



## London Borough of Enfield

<b>Report Title</b>	School Suspensions and Exclusions
<b>Report to</b>	Equalities Board
<b>Date of Meeting</b>	8 <sup>th</sup> November 2023
<b>Cabinet Member</b>	Councillor Abdullahi
<b>Executive Director / Director</b>	Tony Theodoulou – Executive Director People’s Department. Peter Nathan – Director of Education
<b>Report Author</b>	Peter Nathan – peter.nathan@enfield.gov.uk
<b>Ward(s) affected</b>	All
<b>Classification</b>	Part 1 Public
<b>Reason for exemption</b>	

### Purpose of Report

1. The report’s purpose is to provide information on the suspension and exclusion of children and young people from schools in the London Borough of Enfield

## **Main Considerations for the Panel**

1. To note the relatively low number of permanent exclusions and suspension in the borough due to the work of schools and support services.
2. To note the impact of the support services provided by Enfield Council to support schools managing dysregulated children and young people.

## **Background and Options**

### **1. Permanent Exclusions and Suspensions 2021/2022 Academic Year**

The verified data on exclusions and suspensions comes from the DfE well over a year after the academic year it records. Although the data provided is useful, it is very out of date by the time the local authority receives it. The DfE released the verified data relating to the 2021/22 academic year in July 2023. (here is the link to the DfE data [Permanent exclusions and suspensions in England: 2021 to 2022 - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/statistics/permanent-exclusions-and-suspensions-in-england-2021-to-2022)) Below is attached information about permanent exclusions and suspensions for inner and outer London as well as the overall situation across England.

- The national permanent exclusion rate is 0.08 and the rate for Enfield is 0.01592 (5<sup>th</sup> lowest in London and 22<sup>nd</sup> lowest in the country)
- The national rate for suspensions is 6.91 and the rate for Enfield is 4.69933. (19<sup>th</sup> in London).

In 2021/22, there were 12 permanent exclusions from Enfield schools with an additional 6 permanent exclusions of Enfield residents attending schools outside of the borough. Of the 12 exclusions from Enfield schools, 6 were boys and 6 were girls. Five came from one school (4 coming from one incident) and three from another school. 4 schools excluded one pupil. In terms of ethnicity, 3 children were of Black Caribbean ethnicity, 3 were Black Congolese, 2 had no ethnicity disclosed, 3 were of various White categories and 1 further child was described as of Black ethnicity. 15 secondary schools did not permanent exclude any pupils. It should also be noted that this year was part of the COVID pandemic

In 2021/22, there were overall 2657 suspensions from all schools including primary, special and secondary schools. Of these 1215 were of pupils identifying as White, 745 identified as Black, 373 were of mixed heritage and 133 had no information provided.

### **2. 2022/2023 Academic Year**

Data for 2022/23 will not be released by the DfE until April next year. As at the end of summer term, we had recorded a total of 17 permanent exclusions from Enfield schools. These are all within the secondary sector as we have again been able to avoid permanent exclusions within the primary sector. We do not hold a complete picture of suspensions.

We do have contact with other LAs who are commenting that they have seen an increase in the number of students that have either been subject to a permanent exclusion or a move to an alternative provision such as a PRU.

### **3. Improving Data Collection**

There is a recognition both at a national and local level that the need for better and up to date information on suspensions from schools is very important. Although a local authority may have an awareness of a school or schools that may be overusing suspensions, currently the verified evidence available is so out of date by the time it is received, its usefulness is much reduced. There is a need for real time information if a child is suspended from school and Enfield Council are intending to introduce a programme called Study Bugs which is a technological solution. This would be provided to every school in the borough and would record real time attendance as well as other information such as suspensions. This would enable support services to work more effectively with schools to support pupils and address any other specific issues.

### **4. Primary Behaviour Support Service (SWERL) & Nurture Groups**

SWERL is the acronym for the “Strengthening wellbeing, emotional health, relationships and readiness for learning service” – also known as the Primary Behaviour Support Service. As noted above, there have been no permanent exclusions in the primary phase for many years now which puts Enfield as one of the highest performing boroughs in the country against this data set. The service focuses much of its work with schools supporting and training staff whilst also working with individual pupils (and their families) as needed. Increasingly the focus of its work has been more with younger children as there has been an increase in the number of dysregulated young children.

Nurture groups are in place in 20 schools and are focused on supporting children in Key Stage 1 (ages 5 to 7). A child would attend this separate setting within a school for 5 mornings or afternoons per week within a specialist small group. Some children do come into school and are unable to cope in a mainstream classroom for a variety of reasons and these nurture groups provide space for the child to integrate successfully into school life. Data analysis of the impact of nurture groups is strong and an expansion of this programme is being considered.

### **5. Secondary Behaviour Support Service (SBSS), NEXUS and Orchardside Pupil Referral Unit (PRU)**

The SBSS works closely with schools to support children and young people at risk of exclusion. This means having strong relationships of trust with school senior leaders and pastoral staff to enable effective support to be given to pupils which can include mentoring support and work with families. The SBSS also manages NEXUS which has a range of intervention and support programmes often commissioning community specific or specialist organisations to work with schools and young people. Many of these projects have been very successful contributing to lowering exclusion and suspension rates. The SBSS and NEXUS annual reports for 2022/23 are currently being written but previous reports

highlighting the work of the teams are available for previous years. These are presented publicly to the Schools' Forum on an annual basis. Orchardside PRU runs intervention projects such as "turnaround" focusing on children who schools consider at risk of exclusion. This programme works with young people to help them consider their own decision making and pathways for their lives. Individual schools themselves are developing their own inclusive strategies such as developing inclusion units within their school sites to endeavour to support young people make better choices with their lives and avoid suspension or exclusion.

## **6. Schools support and other service areas**

Enfield schools work hard to avoid excluding pupils and the Fair Access Panel (FAP) often discusses cases of children who may benefit for example for a managed move to another school – in other words a fresh chance in a different school environment. All secondary schools must attend the FAP and it is chaired by a secondary headteacher. The Virtual School which has responsibility for looked after children works closely with schools if there is a risk of a child being excluded and there are clear procedures in place either to stop exclusion from taking place or to minimise any impact. The Enfield Youth service also provides mentoring support for young people outside of school and it is also expected that the Family Hubs will also support children and families in terms of suspensions and exclusions

## **Relevance to Council Plans and Strategies**

1. This report is relevant to the key priority of "Thriving Children and Young People" as well as the key outcome that children should do well at all levels of learning.
2. It also links well to the principal of collaboration and early help in that for suspensions and exclusions to stay low, it needs the cooperation of all stakeholders involved.

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**Report Author:** Peter Nathan  
Director of Education  
Peter.nathan@enfield.gov.uk  
020 83795492

## **Appendices**

## **Background Papers**