



IntegratED

Fewer exclusions. Better alternative provision.

2023

Annual Report

Foreword

This state of the nation report into school exclusion and alternative provision (AP) from the IntegratED partnership brings together available data, research, and policy from this historically overlooked cohort.

Every year, thousands of children are permanently excluded from school and an even greater number are moved into AP through other routes. Exclusions have increased since the pandemic lull and suspensions have hit a record high.

This is a social justice issue. School exclusion disproportionately affects the most disadvantaged. Children on free school meals, with a special educational need and children known to social care have higher rates of exclusion than their peers.

Excluded children are vulnerable and need support. However, the reality is that the prospects for children excluded from school are bleak. Only 4 per cent of children excluded from school go on to pass their English and Maths GCSEs, and half fail to sustain employment, education or training post-16. Additionally, exclusion has been shown to exacerbate, as well as lead to, new onset mental health conditions. Children outside of mainstream education are also more vulnerable to becoming the victim of child criminal exploitation.

As the devastating impact of the pandemic continues to blight our children's lives, ensuring every child is able to access a high-quality education that meets their educational, social and emotional needs should be the mission of every one of us.

More must be done to reduce preventable school exclusions, to support children earlier to prevent them reaching crisis point and to ensure children in AP have access to high-quality education and support. That is why we are proud to continue the work of the All-Party Parliamentary Group (APPG) on School Exclusion and AP, to ensure that the good work already done by the IntegratED partnership and many others, is followed through into policy changes.



Andy Carter MP

Chair of the APPG on School
Exclusions and Alternative Provision

This important report reviews the policy landscape, considers the SEND and AP improvement plan, tracks changes to the Timpson review of school exclusion, explores the research published in this space and sets out the work of the APPG.

The report also gathers together all the data on which children are moved around the system, and how. It tracks the various routes out of mainstream schools and conducts comprehensive analysis of how many children are educated in alternative provision, what types of setting they are educated in, and how this varies across the different LAs in England.

It continues previous IntegratED analysis of the extent to which children are dual-rolled in AP schools and the characteristics of these children. This report also uncovers a deepening crisis in AP capacity.

As outlined in this report, there is still a lot that we don't know, including the overall number of children in AP and the location of educational provision for many children. Despite the disproportionate effect on some of our most vulnerable children, there is still a lot we do not know about where our children are being educated and what quality of education and support they are receiving.

This has to change. While the SEND and AP plan has outlined a welcome new vision, there is still a long way to go to ensure that there is adequate support for the children on the fringes of the education system and for staff and families who are working to help all children access high-quality education.

About IntegratED

IntegratED is a coalition of partner organisations working to reduce preventable exclusions and improve the quality of education for children excluded from school. We do this through a whole-child development lens.

It is our belief that all young people should leave school with the skills, values, aptitudes, and capabilities necessary to realise their full potential and contribute to the common good. Our implementing partners are working across the education, charity and policy sectors training teachers, trialling interventions, and conducting research to achieve long-term system change.

Our partners are training teachers to engage children who have challenging behaviours, and training school leaders of the future to implement whole-school strategies to reduce preventable exclusions. Working with children at risk of exclusion, we are implementing literacy programmes, raising aspirations, helping children to develop agency for their own learning, and bringing together teachers and pupils to uncover the reasons driving high exclusion rates. We are researching illegal exclusions, unexplained pupil moves into alternative provision; parental engagement; teacher awareness of whole-child development; local and national systemic drivers behind exclusions and how the quality of relationships affects outcomes in alternative provision (AP).

The work each partner is doing as part of the IntegratED programme is summarised on the following pages.

The IntegratED annual report is designed to be a “state of the nation” of school exclusion and AP. In the following chapters we review the latest data and research, as well as the year’s policy developments.

Our annual report complements the online knowledge hub, available at www.integrated.org.uk, which offers an up-to-date repository of research into exclusions, AP and whole-child development. It also features the latest news articles and blogs, plus an interactive map of AP in England and a networking platform to connect with others working to reduce preventable exclusions and improve AP.

IntegratED partners

Ambition Institute



Ambition Institute is a national education charity, helping schools tackle educational disadvantage and helping their teachers and school leaders to become more expert over time. They do this by training teachers and leaders at all levels, sharing what works by connecting people to the latest research and best practice, and championing every teacher's potential to develop.

The Anna Freud Centre



Anna Freud is a mental health charity for children and families. They work to close the gap in wellbeing and mental health by advancing, translating, delivering and sharing the best science and practice with everyone who impacts the lives of children and families. They work with those who work and support children and young people directly, including families, teachers, social workers and mental health professionals.

Aspire AP



Aspire AP is an Ofsted Outstanding pupil referral unit in Buckinghamshire providing alternative provision education and support for secondary age students. Pupils are referred to us by the local authority and attend either full-time or part-time. Our staged support model allows us to flexibly meet the needs of our students and to provide the most appropriate level of support. We also provide home and hospital tuition, outreach services and mental health and SEN-specific provision.

Centre for Social Justice (CSJ)



The Centre for Social Justice (CSJ) engages in research and political lobbying to improve policy around exclusions and alternative provision. They are the secretariat for the All Party Parliamentary Group on School Exclusions and Alternative Provision. As the "hub" organisation for IntegratED, they disseminate the programme's findings as well as conducting their own original research.

Coram Group



The Coram Group are a group of specialist charities who support hundreds of thousands of children, young people and families every year. Coram use insight and experience to engage with government, local authorities, social workers, teachers, carers and families to help deliver better practice, systems and laws. Coram run a school exclusions hub, offering free information and resources for professionals and community organisations supporting children and their families in challenging school exclusions.

The Difference



Through its programmes, research and partnerships, The Difference learns what works to improve outcomes for vulnerable children, and shares this best practice across its network and the sector. The Difference creates specialist senior school leaders, with the expertise to lead whole-school and multi-agency approaches to meeting the learning, wellbeing and safeguarding needs of all children, and most crucially those with high levels of need and vulnerability.

Introduction

Education Policy Institute



The Education Policy Institute is an independent, impartial and evidence-based research institute that aims to promote high quality education outcomes for all children and young people, regardless of social background. Their research and analysis aims to shed light on whether current policy is delivering a high quality, equitable, education system, and identifies issues where further policy development is needed.

Excluded Lives



Excluded Lives is a multi-disciplinary and multi-site research team, with members from the universities of Oxford, Cardiff, Edinburgh, Queen's Belfast and the LSE – specialising in Education, Criminology, Law, Psychiatry, Economics, Sociology and Social Policy. The overarching aim of the project is to provide a comprehensive and multi-disciplinary view of the different policies, practices and costs of formal, informal and illegal school exclusions across the UK.

FFT Education Datalab



FFT Education Datalab are a group of expert analysts who produce independent, cutting-edge research on education policy and practice. They conduct research for policy-makers to help them understand the education landscape. They carry out quantitative research on the education system in England primarily using the National Pupil Database and other national datasets linked to it.

Impetus



Impetus transforms the lives of young people from disadvantaged backgrounds by ensuring they get the right support to succeed in school, in work and in life. Together with the Henry Smith Charity, they're backing charities that provide targeted support to those at risk of exclusion from school or in Alternative Provision, building on the evidence of what works to support and grow impactful programmes that will set more young people on a path to success.

Fair Education Alliance



The Fair Education Alliance (FEA) is a coalition of over 200 cross-sector organisations that work together to tackle educational inequality. The FEA Secretariat unites its membership of educators, charities, businesses and policymakers to drive collective action, influence policy and scale impactful initiatives to create an education system that builds essential life skills, prioritises wellbeing, supports teachers and leaders, engages parents and communities, and provides support for all post-16 routes.

IntoUniversity



IntoUniversity's Holistic Aspirations project in Leeds, run in partnership with Leeds East Academy and the Co-operative Academy of Leeds, works with students aged 11-16 who are at high risk of exclusion and meet our eligibility criteria, including being eligible for free school meals. Delivering a targeted version of their programme, they aim to increase students' attachment to longer term goals and increase their school engagement, thereby avoiding a range of negative outcomes such as exclusions.

Inspiration Trust



Inspiration Trust, a family of schools in East Anglia, are piloting a model that integrates alternative provision into our mainstream provision, keeping children on the school roll and with an approach that ensures pupils are still part of the school community. Their alternative curriculum will include social and emotional interventions as well as an academic curriculum, largely delivered by mainstream teachers to enable the children to gradually re-join their mainstream peers in a supported transition process.

Introduction

IPPR



IPPR is the UK's leading progressive think tank. They give voice to progressive ideas and policies to successfully influence policymakers from all political parties and none (civil servants, the media, employers and civil society). In recent years they have conducted significant work on education and learning, including incubating the charity, The Difference, which looks to prevent school exclusion in England. They have also worked on an ambitious new programme of work on the future of learning with Big Change called Subject to Change.

KPMG



KPMG Foundation works with others to improve the lives of the most vulnerable children and young people in the UK, by investing in partners and programmes for children in their early years, in school and through adolescence, wherever, whenever and however the greatest benefits can be achieved. The Foundation is proud to support the Anna Freud Centre's work on reducing school exclusions through a whole family approach, in collaboration with Porticus and the IntegratED initiative.

Mission 44



Mission 44 is a charitable foundation that supports bold organisations, leaders and ideas to reimagine the future and empower young people from underserved communities. Mission 44 has three key priorities. Education – building a more inclusive education system led by diverse teaching staff. Employment – opening doors to careers within STEM, motorsport and the creative industries. Empowerment – empowering young people to become an influential force for change.

Pro Bono Economics



Pro Bono Economics uses economics to empower the social sector and to increase wellbeing across the UK. They combine project work with individual charities and social enterprises with policy research that can drive systemic change. They build on the insights derived from charity projects to investigate how social sector organisations can get the most out of their resources. Pro Bono Economics are currently working with the Learning Team at HeadStart on a programme aimed at improving young people's mental health and wellbeing.

Porticus PORTICUS

Porticus is the philanthropic organisation supporting the IntegratED programme. They believe the most effective way to educate children, especially those in extreme adversity, is to embed a holistic whole-child development approach within education systems. The programme vision is that all children, irrespective of family income or background, should have fair opportunities to develop as socially responsible, fulfilled individuals with a strong academic grounding, able to contribute to and benefit from a just society.

Relationships Foundation



Relationships Foundation believes that good relationships are fundamental to achieving a broad range of social and educational outcomes. As part of the IntegratED programme, they are measuring and exploring relationships in a range of alternative provision settings to understand how factors like closeness and trust support high performance. Relationships Foundation are also seeking to identify what it is that enables good relationships within settings and in the wider system, to support sustainable improvement.

Right to Succeed



Right to Succeed support communities in areas of high deprivation to work collectively to give children and young people the best start in life. Their IntegratED pilot programme works with every child in the first three years of secondary school in Blackpool to close the literacy gap, giving pupils the ability to engage better with the curriculum and improving their ability to communicate with those around them. It seeks also to understand the impact of literacy, language and communication on children's whole development, looking particularly at attitudes to self and school as well as attendance and exclusion.

Introduction

The RSA



The RSA has been at the forefront of significant social impact for over 260 years. The RSA is working in Oldham, East Sussex, and Worcestershire over the course of three years to facilitate stronger multiagency collaboration to make local education systems more inclusive and reduce preventable exclusions.

Social Finance



Social Finance is working in partnership with two local authorities, Cheshire West and Chester County Council and Gloucestershire County Council, to transform how they identify and support children at risk of exclusion. The programme will develop data insights on who is being excluded, explore what interventions and quality assurance are needed and understand how local systems should support this. Social Finance is a not-for-profit organisation that researches better ways of tackling social problems.

Shine



SHINE wants to see all children leave school with real choices in their future. They believe that children should be given the best possible chances in education, no matter what their backgrounds or starting points. Their mission is to raise the attainment of children from disadvantaged backgrounds across the Northern Powerhouse. They do this by supporting innovations in education which have the potential to transform education outcomes for the most disadvantaged children. Shine is proud to support Right to Succeed in their work to close the literacy gap in Blackpool, in collaboration with Porticus and the IntegratED initiative.

Teach First



Teach First is seeking to embed the four main principles of whole-child development within its programmes. Whole-child development encompasses cognitive, social, emotional, and physical development. They aim to raise awareness among teachers and school leaders of how these principles can benefit pupils in their schools. Through their programmes, they hope to equip teachers and school leaders better to respond to underlying factors that impact outcomes for pupils, particularly those facing educational disadvantage.

Wates Family Enterprise Trust



Providing opportunities for the most vulnerable and disadvantaged young people in our communities is the driving force behind The Wates Family Enterprise Trust's work in one area of its funding. The Trust is passionate about providing support to those, who from a young age, could easily become lost in the system. They are keen to better understand how to support quality improvement in AP, aid pupils' post-16 transition, and want to ensure that we see a reduction in the number of those excluded or missing from school.

Whole Education



Whole Education is supporting a group of schools across England to implement Spirals of Enquiry, a child-led model for professional learning. The six-stage model assists schools to take an enquiry-orientated approach to reducing exclusions. The Spiral brings the perspectives of learners at risk of exclusion to the forefront, as school teams use learner voices to focus their enquiry and plan evidence-based actions. Schools share their findings with a local network, creating communities of learning focused on reducing exclusions.

Wild Learn



WILD Learning exists to help people increase their Learning Power and develop the self-leadership to thrive in our complex and ever-changing world. Talk to us about our scientifically robust, research validated self-assessment analytic called 'CLARA' which supports a self-directed learning journey supported by our new Learning Journey Platform. We specialise in enhancing Learning Power measurably and systematically using a range of coaching tools and techniques. We work with all ages and across many different cultures supporting organic, place-based change, aligned to global sustainability.

Contents

1 Introduction

Part one: data

8 Key facts

10 Exclusions

23 Moves off-roll

26 Managed Moves

28 Coerced moves into home education

33 On-roll movement

33 Dual registration

38 Moves to internal AP

39 B coding

42 AP schools

56 What we don't know

Part two: policy

59 A year (or so) in policy

62 The SEND and AP improvement plan

63 The Timpson Review

67 Research

79 Westminster Watch

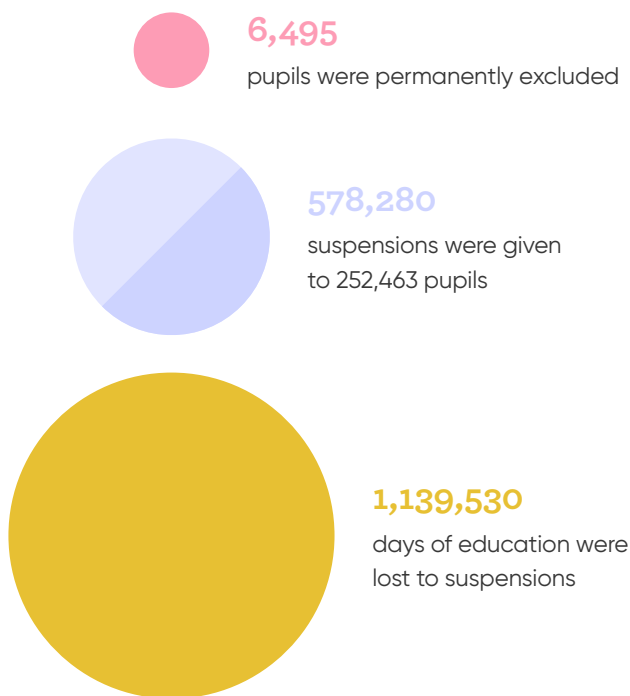
79 APPG on School Exclusion and Alternative Provision

82 Ministerial Updates

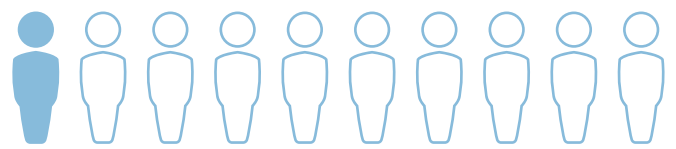
Key facts

Exclusions and Alternative Provision

In the 2021/22 academic year in England



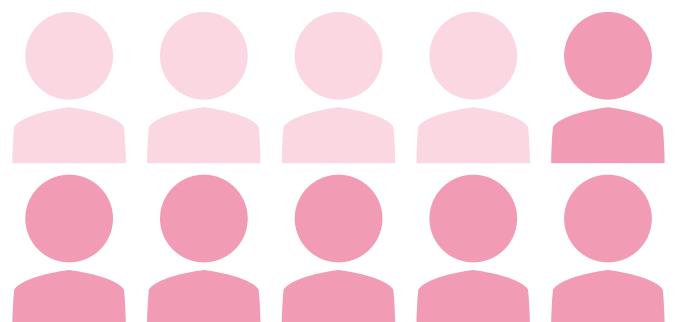
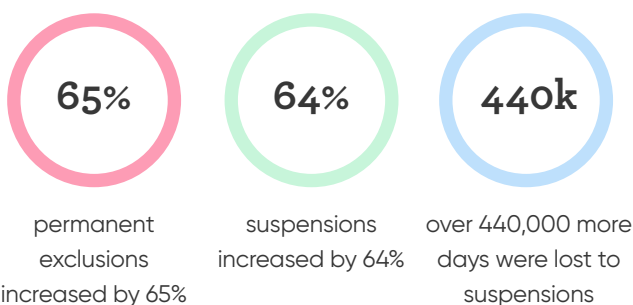
Persistent disruptive behaviour accounts for:



1 in 10 pupils

experienced an unexplained exit during their time at secondary school

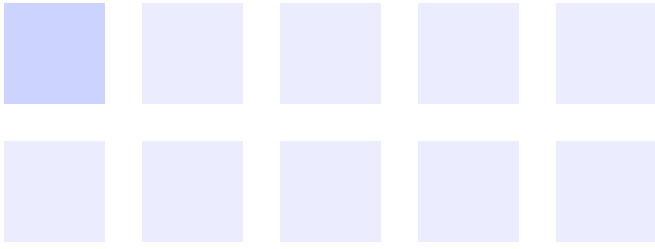
Comparing the 2020/21 academic year with the 2021/22 academic year:



40% of pupils

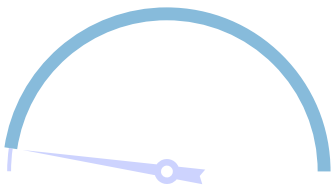
who experience an unexplained exit leave to an unknown destination and never return to the state school system.

Key facts



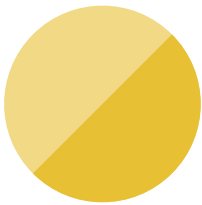
Fewer than one in 10

LAs are confident that they know of all pupils who are in Elective Home Education in their area.



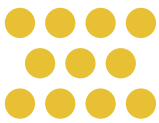
4.3 per 1,000 pupils are educated in AP

The area with the highest rate of pupils in AP was Nottingham City with 13.1 per 1,000 pupils in AP.



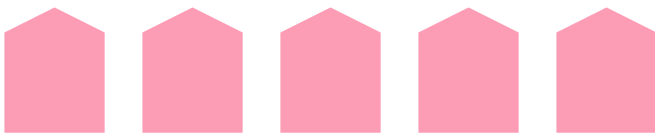
In 109 LAs

over half of the AP commissioned is independent. In 66 LAs over half of the AP commissioned is unregistered.



11 LAs

have no state-maintained AP at all.



An estimated 116,300

children were in EHE at any one point during the 2021/22 academic year.

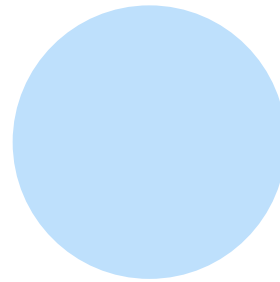
There are at least

1,401 alternative providers

operating across England educating at least

50,978 pupils.

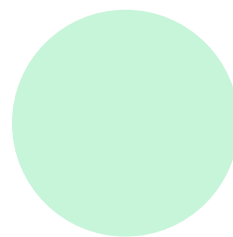
'Other unregistered' providers are the most common AP destination. In January 2023 at least



9,006 pupils

were educated in an undetermined number of these settings.

The second most common AP destination was Pupil Referral Units, which in January 2023 accounted for a total of



7,470 pupils.

Exclusions

What are exclusions?

A suspension is a time-limited exclusion. The term "suspension" has been used by the Department for Education (DfE) this year, but in previous years the term "fixed-term exclusion" (FTE) was used. A pupil who is suspended is temporarily removed from school for a set period, which can total no more than 45 days in one school year. For context, there are a total of 190 days in each school year. If a child has been suspended, the school is required to set work for the first five school days and from the sixth day, to arrange suitable alternative full-time education.¹

A permanent exclusion is not time limited. When a pupil is permanently excluded, their name is removed from the school's register and the local authority (LA) must arrange suitable alternative full-time education from the sixth day following said permanent exclusion.²

How many pupils are excluded?

Annual analysis

Permanent exclusions

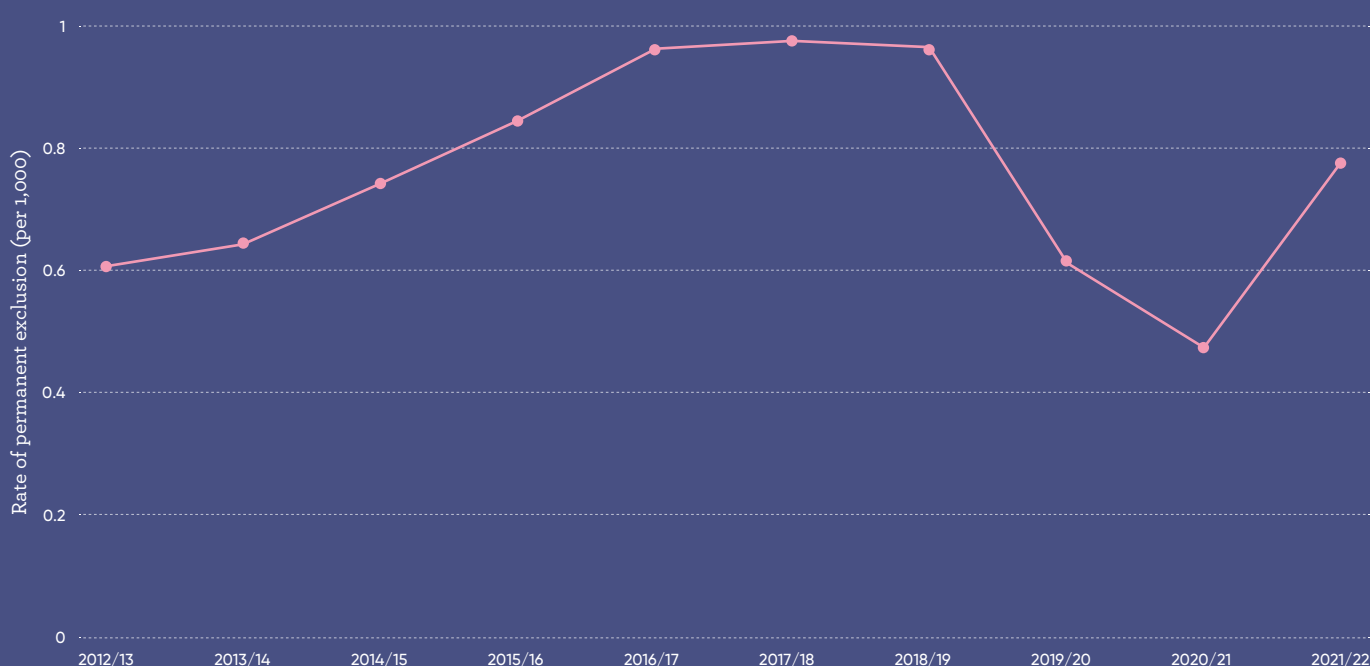
In the 2021/22 academic year, 6,495 pupils were permanently excluded.³

This represents a significant increase on the 3,928 pupils permanently excluded in 2020/21, however permanent exclusion numbers are still not at pre-pandemic levels. In the last academic year unaffected by Covid (2018/19), 7,894 pupils were permanently excluded.⁴

The rate of permanent exclusions has increased since last year to 0.78 per 1,000 pupils.

However, given permanent exclusion numbers plummeted during Covid, the rate of permanent exclusion has still not reached pre-pandemic levels. School closures during 2020/21 resulted in the lowest recorded rate of exclusions for a school year, at 0.47 per 1,000.⁵ In the three years prior to 2019/20 however, the rate of permanent exclusions remained steady at roughly 1.0 per 1,000 pupils.⁶

The rate of permanent exclusions declined markedly during Covid, but is on the rise again.



Source: Department for Education, 2023. "Statistics: Permanent and fixed-period exclusions in England: Academic year 2021/22"

Exclusions

Suspensions

In 2021/22 the number of suspensions increased to the highest levels on record with 252,463 pupils receiving a combined total of 578,280 suspensions.⁷

This compares to 2020/21, when 182,459 pupils experienced a combined total of 352,454 suspensions.⁸

Overall, in the 2021/22 academic year 1,139,530 days of education were lost to suspensions. No other year on record has recorded more than 900,000 days of education lost.⁹

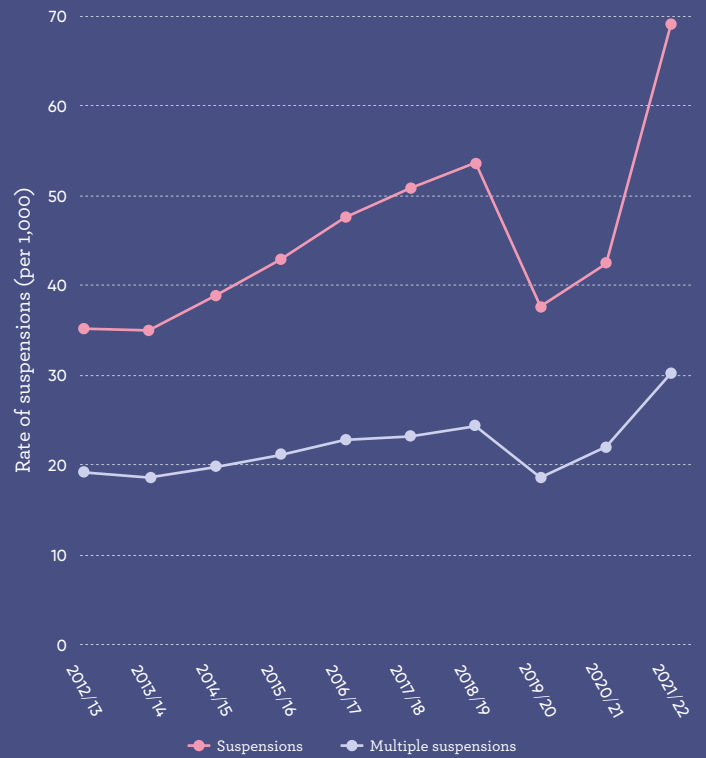
The rate of suspensions is similarly the highest on record, at 69.1 per 1,000 pupils.¹⁰

Prior to the pandemic, the rate of suspensions and multiple suspensions had been steadily rising. However, 2019/20 recorded a significant decline, followed by an increase in 2020/21. In 2021/22 the rate of suspensions was the highest on record, at 69.1 per 1,000 pupils, while the rate of multiple suspensions was the highest since 2006/07, at 30.2 per 1,000 pupils.¹¹

On average, pupils who experienced a suspension in 2021/22 received 2.3 suspensions and missed an average of 4.5 days per suspension. These figures are markedly up compared to 2020/21 when excluded pupils received 1.9 suspensions average and missed 3.7 days per suspension.¹²

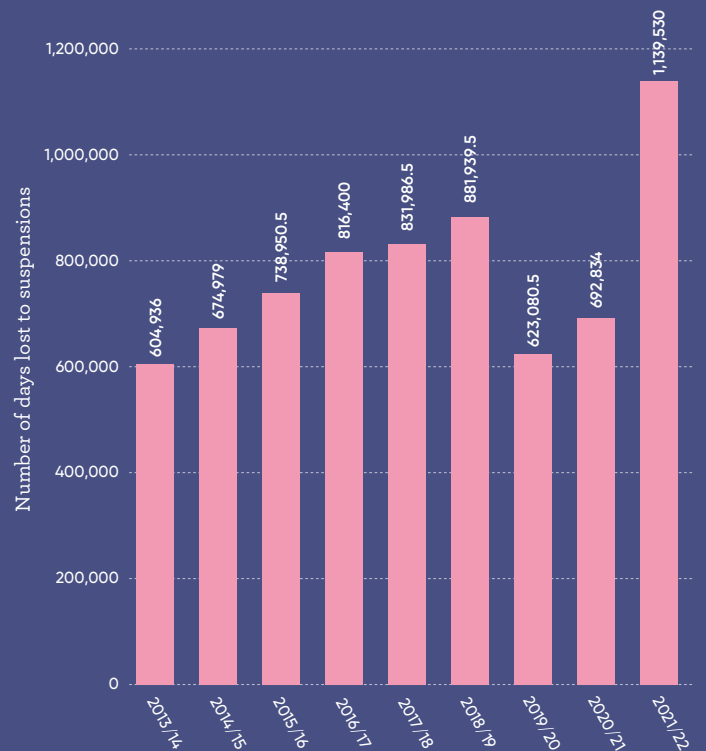
In response to the Timpson Review, the government pledged to consult on reducing the total number of days a pupil can be excluded in one year, and on strengthening the requirement to arrange AP during suspensions.¹³ Following on from the Timpson debate (16 September 2021), then Children’s Minister, Vicky Ford MP, stated that the Government would be looking into reducing the number of days that a pupil could be suspended.¹⁴

The rate of suspensions is at its highest level on record.



Source: Department for Education, 2023. "Statistics: Permanent and fixed-period exclusions in England: Academic year 2021/22"

2021/22 saw the highest number of days lost to suspensions on record



Source: Department for Education, 2023. "Statistics: Permanent and fixed-period exclusions in England: Academic year 2021/22"

Exclusions

Termly analysis

Permanent exclusions

In every term in 2021/22 the number of permanent exclusions increased compared to the same term in 2020/21:

- In Autumn, permanent exclusions increased by 21 per cent from 1,737 in 2020/21 to 2,095 in 2021/22.¹⁵
- In Spring, permanent exclusions increased by 344 per cent from 491 in 2020/21 to 2,179 in 2021/22.¹⁶
- In Summer, permanent exclusions increased by 31 per cent from 1,700 in 2020/21, to 2,221 permanent exclusions in 2021/22.¹⁷

While these increases are substantial, exclusion statistics from 2020/21 are distorted by Covid-related school closures. When comparing to the last non-Covid affected year, 2018/19, numbers of permanent exclusions have increased only in the Summer term.¹⁸

If we only analyse the rate of permanent exclusions in the Autumn term, the rate of permanent exclusions increased this year from 0.21 per 1,000 pupils in Autumn 2020/21 to 0.25 per 1,000 pupils in Autumn 2021/22. This equates to around 1 in every 3,995 pupils who were excluded in the first term of the 2021/22 year. Looking pre-Covid, 0.39 per 1,000 pupils in Autumn 2019/20 were permanently excluded.¹⁹

Between 2016/17 and 2019/20, the rate of Autumn permanent exclusions gradually increased. Since Covid school closures, there has been a marked decline in Autumn term permanent exclusions.²⁰

Suspensions

In every term in 2021/22 suspensions were higher than the equivalent term in 2020/21:

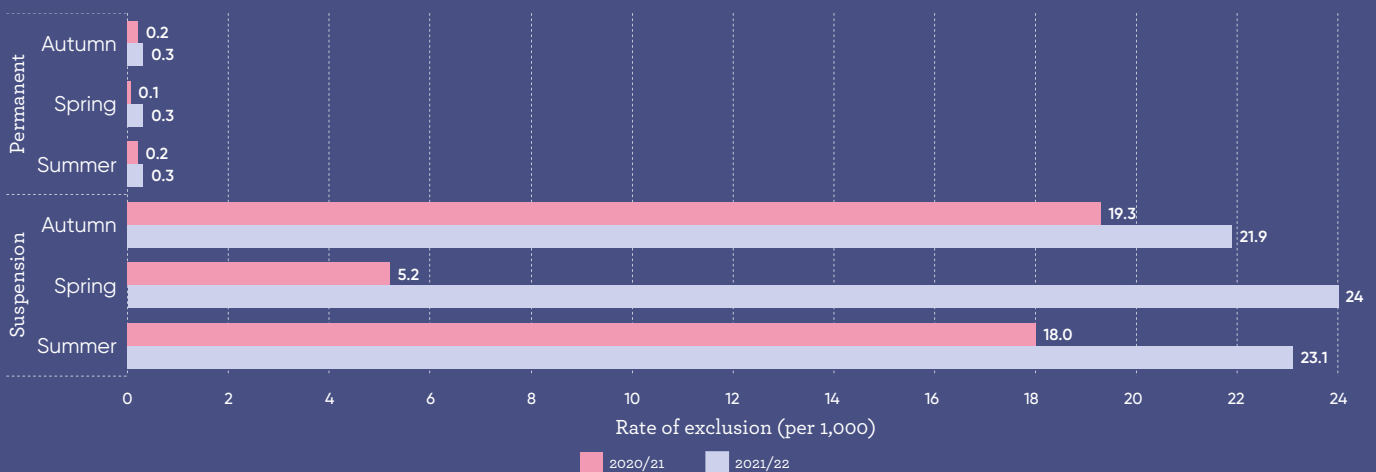
- In Autumn, suspensions increased by 13 per cent from 159,988 in 2020/21 to 183,647 in 2021/22.²¹
- In Spring, suspensions increased by 366 per cent from 43,140 in 2020/21 to 201,008 in 2021/22.²²
- In Summer, suspensions increased by 30 per cent from 149,342 in 2020/21 to 193,545 in 2021/22.²³

Unlike for permanent exclusions, when comparing the 2021/22 termly data with the last non-Covid affected year 2018/19, each term still records considerable increases.²⁴

If we analyse the rate of suspensions in the Autumn term, the rate increased this year from 19.3 per 1,000 pupils in 2020/21 to 21.9 per 1,000 pupils in 2021/22.²⁵

The rate of suspensions and multiple suspensions in the Autumn term has been steadily increasing since 2016/17. While there was a brief decline in Autumn 2020/21 due to school closures, Autumn 2021/22 recorded the highest rates on record since 2016/17 for these types of exclusion.²⁶

The rate of exclusion has increased in every term compared to 2020/21.



Source: Department for Education, 2023. "Statistics: Permanent and fixed-period exclusions in England: Academic year 2021/22"

Exclusions

Exclusions by school phase

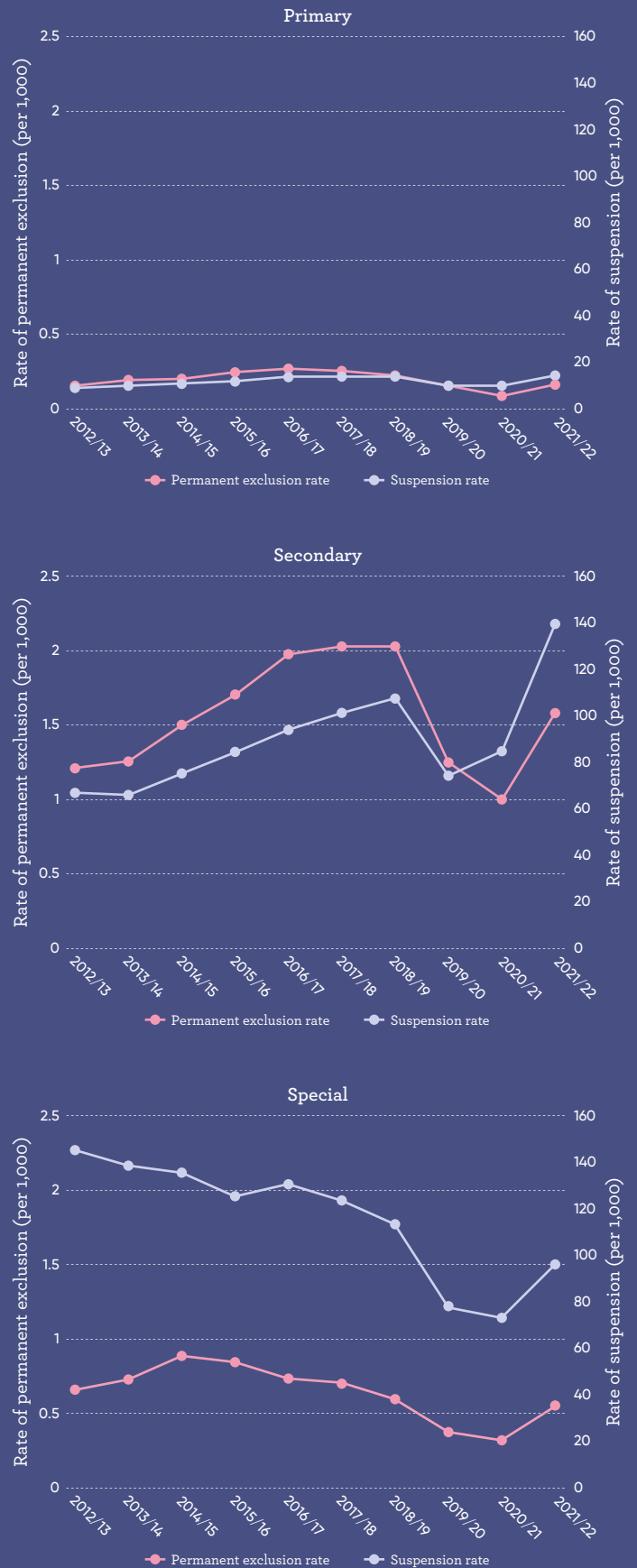
In previous Annual Reports, our figures showed that secondary schools excluded at higher rates than primary schools and that special schools had seen a gradual decline in the rate of permanent exclusions. ^{27,28}

Primary schools continue to exclude at lower rates than secondary schools, though both have seen increases this year. The largest increases were seen in secondary schools. These are the primary driver of the considerable increases in both permanent exclusions and suspensions. ²⁹

As is consistent with the trends seen in mainstream schools, special schools saw a sharp reduction in exclusions over Covid but have now increased recently. This is the first time special school exclusions (either permanent or suspension) have increased since 2016/17, although figures remain below pre-pandemic levels. ³⁰

Across the course of 2021/22, primary and secondary schools saw exclusion rates peak in the Summer term, while special schools saw exclusion rates highest in the Spring term. This differs from the pre-Covid norm of exclusions for all school types peaking in the Autumn term. ³¹

The rate of permanent exclusions in secondary schools continues to exceed other school phases



Source: Department for Education, 2023. "Statistics: Permanent and fixed-period exclusions in England: Academic year 2021/22"

Exclusions

Exclusions by year group

This year's data demonstrates that pupils in secondary school experience much higher rates of permanent exclusion relative to pupils in primary school.

When the data is disaggregated by year group, the rate of exclusion in almost every year in secondary school is higher than any year in primary school. In 2021/22, Year 6 pupils were permanently excluded at a rate of 0.2 per 1,000 pupils, while Year 7 pupils were permanently excluded at a rate of 1.0 per 1,000.³²

However, while all year groups saw an increase in permanent exclusions in 2021/22 compared to 2020/21, the largest percentage increases in rates of permanent exclusions were seen among pupils excluded from primary school.³³

Pupils in all primary school year groups except Year 3 experienced increases in the permanent exclusion rate of above 80 per cent. While the highest increase in the secondary year groups was Year 7 with a 77 per cent increase in the permanent exclusion rate.³⁴

As in previous years, the rate of permanent exclusions in 2021/22 peaked for pupils in Year 10.³⁵

Within year groups, FFT Education Datalab analysis shows that pupils with birthdays earlier in the academic year are more likely to be excluded. Between 2019 and 2021, rates of permanent exclusions were consistently highest for peoples born in Autumn, and lowest for pupils born in Summer.³⁶

FFT Education Datalab has attributed this trend to the fact that Summer born pupils tend to be lower attaining early on in their school career, and are therefore disproportionately more likely to be identified as having special educational needs and disabilities (SEND). Summer born pupils are more likely to access the appropriate support, and the risk of exclusion is mitigated. Indeed, an analysis of the 2021/22 cohort showed that by the end of Year 7, 34 per cent of Summer born pupils were identified at some point as having SEND. This compares to only 25 per cent of Autumn born pupils.³⁷

The rate of permanent exclusions has increased in every year group



Source: Department for Education, 2023. "Statistics: Permanent and fixed-period exclusions in England: Academic year 2021/22"

Exclusions

Why are pupils excluded?

When a pupil is excluded from school, schools are required to record the main reason for exclusion in the Schools Census, choosing from a set of 16 codes.³⁸

In 2021/22, the most common reason for both permanent exclusions and suspensions was “persistent disruptive behaviour”, accounting for 35 per cent of permanent exclusions and 43 per cent of suspensions.³⁹ DfE guidance describes “persistent disruptive behaviour” as challenging behaviour, disobedience or persistent violation of school rules.⁴⁰

Concerning permanent exclusions, the second most common reason was “physical assault against a pupil”, at 17 per cent. For suspensions the second most common reason was “Verbal abuse against an adult”, accounting for 15 per cent of fixed-term exclusions.⁴¹

The Timpson Review argued that the “Other” category was unclear and made it difficult to understand the challenges that had led to the decision to exclude. It was recommended that the DfE change these codes to better reflect the range of reasons for exclusion.⁴² As of 2020, the Schools Census has been updated. The reasons for exclusions have been expanded and “Other” no longer features as an option.⁴³

New categories are: “use or threat of use of an offensive weapon or prohibited item” (this previously fell under “verbal abuse/threatening behaviour”), “abuse against sexual orientation and gender identity (for example, LGBT+)”, “abuse relating to disability”, “inappropriate use of social media or online technology” and notably in the context of Covid-19, “wilful and repeated transgression of protective measures in place to protect public health”.⁴⁴

Despite the fluctuations in the number of permanent and fixed-term exclusions between 2020/21 and 2021/22, the proportion of exclusions by reason have remained broadly the same.⁴⁵

Owing to the changes and additions, comparisons with years earlier than 2020/21 is less accurate. However, it is worth noting that the proportion of pupils receiving a permanent exclusion or suspension for ‘persistent disruptive behaviour’ has remained consistent with the pre-covid proportion of around 30 per cent.⁴⁶

Persistent disruptive behaviour continues to be the most common reason for permanent exclusions



Exclusions

Which pupils are permanently excluded?

In this section, all of the data that we use applies to the whole academic year of 2021/22, rather than a termly analysis.

The characteristics of the pupils most likely to experience an exclusion remained consistent with previous years. Pupils who experience a permanent exclusion are more likely than their peers to:

- be male;
- be Black Caribbean or White and Black Caribbean;
- be Gypsy/Roma or Traveller of Irish Heritage;
- be on special educational needs (SEN) support;
- have an education, health and care plan (EHCP);
- have SEN with social, emotional and mental health (SEMH) primary need;
- be eligible for FSM;
- be in secondary school.

Pupils that fall into more than one of these subsets are even more at risk of exclusion. Analysis by Pro-Bono economics suggests that the likelihood of exclusion increases rapidly for young people with multiple risk factors.⁴⁷

Children known to social services

The Timpson Review found that pupils supported by social care have some of the highest chances of being excluded.⁴⁸

Even controlling for other factors, pupils with a Children in Need Plan are around four times more likely to be permanently excluded compared to their peers, pupils with a Child Protection Plan are 3.5 times more likely and Looked After Children are 2.3 times more likely.

Looked After Children are more than five times more likely to have a fixed-term exclusion than all children whereas Children in Need are about three and a half times more likely to be excluded for a fixed-term.⁴⁹

Looked After Children have lower rates of permanent exclusion compared to other children who are known to social services. The Timpson Review theorised that the lower rates of permanent exclusion for Looked After Children may be accounted for by the success of Virtual School Heads (VSHs). Since the introduction of VSHs, the permanent exclusion rates for looked after children have fallen considerably.⁵⁰ In September 2021, then Children's Minister, Vicky Ford MP, announced that the role of VSHs was to be expanded to support all children who have a social worker.⁵¹

The 2021 analysis by IntegratED partner FFT Education Datalab also looked at the patterns of permanent exclusion for pupils who ever received a Child In Need (CIN) referral. They found that of the 6,700 pupils excluded in the cohort they analysed, only 2,000 were never referred to CIN.⁵²

58 per cent of all pupils who were permanently excluded were, at some stage, identified as having SEN. 10 per cent were looked after at some stage.⁵³

The Timpson Review also recommended that the

government begin to release statistics on the exclusion rates for pupils who were previously looked after and have left LA care.⁵⁴ The government has provided this data from the academic year 2017/18.

Over the 2021/22 academic year, 2.4 per 1,000 pupils with a child arrangement order, 3.3 per 1,000 pupils with a special guardianship order, and 0.9 per 1,000 adopted children experienced a permanent exclusion. The rate of permanent exclusion for pupils who were not previously looked after was lower at 0.8 per 1,000 pupils. This trend has remained consistent with previous years' data.⁵⁵

Pupils with a Children in Need Plan are

Around four times more likely to be permanently excluded compared to their peers



Exclusions

Gender

In 2021/22, boys continued to experience permanent exclusions and fixed-term exclusions at a higher rate than girls.⁵⁶

The rate for permanent exclusions for boys in the whole academic year of 2021/22 was 1.1 per 1,000 pupils. This rate was over double the rate for girls which stood at 0.4 per 1,000 pupils.⁵⁷

Similarly, the rate of fixed-term exclusions for boys was much higher than for girls. For boys the rate of fixed-term exclusions last year was 89.6 per 1,000 whereas for girls it was 47.8 per 1,000.⁵⁸

The overall yearly rates of exclusions for both boys and girls has increased significantly compared to 2020/21.⁵⁹ However, this is largely explained by the school disruption throughout 2020/21, due to the pandemic.

Poverty

In previous years, the rate of permanent exclusion for pupils eligible for free school meals (FSM) has remained steady at four times the rate of permanent exclusions for pupils not eligible for FSM.⁶⁰

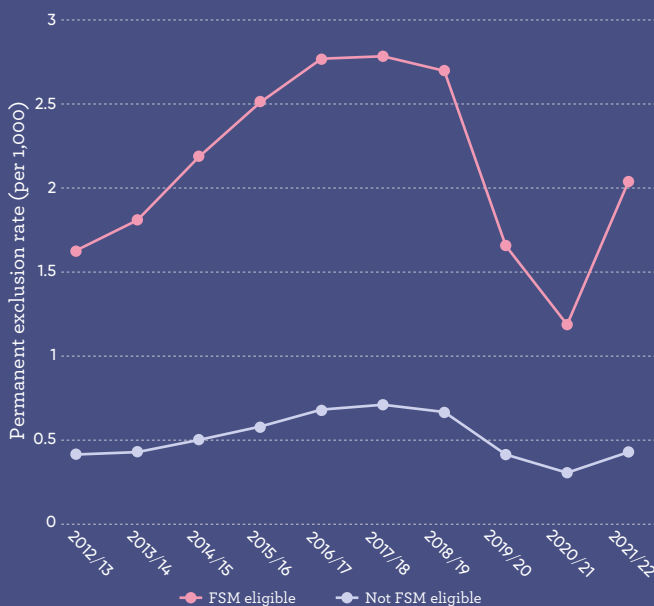
However, in 2021/22 the pupils eligible for FSM were 5 times more likely to be excluded than their counterparts.

Pupils that have received FSM at any stage in the last 6 years were 5.4 times more likely than other pupils to be permanently excluded in 2021/22. This is a continuation of pre-covid trends.⁶¹

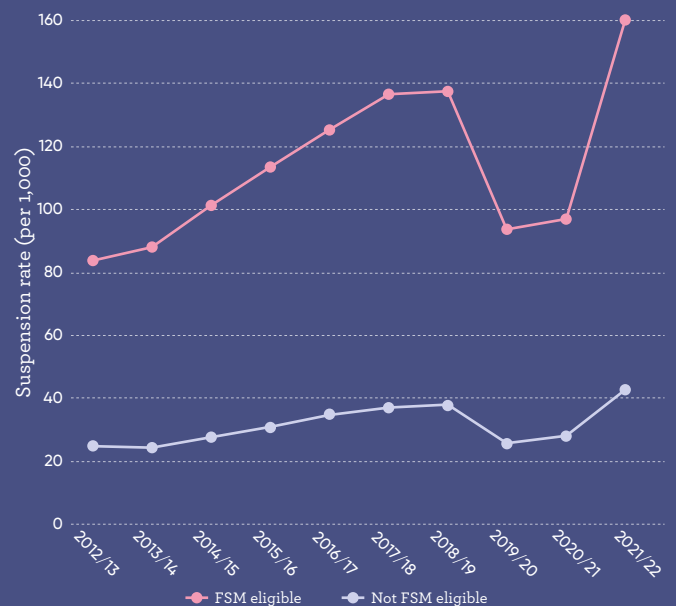
Concerning suspensions, pupils eligible for FSM in 2021/22 were 3.8 times more likely to receive a suspension than pupils not eligible. This is up from 3.4 times in 2020/21.

Pupils that have been eligible for FSM at any point in the last 6 years were 4 times more likely to receive a fixed-term exclusion in 2021/22 than their counterparts. This is lower than the pre-covid years (2018/19 – 4.6 times, 2019/20 – 4.4 times), but is higher than 2020/21 (3.9 times).⁶²

The rate of permanent exclusion for FSM pupils is increasing rapidly



The rate of suspension for pupils eligible and not eligible for FSM is widening



Source: Department for Education, 2023. "Statistics: Permanent and fixed-period exclusions in England: Academic year 2021/22"

Source: Department for Education, 2023. "Statistics: Permanent and fixed-period exclusions in England: Academic year 2021/22"

Exclusions

Special educational need

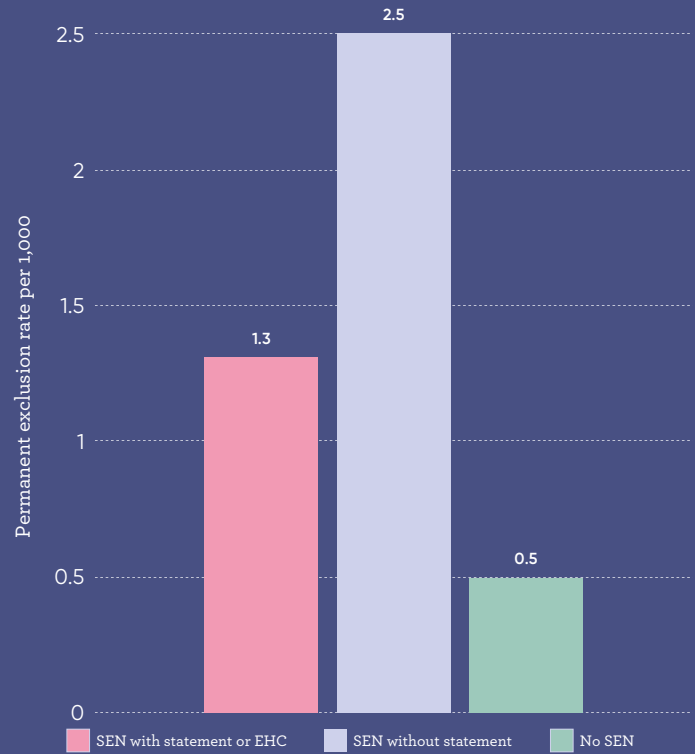
Exclusions by SEN Provision

A total of 3,051 pupils who were permanently excluded in 2021/22 had some form of SEND. This equates to 47 per cent of all permanently excluded pupils, despite accounting for only 16.5 per cent of the total school population.⁶³ Of these permanently excluded pupils, 2,624 were on SEN support and 427 had an EHCP.⁶⁴

In 2020/21 a total of 1,732 pupils with some kind of SEN were permanently excluded. They accounted for 44 per cent of all exclusions, but only 15.8 per cent of the total school population.⁶⁵ Both the overall number of pupils excluded in 2021/22 and the proportion of pupils who had some form of SEN is higher relative to 2020/21.⁶⁶

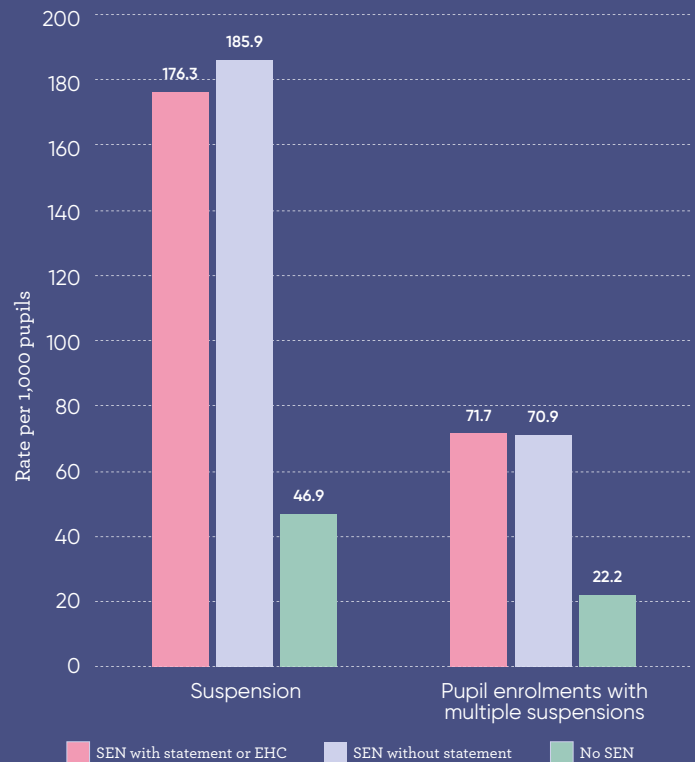
Pupils in receipt of SEN support experience the highest rates of suspension compared to their peers. In 2021/22, pupils in receipt of SEN support and those with EHCPs received suspensions and experienced multiple suspensions at far higher rates than those not in receipt of any form of SEN provision.⁶⁷

Pupils on SEN support are more likely than their peers to experience a permanent exclusion.



Source: Department for Education, 2023. "Statistics: Permanent and fixed-period exclusions in England: Academic year 2021/22"

Pupils on SEN support are suspended at far higher rates than other pupils



Source: Department for Education, 2023. "Statistics: Permanent and fixed-period exclusions in England: Academic year 2021/22"

Exclusions

Exclusions by SEN primary need.

The rate of exclusions also varies by the primary need of pupils with SEN.

Pupils with SEMH continue to experience the highest rate of permanent exclusions. Of the 6,495 permanent exclusions in 2021/22, 1,779 pupils had SEMH. This equates to more than 1 in 4 of all permanent exclusions. Across 2021/22 7.1 per 1,000 pupils with SEMH needs received a permanent exclusion. 508.6 in every 1,000 received a suspension.⁶⁸

The relationship between mental health and exclusions is complex, according to researchers. While pupils with mental health problems are more likely to be excluded, exclusion itself has been found to trigger and exacerbate mental health problems.⁶⁹

The Timpson Review calculated the odds ratio of exclusion for pupils with SEND by primary need, controlling for other factors. Their results suggested that when a pupil has SEMH and an EHCP, there is no significant increased likelihood of exclusion when compared to other pupils with no SEN.⁷⁰

However, pupils with SEMH on SEN support (rather than an EHCP) still retained a significantly higher likelihood of exclusion. After controlling for other factors, these pupils were around 3.8 times more likely to be permanently excluded compared to pupils with no SEN.⁷¹

A 2023 analysis by Integrated partner FFT Education Datalab focused specifically on the connection between

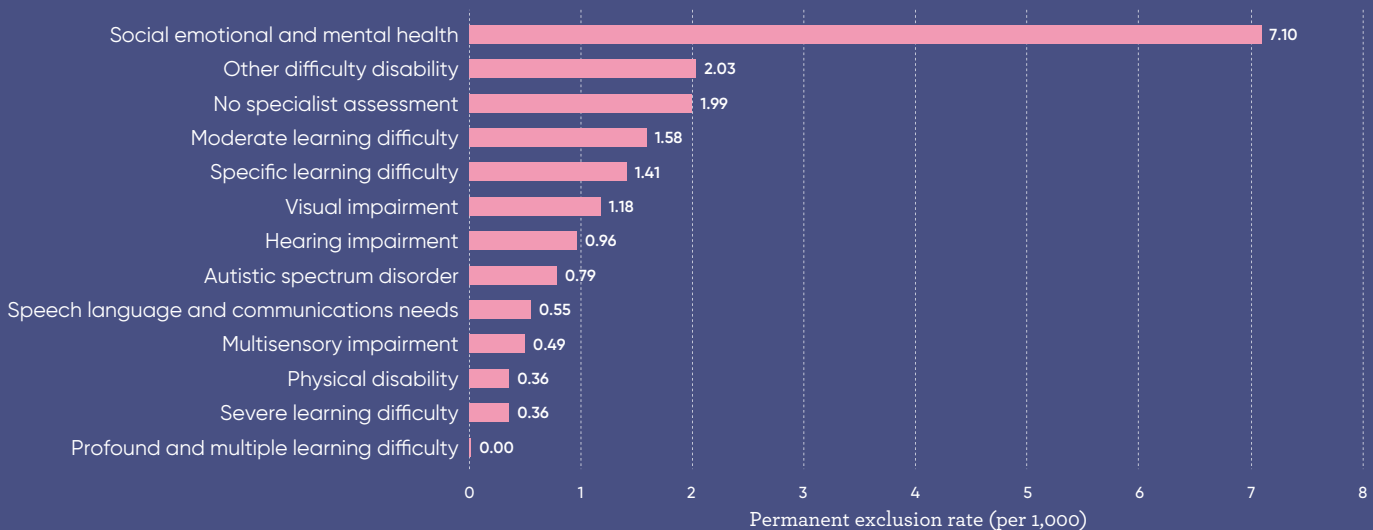
exclusions and pupils with SEMH as their primary SEN need. The analysis found for many pupils identified as having SEMH needs, they were identified as having SEN for the first time relatively recently prior to exclusion, or soon after.⁷²

Of the 890 pupils in receipt of SEN support with SEMH as their primary need that were excluded in 2020/21, 40 per cent were first identified as having SEMH needs either in 2019/20 or 2020/21. A further 349 pupils who were permanently excluded in Autumn 2020/21 were only identified as having SEMH as their primary need in Spring 2020/21. 696 pupils who were permanently excluded in Spring or Summer 2020/21 were identified as having SEMH needs for the first time in Spring 2021/22.⁷³ Given the large number of pupils receiving a diagnosis after being excluded, the strong correlation between exclusions and SEMH as a primary need in exclusion statistics may still be an underestimate.

An earlier 2021 analysis by FFT Education Datalab examined the overlap between social care and special educational needs for pupils who experienced a permanent exclusion or alternative provision at some point in their educational career.⁷⁴

This analysis found that of the 6,700 pupils identified as having experienced a permanent exclusion, 6,000 had some form of SEN. Of these, 4,500 were diagnosed with either behavioural, emotional and social difficulties or SEMH. 600 pupils were diagnosed with SEN but never had their need identified and 900 pupils had some other form of SEN.⁷⁵

Pupils with SEMH needs have the highest rate of exclusion compared to other pupils with SEN primary needs



Source: Department for Education, 2023. "Statistics: Permanent and fixed-period exclusions in England: Academic year 2021/22"

Exclusions

Ethnicity

The Timpson review has previously established a link between ethnicity and exclusions.⁷⁶

15 per cent of pupils that began Year 1 in 2009 or 2010 experienced a suspension by Year 11. This rose to over 20 per cent among each of Black Caribbean, Mixed White/ Black Caribbean, Gypsy/ Roma, Irish Traveller, Black other, Black African, and Mixed White/ Black African groups.⁷⁷

These trends are also reflected in the most recent data. While the pandemic has deeply disrupted our education system, the disproportionate exclusion of Gypsy/Roma, Traveller of Irish Heritage, Black Caribbean and White and Black Caribbean pupils has remained consistent with previous years.⁷⁸

0.9 per 1,000 White British pupils experienced a permanent exclusion in 2021/22, which is slightly higher than the average permanent exclusion rate of 0.8 per 1,000. However, the rate for some minority ethnic groups was much higher still.⁷⁹

Gypsy/Roma pupils had the highest rate of permanent exclusions in 2021/22 (3.1 per 1,000 pupils). Traveller of Irish heritage had the second highest rate of permanent exclusion (3.1 per 1,000 pupils). Pupils of mixed White and

Black Caribbean and Black Caribbean pupils had a permanent exclusion rate of 2.3 and 1.6 per 1,000 pupils respectively. The groups with the lowest permanent exclusion rates were Chinese (0.08 per 1,000), Indian (0.1 per 1,000), and Bangladeshi (0.2 per 1,000) ethnic groups.⁸⁰

Regarding suspensions, the story is similar. 79.0 per 1,000 White British pupils received a fixed term exclusion in 2021/22, higher than the average of 69.1 per 1,000. The rate for some minority ethnic groups however were considerably higher.

Gypsy/Roma pupils had the highest rate of suspensions at 256.3 per 1,000 pupils. This means over 1 in 4 Gypsy/Roma pupils received a suspension at some stage in the 2021/22 year. Traveller of Irish heritage had the second highest rate of permanent exclusion 193.3 per 1,000 pupils. Pupils of mixed White and Black Caribbean and Black Caribbean pupils had a permanent exclusion rate of 136.2 and 117.4 per 1,000 pupils respectively.⁸¹

Some ethnic groups face disproportionate rates of exclusion



Source: Department for Education, 2023. "Statistics: Permanent and fixed-period exclusions in England: Academic year 2021/22"

Exclusions

Where do permanently excluded children go?

Pupils who are permanently excluded tend to be educated in AP schools directly following their exclusion, with nearly four in five transitioning to a state-maintained AP school at least on a temporary basis.⁸² In the academic year following the permanent exclusion, around two thirds of pupils remain in some form of state-maintained or LA funded AP placement, while only one fifth have returned to mainstream.⁸³

The year following an exclusion, 13 per cent of pupils move to an unknown destination. This could include pupils who are in home education or those who have emigrated.⁸⁴

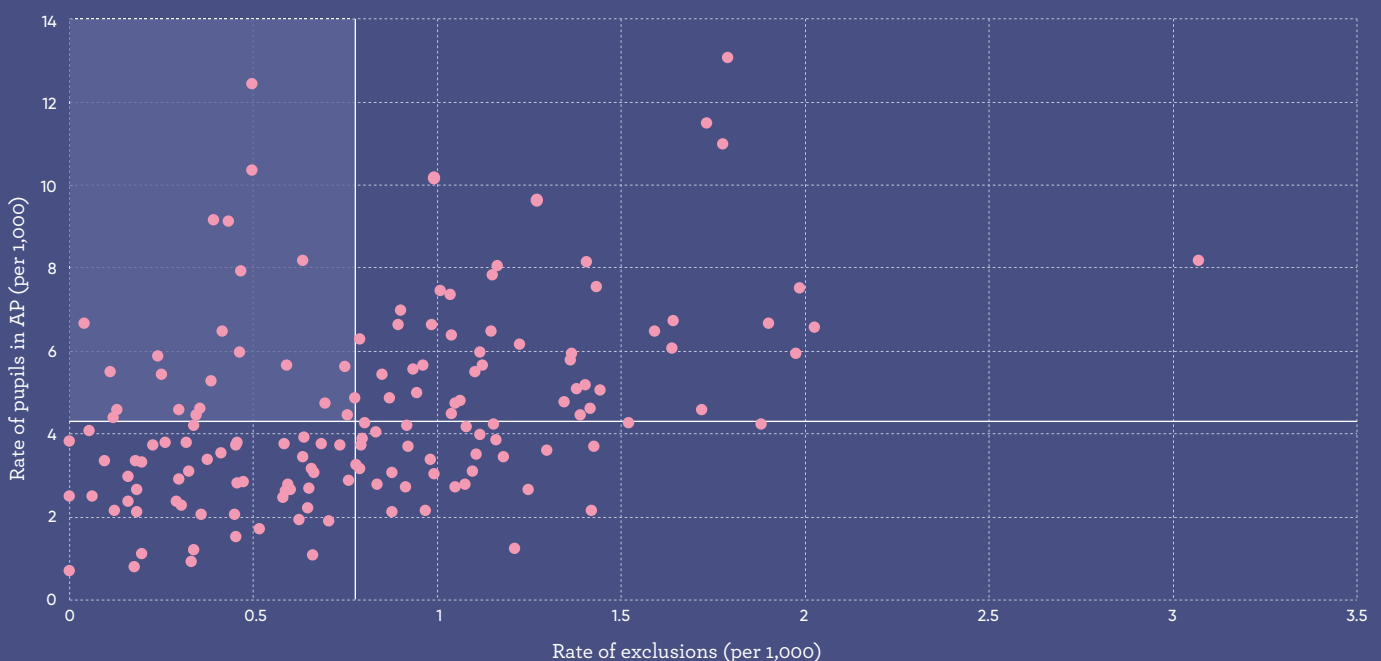
However, permanent exclusion is not the only route into AP. Analysis by FFT Education Datalab suggests that only around half of all pupils in state-maintained AP schools have been permanently excluded.⁸⁵ The other half have arrived through alternative routes.

Therefore, when thinking about movement out of mainstream education, looking exclusively at permanent exclusions may not be the best approach. A LA may have a below-average rate of pupils being permanently excluded but a high rate of pupils in AP via other routes. The graph below shows the rate of pupils in identifiable AP by the rate of permanent exclusions. The white lines show the average rates for each axis. The areas in the highlighted quadrant

have below average permanent exclusions but an above average rate of pupils in AP.

The rest of this report looks at other forms of pupil movement. "Off-roll" moves consist of routes through which pupils are removed from the school roll; "on-roll" moves are where pupils are moved from their mainstream school or classroom into AP, but remain on the register of the original school.

23 local authorities have below-average permanent exclusion rates but above average rates of pupils in AP



Source: Department for Education, 2023. "Statistics: Permanent and fixed-period exclusions in England: Academic year 2021/22"

- 1 Department for Education, 2023. "Suspension and permanent exclusion guidance September 2023"
- 2 Department for Education, 2023. "Suspension and permanent exclusion guidance September 2023"
- 3 Department for Education, 2023. "Statistics: Permanent and fixed-period exclusions in England: Academic year 2021/22"
- 4 Department for Education, 2023. "Statistics: Permanent and fixed-period exclusions in England: Academic year 2021/22"
- 5 Department for Education, 2023. "Statistics: Permanent and fixed-period exclusions in England: Academic year 2021/22"
- 6 Department for Education, 2023. "Statistics: Permanent and fixed-period exclusions in England: Academic year 2021/22"
- 7 Department for Education, 2023. "Statistics: Permanent and fixed-period exclusions in England: Academic year 2021/22"
- 8 Department for Education, 2023. "Statistics: Permanent and fixed-period exclusions in England: Academic year 2021/22"
- 9 Department for Education, 2023. "Statistics: Permanent and fixed-period exclusions in England: Academic year 2021/22"
- 10 Department for Education, 2023. "Statistics: Permanent and fixed-period exclusions in England: Academic year 2021/22"
- 11 Department for Education, 2023. "Statistics: Permanent and fixed-period exclusions in England: Academic year 2021/22"
- 12 Department for Education, 2023. "Statistics: Permanent and fixed-period exclusions in England: Academic year 2021/22"
- 13 Timpson, 2019. "Timpson Review of School Exclusion"
- 14 Hansard, 2021. "That this house has considered the implementation of the Timpson Review"
- 15 Department for Education, 2023. "Statistics: Permanent and fixed-period exclusions in England: Academic year 2021/22"
- 16 Department for Education, 2023. "Statistics: Permanent and fixed-period exclusions in England: Academic year 2021/22"
- 17 Department for Education, 2023. "Statistics: Permanent and fixed-period exclusions in England: Academic year 2021/22"
- 18 Department for Education, 2023. "Statistics: Permanent and fixed-period exclusions in England: Academic year 2021/22"
- 19 Department for Education, 2023. "Statistics: Permanent and fixed-period exclusions in England: Academic year 2021/22"
- 20 Department for Education, 2023. "Statistics: Permanent and fixed-period exclusions in England: Academic year 2021/22"
- 21 Department for Education, 2023. "Statistics: Permanent and fixed-period exclusions in England: Academic year 2021/22"
- 22 Department for Education, 2023. "Statistics: Permanent and fixed-period exclusions in England: Academic year 2021/22"
- 23 Department for Education, 2023. "Statistics: Permanent and fixed-period exclusions in England: Academic year 2021/22"
- 24 Department for Education, 2023. "Statistics: Permanent and fixed-period exclusions in England: Academic year 2021/22"
- 25 Department for Education, 2023. "Statistics: Permanent and fixed-period exclusions in England: Academic year 2021/22"
- 26 Department for Education, 2023. "Statistics: Permanent and fixed-period exclusions in England: Academic year 2021/22"
- 27 IntegratED, 2022. "Annual report"
- 28 IntegratED, 2021. "Annual report"
- 29 Department for Education, 2023. "Statistics: Permanent and fixed-period exclusions in England: Academic year 2021/22"
- 30 Department for Education, 2023. "Statistics: Permanent and fixed-period exclusions in England: Academic year 2021/22"
- 31 Department for Education, 2023. "Statistics: Permanent and fixed-period exclusions in England: Academic year 2021/22"
- 32 Department for Education, 2023. "Statistics: Permanent and fixed-period exclusions in England: Academic year 2021/22"
- 33 Department for Education, 2023. "Statistics: Permanent and fixed-period exclusions in England: Academic year 2021/22"
- 34 Department for Education, 2023. "Statistics: Permanent and fixed-period exclusions in England: Academic year 2021/22"
- 35 Department for Education, 2023. "Statistics: Permanent and fixed-period exclusions in England: Academic year 2021/22"
- 36 FFT Education Datalab, 2022. "The relationship between month of birth, exclusions and identification of special educational needs"
- 37 FFT Education Datalab, 2022. "The relationship between month of birth, exclusions and identification of special educational needs"
- 38 Department for Education, 2023. School census 2022 to 2023 Business and technical specification, version 1.4.
- 39 Department for Education, 2023. "Statistics: Permanent and fixed-period exclusions in England: Academic year 2021/22"
- 40 Department for Education, 2023. School census 2022 to 2023 Business and technical specification, version 1.4.
- 41 Department for Education, 2023. "Statistics: Permanent and fixed-period exclusions in England: Academic year 2021/22"
- 42 Timpson, 2019. "Timpson Review of School Exclusion"
- 43 Department for Education, 2023. "Schools Census Guidance: Data items"
- 44 Department for Education, 2023. "Schools Census Guidance: Data items"
- 45 Department for Education, 2023. "Statistics: Permanent and fixed-period exclusions in England: Academic year 2021/22"
- 46 Department for Education, 2023. "Statistics: Permanent and fixed-period exclusions in England: Academic year 2021/22"
- 47 Pro bono economics. "How many children are at risk of permanent exclusion in the UK"
- 48 Timpson, 2019. "Timpson Review of School Exclusion"
- 49 Timpson, 2019. "Timpson Review of School Exclusion"
- 50 Timpson, 2019. "Timpson Review of School Exclusion"
- 51 Hansard, 2021. "That this house has considered the implementation of the Timpson Review"
- 52 FFT Education Datalab, 2021. "The overlap between social care, special educational needs, and alternative provision: part two"
- 53 FFT Education Datalab, 2021. "The overlap between social care, special educational needs, and alternative provision: part two"
- 54 Timpson, 2019. "Timpson Review of School Exclusion"
- 55 Department for Education, 2023. "Statistics: Permanent and fixed-period exclusions in England: Academic year 2021/22"
- 56 Department for Education, 2023. "Statistics: Permanent and fixed-period exclusions in England: Academic year 2021/22"
- 57 Department for Education, 2023. "Statistics: Permanent and fixed-period exclusions in England: Academic year 2021/22"
- 58 Department for Education, 2023. "Statistics: Permanent and fixed-period exclusions in England: Academic year 2021/22"
- 59 Department for Education, 2023. "Statistics: Permanent and fixed-period exclusions in England: Academic year 2021/22"
- 60 Department for Education, 2023. "Statistics: Permanent and fixed-period exclusions in England: Academic year 2021/22"
- 61 Department for Education, 2023. "Statistics: Permanent and fixed-period exclusions in England: Academic year 2021/22"
- 62 Department for Education, 2023. "Statistics: Permanent and fixed-period exclusions in England: Academic year 2021/22"
- 63 Department for Education, 2023. "Special educational needs in England: Academic year 2022/23"
- 64 Department for Education, 2023. "Statistics: Permanent and fixed-period exclusions in England: Academic year 2021/22"
- 65 Department for Education, 2023. "Special educational needs in England: Academic year 2022/23"
- 66 Department for Education, 2023. "Statistics: Permanent and fixed-period exclusions in England: Academic year 2021/22"
- 67 Department for Education, 2023. "Statistics: Permanent and fixed-period exclusions in England: Academic year 2021/22"
- 68 Department for Education, 2023. "Statistics: Permanent and fixed-period exclusions in England: Academic year 2021/22"
- 69 Ford et al, 2018. "The relationship between exclusion from school and mental health: A secondary analysis of the British Child and Adolescent Mental Health Surveys 2004 and 2007" (Psychological Medicine)
- 70 Timpson, 2019. "Timpson Review of School Exclusion"
- 71 Timpson, 2019. "Timpson Review of School Exclusion"
- 72 FFT Education Datalab, 2023. "Some things you might not have known about special educational needs and permanent exclusions"
- 73 FFT Education Datalab, 2023. "Some things you might not have known about special educational needs and permanent exclusions"
- 74 FFT Education Datalab, 2021. "The overlap between social care, special educational needs and alternative provision: Part two"
- 75 FFT Education Datalab, 2021. "The overlap between social care, special educational needs and alternative provision: Part two"
- 76 Timpson, 2019. "Timpson Review of School Exclusion"
- 77 FFT Education Datalab, 2022. "Repeat suspensions and exclusions during compulsory schooling"
- 78 Department for Education, 2023. "Statistics: Permanent and fixed-period exclusions in England: Academic year 2021/22"
- 79 Department for Education, 2023. "Statistics: Permanent and fixed-period exclusions in England: Academic year 2021/22"
- 80 Department for Education, 2023. "Statistics: Permanent and fixed-period exclusions in England: Academic year 2021/22"
- 81 Department for Education, 2023. "Statistics: Permanent and fixed-period exclusions in England: Academic year 2021/22"
- 82 FFT Education Datalab, 2019. "Managed moves vs permanent exclusions: Do outcomes differ?"
- 83 FFT Education Datalab, 2023. "What happens to permanently excluded pupils?"
- 84 FFT Education Datalab, 2023. "What happens to permanently excluded pupils?"
- 85 FFT Education Datalab, 2019. "Timpson Review reflections, part one: Not all pupils who end up in alternative provision have been permanently excluded"

Moves off-roll

What is off-rolling?

In recent years, the issue of off-rolling has captured the attention of the media and researchers. Off-rolling doesn't have any clear legal definition, but the definition adopted by Ofsted is:

"The practice of removing a pupil from the school roll without a formal, permanent exclusion or by encouraging a parent to remove their child from the school roll, when the removal is primarily in the interests of the school rather than in the best interests of the pupil."¹

How Many Pupils Are Off-Rolled?

It's not easy to estimate how many pupils are being off-rolled each year.

Government data tracks how pupils move in or out of schools, but not the reason for each move.³ These pupils may be moved off-roll completely and end up out of the education system or they may be moved off-roll from one school to another.

It is unclear where children who are moved off-roll, but not to another state-maintained school, go. This problem has been highlighted through FFT Education Datalab's series "Who's Left". Their analysis found that around 20,000 children leave the state school system during the 5 year secondary school cycle from Year 7 to Year 11. Some of these children will have moved to independent schools or moved countries but others will have left the school system altogether. Their analysis showed that pupils who complete KS4 outside of the state school system are more likely to be disadvantaged, have some form of SEN, have a history of absence or have a history of exclusion. Not all of these pupils will have been off-rolled but this analysis gives us a further insight into the pupils who leave the state school system.⁴

Subsequent analysis by FFT Education Datalab has shown that in 2022, secondary school pupils left the state maintained school system at a rate of 19 of every 1,000 pupils per year. For the same year, pupils with EHCPs left at a rate of 21 of every 1,000 pupils.⁵ The destinations of these pupils are unknown.

Ofsted have also described it more frankly as:

A pupil being taken off the school roll in order to try and manipulate reported exam results/league tables.² ”

Ofsted has turned its attention to off-rolling, in 2020 identifying 320 schools that exhibit exceptional levels of pupil movement and investigating them individually to determine the reasons.⁶ In 2021, Ofsted then found only 160 schools to have exceptional levels of pupil movement. While positive, this decrease was put down to the fact that over 2020 and 2021 schools were held less accountable for performance data, which may have meant that schools had less incentive to off-roll pupils.⁷ However, Ofsted also noted that the pandemic has obscured trends in exclusions and off rolling, so it is harder to tell if off-rolling is still a problem.⁸

The most thorough, published attempt to date to identify cases of off-rolling is the Unexplained Exits research by the Education Policy Institute (EPI). Their research looks at all pupil moves in and out of schools, removes from their analysis any move that could feasibly be explained as having been motivated by parental choice (e.g. house move, move to a school rated more highly by Ofsted, move to a special school) then examines the pupil characteristics of those that remain. It should be noted that not all unexplained exits will be cases of off-rolling, but their findings present a good starting point for discussion.

EPI researchers found that.⁹

1 in 10 pupils experienced an unexplained exit during their time at secondary school.

There was some evidence to suggest that the rate of **unexplained exits had increased** over time.

1.2 per cent of pupils experienced multiple unexplained exits. Again, this appeared to be increasing over time.

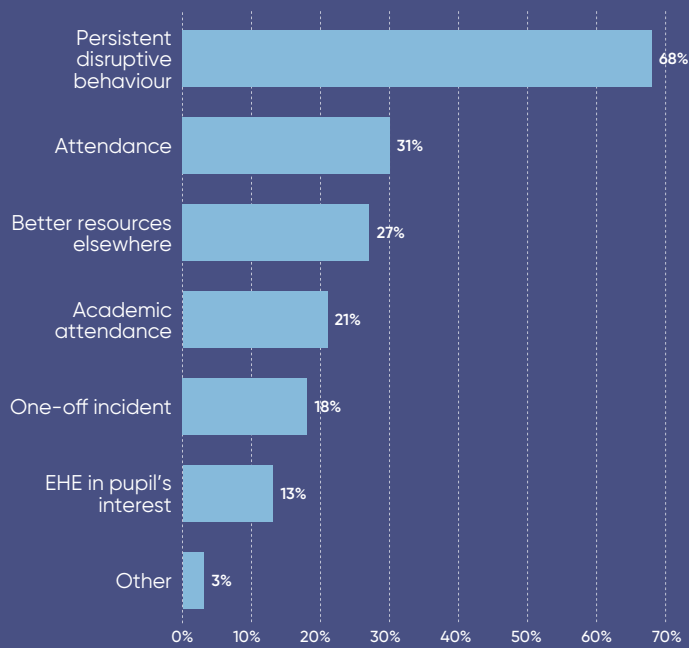
Only **4.4 per cent** of pupils who experienced an unexplained exit had returned to their original school by year 11.

40 per cent of pupils who experience an unexplained exit leave to an unknown destination and never return to the state school system.

Moves off-roll

The most common reason schools gave for off-rolling is persistent disruptive behaviour

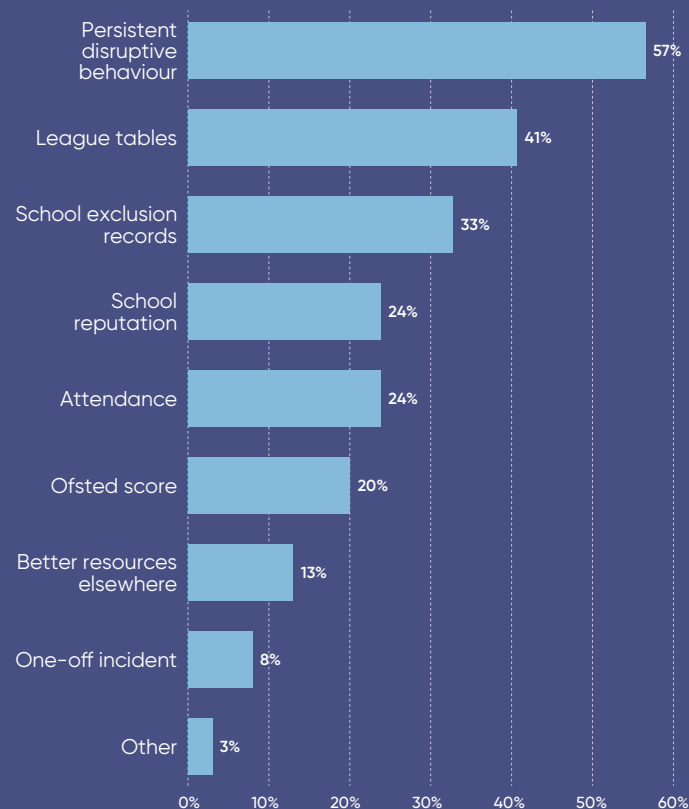
What were the reasons the school gave (e.g. to the pupil, their parents) for off-rolling this pupil?



Source: YouGov¹⁰

Teachers believe league tables are the second most important reason motivating off-rolling

And what do you personally think were the reasons to off-roll these pupils?



Source: YouGov¹¹

Why are pupils off-rolled?

For obvious reasons, there is no official reporting of the reasons behind instances of off-rolling, unlike exclusions.¹² We have to therefore rely upon survey data to get a sense of the most common reasons for off-rolling pupils.

In a poll conducted for Ofsted by YouGov, teachers reported that persistent disruptive behaviour was the most common reason that schools gave to parents for off-rolling pupils, which is also the reason most commonly recorded for permanent exclusions.¹³

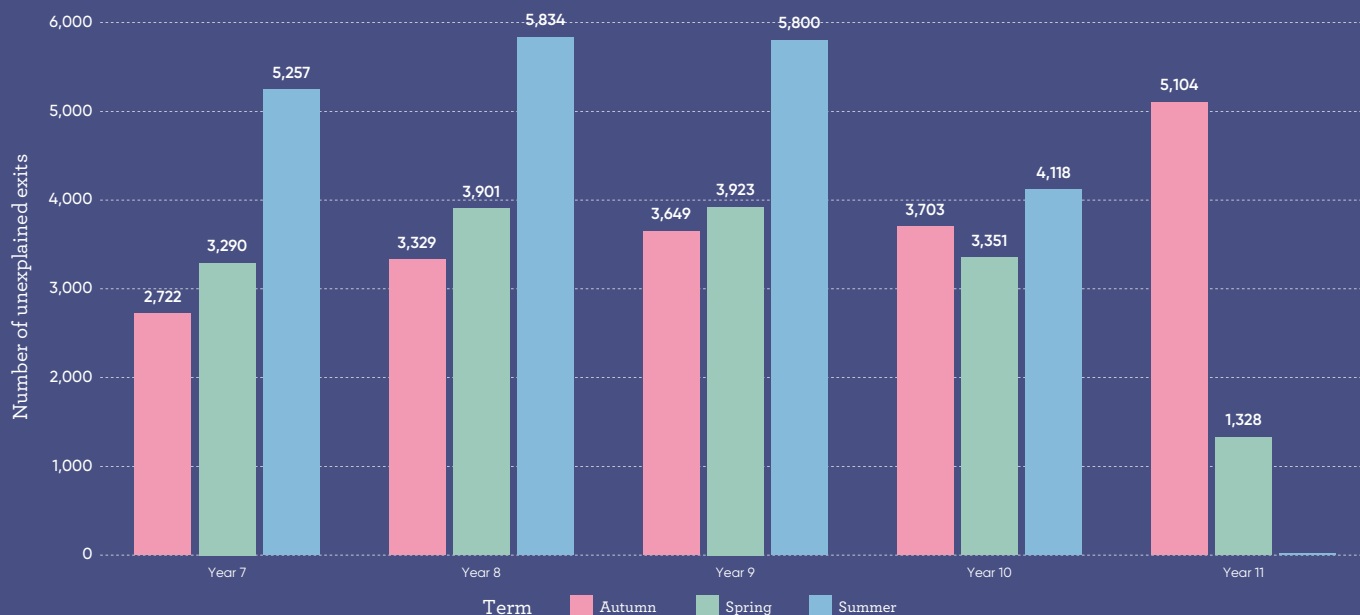
Schools also gave parents reasons such as poor attendance or a lack of specialist resources in the current school. Only one in five teachers said that schools had cited academic attainment as an explanation to parents for off-rolling.

However, when teachers were asked what they personally believed were the real reasons motivating off-rolling, league table results were reported as the second most common reason, cited by two in five teachers. They also believed that schools were off-rolling pupils to keep official school exclusion records low.¹⁴

Moves off-roll

Unexplained exits peaked in the summer term and saw a big increase in the first term of year 11

Number of unexplained exits by academic year and term (Cohort: Pupils in Y11 in 2017)



Source: Education policy institute¹⁵

When are pupils off-rolled?

While exclusions peak in year 10, the number of unexplained exits was shown to increase over the course of key stage 3 and peak in year 9.

As is consistent with the findings from Ofsted, there was a big increase in the number of unexplained exits in the autumn term of year 11, prior to the January census. This is consistent with evidence suggesting pupil exclusions peak in KS4, just before GCSEs, in an attempt to improve the school's league table performance.¹⁶

Which pupils are off-rolled?

Teachers believe that pupils with behavioural issues, low academic attainment and special educational needs are at particularly high risk of being off-rolled, as are those whose parents have a poor understanding of the education system.¹⁷

EPI researchers found that unexplained exits affected:¹⁸

1 in 6 pupils ever identified with SEND.

Nearly a **third** of pupils who had ever been looked after.

1 in 6 pupils ever eligible for FSM.

2 in 5 pupils who had also experienced a permanent exclusion.

A **quarter** of all pupils with a fixed-term exclusion or with high levels of authorised absences.

Over a **quarter** of pupils with identified social, emotional and mental health needs.

1 in 5 current or former children in need. 1 in 8 pupils from black ethnic backgrounds.

Managed Moves

What is a managed move?

Managed moves are voluntary arrangements to transfer a pupil to another school with the consent of all parties, including the parents and the admission authority for the new school.¹⁹

There is usually a trial period where a pupil is put on the register of both the sending school and the receiving school. If the trial is successful, they will move to the register of the receiving school indefinitely and come off the roll of the sending school. If the trial is not successful, the pupil will be returned to the sending school.

In cases where the managed move was initiated in an attempt to avoid permanently excluding the pupil, they may face exclusion upon their return. However, legal experts advise that families should never feel pressured to accept a managed move under threat of exclusion, pointing out that this would likely be unlawful.²⁰

How many pupils experience a managed move?

Nobody really knows how many managed moves take place.

To this end, a consultation was launched in June 2021, by the DfE – ‘Behaviour management strategies, in-school units and managed moves’ – assessing the way in which schools are currently using managed moves.²¹ The call for evidence ran until the 10 August 2021, with the date for the publication of its findings yet to be confirmed.²²

Over the last year, no new analysis has been produced on the number of pupils who experienced a managed move. Therefore, the figures we can talk about in this section do not account for the impact of Covid.

Estimates based on census data are imperfect and do not account for unsuccessful managed moves. Nevertheless, by analysing individual pupil records, researchers from the Education Policy Institute estimate that managed moves account for one in eight of all unexplained exits in their 2017 cohort (an estimated 8,874 exits).²³ In total 14.7 pupils per 1,000 in the 2017 cohort experienced a managed move at some point in their secondary school career.²⁴

In total

**14.7 pupils per
1,000 in the 2017
cohort experienced
a managed move at
some point in their
secondary school
career.²³**



Where do pupils get moved to?

Whereas the majority of pupils who are permanently excluded go on to an alternative provider, there are a variety of destinations for pupils who experience a managed move.

It is estimated that just over half of pupils undergoing a managed move from a special or mainstream school in years 9 or 10 move on to the roll of a mainstream school.

Proportionally fewer (an estimated 45 per cent) move on to the roll of an alternative provider. A small minority of pupils are moved to special schools.²⁵

Which pupils are experiencing managed moves?

According to analysis conducted by FFT Education Datalab, pupils who experience a managed move are more likely than their peers to:²⁶

Have been classified as having **SEN** at some point

Have ever been **FSM** or to be **long-term disadvantaged** (FSM- eligible for more than 80 per cent of all terms)

Have been **persistently absent** in the previous year

Be **Black Caribbean or White and Black Caribbean**

Have had **at least one suspension** in the last three years

Have **low levels of key stage 2 attainment**

However, when FFT Education Datalab compared pupils who have experienced a managed move to those who have experienced a permanent exclusion, there are some key differences.²⁷ Whereas only a low proportion of females experience a permanent exclusion, nearly half of all identified managed moves were females. Social Finance similarly found that girls were more likely than boys to experience 'informal' types of exclusion.²⁸

Also, when comparing managed moves to exclusions, pupils who experienced a permanent exclusion were even more likely to:²⁹

- have SEN;
- be disadvantaged;
- have previous suspensions;
- have low levels of prior attainment.

Ofsted has recently stated that off-rolling will be deemed to have occurred if its inspectors find evidence of an inappropriately used managed move.³⁰ It has renewed its commitment to being tough on schools when such instances are found to have occurred, stating that schools' leadership and management will likely be deemed inadequate if managed moves have been used inappropriately.³¹

Coerced moves into home education

What is home education?

Home education is where a pupil is educated at home – or at home and with support from an additional provider – rather than being educated at a school full-time.³²

In most cases, the choice to home educate is made freely and based on a parental views and preferences.³³ However, in other cases, parents may feel the state is not providing adequately for their child's educational needs and that they are left with no choice but to remove their child from school. In recent years, strong evidence has emerged about a third route into home education: Ofsted inspections³⁴ and LA accounts³⁵ suggest that some pupils are being coerced

into home education following the threat of exclusion from school. This research has been built upon by the Education Select Committee.³⁶

Home education has thus been identified by the Department for Education³⁷ and Ofsted³⁸ as one of the methods some schools are using to off-roll pupils.

How many pupils are being coerced into home education?

Due to a lack of oversight and data collection on home education, it is impossible to separate cases where parents make this choice freely from instances of coercion.

Crucially, we know that schools have been known to push pupils into EHE. In addition to governmental as well as Ofsted reports, the press has published letters being used by schools to off-roll pupils into home education.³⁹

Autumn 2022 marks the first time that home education data was collected by the DfE from local authorities on a voluntary basis. Going forward the data collection is planned to continue on a termly basis during the 2022/23 and 2023/24 academic years at least.

As of the census day in Autumn 2022 it is estimated that a total of 80,900 pupils were home educated across all 152 LAs.⁴⁰ This number is based on a figure of 76,900 reported by 93 per cent of LAs, and is likely to be a low estimate, as parents are not required to register their pupil as home educated with the LA. As of census day in Spring 2022, this estimate has risen to 86,200.⁴¹

As of the census day in Autumn 2022 it is estimated that

a total of 80,900 pupils were home educated across all 152 LAs.³⁹ ”

Moves off-roll

This estimates are likely to be conservative, given fewer than one in 10 LAs are confident that they know of all pupils who are EHE in their area.⁴²

To address this, in April 2019 the DfE launched a consultation to introduce a compulsory register of all children not in school.⁴³ As part of the consultation, they considered introducing a duty on parents to inform the LA when their child is not attending a mainstream school. In response to the Education Select Committee's inquiry on home education, in November 2021 the government reiterated its commitment to a register for children not in school and confirmed that the consultation response would be published in the coming months.⁴⁴ In 2022, a proposal for the register was included in the Schools' Bill. While the Schools' Bill was later dropped, the government reiterated its intention to introduce a register through other legislative means, but a timetable for this has yet to be confirmed.⁴⁵

In previous years, approximations of EHE pupil numbers relied upon ACDS estimates. ACDS used census data from October 2021 to give an estimate of 81,196 pupils being home educated at the beginning of the 2021/22 academic year, based on a figure of 67,308 recorded from 126 LAs.⁴⁶ While this suggests numbers have fallen slightly over the course of a year (to 80,900), given the difference in sample sizes and data collection methods this conclusion is highly uncertain.

Indeed, over recent years the evidence has suggested that home education numbers have been steadily increasing, and numbers soared during the pandemic. The Local Government Association has shown that, in September 2021, home education uptake increased by as much as 180 per cent in some LAs.⁴⁷ The extent to which these new pupils in home education have been coerced is unknown.

Numbers of pupils confirmed in home education have increased over time



(n = number of reporting local authorities)

Source: ACDS, 2021 and DfE statistics 2023.

(Please note that the total numbers reported in the chart are less than the estimated total for England. These figures show the total number of pupils in home education according to the survey responses).

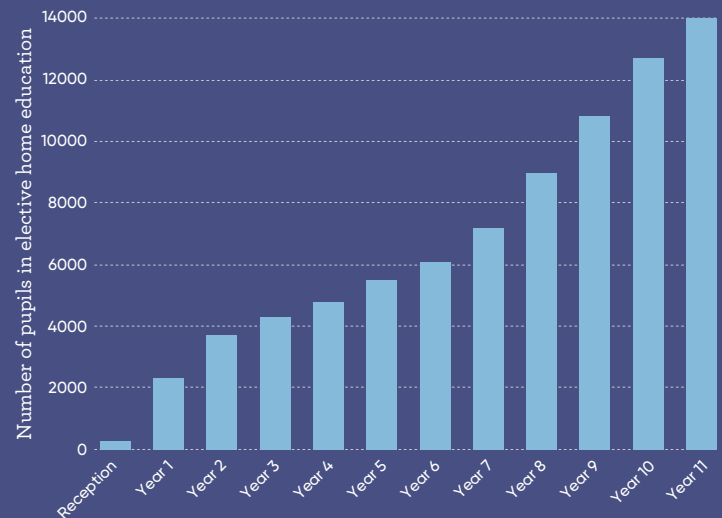
Moves off-roll

When are pupils moving into home education?

In Autumn 2022, the highest number of pupils in home education by year group were those in KS4.

12,700 pupils in Year 10 and 14,000 pupils in Year 11 were identified as being in home education.⁴⁸ This is consistent with the trends noted in previous years.

Pupils in Year 11 are the most likely to be in home education by year group



Source: Department for Education, 2023. "Statistics: Permanent and fixed-period exclusions in England: Academic year 2021/22"

Which pupils are moving into home education?

Since there is no comprehensive survey of pupils who are being home educated, we cannot definitively discern what the characteristics are of pupils who are coerced into home education.

However, the census data collected on a voluntary basis from LAs serves as indicative evidence of the breakdown of pupil demographics in home education.

Autumn 2022 census data suggests that the gender split of pupils being home educated is not as unbalanced as it is for permanent exclusions. Half of all pupils known to be home educated were female.

The census data also collects reasons for pupils moving to home education. Given 14 per cent of respondents did not give a reason, 12 per cent cited 'other', and 21 per cent were unknown, limited inferences can be made from this data. However, it is worth noting that 9 per cent of pupils recorded 'mental health issues' as the reason for moving to home education, the second highest specific reason given, behind only 'philosophical reasons' (16 per cent).⁴⁹

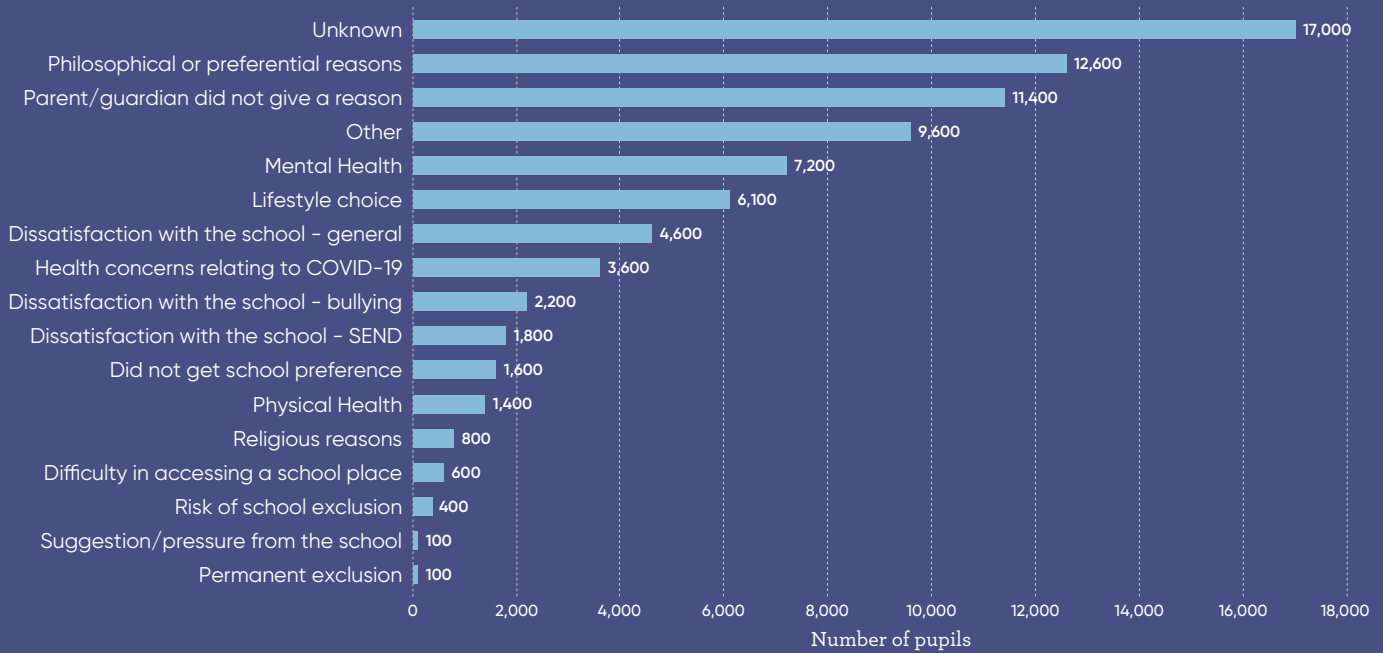
In their review of home education,

Ofsted stated that more children with additional needs are being home-educated.⁵⁰

”

Moves off-roll

Many of reasons for pupils moving to home education remain unknown



Source: Department for Education, 2023. "Statistics: Permanent and fixed-period exclusions in England: Academic year 2021/22"

Evidence on characteristics is also drawn from surveys and statements from professionals working with home educated pupils. In 2021, ADCS noted that an increasing number of pupils with multiple layers of vulnerability were moving into home education.

In 2021, the majority of LAs (82 per cent of the 114 who responded) said that between 0-5 per cent of their home educated cohort were currently known to children's services.

However, only 44 per cent of LAs said a similar proportion were known to wider children's services through historic cases. 15 per cent of LAs said that at least a quarter of the children in home education were historically known to children's services. In 2020, ADCS found that the average percentage of home educated children known to wider children's services, either historically or as a current case, was 14 per cent.⁵⁰

There is also a growing body of evidence supporting the suggestion that pupils with special educational needs are especially at risk of experiencing a coerced move into elective home education. In their SEND reviews, Ofsted has discovered parents who have been asked to keep their children at home because school leaders believed they could not meet their needs.⁵¹ Census data indicates that at least 2 per cent of moves to home education last year were because of dissatisfaction with school SEND services.

In their review of home education, Ofsted stated that more children with additional needs are being home-educated.⁵²

This is supported by LAs in evidence presented to the Education Select Committee. LAs told MPs that the increase in home education in their areas was mainly driven by an increase in pupils with SEND being home educated.^{53,54} Following school closures during the pandemic, many pupils with SEND have continued to receive their education at home.⁵⁵

Excluded Lives has recently shown there is a cohort of pupils who no longer wish to return to school – 'the happier at home' whose parents who no longer wish for their children to return given they feel their needs won't be met in school.⁵⁶ IntegratED partner, Relationships Foundation, has also identified pupils no longer wanting to go back.⁵⁷ These cohorts typically have SEND.⁵⁸

It is important to note that those with physical disabilities have been showing a greater tendency to move into home education, during the pandemic, given the threat posed by COVID-19. Some parents/carers were reluctant to send their children back, whilst some pupils, too, have been concerned about their welfare.⁵⁹ ADCS found that LAs were reporting a noticeable increase in children who are home educated with an EHCP or requiring SEN support.⁶⁰ LAs have also reported that the number of home-educated pupils on FSM has also risen.⁶¹ Again, more data on this is required.

- 1 Ofsted, 2019. "What is off-rolling and how does Ofsted look at it on inspection?"
- 2 Ofsted, 2019. (YouGov) "Exploring the issue of off-rolling"
- 3 Education Policy Institute, 2019. "Unexplained pupil exits from schools: A growing problem?"
- 4 FFT Education Datalab, 2022. "Who's Left 2021"
- 5 FFT Education Datalab, 2022. "The rate at which pupils left the state funded mainstream school sector fell during the pandemic but not among pupils with EHC plans"
- 6 Ofsted, 2022. "The Annual Report of His Majesty's Chief Inspector of Education, Children's Services and Skills 2021/22"
- 7 Ofsted, 2022. "The Annual Report of His Majesty's Chief Inspector of Education, Children's Services and Skills 2021/22"
- 8 Ofsted, 2022. "The Annual Report of His Majesty's Chief Inspector of Education, Children's Services and Skills 2021/22"
- 9 Education Policy Institute, 2019. "Unexplained pupil exits from schools: Further analysis and data by multi-academy trust and local authority"
- 10 Ofsted, 2019. (YouGov) "Exploring the issue of off-rolling"
- 11 Ofsted, 2019. (YouGov) "Exploring the issue of off-rolling"
- 12 Department for Education, 2023. "Statistics: Exclusions"
- 13 Ofsted, 2019. (YouGov) "Exploring the issue of off-rolling"
- 14 Ofsted, 2019. (YouGov) "Exploring the issue of off-rolling"
- 15 Education Policy Institute, 2019. "Unexplained pupil exits from schools: A growing problem?"
- 16 Timpson, 2019. "Timpson Review of School Exclusion"
- 17 Ofsted, 2019. (YouGov) "Exploring the issue of off-rolling"
- 18 Education Policy Institute, 2019. "Unexplained pupil exits from schools: A growing problem?"
- 19 Department for Education, 2017. "Exclusion from maintained schools, academies and pupil referral units in England: Statutory guidance for those with legal responsibilities in relation to exclusion"
- 20 Just for Kids Law. "Quick-Guide: Managed Moves"
- 21 Department for Education, 2021. "Behaviour management strategies, inschool units and managed moves: call for evidence"
- 22 Department for Education, 2023. "Statistics: Permanent and fixed-period exclusions in England: Academic year 2021/22"
- 23 EPI, 2019. "Unexplained pupil exits from schools: Further analysis and data by multi-academy trust and local authority"
- 24 EPI, 2019. "Unexplained pupil exits from schools: Further analysis and data by multi-academy trust and local authority"
- 25 FFT Education Datalab, 2019. "Managed moves vs permanent exclusions: Do outcomes differ?"
- 26 FFT Education Datalab, 2019. "Managed moves vs permanent exclusions: Do outcomes differ?"
- 27 FFT Education Datalab, 2019. "Managed moves vs permanent exclusions: Do outcomes differ?"
- 28 Social Finance, 2020. "Who's at risk of exclusion?"
- 29 FFT Education Datalab, 2019. "Managed moves vs permanent exclusions: Do outcomes differ?"
- 30 Tes, 2021. "Ofsted admits it failed to flag off-rolling"
- 31 Ofsted, 2023. "School inspection handbook"
- 32 Department for Education, 2019. "Elective home education: Departmental guidance for local authorities"
- 33 ADCS, 2020. "Elective Home Education Survey 2020"
- 34 Ofsted, 2019. "Exploring moving to home education in secondary schools"
- 35 Office of the Schools Adjudicator, 2020. "Office of the Schools Adjudicator Annual Report: September 2018 to August 2019"
- 36 Select Committee: Education, 2021. "Strengthening Home Education"
- 37 Department for Education, 2019. "Elective Home Education: Call for Evidence 2018 Government consultation response"
- 38 Ofsted, 2019. "Exploring moving to home education in secondary schools"
- 39 Tes, 2019. "Illiterate parent was asked to sign off-rolling letter"
- 40 Department for Education, 2022. "Elective Home Education"
- 41 Department for Education, 2022. "Elective Home Education"
- 42 Children's Commissioner, 2019. "Skipping School: Invisible Children"
- 43 Department for Education, 2019. "Children not in school: proposed legislation Government consultation"
- 44 House of Commons Education Committee, 2021. "Strengthening Home Education: Government Response to the Committee's Third Report"
- 45 Department for Education, 2022. "Further plans to level up opportunities for every child"
- 46 Department for Education, 2022. "Elective Home Education"
- 47 Local Government Association, 2020. "Children Missing Education"
- 48 Department for Education, 2022. "Elective Home Education"
- 49 Department for Education, 2023. "Statistics: Permanent and fixed-period exclusions in England: Academic year 2021/22"
- 50 ADCS, 2021. "Survey on Elective Home Education"
- 51 Ofsted, 2017. "Local area SEND reviews: one year on"
- 52 Ofsted, 2019. "Exploring moving to home education in secondary schools"
- 53 Cornwall Council, 2018. "Written evidence to the Education Committee Inquiry into Special Educational Needs and Disabilities"
- 54 Lambeth SEND, 2018. "Written evidence to the Education Committee Inquiry into Special Educational Needs and Disabilities"
- 55 Excluded Lives, 2020. "School Exclusion Risks after COVID-19"
- 56 Excluded Lives, 2020. "School Exclusion Risks after COVID-19"
- 57 Relationships Foundation & Big Change, 2021. "Pandemic as portal"
- 58 Relationships Foundation & Big Change, 2021. "Pandemic as portal"
- 59 Excluded Lives, 2020. "School Exclusion Risks after COVID-19"
- 60 ADCS, 2021. "Elective Home Education Survey"
- 61 ADCS, 2020. "Elective Home Education Survey 2020"

On-roll movement

The previous sections looked at pupil moves out of mainstream schools. Sometimes a pupil can be removed from the classroom on a medium- to long-term basis while staying on the roll of their mainstream school, which can make them harder to track at a national level.

Examples are schools that have set up their own on-site AP; and the use of external providers for short- or long-term, part- or full-time placements.

This section will explore three types of moves on-roll: dual registration, moves to internal AP, and the use of B codes. In some instances, these moves can be part of a wider platform of behaviour interventions to avoid a permanent exclusion, but evidence cited below suggests that these avenues of pupil movement are sometimes exploited as a way for LAs or schools to avoid scrutiny.

The following sections should be seen as a starting point for further research. There are other types of on-roll pupil movement (some of which we will explore in the “What we don’t know” section on page 56) and the very fact that pupils remain on-roll means that these kinds of moves are not well recorded.

Dual registration

What is dual registration?

Dual registration is where a pupil attends a second provider – either part-time or full-time – to receive education that is complimentary to the education they receive at their main school.

When a pupil is dual registered it means that they are on the roll of two different schools. One is listed as their “main” school and the other as their “subsidiary”.¹

There are no time limits on dual registration. Sometimes a pupil may be dual registered at an alternative provider for a short period of time as part of a wider programme of support. But in other instances, dual registration is used long-term and pupils can be attending their subsidiary school exclusively for a number of years while remaining on the roll of their main school.

There are benefits to children of remaining on the roll of their mainstream school while attending an alternative provider. First, mainstream schools stay accountable for their dual-registered pupils’ results – even if they were to spend the whole of years 10 and 11 full-time at their subsidiary school. This means they have an incentive to help support the education of these children.

When a pupil is dual registered it means that they are on the roll of two different schools.

One is listed as their “main” school and the other as their “subsidiary”.¹ ”

For this reason, it is assumed that

dual-registered pupils are more likely to return to mainstream education.



Second, it should be easier for dual-registered pupils to reintegrate into mainstream education than those who are permanently excluded, as they will be able to return to their school of origin. For this reason, it is assumed that dual-registered pupils are more likely to return to mainstream education than pupils who have been permanently excluded, although the government does not collect or publish data on how long dual-registered pupils spend in AP or whether they return to a mainstream school.²

How many pupils are dual registered?

First, it must be noted that the data in this section is drawn from a freedom of information request returned by the DfE. This is first time schools have provided data about the AP they arrange and the quality of the data set is uncertain. Nevertheless, the data provides a useful indicative understanding of the trends.

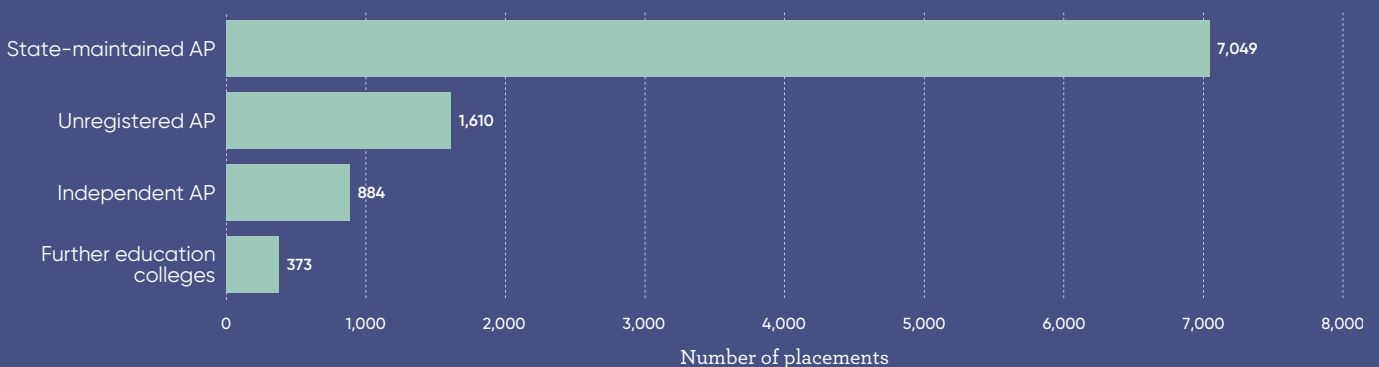
Due to the way that data is collected, there is no way to estimate the total number of pupils dual registered throughout the course of an academic year.³

Instead, we have to rely upon an approximation from how many pupils were dual registered on Census day. In January 2023, around 24,577 school commissioned placements were recorded in the school census, and of those 11,533 were recorded as dual-registered (main or subsidiary) pupils. This analysis covers the 11,533 pupils who meet this criteria.

The rate of school arranged dual registration this year stood at 1.5 per 1,000 pupils.⁴ It should be noted that not all dual registered placements involve alternative provision. 9,951 of the 11,533 pupils placements involved various forms of AP, but the remaining 1,582 were between mainstream schools or special schools – potentially as part of a managed move. Of these 9,951, subsidiary placements were split between state-maintained AP, independent AP, FE colleges and unregistered provision. A small number (35 pupils) were main registered with a state-maintained AP with their subsidiary placement at a mainstream or secondary school.⁵

The majority of pupils are dual registered with registered AP, but not all. Of the 11,533 pupils, 14.0 per cent (1,610 pupils) are dual registered in unregistered AP. Of these, 105 pupils are attending unregistered AP which is registered with a UKPRN.⁶

State-maintained AP is the most common type of school arranged dual-registered subsidiary placement



Source: IntegratED analysis of an FOI to the Department for Education

Why are pupils dual registered?

When a pupil is dual registered, the schools involved report the reason to the Department of Education as part of the school census. There are six different given reasons: off-site placement for behavioural support; suspension; permanent exclusion (where still going through the review process); medical condition (mental health need); medical condition (physical health need); and other.⁷

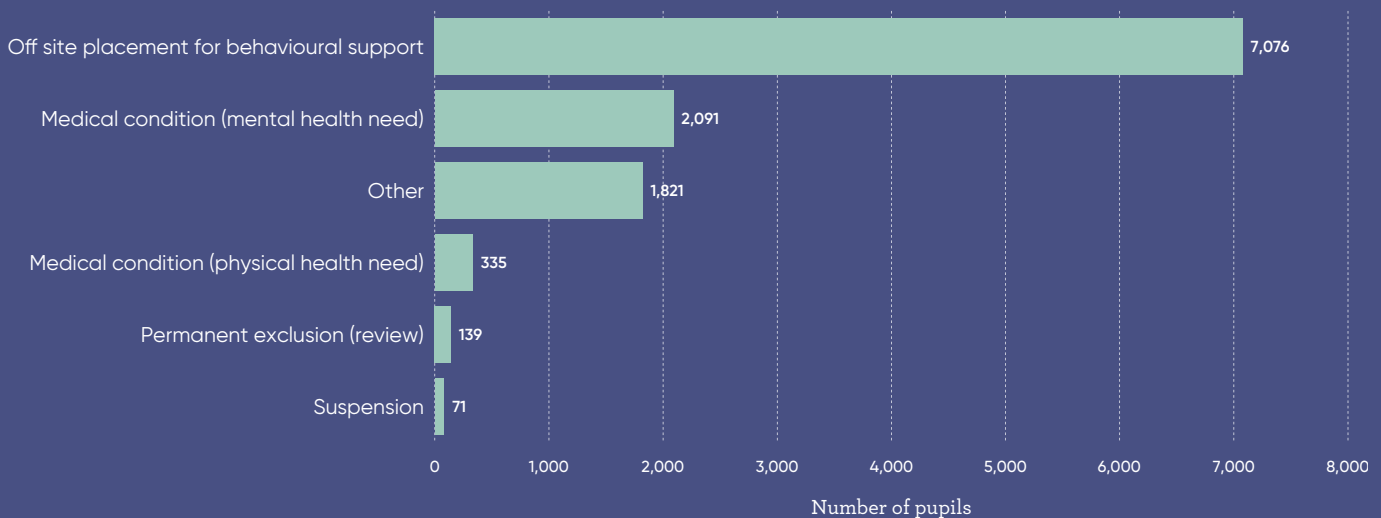
In January 2023, off-site placement for behavioural support was comfortably the most common reason given, with 7,076 pupils falling into this category. Second most common was medical condition (mental health need), with 2,091 pupils.⁸

Although not comprehensive, the reasons for dual registration may include:

- **To access behaviour support as part of a programme designed to prevent a future permanent exclusion:** these pupils are dual registered (subsidiary) at the AP for a short time. It is the intention that they will return to their mainstream school at the end of the programme.

- **To facilitate a managed move to AP:** dual registration is often part of the process of moving a pupil off-roll, this is known as a managed move. (Managed moves are discussed in more depth on page 25). Pupils are dual registered (subsidiary) at the AP for a period before moving permanently onto the register of the AP school. Where the AP school has the freedom to do so, this also allows for those with acute behavioural problems to return easily to their mainstream school if they do not manage to integrate.
- **To reduce exclusion rates in a LA:** some LAs have a “no exclusions” policy and encourage their schools to dual register pupils with an AP school long-term rather than exclude.
- **To avoid a pupil’s results counting towards the overall results of a mainstream school:** in this instance, the pupil has the AP recorded as their main school and the mainstream as the subsidiary. These pupils attend the mainstream school full-time, but their GCSEs count towards the AP school’s results. This can happen with pupils who arrive in the LA shortly before their GCSEs.

Behavioural support is the most common reason for dual registration



Source: Department for Education, 2023. “Statistics: Permanent and fixed-period exclusions in England: Academic year 2021/22”

On-roll movement

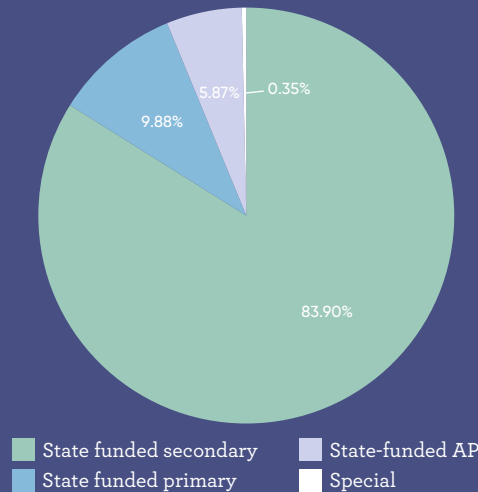
When are pupils dual registered?

Like permanent exclusions, the rates of dual registration are higher at secondary school than they are at primary school.

Of the 11,533 dual registered pupils, 84 per cent (9,676 pupils) were commissioned from secondary schools. 10 per cent (1,140 pupils) were commissioned from primary school, and 6 per cent (677 pupils) from state-funded AP. A remaining 0.3 per cent (40 pupils) were commissioned from special schools.⁹

Most dual registered pupils are primary registered at secondary schools

Proportion of dual registered pupils by type of commissioner



Source: CSJ analysis of FOI data from the Department for Education, 2023.

Which pupils are being dual registered?

The groups of pupils who are more likely to experience a permanent exclusion are similarly more likely to be dual registered.

Disadvantage

Pupils eligible for free school meals are more likely to be dual-registered.

In January 2023, 57.3 per cent of dual-registered pupils were in receipt of free school meals, compared to 23.8 per cent of the total school population.^{10,11}

Gender

As with school exclusions, pupils are more likely to be dual registered if they are male, however the disparity is less pronounced. Consistently, around two thirds of dual registered pupils have been male, whereas three quarters of pupils permanently excluded pupils are male.¹²

Even when the number of dual-registrations and exclusions have decreased, this observation holds true for this year. In 2023, the rate of dual registrations was 1.6 per 1,000 male pupils and 1.1 per 1,000 female pupils.¹³

Ethnicity

As with permanent exclusions, Gypsy/Roma, Traveller of Irish heritage, and White and Black Caribbean pupils have the highest rates of dual registration.

However, the difference in the likelihood of dual registration, relative to White British pupils, is smaller when compared to permanent exclusions for these groups.

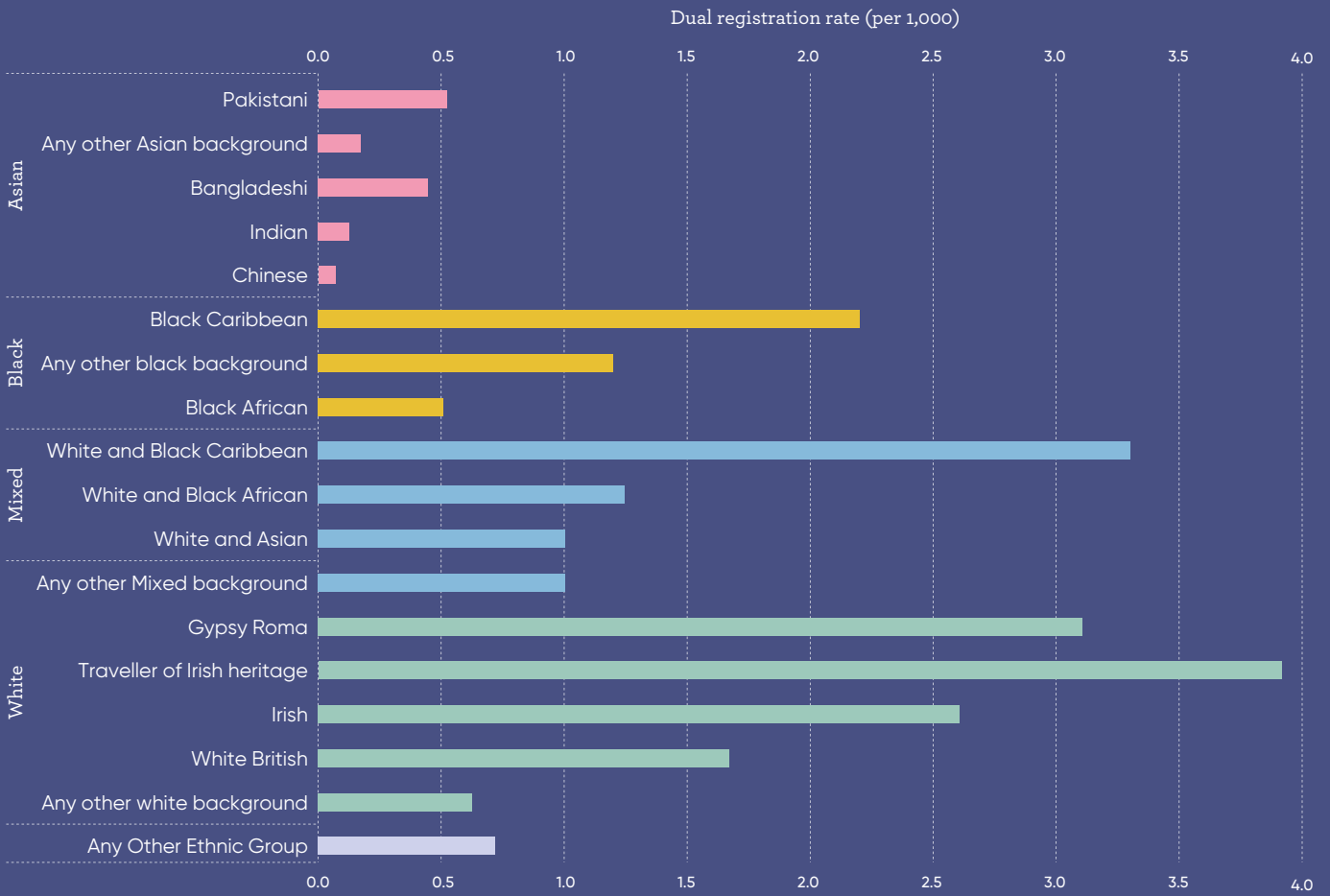
SEN

56 per cent of all pupils in school-arranged dual registration in 2023 had some form of SEND; around 9 per cent had an EHCP and 47 per cent were on SEN support.¹⁴

The dual registration rates for pupils on SEN support are consistently much higher than for pupils with no SEND. 5.4 per 1,000 pupils on SEN support and 3.4 per 1,000 pupils with an EHCP were dual registered in 2023. This compares with 0.7 per 1,000 pupils with no form of SEN provision.¹⁵

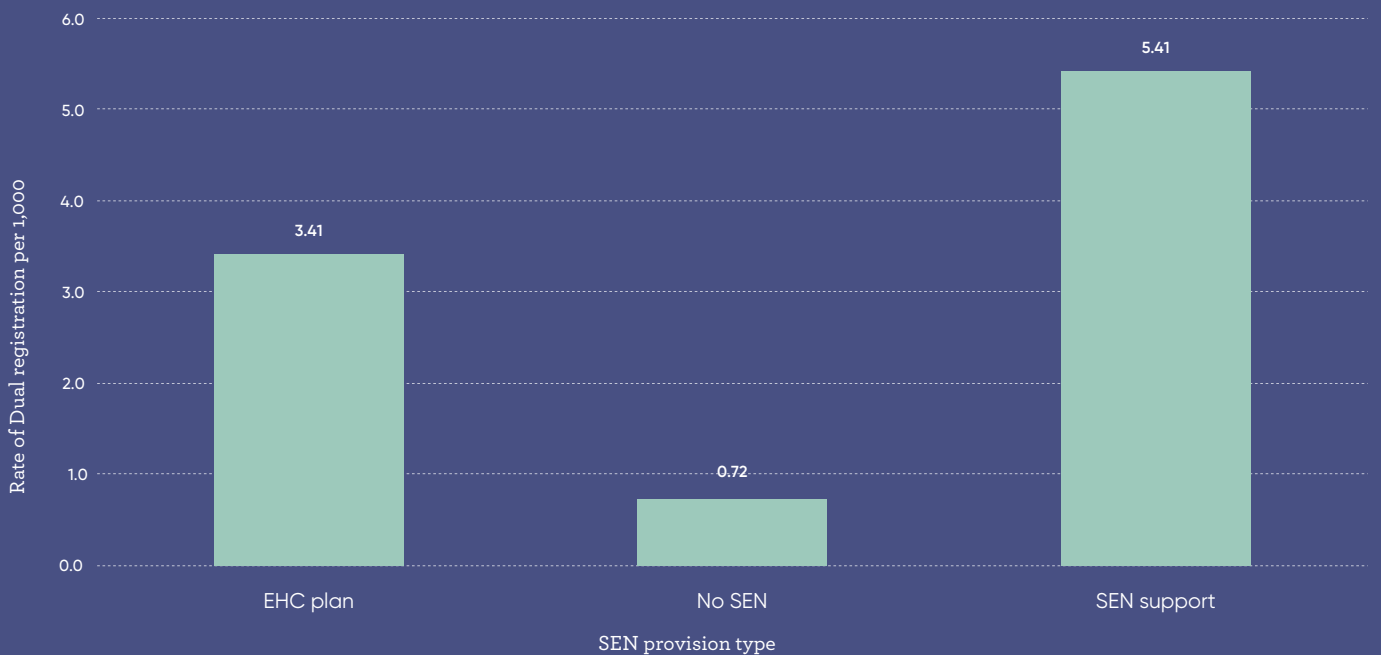
On-roll movement

School-arranged dual registration rates by ethnicity



Source: CSJ analysis of FOI data from the Department for Education, 2023

Dual registration rates are far higher for pupils with some form of SEN



Source: CSJ analysis of FOI data from the Department for Education, 2023

Moves to internal AP

What is a move to internal AP?

When a pupil is moved to internal AP, they remain on their school register but are separated from other students and removed from their normal classes.

In some cases, they attend AP on the same site as where their normal classes take place. In other cases, pupils may attend sessions in an AP unit at a different mainstream school.

How many pupils are being moved into internal AP?

There is no data collected on internal AP in England and consequently we do not know how many exist or how many pupils attend them.

Some analyses have attempted to identify a sample of internal alternative providers¹⁶, but systematic oversight is not possible.

To this end, a consultation was launched in June 2021, by the DfE – ‘Behaviour management strategies, in-school units and managed moves’, assessing the way in which schools are currently using in school units.¹⁷ The call for evidence ran until the 10 August 2021, with the date for the publication of its findings yet to be confirmed.

No new analysis had been produced on the number of children moved into internal AP.

The best figures we have to estimate the prevalence of internal AP comes from the DfE Winter Survey. In a 2019 survey of 1,815 leaders and teachers, 91 per cent of leaders and 81 per cent of teachers said that they had used “in-school” units to support pupils at risk of exclusion in the last 12 months.¹⁸ This survey did not determine if these units were on-site or at a different mainstream school or if they prioritised therapeutic or punitive interventions.

When are pupils moved into internal AP?

Interviews conducted by IFF Research Ltd suggested that internal AP is more common for pupils in secondary rather than primary school. While more than half of all secondary schools reported having internal AP to support pupils at risk of exclusion, only a minority of primary schools did.¹⁹

Why are pupils moved into internal AP?

Research by the DfE found that schools with internal AP are reported to believe that pupils can access some of the benefits of off-site AP without the need to move off-roll.²⁰

These include smaller class sizes and the ability to remove pupils from a situation of conflict.

However, it is notable this qualitative research found the nature of provision varied substantially.²¹ Some teachers reported that the internal AP they offered was focused on inclusion and behaviour support whereas others described their provision in more punitive terms, seeing the provision as a means of isolation.

Which pupils are moved into internal AP?

We cannot say definitively which pupils are being moved into internal AP because there is no pupil-level data collected on this method of pupil movement.

However, concerns have nonetheless been raised that the pupils most likely to be moved to internal AP share some of the characteristics of pupils most likely to be permanently excluded.

In evidence to the Select Committee on Women and Equalities, one professional stated that schools were now using “internal exclusion units”, rather than externally excluding Roma pupils. The motivation for this was claimed to be a desire to no longer have these pupils show up on the published exclusions statistics.²²

Despite anecdotal evidence of some pupil groups experiencing internal AP, due to the lack of data and monitoring in this area we cannot definitively say who is in internal AP or who is more likely to be moved there.

B coding

What is B coding?

Schools use absence and attendance codes to record and monitor attendance patterns and reasons for absence.

When a pupil is present at an off-site educational activity that has been approved by the school, their attendance is denoted by a B code.²³

Pupils with code B are counted as present in the attendance data unless the off-site educational activity provider notifies the school and informs them that they are absent. When a pupil is educated off-site, schools remain responsible for the child's safeguarding and welfare.²⁴

B codes should not be used in the instance where a child is at home completing schoolwork or where a child is unsupervised.²⁵

While many pupils whose attendance is denoted by a B code will not be attending alternative provision and will be partaking in a short-term educational activity, some children will be B coded long-term while they are attending alternative provision. B coding therefore can count as another form of pupil movement where a child is kept on roll but is, in fact, attending alternative provision rather than being educated in a mainstream school environment.

From the 2022/23 academic year, schools must record the reason that pupils of compulsory school age receive a b-code. Reasons may include:²⁶

- attending taster days at other schools;
- attending courses at college;
- attending unregistered alternative provision arranged or agreed by the school.

B coding therefore

can count as another form of pupil movement where a child is kept on roll but is, in fact, attending alternative provision. ”

How many pupils are B coded?

There are no national statistics produced on the number of pupils who experience a B code throughout the academic year.

FFT Education Datalab provided the first comprehensive insight into the scale of B coding. Their analysis takes data from nearly 8,000 schools and estimates that the number of pupils who received a B code in the first full week of October in 2021 was 37,000.²⁷

Since then, FFT Education Datalab has produced a further analysis to understand how many pupils are being regularly educated off-site.²⁸ In their analysis, FFT Education Datalab used data covering the Autumn 2022 for over 10,000 schools, and identify pupils as being regularly educated off-site if they are educated off-site for 4 weeks or more.

When the analysis is scaled up to a population of 7 million pupils, it estimates that 33,000 pupils were regularly educated off-site. (0.47 per cent)²⁹

When are pupils B coded?

Whereas school exclusions increase gradually by year group and the rate of school exclusions increases dramatically between Year 6 and Year 7, this pattern is not replicated in the data for B codes.

The number of B codes was higher in 2020 and 2021 for pupils in Year 6 than for pupils in Year 7.³⁰

2021's data for B codes in Year 6 appears to be anomalous as it was unusually high and seems to have been explained by pupils visiting secondary schools, mainly for reasons to do with transitions.³¹

As with exclusions, the rate of B codes peaks in Years 10 and 11.³²

For pupils regularly educated off site, looking solely at Year 11, the analysis concluded that 158 in every 10,000 pupils (1.58 per cent) were regularly educated off-site in the term.³³

Similarly, pupils with EHCPs are far more likely to be regularly educated off-site. Over 600 in every 10,000 pupils (6 per cent).

Pupils regularly educated off-site tend to spend more time off-site than present in school. 35 per cent of sessions are spent off-site compared to 33 per cent in school.³⁴

- 1 Department for Education, 2023. School census 2022 to 2023 Business and technical specification, version 1.4.
- 2 Centre for Social Justice, 2020. "Warming the cold spots of alternative provision: A manifesto for system improvement"
- 3 Department for Education, 2023. School census 2022 to 2023 Business and technical specification, version 1.4.
- 4 IntegratED analysis of an FOI to the Department for Education
- 5 IntegratED analysis of an FOI to the Department for Education
- 6 IntegratED analysis of an FOI to the Department for Education
- 7 Department for Education, 2023. School census 2022 to 2023 Business and technical specification, version 1.4.
- 8 IntegratED analysis of an FOI to the Department for Education
- 9 IntegratED analysis of an FOI to the Department for Education
- 10 IntegratED analysis of an FOI to the Department for Education
- 11 Department for Education, 2023. "Schools, pupils and their characteristics"
- 12 IntegratED, Annual Report, 2021
- 13 IntegratED analysis of an FOI to the Department for Education
- 14 IntegratED analysis of an FOI to the Department for Education
- 15 IntegratED analysis of an FOI to the Department for Education
- 16 BBC News, 2018. "Hundreds of pupils spend week in school isolation booths"
- 17 Department for Education, 2021. "Behaviour management strategies, in-school units and managed moves: call for evidence"
- 18 Department for Education, 2020. "The School Snapshot Survey: Winter 2019- Support for pupils"
- 19 Department for Education, 2018. "Investigative research into alternative provision" IFF
- 20 Department for Education, 2018. "Investigative research into alternative provision" IFF
- 21 Department for Education, 2018. "Investigative research into alternative provision" IFF
- 22 Select Committee: Women and Equalities, 2019. "Tackling inequalities faced by Gypsy, Roma and Traveller communities"
- 23 Department for Education, 2022. "Working together to improve school attendance"
- 24 Department for Education, 2022. "Working together to improve school attendance"
- 25 Department for Education, 2022. "Working together to improve school attendance"
- 26 Department for Education, 2022. "Working together to improve school attendance"
- 27 FFT Education Datalab, 2021. "How many pupils from mainstream schools are educated off site each week?"
- 28 FFT Education Datalab, 2023. "Attendance code b not absent but not present at school"
- 29 FFT Education Datalab, 2023. "Attendance code b not absent but not present at school"
- 30 FFT Education Datalab, 2021. "How many pupils from mainstream schools are educated off site each week?"
- 31 FFT Education Datalab, 2021. "How many pupils from mainstream schools are educated off site each week?"
- 32 FFT Education Datalab, 2021. "How many pupils from mainstream schools are educated off site each week?"
- 33 FFT Education Datalab, 2023. "Attendance code b not absent but not present at school"
- 34 FFT Education Datalab, 2023. "Attendance code b not absent but not present at school"

AP schools

This report has looked at the flow of pupils out of mainstream schools and into AP. This section considers the AP schools and other settings in which children are educated when they are removed from mainstream school.

FFT Education Datalab has found that the majority of children who experience a permanent exclusion spend time in some AP, but not every child who has spent time in AP has been excluded. Of the 6,609 pupils who experienced an exclusion in the 2019 cohort, 89 per cent spent time in some form of AP.¹

In this section, we draw upon a new analysis of the AP Census, using January 2023 data. The AP Census does not just collect information about pupils in AP, a large proportion of pupils on the census are being funded by the LA to attend specialist provision.² The overall figure of LA commissioned AP therefore includes the pupils in specialist education settings.

Attempts have been made in recent years to identify the independent providers of AP. In 2018, FFT Education DataLab and The Difference produced a list of independent KS4 providers which appeared to be offering alternative provision, based upon an analysis of their inspectorate reports and websites.³

Following their methodology, in previous Annual Reports⁴ we attempted to produce a refined figure for the total number of pupils in independent LA commissioned AP. This year, we have repeated that exercise to get a refined estimate of the number of pupils in alternative provision in January 2023.

This year the analysis includes, for the first-time, data on any AP that is commissioned directly by schools, but not by the LA. The school-arranged AP placement module was introduced to the school census on a voluntary basis from the 2021/22 academic year but become mandatory from the spring 2023 census.⁵

A note on numbers:

The numbers in this section should be treated as lower-bound estimates. What we are unable to identify or include in this analysis, is:

- any unregistered AP that is commissioned directly by home educating families;
- any pupils attending state-maintained AP on dual registration;
- precise pupil and setting numbers of independent AP.

How many APs are there?

There are at least 1,404 alternative providers operating across England and at least 39,078 pupils were being educated by them in January 2023.⁶ This is not including a further 11,900 pupils dual registered in state-maintained AP as reported by the DfE.⁷

The figure of 39,078 comprises all pupils single registered at state-maintained AP, and all pupils in independent AP arranged either by the LA or the school.

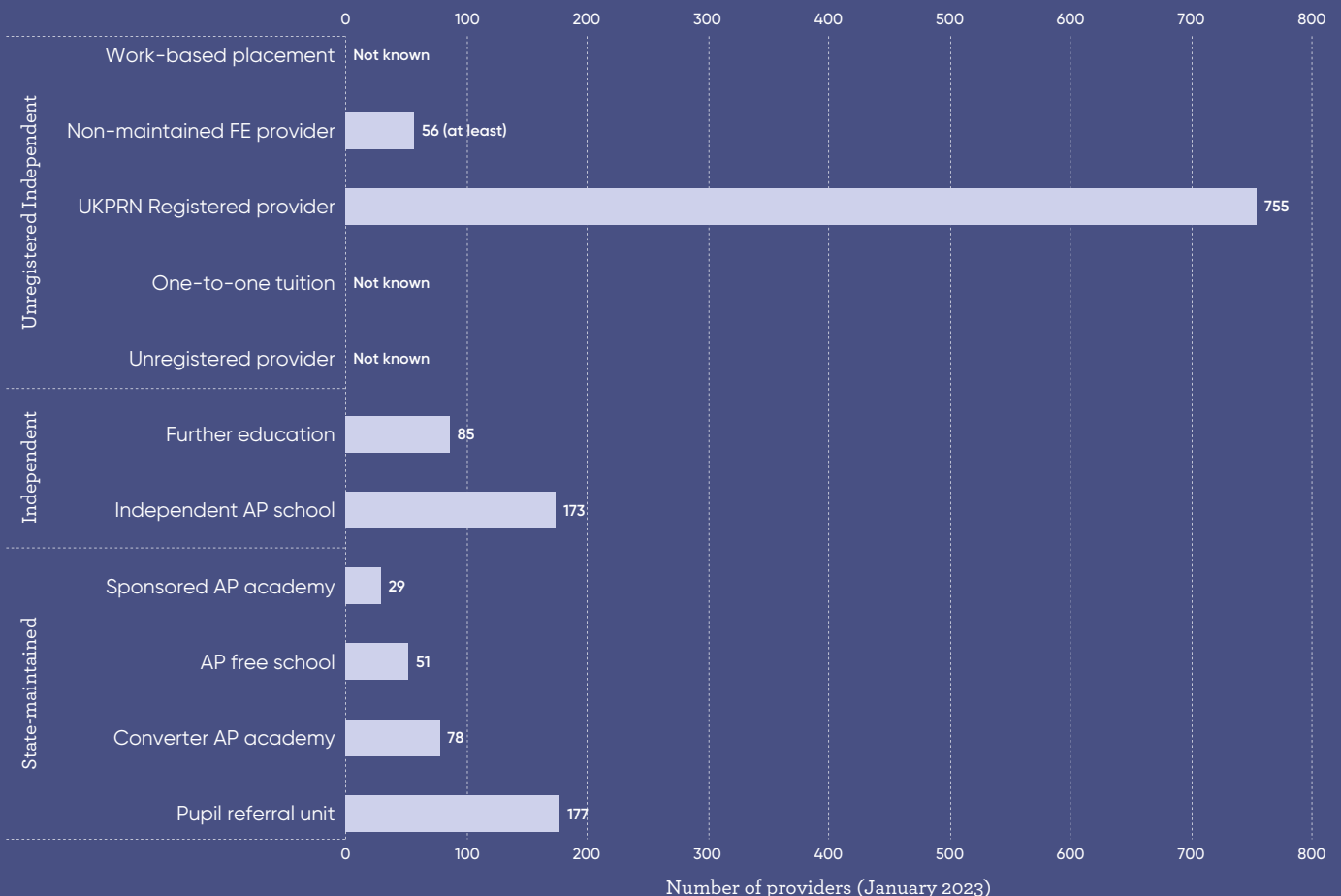
Independent AP includes AP which is unregistered. Unregistered AP is split into different types: UKPRN registered providers; one-to-one tuition; work-based placements; other unregistered; and non-maintained further education providers.

The figures are far larger than in previous years because they now include pupils in school-arranged AP placements.

State-maintained AP schools now comprise under a quarter of all identified AP schools. While PRUs have historically been the most common type of AP, UKPRN registered providers have overtaken them, as their numbers have climbed steeply in recent years while PRU numbers have dwindled. UKPRN Registered providers now account for over half of all AP settings. PRUs are still the second most common type of provider, shortly followed by Independent AP schools.

The government does not record the total number of unregistered providers, one-on-one tutors or work-based placements commissioned for children in AP.

Number of alternative providers by type



Source: Data from Schools Census and AP Census, cross-referenced with FOIs to the DfE

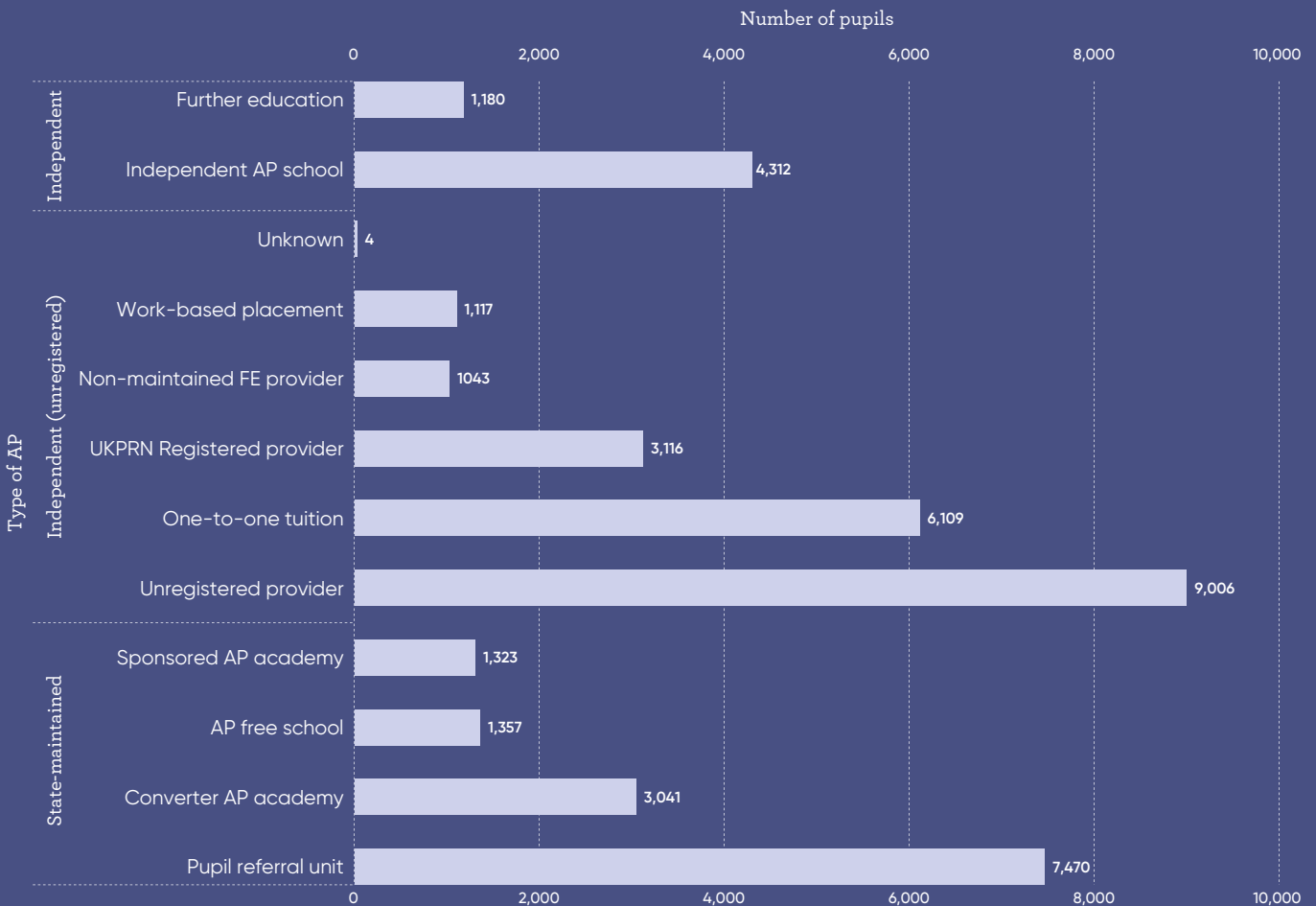
How many pupils are in each type of AP?

Around one third of the identifiable pupil population (13,191 out of 39,078 pupils) were in state-maintained AP schools in January 2023. A further 14 per cent, 5,492 pupils, were placed in independent AP schools or further education colleges.⁸

The remaining 20,395 pupils, over 50 per cent of the cohort, were placed in unregistered provision, arranged either by LA or the school.⁹

'Other unregistered' was the most common destination for a pupil sent to AP in January 2023, accounting for at least 9,006 pupils. PRUs were the second most common destination, with 7,470. Unregistered 'one-to-one tuition' was the third most common type of provision, with at least 6,109 pupils.¹⁰

Number of pupils in AP by AP type



Source: Data from Schools Census and AP Census, cross-referenced with FOIs to the DfE

How has the commissioning of AP changed over time?

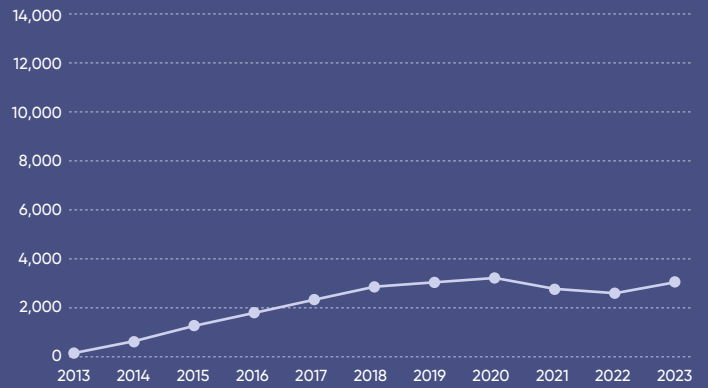
State-maintained AP

This year, the number of pupils single-registered in state-maintained AP schools increased by 13 per cent from 11,664 in 2021-22 to 13,191 pupils in 2022-23. This represents a reversal in the longer-term trend of the number of pupils single-registered in state-maintained AP falling since 2017-18.¹¹

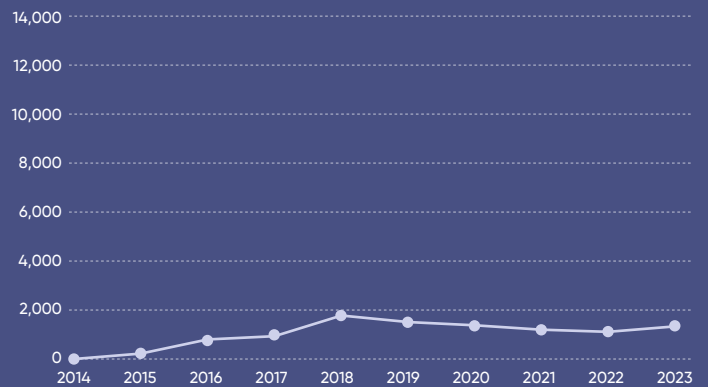
Looking solely at single-registered pupils, it appears that the increase in pupil numbers relative to 2021-22 has been felt across all forms of state-maintained AP. Pupil referral units saw the largest increases however, as in January 2022 6,774 pupils were enrolled in PRUs, rising by 10 per cent to 7,470 pupils by January 2023.¹²

While every provider type has experienced an increase in pupil numbers this year relative to 2021-22, only AP Free schools and AP Academy Sponsor led settings saw an increase in the numbers of providers – and each only by 1. In total there were 338 state-maintained APs in 2022, falling to 335 in 2023.¹³

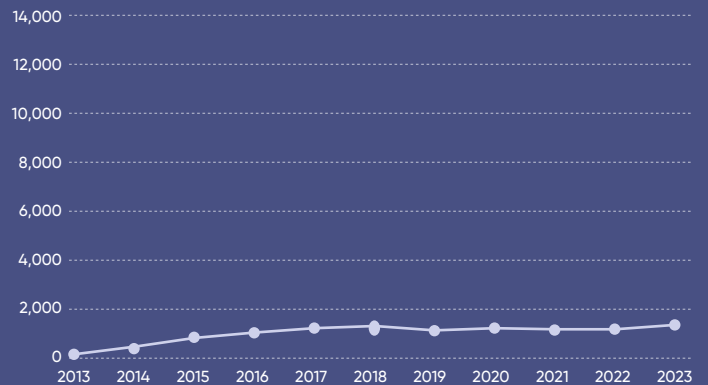
Academy alternative provision converter



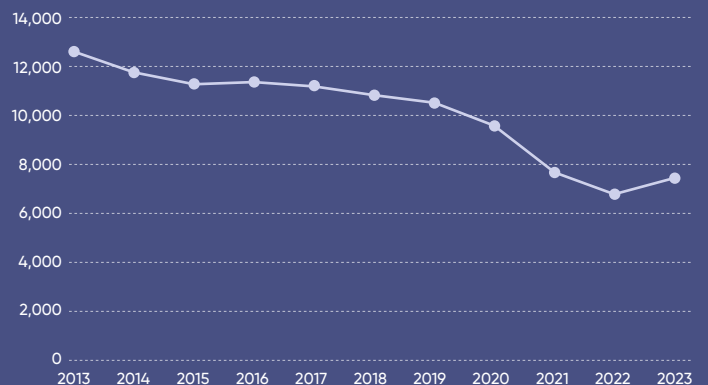
Academy alternative provision sponsor led



Free schools alternative provision



Pupil referral unit



Source: Data from Schools Census and AP Census, cross-referenced with FOIs to the DfE

Pupil Referral Unit Capacity

The recent increase in PRU pupil numbers coincides with a drop in setting numbers, raising questions about PRU capacity. Evidence suggests that increasing demand for PRU places is outstripping supply.

A note on the data for this analysis:

Not every LA has a PRU, so the analysis in this section only applies to those LAs that do.

Unlike the rest of this chapter, this analysis does include pupils that are dual registered in AP. In the Freedom of Information request (FOI), LAs were asked for the full-time equivalent pupil numbers on roll.

At the point of the Summer census in 2023, 100 of the 153 local education authorities in England had PRUs. Of these we were able to draw data from 89 LAs.

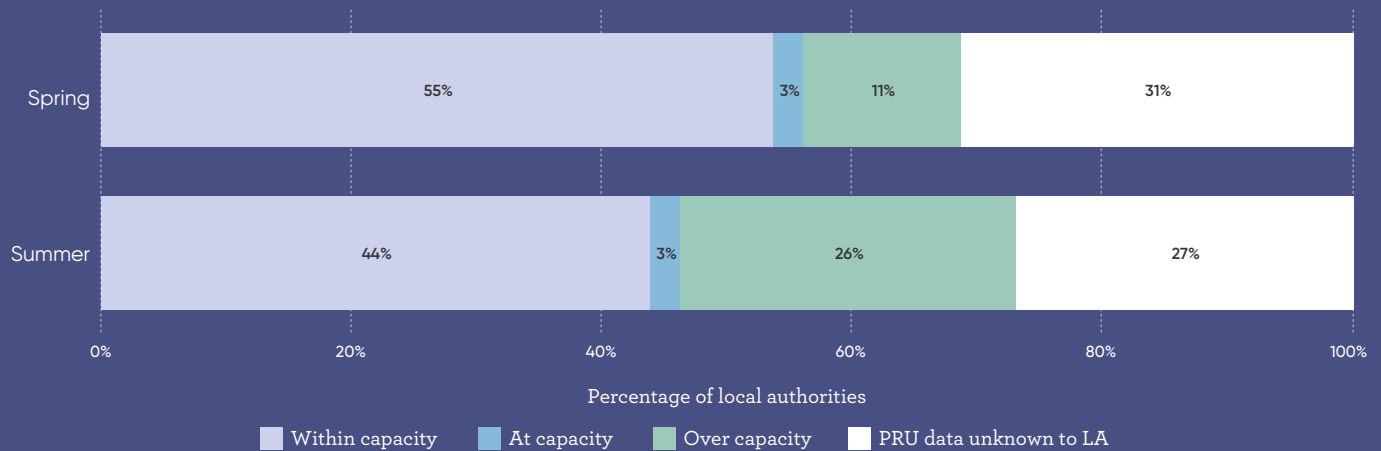
At the time of the 2023 Summer census, 29 per cent of these 89 LAs recorded enrolment figures that were equal to or exceeded the capacity of their PRUs.¹⁴

Of the responses, a further 27 per cent were unable to return either capacity or enrolment figures. Despite being run by the LA, some LAs do not hold information on PRU capacity.¹⁵

Between the Spring and Summer term enrolments in Pupil Referral Units tend to increase. According to FOI data, of the 13 LAs that recorded enrolment figures greater or equal to capacity in the Spring term, all but one continued to operate at or beyond capacity in the Summer term. In the Summer term a total of 26 LAs were operating at or beyond the capacity of their PRUs.¹⁶

Cross referencing DfE and Get Information About Schools (GIAS) data with FOI data received from LAs across England suggests that capacity in PRUs is significantly limited.

Over one quarter of respondent local authorities are known to be operating beyond capacity



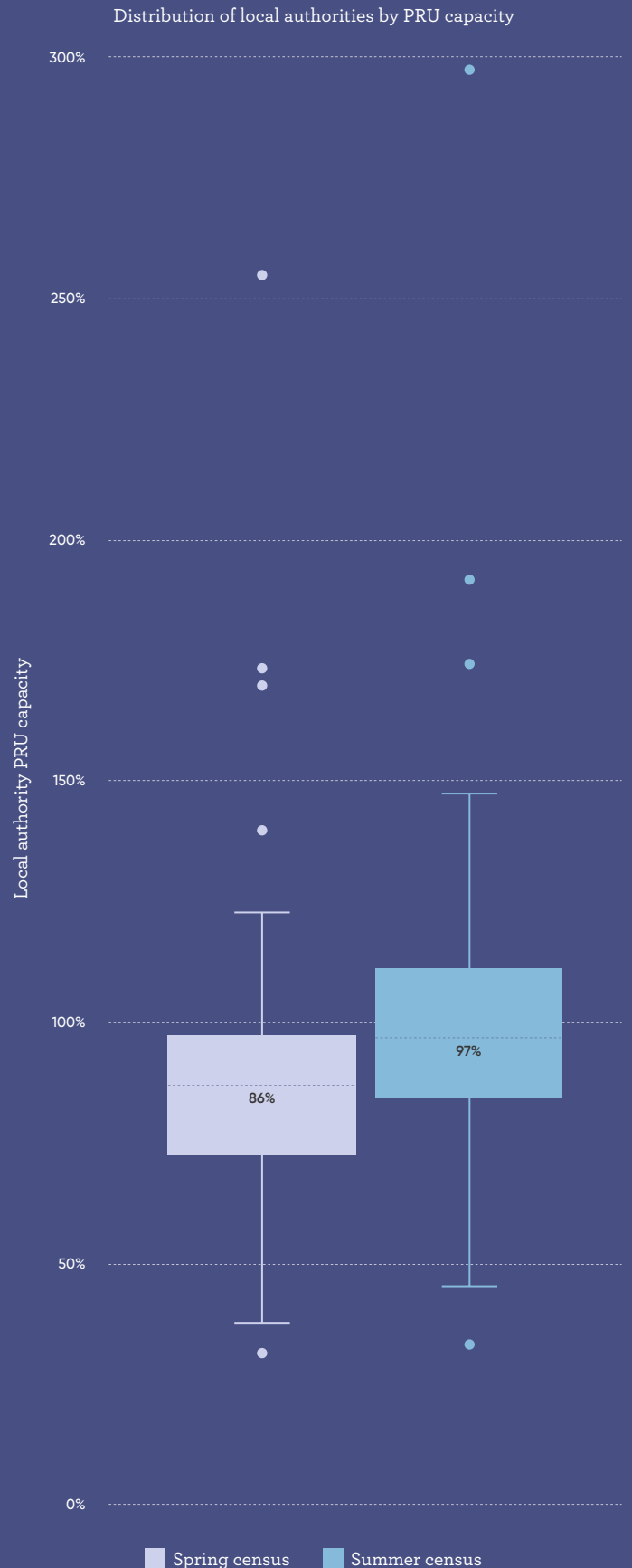
Source: FOI Data from local authorities

AP schools

The highest outlier is from one council that notes enrolments are nearly three times the capacity recorded in the PRU. It is unclear what the teaching conditions are like in settings that exceed capacity, but it is unlikely that these settings are equipped with the resources to meet the demand they now experiencing. Research conducted by Schools Week has indicated that PRU leaders are struggling to cope with the numbers of referrals they receive.¹⁷

In the Spring term, 10 councils recorded enrolment figures higher than their capacity. Across these 10 councils, the total number of enrolments was 341 pupils higher than capacity. In the Summer term, for the 26 councils that reported enrolment figures higher than capacity, the cumulative enrolments outstripped capacity by 816.¹⁸

The average capacity of PRUs increased to 97 per cent in the Summer term



Source: FOI Data from local authorities

Independent AP

LAs and schools also commission AP from independent providers. We can extract information about LA commissioning from the AP census since 2018, but for school commissioning we only have definitive figures for 2022-23.

The overall number of pupils recorded as being in LA commissioned independent AP has increased from 7,401 pupils when records began in 2018 to 12,393 pupils in 2023.¹⁹

The number of pupils recorded as being in school-arranged independent AP stood at 13,494 in January 2023.²⁰ Combining these figures creates a total of 25,887 pupils.

FFT Education Datalab has hypothesised that the increase in placements in independent AP can in part be explained by an increase in the number of pupils with EHCPs. There does not appear to be enough space in the state-funded sector to accommodate these pupils and as a consequence the use of independent AP has been increasing.²¹

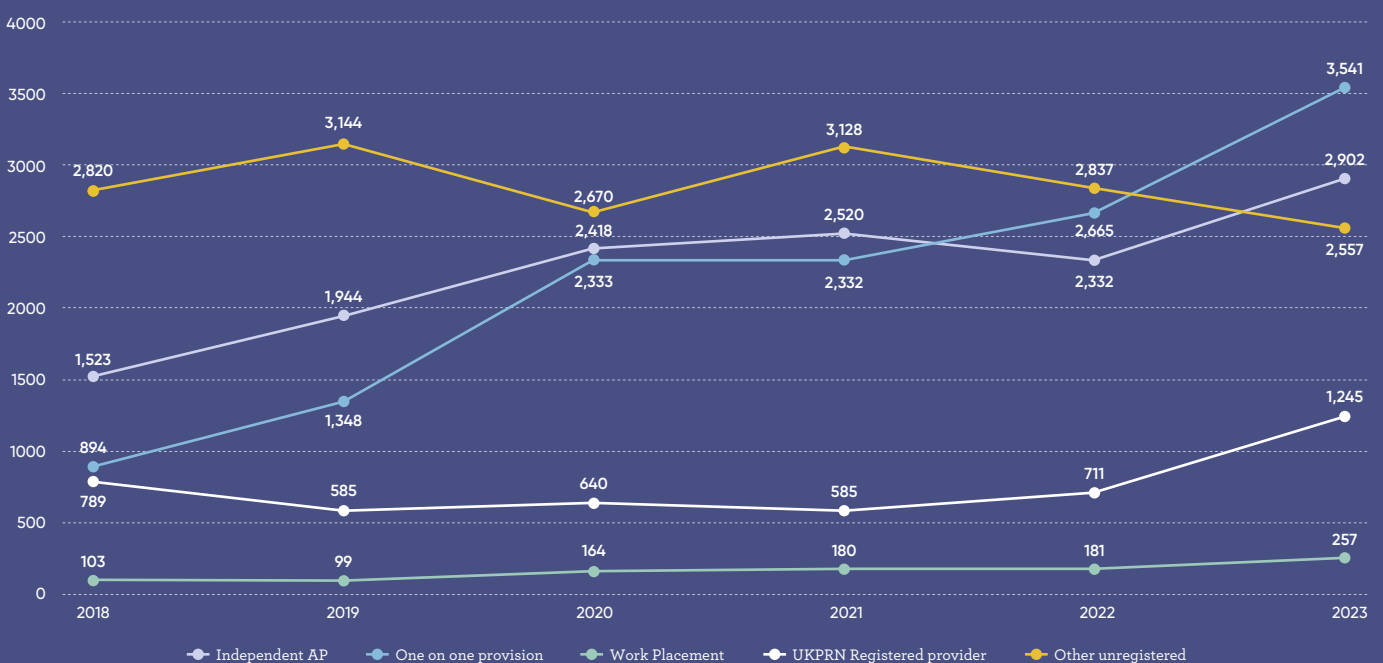
We cannot compare the data from school-arranged independent AP with previous years, but looking at LA arranged independent AP, this has increased since 2022. In 2022, 10,033 pupils attended LA commissioned independent AP, indicating an increase of 24 per cent compared to 2023.

Since records began in 2018, the most common type of provider that LAs commission has been 'other unregistered.' However, this year the number of pupils commissioned by LAs into 'other unregistered' settings decreased by 10 per cent, from 2,837 to 2,557. One-to-one provision has emerged as the type of provision with the greatest number of LA commissioned AP places, at 3,541 pupils.²²

Compared to last year (2022), every type of independent AP has seen increases in pupil numbers commissioned by LAs, barring non-maintained further education providers and 'other unregistered' settings. The number of pupils commissioned by LAs into further education colleges has increased by the largest proportion – a 140 per cent increase from 491 pupils in 2022 to 1,180 pupils in 2023.²³

Despite these trends in LA commissioned AP, when accounting for school arranged AP as well, 'other unregistered' still leads the field. Of the 25,887 identifiable pupils in independent AP, 9,006 – or 35 per cent – are in 'other unregistered' settings. The next highest category is 'one-to-one provision', accounting for 6,109 pupils.²⁴

Number of pupils in local authority commissioned AP over time



Source: Data from Schools Census and AP Census, cross-referenced with FOIs to the DfE

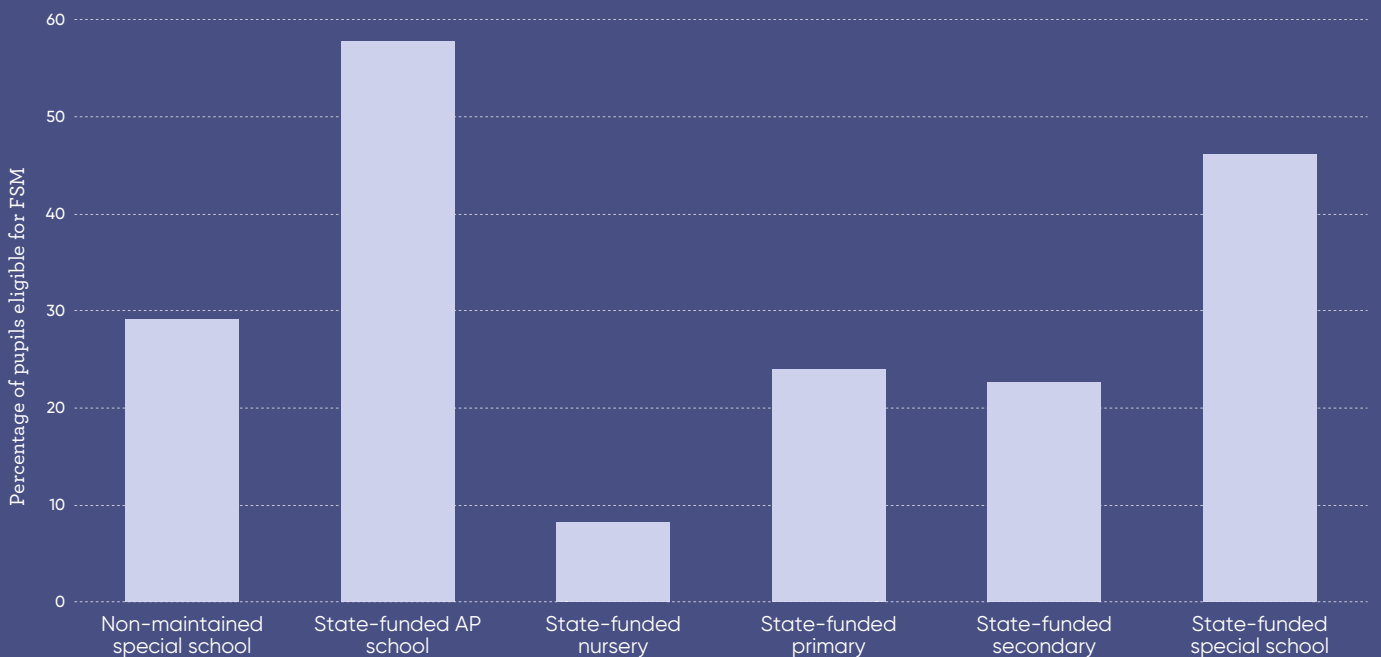
Characteristics of pupils in AP

Pupils in AP are more likely to be disadvantaged. In January 2023, 58 per cent of pupils in state-funded AP were eligible for FSM. This compares to 23 per cent in state-funded secondary schools and 24 per cent in state-funded primary schools. In school-arranged unregistered AP, the rate is even higher, as 63 per cent of pupils are eligible for FSM.²⁵

For those 13,191 pupils who are current or main-registered in state-maintained AP, pupil numbers increase steadily with each school year. Enrolments peak in Year 11, with 4,860 pupils, and then drop off by Year 12.²⁶

FFT Education Datalab has analysed the patterns of movement of pupils who enter state-maintained AP. They found that time spent in AP is related to age on first entry. Most pupils enter for the first time when they are in Year 10 or 11. Half of all pupils who enter AP aged 13 are enrolled in AP in the Summer of Year 11 and a third stay continuously on roll up until then.²⁷

Pupils in state funded AP are far more likely to be eligible for free school meals



Source: Department for Education, 2023. "Statistics: Permanent and fixed-period exclusions in England: Academic year 2021/22"

How does AP commissioning vary by local authority?

The commissioning of AP varies considerably by LA. This section analyses where pupils receive their education in AP on the basis of where the providers operate. It should be noted that this analysis does not take into account instances of cross-border placements where a LA may commission the AP in a neighbouring area.

In January 2023, the area with the highest rate of identifiable pupils in AP was Nottingham City with 13.1 pupils per 1,000 in AP. These pupils were largely found in unregistered AP and AP academies.

In the previous Annual Report, we identified North-East Lincolnshire as having the highest rate of pupils in AP. Their rate in 2021 was 7.7 pupils per 1,000. In 2023, and despite accounting for school-arranged AP commissions, North-East Lincolnshire is only 31st highest for the rate of identifiable pupils in AP, with their rate of AP decreasing to 6.4 per 1,000 pupils.²⁸

By disaggregating the pupil numbers by provider type at LA-level we can gain insights into the type of AP which is most common in different areas.

In 2023, no LA used solely state-maintained AP. Indeed, eleven LAs had no state-maintained AP at all, instead relying only on independent AP.

The reliance on independent APs has increased with time. In 109 LAs over half of the provision commissioned is independent AP. This has more than doubled compared to 2021, when the same was true for 50 LAs.

14 LAs commissioned at least one third of all places in AP from independent AP schools, with two commissioning at least a half of places from this type of provider. North Northamptonshire recorded 55 per cent of its 73 placements, and Kirklees recorded 50 per cent of its 199 placements as

attending independent AP schools. Five LAs commissioned at least one third of all places in AP from further education colleges. These LAs are Waltham Forest (53 per cent of their 253 placements); Lewisham (40 per cent of their 369 placements); Wolverhampton (36 per cent of their 343 placements); Dorset (36 per cent of their 667 placements); and Gateshead (34 per cent of their 228 placements).²⁹

While independent AP schools and registered further education colleges must follow the Independent School Standards, unregistered providers are not required to follow any statutory standards.

Nevertheless, of all 152 LAs, 66 commissioned at least half of their identifiable AP places in January 2023 from unregistered provision. 24 commissioned at least three quarters, and of these five LAs used solely unregistered AP: Bath and North East Somerset; Rutland; Portsmouth; the City of London; and the Isles of Scilly (albeit the Isles of Scilly only commissioned one pupil into AP in 2023). Only one LA, Blackburn with Darwen, had no identifiable use of unregistered provision.³⁰

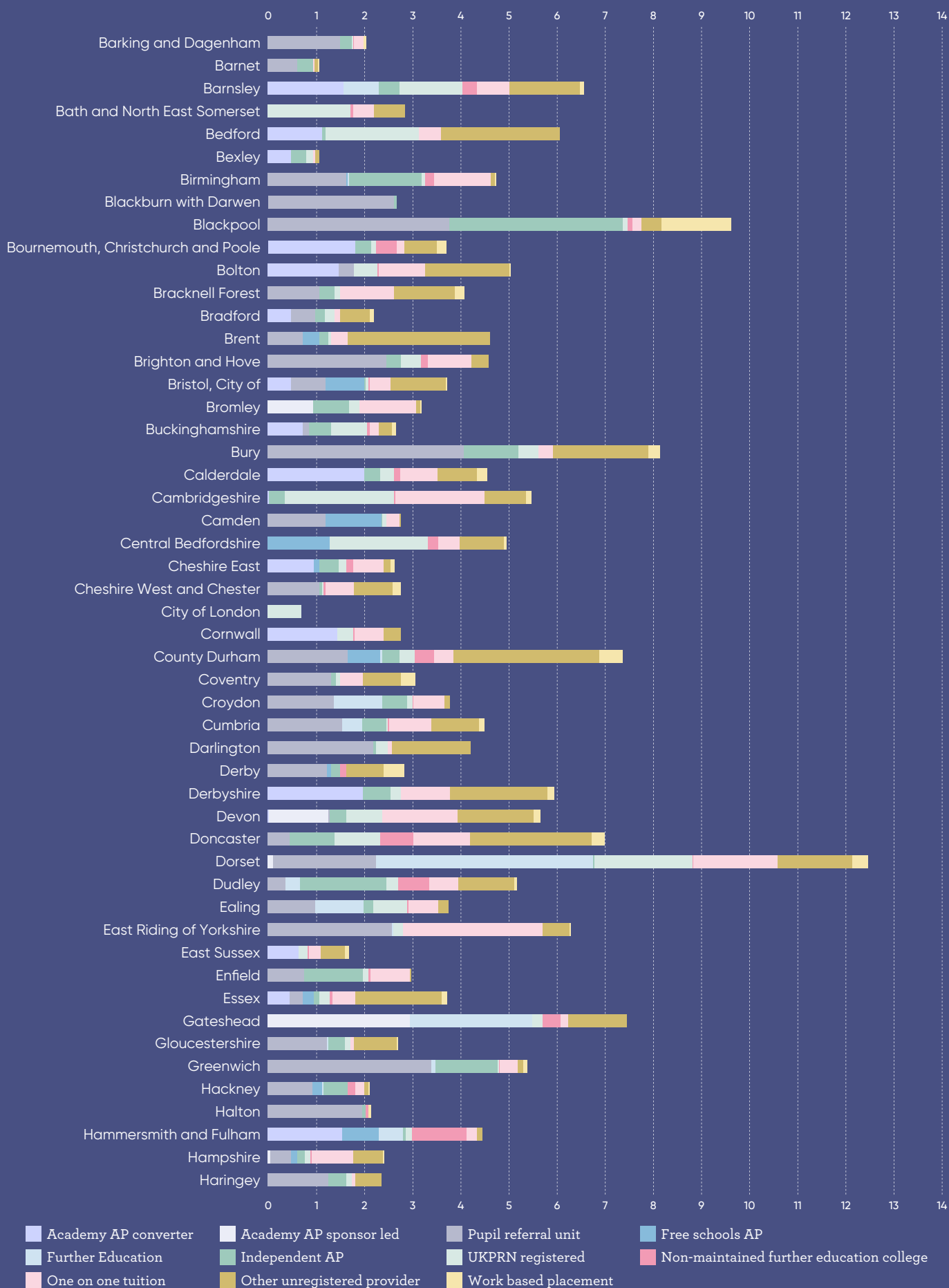
All types of unregistered providers appeared to be used across England. The least widely used is non-maintained FE providers, but they still appeared in 97 different LAs. One-on-one tuition was the most broadly used, with placements in 146 different LAs. Other unregistered was used in 143 different LAs, UKPRN registered providers in 139 LAs, and work-based placements in 104 LAs.³¹

Local authorities with the Greatest proportion of children in unregistered AP

Local authority	Proportion of pupils in unregistered AP	Number of pupils in unregistered provision	Rate of pupils in unregistered provision (per 1,000)
Rutland	1	35	4.25
Isles of Scilly	1	1	3.8
Bath and North East Somerset	1	92	2.85
Portsmouth	1	27	0.9
City of London	1	2	0.68
Wiltshire	0.98	502	6.54
Richmond upon Thames	0.97	30	0.76
Oxfordshire	0.96	259	2.18
Leicestershire	0.96	605	5.62
Cambridgeshire	0.94	530	5.15
Northumberland	0.91	483	10.48

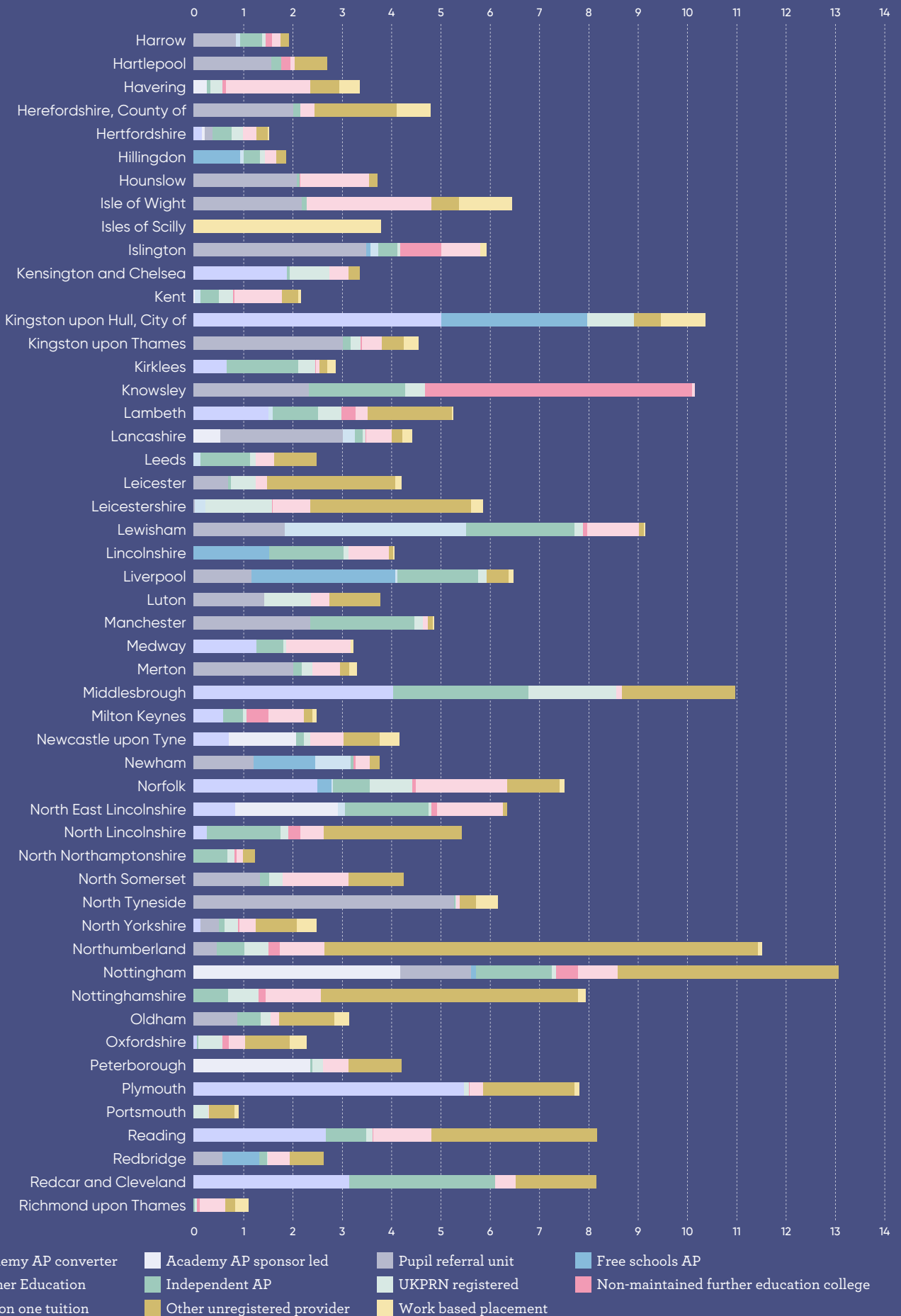
Source: Data from Schools Census and AP Census, cross-referenced with FOIs to the DfE

Proportion of pupils in AP by type of provider in each local authority



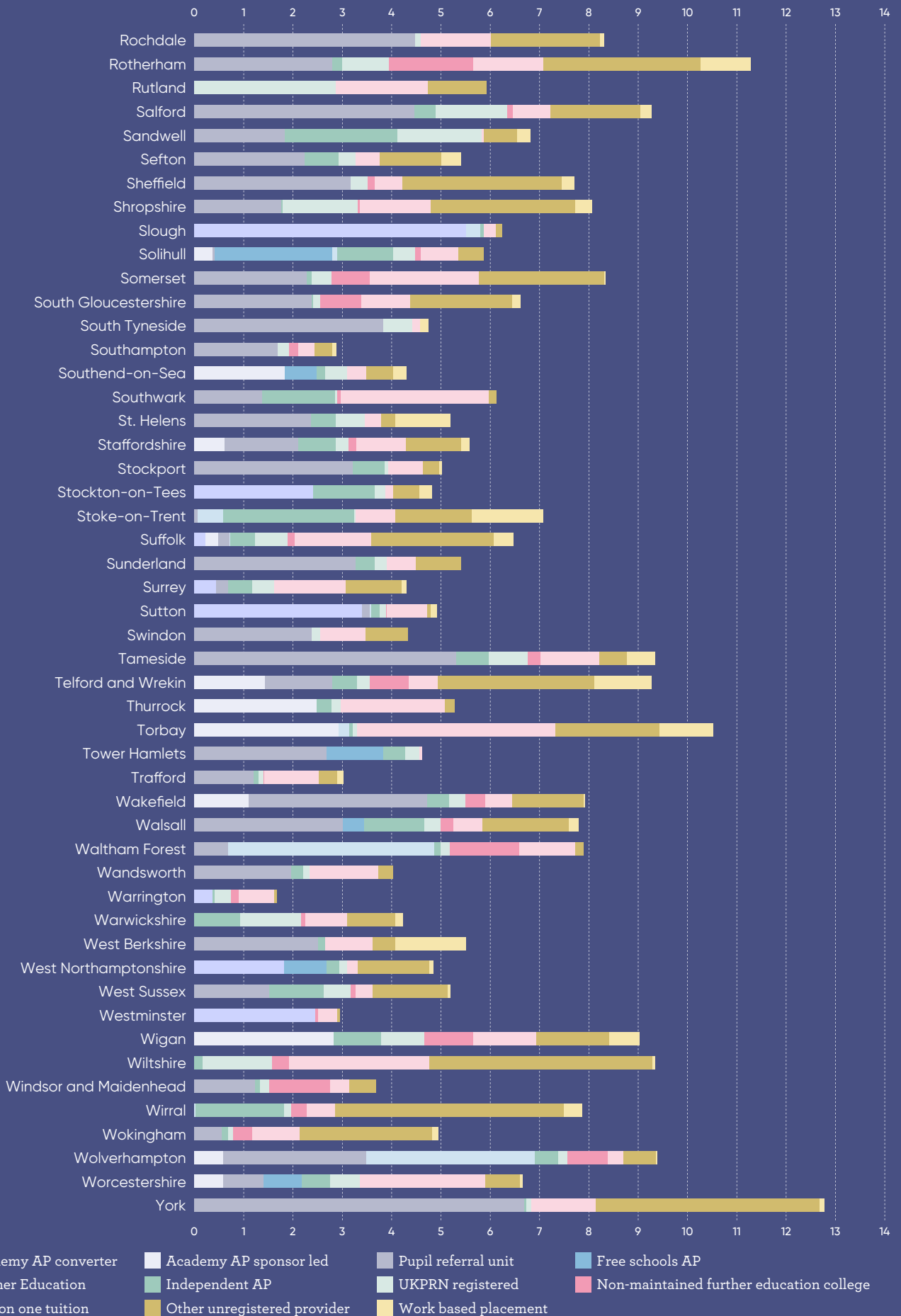
Source: Data from Schools Census and AP Census, cross-referenced with FOIs to the DfE

Proportion of pupils in AP by type of provider in each local authority (cont.)



Source: Data from Schools Census and AP Census, cross-referenced with FOIs to the DfE

Proportion of pupils in AP by type of provider in each local authority (cont.)



Source: Data from Schools Census and AP Census, cross-referenced with FOIs to the DfE

What are the outcomes for pupils in AP?

KS4 destinations data indicates the short-term outcomes for pupils attending AP. When looking at state-place funded AP, 59 per cent of pupils who finished KS4 in 2020/21 recorded a sustained education, employment or apprenticeship destination. This compares to 94.1 per cent of pupils in mainstream state schools for the same year.³²

Tracking longer-term outcomes is harder, given at a national level the long-term outcomes for pupils who attended AP settings are not formally recorded. However, independent analyses have sought to uncover the destinations of these pupils.

IntegratED partner FFT Education Datalab conducted a longitudinal analysis in 2022 which tracked the long-term outcomes of pupils that were 16 years old in 2012/13.³³ The analysis found that by the age of 19, less than one quarter of the pupils who had attended AP at any stage in their school career were in continuous employment, compared to 57 per cent of those who had never been in AP. It also found that 4.7 per cent of the AP cohort had experienced custody by aged 19, compared to 0.2 per cent of pupils who had never been in AP.

These outcomes do not necessarily indicate a lack of quality in AP schools, but reflects the challenging needs and vulnerabilities of the cohort that attends such settings. The outcomes of pupils that have attended AP are poor when compared to the general population.

- 1 FFT Education Datalab, 2021. "Working Paper: Returning to state schools following permanent exclusion or alternative provision"
- 2 Department for Education, 2023. "Alternative provision census 2023 Business and technical specification version 1.0"
- 3 FFT Education Datalab, 2018. "Help us to investigate independent alternative provision"
- 4 IntegratED, 2022. "Annual Report"
- 5 Department for Education, 2023. School census 2022 to 2023 Business and technical specification, version 1.4.
- 6 Data from Schools Census and AP Census, cross-referenced with FOIs to the DfE
- 7 Department for Education, 2023. "Schools, pupils, and characteristics"
- 8 Data from Schools Census and AP Census, cross-referenced with FOIs to the DfE
- 9 Data from Schools Census and AP Census, cross-referenced with FOIs to the DfE
- 10 Data from Schools Census and AP Census, cross-referenced with FOIs to the DfE
- 11 Data from Schools Census and AP Census, cross-referenced with FOIs to the DfE
- 12 Data from Schools Census and AP Census, cross-referenced with FOIs to the DfE
- 13 Data from Schools Census and AP Census, cross-referenced with FOIs to the DfE
- 14 CSJ analysis of FOI Data from local authorities
- 15 CSJ analysis of FOI Data from local authorities
- 16 CSJ analysis of FOI Data from local authorities
- 17 Schools Week, 2023. "Missing from mainstream: Excluded children with nowhere to go"
- 18 CSJ analysis of FOI Data from local authorities
- 19 Department for Education, 2023. "Schools, pupils, and characteristics"
- 20 Data from Schools Census and AP Census, cross-referenced with FOIs to the DfE
- 21 FFT Education Datalab 2021. "The SEND Review ought to find out why so many young people are in local authority commissioned alternative provision"
- 22 Data from Schools Census and AP Census, cross-referenced with FOIs to the DfE
- 23 Data from Schools Census and AP Census, cross-referenced with FOIs to the DfE
- 24 Data from Schools Census and AP Census, cross-referenced with FOIs to the DfE
- 25 Department for Education, 2023. "Schools, pupils, and characteristics"
- 26 Department for Education, 2023. "Schools, pupils, and characteristics"
- 27 FFT Education Datalab, 2021. "Working Paper: Returning to state schools following permanent exclusion or alternative provision"
- 28 Data from Schools Census and AP Census, cross-referenced with FOIs to the DfE
- 29 Data from Schools Census and AP Census, cross-referenced with FOIs to the DfE
- 30 Data from Schools Census and AP Census, cross-referenced with FOIs to the DfE
- 31 Data from Schools Census and AP Census, cross-referenced with FOIs to the DfE
- 32 Department for Education, 2022. "Key stage 4 destination measures"
- 33 FFT Education Datalab, 2022. "Long term outcomes of pupils who experience alternative provision"

What we don't know

This report has tried to give a comprehensive oversight of everything we know about pupil movement and AP, but the truth is there is a lot we do not know.

In this section, we outline some of the biggest blind spots.

How many pupils are internally excluded

Schools that use internal isolation, inclusion units, or on-site AP do not need to flag this in any reporting to DfE. They do not have to record which pupils are placed in such provision or how long a pupil spends out of their mainstream classroom.

How many pupils are sent to other schools' isolation units

Schools are not required to report when they send pupils to another school due to behaviour reasons, for example in place of a suspension. The coding categories in attendance registers are broad and are used inconsistently.

Why pupils are being informally excluded

In previous reports, the reasons for permanent exclusions were unclear. For one in five permanent exclusions the reason given was recorded as "Other".

Since removing this "Other" category there is more clarity regarding the reasons for formal exclusions.

However, this clarity does not extend to all forms of informal exclusion. At present, we still do not have data about why a pupil is off-rolled, dual registered or sent to internal AP. We do not know if these moves are motivated by different reasons or if they are effectively a substitute for a formal exclusion.

A lot of pupils who moves out of mainstream schools and into alternative provision remain invisible.

”

How many AP settings exist

While there is a comprehensive directory of all state-maintained APs in England, there is not a full list of all independent AP settings in use.

This information is not clearly indicated on the AP Census. And even if we did have a full directory of schools and registered providers from every kind of commissioner, there is no list of all unregistered settings in England.

What the capacity of AP is

The data received from LAs regarding PRU capacity was often muddled. Despite LAs being responsible for PRUs within their area, adequate systems are not always in place to record pupil placements.

In order to come to conclusions about PRU capacity, it was necessary to cross-reference FOI data, GIAS data, and DfE census data. In many cases, the necessary data was not recorded, or was out of date, and so no accurate assumptions could be made.

Given what evidence there is indicates a reduced capacity in PRUs, more precise mechanisms or measurement are required to analyse and ultimately address this issue.

How many pupils are educated in AP settings

We can give an estimate of how many pupils are educated in state-maintained AP on a given day in January.

Our figures only represent a snapshot of the population in AP settings. As the population in AP is incredibly transient, these figures likely underestimate the total number of children in all forms of AP across a given academic year.

Beyond state-maintained AP, we have very little idea about how many pupils are placed in independent provision. We can give a refined estimate of how many pupils a LA commissions AP for, but again this number represents only the total number of pupils on a given day in January. There is no record of LA commissioning throughout the course of the academic year.

There is no systematic recording of the number of pupil places in independent AP schools. We therefore cannot estimate the number of children educated in a school but outside of state-maintained AP. This is not only an issue at national government level, but even in some LAs there is no clear information or data held about how schools are directly commissioning independent AP and how many pupils are in such provision. The data that is collected is derived from the AP and school census, taken from the position of the commissioning school, rather than the setting that is actually providing the education.

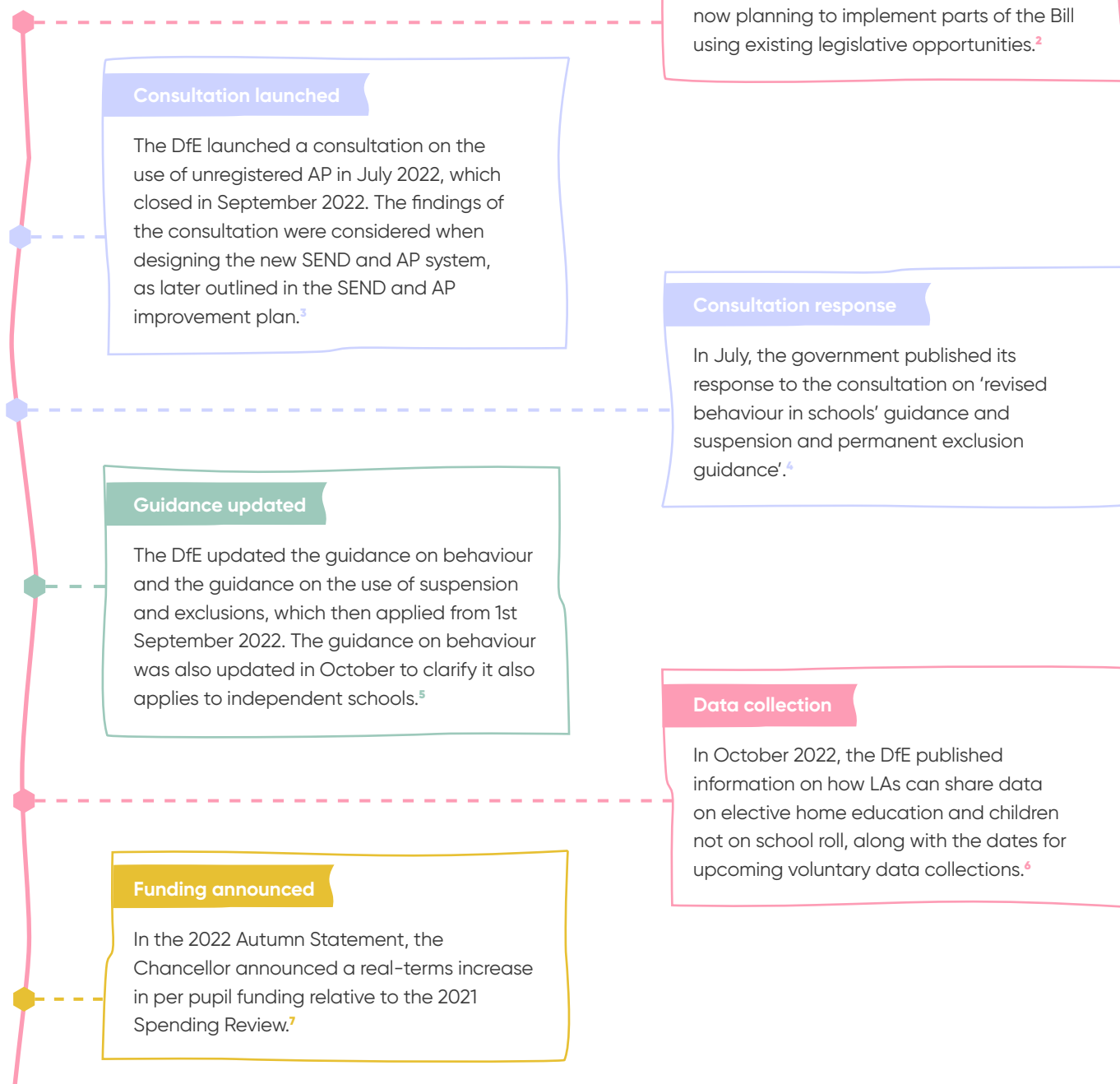
Similarly, we have no reliable information on the total number of unregistered AP settings which are offering education to children in England. A setting is unregistered if it does not meet the threshold of registering for a school. Our report explains what we know so far about the number of children in unregistered AP, but we do not know the total number of providers that make up the unregistered AP market and the figures we quote do not encompass unregistered AP which is commissioned by parents.

Given the historical lack of understanding of the unregistered provision sector, this also means we do not know how mainstream, special and AP schools have used unregistered AP over time. New data is being collected on this theme but will not give insight into retrospective school commissioning patterns. There is also no clear evidence about how long pupils spend in unregistered AP, or the frequency of cases of commissioners patching together a selection of part-time unregistered provision placements to make up full-time education.¹

Due to the scarcity of data, it is impossible to form a reliable estimate of the total number of children educated in AP.

A year (or so) in policy

Following on from where the previous Annual Report left off, the timeline below sets out the key publications, consultations and other actions taken by the government and Ofsted relating to school exclusions, children at risk of exclusion, alternative provision and children otherwise excluded from school – whether formally or otherwise.



A year (or so) in policy

Funding announced

In the 2022 Autumn Statement, the Chancellor announced that the core schools' budget in England will receive an additional £2.3 billion of funding in 2023-24 and £2.3 billion in 2024-25.⁸

Thematic review of AP

In January 2023, Ofsted launched a thematic review of AP in local areas. This thematic review is being conducted as part of the new SEND inspection framework. The findings are set to be published in a report in Autumn 2023.¹⁰

Guidance published

New guidance was published in February 2023 on supporting school attendance where a pupil is experiencing social, emotional or mental health issues.¹²

SEND and AP improvement plan

After the SEND and AP review was closed in July 2022, the government subsequently published the SEND and AP improvement plan in March 2023. This publication was followed by a statement in the House of Commons by the then Children's Minister. Further details about the improvement plan can be found on page 64.¹⁴

New inspection framework

In November 2022, Ofsted launched a new joint framework for inspecting provision for children with SEND. This framework includes how inspections will now evaluate how LAs commission and oversee alternative provision, given the large number of children and young people with SEND in this kind of provision. This guidance came into force on 1st January 2023.⁹

Inquiry launched

In January 2023, the Education Committee launched an inquiry into school absence. A call for evidence was opened that closed in February 2023 and multiple oral evidence sessions were held, including with the Schools Minister. The Education Committee published its report in September 2023, with a government response expected before the end of the year.¹¹

Consultation launched

A consultation was launched in February 2023 and closed in March 2023, on the use of reasonable force and restrictive practices in schools. The consultation will inform revisions to existing guidance.¹³

Inquiry launched

In March 2023, the Education Committee launched an inquiry into teacher recruitment, training and retention. A call for evidence was opened, that closed in April 2023 and multiple oral evidence sessions have been held.

A year (or so) in policy

Funding announced

In the 2023 Spring Budget, the Chancellor announced an additional £3 million is to be invested over the next 2 years to pilot an expansion of the Supported Internships programme to young people entitled to SEN support who do not have an EHCP.

Programme extension

In the 2023 Spring Budget, the Chancellor announced the Alternative Provision Specialist Taskforce pilot will be extended, using funding from the Shared Outcomes Fund.

Guidance published

New guidance was published in May 2023 to help parents and carers understand the school exclusion process and how to appeal against an exclusion.

Inquiry launched

In June 2023, the Education Committee launched an inquiry into Ofsted's work with schools. A call for evidence was opened, that closed in July 2023, and multiple oral evidence sessions have been held.

The SEND and AP improvement plan

Our last Annual Report included details of the launch of the SEND and AP Review. After the review, the government published the SEND and AP improvement plan in March 2023. This plan outlined proposed reforms to the SEND and AP system.

The mission of the SEND and AP improvement plan is to support children to fulfil their potential, build parental trust and provide financial sustainability.

The plan details proposals to fully integrate AP into the wider SEND system, recognising that the majority of children in AP have SEND. The paper acknowledged the role AP can play in offering earlier, targeted support within a mainstream school environment, or offering time-limited placements for pupils who need additional support.

The plan proposes a new single national SEND and alternative provision system which gives greater clarity to parents about identification of additional needs and how decisions around support are made.

The plan outlines proposals to create a new three-tier system for alternative provision. The three tiers will include targeted, early support in a mainstream setting, time limited placements in alternative provision and longer-term placements to support the return to mainstream or a post-16 destination. There will also be new guidance created to support effective transitions, be that into education, employment or adult services.

The foundation of the new system will be the creation of new, evidence-based national standards for SEND and AP, which will be produced in consultation with children and families. These standards will outline what good provision looks like and clarify who is responsible for delivering which support and from which budget. These standards will aim to improve early identification and intervention, setting out clear expectations as to the support that should be available in mainstream settings.

The improvement plan acknowledges that current performance measures do not work well for AP settings and proposes to introduce a new bespoke alternative provision performance framework. The development of this will be supported by an expert group.

APs will be integral to the new local SEND partnerships ”

There are also plans to introduce local SEND and alternative provision partnerships to commission support for children and young people with SEND and in alternative provision. This will be done in keeping with the new national standards. These partnerships will also be expected to create local inclusion plans, setting out how the needs of children across the local area will be met, again in keeping with the new national standards.

As well as national standards, the government will also develop a new national approach to delivering funding bands and tariffs to support commissioners and providers. A new approach to AP funding will be developed, brought into line with the focus on preventative work and reintegration back into mainstream settings. This new approach will be developed in consultation with mainstream settings, alternative provision and LAs.

A £70m Change Programme will be introduced as part of the new system. The Change Programme will help develop best practice, produce, test, and refine reforms, including establishing up to nine Regional Expert Partnerships.

At the end of 2021, the government announced funding for AP specialist taskforces (APST). The SEND and AP improvement plan announced an extension of funding for the APST until March 2025.

The Timpson Review

The Timpson Review of School Exclusion (2019) explored how headteachers use exclusions in practice and why some groups of children are more likely to be excluded than others.

It concluded that we cannot be confident that every exclusion is lawful, reasonable, and fair and that certain groups of pupils are more likely to be excluded than others.

While all 30 recommendations were accepted in principle, our Timpson Tracker demonstrates how far the government had come and how much further they still need to go.



A year (or so) in policy

Progress on recommendations to date

Provide behaviour training for schools	Implemented
Review SENCO and mental health lead training	Implemented
Publish exclusions data for previously looked-after children	Implemented
Review reporting categories for exclusions	Implemented
The school census should record the use of off-site AP	Implemented
Track all pupil moves	Implemented
Downgrade schools' leadership and management to 'Inadequate' in cases of off-rolling	Implemented
Broaden the remit of the Youth Endowment Fund to include mainstream and AP schools	Implemented
Review the total number of days a child can be out of education	Implemented
Update statutory guidance on exclusions Some action taken	Some action taken
Empower local authorities to lead on partnership working	Some action taken
Embed behaviour training in the Early Career Framework	Some action taken
Strengthen guidance on in-school units	Some action taken
Facilitate sharing of expertise between AP and mainstream schools	Some action taken
Raise the profile of AP to attract high quality staff	Some action taken
Invest in improving and expanding AP facilities	Some action taken
Invest in building multi-disciplinary teams around schools	Some action taken
Remove financial incentives to exclude	Some action taken
Provide guidance and training for governors	Some action taken
Include AP and exclusions guidance for parents in SEND Local Offer	Some action taken
Review patterns of pupil movements out of school	Some action taken
Publish best practice on managed moves	Some action taken
Consider how to mitigate against unintended consequences to accountability reforms	Some action taken

A year (or so) in policy

Notify social workers and parents when a Child in Need moves out of school	Some action taken
Share real-time data on exclusions with Local Safeguarding Children Boards	Some action taken
Continue to fund diversity hubs	No action
Establish a practice improvement fund	No action
Rename pupil referral units	No action
Make schools accountable for the results of excluded children	No action

- 1 UK Parliament, 2022. "Schools Bill [HL]"
- 2 Schools Week, October 2023. "DfE will 'prioritise' parts of shelved schools bill"
- 3 Department for Education, 2022. "Understanding the use of unregistered alternative provision"
- 4 Department for Education, July 2022. "Revised Behaviour in Schools Guidance and Suspension and Permanent Exclusion Guidance: government response to consultation"
- 5 Department for Education, September 2022. "Behaviour in Schools"
- 6 Department for Education, October 2022. "Elective home education and children missing education: submit your data"
- 7 HM Treasury, November 2022. "Autumn Statement 2022"
- 8 HM Treasury, November 2022. "Autumn Statement 2022"
- 9 Ofsted, November 2022. "Area SEND inspections: framework and handbook"
- 10 Ofsted, January 2023. "Thematic reviews of alternative provision in local areas"
- 11 Education Select Committee, 2023. "Persistent absence and support for disadvantaged pupils"
- 12 Department for Education, February 2023. "Mental health issues affecting a pupil's attendance: guidance for schools"
- 13 Department for Education, February 2023. "Use of reasonable force and restrictive practices in schools"
- 14 Department for Education, March 2023. "SEND and alternative provision improvement plan"

Research

The reports featured below all explore the issue of school exclusion or AP – either directly or indirectly.

Some are entirely devoted to the topic while others refer more generally to pupils that we know to be vulnerable to exclusion e.g. children with SEND or children who have interacted with the social care system.

For further reports on exclusions and AP, head to the IntegratED website: integrated.org.uk/research.

Beyond the Labels: A SEND system which works for every child, every time

The Children's Commissioner

The Children's Commissioner published a report summarising her comments on the SEND and AP consultation in November 2022.

Four key messages were outlined in her report:

- Children are ambitious, but do not always have excellent support.
- The SEND system should work for all children.
- Children want services to work together to provide seamless support.
- Children don't always feel understood.

The Children's Commissioner developed these four messages into three over-arching ambitions:

- Ensure all children and young people get support that reflects their ambitions.
- Children getting timely and effective support, locally, with a focus on early intervention.
- Consistent, excellent experiences for all children wherever they are in the system.

What children need from an integrated alternative provision system

The Children's Commissioner

The Children's Commissioner published her research on the use of unregistered provision, which was submitted to the DfE as part of their consultation on unregistered provision.

The report made multiple recommendations including:

- The DfE should have a stronger focus on quality and accountability in the AP sector
- LAs should have a statutory duty to arrange AP for those young people with SEND aged between 16 and 18
- AP settings should be considered with the SEND inspection framework.
- The government should implement an overarching framework for AP which outlines how every child with receive outstanding support and be helped to reintegrate.

COVID-19 and Disadvantage Gaps in England 2021

Education Policy Institute

The Education Policy Institute published a new report on the disadvantage gap in England during 2021.

The key findings of the report included:

- The KS4 disadvantage gap increased by the largest annual amount since comparable statistics have been recorded.
- Most of the reduction in the disadvantage gap over the last decade has been wiped out by the COVID-19 pandemic.
- The 16-19 disadvantage gap widened in 2021, having also widened in 2020 but then having been relatively stable in the previous two years.

A Better Alternative

**Transforming
Lives for Good
(TLG)**

TLG published a new report on unregistered AP. The report looked into current regulations around unregistered AP and made a series of recommendations on how to improve accountability and oversight.

Out of Sight and Out of Mind

Centre for Social Justice (CSJ)

The CSJ published a new report on home education in England.

The report estimates that by the start of the 2021/22 academic year a record high of least 81,000 children were being home educated – the equivalent to the population of 80 average-sized secondary schools. However, this is only an estimate as so little data is collected, with 9 in 10 LAs believing they have not been able to identify every child in home education.

The report stressed the need for parental choice in education and highlighted how some parents are doing a fantastic job home-educating their children.

However, the report uncovered that some parents felt they had no choice but to move their child into home education, due to their child's needs not being met in school, or others felt coerced into taking their child off the school roll.

Due to the lack of data and oversight on home education, the report highlighted how there can not be any firm conclusions made about the overall quality of home education or what proportion of children receive a suitable education.

The long(er)-term impact of long- term disadvantage at school

FFT Education Datalab

FFT Education Datalab conducted research into the long-term outcomes of long-term disadvantaged pupils.

Their research found that:

- Children who had been eligible for FSM at school (for any period) were less likely to go on to a positive destination than a child who was never eligible for FSM. Long-term disadvantaged children were even less likely to go onto a positive destination.
- Long-term disadvantaged children were around six times more likely to be in sustained receipt of workless benefits at age 22 than those who were never eligible for FSM.

Long-term outcomes of pupils who experience alternative provision

FFT Education Datalab

FFT Education Datalab also conducted research on the long-term outcomes of children who experience AP.

Their research found that:

- A pupil who experienced permanent exclusion or AP were much less likely to be in a positive destination than those who experienced neither. This pattern sustained throughout a variety of different age points considered in the research.
- A pupil who experienced permanent exclusion or AP were much more likely to have experienced custody.
- A pupil who experienced permanent exclusion or AP were much more likely to be in receipt of in-work and out-of-work benefits.

Measuring Pupil Disadvantage: the Case for Change

National Foundation for Educational Research

The National Foundation for Educational Research (NFER) published a report on a roundtable held to consider the options on how to better measure pupil disadvantage.

The report made a number of recommendations including:

- The Government should explore the feasibility of establishing a household income-based measure of disadvantage for the future.
- The Government should explore the feasibility of introducing a 'continuity measure' of disadvantage from 2024 onwards.
- The Government should consider replacing the rank-based measure with a more straightforward measure based on the average point scores achieved by pupils from disadvantaged backgrounds, compared with their peers.

Children and Young Peoples Wellbeing and Mental Health during the COVID-19 Pandemic

National Foundation for Educational Research

The NFER published a report on research conducted into children and young people's mental health and wellbeing during the pandemic.

Their research found that:

- Secondary-aged girls and primary-aged boys appear to have been most vulnerable to declines in mental health during the pandemic.
- Children and young people with SEND had lower wellbeing and mental health before the pandemic and this persisted through the pandemic.
- Primary-aged children have greater fluctuations in their mental health and wellbeing than secondary-aged young people.

Our Response to the SEND Review

Teach First

Teach First published a report outlining their response to the SEND and AP consultation.

The report made a number of recommendations including:

- That pupil premium should always keep line with inflation
- All initial teacher training providers should regularly review the SEND content of their programmes to consider the latest research and evidence.
- School leaders should prioritise SEND provision in their school improvement strategies

Education history and attendance

The Children's Commissioner

The Children's Commissioner published a report researching into the link to a pupil's previous absence history and their absence in Autumn and Spring 2021/22.

The report found that:

- Children's previous absence history is key to understanding their likelihood of being absent in a new term.
- Variation in previous absence explained more about variation in autumn and spring 2021-2022 absence than any other observable pupil characteristics.

The report also suggested a way forward to reduce absence including:

- When planning support for vulnerable pupils, schools and LAs should consider children who have previously been persistently or severely absent.
- Schools should be given access to a pupil's previous education history – including exclusions/attendance history – so they school can proactively plan any support needed.

Repeat suspensions and exclusions during compulsory schooling

FFT Education Datalab

FFT Education Datalab published new analysis on repeat exclusions and suspensions – considering whether a pupil, once excluded or suspended, is at a higher risk of being excluded or suspended repeatedly.

Their analysis discovered that:

- The majority of pupils who experience an exclusion while in primary school will be excluded or suspended at least once more during their school career.
- 2 per cent of pupils in each of the two cohorts considered in this analysis experienced nine or more exclusions. Out of the total 739,000 exclusions given to both these cohorts, almost half relate to these pupils.
- 5 per cent of pupils experience 4 or more exclusions during their school career, with other 75 per cent of the total number of exclusions relate to these pupils.

Where are England's children: interim findings from the Children's Commissioners Attendance Audit

The Children's Commissioner

The Children's Commissioner sent a survey to all LAs in England, with 145 responding, asking them to provide information around the children in their authority currently missing from education.

The results of the survey found that:

- Half of LAs provided estimates for persistent absence and severe absence. The average rate of estimated persistent absence (missing over 10 per cent of sessions) was 22 per cent and the average rate of severe absence (missing over 50 per cent of sessions) was 1.5 per cent.
- Only 8 per cent of LAs provided an estimate on the number of home-educated children not registered with the LA.

The report made a number of initial recommendations, including reviewing and improving data collection at a school level and a LA level, clarifying roles and responsibilities and making attendance everyone's business.

How children make sense of their permanent exclusion: a thematic analysis from semi-structured interviews

University of Northampton

The University of Northampton published research looking into a child's experience of their exclusion.

The report uncovered that excluded children tend to experience their school misreading the signs of social injustice, bullying or SEN as misbehaviour. Children also reported that behaviours that led to their exclusion were a communication of personal and social problems, which became amplified by punitive school measures.

Permanent school exclusions in Surrey: What works to keep children and young people in education?

Royal Holloway University

Royal Holloway University focused specifically on exclusions across Surrey.

The report found that, for the most part, children excluded across Surrey reflected the pupil characteristics of those excluded across England. With support systems largely not being put in place before a child was permanently excluded.

The report uncovered how schools were excluding children at the point where they felt they had no alternative means of supporting the pupil or managing their behaviour, due to a lack of resources available.

Does supporting pupils to positively impact their classmates behaviour improve attendance?

Education Endowment Fund

The Education Endowment Fund and Youth Endowment Fund have launched a trial to uncover if empowering pupils to positively impact fellow pupils' attitudes and behaviours can have an impact on attendance rates and bullying.

In the programme, trained research assistants will work with groups of around 30 pupils in each trial school, to consider how students interactions in school could be improved and visible to others.

Place2Bes one-to-one counselling service in UK primary schools: an updated cost-benefit analysis

Place2Be and Pro Bono Economics

Place2Be worked with Pro Bono Economics to produce an updated cost-benefit analysis of their counselling service.

The analysis found that:

- Place2Be's support could generate an average of £8,700 in economic benefits over the lifetime of the child.
- The programme costs on average £1,100 per child, with the report estimating it generates around £8 in benefits for every £1 spent.
- This means Place2Be's counselling service could generate as much as £36 million of lifetime benefits from each academic year of support.

From a child who IS a problem to a child who HAS a problem: fixed period school exclusions and mental health outcomes from routine outcome monitoring among children and young people attending school counselling

Place2Be

A new report by Place2Be considered the link between mental health and school exclusions. The report highlighted how pupils with poor mental health have a higher risk of being excluded, while exclusion can also be detrimental for a pupil's mental health.

The report found that pupils who were excluded prior to counselling demonstrated a significant reduction in the number of subsequent exclusions in the academic year that the counselling took place. These children also had significantly better mental health after counselling.

School exclusions and youth custody

The Behavioural Insights team

A report by the Behavioural Insights team considered whether or not there was any causal impact on being excluded and the likelihood of being in custody in the years following.

The report uncovered that:

- Attending a school that converts to an academy in Year 10, the year when pupils are most likely to be excluded, increases the probability of receiving a suspension or permanent exclusion by 3 percentage points.
- A Year 10 pupil attending a school that academised resulted in a statistically significant increase in the probability of custody age 15-17, with impacts varying depending on the type of exclusion.

Alternative provision for primary-age pupils in England: a long-term destination or a temporary solution?

Ofsted

Ofsted conducted a research study with primary schools and APs to understand the purpose of AP for primary-school pupils and the expected outcomes.

Their analysis found that:

- Most pupils in the study were referred to AP because of violent behaviour.
- Pupils were referred to AP when mainstream school support strategies had not worked.
- Primary-age pupils' stay in AP is usually short, but some stay in AP for years.
- Staff had high expectations for the progress and outcomes of pupils. Parents were positive about their child's progress, but their expectations for long-term outcomes were not always high.
- Staff thought that pupils benefited from a different environment and APs were used as a 'circuit breaker' to repair relationships.
- School staff's knowledge and skills are important in keeping pupils in mainstream education.

Hidden in Plain Sight: a national plan of action to support vulnerable teenagers to succeed and to protect them from adversity, exploitation, and harm

Commission on Young Lives

The Commission on Young Lives published a report outlining their recommendations to provide support for vulnerable teenagers and protect them from exploitation.

The recommendations made in the report include:

- A new drive across Government to reduce and eventually eliminate child poverty, including the re-establishment of a Child Poverty Unit in Whitehall.
- The Government takes a new “Family First” approach that supports families with children at risk of becoming involved with gangs, serious violence, or criminal exploitation.
- Implementation of the Independent Review into Children’s Social Care recommendations delivered at pace.
- The recruitment of an army of Youth Practitioners to support young people in their community.
- Opening all secondary school buildings before and after school, at weekends and during holidays.
- The Government to promote a new era of inclusive education, ending the culture of exclusion and helping all children to succeed in their education.

What happens to permanently excluded pupils?

FFT Education Datalab

FFT Education Datalab conducted a new data analysis into what happens to a pupil when they have been permanently excluded.

The analysis found that:

- Pupils who are excluded during secondary school were unlikely to return to state-funded mainstream schools.
- Pupils excluded during primary school were more likely to return to a mainstream school, particularly during the transition to secondary school.

How many children are at risk of permanent school exclusion in the UK?

Pro Bono Economics

Research by Pro Bono Economics considered the risk factors associated with a pupil being more likely to be excluded, to extrapolate and consider how many children are at risk of school exclusion.

Their research found that:

- 68 per cent of pupils will have one strong risk factor that is associated with higher rates of school exclusion.
- 14 per cent of pupils in a typical secondary school will have two strong risk factors.
- Just 2 per cent of secondary school children will have three or more strong risk factors.

If this data is reflected across student numbers in England it would mean:

- Around 2.1m pupils with one strong risk factor.
- Around 400,000 pupils with two strong risk factors.
- Around 60,000 pupils with three strong risk factors.

Dig a Little Deeper

School Home Support

School Home Support (SHS) have launched the Dig A Little Deeper campaign, calling on the Government to fund more family support so the root causes of absence can be tackled early.

Data collected by SHS found that one quarter of Early Help referrals from schools for family support were returned without action.

The funding SHS are asking for would help pay for over 2,000 attendance practitioners who would work with children and families to understand and tackle the root causes of absence, as reflected in the current SHS model.

Challenging the false dichotomy - an evidence synthesis

Porticus

Porticus, with input from a number of stakeholders including the LEGO Foundation and Jacobs Foundation, produced a new report to address misconceptions that a trade-off exists between holistic and academic outcomes.

The report found that:

- Effective holistic approaches within education systems lead to improved academic, health, income, employment, societal and well-being outcomes.
- Across a range of pupil characteristics, pupils are more likely to succeed if they develop holistic skills that help them more readily respond to the demands of life.
- A holistic approach is a powerful buffer to adversities that a child faces throughout their development.

Pull up a chair

Sunderland University

Sunderland University have created a suite of free resources to help understand pupils' insights into exclusion. These training resources have been created alongside pupils who were previously excluded from school. There are two sets of resources available, one for early years and primary and another for secondary.

FEA report card 2022

Fair Education Alliance

The Fair Education Alliance published their annual report card, highlighting that the attainment gaps at primary and GCSE are each at their highest levels in a decade and that socio-economic status still dictates the post-16 destination of young people. Their research also uncovered how the mental health and wellbeing of poorer pupils and those with SEND has failed to recover from the COVID-19 pandemic at the same rate as their peers.

Some things you might not have known about special educational needs and permanent exclusions

FFT Education Datalab

FFT Education Datalab conducted research into special educational needs and permanent exclusions.

Their research found that:

- The permanent exclusion rate for previously SEN pupils is very similar to the permanent exclusion rate for those with SEN met by school support.
- The exclusion rate for pupils with a primary SEN type of social, emotional and mental health (SEMH) needs far exceeds that of other groups.
- The exclusion rate for all individual SEN-types is higher than the exclusion rate for "never SEN" pupils.
- Pupils who are identified as having SEN for the first time when of secondary-age are much more likely to be permanently excluded.

The relationship between month of birth, exclusions and identification of special educational needs

FFT Education Datalab

FFT Education Datalab conducted research into the month of birth and the link with exclusion and identification of special educational needs.

Their research found that:

- Summer born pupils tend to be lower attaining early in their school career compared to their autumn born peers, but this gap narrows over time.
- Summer born pupils are disproportionately more likely to be identified as having special educational needs and disabilities.
- Summer born pupils are slightly less likely to be suspended or permanently excluded than their autumn born peers.

How many children are in unregistered alternative provision

FFT Education Datalab

FFT Education Datalab conducted research into the numbers of children in unregistered alternative provision.

Their research found that:

- The number of young people in unregistered AP commissioned by LAs increased from 4,300 in 2018 to 6,400 in 2021.
- Approximately 29 per cent of those of pupils at compulsory school age were also enrolled at state schools at the same time as being in LA commissioned unregistered AP.
- 16 per cent of young people in LA commissioned unregistered AP had previously been permanently excluded and pupils in LA commissioned unregistered AP were far more likely to have a history of persistent absence.

Out in the Open

Centre for Social Justice

The CSJ published a report on the use of unregistered AP in England.

The report estimated there are around 20,000 children and young people – often among the most vulnerable of their cohorts – studying in unregistered AP settings. Pupils in unregistered provision are more likely to be looked-after, to have SEND, to have an EHCP, or to be eligible for FSM.

The report acknowledged that many unregistered providers are offering important and bespoke support for pupils. However, the report concluded that, in lieu of registration, we are left with a patchwork system that fails to provide comprehensive oversight whilst also subjecting providers to duplicative checks. Furthermore, the very basic requirements unregistered AP is currently subject to is both too limited and too weak to guarantee minimum standards.

The report's recommendations included:

- A new statutory registration framework should be implemented requiring unregistered education providers to share pupil and setting details.
- The 'Children not in school' register should be implemented and include data on pupils who attend unregistered provision who are not also enrolled in a mainstream or registered alternative provision setting
- LAs should be given statutory powers to enter and regulate unregistered alternative provision settings, with LA AP commissioning teams overseen and inspected by Ofsted.

Preventing school exclusions: collaborations for change interim report

Royal Society of Arts (RSA)

The RSA published an interim report on its work with teams in East Sussex, Oldham, and Worcestershire. Their project is focused on restoring relationships between schools and services and improving joint preventative work

Their interim findings conclude that there is a positive impact on relationships between multi-agency partners, but policymakers and system leaders are needed to create the conditions necessary for this type of collaboration to flourish.

Excluded from school... and the data

Pro Bono Economics

Pro Bono Economics considered the case study of #BeeWell in how marginalised groups can be under-represented or even missed from data. Using the example of #BeeWell, where just 41 pupils out of 38,000 surveyed were in PRUs or APs.

#BeeWell conducted follow up to identify the reasons behind the response rates. This included the fluidity of movement of pupils in and out of AP, exacerbated by a short survey turnaround. #BeeWell made practical changes ahead of the second survey, to try and increase participation of pupils in AP, but this only increased by one response. The #BeeWell programme is continuing to consider how it can develop its approach to engagement.

Pro Bono Economics drew a number of conclusions from this example, including how it reinforces the case for a nationwide process for collecting children's wellbeing data.

How does a child's wellbeing vary with risk of school exclusion?

Pro Bono Economics

Following on from their research with Headstart on risk factors of exclusion, Pro Bono Economics focused on wellbeing.

Their research found that as the number of risk factors for permanent exclusion increases, levels of wellbeing decline. Their analytics found the average wellbeing score declines from 23.5 (from a maximum of 35) for those with no strong exclusion risks, to 21.4 for those with three strong risk factors.

Pro Bono Economics will continue to work to explore the potential for using wellbeing valuation techniques to evaluate the impact of interventions targeted at children at risk of exclusion.

How many children are at risk of permanent school exclusion in the UK?

Pro Bono Economics

Pro Bono Economics considered the risk factors that have been identified as a higher risk of school exclusion.

Using data gathered by Headstart, Pro Bono Economics extrapolated the findings for a single cohort of year 9 students out to a typical school and found the data suggests that:

- 68 per cent of pupils will have one strong risk factor - this is unsurprising given that some of the strongest risk factors identified by the Timpson review were whether a child was in Year 8, 9, 10 or 11 of school.
- 14 per cent of pupils in a typical secondary school will have two strong risk factors.
- However, just 2 per cent of secondary school children will have three or more strong risk factors.

If these figures are reflected across England, Pro Bono Economics estimated it could mean:

- The number of pupils with one strong risk factor is likely to be 2.1mn,
- The number with two risk factors could be around 400,000
- The number with three risk factors is likely to be around 60,000

Westminster Watch

APPG on School Exclusion and Alternative Provision

The APPG on School Exclusion and Alternative Provision was set up with cross-party support on 12 October 2020, with the CSJ as secretariat. The APPG continues to explore how best to support pupils at risk of exclusion, as well as those who have been excluded from school, and to improve the quality of alternative provision.



appg



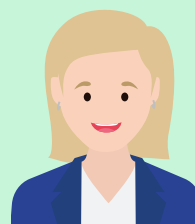
Andy Carter MP
(Chair)



Lord Storey
(Co-Chair)



Lord Knight of Weymouth
(Vice Chair)



Sally-Ann Hart MP
(Vice Chair)



Jonathan Gullis MP
(Vice Chair)



Sarah Jones MP
(Officer)



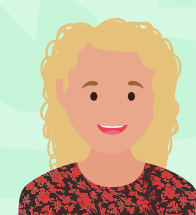
Miriam Cates MP
(Officer)



Edward Timpson
CBE MP
(Member)



Lord Addington
(Member)



Kim Johnson MP
(Member)



Baroness Morris of Yardley
(Member)



Rob Butler MP
(Member)

APPG: SEND and AP inquiry:

Following the launch of the SEND and AP green paper and subsequent consultation, the APPG conducted its own inquiry into the green paper. The APPG held two oral evidence sessions, with each session considering two separate topics. The four topics covered in the two sessions were inclusion, unregistered provision, AP quality and upstream working. Following the inquiry, the APPG wrote to the then Children's Minister to summarise the evidence discussed in the inquiry.

Session one – 20th June 2022.

Inclusion panellists:

- A parent whose child experienced exclusion
- Janice Cahill OBE, recently retired Exec Head of The Pendlebury Centre and Highfields Inclusion Partnership
- Jake Curtis, Co-CEO at Jamie's Farm and Tish Feilden, Lead Therapist at Jamie's Farm

Unregistered provision panellists:

- Anna Wahlandt, County Alternative Education Provision Manager for Cambridgeshire County Council
- Emily Greenhalgh, Director at Hopefields Education

Session two – 27th June 2022.

AP quality panellists:

- Paul Turner, Deputy Director and Head of School Standards, Safeguarding and Inclusion at Blackpool Council
- Rob Gasson, CEO Wave Multi Academy Trust
- Emma Bradshaw OBE, Executive Principal of the Alternative Learning Trust (ALT)

Upstream working panellists:

- Matt Bindon, Headteacher ACE Schools Trust
- Steve McShannon, Head and Andy Mirkovic, Deputy Head at Chessbrook Education Support Centre
- Kiran Gill, Founder and CEO, The Difference

APPG: inclusion inquiry

Following a listening exercise with the sector, the APPG on School Exclusions and Alternative Provision launched an inquiry into inclusion and early intervention in education. As part of this, the APPG launched a written call for evidence, as well as having multiple oral evidence sessions. The inquiry will conclude at the end of 2023, with a summary of the evidence to be sent to the Children's Minister in due course.

Session one – 14th June 2023

Panellists:

- Sarah Martin-Denham, Associate Professor of Care and Education at the University of Sunderland
- Mehak Tejani, Education Systems Lead at the Royal Society of Arts (RSA)
- Jenny Graham. Jenny is Director of Research, Impact and Influence at The Difference
- Brenda McHugh, Consultant Psychotherapist – Inclusion and Specialist Help in Schools at Anna Freud and Co-Founder of The Pears Family School
- Mary Randolph, Programme Manager at Right to Succeed

Session two – 12th June 2023

Panellists:

- Cath Kitchen, CEO of the National Association for Hospital Education
- Debra Rutley, CEO at Aspire AP
- Christina Jones, CEO at River Tees Multi Academy Trust
- Mark Vickers MBE, CEO at Olive Academies Multi-Academy Trust
- Vicky Marsland, assistant headteacher at Ellesmere Port Catholic High School

Session three – 25th October 2023

Panellists:

- Daniel Stavrou: Assistant Director – Education and Equalities at the National Children's Bureau.
- Lucy Owen: Chief Executive of SNAPS Yorkshire.
- Ali Mitchell: Family Wellbeing Coordinator at SNAPS Yorkshire.

Session four – 15th November 2023

Panellists:

- Sarah Johnson: President, PRUsAP
- Amy Smith: Director of Education, Inclusive Education Trust (IET)
- Astrid Schon, Headteacher, London East AP

Ministerial Updates

- Current Ministers, as of November 2023, under Rishi Sunak's premiership:
 - Education Secretary: Rt. Hon. Gillian Keegan MP
 - Minister of State for Schools: Rt. Hon. Damien Hinds MP
 - Minister of State for Skills, Apprenticeships and Higher Education: Rt. Hon. Robert Halfon MP
 - Minister for Children, Families and Wellbeing: David Johnston MP
 - Minister for the School System and Student Finance: Baroness Barran MBE

The Education Select Committee has a new Select Committee Chair in Robin Walker MP, after Rt. Hon. Robert Halfon MP stood down from the role after being made an Education Minister.



IntegratED



info@integrated.org.uk

[@IntegratED_ed](https://twitter.com/IntegratED_ed)

2023 Annual Report