

## **Report for Scrutiny Board Inquiry on Exclusions, Off-rolling and EHE: Training and support from Leeds City Council**

*The provision of training for school governors in terms of their role in monitoring school exclusions and challenging head teachers on their strategies for reducing exclusion:*

Governor training on behaviour and graduated approach to behaviour is offered by the Education Psychology team. The next session on monitoring behaviour management will be run by a Senior Educational Psychologist on 31<sup>st</sup> March 2020. Training around exclusions processes is offered to governors once a year – the next training session is 29<sup>th</sup> April with outside provider ACES (national exclusion training provider). The LA could provide more training if required – the DfE Guidance is quite extensive and it is not able to be fully covered in one session. The Governor Support Service supply suggested agenda for Pupil Support Committee meetings (see attached for example) which include items on behaviour, exclusions and EHE.

Governors can seek support from the legal department and from Lead Officer for Attendance and Exclusions Barbara Temple. Barbara attends all Permanent Exclusion governors meetings and provides verbal feedback when appropriate.

We do try and get information out to governors in other ways as well, for example Erica Hiorns (school Improvement Advisor for Leeds but also an Ofsted Inspector) did a piece on off-rolling for the Governor Update in January this year as follows:

### **Off-rolling**

Here are some headlines, provided by an Ofsted inspector, from a training session in relation to pupil movement (off rolling). This is an aspect where visibility and appropriate governor challenge is critical.

The context: In 2016-17 19,000 pupils did not progress from Y10 to Y11 (nationally) in the same state-funded school. Within this cohort of pupils there was a disproportionate number of disadvantaged pupils and pupils with SEND. Complaints to Ofsted on the subject of pupil movement are increasing and there are increasing numbers of pupils choosing to become electively home educated (EHE).

Ofsted can ask for information about pupils no longer on roll (and particular cohorts) and pupil movement. GDPR will not allow schools to withhold this evidence. They will consider reasons, timing and patterns and whether the movement of pupils led to improved school results. For pupils at alternate provision, Ofsted will be interested in if they were dual registered, according to DfE guidance. For EHE they will be interested in parental engagement.

Questions governors should be asking:

How many pupils leave the school during the year and what are the reasons for this?

How many of these pupils were on roll for the October census return in Year 11 but left before the census return in January of Year 11?

How many of these pupils have SEND? How many are disadvantaged? What are their literacy levels?

What action did the school take to address the pupils' needs before they left?

What are the yearly trends for the questions above?

Where have the pupils who left gone to?

What is the quality of the provision they have gone to?

What follow up has there been for these pupils?

The Governor Support Service include exclusions on the suggested agendas for pupil support committees. We could perhaps include more detail on here next time about the sort of questions that governors should be asking

*The extent to which parents and carers are supported in understanding the exclusion process including arrangements for appeal.*

All parents are sent a letter and information from DFE by the Lead Officer if their child is permanently excluded with the officer's direct contact details. Most parents have contact with Lead Officer before a meeting about the process of the governors meeting – what to expect and what to prepare for. Other support is offered by AIP as part of the commissioning – Re-inclusion officer role (£30K per year per AIP) is specifically for support to parents, organisation of 6<sup>th</sup> day cover for a permanent exclusion and ongoing support through Fair Access Panel back to next school place.

Some new capacity is being built into LA team under Lead Officer with 0.4 capacity of new caseworkers – we are looking to provide more support to school and parents alongside the AIP on 15 day governors' meetings. This is in the early stages while caseworkers learn the role and we see what capacity we have.

*The views of young people, including case study evidence that provides an insight into the experiences of children at risk of, as well as having first-hand experience of, being excluded and the broader lessons that have been learned in terms of supporting the needs of such children.*

The National Review of Exclusions (Timpson) involved views expressed by some young people from Southway, which is an Alternative Provision setting in the south of the city. We are including a young person on the panel of an event on exclusions run jointly with the RSA (Royal Society for the encouragement of Arts, Manufactures and Commerce) on March 19<sup>th</sup>. We have asked the Voice and Influence Team to support Children and Families Learning Inclusions with some case studies and capturing the voice of excluded young people more effectively.

Phil Mellen  
February 2020