



Department
for Education

Exclusions review

Call for evidence

Launch date 16 March 2018

Respond by 6 May 2018

Contents

Introduction	3
Who this is for	3
Issue date	3
Enquiries	3
About this call for evidence	4
Additional copies	7
Respond online	7
Other ways to respond	7
Deadline	7
The response	7

Introduction

Edward Timpson CBE, a former Government Children's Minister, is seeking views and evidence on school exclusion practice in England. The review will explore the drivers of exclusion rates and, in particular, the factors that drive the disproportionate exclusion of some groups of pupils. Amongst others, this includes pupils from certain ethnic groups; pupils who are eligible for free school meals, or have been eligible for free school meals in the last six years; those with special educational needs; looked after children; and children in need.

Who this is for

- Parents and carers
- Children and young people
- School and college staff
- Early years providers
- Governors
- Local authorities
- Voluntary and community organisations
- Representative bodies
- Other educational professionals
- Any other interested organisations and individuals

Issue date

The call for evidence was issued on 16 March 2018.

Enquiries

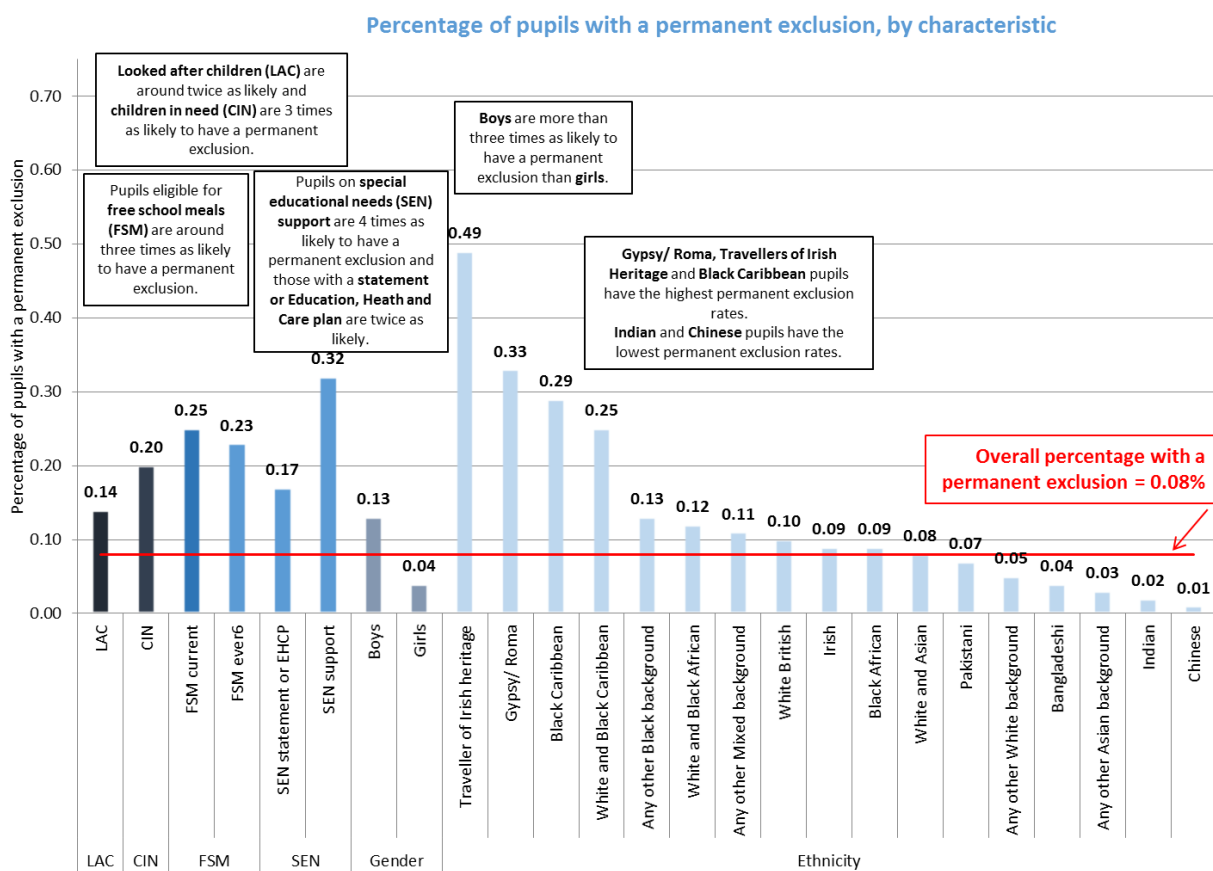
Enquiries related to the policy content of the call for evidence can be directed by:

- telephone: 0370 000 2288
- email: School.EXCLUSIONS@education.gov.uk

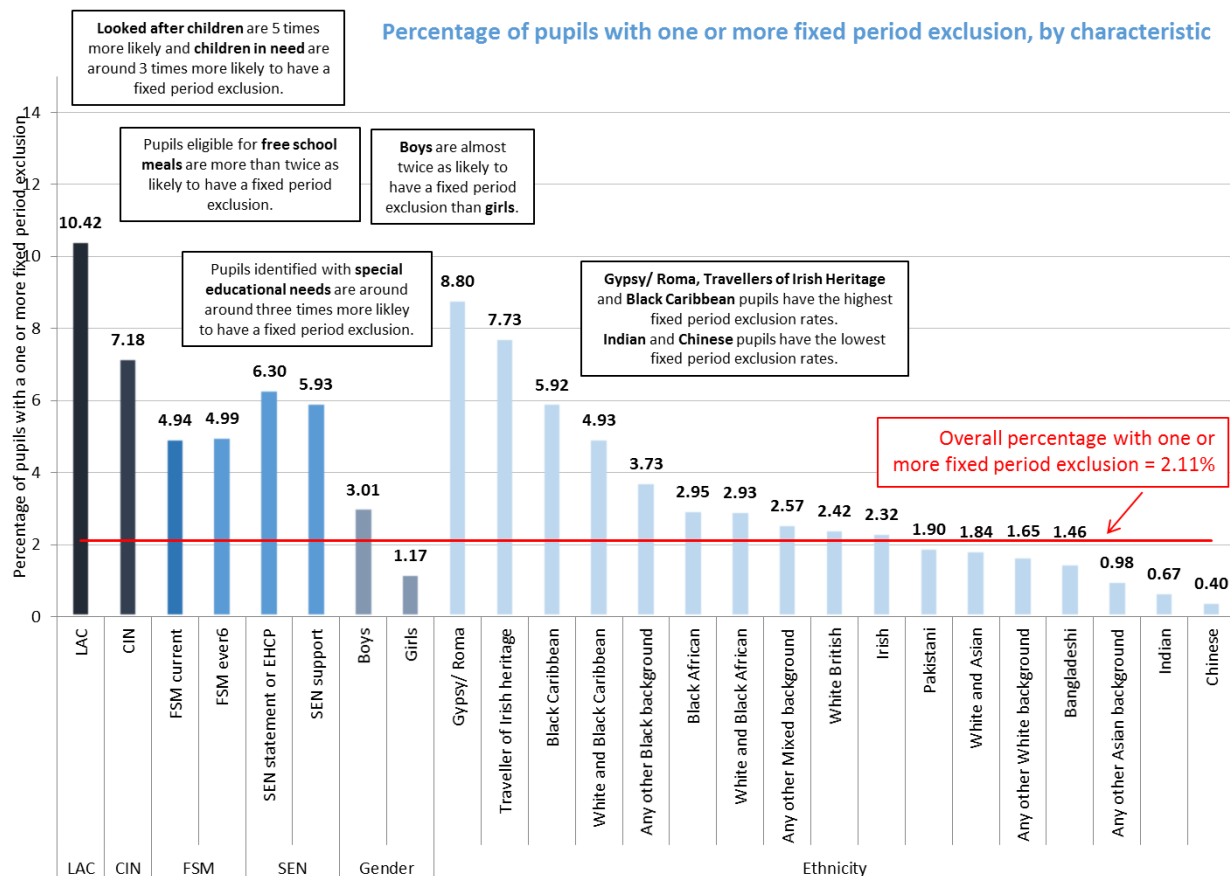
About this call for evidence

The [Ethnicity Facts and Figures website](#), which collates data on how different ethnic groups interact with public services, highlighted that pupils from some ethnic backgrounds are disproportionately more likely to be excluded from school. Black Caribbean pupils, for example, were permanently excluded at three times the rate of White British pupils. White Irish Traveller and Gypsy/Roma pupils had by far the highest rates of both fixed period and permanent exclusions.

Overall, some groups are disproportionately more likely to be excluded compared to the school population as a whole¹.



¹ Permanent and fixed-period exclusions in England: 2015 to 2016:
<https://www.gov.uk/government/statistics/permanent-and-fixed-period-exclusions-in-england-2015-to-2016>
 Outcomes for children looked after by LAs: 31 March 2016:
<https://www.gov.uk/government/statistics/outcomes-for-children-looked-after-by-las-31-march-2016>
 Characteristics of children in need: 2015 to 2016:
<https://www.gov.uk/government/statistics/characteristics-of-children-in-need-2015-to-2016>



Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by their education. The Government supports head teachers in using exclusion as a sanction where it is warranted. This review will explore how head teachers use exclusion in practice, and why some groups of pupils are more likely to be excluded. It will not seek to examine the powers head teachers have to exclude.

All state funded schools in England operate under the same exclusions framework, as set out in legislation and statutory guidance. Despite this, there are differences in exclusion rates between schools, areas of the country, and pupils with different characteristics. This review will examine the factors that drive those differences. It will also explore and evaluate best practice for those areas where the disparities are less significant.

The review will consider the exclusion of groups of pupils that are identified in the national data as more likely to be excluded. For example, those ethnic groups highlighted in the [Ethnicity Facts and Figures website](#); pupils who are eligible for free school meals, or have been eligible for free school meals in the last six years; pupils with special educational needs; looked after children; and children in need.

The scope of the review includes:

- Practice in schools in relation to behaviour management and exclusions. This includes identifying effective approaches which improve outcomes, particularly for those groups disproportionately likely to be excluded;
- the exclusions process in schools. The review will explore how head teachers decide when to exclude and the role of governors in reviewing use of exclusion. It will not seek to curb the powers head teachers have to exclude but will examine the ways in which such powers are exercised;
- practice in schools in relation to directing pupils to alternative provision without excluding. This will include whether this is effective and the impact on pupils who are disproportionately likely to be excluded;
- the drivers behind the variation in exclusion rates of pupils of different ethnic groups and other disproportionately represented groups, and the consequences of this;
- the drivers behind geographic variation in exclusion rates, particularly between areas with similar characteristics;
- the drivers behind the variation in exclusion rates between schools with a similar intake;
- best practice in managing exclusions and interventions across local areas, such as the use of managed moves and fair access protocols;
- how current exclusions practice supports effective joint working, including between schools, health services, children's social care and virtual school heads;
- how the parent and pupil experience of exclusion varies and best practice in engaging parents and pupils effectively in the exclusions process;
- the steps taken by schools to ensure that their behaviour and exclusion practices are compliant with duties under the Equality Act 2010; and
- the guidance in place to ensure effective use of exclusion and the safeguards to ensure exclusions do not disproportionately affect certain groups of pupils.

Edward Timpson CBE writes:

I am seeking views and evidence on the points set out in the scope of this review. This is not a consultation on any specific proposals as the review is in its early stages. Instead, I would like to gather evidence from as wide a range of sources as possible to inform my findings.

I would like to hear from schools, including alternative providers, colleges, education professionals and local authorities about practice and evidence. I would like to hear

about the experiences and perspectives of parents, carers and voluntary and community organisations which represent those pupils more likely to be excluded.

I welcome the views of children and young people. There will be further opportunities for children and young people to provide their views during the course of the review but where they would like to take part in this call for evidence I welcome this.

The information gathered through this call for evidence will inform my final report at the end of the year.

Additional copies

Additional copies are available electronically and can be downloaded from [GOV.UK DfE consultations](#).

Respond online

To help the analysis of responses please use the online system wherever possible. Visit www.education.gov.uk/consultations to submit responses.

Evidence can be uploaded to the above website or sent to School.EXCLUSIONS@education.gov.uk.

Other ways to respond

If, for exceptional reasons, you are unable to use the online system, for example because you use specialist accessibility software that is not compatible with the system, responses can be sent by email to School.EXCLUSIONS@education.gov.uk or post to:

Exclusions and Behaviour Team
Department for Education
Sanctuary Buildings, 2nd Floor
Great Smith Street
London SW1P 3BT

Deadline

The call for evidence closes on 6 May 2018 at 5pm.

The response

The information gathered through this call for evidence will inform the final report of the review at the end of the year. This report will take into account evidence gathered here

as well as through the wider review. The report will be [published on GOV.UK](#) by the end of 2018.



Department
for Education

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