



BEHAVIOUR/VULNERABLE LEARNERS REPORT

Summer 2023

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Introduction

National data tells us that one in two pupils who are permanently excluded have mental health difficulties. Children in the care of the Local Authority (CYPIOC) are more likely to be excluded and children who qualify for free school meals are also more likely to be excluded. These children have had a very challenging start to life: they are angry, resentful and anxious, which puts them in a position where it is extremely difficult to regulate themselves and therefore challenging behaviour occurs. The child's behaviour is a communication of their feelings and the result of their experiences.

Stockton Local Authority collaborates very closely with all schools in the Borough, to offer advice, support and challenge in relation to the use of suspension and exclusion, to try to reduce the level of suspensions/exclusions and promote alternative strategies and interventions to support pupils' education.

The local authority monitors suspensions/exclusions in all schools on a regular basis. Where there are concerns about patterns of exclusion or the level of exclusion either within the school as a whole or of pupils or groups of pupils, the schools will be contacted to offer support and advice to address this, and this offer of support is available to all schools where our children are placed. If schools require any further information about what support is available, they can contact the Inclusion and Vulnerable Learners Team.

The Local Authority also monitors children who are electively home educated, have completed a managed move or are directed off site to a new school or Alternative Provision, children missing from education, and children whose access to education is less than full time.

Background to the report

In order to support schools in their work with children and young people in addressing issues of challenging behaviour and exclusion and following a review by the Children and Young People Select Committee, local councillors requested that information and data was provided on the range of issues pertaining to behaviour and shared termly. This report is published on Stockton's Local Offer and provides information on the numbers of suspensions and exclusions and explains how the Local Authority is responding to the challenges arising from the rising exclusions.

More recently it also provides information on pupils who are not attending full time education in schools, those who may be missing from education and those who are electively home educated.

Suspensions/Exclusions

The Department for Education has recently provided new statutory guidance on suspension and exclusion from schools (September 2023) which governs exclusions from maintained schools, academies, alternative provision academies, free schools and pupil referral units. Head teachers, governing bodies, Academy Trusts, local authorities, special educational needs (SEN) experts, independent review panel members and clerks must have regard to this statutory guidance when performing their duties in relation to exclusion. The guidance can be accessed as follows:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1181584/Suspension_and_permanent_exclusion_guidance_september_23.pdf

Whilst supporting the use of suspension/exclusion when it is required to promote good discipline and improved behaviour in schools, the Government makes it clear that permanent exclusion should **only** be used as a last resort, where serious or persistent breaches of the school's behaviour policy have occurred and where allowing a pupil to remain in the school would seriously harm the education or welfare of the pupil or others within the school community.

The new guidance is very clear that schools are expected to provide interventions to address any unmet needs to try to prevent exclusion and to have reintegration strategies to support pupils in managing their behaviour following an exclusion. There is further clarity about the use of managed moves and direction off site to improve behaviour.

There is also an increased duty on governors to monitor and analyse data relating to pupil movement in and out of school and also on suspensions, exclusions, direction off site and managed moves. Governors should also explore any trends and emerging patterns with relation to this data.

Stockton Borough Council saw a decrease in exclusions throughout the pandemic, which was likely due to school closures, but there has been a steady increase since 2021 and we are committed to continue closely monitoring and collaborating with schools to avoid permanent exclusion of pupils wherever possible.

Permanent Exclusions

Historically, Stockton on Tees saw a rise in permanent exclusions between 2016-2019 which has been well reported in previous versions of this report. However, data from academic Years, 19/20, 20/21 and 21/22 were impacted by the Coronavirus Pandemic. This meant that owing to an interim change in the legislation relating to suspension/exclusion during the pandemic, there was a decrease in exclusions recorded. The data from these years cannot be used as a wholly reliable or accurate reflection of exclusions that may have occurred, should schools have remained open.

By the end of the summer term of 2023, Stockton had received 126 permanent exclusions since September 2022. Ten of these were for primary aged pupils and 116 were for secondary aged pupils.

Unfortunately, this year, we continue to see permanent exclusions of primary aged children. We continue to use our Pathway Development Centre (PDC) Model to support children in KS1 & KS2 who have been permanently excluded or who are at risk of permanent exclusion and require a short-term placement within PDCs.

We have continued to have no permanent exclusions from our special schools this year.

The top three reasons for permanent exclusion this term have been persistent disruptive behaviour or physical abuse against an adults or peers. Persistent disruptive behaviour is the biggest reason for permanent exclusion in secondary aged pupils. Physical assaults against adults are the most common reason for permanent exclusion in primary aged pupils so far this year.

We continue to see permanent exclusions for a 'one off incident' where a child has breached a school's behaviour policy. Any such instances are always looked at carefully by the Local Authority and we continue to work with schools to consider alternative methods to permanent exclusion.

In Stockton boys are still more likely to be excluded than girls. However, we have seen a rise in the number of girls permanently excluded and at the end of the year the number of girls who were permanently excluded had risen by 50%.

Several permanent exclusions are avoided through the vulnerable learners and placement & governance teams collaborating with schools to support, or by offering rigorous challenge at pupil disciplinary meetings for permanent exclusions.

There has been an increase in exclusions both regionally and nationally, particularly in Key Stage 3. In Stockton since September 2022 pupils in year seven and pupils in year ten have had the highest number of permanent exclusions.

Suspensions

We continue to see an increase in the use of suspensions within the borough since we had a full return to school at the beginning of the Autumn 2021 term.

The number of days lost to learning is high and can equate to weeks, months and academic years of education lost when looking at the total.

By the end of the summer term 2023 the days lost to learning in our secondary schools equate to over fifty-four academic years of learning.

By the end of summer term 2023 the days lost to learning in our primary schools equate to over one and a half years of academic years of learning.

Exclusion Guidance and Exclusion Training

New DFE suspension and exclusion guidance came into effect as of 1st September 2022.

The teams have continued to run annual training for governors and headteachers so that they are up to date with current legislation relating to their statutory duty regarding exclusions from schools and academies. Nationally, according to statistics, there has been an increase in the number of permanent exclusions over recent years.

Feedback from governor training in 21-22 and Autumn 22 was very positive and delegates reported feeling much more knowledgeable and confident with carrying out their duties relating to the exclusion process because of the training delivered.

Table A Rate of suspensions in Stockton compared to regional and national data

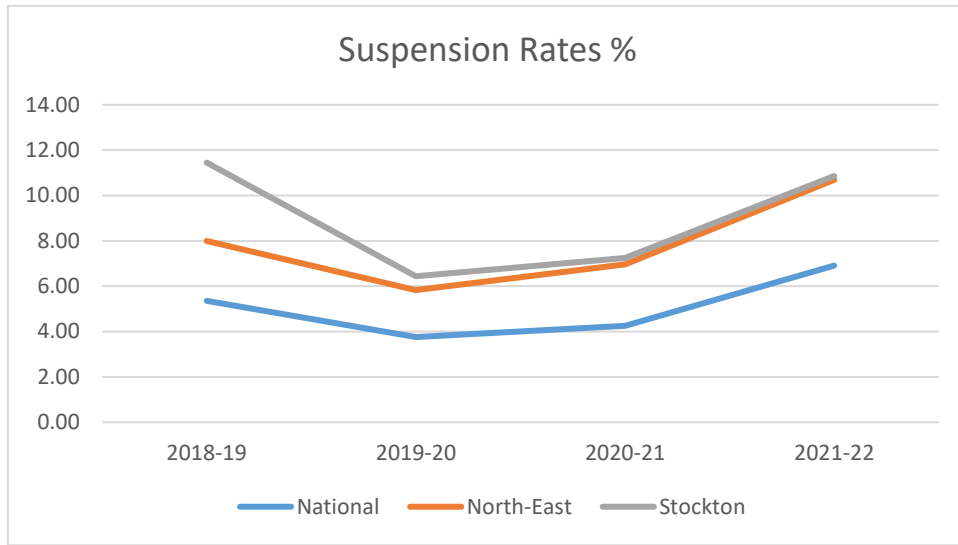


Table B Rate of Permanent Exclusions in Stockton compared to regional and national data

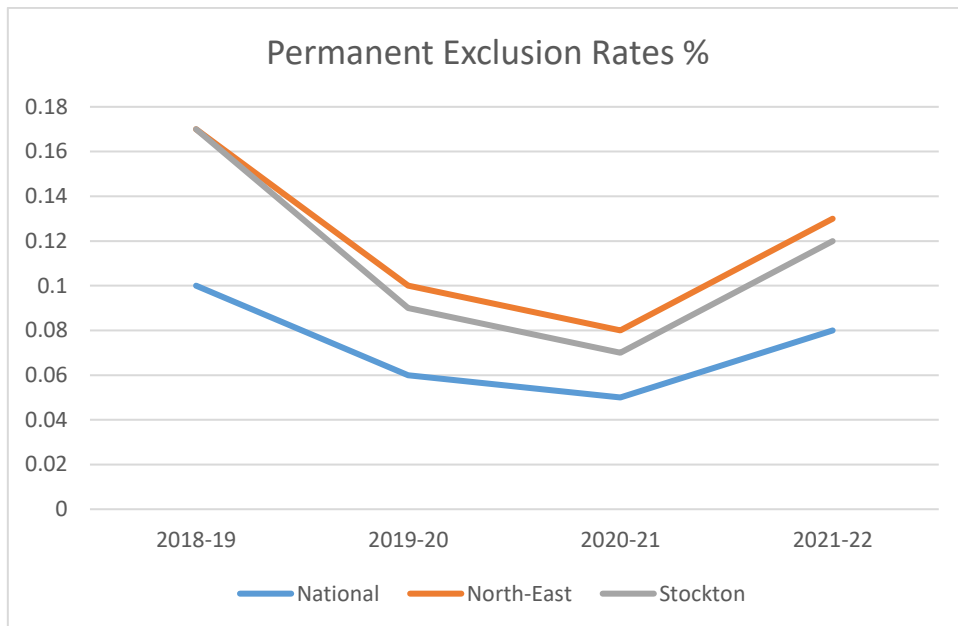


Table C– % Rates of pupil permanent exclusions by characteristic 21-22

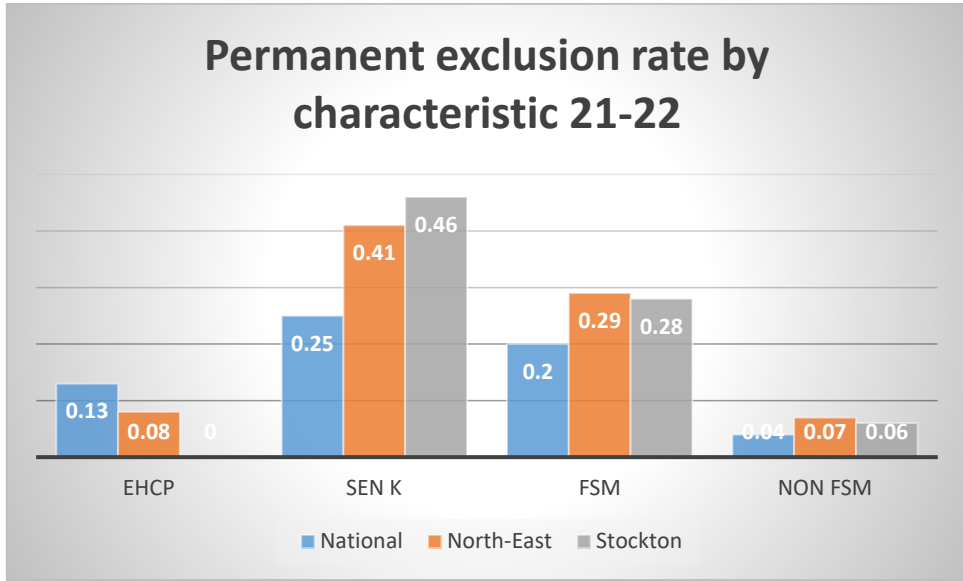


Table D– % Rates of pupil suspensions by characteristic 21-22

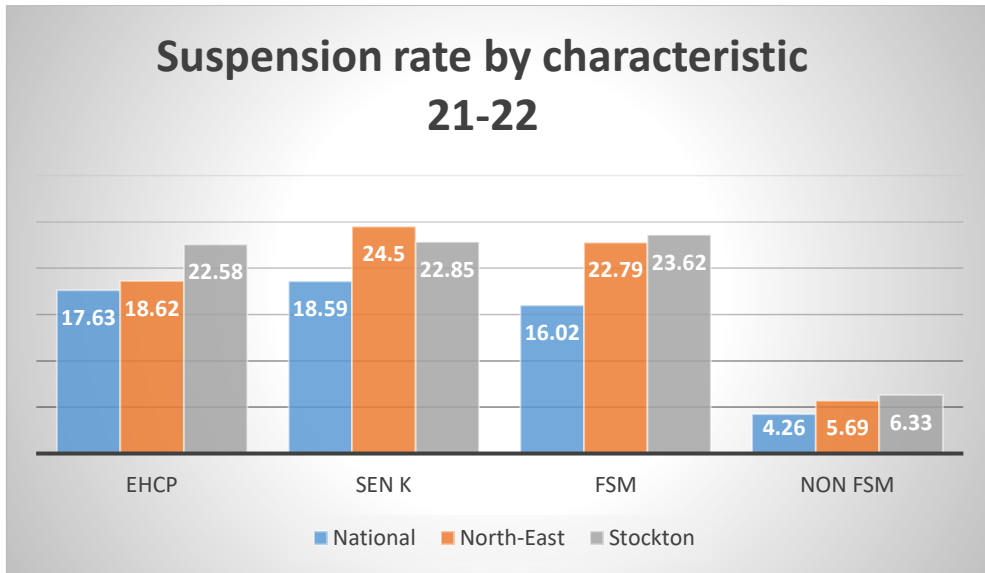


Table E – Permanent Exclusions by reason (DfE Codes)

Code	Reason	2018-2019			2019-20			2020-21			2021-2022			2022-2023		
		Sec	Prim	PRU	Sec	Prim	PRU	Sec	Prim	PRU	Sec	Prim	PRU	Sec	Prim	PRU
BU	Bullying	1	0	0	0	0	0	0	0	0	2	0	0	2	0	0
DA	Drug & alcohol related	2	0	0	2	0	0	1	0	0	0	0	0	1	0	0
DB	Persistent disruptive behaviour	29	1	0	19	1	0	11	0	0	28	2	0	46	2	0
DM	Damage	1	0	0	0	0	0	1	0	0	2	0	0	5	0	0
OT	Other	3	0	0	6	0	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
PA	Physical assault against an adult	3	0	1	3	1	4	2	2	0	2	3	1	14	7	3
PP	Physical assault against a pupil	6	0	0	8	1	0	6	0	0	8	1	0	22	4	1
RA	Racist abuse	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SM	Sexual misconduct	0	0	0	1	0	0	0	0	0	1	0	0	0	0	0
TH	Theft	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
VA	Verbal Abuse/threatening behaviour against an adult	10	0	0	6	0	0	1	1	0	1	0	0	9	1	0
VP	Verbal Abuse/threatening behaviour against a pupil	1	1	0	6	0	0	4	0	0	1	0	0	2	1	0
OW	Use or threat of use of offensive weapon	N/A	N/A	N/A	N/A	N/A	N/A	2	0	0	3	2	0	6	0	0
LG	Abuse against sexual orientations and gender identity	N/A	N/A	N/A	N/A	N/A	N/A	0	0	0	0	0	0	0	0	0
DS	Abuse relating to disability	N/A	N/A	N/A	N/A	N/A	N/A	0	0	0	0	0	0	0	0	0
MT	Inappropriate use of social media or online technology	N/A	N/A	N/A	N/A	N/A	N/A	0	0	0	0	0	0	0	0	0
PH	Wilful and repeated transgression or protective measures in place to protect public health	N/A	N/A	N/A	N/A	N/A	N/A	0	0	0	0	0	0	0	0	0
	Total	56	2	1	51	3	4	28	3	0	48	8	1	107	15	4

Table F - Suspensions and Permanent Exclusions 5 Year Trend – Secondary

School	2018/19		2019/20		2020/21		2021/22		2022/23		NOR* (Spring 2023 Census)
		PEX	FTE	PE X	FTE	PEX	suspens ions	PEX*	suspens ions	PEX*	
All Saints Church of England Academy	843	0	29	1	31	2	68	0	120	4	869
Conyers School	1133	2	54	3	120	2	289	8	203	10	1403
Egglescliffe School	1179	1	72	2	54	0	97	3	113	3	1525
Ian Ramsey Church of England Academy	1180	3	261	8	112	0	282	4	348	0	1180
Ingleby Manor Free School & Sixth Form	619	7	56	3	67	3	134	3	118	2	630
North Shore Academy	659	17	104	7	80	2	130	6	512	14	736
Northfield School	1442	1	97	3	159	3	272	13	477	11	1485
Our Lady and St Bede Catholic Academy	1038	1	58	3	57	2	97	1	124	2	1064
Outwood Academy Bishopsgarth	497	8	289	4	329	2	484	2	1540	19	563
St Michael's RC Academy	1038	4	119	3	80	1	158	1	151	3	1035
St Patrick's Catholic College	499	2	507	6	-	2	299	3	577	4	513
The Grangefield Academy	995	6	224	4	480	5	382	6	705	13	1014
Thornaby Academy	397	4	175	4	225	1	216	2	375	8	456
Bishopton Centre Pupil Referral Unit	46	1	89	4	19	0	39	1	216	4	63
OOA schools					-	2	-	3	-	3	
Total	11565	57	2134	55	1813	28	2947	56	5579	100	12536

Table G - Secondary Suspensions and Permanent Exclusions (issued) as a % of the number of pupils on roll for 2022-2023

SECONDARY EXCLUSIONS BY SCHOOL 2022-2023					
Shown as number of exclusion incidents and as percentage of children on roll					
School	Suspensions	PEX (ISSUED)	Suspensions %	PEX %	NOR Spring 2023 Census
All Saints Church of England Academy	120	4	13.80%	0.46%	869
Conyers School	203	10	14.47%	0.71%	1403
Egglescliffe School	113	3	7.41%	0.20%	1525
Ian Ramsey Church of England Academy	348	0	29.49%	0.00%	1180
Ingleby Manor Free School and Sixth Form	118	2	18.73%	0.32%	630
North Shore Academy	512	14	69.57%	1.90%	736
Northfield School	477	11	32.12%	0.74%	1485
Our Lady and St Bede Catholic Academy	124	2	11.65%	0.19%	1064
Outwood Academy Bishopsgarth	1540	19	273.53%	3.37%	563
St Michael's RC Academy	151	3	14.59%	0.29%	1035
St Patrick's Catholic College	577	4	112.48%	0.78%	513
The Grangefield Academy	705	13	69.53%	1.28%	1014
Thornaby Academy	375	8	82.24%	1.75%	456

Bishopton Centre Pupil Referral Unit	216	4	342.86%	6.35%	63
Total	5579	97	44.50%	0.77%	12536

Table H of Permanent Exclusions Year Group and Gender

	2019-2020			2020-21			2021-2022			2022-2023		
Year Group	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
R	0	0	0	0	0	0	0	0	0	0	0	0
1	0	0	0	0	0	0	1	0	1	0	1	1
2	0	0	0	0	0	0	3	0	3	1	0	1
3	0	0	0	0	0	0	0	0	0	1	0	1
4	1	0	1	1	0	1	0	0	0	2	0	2
5	1	0	1	2	0	2	0	1	1	1	1	2
6	0	0	0	0	0	0	2	0	2	2	1	3
7	9	0	9	2	2	4	2	0	2	21	4	25
8	6	4	10	6	3	9	8	4	12	13	3	16
9	10	8	18	6	6	12	12	8	20	15	5	20
10	11	7	18	10	11	21	8	2	10	18	8	26
11	2	0	2	8	1	9	3	1	4	9	1	10
Total	40	19	59	35	23	58	39	16	55	83	24	107

Table I - Days Lost to Secondary Suspensions Academic Year 2022/2023

Secondary Suspensions – number of school days lost	
School	Days lost
All Saints Church of England Academy	203.5
Conyers School	446.0
Egglescliffe School	181.5
Ian Ramsey Church of England Academy	498.0
Ingleby Manor Free School	205.5
North Shore Academy	1059.5
Northfield School	1100.0
Our Lady and St Bede Catholic Academy	195.0
Outwood Academy Bishopsgarth	3082.0
St Michael's RC Academy	310.5
St Patrick's Catholic College	816.5
The Grangefield Academy	1804.5
Thornaby Academy	623.0
Bishopton Centre Pupil Referral Unit	431.5
Total	10684.0

Table J of Permanent Exclusions and Suspensions in Primary

School (Primary)	2018-19		2019-20			2020-21			2021-22			2022-2023		
	FTE	PEX	FTE	PEX	FTE: days lost	Susp	PEX	Susp days lost	Susp	PEX	Susp days lost	Susp	PEX	Susp days lost
Bader Primary	9	0	0	0	0	0	0	0	5	1	5.5	0	0	0
Barley Fields Primary	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bewley Primary	0	0	1	0	2	1	0	1	0	0	0	1	0	1.5
Billingham South Community Primary	1	0	1	0	0.5	0	0	0	4	0	9	1	0	3
Bowesfield Primary	11	0	3	0	7.5	0	0	0	3	0	3	0	0	0
Christ the King RC Primary	0	0	0	0	0	0	0	0	0	0	0	5	2	11
Crooksbarrow Primary	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Durham Lane Primary	6	0	0	0	0	0	0	0	0	0	0	0	0	0
Egglescliffe CE Primary	2	0	0	0	0	0	0	0	0	0	0	0	0	0
Fairfield Primary	2	0	0	0	0	0	0	0	0	0	0	0	0	0
Frederick Nattrass Primary Academy	53	1	22	0	20.5	35	2	32.5	6	1	4	19	0	16.5
Hardwick Green Primary Academy	7	1	9	1	6.5	6	0	5	15	3	18.5	13	2	16
Harewood Primary	1	0	0	0	0	0	0	0	2	0	6	6	0	16
Harrow Gate Primary Academy	1	0	0	0	0	0	0	0	7		10	12	2	12.5
Hartburn Primary	2	0	0	0	0	0	0	0	0	0	0	0	0	0
High Clarence Primary	0	0	0	0	0	0	0	0	0	0	0	4	1	7

Holy Trinity Rosehill CE Primary	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Ingleby Mill Primary	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Junction Farm Primary	0	0	0	0	0	0	0	0	5	0	18	0	0	0
Kirklevington Primary	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Layfield Primary	0	0	0	0	0	11	0	9	2	0	2.5	0	0	0
Levendale Primary	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Mandale Mill Primary	6	0	6	0	20.0	10	0	29.5	9	0	28	9	0	40
Mill Lane Primary	0	0	0	1	0	0	0	0	0	0	0	0	0	0
Myton Park Primary	1	0	0	0	0	0	0	0	0	0	0	0	0	0
Norton Primary Academy	13	0	13	0	10.0	3	0	2	9	1	17.5	0	0	0
Oakdene Primary	4	0	3	0	11.0	8	0	35.5	5	0	25	0	1	0
Our Lady of the Most Holy Rosary RC Primary	3	0	1	0	0	0	0	0	0	0	0	0	0	0
Oxbridge Lane Primary	8	0	19	1	68.0	7	0	10	20	1	28	17	1	28.5
Pentland Primary	0	0	0	0	0	4	0	14.5	6	0	21	32	0	85.5
Preston Primary	0	0	0	0	0	0	0	0	0	0	0	2	0	6.5
Prior's Mill CE Primary	4	0	3	0	10.0	2	0	4	0	0	0	0	0	0
Roseberry Primary	0	0	1	0	5.0	0	0	0	5	0	13.5	3	0	1.5
Rosebrook Academy	13	0	4	0	6.0	4	0	3	26	0	52.5	6	0	5
St Bede's Catholic Primary Academy	4	0	9	0	24.0	3	0	4.5	1	0	2	0	0	0
St Cuthbert's RC Primary	4	0	2	0	3.0	0	0	0	0	0	0	0	0	0
St Francis of Assisi	0	0	0	0	0	0	0	0	0	0	0	0	0	0

St Gregory's Catholic Academy	9	0	0	0	0	5	0	10	1	0	0.5	0	0	0
St John's CE Primary	3	0	2	0	2.0	0	0	0	0	0	0	0	0	0
St John's RC Primary	2	0	0	0	0	0	0	0	0	0	0	2	0	1
St Joseph's RC Primary, Norton	2	0	0	0	0	0	0	0	0	0	0	0	0	0
St Joseph's RC VA Primary, Billingham	0	0	1	0	0	0	0	0	0	0	0	0	0	0
St Mark's CE Primary School	1	0	0	0	0	1	0	1	0	0	0	17	0	33.5
St Mary's CE Primary	0	0	0	0	0	0	0	0	0	0	0	0	0	0
St Patrick's RC	0	0	0	0	0	0	0	0	0	0	0	0	0	0
St Patrick's RC VA Catholic Primary Academy	0	0	0	0	0	0	0	0	0	0	0	0	0	0
St Paul's RC VA Primary School	0	0	4	0	0	0	0	0	0	0	0	0	0	0
St Therese of Lisieux RC Primary VA Academy	0	0	0	0	0	0	0	0	0	0	0	0	0	0
The Glebe Primary	1	0	0	0	0	0	0	0	1	0	2	0	0	0
The Links Primary	1	0	0	0	0	0	0	0	0	0	0	0	0	0
The Oak Tree Academy	29	0	29	0	40.5	9	1	11.5	16	1	29	0	0	0
Thornaby CE Primary School	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Tilery Primary	5	0	3	0	4.0	2	0	2	1	0	0.5	0	0	0
Village Primary	0	0	0	0	0	7	0	13	0	0	0	0	0	0
Whinstone Primary	2	0	0	0	0	0	0	0	0	0	0	1	0	1.5

Whitehouse Primary	3	0	0	0	0	0	0	0	0	0	0	0	0	0
William Cassidi CE Primary	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Wolviston Primary	0	0	2	0	2.5	0	0	0	0	0	0	0	0	0
Wynyard CE Primary School	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Yarm Primary	0	0	0	0	0	0	0	0	0	0	0	0	1	0
Total	213	2	138	3	243.0	118	3	188	149	7	296	150	10	286.5

Pupil Inclusion Panel

The Pupil Inclusion Panel began in September 2017 and its aim was primarily to facilitate a partnership approach with a focus on:

- Reducing Permanent and Fixed Term Exclusions.
- To support the managed move process so that it was recorded, monitored and reported on.
- To help support young people to access the right support.
- To support the In-Year admissions process so that students could move quickly as either a managed move or straight transfer.
- To work in partnership with the PRU to deliver partnership placements.
- To source appropriate Alternative Provision.
- To share best practice and ask advice in a supportive environment.

In 2020-21 the Pupil Inclusion Panel was reviewed and subsequently changes were made to the existing structure and running of the meetings to increase the focus on sharing inclusive practice in order that pupils remain in their home school wherever possible. Meetings were held each half term in three locality areas and were cross phase.

In the summer 2021 these meetings were evaluated and feedback from schools was positive about the new format.

In 2022-23 the Pupil Inclusions Panel remains in the same format but is now split into two localities, North and South so that it is in line with the organisation of services who have also been organised into the same two localities.

Rationale

Building close partnerships and working in collaboration with all stakeholders is at the heart of what we believe is central to improve outcomes for our Stockton children and young people.

Stockton Local Authority collaborates very closely with all schools in the Borough, to offer advice, support and challenge in relation to the use of exclusion, to try to reduce the level of exclusions and promote alternative strategies and interventions to support pupils' education, engagement and ultimately lifelong chances and opportunities.

Aims

- To promote closer partnership working and collaboration as an educational community with collective responsibility for all Stockton children and young people
- To share good practice to further improve practice and provision
- To increase engagement of pupils across the Borough in full time education
- To offer peer support and challenge to improve practice and provision
- To reduce exclusions of pupils across the Borough

The Pupil Inclusion Panel comprises of representatives from:

- SEND and school inclusion team
- Help and Support service
- Healthy Schools service
- Schools

The three elements to the Pupil Inclusion panel meetings are as follows:

- **PIP 1** - A generic themed discussion/ professional development and sharing of resources and good practice/ Discussion of needs/issues arising within the locality/ Sharing of data/ Updates
- **PIP2** – A solution focused discussion based on any issue's schools may raise regarding supporting pupils who are displaying challenging behaviours, have SEMH needs and/or who may be at risk of exclusion. Discussions are anonymous and identifying details are not shared. Schools and services are invited to share suggestions, challenge, and support each other to find further solutions and approaches for the pupils within the locality.
- **PIP 3** – Meetings with individual schools are available upon request and if necessary, with Local Authority services to discuss individual pupils who are at imminent risk of permanent exclusion.

During 22-23 PIP 1 has included:

- Sharing and discussing responsibilities within the new Exclusions and Suspensions guidance
- Sharing and discussing responsibilities within the new Behaviour in Schools guidance
- Cross phase discussions about direction off site, managed moves, good practice and criteria as part of the development of a Borough wide co-produced direction off site and managed move policies
- Sharing CPD opportunities/ resources
- Sharing the new SEMH offer 22-23
- Presentations by the Help and Support service regarding support available
- Information regarding the new SMART service launch
- Updates
- Sharing of suspension and exclusion data
- Sharing of national data focused on behaviour in schools

- Sharing of mental health resources and initiatives

SEMH Offer 22-23

The Stockton SEMH offer for 2022-23 was shared with schools in the autumn term 2022. This offer details support that schools can access either through the de-delegated offer or through a traded offer.

Maintained schools have been granted credits in accordance with their de-delegated contribution which they can use to access support.

Academies, independent schools and post sixteen providers can access the support either through the purchase of credits or through purchasing support directly.

The support offered includes:

- Strategic whole school support
- Continuous professional development
- Individual pupil support
- Staff support

The SEMH offer is delivered by an SEMH specialist team which consists of 2 SEMH teachers and 2 SEMH caseworkers. These are posts following a whole service review and are an increased resource to support the pupils across the Borough.

During 22-23, 31 schools requested support from the SEMH offer which included individual pupil support, school SEMH reviews, Thrive interventions, CPD delivery and attendance at cluster meetings.

Requests directly through the SEMH offer supported 149 primary aged pupils, 98 secondary aged pupils and 500 staff across Stockton.

Evaluations and feedback about the support given has been consistently positive.

Direction Off Site and Managed Moves

A review of the national Behaviour in Schools guidance and Exclusion guidance has given further clarity as to the purpose and expectations of schools who use direction off site and managed moves. Discussions took place in the autumn and Spring term pupil inclusion panels regarding good practice, criteria, timescales, interventions, and processes of managed moves. During the Spring term draft co-produced guidance for both direction off site and managed moves has been completed and schools were consulted about the drafts.

The new guidance's for managed moves and direction off site are now finalised.

It is important to note that direction off site is what used to be termed managed moves in Stockton on tees and the practice of a temporary placement in another school will be referred to as direction off site in accordance with the DFE guidance.

A managed move is a permanent move for the benefit of the pupil.

In Year transfer processes are separate to the above.

Over the past 2 years there has been a rise in the number of managed moves which have been agreed between schools following a request for an In Year Transfer. This is a practice

that is not in keeping with the current agreed reasons for managed moves, for example, to support a pupil who may be at risk of exclusion.

NB. From September 2023 data will be included in this report which shows the number of directions off site to other schools and to AP.

Data will also show the number of managed moves that have taken place.

Exclusion/Suspension Contacts- Local Authority

The Inclusion and Vulnerable Learners team is based at Queensway House in Billingham and can be contacted for exclusion advice on 01642 527145. This is the service area responsible for supporting schools with children at risk of exclusion and providing advice.

If a child has been suspended or permanently excluded from school the first point of notification would be sent to the Placement and Governance Team. This is to ensure the Local Authority meets its duty to provide education for this pupil from the sixth day.

Roles and Responsibility of the Local Authority relating to exclusions:

- Ensure that the statutory responsibilities relating to exclusions are met.
- Contribute to preventative strategies to avoid exclusion.
- Give advice to parents/carers, schools and other professionals on the statutory exclusion process.
- Provide statistical information.
- Train school governors on their statutory responsibilities.
- Attend Independent Review Panel Hearings
- Advise and guide governors on all aspects of exclusion law during exclusion procedures.
- Attend Pupil Inclusion Panels, supporting schools to use alternatives to exclusion.

Elective Home Education

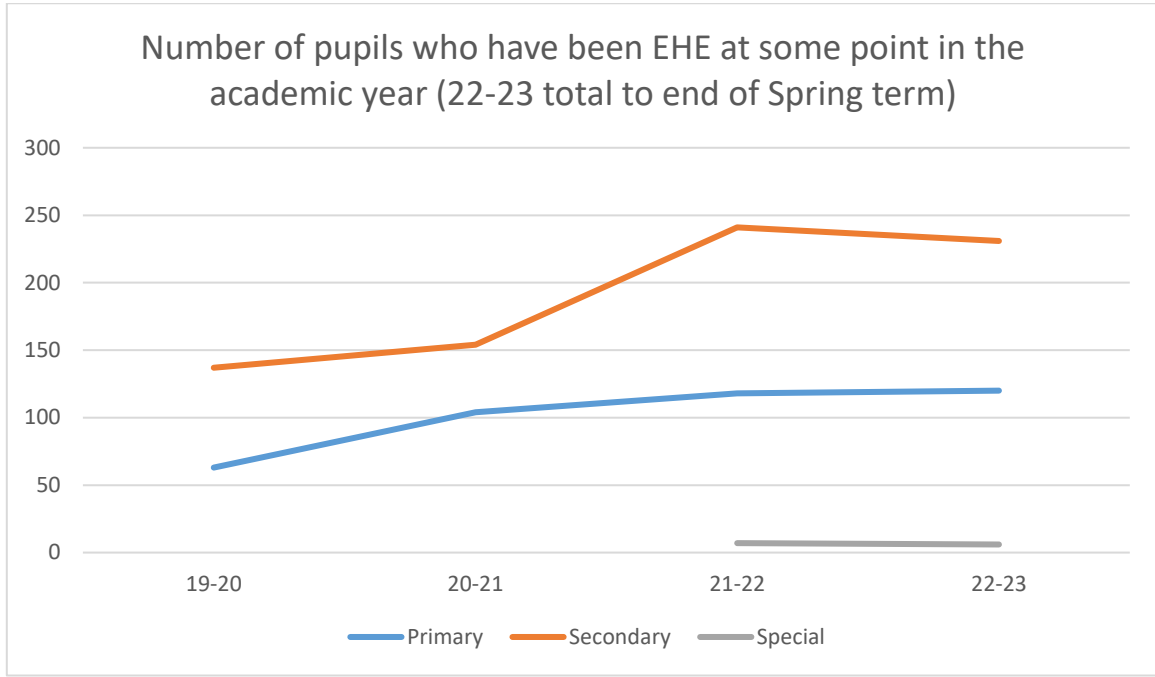
Electing to home educate a child is a legal entitlement for all parents. The local authority has a duty to ensure that all children are in receipt of an education and parents are legally bound to ensure they provide their child with an education.

There has been an increase in the number of pupils who have moved to elective home education since the start of the pandemic in 2020. This increase in elective home education notifications is reflected in the national picture.

There has been an increase in the number of pupils with Education Health and Care Plans that have moved to elective home education. All EHE referrals for pupils with EHCPs are discussed at EHCP panel and actions are taken to ensure that the provision in the plans can be met. Parents of pupils who are in special schools may have their request rejected.

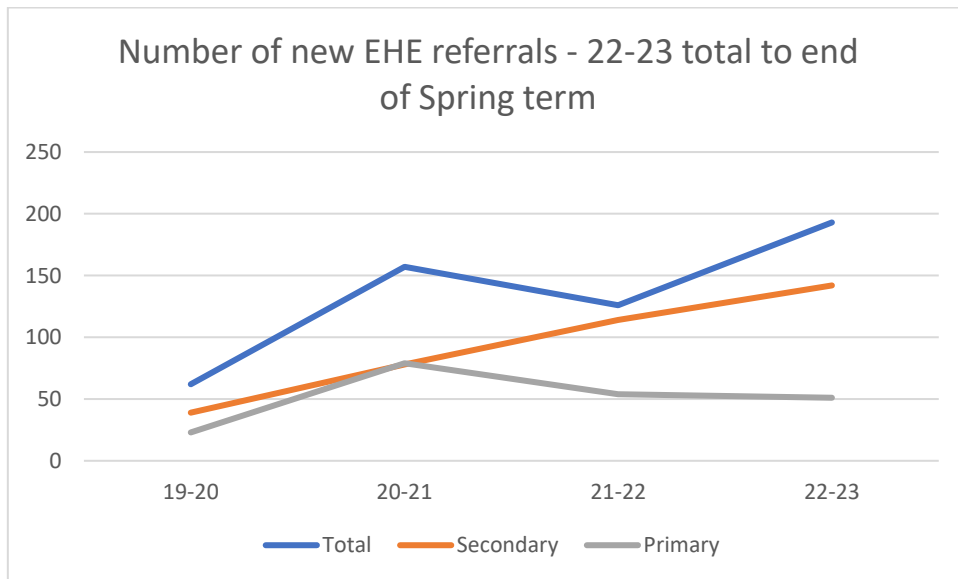
Total number of pupils who have been EHE at some point during an academic year

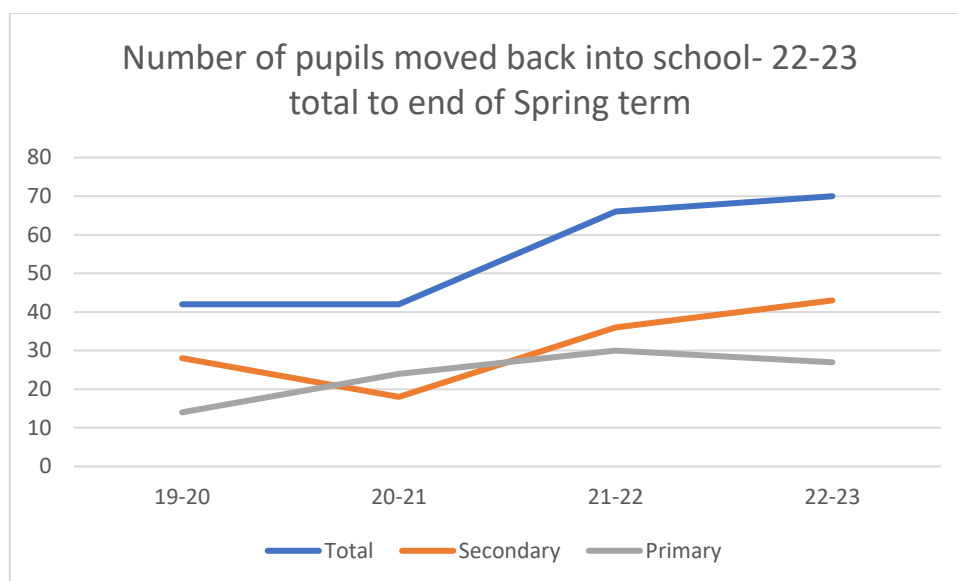
	19-20	20-21	21-22	22-23
Primary	63	104	118	120
Secondary	137	154	241	292
Special			7	6



Total number of new EHE referrals during an academic year

	19-20	20-21	21-22	22-23
Primary	23	79	54	51
Secondary	39	78	114	142





Total number of pupils moved back into school during an academic year

	19-20	20-21	21-22	22-23
Primary	14	24	30	27
Secondary	28	18	36	43

Children Missing from Education

	19-20	20-21	21-22	22-23
Number of referrals for CME within Stockton	160	293	272	365
Number of referrals for CME from out of Borough	59	68	85	90
% Of pupils traced	92%	97%	89%	95%

NB. Please note the % of children traced is during the academic year. The final % will continue to rise as work to locate them continues into subsequent years

The number of pupils who are registered as missing from education from Stockton on Tees has risen in 22-23. The number of referrals for two terms is now higher than for the whole of the last academic year.

Referrals from out of borough increased for the fourth year running during 22-23.

All CME referrals are considered vulnerable and actions to locate these pupils happen within five working days.

The vulnerable learner's team has access to the new DfE information system 'Get Information About Pupils' GIAP and can be accessed to trace long term missing pupils. This system is kept up to date with recent Census information which makes tracing pupils more effective.

The team are working with other agencies to look for innovative ways not previously available to us to help locate children who are missing education.

Alternative Provision and Reduced Timetables

All pupils are entitled to a full-time education. In exceptional situations where a pupil has a reduction in their timetable this must be short term and planned with full parental consent. Regular reviews must take place with an aim of increasing a pupil's time quickly, so they are back to full time as soon as possible.

Alternative provision (AP) is education outside school, arranged by local authorities or schools, for pupils who do not attend mainstream school for reasons such as school exclusion, behaviour issues, school refusal, or short- or long-term illness.

The expectation is that good quality alternative provision is sourced for pupils and is on a par with their mainstream peers allowing the pupils to progress and attain at a similar level. All Stockton schools are expected to ensure they have a recording system in place to detail the quality assurance they have undertaken prior to placing the pupil at the provision.

The number of pupils who are accessing Alternative Provision (AP) or who are on a reduced timetable (RTT) is tracked across the borough. Schools must notify the vulnerable learner's team when a pupil is not accessing full time education or if they are accessing an alternative provision for a period.

Schools are reminded that they should complete the electronic notification when the arrangements start and when they end.

Conclusion

The data in this report reflects the time prior to, during and post the Covid-19 pandemic. During these unprecedented times, the social and emotional impact on our children and young people and staff within schools cannot be underestimated. Whilst there are changes in some of the data, we must consider the data in this report considering the changes during and post the pandemic and the closure of schools.

During this academic year we have seen increases in the number of exclusions, suspensions, use of part time timetables and AP and direction off site. Similarly, to previous reports, there continues to be too many days lost to learning for our children and young people in Stockton and this is especially true within our secondary schools. This is something that as an educational community we must strive to address and reduce so that our children and young people have the best chances of success.

Working in partnership as a whole educational community for the best interests of our Stockton children and young people, placing them at the centre of all we do and supporting

them to achieve and have success is at the core of our ethos and therefore must affect every action we take.

This report is meant to be thought provoking and to challenge existing views, whilst at the same time to challenge and encourage practitioners and policy makers to think differently.