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a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate  
for Education and Training in Wales

Evaluation of the implementation by  
schools and local education  
authorities of guidance on exclusions

June 2007



BUDDSODDWR MEWN POBL  
INVESTOR IN PEOPLE

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## Introduction

- 1 The purpose of this advice is to provide the Welsh Assembly Government with evidence on how well schools and LEAs are implementing the guidance on exclusions<sup>1</sup> (Welsh Assembly Government Circular 1/2004). The report also makes comments about good practice in behaviour management, which leads to a reduction in exclusions.
- 2 The evidence base includes:
  - an analysis of data on exclusions from schools in Wales;
  - visits to nine local education authorities (LEAs); and
  - visits to 13 secondary schools, one primary school and a pupil referral unit. The schools and LEAs chosen for visits comprise a sample from rural and urban areas with varying levels of social deprivation across Wales.
- 3 All of the schools visited were nominated by their LEA mainly because of their good practice in reducing exclusions. A majority of the LEAs and schools selected had either reduced the number of pupils excluded from school or had no permanent exclusions between 2002/2003 and 2004/2005. Three of the LEAs visited were chosen because their exclusion rates were among the highest in Wales in 2004/2005.
- 4 Most of the schools visited for the survey had very few or no permanent exclusions between 2002/2003 and 2004/2005. Four of these schools had also reduced the numbers of fixed term exclusions within the same time period.
- 5 Two of the schools visited had reduced the number of permanent exclusions but had increased the number of fixed term exclusions.
- 6 Two schools were visited because of the increase in the number of permanent exclusions between 2002/2003 and 2004/2005.

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<sup>1</sup> Exclusion is when the school tells a pupil not to attend for either a fixed term or permanently.

## Background

- 7 Permanent and fixed-term exclusions across Wales increased between the academic years 2003/2004 and 2004/2005. The latest available data<sup>2</sup> on exclusions states:
- in 2004/2005, there were 465 permanent exclusions, 45 more than in 2003/2004. This is an increase of over 10%; and
  - the number of fixed-term exclusions increased from 16,500 in 2003/2004 to over 20,200 in 2004/2005. This represents a rise of over 18%.
- 8 Permanent exclusions, have shown an overall increase from 337 in 1999/2000 to 465 in 2004/2005, an increase of nearly 38%. In the same time period, fixed term exclusions have increased from 8,200 to over 20,200, an increase of almost 150%<sup>3</sup>.
- 9 The Education Act 2002 allowed Wales, for the first time, to develop its own legislation on exclusions from schools and pupil referral units. The Welsh Assembly Government's guidance<sup>4</sup> was issued in January 2004. This reflects the relevant regulations, which came into force in January 2004 and introduced provisions unique to Wales.
- 10 Under Section 52(4) of the Education Act 2002, headteachers, teachers in charge of a pupil referral unit (PRU), governing bodies, LEAs and independent appeal panels must have regard to the guidance and procedures when making decisions on exclusion and administering the exclusion process and appeals. The guidance replaces Chapter 6 and Annex E of National Assembly for Wales Circular 3/99: Pupil Support and Social Inclusion. There is an expectation that the guidance will be followed by those previously mentioned unless they decide that there is good reason to depart from it.
- 11 The main changes to the guidance and procedures are as follows:
- a reduction in the age at which a pupil can appeal against their own exclusion from 18 to 11 years old;
  - the introduction of the right for all excluded pupils' views to be heard at the Governing Body's Pupil Discipline Committee and Independent Appeal Panel hearings;
  - lunchtime exclusions are to be counted as quarter of a day and count towards a right to appeal against exclusion;
  - the removal of the automatic requirement for discipline committees to meet for exclusions of between 6 and 15 days;

<sup>2</sup> National Assembly for Wales Statistical First Release SDR 32/2006

<sup>3</sup> National Assembly for Wales Statistical First Release SDR 32/2006

<sup>4</sup> Exclusions from schools and pupil referral units. Circular number 1/2004

- changes in the constitution of independent appeal panels;
- the introduction of a third option for appeal panels to decide to overturn an exclusion but not to reinstate the pupil to the original school (to be used in exceptional circumstances);
- the introduction of a condition that exclusions cannot be overturned solely on the basis of a failure to comply with any procedural requirement;
- changes in arrangements for money to follow excluded pupils; and
- changes in arrangements for providing full-time education to excluded pupils.

## Main findings

- 12 LEAs and schools make good use of the guidance on exclusions to inform their policies on inclusion, including managing and improving pupils' behaviour and reducing the number of exclusions.
- 13 LEAs and schools follow the statutory guidance closely and implement the appropriate procedures for excluding pupils. Nearly all schools and LEAs are implementing the new arrangements introduced in the guidance document<sup>5</sup> as intended.
- 14 Many schools exclude pupils only when they have tried all other options, but a few schools still exclude pupils too readily.
- 15 The numbers of permanent exclusions in a majority of LEAs across Wales are low. In many cases, schools have reduced the numbers of these exclusions by maintaining or increasing the numbers of fixed-term exclusions. A few schools have significantly reduced their numbers of fixed-term exclusions as well as their permanent exclusions. Many effective strategies have been put in place to support pupils who might previously have been excluded.
- 16 Many schools, supported by their LEAs, make good use of a wide range of strategies to improve behaviour and reduce exclusions. Most schools who have successful strategies:
  - publish a clear school policy for pupil behaviour and discipline which all staff support and implement consistently;
  - promote effective approaches to behaviour management in support of the school's policy for behaviour and discipline;
  - offer a curriculum that includes a range of alternative learning pathways<sup>6</sup> to meet the needs of individual pupils;
  - secure LEA support and expertise to help provide learning pathways that the school cannot offer unaided, and to secure additional specialist staff and other resources on the school site;
  - engage in early intervention and preventative work, including the establishment of nurture groups<sup>7</sup>; and
  - use data effectively to track pupils' progress especially in their school work, attendance and behaviour; identify potential problems in any of these areas; and
  - monitor trends in these areas.

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<sup>5</sup> Exclusions from schools and pupil referral units. Circular number 1/2004

<sup>6</sup> Learning courses and activities that are different to the curriculum that is provided to the majority of pupils.

<sup>7</sup> Groups that help pupils and their families to develop better attitudes to learning and improve support for learning at home.

- 17 Although some of the LEAs visited had undertaken managed moves<sup>8</sup>, none of them had finalised and implemented protocols for this.

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<sup>8</sup> A managed move involves the transfer from one school to another of a pupil who is at imminent risk of exclusion, under a protocol that has been agreed in advance by schools in the area.



## Recommendations

18 In order to reduce the number of pupils excluded from schools:

The Welsh Assembly Government should:

- R1 explore the introduction of regulations to enable local education authorities to impose sanctions, including financial sanctions, on schools that exclude pupils too readily; and
- R2 implement the recommendations made in Estyn's report on managing challenging behaviour<sup>9</sup>.

Local education authorities should:

- R3 as a matter of urgency, finalise and implement protocols for managed moves of pupils at risk of exclusion between secondary schools;
- R4 place additional specialist staff and other resources in schools where there is an identified need for behavioural support;
- R5 increase the number and range of nurture groups to meet the needs of children and families who require this form of support;
- R6 ensure that pupil referral units have sufficient capacity and expertise to provide short-term, part-time placements for pupils who are at risk of exclusion;
- R7 ensure all excluded pupils receive full-time education that leads to accredited qualifications; and
- R8 implement the recommendations made in Estyn's report on managing challenging behaviour<sup>9</sup>.

Schools should:

- R9 implement measures to reduce their exclusion rates so that they, at least, match those of schools that have achieved the greatest reductions;
- R10 as a matter of urgency, co-operate with their LEA and with other schools to agree and implement protocols for managed moves;
- R11 implement the recommendations made in Estyn's report on managing challenging behaviour<sup>9</sup>.

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<sup>9</sup> Behaviour in Wales: Good practice in managing challenging behaviour (Estyn, June 2006)

## Survey findings

### LEAs' and schools' awareness and use of the Welsh Assembly Government guidance on exclusions

- 19 All LEAs and schools are aware of the statutory Welsh Assembly Government guidance Circular 1/2004: Exclusions from schools and pupil referral units.
- 20 LEAs make good use of the guidance to inform their behaviour support plan, their access and inclusion strategy, and other relevant aspects of their Single Education Plan (SEP). LEAs also use the guidance appropriately as a basis for the advice and support they offer to schools. LEA officers who attend the discipline committee meetings that take place to consider individual exclusions draw extensively on the guidance to ensure that the meetings follow the procedures set out in Circular 1/2004.
- 21 Schools use the guidance well to inform and guide their policies and procedures for improving behaviour, discipline and aspects of inclusion. Nearly all schools follow the guidance closely in implementing the procedures for exclusions. However, in a few schools, the numbers of exclusions are unreasonably high. These schools exclude pupils too readily, despite the statement in paragraph 1.1 of the guidance<sup>10</sup>.

### LEA and school policies on exclusions

- 22 Most local authorities do not have a specific policy on exclusions. However, behaviour support plans in the authorities' Single Education Plans (SEPs) include information and statistical data on exclusions, including targets for reducing the number of exclusions. These behaviour support plans appropriately reflect the requirements set out in the statutory guidance. A minority of LEAs' plans and policies complement and enhance the statutory guidance on exclusions, rather than merely replicating it. In most authorities, LEA officers appropriately prepare initial draft policies, plans and operational guidance and present them to consultative groups of headteachers for comment and further development. These groups are then able to ensure that schools understand and implement the policies and guidance documents as intended. LEAs appropriately review and revise their policies at regular intervals, usually annually.
- 23 All schools visited have policies on inclusion. These policies appropriately include their policies on exclusion, usually within their behaviour and discipline policy. These policies are usually reviewed every year. In about half of the schools visited, headteachers delegate responsibility for the initial drafting and review of these policies to a small representative group of staff. In the remaining schools, they allocate this responsibility to a committee of the governing body. Both approaches

<sup>10</sup> Paragraph 1.1 states:

"A decision to exclude a pupil should be taken only:

- a) in response to serious breaches of the school's behaviour policy; and
- b) if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school."

are appropriate and lead to good policies being produced. Schools are only able to implement these policies effectively when they have consistent support from all staff and governors of the school.

- 24 In many schools, an assistant head is responsible for leading on all aspects of exclusions. In the remaining schools, the headteacher assumes this responsibility. Only two of the schools visited have a named governor to take the lead role on exclusions. Most LEAs appropriately have either a named officer or a small team of officers who, between them, monitor schools' work in relation to behaviour management, including exclusion rates. These officers generally provide good advice and guidance on both the technicalities of the exclusion process and strategies for reducing exclusion numbers.
- 25 Schools' policies on exclusions generally reflect the statutory guidance well. Almost all schools are appropriately committed to reducing the number of permanent exclusions, wherever possible, to zero. However, not all schools are committed to reducing the number of fixed-term exclusions. A few schools inappropriately do not have this either as an objective or as a related target in any document. These schools take the view that, in order to eliminate or reduce the number of permanent exclusions, it is sometimes necessary to make greater use of fixed-term exclusion as an alternative, less severe sanction.
- 26 Schools considering excluding a pupil have to weigh carefully the costs and benefits of their actions. They have to consider the balance between, the impact of exclusion on the pupil concerned and the impact on other pupils and staff of allowing the pupil to continue to attend school. A few schools inappropriately believe that they have the right to apply fixed-term exclusions as and when necessary in order to maintain high standards of behaviour and discipline. They do not follow the guidance in this respect.

### **Strategies to reduce exclusions**

- 27 The recent Estyn publication "Behaviour in Wales: Good practice in managing challenging behaviour"<sup>11</sup> reports that schools, supported by their LEAs, use a wide range of strategies to improve behaviour and reduce exclusions. The report points to strong evidence of the usefulness of these strategies in improving the behaviour and wellbeing of pupils. The strategies used tend to reflect the particular circumstances and priorities of the individual school and the nature of its intake. However, secondary schools use some common strategies, especially where the scale and nature of their pupils' behavioural problems are particularly challenging.
- 28 The strategies that we have seen that have had the greatest impact in reducing exclusions can be grouped within four broad categories:
- early intervention and preventative work with pupils of primary school age and their families;
  - modifying and clarifying the school's approach to behaviour management;

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<sup>11</sup> Estyn, June 2006

- offering alternative learning pathways to meet the needs of individual pupils; and
- securing additional specialist support on the school site.

### **Early intervention and preventative work**

- 29 A few secondary schools have, with the support of their local authority, invested a great deal of time and effort into working successfully with pupils of primary school age. The pupils targeted for support tend to be those who show learning and behavioural difficulties, largely because of the pupils' emotional immaturity and a lack of consistent, stable support at home. One LEA in south Wales has established highly effective nurture groups to work with small numbers of pupils and their families who live in the catchment area of the local comprehensive school. These groups work to support the family and the pupil, focusing in particular on securing better attitudes and conditions for learning, and developing the literacy and numeracy skills of the pupils and their parents or carers. One secondary school in an urban area with particularly high levels of social deprivation has established very good links with the staff of its feeder primary schools in order to identify the pupils at those schools who show the most challenging behaviour. This initiative has enabled staff at the secondary school to raise their awareness and understanding of the problems shown by the pupils identified. In addition, staff engage the pupils' parents in discussion of relevant issues, and make suitable plans for the pupils' transition from the primary schools. These strategies have had an impact in reducing exclusions in the schools concerned.

### **Approaches to behaviour management**

- 30 The schools that have been most successful in reducing exclusions through managing pupils' behaviour are those that have a clear policy for behaviour and discipline which all staff support and implement consistently. In these schools, the discipline policy places appropriate emphasis on rewarding good behaviour while also identifying the sanctions that should be applied at particular stages, for example to match the seriousness of the misbehaviour, or when less severe sanctions have not led to improvement. The policy and its implications are made well known to all staff, pupils and parents.
- 31 Many of the schools that have secured the greatest reduction in the number of exclusions have done so by changing the attitudes of staff to managing pupils' behaviour. In-service training for staff has often helped to change their attitudes. In a few schools, a change in senior management has been the catalyst for a significant change in staff attitudes. One school has had success through gaining the support of staff for the principles which emphasise that the interests of the child are of a high importance. These principles underpin the guidance issued by the Welsh Assembly Government in Circular 1/2004.
- 32 A minority of schools with large numbers of pupils with behavioural difficulties have succeeded in reducing the number of exclusions. They have done this through making effective use of systems for tracking all aspects of each pupil's progress, including academic achievement, attendance and behaviour. The best of these systems provide a quick, easy-to-understand analysis of trends over time that enables a school to identify potential problems.

- 33 A few schools have made good use of ‘internal seclusion’<sup>12</sup> instead of a fixed-term exclusion. The good features seen in these schools show that internal seclusion is most effective when:
- it is supervised by staff with appropriate specialist expertise and/or seniority, who are appropriately trained in behaviour management;
  - the pupils are set suitable learning tasks that capture their interest and match their needs; and
  - pupils are isolated from their peers outside lesson time, as well as during lessons so that they cannot disrupt other pupils easily.
- 34 A few schools have established a ‘time-out’ facility for pupils who may need to ‘cool down’ outside the classroom before their behaviour becomes unduly disruptive to the learning of other pupils. This has been effective in reducing the number of fixed term exclusions.
- 35 Many LEAs have been proactive in establishing and supporting initiatives that help schools to reduce the need for exclusion. Most LEAs appropriately disseminate knowledge and good practice, in particular in relation to early intervention strategies and alternatives to exclusion. A few of these LEAs have established effective pilot schemes, such as nurture groups, restorative justice schemes<sup>13</sup> and complementary curriculum arrangements. Two of the LEAs visited during the survey developed advice and provided good support for schools in relation to pastoral support programmes. These LEAs, together with a few others visited during the survey, are developing protocols for ‘managed moves’, but none of these protocols had been finalised at the time of the visit. In the few instances where LEAs have negotiated managed moves locally between two schools, the results have been successful. However, many LEAs have been too slow in developing ‘managed moves’ protocols that can be agreed and implemented by all of their schools.

#### **Alternative learning pathways**

- 36 Many pupils with the most challenging behavioural difficulties have poor attitudes to learning; as a result, their literacy and numeracy skills are underdeveloped. These pupils find it difficult to cope with the broad, subject-based curriculum offered to most pupils in key stages 3 and 4. Many schools have been successful in improving behaviour by establishing alternative learning pathways for pupils who find it difficult to behave well in normal classes. Schools offer some of the learning as discrete provision on the school site. The providers offer alternative learning experiences, usually for part of the school week, to complement the school’s own alternative provision.

<sup>12</sup> This is when pupils are kept inside the school but away from other pupils.

<sup>13</sup> These bring victims, offenders and communities together to decide on a response to a particular crime. They find positive solutions to crime by encouraging offenders to face up to their actions.

37 The alternative provision includes:

- pupil referral units offering short-term placements;
- experience, for example farm work, offered by charitable trusts and similar organisations;
- work experience;
- projects based on the Youth Access Initiative<sup>14</sup>;
- substance misuse projects;
- support for pupils who are worried about being in school and do not attend (anxious non-attenders); and
- a range of provision, including home tuition, made available through the LEA's 'education otherwise than at school' (EOTAS) service.

38 Large urban LEAs provide good support to schools requiring alternative, off-site provision for some of their pupils. However, few pupil referral units currently have the capacity to accommodate pupils on short-term, part-time placements, even though this approach is generally successful in modifying the behaviour and attitudes to learning of the pupils.

39 In many schools, increasing numbers of pupils have become disaffected, due to the nature of the curriculum offered in key stage 4. Many of these schools have sought pupils' views on various aspects of their school experience; including the curriculum. Two of the schools visited have made changes to their curriculum in the light of pupils' responses to surveys of this kind. One school in north Wales has re-structured its curriculum and system of option choices for key stage 4. A school in south Wales has established six distinct learning pathways, ranging from nurture groups for the most emotionally immature pupils to discrete provision for the most able pupils. Another school in north Wales has established various learning pathways, each of which includes work experience tailored to the individual pupil's needs. A school in south Wales makes use of the LEA's provision of a 'complementary curriculum' at key stage 4, for pupils who are unlikely to cope at their school after attending the local pupil referral unit. All of these approaches have helped to reduce exclusions in the schools concerned.

#### **Additional specialist support**

40 Many schools, which have a large number of pupils with behavioural problems, have secured good additional on-site support from their LEA. Additional support staff include:

- behaviour support teachers;

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<sup>14</sup> The Youth Access Initiative projects were set up to develop imaginative ways of working with young people who are disillusioned with school.

- educational psychologists;
  - support assistants; and
  - youth workers.
- 41 Many LEAs have established specialist units for children with emotional and behavioural difficulties on the site of schools with large numbers of pupils with behavioural problems. Where this happens, the host school is often able to take advantage of the unit's specialist expertise and other resources to support some of its own pupils who do not attend the unit full-time.
- 42 The good quality support provided by these additional specialist staff helps to improve behaviour and reduce exclusions.

#### **Use of data**

- 43 All LEAs monitor exclusion rates in their schools and are aware of the LEA's position in relation to that of other LEAs in Wales. About half of the LEAs visited compare their exclusion rates with those of one or more similar LEAs in Wales or England. LEAs use the data on exclusion rates to target schools with particularly high rates of exclusion and prioritise specialist or additional support. In those LEAs where these rates are high, they have on a few occasions succeeded in helping to change the attitudes of school staff. In a few LEAs, discussions with schools' senior managers have helped to bring about a reduction in the number of permanent exclusions. In at least one case, the LEA has not succeeded in persuading a school to reduce its exclusion rates through discussion about the need to adhere to statutory guidance. This means that exclusion rates in the school remained at a high level.

#### **Securing further improvements**

- 44 Many schools have invested a lot of time and resources in a wide range of work to improve pupils' behaviour, to improve the management of challenging behaviour and to reduce the number of pupils that they exclude. Much of their work depends on the provision of additional support from the LEA. Many of the schools that have worked hardest to reduce exclusions are able to identify further initiatives to reduce exclusions. For example, several schools would like to extend the use of existing nurture groups, which focus mainly on primary school pupils, into key stage 3. In addition, there would be benefit in providing alternative learning pathways for pupils in key stage 3 who are at risk of exclusion. Many schools identify a need for more specialist support staff, including behaviour support teachers. All of these initiatives would have an impact in reducing further the numbers of pupil exclusions.

## **Implementation of the main changes introduced in Welsh Assembly Government Circular 1/2004: Exclusions from Schools and Pupil Referral units.**

### **The right of all pupils aged 11 or above to appeal against exclusion**

- 45 Almost all schools notify pupils and parents of exclusion by letter, explaining the reasons for the exclusion and their right of appeal. One of the survey schools notifies only the pupil's parents. In the great majority of cases, parents and pupils do not appeal against the exclusion. When there have been appeals, it is mostly parents who have appealed on behalf of their children. Very few pupils have appealed against their own exclusion to the independent appeals panel (IAP). Most LEAs are able to make available an advocacy service to help parents and pupils with the appeals process. The LEA or an independent organisation such as SNAP Cymru<sup>15</sup> usually provides this support.

### **Provision for pupils' views to be heard**

- 46 All schools and LEAs give excluded pupils the opportunity to have their views heard. Some pupils have taken up this opportunity and attended the relevant hearings, while others have made their views known through letters sent to the school or LEA. At the hearings, school governors have found it useful to ask questions of the pupil directly. LEA officers attending the hearings ensure that the pupil has an opportunity to present his/her views.

### **Lunchtime exclusions**

- 47 Very few schools exclude pupils during lunchtime. There have been no lunchtime exclusions in any of the schools visited during the survey, and none in about half of the LEAs visited. However, all LEAs and schools are aware of the requirement that they should count lunchtime exclusions as a quarter of a day exclusion and that these count towards a right to appeal against exclusion. In LEAs where there have been lunchtime exclusions, they have followed the procedures set out in the circular.

### **Removal of the requirement for discipline committees for certain fixed-term exclusions**

- 48 Schools and LEAs have welcomed the removal of the automatic requirement for discipline committees to meet for exclusions of between 6 and 15 days. They confirm that this has reduced the burden on LEA officers, headteachers and governors who would otherwise be required to attend these hearings.

### **Independent appeal panels (IAPs)**

- 49 Many schools and LEAs have had no appeals and therefore have no experience of independent appeal panels (IAPs). Even so, LEAs and schools support the changes

<sup>15</sup> SNAP Cymru is a voluntary organisation which provides special needs advice to parents.



in composition of IAPs<sup>16</sup>. These changes have made the IAP suitably independent but have not had particularly increased the availability of IAP members. In a few schools, the inclusion of headteachers on the panels and relevant training provided for panel members have had a positive influence on the panels and ensured greater accountability. There is some concern, however about the ability of any headteacher of a school maintained by the LEA to be impartial. In schools in two adjacent LEAs, the arrangements for cross-border representation on IAPs in the neighbouring LEA are working well.

#### **Introduction of a third option for appeal panels**

- 50 The third option for appeal panels who decide to overturn an exclusion but not to reinstate the pupil to the original school, when used in exceptional circumstances is a good feature. No LEA reports significant difficulty in finding suitable alternative education provision for pupils in these circumstances. However, this option could present major difficulties in certain circumstances, especially where the distance and cost of travel to an alternative school are significant factors. Schools are aware that implementing this option requires careful handling and planning. One school with experience of admitting a pupil under this option noted that there is sometimes limited time for the receiving school to make suitable preparation. This option would be easier to implement if there were agreed arrangements for managed moves within the LEA. Few, if any; arrangements of this kind are in operation at present.

#### **Introduction of the condition that exclusions cannot be overturned**

- 51 The condition that exclusions cannot be overturned solely based on a failure to comply with any procedural requirement is a positive step forward. Most schools notify the LEA of exclusions using standard forms provided by the LEA, usually within a few days of the exclusion.
- 52 Clerks of IAP meetings usually receive relevant training from the authority's legal department and have a good knowledge of the procedural requirements. They provide comprehensive, good-quality support at the meetings. Clerks to school governing bodies are also well informed and ensure that disciplinary panel meetings follow the appropriate procedures. This leads to very few failures to meet statutory requirements.

#### **Money to follow excluded pupils**

- 53 There is good clear guidance provided for the changes in arrangements for money to follow excluded pupils. Very few schools have encountered problems in this area. A shortcoming, however, is that for a few LEAs, there are some delays in transferring the money to schools. Another shortcoming is that funding can be lost from the system if an excluded pupil is not on a school roll at the time of the annual pupil census.

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<sup>16</sup> IAPs now require 3 or 5 members and include a lay person, an education practitioner and a school governor.

**Changes in arrangements for providing full-time education to excluded pupils**

- 54 The majority of schools ensure that they send work home, often via the education welfare officer, for completion by pupils whom they have excluded. In the best instances, pupils return the work to school, where it is marked and the school provides further work. However, many excluded pupils fail to complete the work and return it to school. Where this happens, most schools do not send any further work. This means that pupils fall behind quite considerably in their work.
- 55 All LEAs offer support to schools in providing education for pupils whom they have excluded for a fixed period, especially where the school is unable to make its own arrangements without assistance. For example, the LEA is often able to negotiate and secure the inclusion of suitable work experience in the plan for the excluded pupil. It also draws on the full range of its EOTAS provision.
- 56 Most LEAs are able to provide education for excluded pupils after 15 days. However, most LEAs have difficulty in ensuring that they offer the pupil the full 25 hours. There are various reasons for this, including:
- limited time to prepare and plan the pupil's education;
  - limited finance;
  - limited availability of suitable providers;
  - problems in gaining access to the pupil's home;
  - limited capacity in EOTAS provision;
  - problems in arranging transport for the pupil; and
  - the unwillingness of some pupils to take up the provision that is offered.
- 57 Many LEAs are working hard to ensure that provision for excluded pupils, even though it might fall short of the full 25 hours a week, leads to appropriate accreditation, so that the pupil secures a foundation for further education, training and/or employment.