



Statutory guidance

Changes to the school exclusion process during the coronavirus (COVID-19) outbreak

[Previously announced arrangements](#) that came into force on 1 June (relating to all permanent and fixed term exclusions) were replaced on 24 September with [new arrangements](#).

As before, **the 2017 exclusions guidance and legislation continues to apply**; updated arrangements relate almost exclusively to timescales and arrangements for meeting in the COVID-19 environment. In summary:

- For exclusions occurring between 25 September 2020 and 24 March 2021, meetings of governing boards (PDC) or independent review panels (IRP) should be held via remote access if:
 - it is not reasonably practicable to meet in person due to coronavirus (COVID-19)
 - the other [conditions for a remote access meeting](#) are met
- The deadline for IRP applications will be 25 school days from the date on which notice in writing of the governing board's decision is given
- PDC and IRP meetings should take place within the **normal timescales** set out in the guidance on [exclusion from maintained schools, academies and pupil referral units in England](#)
- All reasonable steps must be taken to meet deadlines bearing in mind [guidance on protective measures for the full opening of schools](#) which includes the expectation that meetings should be arranged remotely where it is not practical to meet in person
- If the deadlines are missed because of coronavirus (COVID-19), meetings must be held as soon as practicable in person or via remote access (respecting the conditions for such a meeting)

We've brought together key information from the DfE and other sources for this 3rd *Behaviour and Exclusions bulletin* to provide support and guidance to school leaders across the county.

For specific guidance relating to behaviour, inclusion and exclusions, contact:

NYSENDHubs@northyorks.gov.uk

Exclusion Codes

As you will know, the DfE made changes to the pupil attendance and exclusions regulations in response to COVID-19.

A new exclusion category (coded 'PH') was introduced in September to capture the 'wilful and repeated transgression of protective measures to protect public health'.

Four further categories were also added to frame conditions surrounding an exclusion. These are:

- **Inappropriate use of social media or technology (MT)**
- **Abuse relating to a disability (DS)**
- **Abuse against sexual orientation or gender identity (LG)**
- **Use or threat of use of an offensive weapon or prohibited item (OW)**
- **'Other' (OT) has been removed**

Where previously, only one reason per exclusion was recorded (no matter how many a school listed on their return), now, up to 3 reasons can be recorded for each exclusion (where applicable). There is no requirement to order the reasons, which will be presented as unweighted counts in statistical outputs.

The new exclusion categories came into effect from 1st September 2020 so schools should report using the new codes.

Introducing... *The Inclusion Pathway*

Since September, Locality Hubs and Early Help have been working more closely to support the most vulnerable pupils in our county. We now analyse exclusion data on a weekly basis in order to act swiftly to support schools to provide the best support for young people and families. In order to be as effective as possible, we request that schools submit exclusion data swiftly, **ideally on the day of the exclusion.**

How can schools reduce exclusions, promote inclusion and support pupil wellbeing?

Some children will have returned to school in September having been exposed to a range of adversity, including bereavement and long term anxiety. This may have led to an increase in social, emotional and mental health (SEMH) concerns.

The *NYCC Ladder of Intervention* gives schools guidance on a staged response to identifying and meeting social, emotional and mental health needs. There are strong correlations between attendance and academic achievement, mental health and life chances and mental health and exclusion.

In the current climate, **exclusion** is likely to add to SEMH-related distress so is something school leaders should try to avoid if at all possible. The Locality Hubs are available to offer support and advice for children with SEMH.



Ladder of Intervention

Supporting children and young people with Social, Emotional and Mental health difficulties in schools
September 2019



Supporting Schools

Every child deserves a high-quality education that paves the way to a successful future. To this end, the Locality Hubs can offer a range of specialist support and provision delivered by highly qualified and experienced staff to families, schools, Early Years settings and post-16 providers in order to effectively and holistically meet the needs of children and young people who have SEND, including SEMH needs.

Schools should use the *Ladder of Intervention* to identify pupils causing concern and to intervene early in order to support learning, mental health and wellbeing, drawing on Locality Hub support. Referral forms, further details on services available from the Locality Hubs and contact information can be accessed at cyps.northyorks.gov.uk/send-hubs.

In addition to support for pupils, we can provide guidance and training to schools, for example, to enable them to adopt relational-based approaches to behaviour management or to gain a better understanding of Nurture, ADHD, SEMH and a raft of other SEND areas. We can also provide bespoke training, where necessary. For more information, visit www.nyeducationsservices.co.uk/training.

We fully support head teachers to use exclusion where appropriate. As part of a proactive, supportive approach, Locality Hub teams will shortly be making contact to arrange termly meetings to review current practice and support schools to develop policies, approaches and systems to improve inclusion in schools where exclusion rates are higher than in similar schools.

For advice and support, contact your Locality Hub via the central email: NYSENDHubs@northyorks.gov.uk

