

Permanent School Exclusions in Surrey

What works to keep children and young people in education?

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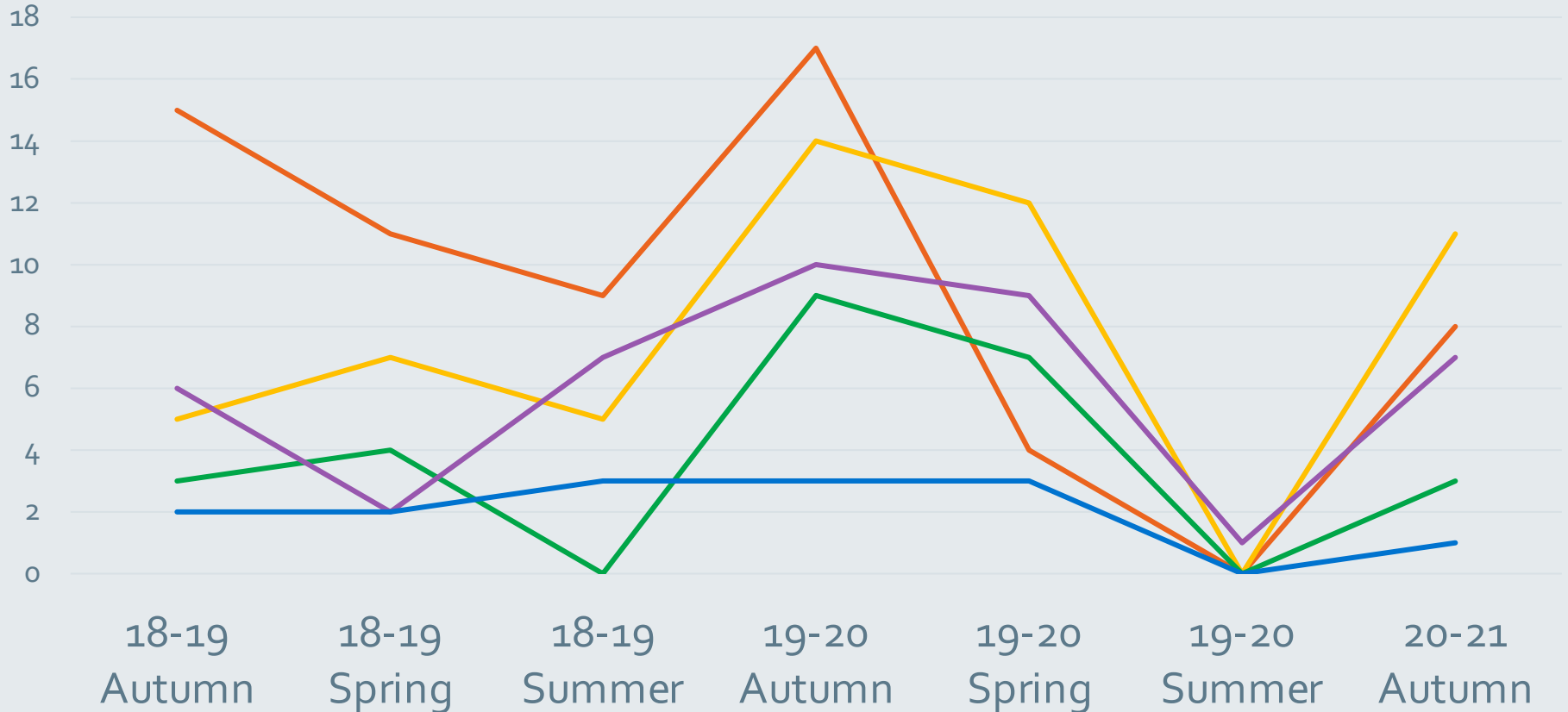


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- What are the characteristics of children and young people (CYP) permanently excluded from schools in Surrey?
- What systems of support were around these CYP when excluded?
- What concerns do professional educational stakeholders have regarding exclusion practice in Surrey?
- What solutions do they generate?
- What do professional educational stakeholders identify as the barriers and facilitators to best practice in managing school exclusions in Surrey?

Exclusions by academic year/term and Surrey quadrant



— North East

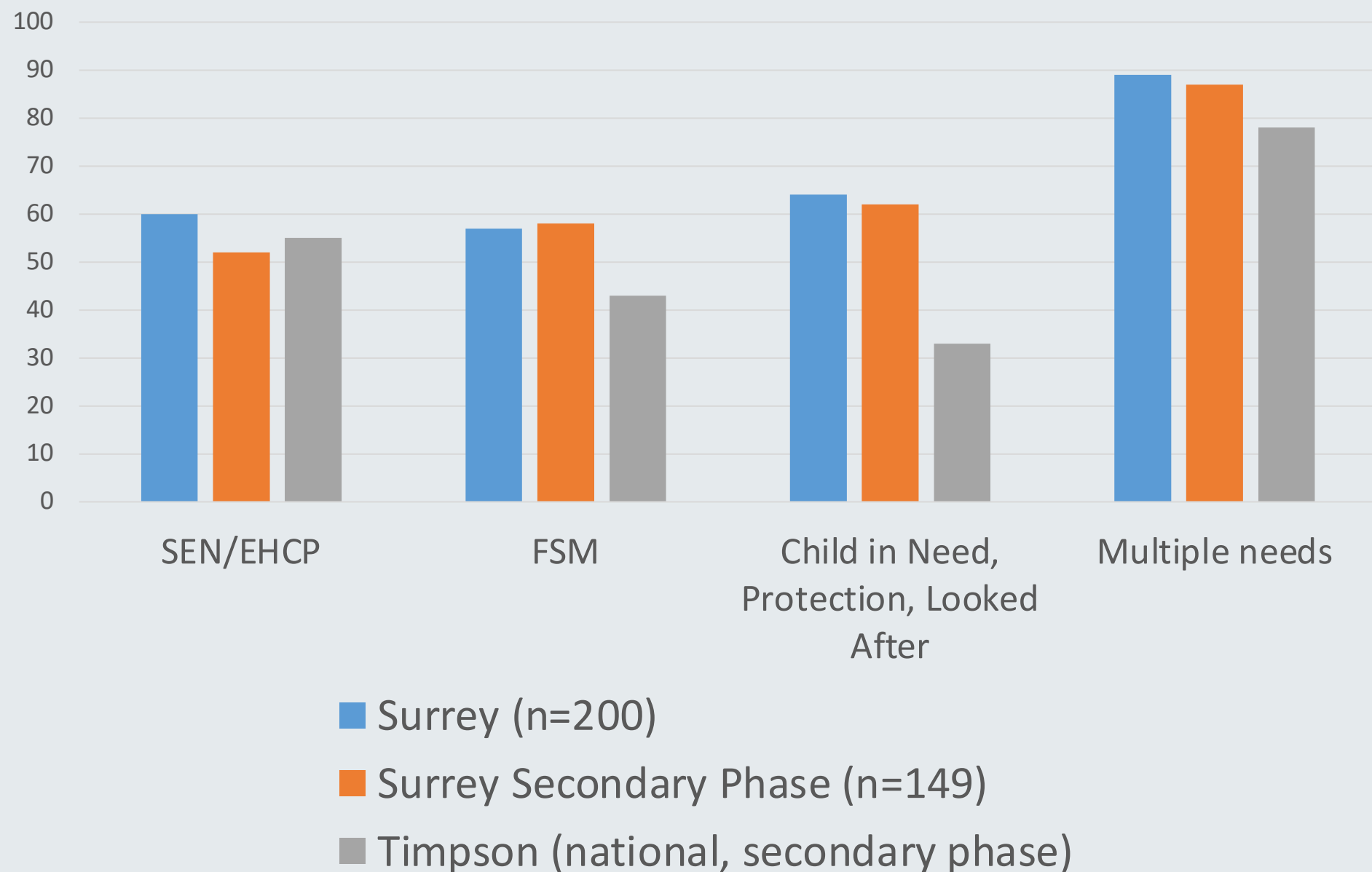
— North West

— South East

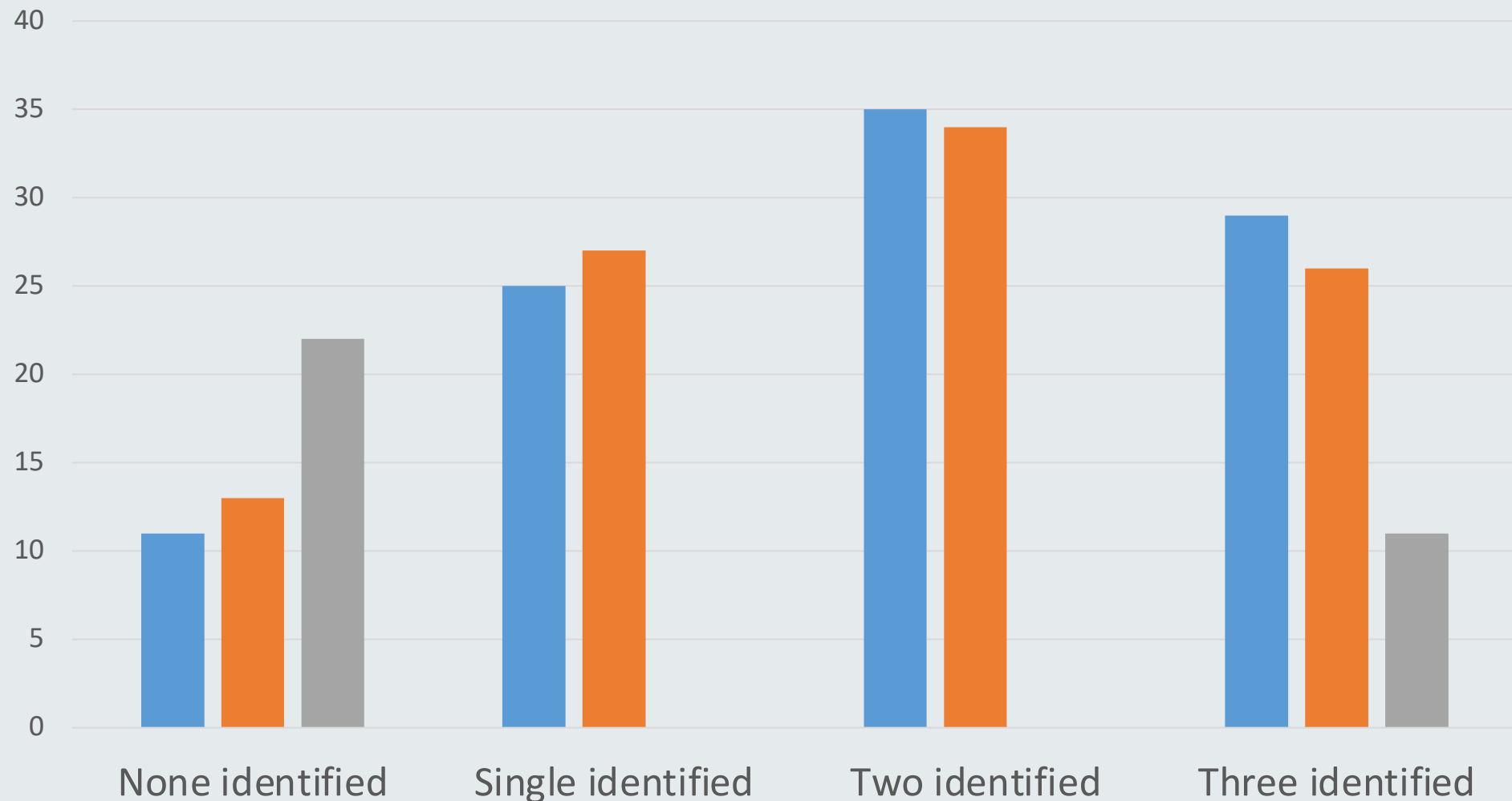
— South West

— Out of County

SEN/EHCP, Free School Meals and Social Care: Surrey and Timpson Report



Multiple Needs and Vulnerabilities

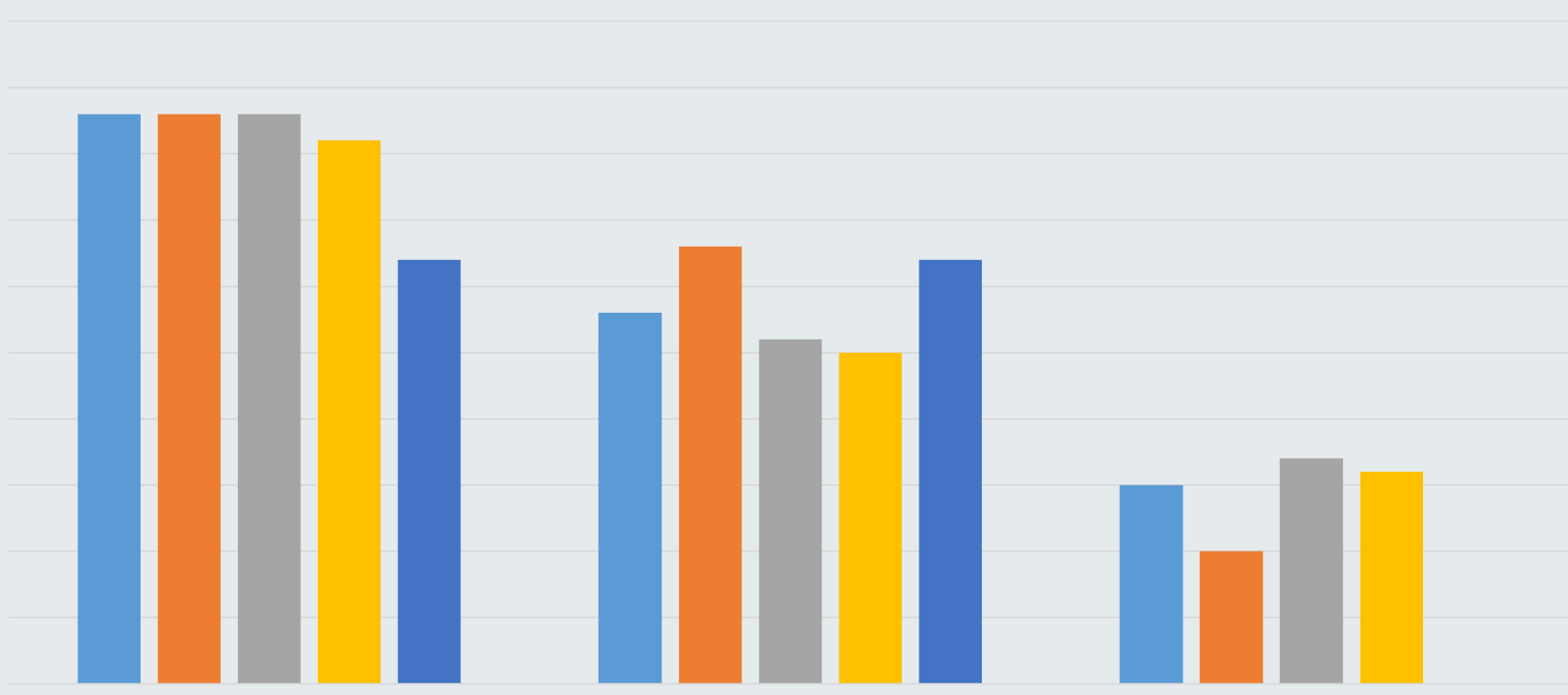


■ Surrey (n=200)

■ Surrey Secondary Phase (n=149)

■ Timpson (national, secondary phase)

Multiple Needs and Police/Youth Justice Involvement



Any History of Police/Youth Justice Involvement

Before/At Exclusion

After Exclusion

■ SEN/FSM/CIN (n=178)

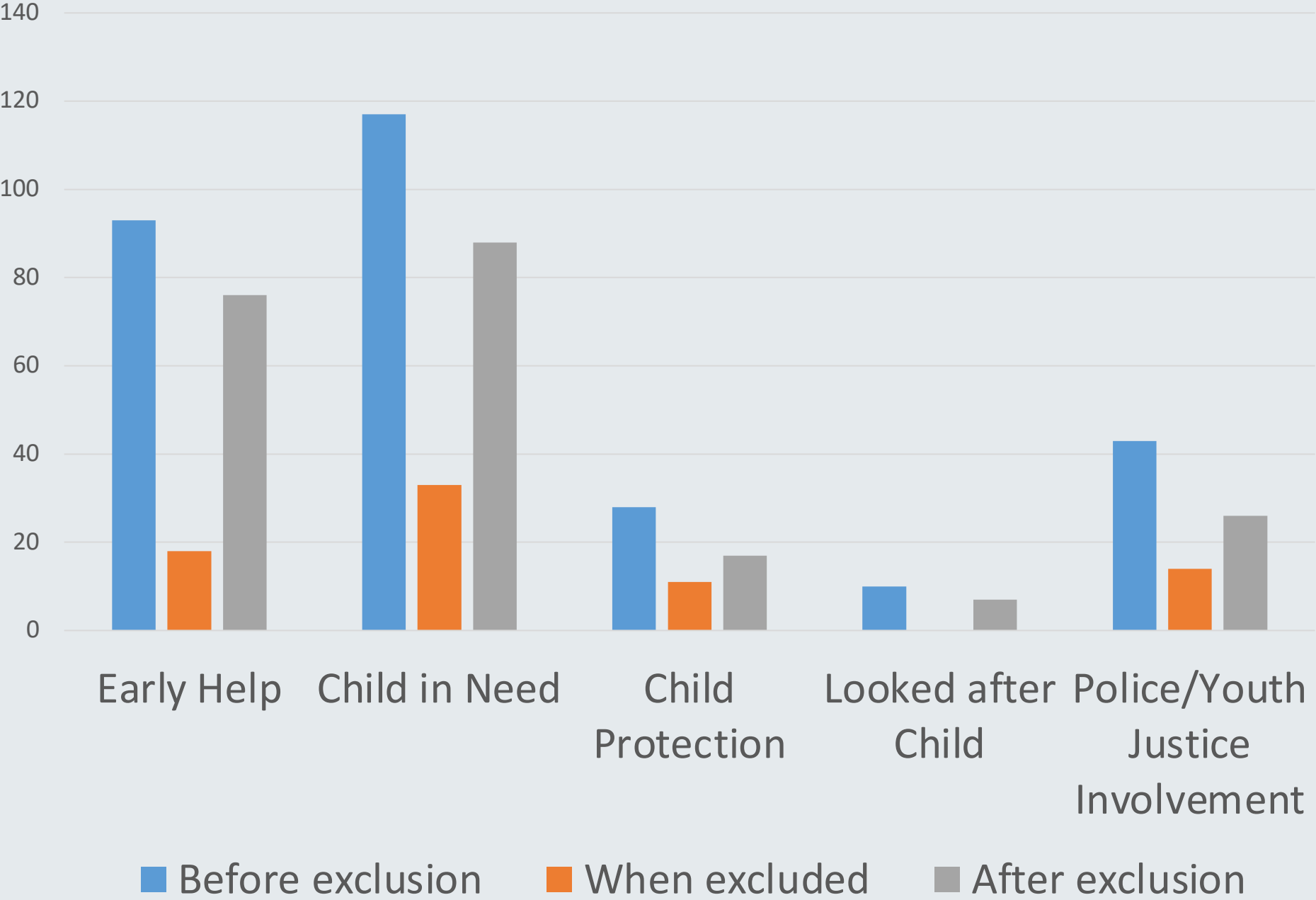
■ Three needs areas (n=58)

■ Two need areas (n=69)

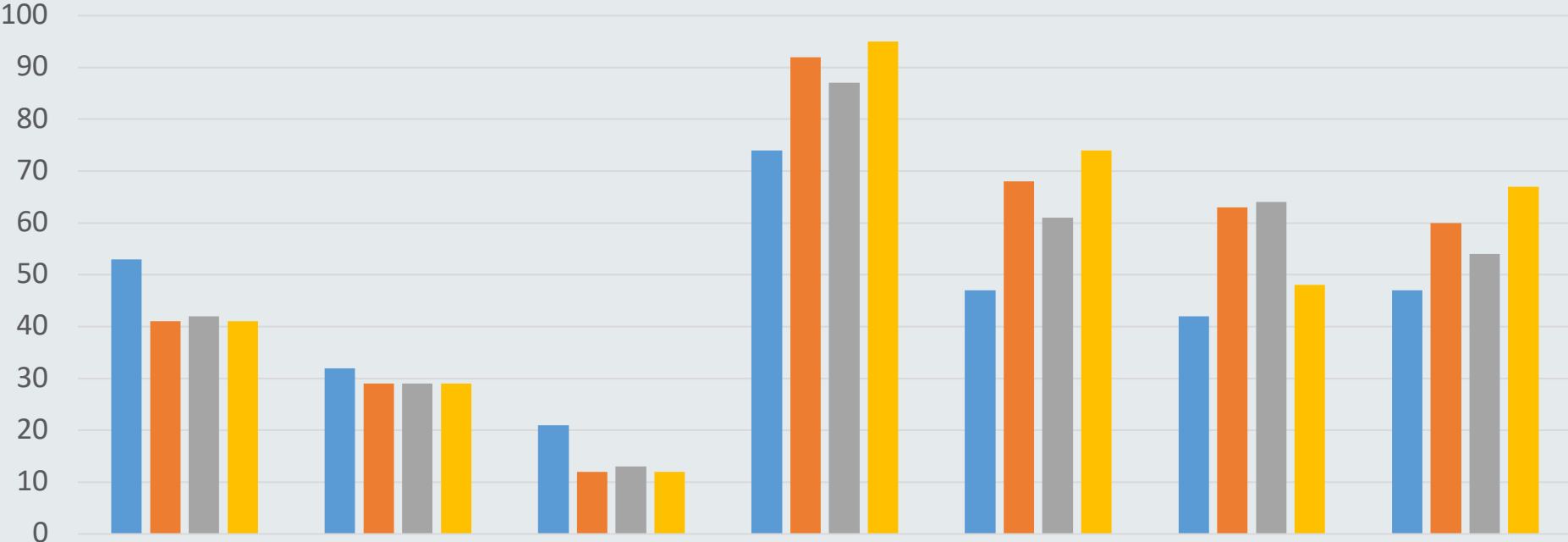
■ One need area (n=51)

■ No identified needs (n=22)

Social Care and Youth Justice Involvement



Ethnicity, Gender, Vulnerabilities and Police/Youth Justice Involvement



■ Asian, Black, Mixed Heritage (n=19) ■ White (n=169)
■ Boys (n=158) ■ Girls (n=42)

Scoping interviews



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Scoping interviews: 6 key themes



- 15 interviewees
- Collaborative approaches
- Variety and availability of alternative options to exclusion
- Understanding the underlying causes of behaviour
- Perceived ease related to the exclusion process
- Key developmental milestones/periods for intervention
- Support for the Glasgow model



"They didn't have the time, or the training, or the resources to help him, and in the end he got expelled from school and he was only five." (Interviewee)

- 'Postcode lottery'
- Bringing services towards the school



"... a bit more flexibility for those young people for whom a spread of options would be better ... The opportunity to have a mentor, or ... family therapy, or have a placement somewhere that isn't like a mini prison ... and that's available quickly ... before the crisis happens". (Interviewee)

- Schools: feeling heard and meeting need
- Child-centered timetables and interventions



"... with looked after children we know that so many have attachment needs and have been through childhood trauma ... we're always trying to dig under it [excludable behaviour] ... sometimes it shows a deeper need". (Interviewee)

- Attachment and trauma awareness
- Adaptations for supporting SEND

In-depth interviews



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In-depth interviews: 4 key themes



- 8 interviewees
- Surrey Alternative Learning Provision (SALP): a coordinated approach to support children at the brink of exclusion.
- Early intervention beyond individuals: the family and school.
- A public health approach: The Glasgow model.
- Building resilience within children.

Surrey Alternative Learning Provision (SALP): a coordinated approach to support children at the brink of exclusion.



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"...all those young people ... don't have to be permanently excluded but [instead] supported into the PRU... a local system, with local people co-ordinating it and local authority funding ... [with] a real sense of the child being at the centre and being first" (Interviewee)

- Integrated provision through PRUs
- Children 'disappearing off the radar'



"...just knowing how to signpost families and noting what you can see will be a tremendous help... That's success."

(Interviewee)

- Inclusion officer – Ash Manor School
- Increased awareness of signposting



- Acknowledgement for schools
- Bringing services towards the school
- Identification of risk at nursery school
- Training and alternative provision commissioned from local PRUs
- Consistent thresholds for permanent exclusions
- Multi-agency collaboration
- Data sharing



- Identification and intervention for multiple needs
 - early intervention, service engagement, services linking up with schools.
 - a marker for early help and child in need status. Information about behaviour support approaches and additional needs to follow children through phase transitions.
- Services to work together to prevent school exclusions
 - SALP. How might services link to SALP? Information/data sharing.
- There are possibilities of poor life trajectories identified prior to exclusion, not only as a consequence of exclusion.
 - attachment, nurture, trauma.

Thank you ...

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