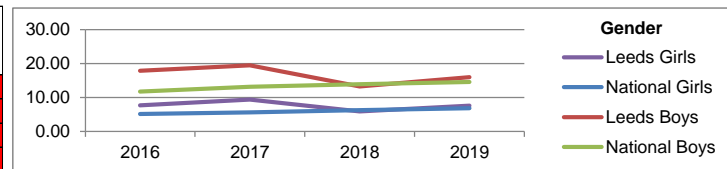
	2016	2017	2018	2019	Change
Leeds Year 7	11.37	13.83	7.59	10.40	2.81
Leeds Year 8	17.52	17.04	11.74	14.91	3.17
Leeds Year 9	17.51	20.24	12.07	17.69	5.62
Leeds Year 10	18.29	18.27	16.12	14.93	-1.19
Leeds Year 11	10.98	12.96	8.66	11.11	2.45
Leeds Year 12 & above	0.41	0.43	0.38	0.59	0.21
National Year 7	6.68	7.49	7.93	8.44	0.51
National Year 8	9.81	11.18	11.75	13.00	1.25
National Year 9	11.95	13.27	14.35	15.17	0.82
National Year 10	12.83	14.11	15.18	15.71	0.53
National Year 11	8.31	8.62	9.32	9.45	0.13
National Year 12 & above	0.48	0.55	0.65	0.64	-0.01



2018-19, Secondary Exclusions Fixed Period - Learning Outcomes Dashboards, Pupil Groups

Table 6: Gender

	2016	2017	2018	2019	Change
Leeds Girls	7.69	9.38	5.88	7.63	1.75
National Girls	5.16	5.61	6.33	6.85	0.52
Leeds Boys	17.93	19.49	13.27	16.05	2.78
National Boys	11.73	13.15	13.90	14.62	0.72



Footnotes:

¹National figures include all state funded school only.

2018-19, Secondary Exclusions One or More Fixed Periods - Learning Outcomes Dashboards, Pupil Groups

Table 1: Leeds All

	2016	2017	2018	2019	Change
Leeds All	5.65	5.97	4.68	5.11	0.43
National¹ All	4.26	4.62	4.71	4.93	0.22

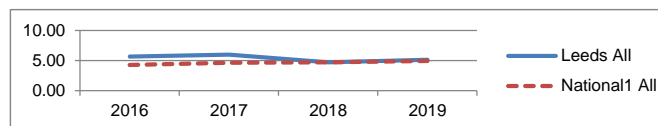


Table 2: Free School Meals (FSM)

Leeds Quartile Banding	Band D	Band C	Band B	Band A	Rank
Band C	Up to and including 23.52	Up to and including 13.09	Up to and including 11.20	Up to and including 9.52	84/151

	2016	2017	2018	2019	Change
Leeds FSM	14.36	14.35	10.66	11.48	0.82
National FSM	10.09	10.72	11.07	11.34	0.27
Leeds Non FSM	4.10	4.47	3.66	3.83	0.17
National Non FSM	3.37	3.72	3.81	3.88	0.07

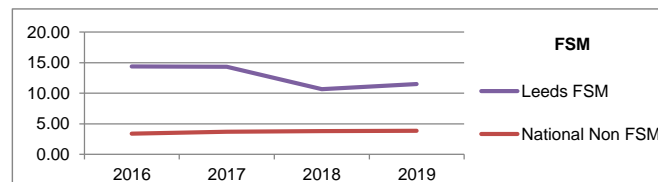
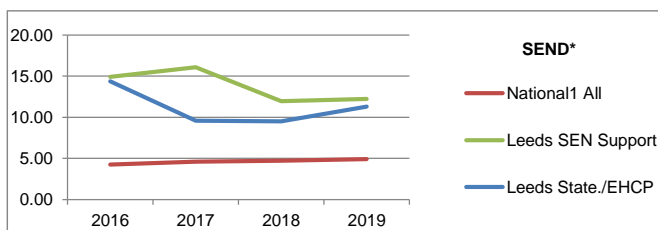


Table 3: SEND

	2016	2017	2018	2019	Change
Leeds Non SEN	4.42	4.78	3.83	4.21	0.38
National Non SEN	3.28	3.66	3.77	3.98	0.21
Leeds SEN Support	14.93	16.06	11.97	12.22	0.25
National SEN Support	11.01	11.43	11.41	11.61	0.20
Leeds State./EHCP	14.35	9.58	9.50	11.28	1.78
National State./EHCP	10.62	11.05	11.43	12.07	0.64



2018-19, Secondary Exclusions One or More Fixed Periods - Learning Outcomes Dashboards, Pupil Groups

Table 4: Ethnicity

	2016	2017	2018	2019	Change
Leeds White	5.84	6.30	4.92	5.42	0.50
Leeds Mixed	6.89	7.53	6.36	6.47	0.11
Leeds Asian	4.45	3.65	2.61	3.29	0.68
Leeds Black	5.02	5.63	3.04	3.88	0.84
Leeds Chinese	0.48	0.00	0.00	0.00	0.00
National White	4.20	4.56	4.71	4.93	0.22
National Mixed	6.02	6.37	6.35	6.58	0.23
National Asian	2.70	2.83	2.75	3.05	0.30
National Black	6.91	7.21	6.94	6.86	-0.08
National Chinese	0.75	0.80	0.86	0.94	0.08

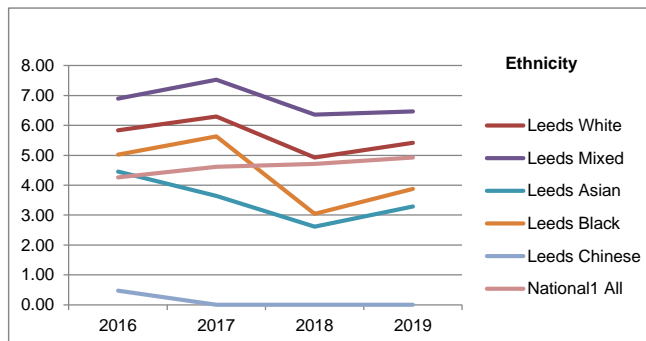
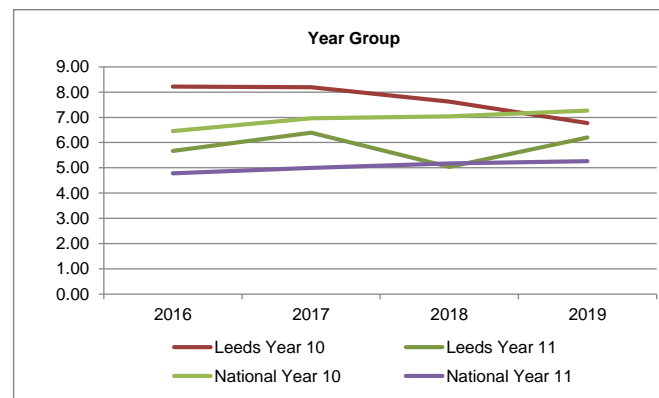


Table 5: Year Group

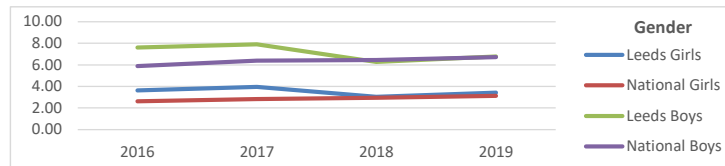
	2016	2017	2018	2019	Change
Leeds Year 7	4.47	4.61	3.43	3.76	0.33
Leeds Year 8	6.89	6.61	5.18	5.65	0.47
Leeds Year 9	7.65	7.91	5.92	7.22	1.30
Leeds Year 10	8.22	8.19	7.62	6.77	-0.85
Leeds Year 11	5.67	6.39	5.04	6.20	1.16
Leeds Year 12	0.38	0.38	0.38	0.54	0.16
National Year 7	3.08	3.37	3.39	3.54	0.15
National Year 8	4.68	5.09	5.09	5.46	0.37
National Year 9	5.79	6.30	6.34	6.66	0.32
National Year 10	6.46	6.97	7.04	7.27	0.23
National Year 11	4.78	4.99	5.17	5.26	0.09
National Year 12 & above	0.44	0.51	0.59	0.58	-0.01



2018-19, Secondary Exclusions One or More Fixed Periods - Learning Outcomes Dashboards, Pupil Groups

Table 6: Gender

	2016	2017	2018	2019	Change
Leeds Girls	3.62	3.96	3.03	3.41	0.38
National Girls	2.63	2.82	2.96	3.14	0.18
Leeds Boys	7.61	7.91	6.27	6.76	0.49
National Boys	5.87	6.40	6.44	6.72	0.28



Footnotes:

¹National figures include all state funded school only.



Exclusions - Special Schools

Contents

Table 1: Permanent Exclusions

Table 2: Fixed Period Exclusions

Table 3: One or more fixed period exclusion (fpex) rate

The DfE monitors levels of exclusion using key measures based on two types of exclusion – permanent and fixed period.

Permanent exclusion refers to a pupil who is excluded and who will not come back to that school (unless the exclusion is overturned).

Fixed period exclusion refers to a pupil who is excluded from a school for a set period of time. A fixed period exclusion can involve a part of the school day and it does not have to be for a continuous period. A pupil may be excluded for one or more fixed periods up to a maximum of 45 school days in a single academic year. This total includes exclusions from previous schools covered by the exclusion legislation.

Pupils with one or more fixed period exclusions refer to pupil enrolments who have at least one fixed period exclusion across the full academic year. It includes those with repeated fixed period exclusions.

Exclusions information relates to all exclusions reported across the full academic year. However, exclusion rates are calculated as a proportion of all pupils on roll as at the January Census day of the relevant academic year.

Within published exclusions statistics the DfE publish both the number of exclusions and the rate of exclusion. Rates of exclusion are a more appropriate measure for comparisons over time as they take into account changes in the overall number of pupils across different academic years. As pupils can receive more than one fixed period exclusion, in some cases the rate of exclusion may be above 100%.

Version number	V1.0
Date produced:	30 July 2020
Created by:	Uzma Ahmed
Contact details	chs_performance.and.intelligence@leeds.gov.uk
Data Status	Final
Data source	DfE SFR
Protective marking	Not protectively marked

2018-19, Exclusions rate in special schools

Table 1: Permanent Exclusions Rate¹

Leeds Quartile Banding ²	Band D	Band C	Band B	Band A	Rank ²
N/A	Up to and including	Up to and including	Up to and including	Up to and including	N/A

Leeds actual number of exclusions	2015	2016	2017	2018	2019
	x	0	0	0	0

	2015	2016	2017	2018	2019	Change
Leeds	x	0.00	0.00	0.00	0.00	0.00
National	0.09	0.08	0.07	0.07	0.06	-0.01
Stat. Neighbours	0.00	0.00	0.00	0.04	0.04	0.00
Core Cities	0.03	0.03	0.03	0.02	0.03	0.01
Yorkshire & Humber	x	x	x	0.02	0.03	0.01

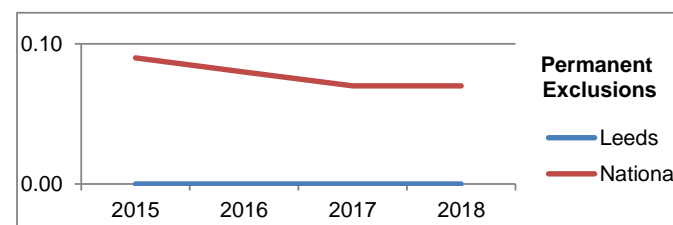
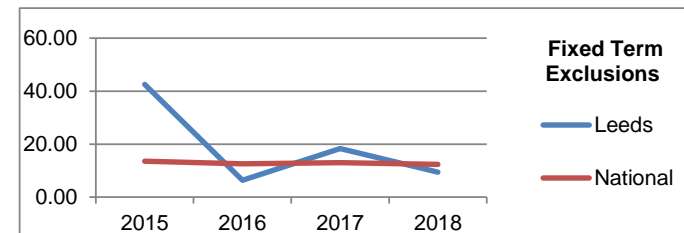


Table 2: Fixed Term Exclusions Rate¹

Leeds Quartile Banding	Band D	Band C	Band B	Band A	Rank
Band B	Up to and including	Up to and including	Up to and including	Up to and including	52/150
	211.48	14.43	7.26	3.11	

Leeds actual number of exclusions	2015	2016	2017	2018	2019
	464	71	227	129	68

	2015	2016	2017	2018	2019	Change
Leeds	42.53	6.35	18.34	9.40	4.36	-5.04
National	13.54	12.53	13.03	12.34	11.32	-1.02
Stat. Neighbours	8.34	6.33	8.92	6.09	6.41	0.32
Core Cities	15.39	10.89	15.46	13.80	12.15	-1.65
Yorkshire & Humber	11.58	5.80	6.26	4.58	4.69	0.11



Footnote: ¹The number of permanent exclusions for each school type expressed as a percentage of the number (headcount) of pupils (including sole or dual main registrations and boarding pupils) in January 2019.

² The ranking and quartile data calculations have not been provided as too many LAs have the same result.

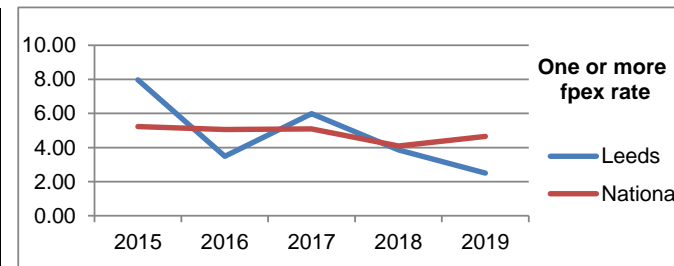
2018-19, Permanent and fixed period exclusions in special schools

Table 3: One or more fixed period exclusion (fpex) rate³

Leeds Quartile Banding	Band D	Band C	Band B	Band A	Rank
Band B	Up to and including	Up to and including	Up to and including	Up to and including	48/150
	36.07	6.19	4.28	1.87	

Leeds (no. of pupil enrolments with one or more fpex)	2016	2017	2018	2018	2019
	39	74	53	53	39

	2015	2016	2017	2018	2019	Change
Leeds	7.97	3.49	5.98	3.86	2.50	-1.36
National	5.23	5.05	5.09	4.09	4.65	0.56
Stat. Neighbours	3.91	3.30	4.68	3.39	3.63	0.24
Core Cities	5.65	5.34	6.28	6.05	5.87	-0.18
Yorkshire & Humber	3.61	2.71	2.87	2.59	2.58	-0.01



Footnote: ³The number of pupil enrolments receiving one or more fixed period exclusion for each school type expressed as a percentage of the number (headcount) of pupils (including sole or dual main registrations and boarding pupils) in January 2019.

Intelligence and Policy Service

Exclusions Trend Dashboard to 2019-20 HT1-2

Table of contents

- 1 [Secondary School Exclusions](#)
- 2 [Primary School Exclusions](#)

Please Note: Data from the "All Through" schools have been split into their primary and secondary phases. The DfE include all data from All through schools in their secondary school statistics.

Secondary School Exclusions

From 2017-18 to 2018-19, the total number of FTEX in Leeds secondary schools increased by 1,248; the number of pupils subject to them increased by 278. City wide, the percentage of secondary pupils on roll subject to FTEX increased by 0.4 percentage points from 4.8% in 2017/18 to 5.2% in 2018-19; this varied widely between schools (0.0% - 25.1%). In 2018-19, 16,631 secondary school days were lost to FTEX, an increase of 2,058 from the year before; the average days lost per pupil increased slightly from 6.7 to 6.8 (the latter varying widely between schools, from 1.0 day to 13.2 days).

Primary School Exclusions

From 2017-18 to 2018-19, the total number of FTEX in Leeds primary schools increased by 114; the number of pupils subject to them increased by 43. City wide, the percentage of primary pupils on roll subject to FTEX increased by 0.05 percentage points from 0.44% in 2017/18 to 0.49% in 2018-19; 60% of primary schools excluded no pupils at all, whilst one school excluded 8.3%. In 2018-19, 1306 primary school days were lost to FTEX, an increase of 252 from the year before; the average days lost per pupil increased from 3.5 to 3.8.

Version number	V1.0
Date produced	08/09/2020
Created by:	Intelligence and Policy Service
Contact details	CHS.Performance.and.Intelligence@leeds.gov.uk
Filepath	C:\Users\20079773\AppData\Local\Microsoft\Windows\INetCache\Content.Outlook\AUOZXV43\
Protective marking	LCC ONLY: UNSUPRESSED PUPIL COUNTS

Intelligence and Policy Service

Elective Home Education (EHE) notifications by last named school phase

Please see caution note below contents

Table of contents

- 1 [Total EHE notifications by last named school phase](#)
- 2 [Number EHE by primary phase \(last named school\)](#)
- 3 [Number EHE by secondary phase \(last named school\)](#)
- 4 [Number EHE - other \(unnamed/unknown phase of last provision\)](#)

Version number	V1.0
Date produced	05/10/2020
Created by:	Intelligence and Policy Service
Contact details	CHS.Performance.and.Intelligence@leeds.gov.uk
Filepath	U/CPS/Data/Elective Home Education
Protective marking	LCC Internal Use Only

Please note:

1 | Phase has been identified by the last named school (e.g. last school attended) and in some cases the child or young person may have become EHE during transition to secondary school, however the primary school would be named as the last attended. Therefore the primary/secondary split is an indication only and should be treated with caution/or as provisional local data

2 | The latest school name is shown. Some academies may not have been open in every years data e.g. some schools includes predecessor school data

EHE notifications by last named school phase

	201516	201617	201718	201819	201920
Primary	110	110	127	171	161
Secondary	96	159	171	215	172
Unknown	22	43	39		
Total	228	312	337	386	333

Number of EHE notifications by academic year

Last named school	201516	201617	201718	201819	201920
Total primary	110	110	127	171	161
Not known				27	20
Non-LA Maintained Settings				8	10
Ebor Gardens Primary School				1	9
Hollybush Primary School		1	7	1	6
Blackgates Primary School				1	5
Allerton Church Of England Primary School		1	3	1	4
Blenheim Primary School					4
Co-Op Academy Oakwood		1		2	4
Hovingham Primary School					4
Drighlington Primary School	2			3	3
Hunslet Moor Primary School		3			3
Long Marston Church Of England Voluntary Controlled Primary School					3
Moor Allerton Hall Primary School	1	4			3
Southroyd Primary and Nursery School			2		3
Whitkirk Primary School			1	2	3
Ashfield Primary School	1	1			2
Asquith Primary School		2	1		2
Bardsey Primary School		1			2
Beechtree Headingley Kindergarten					2
Bishop Young Church Of England Academy					2
Bracken Edge Primary School		2	2	1	2
Calverley Parkside Primary School			2		2
Horsforth Newlaithes Primary School	1		4		2
Middleton St Mary's Church of England Voluntary Controlled Primary School	2	1	3		2
North West Specialist Inclusive Learning Centre					2
Sharp Lane Primary School	2	2	2		2
Shire Oak Church Of England Voluntary Controlled Primary School				2	2
Temple Learning Academy Free School					2
Whinmoor St Paul's Church of England Primary School			1	1	2

Last named school	201516	201617	201718	201819	201920
Adel Primary School					1
Allerton Bywater Primary School					1
Armley Primary School					1
Askwith Community Primary School					1
Beechtree Steiner Initiative					1
Beeston Hill St Luke's Church of England Primary School	1				1
Beeston Primary School	3	2	1	1	1
Birstall Primary Academy					1
Bramley Park Academy		3		2	1
Carr Manor Community School (Secondary Site)				2	1
Chapel Allerton Primary School	1	1	1	4	1
Clapgate Primary School			1		1
Cobden Primary School	1		1		1
Cross Gates Primary School		3	1		1
Five Lanes Primary School	1				1
Gateways School					1
Girlington Primary School					1
Green Lane Primary Academy				1	1
Guiseley Primary School					1
Hawksworth Wood Primary School		1		1	1
Hill Top Primary Academy			1		1
Holy Family Catholic Primary School		2			1
Hunslet Carr Primary School					1
Iveson Primary School	1	2	2		1
Kirkstall Valley Primary School	1			2	1
Little London Community Primary School and Nursery	1			1	1
Little Owls Armley (Chapel Lane)					1
Micklefield C of E (C) Primary School				1	1
Mill Field Primary School		2	3	1	1
New Bewerley Community School			2	2	1
Not in a setting (Early Years only)					1

Last named school	201516	201617	201718	201819	201920
Other Overseas Schools					1
Pre school					1
Raynville Primary School	1		1		1
Richmond House School					1
Robin Hood Primary School					1
Roundhay St John's Church of England Primary School					1
Salford LEA					1
Scholes (Elmet) Primary School	1	1			1
Seacroft Grange Primary School					1
Shakespeare Primary School		3			1
St Francis Catholic Primary School, Morley			1	1	1
Swarcliffe Primary School	2	4	2		1
Talbot Primary School		1			1
The Froebelian School					1
White Laith Primary School					1
Whitecote Primary School	2	3	1		1
Wigton Moor Primary School					1
Windmill Primary School	1				1
Aberford Church of England Voluntary Controlled Primary School		1			
All Saints Richmond Hill C Of E Primary School				1	
All Saint's Richmond Hill Church of England Primary School		1			
Alwoodley Primary School				1	
Bankside Primary School		2			
Barwick-in-Elmet Church of England Voluntary Controlled Primary School	1	2			
Beechwood Primary School			4	1	
Birchfield Primary School			2		
Blackgates Primary Academy		1	2		
Bramley St Peter's Church of England Voluntary Aided Primary School				6	
Broadgate Primary School		1	1	1	
Brodetsky Primary School	1				
Brownhill Primary Academy	1	1			

Last named school	201516	201617	201718	201819	201920
Brudenell Primary School	3		3	1	
Burley St Matthias' Church of England Voluntary Controlled Primary School	2				
Calderdale LEA				2	
Calverley Church of England Voluntary Aided Primary School	2				
Carr Manor Community School (Primary Site)					
Carr Manor Primary School			1		
Castleton Primary School			1	2	
Christ The King Catholic Primary School - A Voluntary Academy	1	2		1	
Churwell Primary School	1	1	1	1	
Cookridge Primary School	2		1		
Co-Op Academy Woodlands				6	
Corpus Christi Catholic Primary School				1	
Cottingley Primary Academy	1			4	
Deepdale Community Pre-school		1			
Deighton Gates Primary School			1		
East Ardsley Primary Academy				1	
East Garforth Primary Academy				1	
Farsley Farfield Primary School				1	
Farsley Westroyd Primary School	1				
Fieldhead Carr Primary School	2				
First Nursery Leeds	1				
Fountain Primary School				1	
Gildersome Primary School	3	1	1	3	
Gledhow Primary School			2	1	
Grange Farm Primary School	2		1		
Great Preston Church of England Primary School				1	
Greenhill Primary School			4		
Greenside Primary School	1			1	
Grimes Dyke Primary School			1		
Harehills Primary School	1				
Highfield Primary School	1				

Last named school	201516	201617	201718	201819	201920
Hillcrest Academy		2			
Holy Rosary and St Anne's Catholic Primary School		1			
Holy Trinity Church Of England Academy, Rothwell	2		4	5	
Horsforth Featherbank Primary School			1	1	
Hugh Gaitskell Primary School	5	1			
Hunslet St Mary's Church of England Primary School			1		
Ingram Road Primary School	1	1		2	
Ireland Wood Primary School	2	3		1	
Kerr Mackie Primary School	1		1	2	
Khalsa Science Academy			3		
Kippax Ash Tree Primary School	2	1			
Kippax Greenfield Primary School				1	
Kirkstall St Stephen's Church of England Primary School		1			
Lady Elizabeth Hastings Church of England (Aided) Primary School (L)				1	
Lane End Primary School	1			1	
Low Ash Primary School			1		
Low Road Primary School	1		1		
Lower Wortley Primary School					
Manor Wood Primary				1	
Manston St James Primary Academy			3	1	
Meadowfield Primary School	2				
Menston Primary School	1				
Methley Primary School	1	1		2	
Middleton Primary School	3	5	1	1	
Morley Newlands Academy	5	1		1	
Morley Victoria Primary School		1			
New Horizon Community School					
Nightingale Primary Academy		1			
Otley The Whartons Primary School				2	
Oulton Primary School			4	1	
Park Spring Primary School	1	1	3	5	

Last named school	201516	201617	201718	201819	201920
Park View Primary Academy				1	
Parklands Primary School		1	2		
Pool-in-Wharfedale Church of England Voluntary Controlled Primary School				1	
Primley Wood Primary School				2	
Primrose Lane Primary School				1	
Pudsey Bolton Royd Primary School	2				
Pudsey Waterloo Primary School	1	1		2	
Queensway Primary School	3	1	3	1	
Rawdon Littlemoor Primary School		1			
Richmond Hill Academy	4	4	4		
Rosebank Primary School		1			
Rossett School			1		
Rothwell Primary School		3		2	
Rothwell St Mary's Catholic Primary School			2		
Rothwell Victoria Junior School		1			
Roundhay School				2	
Rufford Park Primary School	1	1	1	1	
Ryecroft Academy		1	1		
Sacred Heart Catholic Primary School			1		
Seven Hills Primary School		1		1	
Spring Bank Primary School	1				
St Anthony's Catholic Primary School, Beeston	3				
St Bartholomew's Church of England Voluntary Controlled Primary School	3	4	2	2	
St Benedict's Catholic Primary School - A Voluntary Academy			1	1	
St Chad's Church of England Primary School				1	
St Edward's Catholic Primary School, Boston Spa		1			
St Francis of Assisi Catholic Primary School, Beeston			1		
St Josephs Catholic Primary School, Otley - A Voluntary Academy	1				
St Josephs Catholic Primary School, Wetherby			1		
St Mary's Catholic Primary School, Horsforth - A Voluntary Academy			1	1	
St Peter's Church of England Primary School				1	

Last named school	201516	201617	201718	201819	201920
Strawberry Fields Primary School	2	1	1		
Summerfield Primary School				4	
Swillington Primary Academy				1	
Swinnow Primary School				2	
Templenewsam Halton Primary School				1	
The Grammar School at Leeds				2	
Thorner Church of England Voluntary Controlled Primary School	1	2			
Tranmere Park Primary School	1				
Valley View Community Primary School			1		
Victoria Primary Academy				1	
West End Primary School		1	1	1	
West Specialist Inclusive Learning Centre				1	
Westerton Primary Academy	1		2		
Westgate Primary School			1		
Westwood Primary School			2	1	
Wetherby St James' Church of England Voluntary Controlled Primary School	1	1		1	
Whingate Primary School	2	1	1		
Whitcliffe Mount C School		1			
Withernsea Primary School				1	
Woodlands Primary Academy	1	1	1		
Wykebeck Primary School	1				
Yeadon Westfield Infant School			1		

Number of EHE notifications by academic year

Last named school	201516	201617	201718	201819	201920
Total secondary (from last named school)	96	159	171	215	172
Not known				7	9
Brigshaw High School and Language College		9	1	6	8
Leeds City College		2	1	5	7
Pudsey Grangefield School				3	7
Royds School	4	12	19	9	7
The Farnley Academy	2	6	7	13	7
The Ruth Gorse Academy		7	3	7	7
Abbey Grange C Of E Academy		3		1	6
Cockburn John Charles Academy	4	8	6	6	6
Temple Moor High School		5	7	3	6
Woodkirk Academy	3	3	3	6	6
Benton Park School	6	1	3	2	5
Bishop Young Church Of England Academy	6	3	7	7	5
Boston Spa Academy	2		7	3	4
Bruntcliffe Academy	8	8	8	10	4
Cockburn School	9	10	12	7	4
Horsforth School	3	5	4	1	4
Ralph Thoresby School	2	1	1	5	4
Wetherby High School	1	4		2	4
Crawshaw Academy	1	2	11	7	3
Dixons Unity Academy	3	4	4	12	3
Guiseley School	1	2	3		3
John Smeaton Academy	2	3	9	7	3
Leeds Menorah School					3
Mount St Mary's Catholic High School	4		3		3
Rodillian Academy	3	3	6	6	3
St Margaret's Church of England Voluntary Controlled Primary School					3
Allerton Bywater Primary School					2
Allerton Grange School	1	1	1	3	2

Last named school	201516	201617	201718	201819	201920
Allerton High School			2	1	2
Garforth Academy	3	2	2	4	2
Lawnswood School	3		3	3	2
St Mary's Menston, A Catholic Voluntary Academy			1		2
The Morley Academy	2	3	1	6	2
Bradford LEA				1	1
Broadgate Primary School					1
Brodetsky Primary School					1
Carr Manor Community School (Secondary Site)	1	5	5	2	1
Co-op Academy Leeds				2	1
Co-Operative Academy Priesthorpe	1	1		5	1
Cottingley Primary Academy					1
Dixons Trinity Chapeltown Primary Campus					1
Drighlington Primary School					1
Gateways School	2	2			1
Gildersome Primary School					1
Leeds East Academy	3	9	4	5	1
Leeds Jewish Free School		1			1
Little Owls @ Hunslet					1
Non-LA Maintained Settings				6	1
Queen Ethelburgas College					1
Rothwell Victoria Junior School					1
Roundhay School				3	1
Salford LEA					1
Sefton LEA					1
Summerfield Primary School					1
University Technical College Leeds	1	5			1
Wakefield Girls' High School Junior School					1
Woodhouse Grove School				1	1
Ashfield Primary School				1	
Batley Grammar School	1				

Last named school	201516	201617	201718	201819	201920
Bbg Academy		1			
Bradford College	1	1	1		
Bradford Girl's Grammar School				1	
Bradford Grammar School		1			
Cardinal Heenan Catholic High School		1	1		
Corpus Christi Catholic College	1	1	5	4	
Fulneck School			1		
Leeds City Academy	2	1	2		
Leeds West Academy	3	12	8	3	
Moorlands School	1				
Morley Newlands Academy				1	
Morley Victoria Primary School				2	
New Bewerley Community School				1	
New Horizon Community School				1	
Outwood Grange Academy		1		2	
Prince Henry's Grammar School		3		5	
Pudsey Grangefield Mathematics and Computing College	1	1	1		
Rossett School				1	
Roundhay School All-through education from 4-18	1	2	1		
St Aidans Church Of England High School			1		
St John Fisher Catholic High School		1			
St Thomas A Becket Catholic Comprehensive School				1	
St Wilfrid's Catholic High School, Sixth Form and Language College	1				
Strawberry Fields Primary School				1	
Surrey LEA				2	
Tadcaster Grammar School		2		1	
Temple Learning Academy Free School		1	3	3	
The Co-operative Academy of Leeds	1				
The Elland Academy				1	
The Grammar School at Leeds	2		3		
The Stephen Longfellow Academy				1	

Last named school	201516	201617	201718	201819	201920
West Specialist Inclusive Learning Centre				1	
Whitecote Primary School				1	
Withernsea High School Specialising In Humanities				1	
Blackgates Primary School				2	
Middleton Primary School				1	

Number EHE notifications by academic year - unknown primary/secondary phase

Last named school/LA	201516	201617	201718	201819	201920
Total - phase unknown	22	43	39	0	0
(blank)	11	28	16		
Non-LA Maintained Settings	5	8	12		
Kirklees LEA	4		2		
Brontë House School			1		
Cathedral Academy		1	1		
Hanson Academy			1		
North West Specialist Inclusive Learning Centre			1		
North Yorkshire LEA		1	1		
St Thomas A Becket Catholic Comprehensive School			1		
The Froebelian School			1		
Wakefield LEA			1		
Wolverhampton LEA			1		
Calderdale LEA		1			
City of York LEA		2			
Lancashire LEA	1				
Somerset LEA		1			
Surrey LEA					
West Oaks Sen Specialist School And College		1			
Woodhouse Grove School					
York Steiner School	1				

As a public authority we need to ensure that all our strategies, policies, service and functions, both current and proposed have given proper consideration to equality, diversity, cohesion and integration.

A **screening** process can help judge relevance and provides a record of both the **process** and **decision**. Screening should be a short, sharp exercise that determines relevance for all new and revised strategies, policies, services and functions. Completed at the earliest opportunity it will help to determine:

- the relevance of proposals and decisions to equality, diversity, cohesion and integration.
- whether or not equality, diversity, cohesion and integration is being/has already been considered, and
- whether or not it is necessary to carry out an impact assessment.

Directorate: Children and Families	Service area: Learning
Lead person: Val Waite	Contact number: 0113 3783629

1. Title: Exclusions and Elective Home Education – Annual Update Report
Is this a:
<input type="checkbox"/> Strategy / Policy <input type="checkbox"/> Service / Function <input checked="" type="checkbox"/> Other
If other, please specify. The report provides information around Exclusions, Elective Home Education and Off-rolling and details of practices in Leeds.

2. Please provide a brief description of what you are screening
<p>The purpose of this report is to provide the yearly update on data and trends in regard to Elective Home Education (EHE) and permanent exclusion for 19/20 from the local authority's direct reporting processes and to provide the DfE verified fixed term exclusion data for 18/19.</p> <p>The data provided outlines Leeds position in relation to regional and national trends in exclusion. There is no current process of national data collection for Elective Home Education though Leeds shares data through the yearly ADCS survey and more locally with the Yorkshire and Humber Association of Elective Home Practitioners (AEHP).</p> <p>The report also highlights the current trends for the beginning of the new academic year 20/21 where data is now available.</p>

The report outlines changes if any since the last report in September 2019 which described in detail the Timpson report and recommendations on exclusions and the response to the Children’s Commissioners work around EHE and the topic of off rolling.

The report also provides information on the work of Children and Families during the latter part of 19/20 when the schools closed in regard to changes in policy and practice leading to the newest policy and approach by DfE and in Leeds.

3. Relevance to equality, diversity, cohesion and integration

All the council’s strategies/policies, services/functions affect service users, employees or the wider community – city wide or more local. These will also have a greater/lesser relevance to equality, diversity, cohesion and integration.

The following questions will help you to identify how relevant your proposals are.

When considering these questions think about age, carers, disability, gender reassignment, race, religion or belief, sex, sexual orientation and any other relevant characteristics (for example socio-economic status, social class, income, unemployment, residential location or family background and education or skills levels).

Questions	Yes	No
Is there an existing or likely differential impact for the different equality characteristics?		X
Have there been or likely to be any public concerns about the policy or proposal?	X	
Could the proposal affect how our services, commissioning or procurement activities are organised, provided, located and by whom?		X
Could the proposal affect our workforce or employment practices?		X
Does the proposal involve or will it have an impact on <ul style="list-style-type: none"> • Eliminating unlawful discrimination, victimisation and harassment • Advancing equality of opportunity • Fostering good relations 	X	

4. Considering the impact on equality, diversity, cohesion and integration

If you can demonstrate you have considered how your proposals impact on equality, diversity, cohesion and integration you have carried out an impact assessment. Please provide specific details for all three areas below (use the prompts for guidance).

- **How have you considered equality, diversity, cohesion and integration?** (think about the scope of the proposal, who is likely to be affected, equality related information, gaps in information and plans to address, consultation and engagement activities (taken place or planned) with those likely to be affected)

Equality Improvement Priorities have been developed to ensure our legal duties are met under the Equality Act 2010. The priorities will help the council to achieve its ambition to be the best city in the UK and ensure that as a city work takes place to reduce disadvantage, discrimination and inequalities of opportunity.

Reflecting each year on the exclusions and Elective Home Education data puts a strong focus on protecting some of the most vulnerable children and young people in the city and ensuring they are being educated in the settings most appropriate to their needs. Learning from best practice within Leeds and beyond helps groups such as pupils with Special Educational Needs, those on Free School Meals and Children in Need, all of whom are typically over-represented in exclusions figures.

- **Key findings**

(think about any potential positive and negative impact on different equality characteristics, potential to promote strong and positive relationships between groups, potential to bring groups/communities into increased contact with each other, perception that the proposal could benefit one group at the expense of another)

The report provides an analysis of the position in Leeds, with regards to elective home education and exclusions, to ensure vulnerable children and young people in the city have the best opportunities to achieve their optimum outcomes in life.

This is particularly pertinent during the Covid-19 pandemic as many more families in Leeds are facing additional challenges and are finding themselves vulnerable. Statistics also point to those from Black, Asian, Minority, Ethnic (BAME) backgrounds being more susceptible to Covid-19, along with those living in poverty and potentially on Free School Meals.

As the number of children becoming more vulnerable rises, as does the local authorities attention to support those families in need.

The pandemic has also seen a rise in children being electively home educated and ensuring those families taking this option receive the relevant support is a focus for the local authority.

- **Actions**

(think about how you will promote positive impact and remove/ reduce negative impact)

As a city, we are determined to ensure that exclusions are used appropriately and that the negative effects of exclusion on the academic outcomes for children and young people are minimised. There is also a concern that EHE numbers have risen in Leeds.

In the light of the above, the full data set of exclusions and EHE across the city in the report is being published. This will provide clarity of the situation in Leeds.

5. If you are not already considering the impact on equality, diversity, cohesion and integration you will need to carry out an impact assessment.	
Date to scope and plan your impact assessment:	
Date to complete your impact assessment	
Lead person for your impact assessment (Include name and job title)	

6. Governance, ownership and approval		
Please state here who has approved the actions and outcomes of the screening		
Name	Job title	Date
Val Waite	Head of Service for Learning Inclusion	6 th October 2020
7. Publishing		
This screening document will act as evidence that due regard to equality and diversity has been given. If you are not carrying out an independent impact assessment the screening document will need to be published.		
Please send a copy to the Equality Team for publishing		
Date screening completed	6 th October 2020	
Date sent to Equality Team	6 th October 2020	
Date published (To be completed by the Equality Team)		