

The Impact of School Exclusions on Our Young People and Their Families



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Practitioner feedback

Impact of both accountable and 'unaccountable' exclusions leading to significant lost learning for young people.

Parents Testimony

50% of parents were worried that their child had **missed out significantly on their education** due to their exclusion.



Practitioner feedback

Young people previously unknown to police moved into APs where they are exposed to increased levels of criminality and serious youth violence in their new peer group.

“ They’ve got to change to survive.”

Parents Testimony

70% of parents reported their child **involved in criminality/drugs/violence** following their pmex or managed move to an AP.



Practitioner feedback

Very significant impact on the mental, emotional and social wellbeing of young people post-exclusion including becoming “withdrawn, socially isolated, depressed, at home a lot, putting on weight, loss of self-esteem and self-worth”.

Practitioner feedback

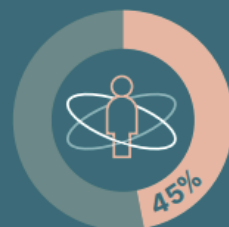
Concerns that communication between schools and parents around exclusions is consistently poor, with parents often unclear on the implications of school decisions and ill equipped to challenge them or assert their rights. Specific concerns about parents feeling pressured to accept a ‘managed move’ to an AP as being in the best interest of their child, without understanding the full implications.

Parents Testimony

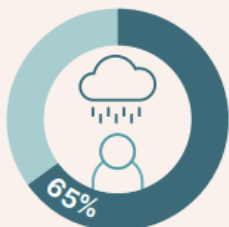


47% of parents described their child as **withdrawn or socially isolated** following exclusion.

Parents Testimony



45% described feeling **powerless, helpless or out of control** during the exclusions process.



65% described their child as **losing confidence, depressed and/or feeling hopeless** following exclusion.



40% did not understand **why** their child was being excluded.



1 mother described her son as **suicidal** following exclusion.



55% did not understand what the **next steps** were.

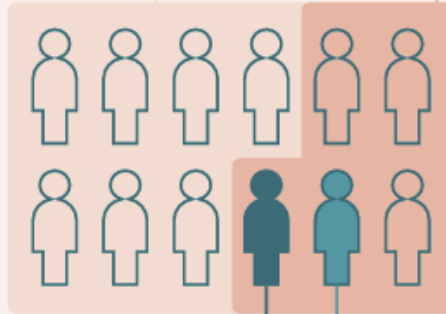
Of the 17 parents whose child had been pmex or 'manage moved' to an AP, **12 (70%) reported that their child is now involved in criminality/drugs/violence**



4 of their children are now in prison and another had received a suspended sentence



Of the 12 young people involved in criminality/drugs/violence, **7 had been 'managed moved' to an AP...**



Of the 12 young people now involved in criminality, **only one had been excluded for violence...**



...and 5 had been permanently excluded



...and one for possession of drugs, the remainder were for issues ranging from persistent disruptive behaviour to scruffy appearance to poor punctuality



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It ruined him and his chances of making a good future. When he was moved he joined the bad crowd... He was stabbed on 3 occasions and went to prison twice. He is currently serving his second sentence of 5 years for drugs. I feel powerless, sad and confused all the time.”

Mother



I lost my son to the road. He used to be a big brother, a jokester, and someone who was normal and decent. Now he barely makes eye contact and we can't get through to him.”

Mother

How It Feels For Young People



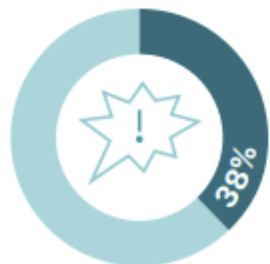
54% felt they had **missed significant periods** of their education



46% had **not understood** what would happen to them post-exclusion



38% felt **lonely or isolated**



38% felt **annoyed or angry** at how they had been treated



I felt angry and I still do. **They didn't help me stay, they just wanted to get rid of me.** If I could swear, then you would know what I mean but Louis says I can't swear on this.”

Young person who was manage moved to an AP



At the time I was disappointed but also **I was angry because I was only in year 8 and thought I could be given more time to improve.** Afterwards it felt rubbish because I could see other students doing the same or worse than I did and they did not get kicked out it all seemed very unfair... I felt like my life was over and I had no opportunities at all.”

Young person who had experienced multiple forms of exclusion

The most commonly mentioned interventions that parents recommended were:



Better, earlier and more honest conversations with parents



Emotional support for young people



Treating all young people fairly (particularly not penalising young people due to lower academic ability or race)



Better reintegration into education for young people experiencing exclusions

The most commonly mentioned interventions that young people recommended were:



Counselling support



“Teachers actually listening to me”



A mentor



Understanding why school is important to my future



Having SEND/CAMHS needs identified, diagnosed and supported

We invite primary and secondary schools in the borough to share with us how we can support them to build fully inclusive cultures which:



Monitor and measure all forms of exclusions and lost learning so that we can identify issues together and measure progress



Offer earlier intervention methods, including but not limited to: wraparound family support; intensive mentoring; counselling; safe spaces for young people who are struggling; referral partnerships with voluntary sector partners



Build better communication processes around school exclusions with parents and young people