

**Presentation to the DKG European Regional  
Conference at Baden-Baden, 4 August 2011**

**Exclusions from school –  
perspectives from the UK, USA and  
mainland Europe**

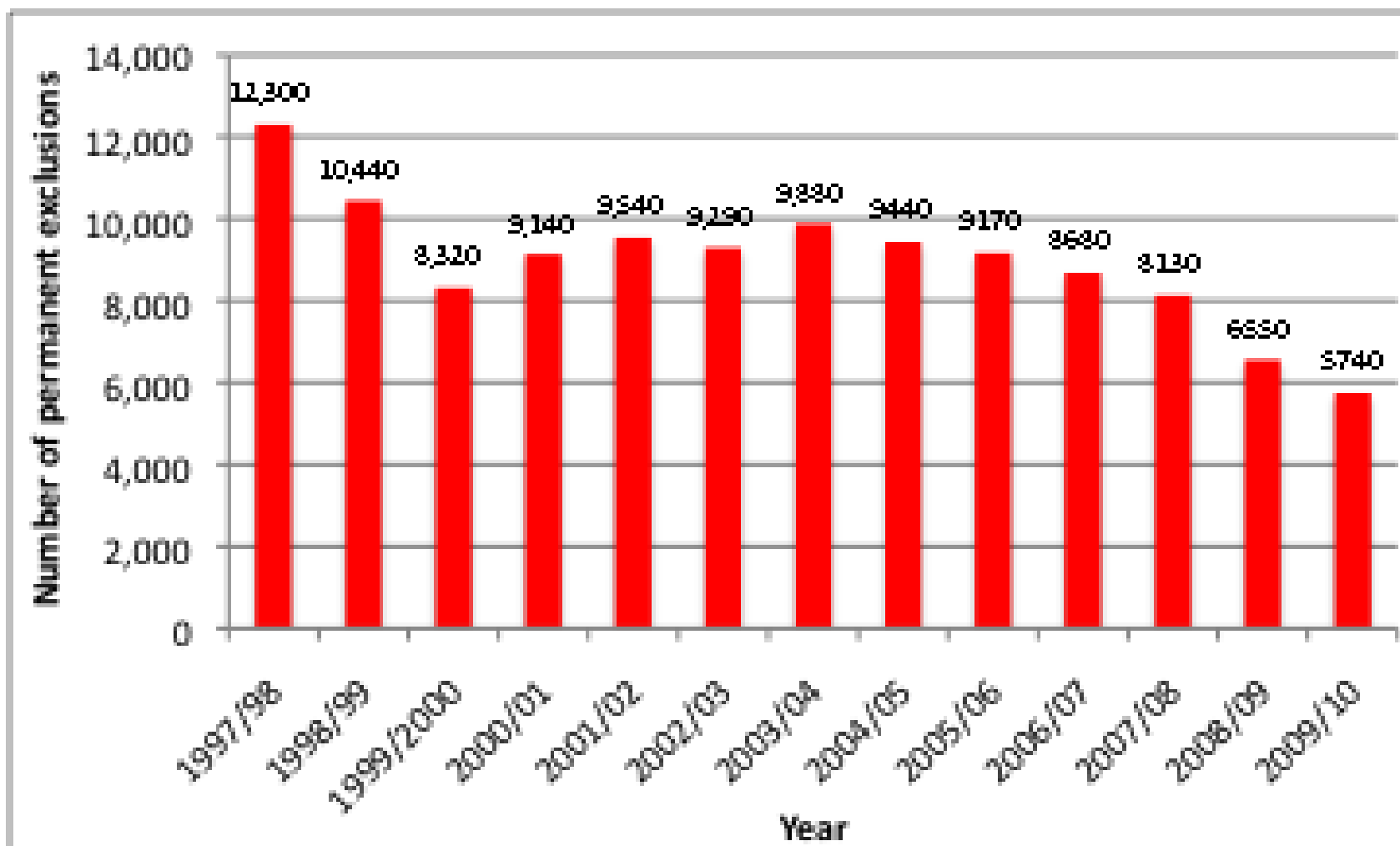
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Inclusion Studies, University of Greenwich, UK**

## Story 1

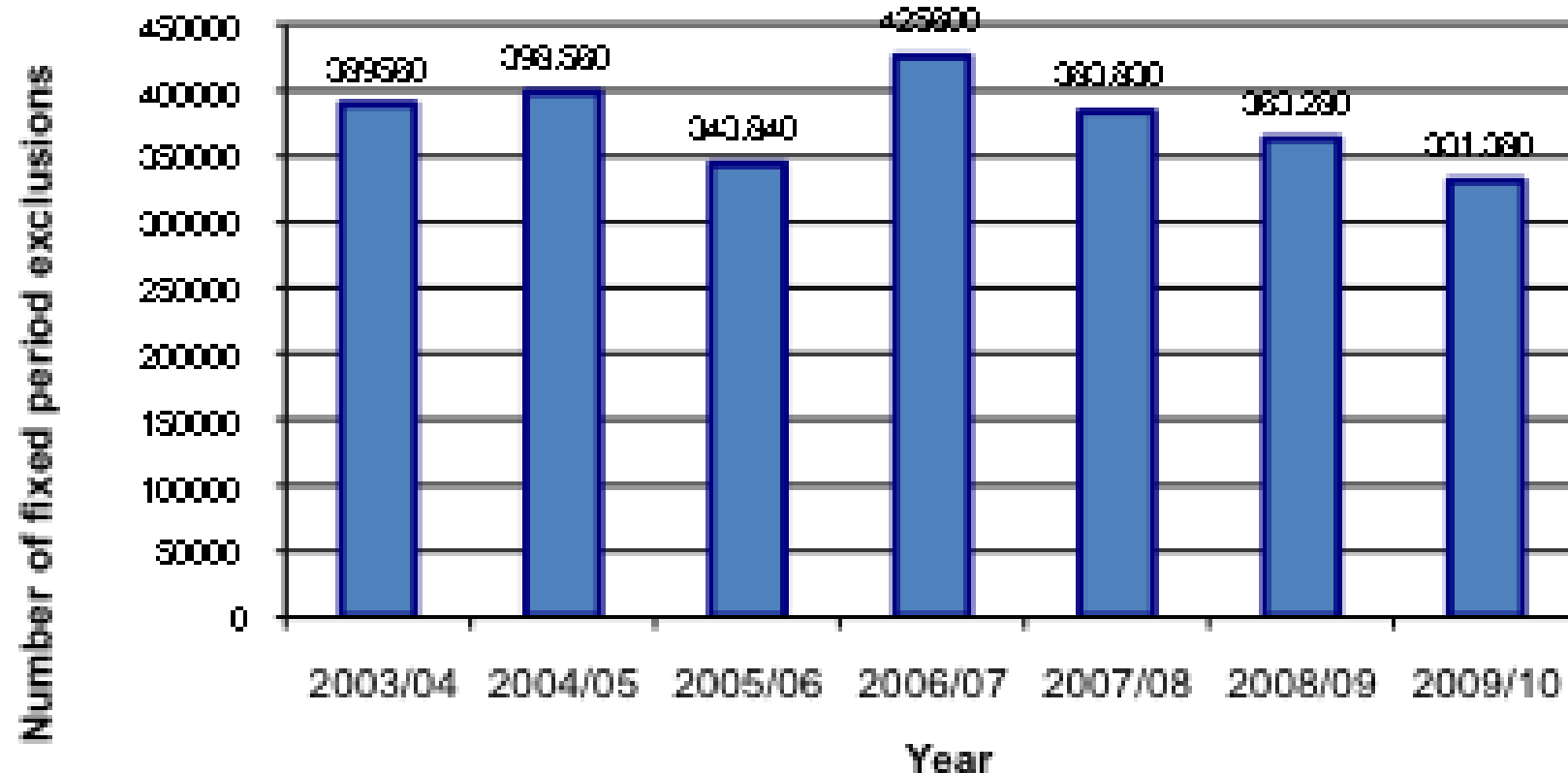
J is 8 and had considerable disruption in his life. His mother, with J and his sister, fled the flat they occupied because of domestic violence. After a period in a Women's refuge, things are more settled with a new flat and help with mum's mental health problems.

At school, J finds it hard to settle, and his teacher is very stressed by his behaviour. He can be violent to classmates and to adults who try to restrain him.

## Permanent exclusions from Schools in England 1997-2010



## Fixed period exclusions from Schools in England 2003-2010



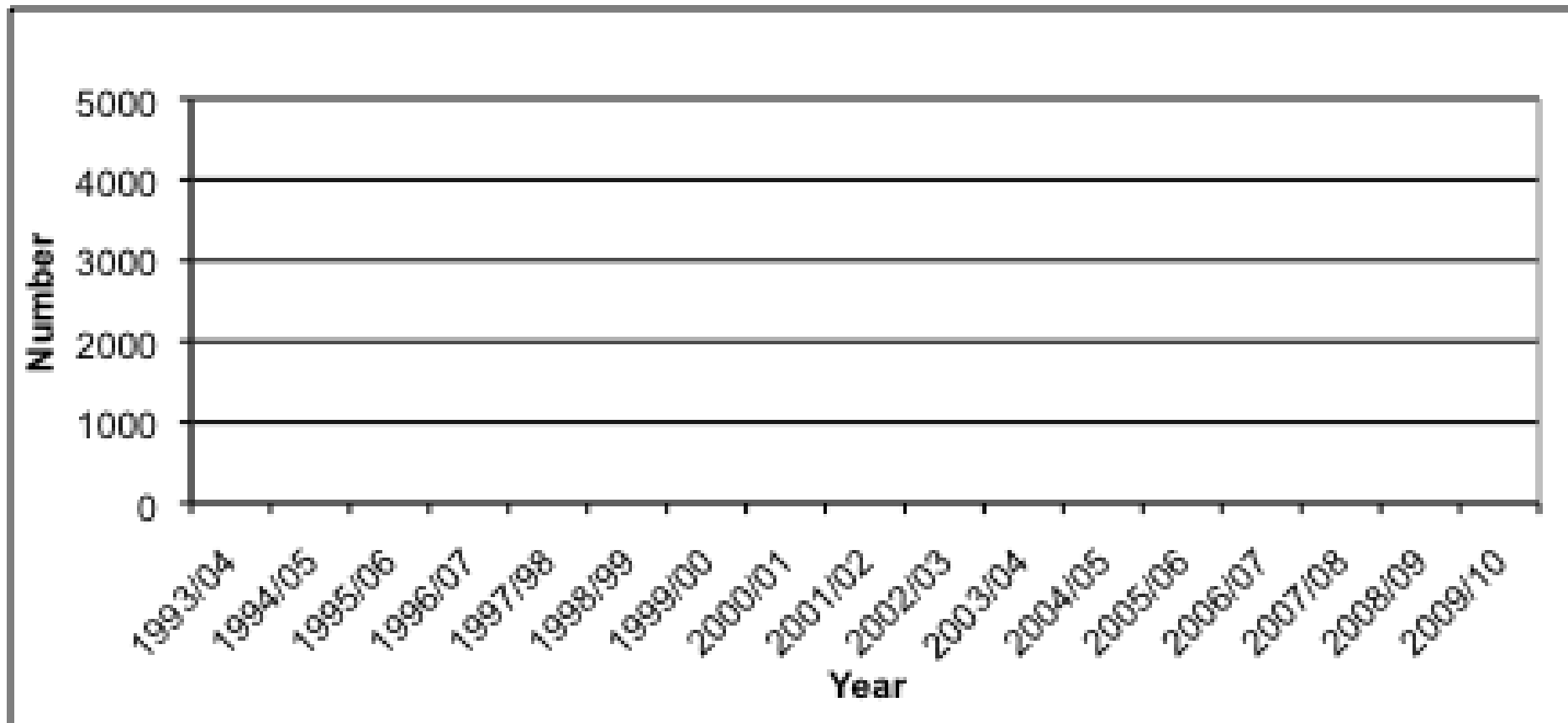
## Days of schooling missed through fixed period exclusions

There were 331,380 fixed period exclusions in 2009/10. That is ONE THIRD OF A MILLION. At 2.5 days average for such exclusions it amounts to the equivalent of **4,360** pupils missing a complete school year.

That matters!

Young people are not being educated properly when this happens.

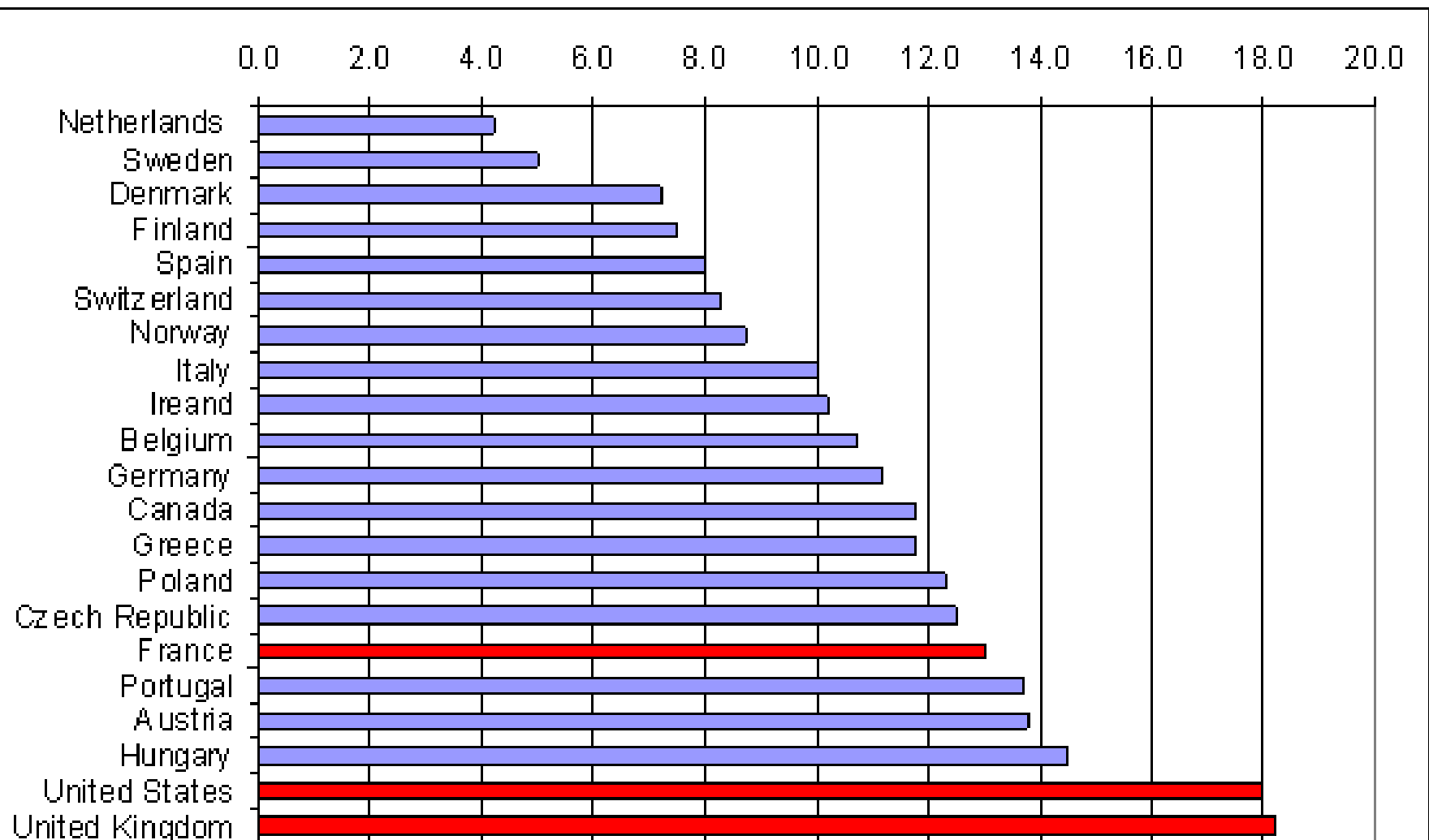
## Permanent exclusions from Schools in France 1993-2010



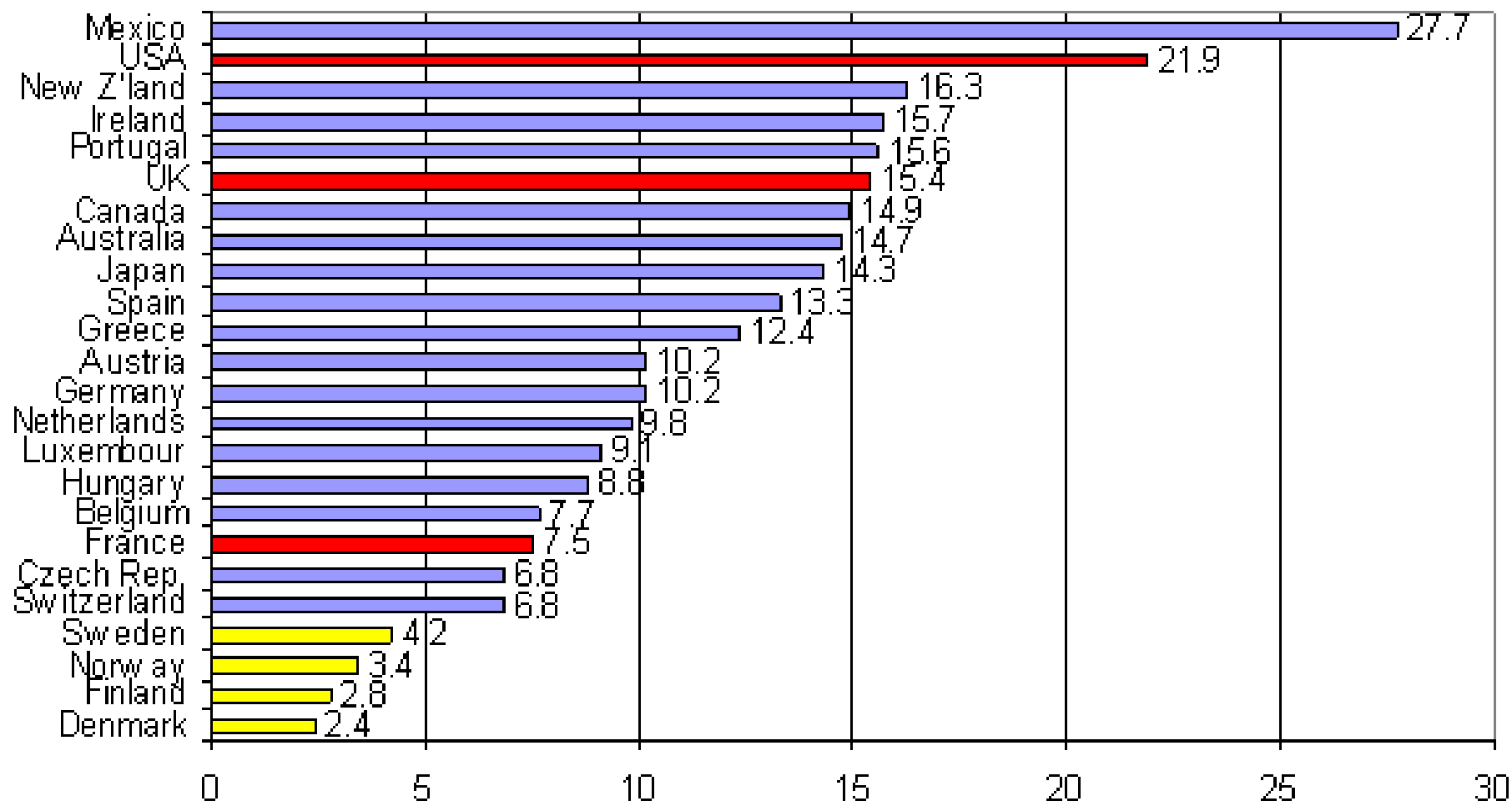
## Permanent exclusions from school in countries of the UK 2003 - 2010

|                   | <b>2003/<br/>04</b> | <b>2004/<br/>05</b> | <b>2005/<br/>06</b> | <b>2006/<br/>07</b> | <b>2007/<br/>08</b> | <b>2008/<br/>09</b> | <b>2009/<br/>10</b> |
|-------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|
| <b>N. Ireland</b> | 0.02                | 0.02                | 0.02                | 0.02                | 0.01                | 0.01                | 0.01                |
| <b>Scotland</b>   | 0.03                | 0.05                | 0.04                | 0.04                | 0.04                | 0.02                | 0.01                |
| <b>Wales</b>      | 0.06                | 0.07                | 0.06                | 0.05                | 0.07                | 0.05                | 0.04                |
| <b>England</b>    | 0.13                | 0.13                | 0.12                | 0.12                | 0.11                | 0.09                | 0.08                |

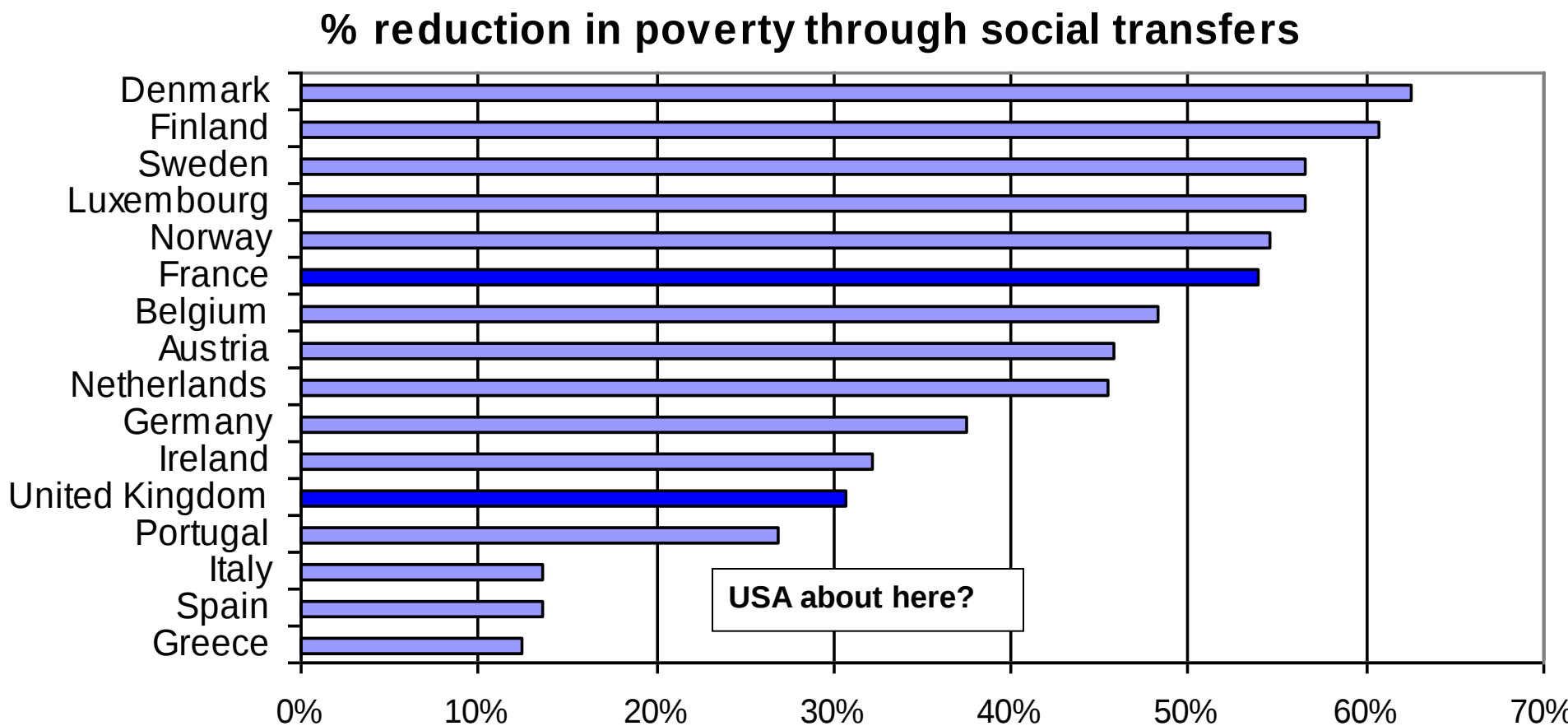
## Average Ranking on the UNICEF Child Well-being Report Card 2007



## Percentage of children living in 'relative' poverty defined as households with income below 50% of the national median (UNICEF, 2005)



## By how much do social transfers reduce poverty?



## Story 2

J is 14 and involved with a lot of worrying activity both inside and outside school. Drugs and sexual behaviours are the rumours and he has clearly been 'high' on some days.

There have been many confrontations in school. The latest involved calling the science teacher 'a \*\*\*\* slag' and spitting in the face of the deputy headteacher.

## Concerns about fixed period exclusions

- Loss of education
- Demeans the social role of education
- Suggests education is an earned privilege rather than a human (child) right
- Social justice matters ~ SEN, poor and some ethnic minority pupils are excluded at higher rates
- Heaps further problems on already troubled young people and their families
- Marginalises pupils further ~ encourages the movement towards crime, drugs, teen pregnancy
- Cost
- There are alternatives which should not be disregarded

## Five Barriers

1. Challenging **the will to punish.**
2. **Difficulty of collaboration** between schools and other providers
3. **Absence of backing all the way up the line** so that front line workers are supported in mediation and restorative approaches
4. **Headteachers who won't play ball**
5. Lack of **Financial creativity** and acceptance that some pupils cost more to educate, care for and develop than others

## **Eight strategic elements for a zero exclusions policy**

- 1. The big picture ~ why are we here?***
- 2. Establish explicit principles and procedures***
- 3. Broaden the school***
- 4. Bridges for managed moves***
- 5. Alternative provision, personalised curricula***
- 6. Multi-agency working + early intervention***
- 7. Sharing and reinforcing the vision***
- 8. Maintaining the hub ~ supports joint working between schools***

**Risk factors:** as %, what weight would you give each of the 4 areas

a) in terms of CAUSES

%

b) in terms of the attention given by services to address needs

%

|                                                                                                                                                                                                                                     |            |                                                                                                                                                                                                                                                                               |            |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| <b><i>Individual domain</i></b><br>Perinatal trauma<br>Low birth weight<br>Low intelligence<br>Early problem behaviour<br>Language difficulty<br>Attention Deficit Hyperactivity Disorder<br>Early malnutrition<br>Delinquent peers | <b>20%</b> | <b><i>Family domain</i></b><br>Large families<br>Family conflict<br>Family history of antisocial behaviour<br>Lack of parental supervision<br>Low parental involvement<br>Harsh or inconsistent discipline<br>Family instability & management problems<br>Parental depression | <b>50%</b> |
| <b><i>School domain</i></b><br>Poor attendance<br>Low expectations from teachers<br>Exclusions<br>Low degree of commitment to school<br>Academic failure                                                                            | <b>10%</b> | <b><i>Neighbourhood domain</i></b><br>Poverty<br>Quality of housing<br>High crime rates<br>Chronic community violence<br>High rates of transition and mobility<br>Norms favourable to crime & antisocial behaviour<br>Lack of community cohesion                              | <b>20%</b> |

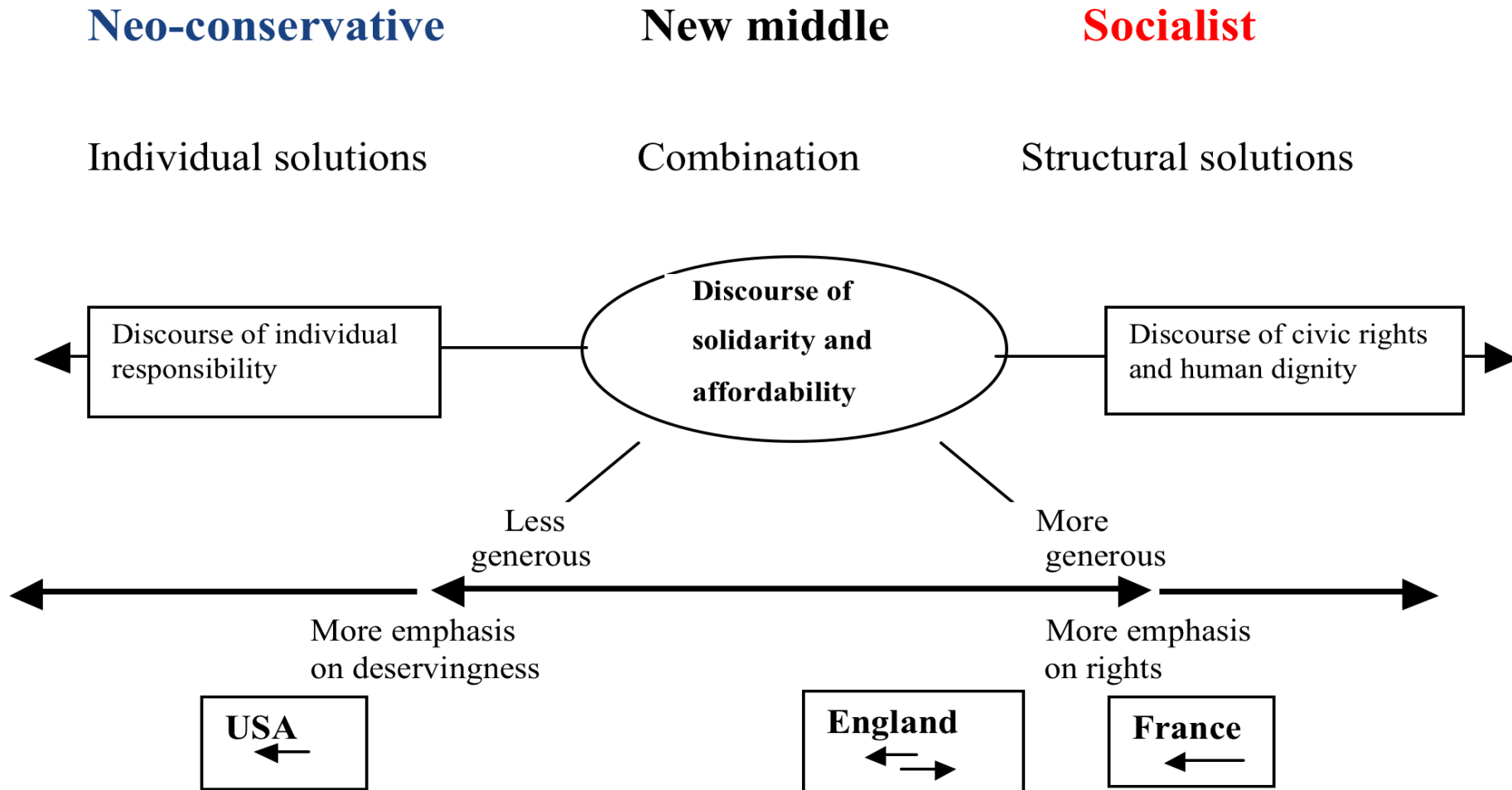
50%

10%

30%

10%

## Discourses of welfare and public services



## Dimensions of the Community Full Service School

### Community partnerships

- Ai curriculum links with business and vocational world
- Aii curriculum links with family and local community
- Aiii community partnership in school decision-making

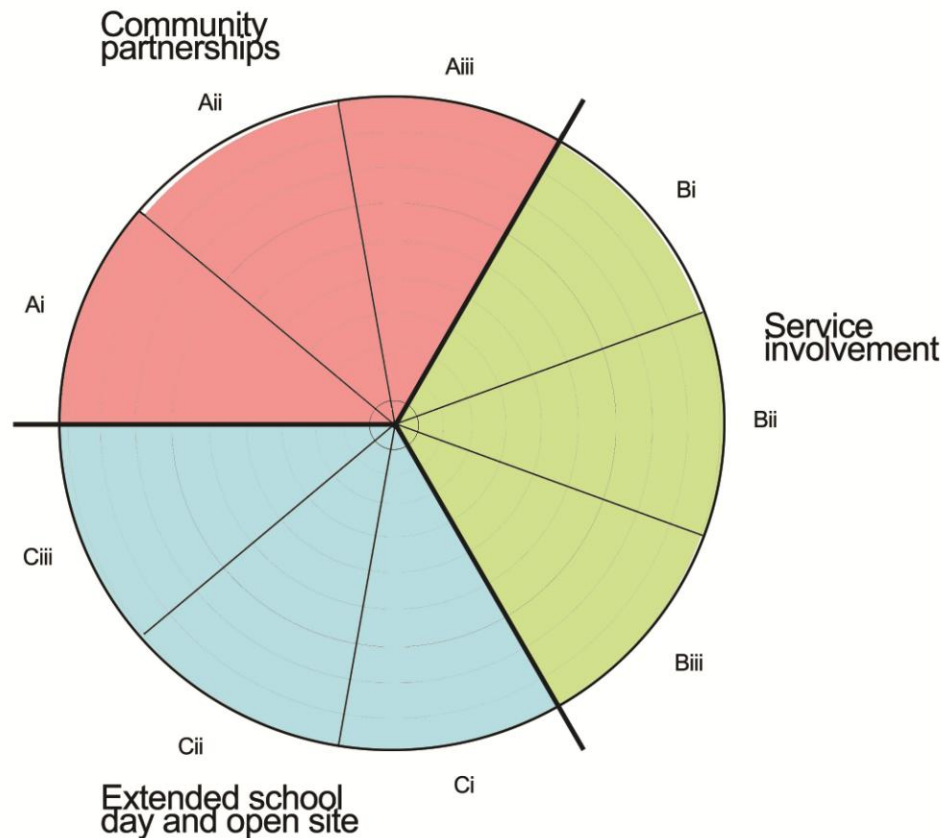
### Service involvement

- Bi additional services present in the school
- Bii quick referral to external agencies
- Biii integrated, holistic multiagency approaches

### Extended school day and open site

- Ci extended school day for students
- Cii community use of school facilities
- Ciii school as an accessible community hub

# The Community Full Service School



## KEY

### Community partnerships

- Ai curriculum links with business and vocational world
- Aii curriculum links with family and local community
- Aiii community partnership in school decision-making

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## Challenges

1. Commit to the view that the role is to educate not punish
2. Recognise and value the full range of need
3. Design and manage a system of education and care which meets the needs of all children
4. Target for special, sustained, monitored support those who most obviously lose out currently
5. Accept that schools need to allocate money differentially to the education of pupils ~ some pupils will be high need and expensive

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