



# INCLUSION

Inclusion Leaders  
Network Meeting  
25th October 2023

Worth a read..



Pride Park Stadium  
pridepark

# AGENDA

1. Welcome
2. Exclusions and Suspensions update: Ellen Wilkinson
3. CPD & networking overview 2023/24
4. PEIA Attendance programme – opportunities for schools to access
5. SEMH & Inclusion update: Pete Benyon
6. Reflect, review, renew: next steps for 2023/24
7. Our vision: what does a truly inclusive school look like?
8. Next session: 'Teach Meet' Inclusion Insights



# EXCLUSIONS & SUSPENSIONS UPDATE



Ellen Wilkinson

In Year Fair Access & Exclusions Manager

Derby City Council

# EXCLUSIONS & SUSPENSIONS UPDATE

## SECONDARY permanent exclusion data – 22/23

2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
62	63	38	4	17	29

72% from locality 2

55% female

Autumn 2

34% SEND (no EHCP)

62% persistent disruptive behaviour

*In 21/22, Persistent Disruptive Behaviour was the most common reason for a permanent exclusion in Derby schools (primary and secondary), 38.5% compared to 30.2% comparator authorities' average and 35.1% nationally.*

*In 22/23, there were 18 permanent exclusions issued for Persistent Disruptive Behaviour, equating to 62% of the overall figure.*



# EXCLUSIONS & SUSPENSIONS UPDATE

## PRIMARY permanent exclusion data – 22/23

2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
22	27	18	4	6	9

56% from locality 2

All boys

Autumn 2

66% SEND (no EHCP)

66% for physical assault

*In 21/22, Persistent Disruptive Behaviour was the most common reason for a permanent exclusion in Derby schools (primary and secondary), 38.5% compared to 30.2% comparator authorities' average and 35.1% nationally.*

*In 22/23, physical assault against an adult was the most common reason for permanent exclusion in Derby primary schools (56%).*



# EXCLUSIONS & SUSPENSIONS UPDATE



	2021/22			2020/21		
	Overall	Primary	Secondary	Overall	Primary	Secondary
<b>Derby</b>	0.05	0.02	0.08	0.02	0.02	0.02
<b>Local Comparator</b>	0.09	0.02	0.18	0.05	0.01	0.11
<b>East Midlands</b>	0.07	0.02	0.14	0.05	0.01	0.10
<b>National</b>	0.08	0.02	0.16	0.05	0.01	0.10

*The rate of permanent exclusions in Derby's primary schools has remained the same at 0.02. The rate is the same as national and our comparator authorities.*

*The rate of permanent exclusions in secondary schools has increased by 0.06 to 0.08 since the previous year (compared to an increase of 0.07 to 0.18 comparator authorities average and an increase of 0.06 to 0.16 nationally).*

*Overall, in Derby schools, the rate of permanent exclusions have increased by 0.03 to 0.05 since the previous year (compared to an increase of 0.03 to 0.08 nationally and an increase by 0.04 to 0.09 for our comparator authorities).*

# EXCLUSIONS & SUSPENSIONS UPDATE

## SECONDARY suspension data – 22/23

4288 suspensions issued

Year 8 had the highest suspensions, 25%

60% of suspensions were for persistent disruptive behaviour

1/3 of all suspensions are CYP with SEND

	2021/22		2020/21	
	Overall	Secondary	Overall	Secondary
<b>Derby</b>	6.94	15.03	3.29	6.82
<b>Local Comparator</b>	8.21	17.02	4.88	10.07
<b>East Midlands</b>	7.59	16.04		
<b>National</b>	6.91	13.96	4.25	8.48

*Derby Secondary schools are above the national average. Derby secondary schools have seen an increase since the previous year by 8.21 to 15.03 (compared to an increase by 6.95 to 17.02 in our comparator authorities and an increase by 5.48 to 13.96 nationally)*





# EXCLUSIONS & SUSPENSIONS UPDATE

## PRIMARY suspension data – 22/23

276 suspensions were issued

48% of suspensions were from locality 2 schools

There was a spike in suspensions in Y3 and Y5

25% of suspensions were for PDB, 44% of suspensions were for physical assault

Children with SEND received 69% of the suspensions

	2021/22		2020/21	
	Overall	Primary	Overall	Primary
<b>Derby</b>	6.94	0.90	3.29	0.68
<b>Local Comparator</b>	8.21	1.56	4.88	1.06
<b>East Midlands</b>	7.59	1.25		
<b>National</b>	6.91	1.42	4.25	0.99

Overall, **Derby schools** are similar to the national average. Their suspensions rate have seen an increase of 3.65 to 6.94 since the previous year (compared to an increase of 2.66 to 6.91 nationally and an increase by 3.33 to 8.21 comparator authorities average)

**Derby Primary schools** are below our comparator authorities and the national averages. Their suspensions rate has increased by 0.22 since the previous year to 0.90 (compared to an increase of 0.50 to 1.56 comparator authorities average and an increase of 0.43 to 1.42 nationally).





# EXCLUSIONS & SUSPENSIONS UPDATE



## Current picture

Permanent exclusions – 10 secondary, 0 primary

Suspensions – 621 secondary, 55 primary

Referrals to alternative provision – 20 full time, 81 part time

Derby Pride Academy have changed their commissioning arrangements

Fresh Start and Fresh Start PLUS placements have around 50% success rate

Limited provision for alternative provision in primary

# EXCLUSIONS & SUSPENSIONS UPDATE

## Re-integration meetings

Purpose is to create a strategy so the pupil can have a fresh start

Re-integration should follow removal, offsite direction and suspension

The strategy should be clearly communicated and agreed by all

Pupil centred approach with a positive tone

Pupil / parent / SLT / Pastoral / Other professionals

Identify and record support, including an EHA / consider SEN

Set clear, aspirational expectations

Agree on monitoring and review arrangements



*'it is important to note that a pupil should not be prevented from returning to a mainstream classroom if parents are unable or unwilling to attend a reintegration meeting'*

# CPD & NETWORKING 2023/24

Co-ordinated training and networking offer to support inclusion

- Relational, attachment and trauma informed practice
- Behaviour
- SEMH
- Attendance
- In Year Fair Access
- SEND



# CPD 2023/24

## RELATIONAL, ATTACHMENT & TRAUMA INFORMED PRACTICE

- Relational, Attachment and Trauma Conference
- Relational, Attachment and Trauma informed classrooms
- Attachment and Trauma – 8 module e learning
- Play therapy
- Supporting children and young people with foetal alcohol spectrum disorder



# CPD 2023/24

## BEHAVIOUR

- Making Change Stick
- Peer review of relational behaviour management



## SEMH

- Positive Playtimes – a Train the Trainer resource
- Teaching RSE and substance misuse with confidence
- Difference: Neurodiversity and the myth of normal
- Inclusion: The Social Model, anticipating needs and promoting positive behaviours
- Communication: Promoting inclusion through the use of positive and inclusive language
- Engagement: SEMH, intersectionality and connection



# CPD 2023/24

## ATTENDANCE

- Emotionally Based School Non-Attendance
- More to be announced with PEIA Attendance funding





# CPD 2023/24

## IN YEAR FAIR ACCESS

- What is 'In Year Fair Access'?
- Exclusion training for senior leaders and governors
- Exclusion training for clerks to governors

## SEND

Will share further information when courses are planned



# PEIA ATTENDANCE

To improve attendance and persistence absence at primary and secondary in Derby. The programme will include:

- Supporting school leaders and staff to develop knowledge and approaches
- A universal CPD/ knowledge sharing offer
- Targeted CPD in therapeutic approaches developing a train the trainer approach
- Parental engagement communication materials/ resources
- Peer review model to support alternative provision on school sites
- Targeted work with clusters of schools



# PEIA ATTENDANCE

The Strategic Lead for Attendance will...

- Work with a range of partners and schools
- Analyse data to guide interventions
- Shape a range of professional development opportunities
- Capture and listen to school, pupil and family voice
- Demonstrate impact
- Ensure a sustainable approach

Role outline:



# PEIA ATTENDANCE: PEER REVIEW

- Utilising AP and Ofsted expertise
- Develop an audit tool and peer review model
- Working with mainstream primary and secondary schools

## To review:

- how children arrive on the alternative pathway
- the intended diet
- external agencies involved
- supporting outcomes

## How is it delivered?

- One day visit to school
- ½ day follow up support visit



# SEMH & INCLUSION UPDATE

Pete Benyon, engagement so far:

- 20 Schools
- 6 Secondary Phase
- 14 Primary Phase
- 20 School Visits
- 3 Training Sessions
- 27 school leaders (not including group meetings)
- Part of the Inclusion Leaders Network, Inclusion Support Panel, Behaviour Strategy Group, Mental Health Leads Network
- Working with Inclusion Partnership, independent chair of Inclusion in LA, Team Teach, HAF



# SEMH & INCLUSION UPDATE

Pete Benyon, learnings so far:

- Schools are struggling to connect with parents, especially when there is non-attendance
- Staff are lacking in confidence when dealing with pupil emotions (both invert and extravert)
- Primary phase leaders are very open to innovative practice
- Where relational practice is embedded whole school, it is working effectively

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# INDICATORS OF AN INCLUSIVE SCHOOL

What does a truly inclusive school look like?





# INDICATORS OF AN INCLUSIVE SCHOOL

1. All pupils feel welcome in the school
2. All students support each other in their learning
3. All students are well supported by school staff
4. Teachers and parents cooperate well
5. All students are treated equally as valued members of the school
6. All students feel that their opinions and views are valued
7. All students can access learning in all lessons
8. All students can access all parts of the school building
9. All students attend school every day
10. All students enjoy lessons
11. All students are engaged in all lesson activities
12. All students achieve their learning in all subjects according to their individual ability
13. All students learn together
14. All students have access to appropriate health services as necessary
15. School ensure that the all students enter the school
16. All vulnerable children are successful in their learning
17. School creates a school environment which supports all students' learning



Grimes 2010  
Save the Children Report



## 1 CITY : 5 PRINCIPLES



## DERBY CITY SCHOOLS INCLUSION CHARTER

### 1 CITY : 5 PRINCIPLES



#### COMMIT TO DEVELOPMENT

- Prioritise 'inclusion development' for all staff annually and train staff to deliver bespoke & inclusive practice.
- Utilise the 'Derby Inclusion Directory' to access training and support.
- Reflect on practice, audit provision/cycle of support, identify development opportunities, and implement change.
- Attend network meetings to share success, learning and best practice.

#### BUILD POSITIVE RELATIONSHIPS

- Know and understand: every individual learner, their community, and their cultural context.
- Develop positive relationships so all learners feel welcome and safe to learn.
- Value, and work in partnership, with parents, carers, families, and professionals.
- Embed a 'flexibly consistent' behavior/relationships protocol, focusing on kindness.



#### ASSIGN AN INCLUSION LEADER

- Someone who will work with school leaders to:
- Ensure all staff are inclusion champions.
- Ensure school policy and practice is inclusive, including admission and in year fair access.
- Ensure the views of all members of the school community are valued.
- Ensure language is consistent, accessible, and supportive.

#### EMBED QUALITY FIRST TEACHING & BEST PRACTICE

- Create a positive, accessible, and supportive environment for all learners.
- Have high expectations, standards, and clear boundaries.
- Ensure access for all to a broad, balanced, and effective curriculum.
- Promote and support mental health and well-being.

#### SUPPORT NEED AT THE POINT OF NEED

- Identify need through robust and timely processes that are inclusive of learner and family context and views.
- Listen to learner and family voices, and ensure open communication.
- Be flexible to meet individual need through a collaborative approach.
- Embed an effective 'cycle of support' or 'graduated response' that provides the right support, in the right place, at the right time.

# INDICATORS OF AN INCLUSIVE SCHOOL

- Culture of positive relationships so every pupil belongs
- Effective Inclusion Graduated Response in place
- Inclusion Leader driving inclusion of school
- Flexibly consistent relationships protocol embedded
- Broad, balanced and effective curriculum, accessible for all pupils
- Commit resources to enable staff development
- Listens to pupil and family voice
- Promotes and supports mental health and wellbeing
- Has high expectations, standards and clear boundaries



# REFLECT, REVIEW, RENEW

1. On a scale of 1-5 (1 being low and 5 being high), how inclusive is your school?
2. What needs to happen next?
3. What did you take away from last year's inclusion work?
4. What has been embedded?
5. What do you need to do to further embed some inclusion work?
6. How can we help you to do this?





# 2023/24 INCLUSION LEADER NETWORK

- 2-4pm, Pride Park Stadium
- Spring term: 15/2/24
- Summer term: 22/5/24
- 'Teach Meet' INCLUSION INSIGHTS



Conversations



# 2023/24 INCLUSION LEADER NETWORK

- Spring term: 15/2/24, 2-4pm Pride Park Stadium
- 'Teach Meet' INCLUSION INSIGHTS

Which part of inclusive practice in your school are you most proud of?



Conversations





**INCLUSION CONFERENCE 2024**  
**SAVE THE DATE!**

**27 JUNE 2024**  
**PRIDE PARK STADIUM**

**FOR MORE INFORMATION CONTACT**  
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