

Exclusion – Is there another way?



<https://youtu.be/kK5xaD6TPbY>

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Is our school exclusion system working?

The UK has some of the highest rates of exclusion in the world.

Outcomes for excluded pupils are significantly worse than their peers in mainstream schools.

Certain groups are more likely to be excluded than others.

Persistent disruptive behaviour is the main reason for exclusion.



Is there a link between relationships and exclusions?

We work in education because we want to shape children's lives, we want to 'make a difference'.

Do we listen to the child or young person?

Children and young people like it when teachers are 'nice'.

The role of the trusted adult.

The value of using positive language.



What happens after exclusion?

The reality of permanent exclusion

The risks to the pupil

Does the pupil know what happens next?

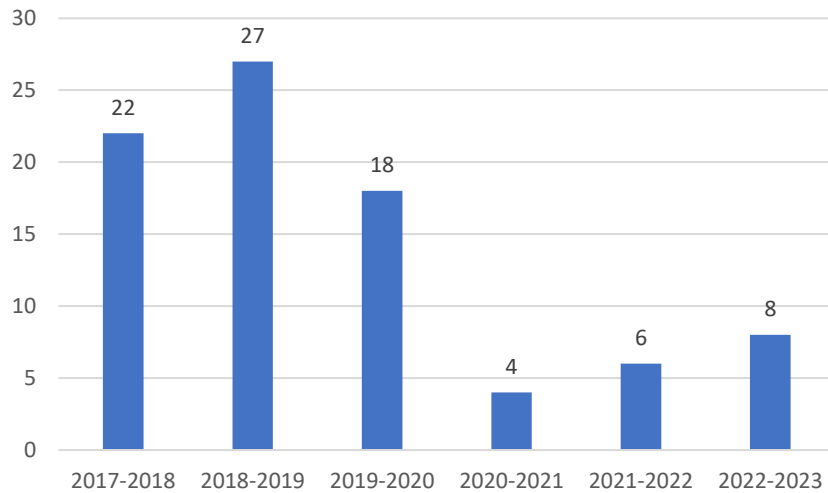
How could the process be explained and understood to a pupil at an early stage?



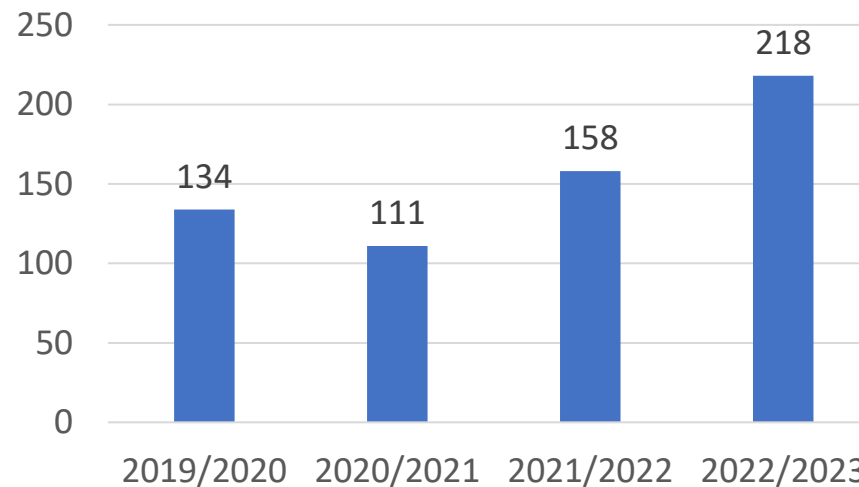
The Derby and National context



Number of permanent exclusions - primary



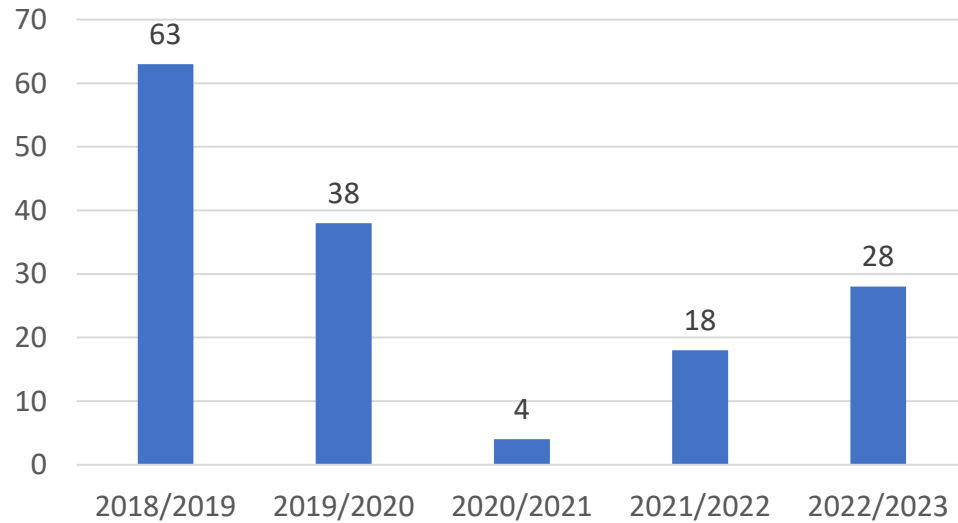
Number of suspensions - primary



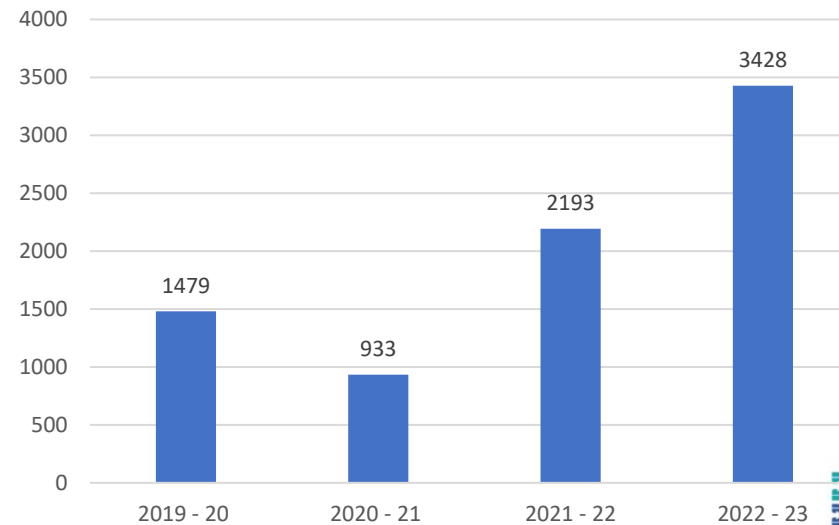
The Derby and National context



Number of permanent exclusions - secondary



Number of suspensions - secondary



Is exclusion the only way?

Exclusion should only be used as a genuine last resort.

The role of the behaviour policy.

Is exclusion a proportionate response which reflects real world consequences?

Mitigating circumstances.

What other options do schools have?



What needs to change?

- Investment in specialist in-school support to manage challenging behaviour.
- Strengthen the graduated response to supporting pupils with SEMH.
- Ensure new and existing teachers receive effective behaviour management training and CPD.
- Review 'zero tolerance behaviour policies.

