

Report of the Director of Children and Families

Report to Scrutiny Board (Children and Families)

Date: 23rd October 2019

Subject: Exclusions, Elective Home Education and Off-rolling



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

Summary

1. Main issues

- The number of children excluded from schools nationally has risen each year since 2014 (Edward Timpson (2019) "Timpson Review of Exclusions" https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/807862/Timpson_review.pdf). Analysis of the characteristics of those excluded highlighted that children who were vulnerable, had special educational needs (SEN) and those from particular ethnic groups were more liable to be excluded. In response, the then Secretary of State for Education, Damien Hinds MP, commissioned Edward Timpson in March 2018 to undertake a review of exclusions, to explore how head teachers use exclusion in practice, and why some groups of pupils are more likely to be excluded.
- The outcome of this review was published in May 2019 and contained thirty recommendations for Government to ensure that exclusion is used consistently and appropriately, and that enable the schools system to create the best possible conditions for every child to thrive and progress (See Appendix 2).
- As the Timpson report was being finalised the Children's Commissioner for England, Anne Longfield, produced a report on Elective Home Education (EHE). Numbers of EHE have increased by twenty percent in each of the last five years and have doubled since 2013/14 (Anne Longfield, Children's Commissioner for England, (2019) "Skipping School: Invisible Children - How children disappear from England's schools".

(<https://www.childrenscommissioner.gov.uk/wp-content/uploads/2019/02/cco-skipping-school-invisible-children-feb-2019.pdf>).

- In Leeds, we work in partnership with all primary and secondary schools and academies both individually and collectively, through well-established Area Inclusion Partnerships (AIP), to avoid, wherever possible, permanent and fixed term exclusions. A positive outcome of our close partnership with schools and multiagency supportive structures, including the weekly held Social Emotional and Mental Health Panel (SEMH Panel), is a significant reduction of permanent exclusions. Leeds has the third lowest rate of permanent exclusions in the country, much better than the national average, statistical neighbours and core cities.
- Leeds fixed term exclusion rate has been rising since 2014, in line with a national trend. Leeds had a higher rate than all comparators. However, in 2017/18 Leeds fixed term exclusion rate decreased and is now below national and all other comparator averages for fixed period exclusions. Further comparative information is set out in the Learning Outcomes Dashboards at Appendix 3a and Appendix 3b.

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

- As outlined in this report, there are clear processes and partnership arrangements in place to ensure that the focus on children and young people are safe and feel safe. The support and challenge to schools through Area Inclusion Partnerships, Early Help and RES teams as well as through Learning Inclusion and School Improvement teams directly works to the Best Council Plan of improving education attainment and closing achievement gaps of children and young people vulnerable to poor learning outcomes. In terms of exclusions there is ongoing analysis of the outcomes of schools for their post-16 results against their fixed term and permanent exclusion rates to investigate any potential correlation.
- The work of the EHE team also links directly to being safe and feeling safe and to improving education attainment and closing achievement gaps of children and young people 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 offers 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 contact with Area Inclusion Partnerships and funding for the EHE team within Learning Inclusion has no addition resource implications. If however the legislation changes around EHE processes and all parents are required to register their children, it is anticipated that the LA will need more resource for an expected increase in EHE numbers for the registration processes and then safeguarding and education plan assessments. The DFE have requested an outline figure from each LA for this anticipated additional work we have presumed on the basis that this would be funded by government. In Leeds has been estimated as likely to be around £300K for admin and additional EHE team posts.

Recommendations

The Scrutiny Board is asked to consider and provide any comment on the Exclusions, EHE and Off-rolling information presented within this report.

1. Purpose of this report

- 1.1 The purpose of this report is to seek the views of the Children and Families Scrutiny Board on the latest position regarding Exclusions, EHE and Off-rolling. The information presented within this report was also considered by the Executive Board during its meeting on 18th September 2019.

2. Background information

- 2.1 The Government commissioned Edward Timpson, the former Minister for Children to undertake a review of exclusions in England due to concerns about both the rate of exclusion which had increased each year from 2014. Between 2014 and 2017, permanent exclusions have increased from 0.06% to 0.10% for all state-funded primary, secondary and special schools, this is an increase of 2776 permanent exclusions. Fixed period exclusion for all state-funded primary, secondary and special schools have risen from 3.5% to 4.76% between 2014 and 2017. This is an additional 40,625 pupil exclusions in 2017 compared to 2014. There were also concerns that some groups of children were more likely to be excluded.
- 2.2 These include boys, children with SEN, those who have been supported by social care or come from disadvantaged backgrounds, and children from certain ethnic groups. Data from the Department for Education highlighted that children eligible for Free School Meals are around four times more likely to be excluded than children who are not eligible for Free School Meals. Pupils from these groups in Leeds are also more likely to be excluded. The purpose of Timpson's review was to explore how head teachers use exclusion in practice, and why some groups of pupils are more likely to be excluded and to make recommendations on how arrangements could be improved to ensure that exclusion is used consistently and appropriately, and that enable the schools system to create the best possible conditions for every child to thrive and progress.
- 2.3 The terms of reference for Timpson's review did not include an examination of the powers head teachers have to exclude. The Government took the view that it is the right of every head teacher to enable their staff to teach in a calm and safe school, just as it is the right of every child to benefit from a high-quality education that supports them to fulfil their potential.
- 2.4 Head teachers and school governors must follow statutory guidance issued by the Department for Education when excluding a child. (https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf - September 2017)

The guidance says:

- Only the head teacher of a school can exclude a pupil and this must be on disciplinary grounds

- A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently
- Permanent exclusion should only be used as a last resort, in response to a serious breach or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school
- The decision to exclude a pupil must be lawful, reasonable and fair.

- 2.5 The Timpson Review found that there was general support from head teachers, parents and pupils for exclusions although a significant number in each group dissented from this view.
- 2.6 Timpson found that there was considerable variation in the use of both fixed term and permanent exclusions:
- In 2016/17, 54% of the total number of permanent exclusions were in the quarter of highest excluding LAs, and only 6% in the quarter that excluded the fewest
 - Over 17,000 mainstream schools (85% of all mainstream schools in England) issued no permanent exclusions in 2016/17. 94% of all state-funded primary schools and 43% of all state-funded secondary schools did not issue any permanent exclusions, but 0.2% of schools (47 schools, all of which are secondary schools) issued more than 10 in the same year
 - Rates of fixed period exclusion also vary across LAs, ranging from 0.0% to 21.42% and, at a school level, just under half (43%) of mainstream schools used none at all, while 38 schools issued over 500 each in a single year [Timpson Review of Exclusions p9]
 - In 2017-18 Leeds ranked 1st (lowest number) of all Local Authorities for Primary permanent exclusions and 4th for Secondary permanent exclusions.
- 2.7 The analysis produced for Timpson's review found that 78% of permanent exclusions issued were to pupils who either had Special Educational Needs, were classified as in need or were eligible for free school meals and that 11% of permanent exclusions were to pupils who had all three characteristics. [Timpson Review of Exclusions p10]
- 2.8 Timpson found that the reasons that some groups of children and young people were disproportionately liable to exclusion were complex and reflected factors that related to the individual and their circumstances, their school and community, the support that is available to children and young people and their families and the working relationship between schools and local authorities.
- 2.9 However, Timpson also highlighted that, 'it is clear that the variation in how exclusion is used goes beyond the influence of local context, and that there is more that can be done to ensure that exclusion is always used consistently and fairly, and that permanent exclusion is always a last resort, used only where nothing else will do' [Timpson Review of Exclusions p5].
- 2.10 Timpson cautioned against setting a national or optimal rate for exclusions as, 'exclusion rates must be considered in the context in which the decisions to exclude are made. A higher exclusion rate may be a sign of effective leadership in one school, and in others a lower exclusion rate may reflect strong early intervention strategies that have been put in place. In contrast, higher rates of

exclusion could demonstrate schools not putting in place enough interventions before excluding too readily, while lower rates could be indicative of children being pushed out of school without the proper processes being followed. We should not artificially increase or decrease the use of exclusion, but we should create the conditions where exclusion is used effectively and appropriately. In doing this, the right level of use will be maintained'. [Timpson Review of Exclusions p54]

- 2.11 Instead Timpson called on the Department for Education to look closely at the patterns for individual schools, whatever their type, alongside the outcomes of Ofsted inspections on the effectiveness of their approaches to managing behaviour. Timpson welcomed the new draft school inspection framework from Ofsted which will include a focus on exclusions, including rate and trend over time, and as he had 'seen and heard some credible evidence that a small number of schools are 'off-rolling' children for their own interests.' [Timpson Review of Exclusions p54]
- 2.12 Ofsted defined off-rolling as 'the practice of removing a pupil from the school roll without using a permanent exclusion, when the removal is primarily in the best interests of the school, rather than the best interests of the pupil. This includes pressuring a parent to remove their child from the school roll' to home educate.
- 2.13 The issue of 'off-rolling' was also highlighted in "Skipping School: Invisible Children-How children disappear from England's schools", a report into the increase in Elective Home Education. Elective Home Education is where a parent decides to remove their child from school and educate them at home. The Government does not collect any data on the number of children educated at home. However, because it is an issue of concern the Association of Directors of Children's Services collect data from local authorities. This has revealed that the number of children and young people educated at home has increased by about 20% in each of the last five years and has doubled since 2013/14. There have always been groups who have home educated for religious or philosophical reasons. The biggest rise appears to be in children eligible for Free School Meals, those with Special Educational Needs and previous social care involvement – some of our most vulnerable groups.
- 2.14 Whilst the Children's Commissioner found that for many parents and children the decision to home education was a positive choice, for others the decision was made because they did not feel that their children's needs were being met in mainstream education and in some cases parents felt pressured to remove their child from school to avoid exclusion and/or avoid attendance prosecution. She states the following in her report: 'There are clear indications that the growth in home education is related to the rise in children leaving school due to their needs being unmet. Local authorities say the main reasons children in their area are being home educated are "general dissatisfaction with the school" and "health/emotional reasons" Ofsted's Chief Inspector Amanda Spielman has warned that there is a lot of anecdotal evidence that parents are also home educating their children under duress, because they are being encouraged to do so by the school, or because they want to keep the child out of sight of the state.'
- 2.15 Both Timpson and the Children's Commissioner made a number of recommendations to Government to improve ensure that exclusion is used

consistently and appropriately, and that enable the schools system to create the best possible conditions for every child to thrive and progress.

2.16 The recommendations made by Timpson were shaped by a recognition that reducing exclusions and improving educational outcomes for those children and young people currently most vulnerable to exclusion requires jointed up approach by schools, and local authorities and partner agencies. His recommendations are grouped under 4 headings:

- Ambitious leadership: setting high expectations for every child
- Equipping: giving schools the skills and capacity to deliver
- Incentivising: creating the best conditions for every child
- Safeguarding: ensuring no child misses out on education

2.17 The full recommendations are included as Appendix 2 of this report. However, two recommendations are of particular interest:

- The first is that 'the Department for Education should make schools responsible for the children they exclude and accountable for their educational outcomes'. This is designed to reduce the issue of off-rolling. We wait to see more detail on this and how this would address the situations where students are permanently moved to an alternative provision without being excluded from their originating school. If students are temporarily in an alternative provision or dual rolled then the results still sit with the original school.
- The second is that the 'Department for Education 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'. This recommendation mirrors the arrangements that are in place in Leeds through the close partnership work between the LA and the Area Inclusion Partnerships.

3. Main issues

3.1 In Leeds, the work to support inclusion and reduce exclusions is taken forward through an innovative partnership between the local authority and schools. The local authority funds Area Inclusion Partnerships to provide on early support for pupils who may present with social, emotional and mental health difficulties in the classroom that may cause a barrier in their success and may lead to behaviours that detract from learning. Working together schools promote inclusion and prevent exclusion through the provision of early support inside and outside the classroom, managed moves, commissioning appropriate alternative provision and supporting the re-integration of pupils back into mainstream education. The Area Inclusion Partnerships also provide a mechanism to share good practice across the city. There are five Area Inclusion Partnerships (AIPs) across the city and all maintained schools and academies and free schools belong to an Area Inclusion Partnership, unless they specifically choose not to.

- 3.2 The work of the Area Inclusion Partnerships is coordinated and monitored through reports and regular meetings of the Area Inclusion Chairs which are chaired by the Head of Learning Inclusion. Since the establishment of the AIPs and the focus on exclusions, we have made progress in supporting young people at risk of exclusion and schools behaviour support.
- 3.3 In September 2016, the Social, Emotional and Mental Health (SEMH) Pathways Panel was established following the closure of Leeds Pupil Referral Units and additional commissioning of partnership work with of the Area Inclusion Partnerships,. The panel is multi-agency and meets weekly to provide a forum for schools to discuss how to collectively support children with SEMH needs. The panel helps to ensure that, if there is a notified permanent exclusion, all means have been considered to seek an alternative to this action.
- 3.4 As a result of the approach taken in 2016/17 Leeds has remained in the first quartile nationally for permanent exclusions including being the 4th lowest at Secondary in 2017/18. In 2018/19 there were 32 notifications of permanent exclusion from Leeds schools and academies this year. However, 13 of these were confirmed at governor's panel meetings as 19 were withdrawn and other alternatives provided, following support from the Area Inclusion Partnerships and Social, Emotional and Mental Health Panel.
- 3.5 The creation of the Head of Learning Inclusion post in Summer 2018 has provided an opportunity for further cohesion across teams within Children and Families and provides an appropriate structure to support the 3As strategy. The Learning Inclusion service continues to work closely with the development of the Early Help Service and Restorative Early Support Teams.
- 3.6 Given Leeds success in reducing permanent exclusions it is perhaps to be expected that Leeds would have a slightly higher rate of fixed term exclusions. However, for the rate of fixed term exclusions, Leeds remains in the 1st quartile nationally at primary and the 3rd quartile for secondary which, for both, is now below national and all other comparator averages. For average length of fixed term exclusion, however, Leeds is ranked 148th out of 152 authorities with our average being 6.7 days per exclusion.
- 3.7 The picture in Leeds is similar to that found by Timpson nationally in that there has been a rise in fixed term exclusions over the past two years, with the majority of fixed term exclusions being made by secondary schools.
- 3.8 Table 1 provides a breakdown of primary exclusions across all 233 primary schools in Leeds. Whilst these are generally low there has been a rise in the number and length of exclusions over the last two years and trends for the first term of 18/19 indicate that there will be a further increase in the current years. Appendix 1 provides a breakdown of permanent and fixed term exclusions for Primary and Secondary Schools. Special schools are not included in this data.

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 ⁽¹⁾
18/19 term one ⁽¹⁾	250	147	875	437.5

Source: DfE statistical first release, 2019/School census 2018/19.

1| Data provisional and not validated.

- 3.9 Table 2 provides a breakdown of Secondary exclusions over the same period. It highlights that while there has been a fall in both the number of exclusions and number of pupils excluded between 16/17 and 17/18, the length of excluded days lost has not decreased in the same way. This indicates that the average length of an exclusion increased. The verified data from the first term of last academic year 18/19 appears to show that this trends has continued in the current year.

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 term one	2038	1194	11426 ⁽¹⁾	5713

Source: DfE statistical first release, 2019/School census 2018/19.

1| Data provisional and not validated.

- 3.10 As with the analysis in the Timpson Review, Leeds local data reveals that there is considerable variation in the use of exclusions between schools. **Appendix 1** provides a breakdown by school of permanent and fixed term exclusions. As noted by Timpson some caution is needed in interpreting the data as high rates of exclusion may occur for a variety of reasons. However, what is clear is that 12 Secondary schools account for 64 percent of all exclusions in the city. Data on exclusions is shared with schools and the local authority works closely with schools on this issue through the School Improvement Service. The data also shows that, while some schools have been very successful in reducing exclusions and the length of exclusions over time, others have a consistent pattern of either high numbers or high average lengths.
- 3.11 The tables do not show other associated data such as internal exclusions or where schools have moved students permanently to an alternative provision so that they

do not appear on the school roll. The data also does not reflect the knock on effect that fixed term exclusions can have, including periods of internal isolation, reduced timetables and increased absence. These measures are not reported to the council currently.

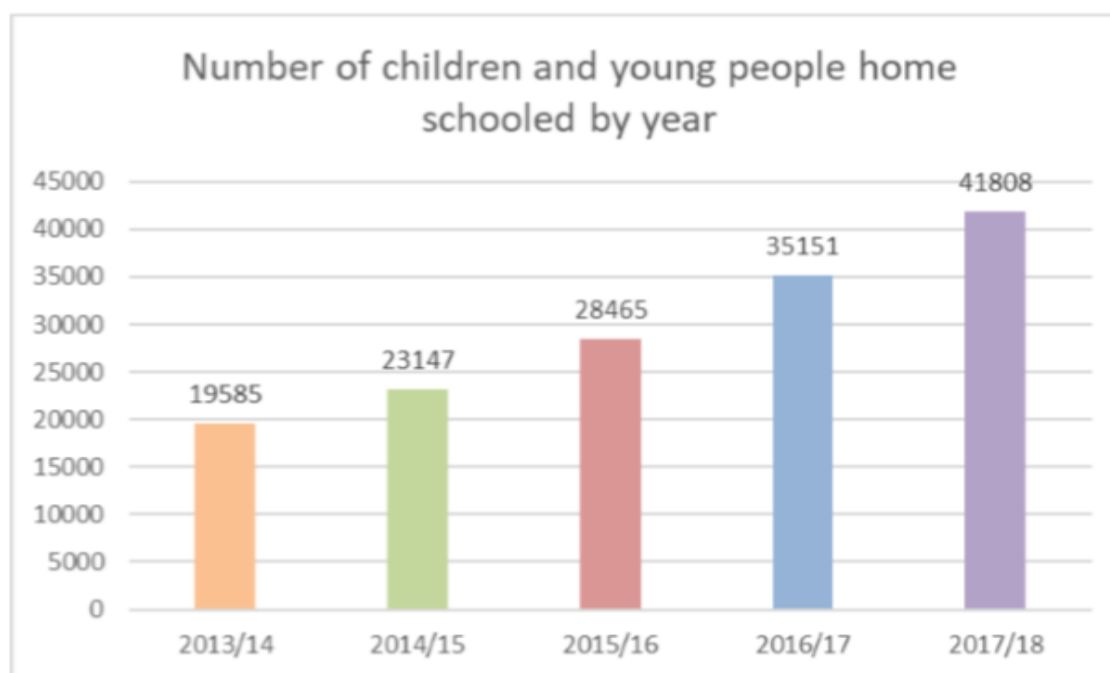
- 3.12 Children and Families has worked closely with individual schools where exclusion levels have been high, offering support and challenge. This has seen a drop in their fixed term exclusions in those schools. There will be analysis of the outcomes of schools for their post-16 results against their fixed term and permanent exclusion rates to investigate any potential correlation.
- 3.13 As part of the 3As strategy, which focuses on attendance, attainment and achievement, we are encouraging schools and partners to join together to ensure the issues outside of school which may be affecting the progress of the child are considered in the widest context. This means join up between Area Inclusion Partnerships, Early Support Hubs and Clusters to enable support to the child and their family in and out of school.
- 3.14 Exclusions and off-rolling are one of the eight priorities of the 3As Strategy and we will continue to support and challenge schools around this vital issue. We have recruited additional staff to enable us to attend more Governor Panels which follow on from permanent exclusions or long term fixed term exclusions.
- 3.15 The local authority anticipates that the government will be reviewing school and LA resource levels for all vulnerable children including those with specific special educational needs running alongside the focus of the new Ofsted framework.
- 3.16 **Elective Home Education**
- 3.17 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.

All 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. As both the EHE team and attendance team in Leeds are now under the same lead officer the speed of moving cases where there is no evidence of suitable education has accelerated in the last year. The schools attendance service was instructed with 136 school attendance orders – of these 95 cases have been closed to the school attendance team to date with the following outcomes:

- 42 have returned to school
- 27 provided more information that moved to have assessment of suitable education at home and continued on the elective home education list
- 9 were reported to Children Missing Education as could not be found in Leeds
- 11 were above compulsory school age before the SAO could be implemented and have been added to the post 16 team for follow up
- 6 new cases to be allocated this week
- 41 currently open cases going through process to either return to school through FAP or provide evidence of suitable education by specific timescale.

- 3.18 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. The EHE team undertakes safeguarding visits and assesses the suitability of education plans sent in by parents. If they are not suitable, despite support, then school attendance order processes are evoked, undertaken by the attendance team.
- 3.19 The lead officer for Elective Home Education has responded to the Children's Commissioner and ADCS requests for Leeds data. In the recent consultation with local authorities, Leeds outlined the likely additional resource needed to respond to the notion of a statutory registration process.
- 3.20 In the report, "Skipping School: Invisible Children - How children disappear from England's schools", the Children's Commissioner, Anne Longfield outlined her concerns that not only had the number of electively home educated children doubled nationally since 2013/14 (see table 3 below) but also that evidence is gathering that some parents have made the choice to home educate under pressure rather than as previously seen as a planned philosophical / personal decision.

Table 3



Source: Skipping School: Invisible Children - How children disappear from England's schools

- 3.21 The report also added concern that these figures may not reflect all children and young people who were home educated as no formal statutory registration process is currently in place and as such *'According to a survey by ADCS, only 7% of local authorities are confident that they are aware of all the children being home schooled in their area. The total number of children being home educated is therefore likely to be higher than the figures above suggest.'*
- 3.22 In terms of impact, the commissioners report notes that EHE pupils 'are four times as likely to end up classified as NEET – not in education, employment or training – once they reach 16.
- 3.23 In Leeds, as with our regional colleagues, there has been an increase in EHE notifications in line with the national trend over the last 3 years.

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

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

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

	2015/16	2016/17	2017/18	2018/19
Primary	110	110	127	165
Secondary	96	159	171	213
Unknown (from other LA and CME referrals	22	43	39	
	228	312	337	378

While it is understood that there are a range of reasons that lead to a parent to choose to home educate and that many parents have a deep philosophical reason or specific reason for this choice, taking this action in late KS3 and KS4 seems more likely to be due to pressure from school or avoidance of further exclusion, attendance processes or medical reasons. In the last year the EHE team have reported an increase in EHE notifications where the child has free school meal eligibility and also collated information that more have had previous social care interventions. Work to look into this further with social care colleagues is underway. The specific groups in Leeds that show the fastest growth are:

- GRT year 7 pupils who notify the intention to home educate at end of year 6 or beginning of year 7 and then continue home educate to year 11 and then access college
- Potential off rolled students in Year 11 in first term Year 11 /summer term Year 10 (before January census when they would count on a school's exam results). The names of these students are shared with the relevant AIP to seek support to return them to their previous school as soon as possible. Where this is not feasible we have offered some tuition to ensure access to exams paid for by the schools. As outlined our concern is that these young people are more likely to be FSM eligible
- KS3 and KS4 young people with medical or mental health needs
- Reception or Year 1 where the parent is not happy with the school offered

3.24 In the light of the above, we are publishing the data set for the past 3 years of EHE notification by school (Appendix 4). The DfE publishes data annually and the Children's Commissioner has stated her intent to publish the 'worst offenders' in the near future.

3.25 Appendix 4 also shows notification of EHE by school and by year group.

3.26 Colleagues in the Learning Inclusion Service within Children and Families take relevant action based on the analysis of the EHE data and are active in challenging the practice of off-rolling working with the commissioned Area Inclusion Partnerships in cases where parents have raised this as being pressured to make this choice and where there is information that provides a context suggesting this is the case. Where the decision to home educate has come after October and the young person is not able to return to school for a number of complex reasons, we have offered some tuition through the Pupil Tuition Service to enable them to access their GCSE exams. Schools have paid for the exams and made arrangements for the student. Some very vulnerable young people have accessed exams through this service.

4. Corporate considerations

4.1. Consultation and engagement

- 4.1.1. Leeds hosted the ADCS regional meeting around exclusions, EHE and off rolling concerns sponsored by the Chief Officer for Partnerships and Health and the Deputy Director of Children and Families (Education) in May 2019. The recommendations from this report are incorporated in Appendix 5. Work with regional colleagues is ongoing and further reports are anticipated in January 2020.
- 4.1.2. 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 once a term. This also supports ongoing consultation and engagement.
- 4.1.3. The Exclusions, EHE and Off-rolling report was welcomed by members of the Executive Board during its meeting on 18th September 2019.

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, coupled with challenging the practice of off-rolling 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 This report provides context on a key city regional and national challenge. Ensuring children and young people in “do well at all levels of learning and have the skills they need for life” is a key outcome of the Best City Council Plan and improving Attendance, Attainment and Achievement levels amongst all children is the aim of the newly released 3As Strategy within Children and Families Directorate. To achieve these objectives, it is imperative that children and young people remain in school.
- 4.3.2 These priorities are also reflected in all city strategies contributing to a strong economy and compassionate city including the Best Council Plan 2018/19 – 2020/21, The Best City for Learning 2016-2020, the priority around being a Child Friendly City, Best Start in Life Strategy, Leeds SEND Strategy, the Health and Wellbeing Strategy 2016-2021 and Thriving - The Child Poverty Strategy for Leeds 2019-2022.
- 4.3.3 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.

4.4. Resources, procurement and value for money

- 4.4.1. 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).

4.5. Legal implications, access to information, and call-in

- 4.5.1. This report has no specific legal implications.

4.6. Risk management

- 4.6.1. 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 report outlines the national concerns in regards to the rising level of exclusions and elective home education numbers and reflects the position in Leeds in terms of providing school based data. The local authority is awaiting the government's response to the Timpson Review and any potential changes to legislation around Elective Home Education which may include statutory registration, which may have future resource implications.
- 5.2. The local authority continues to work in partnership with all schools and academies in Leeds to promote inclusion, reduce exclusion and provide support services to enable children to be happy and succeed inside and outside of the classroom.

6. Recommendations

- 6.1 The Scrutiny Board is asked to consider and provide any comment on the Exclusions, EHE and Off-rolling information presented within this report.

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.

Table 1.0 Permanent exclusions by primary school

School name	201617	201718	201819 - term 1 ¹
Parklands Primary School		1	
Total primary	0	1	0

Source: DfE Statistical first release, 2019

1 | Data is provisional and not validated by DfE

Table 1.1 Permanent exclusions by secondary school

School name	201617	201718	201819 - term 1 ¹
Leeds East Academy	1		
Lawnswood School	2		
The Farnley Academy		1	
John Smeaton Academy			1
Bishop Young Church of England Academy		3	
Bishop Young Church of England Academy	1		
Benton Park School	1		
Crawshaw Academy	1		
Co-operative Academy Priesthorpe			1
Garforth Academy		1	
Horsforth School	1		
Abbey Grange Church of England Academy	1		
Total secondary	8	5	2

Source: DfE Statistical first release, 2019

1 | Data is provisional and not validated by DfE

Table 1.5 Fixed term exclusions by primary and type of school

School Type ²	Sponsor ²	School name	Open date	Number on roll January 2019	Index FSM Eligible (100 is the same proportion as PRIMARY; 50 is half; 200 is double)	2016/17				2017/18				2018/19 - autumn term only ¹			
						Number fixed term exclusion	Number pupils with 1 or more	Total length of all FTEX (sessions) ¹	Average length of all FTEX (days) ¹	Number fixed term exclusion	Number subject to fixed term exclusion	Total length of all FTEX (sessions) ¹	Average length of all FTEX (days) ¹	Number fixed term exclusion ₁	Number subject to fixed term exclusion ₁	Total length of all FTEX (sessions) ₁	Average length of all FTEX (days) ₁
LA maintained schools		Adel St John the Baptist Church of England P		210	22	9	2	39	9.75	6	1	36	18.00				
		All Saint's Richmond Hill Church of England P		210	169	1	1	2	1.00	1	1	5	2.50				
		Allerton CofE Primary School	01-09-2007	533	101	2	2	6	1.50	2	1	3	1.50	1	1	7	3.50
		Armley Primary School		185	175	11	4	47	5.88	18	7	57	4.07	12	7	42	3.00
		Ashfield Primary School		220	99	1	1	2	1.00	1	1	3	1.50	4	2	11	2.75
		Asquith Primary School	01-09-2002	382	96	1	1	5	2.50	3	2	20	5.00				
		Bankside Primary School		614	102	10	9	29	1.61	16	12	34	1.42	7	5	16	1.60
		Beechwood Primary School		412	198	12	3	39	6.50	6	4	9	1.13	8	3	16	2.67
		Beeston Primary School		619	120					2	2	5	1.25	1	1	2	1.00
		Birchfield Primary School		208	19					1	1	3	1.50				
		Blenheim Primary School		406	171	3	2	30	7.50	2	1	10	5.00				
		Bracken Edge Primary School		477	155	7	3	37	6.17	7	3	14	2.33	1	1	1	0.50
		Bramley St Peter's Church of England Prima		375	127	1	1	1	0.50								
		Broadgate Primary School		329	116	2	2	7	1.75	7	3	12	2.00	5	3	14	2.33
		Burley St Matthias Church of England Volun		198	205	1	1	1	0.50								
		Carr Manor Primary School		461	52	1	1	6	3.00								
		Cobden Primary School		204	219	3	1	8	4.00								
		Cookridge Holy Trinity Church of England Pr		417	17	2	2	8	2.00	2	2	5	1.25				
		Cookridge Primary School		314	102	7	2	16	4.00								
		Corpus Christi Catholic Primary School		302	107	4	2	35	8.75								
		Cross Gates Primary School		209	143	2	1	4	2.00								
		Deighton Gates Primary School		205	30	1	1	3	1.50								
		Drighlington Primary School	01-09-2004	387	63	15	10	33	1.65	5	3	19	3.17	3	1	12	6.00
		Farsley Farfield Primary School		421	42	1	1	5	2.50								
		Fieldhead Carr Primary School		217	96	3	2	5	1.25	5	3	18	3.00	8	4	18	2.25
		Fountain Primary School	01-09-2005	395	94	1	1	3	1.50								
		Gildersome Primary School		400	62	9	2	28	7.00								
		Gledhow Primary School		533	40	16	3	51	8.50	11	6	45	3.75	6	3	18	3.00
		Grange Farm Primary School		413	231	16	8	36	2.25	14	4	32	4.00	3	1	9	4.50
		Great Preston VC CofE Primary School	02-09-2005	205	54									1	1	1	0.50
		Greenhill Primary School		403	133	4	2	12	3.00	3	2	11	2.75	11	7	37	2.64
		Grimes Dyke Primary School		253	182	8	4	15	1.88	3	3	7	1.17	5	4	17	2.13
		Guiseley Primary School		393	40					5	1	17	8.50				
		Harehills Primary School		629	120	5	3	22	3.67					2	1	6	3.00
		Hawksworth Wood Primary School		280	212	3	3	4	0.67	5	5	6	0.60	3	3	3	0.50
		Holy Rosary and St Anne's Catholic Primary		208	195	14	6	44	3.67								
		Horsforth Featherbank Primary School		211	36					2	2	4	1.00				
		Horsforth Newlaithes Primary School		419	15	1	1	2	1.00								
		Hunslet Carr Primary School		403	195					24	11	200	9.09	12	6	100	8.33
		Hunslet Moor Primary School		362	160	18	13	78	3.00	7	5	17	1.70				
		Iveson Primary School		308	171	7	3	18	3.00	4	3	11	1.83	1	1	3	1.50
		Kirkstall St Stephen's Church of England Pri		203	90					6	2	42	10.50				
		Kirkstall Valley Primary School		200	152	16	4	30	3.75	5	2	7	1.75	1	1	1	0.50
		Lane End Primary School	01-09-2014	298	192	3	3	15	2.50	15	5	52	5.20	1	1	1	0.50
		Little London Community Primary School an		588	152	1	1	10	5.00								
		Low Road Primary School		157	136	3	2	14	3.50								
		Manston Primary School		210	113	2	1	3	1.50	2	1	5	2.50	3	1	7	3.50
		Meadowfield Primary School	01-09-2004	400	247	7	5	56	5.60	3	3	15	2.50				
		Micklefield Church of England Voluntary Co		92	105									4	1	10	5.00
		Middleton St Mary's Church of England Volu		413	156					5	3	18	3.00	2	1	18	9.00
		Mill Field Primary School	01-09-2007	379	203	10	8	26	1.63	27	11	63	2.86	10	4	20	2.50
		Moortown Primary School		212	29	2	1	2	1.00	2	2	2	0.50				

		Morley Victoria Primary School		419	44								1	1	4	2.00	
		Ninelands Primary School		404	20					3	2	10	2.50				
		Oulton Primary School		335	136	6	2	35	8.75	5	2	21	5.25	1	1	6	3.00
		Park Spring Primary School		377	113	2	1	13	6.50								
		Parklands Primary School		328	207					4	2	13	3.25	1	1	2	1.00
		Primrose Lane Primary School		209	32	2	1	11	5.50								
		Quarry Mount Primary School		195	229	15	9	38	2.11	7	4	23	2.88	7	2	20	5.00
		Rawdon St Peter's Church of England Volun		313	11	3	2	13	3.25	1	1	3	1.50				
		Rufford Park Primary School	01-09-2004	288	91	10	3	65	10.83								
		Sacred Heart Catholic Primary School		189	139	5	4	12	1.50								
		Scholes (Elmet) Primary School		309	34									1	1	1	0.50
		Seacroft Grange Primary School		209	286	8	5	22	2.20	15	11	40	1.82	6	3	14	2.33
		Sharp Lane Primary School		567	93	2	1	10	5.00	4	3	13	2.17	10	5	18	1.80
		St Margaret's Church of England Voluntary C		426	23	1	1	3	1.50	4	4	5	0.63				
		St Matthew's Church of England Aided Prim		416	69	8	3	19	3.17	7	3	7	1.17	5	3	6	1.00
		St Urban's Catholic Primary School		210	36	2	1	5	2.50								
		Strawberry Fields Primary School	01-09-2004	304	62	4	1	11	5.50	5	2	22	5.50				
		Swarcliffe Primary School		307	205	1	1	1	0.50								
		Templenewsam Halton Primary School		425	66	15	3	35	5.83								
		The New Beverley Community Primary Sch	01-09-2005	412	193	4	3	11	1.83	2	1	5	2.50	1	1	5	2.50
		Thorpe Primary School		241	69	1	1	2	1.00	2	1	12	6.00	3	2	3	0.75
		Tranmere Park Primary School		343	0	1	1	2	1.00	7	1	16	8.00				
		Victoria Junior School		175	133	2	2	7	1.75	3	3	8	1.33				
		West End Primary School		242	10					2	1	6	3.00				
		Westbrook Lane Primary School		213	14	11	4	16	2.00	11	2	19	4.75	4	1	6	3.00
		Westgate Primary School		212	29					1	1	1	0.50				
		Westwood Primary School		288	183	11	5	22	2.20	12	5	21	2.10	2	1	3	1.50
		Whingate Primary School		413	171	1	1	2	1.00	1	1	2	1.00	1	1	3	1.50
		Whitecote Primary School		370	179	3	2	5	1.25	4	4	7	0.88	1	1	1	0.50
		Whitkirk Primary School		385	72					1	1	8	4.00				
		Wigton Moor Primary School		448	36	1	1	7	3.50								
		Woodlesford Primary School		410	22	9	3	22	3.67								
		Wykebeck Primary School		405	219	4	4	16	2.00	8	3	25	4.17	4	3	11	1.83
		Yeadon Westfield Junior School		228	56	6	1	11	5.50	1	1	3	1.50	3	3	3	0.50
Academies		Khalsa Science Academy	04-09-2013	132	77					5	2	14	3.50	1	1	2	1.00
		East Garforth Primary Academy	01-09-2013	254	50	3	2	6	1.50	5	3	19	3.17				
		Green Lane Primary Academy	01-11-2010	407	22	2	1	6	3.00	8	2	38	9.50				
		Kippax Ash Tree Primary School	01-04-2017	314	97	1	1	2	1.00	1	1	2	1.00				
		Manston St James Primary Academy	01-10-2012	437	67	5	1	22	11.00	9	3	36	6.00	6	4	18	2.25
		St Chad's Church of England Primary School	01-11-2014	210	22					3	2	8	2.00	2	2	12	3.00
		Thorner Church of England Voluntary Contr	01-07-2018	201	33					2	2	2	0.50	1	1	3	1.50
	Abbey Multi Academy Trust	Holy Trinity Church of England Academy	01-04-2014	172	133	3	3	13	2.17	6	4	26	3.25	1	1	2	1.00
	Academies Enterprise Trust (AET)	Cottingley Primary Academy	01-12-2012	270	225	13	10	44	2.20	10	7	63	4.50	11	5	146	14.60
	Cockburn Multi Academy Trust	Middleton Primary School	01-09-2018	425	240					4	4	28	3.50	1	1	6	3.00
	Delta Academies Trust	Park View Primary Academy	01-09-2012	233	133	3	3	6	1.00	3	3	6	1.00	1	1	2	1.00
	Red Kite Learning Trust	Austhorpe Primary School	01-09-2018	209	22	1	1	4	2.00					1	1	6	3.00
	St Gregory the Great Catholic Academy Trust	Christ The King Catholic Primary School, A V	01-07-2017	177	103												
	The Bishop Wheeler Catholic Academy Trust	Holy Name Catholic Primary School	01-08-2015	208	46					5	3	20	3.33				
	The Bishop Wheeler Catholic Academy Trust	St Joseph's Catholic Primary School, Pudsey	01-03-2013	273	22					1	1	2	1.00				
	The Bishop Wheeler Catholic Academy Trust	St Mary's Catholic Primary School, Horsforth	01-03-2013	208	17					2	2	9	2.25	2	1	8	4.00
	The Co-operative Group	Brownhill Primary Academy	01-12-2012	411	242	12	6	59	4.92	14	4	82	10.25	1	1	2	1.00
	The Co-operative Group	Co-Op Academy Beckfield	01-12-2017	193	205	9	5	19	1.90	10	7	76	5.43	6	4	12	1.50
	The Co-operative Group	Oakwood Primary Academy	01-09-2013	419	202	5	2	33	8.25								
	The Co-operative Group	Woodlands Primary Academy	01-12-2012	417	187	8	4	22	2.75	19	7	74	5.29	9	6	38	3.17
	The GORSE Academies Trust	Hillcrest Academy	01-01-2014	420	121					1	1	2	1.00	2	2	4	1.00
	The GORSE Academies Trust	Morley Newlands Academy	01-03-2015	592	100	7	1	52	26.00	4	4	10	1.25	7	3	19	3.17
	The GORSE Academies Trust	Ryecroft Academy	01-05-2014	284	244	36	13	172	6.62	2	2	4	1.00	4	2	12	3.00
	The GORSE Academies Trust	The Richmond Hill Academy	01-11-2017	568	257	92	29	131	2.26	77	25	318	6.36	24	13	77	2.96
	Wellspring Academy Trust	Ebor Gardens Primary School	01-04-2016	396	169	6	5	21	2.10	21	9	63	3.50	1	1	4	2.00
	Wellspring Academy Trust	Victoria Primary School	01-11-2015	415	222	15	8	83	5.19	22	16	63	1.97	3	3	6	1.00
		Blackgates Primary Academy	01-09-2018	363	170	1	1	8	4.00								
		Methley Primary School	01-04-2018	405	32	2	2	2	0.50								
		Leeds primary total		37510	-	608	293	1958	3.34	571	291	2062	3.54	250	147	875	2.98

Table 1.6 Fixed term exclusion by secondary and type of school

School Type ²	Sponsor ²	School name	Open date	Number on roll January 2019	Index FSM Eligible (100 is the same proportion as SECONDARY; 50 is half; 200 is double)	2016/17				2017/18				2018/19 - Autumn term only ¹			
						Number fixed term exclusion	Number subject to fixed term exclusion	Total length of all FTEX (sessions)	Average length of all FTEX (days)	Number fixed term exclusion	Number subject to fixed term exclusion	Total length of all FTEX (sessions) ¹	Average length of all FTEX (days) ¹	Number fixed term exclusion	Number pupils 1 or more	Total length of all FTEX (sessions) ¹	Average length of all FTEX (days) ¹
LA maintained schools		Allerton Grange School	01-09-1992	1288	106	129	75	527	3.51	81	66	324	2.45	27	24	162	3.38
		Allerton High School		1090	70	19	16	58	1.81	30	20	104	2.60	22	13	54	2.08
		Benton Park School		1144	40	78	37	464	6.27	79	34	383	5.63	27	17	121	3.56
		Cardinal Heenan Catholic High School		908	51	48	34	196	2.88	43	30	135	2.25	8	6	27	2.25
		Carr Manor Community School, Specialist Sports College		922	160	17	12	62	2.58	9	9	38	2.11	5	5	14	1.40
		Corpus Christi Catholic College		941	117	41	30	194	3.23	29	20	103	2.58	12	11	63	2.86
		Guiseley School	01-01-2014	1153	30	66	39	296	3.79	89	53	385	3.63	37	22	176	4.00
		Lawnswood School		1051	159	109	61	639	5.24	199	93	1217	6.54	113	62	694	5.60
		Mount St Mary's Catholic High School		935	152	85	44	475	5.40	61	32	328	5.13	9	8	56	3.50
		Roundhay School		1361	55	56	36	420	5.83	57	36	343	4.76	41	34	219	3.22
		Royds School	01-01-1900	912	142	423	126	1224	4.86	472	130	1510	5.81	46	33	141	2.14
		Temple Moor High School Science College		1135	95	278	99	1244	6.28	81	40	310	3.88	46	20	100	2.50
		Pudsey Grangefield School		1021	65	128	65	1035	7.96	126	52	868	8.35	36	19	219	5.76
		Ralph Thoresby School		846	115	61	47	352	3.74	41	30	213	3.55	26	23	138	3.00
		Wetherby High School		549	56	16	15	47	1.57	14	11	46	2.09	5	5	24	2.40
Academies	LEEDS ADVANCED MANUFACTURING UTC	University Technical College Leeds	01-09-2016	222	75	87	34	416	6.12	51	31	226	3.65	32	27	197	3.65
	THE LEEDS JEWISH FREE SCHOOL	Leeds Jewish Free School	09-09-2013	111	65	12	5	105	10.50	7	5	74	7.40				
	THE TEMPLE LEARNING FOUNDATION	The Temple Learning Academy Free School Secondary	01-09-2015	203	254	0	0	0		6	6	19	1.58	28	21	224	5.33
	ABBEY MULTI ACADEMY TRUST	Abbey Grange Church of England Academy	01-08-2011	1229	63	120	47	493	5.24	77	33	269	4.08	31	25	93	1.86
	ABBEY MULTI ACADEMY TRUST	Bishop Young Church of England Academy	01-05-2017	676	196	209	90	604	3.36	274	99	1163	5.87	22	17	111	3.26
		Bishop Young Church of England Academy	Closed	676	196	153	81	494	3.05								
	ACADEMIES ENTERPRISE TRUST	Dixons Unity Academy*	Closed	680	234	540	147	2508	8.53	184	74	660	4.46				
		Dixons Unity Academy*	07/09/2018	680	234									378	103	839	4.07
	COCKBURN MULTI ACADEMY TRUST	Cockburn School	01-02-2016	1264	141	33	22	158	3.59	25	16	108	3.38	10	8	43	2.69
	COCKBURN MULTI ACADEMY TRUST	Cockburn John Charles Academy*	01-04-2018	908	192					32	25	156	3.12	15	14	92	3.29
		Cockburn John Charles Academy*	closed	908	192	1127	270	1959	3.63								
	COLLABORATIVE LEARNING TRUST	Otley Prince Henry's Grammar School Specialist Language	01-12-2011	1280	42	34	21	200	4.76	13	12	80	3.33	7	5	32	3.20
	DELTA ACADEMIES TRUST	Garforth Academy	01-11-2010	1505	40	0	0	0		47	27	188	3.48	21	15	65	2.17
	HORSFORTH SCHOOL	Horsforth School	01-01-2012	1130	47	27	19	188	4.95	20	14	114	4.07	6	5	27	2.70
	LEODIS ACADEMIES TRUST	Woodkirk Academy	01-09-2011	1531	60	81	58	474	4.09	89	62	550	4.44	35	33	240	3.64
	RED KITE LEARNING TRUST	Crawshaw Academy	01-07-2012	910	79	191	69	764	5.54	253	85	974	5.73	81	33	318	4.82
	THE BISHOP WHEELER CATHOLIC ACADEMY TRUST	St. Mary's Menston, a Catholic Voluntary Academy	01-03-2013	984	20	36	22	78	1.77	39	26	125	2.40	9	7	19	1.36
	THE BRIGSHAW LEARNING PARTNERSHIP	Brigshaw High School and Language College	01-09-2016	1153	60	51	30	268	4.47	60	38	206	2.71	54	35	169	2.41
	THE CO-OPERATIVE ACADEMIES TRUST	Co-operative Academy Priesthorpe	01-07-2017	973	96	60	40	552	6.90	26	19	166	4.37	20	14	202	7.21
	THE CO-OPERATIVE ACADEMIES TRUST	The Co-operative Academy of Leeds	01-09-2012	867	208	162	67	435	3.25	71	36	251	3.49	19	15	45	1.50
	THE GORSE ACADEMIES TRUST	Boston Spa Academy	01-09-2018	728	55	64	31	447	7.21	167	86	1714	9.97	71	54	540	5.00
	THE GORSE ACADEMIES TRUST	Bruntcliffe School	01-09-2015	683	114	209	108	2400	11.11	157	87	1744	10.02	73	46	730	7.93
	THE GORSE ACADEMIES TRUST	The Farnley Academy	01-02-2012	1284	109	177	99	2092	10.57	199	98	2642	13.48	60	39	520	6.67
	THE GORSE ACADEMIES TRUST	The Morley Academy	01-01-2011	1543	63	118	75	1541	10.27	149	85	1858	10.93	70	47	816	8.68
	THE GORSE ACADEMIES TRUST	The Ruth Gorse Academy	01-09-2014	1050	169	102	57	1036	9.09	159	90	1654	9.19	88	52	830	7.98
	THE RODILLIAN MULTI ACADEMY TRUST	Rodillian Academy	01-07-2012	1390	71	248	150	2396	7.99	311	155	2772	8.94	154	102	1432	7.02
	UNITED LEARNING TRUST	John Smeaton Academy	01-01-2014	826	130	256	118	2511	10.64	301	137	2474	9.03	143	71	526	3.70
	WHITE ROSE ACADEMIES TRUST	Leeds City Academy	01-08-2014	597	163	166	54	672	6.22	63	30	535	8.92	13	10	92	4.60
	WHITE ROSE ACADEMIES TRUST	Leeds East Academy	01-09-2011	862	214	262	89	1202	6.75	77	48	466	4.85	66	50	431	4.31
	WHITE ROSE ACADEMIES TRUST	Leeds West Academy	01-09-2009	1178	146	522	174	2252	6.47	232	104	1754	8.43	72	44	585	6.65
		Leeds secondary total		43963	-	6601	2713	33478	6.17	4500	2184	29249	6.70	2038	1194	11426	4.78

Source: DfE statistical first release 2019/School census 2018/19

¹ Data is provisional and not validated by the DfE

² School type as at 1st September 2018

* School has closed and re-opened

Please note open date when interpreting trends as data may be attributable to predecessor school.

Table 1.3 Fixed term exclusions by primary school

School name	Open date	Number on roll January 2019	Eligible (100 is the same proportion as PRIMARY; 50 is half; 200 is double)	2016/17				2017/18				2018/19 - autumn term only ¹			
				Number fixed term exclusion	Number pupils with 1 or more	Total length of all FTEX (sessions) ¹	Average length of all FTEX (days) ¹	Number fixed term exclusion	Number subject to fixed term exclusion	Total length of all FTEX (sessions) ¹	Average length of all FTEX (days) ₁	Number fixed term exclusion ¹	Number subject to fixed term exclusion ¹	Total length of all FTEX (sessions) ¹	Average length of all FTEX (days) ¹
Adel St John the Baptist Church of England Primary School		210	22	9	2	39	9.75	6	1	36	18.00				
All Saint's Richmond Hill Church of England Primary School		210	169	1	1	2	1.00	1	1	5	2.50				
Allerton CofE Primary School	01-09-2007	533	101	2	2	6	1.50	2	1	3	1.50	1	1	7	3.50
Armley Primary School		185	175	11	4	47	5.88	18	7	57	4.07	12	7	42	3.00
Ashfield Primary School		220	99	1	1	2	1.00	1	1	3	1.50	4	2	11	2.75
Asquith Primary School	01-09-2002	382	96	1	1	5	2.50	3	2	20	5.00				
Austhorpe Primary School	01-09-2018	209	22	1	1	4	2.00					1	1	6	3.00
Bankside Primary School		614	102	10	9	29	1.61	16	12	34	1.42	7	5	16	1.60
Beechwood Primary School		412	198	12	3	39	6.50	6	4	9	1.13	8	3	16	2.67
Beeston Primary School		619	120					2	2	5	1.25	1	1	2	1.00
Birchfield Primary School		208	19					1	1	3	1.50				
Blackgates Primary Academy	01-09-2018	363	170	1	1	8	4.00								
Blenheim Primary School		406	171	3	2	30	7.50	2	1	10	5.00				
Bracken Edge Primary School		477	155	7	3	37	6.17	7	3	14	2.33	1	1	1	0.50
Bramley St Peter's Church of England Primary School		375	127	1	1	1	0.50								
Broadgate Primary School		329	116	2	2	7	1.75	7	3	12	2.00	5	3	14	2.33
Brownhill Primary Academy	01-12-2012	411	242	12	6	59	4.92	14	4	82	10.25	1	1	2	1.00
Burley St Matthias Church of England Voluntary Controlled Primary School		198	205	1	1	1	0.50								
Carr Manor Primary School		461	52	1	1	6	3.00								
Christ The King Catholic Primary School, A Voluntary Academy	01-07-2017	177	103												
Cobden Primary School		204	219	3	1	8	4.00								
Cookridge Holy Trinity Church of England Primary School		417	17	2	2	8	2.00	2	2	5	1.25				
Cookridge Primary School		314	102	7	2	16	4.00								
Co-Op Academy Beckfield	01-12-2017	193	205	9	5	19	1.90	10	7	76	5.43	6	4	12	1.50
Corpus Christi Catholic Primary School		302	107	4	2	35	8.75								
Cottingley Primary Academy	01-12-2012	270	225	13	10	44	2.20	10	7	63	4.50	11	5	146	14.60
Cross Gates Primary School		209	143	2	1	4	2.00								
Deighton Gates Primary School		205	30	1	1	3	1.50								
Drighlington Primary School	01-09-2004	387	63	15	10	33	1.65	5	3	19	3.17	3	1	12	6.00
East Garforth Primary Academy	01-09-2013	254	50	3	2	6	1.50	5	3	19	3.17				
Ebor Gardens Primary School	01-04-2016	396	169	6	5	21	2.10	21	9	63	3.50	1	1	4	2.00
Farsley Farfield Primary School		421	42	1	1	5	2.50								
Fieldhead Carr Primary School		217	96	3	2	5	1.25	5	3	18	3.00	8	4	18	2.25
Fountain Primary School	01-09-2005	395	94	1	1	3	1.50								
Gildersome Primary School		400	62	9	2	28	7.00								
Gledhow Primary School		533	40	16	3	51	8.50	11	6	45	3.75	6	3	18	3.00
Grange Farm Primary School		413	231	16	8	36	2.25	14	4	32	4.00	3	1	9	4.50
Great Preston VC CofE Primary School	02-09-2005	205	54									1	1	1	0.50
Green Lane Primary Academy	01-11-2010	407	22	2	1	6	3.00	8	2	38	9.50				
Greenhill Primary School		403	133	4	2	12	3.00	3	2	11	2.75	11	7	37	2.64
Grimes Dyke Primary School		253	182	8	4	15	1.88	3	3	7	1.17	5	4	17	2.13
Guiselay Primary School		393	40					5	1	17	8.50				
Harehills Primary School		629	120	5	3	22	3.67					2	1	6	3.00
Hawksworth Wood Primary School		280	212	3	3	4	0.67	5	5	6	0.60	3	3	3	0.50
Hillcrest Academy	01-01-2014	420	121					1	1	2	1.00	2	2	4	1.00
Holy Name Catholic Primary School	01-08-2015	208	46					5	3	20	3.33				
Holy Rosary and St Anne's Catholic Primary School		208	195	14	6	44	3.67								
Holy Trinity Church of England Academy	01-04-2014	172	133	3	3	13	2.17	6	4	26	3.25	1	1	2	1.00
Horsforth Featherbank Primary School		211	36					2	2	4	1.00				
Horsforth Newlaithes Primary School		419	15	1	1	2	1.00								
Hunslet Carr Primary School		403	195					24	11	200	9.09	12	6	100	8.33
Hunslet Moor Primary School		362	160	18	13	78	3.00	7	5	17	1.70				
Iveson Primary School		308	171	7	3	18	3.00	4	3	11	1.83	1	1	3	1.50
Khalsa Science Academy	04-09-2013	132	77					5	2	14	3.50	1	1	2	1.00
Kippax Ash Tree Primary School	01-04-2017	314	97	1	1	2	1.00	1	1	2	1.00				
Kirkstall St Stephen's Church of England Primary School		203	90					6	2	42	10.50				
Kirkstall Valley Primary School		200	152	16	4	30	3.75	5	2	7	1.75	1	1	1	0.50

Lane End Primary School	01-09-2014	298	192	3	3	15	2.50	15	5	52	5.20	1	1	1	0.50
Little London Community Primary School and Nursery		588	152	1	1	10	5.00								
Low Road Primary School		157	136	3	2	14	3.50								
Manston Primary School		210	113	2	1	3	1.50	2	1	5	2.50	3	1	7	3.50
Manston St James Primary Academy	01-10-2012	437	67	5	1	22	11.00	9	3	36	6.00	6	4	18	2.25
Meadowfield Primary School	01-09-2004	400	247	7	5	56	5.60	3	3	15	2.50				
Methley Primary School	01-04-2018	405	32	2	2	2	0.50								
Micklefield Church of England Voluntary Controlled Primary School		92	105									4	1	10	5.00
Middleton Primary School*	01-09-2018	425	240					4	4	28	3.50	1	1	6	3.00
Middleton St Mary's Church of England Voluntary Controlled Primary School		413	156					5	3	18	3.00	2	1	18	9.00
Mill Field Primary School	01-09-2007	379	203	10	8	26	1.63	27	11	63	2.86	10	4	20	2.50
Moortown Primary School		212	29	2	1	2	1.00	2	2	2	0.50				
Morley Newlands Academy	01-03-2015	592	100	7	1	52	26.00	4	4	10	1.25	7	3	19	3.17
Morley Victoria Primary School		419	44									1	1	4	2.00
Ninelands Primary School		404	20					3	2	10	2.50				
Oakwood Primary Academy	01-09-2013	419	202	5	2	33	8.25								
Oulton Primary School		335	136	6	2	35	8.75	5	2	21	5.25	1	1	6	3.00
Park Spring Primary School		377	113	2	1	13	6.50								
Park View Primary Academy	01-09-2012	233	133	3	3	6	1.00	3	3	6	1.00	1	1	2	1.00
Parklands Primary School		328	207					4	2	13	3.25	1	1	2	1.00
Primrose Lane Primary School		209	32	2	1	11	5.50								
Quarry Mount Primary School		195	229	15	9	38	2.11	7	4	23	2.88	7	2	20	5.00
Rawdon St Peter's Church of England Voluntary Controlled Primary School		313	11	3	2	13	3.25	1	1	3	1.50				
Rufford Park Primary School	01-09-2004	288	91	10	3	65	10.83								
Ryecroft Academy	01-05-2014	284	244	36	13	172	6.62	2	2	4	1.00	4	2	12	3.00
Sacred Heart Catholic Primary School		189	139	5	4	12	1.50								
Scholes (Elmet) Primary School		309	34									1	1	1	0.50
Seacroft Grange Primary School		209	286	8	5	22	2.20	15	11	40	1.82	6	3	14	2.33
Sharp Lane Primary School		567	93	2	1	10	5.00	4	3	13	2.17	10	5	18	1.80
St Chad's Church of England Primary School	01-11-2014	210	22					3	2	8	2.00	2	2	12	3.00
St Joseph's Catholic Primary School, Pudsey	01-03-2013	273	22					1	1	2	1.00				
St Margaret's Church of England Voluntary Controlled Primary School		426	23	1	1	3	1.50	4	4	5	0.63				
St Mary's Catholic Primary School, Horsforth	01-03-2013	208	17					2	2	9	2.25	2	1	8	4.00
St Matthew's Church of England Aided Primary School		416	69	8	3	19	3.17	7	3	7	1.17	5	3	6	1.00
St Urban's Catholic Primary School		210	36	2	1	5	2.50								
Strawberry Fields Primary School	01-09-2004	304	62	4	1	11	5.50	5	2	22	5.50				
Swarcliffe Primary School		307	205	1	1	1	0.50								
Templenewsam Halton Primary School		425	66	15	3	35	5.83								
The New Beverley Community Primary School	01-09-2005	412	193	4	3	11	1.83	2	1	5	2.50	1	1	5	2.50
The Richmond Hill Academy*	01-11-2017	568	257	92	29	131	2.26	77	25	318	6.36	24	13	77	2.96
Thorner Church of England Voluntary Controlled Primary School	01-07-2018	201	33					2	2	2	0.50	1	1	3	1.50
Thorpe Primary School		241	69	1	1	2	1.00	2	1	12	6.00	3	2	3	0.75
Tranmere Park Primary School		343	0	1	1	2	1.00	7	1	16	8.00				
Victoria Junior School		175	133	2	2	7	1.75	3	3	8	1.33				
Victoria Primary School	01-11-2015	415	222	15	8	83	5.19	22	16	63	1.97	3	3	6	1.00
West End Primary School		242	10					2	1	6	3.00				
Westbrook Lane Primary School		213	14	11	4	16	2.00	11	2	19	4.75	4	1	6	3.00
Westgate Primary School		212	29					1	1	1	0.50				
Westwood Primary School		288	183	11	5	22	2.20	12	5	21	2.10	2	1	3	1.50
Whingate Primary School		413	171	1	1	2	1.00	1	1	2	1.00	1	1	3	1.50
Whitecote Primary School		370	179	3	2	5	1.25	4	4	7	0.88	1	1	1	0.50
Whitkirk Primary School		385	72					1	1	8	4.00				
Wigton Moor Primary School		448	36	1	1	7	3.50								
Woodlands Primary Academy	01-12-2012	417	187	8	4	22	2.75	19	7	74	5.29	9	6	38	3.17
Woodlesford Primary School		410	22	9	3	22	3.67								
Wykebeck Primary School		405	219	4	4	16	2.00	8	3	25	4.17	4	3	11	1.83
Yeadon Westfield Junior School		228	56	6	1	11	5.50	1	1	3	1.50	3	3	3	0.50
Leeds primary total		37510	-	608	293	1958	3.34	571	291	2062	3.54	250	147	875	2.98

Source: DfE statistical first release 2019/School census 2018/19

¹ Data is provisional and not validated by the DfE

* School has closed and re-opened

Please note open date when interpreting trends as data may be attributable to predecessor school.

Table 1.4 Fixed term exclusions by secondary school

		Number on roll January 2019	Index FSM Eligible (100 is the same proportion as SECONDAR Y; 50 is half; 200 is double)	2016/17				2017/18				2018/19 - Autumn term only ¹			
				Number fixed term exclusion	Number subject to fixed term exclusion	Total length of all FTEX (sessions)	Average length of all FTEX (days)	Number fixed term exclusion	Number subject to fixed term exclusion	Total length of all FTEX (sessions) ¹	Average length of all FTEX (days) ¹	Number fixed term exclusion ¹	Number pupils 1 or more ¹	Total length of all FTEX (sessions) ¹	Average length of all FTEX (sessions) ¹
Abbey Grange Church of England Academy	01-08-2011	1229	63	120	47	493	5.24	77	33	269	4.08	31	25	93	1.86
Allerton Grange School	01-09-1992	1288	106	129	75	527	3.51	81	66	324	2.45	27	24	162	3.38
Allerton High School		1090	70	19	16	58	1.81	30	20	104	2.60	22	13	54	2.08
Benton Park School		1144	40	78	37	464	6.27	79	34	383	5.63	27	17	121	3.56
Bishop Young Church of England Academy*	01-05-2017	676	196	209	90	604	3.36	274	99	1163	5.87	22	17	111	3.26
Bishop Young Church of England Academy*	Closed	676	196	153	81	494	3.05								
Boston Spa Academy	01-09-2018	728	55	64	31	447	7.21	167	86	1714	9.97	71	54	540	5.00
Brigshaw High School and Language College	01-09-2016	1153	60	51	30	268	4.47	60	38	206	2.71	54	35	169	2.41
Bruntcliffe School	01-09-2015	683	114	209	108	2400	11.11	157	87	1744	10.02	73	46	730	7.93
Cardinal Heenan Catholic High School		908	51	48	34	196	2.88	43	30	135	2.25	8	6	27	2.25
Carr Manor Community School, Specialist Sports College		922	160	17	12	62	2.58	9	9	38	2.11	5	5	14	1.40
Cockburn John Charles Academy*	01-04-2018	908	192					32	25	156	3.12	15	14	92	3.29
Cockburn John Charles Academy*	closed	908	192	1127	270	1959	3.63								
Cockburn School	01-02-2016	1264	141	33	22	158	3.59	25	16	108	3.38	10	8	43	2.69
Co-operative Academy Priesthorpe	01-07-2017	973	96	60	40	552	6.90	26	19	166	4.37	20	14	202	7.21
Corpus Christi Catholic College		941	117	41	30	194	3.23	29	20	103	2.58	12	11	63	2.86
Crawshaw Academy	01-07-2012	910	79	191	69	764	5.54	253	85	974	5.73	81	33	318	4.82
Dixons Unity Academy*	Closed	680	234	540	147	2508	8.53	184	74	660	4.46				
Dixons Unity Academy*	07/09/2018	680	234									378	103	839	4.07
Garforth Academy	01-11-2010	1505	40					47	27	188	3.48	21	15	65	2.17
Guiselley School	01-01-2014	1153	30	66	39	296	3.79	89	53	385	3.63	37	22	176	4.00
Horsforth School	01-01-2012	1130	47	27	19	188	4.95	20	14	114	4.07	6	5	27	2.70
John Smeaton Academy	01-01-2014	826	130	256	118	2511	10.64	301	137	2474	9.03	143	71	526	3.70
Lawnswood School		1051	159	109	61	639	5.24	199	93	1217	6.54	113	62	694	5.60
Leeds City Academy	01-08-2014	597	163	166	54	672	6.22	63	30	535	8.92	13	10	92	4.60
Leeds East Academy	01-09-2011	862	214	262	89	1202	6.75	77	48	466	4.85	66	50	431	4.31
Leeds Jewish Free School	09-09-2013	111	65	12	5	105	10.50	7	5	74	7.40				
Leeds West Academy	01-09-2009	1178	146	522	174	2252	6.47	232	104	1754	8.43	72	44	585	6.65
Mount St Mary's Catholic High School		935	152	85	44	475	5.40	61	32	328	5.13	9	8	56	3.50
Otley Prince Henry's Grammar School Specialist Language College	01-12-2011	1280	42	34	21	200	4.76	13	12	80	3.33	7	5	32	3.20
Pudsey Grangefield School		1021	65	128	65	1035	7.96	126	52	868	8.35	36	19	219	5.76
Ralph Thoresby School		846	115	61	47	352	3.74	41	30	213	3.55	26	23	138	3.00
Rodillian Academy	01-07-2012	1390	71	248	150	2396	7.99	311	155	2772	8.94	154	102	1432	7.02
Roundhay School		1361	55	56	36	420	5.83	57	36	343	4.76	41	34	219	3.22
Royds School	01-01-1900	912	142	423	126	1224	4.86	472	130	1510	5.81	46	33	141	2.14
St. Mary's Menston, a Catholic Voluntary Academy	01-03-2013	984	20	36	22	78	1.77	39	26	125	2.40	9	7	19	1.36
Temple Moor High School Science College		1135	95	278	99	1244	6.28	81	40	310	3.88	46	20	100	2.50
The Co-operative Academy of Leeds	01-09-2012	867	208	162	67	435	3.25	71	36	251	3.49	19	15	45	1.50
The Farnley Academy	01-02-2012	1284	109	177	99	2092	10.57	199	98	2642	13.48	60	39	520	6.67
The Morley Academy	01-01-2011	1543	63	118	75	1541	10.27	149	85	1858	10.93	70	47	816	8.68
The Ruth Gorse Academy	01-09-2014	1050	169	102	57	1036	9.09	159	90	1654	9.19	88	52	830	7.98
The Temple Learning Academy Free School Secondary Site	01-09-2015	203	254					6	6	19	1.58	28	21	224	5.33
University Technical College Leeds	01-09-2016	222	75	87	34	416	6.12	51	31	226	3.65	32	27	197	3.65
Wetherby High School		549	56	16	15	47	1.57	14	11	46	2.09	5	5	24	2.40
Woodkirk Academy	01-09-2011	1531	60	81	58	474	4.09	89	62	550	4.44	35	33	240	3.64
Leeds secondary total		43287	-	6601	2713	33478	6.17	4500	2184	29249	6.70	2038	1194	11426	4.78

Source: DfE statistical first release 2019/School census 2018/19

¹ Data is provisional and not validated by the DfE

² School type as at 1st September 2018

* School has closed and re-opened

Please note open date when interpreting trends as data may be attributable to predecessor school.

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.

Skippping 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

2017-2018



Permanent and fixed period exclusions - primary

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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%.

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2017-18, 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
A	Up to and including	Up to and including	Up to and including	Up to and including	28/151
	0.10	0.03	0.02	0.01	

Leeds	2014	2015	2016	2017	2018
(actual number of exclusions)	0	0	x	0	1

	2014	2015	2016	2017	2018	Change
Leeds	0.00	0.00	x	0.00	0.00	0.00
National	0.02	0.02	0.02	0.03	0.03	0.00
Stat. Neighbours	0.01	0.02	0.02	0.03	0.03	0.00
Core Cities	0.02	0.02	0.04	0.05	0.04	-0.01
Yorkshire & Humber	0.01	0.01	0.01	0.02	0.02	0.00

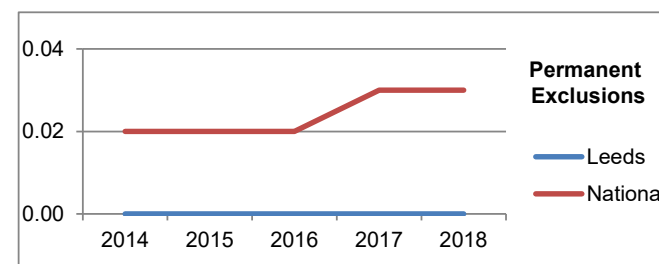
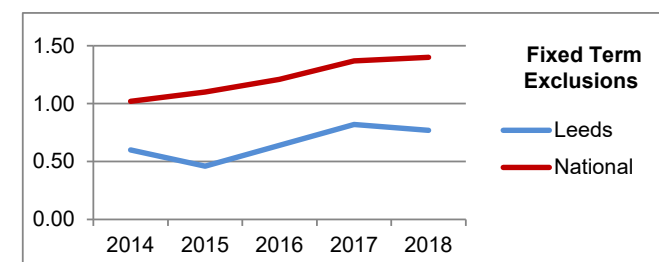


Table 2: Fixed Term Exclusions Rate¹

Leeds Quartile Banding	Band D	Band C	Band B	Band A	Rank
A	Up to and including	Up to and including	Up to and including	Up to and including	27/151
	3.08	1.72	1.27	0.90	

Leeds	2014	2015	2016	2017	2018
(actual number of exclusions)	480	324	463	608	571

	2014	2015	2016	2017	2018	Change
Leeds	0.60	0.46	0.64	0.82	0.77	-0.05
National	1.02	1.10	1.21	1.37	1.40	0.03
Stat. Neighbours	0.92	0.95	1.07	1.24	1.33	0.09
Core Cities	1.06	1.17	1.31	1.61	1.59	-0.02
Yorkshire & Humber	1.11	1.13	1.33	1.52	1.51	-0.01



Footnotes:

x Small number suppressed to preserve confidentiality

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 2018

2017-18, 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
A	Up to and including	Up to and including	Up to and including	Up to and including	31/151
	1.19	0.72	0.59	0.43	

Leeds (no. of pupil enrolments with one or more fpex)	2014	2015	2016	2017	2018
	225	182	242	293	291

	2014	2015	2016	2017	2018	Change
Leeds	0.33	0.26	0.34	0.40	0.39	-0.01
National	0.49	0.52	0.56	0.62	0.62	0.00
Stat. Neighbours	0.44	0.46	0.50	0.54	0.59	0.05
Core Cities	0.56	0.61	0.63	0.75	0.73	-0.02
Yorkshire & Humber	0.50	0.52	0.59	0.64	0.64	0.00

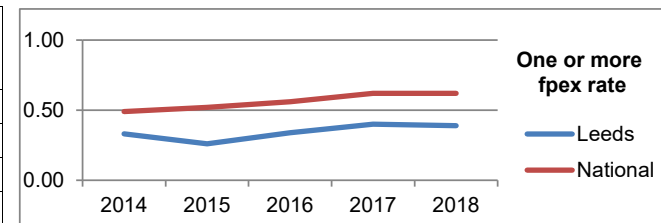
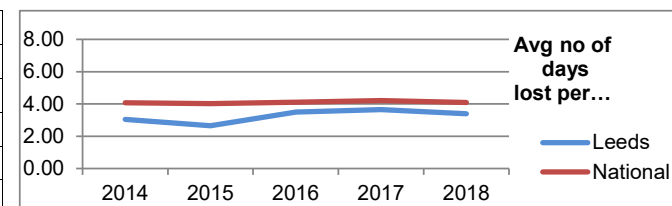


Table 4: Average number of days lost per excluded pupil

Leeds Quartile Banding	Band D	Band C	Band B	Band A	Rank
A	Up to and including	Up to and including	Up to and including	Up to and including	Equal 23/151
	8.00	4.53	4.02	3.49	

	2014	2015	2016	2017	2018	Change
Leeds	3.05	2.65	3.50	3.65	3.40	-0.25
National	4.08	4.02	4.10	4.21	4.09	-0.12
Stat. Neighbours	3.94	4.05	4.20	4.81	4.24	-0.57
Core Cities	3.92	3.75	4.04	4.29	4.07	-0.22
Yorkshire & Humber	4.09	4.11	4.30	4.53	4.15	-0.38





Permanent and fixed period exclusions - secondary

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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%.

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2017-18, Exclusions rate in secondary schools

Table 1: Permanent Exclusions ¹

Leeds Quartile Banding	Band D	Band C	Band B	Band A	Rank
A	Up to and including	Up to and including	Up to and including	Up to and including	4/151
	0.72	0.31	0.21	0.13	

Leeds (actual number of exclusions)	2014	2015	2016	2017	2018
	9	25	25	8	5

	2014	2015	2016	2017	2018	Change
Leeds	0.02	0.06	0.06	0.02	0.01	-0.01
National	0.13	0.15	0.17	0.20	0.20	0.00
Stat. Neighbours	0.12	0.17	0.18	0.23	0.28	0.05
Core Cities	0.17	0.20	0.24	0.25	0.21	-0.04
Yorkshire & Humber	0.09	0.12	0.16	0.16	0.19	0.03

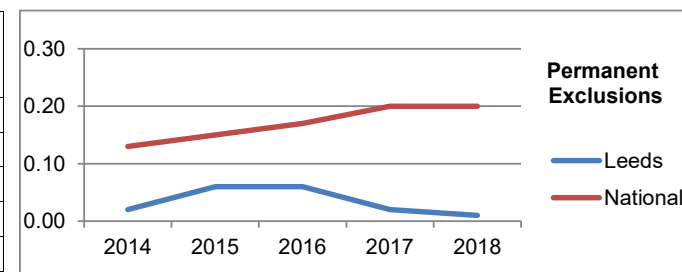


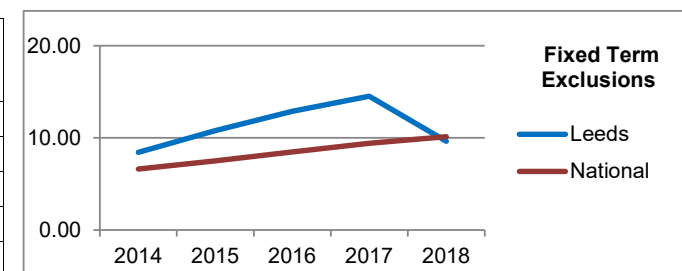
Table 2: Fixed Term Exclusions Rate¹

Leeds Quartile Banding	Band D	Band C	Band B	Band A	Rank
C	Up to and including	Up to and including	Up to and including	Up to and including	85/151
	87.53	12.24	9.13	6.70	

Leeds (actual number of exclusions)	2014	2015	2016	2017	2018
	3491	3743	5734	6601	4500

2101

	2014	2015	2016	2017	2018	Change
Leeds	8.43	10.80	12.89	14.52	9.64	-4.88
National	6.62	7.51	8.46	9.40	10.13	0.73
Stat. Neighbours	6.95	8.15	9.30	12.93	15.00	2.07
Core Cities	8.52	10.99	12.89	12.89	11.62	-1.27
Yorkshire & Humber	9.08	11.35	13.63	15.99	15.89	-0.10



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 2018.

2017-18, 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
C	Up to and including	Up to and including	Up to and including	Up to and including	80/151
	17.60	5.69	4.56	3.88	

Leeds (no. of pupil enrolments with one or more fpex)	2014	2015	2016	2017	2018
	1768	2083	2083	2713	2184

	2014	2015	2016	2017	2018	Change
Leeds	3.98	4.69	5.65	5.97	4.68	-1.29
National	3.64	3.92	4.26	4.62	4.71	0.09
Stat. Neighbours	3.79	4.23	4.61	5.40	5.66	0.26
Core Cities	4.82	0.61	0.63	6.14	5.76	-0.38
Yorkshire & Humber	4.15	4.64	5.34	5.84	5.74	-0.10

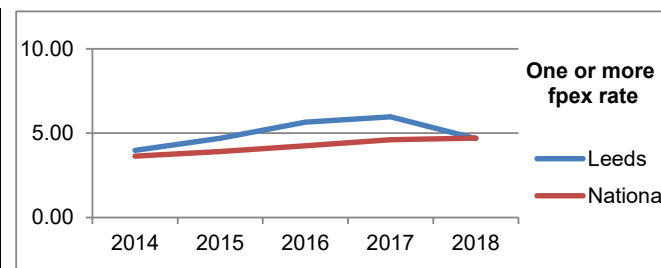
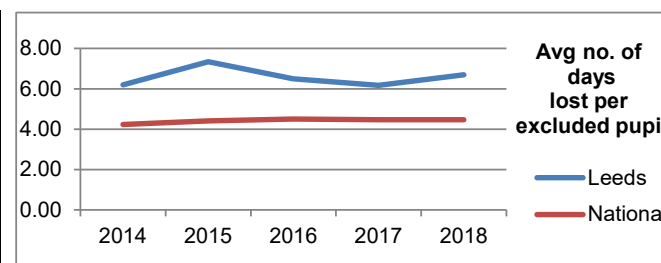


Table 5: Average number of days lost per excluded pupil

Leeds Quartile Banding	Band D	Band C	Band B	Band A	Rank
D	Up to and including	Up to and including	Up to and including	Up to and including	147/151
	7.57	4.83	4.20	3.79	

	2014	2015	2016	2017	2018	Change
Leeds	6.19	7.34	6.50	6.17	6.69	0.52
National	4.23	4.41	4.50	4.47	4.46	-0.01
Stat. Neighbours	4.38	4.54	4.33	4.80	4.91	0.11
Core Cities	4.51	5.09	4.64	4.61	4.63	0.02
Yorkshire & Humber	4.67	5.20	5.10	5.26	5.40	0.14



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.

EHE notifications by last named school phase

	2015/16	2016/17	2017/18	2018/19 Term 1 ONLY
Primary	110	110	127	104
Secondary	96	159	171	161
Unknown	22	43	39	34
Total	228	312	337	299

Number of EHE notifications by academic year				
Last named school - Primary	2015/16	2016/17	2017/18	2018/19 Term 1 ONLY
Total primary	110	110	127	104
Bramley St Peter's Church of England Voluntary Aided Primary School				5
Chapel Allerton Primary School	1	1	1	5
Cottingley Primary Academy	1			4
Holy Trinity Church Of England Academy, Rothwell	2		4	4
Park Spring Primary School	1	1	3	4
St Bartholomew's Church of England Voluntary Controlled Primary School	3	4	2	3
Victoria Primary Academy				3
Bramley Park Academy		3		2
Co-Op Academy Oakwood		1		2
Hollybush Primary School		1	7	2
Kerr Mackie Primary School	1		1	2
Khalsa Science Academy			3	2
Kirkstall Valley Primary School	1			2
Methley Primary School	1	1		2
Morley Newlands Academy	5	1		2
Otley The Whartons Primary School				2
Pudsey Waterloo Primary School	1	1		2
Whitkirk Primary School			1	2
Alwoodley Primary School				1
Beeston Primary School	3	2	1	1
Blackgates Primary Academy		1	2	1
Bracken Edge Primary School		2	2	1
Brudenell Primary School	3		3	1
Carr Manor Community School (Primary Site)				1
Carr Manor Primary School			1	1
Castleton Primary School			1	1
Christ The King Catholic Primary School - A Voluntary Academy	1	2		1
Churwell Primary School	1	1	1	1

Last named school - Primary	2015/16	2016/17	2017/18	2018/19 Term 1 ONLY
Corpus Christi Catholic Primary School				1
East Ardsley Primary Academy				1
Ebor Gardens Primary School				1
Farsley Farfield Primary School				1
Fountain Primary School				1
Gildersome Primary School	3	1	1	1
Gledhow Primary School			2	1
Great Preston Church of England Primary School				1
Green Lane Primary Academy				1
Greenside Primary School	1			1
Horsforth Featherbank Primary School			1	1
Ingram Road Primary School	1	1		1
Ireland Wood Primary School	2	3		1
Kippax Greenfield Primary School				1
Lady Elizabeth Hastings Church of England (Aided) Primary School (L)				1
Lane End Primary School	1			1
Lower Wortley Primary School				1
Micklefield C of E (C) Primary School				1
Middleton Primary School	3	5	1	1
Mill Field Primary School		2	3	1
New Bewerley Community School			2	1
New Horizon Community School				1
Oulton Primary School			4	1
Park View Primary Academy				1
Primrose Lane Primary School				1
Queensway Primary School	3	1	3	1
Rossett School			1	1
Rothwell Primary School		3		1
Rufford Park Primary School	1	1	1	1
Seven Hills Primary School		1		1

Last named school - Primary	2015/16	2016/17	2017/18	2018/19 Term 1 ONLY
Shire Oak Church Of England Voluntary Controlled Primary School				1
St Benedict's Catholic Primary School - A Voluntary Academy			1	1
St Chad's Church of England Primary School				1
St Mary's Catholic Primary School, Horsforth - A Voluntary Academy			1	1
Strawberry Fields Primary School	2	1	1	1
Swillington Primary Academy				1
Swinnow Primary School				1
Templenewsam Halton Primary School				1
West End Primary School		1	1	1
Westwood Primary School			2	1
Wetherby St James' Church of England Voluntary Controlled Primary School	1	1		1
Whinmoor St Paul's Church of England Primary School			1	1
Withernsea Primary School				1
Woodlands Primary Academy	1	1	1	1
Aberford Church of England Voluntary Controlled Primary School		1		
All Saint's Richmond Hill Church of England Primary School		1		
Allerton Church Of England Primary School		1	3	
Ashfield Primary School	1	1		
Asquith Primary School		2	1	
Bankside Primary School		2		
Bardsey Primary School		1		
Barwick-in-Elmet Church of England Voluntary Controlled Primary School	1	2		
Beechwood Primary School			4	
Beeston Hill St Luke's Church of England Primary School	1			
Birchfield Primary School			2	
Broadgate Primary School		1	1	
Brodetsky Primary School	1			
Brownhill Primary Academy	1	1		
Burley St Matthias' Church of England Voluntary Controlled Primary School	2			
Calverley Church of England Voluntary Aided Primary School	2			

Last named school - Primary	2015/16	2016/17	2017/18	2018/19 Term 1 ONLY
Calverley Parkside Primary School			2	
Clapgate Primary School			1	
Cobden Primary School	1		1	
Cookridge Primary School	2		1	
Cross Gates Primary School		3	1	
Deepdale Community Pre-school		1		
Deighton Gates Primary School			1	
Drighlington Primary School	2			
Farsley Westroyd Primary School	1			
Fieldhead Carr Primary School	2			
First Nursery Leeds	1			
Five Lanes Primary School	1			
Grange Farm Primary School	2		1	
Greenhill Primary School			4	
Grimes Dyke Primary School			1	
Harehills Primary School	1			
Hawksworth Wood Primary School		1		
Highfield Primary School	1			
Hill Top Primary Academy			1	
Hillcrest Academy		2		
Holy Family Catholic Primary School		2		
Holy Rosary and St Anne's Catholic Primary School		1		
Horsforth Newlaithes Primary School	1		4	
Hugh Gaitskell Primary School	5	1		
Hunslet Moor Primary School		3		
Hunslet St Mary's Church of England Primary School			1	
Iveson Primary School	1	2	2	
Kippax Ash Tree Primary School	2	1		
Kirkstall St Stephen's Church of England Primary School		1		
Little London Community Primary School and Nursery	1			

Last named school - Primary	2015/16	2016/17	2017/18	2018/19 Term 1 ONLY
Low Ash Primary School			1	
Low Road Primary School	1		1	
Manston St James Primary Academy			3	
Meadowfield Primary School	2			
Menston Primary School	1			
Middleton St Mary's Church of England Voluntary Controlled Primary School	2	1	3	
Moor Allerton Hall Primary School	1	4		
Morley Victoria Primary School		1		
Nightingale Primary Academy		1		
Parklands Primary School		1	2	
Pudsey Bolton Royd Primary School	2			
Rawdon Littlemoor Primary School		1		
Raynville Primary School	1		1	
Richmond Hill Academy	4	4	4	
Rosebank Primary School		1		
Rothwell St Mary's Catholic Primary School			2	
Rothwell Victoria Junior School		1		
Ryecroft Academy		1	1	
Sacred Heart Catholic Primary School			1	
Scholes (Elmet) Primary School	1	1		
Shakespeare Primary School		3		
Sharp Lane Primary School	2	2	2	
Southroyd Primary and Nursery School			2	
Spring Bank Primary School	1			
St Anthony's Catholic Primary School, Beeston	3			
St Edward's Catholic Primary School, Boston Spa		1		
St Francis Catholic Primary School, Morley			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	

Last named school - Primary	2015/16	2016/17	2017/18	2018/19 Term 1 ONLY
Swarcliffe Primary School	2	4	2	
Talbot Primary School		1		
Thorner Church of England Voluntary Controlled Primary School	1	2		
Tranmere Park Primary School	1			
Valley View Community Primary School			1	
Westerton Primary Academy	1		2	
Westgate Primary School			1	
Whingate Primary School	2	1	1	
Whitcliffe Mount C School		1		
Whitecote Primary School	2	3	1	
Windmill Primary School	1			
Wykebeck Primary School	1			
Yeadon Westfield Infant School			1	

Number of EHE notifications by academic year				
Last named school - Secondary	2015/16	2016/17	2017/18	2018/19 Term 1 ONLY
Total secondary (from last named school)	96	159	171	161
Dixons Unity Academy	3	4	4	10
Crawshaw Academy	1	2	11	9
The Farnley Academy	2	6	7	9
Bishop Young Church Of England Academy	6	3	7	7
Bruntcliffe Academy	8	8	8	7
Cockburn School	9	10	12	7
John Smeaton Academy	2	3	9	7
Royds School	4	12	19	7
Prince Henry's Grammar School		3		6
Brigshaw High School and Language College		9	1	5
Cockburn John Charles Academy	4	8	6	5
Leeds City College		2	1	5
Ralph Thoresby School	2	1	1	5
The Ruth Gorse Academy		7	3	5
Woodkirk Academy	3	3	3	5
Corpus Christi Catholic College	1	1	5	4
Garforth Academy	3	2	2	4
Rodillian Academy	3	3	6	4
The Morley Academy	2	3	1	4
Leeds East Academy	3	9	4	4
Boston Spa Academy	2		7	3
Co-Operative Academy Priesthorpe	1	1		3
Lawnswood School	3		3	3
Pudsey Grangefield Mathematics and Computing College	1	1	1	3
Roundhay School All-through education from 4-18	1	2	1	3
Temple Learning Academy Free School		1	3	3
Temple Moor High School		5	7	3
Allerton Grange School	1	1	1	2

Last named school - Secondary	2015/16	2016/17	2017/18	2018/19 Term 1 ONLY
Benton Park School	6	1	3	2
Carr Manor Community School (Secondary Site)	1	5	5	2
Leeds West Academy	3	12	8	2
Outwood Grange Academy		1		2
The Co-operative Academy of Leeds	1			2
Allerton High School			2	1
Bradford Girl's Grammar School				1
Horsforth School	3	5	4	1
Tadcaster Grammar School		2		1
The Elland Academy				1
The Grammar School at Leeds	2		3	1
The Stephen Longfellow Academy				1
Wetherby High School	1	4		1
Withernsea High School Specialising In Humanities				1
Abbey Grange C Of E Academy		3		
Batley Grammar School	1			
Bbg Academy		1		
Bradford College	1	1	1	
Bradford Grammar School		1		
Cardinal Heenan Catholic High School		1	1	
Fulneck School			1	
Gateways School	2	2		
Guiseley School	1	2	3	
Leeds City Academy	2	1	2	
Leeds Jewish Free School		1		
Moorlands School	1			
Mount St Mary's Catholic High School	4		3	
St Aidans Church Of England High School			1	
St John Fisher Catholic High School		1		
St Mary's Menston, A Catholic Voluntary Academy			1	

Last named school - Secondary	2015/16	2016/17	2017/18	2018/19 Term 1 ONLY
St Wilfrid's Catholic High School, Sixth Form and Language College	1			
University Technical College Leeds	1	5		

School Year Group Referrals - 2018/19																	
Count of Pupil_ID	Year Group																
Last School Attended	-2	-1	0	1	2	3	4	5	6	7	8	9	10	11	Grand Total		
Abbey Grange C Of E Academy												1			1		
Allerton Church Of England Primary School					1										1		
Allerton Grange School										1		1		1	3		
Allerton High School											1				1		
Alwoodley Primary School					1										1		
Ashfield Primary School										1					1		
Beechwood Primary School							1								1		
Beeston Primary School				1											1		
Benton Park School											1			1	2		
Bishop Young Church Of England Academy											3	1		3	7		
Blackgates Primary Academy					1					1		1			3		
Boston Spa Academy										1	1			1	3		
Bracken Edge Primary School			1												1		
Bradford Girl's Grammar School											1				1		
Bramley Park Academy			1		1										2		
Bramley St Peter's Church of England Voluntary Aided Primary School			1	1	1			2							5		
Brigshaw High School and Language College											1	2		3	6		
Broadgate Primary School									1						1		
Brudenell Primary School									1						1		
Bruntcliffe Academy										3	1	3	2	1	10		
Calderdale LEA					1			1							2		
Calverley Parkside Primary School									1						1		
Carr Manor Community School (Secondary Site)				1										2	3		
Castleton Primary School				1		1									2		
Chapel Allerton Primary School	1		1		1	1		1							5		
Christ The King Catholic Primary School - A Voluntary Academy							1								1		
Churwell Primary School					1										1		
Cockburn John Charles Academy										2	2	2		1	7		
Cockburn School										1			4	2	7		

Count of Pupil_ID	Year Group																
Last School Attended	-2	-1	0	1	2	3	4	5	6	7	8	9	10	11	Grand Total		
Co-op Academy Leeds										1		1			2		
Co-Op Academy Oakwood						1			1						2		
Co-Operative Academy Priesthorpe										1	2	1		1	5		
Corpus Christi Catholic College													2	2	4		
Corpus Christi Catholic Primary School									1						1		
Cottingley Primary Academy			2		1		1								4		
Crawshaw Academy										1		6	1	1	9		
Dixons Unity Academy										2	5	2		3	12		
Drighlington Primary School				1					2						3		
East Ardsley Primary Academy						1									1		
East Garforth Primary Academy						1									1		
Ebor Gardens Primary School								1							1		
Farsley Farfield Primary School							1								1		
Fountain Primary School				1											1		
Garforth Academy										1		2	1		4		
Gildersome Primary School							1								1		
Gledhow Primary School						1									1		
Great Preston Church of England Primary School							1								1		
Green Lane Primary Academy									1						1		
Greenside Primary School									1						1		
Hawksworth Wood Primary School									1						1		
Hollybush Primary School							1								1		
Holy Trinity Church Of England Academy, Rothwell				1	1	2	1								5		
Horsforth Featherbank Primary School						1									1		
Horsforth School													1		1		
Ingram Road Primary School					1				1						2		
Ireland Wood Primary School							1								1		
John Smeaton Academy											2	2	2	1	7		
Kerr Mackie Primary School				1	1										2		
Khalsa Science Academy				1				1							2		
Kippax Greenfield Primary School					1										1		

[illegible]

Count of Pupil_ID	Year Group														
Last School Attended	-2	-1	0	1	2	3	4	5	6	7	8	9	10	11	Grand Total
Rodillian Academy										1	1	2	2		6
Rossett School										1					1
Rothwell Primary School								1	1						2
Roundhay School All-through education from 4-18									2	1		1	1		5
Royds School										2	3	3	1	1	10
Rufford Park Primary School					1										1
Seven Hills Primary School					1										1
Shire Oak Church Of England Voluntary Controlled Primary School								1							1
St Bartholomew's Church of England Voluntary Controlled Primary School					1				2						3
St Benedict's Catholic Primary School - A Voluntary Academy								1							1
St Chad's Church of England Primary School									1						1
St Francis Catholic Primary School, Morley									1						1
St Mary's Catholic Primary School, Horsforth - A Voluntary Academy							1								1
St Thomas A Becket Catholic Comprehensive School													1		1
Strawberry Fields Primary School										1					1
Summerfield Primary School					1	1		1	1						4
Surrey LEA										2					2
Swillington Primary Academy									1						1
Swinnow Primary School				1					1						2
Tadcaster Grammar School												1			1
Temple Learning Academy Free School										1	2				3
Temple Moor High School										1			2		3
Templenewsam Halton Primary School				1			1		1						3
The Elland Academy														1	1
The Farnley Academy										3	3	4		2	12
The Grammar School at Leeds							1	1							2
The Morley Academy												1	3	2	6
The Ruth Gorse Academy											1	2	2	1	6
The Stephen Longfellow Academy														1	1
Victoria Primary Academy				2											2
West End Primary School								1							1

Count of Pupil_ID	Year Group															
Last School Attended	-2	-1	0	1	2	3	4	5	6	7	8	9	10	11	Grand Total	
West Specialist Inclusive Learning Centre										1					1	
Westwood Primary School				1											1	
Wetherby High School												2			2	
Wetherby St James' Church of England Voluntary Controlled Primary School							1								1	
Whinmoor St Paul's Church of England Primary School								1							1	
Whitecote Primary School													1		1	
Whitkirk Primary School				1	1										2	
Withernsea High School Specialising In Humanities										1					1	
Withernsea Primary School							1								1	
Woodhouse Grove School												1			1	
Woodkirk Academy											1	1	4		6	
Woodlands Primary Academy			2	1		1	1		1						6	
(blank)		1	6	3	3	1	6	3	1	2	1	1	2	1	31	
Grand Total	1	1	18	24	24	18	26	22	31	41	37	51	42	42	378	

Number EHE notifications by academic year - unknown primary/secondary phase				
Last named school/LA	2015/16	2016/17	2017/18	2018/19
Total - phase unknown	22	43	39	34
Brontë House School			1	
Calderdale LEA		1		2
Cathedral Academy		1	1	
City of York LEA		2		
Hanson Academy			1	
Kirklees LEA	4		2	
Lancashire LEA	1			
Non-LA Maintained Settings	5	8	12	8
North West Specialist Inclusive Learning Centre			1	
North Yorkshire LEA		1	1	
Somerset LEA		1		
St Thomas A Becket Catholic Comprehensive School			1	1
Surrey LEA				2
The Froebelian School			1	
Wakefield LEA			1	
West Oaks Sen Specialist School And College		1		
Wolverhampton LEA			1	
Woodhouse Grove School				1
York Steiner School	1			
(blank)	11	28	16	20

RECOMMENDATIONS AND NEXT STEPS

7.1. A key barrier to maximising fruitful discussions at this event was the collection of data prior to the event, and in the future we need to ensure that there is a consistent and agreed form of collecting data. This includes using the same analysis methods and tools and agreeing a medium to share this via prior to an event.

7.2. There was a consistent view that we all need to work collaboratively. Inviting other colleagues to the table e.g. SEND, annual meetings, collecting data at certain points of the year. Engaging schools was also highlighted as a key action point for each LA and also as a region. MAP's span the region and LA boundaries, and communication across boundaries needs to be effective. This could potentially be raised as a region with the School Commissioner.

The 3 Recommendations are as follows:

1. Regional data profile

- Collaboration across the LA – different LA officers including EHE, exclusions, data, behaviour, attendance, safeguarding.
- More regional consistency, although this is difficult due to varying needs in different regions/area. LA's need to agree on a set of minimum standards that they can all follow.
- Collectively, we need to look at the data which needs to be collected in order to determine an approach.
- Same analysis tools used across LA's and an agreed way of sharing of data i.e. time, medium, type.

2. Regional consistent approach to challenging EHE & off-rolling developing procedures

- Collective push to challenge schools and support each other.
- Clearer exclusion procedures leaving less room for interpretation.
- Guidelines for procedures across the region and share collective best practice.
- Immediate action to challenge schools/MAT's across LA boundaries.

3. Implications for children and young people of EHE and off-rolling

- Identify needs of EHE/excluded children used to inform commissioning.
- Track pupils to see where they end up (evidence trail)/longitudinal study.

Knowledge of EHE/Off-rolling across the LA as a safeguarding risk