

End the disproportionate rate of exclusions

Part of the [Ealing's race equality guidance for educational settings](#).

The disproportionate rate of suspensions and exclusions for the three priority pupil groups is illustrated when we compare data for the Autumn and Spring terms in 2018-19, 2021-22 and 2022-23.

Ethnic groups are over-represented where the percentage of the permanent exclusions/suspensions for that group is higher than the percentage of the group in Ealing's pupil population.

Black Caribbean pupils have been over-represented in each year both for permanent exclusions and suspensions. Representing an average of 11.4% of the permanent exclusions (and suspensions) compared to 3% of the pupil population.

White and Black Caribbean pupils were over-represented in two of the years, 2018-19 and 2022-23 for permanent exclusions but in each period for suspensions. Representing an average of 7.4% of the permanent exclusions and 6.1% of the suspensions, compared to 2.1% of the pupil population.

Somali pupils were over-represented in 1 year, 2022-23 for permanent exclusions and in each period for suspensions. Representing 8.3% of the permanent exclusions in 2022-23 and an average of 10.6% of the suspensions compared to 6.3% of the pupil population

Strategies for reducing the disproportionate rate of exclusions

Reducing disproportionality in suspensions and exclusions requires concerted focus on behaviour policies and systems of reward and sanctions. Schools that have managed to bring down exclusions have focused their attention on parental engagement systems; staff training; pastoral support and whole school culture for supporting positive behaviour.

Some schools have adopted therapeutic thinking models to create stronger relational behaviour support models.

A first step for school leaders is to analyse trends in data over time such as suspensions and permanent exclusions. However, it is also important to consider data in relation to the schools' behaviour policy as this data can provide important insights into disproportionality trends.

Key considerations include:

- Application of the behaviour policy including both rewards and sanctions, for Black Caribbean pupils and Somali compared with the school average.
 - How do they compare? Is there an over/under representation of Black Caribbean pupils or Somali pupils in the data reviewed?
 - What actions is the setting/school taking if disproportionate numbers of Black Caribbean learners or Somali learners are identified?
- Suspensions and permanent exclusion figures for Black Caribbean and Somali pupils compared to all pupils in the school and local and national data
- If an 'internal inclusion' room is used, then how does the number and percentage of Black Caribbean pupils and Somali pupils compare to all pupils in the school? If the number of Black Caribbean pupils and Somali pupils is disproportionately high, what is the reason or this?

To truly understand the reasons behind the disproportionality it is essential to involve and consult with focused groups of pupils, parents and staff.

Questions for Black Caribbean and Somali pupils could include:

- Do you know how well you are learning and how to improve more? Do you think you are making good progress in learning?
- What happens if you do some very good work in your subject?
- What is the quality of the relationships and interactions with the range of adults within the school, including form tutors, subject teachers, lunchtime staff, senior leaders? e.g. genuine, warm, respectful?
- How do teachers acknowledge and celebrate your, and other students, positive behaviour? Are there any variations from lesson to lesson? What is behaviour like outside of lessons?
- How and when are the schools' rewards and sanctions applied?
- Do you or any of your friends attend the Inclusion room or an alternative provision for part of the week? If so, why were you/they selected and how it has helped them? What could be improved?

Questions for Black Caribbean and Somali parents and staff could include:

- How effective is the school's communication and partnership with Black Caribbean and Somali parents?
- How effective is the schools' behaviour policy in acknowledging and celebrating Black Caribbean and Somali pupils' positive behaviour?
- How effective and fairly applied are the schools' rewards and sanctions system for Black Caribbean and Somali pupils?
- If your child has needed help with their learning, what kind of help and support has been given, and has this made a difference? What could be improved?
- How do the staff communicate their high aspirations for your child's future?
- What is the quality of the relationships and interactions between staff and pupils, and staff and parents? What could be improved?

Further resources

- [Timpson Review of School Exclusions May 2019](#)
- [Communities Empowerment Network](#) provides bespoke training, arranges mediation, mentoring and workshops for schools as well as advice and support for families

Related content

[Rapidly close the attainment gap for Black Caribbean pupils](#)
[Accelerate progress with changes to the curriculum](#)
[Make training for teachers on race equality and unconscious bias part of core training](#)
[Empower parents to play an active role in their child's education](#)
[Every school should have a lead for race and diversity who is identified to parents](#)
[Increase the number of Black teachers in leadership roles](#)

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