

<b>PEOPLE SCRUTINY REVIEW OF SCHOOL EXCLUSIONS</b>			
<b>SCRUTINY RECOMMENDATION</b>		<b>DIRECTOR'S RESPONSE AND ACTION PLAN</b>	<b>TIMESCALE</b>
R1.	The Department should utilise area-based teams to identify and support schools and trusts to provide a graduated response to behaviour.	<p>The Department will continue to implement our new area-based teams throughout 2023-24. The main priorities for implementation are:</p> <ul style="list-style-type: none"> <li>• Recruitment to all outstanding vacancies</li> <li>• Training the new area-based teams to ensure that they are promoting inclusive practice.</li> <li>• Working with all stakeholders (schools, Academy Trusts, Early Help, Virtual School, Education Team) to enhance the multi-agency and collaborative approach to inclusion across East Sussex.</li> <li>• Evaluation of the impact of the area-based approach.</li> <li>• Using the Graduated Response to Behaviour document with all schools to ensure this is embedded in their everyday practise. This will be monitored by the Team Around the School and Setting (TASS) in their visits to schools and the Inclusion and Alternative Provision (AP) Team through the applications for the Inclusion Partnerships.</li> <li>• Reduction in PEXes at both Primary and Secondary phase particularly in Rother, Rye and Hastings.</li> </ul>	July 2024
R2.	The Department should continue to encourage schools and Trusts to attend training on whole school relational approaches and develop trauma informed practices so pupils feel safe at school and develop positive relationships. This training should include how to communicate key	<p>The Department will provide a range of training on whole school relational approaches, including through training offered on strategies such as Therapeutic Thinking which is being extended to all secondary and primary schools in East Sussex. This will be included at a range of conferences targeting leaders at all levels in our schools:</p> <ul style="list-style-type: none"> <li>• Primary Leadership Conference</li> </ul>	July 2024

	<p>aspects of these approaches with parents and carers to ensure continuity and support at home.</p>	<ul style="list-style-type: none"> <li>• Inclusion Conference</li> <li>• Inclusion Partnership Conference</li> <li>• 11-19 Headteachers' Meeting</li> </ul> <p>The Department will also continue to offer bespoke training around developing whole school relational approaches and trauma informed practices. This training will be designed in collaboration with our school leaders and will address trends and needs identified through the area-based teams and Education Improvement Partnerships (EIPs) and Area Groups (AGs)</p> <p>The Department will work with the Early Help parenting team to further develop workshops for parents and carers to access and for schools to be able to signpost them to.</p>	<p>July 2025</p> <p>July 2024</p>
R3.	<p>The Department should work with schools and Trusts to review and make use of available data to:</p> <p>a) identify pupils who are at risk of permanent exclusion and identify available support at Inclusion Partnership meetings; and</p> <p>b) monitor pupils identified by the Attendance Support Team who are absent from mainstream education, either through part time timetables or internal exclusions and assess what alternative support could be put in place.</p>	<p>The Department will use Data Dashboards that are organised into area-based teams to ensure that early identification of pupils who are at risk of multiple suspensions is regularly analysed through the Education Outcomes team.</p> <p>The Inclusion Partnerships will continue to track all children brought for complex case discussions and/or placement at AP to identify patterns and trends. This data will be shared at a strategic level with the area-based teams so that relevant and appropriate support is cascaded across East Sussex and into individual schools.</p> <p>The single points of contact for each school, within the Attendance Support Team (AST) will scrutinise all attendance data at a whole school level including monitoring of part time timetables and tracking their timely reintegration. The AST team will work with the AP commissioning officer to identify the appropriate AP support that may need to be put in place.</p>	<p>Dec 2023</p> <p>Ongoing (monthly)</p> <p>July 2024</p>

R4.	<p>The Department should develop training for schools and Trusts to share best practice on how adaptive teaching can deliver the curriculum to support needs of all pupils including SEND pupils and pupils facing additional external challenges. This should include developing guidance on assessment to ensure the use of Additional Needs Plans and Personal Education Plans support and address the needs that have been identified.</p>	<p>The Department will continue to facilitate a range of Hubs across East Sussex that bring together Special Educational Needs and/or Disabilities Coordinators (SENDCOs) and leaders of SEND. These hubs will provide peer support and challenge, training on the effective use of Additional Needs Plans and Personal Education Plans.</p> <p>The Education Improvement Partnerships (EIPs) at primary will continue their work in partnership with the Swale MAT on adaptive teaching. This pilot is currently in place in Eastbourne and Hailsham. This project, if successful will be rolled out across the three geographical areas.</p> <p>Alliance Partners at primary and External Advisors at secondary continue to provide school improvement support which will include a sharp focus on SEND across the curriculum.</p>	<p>Ongoing (termly)</p> <p>July 2024</p> <p>July 2024</p>
R5.	<p>The Department should work with schools and Trusts to promote the benefits of extra-curricular activities including:</p> <ul style="list-style-type: none"> <li>a) Where provided, through Early Help, the Holiday and Food Activity Programme, Family Hubs and Youth Centres, activities which engage pupils throughout the year and incorporates support for families;</li> <li>b) Summer programmes which support transition</li> </ul>	<p>The Education Outcomes Team will continue to work with the Early Help Parenting Team to ensure all schools are aware of, and promote, programmes that run through the school holidays for families and children and young people.</p>	<p>Sept 2025</p>
R6.	<p>The Department should work with schools and Trusts to support pupils transitioning into Early Years in primary and KS3 in secondary by:</p> <ul style="list-style-type: none"> <li>a) working with pre-school settings and primary schools to identify pupils who may need</li> </ul>	<p>Transition at each phase will be a focus for the Department in priority setting across the Division.</p>	<p>April 2024</p>

	<p>additional support when transitioning to primary/secondary school and referring them to appropriate support and programmes; and b) communicating successful approaches and support at the point of transition at all phases to ensure continuity of provision.</p>	<p>The Department will continue to support and work with the RSA on the Reducing Exclusions Project, with the focus on transition.</p> <p>The Joint Primary and Secondary Board will be updated regularly on the Royal Society of Arts (RSA) project and the focus of transition. From this the schools will receive updates from their representatives on the Boards so all are aware of the approaches.</p>	<p>July 2024</p> <p>Ongoing</p>
R7.	<p>The Department should encourage schools and trusts to increase the use of youth voice in preventive strategies and responses to children at risk of permanent exclusion by providing training and guidance for schools and governors on how to embed youth voice into all areas of school policy.</p>	<p>The Department will continue to work with Youth Participation on what successful reintegration from AP looks like.</p> <p>Youth Participation will continue to liaise with the Chair of the Inclusion Partnerships and deliver training based on their research project on the child voice around the impact of AP and successful reintegration. The focus is on the impact of going to AP, how it can prevent permanent exclusion and how to ensure the child feels they still belong to the school community.</p>	<p>Jan 2024</p> <p>June 2024</p>
R8.	<p>The Department should work with schools and Trusts to further develop and embed parental engagement to ensure all stakeholders understand how and why a child is at risk of permanent exclusion, including the parent/carer and the child, and include parents and carers with decisions around alternative provision, including all available options.</p>	<p>The Inclusion and AP Team will continue to work in partnership with schools to engage with parents when a child is close to permanent exclusion. This will include ensuring that the parents are informed and asked for their contributions when a child is close to permanent exclusion.</p> <p>The AP Directory will be shared at the Joint Primary and Secondary Board, all Heads will be aware of the AP that is available in their area and for which profile /age of child.</p> <p>The Commissioning Officer for AP will prioritise engaging AP for reception, KS1 and KS2 children. They will focus on</p>	<p>Ongoing through monthly Inclusion Partnerships at Secondary and termly Behaviour Review Panels at Primary.</p> <p>July 2024</p> <p>July 2024</p>

		getting providers to be on the AP Directory for this age group. This will be shared across all primaries through the Primary Borad meetings and the Education Improvement Partnerships. Before a child can access alternative provision the parental view will be sought by schools. This will follow the guidance that is in the suspensions and permanent exclusion DfE guidance Sept 2023 on engaging with the parents and involving them in the decisions taken.	
R9.	<p>The Department should embed its multi-agency response, including the use of the new level 2 keywork team in Early Help focused on supporting attendance to:</p> <p>a) promote targeted support, including wider family-based issues, to pupils and families who have been identified as at risk of permanent exclusion and multiple suspensions due to a lack of engagement with the school as a result of persistent absence; and</p> <p>b) promote to schools and families parenting programmes that support interventions and preventative measures in schools.</p>	<p>The Education Improvement team: the TASS Attendance Team will liaise with Early Help Level 2 and attend the Inclusion Partnerships to ensure targeted support is shared with schools for children at risk if permanent exclusion and who have a lack engagement with school.</p> <p>The teams across the Education division will coordinate their work with schools through TASS to ensure the school is equipped to support families and children who have a lack of engagement with school.</p>	<p>Monthly</p> <p>Termly</p>
R10.	<p>To accompany the Alternative Provision Directory, which is to be shared with schools and trusts, the Department should develop guidance on:</p> <p>a) how to make best use of alternative provision, including good communication and ways to provide consistent support once a child reintegrates; and</p> <p>b) how alternative provision, including onsite alternative provision, can be used to prevent</p>	<p>The Department will continue to work with schools on further developing the AP Directory and accompanying guidance. This will be through regular updates at the Inclusion Partnerships at secondary level and through the Primary Board at primary level. This is in line with guidance on the AP Directory which is annually updates.</p> <p>TASS use their regular meetings with schools to support and advise schools on setting up AP provision on site if appropriate.</p>	<p>Monthly at Inclusion partnerships</p> <p>Four times a year at the Primary Board.</p> <p>Ongoing</p>

	permanent exclusion and support pupils with additional needs, including those facing additional external challenges.	Alliance Partners at primary and External Advisors at secondary continue to provide school improvement support which will include a sharp focus on SEND across the curriculum and how on site AP adds to their education.	Ongoing
R11.	The Department should continue to provide ongoing support and training for governors including whole school training on SEND needs, mental health issues and inclusive behaviour policies, and produce guidance on how to conduct inclusive Governor Disciplinary Committee Meetings that prioritise youth voice.	The Department will deliver Governor training annually in line with the updates from the DfE Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Sept 2023.  Use the Youth voice research to inform the training for Governors on how to gather child voice for the Governors' Disciplinary Committee (GDC).	Once an academic year in line with the release of the new Guidance from the DfE.  Delivered in the Jan 2024 Inclusion Partnerships for schools and for Governors in a separate session July 2024.
R12.	The Department should develop clear and consistent guidance to share with schools on the benefits of reducing school exclusions, and the support available, including: a) key findings from the RSA 'Rethinking Exclusions' and ISOS projects b) using Primary and Secondary Boards to communicate to schools the benefits of inclusive policies and share best practice for reducing exclusions and agree to a shared responsibility to reducing exclusions. c) on the appropriate use of part time timetables to ensure these are not being used to manage behaviour. Part-time timetables that are in place must be for the shortest time necessary and	Inclusion Partnerships at Secondary Level annual Terms of Reference agreed by all schools. The Terms of Reference are reviewed annually and signed by all schools so they are relevant and reflect any changes that have happened to the structure and/or process of the Inclusion Partnerships.  Findings from the RSA and ISOS projects, as well as any further outcomes, will be shared with all schools through the Secondary and Primary Boards.  Data dashboard is shared at the Secondary and Primary Boards of suspensions and permanent exclusions. The focus will be on what the data is saying, where the gaps in provision are and how to address the gaps. This will inform the spending of the AP support funding that is available to	Nov 2023 Nov 2024 Nov 2025  At each Secondary and Primary Board <i>(These boards meet four times an academic year)</i>

	<p>reviewed regularly with the pupil and their parents.</p>	<p>each Area Group at Secondary level. It will inform the Education Improvement Partnerships planning for the focus of support for the next academic year.</p> <p>The guidance on part time timetables will be shared with all school leaders so all leaders are clear about when and how they should be used. This will be regularly reviewed through the meetings that TASS have with the schools.</p>	
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