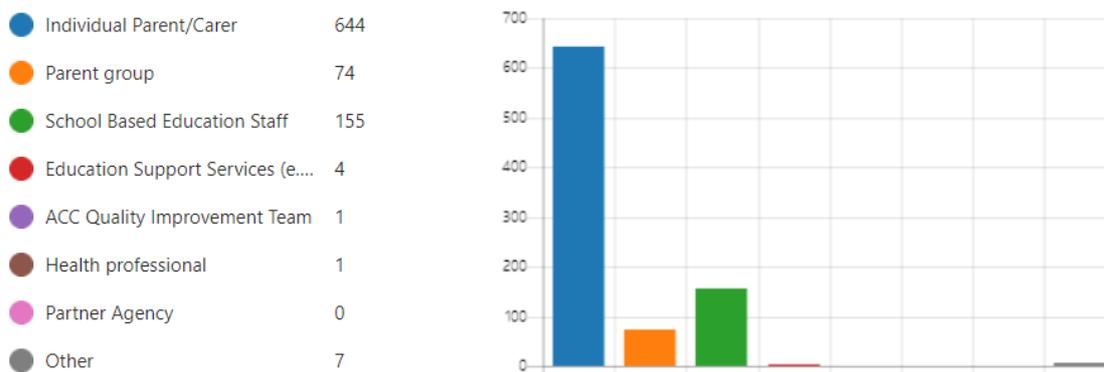


Appendix A - Early engagement - Review of Minimising Exclusion Policy 2017

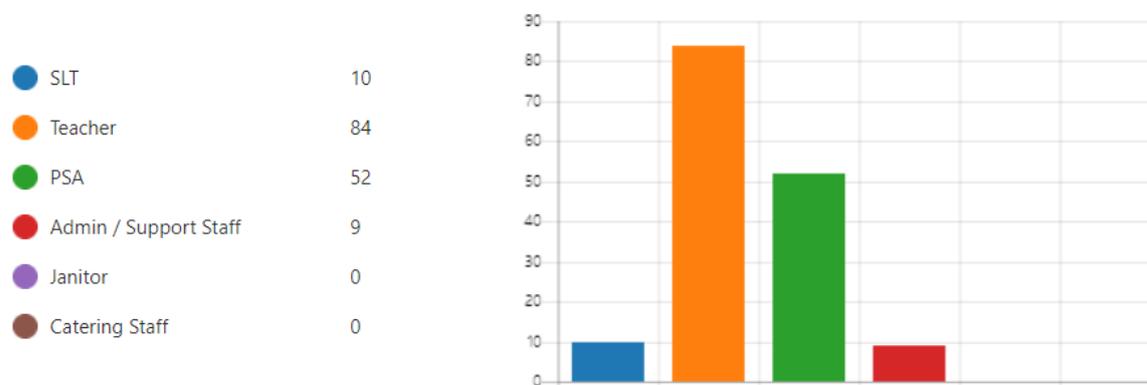
The respondents

An electronic survey was issued in late September to gather initial feedback on the current Minimising Exclusion Policy. This early engagement was used to help shape the refresh of the policy prior to formal consultation.

The initial engagement gathered a variety of responses from key stakeholders with parents and carers being particularly well represented with 644 individual returns made. 155 school-based staff also took the opportunity to inform the refresh of the policy.



Classroom teachers were the largest group of school based staff to respond with 84 responses, 52 Pupil Support Assistants also made returns. This mix of staff respondents is welcomed.



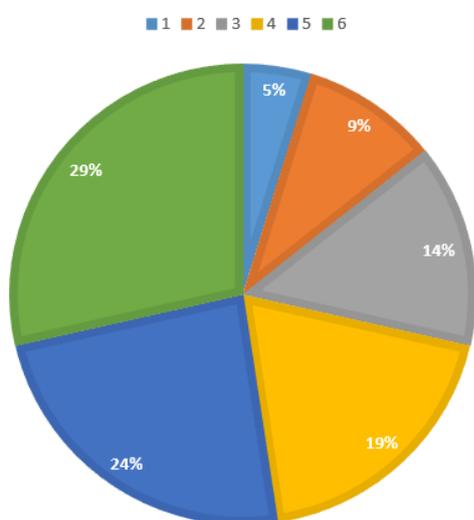
The key questions

The survey asked a number of key questions and also provided an opportunity for respondents to enter free text to ensure that everyone could have their say. A six point scale was used to elicit feedback.

1 – not at all successful, 2 - partially successful, 3 - shows some success, 4 - mostly successful, 5 - successful, and 6 - extremely successful.

There are some clear messages from the key questions asked.

How effective do you feel this policy is in supporting our learners?

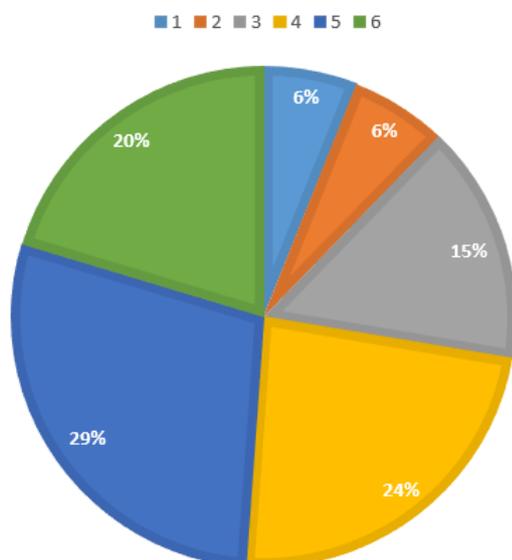


Over 29% of respondents felt the policy was extremely successful in supporting our learners. When looking at all positive responses (those who scaled a 4 and above) 72% felt it was successful.

Of the 5% of respondents reported that it wasn't helpful at all. 80% of those who responded that they didn't feel it was helpful at all were parents/carers, 14.2% education staff. The remaining respondents who found the policy unsuccessful identified as a health professional and a pupil.

This suggests that the majority of respondents are positive about the current policy but there are clearly some areas for improvement.

How effective do you feel this policy is in supporting our staff?



The average scaling was 4.23, this is taken as a positive response.

20% of respondents felt that it was extremely successful in supporting staff. When looking at all positive responses (those who scaled a 4 and above) 73% felt it was successful.

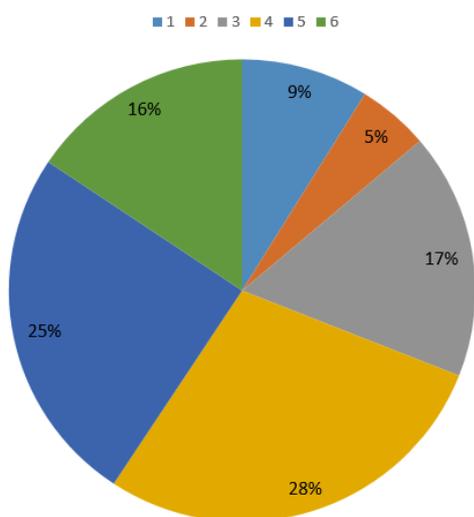
6% of respondents didn't feel that the current policy supported staff. The majority who didn't feel the policy supported staff were parents/ carers and 26.4% education staff.

Exclusion tends to divide opinion, the scaling of 4.32 is overall a positive response and suggests that the support is about right but that there are aspects for improvement.

Over 50% of respondents noted strengths of the current policy including: clarity of professional and school responsibilities, ease of use and proactive toolkit and strategies.

Similarly, 67.8% of responses requested steps to support schools before exclusion. 43% requested clarity of legal responsibilities. Staff also highlighted the need to ensure we are meeting our duties under the Equality Act 2010 with particular regard to disability and rights including having an accessible version of the policy available.

If you are a member of staff, how easy is this policy to follow and implement?

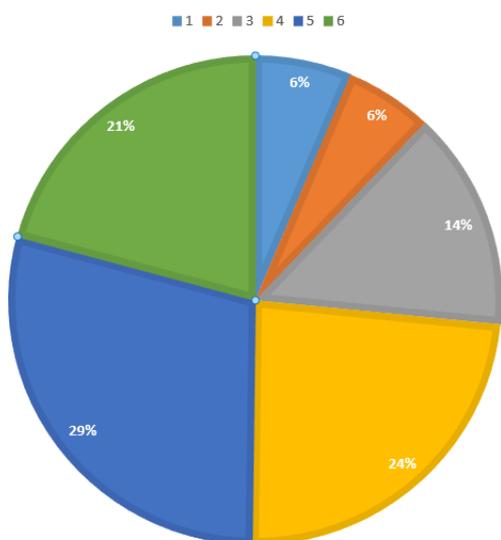


Staff respondents scored the ease of use of the policy at an average of 4.03 on the 1 – 6 scale, with 44% seeing this as a strength.

9% felt the guidance wasn't easy to follow or implement suggesting the review is timed appropriately. When looking at all positive responses (those who scaled a 4 and above) 69% felt it was successful.

The review of the policy should simplify the process where possible.

If you are a parent/ carer, how easy is this policy to understand?



Parent respondents scored the policy an average 4.25 for ease of understanding on the sliding scale of 1 – 6.

6% of parent/carers felt it wasn't easy to understand, highlighting length of the document and request for a clear, simplified version. When looking at all positive responses (those who scaled a 4 and above) 74% felt it was successful.

A more accessible version will be produced when an updated policy is endorsed by Committee.

What is working well within this policy?

The policy has many elements that are working well with 37% noting ease of use, 36% clear guidance on school responsibilities, 33% clear guidance for parents and carers. Positives also included clear information on the right to appeal and the record keeping process.

38% found the toolkit and support suggestions helpful, this is mirrored in suggestions for improvement, where 30.6% requested further suggested steps to support schools prior to exclusion.

The majority of comments under the other option relate to how the policy is implemented consistently within and across schools and in relation to children with a disability, specifically those with autism.

What would you like to see improved / added to this policy?

117 respondents (13%) request a better and simplified layout.

272 respondents (31%) request that further preventative steps are detailed to prevent exclusion

149 respondents (17%) request that the steps for schools to take are clearer with 230 parents requesting clearer guidance for parents and carers on the policy and how they can support their child/ young person.

156 responses (18%) requested that the legal responsibilities of school staff are clarified with 171 (17%) requesting clearer guidance on legal responsibilities for parents and carers.

Information on the right to appeal an exclusion was requested by 122 respondents, 14%.

What did we learn from parents and carers?

8% of parents/carers who responded had experience of having a child excluded from school. This high return rate from those who have experienced exclusion is helpful to ensure that the views of parents and carers with direct experience of exclusion are taken into account.

Around half of parents (48%) who had experienced the exclusion of a child felt that exclusion was a suitable measure/action to be taken. When asked what could have been done differently in the cases of exclusion respondents highlighted the need for consistency of implementation of the policy. This potentially has implications for how the implementation of the policy is monitored.

Respondents identified the need for a greater understanding of the needs of all children, particularly those with Autism as well as implementing appropriate support planning to prevent exclusion.

This need for more detailed guidance around supporting those with Autism will be taken forward with colleagues in Autism Outreach.

Other key learning points from parents include:

- A need for clear information about the right of appeal and advocacy for parents, cares and young people
- A need for consistency of application

What did we learn from Senior Leaders?

Of the 10 staff in Senior Leadership positions, 70% had implemented the current policy and felt that exclusion was a suitable action to be taken.

The three who had not excluded requested further information on positive steps schools can take to prevent exclusion.

Key learning points from school leaders include:

- All senior leader respondents requested further suggested steps to support schools before exclusion.
- 30% requested links to training, and our supporting learners work.
- 71% found the policy easy to implement

What did we learn from teaching and support staff?

Teaching and support staff requested that the policy include links to training for staff and summarised version of the procedure.

Staff also sought clearer guidance around the legislation regarding exclusion, additional support needs and disabilities.

Staff sought a learner version of the policy

A need to share best preventative practice