




Exclusions and Attendance: headlines and recommended actions for governors

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County Council

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Exclusions headlines

Fixed term exclusions

- **Primary Fixed Term** Exclusions are **above National**.
- **Secondary Fixed Term** Exclusions are **above National**, and we have the **second highest** level out of our statistical neighbours.


Permanent exclusions

- **Primary Permanent** Exclusions are **above National**, and we have the **second highest** level out of our statistical neighbours.
- **Secondary Permanent** Exclusions are **above National**, and we have the **highest** level out of our statistical neighbours.

ESCC are performing poorly in all phases

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Attendance headlines



Overall absence

- Overall absence at primary 4.6% (national average 4.0%)
- Overall absence at secondary 5.7% (national average 5.2%)

Persistent absence (90% attendance or lower)

- Percentage of pupils who are persistently absent at primary 10.2% (national average 8.2%)
- Percentage of pupils who are persistently absent at secondary 15.0% (national average 13.1%)

ESCC are performing poorly in all phases

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Attendance headlines



Out of 152 Local Authorities in England:

ESCC primary phase

- Joint 13th worst persistent absence figures in England
- Joint 3rd worst overall absence figures in England
- Joint 3rd highest authorisers of absence in England

ESCC secondary phase

- Joint 20th worst persistent absence figures in England
- Joint 17th worst overall absence figures in England
- Joint 16th highest authorisers of absence in England

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Lines of enquiry for Governors



- Have the school's permanent or fixed-term exclusions risen sharply, remained high over time, or are they disproportionate for a particular group?
- High exclusions and poor attendance mean that pupils are missing learning time – what does progress data look like in the school?
- High exclusions can indicate a lack of strategies to manage and improve behaviour – what do learning walks reveal?
- The impact of exclusions and poor attendance is greater for children with SEND - what tracking and reasonable adjustments are in place?
- Are Governors/Directors aware of any behaviour and safety or attendance actions from the previous Ofsted Inspection?
- Are exclusions and/or attendance on the school improvement plan? How are you tracking progress and checking for impact?

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To know where to go for further guidance:



- the DfE 'Exclusion from maintained schools, academies and pupil referral units in England' statutory guidance (2017)
<https://www.gov.uk/government/publications/school-exclusion>
- The Education Act (2002) as amended by the Education Act (2011)
<http://www.legislation.gov.uk/ukpga/2011/21/contents/enacted>
- The Equality Act (2010)
<https://www.gov.uk/equality-act-2010-guidance>
<http://www.legislation.gov.uk/ukpga/2010/15/contents>
- The SEND Code of Practice (2014)
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- Schools' use of exclusion (frequently asked questions Nov 2014, Ofsted)
<https://www.gov.uk/government/publications/schools-use-of-exclusion>
- Unannounced behaviour inspections guidance for Inspectors (Jan 2015)
<https://www.gov.uk/government/publications/unannounced-behaviour-inspections-guidance-for-inspectors>

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Where to go for support:



ESCC Guidance:

<https://czone.eastsussex.gov.uk/inclusion-and-send/isend-services/education-support-behaviour-and-attendance-service-esbas/>

Front door (core) referrals:

<https://czone.eastsussex.gov.uk/inclusion-and-send/front-door-referrals/>

Traded referrals:

<https://www.services2schools.co.uk/services/listservices/10>

Governor training on exclusions from ESBAS:

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