The slide features two large, thick black L-shaped brackets. One is positioned in the top-left corner, and the other is in the bottom-right corner, framing the central text.

EARLY INTERVENTION

What is it and why bother?

Exclusion

- Exclusions are rising in secondary schools
- Pupils who are already socially and economically disadvantaged are much more likely to be permanently excluded (FSM pupils 4 times more likely to be permanently excluded)
- SEN children 7 times more likely to be permanently excluded
- Black Caribbean boys 3 times more likely to be excluded
- Pupils who are permanently excluded are much more likely to enter the criminal justice system
- Pupils who are permanently excluded cost much more to educate
- Over half of NEETs have been excluded at some point

What can be done?

Early Intervention Project - May 2017 update

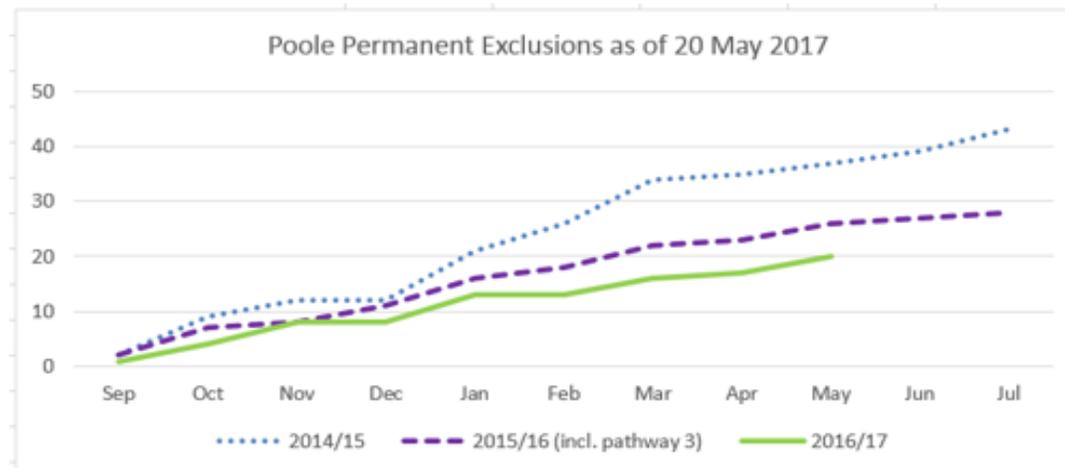
What were we aiming to do this year?

Permanent Exclusions

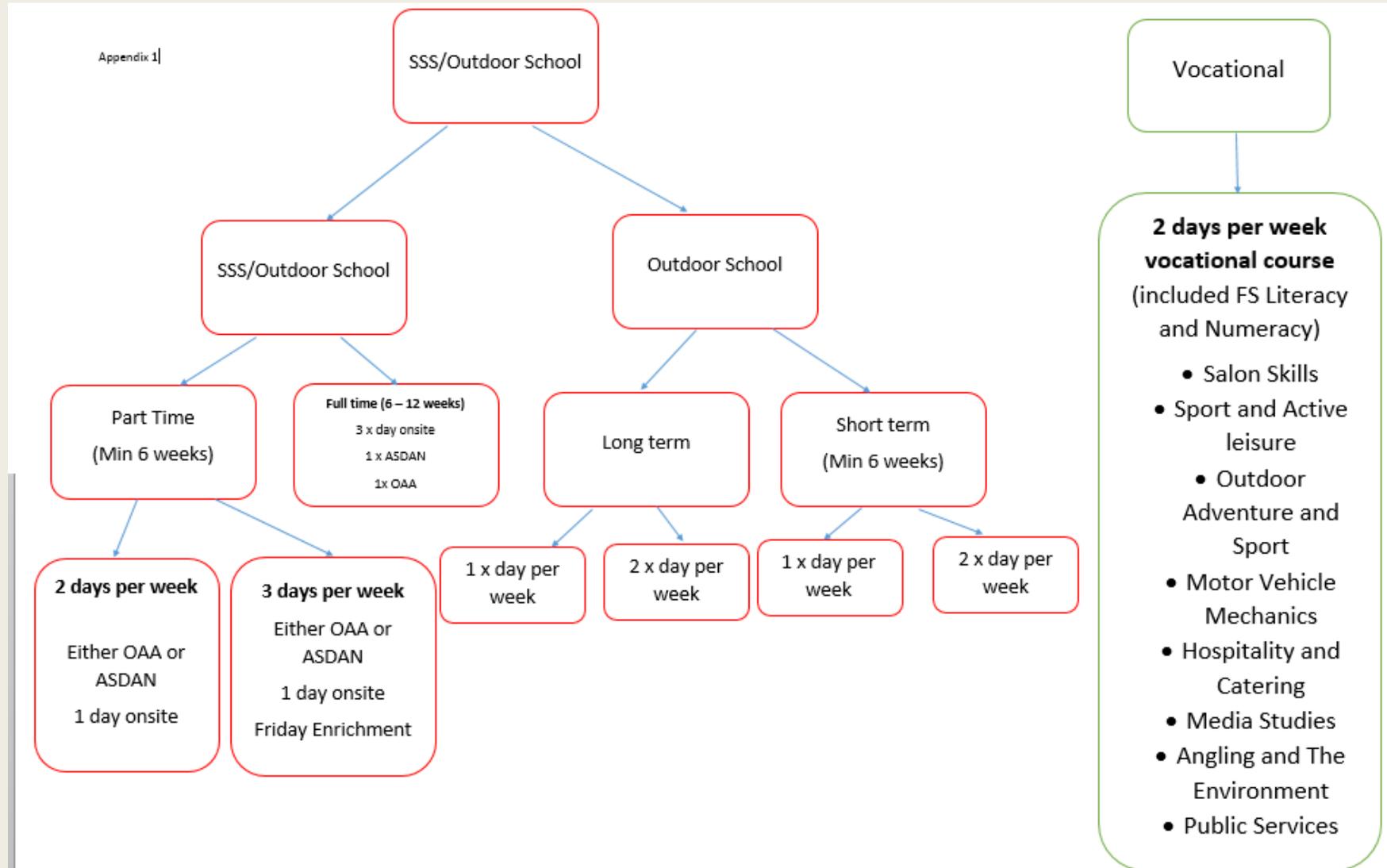
Permanent exclusions were reduced by 34% last year (15/16 academic year) based on the 'pathway 3' measure.

We were aiming to maintain this reduction in Permanent Exclusions throughout the 16/17 academic year. Currently we are 23% below last year, with two months to go.

Poole Permanent Exclusions by year and month	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
2014/15	2	9	12	12	21	26	34	35	37	39	43
2015/16 (incl. pathway 3)	2	7	8	11	16	18	22	23	26	27	28
2016/17	1	4	8	8	13	13	16	17	20		



How is this done?



Early Intervention for Grammar Schools

- Exclusion doesn't just include Permanent Exclusion or Fixed Term Exclusions
- Pupils may be 'excluded' from school due to mental health issues
- If they have to attend an alternative provision they are excluded from mainstream school
- We employ an outreach worker for the two grammar schools in Poole to work with vulnerable pupils early in order to prevent this type of exclusion
- Grammar schools can also have pupils who need to access to Early Intervention

Policy and Procedure

