School Exclusion Risks and Qua
SCHOOL EXCLUSION RISKS AND QUALITY OF LIFE AFTER COVID-19
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Excluded Lives 2014-present

- Born out of a concern about rising rates of exclusion in England compared to rest of UK

- Links between social exclusion and school exclusion

- Inequality and over-representation

- Official figures across UK tip of the iceberg (official/unofficial/illegal-seclusion/out of class)

- Lack of meeting need with provision

- Multi-disciplinary lens

- County lines

@ExcludedLives

EXCLUDED

LIVES

Pilot Study 1: An interdisciplinary view of permanent disciplinary exclusion in Oxfordshire (John Fell Fund: 2016-17; Oxford)
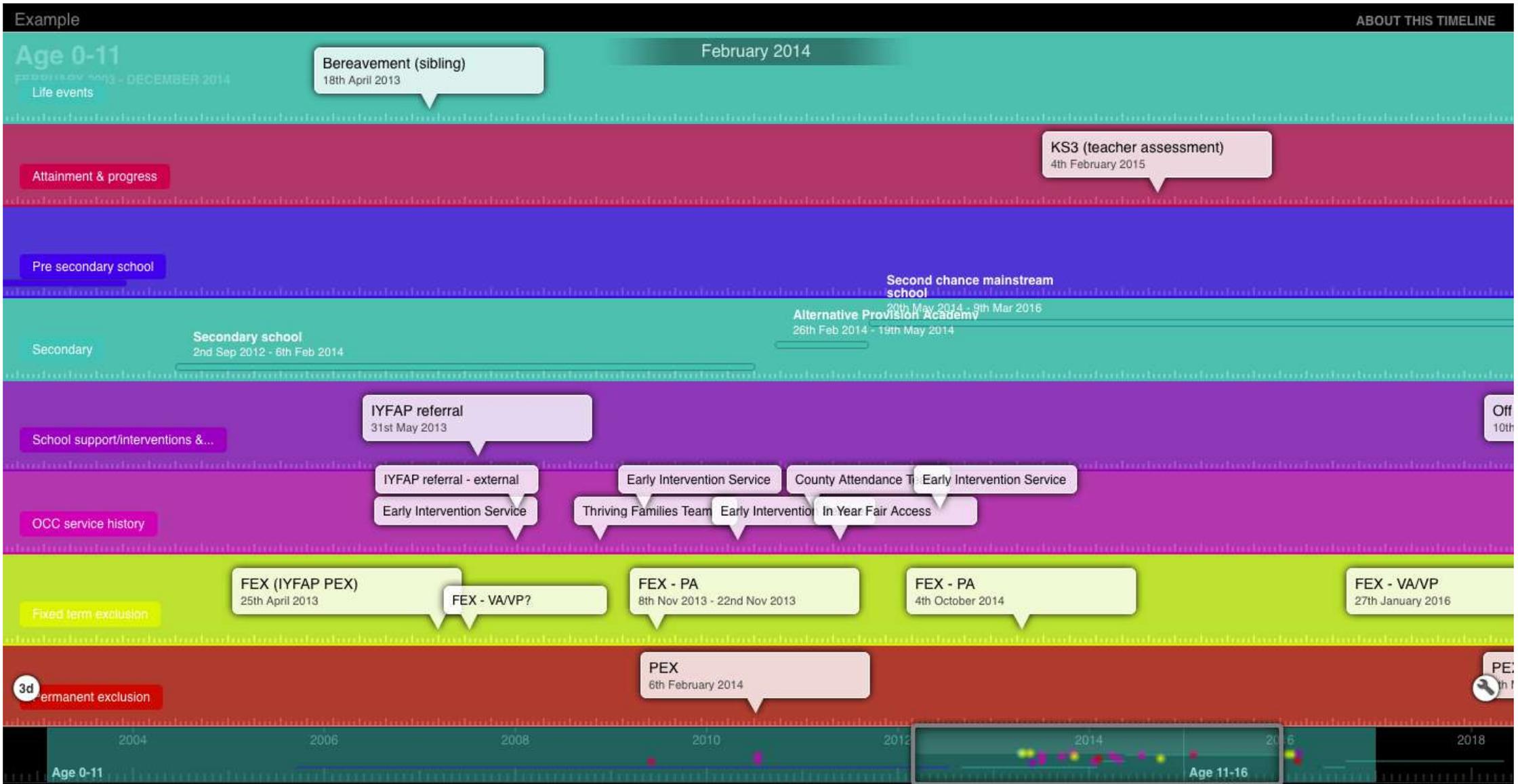
(Tawell, Saghy, and Yang 2018)

Pilot Study 2: Disparities in rates of permanent exclusion from school across the UK (John Fell Fund: 2017-18; Oxford, Cardiff, Queen's Belfast, Edinburgh)

- Wide disparities exist in the rates of officially recorded 'permanent exclusions' ('removal from register' in Scotland; 'expulsions' in Northern Ireland) in the four jurisdictions of the UK.

- Differences also exist for recorded non-permanent exclusions, called 'fixed-period exclusions' in England, 'fixed-term exclusions' in Wales, 'temporary exclusions' in Scotland and 'suspensions' in Northern Ireland.

- The latest comparable data showed that 94.7% of all pupils permanently excluded in the UK in 2016/17 were from schools in England.

Education Data Lab: Managed moves vs permanent exclusions: Do outcomes differ?

- 'No-one really knows how many managed moves there are, nor how many are attempted but are unsuccessful.'

- 'Overall, end of Key Stage 4 outcomes for those who experienced either a managed move or a permanent exclusion were relatively poor. A total of 17% of managed move pupils and 6% of permanently excluded pupils achieved a grade 9-4 in both GCSE English and maths. This compares to a national average of 64% for state-funded schools'

- '…there are also differences between pupils in the managed move group and the permanent exclusion group. There are proportionately more girls in the managed move group, but proportionately fewer pupils on a number of indicators (disadvantage, persistent absence, previous SEN, previous fixed term exclusions and low prior attainment).'

(Thomson 2019)

Cultural variation in political economies of school exclusion

Beyond the information given

Understanding marginalisation and risk from multiple perspectives

Means of exclusion/removal	Numbers	Estimated numbers which are excluded/removed
Permanent exclusions	6,685	(6,685)
Fixed Term Exclusions	**	
Pupil Referral Units and Alternative Provision	47,419	41,000
Managed moves	**	
Elective Home Education (EHE)	55,000	35,000
Reduced timetables	30,000	15,000
Extended study leave	20,000	10,000
Attendance code B - Approved off-site ed. activity	15,000	7,500
Children Missing Education	54,500	45,000
Total		153,500

Excluded Lives: The political economies of school exclusion and their consequences (ESRC Large Grant: 2019-23; Oxford, Cardiff, Queen's Belfast, Edinburgh, LSE)

- Disciplines
- Sectors
- Stakeholders
- Public Engagement
- Young People's Research Advisory Groups (YPRAGs) and parents/guardians
- Impact
- International network
- Policy makers and practitioners

Work Packages

Strand A: Landscapes of exclusion:

- A1. School exclusion policy levers, drivers and legal frameworks across the UK jurisdictions

- A2a. Explorations of school exclusions and their social origins

- A2b. The social costs of exclusion: Medium- and long-term socio-economic and behavioural consequences of school exclusion

- A3. The landscape of public, private and third sector provision

Work Packages

Strand B: Experiences of exclusion:

- B1. Professionals' conceptualisations of risk and vulnerabilities
- B2. The perspectives of school leaders and teachers on the exclusion process
- B3. Students' and families' experiences of formal, informal and illegal exclusion in the political economies of the four UK jurisdictions

Work Packages

Strand C: Analysis of financial costs and integration of findings:

- C1. Economic costs of exclusion
- C2. Cross-jurisdiction analysis
- C3. Full multi-disciplinary integration

School Exclusion Risks after COVID-19

Excluded Lives: Harry Daniels, Ian Thompson, Jill Porter,
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June 2020

EXCLUDED LIVES

DEPARTMENT OF EDUCATION

UNIVERSITY OF OXFORD

UKRI

Economic
and Social
Research Council

'The re-engaged'

- Jaydon found learning in large classes difficult. His behaviour was disruptive, he acted the 'class clown' and was at risk of exclusion.

- As a vulnerable student he was in school working in a small group with one-to-one support which he enjoyed.

- As a result his behaviour, and relationships have improved.

- With the return of other students Jaydon knows this positive experience of school will change and he does not want to go back to how he was before.

'Pressure cooker families'

- Sandra and Mike live with their dad in a very small two bedroom flat on the third floor of a medium rise block.

- Dad has underlying health conditions, lost his job due to Covid-19, and is struggling with the application for Universal Credit.

- The children have taken on caring responsibilities and are worried about money.

- School has offered help with food and clothing but dad is reluctant to accept.

- A local drug gang have befriended Mike, offering a way to provide for his family.

- Sandra feels that she must be strong and has started to bottle up her feelings.

- They are anxious about what will happen to Dad when they go back to school. Mike is fearful of the gang who want him to drop out of school.

'A death in the family'

- Ben is 13, his dad developed Covid-19 in April and was nursed at home, then mum developed it.

- Mum's illness became more serious, she was hospitalised and died a month later.

- Ben was unable to say goodbye to her and couldn't attend the funeral.

- Dad is feeling guilty and overwhelmed at becoming a single parent.

- Ben is controlling his feelings and emotions tightly. He sees how his dad is feeling and he doesn't want to make things worse.

- Ben feels that there is no one there for him and he needs to be strong and look after dad, because if anything happens to dad what will happen to him?

- He is intensely worried about going back to school and facing everyone.

Safety and connectedness

• What emerges clearly from the PISA data is that schools must do more to foster an environment of safety, tolerance and respect for children.

Connected to school?

- 1 in 4 students have a low sense of belonging which varies significantly across schools but does not vary much across countries (OECD 2003) .

- 4 key attribute: positive emotions (sense of pride, feeling useful, attached); positive relations (supported, respected, enabled) involvement (participating and making contribution); harmonization (align, and adjust yourself to other people) (St-Armand, Girard & Smith 2017)

- A "sense of belonging…contributes to desirable physical, psychological social and academic outcomes" (Allen & Kern 2017:103)

Safety Group 1: Absentees (6)

What is `being unsafe`?

- Other students picking on you when you don't know a question

- Being the only one not knowing the answer

- Seating plans, sitting with no friends around you

- With friends, students can be more comfortable about speaking out

- Students like those lessons more where they have the opportunity to talk with others

Collaboration

Staff collaboration to support vulnerable learners

- School culture has a significant effect on patterns of collaboration.

- Schools with networks that extend beyond departmental silos are more effective in supporting vulnerable learners.

- Some teachers are more central to networks that support vulnerable learners. Teaching experience or length of service in the school is not a significant factor suggesting that it is the school culture that is most important.

(see Ortega et al. 2019; 2020)

School 5

Subject Taught
- Arts
- Sciences
- Social Sciences
- IT
- English
- Mathematics
- Modern foreign languages
- Physical education
- Not Applicable
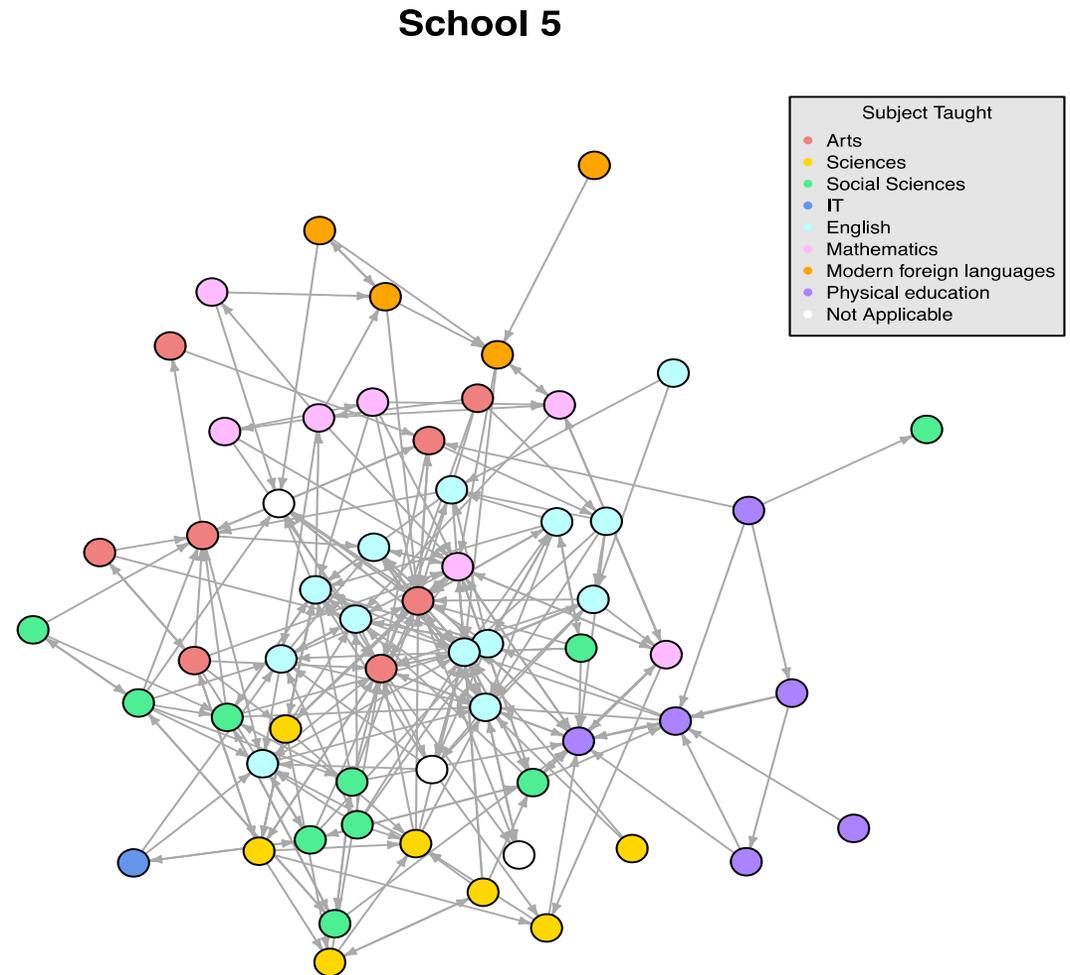
'The worried teacher'

- Fatima is a teacher in an inner city school. She has lost two close relations to the pandemic and knows of many more in her community who have died.

- Fatima lives with her extended family and has become increasingly anxious about their vulnerability and safety.

- She has engaged with online teaching but is worried about her own children returning to school.

- Fatima is conflicted between her professional commitment to her students and her fear about a second surge of the pandemic.

Noticing and acting

- Tiki Toki timeline (see Tawell et al. 2019)
- Trying to understand what is going on in pupil's life
- Intervening upstream
- Noticing
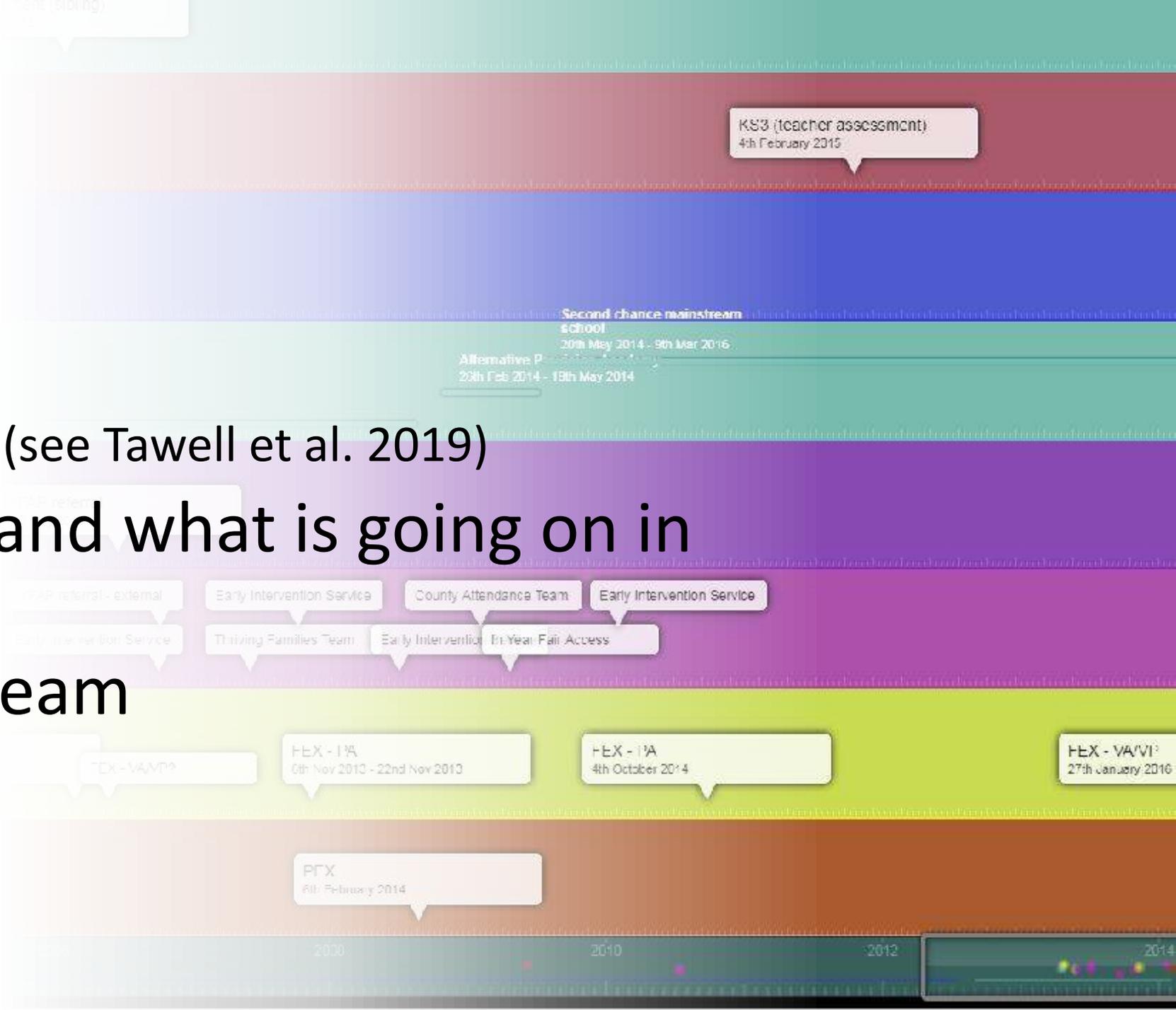
Relationships

Being Other: The Effectiveness of Arts Based Approaches in Engaging with Disaffected Young People.
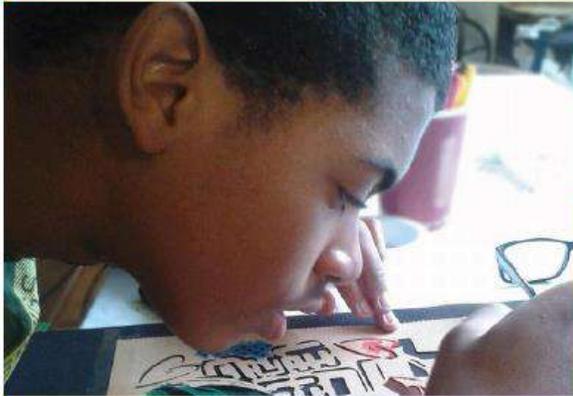
Alice Tawell
Ian Thompson
Harry Daniels
Victoria Elliott
Nicole Dingwall

with Olga Rubtsova
and Kasper Munk

The three R's:

- Respite
- Relationships
- Resignification (Cooper 1993; see also Thompson and Tawell 2017)

The two T's:

- Trust
- Transition

Policy Implications

- Conversations with 36 policy-makers, sector bodies, third sector representatives and practitioners primarily from England but also with policy-makers in Northern Ireland, Scotland and Wales

- [Getting the balance right: Policy recommendations for intervening upstream to prevent school exclusion in the context of Covid-19](#)

- [Restoring the balance: Policy recommendation justifications for collective responsibility in the post Covid-19 era](#)

- [Seeking a balance: Conversations with policy makers and influencers about intervening upstream to prevent school exclusions in the context of Covid-19 and beyond](#)

- Hilary Emery, Jill Porter, Alice Tawell, Harry Daniels and Ian Thompson

Underlying Principles

- The benefits of policy development and implementation in reducing exclusions by intervening upstream to mitigate the risks and vulnerabilities identified using a range of strategies including early intervention, prevention and contextual safeguarding.

- The feedback suggests that to mitigate exclusion risks, deliver the DfE's four pillars of attendance, safeguarding and wellbeing, foster inclusion, and meet the requirements of the 2010 Equality Act we need: 1. **nuanced understandings of vulnerability; 2.recognition of fundamental importance of wellbeing; 3. to identify and resolve policy and practice contradictions.**

1.Foster a nuanced understanding of vulnerability.

- Recognise the diversity of children and young people including those whose pre-existing vulnerabilities have been overlaid with COVID-19, and those who have become vulnerable due to COVID-19, and embrace the risk factors, and children and young people's views on their needs, moving from a focus on vulnerable children and young people to focusing on vulnerable contexts.
- Engage with children and young people using a Children's Rights based approach.
- Learn from the positive benefits for some children of *COVID-19* schooling identifying implications for teaching and learning and the factors affecting sustainability.
- Produce granular, live data at both local and national levels to monitor the movement of policy into practice including attendance across all types of settings, absences and exclusions

2. Recognise and promote wellbeing as fundamental for all children and young people

- Communicate the principles and practice implications of the DfE pillars in accessible, consistent and sustained ways
- Take a joined up contextual approach to safeguarding and wellbeing building on existing provision including mental health support, school nursing and designated safeguarding leads within schools and Violence Reduction Units working in local areas.
- Support all schools to review their culture and values within pedagogy, curriculum (the arts/ implications of the Black Lives Matter movement) and pastoral care.
- Develop guidance on whole school approaches to wellbeing including social and emotional aspects of learning, understanding trauma and a focus on relationship building at all levels including supporting the wellbeing of teaching and support staff.
- Provide evidence informed guidance, including a focus on prevention and early intervention to support schools to adopt a holistic approach to contextual safeguarding.
- Strengthen ITE and CPD and the availability of resources for understanding social and emotional aspects of learning, trauma informed practice, wellbeing and mental health.

3. Identify and resolve policy and practice contradictions

- Acknowledge the way legislation is enacted within and across government departments and services at all levels

- Resolve the existing fragmented, performance dominated system and bring disparate education structures and partners together to develop an effective middle tier to ensure coherent and sustained support for vulnerable children and young people.

- The policy and practice risks of the current accountability frameworks and the pressure from the culture of high performance, zero tolerance and funding shortfalls.

- Revise accountability frameworks in ways that promote wellbeing and collaboration.

- Develop collaborative support and challenge across services and partners ensuring partners (including Local Authorities, Multi-Academy Trusts, youth offending and police services, social care and health services, Child and Adolescent Mental Health Services etc.) engage share data and are resourced.

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