

The Education Inclusion Project

An SEMH and inclusion
Movement





Education inclusion project

```
graph TD; A[Education inclusion project] --> B[Whole school Policy]; A --> C[Education inclusion Co-Ordinator advice]; A --> D[Education Inclusion Support worker mentoring and guidance];
```

Whole
school
Policy

Education
inclusion
Co-
Ordinator
advice

Education
Inclusion
Support worker
mentoring and
guidance

“233. Inspectors will consider whether the school is developing the use of alternative strategies to exclusion and taking account of any safeguarding risks to pupils who may be excluded. Inspectors will recognise when schools are doing all that they can to support pupils at risk of exclusion, including through tenacious attempts to engage local support services.”

Ofsted, EIF (2021)

Knowledge

Emotions

Time

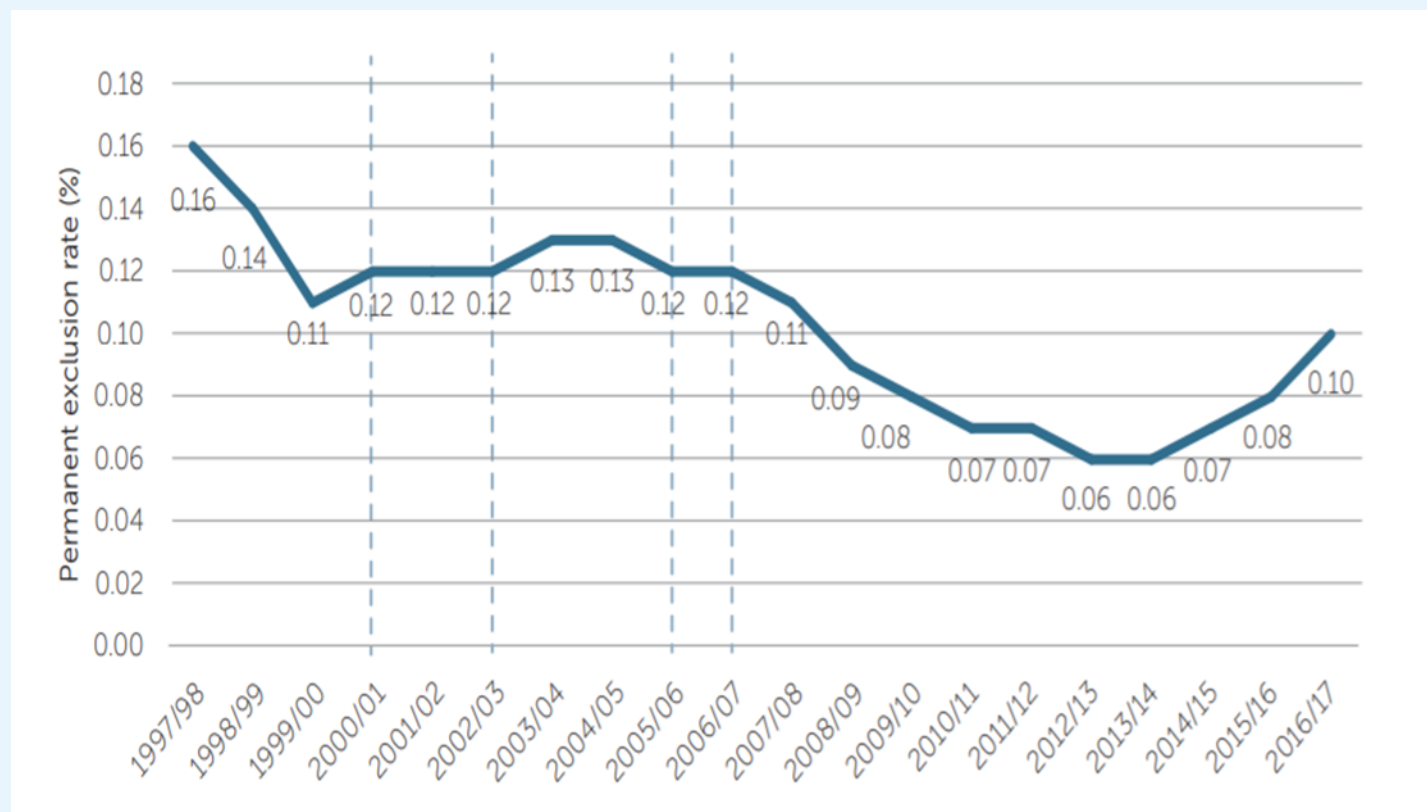
The Data

National Exclusion Data

- 2018-2019 (last full pre covid data)
- In England 7894 children were permanently excluded from school (0.1 of the school population)
- In wales 246 children were permanently excluded from school (0.05 of the school population)
- In Northern Ireland 30 children were permanently excluded from school (0.009 of the school population)
- In Scotland 3 children were permanently excluded from school (0.0004 of the school population)
- 97% of school exclusions were from England.

Key National Data

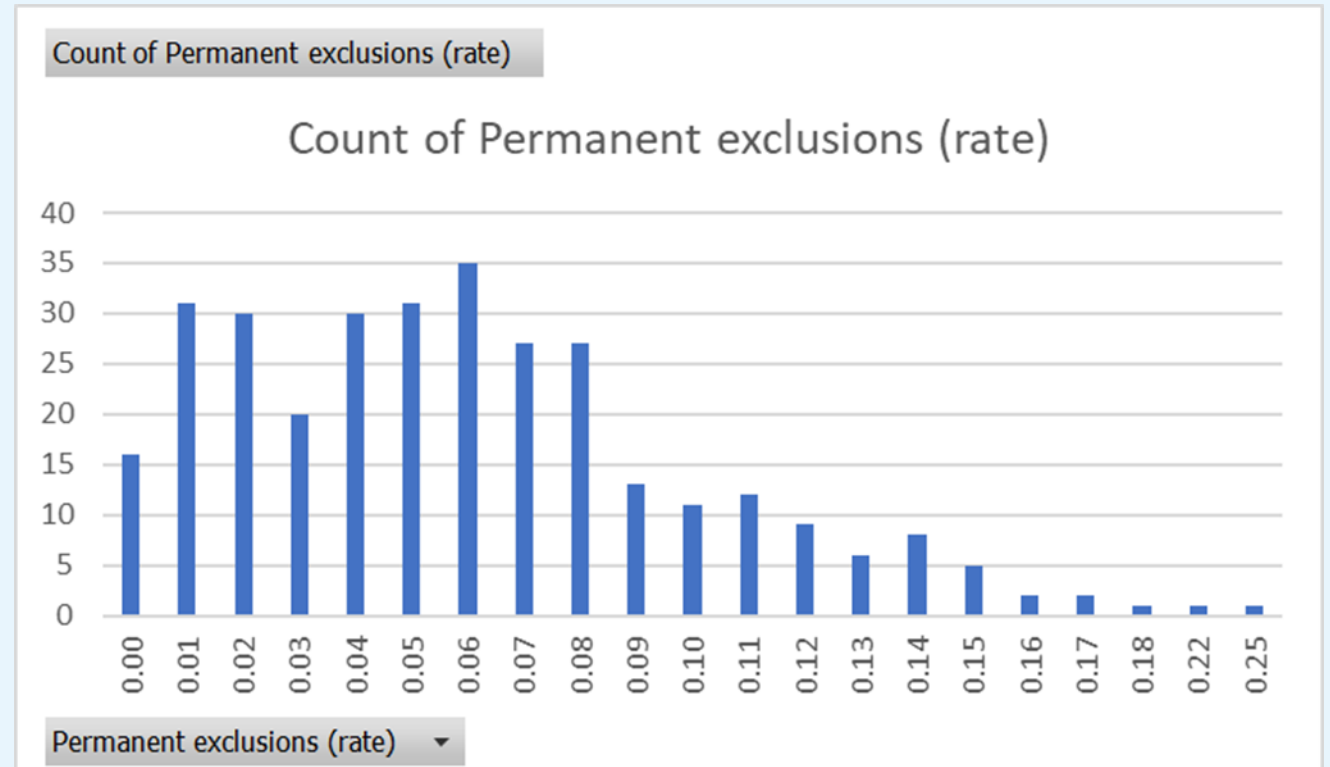
- Permanent exclusions in England had been steadily declining from the mid 90's.
- Permanent exclusions have been increasing since 2015. This increase coincided with the introduction of progress 8 as the primary measure of school success.



“Only 5% of permanent school exclusions occurred with pupils who had not experienced at least one fixed term exclusion. This is heartening as it means there is often time for high quality intervention.”

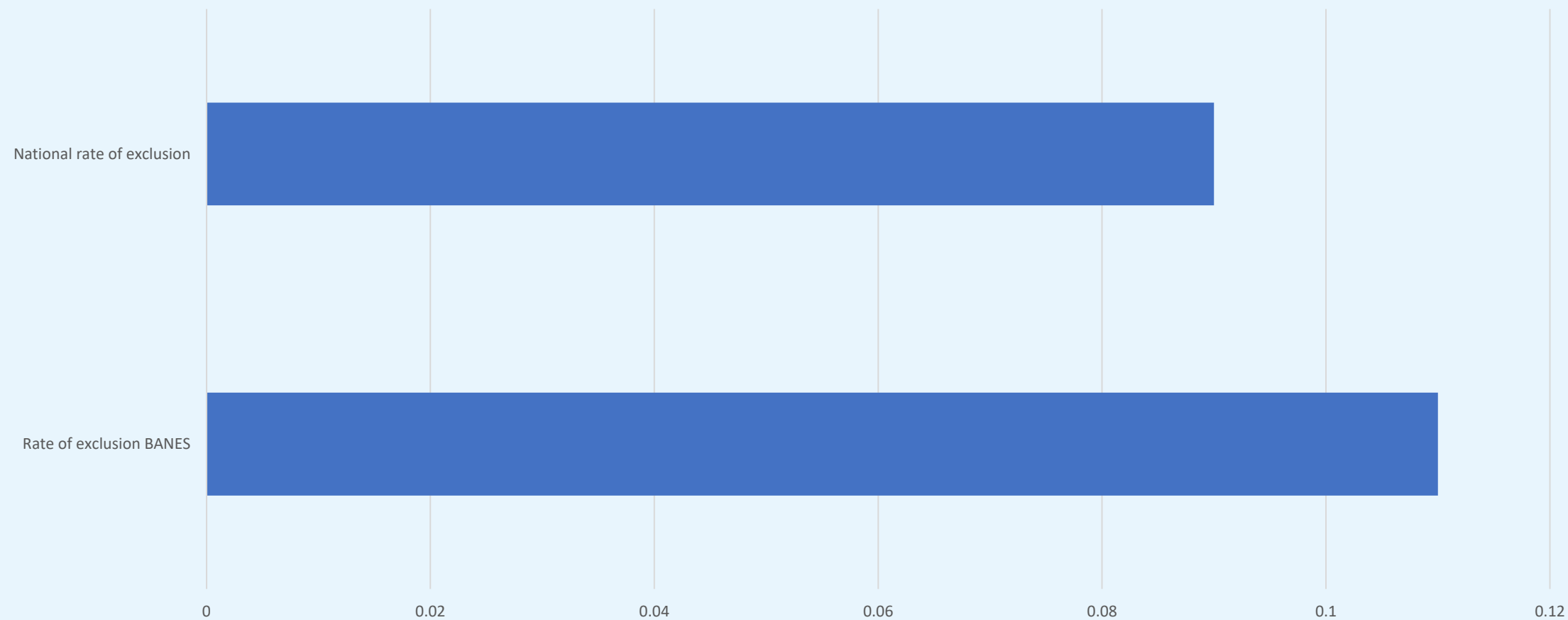
BANES permanent exclusions in comparison to national data 2016-2020

- Between 2016 and 2020 BANES had a permanent exclusion rate of 0.10%. The national average is 0.09%. 209 districts have lower Permanent exclusion rates nationally. Of the 113 LA's with higher exclusion rates than BANES 111 have higher levels of deprivation.



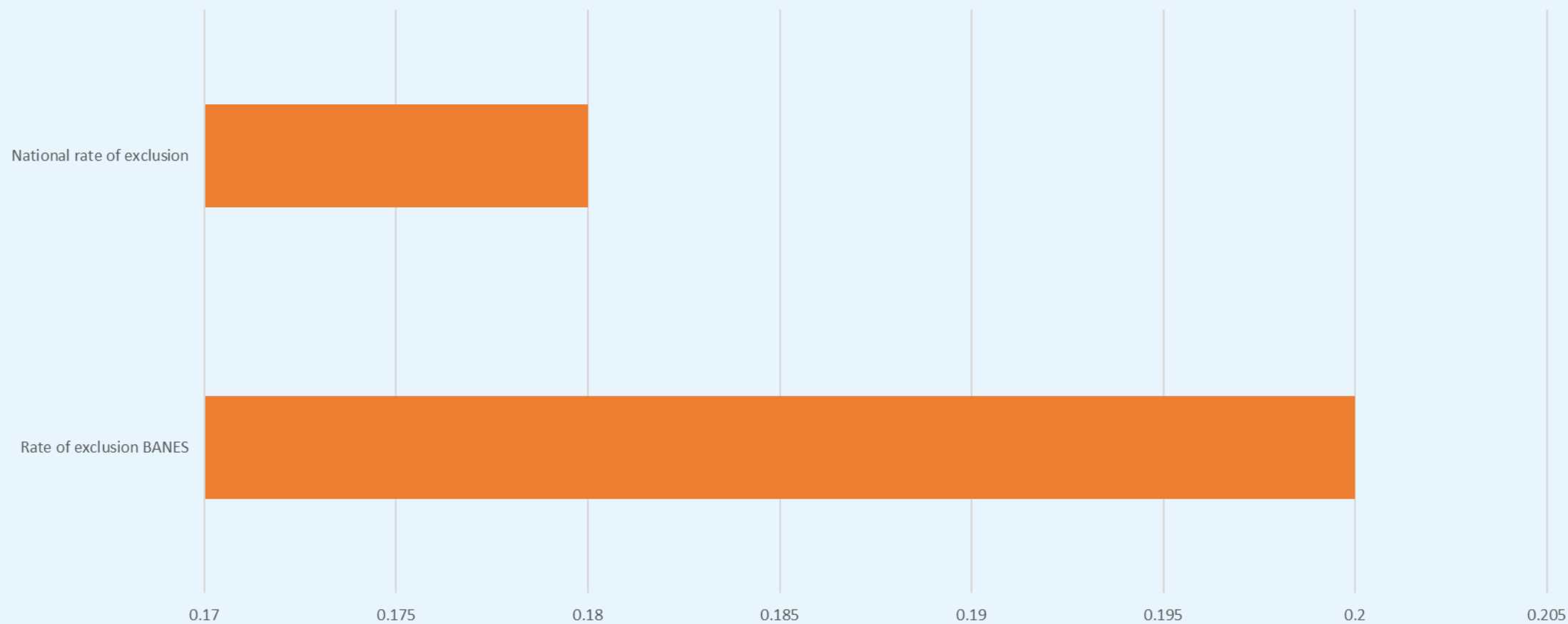
Exclusion rate all schools 2015-2021

Rate of exclusion all schools 2015-2021



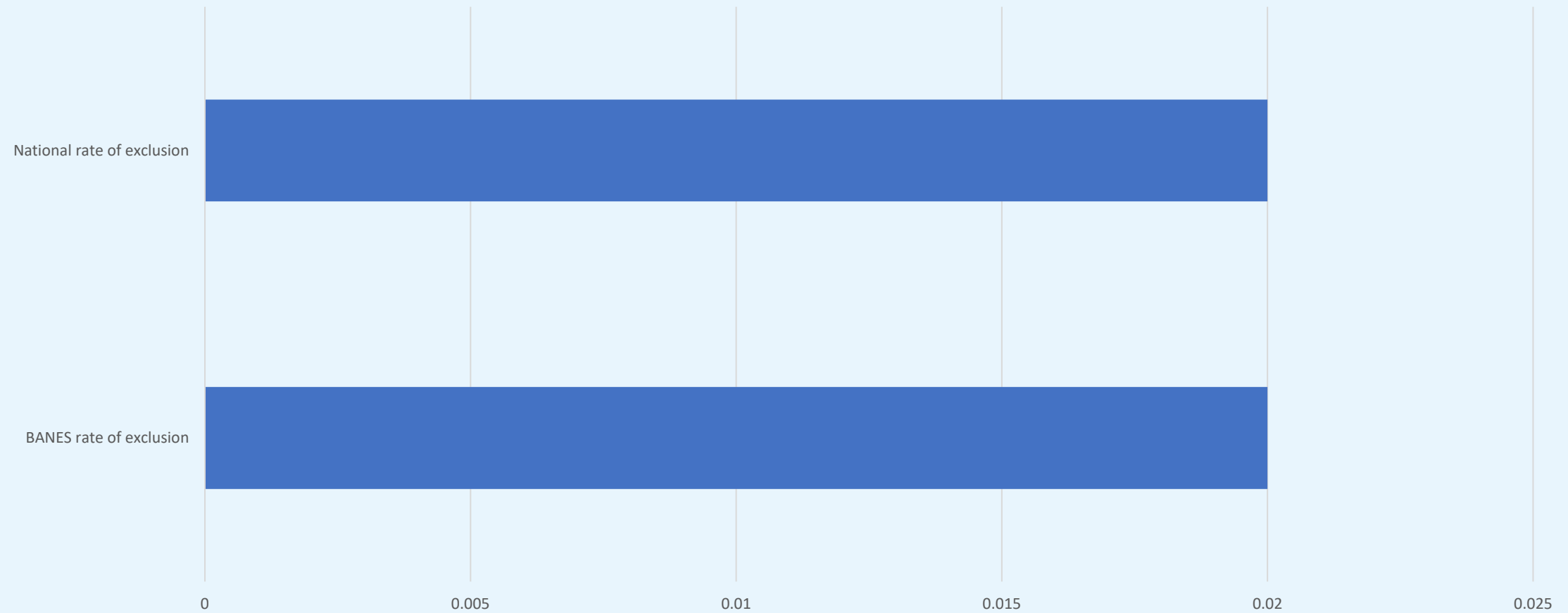
Exclusion rate secondary mainstream schools 2015-2021

Rate of PEX 2015-2021



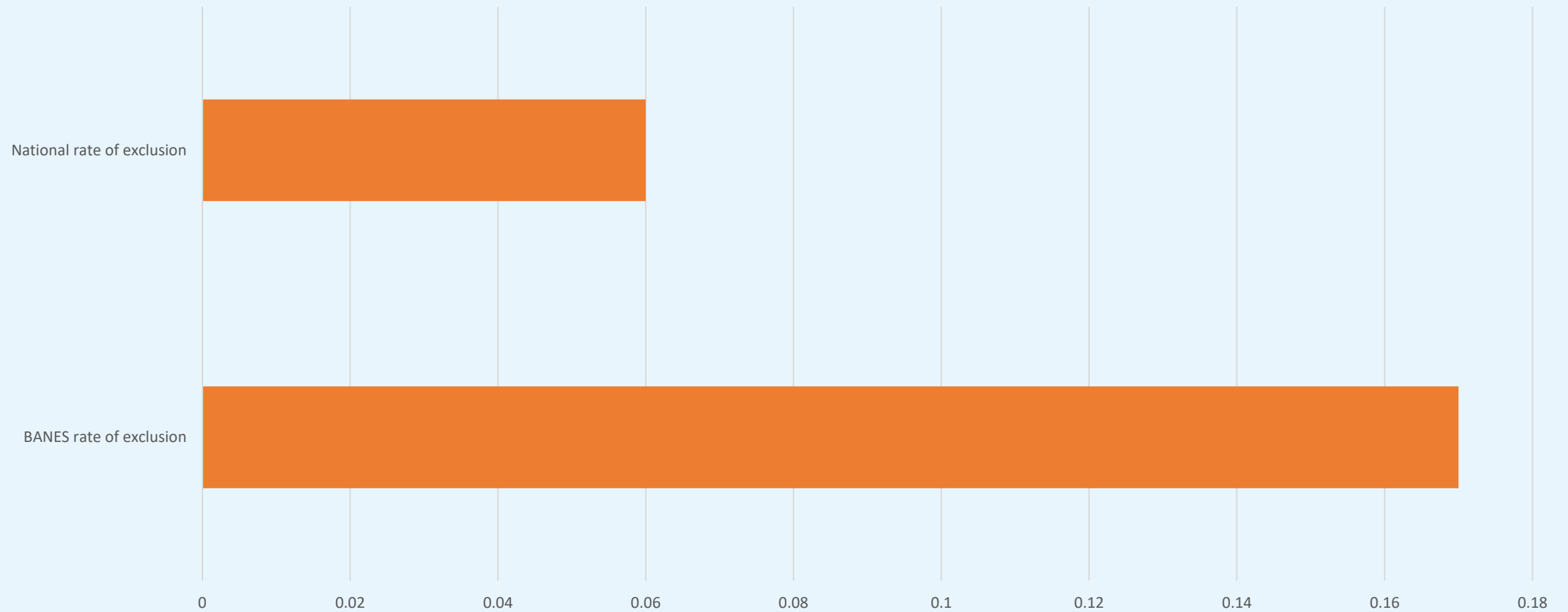
Exclusion rate Primary mainstream schools 2015-2021

Primary rate of exclusion 2015-2021



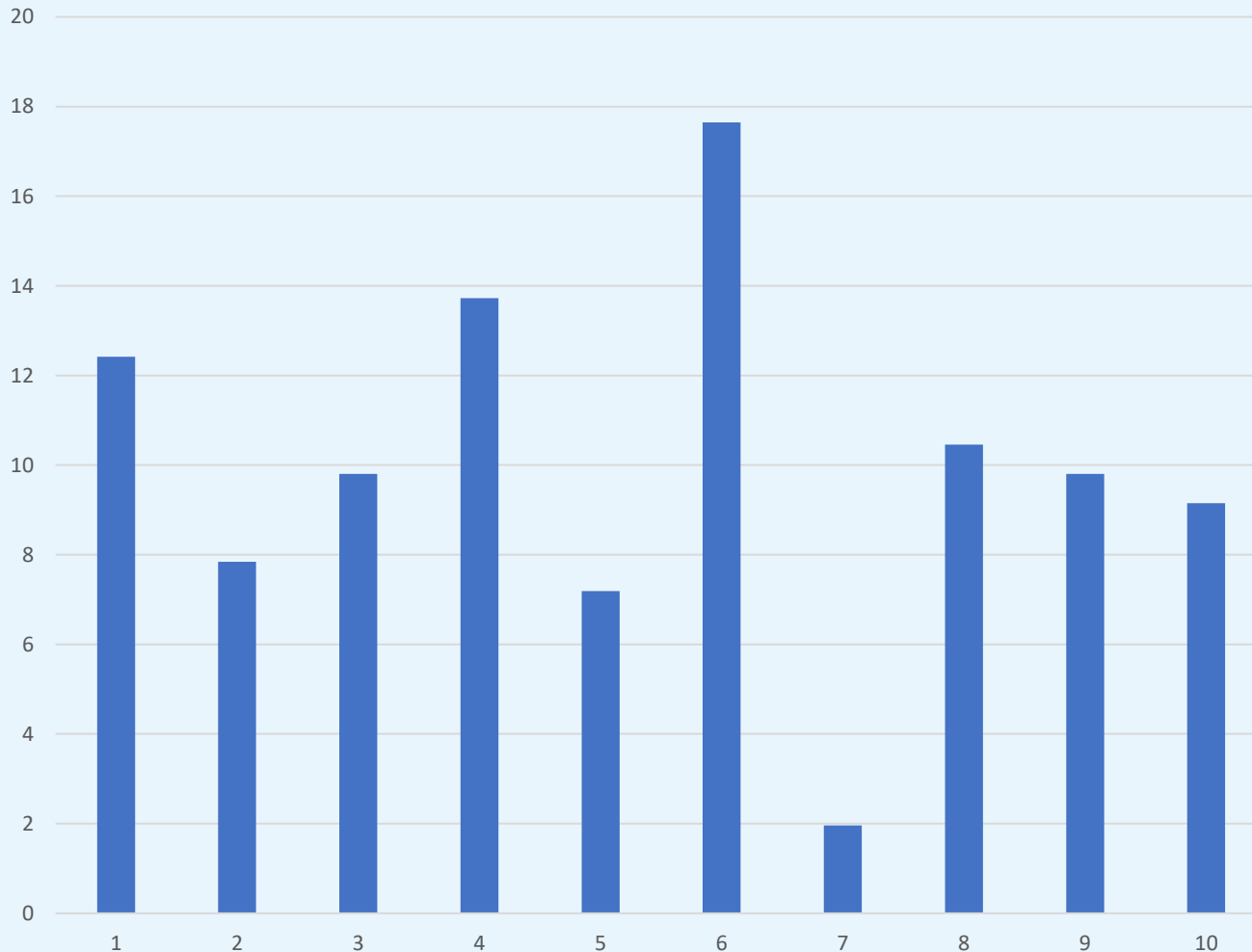
Exclusion rate special schools 2015-2020

Special School exclusion rate 2015-2021



BANES Exclusions and indices of multiple deprivation 2015-2021 (1 Most deprived - 10 least deprived)

IMD % of exclusions from pupils living in each decile



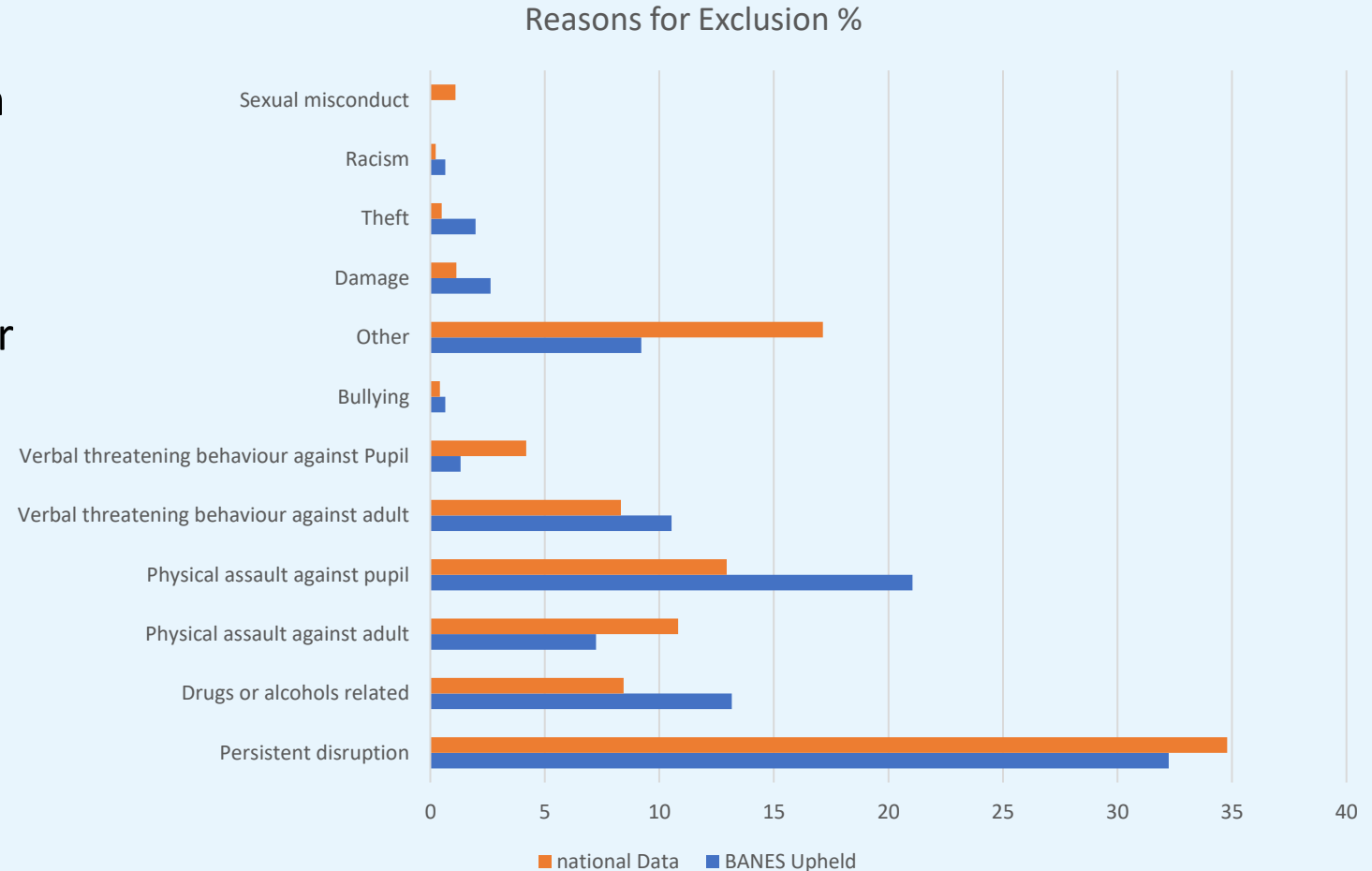
- The data shows us that in BANES excluded pupils live in a wide variety of areas of multiple deprivation. Comparatively high numbers of excluded pupils in BANES live in areas of less deprivation.
- 17.6% of excluded pupils come from areas which could be described as having higher levels of deprivation (IMD 1-3).
- 12.42% of excluded pupils live in the most deprived areas.

Permanent exclusions and EHCP's

Within BANES 22% of Upheld excluded mainstream secondary pupils go on to receive EHCP's post exclusion

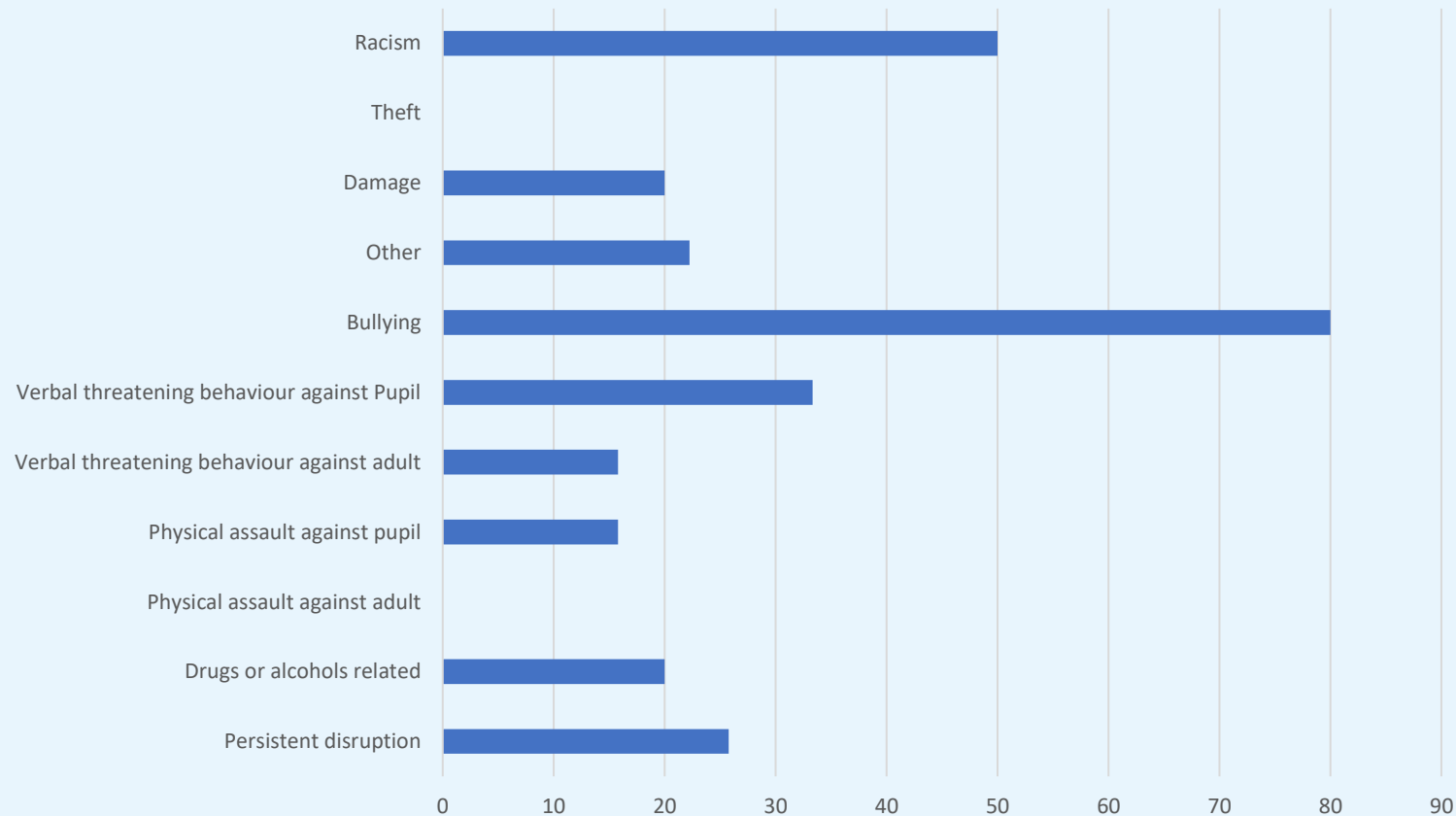
Reasons for permanent exclusion – Key trails 2015-2021

- Persistent disruption is by far the highest reason for exclusion in BANES at mainstream secondary level.
- Physical assaults against pupils are the second largest and warrants investigation as it is far above the national average.
- Exclusions for bullying, theft, racism and sexual misconduct are low.
- Exclusions due to physical assaults against adults are comparatively low.



% of permanent exclusions overturned by reason for exclusion 2015-2021

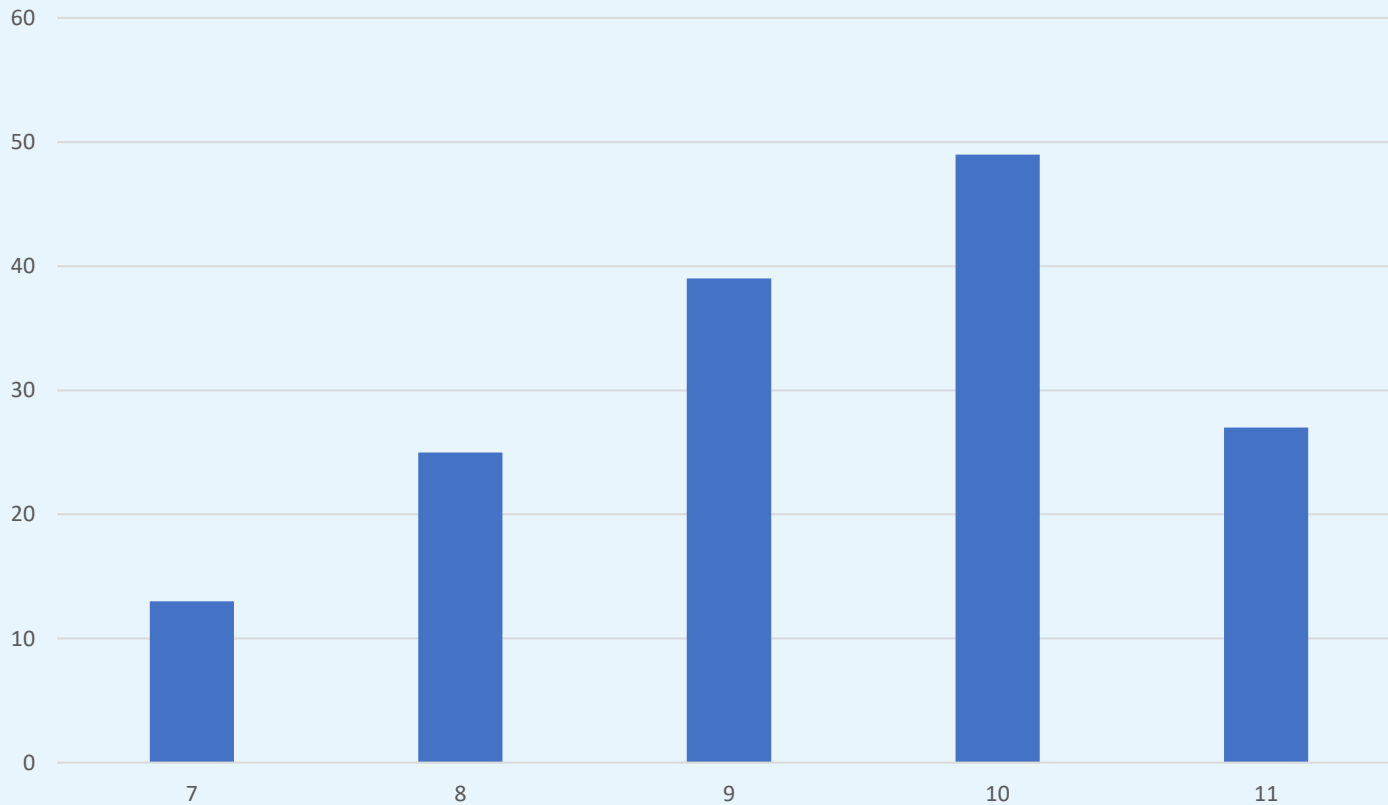
% overturned by type of exclusion



- PEX's for Bullying, Racism and Threatening behaviour towards pupils are overturned most regularly.

Permanent exclusion by year group 2015-2021

Exclusions by year group 2015-2021



- In comparison with national data BANES pupils who are excluded are excluded slightly later, usually at the start of KS4. This may indicate a need for greater support and transition work at this point for pupils, especially those with SEMH needs.

GDC and IRP permanent exclusion information 2015-2021

- Within BANES 22% of all mainstream secondary Permanent exclusions are overturned.

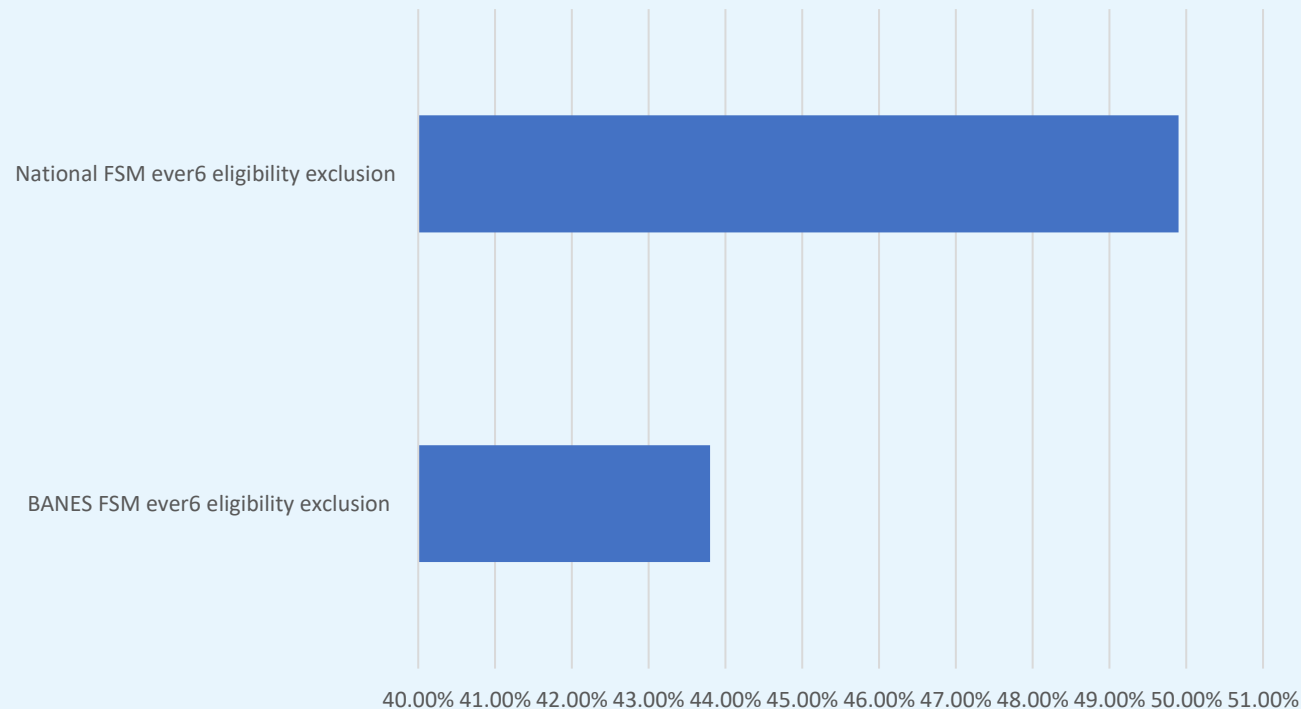
Post permanent exclusion destinations for BANES pupils 2015-2021



49.7% of secondary pupils excluded in BANES go on to be educated in mainstream settings.

FSM Ever6 exclusions 2015-2021

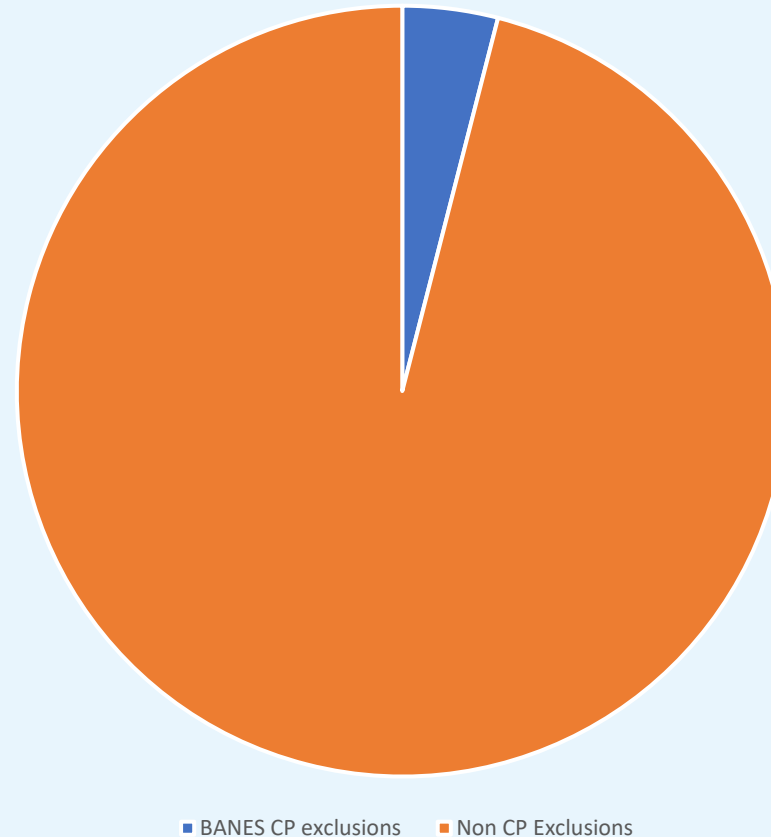
% Of pupils excluded between 2015-2021 with eligibility for FSM
ever6.



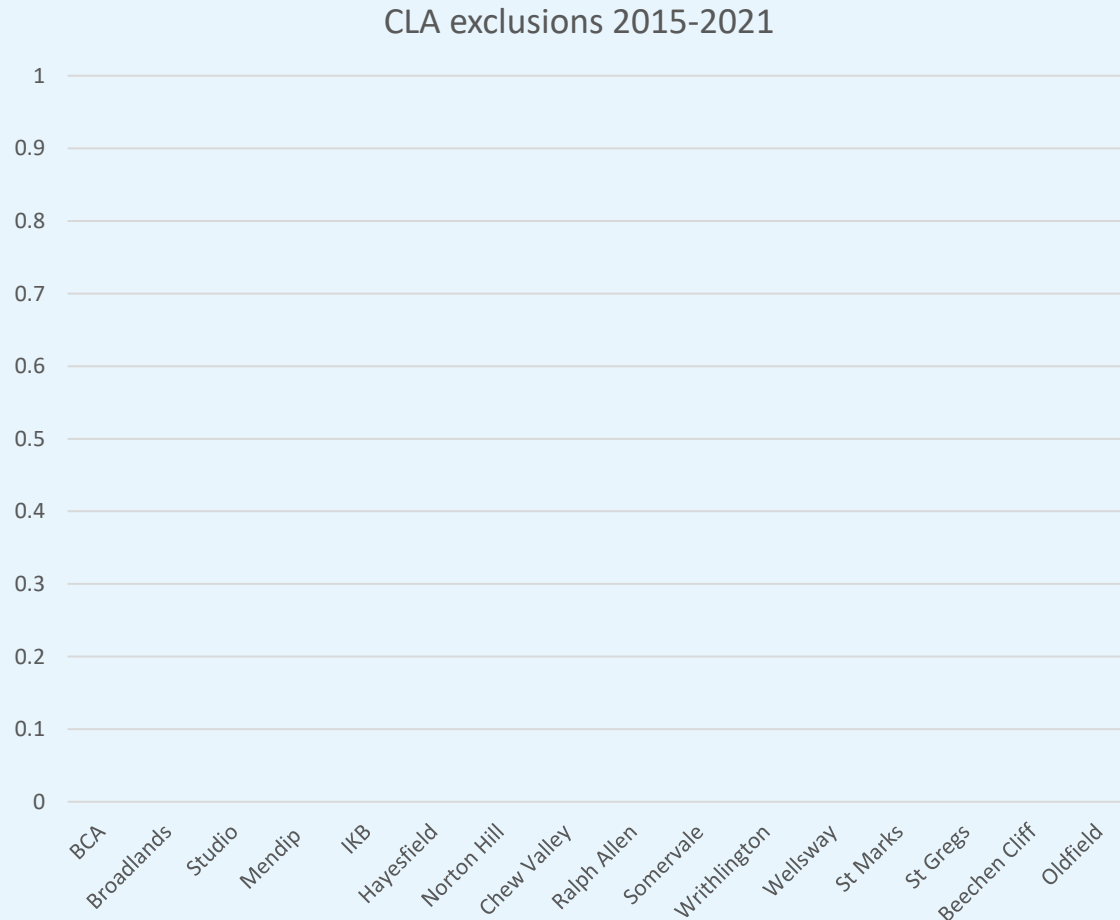
- The % of pupils excluded in BANES with FSM ever6 eligibility is lower than the national average.
- BANES does however have a lower number of pupils eligible for FSM ever6 than the national average. Further research into this data would be worthwhile.

Permanent exclusions for CP Pupils at time of exclusion 2015-2021 (%)

CP Exclusions 2015-2021

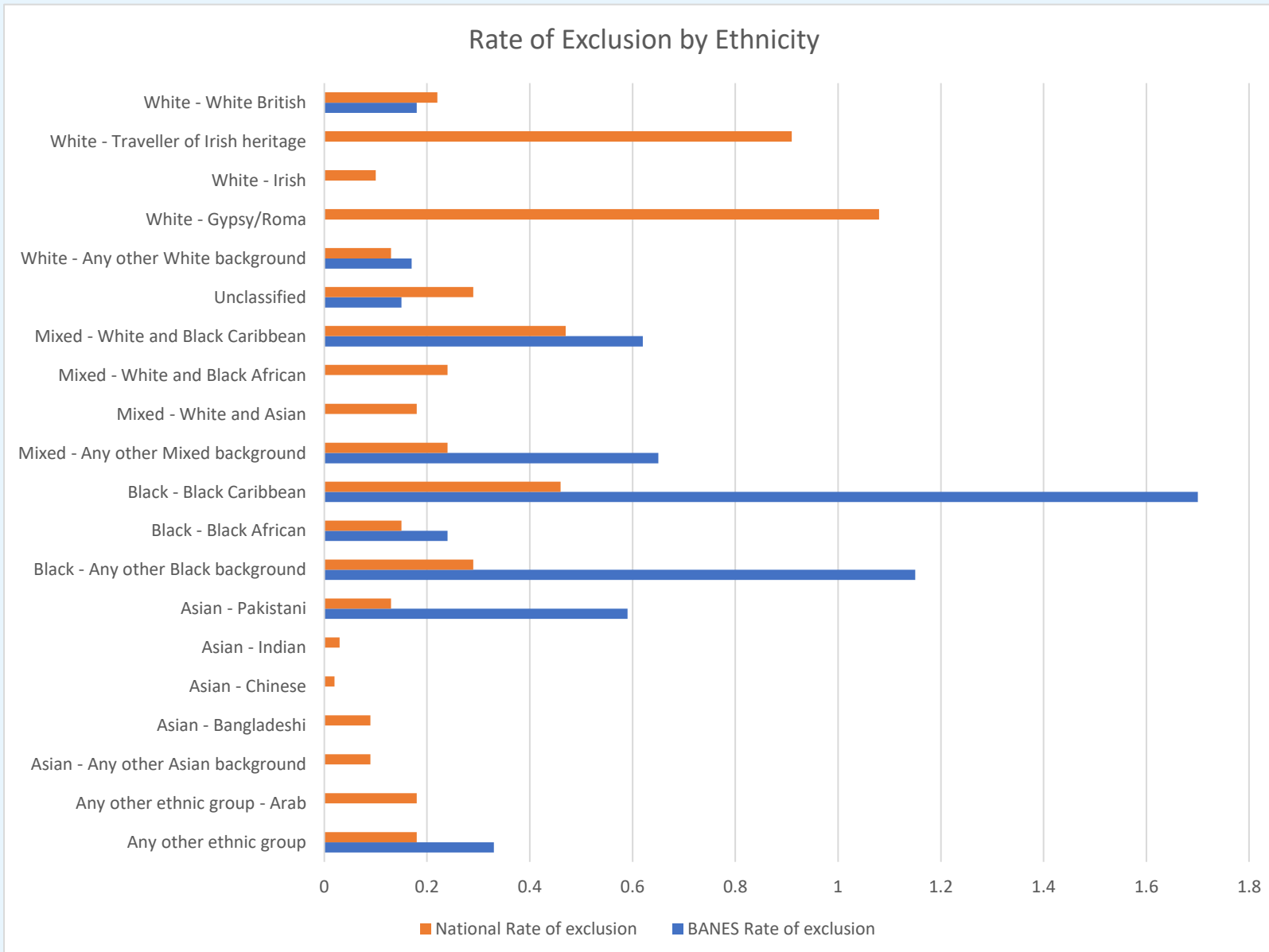


Permanent exclusions pupils CLA at time of exclusion (raw)



- No secondary school age pupils who were looked after were permanently excluded between 2015 and 2021.

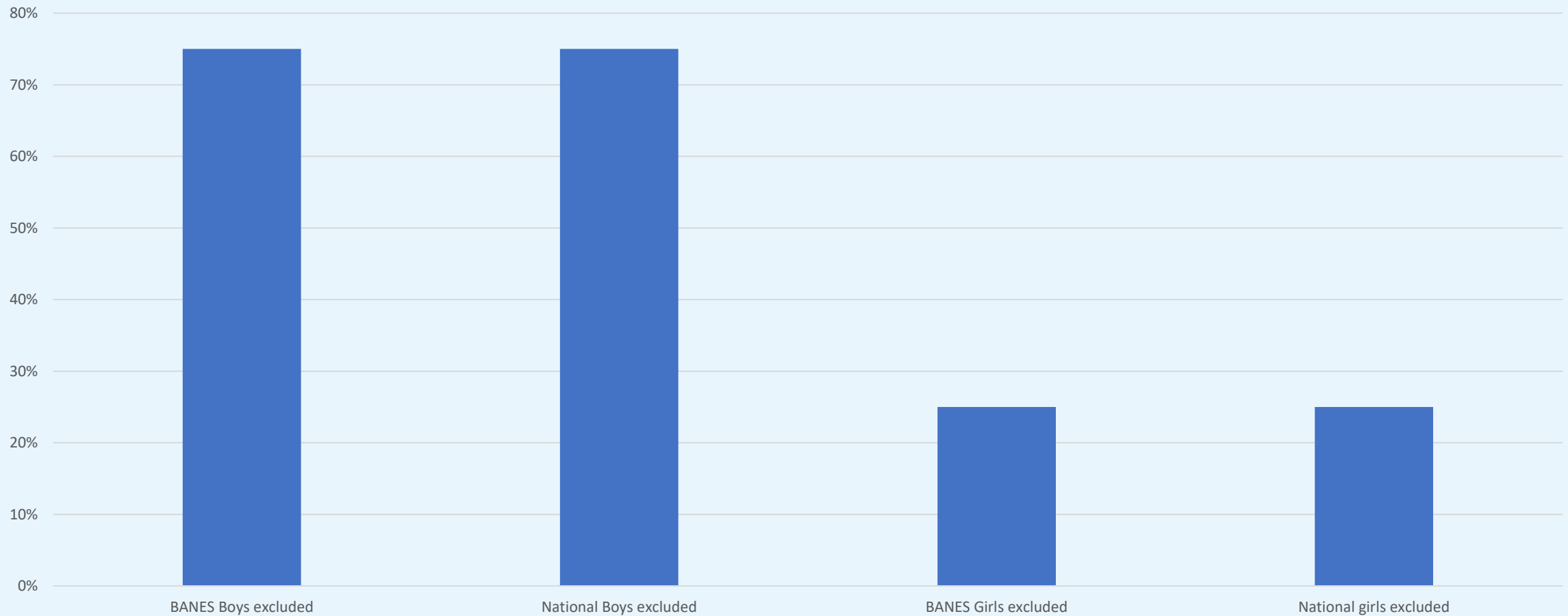
Secondary rate of exclusion by ethnicity 2015-2021



- In BANES 89% of the secondary school population are from white backgrounds.
- Pupils from white backgrounds receive 84% of the exclusions.
- This means pupils in banes from non white backgrounds are more likely to be permanently excluded.

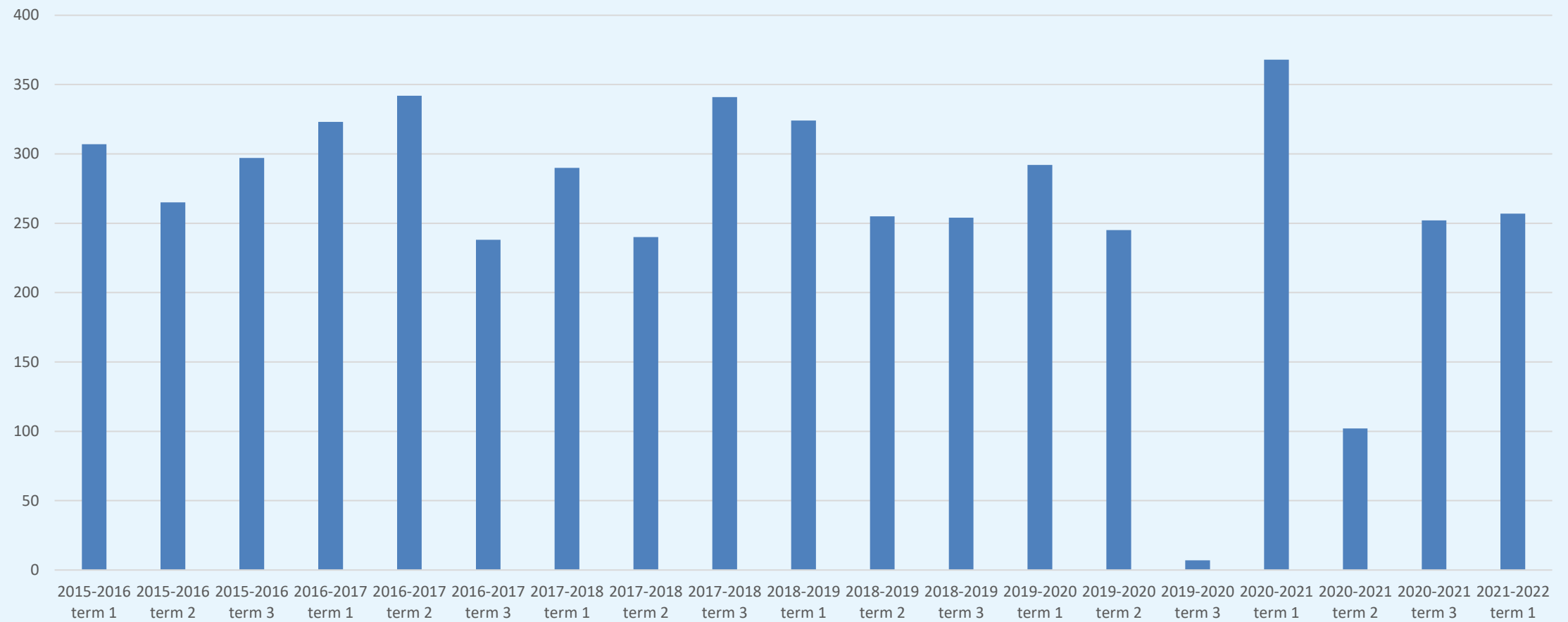
% of boys and girls permanently excluded 2015-2021

% of boys and girls excluded



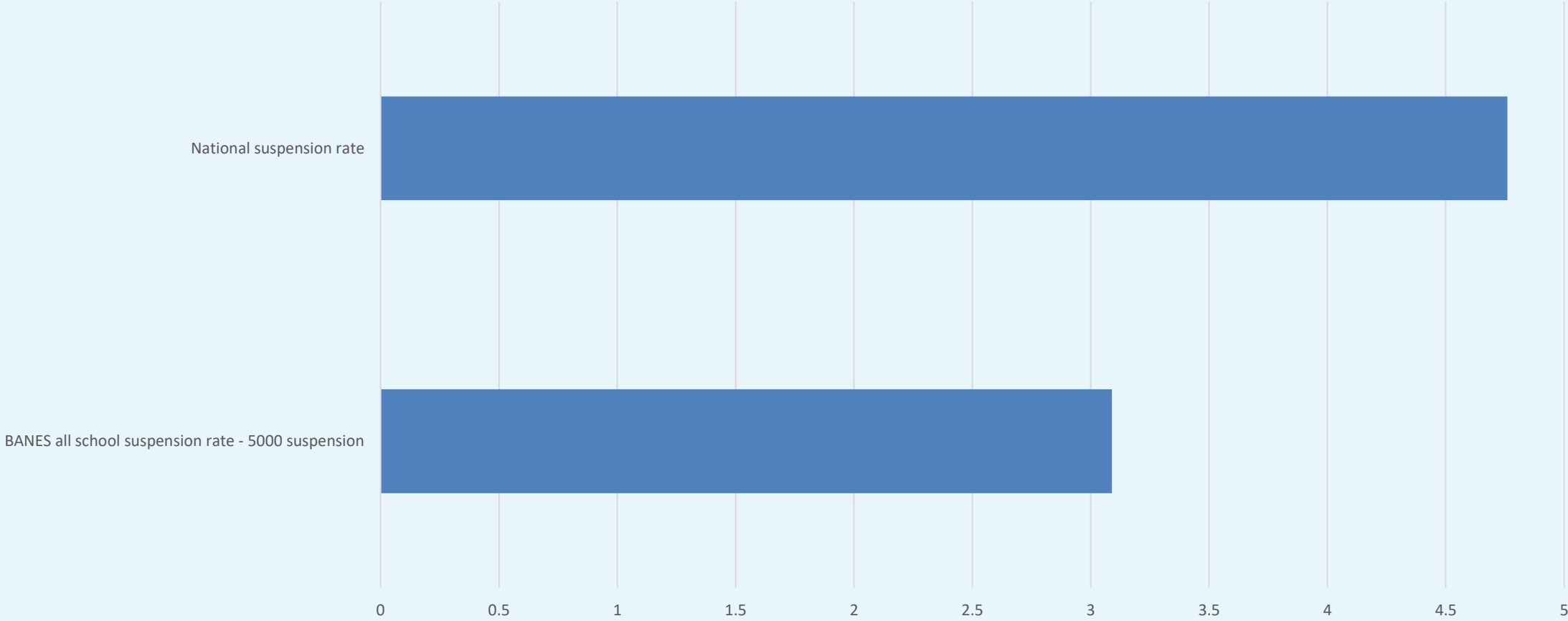
Suspensions 2015-2021

2015-current total suspensions



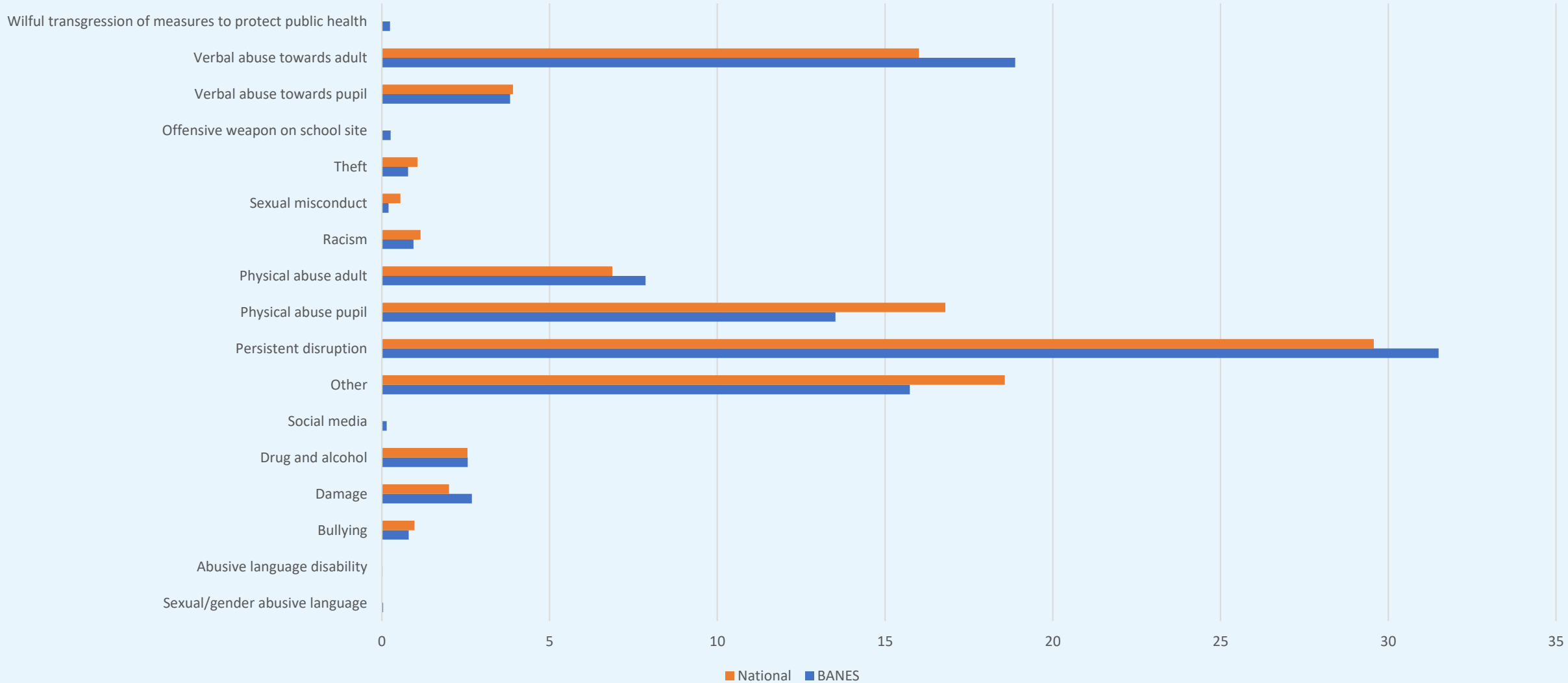
Suspension Rate all schools 2015-2021

BANES all school suspension rate 2015-2021



Reason for suspension 2015-2021

Reason for suspension 2015-2021



The contextual Situation

90%

5%

4%

1%

Good and Outstanding
schools – behaviour
across BANES schools
was at least good

A Range of
behaviour policies
were being
implemented

Variations in Knowledge

Differing opinions on what constitutes poor behaviour

The Wilmshurst Effect

Behaviour

SEND



Road to PEX

SEMH is
SEND

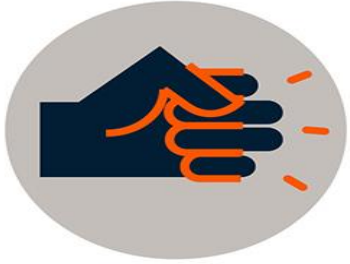


Recommendations for schools

Trauma informed Practice

What Adverse Childhood
Experiences (ACE's) exist?

ABUSE



Physical



Emotional



Sexual

NEGLECT



Physical



Emotional

HOUSEHOLD DYSFUNCTION



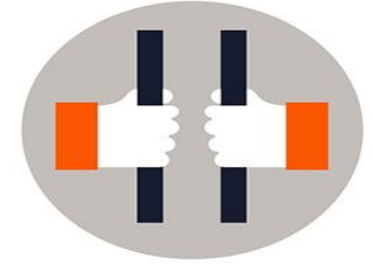
Mental Illness



Mother treated violently



Divorce



Incarcerated Relative



Substance Abuse



HOW CHRONIC
STRESS
AFFECTS YOUR
BRAIN



Secure – developed In a safe environment

- ability to regulate your emotions
- easily trusting others
- effective communication skills
- ability to seek emotional support
- comfortable being alone
- comfortable in close relationships
- ability to self-reflect in partnerships
- being easy to connect with
- ability to manage conflict well
- high self-esteem
- ability to be emotionally available

Anxious – inconsistent coddling/detached parenting

- clingy tendencies
- highly sensitive to criticism (real or perceived)
- needing approval from others
- jealous tendencies
- difficulty being alone
- low self-esteem
- feeling unworthy of love
- intense fear of rejection
- significant fear of abandonment
- difficulty trusting others

Avoidant – left to fend for yourself

- persistently avoid emotional or physical intimacy
- feel a strong sense of independence
- are uncomfortable expressing your feelings
- are dismissive of others
- have a hard time trusting people
- feel threatened by anyone who tries to get close to you
- spend more time alone than interacting with others
- believe you don't need others in your life

Disorganised – A result of trauma

- fear of rejection
- inability to regulate emotions
- contradictory behaviors
- high levels of anxiety
- difficulty trusting others
- signs of both avoidant and anxious attachment styles

THREAT-BASED MINDSET

RESPONSE TO CHALLENGING INFORMATION

FIGHT



YOU ARE
WRONG!
I AM
RIGHT!

FLIGHT



"LET'S
TALK
ABOUT
SOMETHING
ELSE"

FREEZE



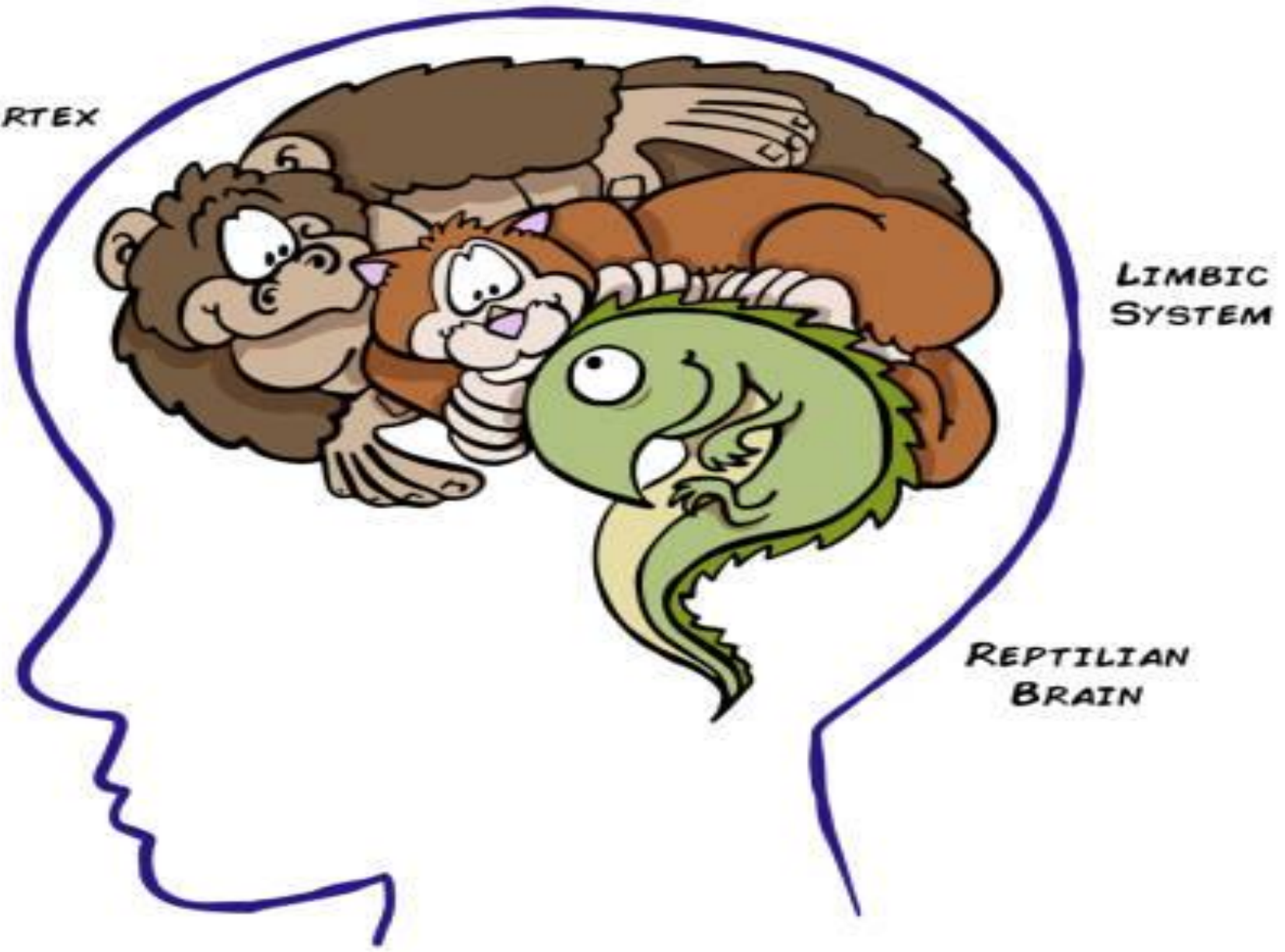
UH...
(doesn't
talk OR
listen/
learn)

FAWN



PERFORMATIVE
SURFACE-LEVEL
ENGAGEMENT

@LINDSAYBRAMAN



NEOCORTEX

LIMBIC
SYSTEM

REPTILIAN
BRAIN

Polyvagal Theory

SEMH Interventions and internal Alternative Provision (AP)



A white shelving unit on the left side of the room, filled with books, folders, and supplies. The top shelf is crowded with colorful books. Below, there are several shelves with binders, folders, and baskets containing pens and pencils. A green folder is prominently placed on one of the middle shelves.

A tall wooden wardrobe with two doors and silver handles, located against the back wall. To its right, several colorful posters are pinned to the wall, including one with a tree and another with a landscape.

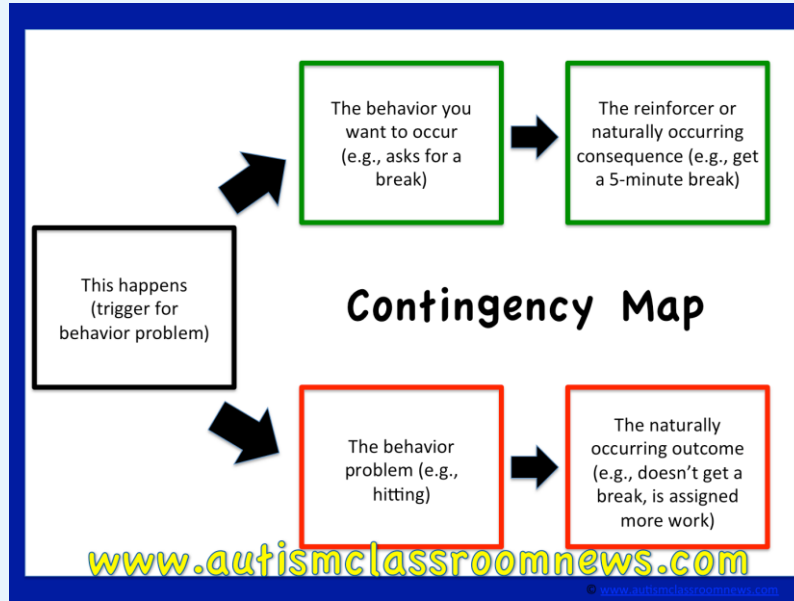
A blue sofa and a blue armchair positioned against the back wall, facing the whiteboard. The sofa is a simple, modern design with a clean, professional look.

A large whiteboard mounted on the back wall. It is currently blank. To the right of the whiteboard, there is a calendar titled "PLANNER 2022/23" and a small red chair.

A calendar titled "PLANNER 2022/23" mounted on the wall to the right of the whiteboard. It features a colorful, stylized design with green and blue elements.

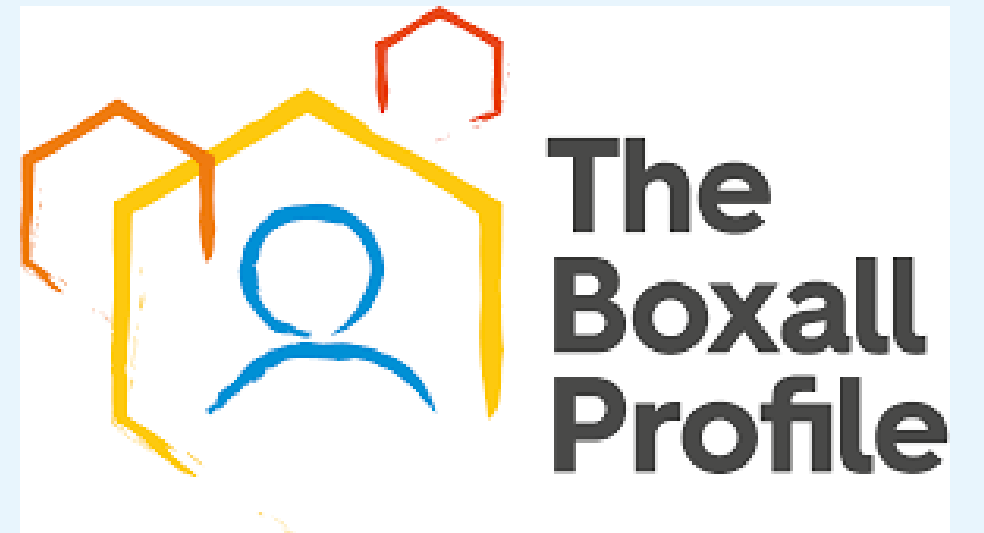
A desk on the right side of the room, equipped with a computer monitor, keyboard, and mouse. There are also some papers and a red chair tucked under the desk.

Two long wooden tables in the foreground, arranged in a U-shape. Blue chairs are placed around the tables. On the right side of the front table, there is a small board with a grid of cards and a marker. The cards appear to be educational or organizational in nature.



Bath & North East Somerset Council















Improving People's Lives












View behaviour as
communication and
sanctions as a
learning opportunity

Educate all
stakeholders on
trauma informed
practice

BANES Behaviour Toolkit

 Adverse Childhood Experiences
 Adverse Childhood Experiences (DOCX)
 Attachment Disorder
 Attachment Disorder (DOCX)
 Attention Deficit Hyperactivity Disorder
 Attention Deficit Hyperactivity Disorder (DOCX)
 Autistic Spectrum Disorder
 Autistic Spectrum Disorder (DOCX)
 BANES Alternative Provision Directory
 BANES Alternative Provision Directory (DOCX)
 BANES Exclusion Reflective Practice
 BANES Exclusion Reflective Practice (DOCX)
 Emotional Based School Avoidance
 Emotional Based School Avoidance (DOCX)

 Equalities and Tackling Disproportionality
 Equalities and Tackling Disproportionality (DOCX)
 Foetal Alcohol Spectrum Disorder
 Foetal Alcohol Spectrum Disorder (DOCX)
 Ideas to Improve Attendance
 Ideas to Improve Attendance (DOCX)
 Improving Mental Health in Schools
 Improving Mental Health in Schools (DOCX)
 Internal Alternative Provision
 Internal Alternative Provision (DOCX)
 Oppositional Defiant Disorder
 Oppositional Defiant Disorder (DOCX)
 Pastoral Care Ideas
 Pastoral Care Ideas (DOCX)
 Pathological Demand Avoidance

 Sensory Processing Disorder
 Sensory Processing Disorder (DOCX)
 Social Emotion and Mental Health Difficulties
 Social Emotion and Mental Health Difficulties (DOCX)
 Specialist External Provision and Referral
 Specialist External Provision and Referral (DOCX)
 Speech and Language Difficulties
 Speech and Language Difficulties (DOCX)
 The Behaviour Policy and Trauma Informed Practice
 The Behaviour Policy and Trauma Informed Practice (DOCX)
 Trauma Informed Audit for Schools
 Trauma Informed Audit for Schools (DOCX)

BANES Alternative Provision Directory

The following list has been produced to inform schools of the alternative provision organisations and agencies that exist locally and nationally to support pupils with various additional needs. The organisations and agencies in this list are in no way vetted or endorsed by BANES. Schools, as commissioners, remain responsible for ensuring that the provision being offered meets the statutory educational and safeguarding requirements outlined by the Government. Schools should refer to the advice outlined below:



Internal alternative provision

Internal AP provision has been used to great success in Birmingham and Manchester as well as internationally. It is also THE biggest contributing factor to reducing the rate of exclusion in Scotland to 0.0004 from 0.1 in 2014.

The majority of schools utilising this approach use on onsite space to support young people with gaining the necessary skills to access mainstream lessons. Some schools however have an offsite provision, this is the case where schools from the same multi academy trust have close geographical proximity.

Young people that attend these provisions focus on both SEMH interventions and also mainstream classwork. Pupils may attend the provision full time indefinitely or for just a short period of time each week for a term.

Many schools have chosen to use the 6 principles of nurture as the basis for their provision.



BANES Exclusion Reflective Practice

Name	DOB		Year
House/Pastoral group	Date of incident	Ethnicity	
Pupil Premium	Yes No	CLA (if yes contact virtual school)	Yes No CP/CIN
SEND	E/K/N	Attendance%	Behaviour policy level/stage
Reason for exclusion			
Final Decision			

Headteacher discussed with SENDCo:

Headteacher discussed with Pastoral lead:

Exclusion agreed by Headteacher/Principal:

PARS/Sleuth/CPOMS/SIMs reference:

Success of the project

- 0 Pupils involved with the VRU EIP were excluded
- The overall PEX number dropped by just over 25% during the project (compared to pre COVID levels)
- All schools in BANES had access to trauma informed training either through the VRU or through the Virtual School.

Final thoughts

1. View behaviour as communication
2. View behaviour as a learning opportunity
3. Utilise sanctions as an opportunity for learning about behaviour and promoting positive learning behaviours.
4. Educate staff, governors and **PUPILS** on the neurobiology of trauma and behaviour.