

People Scrutiny Commission

27th February 2020



Report of: Executive Director of People

Title: Hospital Education and Fixed Term Exclusions – Summary Report

Ward: All

Officer Presenting Report: Alison Hurley (Report is for information only)

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Recommendation:

Update on current context and data in relation to Hospital Education and Fixed Term Exclusions – for information only



1. Summary

Bristol Hospital Education Service (BHES)

BHES makes full and part time alternative education provision for children and young people who are too ill to attend their main school. The provision is highly individualised and based on the wide range of health needs experienced by children living in Bristol and, in some instances, children from other local authorities. Recent feedback from the Director and Head of Quality at Bristol Royal Hospital for Children, described BHES as a valuable resource and well regarded by hospital leaders and staff. The school is judged by Ofsted to be outstanding.

Fixed-Term Exclusions (FTE)

It is known widely that exclusions in England are rising. Although Bristol has worked hard to significantly reduce the use of permanent exclusions, it remains in the lowest quartile nationally; 141st of 152 local authorities for FTEs (2017/18 data). Bristol also compares poorly with its 10 statistical neighbours and has done so for number of years.

	2012-2013 Number and % School Population	2016-2017 Number and % School Population
England	267,520 (3.51)	381,865 (4.76)
Wales	13,879 (3.00)	16,907 (3.67)
Scotland	21,934 (3.27)	18,376 (2.68)
N. Ireland	5,772 (1.81)	6,805 (2.14)

Total numbers of instances of recorded non-permanent exclusions in each Country. From: Exclusion from School in Scotland and across the UK. McCluskey et al 2019

2. Context

Bristol Hospital Education Service (BHES)

BHES provides education for pupils in several different settings. Pupils in Years 7 to 11, referred by community-based health care teams, either have one-to-one tuition in their homes or other settings or join classes in the service's centre. Some pupils begin with one-to-one tuition and then progress to attending classes. Many pupils join late in their secondary education and remain at the centre until they leave at the end of Year 11. Some pupils attend one of two hospital settings. Pupils in the Bristol Royal Hospital for Children are often there for just a few days.

Teachers liaise with the pupils' school to provide appropriate teaching and learning. Pupils in The Riverside are there for longer periods because of the nature of their illness. Pupils in the two hospital settings receive one-to-one tuition and/or attend group sessions aimed at minimising the disruption to education caused by admission to hospital.

Cohort information, provided by BHES, showed that **355 students** attended the provision or had provision made for them in 2018/19. 336 children were Bristol resident. 19 children were resident in neighbouring LAs.

Cohort 2018-19

- 155 - Classes at the BHES school sites
- 163 - 1:1 tuition

- 39 - The Riverside
- **355 - Total students**

Year Groups

Pupils at Key Stage 1		Pupils at Key Stage 2		Students at Key Stage 3		Students at Key Stage 4		Students at Key Stage 5	
Year 1	2	Year 3	2	Year 7	13	Year 10	85	Year 12	25
Year 2	1	Year 4	2	Year 8	41	Year 11	102	Year 13	11
		Year 5	5	Year 9	54				
		Year 6	12						
Total	3 (0.85%)		21 (5.91%)		108 (30.42%)		187 (52.67%)		36 (10.14%)

The number of students **enrolled at the school** has increased year on year since 2009. Classes showed a 5% rise on the previous year and a 159% rise in the last 6 years. From the start of 2018-19 to July **1:1** numbers rose by 12% on last year and a 69% increase since 2009.

Fixed-Term Exclusions (FTE)

Only the head teacher of a school can exclude a pupil and this must be on disciplinary grounds. A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently. A FTE does not have to be for a continuous period.

A FTE can also be for parts of the school day. For example, if a pupil's behavior, at lunchtime, is disruptive, they may be excluded from the school premises for the duration of the lunchtime period. Lunchtime exclusions are counted as half a school day for statistical purposes.

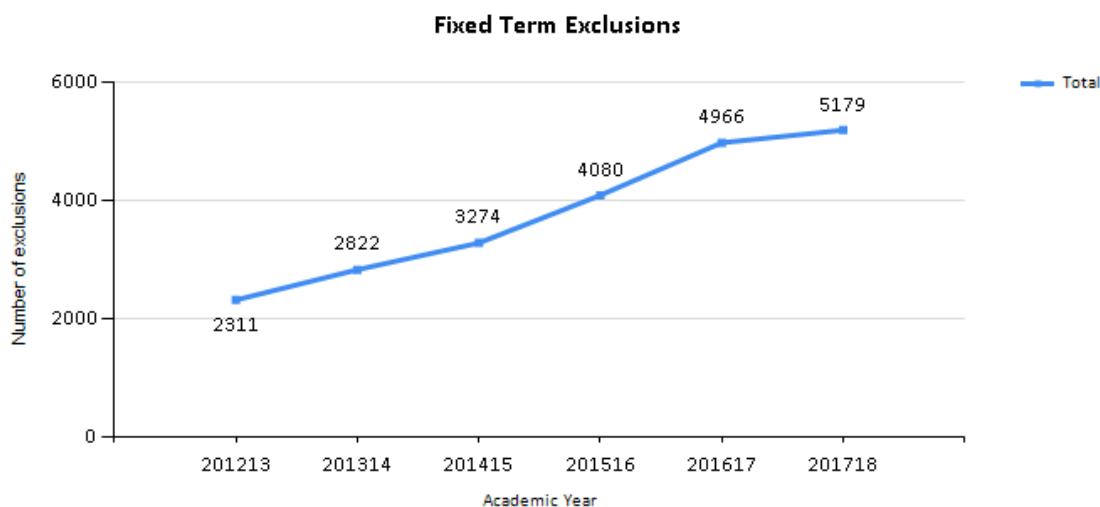
The table below is an overview of both permanent and fixed-term exclusions in Bristol since academic year 2013/14. The data measures the number of pupils in each year who have been excluded, as a % of the number on roll in a Bristol school or setting. This is then ranked against the performance of all other local authorities (152 in total) for the same period, 1 being the highest (best) performing and 152 being the lowest (worst). Performance is RAG rated according to quartile position Green = Quartile A, Amber = Quartiles B or D, and Red = Quartile D.

% of Bristol school population	13/14	Rank	14/15	Rank	15/16	Rank	16/17	Rank	17/18	Rank	England Average
Permanent Primary	0	1	0	1	0.01	30	0.03	63	0.03	92	0.03
Permanent Secondary	0.24	112	0.31	125	0.33	130	0.03	5	0.01	3	0.2
Total Permanent	0.09	91	0.11	106	0.12	108	0.03	12	0.02	5	0.1
Fixed Term Primary	1.82	139	2.06	149	2.13	147	2.79	149	2.8	148	1.4
Fixed Term Secondary	10.5	137	12.01	136	15.69	142	18.05	140	18.28	139	10.13
Fixed Term Special	30.89	119	30.49	116	28.42	128	35.21	138	36.84	142	12.34
Total Fixed Term	5.35	139	6.02	139	7.31	143	8.7	144	8.85	141	5.08

Data Source – DfE Data Matrix February 2020

There is clearly a year-on-year increase in the number of FTEs across all phases, with the frequency for Bristol, in 2017/18, being significantly higher than the England average, particularly in relation to secondary and special schools.

The table below shows the increase as number of exclusions e.g. in academic year 2017/18, there were 5,179 separate fixed term exclusions issued in Bristol.



Reducing the frequency of fixed-term exclusions across Bristol’s schools and settings is a key priority area for Education and Skills and a core focus within the city’s wider inclusion agenda.

3. Policy

4. Consultation

a) Internal

Not applicable

b) External

Not applicable

5. Public Sector Equality Duties

- 5a) Before making a decision, section 149 Equality Act 2010 requires that each decision-maker considers the need to promote equality for persons with the following “protected characteristics”: age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, sexual orientation. Each decision-maker must, therefore, have due regard to the need to:
- i) Eliminate discrimination, harassment, victimisation and any other conduct prohibited under the Equality Act 2010.
 - ii) Advance equality of opportunity between persons who share a relevant protected characteristic and those who do not share it. This involves having due regard, in particular, to the need to --
 - remove or minimise disadvantage suffered by persons who share a relevant protected characteristic;
 - take steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of people who do not share it (in relation to disabled people, this includes, in particular, steps to take account of disabled persons' disabilities);
 - encourage persons who share a protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low.
 - iii) Foster good relations between persons who share a relevant protected characteristic and those who do not share it. This involves having due regard, in particular, to the need to –
 - tackle prejudice; and
 - promote understanding.
- 5b) The purposes of the report is to provide a data update, therefore no equality impact assessment has been undertaken

Appendices:

None