



# Education and Home Affairs Scrutiny Panel



## School Suspensions

Presented to the States on 25<sup>th</sup> May 2010

**S.R.7/2010**





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## Chairman's Foreword

Student suspension has been one of many school-related issues causing growing concern to public and professionals alike in recent years. Not just in terms of increasing numbers but also the more fundamental question as to what mix of social/educational/health problems may underlie this. Indeed, as was witnessed within the process of the Sub-Panel's investigation, the issues provoked passionate opinions of the justification and effectiveness of suspension.

It should thus be stated quite clearly at this point that the Sub-Panel entered into the suspension review with no preconceived ideas or ready-made solutions. For each member of the Sub-Panel, I know that I can add quite without fear of contradiction that this was very much a learning experience where our eventual collective findings and recommendations were based entirely on analysis of the experiences and evidence we were presented with.

The one thing always kept firmly in mind for each of us as the review unfolded was that we were absolutely determined that in striving for solutions each of the following stakeholders within any suspension process would be treated with equal concern:

- The student experiencing/causing problems
- Other students being impacted upon by those behaviours
- The teacher striving to deliver education
- The parents/guardians of a suspended pupil

During the review the Sub-Panel consulted a significant range of witnesses. These included both head and frontline teachers, parents and a number of professionals from other fields whose work took them into contact with suspended students. We also undertook a number of visits to witness work firsthand. All of these were highly useful in helping the Sub-Panel reach its conclusions.

Nevertheless, it must also be noted that we found this process far from satisfactory. This is perhaps not surprising given the format of the Scrutiny process. With the exception of meeting two students at one of the visited schools, the lack of volunteered student input – whether former or current – to outline how suspension had impacted upon them must be seen as a clear shortcoming: albeit one largely out of our control.

However, a second, more worrying problem which was noted by all four politicians on the Sub-Panel and our two advisors, was one that lies within the wholly inadequate *Code of Practice for Scrutiny Panels and the Public Accounts Committee*. This is the fact that we were denied the opportunity to interview headteachers and frontline staff without the need to first notify the Department of Education, Sport and Culture's (ESC) Chief Officer – even when we knew of staff that would like to give evidence and felt a need to do so.

This was deeply inhibiting and is a matter that the Sub-Panel believes must be rectified as a matter of urgency in the interest of future reviews. In a nutshell, giving evidence that may need to be highly critical if it is to be beneficial to future practice, with your employer sitting next to you noting your every word, simply cannot be conducive to getting to the heart of the matter. If both Ministers and Chief Officers are genuinely committed to an open and effective Scrutiny process I sincerely hope they will join the Sub-Panel in our efforts to put an end to this.

Finally, having expressed the thanks of the Sub-Panel to all who gave us evidence, to the headteachers who arranged for us to visit their schools, and lastly but by no means least, to our excellent Scrutiny Officer, Sam Power, it would be remiss of me if I did not comment on one further matter.

Having become increasingly concerned as to the depth of problems experienced by parents whose

children were having to cope with suspensions arising from Autistic Spectrum Disorders, the Sub-Panel was very pleased to learn during the course of the review that ESC had suddenly announced its intentions to set up a small specialist unit to work with students experiencing acute problems. As one of my colleagues observed: "Perhaps Scrutiny *can* make a difference after all – even if Ministers do very rarely give it any credit..."

Far more important, of course, even in difficult economic times such as these, is that we as elected representatives fully take on board that when it comes to the education of our young people expenditure really must be seen as long term investment rather than short term cost. For without such a change in mindset, we will always fall short of delivering what we could and undoubtedly should deliver.

Deputy Trevor Pitman

A handwritten signature in black ink, appearing to read 'T Pitman', with a horizontal line underneath.

Education and Home Affairs Sub-Panel Chairman  
School Suspensions Review

## 1.1 Terms of Reference

1. To consider the Education Department's suspension policy for schools, with particular regard to the following:
  - a. How this policy is applied, including whether it is applied consistently and proportionately;
  - b. How this policy is monitored;
  - c. The guidance provided to schools on the application of this policy;
  - d. How students' education is supported during periods of suspension;
  - e. Any human rights implications;
  - f. How this policy and its application may have impacted upon teachers and other students in the classroom.
  
- 1 To consider whether there has been any variation in suspension rates over recent years.
  
- 2 To consider whether suspension rates vary across schools.
  
- 3 To examine any further issues relating to the topic that may arise in the course of the Scrutiny Review and which the Panel considers relevant.

## 1.2 Sub-Panel Membership

For the purposes of this review, the Education and Home Affairs Scrutiny Panel established the following Sub-Panel:

**Deputy T M Pitman, Chairman**

**Deputy M Tadier, Vice-Chairman**

**Connétable G F Butcher<sup>[1]</sup>**

**Deputy J M Maçon**

## 1.3 Main Panel Membership

The Education and Home Affairs Scrutiny Panel itself comprised the following members:

**Deputy R G Le Hérissier, Chairman**

**Deputy T M Pitman, Vice-Chairman**

**Connétable G F Butcher**

**Deputy M Tadier**

## 1.4 Expert Advisers

The Education and Home Affairs Panel appointed the following expert advisers:

**Mrs Gillian Bunting**

Former teacher and tertiary lecturer, Highlands College

**Professor Pamela Munn**

Professor of Curriculum Research, University of Edinburgh

## 2. Explanation of terms

Abbreviations and explanation of terms used frequently in the report, in alphabetical order:

<b>ADHD</b>	Attention Deficit and Hyperactivity Disorder
<b>ASD</b>	Autistic Spectrum Disorder
<b>CAMHS</b>	Child and Adolescent Mental Health Services
<b>EBD</b>	Emotional and Behavioural Difficulties
<b>ESC</b>	Department of Education, Sport and Culture
<b>Mainstream Schools</b>	Schools that are not special schools
<b>MAST</b>	Multi Agency Support Teams
<b>NASUWT</b>	National Association of Schoolmasters/Union of Women Teachers
<b>Private secondary schools</b>	Beaulieu Convent and De La Salle College
<b>States secondary schools</b>	Grainville; Haute Vallée; Le Rocquier; Les Quennevais ; Hautlieu
<b>States fee-paying secondary schools</b>	Jersey College for Girls and Victoria College

### **3. Key Findings**

1. There is evidence that the suspension policy has not always been applied consistently. The Sub-Panel therefore welcomes the new policy, which is far more comprehensive than the existing policy. The new policy helps to fill some of the gaps in communication and guidelines that exist in the current suspension policy. [Section 6]
2. The Sub-Panel acknowledges that the Department of Education, Sport and Culture already collects suspension data internally. However, the production of publicly available annual statistics documenting the number of suspensions that have occurred during each school year would increase transparency and enable both individual schools and the Department to pick up any trends in suspension figures relating to factors such as race, bullying or family issues. The Sub-Panel appreciates that providing public suspension statistics broken down by individual schools may have negative implications for students' education at certain schools. It is therefore not believed necessary for these statistics to name schools individually. However, they should provide comprehensive data on the generic suspension figures for any given year. A good example of the format of this data would be the Scottish Government's annual publication, in which statistics are provided by sector - for example primary, secondary and special schools. [Section 7]
3. Anecdotally, it would appear that there has not been enough training for teachers on the application of the suspension policy. This situation needs to be addressed with the introduction of the new suspension policy as a matter of urgency. [Sections 8.1-8.3]
4. Differences in terms of school demographics, student and parent involvement means consistency in applying the current suspension policy is difficult to ensure. [Sections 8.4-8.11]
5. The Sub-Panel is concerned by comments from some teachers regarding disruptive students taking up too much teaching time. The Sub-Panel sees nurturing students as key to a teacher's role. [Sections 8.26-8.27]
6. The implementation of suspensions appears to be too frequently dictated by the limitation of resources available, rather than what is in the best interests of the student. [Sections 8.28-8.29]
7. Suspensions can provide an opportunity for reflection and re-evaluation on the part of parents and pupils and highlight an issue that the parent may not have previously been aware of. However, when students are continually receiving suspensions and are missing out on large periods of their education, this is not appropriate. In these cases serious consideration needs to be given to the suspended student and the focus should be on finding a solution that works, as in these instances,

suspensions are not providing that mechanism. [Sections 8.30-8.32]

8. The process for issuing work during periods of suspensions needs to be improved and standardised across all schools. The Sub-Panel was pleased to note that this was recognised as an area for improvement by the Department of Education, Sport and Culture and commends the provision of an alternative location for looked after children who are suspended from school. [Sections 9.1-9.9]

9. High levels of parental support are vital to the success of the suspension process. [Sections 10.1-10.14]

10. The policy on contacting parents regarding the issuing of suspensions has not always been implemented consistently. [Sections 10.1-10.14]

11. Parents may be reluctant to exercise their rights, or may be unaware of them. Some parents may also be intimidated by schools and too daunted to challenge professionals on issues to do with their child's education. As such, a service that helps parents to understand their rights and responsibilities would be one way of avoiding relationships becoming legalistic and confrontational. [Sections 10.15-10.18]

12. It is clear that Jersey's current education structure, which includes States secondary schools, States fee-paying secondary schools, and private secondary schools, means that the States secondary schools are required to work with the majority of students with behavioural or learning difficulties. The Sub-Panel hopes that this issue will be considered during the Department of Education, Sport and Culture's review into the Island's secondary education system. [Sections 11.1-11.14]

13. It is of concern to the Sub-Panel that despite Jersey College for Girls and Victoria College receiving States funding, problematic students may still be transferred to States secondary schools. The headteachers of these schools suggested that such transfers were often in the best interests of these pupils. This is not acceptable as the schools are opting out of working with students that the States secondary schools then have a requirement to educate. This suggests that the States fee-paying secondary schools are not fully meeting their duty of care to such students. [Sections 12.1-12.4]

14. A range of provisions exist within the education system to meet a variety of needs. It is essential for the student and their family to be central in the consideration of any moves between schools. [Sections 12.5-12.12]

15. The Sub-Panel fully supports the recommendation from the Serious Case Review for school staff to receive training to assist with the identification of difficult behaviour as a symptom of distress.

[Sections 13.1-13.12]

16. Depending on their condition, suspending students with special educational needs could have severe implications. However, the Sub-Panel is concerned that the statistical information provided did not enable us to establish whether students with special educational needs within mainstream schools are suspended. The Sub-Panel would condemn the suspension of students for behaviour that is a result of any special educational needs. Such students require help and support to meet their needs, not suspension. [Sections 14.1-14.22]

17. The Sub-Panel welcomes the fact that during the course of its review the Department of Education, Sport and Culture has put forward plans to open a small dedicated unit specifically for students with an Autistic Spectrum Disorder. [Sections 14.21-14.22]

18. Any reluctance to diagnose learning or behavioural difficulties due to funding implications is completely unacceptable. [Sections 15.1-15.12]

19. Significant work needs to be undertaken in the Island involving parents and professionals to remove any stigma associated with obtaining a diagnosis of any special educational need. [Sections 15.1-15.12]

20. Numerous parents outlined how appreciative they were of CAMHS and the service it provides and the Sub-Panel wishes this to be noted. [Sections 16.1-16.6]

21. MAST seems to function well, but communication would be improved with the introduction of primary mental health workers. [Sections 16.1-16.8]

22. There is a demonstrable benefit in introducing social workers to the Island's secondary schools. [Sections 16.9-16.11]

23. Police liaison officers played a valued and positive role in the Island's secondary schools. [Section 16.13]

24. It is the schools' responsibility to ensure that they are fully aware of the home environment they are sending children to when they suspend them. [Sections 16.14-16.15]

25. The Sub-Panel fully supports the recommendations from the Serious Case Review for greater liaison between designated teachers for child protection in schools and the Education Department, in addition to improved liaison between Education and the Children's Service. [Sections 16.1-16.15]

26. Education should be seen as investment and not as expenditure. Cuts to school budgets are likely to ultimately end up costing society more in the long run, and leading to increased pressure on other budgets. [Sections 17.1-17.5]

27. The Sub-Panel welcomes the review of secondary education by the Department of Education, Sport and Culture, and looks forward to receiving its report in June 2010. [Sections 17.1-17.5]

28. Although only briefly considered during the course of the Sub-Panel's review, based on the comments received, league tables would not be a useful introduction to the Island's educational system. The Sub-Panel accepts the need for transparency and accountability, but this needs to be balanced against the impact of any such introduction. [Sections 17.6-17.9]

## **4. Recommendations**

1. Standardised training should be provided to headteachers and all frontline staff including teachers and teaching assistants, in all schools, on the new policy guidelines and the rationale for them so that all are fully aware of the regulations and how these should be applied. This will help to ensure the policy will be applied consistently across all schools. [Section 6]
2. The Department of Education, Sport and Culture should seek to produce publicly available annual statistics documenting the number of suspensions that have occurred during each school year. These should be in a form which provides information about the number of pupils suspended, and their characteristics, such as age, gender, any special need and number of times suspended as well as the absolute number of suspensions. [Section 7]
3. Dedicated units should be provided in all schools to enable students to stay on the premises during periods of suspension but out of the mainstream classrooms and therefore not disrupting other pupils. These facilities would encourage inclusion if used appropriately and not as 'sin bins'. They would also allow headteachers sufficient flexibility to use the facilities as they felt necessary. [Sections 8.4-8.11]
4. Any part-time timetables need to be initiated on the basis that they are in the best interests of the student concerned. The reasoning behind all part-time timetables should be made clear so that all parties are aware of the reasons behind the introduction of such packages. Any part-time timetables being instigated by schools as a result of resource issues are simply not acceptable. A clear timetable for returning to full-time lessons also needs to be provided. [Sections 8.15-8.29]
5. Consideration should be given to extending the provision for looked after children at the Alternative Curriculum site for students with frequent suspensions, to ensure that they are still able to access education. [Sections 8.15-8.29]
6. Alternative ways of working with students who are frequently being suspended need to be established. Getting to the root of problem behaviour is essential and any diagnosis needs to be followed with appropriate methods of intervention. Whether this includes the provision of units on site, adapted timetables or alternative educational initiatives and practical qualifications, serious consideration needs to be given to getting to the root of the problem, rather than continually issuing suspensions to the same students. [Sections 8.30-8.32]
7. If a student has been suspended as a result of assaulting a teacher, the teacher should not have to face that student again in a classroom situation unless the issue has been fully resolved with

collective input from all involved in the incidents. [Section 8.33]

8. All schools need to set work for suspended pupils as a matter of course. The Department needs to ensure that this practice is occurring consistently by putting in place a central monitoring element within the suspension process. However, the Sub-Panel accepts that in some cases it may be necessary for the headteacher to use his/her discretion to decide whether the setting of work is appropriate. [Sections 9.1-9.9]

9. Parents need to be made aware that the school should set work for suspended pupils. Parents also should be reminded that they need to ensure this work is completed. [Sections 9.1-9.9]

10. The Department of Education, Sport and Culture should bring forward legislation as a matter of urgency requiring a parent or guardian to attend a reintegration meeting following a period of suspension. [Sections 10.1-10.14]

11. The Sub-Panel is pleased to note that it has received confirmation from the Department of Education, Sport and Culture that under the new guidelines all the suspension letter templates will be available to all schools in Polish and Portuguese, and recommends that this should further include the suspension policy itself. [Sections 10.1-10.14]

12. The Department of Education, Sport and Culture should issue revised guidance to parents about their rights and responsibilities under the school system. [Sections 10.15-10.18]

13. An independent parent advocacy service should be established as a matter of urgency to ensure that parental rights are upheld, including provision of support with appeals. Full details of this service should be sent to all parents. [Sections 10.15-10.18]

14. Parenting workshops should be established in all schools. [Sections 10.15-10.18]

15. Closer working and sharing of expertise between special and mainstream schools needs to be developed to provide reintegration to mainstream schools where possible and where appropriate. [Section 12]

16. The Sub-Panel strongly recommends that all teachers and teaching support staff should receive the SPELL training raising awareness of Autistic Spectrum Disorders as a matter of course. [Sections 13.9-13.14]

17. The Department of Education, Sport and Culture should introduce regular training for teachers

and teaching support staff to assist them with working with students with emotional and behaviour difficulties as well as behaviour management training. The Department should also keep central records of training attendance. [Section 13]

18. The Department of Education, Sport and Culture should issue revised guidelines to schools with regard to working with students with special educational needs. Wherever possible these students should have the opportunity to spend time in a specialised provision rather than being suspended. In addition, the Department should make available to parents a list of schools with specialist expertise in learning, communication and behavioural difficulties. [Section 14]

19. Efforts need to be made by the Departments of Education, Sport and Culture and Health and Social Services to ensure that any misconceptions regarding the reason for parents not receiving diagnoses of their children's needs are addressed. [Section 15]

20. Any records of need should be in place at the earliest possible opportunity to ensure students are able to access the full range of resources available to them. [Section 15]

21. Primary mental health workers should be introduced to provide a link between schools and CAMHS. [Sections 16.1-16.8]

22. Funding should be provided for dedicated social workers for each of the Island's four 11-16 secondary schools as a matter of urgency. [Sections 16.9-16.11]

23. Consideration should be given to a representative from the Comité des Chefs de Police sitting on MAST. [Section 16.12]

24. All secondary schools should have access to a dedicated police liaison officer. [Section 16.13]

25. If there are any concerns regarding a suspended student's home environment, s/he should spend periods of suspension at the Alternative Curriculum provision in the same way that this process operates for looked after children. [Section 16.14-16.15]

## **5. Introduction**

5.1 In recent years the safety and the well being of the Island's children has been at the forefront of public and media attention. The focus of this interest has predominantly been on the care of the Island's vulnerable children. However, with some media articles highlighting that students have been suspended for assaulting teachers, <sup>[2]</sup> <sup>[3]</sup> the issues of students' behaviour in school and of subsequent student suspensions have also been brought on to the public's radar.

5.2 As a result of concerns that the number of students' being suspended has increased in recent years, questions have also been asked in the States regarding the exact figures for school suspensions.<sup>[4]</sup> The suspension policy is an issue now receiving consideration by the Department of Education, Sport and Culture. In response to one of the questions asked in the States, the Minister for Education, Sport and Culture confirmed that he had made a commitment to review the application of the suspension policy and the guidance provided to the Island's schools. It was further stated that this aspect would be considered as part of the inclusion review to be conducted across schools in 2009.<sup>[5]</sup> The Minister committed to undertaking the inclusion review in the department's 2009 business plan, where objective 6 (vi) stated:

*"Inclusive educational practice reviewed in primary schools, secondary schools and Highlands College."*

The department's 2010 Business Plan builds on this and objective 4 states:

*"To develop programmes and initiatives designed to promote social inclusion and equal opportunity."*

Part (ii) of this objective applies specifically to school suspensions and states that new guidance on improving behaviour and managing suspensions will be implemented across all schools.

5.3 As a result of increased interest in this area, and the concerns expressed that figures for school suspensions were increasing, the Sub-Panel undertook to review this issue.

5.4 By undertaking this review the Sub-Panel's aim was to ensure that the suspension guidance provided to schools and parents is clear. The Sub-Panel also wanted to ascertain whether the issuing of suspensions was being applied consistently and in the best long-term interests of all involved, including the suspended student, their parents/guardian, the teachers, and the other students within the school.

5.5 When considering examples of parents who have come to the Sub-Panel with concerns regarding the suspension process, the Sub-Panel appreciates that it is likely to hear only from individuals who have had a negative experience with the system. As such, the Sub-Panel acknowledges that these submissions, while clearly valid in their own right, are not necessarily a representative view. The Sub-Panel nevertheless maintains the view that even if one child is being let down by the system then the underlying reasons for that failing need to be investigated and corrected. The overarching aim of this review, therefore, is to ensure that the process by which suspensions are

issued is as effective as possible in its management of students' behaviour. The Sub-Panel heard from parents from a variety of socio-economic backgrounds during the course of its review. The resulting evidence has not sustained the social stereotypes that tend to belie this issue.

## 6. The Department of Education, Sport and Culture's suspension policy for schools

6.1 Under Article 36 of the Education (Jersey) Law 1999, a pupil can only be suspended or expelled from a provided school<sup>[6]</sup> by the headteacher. The legislation states:

### ***"36 Suspension and expulsion of pupils***

- (1) The power to suspend or expel a pupil from a provided school shall only be exercisable by the headteacher.*
- (2) The headteacher of a provided school may not suspend a pupil for a period of more than 5 days or an aggregate period of more than 15 days in any school term without the agreement in writing of the Chief Officer.*
- (3) The headteacher of a provided school may not expel a pupil without having obtained, firstly, the agreement in writing of the Chief Officer and, secondly, if the Chief Officer so agrees, the agreement in writing of the governing body of the school, if any."*

## Current suspension policy

6.2 The current student suspension policy is entitled 'Reducing Disaffection' and forms Section 6 of the Special Education Needs Policies. The current policy outlines suspension as the most powerful sanction that schools possess. The policy goes on to state that all Jersey schools must have a clearly stated behaviour policy which includes a Code of Conduct based on rules, responsibilities, rewards and consequences which is made available to all parents when their child starts a new school.

6.3 The policy explains that exclusion is a disciplinary measure that the headteacher of a school uses to deal with incidents of serious misbehaviour. Two types of exclusion are outlined in the policy and on the gov.je website:

### ***"a) Suspension:***

*This is for a specified number of days. The headteacher may suspend a pupil for up to 5 days at any one time up to a maximum of 15 days in any one school term. For longer suspensions the headteacher must obtain the agreement in writing of the Director of Education, Sport and Culture.*

### ***b) Expulsion:***

*Expulsion is rare in Jersey.<sup>[7]</sup> Before a headteacher can expel a pupil, that is permanently removing a*

*pupil from the school's register, s/he must firstly obtain the agreement in writing of the Director of Education, Sport and Culture and secondly, if the Director so agrees, the agreement in writing of the governing body of the school, if any."*

6.4 The Policy outlines the following grounds for suspension:

*Threatened or carried out violence;*

*Acted in a manner that threatens the good order of the school or the safety and well being of a member of the school community;*

*Persistently interfered with the teacher's ability to teach and pupil's ability to learn;*

*Committed a criminal offence in school or a serious offence out of school that will put other pupils at risk;*

*Shown persistent and wilful inattention or indifference to school rules and discipline.*

6.5 The policy goes on to outline steps that schools are expected to have taken prior to suspension, in addition to methods to overcome challenging behaviour before resorting to suspension. The policy provides a standardised tariff of suspensions in order to ensure consistency and moderation in the use of suspensions across all schools. The tariff describes the offences pupils may have committed in order for them to be suspended for up to: 2 days; 5 days; 10 days and 15 days. Suspension is seen as a last resort.

## **New suspension policy**

6.6 The Department of Education, Sport and Culture is in the process of compiling a new policy, which is entitled 'Guidance on Improving Behaviour and Reducing Exclusion'. This policy is far more comprehensive and detailed than the existing policy, and contains key sections on parental rights and responsibilities, including their rights of appeal, as well as outlining the role of the various agencies involved, such as the Governing Body and the Department of Education, Sport and Culture. Importantly, this policy also includes model letters to be sent to parents/carers explaining that their child has been excluded from school.

6.7 During the public hearing with the Minister for Education, Sport and Culture, the new policy was described in the following terms:

*"When I became Minister for Education, Sport and Culture there were a number of commitments I made and one was to review the current suspension policy which the department has been carrying out over the last number of months. As the panel will be aware, we have provided a draft policy for you to consider and it is our aim for the most part today to talk and focus our*

*attention on the draft policy that we are developing.”<sup>[8]</sup>*

6.8 With reference to the new policy, the Director of Education, Sport and Culture stated:

*“If I can just clarify, the draft policy is communicating much of the stuff that is already happening in the schools and the gap here is that it has not been laid out in that form before.”<sup>[9]</sup>*

**KEY FINDING 1:** There is evidence that the suspension policy has not always been applied consistently. The Sub-Panel therefore welcomes the new policy, which is far more comprehensive than the existing policy. The new policy helps to fill some of the gaps in communication and guidelines that exist in the current suspension policy.

**RECOMMENDATION 1:** Standardised training should be provided to headteachers and all frontline staff including teachers and teaching assistants, in all schools, on the new policy guidelines and the rationale for them so that all are fully aware of the regulations and how these should be applied. This will help to ensure the policy will be applied consistently across all schools.

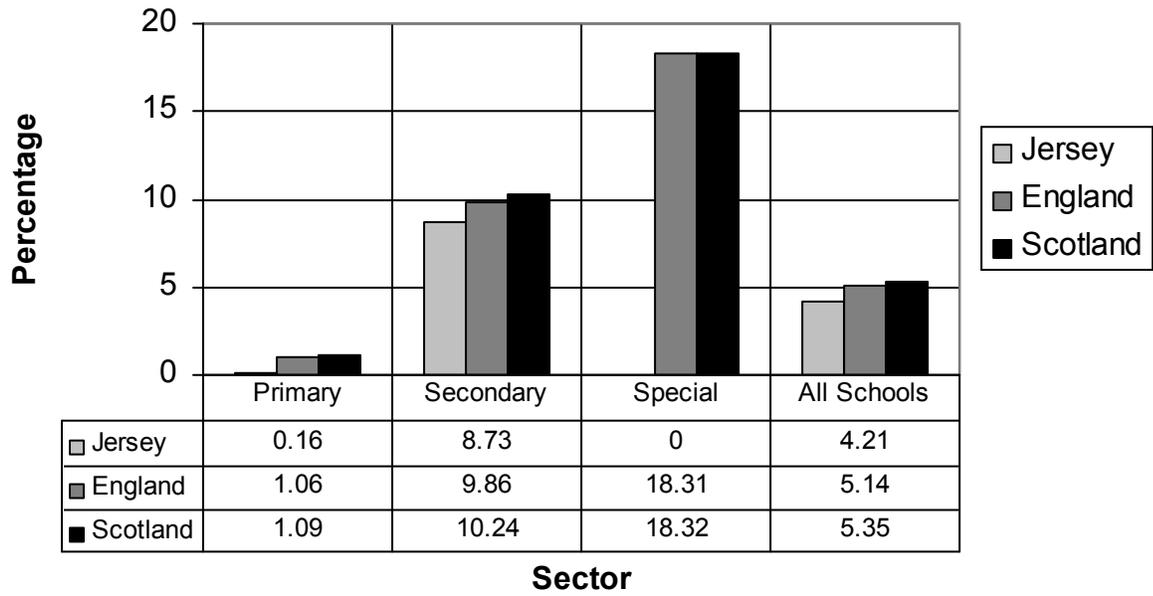
## 7. Suspension figures

7.1 A comparison between Jersey and England suspension statistics from 2005 to 2008 is outlined in the table below:

**Table 1: Comparison between Jersey and England Suspension Figures from 2005 - 2008** <sup>[10]</sup>

School Type	2005/2006 (6)		2006/2007	
	England	Jersey	England	Jersey
<b>Primary Schools (1)</b>				
Number of fixed period exclusions ...		13	45,730	7
Percentage of fixed period exclusions ...		4	11	2
(%) (7)				
Percentage of school population (8) ...		0.23	1.11	0.13
<b>State funded secondary schools (1)(2)</b>				
Number of fixed period exclusions ...		317	363,270	357
Percentage of fixed period exclusions ...		87	85	88
(%) (7)				
Percentage of school population (8) ...		6.28	10.94	6.96
<b>Special schools (3)</b>				
Number of fixed period exclusions ...		0	16,600	0
Percentage of fixed period exclusions ...		0	4	0
(%) (7)				
Percentage of school population (8) ...		0.00	18.56	0.00
<b>All schools</b>				
Number of fixed period exclusions ...		364	425,600	405
Percentage of fixed period exclusions ...		100	100	100
(%) (7)				
Percentage of school population (8) ...		3.37	5.66	3.75

**Figure 1: Suspension rate comparison between Jersey, England and Scotland: Fixed period only** <sup>[11]</sup>



**Sector**

7.2 These statistics should be treated with caution as they indicate the number of fixed term exclusions in each jurisdiction, not the number of pupils who have been excluded. They also tend to underestimate the number of exclusions because headteachers in all jurisdictions may informally exclude pupils rather than use standard procedures. Nevertheless, they reveal some important information. Firstly, it is commendable that no pupils have been excluded from special schools in Jersey in the time covered, in marked contrast to England and Scotland. Secondly, while fixed term exclusion rates in Jersey tend to be a little lower than in England or Scotland, there has been a steady increase in fixed term exclusions from secondary schools in Jersey between 2005 and 2007. The increase in 2007/08 contrasts with a decline in absolute numbers of fixed term exclusions in England. The steady increase in fixed term exclusions in Jersey secondary schools is in marked contrast to the small fluctuations in exclusion from primary schools on the Island.

7.3 During school visits, the Sub-Panel was made aware that some headteachers routinely collected sophisticated information about the number of pupil referrals to more senior staff for negative behaviour. This information enabled the headteachers and senior management teams to identify patterns of negative behaviour and to design interventions for pupils and/or staff. This provided an excellent early warning system in respect of pupils who might be heading toward suspension and enabled avoidance action to be taken. This information would be shared with the headteacher's 'professional partner' in reviewing the school's behaviour management policy and practices. The Sub-Panel commends this practice.

### **Availability of statistics**

7.4 During the course of its review, the Sub-Panel considered the availability of annual suspension statistics from the Island's schools. Although statistics were provided to the Sub-Panel by the Department of Education, Sport and Culture upon request, no statistics are made publicly available by the Department on an annual basis.

7.5 The Scottish Government produces an annual publication entitled *Exclusions from Schools*.<sup>[12]</sup> This document provides detailed statistics outlining the number of exclusions during the year, and is broken down by a number of demographic variables including: education provision during exclusions; the ethnic background of excluded pupils; excluded pupils with a disability; and exclusion amongst pupils with English as an additional language. The availability of such comprehensive statistics helps to demonstrate which variables are leading to greater numbers of exclusions, and therefore helps professionals in the education system to ensure they are able to provide different initiatives to try to tackle these problem areas.

7.6 Upon being questioned, the Director of Education, Sport and Culture said that the Department

does keep suspension statistics internally:

*“All suspensions are required to be submitted to the department, the reasons for the suspension, the detail of the incident, the action taken. That is recorded on a database that enables professional partners at the department to challenge the schools on effectively what is happening, where the focus is. It also enables the schools, if the information has been used effectively, to identify areas which they may need to focus on. So, for example, if you had a number of suspensions and they were around something like bullying, then you would be expecting the school to focus on addressing bullying as an issue. Sometimes there are other things that the school might be focusing on. It depends what the data is throwing up. So the data is used for 2 purposes: (1) to challenge the school to make sure that arrangements and the policy that is in place is being followed and (2) to give the school information which they can learn from to help them address any broader issues that may be apparent.”<sup>[13]</sup>*

**KEY FINDING 2:** The Sub-Panel acknowledges that the Department of Education, Sport and Culture already collects suspension data internally. However, the production of publicly available annual statistics documenting the number of suspensions that have occurred during each school year would increase transparency and enable both individual schools and the Department to pick up any trends in suspension figures relating to factors such as race, bullying or family issues. The Sub-Panel appreciates that providing public suspension statistics broken down by individual schools may have negative implications for students’ education at certain schools. It is therefore not believed necessary for these statistics to name schools individually. However, they should provide comprehensive data on the generic suspension figures for any given year. A good example of the format of this data would be the Scottish Government’s annual publication, in which statistics are provided by sector - for example primary, secondary and special schools.

**RECOMMENDATION 2:** The Department of Education, Sport and Culture should seek to produce publicly available annual statistics documenting the number of suspensions that have occurred during each school year. These should be in a form which provides information about the number of pupils suspended, and their characteristics, such as age, gender, any special need and number of times suspended as well as the absolute number of suspensions.

## 8. How the suspension policy is applied

8.1 The headteachers from secondary schools provided information about the general strategies employed in the schools to promote positive behaviour and deal with negative behaviour. Positive behaviour strategies included the development of a positive school ethos based on shared values of mutual respect. Managing negative behaviour included the use of sanctions culminating in suspension as the most serious of these. The headteachers made it clear that it was important to distinguish between general low level misbehaviour which might be expected in any school and behaviour indicating that more targeted and specialist intervention was required. Persistent and serious negative behaviour usually indicated a special need.

8.2 Ms Ward (Jersey Teachers Panel and NASUWT) discussed the current suspension policy during her attendance at a Public Hearing. She explained that the current policy is not appropriate for the increasing levels of challenging behaviour being seen in schools:

*“It is not always effective and it is not always appropriate for all situations because it does not necessarily deal with long-term issues and it does not provide adequate support for teachers and, in teachers’ views, adequate support for schools in dealing with long-term behaviour issues. The tariff as it stands at the moment is too rigid, allowing you to perhaps not be able to give an exclusion when you feel it is warranted or indeed to be suggested that you should if you do not feel it is warranted, so it can be seen as a little too rigid. It does not seem to enforce or encourage parental responsibility or co-operation and there are 2 lines there. There is and really should be more emphasis placed in teachers’ views on parental responsibility, but more importantly there needs to be something done to encourage the co-operation. You cannot deal with any of the issues that the policy tries to cover if the parent will not engage with you despite the best efforts of the teachers involved. In terms of the suspension policy and what it limits, it does not take into account, in teachers’ views, the health and safety issues for teachers, the pressures put on teachers, and in the views of many teachers, we are about the only organisation left that has to take the levels of abuse and disruptive behaviour.”<sup>[14]</sup>*

8.3 It was further believed that more work needed to be undertaken to make all teachers within a school aware of the policy, and the tariff contained within that policy:

**“Ms. P. Ward:**

*I think the management teams in schools are given the tariff. I do not think there is enough information for teachers about that tariff, I do not think there is enough access for teachers*

about that tariff...

**Professor P. Munn:**

*Has there been any whole school training about these guidelines?*

**Ms. P. Ward:**

*Not to my knowledge, and I have only been here 5 years, and I have not experienced any specific whole school training on the guidelines. Though I have certainly in my own school, experienced behaviour management as I say, as a whole school, and a whole range of information, ideas, lectures, that staff have been able to tap into. But I do think there is perhaps a lack of knowledge for teachers outside of senior management about what the policy is. It is their responsibility to look at policies, but the tariffs and things normally remain with the senior management team.*<sup>[15]</sup>

**KEY FINDING 3:** Anecdotally, it would appear that there has not been enough training for teachers on the application of the suspension policy. This situation needs to be addressed with the introduction of the new suspension policy as a matter of urgency.

8.4 However, on a much wider issue, Mr Ponomarenko, NASUWT, explained that the basis behind the principle of inclusion, which underpins the suspension process, was causing problems in itself:

*“One shoe fits all just does not work, and that is exactly what inclusion is, it is one shoe fits all. So what you are having is you have your students coming to schools that really are not right for them. They might have had issues at home, they might have not been fed, they might have been assaulted. You do not know what the background of a particular student is, yet he comes into school and we are trying to teach him algebra. I want to say that what we are offering these students is wholly inappropriate for his needs really. Therefore we question the whole principle of inclusion, which we have kind of touched upon at the moment, because what we would like to see is where students are not fit to go to school, we want to see more units built. You know, alternative provisions outside the schools themselves, and we feel that that would help enormously. But we just feel we are hitting a sort of a brick wall because, like I say, the Education Department at the moment is absolutely committed to that kind of principle of inclusion, which we think might be seriously flawed.”*<sup>[16]</sup>

8.5 In discussing the suspension policy with some parents, it appeared that the application of the policy was not always made clear. One parent explained to the Sub-Panel that although their child’s suspension period exceeded the legal maximum of 15 days, she never received written confirmation

that permission had been sought from the Minister to grant this extension:

*"I have gone through and the law says about it can only be exceeded over 15 days in any one term, which you obviously know, with direct permission from the Minister. I never had that in writing, I just had to believe the school had it because the school only rang me."*<sup>[17]</sup>

8.6 A lack of clarity surrounding the suspension policy was also mentioned by Dr Coverley, Consultant Child and Adolescent Psychiatrist:

*"We are concerned though that sometimes parents we speak to seem unsure of the arrangements for the suspension or the full reasons."*<sup>[18]</sup>

8.7 Some parents felt that suspensions were instigated too quickly, as was described by Witness B when asked whether in her view suspensions were used as a last resort:

*"Sometimes my son has been suspended as well, you know, lately and it is just over silly things that sometimes the teachers do not listen..."*<sup>[19]</sup>

8.8 When reviewing the application of the suspension policy, consideration needs to be given to the implications of long-term suspensions on parents and carers, and the subsequent disruptions that may occur. Witness F explained to the Sub-Panel that s/he had to take unpaid leave to look after their child during the period of suspension, and further stated:

*"Not only did I take unpaid leave whilst my son was suspended but also I lost my day time job as a result of my time off. I have not been able to work daytime since."*<sup>[20]</sup>

8.9 These concerns were echoed by Dr Coverley, Consultant Child and Adolescent Psychiatrist, who said:

*"Some parents also question the frequency of their child's suspensions and describe the stress they are under in trying to support their child while also working full time. Unfortunately not all employers are sympathetic and we have known parents who have had to give up their job with resultant financial implications for their families and the States."*<sup>[21]</sup>

8.10 Ms Ward explained that the difficulty with the suspension policy being applied consistently across schools is that the policy does not cover all aspects of challenging behaviour:

*"The schools in Jersey are not consistent in terms of their demographics, in terms of their*

*budgets, in terms of the students and the parents' involvement, and the numbers of staff in there. If you have not got consistent schools, it is difficult for schools to be consistent in the policy. But it comes back to the policy not being effective. If the policy covered the range of challenging issues that schools deal with, then perhaps they could apply it consistently and demand that consistency. If the policy is not fit the purpose, then it is hard to apply it consistently. So I think you have to look at more than just: "Is every school doing exactly the same thing?" Otherwise, if we were doing exactly the same thing, there would be students that we would not be able to support as well as we do, and allow to be as successful. So I think the policy has to be looked at before consistency could be assured."*<sup>[22]</sup>

8.11 One parent wanted alternative procedures to be put in place, rather than resorting to suspensions:

*"They have got to be removed from the class, yes. I would like them to have a different room that they can be in and still do work there, yes; not to be out of the school. There has got to be some other way of dealing with it."*<sup>[23]</sup>

*"We should start keeping them in and putting them in a different room and talk to them as well, listen to them. Because sometimes I find the teachers do not listen to them."*<sup>[24]</sup>

**KEY FINDING 4:** Differences in terms of school demographics, student and parent involvement means consistency in applying the current policy is difficult to ensure.

**RECOMMENDATION 3:** Dedicated units should be provided in all schools to enable students to stay on the premises during periods of suspension but out of the mainstream classrooms and therefore not disrupting other pupils. These facilities would encourage inclusion if used appropriately and not as 'sin bins'. They would also allow headteachers sufficient flexibility to use the facilities as they felt necessary.

8.12 Representatives from the Teaching Unions believed that introducing flexibility to the suspension policy would help to increase its effectiveness:

*"I think there does need to be flexibility in terms of things like the tariffs and the options available. There needs to be somewhere in that policy a list of available options, available alternative things that can be tried, as part of that policy, to run concurrently with that policy. So that maybe a student does deserve a suspension but is there something else we can tap into that would support that student, as well as supporting the other students in the school and the staff in the schools on the whole?"*<sup>[25]</sup>

8.13 Some of the headteachers said that suspensions could be very effective in changing behaviour. However, when considering these comments it is important to clarify that the statistics provided in Section 7 of this report do not explain how many students received repeat suspensions, and it is therefore difficult to assess the effectiveness of suspensions as a behaviour management tool.

***“Mr J Thorp, Headteacher, Les Quennevais School:***

*Yes, it has been quite an interesting exercise, looking back over the names for the last 4 or 5 years in preparation for this and, as I looked down the list of names and saw how almost every single name on that list had gone on from suspension and had left school successful, having not made the mistakes again. I thought it does answer that question; you know they do go on to be very, very successful. They leave school very confidently, in the main. There may be one or 2 instances where, as a strategy, it did not work but in the main it has done what we set out to do with it, which is to get them to think about their actions, their responses to people, how they get on with people and they have come back in and they have never been suspended again; they have done very well.”<sup>[26]</sup>*

***“Mr. R. Rolfe, Headteacher, Le Rocquier School:***

*... another letter from a student (these are unsolicited) from about a year ago who gives advice to all her friends about: “My advice is just behave in lessons. If you misbehave, just ask for more support, step outside, calm down. My advice: stay in school and stay in lessons, try your best.” I have written on this and copied it to staff: “A really positive letter from this person considering her current circumstances out of school” because a lot of them will bring problems from out of school. So for some people (the majority) it is a boundary, a line, a period of reflection, time for us to put support in.”<sup>[27]</sup>*

8.14 However, Mr Matthews, Headteacher at D’Hautrée House School, stated that it would be difficult to assess the effectiveness of suspensions in isolation:

*“I think they may be effective in supporting other strategies, but it would be difficult to demonstrate that it was the presence of the suspension necessarily that gave rise to success. So I do feel it is very much a last resort, and if ever I have to suspend, I have a feeling of failure.”<sup>[28]</sup>*

## **When suspensions do not work**

8.15 Research has shown that suspensions are only effective as a behaviour management technique if the environment from which the student is removed is more interesting and reinforcing than

the environment in which the student spends the suspension.<sup>[29]</sup> Information provided during the course of the review supported this finding, as the Sub-Panel heard from several concerned parents who were going through the suspension cycle over and over again, without seeing any change in their child's behaviour as a result of the suspensions. This situation was clearly described by Dr Coverely, Consultant Child and Adolescent Psychiatrist:

*"For some young people who are disaffected in school, suspension is not of a concern and may be welcomed; this can then lead to a cycle of suspension and readmission. Some children we deal with use bad behaviour as a way of escaping from particular stresses at school or home. Suspension can then be seen as reinforcing the bad behaviour rather than helping the young person to find more appropriate coping strategies. The solution orientated approach used in many of the school can potentially help staff to provide more creative responses."*<sup>[30]</sup>

8.16 The ongoing suspension process was described to the Sub-Panel by one parent:

*"He/she would be at school a couple of days and suspended for 2 days or a week and then he/she would be back and it has been continuing for a good year now."*<sup>[31]</sup>

8.17 The parent further elaborated:

**"Deputy M. Tadier:**

*It seems to be the problem that suspension works initially as a short term thing, but there is no real back up plan to deal with the suspended pupils.*

**Witness B:**

*Yes, if it is the odd one now and then but if it is continued, continued like this, it is not working, is it? They are missing out on so much education as well."*<sup>[32]</sup>

8.18 This issue was also mentioned by a second parent, who stated the following regarding his/her child's suspensions:

*"So I cannot really say that X's suspensions are unjust in a normal school setting, but for him it is a recurring problem that we are never going to ... We are never really going to get anywhere if he is continually suspended because X's disability means he learns from other people's examples of behaviour."*<sup>[33]</sup>

8.19 Ms Ward from the Teaching Unions also touched on the issue of students receiving recurring suspensions:

*“You would have thought if a suspension was consistent, if a student was being suspended on numerous occasions, it should trigger the department coming in and coming up with an alternative provision rather than continually suspending a student who causes intense disruption to other learners being put back in the school, back in the school, back in the school.”*<sup>[34]</sup>

8.20 The link between school suspensions and anti-social behaviour was also discussed during the course of the review. A study published in the *Journal of School Psychology* found that one third of students who had been suspended were the subject of legal proceedings. Concerns have therefore been expressed that school suspension may foreshadow long-term societal alienation and incarceration. However, these findings need to be treated with caution, as they do not consider the cause-effect relationship between school suspension and involvement with the criminal justice system.<sup>[35]</sup>

**“Deputy M. Tadier:**

*Can you tell us some of the things that have happened as a consequence of your daughter being suspended?*

**Witness B:**

*Things that have happened to what... when she is out on the road?*

**Deputy M. Tadier:**

*”That is right, yes.*

**Witness B:**

*Well, they have been doing all sorts of things from shoplifting through all the shops in town, everything really. Lots of different things. Not very nice things.”*<sup>[36]</sup>

8.21 With regard to whether there is a link between suspended pupils committing anti-social behaviour during periods of suspension, Centenier Coffey, Centenier of St Helier, said that it was difficult to provide definitive statistics on this issue:

*“Unfortunately we have not been able to keep any statistics of those children who are on suspension and then go on to commit offences. I am afraid I cannot give you any hard facts. Centenier Scaife is the Chairman of the Chefs de Police and he has discussed this issue with his colleagues at a previous meeting and generally speaking, the other Chefs de Police are not particularly aware of children who are suspended and then go on to commit offences. However, I think St Helier is what we call a busy parish and I think we do account for probably 60 per cent*

*or more of all the cases that appear in front of the Youth Court and as such we are aware of one or two children who have been on suspension and have committed offences while on suspension. That would be within the last 12 month period. There may well have been others that we do not know about.*<sup>[37]</sup>

8.22 It was confirmed to the Sub-Panel by Acting Chief Inspector Tim Barnes that the States of Jersey Police were not aware of many students becoming involved in anti-social behaviour during periods of suspension:

*“In terms of actual suspensions that police have been involved with, i.e. in terms of any criminality or anti-social behaviour, I cannot provide exact figures but they are very, very few, our main source being the community police team. We have a very good working relationship with secondary and primary schools. They say it is not a significant amount of suspensions. We, the States of Jersey Police, do not see it as an issue.”*<sup>[38]</sup>

8.23 Centenier Coffey described where he believed problems occurred within the suspension system:

*“I have known one or two cases where children have been suspended and that generally speaking they are given to the care of their parents and it depends very much on whether the parent is able or willing to exercise any form of control over that child while on suspension. On one occasion that I know of, the child was not supervised by the parent and effectively it became like an extra day’s holiday for that person.”*<sup>[39]</sup>

8.24 It was further clarified that if it was believed a student may be likely to offend during periods of suspension then consideration should be given to providing extra supervision for that student:

*“I think if it is deemed that children are likely to commit offences while they are suspended I just wonder whether the schools might be able to offer some sort of way of supervising the children rather than, as I said before, letting them have an extra day’s holiday.”*<sup>[40]</sup>

8.25 In some instances, suspensions can have very negative effects on students’ behaviour. One study found that:

*“These techniques [suspensions] may have paradoxical effects, functioning as negative reinforces of maladaptive behaviour or as escape mechanisms when difficult or unpleasant tasks exist in the school environment.”*<sup>[41]</sup>

8.26 This view was shared by Dr Coverely, who stated that CAMHS were sometimes concerned that imposing suspensions could be detrimental for some students:

*“We are aware of young people who, either due to an acute (eg bereavement or family breakdown) or chronic (eg neglect, family poverty and illness) situation receive the greatest consistency and positive regard in the school environment than anywhere else. At times, for the young person to get into school in some form of uniform is all that can be expected with little prospect of learning. Some staff are very supportive in these situations whereas others would not see this nurturing as part of the school’s duties and be less sympathetic in the classroom. If these young people are suspended they lose the last element of stability in their lives. We would be concerned that these young people could be faced with a risk of harm when out of school.”<sup>[42]</sup>*

8.27 The above comments regarding some teachers not seeing nurturing students as part of their role was reinforced by feedback given in the “Teachers Survey on Inclusion”:

*“The issue of the 80% good kids who are affected daily by EBD kids. The majority suffer so that 2 or 3 children can access the curriculum. If I was the parent of a child in my class I would not be happy.*

*One student so disruptive they take up 85% of my time. This is not an isolated case and it is unfair to the rest of the students. They see how much time EBD students get and perceive it is unfair.*

*There are too many students taking up valuable teaching and learning time, every day. They are not progressing and nor are the students around them.”*

<p><b>KEY FINDING 5:</b> The Sub-Panel is concerned by comments from some teachers regarding disruptive students taking up too much teaching time. The Sub-Panel sees nurturing students as key to a teacher’s role.</p>
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8.28 A submission from a member of the public stated that suspensions provided a solution to dealing with the problematic student in the short-term, but did not address the issue behind the behaviour:

*“Suspension is a coping method to get through the school day and produce a safe environment for other students. It doesn’t, however, help the suspended pupil to progress, move on or tackle the reasons behind poor school performance and behaviour. It can’t and shouldn’t be the only*

*method used because it sends out the message that ‘even we, the professionals, have given up on you’. To be a teenager on the receiving end of this would be frightening and feeds into a momentum of self disbelief.”<sup>[43]</sup>*

8.29 In a bid to overcome suspensions causing more harm than good with some students, Dr Coverely questioned whether processes for working with looked after children during periods of suspension, whereby they go to the Alternative Curriculum site, could be extended for other vulnerable students.<sup>[44]</sup> Dr Coverely further described the need for the suspension policy to be applied to best suit the individual student:

*“I think the clarity sometimes is around the justification for the part-time packages...so some youngsters feeling that full-time school is too much for them and it is better they go back part-time and have a positive experience, even if it is for a short period of time. There are other young people that go back and our understanding would be that is more about the resources within the school and the school saying: “Well, we can provide enough support and keep this young person safe for this length of time.”*

*“But it is not always quite clear how much is about actually this is what this child needs and how much is this about resources and what the school ... they are both linked because again if a child is not going to be safe then that is not appropriate that they are in school. But I think it is that balance between resource issues and what would be an ideal package for a young person if there were more resources available.”<sup>[45]</sup>*

**KEY FINDING 6:** The implementation of suspensions appears to be too frequently dictated by the limitation of resources available, rather than what is in the best interests of the student.

**RECOMMENDATION 4:** Any part-time timetables need to be initiated on the basis that they are in the best interests of the student concerned. The reasoning behind all part-time timetables should be made clear so that all parties are aware of the reasons behind the introduction of such packages. Any part-time timetables being instigated by schools as a result of resource issues are simply not acceptable. A clear timetable for returning to full-time lessons also needs to be provided.

**RECOMMENDATION 5:** Consideration should be given to extending the provision for looked after children at the Alternative Curriculum site for students with frequent suspensions, to ensure that they are still able to access education.

8.30 During the hearing with representatives from the Teaching Unions (Jersey Teachers Panel and

NASUWT) the following observations were made regarding potential improvements that could be made to the system:

*“The recommendations that we have previously put to the Education Department is around alternative provisions so that suspension can be minimised. What we need to start looking at is how we can reduce the risk of suspensions. In the U.K. they work on a programme: “How do you reduce the risk of permanent exclusion?” We do not have that here, and I know that is another debate. Perhaps there is a case for it because that final sanction triggers a whole sort of scheme of programmes that can be there to support a student. The policy in Jersey does not seem to flag up something to do that a school can access. The issues are always put back on to the school.”<sup>[46]</sup>*

*The idea that suspensions are supposed to trigger some kind of involvement from educational psychologists and the educational support team, in reality it does not happen. It normally involves a meeting where they talk about it and then nobody offers anything. We need to start looking at a holistic approach where students who are repeatedly suspended can access supervision perhaps even outside of the school where it is a holistic approach, there is counselling, there is behaviour development, there is all the work that is necessary that every school would love to do but has no funding for and, on the face of it for teachers, very little support from above.”<sup>[47]</sup>*

8.31 Ms Ward outlined a potential change to the current system, aimed specifically at students who are receiving recurring suspensions:

*“If you have got a group of students who perhaps are suspended more often than the norm, there needs to be provided, perhaps, an alternative provision where they can go and spend a day that is not in the mainstream school. So they are suspended from the privilege of being at school, which is what school is, and perhaps have a different location to go to where that can be dealt with and not only can they get work done; they can also perhaps have some reflection on the incident itself. Certainly we have looked after children if they are suspended from school, they have access to, I believe it is the Greenfields facility, alternative provisions facility, to go and take lessons. Would there be the potential of opening that up? That would be great.”<sup>[48]</sup>*

8.32 It was also believed that the Department of Education, Sport and Culture needed to be intervening at an earlier stage in terms of planning the way forward for working with students who are frequently being suspended:

*“I would like to see the Education Department investing in stepping in a little bit quicker,*

*triggering a different range of facilities or options or programmes that little bit quicker. Because as it is there may be a school where you have suspended a student [for] 15 [days] in one term - and it has been relevant, and it has been necessary for the benefit of the school and/or the student - but then where do you go for the 16th day? Surely, before we even get to that stage, unless it is one continual suspension for a serious issue, somebody higher up the chain should have said: 'Right, you can now tap into this', or: 'Have you thought of tapping into this?' There needs to be a much stronger education support team who come up with ideas and places we can go."*<sup>[49]</sup>

**KEY FINDING 7:** Suspensions can provide an opportunity for reflection and re-evaluation on the part of parents and pupils and highlight an issue that the parent may not have previously been aware of. However, when students are continually receiving suspensions and are missing out on large periods of their education, this is not appropriate. In these cases serious consideration needs to be given to the suspended student and the focus should be on finding a solution that works, as in these instances, suspensions are not providing that mechanism.

**RECOMMENDATION 6:** Alternative ways of working with students who are frequently being suspended need to be established. Getting to the root of problem behaviour is essential and any diagnosis needs to be followed with appropriate methods of intervention. Whether this includes the provision of units on site, adapted timetables or alternative educational initiatives and practical qualifications, serious consideration needs to be given to getting to the root of the problem, rather than continually issuing suspensions to the same students.

8.33 It was confirmed by Ms Ward (Teachers Panel and NASUWT) that there have been situations where a teacher has been attacked by a student, and following the suspension, that student has then returned to the same school. It was believed that in situations such as these additional methods of managing that student's behaviour needed to be considered, rather than just returning the student to the same school:

*"I think it should be dealt with higher up, and that is perhaps where something like managed moves or, again, referral units or alternative provisions outside the main stream. Because you also have to take into consideration that the student attending another school may also provide an issue there and we have to look at what the actual incident was. Again, it comes down to individual incidents. Is a student perhaps aggressive by themselves or was it an incident with that teacher? But either way, I think, much more consideration needs to be made over an appropriate placement for that student."*<sup>[50]</sup>

**RECOMMENDATION 7:** If a student has been suspended as a result of assaulting a teacher, the teacher should not have to face that student again in a classroom situation unless the issue has been fully resolved with collective input from all involved in the incidents.

## 9. Support provided to students during the suspension process

9.1 During the course of its review, the Sub-Panel heard from parents of students who had been suspended, who said that the student quickly learnt what they needed to do to instigate a suspension:

*“They know they can swear: ‘I do not want to go to school today, I will swear so I can have a few days off.’”<sup>[51]</sup>*

9.2 In order to mitigate this, the successful implementation of a period of suspension should include work being set for the student in an attempt to limit the disruption to their learning. Ms L Toms, Headteacher at Hautlieu School, explained how this worked:

*“We are in a very fortuitous situation now because we obviously have electronic means of doing that on the V.L.E (Virtual Learning Environment) so it is a far more effective means of supporting students while they are not in school, be it for suspension or be it for illness or some other reason. But I think the tools that we now have at our command to make sure that we can continue to try to provide the support that we would all like to give to our students, can be done much more effectively than perhaps it could be, say, 10 years ago.”<sup>[52]</sup>*

9.3 However, it was further stated that it could be very difficult to ensure students complete work that is set during periods of suspension:

**“Mr. R. Fairhurst, Headteacher, Haute Vallée School:**

*This is an area that is easily overstated because, believe me, very often the child who cannot stop disrupting in the lesson is not your ideal child for sitting down and doing set work at home. I will just put that into context. They are trying to kick over the traces of not learning and so they are not your ideal students. So therefore, generally speaking, you would have to set something that was fairly easy to understand once they were at home so we have got to pack some material that we have pre-written for the purpose. But very often when we ask for it back, they will not have done it.”<sup>[53]</sup>*

9.4 It was explained that the problem of ensuring that work is completed during periods of suspension does not apply to looked after students, who go to the Alternative Curriculum site to be supervised, where care is taken to ensure any work that is set is completed.<sup>[54]</sup>

9.5 However, several parents provided examples of work not having been set for their children during periods of suspension:

*“There was no work set. There was no conversation or not that stated when he is home for this afternoon he needs to do this.”<sup>[55]</sup>*

*“At the beginning X was suspended and was told that X has to leave school straight away and was not allowed to be on school premises or X would be in trouble and X was just sent home with no work, no nothing, at the time.”<sup>[56]</sup>*

9.6 The Director of Education, Sport and Culture stated that the expectation would be for work to be set; however, it was acknowledged that the communication of this aspect of the policy could be improved:

*“If it is a short term suspension the likelihood is that the school will provide some work for the child to do at home and there is a requirement for the child to complete that and to return it when they come back to the school. I think if you go back to one of the issues that we have highlighted as a weakness in the system is that we have not necessarily communicated this clearly to parents and hopefully the new policy will clarify the parent’s right in that respect so the parent has a right to expect the school to maintain contact with the child and to provide work during that short term period. If it is longer than that, then we would expect the school to be discussing with the Education Department what additional support might be necessary to keep the young person engaged with their education.”<sup>[57]</sup>*

9.7 The Director further outlined that additional support was provided for students who were being cared for in a children’s home during periods of suspension:

*“One of the things we have done very successfully and I think this probably does set us aside from the other jurisdictions is that we make physical arrangements for the education of children at an alternative location if they are looked after. So looked after children attend if they are suspended; they are the most vulnerable children obviously and they would attend the alternative curriculum.”<sup>[58]</sup>*

9.8 The new Suspension Policy makes the following provision regarding the setting of work during periods of suspension:

*“During a period of suspension the parents can reasonably expect the school to set work for the*

*pupil and to ensure it is marked. Similarly, the school reasonably can expect parents to ensure the work is completed and returned promptly for marking.”*

9.9 With regard to setting work for students during periods of suspension, Ms Ward (Teachers Panel and NASUWT) told the Sub-Panel that this process was improving:

*“Certainly from a teacher’s perspective, teachers are more than happy to provide work for a student who is not in the school building, and I think that is happening more and more. I think it has, in the past, been less evident, but I think, on the whole, that it is happening much more and that is a positive thing.”<sup>[59]</sup>*

**KEY FINDING 8:** The process for issuing work during periods of suspensions needs to be improved and standardised across all schools. The Sub-Panel was pleased to note that this was recognised as an area for improvement by the Department of Education, Sport and Culture and commends the provision of an alternative location for looked after children who are suspended from school.

**RECOMMENDATION 8:** All schools need to set work for suspended pupils as a matter of course. The Department needs to ensure that this practice is occurring consistently by putting in place a central monitoring element within the suspension process. However, the Sub-Panel accepts that in some cases it may be necessary for the headteacher to use his/her discretion to decide whether the setting of work is appropriate.

**RECOMMENDATION 9:** Parents need to be made aware that the school should set work for suspended pupils. Parents also should be reminded that they need to ensure this work is completed.

## 10. Parental involvement in the suspension process

10.1 The support available to parents during periods of suspension was a key issue that arose during the course of this review. The current suspension policy makes no reference to parents or their involvement in the suspension process. The new policy is therefore an improvement on this, as it has a section dedicated to parental rights and responsibilities. This includes referring to the appeals system that is in place, which was similarly not referred to in the current policy. With regard to appeals, the new policy states:

*“Parents have the right to express concerns about and appeal against any decisions they believe to be unfair.”<sup>[60]</sup>*

10.2 The policy subsequently explains that the appeals process would begin with an approach to the headteacher, followed by the governing body. Ultimately, if the concerns remain, parents then have the right to appeal to the Minister for Education, Sport and Culture. Appeals to the Minister are heard by a specially convened panel, and the decision of the appeals panel is final. If following the appeals panel the parents still have concerns, they can take their case to the Jersey Complaints Board.<sup>[61]</sup>

10.3 During the public hearing with the Minister and the Director for Education Sport and Culture, it was clarified that although the current policy does not explicitly refer to an appeals mechanism for parents, it does exist:

*“There are generic appeal procedures, however there needs to be greater clarity to parents as to the rights that they have and as to the mechanisms that they can use to assert their rights, so there is a weakness there. The procedures exist but it is not clear enough to parents; they are not clear about their rights and they are not clear about the steps they can take to assert those rights, and that is what we are trying to do.”<sup>[62]</sup>*

10.4 It was acknowledged that most parents are not fully aware of this process:

**“Mr. M. Lundy:**

*Now, most parents are not fully aware of that process but in changing the process, in making them more aware of it, we are trying to refine the process so we are trying to give the governing body a greater role in this so there is another layer in there, somewhere else that they can go to give the parents the right of representation to the governing body and, if necessary, the right to appeal to the governing body, and then after that to appeal to the Minister and through the process, Jersey Complaints Board, and if necessary judicial review.”<sup>[63]</sup>*

10.5 This lack of information was confirmed by one parent, who told the Sub-Panel that they had never seen a copy of the suspension policy:

*“I do not know what the suspension policy is, the current policy for exclusion, suspension, whatever you want to call it, is within schools. I have never been shown it by a school but my son was, I believe, excluded from school unfairly. It was not called suspension but if somebody is not allowed to go to school I would have thought that is a suspension.”*

*“Certainly the word ‘suspension’ was never used. I never had anything in writing to say he had been excluded or suspended, he just was not allowed to go.”<sup>[64]</sup>*

10.6 The statement that a suspension was not formally issued goes against the current suspension policy, which confirms that it is illegal for suspensions to be informally imposed:

*“If a headteacher is satisfied that, on the balance of probabilities, a pupil has committed a disciplinary offence and needs to be removed from the school site for that reason, formal exclusion is the only acceptable method of removal. Informal or unofficial exclusions are illegal regardless of whether they are done with the agreement of parents or carers.”<sup>[65]</sup>*

10.7 One parent said that they were not always notified when their child was suspended:

*“At the beginning I did not know until I started getting in more contact with the school every time. Because it was happening so often that sometimes I would think that she was at school and she was not at school; she was out on the street, you know, and they did not... nobody had told me where she was.”<sup>[66]</sup>*

10.8 However, the headteachers insisted that in their experience parents are always notified of a student’s suspension:

**“Mr. R. Rolfe, Headteacher, Le Rocquier School:**

*Parents are always ... we always place a phone call to the parents or the carer: “Will you pick the child up?” If it is convenient for them, they will say yes or they will make their own way home and they have to phone the parent if they are at work. If they have not got home, the parent will phone us.”<sup>[67]</sup>*

**“Mr. R. Fairhurst, Headteacher, Haute Vallée School:**

*You cannot send them without a place of safety. That is the legal position. So you do not send them. You have to hold them either in a room on their own or some other method. If you cannot hold them, because they are just saying: “I am walking out of here and you better not try*

*and stop me” then that is different because you have not told them to go. I appreciate you could engineer a situation where you come to the same thing, but we would take it as a first principle that unless there is a place of safety with an adult who has got consensus that they are receiving at a certain time and they know when they should be there and so on, we would never send a child home against their will.”<sup>[68]</sup>*

10.9 The issue of parental involvement was discussed with representatives from the Island’s teaching unions. It was outlined that the lack of powers requiring a parent to be entirely involved with the suspension process was causing problems with the Island’s system:

*“There are a hardcore group of situations where the parents do not wish to engage with the schools and they do not wish to come in and they do not wish to attend a meeting. I was reading a document only yesterday that said in the U.K. a parent is legally required to attend a reintegration meeting. Our parents are not legally required to attend a reintegration meeting and how can you support that student if you have not got parents engaged in some circumstances? I think more needs to be done about the role of parents.”<sup>[69]</sup>*

10.10 Throughout the course of the Sub-Panel’s review it was apparent that high levels of parental involvement in the behaviour management and suspension process were key to the long-term resolution of behavioural problems amongst students. Mr McGuinness, Headteacher at Grainville School, told the Sub-Panel that the most successful readmissions following periods of suspension were when the parents were involved with the process:

*“But the most successful readmissions are when the parents come in and they are supporting the school.”<sup>[70]</sup>*

10.11 Ms Forrest, Principal Educational Psychologist stated:

*“The existing policy confirmed in the draft review policy is that there has to be a formal meeting set with the parents about a child coming back to school. The period of suspension should be used for the school to review the range of arrangements that they could make to support the student in light of the fact that this is a serious concern to everybody. The re-admittance meeting is used to plan with the parents and the student what the support arrangements will be.”<sup>[71]</sup>*

10.12 The potential for serious, highly damaging knock-on effects if schools fail to pick up on situations such as bullying were highlighted to the Sub-Panel by Witness C, who provided an example of why a normally well-behaved pupil may come to be suspended as a result of uncharacteristically bad

behaviour:

*“My son was getting bullied every day at school to the extent where he was wetting the bed up until he was a 10 year-old. In fact he was wetting the bed up until a few months after he left this particular school but he was wetting the bed every school night. He was not wetting the bed at weekends, only on a school night when he had school the next day. He was crying... Anyhow, so he was looking for excuses not to go to school and then it came out that he was getting bullied by these 2 particular kids, the 2 same kids all the time. So I raised this with the headteacher who said: “Oh, no. No bullying is going on in this school...” just would not entertain it.”<sup>[72]</sup>*

10.13 Witness C went on to describe how his/her son had eventually reacted to the bullying by lashing out at the individuals involved. As a result the child was suspended from school. It was further explained by Parent C that s/he felt they were not listened to when they sought to challenge what had happened via the suspensions appeals process. The Sub-Panel therefore believes that this further emphasises the need for the introduction of a wholly independent advocacy service that parents can turn to for support in such circumstances.

10.14 In order for parents to be fully involved in the suspension process it is vital that any necessary information is available in the parents’ first language. This should include the suspension policy, in addition to all letters that are sent to parents to confirm that their child has been suspended.

**KEY FINDING 9:** High levels of parental support are vital to the success of the suspension process.

**KEY FINDING 10:** The policy on contacting parents regarding the issuing of suspensions has not always been implemented consistently.

**RECOMMENDATION 10:** The Department of Education, Sport and Culture should bring forward legislation as a matter of urgency requiring a parent or guardian to attend a reintegration meeting following a period of suspension.

**RECOMMENDATION 11:** The Sub-Panel is pleased to note that it has received confirmation from the Department of Education, Sport and Culture that under the new guidelines all the suspension letter templates will be available to all schools in Polish and Portuguese, and recommends that this should further include the suspension policy itself.

10.15 Mr Ponomarenko said that some schools have introduced methods to try to increase levels of

parental involvement:

*“I think it makes a massive difference and there are reward schemes for schools for getting parental involvement. I think that was also very much a very good idea. But yes, you have to get the community involved; if you get the community support, you have a much better chance of dealing with the problem than if you are alienating some of the parents.”<sup>[73]</sup>*

10.16 However, it was further confirmed that it is down to each individual school to develop these initiatives. The Sub-Panel would suggest that more work could be done to improve information sharing across schools, in a bid to ensure that any successful programmes that have been developed to increase parental involvement can then be made known to all headteachers.

10.17 Mr Rolfe, Headteacher at Le Rocquier School said that the school successfully runs parenting workshops:

*“We run workshops after school on a regular basis until late into the evening where a significant number (I cannot remember the exact numbers) but a significant number... (they are desperate for that help), turn up and get supported; whether it be from the educational psychologist who gives up her time to do that, my deputy head, or attendance officer. These are the professionals that will help support parents and these parents are parents of children who may or may not have been suspended but are looking for help.”<sup>[74]</sup>*

10.18 The submission from the Joint Union Working Party recommended the following:

*“A Home/School Agreement should be implemented which is common to all schools. Students/Parents failing to support this agreement should result in future action, and even the imposition of parenting orders in extreme cases.”*

**KEY FINDING 11:** Parents may be reluctant to exercise their rights, or may be unaware of them. Some parents may also be intimidated by schools and too daunted to challenge professionals on issues to do with their child’s education. As such, a service that helps parents to understand their rights and responsibilities would be one way of avoiding relationships becoming legalistic and confrontational.

**RECOMMENDATION 12:** The Department of Education, Sport and Culture should issue revised guidance to parents about their rights and responsibilities under the school system.

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**RECOMMENDATION 13:** An independent parent advocacy service should be established as a matter of urgency to ensure that parental rights are upheld, including provision of support with appeals. Full details of this service should be sent to all parents.

**RECOMMENDATION 14:** Parenting workshops should be established in all schools.

## 11. Other behaviour management strategies

11.1 The use of suspensions has been criticised for numerous reasons, including:

*“Displacement of a school-based problem to the streets and larger community, further exacerbation of the original problem, reinforcement of truancy and of inappropriate behaviour, interference with educational progress, and failure to deal with the underlying problem that cause the disruptive behaviour (Hudley, 1994; Radin, 1998).”<sup>[75]</sup>*

11.2 As such, the issuing of any suspensions needs to be thoroughly considered in light of the above potentially resulting issues. The instigation of suspensions is described in the Suspension Policy as a last resort, after measures have been put in place to improve the pupil’s behaviour. The strategy goes on to state:

*“A range of strategies should be used to address the types of behaviour which may lead to exclusion including addressing any emotional and learning needs.”<sup>[76]</sup>*

11.3 When considering suspensions it is therefore important to remember they are seen as one of the most severe sanctions available, and therefore need to be placed in the context of other strategies that are available in schools to manage students’ behaviour.

11.4 During his attendance at the Public Hearing, Mr Renouf, Area Youth Officer, Youth Service, provided the Sub-Panel with a document detailing the preventative work the Youth Service undertakes with schools, and summarised some of these measures:

*“There is: on 2 Wheels, preparation for employment, Q Gardens projects, enrichment groups, including activity week inputs. There is some one-to-one support but it is fairly limited; Prince’s Trust excel programmes. It is a lot of information to take in for the panel at this point but I think it shows there is a Youth Service contribution to preventative work around suspensions in schools.”<sup>[77]</sup>*

11.5 The various behaviour management strategies employed by schools and the Youth Service were also discussed by Mr McGuinness, Headteacher at Grainville School, during his attendance at a Public Hearing:

*“Where we have students that are excluded more than once, we start to delve into what is it that we can do to make life at school successful for them. So we will engage with a learning access programme where students get involved in a whole range of activities. There are particular*

*courses like A.S.D.A.N. (Award Scheme Development Accreditation Network). We have probably the largest number of students that have work-related learning, particularly students in the upper school who are out working with companies. We actively engage students with the Prince's Trust in terms of the XL Programme. We have an On 2 Wheels programme, so we are developing individual and tailoring individual programmes to meet students' needs in order to try and engage students in their learning and in skill development..."*<sup>[78]</sup>

11.6 Mr Cook, Headteacher at Victoria College, described the alternative strategies the school uses for dealing with students' behaviour, rather than issuing suspensions:

*"Well, the methods we would use is we have a very supportive structure of pastoral care. We have a house system. We have directors of study who work individually with students if necessary. I mentioned before the counsellor we have in who would speak to students who may have problems outside school which are impacting on the school. If there are behavioural issues, again, we have a very structured system which involves all members of staff. It involves the pastoral team, it involves myself. It involves our assistants who are in charge of pastoral. So we try to get mechanisms there where the children feel supported."*<sup>[79]</sup>

11.7 Similarly, Mr Howarth, Headteacher at Jersey College for Girls, said that the focus of the policy at the school is on learning and personal achievement, which is reached by the following initiatives:

*"So the sort of things we use are the verbal praise, showing trust, Key Stage 3 students' merits awards, written praise, recording success, academic mentoring. We send home lots of cards and certificates. We have letters home. We phone parents. Our heads of years will send home. We have recognition at year assemblies. Our school is full of work that displays student achievement. We have whole school assemblies which recognise success, both in academic ability but also in personal demeanour. We have a parent briefing which goes out 6 times a year and that is full of what the students have been doing and their achievements. We have electronic notice boards throughout the school and when we hear of a student's success, either in school or out of school, it immediately goes up on the notice board so it is shown to other people. We have a school prize-giving. We have a huge number of prizes that have been donated to the school over its long history and those are given out to students' right throughout the school. We have regular press releases to the media."*<sup>[80]</sup>

11.8 Mr Beirne, Headteacher at Beaulieu Convent School, confirmed that Beaulieu does not implement a suspension policy, but instead uses a behaviour policy, which contains aspects of the Department of Education, Sport and Culture's policy and is based on the school's values of mutual respect and dignity. It was further explained that the school also operates a mentoring scheme, which

has had a very positive impact on communication:

*“All students were grouped in much smaller groups and we developed a mentor system rather than a pastoral system, where parents had direct link to an adult in the school, not necessarily a teacher, but all people working in the community who could show that they were expressing care for all the students in that community. Up to about a maximum of 14, so you could be very certain as a parent that you had your private banker in relation to your group of students. Parents could telephone, could email, could deal with all the issues around those 14 students with a personal adult. Now the creation of that has had an amazing effect, because what it has done is it has enabled all of our parents to have an immediate contact without having to wait for a week or 3 days to try and go through some more complicated system. It has enabled all of the mentors to completely understand and know and deal with, in a very professional way, 14 students, with a very small group of kids, and to know them much better.”*<sup>[81]</sup>

11.9 Similar strategies were also described by Mr Turner, Headteacher at De La Salle College, who said a high emphasis was placed on positive behaviour at the school:

*“So, first of all, I think that we place a very strong emphasis on positive reinforcement of desired behaviour so, as I have mentioned before, from the first preliminary interview, the boys are told exactly what we expect of them. Those very clear standards, I think, help the boys know the limits within which they can operate. Where poor behaviour has happened, we have an active pastoral team and these pastoral staff are trained in managing to resolve particular issues or particular behaviour problems, but the first thing that member of staff would do to the student would be to identify exactly what aspect of their behaviour is of concern to us, so that the boy is very clear of exactly why we are concerned. Whatever the type of behaviour that has concerned us, and I would refer back to, I think, a previous comment that the Director made, we would immediately inform parents because without that parental support, which I am blessed to enjoy, it would be much more difficult for us to solve a particular problem. So the parents are informed on the day that the poor behaviour has happened. Then we have a multi-layered reward and sanction policy and I think that multi-layered approach, again, enables us to, rather than just have a, if you like, knee jerk reaction: “You have done this. This will be the consequence” it is far more tailored to the individual. Then when we have identified, if you like, the poor behaviour, we try and build in a way in which the individual can redeem himself, can help our community and then straight away by putting that element of redemption into a student’s reaction, we have found a way where we can actively praise them.”*<sup>[82]</sup>

11.10 However, despite the alternative behaviour management methods described by the fee-paying schools, Mr Fairhurst, Headteacher at Haute Vallée School, stated that the non-fee paying secondary

schools were better equipped to work with students with emotional or behaviour difficulties:

*“We have got a lot more strategies to deal with difficult children than the fee paying sector. We are used to it, if you understand. Therefore, we see redeemable features in children who would be seen in other areas as being beyond the pale. So the fact that the child has had cannabis, we can work with that child and very often they do not do it again and you move on. This is where Jersey has to have a safety net system within its schooling. It has got such social separation built in, and I know this is a political structure. I am here to work within the political structure and the policies and structures that we have. It really emphasises social separation. Therefore you are going to get difficult children concentrated in a few schools and that is where specialism will build up. So in a funny sort of way you could say that that child who is really badly misbehaving in the fee paying sector is better off with us anyway.”*<sup>[83]</sup>

11.11 During the Public Hearings with the Headteachers from the Island’s private schools, it was confirmed that all four schools (Jersey College for Girls; Victoria College; De La Salle Secondary School and Beaulieu Convent School) rarely suspend pupils. The Director of Education stated that part of this difference in suspension figures across fee paying and non-fee paying secondary schools was due to the structure of the Island’s education system:

*“What you have seen is you have seen a fee-paying provided selective, 2 fee-paying selective schools that have had virtually no suspensions or one exclusion over that significant period of time. In relation to Beaulieu and De La Salle, if the headteachers do not mind me saying, they are not selective on academic ability, they are selective on ability to pay and obviously they are Catholic schools, so one would expect first choice to go to Catholics. Then you have the state sector. When you put them all together you see a profile that is fairly normal to a local authority in the U.K. and you are seeing statistics that are below that. So given the structure of education it is not surprising that the high number of suspensions are in the non-fee-paying provided schools. So what in actual fact these statistics are showing you is partly about the structure of education in Jersey.”*<sup>[84]</sup>

11.12 However, it became apparent during the Public Hearings with the Headteachers from Beaulieu and De La Salle Secondary Schools that what is classed as a suspension in a States secondary school may not be classed as such at Beaulieu Convent School<sup>[p1]</sup>. Mr Beirne, Headteacher at Beaulieu outlined a situation where a student had a period of home school as a result of a behaviour-related incident. This meant the student had work provided for them at home for four or five days. This was further defined as a “cooling off period” by Mr Beirne.<sup>[85]</sup> Following this explanation, the Director of Education, Sport and Culture, confirmed that in the provided sector that example would be recorded as a suspension<sup>[86]</sup>, and further outlined:

*“Can I just clarify the difference between the provided sector and the non-provided sector in relation to expectations, regardless of what happens in practice? In terms of formal exclusions, or informal exclusions, particularly informal exclusions, they are not allowed in the provided sector. That is against policy. In an independent school, it is down to the values and the culture of the school, because the school contracts directly with the parents and can, if it so chooses, enter into an informal arrangement with the parents or, indeed, a formal arrangement whereby, for whatever reason, they determine to end that contract. So, it is about expectations. One might look at informal exclusion, in the independent sector, as something that is possibly not desirable but it is not forbidden. In the provided sector, it is neither desirable nor allowed.”<sup>[87]</sup>*

11.13 In managing problematic behaviour in schools, early intervention is seen as key. An article from the *Times Educational Supplement*<sup>[88]</sup> highlights a case study from a school in the UK, where as a result of the link between family background and behavioural problems, a pre-emptive approach has been adopted. The school now keeps a register of children whose home situation made them more likely to have problems at school. The article explains:

*“Around two-thirds of the school’s 190 children are on the register, with issues including lone-parent families, family break-up, domestic violence and drug and alcohol abuse. Teachers and support staff are made aware of which children are considered particularly vulnerable, and can raise any issues they observe. The school then targets intervention based on the circumstances: from a call home or inviting the parent into school to calling in outside agencies.”*

11.14 The article highlights the benefits of implementing this policy, and explains that although around four out of ten pupils on the school’s vulnerable children register also have special needs, so far the pre-emptive strategy has been effective in preventing classroom disruption.

**KEY FINDING 12:** It is clear that Jersey’s current education structure, which includes States secondary schools, States fee-paying secondary schools, and private secondary schools, means that the States secondary schools are required to work with the majority of students with behavioural or learning difficulties. The Sub-Panel hopes that this issue will be considered during the Department of Education, Sport and Culture’s review into the Island’s secondary education system.

## 12. Pupils being moved from one school to another

12.1 Figures provided by the Department of Education, Sport and Culture confirm that 39 students transferred from one of the fee paying schools (De La Salle; Beaulieu; Jersey College for Girls; Victoria College) to one of the non-fee paying schools (Le Rocquier; Haute Vallée; Grainville; Les Quennevais; Hautlieu) during the last three years. However, it was confirmed that there are a number of different reasons for transfers from fee paying schools, including changes in financial situation and friendships, so problematic behaviour is not the reason for all transfers.

12.2 The status of the Island's fee paying schools with regard to receiving grants from the States was confirmed to the Sub-Panel during the course of its review.

***“Mr R Cook:***

*Okay, yes, we are provided schools, unlike De La Salle and Beaulieu, which are private. In our case - I think your case as well, Carl [The Headteacher of Jersey College for Girls] - the States of Jersey own the buildings and we get a 50 per cent grant of what a student would cost to educate in a fully provided school and then the Governors, in consultation with the Education Department and the Finance Minister, set the level of fees but the fees are set at such a level that it would not exclude the majority of people if they wanted that standard of education. As Carl said, we have many bursaries where we support students who cannot afford the fees or in their time at college, circumstances may change such that we felt we needed to keep those students there to fulfil educational requirements. So, yes, we are part of the Island provision.”<sup>[89]</sup>*

12.3 Fourteen of the thirty-nine transfers were from Victoria College and Jersey College for Girls. With regard to pupils being moved from fee paying to non fee paying schools, the submission from the Teachers Joint Union Working Party<sup>[90]</sup> stated:

*“Non fee paying schools should not be required by ESC to accept problematic students rejected from fee paying schools.”*

12.4 The Department of Education, Sport and Culture has a legal obligation to ensure that children attend school, as per the following extract from the Education (Jersey) Law 1999:

***“11 Duty of Minister with respect to child of compulsory school age***

*The Minister shall ensure that there is available to every child of compulsory school age full-time education appropriate to the child's age, ability and aptitude.”*

12.5 Mr Fairhurst, Headteacher at Haute Vallée School, described his experience with students being transferred from the fee paying schools:

*“Just hypothetically, say a child was found with some cannabis, in possession, if you read back in the papers you will see that they will not stay in the fee paying sector having been found in possession, because they will take the moral high ground that that child should not remain there. The mechanism is very simple; you do not take the fee. However, that child has got to live and develop their future on Jersey and so we would rehabilitate that child. Over 9 years, I would say, I have probably had 4 or 5 children just from that one sector.”*<sup>[91]</sup>

**KEY FINDING 13:** It is of concern to the Sub-Panel that despite Jersey College for Girls and Victoria College receiving States funding, problematic students may still be transferred to States secondary schools. The headteachers of these schools suggested that such transfers were often in the best interests of these pupils. This is not acceptable as the schools are opting out of working with students that the States secondary schools then have a requirement to educate. This suggests that the States fee-paying secondary schools are not fully meeting their duty of care to such students.

12.6 The United Kingdom implements a ‘Managed Moves’ system, which is used as an alternative to permanent exclusion. Managed Moves is described as an opportunity to enable a child or young person to make amends and to move on to a new placement or programme in a planned way which satisfies the school, the child and family and any individual who has been aggrieved.<sup>[92]</sup>

12.7 The new Suspension Policy explains the provision for managed moves in the Island:

*“A managed move should only be considered when it is clearly in the best interests of the pupils and all parties are willing to cooperate in the process. All steps will have been taken, with the involvement of the EPS and EWS, to strength positive relationships within the pupil’s current school. This process should be managed in line with the Policy for School Admissions outside the Normal Cycle.*

*Any such move should involve detailed plans made between both the sending and receiving schools and a move should not take place until pupil records have been copied to the receiving school.”*

12.8 The process of managed moves was discussed during the Public Hearing with the headteachers from the Island’s non-fee paying secondary schools:

**“Mr. R. Rolfe:**

*I would support managed moves, because I have worked that system in the U.K., which are done sensitively. But I have not experienced a managed move situation in Jersey. I cannot recall any managed move.*

**Mr. J. Thorp:**

*The only managed move I can recall is where they have been moving from the fee paying sector into the non fee paying sector.*

**Mr. R. Fairhurst:**

*I received a child 2 months ago who was not in my catchment. He had come from one of my colleagues’ schools. He had been through the intermediary process of d’Hautrée School. They felt it would be ... because he had done something very outrageous in that school before, involving a teacher, that it would have been wrong to have put him back into that school, so they asked if, on a management basis, I would receive the child. In fact, because he does not have the spectre of what he did previously that has assisted him in adjusting well to my school.”<sup>[93]</sup>*

12.9 The Principal Educational Psychologist stated:

*“We have a well articulated framework with schools known as the ‘graduated response’ which educationalists will be familiar with, which is about early identification of any difficulties a child might be experiencing in school for whatever reason and steps to address those. So you would expect quite a large number, maybe up to 20 per cent, of young people to be identified as possibly needing more care and attention within the school system. As those identified needs are addressed, a lesser number may need a greater degree of support et cetera. We run a system whereby we have, as well as our mainstream schools, special schools for children with learning difficulties and children with social and emotional behaviour difficulties. The system that I have just described to you is a way of over time, identifying through children’s response to supportive arrangements to address their identified needs, the very small number of individuals for whom mainstream education might not be appropriate at any particular time. So that is our basic process. Now, inevitably there are some occasions when that process is overtaken by an event in school where a pupil’s behaviour is such that disciplinary action has to be taken. There are hierarchies of disciplinary actions in schools as well and suspension is the end of the line....”<sup>[94]</sup>*

12.10 The issue of parental involvement in the process of assessing needs and in deciding whether a child needs to be moved from one school to another was discussed during the Public Hearing with the Principal Educational Psychologist, who stated:

*“We follow a ‘Record of Need’ system which I understand is very strong in the Scottish system rather than the statement system in the U.K. As part of that process, parents are involved in giving permission for the process, their views are actively sought, schools are required to consult with parents over their submissions, so where we have been aware of a pupil’s difficulties over a sufficient period of time that process is in place then that is the way ... there is a process for parent use to fit in. There are instances where, because of what I explained earlier, the system has to get speeded up a bit because something has happened that it is in everybody’s interests for things to get speeded up a bit and in that case the current school is required to provide information about how they have implemented the graduated response and the work that has gone on in school and submit that to a panel which includes representatives of school sectors, headteacher representatives. The outcome of that panel may very well be to go back to the school and support them to do more work, but if the outcome for the panel is that we would offer a place in a school outside mainstream, then I will write on behalf of the panel to the parents explaining what we have discussed, what we have decided and why and inviting the parents to contact me for any discussions they might want to have.”<sup>[95]</sup>*

12.11 It was further outlined that if the parent does not accept the advice of a panel, the Department would continue to work with them, and both schools, to try to find a mutually acceptable way forward.

12.12 The process for moving a student between two mainstream schools differs from the process involved in moving a student from a mainstream school to a special school. Any move between two mainstream schools would be managed centrally, and would involve an educational psychologist and an educational welfare officer, where work would be undertaken with the child’s parents in order to try and ascertain the reason behind the request for a move. The Principal Educational Psychologist told the Sub-Panel:

*“If a move is made without attempts to unpick what the problem is for the young person then the risk is that the same problem will crop up in the new school. So we put our efforts into working with the current school and doing bridge building between parents and schools... Now in some cases that works, but in some cases it does not. If things have irretrievably broken down we would then, from the centre, approach the other school (if there is a place) where a move might be considered and make sure that all the information about the child’s needs including what we have learnt through our bridge building work is available to the new school and that a proper transition is made with all proper information and preparation for supporting the people in a new school to try and make sure the same problem does not happen again.”<sup>[96]</sup>*

12.13 With regard to students transferring back to a mainstream school from a special school Mr

Matthews, Headteacher at D'Hautrée House School, said that during the past year two students had been successfully transferred back to mainstream education, out of a maximum of 25 students. It was further stated that as the transfer to D'Hautrée House is fairly late, it can get to a point where it would be too late to transfer them back to mainstream education:

*"We have had students who have had spectacular success over the last 2 years of their schooling, but obviously there gets to be a point where although it would be desirable to transfer a student back to mainstream school for educational reasons it would be extremely difficult and would be putting a huge amount of pressure on that student that we would not want them to have. So if we look in terms of students who transfer to Highlands courses, and high quality Highlands courses, if we were to say that those are reintegration successes as well, then our figures would be much higher."*<sup>[97]</sup>

**KEY FINDING 14:** A range of provisions exist within the education system to meet a variety of needs. It is essential for the student and their family to be central in the consideration of any moves between schools.

**RECOMMENDATION 15:** Closer working and sharing of expertise between special and mainstream schools needs to be developed to provide reintegration to mainstream schools where possible and where appropriate.

## 13. Support for teachers

13.1 The support provided to teachers to ensure that they are equipped to deal with problematic students is key to the success of any suspension policy. Mr Ponomarenko confirmed that there had been several incidents over recent years when teachers had been severely affected by working with challenging students:

*“I am a case worker, which means that as a union representative I work with teachers that are struggling or having difficulties, you know, either in their personal lives or in the classroom or whatever. Over the last 3 years I have dealt with 3 teachers that have been so traumatised by what they have had to go through they have just never gone back to work. It is not only the human factor but it is also wasteful of resources, because if all these people are off sick somebody somewhere is paying for them. I just feel that this is an issue that should not be lost sight of. You know I would like the department to publish figures and let us know the figures, for what they are paying in terms of teachers’ salaries when they are not at work because they are at home, you know, ill or off with stress, long-term and short-term. So I think that is another issue that really needs to be considered.”<sup>[98]</sup>*

13.2 During the course of its review the Sub-Panel asked various witnesses about the training opportunities that are available to teachers. Several strands of training were referred to that witnesses believed would be beneficial. Firstly, it was mentioned that there should be greater awareness of different kinds of disabilities and the ways in which they can manifest themselves in negative behaviour. This includes specific learning difficulties such as dyslexia, as well as ASDs. It is also important that teachers are able to distinguish these kinds of disabilities from social, emotional and behavioural difficulties. The Sub-Panel also considers it vital that teachers should receive generic training on behaviour management.

13.3 With regard to the amount of training that teachers receive in special needs as part of their generic teacher training, Mrs Smith of the Jersey Dyslexia Association said that this was often very little:

*“So, you assume that teachers will know about specific learning difficulties and the reality is they do not; unless they have had a special interest. I mean, I just was interested so I took it upon myself to train myself up and then I did my professional qualification. The schools that you work in will send people away on conferences and courses, but it is very much up to the individual.”<sup>[99]</sup>*

13.4 Mr Ponomarenko, NASUWT, confirmed that the Department of Education, Sport and Culture

was effective in providing appropriate training for teachers in terms of managing problematic behaviour:

*“There are courses, definitely courses, put on by the Education Department. You cannot fault them for that. There is critical skills training, there is SOS training. The training is there but I would say that it works with a lot of students, but there are certainly always those that you cannot influence, no matter what you do.”<sup>[100]</sup>*

13.5 However, Mrs Smith still believed it would be beneficial for a new training initiative to be progressed throughout the Island’s teaching community in specific learning difficulties:

*“First and foremost, another training initiative. As I say, 10 years ago lots of people were offered opportunities to do distance learning qualifications in specific learning difficulties, dyslexia. That has a cost implication.”<sup>[101]</sup>*

13.6 Mr Rolfe, Headteacher at Le Rocquier School, described the importance of training for teachers:

*“I think training is really important. I think for me training is an issue. We have a regular Super Tuesday programme after school, every third Tuesday, we have training workshops for the staff. They are not behaviour management; a lot of them focus on the learning which is obviously most important, but they also pick up skills about [behaviour management] obviously teachers who can handle situations better than others.”<sup>[102]</sup>*

13.7 Dr Coverely described the various training initiatives undertaken by the Education Department:

*“The solution orientated work, Education, and again I do not know the ins and outs of it. It is something that Education brought over and we have done quite a lot of training in schools, because it is a model they have introduced to all schools. My understanding is there is a single trainer that has come in, so it is a single model across the schools. I suppose from outside what we have seen for a number of staff is that it has been a so much more positive way of working out solutions. From our point of view, some of our staff would not use solution orientated type strategies but we would be looking sort of at strategies and the ways of working, but just watching schools it has been very positive for some of the schools in the way it has been introduced.”<sup>[103]</sup>*

13.8 It was further stated that despite training courses being made available, these may only be accessed by certain teachers:

*“I am aware sometimes when training things are set up in school it will be those teachers who*

*have the greatest sympathy and understanding who probably would attend that sort of teaching. It is almost self fulfilling for teachers that have got an interest will be the ones that develop the greatest expertise and knowledge and will build on that.*"<sup>[104]</sup>

13.9 With specific reference to training for ASDs, Mr P Le Claire, Executive Director of Autism Jersey, outlined the training that the charity had been pioneering over recent years:

*"We pioneered a training programme called SPELL (Structure, Positive (approaches and expectations), Empathy, Low arousal, Links), which is now across the U.K. We won the National Training awards for it in 2007, and we have been into some of these schools to deliver SPELL training to whole school staff and we do believe that it is starting to make some differences.*"<sup>[105]</sup>

13.10 Mr Matthews, Headteacher at D'Hautrée House School said that all teachers at the school had received the SPELL training and had found it very beneficial:

*"The staff in my school were so positive about the SPELL training that I know that they have spoken to colleagues in other schools and I feel it is something that is going to be rolled out almost by default because it is what people want and teachers want to succeed.*"<sup>[106]</sup>

13.11 The recently published Serious Case Review Report<sup>[107]</sup> recommends the following with regard to training:

*"Training for school staff should cover seeing difficult behaviour as a symptom of distress rather than a misdemeanour to be managed through a discipline/risk assessment route. Specialist staff in schools need to support colleagues to address children's needs rather than focusing primarily on managing their behaviour."*

13.12 This recommendation is of relevance to the Sub-Panel's current review, and emphasises the need for greater staff training in this area.

**KEY FINDING 15:** The Sub-Panel fully supports the recommendation from the Serious Case Review for school staff to receive training to assist with the identification of difficult behaviour as a symptom of distress.

## **Support staff and training needs**

13.13 As well as training for teachers, the need for all classroom support staff to receive appropriate training in terms of awareness raising regarding working with students with emotional and behavioural

difficulties, as well as specific learning difficulties also arose during the course of the review.

13.14 Based on the structure operating in some schools, classroom assistants and support staff are working closely with problematic students on a daily basis, and as such, need to be fully trained. It is noteworthy that some students displaying negative and problematic behaviour are often being supported by the least qualified staff. Research has demonstrated how effective support staff can be both in helping individual pupils and in helping teachers. A programme of training opportunities linked to qualifications would help develop this vital part of the island's workforce.

**RECOMMENDATION 16:** The Sub-Panel strongly recommends that all teachers and teaching support staff should receive the SPELL training raising awareness of Autistic Spectrum Disorders as a matter of course.

**RECOMMENDATION 17:** The Department of Education, Sport and Culture should introduce regular training for teachers and teaching support staff to assist them with working with students with emotional and behaviour difficulties as well as behaviour management training. The Department should also keep central records of training attendance.

## 14. Students with behavioural or learning difficulties

14.1 During the course of the Sub-Panel's review it became apparent that the suspension policy was having a significant impact on families with children who had learning or behavioural disorders, including children with ASDs.

14.2 During the Sub-Panel's visit to Haute Vallée School, it was confirmed by the Headteacher, that the Island has a special needs rate of 35%, which puts it in the highest 5% of local authorities in the United Kingdom. This is therefore going to have severe implications for the Island's education system.

14.3 With specific reference to Autistic Spectrum Disorders, Mr Le Claire, Executive Director of Autism Jersey, made the following comments regarding the Island's prevalence rates:

*"It is a very difficult question to answer accurately but we know of approximately 120 children in full-time education diagnosed as having an Autistic Spectrum Disorder. The latest epidemiological studies from Cambridge University, Simon Baron-Cohen of the Autism Research Centre, is telling us that we should be seeing one in 64."*<sup>[108]</sup>

14.4 More specifically, Mrs Smith said that there was a link between students who had dyslexia being suspended from school:

***Deputy T.M. Pitman:***

*Just for the record, Ruth - and I do not want to put words in your mouth again but it is one of the real key questions - with your own experience, would you put forward the opinion that you know there is a link between dyslexia and suspensions?*

***Mrs. R. Smith:***

*Yes.*

***Deputy T.M. Pitman:***

*You cannot be more emphatic than that.*

***Deputy M. Tadier:***

*Can you describe how that works? Presumably it is a link between dyslexia and the behaviour that would be likely to cause suspensions is another way of phrasing it.*

***Mrs. R. Smith:***

*Yes."*<sup>[109]</sup>

**Deputy M. Tadier:**

*Just wanting to push a little bit more. When there is a link between dyslexia and suspensions, is it because of frustration?*

**Mrs. R. Smith:**

*Yes. Feeling idiotic. We have got to be fairly confident, have we not, to have a go and risk failure? In the normal run of things, children should feel happy to put their hand up or say an answer and not worry if it is not right because that is how we learn. They should not be so petrified of making mistakes that they clam up and they cannot write because they do not want to write in case they spell something wrong.”<sup>[110]</sup>*

14.5 With reference to students who have been suspended and who suffer from a behavioural or learning difficulty, the Director of Education, Sport and Culture outlined:

*“There might be a suspension and the suspension would be based on the behaviour. Now, the expectation would be that if someone’s behaviour was at the point where, for example, they were a danger to someone else within the school then regardless of whether or not they had a medical condition or otherwise, then it is likely that a suspension would ensue. That does not necessarily mean that everything would be left there, that that would be the end of it because the school will be working constantly on the real issue which is supporting the educational progress of the young person.”<sup>[111]</sup>*

14.6 However, one parent felt that suspending students with learning or behavioural difficulties was not an appropriate solution to the problem:

*“They are being suspended for reasons that they really cannot change at the moment, and I am probably talking about children maybe not even with a disability as severe as X but just children who have emotional problems and who cannot cope and who come across as not the real person that they are.”<sup>[112]</sup>*

14.7 During the course of its review the Panel undertook fact-finding visits to the following schools: St James; D’Hautrée House; St Saviours; Grainville, Haute Vallée, Les Quennevais and Le Rocquier. Each of these schools caters to varying degrees for students with special educational needs. With regard to a student being moved to one of these schools, the Principal Educational Psychologist told the Sub-Panel:

*“The Record of Need describes the special educational needs and determines the arrangements that the schools are going to make to address them and where that child will go*

*to school. That is reviewed at least annually with termly monitoring meetings in between, jointly between the department, the parents and the school. So the idea is that there is a protective framework around the child who we know that we have to take more care about so everybody works together on that.* <sup>[113]</sup>

14.8 In terms of the options available to parents with children in this situation, the parents of one child said that they were never made fully aware of the various provisions that existed on the Island. Ultimately this led to their child going to D'Hautrée House as they were initially not aware of the provision at Grainville School. That this situation could arise in a jurisdiction as small as Jersey is of concern to the Sub-Panel. <sup>[114]</sup> The parents stated:

*"We have been in the hands of the educational psychologists, not knowing what else existed here and maybe I have been ignorant, but I have no idea who to turn to, where to go..."* <sup>[115]</sup>

*"You would think going to Education that you would be offered all the options, and I think it is terrible the way that the Grainville option was hidden from us."* <sup>[116]</sup>

14.9 One parent strongly believed that D'Hautrée House School was not an appropriate environment for students with Autistic Spectrum Disorders:

*"Children with ASDs (Autistic Spectrum Disorder) or disabilities should never be placed in `an EBD (emotional and behavioural difficulties) schools because they are never going to survive to that curriculum, I would not have thought."* <sup>[117]</sup>

14.10 Dr Coverely also expressed some reservations with regard to sending students with Autistic Spectrum Disorders to D'Hautrée House and St James Schools:

*"Our concerns are about the social mix and we know that young people with Asperger's tend to be very socially naïve, some of them are very desperate for social relationships and therefore can easily be led into doing whatever is suggested to make those relationships and, of course, within those schools are other young people who are very streetwise, have a lot of difficult behaviours and our concern would be what that would lead a young person with Asperger's to do."* <sup>[118]</sup>

14.11 These views were shared by Mr Le Claire, who explained that these facilities were not the primary route for children with autism, and were used for children that were also displaying emotional and behaviour difficulties as well:

*“Sadly, we have, in the past, sent children with autism and Asperger Syndrome to d’Hautrée and St. James. Some of them have done very, very well. There are small class sizes, it is very structured, very strict and lots of routine. Some of them have done extremely badly. For some, it would be an appropriate environment but I think for the majority, no, I would not be looking at it as appropriate. But then we have got Haute Vallée and Grainville and St. Saviour’s and Rouge Bouillon.”<sup>[119]</sup>*

14.12 Despite the belief that the facilities at D’Hautrée House might not be appropriate for children with an ASD, one parent explained that the Department were still considering sending her son who has Asperger’s to that school:

*“They want him to go to D’Hautrée House and I have informed them that I will fight anybody I can for every step of the way because I will not have my boy sent there...I have also spoken to Phil Le Claire about this and he said: “No, because they are not trained in ASD (Autistic Spectrum Disorder) up there and he will just fall apart” and I cannot have that.”<sup>[120]</sup>*

14.13 Mr Le Claire explained that the educational facilities available on the Island to students with an ASD were of a very high standard:

*“We are very lucky in Jersey, the provisions at the 2 primary and 2 secondary schools are by far the best examples of inclusion that I have seen in any of the work I have done for the National Autistic Society and really do stand head and shoulders above. I would have to say that for the majority of people, the vast majority of people with autism, education in Jersey is good or outstanding.”<sup>[121]</sup>*

14.14 Despite the facilities working for the vast majority of children, Mr Le Claire explained that there were instances where the Island still gets it wrong:

*“But unfortunately we do get it wrong and it is in those early days of pre-diagnosis that we get it so terribly wrong. One of the biggest problems we have is children pre-diagnosis who are just labelled as naughty children or they are labelled as bad and they are frequently punished, excluded, suspended, however you want to word it. Professor Christopher Gillberg who is a Scandinavian Professor of Psychiatry, and specialist in autism, says that we have in our society today and in Europe a tacit policy of excluding children with autism at age 14 because we tend to suspend them on a rolling programme from about that age and they do not often go back to school and unfortunately we do have children like that in Jersey that their schooling finished in their early teens and it is very sad, because these children, especially those with Asperger’s Syndrome, have an average or above average I.Q., have the potential to change the*

world.”<sup>[122]</sup>

14.15 Funding for educational facilities for students with behavioural and learning difficulties was identified as an area that really needed to be addressed:

*“I do believe that the models we have got and the provisions of mainstream schools are excellent. They are outstanding but, as I say, I have seen examples within the mainstream - and Les Landes School being the latest - where it is also outstanding but it is how we fund that and, at the moment, we do not fund it appropriately.”<sup>[123]</sup>*

*“We have argued for the provision at Haute Vallée ... the new provision because we do see it as essential. There was a time not last year but the year before where some of the children at Rouge Bouillon were not able to transfer with their peers because there was not enough space, which is just awful because children have built up this rapport with their peers and suddenly to be dumped into a school where they know very few people is very difficult. I would say that the investment of money is what is needed to make sure that the provisions are fully funded and to enable them to be as inclusive as they need to be and that as many children are able to access them as they can.”<sup>[124]</sup>*

14.16 Mr Le Claire explained that children with an ASD were frequently suspended from school, and that this was not an appropriate response to the behaviours that they were displaying:

*“It is a very frequent occurrence, to be honest, and it is fundamentally wrong because you have got a child ... challenging behaviour in autism ... I will go out on a limb here and say challenging behaviour in autism is always communication. It is always about them to tell you they cannot cope with it, it is too heavy, it is too noisy, it is too loud, there is too much, there is too little. They are trying to tell you something. When we have got a child who is trying to evade being in school, the last thing I think we should be doing is sending them away from school where we are effectively punishing them by giving them what they want.”<sup>[125]</sup>*

14.17 One parent came to speak to the Sub-Panel in confidence about their child who suffers from Asperger’s Syndrome. The parent explained to the Sub-Panel that his/her child is frequently suspended from school and at the time of appearing at the hearing with the Panel, had not spent a full day at school for seven weeks. It was explained that the following was given as a reason for the suspensions:

*“‘Persistently refusing to co-operate with staff.’ That is him saying: ‘No, I am not going to go to a lesson.’”<sup>[126]</sup>*

14.18 The parent went on to explain the effects the suspensions have on the student:

*“He cannot handle – or they cannot handle – a change in routine, everything has to be exact. It makes life that bit easier [if] I write everything down for him, what he is going to do, but obviously if I am saying to him: “You are going to school today” and then he appears home, it throws him into all confusion.”*<sup>[127]</sup>

14.19 With reference to situations where students with an ASD or challenging behaviour were on adapted timetables, and therefore not in school full-time, Mr Le Claire explained the effect that this could have on the student as well as the family as a whole:

*“So you find often we have these bizarre situations where children are part-time and they only go in the mornings because the teachers can cope for the morning and then they go home at lunchtime. Then it falls to poor mum usually to have to either give up work or take time off work to try and support that child. Children with autism can be incredibly challenging and life with a child with autism can be incredibly challenging. The only respite that a huge majority of families in Jersey get is school. It is the only respite ... the only break they get because there is no respite service other than for the most challenging of children with autism. So to send a child who has challenging behaviour home at lunchtime every day is so disruptive to the family and the cost to society...”*<sup>[128]</sup>

14.20 Mr Le Claire believed that a far more appropriate way of working with students with an ASD would be to send them to a specific provision when their behaviour in mainstream classes became too challenging:

*“I do not believe that sending children home is the right policy. I really do not and I think we should be adopting a revolving door policy where children, if they are challenging in the classroom, are taken out of the classroom to a provision of some description. Now whether that is on site as we have got I think best practice with Haute Vallée, Grainville, St. Saviour’s and Rouge Bouillon, or whether it is a provision off site so that they are still suspended from the mainstream but not just being left to run feral or on their PlayStations all day, which is the sad reality of what happens to children when they are on suspension.”*<sup>[129]</sup>

14.21 During the course of its review, the Sub-Panel was very pleased to learn of a proposed new facility that was being planned for teaching students with complex emotional and communication needs. This new facility will focus on students whose needs are not met within the existing educational regimes at either D’Hautrée House School or a Secondary School Communication Centre. It was

explained that the facility will cater for approximately four students, and personalised programmes will follow a cycle of planning intervention and review, to reflect individual needs and progress. <sup>[130]</sup>

14.22 Some parents discussed whether it would be more effective to have separate units for students with behavioural or learning difficulties, rather than some students disrupting other students in the classroom. However, Dr Coverely explained that this would not be an appropriate way to move forward:

*“I have to say I would be concerned because I think sometimes putting these children all together, and if we are trying to normalise young people, give them as normal experience as possible, I do think as much as possible there should be inclusion.”* <sup>[131]</sup>

**KEY FINDING 16:** Depending on their condition, suspending students with special educational needs could have severe implications. However, the Sub-Panel is concerned that the statistical information provided did not enable us to establish whether students with special educational needs within mainstream schools are suspended. The Sub-Panel would condemn the suspension of students for behaviour that is a result of any special educational needs. Such students require help and support to meet their needs, not suspension.

**KEY FINDING 17:** The Sub-Panel welcomes the fact that during the course of its review the Department of Education, Sport and Culture has put forward plans to open a small dedicated unit specifically for students with an Autistic Spectrum Disorder.

**RECOMMENDATION 18:** The Department of Education, Sport and Culture should issue revised guidelines to schools with regard to working with students with special educational needs. Wherever possible these students should have the opportunity to spend time in a specialised provision rather than being suspended. In addition, the Department should make available to parents a list of schools with specialist expertise in learning, communication and behavioural difficulties.

## 15. Early intervention

15.1 Although not an initial focus of the Sub-Panel's review, the link between learning difficulties and school suspensions became apparent to the Sub-Panel at an early stage in the review process. Several parents explained to the Sub-Panel the difficulties they had experienced in gaining a diagnosis for their child, and expressed frustration that the process could take a considerable period of time. Parent E explained:

*"He should have been diagnosed at 4; this problem started at 2; we were not diagnosed until 8. By this stage he was quite a violent young man."*<sup>[132]</sup>

15.2 A second parent similarly explained the difficulty s/he experienced in obtaining a record of need. Although a draft report had been sent through to them in the September of one year, she was still chasing a final copy of the report from CAMHS in the summer of the following year.<sup>[133]</sup> It was explained that CAMHS had been very good, but were struggling as a result of being so under-resourced.<sup>[134]</sup>

15.3 Mrs Smith of the Jersey Dyslexia Association was asked whether learning difficulties were sometimes difficult to diagnose, as a result of those students masking their difficulties with negative behaviours:

*"It can absolutely be the case, that perhaps they are not even diagnosed at all, because they are so camouflaged by acting out angry behaviour. I was a class teacher, you know, for 17 years at Grainville and I also did one to one, so I had a view from both sides. Even with all my experience and knowledge of specific learning difficulties it was still very hard to deal with children in a class situation who had completely turned off."*<sup>[135]</sup>

15.4 Mrs Smith went on to explain the need for students with learning difficulties to be diagnosed at a very early age:

*"Absolutely pick up from the age of 7. Some children, brain-wise, especially boys, because boys' brains are not ready for certain types of learning until they are 7. I mean in Holland and Denmark and places they are not going to formal school until that age. We have just had a big report from England about that, have we not, where it is 6 now they are saying? But I know that to be a fact, especially if they are later on in the academic year. It does not seem to affect girls as much as boys. There are definite biological and physiological differences in the brain between boys and girls. I would say 7 is a good age where if things persist ... like lots of children reverse letters, loads of children reverse letters, that is simply a memory and a*

recognition problem.”<sup>[136]</sup>

15.5 Mr Le Claire explained that schools wait too long before dealing with challenging behaviour in the classroom:

“We seem to get to the position where children become more and more challenging, the classroom becomes more and more challenging, the behaviour becomes more and more challenging, teachers become less and less able to cope and it is only when we get to the point where everybody is wringing their hands and saying how dreadful it is that we then say: “Well, yes, I think we should move them.” I think we wait too long, is my personal opinion.”<sup>[137]</sup>

15.6 Mr Le Claire explained that there was a perception amongst parents that schools deferred making a decision on transferring a student to a specialist provision as a result of concerns regarding the subsequent funding implications of such a decision:

*“There is a feeling ... we run a parents’ support group twice a month and the parents will tell you that there is a feeling that people do not want to transfer their children into the provisions because it is too expensive, but that is the feeling and that is the perception. Now, rightly or wrongly, it is a very difficult message to counter argue when you have got children who have got to as bad as it can get before they are moved and the sad thing is that often some of these most challenging children; these children who headteachers, teachers and everybody have despaired upon..”<sup>[138]</sup>*

15.7 However, Dr Coverley explained to the Sub-Panel that the speed with which schools were picking up on learning or behavioural difficulties was improving:

*“In the past... and it would depend on the schools, particularly looking at small primary schools, depending what experience they have had before, they would or would not pick up on some of the disorders. I think as this is getting wider knowledge in the Island that is becoming less of a problem and quite often schools are flagging up young people.”<sup>[139]</sup>*

## **Reluctance to diagnose behaviour or learning difficulties**

15.8 One parent explained that they were advised not to seek a diagnosis for their child’s behaviour:

*“We were dissuaded from a diagnosis for X, we were told: ‘Do not get him diagnosed because then he will be labelled.”<sup>[140]</sup>*

*You get the feeling that he was pushed away. It was not... you know, we were trying to open*

*doors wherever they were, and they were actually being held shut because obviously ownership was accepted for the fact that he had a diagnosed condition, that obviously calls upon more serious resources not necessarily available, we understand the problem, but that is not helping X.* <sup>[141]</sup>

15.9 Dr Coverely was asked whether she was aware of any instances where parents have been advised not to seek a diagnosis for their child:

*"It is not just about diagnosis, it is all about treatment, so parents will come and before we have even started our diagnostic interview and looking at what might be the problem the parent might say: "I have been told my child should not go on medication" and we have not even got to that stage. Yes, we are aware a number of people have had those discussions. Parents will go, quite rightly, and talk to various professionals that they know and will get a whole range of views about that.* <sup>[142]</sup>

15.10 However, it was further explained that despite these issues, the emphasis was moving more towards encouraging diagnoses for children in these situations:

*"I think generally it is moving more to looking and being supportive of a diagnosis. There is always the issue in Education and I think probably less in Jersey than the U.K., about resources following a diagnosis, so particularly looking at A.S.D. (Autism Spectrum Disorder) that my understanding in the U.K. is quite often parents will say we need that diagnosis to get a resource. In Jersey, yes, there are issues about trying to identify the needs but what we see is your child does not need a diagnosis of Asperger's to get the resource of social communication difficulties, so if we identify they have got some form of social communication difficulty they can get the resources without having to have that diagnostic label.* <sup>[143]</sup>

15.11 Dr Coverely clearly explained the detrimental effects that could occur later in life as a result of seeking a formal diagnosis for children:

*"I am aware of some young people who have not had a formal diagnosis because with the discussion with them, the teenagers with their parents, have made that decision. That probably is in the best interest at that stage, that they are coping, they are managing. If people recognise the particular issues for them then maybe a diagnosis is not going to be particularly helpful and we are aware ... some young people we are now aware of cannot get into the Armed Forces, cannot get into the Home Office, and there are various jobs they are prevented from doing because of that diagnosis.* <sup>[144]</sup>

15.12 Mr Le Claire similarly described the reluctance in some areas to provide a diagnosis:

*“It is one of the most common arguments I have with professionals when they have said: “We do not want to label this child” and it makes me very cross. All of the research that I have read - and the National Autistic Society will back this up 100 per cent - is that early diagnosis is the very best model. We often, often hear people say: “We do not like to diagnose and we do not want to label them.” We do not call it a “label”; we call it a signpost and it is a signpost for the right kind of support and the earlier we can put that signpost up, the earlier we can provide the appropriate support for that child.”<sup>[145]</sup>*

**KEY FINDING 18:** Any reluctance to diagnose learning or behavioural difficulties due to funding implications is completely unacceptable.

**KEY FINDING 19:** Significant work needs to be undertaken in the Island involving parents and professionals to remove any stigma associated with obtaining a diagnosis of any special educational need.

**RECOMMENDATION 19:** Efforts need to be made by the Departments of Education, Sport and Culture and Health and Social Services to ensure that any misconceptions regarding the reason for parents not receiving diagnoses of their children’s needs are addressed.

**RECOMMENDATION 20:** Any records of need should be in place at the earliest possible opportunity to ensure students are able to access the full range of resources available to them.

## 16. Inter-agency communication

16.1 It was explained to the Sub-Panel by the Principal Educational Psychologist that the Multi Agency Support Teams (MASTs) have been set up to increase joint support for vulnerable and troubled young people. MAST in each of the four 11-16 States schools are constituted as follows:

- School counsellor
- Attendance officer (plus clerical support)
- Behaviour manager
- Staffing for a Learning Support Unit
- Headteacher and/or Pastoral Deputy
- Educational Needs Coordinator
- Educational Psychologist linked to the school
- Representative from the Youth Action Team
- Representative from the States of Jersey Police
- Representative from the Youth Service

16.2 The purpose of the MAST teams were described as follows:

*“To coordinate identification and addressing of young peoples difficulties in all areas of their lives, so that they can be supported to engage constructively in school and community life.”<sup>[146]</sup>*

16.3 The MASTs were described as follows by the Director of Education, Sport and Culture:

*“You will be aware that we tried to develop the concept of multi-agency support teams in each of our schools, each of which was to have ... well, in the pilot stage, 2 of which were to have social workers attached to the school but, unfortunately, it has not been possible to sustain that due to the difficulty in recruiting social workers to the post. So there are some very comprehensive resources within secondary schools to try and support some of our more challenging young people and that is necessarily, quite clearly, because our 11 to 16 schools are effectively carrying [the] inclusion agenda for the whole Island.”<sup>[147]</sup>*

16.4 Acting Chief Inspector Tim Barnes of the States of Jersey Police explained that the Force has an effective working relationship with other agencies when it comes to issues regarding school pupils:

*“I spoke to a community officer this morning who has just come away from a meeting at one of our secondary schools and MAST (Multi Agency Support Team) which is a multi agency support team and like that officer reports we have a very good working relationship, a positive working*

*relationship with the other agencies, being Youth Action Team, Children's Services and Probation.*"<sup>[148]</sup>

16.5 Dr Coverely, Consultant Child and Adolescent Psychiatrist, explained that the Child and Adolescent Mental Health Service (CAMHS) would not necessarily know if someone that they were working with had been suspended from school:

*"I suppose from our point of view we would not be recording particularly accurate figures because we would not always know if a young person has been suspended particularly, say, with the more chronic disorders we are dealing with. If a child has ADHD and are generally doing very well we might only meet with them once every 6 months. They might be suspended during this period but we would not necessarily be aware of that."*<sup>[149]</sup>

16.6 Dr Coverley further discussed the relationship between CAMHS and the schools, and agreed that although communication with schools was generally very good, it could be improved:

*"I would say at times it is extremely good and we have worked very closely with schools, have a lot of communication. It tends to be, particularly if a young person is in a provision or there is a particular member of staff who is working closely with that young person and quite often we would then have close liaison, it could be daily contact or contacts several times a day. There are other times where there is no contact or very little or we might discover days, weeks later, that something has happened. The thing is we do not have that formal arrangement so there is not a formal system for communication. It is very much on individual relationships."*<sup>[150]</sup>

**KEY FINDING 20:** Numerous parents outlined how appreciative they were of CAMHS and the service it provides and the Sub-Panel wishes this to be noted.

16.7 It was explained that CAMHS is not involved in MAST meetings, which was partially as a result of resource issues within the Department, and not being able to attend all of the necessary meetings. Dr Coverley also explained that when MAST was constituted the initial aim was for school counsellors to provide the CAMHS input:

*"I suppose one of the issues when I think MAST was set up there was a view from schools that the counsellor would be a representative for CAMHS but school counsellors are employed by Education so although they are very good links to the service they do not have maybe the detailed information that I think had been imagined at one point by the schools."*<sup>[151]</sup>

16.8 Dr Coverely explained that four years ago an external review by the charity Young Minds had

recommended that two primary mental health workers should be introduced to the Island, who would be linked to the Education Department:

*“That would also release the school counsellors who do partly a primary mental health role as well. So I think their view was the school counsellors then could focus on school counselling and primary mental health workers could do that much more linking in the future.”<sup>[152]</sup>*

**KEY FINDING 21:** MAST seems to function well, but communication would be improved with the introduction of primary mental health workers.

**RECOMMENDATION 21:** Primary mental health workers should be introduced to provide a link between schools and CAMHS.

16.9 It was further suggested that dedicated social workers should also be introduced to the Island’s schools:

**“Mr. R. Rolfe:**

*The social worker has not been replaced because of recruitment difficulties so we are picking up a lot of those issues. So if there is anything that could come out of the reviews that are happening, we would love that to be reinstated or to come back. But we do appreciate the recruitment issue, but it had a profound impact because I would say the majority of these issues are not about just the young person, it is about the family. There are a lot of parents crying out for help, not the issues of school; these are social issues.”<sup>[153]</sup>*

16.10 During the Sub-Panel’s visit to Le Rocquier School, Mr Rolfe described the implications of not having dedicated social workers for each of the schools. It was explained that this has extreme resource implications for the staff, who have processed forty referrals to Social Services this year. With the addition of a dedicated Social Worker, this resource issue could be lifted.

16.11 The recommendation to introduce social workers to the non-fee paying secondary schools was also made by in the report by the Health, Social Security and Housing Scrutiny Sub-Panel, in its report into the “Coordination of Services for Vulnerable Children”:

*“That Social Workers are allocated to all four States Secondary Schools to work with Multi Agency Support Teams (MASTs) and thereby reduce pressure on central services and community agencies.”*

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**KEY FINDING 22:** There is a demonstrable benefit in introducing social workers to the Island's secondary schools.

**RECOMMENDATION 22:** Funding should be provided for dedicated social workers for each of the Island's four 11-16 secondary schools as a matter of urgency.

16.12 Centenier Coffey also explained that it would be beneficial for a representative from the Comité des Chefs de Police to be involved in discussions regarding children with behavioural problems:

*"I do know that schools hold case studies for children with behavioural difficulties and I think if those children are likely to be offenders then I think it would be useful to have a link with the Honorary Police on those meetings to offer advice and to make some sort of contribution to it."*<sup>[154]</sup>

16.13 During the Sub-Panel's visit to Grainville School, it was explained that although secondary schools used to have a police liaison officer, this was no longer the case. This was highlighted as a major downfall of the current system, and it was strongly believed that this initiative should be reinstated. This was similarly an issue raised by Mr Rolfe, Headteacher, Le Rocquier School:

*"I genuinely do not understand or know the whole process at the moment but we had a community police person who was regularly in school (the police are fantastic; you ring up and ask for support and they are great) but we had somebody who had more time for our patch and whereas, for whatever reason, we now have less time."*<sup>[155]</sup>

**KEY FINDING 23:** Police liaison officers played a valued and positive role in the Island's secondary schools.

**RECOMMENDATION 23:** Consideration should be given to a representative from the Comité des Chefs de Police sitting on MAST.

**RECOMMENDATION 24:** All secondary schools should have access to a dedicated police liaison officer.

16.14 The demonstrable need for the introduction of dedicated social workers to the Island's schools raises the issue of what happens to vulnerable children that are not in care during periods of suspension. The Sub-Panel is ultimately concerned that without a greater degree of information sharing between the various agencies, this could lead to vulnerable students being sent to inadequate

home environments if they are issued with suspensions.

16.15 The Sub-Panel fully supports the recommendations from the Serious Case Review Report [\[156\]](#) which read as follows:

*“Improved liaison between designated teachers for child protection in schools and the Education Department.”*

*“Improved liaison with Children’s Service.”*

**KEY FINDING 24:** It is the schools’ responsibility to ensure that they are fully aware of the home environment they are sending children to when they suspend them.

**KEY FINDING 25:** The Sub-Panel fully supports the recommendations from the Serious Case Review for greater liaison between designated teachers for child protection in schools and the Education Department, in addition to improved liaison between Education and the Children’s Service.

**RECOMMENDATION 25:** If there are any concerns regarding a suspended student’s home environment, s/he should spend periods of suspension at the Alternative Curriculum provision in the same way that this process operates for looked after children.

## 17. Structure of the Island's secondary education system

17.1 Although not identified as an initial area of enquiry during the course of the Sub-Panel's review, the structure of the Island's secondary education system was mentioned by several individuals.

17.2 During the Sub-Panel's visits to Haute Vallée and Les Quennevais Schools, both Mr Fairhurst, Headteacher at Haute Vallée, and Mr Thorp, Headteacher at Les Quennevais, explained that the Island would have difficulty sustaining the current four non-fee paying schools in the long-term. Both headteachers believed that with changing demographics, there would not be enough students to continue to fill the four 11-16 non-fee paying schools, but that the number of students attending the fee paying schools would be likely to remain steady. Having such a large fee paying sector was therefore believed to be a potential contributing factor to the problems the secondary education system will face in the future.

17.3 Mr Thorp further explained that the four 11-16 schools are not properly comprehensive as some pupils are 'creamed off' to other schools. The 11-16 schools therefore face difficulties in respecting the ethos of inclusion practised by the Department of Education, Sport and Culture. It was believed that despite the Island aiming to practise inclusion, it frequently practises exclusion. The main reason for this was believed to be the fact that inclusion is not sufficiently funded by the Department.

17.4 The Sub-Panel is concerned that if each of the schools are required to make budget cuts over the next few years this would have a severe impact on the work being undertaken within each of the four 11-16 schools. With staffing making up the greatest proportion of the individual schools' budgets, several of the headteachers explained that any cuts would have a severe impact on curriculum variety and the support offered to students.

17.5 The Sub-Panel notes that the Department of Education, Sport and Culture is currently undertaking a review of the options for the Island's secondary education system, which would include a strategic review of the demographic and curricular pressures on arrangements for secondary education. The Sub-Panel welcomes this review and hopes that it will consider the issues raised above.

**KEY FINDING 26:** Education should be seen as investment and not as expenditure. Cuts to school budgets are likely to ultimately end up costing society more in the long run, and leading to increased pressure on other budgets.

**KEY FINDING 27:** The Sub-Panel welcomes the review of secondary education by the Department of Education, Sport and Culture, and looks forward to receiving its report in June 2010.

## League tables

17.6 The issue of league tables also arose during the course of the Sub-Panel's review. The Sub-Panel notes that there is a pull in some quarters for league tables to be introduced, and as such, wishes to outline its findings regarding this issue to aid any future discussions.

17.7 Having asked each of the headteachers from the Island's four 11-16 schools, it was unanimously believed that league tables would have a negative impact on the Island's secondary educational system. Ultimately league tables could deter some parents from sending their children to certain schools. This would then have an even greater impact on the school.

17.8 The Director of Education, Sport and Culture explained the impact the introduction of league tables had on the school system in the UK:

*"I know that over the period of time, for example, the first 3 years that league tables were introduced in the U.K. that suspensions tripled and there were significant concerns about informal suspensions because of the pressures that were put on schools by league tables and because of the pressures that were put on schools around the admission of students."*<sup>[157]</sup>

*"The point is the experience and practice in the U.K. has shown us quite clearly that league tables put undue pressure on certain schools. They do not compare like with like and they lead to unintended consequences and sometimes practices such as informal exclusions that are not desirable."*<sup>[158]</sup>

17.9 Mr Howarth, Headteacher at Jersey College for Girls, similarly outlined why league tables would not be a useful introduction from his perspective:

*"It would not be educationally valuable for me to look at a league table in Jersey. Last year, we had a value added of one, which puts us within the top 4 per cent of schools across the U.K. Value added one is equivalent to a whole grade higher than what [pupils] would have [been] predicted to have got through their C.A.T.s classes. Very, very high value added is something which we consider a personal achievement. We do use the U.K. league tables to benchmark against schools of similar types. You will not find a similar type of school in Jersey like J.C.G. and therefore it makes a nonsense of a league table. We would look to have a benchmarking exercise with a school in the U.K."*<sup>[159]</sup>

**KEY FINDING 28:** Although only briefly considered during the course of the Sub-Panel's review, based on the comments received, league tables would not be a useful introduction to the Island's

educational system. The Sub-Panel accepts the need for transparency and accountability, but this needs to be balanced against the impact of any such introduction.

## 18. Conclusion

18.1 Whilst suspensions can be useful as a behaviour management tool in certain contexts, throughout the course of the review the Sub-Panel has heard information to suggest that it is not the suspension itself that causes a change in behaviour, but the other interventions that are triggered as a result of the suspension. It is therefore vital that schools do everything they can to put in place sufficient behaviour management tools to ensure that suspensions truly are used only as a last resort. The issuing of repeat suspensions, without trying to get to the bottom of the problematic behaviour, is simply not acceptable. It is essential that every effort is made to keep students in school as much as possible.

18.2 The Sub-Panel welcomes the initiatives put in place by some schools to create timetables based on students' strengths and interests in an effort to keep them engaged with the school environment.

18.3 The Sub-Panel further welcomes the many strategies used daily in the Island's schools to promote positive behaviour and to deal sensitively and appropriately in many cases with negative behaviour. It believes that there is more scope for the sharing of practice in these areas among the Island's teachers.

18.4 The Sub-Panel is concerned that in the words of the Director of Education, Sport and Culture:

*"...our 11 to 16 schools are effectively carrying [the] inclusion agenda for the whole Island."*<sup>[160]</sup>

The Sub-Panel is concerned at the apparent lack of long term sustainability in this approach and, as noted previously, welcomes the review of secondary education by the Department of Education, Sport and Culture, and looks forward to receiving its report in June 2010.

## **19. Appendix:**

### **19.1 Evidence gathering**

#### **Review Hearings**

The Sub-Panel held the following Hearings:

#### **Public Hearings**

##### 23<sup>rd</sup> October 2009

1. Deputy J.G. Reed (Minister for Education, Sport and Culture)  
Mr. M. Lundy (Director, Education, Sport and Culture)
  
2. Ms. P. Ward (Jersey Teachers Panel, National Association of Schoolmasters/Union of Women Teachers)  
Mr. J. Ponomarenko (National Association of Schoolmasters/Union of Women Teachers)
  
3. Mrs. R. Smith (Chairperson of the Jersey Dyslexia Association)

##### 26<sup>th</sup> October 2009

4. Mr. T. Barnes (Acting Chief Inspector, States of Jersey Police)
  
5. Centenier P. Coffey (Centenier of St Helier)

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##### 20<sup>th</sup> November 2009

6. Dr. C. Coverley (Consultant Child and Adolescent Psychiatrist, Child and Adolescent Mental Health Services)  
Mr. I. Dyer (Directorate Manager, Child and Adolescent Mental Health Services)
  
7. Mr. P. Le Claire (Executive Director, Autism Jersey)
  
8. Mr. R. Matthews (Headteacher, D'Hautrée House School)  
Mr. M. Renouf (Area Youth Officer, Youth Service)
  
9. Mr. R. Fairhurst (Headteacher, Haute Vallée School)  
Mr. J. McGuinness (Headteacher, Grainville School)  
Mr. J. Thorp (Headteacher, Les Quennevais School)  
Mr. R. Rolfe (Headteacher, Le Rocquier School)

Ms. L. Toms (Headteacher, Hautlieu School)  
Mr. M. Lundy (Director, Education, Sport and Culture)

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29<sup>th</sup> January 2010

10. Mr. C. Howarth (Headteacher, Jersey College for Girls)  
Mr. R. Cook (Headteacher, Victoria College)  
Mr. M. Lundy (Director, Education, Sport and Culture)
  
11. Mr. C. Beirne (Headteacher, Beaulieu Convent School)  
Mr. J. Turner (Headteacher, De La Salle College Secondary School)  
Mr. M. Lundy (Director, Education, Sport and Culture)

## **Private Hearings**

23<sup>rd</sup> October 2009

12. Witness A

26<sup>th</sup> October 2009

13. Witness B

14. Witness C

15. Witness D

-  
3<sup>rd</sup> November 2009

16. Witness E

20<sup>th</sup> November 2009

17. Witness F

18. Witness G

-  
29<sup>th</sup> January 2010

19. Witness H

## **Written submissions**

The Sub-Panel received the following written submissions:

- Member of the public submission by telephone

- S Jacobsen
- States of Jersey Police
- A Shipley
- Results of the Teachers Union Survey

## Sub-Panel visits

The Sub-Panel undertook the following evidence-gathering visits:

### 26<sup>th</sup> January 2010

St James School

D'Hautrée House School

Grainville School

### 28<sup>th</sup> January 2010

St Saviour's School

### 29<sup>th</sup> January 2010

Haute Vallée School

### 29<sup>th</sup> March 2010

Les Quennevais School

Le Rocquier School

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[1] Connétable G Butcher resigned from the Panel prior to the production of the report, as a result of significant short-term time constraints.

[2] *Jersey Evening Post*, 20<sup>th</sup> January 2009

[3] A total of 36 assaults on staff were recorded within the school environment in the years 2005-2008 which were broken down as follows: 05-06 (10), 06-07 (7) & 07-08 (19)

[4] States Questions 18<sup>th</sup> July 2000 and 3<sup>rd</sup> February 2009

[5] Written question to the Minister for Education, Sport and Culture by the Connétable of St Lawrence, Tuesday 3<sup>rd</sup> February 2009

[6] Schools that receive funding from the Department of Education, Sport and Culture

[7] There are no expulsions recorded within the Department for Education, Sport and Culture's current records.

[8] Transcript of Public Hearing with Minister for Education, Sport and Culture, Mr M Lundy and Ms J Forrest, p.2

[9] Transcript of Public Hearing with Minister for Education, Sport and Culture, Mr M Lundy and Ms J Forrest, p.13

[10] Source: Department for Education, Sport and Culture

(1) Includes middle schools as deemed.

(2) Includes city technology colleges and academies (including all-through academies. Information on fixed period exclusions was collected from CTCs and academies for the first time in 2005/06. See Notes to Editors 2.

- (3) Includes maintained special schools. Non maintained special schools are included from 2006/07. Excludes general hospital schools.
- (4) In 2003/04, information on fixed period exclusions was collected for the first time.
- (5) Information on fixed period exclusions has been derived from the Termly Exclusion Survey returns.
- (6) For the 2005/06 school year, only information on fixed period exclusions from secondary schools was available. See Notes to Editors 2.
- (7) The number of fixed period exclusions expressed as a percentage of the total number.
- (8) The number of fixed period exclusions expressed as a percentage of the number (headcount) of all pupils (excluding dually registered pupils) in January each year.

.. Not available

[11] Source: Department of Education, Sport and Culture

[12] <http://www.scotland.gov.uk/Publications/2009/01/23135939/0>

[13] Transcript of Public Hearing with Minister for Education, Sport and Culture, Mr M Lundy and Ms J Forrest, p.23

[14] Transcript of Public Hearing with Teaching Union representatives, p.3

[15] Transcript of Public Hearing with Teaching Union representatives, p.12

[16] Transcript of Public Hearing with Teaching Union representatives, p.22

[17] Transcript of Private Hearing with Witness F, p.12

[18] Education and Home Affairs Panel Review School Suspensions – CAMHS Perspective. Dr C Coverley, Consultant Child and Adolescent Psychiatrist, 19/11/2009

[19] Transcript of Private Hearing with Witness B, p.6

[20] Transcript of Private Hearing with Witness F, p.7

[21] Education and Home Affairs Panel Review School Suspensions – CAMHS Perspective. Dr C Coverley, Consultant Child and Adolescent Psychiatrist, 19/11/2009

[22] Transcript of Public Hearing with Teaching Union representatives, p.15

[23] Transcript of Private Hearing with Witness B, p.8

[24] Transcript of Private Hearing with Witness B, p.18

[25] Transcript of Public Hearing with Teaching Union representatives, p.16

[26] Transcript of Public Hearing with Mr R Fairhurst, Headteacher, Haute Vallée School, Mr J Thorp, Headteacher, Les Quennevais School; Ms L Toms, Headteacher, Hautlieu School, Mr J McGuinness, Headteacher, Grainville School, Mr R Rolfe, Headteacher, Le Rocquier School and Mr M Lundy, Director, Education, Sport and Culture, p.7

[27] Transcript of Public Hearing with Mr R Fairhurst, Headteacher, Haute Vallée School, Mr J Thorp, Headteacher, Les Quennevais School; Ms L Toms, Headteacher, Hautlieu School, Mr J McGuinness, Headteacher, Grainville School, Mr R Rolfe, Headteacher, Le Rocquier School and Mr M Lundy, Director, Education, Sport and Culture, p.7

[28] Transcript of Public Hearing with Mr M Renouf, Area Youth Officer, Youth Service and Mr R Matthews, Headteacher, D'Hautrée House School, p.12

[29] Rutherford, R. (1978). Theory and research on the use of aversive procedures in the education of behaviourally disordered and emotionally disturbed children and youth. In F. Wood & K.C. Lankin (Eds). *Punishment and aversive stimulation in special education* (pp. 41-64). Reston, VA: Council for Exceptional Children.

[30] Education and Home Affairs Panel Review School Suspensions – CAMHS Perspective. Dr C Coverley, Consultant Child and Adolescent Psychiatrist, 19/11/2009

[31] Transcript of Private Hearing with Witness B p.3

[32] Transcript of private hearing with Witness B p.27

[33] Transcript of private hearing with Witness A p.2

[34] Transcript of Public Hearing with Teaching Union representatives, p.3

[35] Costenbader, V., & Markson, S. (1998). School suspension: A study with secondary school students. *Journal of School*

*Psychology*, 36, 59-82.

- [36] Transcript of Private Hearing with Witness B p.8
- [37] Transcript of Public Hearing with Centenier Coffey, p.2
- [38] Transcript of Public Hearing with Acting Chief Inspector Tim Barnes, States of Jersey Police, p.2
- [39] Transcript of Public Hearing with Centenier Coffey, p.7
- [40] Transcript of Public Hearing with Centenier Coffey, p.8
- [41] Polsgrove, L. (1991). The influence of school policies and practices on dropout rates. *NASSP Bulletin*, 75, 73-83.
- [42] Education and Home Affairs Panel Review School Suspensions – CAMHS Perspective. Dr C Coverley, Consultant Child and Adolescent Psychiatrist, 19/11/2009
- [43] Written submission, A Shipley, 29<sup>th</sup> September 2009
- [44] Transcript of Public Hearing with CAMHS, p.8
- [45] Transcript of Public Hearing with CAMHS, p.8
- [46] Transcript of Public Hearing with Teaching Union representatives, p.3
- [47] Transcript of Public Hearing with Teaching Union representatives, p.4
- [48] Transcript of Public Hearing with Teaching Union representatives, p.7
- [49] Transcript of Public Hearing with Teaching Union representatives, p.9
- [50] Transcript of Public Hearing with Teaching Union representatives, p.16
- [51] Transcript of Private Hearing with Witness B p.26
- [52] Transcript of Public Hearing with Mr R Fairhurst, Headteacher, Haute Vallée School, Mr J Thorp, Headteacher, Les Quennevais School; Ms L Toms, Headteacher, Hautlieu School, Mr J McGuinness, Headteacher, Grainville School, Mr R Rolfe, Headteacher, Le Rocquier School and Mr M Lundy, Director, Education, Sport and Culture, p.7
- [53] Transcript of Public Hearing with Mr R Fairhurst, Headteacher, Haute Vallée School, Mr J Thorp, Headteacher, Les Quennevais School; Ms L Toms, Headteacher, Hautlieu School, Mr J McGuinness, Headteacher, Grainville School, Mr R Rolfe, Headteacher, Le Rocquier School and Mr M Lundy, Director, Education, Sport and Culture, p.18
- [54] Transcript of Public Hearing with Mr R Fairhurst, Headteacher, Haute Vallée School, Mr J Thorp, Headteacher, Les Quennevais School; Ms L Toms, Headteacher, Hautlieu School, Mr J McGuinness, Headteacher, Grainville School, Mr R Rolfe, Headteacher, Le Rocquier School and Mr M Lundy, Director, Education, Sport and Culture, p.19
- [55] Transcript of Private Hearing with Witness D, p.11
- [56] Transcript of Private Hearing with Witness B, p.4
- [57] Transcript of Public Hearing with Minister for Education, Sport and Culture, Mr M Lundy and Ms J Forrest, p.18
- [58] Transcript of Public Hearing with Minister for Education, Sport and Culture, Mr M Lundy and Ms J Forrest, p.18
- [59] Transcript of Public Hearing with Teaching Union representatives, p.7
- [60] Guidance on Improving Behaviour and Reducing Exclusion, Department for Education, Sport and Culture, p.9
- [61] Guidance on Improving Behaviour and Reducing Exclusion, Department for Education, Sport and Culture, p.9
- [62] Transcript of Public Hearing with Minister for Education, Sport and Culture, Mr M Lundy and Ms J Forrest, p.9
- [63] Transcript of Public Hearing with Minister for Education, Sport and Culture, Mr M Lundy and Ms J Forrest, p.10
- [64] Transcript of Private Hearing with Witness D, p.2 and 3
- [65] Guidance on Improving Behaviour and Reducing Exclusion, Department for Education, Sport and Culture, p.8
- [66] Transcript of Private Hearing with Witness B, p.4
- [67] Transcript of Public Hearing with Mr R Fairhurst, Headteacher, Haute Vallée School, Mr J Thorp, Headteacher, Les Quennevais School; Ms L Toms, Headteacher, Hautlieu School, Mr J McGuinness, Headteacher, Grainville School, Mr R Rolfe, Headteacher, Le Rocquier School and Mr M Lundy, Director, Education, Sport and Culture, p.21
- [68] Transcript of Public Hearing with Mr R Fairhurst, Headteacher, Haute Vallée School, Mr J Thorp, Headteacher, Les Quennevais School; Ms L Toms, Headteacher, Hautlieu School, Mr J McGuinness, Headteacher, Grainville School, Mr R

Rolfe, Headteacher, Le Rocquier School and Mr M Lundy, Director, Education, Sport and Culture, p.222

[69] Transcript of Public Hearing with Teaching Union representatives, p.6

[70] Transcript of Public Hearing with Mr R Fairhurst, Headteacher, Haute Vallée School, Mr J Thorp, Headteacher, Les Quennevais School; Ms L Toms, Headteacher, Hautlieu School, Mr J McGuinness, Headteacher, Grainville School, Mr R Rolfe, Headteacher, Le Rocquier School and Mr M Lundy, Director, Education, Sport and Culture, p.21

[71] Transcript of Public Hearing with Minister for Education, Sport and Culture, Mr M Lundy and Ms J Forrest, p.21

[72] Transcript of Private Hearing with Witness C, p.3

[73] Transcript of Public Hearing with Teaching Union representatives, p.19

[74] Transcript of Public Hearing with Mr R Fairhurst, Headteacher, Haute Vallée School, Mr J Thorp, Headteacher, Les Quennevais School; Ms L Toms, Headteacher, Hautlieu School, Mr J McGuinness, Headteacher, Grainville School, Mr R Rolfe, Headteacher, Le Rocquier School and Mr M Lundy, Director, Education, Sport and Culture, p.7

[75] Costenbader, V., & Markson, S. (1998). School suspension: A study with secondary school students. *Journal of School Psychology, 36*, 59-82.

[76] Guidance on Improving Behaviour and Reducing Exclusion, p.3

[77] Transcript of Public Hearing with Mr M Renouf, Area Youth Officer, Youth Service and Mr R Matthews, Headteacher, D'Hautrée House School, p.3.

[78] Transcript of Public Hearing with Mr R Fairhurst, Headteacher, Haute Vallée School, Mr J Thorp, Headteacher, Les Quennevais School; Ms L Toms, Headteacher, Hautlieu School, Mr J McGuinness, Headteacher, Grainville School, Mr R Rolfe, Headteacher, Le Rocquier School and Mr M Lundy, Director, Education, Sport and Culture, p.7

[79] Transcript of Public Hearing with Mr R Cook, Headteacher, Victoria College, Mr C Howarth, Headteacher, Jersey College for Girls, and Mr M Lundy, Director, Education, Sport and Culture, p.3

[80] Transcript of Public Hearing with Mr R Cook, Headteacher, Victoria College, Mr C Howarth, Headteacher, Jersey College for Girls, and Mr M Lundy, Director, Education, Sport and Culture, p.4

[81] Transcript of Public Hearing with Mr C Beirne, Headteacher, Beaulieu Convent School, Mr J Turner, Headteacher, De La Salle Secondary School, and Mr M Lundy, Director, Education, Sport and Culture, p.5

[82] Transcript of Public Hearing with Mr C Beirne, Headteacher, Beaulieu Convent School, Mr J Turner, Headteacher, De La Salle Secondary School, and Mr M Lundy, Director, Education, Sport and Culture, p.16

[83] Transcript of Public Hearing with Mr R Fairhurst, Headteacher, Haute Vallée School, Mr J Thorp, Headteacher, Les Quennevais School; Ms L Toms, Headteacher, Hautlieu School, Mr J McGuinness, Headteacher, Grainville School, Mr R Rolfe, Headteacher, Le Rocquier School and Mr M Lundy, Director, Education, Sport and Culture, p.25

[84] Transcript of Public Hearing with Mr C Beirne, Headteacher, Beaulieu Convent School, Mr J Turner, Headteacher, De La Salle Secondary School, and Mr M Lundy, Director, Education, Sport and Culture, p.9

[85] Mr C Beirne, Headteacher, Beaulieu Convent School, written notes for Scrutiny Public Hearing

[86] Transcript of Private Hearing with Mr C Beirne, Headteacher, Beaulieu Convent School, Mr J Turner, Headteacher, De La Salle Secondary School, and Mr M Lundy, Director, Education, Sport and Culture, p.2

[87] Transcript of Public Hearing with Mr C Beirne, Headteacher, Beaulieu Convent School, Mr J Turner, Headteacher, De La Salle Secondary School, and Mr M Lundy, Director, Education, Sport and Culture, p.12

[88] Times Educational Supplement, 16<sup>th</sup> October 2009: There's always one

[89] Transcript of Public Hearing with Mr R Cook, Headteacher, Victoria College, Mr C Howarth, Headteacher, Jersey College for Girls, and Mr M Lundy, Director, Education, Sport and Culture, p.9

[90] This party comprised of: John Ponomarenko (NASUWT); Martin Pitman (NUT); Jamie Craik (ATL)

[91] Transcript of Public Hearing with Mr R Fairhurst, Headteacher, Haute Vallée School, Mr J Thorp, Headteacher, Les Quennevais School; Ms L Toms, Headteacher, Hautlieu School, Mr J McGuinness, Headteacher, Grainville School, Mr R Rolfe, Headteacher, Le Rocquier School and Mr M Lundy, Director, Education, Sport and Culture, p.24

[92] Abdelnoor, A. (2007). *Managed Moves: A complete guide to managed moves as an alternative to permanent exclusion*. Calouste Bulbenkian Foundation.

[93] Transcript of Public Hearing with Mr R Fairhurst, Headteacher, Haute Vallée School, Mr J Thorp, Headteacher, Les Quennevais School; Ms L Toms, Headteacher, Hautlieu School, Mr J McGuinness, Headteacher, Grainville School, Mr R Rolfe, Headteacher, Le Rocquier School and Mr M Lundy, Director, Education, Sport and Culture, p.23

- [94] Transcript of Public Hearing with Minister for Education, Sport and Culture, Mr M Lundy and Ms J Forrest, p.5
- [95] Transcript of Public Hearing with Minister for Education, Sport and Culture, Mr M Lundy and Ms J Forrest, p.7
- [96] Transcript of Public Hearing with Minister for Education, Sport and Culture, Mr M Lundy and Ms J Forrest, p.8
- [97] Transcript of Public Hearing with Mr R Renouf, Area Youth Officer, Youth Service and Mr R Matthews, Headteacher, D'Hautrée House School, p.9
- [98] Transcript of Public Hearing with Teaching Union representatives, p.22
- [99] Transcript of Public Hearing with Mrs R Smith, Jersey Dyslexia Association, p.4
- [100] Transcript of Public Hearing with Teaching Union representatives, p.19
- [101] Transcript of Public Hearing with Mrs R Smith, Jersey Dyslexia Association, p.12
- [102] Transcript of Public Hearing with Mr R Fairhurst, Headteacher, Haute Vallée School, Mr J Thorp, Headteacher, Les Quennevais School; Ms L Toms, Headteacher, Hautlieu School, Mr J McGuinness, Headteacher, Grainville School, Mr R Rolfe, Headteacher, Le Rocquier School and Mr M Lundy, Director, Education, Sport and Culture, p.17
- [103] Transcript of Public Hearing with CAMHS, p.5
- [104] Transcript of Public Hearing with CAMHS, p.15
- [105] Transcript of Public Hearing with Autism Jersey, p.4
- [106] Transcript of Public Hearing with Mr M Renouf, Area Youth Officer, Youth Service and Mr R Matthews, Headteacher, D'Hautrée House School, p.17
- [107] Serious Case Review for Jersey Child Protection Committee: The independent review of inter-agency support and protection services provided to a child (referred to as BA) and his family.  
<http://www.gov.je/Caring/Organisations/JCPC/Pages/Reports.aspx>
- [108] Transcript of Public Hearing with Autism Jersey, p.2
- [109] Transcript of Public Hearing with Mrs R Smith, Jersey Dyslexia Association, p.13
- [110] Transcript of Public Hearing with Mrs R Smith, Jersey Dyslexia Association, p.14
- [111] Transcript of Public Hearing with Minister for Education, Sport and Culture, and Mr M. Lundy, Director, Education, Sport and Culture, p.17
- [112] Transcript of Private Hearing with Witness A, p. 15
- [113] Transcript of Public Hearing with Minister for Education, Sport and Culture, Mr M Lundy and Ms J Forrest, p.17
- [114] Transcript of Private Hearing with Witness A, p.4
- [115] Transcript of Private Hearing with Witness A, p.5
- [116] Transcript of Private Hearing with Witness A, p.10
- [117] Transcript of Private Hearing with Witness A, p.8
- [118] Transcript of Public Hearing with CAMHS, p.11
- [119] Transcript of Public Hearing with Autism Jersey, p.16
- [120] Transcript of Private Hearing with Witness G, p.7
- [121] Transcript of Public Hearing with Autism Jersey, p.4
- [122] Transcript of Public Hearing with Autism Jersey, p.4
- [123] Transcript of Public Hearing with Autism Jersey, p.7
- [124] Transcript of Public Hearing with Autism Jersey, p.8
- [125] Transcript of Public Hearing with Autism Jersey, p.5
- [126] Transcript of Private Hearing with Witness G, p.5
- [127] Transcript of Private Hearing with Witness G, p.5
- [128] Transcript of Public Hearing with Autism Jersey, p.6

- [129] Transcript of Public Hearing with Autism Jersey, p.7
- [130] Information supplied by Jo Forrest, Principal Educational Psychologist, 15.03.10
- [131] Transcript of Public Hearing with CAMHS, p.13
- [132] Transcript of Private Hearing with Witness E, p.2
- [133] Witness D further confirmed that they had been seeking help/a diagnosis since their child was age 8 and the final diagnosis was confirmed when he/she was 14. *Email correspondence with Witness D dated 9<sup>th</sup> May 2010.*
- [134] Transcript of Private Hearing with Witness D, p.9
- [135] Transcript with Mrs R Smith, Jersey Dyslexia Association, p.6
- [136] Transcript with Mrs R Smith, Jersey Dyslexia Association, p.7
- [137] Transcript of Public Hearing with Autism Jersey, p.9
- [138] Transcript of Public Hearing with Autism Jersey, p.9
- [139] Transcript of Public Hearing with CAMHS, p.13
- [140] Transcript of Private Hearing with Witness A, p.4
- [141] Transcript of Private Hearing with Witness A, p.16
- [142] Transcript of Public Hearing with CAMHS, p.9
- [143] Transcript of Public Hearing with CAMHS, p.9
- [144] Transcript of Public Hearing with CAMHS, p.9
- [145] Transcript of Public Hearing with Autism Jersey, p.14
- [146] Information supplied by Jo Forrest, Principal Educational Psychologist, 27.10.09
- [147] Transcript of Public Hearing with Minister for Education, Sport and Culture, Mr M Lundy and Ms J Forrest, p.13
- [148] Transcript of Public Hearing with Acting Chief Inspector Tim Barnes, States of Jersey Police, p.3
- [149] Transcript of Public Hearing with CAMHS, p.3
- [150] Transcript of Public Hearing with CAMHS, p.4
- [151] Transcript of Public Hearing with CAMHS, p.5
- [152] Transcript of Public Hearing with CAMHS, p.5
- [153] Transcript of Public Hearing with Mr R Fairhurst, Headteacher, Haute Vallée School, Mr J Thorp, Headteacher, Les Quennevais School; Ms L Toms, Headteacher, Hautlieu School, Mr J McGuinness, Headteacher, Grainville School, Mr R Rolfe, Headteacher, Le Rocquier School and Mr M Lundy, Director, Education, Sport and Culture, p.8
- [154] Transcript of Public Hearing with Centenier Coffey, p.7
- [155] Transcript of Public Hearing with Mr R Fairhurst, Headteacher, Haute Vallée School, Mr J Thorp, Headteacher, Les Quennevais School; Ms L Toms, Headteacher, Hautlieu School, Mr J McGuinness, Headteacher, Grainville School, Mr R Rolfe, Headteacher, Le Rocquier School and Mr M Lundy, Director, Education, Sport and Culture, p.8
- [156] Serious Case Review for Jersey Child Protection Committee: The independent review of inter-agency support and protection services provided to a child (referred to as BA) and his family.  
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- [157] Transcript of Public Hearing with Mr R Cook, Headteacher, Victoria College, Mr C Howarth, Headteacher, Jersey College for Girls, and Mr M Lundy, Director, Education, Sport and Culture, p.13
- [158] Transcript of Public Hearing with Mr R Cook, Headteacher, Victoria College, Mr C Howarth, Headteacher, Jersey College for Girls, and Mr M Lundy, Director, Education, Sport and Culture, p.13
- [159] Transcript of Public Hearing with Mr R Cook, Headteacher, Victoria College, Mr C Howarth, Headteacher, Jersey College for Girls, and Mr M Lundy, Director, Education, Sport and Culture, p.14
- [160] Transcript of Public Hearing with Minister for Education, Sport and Culture, Mr M Lundy and Ms J Forrest, p.13