UNDERSTANDING THE CAUSES AND CONSEQUENCES OF SCHOOL EXCLUSIONS

Teachers, Parents and Schools’ Perspectives

FEYISA DEMIE
UNDERSTANDING THE CAUSES AND CONSEQUENCES OF SCHOOL EXCLUSIONS

This book outlines a study of the causes and consequences of school exclusions. It explores the experiences of schools, teachers, parents, and governors and includes a focus on the experience of Black and minority ethnic students and those with special educational needs and disabilities.

The book presents the results of detailed empirical research from English schools that studied teachers, school leaders, parents, governors, educational psychologists, and school staff experience with school exclusions. The book examines the scale of the problem and underlying factors, the disproportionality of exclusions for SEND and minority ethnic students, comparative international literature on exclusions, and implications for policy, practice, and research.

Providing a comprehensive overview of the factors affecting school exclusions, the book will be of great interest to researchers, academics, and students in the areas of education policy, inclusion, race and ethnicity, social justice and equality, and special education needs in education. It will also be of interest to policy makers and education professionals including special educational needs co-ordinators, headteachers, and senior school leaders.

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For Margaret, Ibsa and Kulani with love
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All extracts and quotations of the book chapters are used with the kind permission of Christabel Mclean. Where this is the case, their source is referenced. Where I am not the sole author, the co-authors to whom I owe a debt of gratitude are listed. All journals and their editors who published articles of mine that are used as a reference in the book, the referees who comments on my papers, and those who edited this book are also owed a lot of thanks. Every effort was also made to trace copyright holders of materials in our references and to obtain their permission to any quotations we have made in this research report. The authors apologise for any error or omissions and would be grateful if notified of any corrections.

I accept full and sole responsibility for any mistakes or unintentional misrepresentations in reporting the findings.
# GLOSSARY – A GUIDE TO ACRONYMS

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
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<tbody>
<tr>
<td>ADHD</td>
<td>Attention Deficit Hyperactivity Disorder</td>
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<td>ASD</td>
<td>Autistic Spectrum Disorder</td>
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<td>AP</td>
<td>Alternative Provision</td>
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<tr>
<td>BAME</td>
<td>Black Asian and Minority Ethnic</td>
</tr>
<tr>
<td>BESD</td>
<td>Behaviour Emotional and Social Difficulties</td>
</tr>
<tr>
<td>CPD</td>
<td>Continuing Professional Development</td>
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<tr>
<td>CAMHS</td>
<td>Child &amp; Adolescent Mental Health Services</td>
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<tr>
<td>DCSF</td>
<td>Department for Children Schools and Families</td>
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<tr>
<td>DfE</td>
<td>Department for Education</td>
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<tr>
<td>DfES</td>
<td>Department for Education and Skills</td>
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<tr>
<td>EAL</td>
<td>English as an Additional language</td>
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<tr>
<td>EHCP</td>
<td>Education, Health and Care Plan</td>
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<td>EP</td>
<td>Educational Psychologist</td>
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<td>EYFS</td>
<td>Early Years Foundation Stage</td>
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<td>FSM</td>
<td>Free school meals</td>
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<tr>
<td>GCSE</td>
<td>General Certificate of Secondary Education</td>
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<td>HMI</td>
<td>Her Majesty’s Inspectorate</td>
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<td>HLTA</td>
<td>Higher Level Teaching Assistant</td>
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<tr>
<td>IEP</td>
<td>Individual Education Plan</td>
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<td>INSET</td>
<td>In Service Educational Training</td>
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<tr>
<td>KS1</td>
<td>Key Stage 1</td>
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<tr>
<td>LA</td>
<td>Local Authority</td>
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<tr>
<td>LACK</td>
<td>Looked After Children</td>
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<tr>
<td>LM</td>
<td>Learning Mentors</td>
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<tr>
<td>MLD</td>
<td>Moderate Learning Difficulties</td>
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<tr>
<td>NQT</td>
<td>Newly Qualified Teacher</td>
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<tr>
<td>ODD</td>
<td>Oppositional Defiant Disorder</td>
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Ofsted  Office for Standards in Education  
PRU  Pupil Referral Unit  
PSHE  Personal, Social and Health Education  
SEBD  Social, emotional, and behavioural difficulties  
SEMH  Social Emotional and Mental Health difficulties  
SEN  Special Educational Needs  
SEND  Special Educational Needs and Disabilities  
SENCOs  Special Educational Needs Coordinators  
SLD  Severe Learning Difficulties  
SLT  Senior Leadership Team  
SMT  Senior Management Team  
TA  Teaching Assistant
NOTE ON TERMINOLOGY

Definition of exclusion from school

The exclusion from school is a disciplinary action that is exercised by a headteacher in England as the severest punishment (Middleton and Kay 2020; Keane 2010; Munn et al. 2000). Headteachers are allowed by law to use three types of exclusion, including internal exclusions, fixed-term, and permanent exclusion (DfE 2017), but informal exclusions and off-rolling are also practiced. These are described below:

Disproportionality in school exclusions

Disproportionality in school exclusions in this book refers to the over-representation or under-representation of a racial or ethnic group or special educational needs pupils compared with its percentage in the total population in the school.

Fixed-term exclusions

Fixed-term exclusions are where a student is excluded from school for a fixed, predetermined period of time. This cannot amount to more than 15 days in any one term (DfE 2019a, 2006).

Informal exclusions

Informal exclusions refer to the type of exclusions such as sending a pupil home to cool off or the school putting a pupil on a ‘part-time’ timetable. Under the law school in England do not have the power to informally exclude.
Internal exclusions

Internal exclusion is a form of exclusion in which a young person remains on the school campus but is separated from other students and removed from their normal classes.

Off-rolling

Ofsted argues that off-rolling is the process of removing a child from the school’s register for the benefit of the school (Ofsted 2018a, 2018b). There is now evidence that off-rolling is used to reduce the cost of supporting the child or to improve the school’s academic rankings.

Permanent exclusions

Permanent exclusion is where the child is no longer allowed to attend school. Their name will be removed from the school roll following the school’s behaviour policy. It is a serious measure a school can use in dealing with school exclusions.
PART I

Introduction

School exclusions contexts and policy concerns