

**#pullupachair**

## Finding solutions to prevent exclusion from school

Early Years Foundation Stage (EYFS) and primary school

Training resource 3 of 3

January 2023

Funded By



Partnered with



# Acknowledgements

I am immensely grateful to the children who took part in my creative arts projects and research; without them this resource would not be possible. Thank you also to the following school leaders and teachers for participating in the many voice projects with me over the years:

- Donna Walker: The Link School, Sunderland
- Dominic Gray: The Beacon Centre, South Tyneside
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- Rebecca Cross: River Tees Multi Academy Trust, Middlesbrough
- Catherine Forster: The Bridge, Durham

Without these partnerships, insight into the children's lived experiences would not have been captured and made into films. Their experiences have provided the foundations for this training resource.

Sincere thanks to the following organisations for funding the #seeme #pullupachair projects:

- United Kingdom Research and Innovation (UKRI) Participatory Research Fund 2021-2022
- UKRI Policy Support Fund 2021-2022
- The University of Sunderland (UoS) Interdisciplinary Research Network: Adverse Childhood Experiences
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Finally and importantly, many thanks to Ruth Johnson (Theatre Director), Pav Gajek (Film Maker) and Dr Wendy Thorley (Advisor) for your valued contribution to #pullupachair.

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## Copyright

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## Acronyms

<b>DfE</b>	Department for Education
<b>EYFS</b>	Early Years Foundation Stage
<b>LO</b>	Learning Objective
<b>UKRI</b>	United Kingdom Research and Innovation
<b>UoS</b>	University of Sunderland



01

# Introduction



# Introduction

This training resource introduces discussion around the importance of finding solutions in the Early Years Foundation Stage (EYFS) and primary school to prevent exclusion from school.

## Ethical considerations and permissions

Ethical approval was gained from the UoS Ethics Committee. Gatekeepers provided permission for caregivers to be approached for their children to participate in the research and the #seeme and #pullupachair creative arts projects. Caregivers were provided with information sheets explaining the purpose of the project. Only children whose caregivers consented to their child taking part were approached to participate. Caregivers of children aged eight and under provided the overarching consent. Where a child had a social worker, their consent was also sought. All children were provided with an information sheet (a comic strip) explaining the project and had a trusted adult explain how the film and audio of them would be used. If a caregiver gave consent for their child to take part, but the child did not, they were not included in the films. The children and caregivers were given choices as to what would be shared (film, audio, artworks) and how (social media, general media, UoS website). All ethical and privacy protocols were strictly enforced, including privacy statements issued to caregivers.

## The purpose of the resource

The purpose of the resource, the two accompanying films and PowerPoint, is to help facilitate professionals and policymakers in better understanding the impact of exposure to adversity on the learning and development of children previously excluded from school.

This resource provides you, the lead/facilitator, a structure and guidance on how to deliver each of the three training sessions. It is therefore not a script for what you should say and how to explain key points. Rather, the resource is to support you in delivering key points and to ensure consistency in providing the content of the course. Additional reading and resources are provided at the end of this resource.

The three-part training resource has been designed to use as whole school training; including senior leaders, governors, teachers, support staff, placement

students and volunteers. It is recommended that the series is delivered in its entirety to build and secure knowledge and understanding of the arising themes. There may be circumstances where the training is delivered to individuals and small groups of staff, for example, when new staff are employed in the setting. This training session is expected to last 1 hour and 40 minutes and is structured as follows:

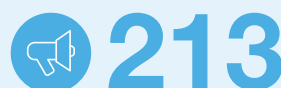
- Part 1: Recognising and responding to adversities
- Part 2: Belonging, relationships and connections
- **Part 3: Solutions to preventing school exclusions**

## Background to the training resources

Since 2017, each yearly data report from the Department of Education (DfE) has shown that Northeast England has the highest exclusion rates of any region in the United Kingdom (DfE, 2017-2021). Aside from during the Covid-19 pandemic, in which all exclusion rates dropped across the country, exclusions have risen steadily in the Northeast for the last five years. Nationally, the most common reason for a permanent exclusion or suspension is 'persistent disruptive behaviour'.

In 2018, Together for Children commissioned Sarah Martin-Denham at the UoS to *'investigate the factors that impact upon social and emotional wellbeing of children and young people from 3-16 years, which may lead to exclusion from school'*. 174 participants took part in the research, including: 55 children previously excluded from school, 41 of their caregivers and 78 education and health professionals. Sarah has twelve publications that give an insight into this complex world ([Items where Author is "Martin-Denham, Sarah" - SURE \(sunderland.ac.uk\)](#)).

#SeeMe #pullupachair was led by Sarah with funding from the UKRI Policy Support Fund 2021/2022 and the UoS, Interdisciplinary Research Network: Adverse Childhood Experiences. This project engaged 130 children aged 5-16 years in a creative arts project with four local artists. Of these 68 shared their views on school exclusion. A further 28 children aged 5-16 years, previously excluded from school, took part in a creative arts project, funded by the UoS interdisciplinary research network: Adverse Childhood Experiences 2021/2022, contributing to this resource.



213 voices were included in this resource. These voices have set the agenda for listening. **Let's get ready to pull up a chair.**

## Access to the resources

The films, PowerPoint presentations and training resources are available through the UoS Interdisciplinary Research Network: Adverse Childhood Experiences website:



<https://www.sunderland.ac.uk/more/research/interdisciplinary-research-networks/adverse-childhood-experiences/>

Click on the navigation bar #pullupachair. The film numbers for this training are **four** and **five**. You will also need the Secondary age phase film **nine** to show at the end of this training session. The PowerPoints and this training resource can be downloaded, while the films can be streamed via the website.

## Streaming the films

All films are in .mp4 format. Before screening the films, carry out a trial stream from the UoS website to check for adequate Wi-Fi strength and to ensure there is good sound quality from the device used. It is recommended that the films are played on a large screen in a dark environment (like a cinema experience). Ensure participants remain seated during the screening to prevent any slip or trip hazards.

## Considerations when preparing to deliver training

Some participants may feel uncomfortable, upset or emotional during the training. This could be due to personal or professional experiences, or as they empathise with the children.



Begin each session by letting participants know that some films may be upsetting; let them know they can take time away if necessary. It is also recommended that organisations make mental health support available for participants during and following the sessions, and signpost to mental health organisations.

Some participants may wish to discuss aspects of the training sessions in more detail, including sharing personal experiences. Only the facilitator delivering the training can decide what is or is not appropriate to discuss. Facilitators will therefore need to use their own judgement in gauging when to build on discussion and when to move on.

**The timings suggested are indicative and not prescriptive**, to enable you to use your own professional judgement and bring your own knowledge, skills competencies and expertise as a trainer and professional with reference to the slide content. Due to the range of participants engaging in the training, it will be at your discretion to assess which areas require more or less discussion. It is the facilitator's role to ensure the training reflects the participants' specialisms, for example, children's services, youth offending teams or education services.

## Equality Act 2010 and reasonable adjustments

The film subtitles, PowerPoint presentation and this training resource are presented in an accessible font, without underlining or highlighting, and on a non-white background, to support those who have specific learning difficulties. Please ensure any slides you add, to enhance your training session, are suitable for those accessing the training. Also ensure slides are not presented as black text on a white background, and that a dyslexia-friendly font is used.

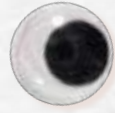
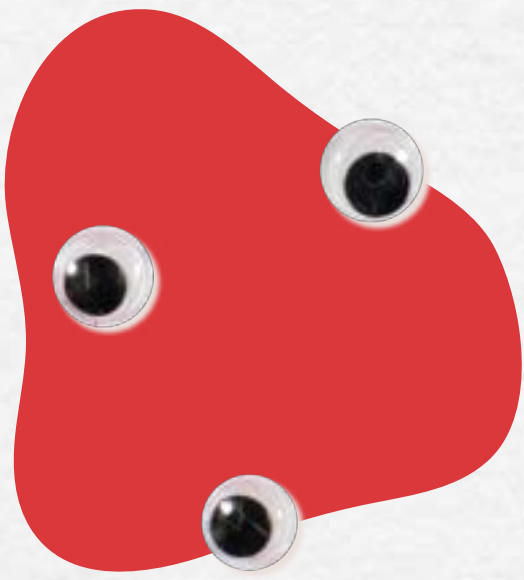
If asking participants to read slides that contain discussion points or quotes, please make reasonable adjustments to the training as required. Adjustments could include allowing participants to view the slide content **prior** to the training session and permitting the use of assistive technology if the participant requires this (for example, using a laptop during the session for note-taking, or text to speech recognition).

## Learning objectives

Upon successful completion provided by the facilitator, those participating in the training series - Part 3: Finding solutions to prevent exclusion from school, should achieve the following learning objectives (LO):

- **LO1.** Explore the solutions to preventing school exclusion
- **LO2.** Respond to young people's concerns about school
- **LO3.** Reflect on how systems and processes in schools' impact those at risk of school exclusion
- **LO4.** Consider how we can improve ITE and professional learning
- **LO5.** Determine barriers to SEMH support and consider possible solutions
- **LO6.** Explore how we can make schools feel safe for those at risk of school exclusion





02

# The training



# The training

The training session is in three parts:



Introduction



Activities



Plenary



## Part 1: Introduction

**Duration:** 5-10 minutes

**PowerPoint slides:** 1-2

1. Present PowerPoint slide 1. The slide requires no detailed discussion unless making introductions for those who do not know each other. Provide a brief welcome to the training session and share the focus, 'finding solutions to prevent exclusion from school', as an overarching aim of the training.
2. Present PowerPoint slide 2. Explain the purpose of the training; consider each of the six learning objectives and to reflect upon the overall aim of the training in promoting understanding of potential solutions to preventing exclusion from school.
3. Explain how the learning objectives will be achieved as a training session:
  - First, the group will watch the film that is included in the training to hear the voices of children previously excluded from school
  - Second, after the film, the group will consider focused questions by sharing their thoughts with the people near to them as discussion points
  - Third, group feedback will be shared and recorded after the group discussion to develop a collective understanding
  - Fourth, key issues will be considered for moving forward in supporting children exposed to childhood adversity who are at risk of exclusion, or those who have experienced exclusion
4. Explain that at the end of the training session, a range of resources will be provided for those who wish to develop their knowledge and understanding further.



Image 1. PowerPoint slide 1

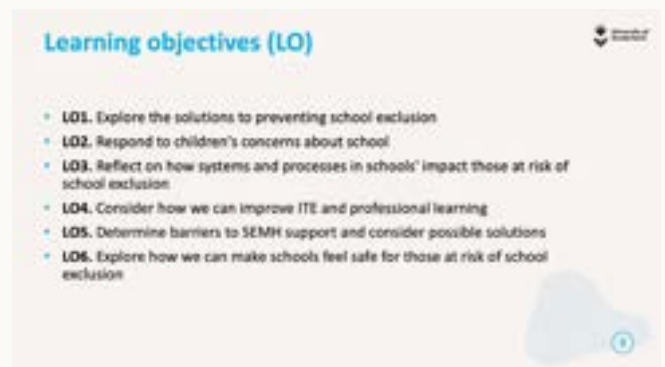


Image 2. PowerPoint slide 2



## Part 2: Activities

**Duration:** 1 hour 10 minutes

Activity 1 - 10 minutes

Activity 2 - 30 minutes

Activity 3 - 15 minutes

Activity 4 - 15 minutes

**PowerPoint slides:** 3-5

**Activity 1:** Film viewing

**Activity 2:** Small group discussion

**Activity 3:** Whole group discussion

**Activity 4:** Small group discussion

### Activity 1

**Duration:** 10 minutes

Go to:



<https://www.sunderland.ac.uk/more/research/interdisciplinary-research-networks/adverse-childhood-experiences/>

Play films 4 (EYFS/Key Stage 1, 2:06 minutes) and film 5 (Key Stage 2, 3:26), **'finding solutions to preventing exclusion from school'**

### Activity 2

**Duration:** 30 minutes

**PowerPoint slide:** 3

1. Give participants a few minutes to talk in small groups to share reflections on the film. Some participants may need more time to process what they have watched, particularly those who are exposed to school exclusion in their personal or professional lives.
2. Present PowerPoint slide 3.
3. Facilitated discussion activity. Working in small groups with those near them, ask participants to consider the questions posed on slide 3 and to make notes of their thoughts to share.
4. Bring the participants together to discuss and gather their reflections. Capture the group's responses as collective notes, either by writing them yourself or by allocating someone in the group to keep notes during the group discussion.

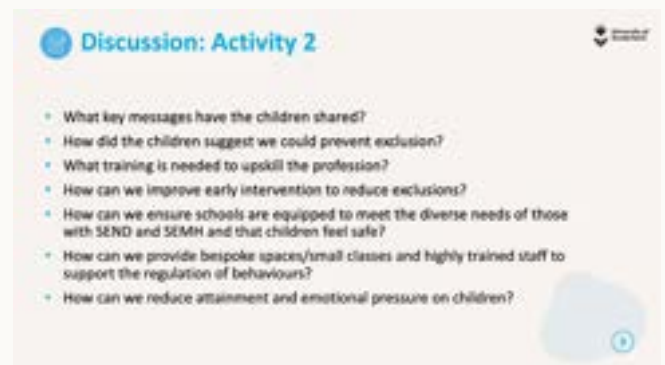


Image 3. PowerPoint slide 3

### Activity 3

**Duration:** 15 minutes

Present PowerPoint slide 4 and think collectively about what, if anything, needs to change to prevent exclusion from school in the organisation.

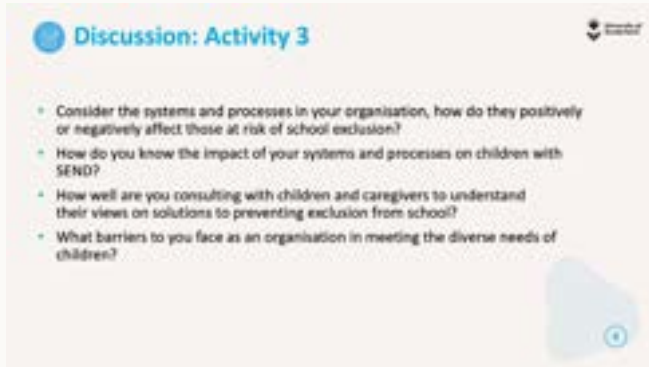


Image 4. PowerPoint slide 4

### Activity 4

**Duration:** 15 minutes

Present PowerPoint slide 5 and, in small groups, determine changes that participants, departments and the organisation will implement going forward.



Image 5. PowerPoint slide 5



## Part 3: Plenary

**Duration:** 20 minutes

**PowerPoint slide:** 6

**Activity 5:** Whole group discussion and viewing of secondary age phase film

### Activity 5

**Duration:** 20 minutes

Present PowerPoint slide 6. Facilitate reflection on the training session against the learning objectives. Do the participants agree they have:

- **LO1.** Explored the solutions to preventing school exclusion
- **LO2.** Responded to young people's concerns about school
- **LO3.** Reflected on how systems and processes in schools' impact those at risk of school exclusion
- **LO4.** Considered how we can improve ITE and professional learning
- **LO5.** Determined barriers to SEMH support and consider possible solutions
- **LO6.** Explored how we can make schools feel safe for those at risk of school exclusion

End the plenary by showing film nine, the secondary age phase film (7:46 minutes). The purpose of this is to stress the importance of early intervention to identify and meet needs, to prevent school exclusion.

### Close session

Inform participants that you will ensure the collective notes are distributed to all those taking part. Discuss future plans for training in the organisation.

### Facilitator feedback

By registering for the #pullupachair training materials, you have agreed that the team can contact you for feedback on the materials.

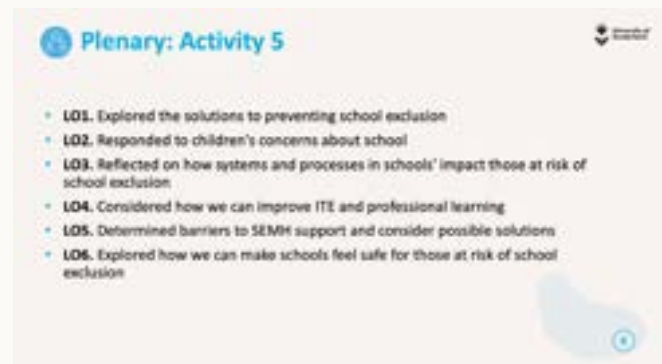
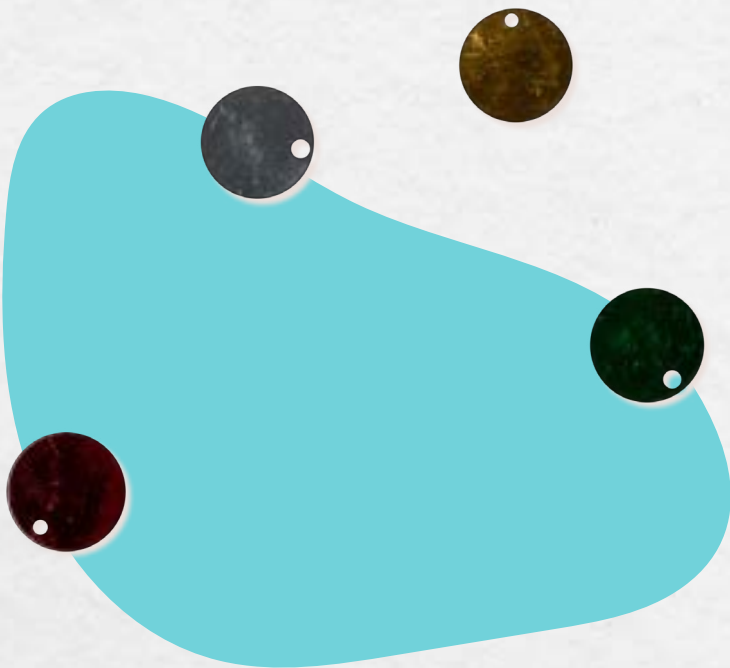


Image 6. PowerPoint slide 6



03

# Recommended reading



# Recommended reading

## Research monographs and reports

Early Intervention Foundation (2021) *Adolescent mental health: A systematic review on the effectiveness of school-based interventions*. Available at: <https://www.eif.org.uk/report/adolescent-mental-health-a-systematic-review-on-the-effectiveness-of-school-based-interventions>. Accessed (6 January 2023).

Martin-Denham, S. (2020) *An investigation into the perceived enablers and barriers to mainstream schooling: The voices of children excluded from school, their caregivers and professionals*. Project Report. Sunderland: University of Sunderland.

Martin-Denham, S. (2020) *The enablers and barriers to successful managed moves: The voice of children, caregivers, and professionals*. Sunderland: University of Sunderland.

Martin-Denham, S. (2020) *A review of school exclusion on the mental health, well-being of children and young people in the City of Sunderland*. Sunderland: University of Sunderland.

McAra, L. and McVie, S. (2022) *Causes and Impacts of Offending and Criminal Justice Pathways: Follow-up of the Edinburgh Study Cohort at Age 35*. Edinburgh: University of Edinburgh.

Ofsted (2019) *Safeguarding children and young people in education from knife crime: Lessons from London*. London: Ofsted.

Oxleas NHS Foundation Trust (2007) *Non-violent resistance (NVR): Guidelines for parents of children or adolescents with violent or destructive behaviours*. Available at: [http://oxleas.nhs.uk/site-media/cms-downloads/NVR\\_for\\_parents\\_web\\_mgRKEiw.pdf](http://oxleas.nhs.uk/site-media/cms-downloads/NVR_for_parents_web_mgRKEiw.pdf). Accessed (6 January 2023).

Prescott, B. (2021) *The hidden crisis: The impact of Covid-19 on children's emotional health, the link to exclusions, and how a trauma-responsive approach can help reduce the long-term effects*. Bradford: Transforming Lives for Good.

Simms, D. (2022) *IntegratED alternative provision quality toolkit*. London: IntegratED.

Wilcock, A., Simms, D., Hummel, S. and Rackham, O. (2022) *IntegratED annual report: Fewer exclusions. Better alternative provision*. IntegratED.

## Journal articles

Kim, B.K.E., Johnson, J., Rhinehart, L., Logan-Greene, P., Lomeli, J. and Nurius, P.S. (2021) 'The school-to-prison pipeline for probation youth with special education needs', *American Journal of Orthopsychiatry*, 91(3), 375–385. <https://doi.org/10.1037/ort0000538>.

Lawrence, N. (2011) 'What makes for a successful reintegration from a pupil referral unit to mainstream education? An applied research project', *Educational Psychology in Practice*, 27(3), pp. 213–226.

Martin-Denham, S. (2020) 'Riding the rollercoaster of school exclusion coupled with drug misuse: The lived experience of caregivers', *Emotional and Behavioural Difficulties*, 25(3–4), pp. 244–263. doi:10.1080/13632752.2020.1848985.

Martin-Denham, S. (2021) 'Alternatives to school exclusion: Interviews with headteachers in England', *Emotional and Behavioural Difficulties*, pp. 375–393. doi:10.1080/13632752.2021.1983326.

Martin-Denham, S. (2021) 'School exclusion, substance misuse and use of weapons: An interpretative phenomenological analysis of interviews with children', *Support for Learning*, 36(4), pp. 532–554. doi:10.1111/1467-9604.12379.

Martin-Denham, S. (2022) 'Marginalisation, autism and school exclusion: Caregivers' perspectives', *Support for Learning*, 37(1), pp. 108–143. doi:10.1111/1467-9604.12398.

Murphy, R. (2022) 'How children make sense of their permanent exclusion: a thematic analysis from semi-structured interviews', *Emotional and Behavioural Difficulties*, 27(1), pp. 43–57.

Oxley, L. (2015) 'Engaging youth through restorative approaches in schools', *Youth and Policy*, 115, pp. 118–123.

## Books

Martin-Denham, S. and Watts, S. (2019) *SENCO handbook: Leading provision and practice*. London: SAGE Publications, Ltd.

Martin-Denham, S. (2022) *Co-producing SMART targets for children with SEND: Capturing the authentic voice of children, young people and their caregivers*. London: Routledge.

## Other publications

Beacon House (2023) *Developmental trauma resources*. Available at: <https://beaconhouse.org.uk/resources/>. Accessed (6 January 2023).

Inner World Works (2017) *Whole school happy pack: Interventions to promote mental wellbeing*. Available at: <http://www.innerworldwork.co.uk/wp-content/uploads/2017/07/Whole-Class-Happy-Pack.pdf>. Accessed (6 January 2023).



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