

# Outcomes in Secondary Education for Children Excluded from Primary School

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Canterbury Christ Church University College - Centre for  
Educational Research  
University of Portsmouth - Social Services Research and Information  
Unit (SSRIU)

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# Contents

	Page
Acknowledgements	ii
Executive Summary	1
1. Introduction	6
2. Objectives and Methodologies of the Investigation	11
3. Aggregate Findings	16
4. Successful Outcomes - Case Studies	34
5. Conclusions and Implications	46
References	51
Appendices	
1. Sample LEAs and Children	56
2. Case Data Gathering Proforma – LEA Files	62
3. Data Gathering Proforma for Schools	66
4. Seriousness/Problem Progression Rating Scale	67
5. Case Studies	68
6. Associations Between Variables	114

## **Acknowledgements**

This has been a demanding project in that the detail required involved LEA staff, Social Services personnel, recently appointed YOT members, school secretaries, head teachers and numerous other staff. Following up 726 young people has taken us beyond the ten LEAs as children have travelled. Requests for information and permission to search files have been met courteously and tolerantly by very busy people. We thank them all. We hope that official agencies to which we have fed back local data in the ten LEAs have found this helpful, and that the debate about intervention, prevention and support for some of our most vulnerable young people can be informed locally as well as nationally.

We have been supported at the Department for Education and Employment by interest and suggestions as well as practical involvement in attempting to track down attainment data. This was most helpful.

## **The Research Team**

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# **Executive Summary**

## **Background**

Exclusions from schools in England, both permanent and fixed period, have risen an estimated ten-fold in a decade and are now showing a fall. Thirteen per cent of those permanently excluded are from primary schools - 1,343 out of 10,404 excluded pupils in 1998/99 (DfEE, 2000). About ten times this number will have experienced fixed period exclusions from their schools.

This investigation grew out of studies conducted into primary school exclusions in the early 1990s (Parsons, 1994; Hayden, 1997). DfEE funding allowed the researchers to return to the LEAs in the original studies (six at that time but, through reorganisation, now ten) and follow up the pupils who were recorded as excluded from their primary schools in 1993/94 for a fixed period, indefinitely or permanently.

726 pupils at the primary school stage in 1993/94 were identified across the ten LEAs and followed up in the period up to summer 1999 in terms of school career (including evidence of attainment) and the incidence of problems in home and community circumstances. The original records of exclusion were primarily fixed period (84%) with the remainder being either permanent (11%) or indefinite (5%). Interventions and support given to this group were recorded, particularly with a view to informing debates about how to provide appropriately for children at risk of, or actually experiencing, exclusion from school.

## **Research Design**

The research was a retrospective longitudinal study utilising case file data for 726 children excluded from primary school during the 1993/94 school year. Interviews were conducted with key professionals in 30 cases (e.g. Exclusion Officers, Educational Welfare Officers). Access to data and agreements about confidentiality were formally agreed with LEAs and other agencies at a senior level. The researchers agreed to provide feedback to the LEAs in the study, in order that they could obtain direct benefit from involvement in the research. The DfEE provided help with obtaining attainment data on the identified population.

Data collected on the 726 cases were analysed using the computer packages Minitab and SPSS. The 30 case studies involved the collection of more in-depth data: ten were to illustrate relative successes; the other 20 cases were chosen to be representative of the different starting points and trajectories of children over the five years covered by the study.

The overall aim of the research was to inform the current debate and discussion amongst policy makers and professionals about exclusions. Specific research objectives were to identify: outcomes in secondary education; any differences in outcome for sub-samples within the study; interventions experienced; educational attainment; the extent to which exclusion at primary school is followed by exclusion at secondary level.

However, a third (32%) had problems rated from 4 to 6 ('substantial/extreme or exceptional and extreme').

**Further exclusions:** nearly half (46%) received further primary school exclusions and over a third (36%) received exclusions in their secondary education.

### **Minor problems/no problems**

The data show that young people are more likely to end with 'no problems' or 'minor problems' if they started out with 'minor problems'.

### **Social Services involvement**

There is an important divide in the rating scale between 1 and 2, where 2 indicates the involvement of the Social Services Department (SSD), suggesting that even a fixed period exclusion does not bode well for children whose families are already involved with a SSD. This involvement relates to concerns about parenting/child welfare and home circumstances, but sometimes relates to other issues – such as disability.

**Situation improved or remained the same**

Almost a third (32%) of the sample improved their 'problem progression rating' over the period of monitoring. About one in six (18%) of the sample end with the same rating they started with.

**Problems intensified**

Problems intensified for half the sample (50%).

**Girls**

Girls excluded at primary school emerge as a distinct group – those excluded were more than three times as likely as boys to be at a special school.

**Children with Special Educational Needs at Code of Practice Stage 3 or above**

Children at higher Stages of SEN had proportionately (47% compared with 36%) more serious outcomes (rated 4, 5 and 6) in comparison with children where they were at lower Stages or there was no evidence of SEN.

**Children in public care**

Children who had spent time in public care were more likely to have had a permanent exclusion as their initial exclusion (17% of cases compared with 10% for other children).

**Ethnicity**

Ethnicity was not confirmed in about two in ten cases (154, 22%). Where ethnicity was known, over three-quarters (447, 78 %) of the children were said to be white and under a quarter (125, 22%) were said to be from black and minority ethnic groups. Over half (69, 55%) of this latter group were said to be of African Caribbean origin. Bearing in mind that these data were not available for all children, there were some differences when the circumstances of white children and black children and children from minority ethnic groups in the study are compared.

Children recorded as white (in comparison with children recorded as black or from a minority ethnic group) were more than three and a half times as likely to be eligible for free school meals; nearly one and a half times as likely to have a statement of special educational needs and nearly one and three quarters times as likely to be in public care. Children recorded as white had longer initial fixed period exclusions, more days lost through all fixed period exclusions and more numerous fixed period exclusions. Pupils known to be white were one and a third times as likely to have a recorded attendance problem and to have a record of offending. One interpretation of these differences is that, for children from black and minority ethnic groups, exclusion may occur even without other background problems.

Children from black and minority ethnic groups were about one and a half times as likely to have contact with the Educational Welfare Service and other projects. White children were one and half times as likely to have contact with the police and Education Support Services but only two-thirds as likely to have contact with the Educational Psychology Service.

**Attainment**

There is some tentative evidence that attainment may be a protective factor both in the



### **Offending and attendance**

There is a significant association between offending and poor attendance at school. Children with a record of poor attendance are twice as likely as other children in the study to have a record of offending. Children whose initial exclusion in the study was permanent, were nearly twice as likely as those with a fixed period exclusion to have a record of offending by the end of the study. Permanently excluded children were also more likely to have attendance problems following their exclusion at whatever educational placement was provided for them.

### **Children initially excluded from special primary schools**

Children initially excluded from special primary schools were 2.3 times as likely to have records of offending as those initially excluded from mainstream primary schools. Sixteen of the 33 special school pupils had offending records. Only 139 out of 631 non-special school pupils were similarly recorded as offenders.

### **Statement of SEN at the first time of exclusion**

Children who had statements of SEN at the time of their first exclusion were more likely (1.6 times) to have poor records of attendance as well as records of offending (1.9 times), than their counterparts without statements.

## **Conclusions**

### **Recognition of starting point**

Positive outcomes or 'successes' should be judged in relation to the starting point for individuals. It would be unrealistic in the extreme to adopt an approach that does not acknowledge the very different starting points for children excluded from school.

### **The need for a range of responses**

Distinct groupings emerged in the study, suggesting the need for a range of responses to the issue of exclusion. These groupings comprise children and young people who primarily have SEN, those who are primarily disaffected, those who have social needs (relating to home circumstances) and those who have mental health problems. At one extreme of the behaviour encompassed in this study are individuals who could be described as 'naughty' or prone to challenge the disciplinary systems in schools, often in a relatively minor way. At the other extreme are those who were very anti-social in their behaviour at a very young age. This latter group were very often involved in offending behaviour in their early teens, if not before.

### **Agency involvement and interventions**

Records of agency or special project involvement with children and young people were plentiful. Much less frequent was written or other types of clear evidence about the apparent effectiveness, or not, of agency involvement or interventions. It must be noted that although a variety of helping agencies may have preventing exclusion or promoting pro-social behaviour

as part of their remit, it is *not necessarily a key focus* in their work with children and young people.

### **Case studies of relative success**

In-depth case studies of relative success illustrated further the difficulties of disentangling ‘what worked’ to solve or prevent problems of exclusion. These individuals often had a range of types of help or positive changes coinciding and, as noted above, these may or may not have had exclusion or behaviour issues as a prime focus. Success cases did all, however, have an adult who continued to believe in their ability to ‘make a go of things’. Also flexibility of approach and provision appeared to be of key importance, as was the recognition of individual strengths and abilities.

### **Fragility of ‘success’**

Relative ‘success’ was still a fragile situation in many of the case studies overall. Cases identified, as potential ‘successes’ by local authority staff did not always prove to be so on closer inspection. Indeed, cases which ‘ended’ relatively well, within the frame of reference applied, did not always bode well in the longer term.

### **Early intervention**

Overall findings underline the argument for early intervention. This applies particularly to those groups identified as vulnerable in this study. They include:

- children *permanently* excluded from primary school;
- children who have *social services involvement* with their family (even when an early exclusion seems minor);
- children excluded from *special* primary school;
- girls* excluded from primary school.

The provision of appropriate individual specialised educational support, forthcoming at the time needed, appeared to be critical in a number of cases. This support was, at best, flexible and adjusted to meet needs and problems as they arose, and sustained over time.

## **CHAPTER 1: INTRODUCTION**

- 1.1 Exclusions from school, both permanent and fixed period, have risen an estimated ten-fold in a decade and are now showing a fall. Thirteen per cent of those permanently excluded are from primary schools - 1,343 out of 10,404 excluded pupils in 1998/99 (DfEE, 2000). About ten times this number will have experienced fixed period exclusions from their schools. Government policy is aimed energetically at reducing school exclusions and increasing the data that are emerging on the extent of longer-term damage that follows from school exclusions (Social Exclusion Unit, 1998; Audit Commission, 1996). Moderately good 'snapshot' data exist year by year on the population of permanently excluded pupils. Characteristics of permanently excluded pupils such as the National Curriculum year, gender and special educational needs status are known. Ethnicity, and 'in public care' status, are less securely documented. Longitudinal data are scarce. Such information would inform teachers, other professionals and policy makers about the subsequent life trajectories of these young people and particularly if exclusion signals longer term problems which need tackling early. This research seeks to contribute uniquely to available findings on excluded primary school pupils over a five year period.
- 1.2 This research followed up the careers of behaviourally difficult primary school pupils who had experienced fixed period, indefinite or permanent exclusion in 1993/94. It is known that the majority of primary school pupils permanently excluded from school suffer from multiple deprivations (Hayden, 1997) and that their current performance and likely future performance in education is poor. Research has shown that there is a difference in the level of agency involvement as well as in recorded criminal activity between fixed period and permanent excludees (Hayden and Martin, 1998; Hayden, 2000) suggesting that problems for those receiving fixed period exclusions should be less severe. Some of the children who have a fixed period exclusion would be expected to have very few or no further problems sufficient to come to the attention of the LEA. However, other factors associated with exclusion, such as attendance problems and involvement with Social Services Departments (particularly children who have been the subject of a Child Protection Conference) are more strongly

associated with juvenile offending, than exclusion (Martin et al, 1999). Some of the young people who fall into this group do not have a record of permanent exclusion, partly, it would seem, because certain of them hardly attended secondary school. Factors associated with school exclusion and likely outcomes are known to be complex and difficult to disentangle.

- 1.3 It is important in assessing policy options to have longitudinal data which indicate the extent to which problems identified early, and remaining insufficiently or inappropriately catered for, lead to increased problems, marginalisation, alienation and possibly criminalisation. Therefore, in looking for 'joined up solutions' to 'joined up problems', there is a need to know the potential value of preventative work. It is vital to have an analysis of the longer term consequences for those categorised as very difficult relatively early in their school careers. Arguably, primary school children are particularly vulnerable and would benefit most from intervention at an early point in their difficulties. This may reduce problems and public expense later.
- 1.4 The research has built on earlier studies of school exclusion carried out by Carl Parsons in 1993 for the Joseph Rowntree Foundation (Parsons et al, 1994) and by Carol Hayden (Hayden, 1997) between 1993 and 1995 funded by the Economic and Social Research Council. Both of these research projects focused upon children excluded from primary school. Similar conclusions were reached about the circumstances surrounding cases of exclusion, the underlying reasons and the likely long-term consequences of exclusion, particularly of a permanent exclusion from school. The key findings in these earlier studies include the following:
  - most excluded children come from family circumstances facing a range of problems;
  - many excluded children have recognised special educational needs, usually identified as primarily emotional and behavioural;
  - excluded children and their birth parents are often well known to a range of educational and family support agencies and a small but significant proportion of these children have spent time in public care;

- inter-agency co-operation to support the excluded child and their family is poor;
- the immediate economic and social costs of exclusion are significant;
- practitioners in a range of concerned agencies are in need of good quality information on which to base practice aimed at preventing and reducing exclusion from school.

1.5 The authors' previous studies, as well as those of others, have shown excluded children to be amongst some of the most vulnerable young people in society today (Blyth & Milner, 1996; Cohen et al, 1994; Hayden, 1997; Hayden and Johns, 1998; Parsons, 1994 and 1999). They are likely to come from families which have broken down, some children will have spent time in the care of the local authority, have experienced abuse and neglect, as well as have identified special educational needs. Certain research has focused upon the strong over-representation of African-Caribbean boys (Bourne *et al*, 1994; Gillborn and Gipps, 1996), and children in the public care (Brodie, 1996) in exclusion statistics. Other research has examined associations between exclusion and crime, showing that exclusion and non-attendance is common amongst young offenders (Hayden and Martin, 1998; Martin et al, 1999).

1.6 It is common in most research about exclusion to highlight the vulnerability of these children and young people, as though this alone were evidence of their need; it is also useful to consider more fully their varied characteristics and what their *different* needs might be. The school curriculum, and differentiation within it, is clearly a significant issue, but in different ways. Certainly, many excluded children and young people have some identified level of special educational need, and, for some, learning and ability is a more significant issue than behaviour as such. In relation to behaviour, there needs to be a fuller consideration of what might underlie the behaviour: a learning or other type of disability – such as sensory impairment; with personal and family circumstances; a mental health problem; some young people might be better described as primarily 'disaffected' rather than as having 'special educational needs'. In certain cases it might be out of school issues to do with family and community circumstances which are having the biggest impact on the ability to access schooling or be contained

successfully within the restrictions of a school day (Hayden and Johns, 1998). It is important to consider these issues in order to recognise that different responses will be needed to address the presenting and underlying needs of children excluded from school.

1.7 Kinder et al (2000), reporting upon effective provision for excluded pupils, conclude that the ability of adults to build positive personal relationships with young people, as well as develop a pattern of progression with them which is what the young people themselves have chosen, is a '*sine qua non in successful inclusion and reintegration*' (p. 147). In addition, they argue for a continuum of provision which recognises that the more extreme the young person's difficulties in relation to education, the more investment will be needed in the personal and social issues, before their formal educational needs can be successfully addressed. The price of the provision for these young people is known to be high and the potential cost of not providing for them appropriately is known to be higher. Whilst acknowledging the commitment of many people working with excluded young people, Kinder et al emphasise the necessity for a wider recognition of the need for both a '*sustained financial and ideological support for them*' (p. 147). In answer to the 'what works' question, Kinder et al provide useful descriptive data from a wide range of projects and LEAs. However, their assessment of outcomes is essentially one of perception rather than data about the educational careers and outcomes of particular interventions for identified cohorts of young people. These latter data are almost entirely absent in published research literature on school exclusions.

1.8 The studies mentioned above are not able to reveal how and why some individuals managed to avoid further exclusions and, indeed, whether some individuals were still relatively successfully contained in school despite fixed period exclusions or other signs of disaffection. Although both original pieces of research were able to capture children's own experiences and views of the exclusion(s) investigated, it was not possible to gather information about how/whether this experience has long term consequences, especially in relation to further exclusion, educational achievement or delinquency. Although researchers in a range of fields give some indications of some

of the protective factors for children in difficult circumstances (Farrington, 1996; Graham and Bowling, 1995; Smith, 1995), there are not enough focused and individual accounts of how these factors operate. In particular, there is a need to investigate how some young people make successful transitions against the odds.

- 1.9 This study begins with an identified population of individuals known to have had significant difficulties in primary school, sufficient to elicit the response of an exclusion, and therefore constitute an ‘at risk’ and vulnerable group of young people whose educational careers over a five year period can be documented. Furthermore, it is possible to follow these individuals through key transitions, from primary to secondary school; from childhood to adolescence, and, for some, to the end of their compulsory schooling. The sample consisted of a total of 726 fixed period, indefinite and permanent exclusions in the original project LEAs. Thus the youngest individuals in the sample were aged 10 years during the 1998/99 school year but almost all were in secondary education in the 1999/2000 school year. The oldest individuals in the sample were eligible to leave school in the summer of 1998 (i.e. aged 16 years during the 1997/98 school year). One of the sample LEAs had a middle school system in place during 1993/94 and some of the original sample were in Year 7 at the time of the earlier study.

## CHAPTER 2: OBJECTIVES AND METHODOLOGIES OF THE INVESTIGATION

- 2.1 The research set out to inform the current debate and discussion amongst policy makers and professionals about exclusions. The research objectives were to identify:
1. outcomes in the secondary years of schooling, in ten LEAs, for children who had been excluded, on a fixed period, indefinite or permanent basis, during 1993/94;
  2. differences in outcome for subgroups of the sample identified in terms of gender, ethnicity, Special Educational Needs status, whether they have been/are in public care, as well as whether the length of time out of school is related to outcomes at secondary school;
  3. interventions experienced by excluded children and to consider which appear to be related to successful outcomes;
  4. the subsequent educational attainment of excluded (temporary, indefinite or permanent) pupils in Key Stage assessments, in 16+ examinations and in progression to further education;
  5. the extent to which exclusion at primary school was followed by exclusion at secondary level.
- 2.2 A longitudinal study working from a known earlier population has considerable strengths. The initial phase involved a return to the six, now ten<sup>1</sup>, LEAs with which the researchers had previously worked (Carol Hayden on the ESRC project; Carl Parsons on the Joseph Rowntree project) and the generation of a full listing of exclusions from the LEAs' records, updating those still archived from the previous research. An anticipated problem was the sample attrition; movement to unknown destinations is not unusual in a population with such characteristics. Some LEAs had very limited data on fixed period exclusions; this may mean that the final sample achieved was weighted towards more serious cases but bias has been investigated and quantified. In one LEA there were no data on fixed period primary exclusions from that period. An approach was made, with the LEA support, to the schools to search their records for

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<sup>1</sup> Two of the local authorities had been split into County and Unitary authorities since the earlier work.



that period. This resulted in a poor response from schools and no new pupils identified.

2.3 LEA data on pupils in 1993/94 inevitably contained gaps and this population of pupils is known to be mobile, particularly within urban areas (Dobson and Henthorne, 1999). Permanent exclusion in itself can contribute to the difficulty of tracking a pupil. Pupils have been followed up where the destination LEA is known. Further steps were taken to follow up a sample of the 'lost' pupils so that bias could be accounted for. With the identified population of fixed period and permanently excluded pupils, the research has ensured that cases, from the least to the most problematic, are embraced within the study.

2.4 The access to data and confidentiality have required time and negotiation at the outset with the LEAs. Permission was agreed with LEAs and other agencies at a senior level which involved the researchers 'contracting' with the LEA so that officers would obtain clear and immediate benefit from the enquiries about their pupil cohort. Data gathered from LEA records included:

- a) pupil characteristics - age, gender, ethnicity, 'in public care' and special needs status;
- b) further instances of exclusion in subsequent years (including type, length and reason) with the search continuing into the secondary phase;
- c) involvement of behaviour support, educational welfare or educational psychology services at any stage in the following five years;
- d) evidence of the involvement of any other agency with the child's case.

2.5 Computerised and paper files were accessed in admissions, pupil services and exclusions sections of the LEAs, educational welfare and special needs departments. From LEA records, schools or Pupil Referral Units data were gathered on performance and history in relation to:

- a) attainment in Key Stage assessments, GCSEs and other 16+ qualifications;
- b) special needs status;
- c) exclusion history;

- d) truancy, school-based problems and school initiated responses;
- e) involvement of other agencies.

2.6 A case data proforma was developed for this and is reproduced in Appendix 2. Approaches to schools were left until late in the investigation to minimise the work required of them and only where data were not fully available elsewhere, usually in LEA files; a proforma (Appendix 3) was used effectively to acquire feedback from schools. Co-operation was received from educational representatives for children in public care and youth offending teams. The DfEE provided attainment data when supplied with the list of children, dates of birth and DfEE school number.

### **Case Studies**

- 2.7 With a sample of 30 pupils, representing as far as possible the age, ethnicity, gender and 'seriousness' characteristics, focused case studies have been constructed. This involved examination of file material and interviews with selected agents involved with the young person's education and development over the five year period. Ten cases were in-depth, dealing with a wider range of factors and a more numerous set of actors and concentrating on 'relative success'. In seeking to construct these accounts the researchers were alert to the wider context within which each young person functions, trends of activity, supportive interventions and protective factors which appeared to operate.
- 2.8 In terms of the comprehensiveness of the records relating to pupils, they were variable across the pupils' careers. Data were available in greatest quantities on pupils presenting greatest difficulties. To ensure that an accurate and balanced account across the total cohort is presented, pupils for whom little or no further information was found were included; 'no records of further problem episodes' are, in themselves, interesting findings.

### **Analysis**

- 2.9 The aggregate analysis of the 726 children across ten LEAs was conducted on three

levels: firstly, paper files on the pupils allowed accumulated data on individuals to be easily accessed; secondly, the data were put into Excel which allowed an LEA subsample to be viewed as a whole and for calculations to be done and ratings to be applied; thirdly, through the use of Minitab and SPSS more complex analyses could be carried out.

2.10 The cases in the study had very different start points. Many of the children had only records of fixed period exclusions in 1993/94; others started with an indefinite (still in operation in 1993/94) or permanent exclusion. Some children and their families already had involvement with a range of educational and family support services; others had little or no evidence of this type of support or concern at the outset.

2.11 A rating scale was developed to assess cases (1 to 5 at the outset, 0 to 6 thereafter) as a way of capturing the start, intermediate and end points in the study. The start point (Rating 1) was the 1993/94 school year when all of the cohort were in primary school and all had an official record of exclusion. The intervening period was the school years 1994/95 to 1997/98 (Rating 2) and the end point (Rating 3) was to school leaving age and/or the point of follow-up, summer term, 1998/99 school (or summer 1999/2000 for the case studies when pupils were still in school). A detailed outline of the factors taken into account in these ratings is produced in the Appendix 4. A simple categorisation is as follows:

- 0 = no problems (*only possible for Rating 2 and Rating 3*)
- 1 = minor problems
- 2 = some problems
- 3 = significant problems
- 4 = substantial problems
- 5 = extreme problems
- 6 = exceptional and extreme problems (*only possible for Rating 2 and Rating 3*)

2.12 By acknowledging the different start points and trajectories of the children in the study the changing nature and complexity of the situation for many of them can be captured and illustrated. Making clear causal links is a challenge. This study is distinctive in offering a view of the careers of these children based on hard data and file evidence rather than perceptions of the children, parents or professionals. The case studies are

an enhancement of those essential data. More case focused data would be necessary for large numbers to determine more clearly the *causes* of the problems and the *interventions* that did or did not make a difference to the *outcome*.

## CHAPTER 3: AGGREGATE FINDINGS

### Introduction

- 3.1 The first section deals with the total population of 726 children as they were in 1993/94 giving details of their attributes. The sections which follow give an overview of the outcomes for differently identified groups of pupils - by year group, gender, SEN, free school meal entitlement, in public care status, ethnicity and the degree of seriousness of the initial presenting problems. The last section is an association between variables. Interventions and their management and targeting are considered also to identify those which appear to have been present and which have been influential in the outcomes.
- 3.2 Appendix 1 gives a breakdown for each LEA. There are differences amongst the LEAs, which are to be expected both because they are a varied group demographically and also because of the different degrees of completeness of early records from which to identify the sample; thus in LEA 8 only permanent exclusions were recorded from 1993/94.

### The attributes of the group studied

- 3.3 Table 1 sets out the year groups and gender of the excluded pupils in the sample. The incidence of exclusion increases with age and peaks, for this sample, in Year 5. Girls constitute 6.6% of the sample.

**Table 1: Year Groups, Gender and Exclusions in 1993/94**

YEAR GROUP	BOYS	GIRLS	TOTAL	%
R	29	5	34	4.7%
1	24	4	28	3.9%
2	81	2	83	11.6%
3	88	3	91	12.7%
4	132	13	145	20.2%
5	161	12	173	24.1%
6	127	5	132	18.4%
7	28	3	31	4.3%
Total	670	47	717 <sup>2</sup>	

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<sup>2</sup> Ages for nine pupils were missing.

- 3.4 Fifty six per cent of the pupils were on the Special Educational Needs Code of Practice Stage 3 or above at some point in their schooling (Table 2). The reasons for the assignment to a special needs Stage was usually for behaviour, but files indicated that this was often associated with learning problems also.

**Table 2: Special Educational Needs and Exclusions in 1993/94**

<b>SPECIAL EDUCATIONAL NEEDS</b>	<b>BOYS</b>	<b>GIRLS</b>	<b>TOTAL</b>	<b>%</b>
<b>No information or not on CoP</b>	299	21	320	44.1%
<b>Known on SEN CoP</b>	379	27	406	55.9%
<b>Total</b>	<b>678</b>	<b>48</b>	<b>726</b>	

- 3.5 Much of the information on free school meals entitlement was not available and it was not possible to separate 'Not FSM' from 'Not known'. For 14.5%, however, there was a record of free school meals entitlement as shown in Table 3. This simple indicator of disadvantage appears to be associated with poorer outcomes at the secondary level (see Table 14).

**Table 3: Free School Meals and Exclusions in 1993/94**

	<b>BOYS</b>	<b>GIRLS</b>	<b>TOTAL</b>	<b>%</b>
<b>Not FSM or not known</b>	578	43	621	85.5%
<b>Entitled FSM</b>	100	5	105	14.5%
<b>Total</b>	<b>678</b>	<b>48</b>	<b>726</b>	

- 3.6 The data on whether children had been 'in public care' are fairly full (Table 4). Seventeen per cent had been in public care, some for only a few weeks, others for repeated periods spread over years and still others had long periods in the care system, sometimes greatly disrupted with changes of school and carers.

**Table 4: Children in Public Care and Exclusions**

	<b>BOYS</b>	<b>GIRLS</b>	<b>TOTAL</b>	<b>%</b>
<b>Ever been 'in public care'</b>	117	10	127	17.5%
<b>No information or never been 'in public care' or no evidence</b>	561	38	599	82.5%
<b>Total</b>	<b>678</b>	<b>48</b>	<b>726</b>	

- 3.7 In the ten LEAs, four had significant proportions of black and ethnic minority young people. Table 6 shows the distribution, by boys and girls, across the ethnic minority groupings. African Caribbean boys stand out as a prominent group making up nearly 10% of the sample.

**Table 5: Ethnicity**

	<b>BOYS</b>	<b>GIRLS</b>	<b>TOTAL</b>	<b>%</b>
<b>Ethnic group</b>				
<b>White</b>	412	35	447	61.6%
<b>African Caribbean</b>	65	4	69	9.5%
<b>Black African</b>	14	0	14	1.9%
<b>Black other</b>	8	1	9	1.2%
<b>Asian</b>	5	0	5	0.7%
<b>Mixed Race</b>	18	0	18	2.5%
<b>Traveller</b>	4	0	4	0.6%
<b>Other</b>	6	0	6	0.8%
<b>No information</b>	146	8	154	21.2
<b>Total</b>	<b>678</b>	<b>48</b>	<b>726</b>	

- 3.8 Table 6 indicates that the first exclusion was permanent in only 11% of cases. Indefinite exclusions were still used at that time (1993/94) and for many the eventual outcome would seem to have been indistinguishable from a permanent exclusion. Fifteen per cent received a permanent or indefinite exclusion. Eighty four percent of the initially recorded exclusions were for a fixed period exclusion.

**Table 6: First Exclusion 1993/94**

	<b>BOYS</b>	<b>GIRLS</b>	<b>TOTAL</b>	<b>%</b>
<b>Permanent exclusion</b>	74	6	80	11.1%
<b>Indefinite exclusion</b>	34	0	34	4.7%
<b>Fixed period exclusion</b>	565	41	606	84.2%
<b>Total</b>	<b>673</b>	<b>47</b>	<b>720</b>	

- 3.9 In the rating for the seriousness of the initial presenting problem (Appendix 4), pupils receiving a permanent or indefinite exclusion, or having a range of problems running alongside their exclusion, were rated at 4 or above. Thus, a rating of 4 or 5 indicates the most serious grouping of cases. About a quarter of the sample (163) fell into this category. Girls are slightly less likely to be perceived as ‘serious’ cases at this stage.

The seriousness of the outcome (1998/99) appears to be associated with the seriousness of the original problem and this is discussed later.

**Table 7: Degree of seriousness of the initial presenting problems**

<b>SERIOUSNESS RATING</b>	<b>BOYS</b>	<b>GIRLS</b>	<b>TOTAL</b>	<b>%</b>
<b>1</b>	303	24	327	45.0%
<b>2</b>	91	9	100	13.9%
<b>3</b>	123	7	130	18.1%
<b>4</b>	142	6	148	20.6%
<b>5</b>	13	2	15	2.1%
<b>Total</b>	<b>678</b>	<b>48</b>	<b>726</b>	

- 3.10 Of the 726 children (including those about whom nothing is known later), 37% received no further exclusion while 46% experienced a further primary school exclusion and 36% an exclusion at secondary school. However, this will underestimate the totals because there was full information available, through to the end of schooling, on only 588 pupils. There are, therefore, explicit signs of further problems to come from this initial exclusion indicator for nearly two thirds of the pupils.

**Table 8: Subsequent Exclusions**

	<b>Number</b>	<b>%</b>
<b>Further Primary school exclusions</b>	333	45.9%
<b>Secondary school exclusions</b>	264	36.4%
<b>No further exclusions</b>	268	36.9%
<b>Total</b>	<b>726</b>	

### **Primary School exclusions and longer term outcomes**

- 3.11 Nearly all (701, 97%) of the pupils in 1993/94 were in mainstream primary school (or Year 7 middle school). In 1998/99, or at the point of school leaving, the results are as set out in Table 9. Of the total of 726, just over one third were in mainstream school or finished their education in mainstream. This varied across the LEAs from 18% to 50%. Calculated as a proportion of the 588 known about, the percentage rises to 43%, but almost a quarter were provided for through Education Otherwise Than At School (EOTAS) and one third in special school. Additional worrying outcomes with the



group are indicated in Table 10. Other agencies were involved with three quarters of the pupils and this ranged from educational welfare at the point of the initial problem to some who had the attention of the full range of services over a sustained period. It is appropriate that support services are involved. Whether they are sufficient is open to question: a quarter had attendance problems; for 30% there is evidence of offending; and 17.5% were in public care at least for a period. In a quarter of the cases there were no further problems recorded – though this includes many of the 188 (19%) whose later histories were not known.

**Table 9: Educational Provision in 1998/99**

	<b>Number</b>	<b>%</b>
<b>Mainstream</b>	253	34.8%
<b>EOTAS (including PRU and Home Tuition)</b>	142	19.6%
<b>Special School</b>	192	26.4%
<b>Unknown (left area, etc)</b>	139	19.1%
<b>Total</b>	<b>726</b>	

**Table 10: Other Factors Associated with Exclusion**

	<b>Number</b>	<b>%</b>
<b>Other agencies involved</b>	542	74.7%
<b>Attendance problems</b>	83	25.2%
<b>Evidence of offending</b>	221	30.4%
<b>Ever in public care</b>	127	17.5%
<b>No further problems</b>	181	24.9%

- 3.12 Table 11 indicates the primary school year group in 1993/94 and the outcome rating. It is likely that the older primary school pupils had a history that preceded the exclusion record for that year, and in secondary education entered a period where the chances of exclusion rise as does the likelihood of encountering other agencies. Thus, there is not a straightforward interpretation of the fact that older pupils are more likely to be in the more serious categories for the outcome rating. However, if the problems are

persisting in Years 6 and 7, the data indicate that four in ten of the pupils (and their schools and probably families) will encounter serious difficulties at the secondary stage. The generally more serious situation for older children is shown in Table 12.

**Table 11: Outcomes for Different Start Point Year Groups**

YEAR GROUP	OUTCOME RATING								Total
	0	1	2	3	4	5	6	NK	
<b>R</b>	6	2	2	3	5	1	0	15	34
<b>1</b>	2	2	1	7	5	3	0	8	28
<b>2</b>	11	0	6	17	15	12	1	21	83
<b>3</b>	16	5	7	16	18	6	0	23	91
<b>4</b>	17	6	18	18	30	18	0	38	145
<b>5</b>	30	3	19	35	32	18	3	43	173
<b>6</b>	10	10	15	12	29	19	5	32	132
<b>7</b>	2	1	4	7	6	3	4	4	31
<b>Total</b>	<b>99</b>	<b>29</b>	<b>72</b>	<b>115</b>	<b>142</b>	<b>80</b>	<b>13</b>	<b>184</b>	<b>726</b>

**Table 12: Serious Outcomes by Start Point Year Group**

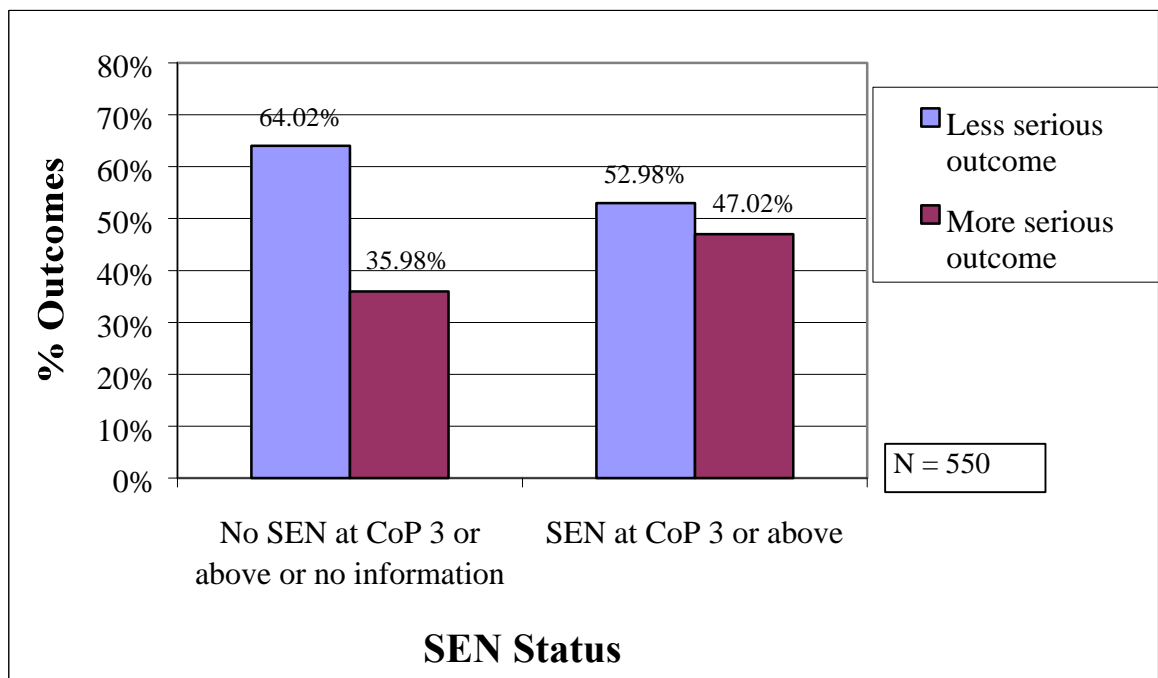
YEAR GROUP	% Serious Outcomes (rating 4 – 6)	Total Pupils in the Age range
<b>R</b>	17.6%	34
<b>1</b>	28.6%	28
<b>2</b>	33.7%	83
<b>3</b>	26.4%	91
<b>4</b>	33.1%	145
<b>5</b>	30.6%	173
<b>6</b>	40.2%	132
<b>7</b>	41.9%	31

### **Outcomes for differently identified groups**

- 3.13 Three hundred and thirty six pupils were registered as having a special educational need at Stage 3 of the Code of Practice or higher and this designation would appear to be associated with more worrying outcomes. Forty-seven per cent of those on the higher stages of the special needs Code of Practice were ‘serious’ cases in the final outcome rating (rated 4, 5 or 6). For those not on the SEN stages to this degree, only 36 per cent were in the ‘serious’ category. This is shown in Table 13 and Figure 1.

**Table 13: Outcomes and Special Educational Needs**

	OUTCOME RATING							Total	%
	0	1	2	3	4	5	6		
<b>No SEN at CoP 3 or above or no information</b>	54	18	26	39	50	25	2	214	39%
<b>SEN at CoP 3 or above</b>	45	11	46	76	92	55	11	336	61%
<b>Total</b>	<b>99</b>	<b>29</b>	<b>72</b>	<b>115</b>	<b>142</b>	<b>80</b>	<b>13</b>	<b>550</b>	

**Figure 1: Outcomes and SEN Code of Practice Stage**

3.14 Although the data on free schools meals were sparse, the distribution across the outcome ratings is slightly more problematic for those registered as having free school meals. This is shown in Table 14 below. Fifty per cent of those on free school meals had more serious outcomes compared with 41% of those with lower Code of Practice ratings or on whom there was no information.

**Table 14: Outcomes and entitlement to free school meals**

<b>OUTCOME RATING</b>									
	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>Total</b>	<b>%</b>
<b>No FSM Entitlement</b>	89	26	60	99	119	62	13	468	85
<b>FSM Entitlement</b>	10	3	12	16	23	18	0	82	15
<b>Total</b>	<b>99</b>	<b>29</b>	<b>72</b>	<b>115</b>	<b>142</b>	<b>80</b>	<b>13</b>	<b>550</b>	

- 3.15 For children who have been in public care, this would indicate a range of problems and substitute family experiences likely to relate to problems in other areas of the child's life. Boys and girls who had been in public care would seem to have fared worse in terms of outcome ratings as shown in Table 15 below. In part, this is because of the nature and criteria of the rating scale used. Seventy per cent of the boys who had been in care at any time were judged to be on the serious rating scale at 4 or above in the outcome rating. Only 39% of those 'never in public care' fell into this category.

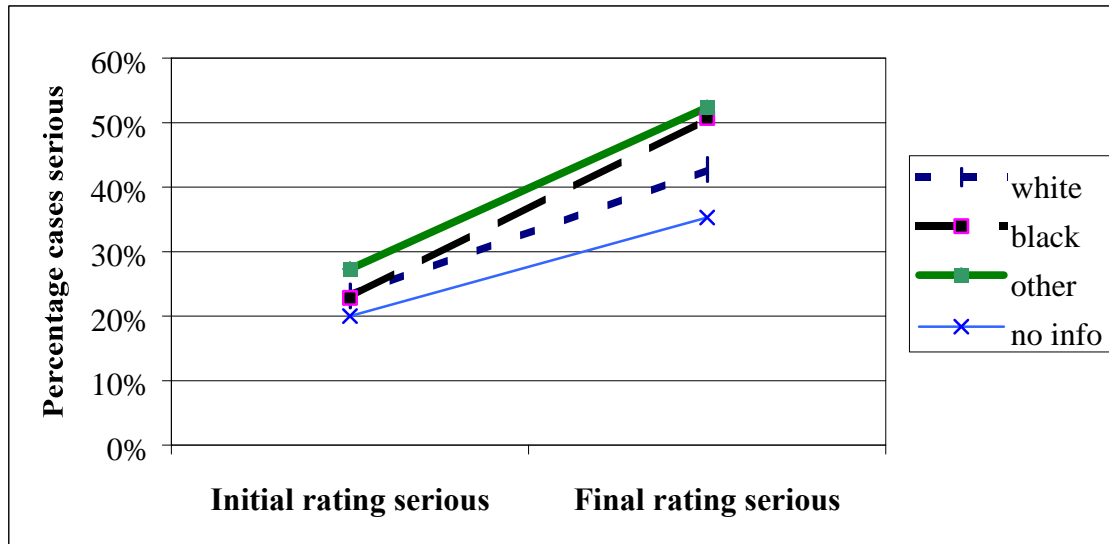
**Table 15: Outcomes and Children in Public Care**

<b>OUTCOME RATING</b>									
		<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>Total</b>
<b>BOYS</b>	<b>Ever in Public Care</b>	11	1	8	21	28	30	4	103
	<b>Never in Public Care</b>	78	25	58	87	108	47	6	409
<b>GIRLS</b>	<b>Ever in Public Care</b>	0	0	1	2	2	0	0	5
	<b>Never in Public Care</b>	10	3	5	5	4	3	3	33
<b>Total</b>		<b>99</b>	<b>29</b>	<b>72</b>	<b>115</b>	<b>142</b>	<b>80</b>	<b>13</b>	<b>550</b>

- 3.16 In terms of ethnicity, the outcomes appear worse for black children compared with white children as represented in Figure 3. Of the 358 pupils designated white, 103 (23%) were deemed more serious cases at the outset. An almost identical proportion of the 69 Black children were similarly rated. At the conclusion of the period, a greater

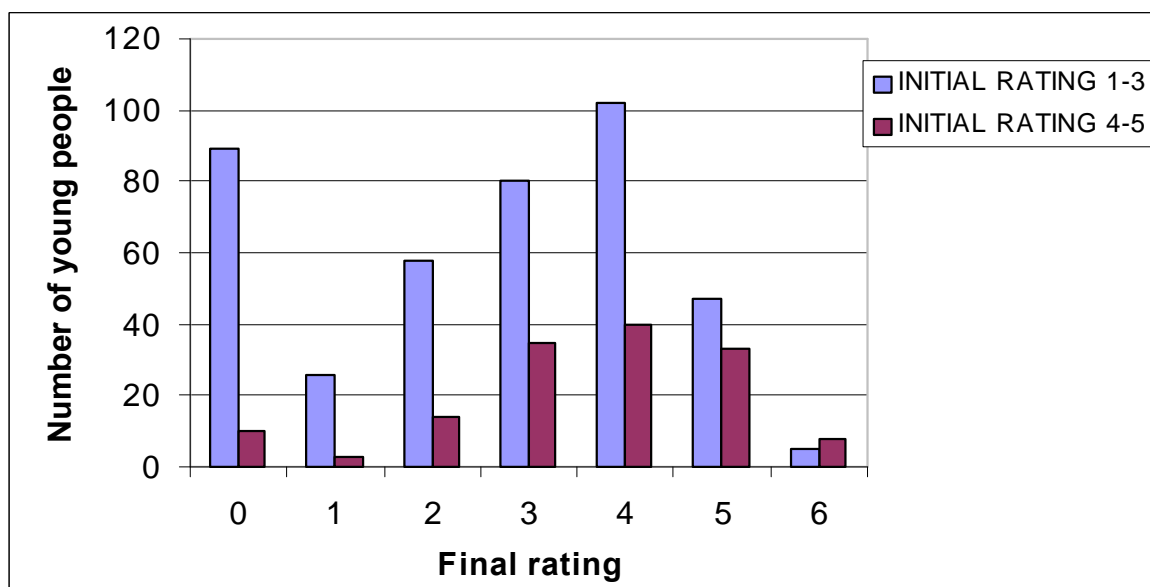
proportion of the Black children, 51%, were in the more serious categories compared with 43% of the white children.

**Figure 3: Ethnicity and ‘Serious’ Initial and Final Ratings**



3.17 Table 16 indicates the rating for the children at the end of the period by the initial rating where pupils are divided into two groups. Figure 4 shows a skew towards the more serious end of the scale for the smaller numbers whose initial rating had been high. Fifty seven per cent of those with a high initial rating went on to have serious ratings at the outcome stage compared to 38% of those with lower initial ratings. This could be interpreted as indicating that there is a need to intervene more strongly at an early age with those presenting extreme problems.

**Figure 4: Numbers of young people at different outcome ratings compared with initial rating**



**Table 16: Outcomes for children with low and high initial ‘seriousness’ ratings**

	OUTCOME RATING							Total	%
	0	1	2	3	4	5	6		
<b>Low Initial Rating</b>	89	26	58	80	102	47	5	407	74%
<b>High Initial Rating</b>	10	3	14	35	40	33	8	143	26%
<b>Total</b>	<b>99</b>	<b>29</b>	<b>72</b>	<b>115</b>	<b>142</b>	<b>80</b>	<b>13</b>	<b>550</b>	

3.18 Attainers have been defined as those achieving GCSEs amounting to more than 5 points (at least the equivalent of 5 grade G passes) or not being two levels behind at Key Stage 3 or Key Stage 2 assessment. Table 16 sets out the outcome rating by initial rating for attainers and non-attainers taken separately. Attainment has been considered by some as a protective factor and one promoting self inclusion in the educational experience in schools. Figure 5 would seem to bear this out with non attainers having outcome ratings skewed towards the more serious end of the scale. There is a logical and evidence-based indication that experiencing success is a protective factor and it is an experience that can be created for children and young people.

**Table 17: Attainment, Initial Problem Rating and Outcome Rating**

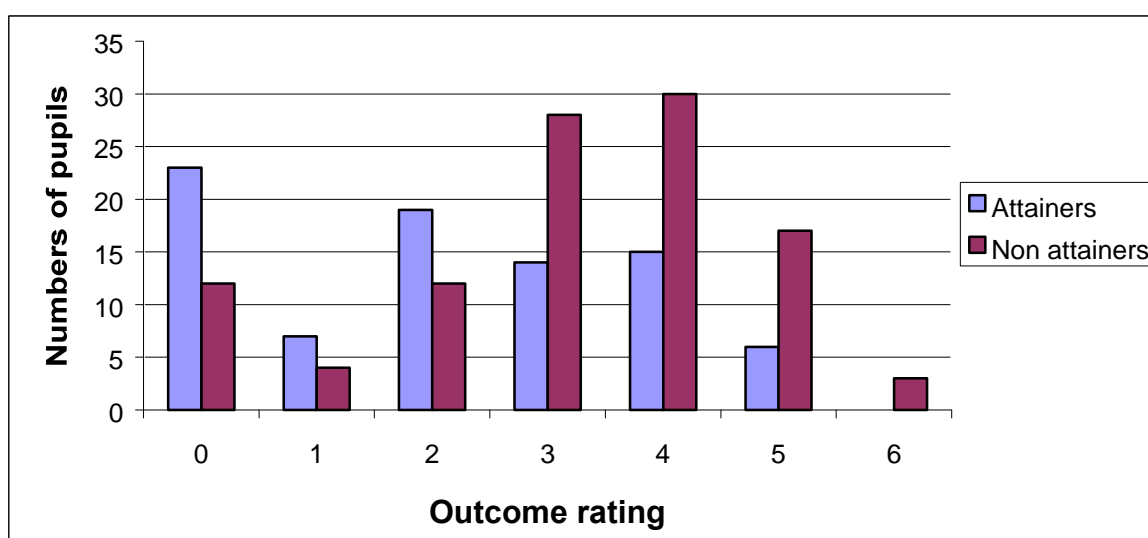
## ATTAINERS

		OUTCOMES														
		0		1		2		3		4		5		6		Total
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	
INITIAL RATING	1	17	53.1	3	9.4	5	15.6	2	6.3	4	12.5	1	3.1	0		47
	2	2	13.3	0		6	40.0	2	13.3	3	20.6	2	13.3	0		18
	3	1	7.1	3	21.4	3	21.4	2	14.3	5	35.7	0		0		15
	4	2	10.5	1	5.3	4	21.1	7	36.8	3	15.8	2	10.5	0		22
	5	1	25.0	0		1	25.0	1	25.0	0		1	25.0	0		4
Total		23	27.4	7	8.3	19	22.6	14	16.7	15	17.9	6	7.1	0		106

## NON-ATTAINERS

		OUTCOMES														
		0		1		2		3		4		5		6		Total
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	
INITIAL RATING	1	11	28.9	4	10.5	6	15.8	6	15.8	7	18.4	4	10.5	0		46
	2	0		0		3	20.0	4	26.7	5	33.3	3	20.0	0		18
	3	1	4.3	0		1	4.3	10	43.3	6	26.1	3	13.0	2	8.7	26
	4	0		0		2	7.7	7	26.9	10	38.5	6	23.1	1	3.8	29
	5	0		0		0		1	25.0	2	50.0	1	25.0	0		4
Total		12	11.3	4	3.8	12	11.3	28	26.4	30	28.3	17	16.0	3	2.8	124

Figure 5: Outcome ratings by attainment



## Associations between Variables

- 3.19 Statistical analysis of the data collected in this study presents a number of challenges, some of which relate to interpretation. There is no way of telling how much that has happened to the children has either gone unrecorded or lies in records which did not become available to the investigation. Associations found, therefore, exist in many

cases between records rather than between aspects of the children's real lives. A fuller account of the statistical analysis is given in Appendix 6 with key points being discussed in the text below.

3.20 Problems also arise from the large number of variables studied. Traditional significance tests, using a 5% significance level, will in about one case in twenty lend authority to a result which is purely a matter of sampling variation rather than a reflection of something really happening in the population at large. In the relationships between groups of variables, direction of causality will always be open to dispute. However, it is most logical to interpret the final data set in terms of a causal flow roughly from left to right through diagram set out in Figure 6. Where there are arrows in the figure these indicate that a proportion of possible associations proved to be statistically significant at the 5% significance level. For example, the arrow from A to B indicates that there were indeed associations between 'pupil characteristics' and 'background variables which were significant (6 out of 12 possible associations; see Figure 2 in Appendix 6). In the case of agencies involved in intervention (I), cause and effect linkages are more complex and issues of effective intervention are best dealt with in the case studies. For instance, were children involved with Education Support Projects because they were already encountering (or their teachers were encountering) severe problems, or was the involvement preventative – to stop the problem becoming severe?

3.21 The nine groups of variables were:

Initial characteristics

- A. Characteristics of the pupils: sex, age at the time of first exclusion, National Curriculum Year at time of first exclusion and ethnicity;
- B. Background information at the time of first exclusion: recorded as eligible for Free School Meals, known to have been in public care, known to have had a statement of special educational needs, and attending special school;
- C. Primary exclusion data: the nature and length of the first exclusion and summary data for all primary exclusions;

Intermediate experiences

- D. Key Stage 2 attainment in English, Mathematics and Science;
- E. Summary background information covering the period from the first exclusion to date;
- F. Summary information on exclusions during secondary education;



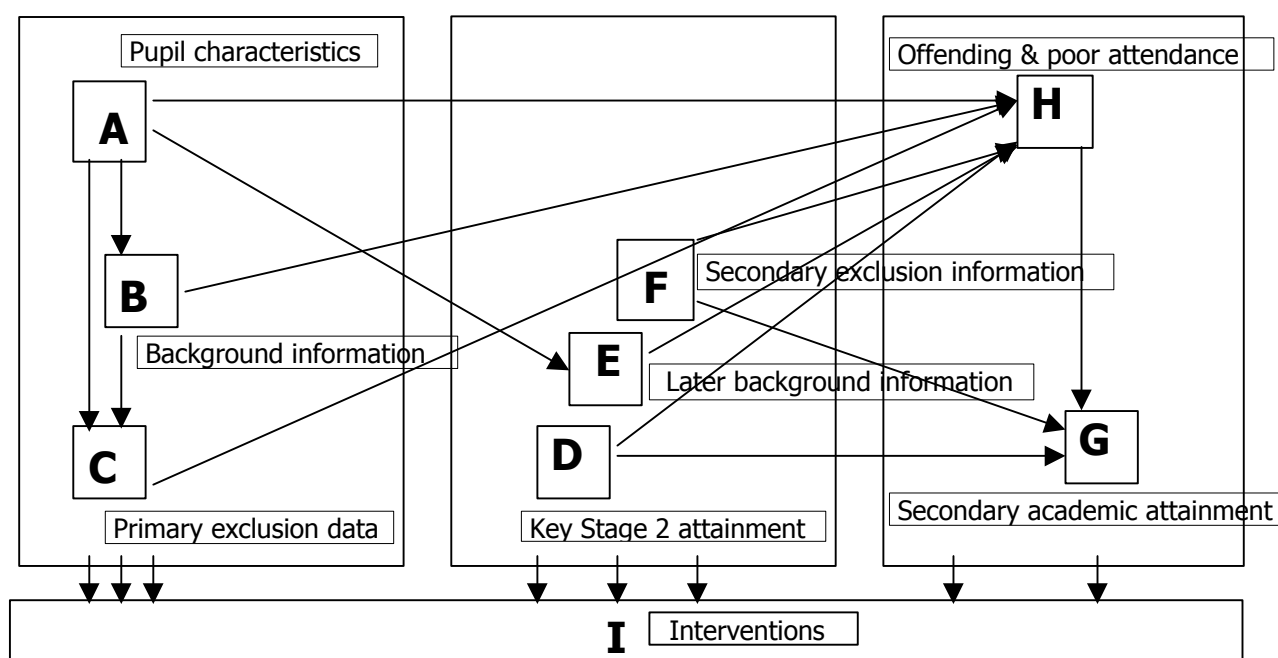
Outcome factors

- G. Secondary achievement data: English, Mathematics and Science results at Key Stage3, Key Stage 4 achievement;
- H. Other outcome data: recorded attendance/truancy problems, evidence of offending;

Agency involvement

- I. Agencies involved in intervention.

**Figure 6. Associations between variables in each group**



**Important associations between variables**

- 3.22 Children at special schools have, in almost all cases, a statement of special educational needs; those excluded from special schools (33) were nearly twice as likely to be known to have been eligible for free school meals and more than two and a half times as likely to be known to be in public care at that time. Children with statements of special educational needs were one and a half times as likely to be in public care.
- 3.23 Older children were more likely than younger children to be excluded from special schools. On the other hand, older children were less likely to have SEN statements. Girls were more than three times as likely to be excluded from special schools.

Children recorded as white were more than three and a half times as likely to be eligible for free school meals and nearly one and a half times as likely to have a statement of special educational needs and nearly one and three quarters times as likely to be in public care.

- 3.24 Older children were less likely to be excluded permanently on the initial occasion. Girls had fewer recorded days of schooling lost through fixed period exclusions. Children recorded as white had longer initial fixed period exclusions, more days lost through all fixed period exclusions and more numerous fixed period exclusions. These associations remained significant after making allowance for the effect of age.
- 3.25 Children in public care, in this sample, were nearly two and a half times as likely to have an initial indefinite exclusion and one and two thirds times as likely to have a permanent exclusion. They also had more fixed period and indefinite exclusions overall. Children with SEN statements were nearly twice as likely to have permanent exclusions initially, had more fixed period and more permanent exclusions, and lost more days through fixed period exclusions.
- 3.26 Data on Key Stage 2 national assessment levels were not easy to obtain and this part of the analysis was based on just under 11% of the overall sample. No clear associations were found between attainment at Key Stage 2 and either pupil characteristics or background information (with the natural exception of SEN status) or details of primary exclusion. One of the reasons why data were unavailable on most of the sample could be that there was no success to record, or they were not in situations where participation in SATs was expected.
- 3.27 Of those first excluded in Year R (Reception), 71% had SEN statements at some stage. The rate declines steadily to reach 47% in Year 6, although the Year 7 sample was the highest at 81%. Children recorded as white were four times as often eligible for free school meals at some stage, one and a half times more frequently in public care and one and a third times as often given SEN statements. One interpretation of this could

be that non-white children were subject to exclusion without having such severe background problems.

- 3.28 There were very strong associations between all measures of Key Stage 3 attainment and Key Stage 4 attainment. However, there were very few pupils for whom both sets of data were available and it was not possible to establish any links between the two Key Stages. Where data were available, there were links between Key Stage 2, Key Stage 3 and GCSEs. There was also an association between being eligible for free school meals at the time of the first exclusion and low total GCSE points, an interesting link between earliest characteristics and much later outcomes.
- 3.29 High numbers of fixed-period exclusions from secondary schools were strongly associated with lower Key Stage 3 attainment in English, Mathematics and Science. Pupils explicitly recorded as having no grade for English at Key Stage 3 had an average of 3.0 fixed period or indefinite exclusions from secondary schools. Those at Level 2 had an average of 2.5, those at Levels 3 and 4 had 1.4. Mathematics and Science showed similar patterns.
- 3.30 There was a significant association between offending and attendance, though this could reflect the quality of records in different areas or the association of each of the two separately with age. Children with a record of poor attendance were twice as likely to have a record of offending and *vice versa*. Children who were older at the time of their first exclusion are now older and had developed worse records of attendance and offending. Allowing for the effect of age, the association between ethnicity and offending becomes non-significant but that between ethnicity and attendance remains; pupils known to be white were one and a third times as likely to have a recorded attendance problem and to have a record of offending.
- 3.31 Pupils who were excluded initially from special schools and those with SEN statements were twice as likely to have records of offending and one and two thirds times as likely to have attendance problems. Pupils initially eligible for free school meals were twice as likely to have attendance problems.

- 3.32 Those whose initial exclusion was permanent were nearly twice as likely to end with records of offending and one and a half times as likely to be known to have later attendance problems. Children who eventually had records of attendance problems had one and a quarter times the number of exclusions of all types. Attendance problems were associated with the number of fixed period secondary exclusions and records of offending were associated with the number of permanent secondary exclusions. Offending was negatively associated with all secondary attainment variables, but only in the case of Key Stage 4 data were the associations significant.

### **Interventions**

- 3.33 Contacts with educational welfare, educational psychology services, educational support, special schools, social services, the police, children and family therapy and health services are all significantly associated with each other. PRUs were closely associated with most of these, but the associations with educational psychology services, educational support and special schools were not significant. Home tuition, voluntary agencies and other school related projects are not significantly associated amongst themselves. Home tuition is associated with police involvement and attendance at PRUs or special schools.
- 3.34 Children who were older at the time of their initial exclusion were more likely to have contact with educational welfare, educational psychology services, the police, children and family therapy, educational support and PRUs, but less likely to have contact with health services.
- 3.35 Girls were more likely to have contact with educational welfare and social services. Black children were more likely to have contact with educational welfare and with other projects. White children were about one and a half times as likely to have contact with the police, special schools and educational support, but two thirds as likely to have contact with educational psychology services. In each the higher probability was about one and a half times the lower.

- 3.36 An initial statement of special educational needs made the intervention of all types of agencies more likely. Being initially excluded from a special school made contact with all the main group of agencies more likely. Children in public care were more likely to have contact with educational psychology services, children and family therapy, special schools, educational support and voluntary agencies. A very similar pattern emerges if initial background information is replaced by subsequent background information.
- 3.37 The length of an initial fixed period exclusion was linked with attendance at PRUs but not with involvement with any other agency. The total length of fixed period exclusions was linked only with attendance at special schools. Children who at some time had contact with educational welfare, social services, children and family therapy, health services, special schools educational support or PRUs had more primary fixed period and indefinite exclusions. Children who at some time had contact with educational psychology services, social services, the police, health services, special schools educational support and home tuition had more primary permanent exclusions. Children whose initial exclusion was permanent were one and a half times as likely to have contact with social services or educational support, nearly twice as likely to have contact with educational psychology services, the police, health services or special schools and four and a half times as likely to have home tuition.
- 3.38 Apart from obvious links between poor academic achievement and attending special schools, there were 33 possible associations between Key Stage 2 attainment and agency involvement. Of these, five were significant. Low English levels were linked with social services involvement. Low Mathematics levels and low Science levels were each linked both with police involvement and contact with the health services.
- 3.39 Six of twenty two possible associations between secondary exclusion details and interventions were significant. A greater number of fixed period exclusions was associated with more chance of contact with the educational welfare service and PRUs. A greater number of permanent exclusions was associated with more chance of contact with educational psychology services, social services, the police and special

schools. There were, of course, also links between permanent exclusions and contact with PRUs and home tuition.

3.40 Attendance problems were associated with contact with educational psychology services, social services, the police, child and family therapy, special schools, PRUs and educational support. Offending was associated with contact with educational welfare services, educational psychology services, children and family therapy, health services, special schools, PRUs, home tuition and other projects.

3.41 In considering the associations described here, the reader should bear in mind the sources from which the data were derived, the fact that the data covered 10 LEAs, the incompleteness of records and that the sample analyses for such associations was the 550 on whom sufficient data were available.

## CHAPTER 4: SUCCESSFUL OUTCOMES

### **‘Success’ - a relative concept**

- 4.1 Success is a relative concept as a judgement of outcomes for pupils experiencing problems earlier in their school careers. The success should be related to the point from which the young people have started. All the children (now young people) in the original studies had some problems in primary school relating to their behaviour which led to the earlier exclusions (1993/94 school year) investigated. Some children already had a record of permanent exclusion, others had only fixed period exclusions. In addition, some children clearly had a range of other severe difficulties in their lives, whilst others lived in more stable circumstances. Different circumstances and ‘start points’ have been taken into account in identifying ‘success’ cases. The ‘problem progression rating scale’, described earlier (see Appendix 4), facilitated judgement of the relative success or otherwise of cases. In identifying potential cases for investigation some evidence was sought that individuals had moved *down* the problem progression rating. LEAs were often of initial assistance in suggesting cases which they saw as a ‘success’. In the course of identifying and following up potential success cases it has become evident that the stability and relative achievement which accompanies the definition of success applied here, can be fragile and the status of cases can sometimes change quickly. Nevertheless, the cases chosen illustrate some wider issues about appropriate support for such individuals in the future.
- 4.2 Ten cases were investigated in depth as cases of relative ‘success’. A further 20 cases, intended to be more representative and illustrative of wider themes in the research, are presented in condensed form (Appendix 5). Nine of these 20 also demonstrated successful outcomes. These are referred to at various points in this chapter.

### **Applying the problem progression rating**

- 4.3 The problem rating scale for cases was developed to capture the start and end points in the study, as well as developments in the intervening period. This is discussed in paragraph 2.11 and set out fully in Appendix 4. The start point (Rating 1: 1 - 5) is the 1993-1994 school year when all of the cohort were in primary school and all had an

official record of exclusion. The intervening period is the school years 1994-1998 (Rating 2: 0 - 6) and the end point (Rating 3: 0 - 6) is to school leaving age and/or the point of follow-up (summer term, 1999-2000 school year). A simple categorisation is as follows:

- 0 = no problems (*only applied for the second and third rating*)
- 1 = minor problems
- 2 = some problems
- 3 = significant problems
- 4 = substantial problems
- 5 = extreme problems
- 6 = exceptional and extreme problems (*only applied for the second and third rating*)

### **Summary of in-depth cases**

4.4 The cases chosen to illustrate relative 'success' have very different starting points as illustrated and summarised overleaf in Table 18. Cases also illustrate a number of issues or themes, some of which are:

- Gender (2 girls; 8 boys)
- Young people in public care (1 girl; 1 boy)
- Ethnicity (1 African Caribbean girl; 1 Black African boy - refugee)
- Successful reintegration (2 boys)
- Early intervention (1 boy)
- Out of school provision (1 girl; 3 boys)
- Tolerance and flexibility shown in mainstream schools (1 girl; 3 boys)
- Special educational needs (considered in all cases; resourced in 9 cases - 1 girl; 8 boys)

4.5 It is also worth noting that the behaviour presented by these individuals would appear to relate to a variety of situations and needs. Although nine of the ten young people were identified as having 'special educational needs' (and 16 of the 20 condensed cases) with emotional and behavioural difficulties (EBD) being the prime identified need, this tends to be an all encompassing category which does not adequately describe the very different needs these individuals have. Several individuals might better be described as primarily 'disaffected', others as having mental health needs, one individual at least might be described as 'exceptional' (in relation to her sporting talent) and, of course, certain people had a combination of these features in their behaviour profile. These issues will be returned to as themes in the discussion, but an



overview is first presented of the characteristics and circumstances of the young people chosen here to represent ‘success’ given their early problems in primary school.

**Table 18: ‘Success’ cases - Ratings and key issues identified in each case**

Case	Rating 1 1993/94	Rating 2 Intervening period	Rating 3 1999/2000 or school leaving	Key Issues illustrated
1. Jenny	5	6	4/3	In public care, gender issues, creative individual provision, out of school
2. Owen	1	3	1	Interests not catered for fully in school, needs met by work placement and relate NVQ, tolerance and flexibility in mainstream school
3. Chrissie	2	2	2	Disaffected, but contained with support after reintegration; tolerance of mainstream school
4. Richard	2	1	0	Early intervention
5. Philip	2	4	2	Out of school provision/work placement
6. Matthew	5	3	3	In public care, abuse, therapeutic provision/stability of placement
7. Alex	4	2	1	Reintegration after permanent exclusion from primary school
8. Mahmoud	4	3	3	Refugee – trauma – disrupted early education; ‘contained’ in school, tolerance of mainstream school
9. Ricky	1	4	2	Disaffected; out of school provision
10. Aretha	2	4	1	Gender, ethnicity and identity; tolerance of mainstream school

**Exclusion: the starting point (1993-1994) and the end point (school leaving age or 1999-2000)**

- 4.6 All but one of the detailed case studies were excluded from a mainstream school during 1993/94 but only three of them were permanently excluded at that time. All of the 20 condensed cases were excluded from mainstream schools, with three permanently excluded at that time. In the detailed case studies, all three of those children permanently excluded at the start point were in receipt of a statement of Special Educational Needs relating to Emotional and Behavioural Difficulties. One of the three children who was permanently excluded from primary school did not get an

official record of exclusion again; he stayed in a mainstream secondary school and achieved several high grade GCSEs, another other went to a residential therapeutic home and stayed there for five years before a permanent exclusion led to the end of this placement. Other individuals who started out with a fixed period exclusion continued to have some difficulties in school but stayed in school, in two of these cases a permanent exclusion later in their secondary schooling led to a time in a PRU.

- 4.7 In half the cases, problems escalated for individuals over the period of monitoring but then tailed off by the end of the period over which their progress was tracked. In other cases problems were relatively stable and ‘contained’, even if there was no dramatic improvement in circumstances. Sometimes problems appeared to have all but disappeared, but then re-surfaced in another guise. In presenting the ‘success’ cases in this way, an effort is made to capture something of their individual circumstances and profile. This is taken further to outline and interpret what they have in common and what issues and themes, relevant to future similar cases, they illustrate.

### **Gender**

- 4.8 It is well established that the majority of excluded children and young people are male. It is important, therefore, to acknowledge the needs of girls as a minority within the context of many of the provisions for pupils at risk of exclusion or actually excluded from school. Two of the case studies are girls; they are both interesting and complex cases and present specific issues to do with gender, as well as ethnicity in one case. Both girls completed their education in Year 11 and are set to gain several high grade GCSEs and go on to further education. Both girls have their academic ability in common, they have also both been involved in physically aggressive behaviour outside school which has been part of the reason for their involvement with two different Youth Offending Teams (YOTs). One of the girls (Aretha) was contained in mainstream until Year 11. The other (Jenny), spent her secondary education in an EBD school (Years 8 and 9) and at a PRU combined with special project provision (Years 10 and 11). This latter point needs further consideration. Whilst it might be tempting to presume that mainstream or special school provision would have been more appropriate for Jenny than a PRU, those involved with Jenny very much doubted that

The education representative at the YOT said in relation to mainstream provision:

*“Historically speaking, knowing how difficult Jenny’s behaviour can be and knowing the other issues in relation to anger management.... I think it would have been doomed to failure, although I am aware now that there are more support programmes in place for statemented children to get them back into mainstream. But it has to be done on an individual basis, not just as a general decision.....every case is an individual, especially somebody like Jenny who is the product of 14 or 15 years of bad experiences.”*

And in relation to a special school place:

*“It would have been worse for her...there are gender issues at XXXXX school..... being very male centred and perhaps the girls there act out to a greater extent and also we find that concentrating people with similar situations and behavioural problems can make the situation worse not better. I think, because she mixed with a wider range of people at the tutorial centre, that Jenny managed to turn her behaviour round.”*

4.9 A key factor in Jenny’s case appears to be that she was treated as an individual who needed a lot of individual support. She came from a very difficult family background and spent most of her teenage years in public care. She had been permanently excluded from school twice officially and had moved around in her home and school circumstances a great deal. She needed her individual strengths acknowledged and provided for. She was not in position to ‘fit in’ to the requirements of a large group setting. Part of the reason for this was due to the continuing problems and upsets with her family of origin as well as court cases relating to her offending behaviour. Furthermore, there were some real concerns about her mental health and aggressive behaviour.

4.10 Aretha, on the other hand, has both academic ability and an exceptional sporting talent. Her attitude and behaviour which was seen as problematic appears to relate

primarily to part of her peer group and pattern of associations on the estate in which she lives. School appears to have provided her with an alternative (but parallel) peer group based both on the possibility of academic success as well as recognition of her sporting ability. This has clearly not been an easy situation at times and she has had at least ten instances of fixed period exclusion during her secondary education, as well as involvement with a YOT for her out of school behaviour. Her behaviour in school and pattern of associations are captured below in quotes from her head of year:

*“Once she respects you she changes; if not, she runs riot..... If somebody disturbs her in class and the teacher doesn’t do anything about it she will take action herself ..... On the other hand she can disrupt other people.”*

He also said:

*“She is incredibly puzzling.....she has two sets of friends: people on the estate who are in trouble and truant, into football....; then she has her academic friends.”*

- 4.11 In both these cases, tolerance from a concerned and interested adult has been the key factor in making possible their success. Aretha had the good fortune to have a head of year (who is also head of PE) who has taken an interest in her for her ability throughout her secondary education. Jenny has been provided with stability and a great deal of individual support in the crucial last two years of compulsory education. She lives in an LEA where there is good communication between agencies working with vulnerable young people such as herself.

### **Children in the public care**

- 4.12 Two of the success cases involved young people in the public care. One is Jenny, already referred to above; the other is Matthew. They do not have a great deal in common apart from the fact that they both had stable placements at a crucial time in their education. For Matthew, this stability was achieved in a residential specialist placement, where he stayed throughout his secondary education. Unlike Jenny, he had significant learning difficulties and was thought unlikely to be able to live independently.
- 4.13 From the condensed case studies, Kathy was also deemed to be an example of relative success. After having numerous placements in both foster care and children’s homes,

she was well supported by social services and the local education authority. She also received behaviour support and modification programmes and help from the social services educational support team. Despite her troubles at home, she was reported to be comparatively stable at her mainstream school with no further records of exclusion.

### **Ethnicity**

- 4.14 In two of the in-depth case studies, ethnicity is an important issue. In one case (Aretha, referred to above in relation to gender issues), the school were of the view that personal identity, peer group association and the absence of positive and accessible black, female role models were significant factors in their difficulty in managing Aretha. In the case of Mahmoud, early trauma suffered as a refugee, coupled with several moves of primary school associated with accommodation moves, made for a very poor start to his schooling. Language difficulties and communication with the family were partially attended to. Although he was contained in school until the end of compulsory education, questions may be raised at the apparent lack of (or take up of?) specialist support for this young man and his family.
- 4.15 From the condensed case studies, Jordan, an African Caribbean boy, made good progress at school after a difficult start at primary school. It was thought that Jordan's behaviour in his first primary school reflected his emotional state at the time. With the help and support of teachers and parents he was able to advance. However, after a number of incidents patience ran out and he was indefinitely excluded. His parents felt that he needed a fresh start and he was successfully reintegrated into another primary school where he settled in well. His problem was seen as 'emotional' rather than 'behavioural' which may have led to greater targeted support and sympathy. In particular, there was sympathy and understanding for the fact that some of his emotional difficulties appeared to relate to his self concept and specifically to his racial identity. Once in a more stable environment he was able to make good progress, achieving above average Key Stage 3 results and eight A–G grades at GCSE.

### **Successful Reintegration**

- 4.16 In two cases, boys were successfully reintegrated into secondary school, in one case following an official permanent exclusion, in another case without this taking place. In the first case (Alex), reintegration followed a period of home tuition which was seen as both successful and necessary by his mother. The secondary school was also willing to provide counselling and to ask for more specialist help when his needs exceeded their expertise. In the case of Chrissie, it is interesting to note that what the LEA saw as a 'reintegration', the school saw as a 'transfer'. The lack of an official permanent exclusion may have made the school more receptive to admitting Chrissie in that a 'transfer' appears to have been seen as less of an issue than a move following an exclusion.
- 4.17 Of the condensed case studies, reintegration led to relative success for Alan. He had a highly troubled start at school and after a number of incidents which led to fixed term exclusions he was permanently excluded in Year 4. He was transferred to an EBD primary school where he was a boarder. This is thought to have helped with his behaviour and settled him. Alan's parents were unhappy about the EBD secondary school to which he was intended to transfer. Consequently they were determined to get Alan back into a mainstream school. At first the school they approached was reluctant to take him on because of concerns about his vulnerability and safety. However, his primary school helped with a reintegration programme during the autumn term of Year 7 and gradually he became more settled, demonstrating improved attendance and no further exclusions. Although his Key Stage 2 and 3 test results were reasonable, but below expected levels, the LEA viewed this case as a relative success and anticipated that Alan would complete his education in a mainstream school.

### **Early Intervention**

- 4.18 Although in most cases a range of agencies had been involved with individuals, often since primary age, these agencies were undertaking statutory responsibilities or providing advice rather than specific interventions tailored to preventing further exclusions. However, in one case (Richard), it was very clear that both the school and LEA were able to act early following a fixed period exclusion from primary school in 1993. This involved a planning meeting with the parents and additional funding from

the LEA until the end of the school year. This, coupled with monitoring during Year 7, kept the situation from escalating further and Richard completed his education in mainstream school.

By the end of Year 6 Richard's mother is reported saying:

*"I have nothing but praise for the special needs team at XXXX Junior. They have been a great help to Richard."*

And in Year 7 the school Educational Psychologist said:

*"Richard's emotional and behavioural problems, apparent at his junior school, seem now to have somewhat settled on transfer to secondary school. The school and members of staff are delighted at how he has settled and does not appear to display behavioural problems at all. His learning and education continue to be monitored within school and he is making good progress. I understand from school staff that his parents are both pleased with his transfer and progress at this stage".*

This case illustrates the value and effectiveness of early intervention.

#### **Education Outside Mainstream School**

- 4.19 Three of the success cases ended their education at PRUs and in one case on a special project combined with part-time attendance at school. In all four cases it is clear that attendance at the PRU and on the special project were key to their achievement. Work experience and individual provision, reflecting their strengths and interests, were factors in all three cases.

#### **Tolerance and flexibility shown in mainstream schools**

- 4.20 Five of the 'success' cases were catered for completely within a mainstream setting by the end of the study. All but one of these were in the final year by the end of the study; the other individual was in Year 10. In addition, another individual ended his schooling on a combined package of part-time school attendance and part-time on a special project, involving a work and college placement. In four of these six cases, more tolerance and flexibility from school was needed than might be usually expected.

This includes the willingness to put in extra effort (especially allocating time), to make exceptions and allowances, and to tolerate sometimes difficult and occasionally quite abusive behaviour. For example, it is expected that Chrissie (Year 10 in 2000) will complete his final year in mainstream, although this is hard for some teachers and other pupils, as the following quote encapsulates:

*“He stands out in his social group, but not in the school as a whole..... some of his peers are a bit afraid of him (not physically) he has an undermining quality, he is wilfully anti-social... He is not a team player, which is a great shame given his sporting abilities..... He is sexually abusive to female staff (one member of staff in particular) and calls the girls ‘slags’. He wants to humiliate people*

### **The range of behaviours presented**

- 4.21 As has already been intimated, the concept of special educational need does not really capture the range and nature of difficult to manage behaviours presented by this group. Physically aggressive behaviour was most apparent in six cases. This included the more predictable fighting, as well as more serious events - such as setting another child's hair alight and alleged sexual assault. Verbal insults and disruption were a common feature and in certain cases (such as Chrissie) were the main feature of their behaviour. It is easy to underestimate the impact of this sort of behaviour. In the case of Chrissie, for example, the verbal insults were often of a sexual nature and focused on particular girls and individual members of staff. In another case, the behaviour was at times described by some education staff as ‘disturbed’ or at least as relating to a possible mental health issue. For example, staff were puzzled by Alex:

*“There was no escalation of the problem ... it was presented on day one ..... He was very withdrawn .... but would just explode .... there did not appear to be any obvious reason for these explosions... possibly they came after some altercation with other children.... He was terribly unhappy... but he just wouldn't tell anybody why or what was wrong.”*



In this latter case, as well as in the case of Jenny, a major outburst in school precipitated the permanent exclusion from primary school. In both cases the outbursts lasted for protracted periods (over an hour) in which the children were lashing out and destroying the room around them.

- 4.22 In the case of Richard, who ‘made it’ through secondary school with no further high profile problems, he then suffered a mental breakdown at the time of taking his GCSEs. In other words, it is clear that there are significant mental health issues with some of these children. In all cases these issues overlap with what are seen as SEN/EBD issues and in some cases they overlap, too, with learning difficulties, offending behaviour and abuse. These cases are different in kind from those individuals who might be primarily characterised as ‘disaffected’ with what mainstream school has to offer. In addition, there are cases where the only concept which might apply is ‘exceptional’; they are young people with particular talents who may not find it easy to apply themselves to the rest of the curriculum. In several cases a number of categorisations might apply. For this analysis the categories have been limited to two for each case: the main defining characteristic and a secondary defining characteristic. This goes some way to point up the necessity to consider different responses to the needs demonstrated by particular behaviours.

In relation to the detailed case studies, the young people’s behaviour can be characterised as related to the factors set out in Table 19.

**Table 19: In-depth cases and main defining characteristics**

	<b>Main defining characteristic</b>	<b>Secondary defining characteristic</b>
Abuse	Jenny; Matthew	
Disaffection	Chrissie; Owen; Ricky	Philip
Exceptional talent	Aretha	
Mental health	Alex; Richard	Jenny
SEN	Philip; Mahmoud	Matthew; Alex

### **What are their achievements?**

4.23 A range of elements played a part in supporting the pupils in achieving, both in terms of education and broader life-chances:

- Completing their education, or being on track to do so, is one feature of this group. They were all in some form of (almost) full-time educational provision, often combined with work experience, at the end of their period of compulsory education.
- Several young people have achieved or are expected to achieve GCSE passes, four individuals at higher grades. Others gained qualifications appropriate to their interests, such as NVQs and life skills courses.
- Individuals developed their interests and other forms of achievement, such as in poetry (including giving a reading at an Arts Centre) and drama; Royal Marine Cadets; and in one outstanding case to the level of winning a national championship in women's football.

Two young people went into work following leaving school and were there a year later.

### **The Condensed Case Studies (Appendix 5, case studies 11 - 30)**

4.24 The condensed case studies followed up individuals in less depth than in the ten relative success cases (Appendix 5, cases 1-10) discussed above. The condensed case studies were compiled in order to illustrate the range of starting points, outcomes and themes uncovered in the course of this study. Relative success cases were found amongst these, but there was less opportunity to explore why this was so. Table 20 summarises the start and end points for these 20 cases in terms of the seriousness rating system. The higher the rating the more difficult the whole situation for a child (see Appendix 4).

**Table 20: Condensed case studies – numbers at different start and end point ratings**

<b>Rating</b>	<b>Starting point (no. cases)</b>	<b>End points (no. cases)</b>
0	n/a	2 (10%)

1 or 2	5 (25%)	5 (25%)
3 or 4	13 (65%)	5 (25%)
5	2 (10%)	4 (20%)
6	n/a	4 (20%)

A descriptive summary of how the situation changed or not across these cases is given in Table 21 below.

**Table 21: Condensed case studies – improved/stayed the same/got worse**

	<b>Number (percentage)</b>	<b>Case numbers (see Appendix 5)</b>
Situation improved overall/ended at 0-2	6 (30%)	12, 15, 20, 24, 26, 30
Situation stayed the same/ended how it started	6 (30%)	11, 13, 22, 23, 28, 29
Situation got worse	8 (40%)	14, 16, 17, 18, 19, 21, 25, 27

- 4.25 Nine cases could be considered as **relative successes** in that the individuals' situations improved overall in six cases, were maintained at a low level of difficulty in one case, or returned to the lower level of difficulty at which the case started. In all nine cases, children moved schools or type of educational provision.

### **What characterises these different groupings?**

#### ***Situation improved overall/ended at 0-2***

- 4.26 In the six cases where children's situation improved overall or ended at a low rating **appropriate individual specialised educational support and provision was forthcoming at the time needed**. All children moved schools, either through choice – a 'fresh start' in one case; in two cases because of supported reintegration from special school to main stream schooling; specialised language support and help with an emotional problem whilst still at the primary stage of education; a range of support

including a social services education support service for a child who moved schools and home placements numerous times; dual registration at a primary PRU followed by supported reintegration to a mainstream school. In five of the six cases this help was provided whilst the child was still of primary school age or at the primary-secondary transition. In the sixth case the child was at a secondary MLD school for two years prior to a planned reintegration to mainstream schools.

***Situation stayed the same/ended how it started***

- 4.27 In the six cases where the situation stayed the same or ended how it started, all were ‘contained’ with a great deal of support. Three of these can be viewed as relative successes (cases 13, 22, 23). One child was maintained at the same level (1) throughout the period of monitoring, in a religious boarding school chosen by his family; another went to a new secondary school; the third transferred to a special school, following a great deal of support in mainstream education. Like the previous six children, all these changed schools and/or type of educational provision. Overall, **educational provision varied across this group**; two children were in a mainstream school; two attended a PRU; one attended a special school and another a religious boarding school. Only the two children attending mainstream school had no evidence of identified SEN. In these two cases particular circumstances pertained which help to explain early difficulties and their containment. In one case a young woman had a difficult transition to one of the ‘Fresh Start’ secondary schools, with a head teacher keen to establish strong discipline. The young woman did not want to go to this secondary school, after a bad experience at interview. After transferring to another secondary school, there is no evidence of further high level problems. In the other case a boy suffered bereavement through losing his father at primary school age, he had a number of types of support but with no improvement or worsening in his overall situation. Both of these latter individuals are of African Caribbean origin.

***Situation got worse***

- 4.28 In the eight cases where the situation got worse for young people in the period covered by this study, the starting point was at rating 4 or 5, denoting ‘substantial’ or ‘extreme’ problems to start with in six cases. All of these young people had evidence of

offending, three could be described as ‘persistent young offenders’, four were known to a YOT, one young man was a traveller, six of the eight had spent some time in public care, seven had statements of SEN and one young man was in the process of assessment for SEN (Stage 4, CoP).

### **Summary**

- 4.29 This chapter has focussed on relatively successful outcomes for young people originally excluded from primary school in 1993/94. It has been noted that outcomes varied across the cases investigated and that success must be seen as a relative concept. Whilst we were able to explore the circumstances surrounding this ‘success’ in the in-depth cases, which deliberately set out to identify and explore relative ‘success’, we also saw some ‘success’ in the condensed case studies. The condensed cases represent a broader range of start and end points in the study overall. The factors associated with relative ‘success’ are discussed in the concluding chapter. They include the role of individual professionals, flexibility of approach and provision, recognition of individual strengths and weaknesses, as well as the characteristics of individual young people. What was most apparent in the condensed case studies was the fact that in all relative ‘success’ cases young people changed schools or educational provision following an exclusion and were also the subject of timely additional help and support.

## CHAPTER 5: CONCLUSIONS AND IMPLICATIONS

- 5.1 Exclusion from primary school is a serious, disruptive experience in the lives of children. This study has sought to identify the consequences over the medium term (five years) for these children. It is important to know whether the problems persist into secondary schooling, whether they get worse or, indeed, disappear. Policy makers require good longitudinal data to inform decisions on the appropriateness and potential value of investment and intervention at the primary school stage.
- 5.2 The outcomes in secondary education for pupils excluded at primary school level are moderately poor. For the total sample of 726 children, aggregate figures show that 23% were deemed serious cases at the outset - permanent or multiple fixed period exclusions and multiple agency involvement - and 46% less serious with a single fixed period exclusion and minimal other agency involvement (Table 7). At the conclusion of the study, 32% of this total of 726 were deemed to have serious problems. For the 550, on whom sufficient follow-up information was available, the proportion with serious problems rises to 43%. Almost a third (32%) of the sample improved their 'problem progression rating' over the period of monitoring. About one in six (18%) of the sample end with the same rating they started with. Problems intensify for half the sample (50%).
- 5.3 Significant proportions of young people in the sample had formally recognised problems and known vulnerability. This study clearly illustrates that for most children exclusion is not merely a disciplinary issue – it is bound up with special educational needs and difficult or upsetting circumstances at home and sometimes within the community as well. For example, children with high levels of recorded special educational needs were strongly represented in the sample; 61% were on Code of Practice Stage 3 or above at some point in the five year period of monitoring and outcomes for them are poorer, than for children with lower levels of SEN or no SEN. Children who had experienced time in public care (17.5%) also had poorer outcomes, particularly the boys.

- 5.4 Children recorded as black or from a minority ethnic group exhibited some differences, in comparison with white pupils. Black children and children from minority ethnic groups, though in the serious category in the same proportion as white pupils at the outset, recorded more individuals in the serious category at the conclusion of the study. Children recorded as white (in comparison with children recorded as black or minority ethnic) were more than three and a half times as likely to be eligible for free school meals; nearly one and a half times as likely to have a statement of special educational needs and nearly one and three quarters times as likely to be in public care. Children recorded as white had longer initial fixed period exclusions, more days lost through all fixed period exclusions and more numerous fixed period exclusions. Pupils known to be white were one and a third times as likely to have a recorded attendance problem and to have a record of offending. One interpretation of these differences is that, for black children and children from minority ethnic groups, exclusion may occur even without other background problems.
- 5.5 Where it was possible to establish the pupil's last educational establishment (587 out of 726 cases), 43% were in mainstream school at the conclusion of the study but 33% were in special school while 24% were receiving home tuition or were placed in a Pupil Referral Unit. Special school may be the correct placement for some of the pupils and EOTAS (education otherwise than at school) may be a suitable solution for some pupils, as it appeared to be for Owen, Philip and Ricky in the case studies. However, the implication is that the problems exhibited at primary school were not solved and the exceptional, usually expensive, provision at the secondary level is a containing and diversion of the problem rather than a solution.
- 5.6 This view is compounded by the fact that other negative outcomes are associated with so many of these children. Other agencies were involved with three-quarters of them. A quarter had attendance problems and for nearly a third there was evidence of offending. Involvement with other agencies is difficult to interpret in terms of causality: involvement of social services or the educational psychologist can indicate that a problem is identified and being addressed; or it can mean that the problem is

severe and a crisis to be contained. However, involvement with social services can be taken to mean concern about a child's life outside school. This appears to be an important indicator of a poorer longer term prognosis, in comparison with children whose problems appear to be primarily school based. That many agencies are involved with so many, and that the outcomes are generally so poor indicates that crisis management rather than problem solving was, at that time, more likely to apply. The situation has to reach high levels of seriousness and concern to trigger intervention – which may then have been insufficient to deal with or adequately manage the problem. The case studies give examples of young people who, through the very supportive action of particular individuals, achieved success, albeit described as 'fragile' in this report. The evidence that achieving academic success may act as a protective factor suggests that effort to support the continuing education - and most importantly the educational achievement in some part of the curriculum - of these pupils is very important.

- 5.7 The indicators for problems to continue and possibly to grow are in evidence. Of those with low initial problem ratings, 38% (of 550) were judged to be in serious difficulties at the conclusion of the study; the comparable proportion for those judged to have a high initial problem rating was 57%. Children experiencing a permanent or indefinite exclusion from primary school and those receiving a fixed period of exclusion and also involved with other agencies – such as social services - appear collectively to be particularly vulnerable to persisting and increasing problems.
- 5.8 Across the whole range of children, it is a complex matter to extract the key interventions that made a difference to the children's outcomes in secondary education. The case studies give the best guide to instances that have worked, and some pointers for future practice have been highlighted in Appendix 5, pages 68 - 113.
- 5.9 Chapter 4 described how different the case studies are but also what they have in common. Out of these accounts it is possible to provide background to the kind of factors which made a difference; these are summarised below.



- Presence of a concerned adult in professional contact - these could be tutors or year heads, staff in a PRU, key workers in a children's home or special support staff from projects of various descriptions. In other words, somebody took the responsibility and really concerned themselves with the individual's welfare.
- Flexibility of approach and provision - the ability to provide different opportunities and experiences, especially work placement and time in college in some cases.
- Recognition of individual strengths and abilities - this included access to drama in one case, to work with animals in another, sporting achievements in another.
- The individuals themselves - in some cases people in contact with young people such as Jenny or Aretha wanted to emphasise the way they felt the individual should take credit for their own achievements, despite the fact that in such cases they had a great deal of support from particular individuals and/or agencies. In these cases, personal ambition, maturation and taking responsibility for one's own life, as well as not blaming others, was a key theme. In other cases (such as Ricky and Owen), a likeable personality and general presentation clearly helped, particularly when gaining employment.
- A change of school or educational provision was a common factor in the majority of relative 'success' cases, particularly the condensed cases. Timely and additional support was also apparent across successful cases.

5.10 There are a number of case studies, which may be reviewed as relative 'successes' given the difficulties the individuals started out with. 'Success' must be viewed as a relative concept and quite fragile in many of these cases. The case studies in Chapter 4 are illustrative of the range of problems and issues, which relate to exclusion from school. Whilst only two of the case studies had 'no further problems' which came to the attention of the LEA, one of these individuals later suffered a breakdown. The latter case is a reminder of the dangers of assuming that all is well if a child ceases to 'externalise' problems through 'acting out' behaviour and instead 'internalises' problems, resulting in other types of damaging outcome. This young man had no further exclusions from school, yet his problems cannot be said to have been resolved. Eight of the ten in-depth case studies of relative success had further exclusions, although these were mostly for fixed periods. The profile of several cases was 'up and down' over the whole period, although they appeared to be in improved circumstances at the time their cases were being investigated. However, these cases might be viewed as relative successes because all of them completed their education and most gained,

or were set to gain, GCSE passes and other qualifications. In most cases, there was evidence of a range of agencies involved with the individual. However, there were marked differences in what was available to individuals in terms of support targeted at preventing exclusion from school, both between LEAs and also within LEAs. Ultimately, what made a difference in these cases was the support from concerned professionals; flexibility of approach and educational provision; a recognition of their individual strengths and abilities and the personal qualities of the young people themselves. These cases should act as a reminder to professionals not to give up on similar young people.

- 5.11 Finally, we would like to emphasise how very difficult it is to identify ‘what works’ in solving or preventing problems of exclusion beyond acknowledging that certain types of agency and professional involvement with individuals were perceived in this study to be important by key professionals in a case. However, the kinds of indications about relatively successful outcomes it is possible to make in this study correspond well with other attempts to answer the ‘what works’ question (such as Kinder et al., 2000). Nevertheless, we acknowledge the need for carefully constructed and appropriate research designs to answer this question more fully. Such research would need to be prospective and longitudinal and make comparisons of the impact of different types of carefully monitored provision for a tightly defined population with shared characteristics (such as permanent excludees only). It is important to follow up whether any apparent improvements made during Key Stage 4 can be sustained in the transition to adulthood (16-18 years). Such research should be independent from the projects and services provided for this group and should have an agreed operational definition of ‘success.’

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## **APPENDICES**

## APPENDIX 1: SAMPLE OF LEAs AND CHILDREN

LEA no	No. of excluded pupils	No. traced	Percentage
LEA 1	36	29	81%
LEA 2	34	33	97%
LEA 3	64	58	91%
LEA 4	32	25	78%
LEA 5	96	75	78%
LEA 6	272	221	81%
LEA 7	27	24	89%
LEA 8	20	18	90%
LEA 9	44	34	82%
LEA 10	101	71	70%
<b>TOTAL</b>	<b>726</b>	<b>588</b>	<b>81%</b>

### Data on the 10 LEAs

Two tables are given for each of the ten LEAs. The tables relate to data up to 1998/99 on the primary school pupils excluded in 1993/94. Percentages are given for the total sample excluding the unknown, those whose school career could not be ascertained up to 1998/99.

Numbers and percentages are given for further exclusions, further problems including the involvement of other agencies, 'no further exclusions' and 'no further problem data' for individuals are also reported.

It should be noted that the 'first exclusion' data may hide inaccuracies: first exclusion given as 'permanent' in the 1993/94 year, the focus for this study, may leave hidden earlier, often unreported, fixed period exclusions. For fixed period exclusions in that year, there may have been earlier instances of exclusion that did not come to light.

'No further problems' means beyond that initial period. Other agencies may have been involved at that time but were not called upon subsequently.

In reporting educational provision for the 588 pupils traced in the 1998/99 school year (or when they left school), Education Otherwise Than At School (EOTAS) covers, home tuition, PRUs, other projects and initiatives and education in young offenders' institutions. Special education covers both day schools and the much more expensive out-of-authority special boarding school or residential establishments.

'Unknown' covers pupils whom it has not been possible to follow up. Some have moved from the area, some abroad. Two are recorded as having died. Most have not been possible to find with available resources and in the given timescale. A further follow-up of the 138 not found indicates that they are fairly representative with a slight tendency to have outcomes that are more severe i.e. given a final rating of 4 – 6.

<b>LEA 1: UNITARY AUTHORITY</b>	<b>36 cases</b>
<b>Exclusions:</b> first exclusion - permanent (93/94)	4 (11%)
first exclusion - fixed/indefinite (93/94)	32 (89%)
further primary exclusions	23 (64%)
secondary exclusions	11 (30%)
no further exclusions	10 (28%)
on SEN Code of Practice Stage 3+	25 (69%)
other agencies involved (EWO, SSD, Ed Psychology, etc)	26 (72%)
attendance problems	10 (28%)
evidence of offending	7 (19%)
no further problem data	13* (36%) *destination unknown for 7 of these (1998/99)

<b>Educational provision 1998/99 or school leaving age</b>	<b>Number</b>
Mainstream	11 (31%)
Education Otherwise Than At School	4 (11%)
Special	14 (39%)
Unknown	7 (19%)
Total	36

<b>LEA 2: UNITARY AUTHORITY</b>	<b>34 cases</b>
<b>Exclusions:</b> first exclusion - permanent (93/94)	10 (29%)
first exclusion - fixed/indefinite (93/94)	24 (71%)
further primary exclusions	8 (24%)
secondary exclusions	22 (65%)
no further exclusions	11 (32%)
on SEN Code of Practice Stage 3+	27 (79%)
other agencies involved (EWO, SSD, Ed Psychology, etc)	32 (94%)
attendance problems	13 (38%)
evidence of offending	28 (82%)
ever in public care	12 (35%)
no further problem data	6* (18%) *destination unknown for 1 of these (1998/99)

<b>Educational provision 1998/99 or school leaving age</b>	<b>Number</b>
Mainstream	6 (18%)
Education Otherwise Than At School	14 (41%)
Special	13 (38%)
Unknown	1 (3%)
Total	34

<b>LEA 3: COUNTY AUTHORITY</b>	<b>64 cases</b>
<b>Exclusions: first exclusion - permanent (93/94)</b>	8 (12%)
<b>first exclusion - fixed/indefinite (93/94)</b>	56 (88%)
<b>further primary exclusions</b>	27 (42%)
<b>secondary exclusions</b>	22 (34%)
<b>no further exclusions</b>	25 (39%)
<b>on SEN Code of Practice Stage 3+</b>	48 (75%)
<b>other agencies involved (EWO, SSD, Ed Psychology, etc)</b>	56 (88%)
<b>attendance problems</b>	23 (36%)
<b>evidence of offending</b>	13 (20%)
<b>ever in public care</b>	13 (20%)
<b>no further problem data</b>	14* (22%) *destination unknown for 6 of these (1998/99)

<b>Educational provision 1998/99 or school leaving age</b>	<b>Number</b>
<b>Mainstream</b>	12 (19%)
<b>Education Otherwise Than At School</b>	13 (20%)
<b>Special</b>	33 (52%)
<b>Unknown</b>	6 (9%)
<b>Total</b>	64

<b>LEA 4: INNER LONDON BOROUGH</b>	<b>32 cases</b>
<b>Exclusions: first exclusion - permanent (93/94)</b>	5 (16%)
<b>first exclusion - fixed/indefinite (93/94)</b>	27 (84%)
<b>further primary exclusions</b>	9 (28%)
<b>secondary exclusions</b>	9 (28%)
<b>no further exclusions</b>	17 (53%)
<b>on SEN Code of Practice Stage 3+</b>	16 (50%)
<b>other agencies involved (EWO, SSD, Ed Psychology, etc)</b>	25 (78%)
<b>attendance problems</b>	7 (22%)
<b>evidence of offending</b>	11 (34%)
<b>ever in public care</b>	6 (19%)
<b>no further problem data</b>	14* (44%) *destination unknown for 5 of these (1998/99)

<b>Educational provision 1998/99 or school leaving age</b>	<b>Number</b>
<b>Mainstream</b>	12 (38%)
<b>Education Otherwise Than At School</b>	7 (22%)
<b>Special</b>	6 (19%)
<b>Unknown</b>	7 (22%)
<b>Total</b>	32

<b>LEA 5: INNER LONDON BOROUGH</b>	<b>96 cases</b>
<b>Exclusions: first exclusion - permanent (93/94)</b>	1 (1%)
<b>first exclusion - fixed/indefinite (93/94)</b>	95 (99%)
<b>further primary exclusions</b>	46 (47%)
<b>secondary exclusions</b>	26 (27%)
<b>no further exclusions</b>	41 (42%)
<b>on SEN Code of Practice Stage 3+</b>	49 (50%)
<b>other agencies involved (EWO, SSD, Ed Psychology, etc)</b>	87 (90%)
<b>attendance problems</b>	28 (29%)
<b>evidence of offending</b>	23 (24%)
<b>ever in public care</b>	16 (16%)
<b>no further problem data</b>	38* (39%) *destination unknown for 21 of these (1998/99)

<b>Educational provision 1998/99 or school leaving age</b>	<b>Number</b>
<b>Mainstream</b>	31 (32%)
<b>Education Otherwise Than At School</b>	28 (29%)
<b>Special</b>	17 (17%)
<b>Unknown</b>	20 (21%)
<b>Total</b>	96

<b>LEA 6: LARGE COUNTY AUTHORITY</b>	<b>272 Cases</b>
<b>Exclusions: first exclusion - permanent (93/94)</b>	32 (12%)
<b>first exclusion - fixed/indefinite (93/94)</b>	241 (88%)
<b>further primary exclusions</b>	124 (46%)
<b>secondary exclusions</b>	108 (40%)
<b>no further exclusions</b>	99 (36%)
<b>on SEN Code of Practice Stage 3+</b>	167 (61%)
<b>other agencies involved (EWO, SSD, Ed Psychology, etc)</b>	196 (72%)
<b>attendance problems</b>	61 (22%)
<b>evidence of offending</b>	77 (28%)
<b>ever in public care</b>	32 (11%)
<b>no further problem data</b>	66 (24%)

<b>Educational provision 1998/99 or school leaving age</b>	<b>Number</b>
<b>Mainstream</b>	106 (39%)
<b>Education Otherwise Than At School</b>	48 (18%)
<b>Special</b>	67 (25%)
<b>Unknown</b>	51 (19%)
<b>Total</b>	273



<b>LEA 7: NEW UNITARY AUTHORITY</b>	<b>27 Cases</b>
<b>Exclusions: first exclusion - permanent (93/94)</b>	6 (22%)
<b>first exclusion - fixed/indefinite (93/94)</b>	21 (78%)
<b>further primary exclusions</b>	11 (41%)
<b>secondary exclusions</b>	3 (11%)
<b>no further exclusions</b>	15 (56%)
<b>on SEN Code of Practice Stage 3+</b>	7 (26%)
<b>other agencies involved (EWO, SSD, Ed Psychology, etc)</b>	20 (74%)
<b>attendance problems</b>	3 (11%)
<b>evidence of offending</b>	8 (30%)
<b>ever in public care</b>	2 (7%)
<b>no further problem data</b>	1 (4%)

<b>Educational provision 1998/99 or school leaving age</b>	<b>Number</b>
<b>Mainstream</b>	13 (48%)
<b>Education Otherwise Than At School</b>	4 (15%)
<b>Special</b>	5 (19%)
<b>Unknown</b>	5 (19%)
<b>Total</b>	27

<b>LEA 8: AN INNER LONDON EDUCATION AUTHORITY</b>	<b>20 Cases</b>
<b>Exclusions: first exclusion - permanent (93/94)</b>	1 (5%)
<b>first exclusion - fixed/indefinite (93/94)</b>	14 (95%)
<b>further primary exclusions</b>	12 (60%)
<b>secondary exclusions</b>	3 (15%)
<b>no further exclusions</b>	7 (35%)
<b>on SEN Code of Practice Stage 3+</b>	12 (60%)
<b>other agencies involved (EWO, SSD, Ed Psychology, etc)</b>	15 (75%)
<b>attendance problems</b>	6 (30%)
<b>evidence of offending</b>	7 (35%)
<b>ever in public care</b>	4 (20%)
<b>no further problem data</b>	3 (15%)

<b>Educational provision 1998/99 or school leaving age</b>	<b>Number</b>
<b>Mainstream</b>	10 (50%)
<b>Education Otherwise Than At School</b>	7 (35%)
<b>Special</b>	1 (5%)
<b>Unknown</b>	2 (10%)
<b>Total</b>	20

<b>LEA 9: AN OUTER LONDON BOROUGH</b>	<b>44 Cases</b>
<b>Exclusions: first exclusion - permanent (93/94)</b>	9 (20%)
<b>first exclusion - fixed/indefinite (93/94)</b>	35 (80%)
<b>further primary exclusions</b>	13 (30%)
<b>secondary exclusions</b>	10 (23%)
<b>no further exclusions</b>	21 ( 48%)
<b>on SEN Code of Practice Stage 3+</b>	22 (50%)
<b>other agencies involved (EWO, SSD, Ed Psychology, etc)</b>	34 (77%)
<b>attendance problems</b>	11 (25%)
<b>evidence of offending</b>	10 (23%)
<b>ever in public care</b>	10 (23%)
<b>no further problem data</b>	8 (18)

<b>Educational provision 1998/99 or school leaving age</b>	<b>Number</b>
<b>Mainstream</b>	18 (41%)
<b>Education Otherwise Than At School</b>	3 (7%)
<b>Special</b>	13 (30%)
<b>Unknown</b>	10 (23%)
<b>Total</b>	44

<b>LEA 10: LARGE OUTER LONDON BOROUGH</b>	<b>101 Cases</b>
<b>Exclusions: first exclusion - permanent (93/94)</b>	4 (4%)
<b>first exclusion - fixed/indefinite (93/94)</b>	96 (96%)
<b>further primary exclusions</b>	60 (59%)
<b>secondary exclusions</b>	50 (50%)
<b>no further exclusions</b>	22 (22%)
<b>on SEN Code of Practice Stage 3+</b>	21 (21%)
<b>other agencies involved (EWO, SSD, Ed Psychology, etc)</b>	51 (51%)
<b>attendance problems</b>	21 (21%)
<b>evidence of offending</b>	37 (37%)
<b>ever in public care</b>	22 (22%)
<b>no further problem data</b>	18 (18%)

<b>Educational provision 1998/99 or school leaving age</b>	<b>Number</b>
<b>Mainstream</b>	34 (34%)
<b>Education Otherwise Than At School</b>	14 (14%)
<b>Special</b>	23 (23%)
<b>Unknown</b>	30 (30%)
<b>Total</b>	101

## School Exclusions

Name: .....

Address: .....

Date of birth: ...../...../..... Year 1999-2000 ..... sex ..... ethnicity.....

**Where now:** mainstream school ☐ ft / pt .....  
 special school ☐ ft / pt .....  
 home tuition ☐ .....  
 PRU ☐ .....  
 working ☐ specify.....  
 other ☐ specify.....

School(s)/educational provision:.....

Last/current: .....

### Other agencies involved

educational welfare ☐  
 educational psychology ☐  
 social services (inc FRC) ☐  
 child and family therapy ☐  
 police ☐  
 voluntary agency ☐ .....  
 other ☐ .....

**Care status:** accommodated ☐ care order ☐ supervision order ☐ other ☐

### Details (residential or foster care, etc):

	in area	out of area	where	when
residential care	<input type="checkbox"/>	<input type="checkbox"/>	.....	.....
foster care (LA)	<input type="checkbox"/>	<input type="checkbox"/>	.....	.....
foster care (agency)	<input type="checkbox"/>	<input type="checkbox"/>	.....	.....
other (details).....				

**Evidence of offending:** yes ☐ no ☐

If yes, how many? ..... earliest: ...../...../..... most recent: ...../...../.....

Examples/information: .....  
 .....  
 .....  
 .....

## Exclusions

type	date	period	school	reasons	appeal date
	...../...../.....				...../...../.....
	...../...../.....				...../...../.....
	...../...../.....				...../...../.....
	...../...../.....				...../...../.....
	...../...../.....				...../...../.....
	...../...../.....				...../...../.....
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	...../...../.....				...../...../.....
	...../...../.....				...../...../.....
	...../...../.....				...../...../.....
	...../...../.....				...../...../.....

**Evidence of special support schemes (eg CSP; additional money from LEA; SAPS/EOTAS funding; counselling/therapy from SSD/C+FT etc) + any evidence of SUCCESS:**

Project	when	outcome
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
other information: .....		
.....		
.....		

## Qualifications and attainment

### Under 16

subject	English	Maths	Science
KS2 level			
KS3 level			

### Over 16

subject	English	Maths	.....	.....	.....	.....	.....	.....
GCSE level								

subject	.....	.....	.....	.....	.....	.....	.....	.....
GNVQ level								
NVQ level								
.....								
.....								
.....								

**Other information on attainment:** .....

.....

.....

.....

.....

.....

**Special educational needs:**      yes ☐      no ☐      **(At time of first exclusion)**

**Code of Practice:**                      1      2      3      4      5

**Type of need:**      MLD ☐      SLD ☐      EBD ☐      SpLD ☐      PD ☐      SI ☐

**Special educational needs:**      yes ☐      no ☐      **(At secondary level)**

**Code of Practice:**                      1      2      3      4      5

**Type of need:**      MLD ☐      SLD ☐      EBD ☐      SpLD ☐      PD ☐      SI ☐

**Eligible for free school meals:**      yes ☐      no ☐

**Evidence of truancy/attendance problems:**      yes ☐      no ☐

Details:

This image shows a full page of primary-ruled paper. It features approximately 28 horizontal dotted lines spaced evenly down the page, providing a guide for handwriting practice. The paper is otherwise blank, with no margins, text, or other markings.

# APPENDIX 3: DATA GATHERING PROFORMA FOR SCHOOLS

CONFIDENTIAL



## CANTERBURY CHRIST CHURCH UNIVERSITY COLLEGE AND UNIVERSITY OF PORTSMOUTH

SITUATION : SUMMER TERM 1999

SCHOOL:

NAME	ETHNICITY	DOB	SEN STAGE 1998/99	FREE SCHOOL MEALS ENTITLEMENT	EXCLUSION HISTORY IN SECONDARY EDUCATION <i>eg F2 - 2/3/97 (fixed period two days+date)</i>	ABSENTEEISM 1998/99	KS3 ASSESSMENT RESULTS level (if relevant)			GCSE & OTHER 16+ EXAM RESULTS (if relevant)
						% attendance	English	Maths	Science	
				YES NO						
				YES NO						

Please return to :  
 Professor Carl Parsons  
 Centre for Educational Research  
 Canterbury Christ Church University College  
 Canterbury  
 CT 1 1QU

by : 22 July 2000

## APPENDIX 4: SERIOUSNESS/PROBLEM PROGRESSION RATING SCALE

Note: In addition to judgement/knowledge/reading of a case, educational attainment or continuing engagement (wherever this is) should be the overriding factor in the end judgement of an individual's rating. The indicators should be used with some flexibility and need not all be present for an individual to get that rating.

	START POINT (1993 - 1994)	INTERVENING PERIOD (1994 - 1998)	END POINT (1998 - 1999)
0 NO PROBLEMS		<ul style="list-style-type: none"> <li>no further exclusions</li> <li>no attendance problems</li> <li>stayed in full time mainstream schooling</li> <li>some evidence of achievement</li> </ul>	<ul style="list-style-type: none"> <li>no further exclusions</li> <li>no attendance problems</li> <li>stayed in full time mainstream schooling</li> <li>some evidence of achievement</li> </ul>
1 MINOR PROBLEMS	<ul style="list-style-type: none"> <li>fixed period exclusion/s (&lt; 5 days)</li> <li>agency involvement (1) education only, not SSD</li> </ul>	<ul style="list-style-type: none"> <li>fixed period exclusion/s (&lt; 5 days)</li> <li>agency involvement (1) education only, not SSD</li> </ul>	<ul style="list-style-type: none"> <li>continuing fixed period exclusion/s (&lt; 5 days)</li> <li>continuing agency involvement (1) education only, not SSD</li> </ul>
2 SOME PROBLEMS	<ul style="list-style-type: none"> <li>fixed period exclusion/s (&lt; 5 days)</li> <li>agency involvement (1/2) education and SSD</li> <li>time in public care</li> </ul>	<ul style="list-style-type: none"> <li>fixed period exclusion/s (&lt; 5 days)</li> <li>agency involvement (1/2) education and SSD</li> <li>time in public care</li> </ul>	<ul style="list-style-type: none"> <li>continuing fixed period exclusion/s (&lt; 5 days)</li> <li>continuing agency involvement (1/2) education and SSD</li> <li>continuing time in public care</li> </ul>
3 SIGNIFICANT PROBLEMS	<ul style="list-style-type: none"> <li>fixed period exclusion/s (&gt; 5 days)</li> <li>agency involvement (2/3) education and SSD</li> <li>attendance problems (days)</li> <li>time in public care</li> <li>SEN (1/2)</li> </ul>	<ul style="list-style-type: none"> <li>fixed period exclusion/s (&gt; 5 days)</li> <li>agency involvement (2/3) education and SSD</li> <li>attendance problems (days)</li> <li>time in public care</li> <li>SEN (1/2)</li> </ul>	<ul style="list-style-type: none"> <li>continuing fixed period exclusion/s (&gt; 5 days)</li> <li>continuing agency involvement (2/3) education and SSD</li> <li>continuing attendance problems (days)</li> <li>continuing time in public care</li> <li>SEN (1/2)</li> <li>(SEN 3+)</li> <li>(EBD school)</li> </ul>
4 SUBSTANTIAL PROBLEMS	<ul style="list-style-type: none"> <li>permanent/indefinite exclusion (1)</li> <li>agency involvement (3+) education and SSD</li> <li>attendance problems (&lt; 3 months)</li> <li>time in public care</li> <li>SEN (3+)</li> <li>EBD school</li> </ul>	<ul style="list-style-type: none"> <li>permanent/indefinite exclusion (1)</li> <li>agency involvement (3+) education and SSD</li> <li>attendance problems (&lt; 3 months)</li> <li>time in public care</li> <li>SEN (3+)</li> <li>PRU or similar</li> <li>EBD school</li> </ul>	<ul style="list-style-type: none"> <li>Continuing permanent/indefinite exclusion (1)</li> <li>continuing agency involvement (3+) education and SSD</li> <li>continuing attendance problems (&lt; 3 months)</li> <li>continuing time in public care</li> <li>SEN (3+)</li> <li>PRU or similar</li> <li>EBD school</li> </ul>
5 EXTREME PROBLEMS	<ul style="list-style-type: none"> <li>permanent/indefinite exclusion/s (&gt; 1)</li> <li>agency involvement (3+) education, SSD, police, YJ, YOT</li> <li>attendance problems (&gt; 3 months)</li> <li>time in public care</li> <li>SEN (5)</li> <li>EBD school</li> </ul>	<ul style="list-style-type: none"> <li>permanent/indefinite exclusion/s (&gt; 1)</li> <li>agency involvement (3+) education, SSD, police, YJ, YOT</li> <li>attendance problems (&gt; 3 months)</li> <li>time in public care</li> <li>SEN (5)</li> <li>EBD school</li> </ul>	<ul style="list-style-type: none"> <li>continuing permanent/indefinite exclusion/s (&gt; 1)</li> <li>continuing agency involvement (3+) education, SSD, police, YJ, YOT</li> <li>continuing attendance problems (&gt; 3 months)</li> <li>continuing time in public care</li> <li>SEN (5)</li> <li>PRU or similar</li> <li>EBD school</li> </ul>
6 EXCEPTIONAL AND EXTREME PROBLEMS		<ul style="list-style-type: none"> <li>permanent/indefinite exclusion/s (&gt; 1)</li> <li>agency involvement (3+) education, SSD, police, YJ, YOT</li> <li>attendance problems (&gt; 1 year)</li> <li>time in public care</li> <li>SEN (5)</li> <li>PRU or similar</li> <li>EBD/residential school</li> <li>secure unit</li> <li>young offenders institution</li> </ul>	<ul style="list-style-type: none"> <li>continuing permanent/indefinite exclusion/s (&gt; 1)</li> <li>continuing agency involvement (3+) education, SSD, police, YJ, YOT</li> <li>continuing attendance problems (&gt; 1 year)</li> <li>continuing time in public care</li> <li>SEN (5)</li> <li>PRU or similar</li> <li>EBD/residential school</li> <li>secure unit</li> <li>young offenders institution</li> </ul>



## APPENDIX 5: 'SUCCESS' CASES - CHARACTERISTICS, CIRCUMSTANCES AND AGENCY INVOLVEMENT

	SEX	Year of Birth	Ethnicity	Ever in public care	EXCLUSION		Attendance Problems	SEN (highest level)	EDUCATIONAL PROVISION		EVER OFFENDED	EPS	AGENCY INVOLVEMENT					
					First (93-94)	Last (most recent)			93-94	99-2000 (or last yr.)			EWS	C&FT	SSD	LEA Project	Vol. Org/Other	YOT
1. Jenny	f	1983	W	✓	P	P	-	5	MS	PRU/SpS	✓	✓		✓	✓	✓	✓	✓
2. Owen	m	1982	W	-	F	F	-	3	MS	MS/SpS	-	✓	✓	✓	-	✓	✓	-
3. Chrissie	m	1984	W	-	F	F	✓	2	MS	MS	-	-	✓	-	-	-	-	-
4. Richard	m	1982	W	-	F	-	-	4	MS	MS	-	✓	✓	-	✓	-	-	-
5. Philip	m	1983	W	-	F	P	✓	5	MS	PRU/SpP	-	✓	✓	✓	✓	-	-	-
6. Matthew	m	1984	W	✓	P	P	-	5	SpS	SpS	-	✓	✓	-	✓	✓	✓	-
7. Alex	m	1983	W	-	P	-	-	5	MS	MS	-	✓	✓	✓	-	-	✓	-
8. Mahmoud	m	1983	BA	-	F	F	✓	5	MS	MS	-	✓	-	-	-	-	-	-
9. Ricky	m	1983	W	-	F	P	✓	5	MS	PRU	-	✓	-	-	-	-	✓	-
10. Aretha	f	1983	BC	-	F	F	✓	-	MS	MS	✓	-	✓	-	✓	-	-	✓

### Key

A = Asian

BA = Black African

BC = Black Caribbean

W = White

C&FT = Child & Family Therapy

EPS = Educational Psychology Service

F = Fixed Period Exclusion

MS = Mainstream School

P = Permanent Exclusion

PRU = Pupil Referral Unit

SpP = Special Project

SpS = Special School

SSD = Social Services Department

Vol. Org. = Voluntary Organisation

YOT = Youth Offending Team

## **1 Jenny - well 'looked after'**

### **Case summary**

Jenny has been 'in public care' throughout the period of monitoring and is of school leaving age in 2000. She has always been regarded as an intelligent girl, but her family of origin and in particular her relationship with her mother is extremely problematic. There is evidence of early offending behaviour which appears to have recently peaked and now abated. Her mother was in care as a child and is now disabled. There is no contact with the birth father. Jenny was already known to social services and the police, even as a very young child, as she would go missing from home. She was permanently excluded from primary school in the autumn term of Year 5; she then spent most of the year out of school. She was placed out of area in a private children's home following this exclusion before attempts were made to get her back living with her mother. This proved unsuccessful. Another out of area placement followed and an EBD secondary school for most of Years 8 and 9. Although the school seems to have been a relative success for Jenny, she did not like the residential placement, nor the long journey to school. This placement broke down towards the end of Year 9 when she returned to her home city. At this point the possibilities for Jenny were limited and those in contact with her were very concerned about her future. The stability provided by a locally based children's home, coupled with the support of other key agencies (education - Pupil Referral Unit and associated special project and the youth offending team and associated support work) and individual special provisions, working together in a co-operative way have led to what can only be seen as a successful outcome (from a very unpromising start point and intervening period) in this case.

<b>Rating 1 (1993/94, yr 5): 5</b>	<b>Rating 2 (1994/98): 6</b>	<b>Rating 3 (1998/2000, yr 11): 4-3</b>
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### **Key information**

**Sex:** female

**Age:** born in 1983, Year 11 (1999/2000)

**Ethnicity:** White

**Number and type of exclusion(s) 1993/94:** permanent

**Number and types of subsequent exclusions 1994/2000:** permanent (early Year 8); placement breakdown (end Year 9); not on school roll thereafter

**SEN status:** Statemented EBD (1994 onwards)

**Evidence of offending:** eg including criminal damage, theft and deception; allegations of assault (dropped). Supervision order. Offending behaviour seems to have abated.

**Evidence ever in public care:** numerous placements, including out of area specialist funding. In public care throughout her secondary education.

**Primary education:** in 3 mainstream primary schools. Excluded in Year 5. Then home tuition and EBD school.

**Secondary education:** back in mainstream school in Year 7 but permanently excluded early in Year 8; home tuition for a period then EBD school until the end of Year 9; PRU years 10 and 11. Plus special project in Year 11.

**Attendance issues:** not applicable most of the time, as so much time out of school due to exclusion and placement changes. Attendance in Years 10 and 11 has been good, apart from periods around court cases.

**Post 16 (2000):** FE college - Beauty Therapy Course.

**Agency involvement:** education welfare; educational psychology; child and family therapy; social services; YOT; LEA special projects

**Domestic circumstances:** mostly in public care in a series of placements; contact with birth mother and sibling; stable residential care placement in Years 10 and 11.

## **CIRCUMSTANCES, ISSUES AND OUTCOMES**

### **Evidence of ability and attainment**

Said to be academically bright and 'exceptionally talented' at drawing, poetry and drama. Taking 6 GCSEs in Year 11 (2000). English and Science are higher papers (both double awards). Art and Maths in addition. Was involved in a drama group in Year 10 (run by the local University). Although this opportunity ended because there were not enough other young people involved and '*the money ran out*' it was nevertheless viewed as important in giving Jenny an additional avenue for achievement and outlet for her energy. More recently she has presented a poetry reading at the local Arts Centre. She organised her own application at a further education college and attended the interview without support.

### **Behaviour presented**

At primary school included physical aggression towards other children; general non-compliance with staff; destruction of children's work and school property; absconding from the school site and enticing other children to follow her; extreme disruption - including shouting and screaming; theft. At home she could likewise be very angry and destructive, including destroying furnishings and hitting her mother. At secondary level many of these behaviours continued. In addition she became increasingly sexually precocious, including incidents which involved allegations of sexual harassment of other young people - leading to the breakdown of her out of area placement. Increasingly in 1998 those in contact with Jenny became nervous about her aggression and where it may be used next. By June 2000 Jenny had calmed down: '*she used to beat people up...but she doesn't do that any more*'. She can still be angry and verbally aggressive but is now better at coping with how she feels.

### **Evidence of interventions/help offered**

There is evidence of very early (pre-school) social services involvement with Jenny and her mother from a family centre, with periods of time spent in foster care. There is no evidence of any specialist help in school at primary level, despite very extreme behaviour. Her secondary EBD school seems to have worked well for her for a period of time and the school was keen to keep her. However, the problems in her domestic circumstances got in the way of this being possible. Attempts were made during Year 10 to get Jenny appropriate college courses, to supplement her time at a PRU. Access to drama through the local University at this time was viewed as particularly important '*one of the key elements in her success*', as is her ability to write poetry and gain an audience for this. Her writing is described as '*very powerful*'. The YOT is in contact with Jenny and as part of a supervision order she was given the opportunity to attend a reparation meeting, but did not attend. She did, however, attend some drugs awareness sessions and has attended anger management sessions regularly.

### **Evidence of outcomes**

At the time of conducting the case study the outcomes for Jenny could be described as very promising. She looks set to get six GCSE passes, at least 4 of which should be higher grades.

She has developed strong interests in drama and poetry and has had the opportunity of achieving in both these areas. Her placement in residential care has been stable for nearly two years.

She has obtained a college place on a course she wants to do and has developed clear goals and ambitions. Her career mentor on an LEA special support project commented:

Jenny has been put forward for an education award for children in public care at the end of Years 10 and 11 for *'attending regularly and her positive attitude.'*

**Issues which appear to be of particular significance in this case and the outcomes**

- The biggest issue in Jenny's life appears to have been her domestic circumstances and specifically her relationship with her mother. Her mother is said to use her daughter to act out and address her anger with professionals (Jenny's mother spent time in care as a child). Jenny's mother is also disabled and has been very aggressive towards social workers.
- Jenny is said to have matured a lot in recent years and has decided herself that she wants to make something of her life.
- Those working with her did not take all the credit for her success. Although it was clear that the Teacher in Charge at the PRU felt that they had been able to 'contain' her successfully in Years 10 and 11, because the children's home staff and PRU were able to work together closely.
- Stability in both placements (home and education) was clearly an important factor in providing a setting in which she might achieve.
- Jenny has had a career mentor who sees her weekly and has acted as another avenue in which she can vent her anger and frustration when needed.
- Her work placement (1 day a week in Year 11) has been fortuitous in that one of the employees knew Jenny as a child (as a neighbour) and so knew something of the circumstances of her early life. This sympathy and understanding has underpinned the placement, but the opportunity to be treated with respect as an adult in this work has also been important.
- The YOT have also been able to ensure that certain work could be done with Jenny - anger management and drugs awareness- with which she might not have ordinarily engaged. Another young woman who is in public care with Jenny has received a section 53 order for 18 months (ie an offence which is sufficiently serious and could carry up to 14 years in prison for an adult). Jenny is said to be afraid of a custodial sentence.

**Further comment: could anything else have been done to support Jenny's education?**

People in contact with Jenny are united in their assessment that she is an intelligent young woman who could have achieved even more (and may yet do so). These individuals felt that she should have had full time educational provision.

When asked whether provision should have been in a mainstream school, one of these individuals said:

*'She should really be doing 'A' levels in English literature and so on, she could have achieved more in full-time education but wouldn't cope in a school....It's more relaxed in a PRU, she needs that.....she can tell staff to 'fuck off' and they accept it, then go outside and have a cigarette and calm down....She wouldn't last in a school.'*

Another said:

*'Historically speaking knowing how difficult Jenny's behaviour can be and knowing the other issues in relation to anger management... I think it would have been doomed to failure. Although I am aware now that there are more support programmes in place for statemented children to get them back into mainstream. But it has to be done on an individual basis, not just as a general decision.....every case is an individual, especially somebody like Jenny who is the product of 14 or 15 years bad experiences.'*

Another special school place would be a possibility for a statemented young person like Jenny; the following comment was made on this:

*'It would have been worse for her...there are gender issues at XXXXX school.....being very male centred and perhaps the girls there act out to a greater extent and also we find that concentrating people with similar situations and behavioural problems can make the situation worse not better. I think because she mixed with a wider range of people at the tutorial centre that Jenny managed to turn her behaviour around.'*

## **2 Owen - recognising interests and building on strengths**

### **Case summary**

Owen did not like school but did have an interest in some subjects and particularly in working with animals. He had a history of what was viewed as aggressive and bullying behaviour towards other children in primary school and on into secondary school, leading to fixed period exclusions. The educational psychology and educational welfare services were both involved with him towards the end of primary school and later in secondary school. He and his mother were twice referred to the Child and Family Therapy Service (years 6 and 9). On the second case the referral came from the boy's GP. Owen's mother was worried that he was at risk of permanent exclusion. In Year 11 he was put on a programme which involved part-time attendance at school and part-time work experience, coupled with an NVQ in Animal Care. This placement led to the offer of a full-time job, which he still holds one year later.

**Rating 1 (1993/94): 1**

**Rating 2 (1994/98): 3**

**Rating 3 (1998/99): 1**

### **Key information**

**Sex:** male      **Age:** born in 1982, left school in 1999

**Ethnicity:** White

**Number and type of exclusion(s) 1993/94:** fixed period

**Number and type of exclusion(s) 1994/99:** several fixed period, threats of permanent exclusion

**SEN status:** stage 3 EBD

**Evidence of offending:** none

**Evidence ever in public care:** none

**Primary education:** mainstream infant and junior

**Last Secondary school:** grant maintained boys school

**Attendance issues:** 78.6% (1998/99, Year 11)

**Post 16:** working for RSPCA

**Agency involvement:** EPS (primary school onwards); EWS involved during secondary school; C&FT (1994;1996/97); GP; LEA special projects in Year 11; NVQ via training provider.

**Domestic circumstances:** single parent, did not have free school meals

## **CIRCUMSTANCES, ISSUES AND OUTCOMES**

### **Evidence of ability and attainment**

Owen disliked school but did like some subjects; such as drama, art and PE. At Key Stage 3 he was not entered for English, obtained a level 3 for Maths and was absent for his Science test. Owen liked working with animals and did voluntary work at a local ornamental farm tourist attraction in the summer holidays. Once he had begun work experience with animals he is described as '*very motivated*' travelling to an RSPCA centre which was difficult to get to by public transport. Owen completed Year 11 of school with part-time registration in conjunction with LEA Special Projects, which included a work placement and access to a relevant NVQ to support this. He did not obtain any GCSE passes.

### **Behaviour presented**

Owen's behaviour in primary school was described as '*violent and disruptive*'. He was said to be unaware how serious his behaviour was but did not want to upset his mother. At his secondary school, the school admissions/exclusions officer said:

*'Without project XXX (ie LEA special project) he would not have been contained in school, he was a risk to staff and other pupils.'*

(One of Owen's exclusions involved scissors thrown at a member of staff in the classroom)

She went on to say that:

*'Peer pressure was a factor with Owen, he was very influenced by other pupils and keeping friends, he wanted to impress them.....Owen didn't like certain staff, particularly the authoritarian teachers.....he was fairly high profile in school, well known by staff.....he did not like rules (but) if a group of boys were messing about and Owen was there I could ask him to move them away and he would.'*

It was also commented that:

*'It is easier to contain pupils now, we get more support from outside agencies,*

On the other hand an educational psychologist noted that Owen is a '*socially skilled, friendly boy (with) good conversational abilities.*' A view confirmed by the school.

A key issue for Owen was the restrictions imposed by school:

*'It wasn't about the curriculum, it was more about rules.'*

### **Evidence of interventions/ help offered**

It seems that from the end of primary school until Year 11 a range of agencies was involved in trying to identify why Owen's behaviour was difficult in school. The school seems to have been willing to work with external agencies and ultimately helped ensure that he *did* get to spend his time doing something which he found meaningful. His mother was concerned to ensure that her son was not excluded and was seen as supportive of the school's efforts:

*'Usually the ultimate sanction is the parent....Mrs B was very supportive, she could see what we were doing, changing round his timetable and getting other agencies in and so on....but his behaviour wasn't modified in school...he just did not like rules.....I've got no evidence that he was in any kind of trouble out of school*

The school also had an IEP in place, coupled with small group work as well as pastoral meetings on his behalf.

**Evidence of outcomes**

The most conclusive evidence in this case comes from the fact that Owen is employed one year after reaching school leaving age in a job that he wants to do and has obtained a relevant qualification to support this work.

**Issues which appear to be of particular significance in this case and the outcomes**

- Owen had a clear idea about what he was interested in and he was provided with a work placement in this.
- The LEA had a relevant way of supporting Owen in doing this whilst completing his education in school.
- The school was willing and able to make use of this latter arrangement and avoid permanent exclusion.
- Owen's mother was supportive and concerned for her son's welfare and he did not want to upset her.



### **3 Chrissie - disaffected but contained in mainstream school**

#### **Case summary**

Chrissie lives with his mother and step-father and has attended mainstream schools throughout. His parents have not always been easy to contact but, towards the end of the research period, they were involved in a planning meeting within the school at which the birth father expressed surprise that he 'is bad enough' to be noticed and the subject of home-school meetings. He is small for his age and has an uneasy relationship with his peer group. His key ambition has been to play for the local football team. He was in their 'school of excellence' but has been dropped because of his abusive behaviour there. He has had records of fixed period exclusion during primary school as well as secondary school, but no record of permanent exclusion. He did however 'transfer' secondary schools in the middle of Year 8 (from a grant maintained single sex school, to a mixed sex comprehensive). He is described as a bright boy who could do well and will be contained in his present school until school leaving age in 2001, however his attendance is poor and he is described as 'disaffected' and 'anti-social'. Nevertheless his teachers are confident that he will complete his education with them and they expect him to achieve in some areas of the curriculum.

**Rating 1 (1993/94): 2**

**Rating 2 (1994/99): 3**

**Rating 3 (1999/2000): 2**

#### **Key information**

**Sex:** Male

**Age:** born in 1984, Year 10 (1999/2000)

**Ethnicity:** White

**Excluded during 1993/94:** (Year 4) for a fixed period (5 days) for 'racial abuse and general

**Number and type of exclusions 1994/2000:** 1995/1996 (Year 6) for a fixed period (5 days) in relation to his behaviour (specific reason unclear); several fixed period since then up to 2000

**SEN status:** 1993/94 none; 1998/99: stage 2 EBD

**Evidence of offending:** none

**Evidence ever in public care:** none

**Primary Education:** mainstream infant (1) and junior (1)

**Secondary School:** mainstream (2), transferred from an all boys school to a mixed sex comprehensive

**Attendance:** 69%; 89 'lates' in last school year (1999/2000)

**Post 16:** unclear, as yet

**Agency involvement:** EWO

**Domestic circumstances:** lives with mother and step-father, in contact with birth father

### **CIRCUMSTANCES, ISSUES AND OUTCOMES**

#### **Evidence of ability and attainment**

Chrissie is said to be bright but very selective about what he does or does not want to do. His Head of Year said:

*'Disaffection is the main issue...if there is something he is really interested in, its head down, brilliant work, if the topic doesn't interest him he's looking around the room looking for something else to do. His attendance is poor, attendance and punctuality.'*

He is very able at sports and was in the local team's school of excellence, from which he was recently dropped, the reason for this was described by his tutor as: '*abusive behaviour*,

Chrissie does not present difficult behaviour at school all the time:

*'He's one of those kids who is relatively quiet for a few weeks, then suddenly there are a few incidents one after another. Then he stays off school. If things are getting*

**Evidence of interventions/help offered**

The main attempts to help Chrissie have been through transferring schools and in effect avoiding a permanent exclusion. Interestingly, the LEA viewed the move as a 'reintegration' but the school saw it as a 'transfer'. This in itself may be viewed as a positive attempt to avoid stigmatising Chrissie. On the other hand he transferred schools without much information being forthcoming from the transferring school.

It was also clear that his tutor had a good relationship with him and showed concern about him. His new house head had managed to bring in the parents for a meeting following the most recent fixed period exclusion.

The education welfare service had been alerted to his attendance problems.

The school now has a part-time counsellor on site (since January 2000) and this is an option for Chrissie, if he is willing to accept it.

**Evidence of outcomes**

An important issue in this case is the fact that Chrissie has been kept in mainstream school and looks very likely to complete his education in this way. It is likely that the school will look at rescheduling his work in Year 11 to focus on what he must do and what he is good at. However, his tutor expressed the following concern:

*'He doesn't know where he is going, he hasn't got enough inner confidence. His granddad died recently, that is important, he was a positive role model.'*

His tutor believes that he needs career advice targeted at what he needs to achieve and why.

**Issues which appear to be of particular significance in this case and the outcomes**

- Chrissie does appear to have a fairly entrenched and anti-social pattern of behaviour, the underlying reasons are not clear, although his size seems to be a significant factor in how he feels about himself (he is *the smallest* boy in his year group).
- The 'move' to a mixed sex secondary school seems to have been a wise one; both in terms of avoiding exclusion, but possibly also because the individual in question appears to be better liked (or tolerated) by some girls.
- His parents do not appear to share the school's concerns.
- The tolerance and commitment of the school to him, despite what appears to be very irritating and anti-social behaviour.

#### **4 Richard - problems ‘nipped in the bud’?**

##### **Case summary**

Richard is an example of a child from a professional and strongly religious household who live in a relatively affluent suburban area. Significant problems with an older sister who ‘went missing’ for a period and was the subject of a television news item preceded the presentation of very difficult behaviour in the last year of primary school. This situation was compounded by a change of teacher. Richard’s behaviour was viewed as high level EBD and he went as far as a formal assessment following a fixed period exclusion, but he was not statemented. Statementing was seen as unnecessary and stigmatising by his parents. However, the school held a planning meeting following a fixed period exclusion and the LEA was willing and able to put in extra funding for special needs assistant support. There was also good liaison between the primary and secondary school. Richard has stayed in mainstream secondary school, with no further exclusions.

<b>Rating 1 (1993/94, yr3): 2</b>	<b>Rating 2 (1994/99): 1</b>	<b>Rating 3 (1999/2000, yr11): 0</b>
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##### **Key information**

<b>Sex:</b> Male	<b>Age:</b> born in 1984, Year 10 (1999/2000)	<b>Ethnicity:</b> White
<b>Number and type of exclusion(s) 1993/94:</b> 1 fixed period exclusion for 5 days in Year 4		
<b>Number and type of subsequent exclusions 1994/99:</b> none recorded		
<b>SEN status:</b> 1994 formal assessment after exclusion, not statemented - seen as unnecessary and not wanted by parents		
<b>Evidence of offending:</b> none		
<b>Evidence ever in public care :</b> none		
<b>Secondary education:</b> mainstream secondary school		
<b>Attendance issues:</b> none		
<b>Post 16:</b> not applicable		
<b>Agency involvement:</b> education welfare; education psychology; social services (to do with sibling)		
<b>Domestic circumstances:</b> both parents, professional		

#### **CIRCUMSTANCES, ISSUES AND OUTCOMES**

##### **Evidence of ability and attainment**

Had reached expected level (4) by the end of Year 6 in all subjects. Above average in some aspects of the curriculum eg spelling age of 12.8 at 11 years old.

##### **Behaviour presented**

Physical aggression to other children, disruptive and rude behaviour, including sexual gestures at a member of staff. These difficulties accelerated when his class teacher left and a new teacher took over the class.

##### **Evidence of interventions/help given or offered**

Education Welfare - individual counselling with regard to aggressive and disruptive behaviour in class. Social services support not wanted by the family. They had experienced this with their older daughter and did not want this type of involvement with their son.

Temporary exclusion planning meeting (early 1994) after which Special Needs Assistant time agreed to support the child whilst formal assessment went ahead.

**Evidence of outcomes**

There were no further 'problem data' held at the LEA. However, comments on file from the mother and the educational psychologist indicate positive progress:

Mother (end of Year 6):

*'I have nothing but praise for the special needs team at XXXX Junior, they have been a great help to Richard.'*

Educational Psychologist (Year 7):

*'Richard's emotional and behavioural problems apparent at his junior school seem now to have somewhat settled on transfer to secondary school. The school and members of staff are delighted at how he has settled and does not appear to display behavioural problems at all. His learning and education continue to be monitored within school and he is making good progress. I understand from school staff that his parents are both pleased with his transfer and progress at this stage.'*

Also of note is the child's interest in sport and the increased opportunities for after school sporting activities at his secondary school. His father believed that lack of after school activities, and particularly sport, was part of the problem in his junior school.

**Issues which appear to be of particular significance in this case**

- Richard's older sibling had 'gone missing' in a high profile way.
- EWS files note that the 'overly religious' atmosphere was a factor in the older sisters
- The ability of the LEA and school to respond quickly when needed.

## **5 Philip - an education which started to improve out of school**

### **Case summary**

Philip had recognised learning and behavioural difficulties very early on in his school career and was stated for both by the age of six years. Early hearing loss is a clear underlying issue in this case. His secondary education is characterised by increasing behaviour problems despite support from the school, LEA and external agencies. He was offered a place at an EBD school towards the end of Year 9, but his mother refused this place. Most of Year 10 was spent in receipt of home tuition. Philip himself expressed an interest in attending a group tuition centre in Year 11. This placement was a success, both in terms of Philip's attendance and achievement at the end of it.

<b>Rating 1 (1993/94, yr 5): 2</b>	<b>Rating 2 (1994/98): 4</b>	<b>Rating 3 (1998/1999, yr 11): 2</b>
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### **Key information**

**Sex:** Male      **Age:** born in 1/1983, left school in 1999      **Ethnicity:** White  
**Number and type of exclusion(s) 1993/94:** 1 fixed period (1 day) Year 5 at the time  
**Number and type of subsequent exclusions 1994/2000:** 5 fixed period (all 5 days and under); 1 Permanent in the summer term of Year 9. After that did not return to mainstream school.  
**SEN status:** Statemented aged 6, EBD/MLD also hearing loss throughout  
**Evidence of offending:** none  
**Evidence ever in public care:** none  
**Secondary education:** Mainstream secondary school until permanent exclusion in the early summer term of Year 9; home tuition Year 10 (5 hours a week); group tuition Year 11 (12 hours and part-time work experience)  
**Attendance issues:** special school place refused  
**Post 16:** Further GCSEs and GNVQ Business Studies at a sixth form college  
**Agency involvement:** Education welfare; education psychology; social services; child and family therapy - speech and language therapy  
**Domestic circumstances:** single parent

## **CIRCUMSTANCES, ISSUES AND OUTCOMES**

### **Evidence of ability and attainment**

Statement identifies Moderate Learning Difficulties. It is documented, for example, that at the age of 12 he had a reading age of 8 years. He obtained an AEB qualification in Basic Skills in Geography (60%) in Year 10 when he was on home tuition. At the end of Year 11 Philip took 3 GCSE's at Foundation Level and passed them at the following grades - English (G), Maths (G) and Science (F). He took AEB Life Skills (40%) as well as Health, Hygiene and Safety (50%).

### **Behaviour presented**

From the period of his first exclusion in this five year period Philip is said to have presented aggressive behaviour towards other children, including accusations of bullying, as well as disruptive, disobedient, rude and threatening behaviour towards staff. One incident of alleged bullying involved a younger boy having his hair set on fire. The incident which culminated in a permanent exclusion is described as including '*punching a member of staff in the chest*' and '*a violent assault on another pupil*'.

**Evidence of interventions/support offered or given**

Speech and language therapy, since 1987 (age 4, Reception).

Special Needs Assistant (20 hours) since 1988 (age 5, Year 1).

Case conference leading to a 'Behaviour Modification Programme' (Year 8). The need for a specialist placement was identified at this conference.

Placement at special school (EBD) offered at the start of Year 9 - this was refused.

Placement in a group tuition centre in Year 11, with work experience.

**Evidence of outcomes**

Some improvement in attainment is recorded during his period of home tuition. Philip was offered another mainstream school place during Year 10, nearly a year after his permanent exclusion. This place was refused by Philip and his mother who are said to have wanted a smaller environment. Philip himself expressed interest in going to the group tuition centre. Philip started the centre at the beginning of Year 11 and attended 'regularly and punctually'; 7 absences are recorded for the whole year - 3 authorised and 4 unauthorised. At the end of 1999 Philip took three GCSEs at Foundation Level - English, Maths and Science and AEB Life Skills and Health, Hygiene and Safety. His work experience was at a Quarry. There is evidence of academic improvement over the year. Philip is said to have shown commitment and appreciation.

**Issues which appear to be significant in this case**

- Early hearing loss and learning disability
- Curriculum, learning environment and opportunities appropriate to ability and aptitude

**Postscript**

Philip did go to sixth form college but was asked to leave after half a term because of his behaviour. In June 2000 he was unemployed and sometimes undertook casual work.

## **6 Matthew - stability achieved from a very unpromising start**

### **Case summary**

Matthew is an example of an extreme and complex case in terms of difficulties and responses in that he was placed in a specialist residential therapeutic environment for the five years covered by this study. It is judged that he is likely to need continuing support in adulthood. The evidence of abuse within the family environment and his needs were such that his removal from home and placement was viewed as necessary. The stability achieved is important in itself as is the evidence of some achievement (such as in the Royal Marine Cadets). Also important is the continuing level of planning for his future.

<b>Rating 1 (1993/94, yr 6): 5</b>	<b>Rating 2 (1994/98): 3</b>	<b>Rating 3 (1999/2000, yr 11): 3</b>
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### **Key information**

**Sex:** Male      **Age:** year of birth: 1984, currently Year 11      **Ethnicity:** White  
**Number and type of exclusion(s) 1993/94:** 3 fixed, indefinite made permanent (Year 5)  
**Number and type of subsequent exclusions 1994/2000:** none recorded  
**SEN status:** statemented at age 5 for EBD. Attending residential MLD school in 1993/94, from which he was permanently excluded. Remains statemented.  
**Evidence of offending:** none  
**Evidence ever in public care:** in residential care since 1995  
**Secondary education:** out of area specialist residential placement since 1995 (Year 7)  
**Attendance issues:** none  
**Post 16:** plans to stay on at the post 16 unit at his placement  
**Agency involvement:** education welfare, education psychology, social services (on Child protection Register), speech therapy and orthopaedic work  
**Domestic circumstances:** parents estranged, evidence of violence and alcohol misuse, unemployed. Eligible for free school meals. In public care throughout secondary schooling

## **CIRCUMSTANCES, ISSUES AND OUTCOMES**

### **Evidence of ability and attainment**

Low ability. For example, reading age in Year 10 (age 15 years) assessed at 7 years. Working at level 2 at this time.  
Passed out from the Royal Marine Cadets (1999).

### **Behaviour presented**

Matthew's difficult behaviour became apparent immediately when he started school. It is recorded that 'on average' he would bite or scratch ten children a day. It is noted that: *Mothers complained they would take their children away if he persisted in hurting their children.* Matthew went to special school when he was 7 years old (early 1992) as a weekly boarder. During the time he was at this school there was said to be a general deterioration in his behaviour. A long catalogue of incidents are recorded at this school in the months leading up to his permanent exclusion. Incidents included injury to staff (8 occasions), injury to other pupils (4 occasions), damage to equipment (9 occasions) and outbursts which had led to the use of physical restraint (7 occasions).

### **Evidence of interventions/help given or offered**

Early involvement of the educational psychology service and special (weekly) residential placement at an early age. Speech therapy from an early age. Move to specialist therapeutic



placement at the age of 11 years.

### **Evidence of outcomes**

Matthew has had stability in his education and residence for five years - this in itself may be seen as an achievement. Some success is in evidence in terms of achievement, through his passing out from the Royal Marine Cadets in 1999. His post 16 education is being actively planned for and it is likely that he will remain at this specialist placement for a further two years. Attempts have been made to investigate the possibility of bringing Matthew back to his home area for his post 16 education, but this is believed unlikely at the time of writing. In relation to the long term outcomes for Matthew, it is said to be likely that he will need some form of supported or sheltered accommodation.

### **Issues which appear to be of particular significance in this case**

- It is clear that Matthew has significant learning difficulties, as well as other problems. These were identified and provided for at an early stage.
- There is some evidence of violence and drink related problems with his parents as well as moves between relatives in his early life.
- Allegation of abuse, including sexual abuse, led to Matthew and his siblings being 'in public care'. Matthew was quickly established in a 52 week therapeutic placement where he remained until spring 2000.

## **7 Alex - successful reintegration after permanent exclusion**

### **Case summary**

Alex comes from a high achieving affluent and professional background. He has attended popular schools which achieve results way above the national average. Both parents had been to university and he has an able older sister. It is clear that Alex too is intelligent but had significant emotional and behavioural problems in primary school, which were long established but of increasing significance during Year 4. His emotional state and behaviour were of sufficient concern to his parents for them to attend child and family therapy when Alex was 10 years old, followed by consultations with a private psychiatrist in Year 6. Alex moved primary schools after two fixed period exclusions (one which the parents made representations about) but was permanently excluded from the next primary school early in the spring term of Year 6. He spent the rest of Year 6 at home in receipt of home tuition. The period of home tuition was seen as needed and positive by his mother. After some initial support in Year 7, both from within the pastoral care system and through the child and family therapy service, Alex appears to have completed his secondary education without further significant problems.

<b>RATING 1 (1993/94): 4</b>	<b>RATING 2 (1994/98): 2</b>	<b>RATING 3 (1998/99): 1</b>
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### **Key information**

<b>Sex:</b> Male	<b>Age:</b> born in 1983, left school in 1999	<b>Ethnicity:</b> White
<b>Number and type of exclusion(s) 1993/94:</b> 1 fixed period, 1 permanent		
<b>Number and type of subsequent exclusions 1994/99:</b> none recorded		
<b>SEN status:</b> formal assessment after permanent exclusion, statemented for EBD (Year 7)		
<b>Evidence of offending:</b> none		
<b>Evidence ever in public care:</b> none		
<b>Secondary education:</b> mainstream secondary school		
<b>Attendance issues:</b> none (100%)		
<b>Post 16:</b> sixth form college		
<b>Agency involvement:</b> education welfare; educational psychology (evidence of involvement over three years before his permanent exclusion); child and family therapy; private psychiatrist		
<b>Domestic circumstances:</b> both parents, professional		

## **CIRCUMSTANCES, ISSUES AND OUTCOMES**

### **Evidence of ability and attainment**

When Alex was assessed, after his permanent exclusion in Year 6 in 1994, he was reported to be above average in terms of reasoning skills and described as 'able'. However, his non-verbal skills were described as 'poor', his communication skills were weak, despite having a good vocabulary. His writing was likewise described as poor. He was said to be afraid of making mistakes. By the age of 14 it is clear that Alex was making good academic progress in some areas of the curriculum but that there was a big gap in his achievement when his English level is compared with his Maths and Science. His Key Stage 3 test results were as follows: English level 4; Maths level 7; Science level 7. He achieved 9 GCSEs, 6 of which were at grades A- C.

### **Behaviour presented**

Alex first came to the attention of the school educational psychologist in Year 4 because of a *'lack of responsiveness and outbursts of aggressive behaviour.'* Alex had two earlier fixed period exclusions from school in Year 5 from a different primary school. His parents had one of these two fixed period exclusions over-turned, after making representations to the governors, but also moved him to another primary school in Year 6. This latter school was the one which permanently excluded him in 1994. This latter school reported: *'There was no escalation of the problem...it was presented on day one.....He was very withdrawn....but would just explode....there did not appear to be any obvious reason for these explosions...possibly they came after some altercation with other children....He was terribly unhappy...but he just wouldn't tell anybody why or what was wrong.'* The incidents leading up to permanent exclusion included an alleged attempt to strangle another child. He was reported to 'lose his temper' particularly with smaller children. Following the alleged attacks on other children, when sent to the head teacher's office, he kicked over furniture and refused to calm down. This carried on over the lunch period.

### **Evidence of interventions/help given or offered**

The Child and Family Therapy service was involved before the permanent exclusion, but it is reported that the father refused to attend after the first session saying the problem lay with his son. The family also paid for a private psychiatrist who was of the belief that the child had experienced some early trauma, but she could not get him to engage with her. Alex spent six months at home on home tuition after his permanent exclusion. He got a home tutor very quickly after his permanent exclusion and was given about one and a half hours a day. Alex was willing to work with the home tutor and his mother reported that; *'luckily, we have a very, very good home tutor who has been the making of him.....she really understands him.'*

In Year 7 Alex had a great deal of support from his secondary school, through the pastoral care system. The school pressed for more specialist help (referring to the wording on his statement) and after some debate about which agency should be responsible for paying for this, Alex had some sessions with the Child and Family Therapy Service during the Autumn term of 1994. By late Autumn 1994 Alex's mother is recorded as saying that she felt that he had settled down well at secondary school. There is no further 'problem data' recorded at the LEA.

### **Evidence of outcomes**

Completed secondary schooling in a popular mainstream school, achieving 9 GCSE passes.

### **Issues which appear to be of particular significance in this case**

- Some early trauma - according to the psychiatrist and referred to by both the head teacher and mother, but not specified (either not known or unwilling to divulge).
- High achieving parents and older sister - perhaps pressure on Alex. Father unwilling to see the issue other than as his 'son's problem'.
- Good quality and relatively good amount of home tuition provided, quickly after the permanent exclusion.
- The ability of Alex's mother (a teacher herself) to negotiate the system on his behalf.
- The willingness of his secondary school to give him support in Year 7.
- The difference in ability/achievement across key subjects.

## **8 Mahmoud - contained in mainstream**

### **Case summary**

Mahmoud arrived in England when he was six years old, a refugee from fighting in his country of origin. It is hinted that he had been exposed to trauma in a war zone. Thus his early life was exceedingly disrupted; Mahmoud moved several times in his early period in England. Discussions between home and school require an interpreter. Despite exclusion from primary school and many fixed period exclusions from secondary school, he has remained in mainstream education until the end of Year 10, and in a more sporadic way until the end of Year 11 and GCSE examinations (June, 2000).

**Rating 1 (1993/94, yr 5): 4**

**Rating 2 (1994/98): 3**

**Rating 3 (1999/2000): 3**

### **Key Information**

**Sex:** Male      **Age:** born in 1983, Year 11 (1999/2000)      **Ethnicity:** Black African

**Number and type of exclusion(s) 1993/94:** 1 fixed period exclusion

**Number and type of exclusion(s) 1994/2000:** 22 fixed period exclusions

**SEN status:** was 5, now 3

**Evidence of offending:** He was named in a police truancy round-up but records indicate that he was 'sick'. Picked up for suspected involvement in a theft out of school but there are no records of further action.

**Evidence ever in public care:** none

**Primary education:** mainstream primary schools (3); 3 LEAs

**Secondary education:** mainstream boys school (Years 7 -11)

**Attendance issues:** often late in primary school; attendance 84% during 1998/99 and worse in 1999/2000

**Post 16:** Unknown

**Agency involvement:** educational psychology.

**Domestic circumstances:** mother and six siblings; grandmother nearby, Mahmoud sometimes stays with her. Eligible for free school meals

## **CIRCUMSTANCES, ISSUES AND OUTCOMES**

### **Evidence of ability and attainment**

Mahmoud has struggled academically throughout his schooling. The mother and grandmother are supportive of the school and have shared the secondary school's concerns about Mahmoud. A Statement of Special Educational Needs was completed for Mahmoud in April 1993 for literacy and behaviour in his second primary school. He took this with him to the third LEA and on into secondary education. Tested in Year 7, he recorded a reading age of 6.6 years. The Educational Psychologist reported that: *'despite individual support, his behaviour is such that most staff are having difficulties managing him in lessons.'*

Key Stage 2 and 3 test results show poor performance (level 1 in all three subjects), indeed he was not entered for English and Maths subjects at Key Stage 3 - he achieved a 2 in Science. Course work for GCSE is said to have been difficult to obtain from him.

### **Behaviour presented**

Earlier exclusions tend to have been for physical aggression and fighting other pupils. As he grew older the friction has been largely with teachers. A letter from Mahmoud's father reported that Mahmoud was being bullied but the school found no evidence of this. To the

Educational Psychologist, Mahmoud said in Year 7 that some older boys were taunting him in a racist manner. Mahmoud sometimes protested at being marked out for additional support and gave signs of preferring to function without it.

### **Evidence of interventions/help offered**

The help offered to Mahmoud and his family in relation to his education has followed a predictable, if unimaginative route. Assessment for SEN began in November 1992 and was finalised within six months (Year 4 of primary school) for his learning, particularly literacy, and for his '*disturbed and aggressive behaviour*'. The secondary school went through the expected strategies, such as report cards, detentions, in-school withdrawal and so on. He has 10 hours teaching support time allocated by his statement in Year 9. On the other hand liaison with the family by Education Social Work or by the English as an Additional Language Team appears to have been limited. Fixed period exclusions were numerous throughout his schooling: a report to the Governors' Discipline Panel runs to five and a half sides. Sustaining and maintaining him in school has been challenging. Some contact with the family was made via letter by the LEA truancy team but it was not until Year 10 that attendance dropped and then only to 84% and in Year 11, after Christmas chasing up from the LEA virtually ceases.

### **Evidence of outcomes**

Mahmoud had behavioural problems in the primary school which were recognised and catered for appropriately through his statemented support. Behavioural problems in the secondary school were regular and fixed period exclusions were regularly applied (65 days were lost to fixed period exclusions in Years 7 – 10, nine of which were in the school unit). As he moved into the GCSE years without dedicated support Mahmoud was able to sustain developments in his academic progress and behavioural self-control. In Year 11 he remained on course to sit for GCSEs only in Geography - and is not predicted to achieve a pass. He has, however, been maintained in school and maintained himself in school for the full five years of compulsory secondary school attendance, even to the point of sitting an examination.

### **Issues which appear to be of particular significance in this case and its outcomes**

- Early trauma, disruption and refugee status meant a difficult start to his primary school years.
- Very low levels of achievement; great difficulty accessing the curriculum.
- No evidence of any support to identify his particular strengths and abilities for future work and so on.
- Ending his statement and associated support in Year 9; more support felt to be needed by the school.

## **9 Ricky - disaffected?**

### **Case summary**

Ricky lives with both parents. He appears to be of average ability but was difficult to control during his primary school years and even more so during secondary education. He moved primary schools following a fixed period exclusion, attended three secondary schools and finished his last year of school in a Pupil Referral Unit. Ricky is described as a fine looking boy with charm should he wish to use it. He was clearly from a supportive background and, despite disrupted schooling, achieved five GCSE passes. He is now employed in an office job with training possibilities and apparently settled.

<b>Rating 1 (1993/94): 1</b>	<b>Rating 2 (1994/98): 4</b>	<b>Rating 3 (1998/2000): 3</b>
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### **Key Information**

<b>Sex:</b> Male	<b>Date of Birth:</b> born in 1983 , left school in 1999	<b>Ethnicity:</b> White
<b>Number and type of exclusion(s) 1993/94:</b> 1 fixed period exclusion		
<b>Number and type of exclusion(s) 1994/99:</b> 16 fixed period exclusions		
<b>SEN status:</b> stage 5, later stage 3		
<b>Evidence of offending:</b> none		
<b>Evidence ever in public care:</b> none		
<b>Primary education:</b> mainstream schools (2)		
<b>Secondary education:</b> mainstream schools (3), Pupil Referral Unit (Year 11)		
<b>Attendance issues:</b> none		
<b>Post 16 (1999/2000):</b> appears settled in an office job, with further training possibilities		
<b>Agency involvement:</b> education psychology, counselling (through church)		
<b>Domestic circumstances:</b> Both parents. Eligible for free school meals		

### **CIRCUMSTANCES, ISSUES AND OUTCOMES**

Evidence of ability and attainment

Ricky attained 5 GCSE passes (E - G), including English (language and literature), Maths, Science and History.

### **Behaviour presented**

Ricky was excluded for a fixed period of three days as a nine year old, for '*insolent and aggressive behaviour*'. He moved to another primary school in the same authority and was excluded towards the end of Year 6 for a fixed period of three days for '*aggressive behaviour towards a girl who had recently been operated upon.*' It is clear from school comments that these incidents were not isolated ones. In his first Secondary school, Robert had a series of problems in conforming to school discipline requirements. At the end of Year 8 it is reported that:

*'Ricky's confrontational and antagonistic attitude has tainted his academic year. The well documented series of disruptions, instances of rudeness and occasions of belligerence have made social and educational progress virtually impossible.'*

Ricky left his first secondary school at the end of Year 8, following an unofficial exclusion. There is no record of the reasons behind this latter event. His second Secondary school, found that the report from his first secondary school was '*quite appalling*'. His second Secondary school in turn reported that '*Ricky is one of the most disruptive pupils we have had at X school*'. At the beginning of Year 10, he started at a third Secondary school and

was excluded permanently at the end of that year. Both parents attended the Governor meeting and presented a very different picture of their son from that held by the school. The father's view of his son was recorded as *'he is a hard working and courteous and nice boy'*. The mother is reported as saying that *'Ricky was in the Boys Brigade, he was involved with church activities, he helped his grandparents, he was not a raging bull as had been alleged'*. The school later reported the boy to the Police because he had come onto the school premises after his exclusion.

In the Autumn of Year 11, he began at the Pupil Referral Unit. There were many incidents during the three terms of his attendance. There was an incident involving drink, another involving aggressive behaviour. The head of the PRU reported that *'for the past couple of weeks, Ricky has done virtually no work. He has done his best to distract others.'*

#### **Evidence of interventions/help offered**

Counselling through the church his parents attend.

#### **Evidence of outcomes**

Education completed in a PRU, 5 GCSE passes achieved. Employed in an office following finishing his compulsory education.

#### **Issues which appear to be of particular significance in this case and its outcomes**

- Parental support.
- Personal attributes.

## **10 Aretha - the importance of sport and the opportunity to achieve**

### **Case summary**

Aretha has stayed in the same mainstream comprehensive school throughout Years 7 to 11. She arrived at her secondary school very involved in the notion of Black identity, which the school respects. However, Aretha's mother is said to have tended to emphasise this identity as synonymous with disadvantage which the school believed was not helping her. She is described as having an 'exceptional talent' for football as well as 'a good academic brain'. However, she has also been in considerable trouble both at school and in the community. At secondary school she has been excluded for fixed periods numerous times and (it is said) could easily have been permanently excluded for activities which have included theft, bullying and fighting. Her offending behaviour was described as at its worst around Years 9 and 10, when (amongst other activities) she was involved in threatening and abusing a woman on a train with a group of friends. Support for Aretha in school has not been in evidence from home. Her mother has never been to a parents evening and nothing was known by the school about her birth father. The mother is described as 'preoccupied' with the youngest child and to have little time for Aretha. Her older brother went through the same secondary school, he also was seen as 'bright' but underachieved. In sum, the desire to do well in sport has helped to provide sufficient discipline and motivation for Aretha, alongside the willingness of the school to 'stick with her.' They are said to have 'heaped praise' upon her achievements.

<b>Rating 1 (1993/94): 2</b>	<b>Rating 2 (1994/98): 3</b>	<b>Rating 3: (1999/2000): 1</b>
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### **Key information**

**Sex:** Female    **Age:** born in 1983, Year 11 (1999/2000)    **Ethnicity:** African Caribbean  
**Number and type of exclusion(s) 1993/94:** 1 fixed period  
**Number and type of subsequent exclusions 1994/2000:** 9 fixed period of 1-3 days each  
**SEN status:** none, *considered* stage 1 EBD  
**Evidence of offending:** theft and assault  
**Evidence ever in public care:** none  
**Primary education:** mainstream  
**Secondary education:** mainstream secondary school (Years 7 – 11)  
**Attendance issues:** none since 1995  
**Post 16:** college (sports degree at 18)  
**Agency involvement:** education welfare, social services (long history of involvement with family) Youth Offending Team  
**Domestic circumstances:** mother, baby and older brother

## **CIRCUMSTANCES, ISSUES AND OUTCOMES**

### **Evidence of ability and attainment**

Described as 'bright'; Key Stage 3 test results indicate level 5 in all subjects. Expected to gain 7 high grade GCSEs: achieve A\* for Physical Education; B Humanities and C in the other subjects. As a keen footballer she is described as very committed; her PE teacher described her as having '*an exceptional talent....the best female sportswoman the school's PE department have ever seen.*' She has played for two different women's football teams and has won a national tournament five-a-side. She is described as on the verge of joining the England under 18 squad. Her achievements have also been the subject of school newsletters.



**Behaviour presented**

Aretha is described as very high profile in her school and very determined. Her relationships with teachers relate to whether or not she respects them:

*'She only listens and conforms to people she respects. Those who help her or those she admires.....She attends lessons after school in maths and humanities to succeed. She will do anything to support and help teachers who help and listen to her. The rest will be in for 'I know my rights' treatment.'*

Her Year Head said of her:

*'Once she respects you she changes, if not she runs riot.....If somebody disturbs her in class and the teacher doesn't do anything about it she will take action herself.....On the other hand she can disrupt other people.'*

Aretha is said to have two sets of friends - those who live near her on the estate who were characterised as *'truants and petty criminals who play football all the time'* and four African Caribbean friends at school, all of whom value education and are capable of going on to University.

**Evidence of interventions/help given or offered**

Within school Aretha has had the same house head for the last five years, who is also her PE teacher. This relationship is clearly important. She has also had access to an in-school counsellor. Aretha was also briefly involved with a YOT (Youth Offending Team). They believed that because of her abilities she would not offend again.

**Evidence of outcomes**

The YOT co-ordinator quickly identified Aretha as a potential 'success' story. This was confirmed when contact was made with her school. Aretha now plans to go to sixth form college to do A/S levels and should go to University thereafter. Her Year Head (PE teacher) is encouraging her to consider trying for a scholarship at an American University after sixth form. She is said to have a good chance of being a professional footballer.

**Issues which appear to be of particular significance in this case**

- Aretha's academic and sporting abilities and following this the opportunity to achieve.
- The need for discipline in realising her sporting ability.
- A consistent and respected disciplinary figure (her Year Head) who shares her interest in sport and clearly takes pride in her success.
- A school which was willing to contain her.
- Four other Black girls within the school - all of university standard in terms of achievement and all of whom place a high priority on education. They have provided an alternative group of which to be part.

**Further comment: could anything else have been done to support Aretha's education?**

The school had considered looking for more outside help for Aretha. However, they were keen that any help would not emphasise difficulty and disadvantage. What they would have liked, but could not find, was a black woman athlete who was prepared to act as a role model for Aretha.

## ILLUSTRATIVE CASE STUDIES - CHARACTERISTICS, CIRCUMSTANCES AND AGENCY INVOLVEMENT

	Gender	Year of Birth	Ethnicity	Ever in public care	EXCLUSION		Attendance Problems	SEN (highest level)	EDUCATIONAL PROVISION		Ever offended	EPS	AGENCY INVOLVEMENT					
					First (93- 94)	Last (most recent)			93-94	99-2000 (or last yr.)			EWS	C&FT	SSD	LEA Project/SS	Vol. Org/Other	YOT
11. Rajah	m	1982	M	-	P	P	-	4	MS	PRU	-	✓	✓	✓	✓	-	-	-
12. Kathy	f	1984	W	✓	F	F	-	5	MS	MS	✓	✓	✓	✓	✓	✓	-	-
13. Muriel	f	1985	AC	-	F	P	-	-	MS	MS	-	-	✓	-	-	-	-	-
14. Tom	m	1983	W	✓	F	P	✓	5	MS	SpS	✓	✓	✓	✓	✓	-	-	✓
15. Dan	m	1985	AC	-	F	-	-	5	MS	MS	✓	✓	✓	✓	-	✓	-	✓
16. John	m	1981	W	✓	F	P	✓	5	MS	PRU	✓	✓	✓	✓	✓	✓	✓	-
17. Mike	m	1982	W	✓	P	P	✓	5	MS	SpS	✓	✓	✓	-	✓	✓	✓	✓
18. Charlie	m	1984	M	-	P	P	✓	5	MS	PRU	✓	✓	✓	-	✓	-	-	-
19. Jimmy	m	1983	W	-	F	P	✓	5	MS	HT (home t.)	✓	✓	✓	-	-	✓	-	-
20. Alan	m	1985	W	-	F	P	✓	5	MS	MS	-	✓	✓	-	✓	✓	-	-
21. Patrick	m	1983	W	✓	F	-	-	5	MS	SpS	✓	✓	-	-	✓	-	-	✓
22. Nick	m	1984	W	-	F	F	✓	5	MS	SpS	✓	✓	✓	✓	✓	-	-	✓
23. Addy	m	1986	Asian	-	F	-	✓	3	MS	Relig.Board.	-	-	-	-	✓	-	-	-
24. Len	m	1986	W	-	F	P	✓	-	MS	MS	-	-	-	-	✓	✓	-	-
25. Andrew	M	1986	W	✓	P	P	-	4	MS	PRU	✓	✓	-	-	✓	-	-	✓
26. Norman	m	1985	W	-	F	F	-	3	MS	MS	-	-	✓	-	-	-	-	-
27. Ivan	m	1982	W	✓	F	-	-	5	MS	PRU	✓	✓	-	✓	✓	-	-	✓
28. Martin	m	1984	BC	-	F	F	✓	-	MS	MS	✓	✓	-	✓	✓	✓	-	✓
29. Rob	m	1984	M	-	I	F	✓	5	MS	PRU	-	✓	-	-	-	-	-	✓
30. Jordan	m	1982	BC	-	I	-	-	-	MS	MS	-	-	-	-	-	-	-	-

## **11. Rajah – a victim of racism and lack of appropriate support**

### **Case summary**

Although there are other factors in this case, racism appears to be a significant issue. Rajah is mixed race (White mother, Indian father) and lives with his mother, brother and cousin on a large social housing estate. His family was re-housed in this location following a period of racial harassment in a nearby city. Rajah was in Year 6 at the time. These problems started again in the new location and were sufficiently threatening for the police to be informed and for relatives to stay in the house over-night for protection. Concerns about the children's safety led the mother to be very restrictive about their movements outside the home. She reported racist name calling of Rajah, as well as her other son, to the primary school but felt that they did not take it seriously enough. The primary school on the other hand felt that they had not been properly informed about the child's needs at the time of his transfer from the nearby city and believed that he needed more specialised support than they were able to offer through classroom assistants. The school reported that Rajah made it very clear 'from day one' that he did not want to be in the school at all; they felt that they had tried to support the parent but literally did not know what else to do. Both home and school agreed that Rajah could be very angry and aggressive at both home and school and there was evidence that this was a long term issue; for example there were records of exclusion from Year 2 onwards, as well as the reported use of physical restraint. Rajah spent about 6 months of Year 6 on home tuition. He was not keen to go on to secondary school in Year 7. By the end of Year 7 there is a record of a fixed period exclusion, followed by another in Year 8. His permanent exclusion from school followed an incident later in Year 8 in which he is reported to have gripped another young person around the throat. Thereafter he was educated outside school at a PRU.

<b>RATING 1 (1993/94): 4</b>	<b>RATING 2 (1994/98): 4</b>	<b>RATING 3 (1998/99): 4</b>
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### **Key information**

<b>Gender:</b> male	<b>Age:</b> born in 1982, left school	<b>Ethnicity:</b> mixed race (father Indian)
<b>Number and type of exclusion(s) 1993/94:</b> indefinite, made permanent		
<b>Number and type of subsequent exclusion(s) 1994/98:</b> 2 fixed period; 1 permanent, Year 8		
<b>SEN status:</b> got as far as formal assessment for EBD, not statemented		
<b>Evidence of offending:</b> none		
<b>Evidence ever in public care:</b> none		
<b>Primary education:</b> 1 first, 2 middle schools, home tuition (Year 6)		
<b>Secondary education:</b> 1 mainstream; home tuition; PRU		
<b>Attainment:</b> no evidence		
<b>Attendance:</b> no evidence of problems		
<b>Agency involvement:</b> education welfare, educational psychology; child and family therapy; police (re harassment)		
<b>Domestic circumstances:</b> lives with mother, brother and cousin in social housing on a large estate		

## **12. Kathy – disrupted home circumstances and in public care**

### **Case summary**

Kathy is one of five children. Her mother was in prison for more than one period during the primary school phase. During this time she lived with her grandparents who were keen to keep the children when their mother left prison. When Kathy returned to live with her mother it is reported that the grandfather encouraged her to misbehave at school, believing that the mother would be blamed and Kathy would be returned to them. Kathy was placed with her grandparents again at the time of her 1993/94 exclusions, which included a fixed period, an indefinite and a permanent exclusion in one school year. There were concerns about abuse from the grandparents at this time and Kathy was taken into care in 1994. The rest of the 1990s involved a whole series of placements and moves, with at least nine different episodes of care, several different foster carers and three different children's homes. These periods were interspersed with periods of time at home with her mother and partner. Allegations of sexual abuse by a male babysitter were made by Kathy when she was 12 years old. Kathy was given a great deal of support to return to school, both by the SSD and the LEA and this was seen as a relative success. There is evidence of various behaviour support and modification programmes within her school placements, as well as the support of a specialist service (social services educational support service). By the end of our period of monitoring she was reported to be relatively settled in a mainstream school. There are no further records of exclusion.

<b>RATING 1 (1993/94): 4</b>	<b>RATING 2 (1994/98): 5</b>	<b>RATING 3 (1998/99): 3</b>
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### **Key information**

<b>Gender:</b> female	<b>Age:</b> born in 1984	<b>Ethnicity:</b> White
<b>Number and type of exclusion(s) 1993/94:</b> 1 fixed, indefinite made permanent		
<b>Number and type of subsequent exclusion(s) 1994/99:</b> 1 fixed period		
<b>SEN status:</b> statemented EBD (age 10)		
<b>Evidence of offending:</b> none		
<b>Evidence ever in public care:</b> yes, numerous different placements		
<b>Primary education:</b> 2 first, 2 middle, then home tuition		
<b>Secondary education:</b> 2 mainstream, 1 period of home tuition (Year 8)		
<b>Attainment:</b> no evidence		
<b>Attendance:</b> no problems		
<b>Agency involvement:</b> education welfare, educational psychology, social services, child and family therapy, social services education support service		
<b>Domestic circumstances:</b> varied, mother/mother and partner; some time with grandparents; several periods in public care (most of teenage years); 4 siblings		

### **13. Muriel – a poor start to secondary school**

#### **Case summary**

Muriel is an example of a case where there is very little evidence of any significant concerns, apart from two fixed period exclusions in Years 4 and 5 of primary school. At secondary transfer she first went to a school which had a well respected head teacher who was keen to 'turn round' what had been seen as a failing school. However, from Muriel's point of view the initial contact went badly. She felt that her primary school teacher had been vindictive in the information passed on and that the head teacher did not like her. On the other hand there is evidence that her primary school described her as 'intelligent and articulate'. She went to this first secondary school and was placed on a variety of behaviour support packages, which were viewed as 'unsuccessful' by the school. Muriel in turn alleged sexist remarks from male pupils and reported that she was bored in lower ability groups. Muriel is said to have asked to transfer schools, but apparently her parents would not allow this. A number of exclusions followed from the second term of secondary school onwards. The reasons for these exclusions included the disruption of the learning of others, the assault of other young people and 'failure to comply with the code of conduct'. She was permanently excluded towards the end of Year 8 in this first secondary school. Muriel believed that staff used language to make her behaviour seem worse than it was. Her parents expressed disappointment in the head teacher. They had apparently expected a Black head teacher to show more interest and concern for Black pupils. Reinstatement was recommended by the LEA, but the parents did not want to appeal. Muriel went to another mainstream secondary school in another LEA. There is no further evidence of problems.

**RATING 1 (1993/94): 1**

**RATING 2 (1994/98): 4**

**RATING 3 (1998/99): 2**

#### **Key information**

**Gender:** Female

**Age:** born in 1985

**Ethnicity:** African Caribbean

**Number and type of exclusion(s) 1993/94:** 1 fixed period

**Number and type of subsequent exclusion(s) 1994/98:** 3 fixed period; 1 permanent (Year 8)

**SEN status:** none

**Evidence of offending:** none

**Evidence ever in public care:** none

**Primary education:** 1 mainstream

**Secondary:** 2 mainstream

**Attainment:** Key Stage 3: E 3, M 3, S 3

**Attendance:** no problems

**Agency involvement:** education welfare

**Domestic circumstances:** both parents

#### **14. Tom – early independence and offending**

##### **Case summary**

By Year 5 in primary school Tom was spending time with teenage boys on the estate where he lived. He was already smoking and said to be involved in petty offending. On the other hand he was also allegedly bullied by some of these older boys. His permanent exclusion from school in Year 5 involved attempted arson. Indeed an interview conducted some months later found him saying that he wanted 'to burn the school down'. Tom was reported to be unhappy at home, his mother is said to have found him difficult from a young age and had a new baby with his step-father, whom Tom reportedly 'hated.' Following his permanent exclusion from primary school Tom had about six months on home tuition and then moved on to a special school (EBD). A period of time out of area in foster care then followed and then a return to the area and another special school. His attendance at school was generally good and up to Year 10 it was expected that he would achieve some good GCSEs. However at this point he was convicted of robbery and spent a few months in a young offenders institution. This was seen as having disrupted his pattern of attendance at school, although on his return in the autumn term of Year 11 the special school put together an individual package for him, which included work experience. However, at the same time he became involved with a much older woman out of school, his parents 'threw him out of home' and he went to live with this woman. He was also involved in drug misuse. In effect Tom was beyond the control of the school and his home and he did not return to school. By the end of Year 11 he had split up with the woman, who was now pregnant. He has offended since leaving the young offenders institution, receiving a six month supervision order for 'interfering with a motor vehicle'. He is said to be keen to help provide for the baby and is employed in the building trade. His teachers were at a loss as to what else they could have done and believed that his life outside school simply 'took over' and made school seem irrelevant.

<b>RATING 1 (1993/94): 4</b>	<b>RATING 2 (1994/98): 6</b>	<b>RATING 3 (1998/99): 6</b>
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##### **Key information**

<b>Gender:</b> Male	<b>Age:</b> born in 1983	<b>Ethnicity:</b> White
<b>Number and type of exclusion(s) 1993/94:</b> 3 fixed period, 1 permanent		
<b>Number and type of subsequent exclusion(s) 1994/98:</b> 2 fixed period, 1 permanent		
<b>SEN status:</b> Statemented EBD (since age 10)		
<b>Evidence of offending:</b> yes, including offence which led to time in a young offender institution		
<b>Evidence ever in public care:</b> yes, 1 period out of area in specialist foster care		
<b>Primary education:</b> 1 mainstream primary; 1 special (EBD)		
<b>Secondary education:</b> 2 special (EBD) schools		
<b>Attainment:</b> Key Stage 2 and 3: no evidence; took no GCSEs		
<b>Attendance:</b> not an issue until Year 11, following time in young offenders institution		
<b>Agency involvement:</b> education welfare; educational psychology; social services; child and family therapy; youth offending team; young offenders' institution		
<b>Domestic circumstances:</b> family of origin mother, step-father and younger step-sister. Living independently in Year 11 (by age 16)		

## **15. Dan – stayed in mainstream**

### **Case summary**

Dan was fortunate in some ways in that despite a very difficult time in primary school, he was viewed as having emotional difficulties, rather than primarily behavioural problems. He was statemented for EBD by the age of 9 years he had specialist language support as well as a child psychotherapist. In addition the family had a psychiatric social worker. Despite difficult behaviour in primary school, including allegations of physical aggression towards other children (including an alleged attempt to 'strangle' another child) and bullying, he has only one record of fixed period exclusion. He moved to a mainstream secondary school where he remains a high profile pupil, but there are no further records of exclusion or any concerns about attendance. He has been present for both his Key Stage 2 and 3 tests, attaining below the expected level. He is 'known to' the Youth Offending Team but no details were available about any offending. He looks set to complete his education in a mainstream school.

<b>RATING 1 (1993/94): 3</b>	<b>RATING 2 (1994/98): 2</b>	<b>RATING 3 (1998/99): 2</b>
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### **Key information**

<b>Gender:</b> Male	<b>Age:</b> born in 1985	<b>Ethnicity:</b> African Caribbean
<b>Number and type of exclusion(s) 1993/94:</b> 1 fixed period		
<b>Number and type of subsequent exclusion(s) 1994/99:</b> none recorded		
<b>SEN status:</b> Statemented EBD (as of age 9)		
<b>Evidence of offending:</b> yes, known to YOT, no other details available		
<b>Evidence ever in public care:</b> no		
<b>Primary education:</b> 1 mainstream primary school		
<b>Secondary education:</b> 1 mainstream secondary school		
<b>Attainment:</b> Key Stage 2: E 2, M 2, S 3; Key Stage 3: E 3, M 3, S 3.		
<b>Attendance:</b> no problems		
<b>Agency involvement:</b> educational welfare; educational psychology; child and family therapy; child psychotherapist; specialist teaching team; youth offending team		
<b>Domestic circumstances:</b> unknown		

## **16. John – the need for co-ordinated support at home and in school**

### **Case summary**

John's case is an extreme example of where co-ordinated support at both home and school was essential but not readily available when needed. He was demonstrably out of control of his mother by at least Year 5 in primary school. She was asking for him to be accommodated. He was out late at night and his mother did not know where he was. His mother's response to his behaviour was to hit him and withdraw food as a punishment. He was known to be already offending by this time (mostly theft). A child protection conference was held early in the 1990s and he was placed in a children's home for teenagers as a temporary measure. A second period of accommodation by social services was precipitated by a violent incident within school, to which the police were called. His first residential placement had closed by this time and there were disputes about the funding for his in-school support, although his key worker from the second children's home had been able to support him in school for some of the time. There is evidence that his primary schools were concerned about him and had asked for additional support for him. His secondary schooling was no happier, despite considerable special needs assistant support. He was permanently excluded at the end of Year 9. At this time his mother shared parental responsibility with the SSD, as he was resident in a children's home. The mother was initially advised that it was her responsibility to find another school for him, which in the full circumstances of this case was unrealistic in the extreme. This led to further delays (about 6 months, including the summer holidays) and disruption in beginning to meet his needs. By the time he was in a Pupil Referral Unit his behaviour was considered 'dangerous'. He was taken off the roll of the PRU by the end of Year 10 because he had never attended. Further attempts were made to cater for John individually through two different work based schemes but these were not successful. By the age of 13 years John already had a record for handling stolen goods and had to do 12 hours at an attendance centre. By the age of 16 years he was convicted of common assault. He had by this time 65 recorded offences and five convictions. He was sent to a young offenders institution when he was 17 years of age.

<b>RATING 1 (1993/94): 3</b>	<b>RATING 2 (1994/97*): 4</b>	<b>RATING 3 (1997/98*): 6</b>
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### **Key information**

**Gender:** Male **Age:** born in 1981, \*school leaving age in 1998 **Ethnicity:** White

**Number and type of exclusion(s) 1993/94:** fixed period and indefinite exclusion

**Number and type of subsequent exclusion(s) 1994/98:** 6 fixed period; 1 permanent (end year 9); not on school roll thereafter

**SEN status:** Statemented EBD (early 1990s)

**Evidence of offending:** persistent young offender.

**Evidence ever in public care:** in foster care and 2 different children's homes

**Primary education:** 1 mainstream first and 2 middle schools

**Secondary education:** 2 mainstream, 1 PRU, 2 work based projects

**Attainment:** no evidence available, no evidence any tests taken at Key Stage 2 and 3 or any GCSEs

**Post 16:** in Young Offenders institution

**Attendance:** Truanted at primary school. Prior to leaving PRU dropped to 53% (end Year 10)

**Agency involvement:** education welfare; educational psychology; child and family therapy; social services; NSPCC; police; youth justice; young offenders institution; LEA and SSD work based project.

**Domestic circumstances:** in public care for most of his teenage years. Family of origin: one of three boys. Mother on income support and divorced from birth father. Resident in area of social housing.



## **17. Mike – chronic non-attendance and offending**

### **Case summary**

Mike is an example of a young man from very vulnerable and stressful family circumstances who effectively ended his full time education towards the end of primary school. There were well documented concerns about Mike's poor attendance at school some two years in advance of this; his siblings were likewise poor attenders. There were likewise extensive records of concern from school about his behaviour. It was said that many other children at his middle school were frightened of him and they had openly expressed their anxiety. It is clear that this family needed very intensive support both at home and in order to get them to attend primary school. Mike's parents admitted that they could not cope with him even at the primary school stage and that they had negative feelings towards him. His permanent exclusion (at the age of 12 years) followed a period of time when his mother had been seriously ill due to alcohol misuse. This exclusion was reported to be for 'sexual harassment' and was upheld by the LEA. Mike hardly attended school again after this. Some of this non-attendance was due to lack of provision in the period following his permanent exclusion from middle school. Some of it was due to him not attending the provision offered, also related to spending time in residential care. In Year 10, for example, when he was in a children's home he attended school for 20 days in total. Mike was involved in criminal and delinquent behaviour before he was permanently excluded. He was said to be glue sniffing and misusing alcohol whilst still at middle school. By the age of 13 years he was on a two year supervision order and fined for criminal damage to cars and street lights. Sometimes he stayed out all night in his early teens. He was accommodated in a number of social services establishments during his teens, including a secure unit. There are records of violent incidents involving Mike at these establishments, necessitating the use of physical restraint. By 1998 (school leaving age) he had a string of convictions (16) and recorded offences (92), including an assault on a police officer.

<b>RATING 1 (1993/94): 5</b>	<b>RATING 2 (1994/97): 6</b>	<b>RATING 3 (1997/98): 6</b>
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### **Key information**

**Gender:** Male **Age:** born in 1982, school leaving age in 1998 **Ethnicity:** White

**Number and type of exclusion(s) 1993/94:** Indefinite, then permanent

**Number and type of subsequent exclusion(s) 1994/98:** No official records, although periods of home tuition are recorded

**SEN status:** Statemented EBD (at primary school stage)

**Evidence of offending:** persistent young offender

**Evidence ever in public care:** in remand foster care, two different children's homes and a secure unit

**Secondary education:** Home tuition - Years 7 and 8; PRU in Year 9; 2 special schools (EBD) from the end of Year 9, with work experience offered in Year 11. Some periods of home tuition during Years 10 and 11.

**Attainment:** no evidence available, no evidence any tests taken at KEY STAGE 2 and 3 or of any GCSEs

**Agency involvement:** education welfare, educational psychology, social service, youth justice, police, NCH Action for Children

**Domestic circumstances:** in public care for a large part of his teenage years. Mother had serious health problems related to alcohol, father unemployed. Three siblings

## **18. Charlie - lack of support at a crucial time**

### **Case summary**

Charlie moved, with his mother and sister, to live with his grandparents after his parents divorced. Charlie was nine years old at the time and there were already concerns about the family from social services as well as from his school. The move followed a permanent exclusion from school. Schools in the new area were reluctant to admit him without a full package of support, which was not immediately forthcoming. Eventually he was placed in a school, which had clearly expressed their reluctance to take him because of his behaviour. At this time he was given 12½ hours classroom support, rising to 22½ hours six months later. He was permanently excluded a year after starting this school, in Year 5. The precipitating incident involved physical injury to other children and the swallowing of the available ingredients to a chemistry lesson. A period of home tuition followed. In all Charlie lost at least two six month periods of school during the primary phase and most of Year 7. He briefly attended a mainstream secondary school; there is no record of permanent exclusion from there. He then transferred to a special school, for children with MLD. He was permanently excluded from this school during Year 9 and attending a PRU erratically after this. Concerns were expressed at an early age about his peer group and pattern of associations outside school. By the age of 14 Charlie had a series of convictions (3) and recorded offences (12) for assault occasioning ABH, theft, criminal damage, possession of cannabis and 'making off without paying for goods'.

<b>RATING 1 (1993/94): 4</b>	<b>RATING 2 (1994/98): 5</b>	<b>RATING 3 (1998/99): 5</b>
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### **Key information**

**Gender:** Male

**Age:** born in 1984

**Ethnicity:** Mixed race

**Number and type of exclusion(s) 1993/94:** Permanent

**Number and type of subsequent exclusion(s) 1994/99:** 12 fixed period; 1 permanent (Year 9)

**SEN status:** Statemented EBD (at primary school)

**Evidence of offending:** persistent young offender

**Evidence ever in public care:** none

**Secondary education:** home tuition (Year 7); mainstream school (Year 7); special school (MLD) (Years 8 and 9); PRU (Years 10 and 11)

**Attainment:** no evidence

**Attendance:** very erratic at PRU

**Agency involvement:** education welfare, educational psychology; social services; youth justice; police

**Domestic circumstances:** lives with mother, her partner and his sister. No contact with birth father

## **19. Jimmy – a traveller with attendance and behaviour problems**

### **Case summary**

Jimmy started school two terms late and needed a great deal of support in school right from the start. His attendance was very erratic and there were periods when the family was travelling away from the area. For example in Year 9 he attended about 10% of the time and less than 20% of the time in Year 10. His family did have early (at least by the time Jimmy was 7 years old) support from the educational welfare officer for travelling families and later a specialist teacher advisor for travellers' education was involved. Jimmy attended a mainstream primary school and part of Year 7 at a mainstream secondary school, from which he was permanently excluded. He was then transferred to an MLD school where he remained on roll until his second permanent exclusion in Year 10. Although Jimmy's behaviour could be aggressive throughout his schooling; one of his earlier fixed period exclusions was for 'punching a teacher in the back', his final exclusion was for more serious behaviour. Jimmy was accused of sexually assaulting a female pupil at his school in the company of another boy. Both boys were permanently excluded. Incidents of vandalism – including damage to the school toilets – as well as disruptive behaviour are recorded. After this permanent exclusion in Year 10 Jimmy was offered a place at an EBD special school, which his parents were unwilling to accept. At this point the family went travelling for a period. On their return further attempts were made to engage Jimmy in education through home tuition, but these were met with resistance. Much of the time it is thought that Jimmy was working with his father. He reached school leaving age in 1999.

<b>RATING 1 (1993/94): 2</b>	<b>RATING 2 (1994/98): 4</b>	<b>RATING 3 (1998/99): 5</b>
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### **Key information**

<b>Gender:</b> Male	<b>Age:</b> born in 1983, left school in 1999	<b>Ethnicity:</b> White/traveller
<b>Number and type of exclusion(s) 1993/94:</b> 1 fixed period		
<b>Number and type of exclusion(s) 1994/98:</b> 2 fixed periods; 1 permanent (Year 7) 1 permanent (Year 10)		
<b>SEN status:</b> Statemented MLD		
<b>Evidence of offending:</b> yes, including vandalism at school and theft		
<b>Evidence ever in public care:</b> none		
<b>Primary education:</b> 1 mainstream		
<b>Secondary education:</b> 1 mainstream; 1 special, home tuition		
<b>Attainment:</b> no evidence		
<b>Attendance:</b> significant problems throughout schooling; eg by Year 9 about 10% and Year 10 about 20% absence		
<b>Agency involvement:</b> education welfare (travellers); educational psychology; teacher advisor for travellers' education; specialist careers advisor		
<b>Domestic circumstances:</b> both parents and siblings, resident on travellers' site		

## **20. Alan – reintegrated to mainstream from a special school**

### **Case summary**

Alan started school with significant problems. However, he was fortunate in that he did not spend a great deal of time out of school following a permanent exclusion. His reintegration to mainstream was planned and although not without its problems, might be considered a relative success given his starting point. In the mainstream reception class when Alan started school he would spit, kick and scream and try to run away. He would bite people and 'draw blood' even through clothing. In addition he would soil himself, both at home and during the school day. He was statemented for EBD at the age of 6 years. He had a series of fixed period exclusions during 1993/94 for 'anti-social and repulsive behaviour'. He was sent home at lunchtimes for a period, during this later year. He was permanently excluded in Year 4, at the age of 9 years, but in a matter of weeks was offered a place at a primary EBD special school. Alan went to this school and was a boarder for a period of time which appears to have helped to settle him. The only available secondary school place at an EBD school was some distance away. When his parents visited this school they were unhappy with what they saw; both in terms of the state of the physical environment and what they referred to as 'the range of problems the children seemed to have' at this school. At this point Alan's parents are reported as saying that they would rather pay for private tuition than send him to this school. The parents decided that they wanted Alan to go to a mainstream school. The school approached was at first reluctant, pointing out Alan's vulnerability. The school believed he was likely to be a target for bullies; they also worried about his safety in practical lessons. The primary school helped in a reintegration programme during the autumn term of Year 7. The school's concerns about Alan's vulnerability were to prove well founded and he was allegedly bullied and beaten up during the early part of Year 8. He also had attendance problems. However, these problems seemed to be contained and his attendance improved later in Year 8. Alan had no further record of exclusion. He was present for his Key Stage 2 and 3 tests and achieved reasonable results, although they were below the expected level for his age. He is viewed as a relative success by the LEA and is expected to complete his education in mainstream school.

<b>RATING 1 (1993/94): 3</b>	<b>RATING 2 (1994/98): 4</b>	<b>RATING 3 (1998/99): 2</b>
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### **Key information**

<b>Gender:</b> Male	<b>Age:</b> born in 1985	<b>Ethnicity:</b> White
<b>Number and type of exclusion(s) 1993/94:</b> 3 fixed period; lunchtimes		
<b>Number and type of exclusion(s) 1994/98:</b> 1 fixed period; 1 permanent		
<b>SEN status:</b> Statemented EBD (age 6)		
<b>Evidence of offending:</b> none		
<b>Evidence ever in public care:</b> none		
<b>Primary education:</b> 1 mainstream; 1 special (EBD), residential for a period		
<b>Secondary education:</b> 1 mainstream		
<b>Attainment:</b> Key Stage 2: E 3, M 3, S 3; Key Stage 3: E 4, M 5, S 5		
<b>Attendance:</b> some problems, improved by 1998/99 to 96.7%		
<b>Agency involvement:</b> education welfare; educational psychology; social services		
<b>Domestic circumstances:</b> both parents and sister. Sister has significant attendance problems. The parents were issued with a final warning from the EWS in relation to this		

## **21. Patrick - Extreme behaviour continuing**

### **Case Summary**

Patrick has proved difficult to control throughout his Primary School years, both at home and at school. A catalogue of extreme behaviours graphically reveals the problems. They include setting fire to his house twice, attempting to hang himself, stealing, taking knives into school and pushing a girl into the canal. Police and Social Services became involved when Patrick told his teacher that his father had hit him. A Police Protection Order was taken out followed by a placement with foster carers for two days. His father was cautioned. Following further distressing incidents at school, becoming a danger to others and increasingly difficult to control, and after two one day exclusions, the school permanently excluded him in March 1994, "with the full agreement and understanding of the parents". In May he was taken into foster care. In January 1996, he was placed on the Child Protection Register. Patrick was accommodated during most of 1996. In May 1997, he was placed in an out of borough Community Home with education provided, and by then had received a statement of SEN.

In 1998, he was at home again because a fostering place had broken down and the Police were pressing for a secure accommodation place following the imposition of an Attendance Centre Order at the end of 1997. In 1998 he received two Supervision Orders and in 1999 a Conditional Discharge. His father was complaining that Patrick had had no real education for three years.

<b>RATING 1 (1993/94): 4</b>	<b>RATING 2 (1994/98): 4</b>	<b>RATING 3 (1998/99): 5</b>
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### **Key information**

<b>Gender:</b> Male	<b>Age:</b> born in 1983	<b>Ethnicity:</b> White
<b>Number and type of exclusion(s) 1993/94:</b> 2 fixed period, 1 permanent		
<b>Number and type of subsequent exclusion(s) 1994/98:</b> none		
<b>SEN status:</b> statemented		
<b>Evidence of offending:</b> Yes, Attendance Centre Order and 2 Supervision Orders		
<b>Evidence ever in public care:</b> Yes		
<b>Primary education:</b> 1 mainstream, In Care		
<b>Secondary education:</b> 1 community home. In Care		
<b>Attainment:</b> no evidence		
<b>Attendance:</b> no evidence		
<b>Agency involvement:</b> Educational psychology, Social Services; Youth Offending Team		
<b>Domestic circumstances:</b> Fostered 3 times. Taken into Care, accommodated, residential community home. Parents seem inadequate		

## **22. Nick– a maintained but troubled school career**

### **Case Summary**

Nick had severe behavioural and learning difficulties. He was an aggressive boy whose learning difficulties warranted a statement of SEN. His Primary School initiated a great deal of support, including part time attendance at the Infant Behaviour Unit, the Junior Reading Centre, the Child Guidance Clinic, the Primary Behaviour Support Team, and 10 hours weekly support in school. By Year 6, he had all these interventions yet had been permanently excluded and attended a second Primary School. He remained in this school and was maintained in his Secondary School for three years with the help of classroom support of two hours weekly, in spite of further fixed period exclusions.

Nick was then transferred to a Special School and was maintained there for two years until he became a school leaver. He was known to the YOT and to the Social Services.

<b>RATING 1 (1993/94): 3</b>	<b>RATING 2 (1994/98): 4</b>	<b>RATING 3 (1998/99): 3</b>
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### **Key information**

**Gender:** Male    **Age:** born in 1984    **Ethnicity:** White  
**Number and type of exclusion(s) 1993/94:** 1 fixed period, 1 indefinite  
**Number and type of subsequent exclusion(s) 1994/98:** 3 fixed period  
**SEN status:** statemented  
**Evidence of offending:** Yes  
**Evidence ever in public care:** none  
**Primary education:** 2 mainstream  
**Secondary education:** 1 mainstream; 1 special  
**Attainment:** no evidence  
**Attendance:** 60% at special school  
**Agency involvement:** Educational psychology; Social Services; Welfare Officer, Youth Offending Team, Police, Child Guidance Clinic  
**Domestic circumstances:** no information

### **23. Addy – low level problems catered for by religious order specialist school**

#### **Case Summary**

Addy was excluded temporarily for five days from his Junior School, in Year 3. He had some learning difficulties and was placed at level 3 on the SEN code of practice scale. At the point of transition to Secondary School, his parents elected to place him in a religious (Muslim) residential school, where he coped and was maintained by the school. His teachers reported that “he was doing his best but he was struggling”. The EWO was aware that his attendance level was 78%, and Addy was also known to the Social Services Department. Nevertheless, he remained on roll at the school and his teachers predicted grades of 3 for English and 2 for Maths and Science at Key Stage 3. Although he may be struggling he is trying very hard to maintain his progress at school.

There are indications from the school that he and his family would not have sustained this level of continuity in other mainstream school circumstances.

<b>RATING 1 (1993/94): 1</b>	<b>RATING 2 (1994/98): 1</b>	<b>RATING 3 (1998/99): 1</b>
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#### **Key information**

**Gender:** Male      **Age:** born in 1986      **Ethnicity:** Pakistani  
**Number and type of exclusion(s) 1993/94:** 1 fixed period  
**Number and type of subsequent exclusion(s) 1994/98:** none  
**SEN status:** 3  
**Evidence of offending:** none  
**Evidence ever in public care:** none  
**Primary education:** 1 mainstream  
**Secondary education:** 1 religious boarding school  
**Attainment:** Key Stage 3: teacher predictions E3 M2 Sc2  
**Attendance:** 78%  
**Agency involvement:** Social Services  
**Domestic circumstances:** no information

## **24. Len – PRU support enabled reintegration and maintenance at secondary school**

### **Case Summary**

Len typifies those pupils who initially find school a very different and difficult environment in which to co-exist with others in an acceptable manner, yet gradually manage to cope. Consequently Lee was temporarily excluded on four occasions from his infant school, for short periods, and once from his junior school for five days. During this time at the Junior School he was receiving additional provision for his behaviour by attending the Primary PRU during the mornings, whilst continuing to attend his mainstream school in the afternoons.

Clearly, however, patience ran out and Len was permanently excluded in Year 5.

Although out of school for almost a year, Len was placed in another Primary School and transferred to Secondary School without further exclusions. In his Primary School he achieved Level 2 in English, Maths and Science at Key Stage 2. He received 10 hours support each week which encouraged him to maintain his progress in his Secondary School.

Len was known to Social Services, and although his attendance was only 75% he was maintaining good progress in a mainstream school.

<b>RATING 1 (1993/94): 1</b>	<b>RATING 2 (1994/98): 5</b>	<b>RATING 3 (1998/99): 2</b>
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### **Key information**

<b>Gender:</b> Male	<b>Age:</b> born in 1986	<b>Ethnicity:</b> White
<b>Number and type of exclusion(s) 1993/94:</b> 4 fixed period		
<b>Number and type of subsequent exclusion(s) 1994/98:</b> 1 fixed period; 1 permanent		
<b>SEN status:</b> none		
<b>Evidence of offending:</b> none		
<b>Evidence ever in public care:</b> none		
<b>Primary education:</b> 3 mainstream schools, 1 PRU		
<b>Secondary education:</b> 1 mainstream;		
<b>Attainment:</b> Key Stage 2: E2 M2 Sc2		
<b>Attendance:</b> 75%		
<b>Agency involvement:</b> Behaviour Support, Social Services		
<b>Domestic circumstances:</b> no information		



## **25. Andrew - Interventions have been inadequate**

### **Case Summary**

Andrew was permanently excluded in Year 3 as a consequence of his extreme poor behaviour. By this time he had been assessed at SEN Stage 4. Six months later he was placed in another Primary School and permanently excluded after 24 days on roll. Following a period of home tuition and a short time at a PRU he was placed in a third primary school. Fixed period exclusions were followed by permanent exclusion after three months on roll. This was followed by 16 months out of school. He then attended a Secondary School but was permanently excluded after only three months. Home tuition for six months was followed by a place at a PRU. Andrew has been involved with Social Services since 1992, and has been the subject of a Full Care Order since 1993. Throughout 1998 and 1999, Andrew has also been involved with the YOT. During this time he has a list of 18 offences including burglary, arson, criminal damage and handling stolen goods, resulting in several Supervision Orders. A Supervision Order is currently in place.

This is a disturbing case with no evidence of effective interventions or improving behaviour.

<b>RATING 1 (1993/94): 4</b>	<b>RATING 2 (1994/98): 5</b>	<b>RATING 3 (1998/99): 5</b>
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### **Key information**

**Gender:** Male      **Age:** born in 1986      **Ethnicity:** White

**Number and type of exclusion(s) 1993/94:** 1 permanent

**Number and type of subsequent exclusion(s) 1994/98:** 4 fixed, 2 permanent (Primary), 3 fixed, 1 permanent (Secondary);

**SEN status:** 4

**Evidence of offending:** Yes

**Evidence ever in public care:** Yes

**Primary education:** 3 schools, 1 PRU, home tuition

**Secondary education:** 1 school, home tuition, 1 PRU

**Attainment:** no evidence

**Attendance:** no evidence of problems

**Agency involvement:** SSD, Police, educational psychology

**Domestic circumstances:** no information

## **26. Norman - Organised transition worked**

### **Case Summary**

Norman had learning difficulties when he first attended his Primary School and he found it difficult to cope. He received some support in the classroom from the class teacher, assisted by the SENCO, and he managed to cope reasonably well until Year 4. His behaviour deteriorated to the extent that he was excluded for a fixed period of three days. It says much for the assistance and support provided for him by the school that he was able to maintain his place on the roll of the school and to make good progress. By the time of his only exclusion in the Primary stage, in Year 4, he was assessed at Stage 3 on the SEN code of practice, reflecting his learning difficulties. He was also entitled to free school meals. At the time of Secondary transition Norman was placed in a special school for pupils with moderate learning difficulties, where he remained for two years. He was then reintegrated to a mainstream Secondary School where he suffered only a brief lapse in behaviour, punished by a fixed period exclusion of three days. With appropriate support and sympathetic teachers, Norman has a good record of attendance and has made good progress in his studies which was reflected in his Key Stage 3 results.

<b>RATING 1 (1993/94): 1</b>	<b>RATING 2 (1994/98): 1</b>	<b>RATING 3 (1998/99): 0</b>
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### **Key information**

**Gender:** Male      **Age:** born in 1985      **Ethnicity:** White  
**Number and type of exclusion(s) 1993/94:** 1 fixed period  
**Number and type of subsequent exclusion(s) 1994/98:** 1 fixed period  
**SEN status:** 3  
**Evidence of offending:** none  
**Evidence ever in public care:** none  
**Primary education:** 1 mainstream  
**Secondary education:** 1 special (MLD), 1 mainstream  
**Attainment:** Key Stage 3: E2 M2 Sc2  
**Attendance:** 89%  
**Agency involvement:** Education Welfare  
**Domestic circumstances:** Lives at home with his parents and two sisters

## **27. Ivan - Exceptional problems not successfully managed**

### **Case summary**

The story of Ivan is a disturbing one of a problem family background requiring support from Social Services and deteriorating behaviour leading to imprisonment. In 1993/94 Ivan received three fixed period exclusions followed by an indefinite exclusion, which subsequently became permanent. The worst aspect of his behaviour involved physical attacks on other pupils. The draft statement of SEN was circulated for comments nine days prior to the indefinite exclusion. Almost six months later he was placed in a PRU with the intention of reintegration into a mainstream Secondary school. By this time Ivan had already been in care and when the induction into the PRU began to falter the possibility of public care arose again.

No further exclusions are reported but this is likely to be because of attendance and family difficulties and the intervention of Social Services. Ivan's disrupted life is the likely reason for no attendance issues as such arising. Social Services were involved in supporting the whole family. Ivan had three siblings and his mother found it difficult to cope. She was receiving counselling from the Community Psychiatric Nurse and a respite care weekend was being considered. Ivan was being referred to the Children and Families Consultation Service for psychiatric assessment. He was in public care in 1996 by Social Services and deteriorated to the point of being in prison by May 1999.

<b>RATING 1 (1993/94): 5</b>	<b>RATING 2 (1994/98): 5</b>	<b>RATING 3 (1998/99): 6</b>
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### **Key information**

**Gender:** Male      **Age:** born in 1982, left school      **Ethnicity:** White  
**Number and type of exclusion(s) 1993/94:** 3 fixed period, one indefinite  
**Number and type of subsequent exclusion(s) 1994/98:** none  
**SEN status:** statemented  
**Evidence of offending:** Yes  
**Evidence ever in public care:** Yes, on two occasions  
**Primary education:** 1 mainstream  
**Secondary education:** 1 PRU  
**Attainment:** none  
**Attendance:** no evidence  
**Agency involvement:** Educational psychology, Social Services, Child and Family Psychiatry, YOT  
**Domestic circumstances:** lives with parents and three siblings

## **28. Martin – problems continue but are addressed**

### **Case summary**

Regrettably Martin lost his father in a road accident when he was barely 8 years old, following which his behaviour deteriorated badly. His behaviour was described as chronic attention seeking and manipulative and he was seen as an aggressive boy who refused to work. He was permanently excluded as a consequence, and was placed in another school to make a fresh start. Unfortunately this opportunity did not work for Martin and problems over his behaviour and progress at school continued. He was referred to the Educational Psychologist and to the Children and Families Consultation Service, but with no sustained involvement. Attendance at school was by now extremely poor and he was rapidly falling behind his peers. Attendance problems are shared by his three brothers, to the extent that his mother was fined £40 for non-attendance of two brothers. The Educational Welfare Officer is involved with all four boys. Although he is not considered to have SEN, his teacher's assessment for Key Stage 3 tests was Level 3 in the core subjects. Martin is known to Social Services and has been cautioned on one occasion by the Police, but he continues to survive in a mainstream school, with support from the Behaviour Support Team.

**RATING 1 (1993/94): 3**

**RATING 2 (1994/98): 3**

**RATING 3 (1998/99): 3**

### **Key information**

**Gender:** Male      **Age:** born in 1984      **Ethnicity:** African Caribbean

**Number and type of exclusion(s) 1993/94:** 4 fixed period

**Number and type of subsequent exclusion(s) 1994/98:** 3 fixed period

**SEN status:** none

**Evidence of offending:** Yes

**Evidence ever in public care:** none

**Primary education:** 3 Primary schools, mainstream

**Secondary education:** 1 Secondary mainstream

**Attainment:** Key Stage 3: absent; teacher assessment E3 M3 Sc3

**Attendance:** variable

**Agency involvement:** Educational Psychology; Children & Families Consultation Service, Behaviour Support Team, Social Services, Police

**Domestic circumstances:** lives with mother (widow) and three brothers

## **29. Rob – poor learning leading to poor behaviour is ‘coped with’**

### **Case summary**

Rob is a troubled boy with a difficult family background who clearly finds moderating his aggressive behaviour problematic. By Year 3 he was enrolled at a Special school, having already attended two mainstream Primary schools,. By this time he needed constant close adult supervision to contain his aggressiveness. Violence at home amongst his parents and brother was common, and Rob carried it into the school. The catalogue of misdemeanours continued until he was permanently excluded in 1993. Rob’s behaviour continued to remain problematic, in spite of a great many interventions and placements. Interventions included the Speech and Language Therapist, Children and Families Consultation Service, IEPs were drawn up, Behaviour Support Team and close attention of the SENCO following a statement of his SEN. His mainstream Secondary school could not cope with his learning needs, however, and another school placement was sought. Not surprisingly, this proved difficult, but eventually he attended a mainstream school for 3 days a week, and for 2 days at the PRU to work on his behaviour difficulties. There were promising signs but they did not last long. Interest flagged and attendance became poor. He remains unable to read homework sheets and will not make the effort required to improve and make progress.

<b>RATING 1 (1993/94): 4</b>	<b>RATING 2 (1994/98): 5</b>	<b>RATING 3 (1998/99): 4</b>
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### **Key information**

**Gender:** Male      **Age:** born in 1984      **Ethnicity:** Mixed race  
**Number and type of exclusion(s) 1993/94:** one fixed period, one permanent  
**Number and type of subsequent exclusion(s) 1994/98:** three fixed period  
**SEN status:** got as far as formal assessment for EBD, not statemented  
**Evidence of offending:** Yes  
**Evidence ever in public care:** none  
**Primary education:** 2 mainstream, 1 special  
**Secondary education:** 1 mainstream, 1 mainstream/part-time PRU attendance;  
**Attainment:** no evidence  
**Attendance:** Poor  
**Agency involvement:** EPS, Behaviour Support, Speech & Language Therapy, YOT  
**Domestic circumstances:** lives at home with parents and brother

### **30. Jordan – Problems recede with parental support for a ‘fresh start’**

#### **Case summary**

Jordan is an example of a boy who finds life difficult at the Primary stage, yet manages to cope perfectly well, often with some form of support, during the Secondary stage. Jordan did not find the initial experience of the Infant school to his liking, and his behaviour reflected his emotional state. He was quite difficult to manage, particularly in the classroom, but with appropriate help he was maintained in school and his learning progressed to the satisfaction of his teachers and parents. Eventually, however, patience ran out following a series of mishaps and he was excluded for an indefinite period in Year 4. His parents concluded that a fresh start was needed, and Jordan was reintegrated into another Primary school, where he settled in well. It should be pointed out that at no time did Jordan have any learning difficulties, nor was he ever considered to have SEN. Following this severe shock of exclusion and transfer, Jordan continued to make good progress throughout the remainder of his school career and, at Secondary level, produced good examination results, following a high level of attendance.

<b>RATING 1 (1993/94): 4</b>	<b>RATING 2 (1994/98): 1</b>	<b>RATING 3 (1998/99): 0</b>
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#### **Key information**

**Gender:** Male      **Age:** born in 1982, left school      **Ethnicity:** Black Caribbean  
**Number and type of exclusion(s) 1993/94:** indefinite  
**Number and type of subsequent exclusion(s) 1994/98:** none  
**SEN status:** none  
**Evidence of offending:** none  
**Evidence ever in public care:** none  
**Primary education:** 2 schools (mainstream)  
**Secondary education:** 1 mainstream  
**Attainment:** Key Stage 3: E4 M5 Sc5 - GCSE 1 a-c grade, 8 a-g grades 31 points  
**Attendance:** 89%  
**Agency involvement:** none  
**Domestic circumstances:** lives with parents and two siblings

## APPENDIX 6: ASSOCIATIONS BETWEEN VARIABLES

Statistical analysis of the data collected in this study presents a number of considerations. Some of these relate to interpretation. There is no way of telling how much that has happened to the children has either gone unrecorded or lies in records which did not become available to the investigation. Associations found therefore exist in many cases between records rather than between aspects of the children's real lives.

Problems also arise from the large number of variables studied. Traditional significance tests using a 5% significance level will in about one case in twenty lend authority to a result which is purely a matter of sampling variation rather than a reflection of something really happening in the population at large. All the results reported below are nominally significant at the 5% level; but some of the individual results will be spurious. More important is the fact that if a set of connected associations contains a large number of such significant results, the whole set is much less likely to be misleading than one result alone. For this reason variables were put into nine groups and the associations between variables in each group were considered as a whole.

In the relationships between these groups of variables direction of causality will always be open to dispute. However, it is likely that it will be possible to interpret the final data set in terms of a causal flow roughly from left to right through the following diagram. In the case of agencies involved in intervention there is little point in even trying to disentangle the web of cause and effect. These are therefore placed along the whole length of the diagram in Figure 1. Figure 2 shows for each pair of groups of variables how many of the possible links were significant at the 5% level. The more this exceeds one in twenty the more significant the whole group of links can be taken to be.

The nine groups of variables were:

### Initial characteristics

- A. Characteristics of the pupils: sex, age at the time of first exclusion, NC Year at time of first exclusion and ethnicity;
- B. Background information at the time of first exclusion: recorded as eligible for Free School Meals, known to have been in public care, known to have had a statement of special educational needs, and attending special school;
- C. Primary exclusion data: the nature and length of the first exclusion and summary data for all primary exclusions;

### Intermediate experiences

- D. KS2 attainment in English, Mathematics and Science;
- E. Summary background information covering the period from the first exclusion to date;
- F. Summary information on exclusions during secondary education;

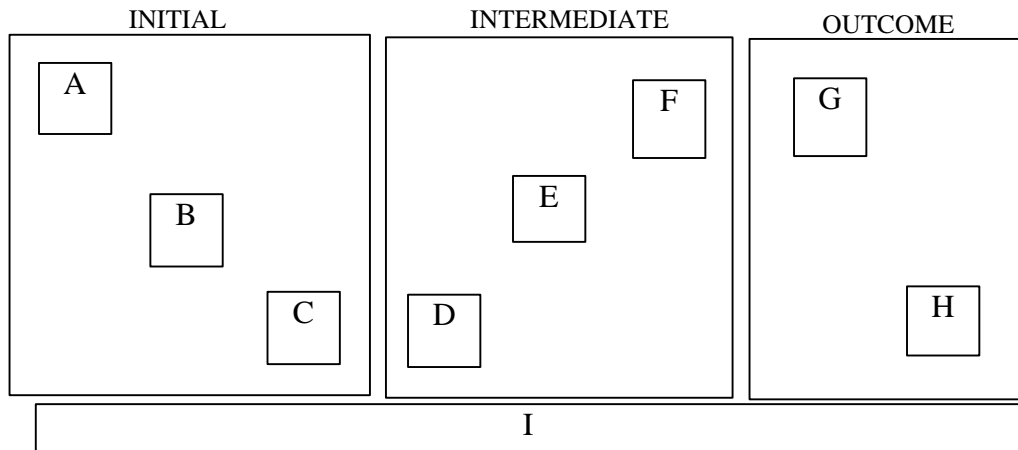
### Outcome factors

- G. Secondary achievement data: English, Mathematics and Science results at KS3, KS4 achievement;
- H. Other outcome data: recorded attendance/truancy problems, evidence of offending;

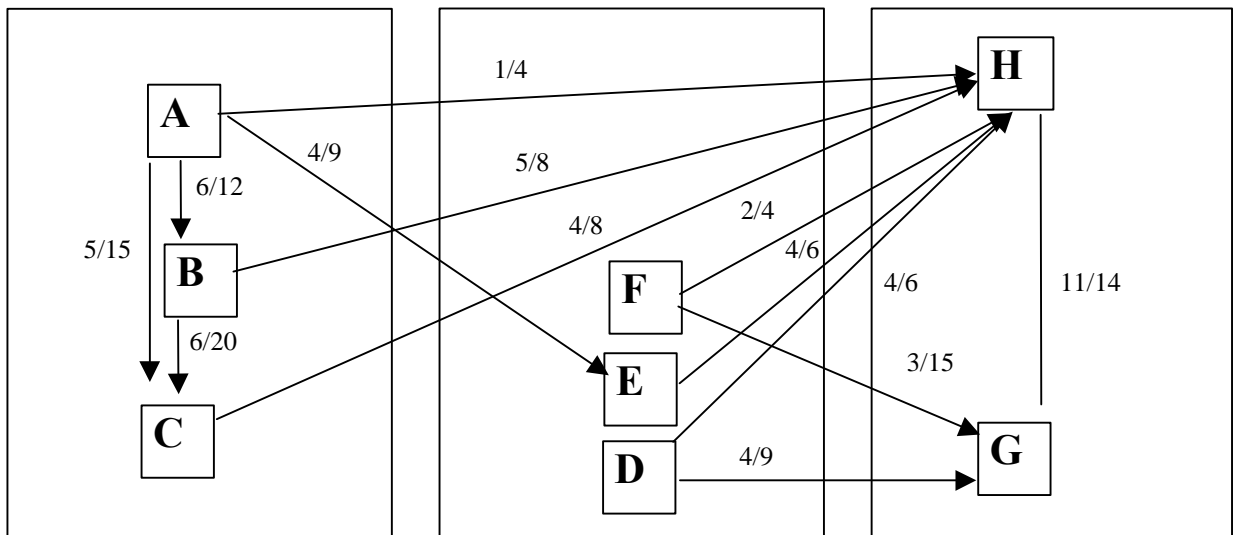
### Agency involvement

- I. Agencies involved in intervention.

**Figure 1: Diagrammatic Representation of Relationships Between Variable Group**



**Figure 2. Important associations between variables in each group**



**Note:** The fractions indicate how many of the possible associations between two groups of variables are significant at the 5% level.

### A Pupil Characteristics

There were no particularly strong links between gender and either age of first exclusion or ethnicity. However age was related to ethnicity. Although numbers of known white children were roughly double those of others between Years 2 and 5, numbers were roughly similar in Years R, 6 and 7.

### B Background Information

There is clearly a relationship between attending a special school at the time of the first exclusion and being known to have a statement of special educational needs. Children excluded from special schools were nearly twice as likely to be known to have been eligible for free school meals and more than two and a half times as likely to be known to be in public care at that time. Children with statements of special educational needs were one and a half times as likely to be in public care.

Six out of twelve possible associations between pupil characteristics and background information were significant. Older children were more likely to be excluded from special schools but less likely to have SEN statements. Girls were more than three times as likely to be excluded from special



schools. Children recorded as white were more than three and a half times as likely to be eligible for free school meals and nearly one and a half times as likely to have a statement of special educational needs and nearly one and three quarters times as likely to be in public care.

### **C Primary Exclusion Data**

Between variables representing details of primary school exclusions, there were no significant associations other than such trivial links as that between the length of the first exclusion and the total length of all exclusions.

Five of fifteen associations between pupil characteristics and primary exclusion variables were significant. Older children were less likely to be excluded permanently on the initial occasion. Girls had less recorded days of schooling lost through fixed period exclusions. Children recorded as white had longer initial fixed period exclusions, more days lost through all fixed period exclusions and more numerous fixed period exclusions. These associations remained significant after making allowance for the effect of age.

Details of primary exclusions are associated with background information in six of twenty possible cases. In public care children in this sample were nearly two and a half times as likely to have an initial indefinite exclusion and one and two thirds times as likely to have a permanent exclusion. They also had more fixed period and indefinite exclusions overall. Children with SEN statements were nearly twice as likely to have permanent exclusions initially, had more fixed period and more permanent exclusions and lost more days through fixed period exclusions.

### **D Key Stage 2 Attainments**

At this late date data on Key Stage 2 national assessment levels was not easy to obtain and this part of the analysis was based on just under 11% of the overall sample. Clearly levels in each of the three core subjects are all closely related.

No clear associations were found between attainment at Key Stage 2 and either pupil characteristics or background information (with the natural exception of SEN status) or details of primary exclusion. It could be, however, that one of the reasons why data is unavailable on most of the sample is that there was no success to record or they were not in situations where participation in SATs was expected.

### **E Later Background Information**

There were two close associations between being at some stage in public care, eligible for free school meals or in receipt of a statement of special educational needs. Both in public care children and those eligible for free school meals were about 1.4 times as likely to have SEN statements.

Four of nine associations between pupil characteristics and overall background information were significant. Of those first excluded in Year R, 71% had SEN statements at some stage. The rate declines steadily to reach 47% in Year 6, although the Year 7 sample was the highest at 81%. Children recorded as white were four times as often eligible for free school meals at some stage, one and a half times more frequently in public care and one and a third times more likely to have statements of SEN. One interpretation of this is that for non-white children it was easier to be excluded even without having other background problems.

Associations between primary exclusion variables and overall background information reflected those between primary exclusion variables and initial background information. There were no associations between Key Stage 2 attainment and later background information, except for the obvious link with later SEN status.

### **F. Secondary Exclusion Information**

Variables relating to secondary fixed period and permanent exclusions were not significantly correlated. Clearly pupils who were older at the time of their first exclusion have had more time to

accumulate secondary school exclusions. After allowing for age, no associations between pupil characteristics and secondary school exclusion data were significant. Key Stage 2 attainment was unrelated to details of secondary exclusions.

There were very strong associations between all measures of Key Stage 3 attainment and between all measures of Key Stage 4 attainment. However there were very few pupils for whom both sets of data were available and it was not possible to establish any links between the two key stages.

The only association found between on the one hand pupil characteristics, initial or subsequent background information (other than SEN status) or primary exclusion details and on the other hand secondary academic achievement was that between being eligible for free school meals at the time of the first exclusion and low total GCSE points.

Key Stage 2 attainment could only be compared only with Key Stage 3 and not Key Stage 4 attainment. Four of nine possible associations were significant. Key Stage 2 English levels were linked with levels in all three core subjects at Key Stage 3. Key Stage 2 Mathematics was also linked to Key Stage 3 Mathematics.

Less than a tenth of the sample provided data on secondary exclusion details and on Key Stage 3 attainment and there were very few data on Key Stage 4 attainment and secondary exclusions. These data showed three of twenty one possible associations as significant. High numbers of fixed-period exclusions from secondary schools was strongly associated with lower Key Stage 3 attainment in English, Mathematics and Science. Pupils explicitly recorded as having no grade for English at Key Stage 3 had an average of 3.0 fixed period or indefinite exclusions from secondary schools. Those at level two had an average of 2.5, those at level three and four had 1.4. Mathematics and Science showed similar patterns. What is perhaps most remarkable is that even with this small sample other associations were not also significant. The small size of the sample for which all necessary data were available was partly responsible for the lack of significance, but even before taking this into account, most of the associations were very slight indeed.

## **H Offending and Poor Attendance**

There was a significant association between these two variables, though this could reflect the quality of records in different areas or the association of each of the two separately with age. Children with a record of poor attendance were twice as likely to have a record of offending and *vice versa*.

Children who were older at the time of their first exclusion are now older and older children have developed worse records of attendance and offending. This is hardly surprising. Allowing for this effect of age, the association between ethnicity and offending becomes non-significant but the link between ethnicity and attendance remains. Pupils known to be white were one and a third times as likely to have a recorded attendance problem and to have a record of offending.

Background information at the time of the first exclusion and records of offending or attendance problems were significantly related in five of eight possible cases. Pupils who were excluded initially from special schools and those with SEN statements were twice as likely to have records of offending and one and two thirds times as likely to have attendance problems. Pupils initially eligible for free school meals were twice as likely to have attendance problems. A very similar pattern emerges from looking at background information on time since the first exclusion.

Offending was not generally associated with variables indicating the severity of primary school exclusion experience, although those whose initial exclusion was permanent were nearly twice as likely to end with records of offending. Attendance problems were, however, closely linked with primary exclusion details. Pupils who were initially excluded permanently were one and a half times as likely to be known to have later attendance problems. Children who eventually had records of attendance problems had one and a quarter times the number of exclusions of all types. Attendance problems were associated with the number of fixed period secondary exclusions and records of

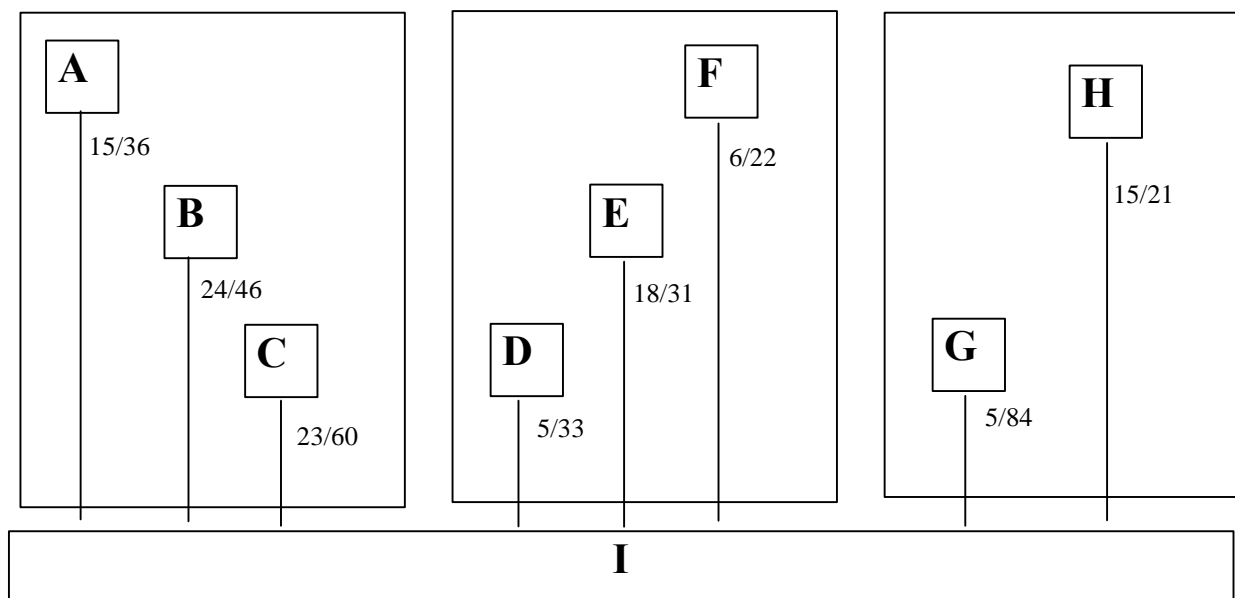
offending were associated with the number of permanent secondary exclusions.

Not surprisingly there are strong links between attendance and all secondary attainment variables. Offending was negatively associated with all such variables, but only in the case of Key Stage 4 data were the associations significant. However the small number of pupils in the sample for whom attainment data became available makes it unhelpful to look closely at the precise differences between these pupils and others.

## I Interventions

The links between intervening agencies and other variables are complex and require a fresh diagram. Figure 3 shows the proportion of possible links between intervening agencies and other groups of variables are significant at the 5% level. When listing significant results it needs to be borne in mind that where no real link exists there is still a 5% chance of finding a significant statistical link in the data from a particular sample. Some of the significant associations reported below will be spurious. Many others represent links which are obvious, such as that between permanent exclusion and home tuition.

**Figure 3: Important Associations between Variables in Each Group and Agencies Intervening**



Contacts with educational welfare, educational psychology, educational support, special schools, social services, the police, children and family therapy and health services are all significantly associated with each other. PRUs almost form part of this group, but the associations with educational psychology, educational support and special schools were not significant. Home tuition, voluntary agencies and other school related projects are not significantly associated amongst themselves. Home tuition is associated with police involvement and attendance at PRUs or special schools. Voluntary agencies were more likely to be involved if there was contact with educational welfare, educational psychology, social services or educational support. Involvement with other projects was associated with contact with the police and with special schools.

Children who were older at the time of their initial exclusion were more likely to have contact with educational welfare, educational psychology, the police, children and family therapy, educational support and PRUs, but less likely to have contact with health services.

Girls were more likely to have contact with educational welfare and social services. Black children

were more likely to have contact with educational welfare and with other projects. White children were more likely to have contact with the police, special schools and educational support, but less likely to have contact with educational psychology. In each the higher probability was about one and a half times the lower.

Twenty four of forty six possible associations between background information at the time of the first exclusion and intervening agencies were significant. An initial statement of special educational needs made the intervention of all types of agencies more likely. Being initially excluded from a special school made contact with all the main group of agencies more likely. Children who were in public care were more likely to have contact with educational psychology, children and family therapy, special schools, educational support and voluntary agencies. A very similar pattern emerges if initial background information is replaced by subsequent background information.

Twenty three of sixty possible associations between primary school exclusion details and intervening agencies were significant. The length of an initial fixed period exclusion was linked only with attendance at PRUs. The total length of fixed period exclusions was linked only with attendance at special schools. Children who at some time had contact with educational welfare, social services, children and family therapy, health services, special schools educational support or PRUs had more primary fixed period and indefinite exclusions. Children who at some time had contact with educational psychology, social services, the police, health services, special schools educational support and home tuition had more primary permanent exclusions. Children whose initial exclusion was permanent were one and a half times as likely to have contact with social services or educational support, nearly twice as likely to have contact with educational psychology, the police, health services or special schools four and a half times as likely to have home tuition.

Apart from obvious links with attending special schools, five of thirty three associations between Key Stage 2 attainment and agency involvement were significant. Low English levels were linked with social services. Low Mathematics levels and low Science levels were each linked both with police involvement and contact with the health services.

Six of twenty two possible associations between secondary exclusion details and interventions were significant. A greater number of fixed period exclusions was associated with more chance of contact with the educational welfare service and PRUs. A greater number of permanent exclusions was associated with more chance of contact with educational psychology, social services, the police and special schools. There were of course also links between permanent exclusions and contact with PRUs and home tuition.

Only five of the eighty four associations between secondary attainment and interventions were significant. Police involvement was associated with lower scores in all core subjects at Key Stage 3 and at Key Stage 4 as well as with lower total GCSE points. For Key Stage 3 English and Mathematics the associations were not significant.

Omitting trivial links such as those between attendance and the educational welfare service or between the police and offending, there were twenty one possible associations. Fifteen of these were significant. Attendance problems were associated with contact with educational psychology, social services, the police, child and family therapy, special schools, PRUs and educational support. Offending was associated with contact with educational welfare, educational psychology, children and family therapy, health services special schools, PRUs, home tuition and other projects.

None of the associations described here should be interpreted too freely. Many of the apparent effects are probably due rather to links in the availability of records than to links in the real lives of the children concerned.