

Included, Engaged and Involved Part 2: A Positive Approach to Preventing and Managing School Exclusion (2017)

Support for Implementation Event

Aims for the session

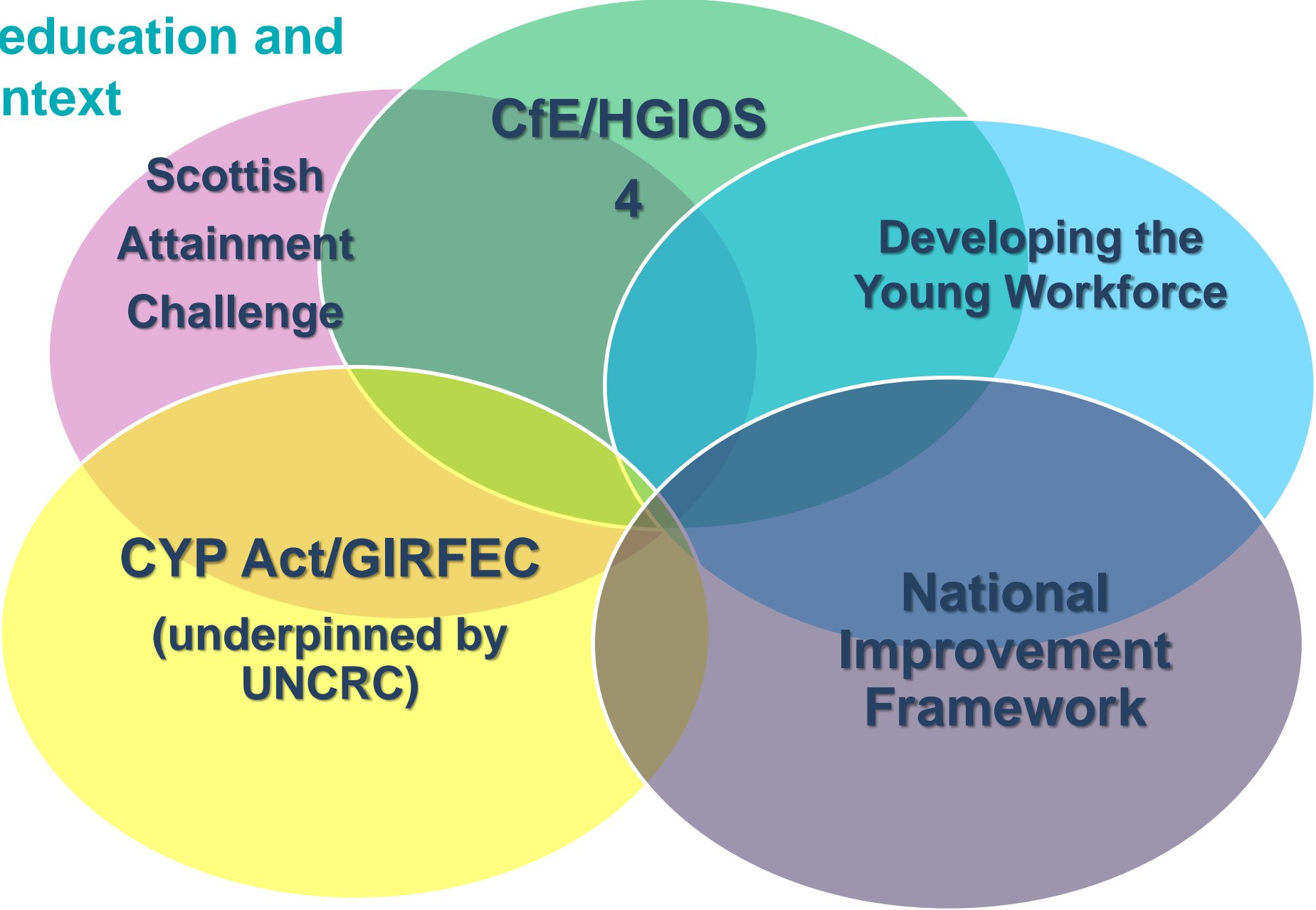
- Increased awareness and knowledge of policy guidance IEI Part 2
- Increased awareness of long term impact of exclusion and links with youth offending
- Increased confidence in implementation of policy guidance
- Awareness of approaches to support implementation of IEI Part 2

Included, Engaged and Involved Part 2: A Positive Approach to Preventing and Managing School Exclusion (2017)

Overview

- Rationale for refresh of policy
- Key messages
- New additions to the policy
- Approaches to supporting positive relationships
- Support for implementation

Updated education and policy context



Five key indicators in identifying and closing the poverty related attainment gap

- Attainment
- Attendance
- Exclusion
- Participation
- Engagement



HGIOS?4 – some examples

2.3 Learning, teaching and assessment - The learning environment is built on positive, nurturing and appropriately challenging relationships which lead to high-quality learning outcomes. The ethos and culture of our school reflects a commitment to children's rights and positive relationships.

3.1 Ensuring wellbeing, equality and inclusion - All staff and partners model behaviour which promotes and supports the wellbeing of all. Staff and partners have created an environment where children and young people feel listened to and are secure in their ability to discuss personal and sensitive aspects of their lives because they feel cared about.

Relationships across the school community are very positive and supportive, founded on a climate of mutual respect within a strong sense of community, shared values and high expectations. All staff and partners are proactive in promoting positive relationships in the classroom, playground and wider learning community.

3.2 Raising attainment and achievement - Attendance levels are high and improving. Exclusion rates are low and inclusion is successful for all.

Rationale for update of guidance

- Updated legislative and policy context. New programmes and publications.
- Links with youth justice strategy
- Concerns raised around implementation and recording of exclusion
- Need for improved practice in return to school processes
- Need to strengthen preventative and positive approaches at a universal level
- Need for more streamlined guidance

Current data on exclusion

The number of exclusions has been falling year on year since 2006/07

There was 1 permanent exclusion in 2015/16 compared to 292 in 2002/03

Exclusion rates for pupils with ASN are more than 4 times higher than those with no ASN

Exclusion rates are 6 times higher for those in the 20% most deprived areas

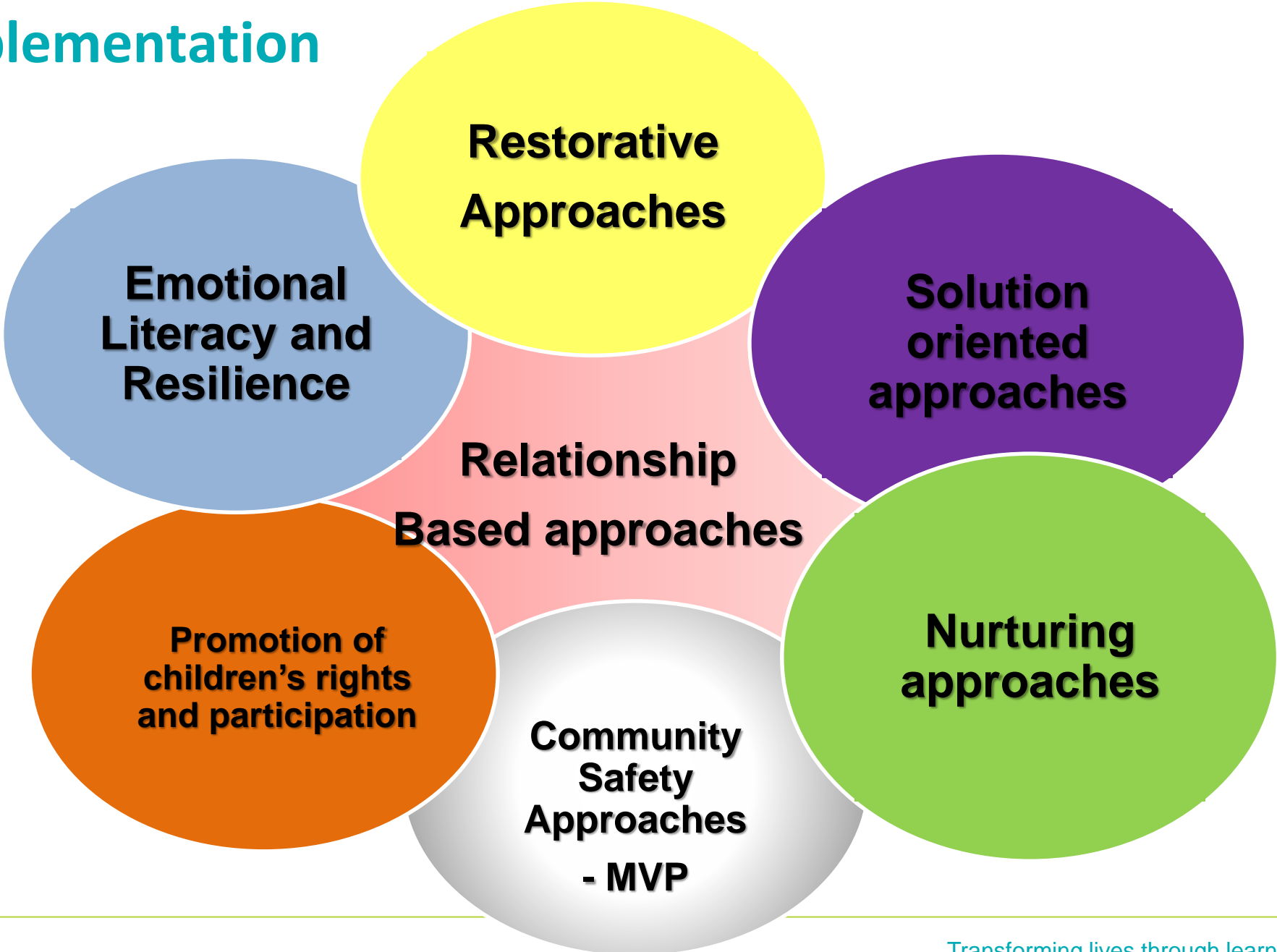
Key messages from IEI 2

- Local Authorities/schools should **update their local policy and school handbook**
- Schools and local authorities should place a **greater emphasis on prevention/inclusion**
- Exclusion should be: **a last resort; proportionate; for as short a time as possible**
- All exclusions must be **recorded. Children and Young People should not be sent home without it being recorded as an exclusion.**
- **Education provision** should be made for the excluded pupil without due delay
- .
- There is **no requirement for a contract or assurance** of good behaviour before a pupil returns to school
- **A support plan** should be in place to support the return of an excluded pupil

Key Changes/additions to the policy

- ❑ Further information on the use of physical intervention and seclusion is given. Local authorities should have their own policy in relation to this
- ❑ A new section on managing incidents involving weapons has been added
- ❑ A new recording code is available through SEEMIS for pupils who return on a part basis following an exclusion. This should be carefully monitored.
Part Time Timetable (exclusion related) PTX short code Y
- ❑ Greater emphasis on the impact of exclusion and links to research is provided
- ❑ Regulations are unchanged - legislation is the same - advice updated
- ❑ Checklists to support the exclusion process are provided

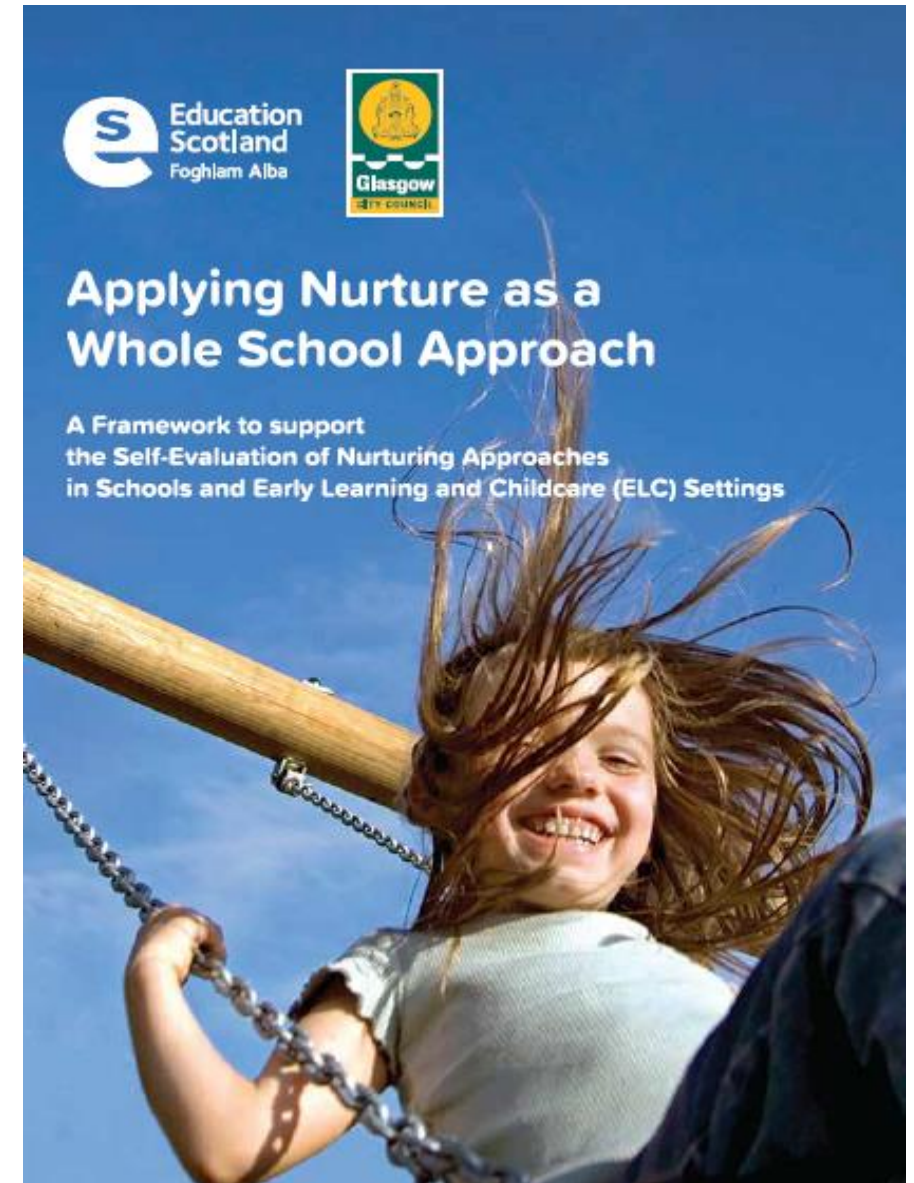
Support for implementation



Applying Nurture as a whole school approach

A self-evaluation framework that supports practitioners to explore features of highly-effective practice from a relationship based perspective

A range of practical tools including classroom/playroom and school environment observation schedules; attunement profile; children/yp focus group prompts; staff and parental questionnaires



On-going work and forthcoming attractions!

- Anti-bullying guidance: Respect for All (Nov 17). Further guidance will be developed on recording and monitoring
- Behaviour in Scottish Schools Research 17 (BiSSR)
- Response to the research – updated policy guidance
- Included and Engaged and Involved Part 1 to be reviewed/updated.
- Support for Implementation Events

Any questions?

Thank You!

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Reflective Discussion

In local authority groupings take some time to discuss and complete the questions which will help you to explore your next steps for implementation.



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