

SCHOOL EXCLUSIONS TRACKER

A termly analysis of official data

3,608

The number of pupils permanently excluded from school has increased by 11.6 per cent since Summer 2023. In Summer 2024, there were 3,608 permanent exclusions, a rate of 0.04 per 100 pupils. This compares with 3,234 permanent exclusions in Summer 2023, equating to an additional 374 permanent exclusions.

275,951

School suspensions have increased by 13.4 per cent since Summer 2023. There were 313,008 suspensions in Summer 2024, a rate of 3.69 per 100 pupils. This compares to 275,951 suspensions in Summer 2023.

1,828,748

1,828,748 days were missed due to suspensions in the 2023/2024 academic year, an increase of 19 per cent since the 2022/23 academic year. There were 5.36 days lost on average per suspension during the academic year 2023/24.

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Headline statistics

3,608 pupils were permanently excluded in Summer 2024. This is an increase of 11.6 per cent since Summer 2023.

It is vulnerable children who are affected most. In the 2023/24 academic year, children in receipt of Free School Meals (FSM) were five times more likely to be permanently excluded than children who were not eligible for FSM. Children in receipt of special educational needs (SEN) support are also five times more likely to be permanently excluded than their peers.

School suspensions have also increased compared to the previous year. There were 313,008 suspensions given in Summer 2024. This is an increase of 13.4 per cent since Summer 2023.

There were 1,828,748 days lost to suspensions during 2023/24. There were 5.36 days lost on average per suspension during the year.

About the Centre for Social Justice

Established in 2004, the Centre for Social Justice (CSJ) is an independent think-tank that studies the root causes of Britain's social problems and addresses them by recommending practical, workable policy interventions. The CSJ's vision is to give people in the UK who are experiencing the worst multiple disadvantages and injustice every possible opportunity to reach their full potential.

The majority of the CSJ's work is organised around five "pathways to poverty", first identified in our ground-breaking 2007 report *Breakthrough Britain*. These are: educational failure; family breakdown; economic dependency and worklessness; addiction to drugs and alcohol; and severe personal debt.

Since its inception, the CSJ has changed the landscape of our political discourse by putting social justice at the heart of British politics. This has led to a transformation in government thinking and policy. For instance, in March 2013, the CSJ report *It Happens Here* shone a light on the horrific reality of human trafficking and modern slavery in the UK. As a direct result of this report, the Government passed the Modern Slavery Act 2015, one of the first pieces of legislation in the world to address slavery and trafficking in the 21st century.

Our research is informed by experts including prominent academics, practitioners and policymakers. We also draw upon our CSJ Alliance, a unique group of charities, social enterprises, and other grass-roots organisations that have a proven track-record of reversing social breakdown across the UK.

The social challenges facing Britain remain serious. In 2025 and beyond, we will continue to advance the cause of social justice so that more people can continue to fulfil their potential.

Executive summary

The CSJ has been investigating the issue of school exclusions since 2018.

Our initial report, *Providing the Alternative*, investigated the reasons behind why a pupil may end up excluded from school and considered the support that is available for excluded pupils. This was followed in 2020 by *Warming the Cold Spots of Alternative Provision*, which uncovered a postcode lottery in access to high-quality Alternative Provision (AP). More recently the CSJ has conducted expansive research into what has been causing the recent high levels of school exclusions and suspensions, in *Suspending Reality*.

With school exclusions sustaining at worrying levels, the CSJ is now tracking and analysing termly data on exclusions, as well as tracking any progress made by the government on implementing recommendations.

New government figures reveal that school exclusions remain at crisis levels in Summer 2024. Our analysis shows that in the latest term we have data for, 3,608 children were permanently excluded and there were 313,008 suspensions.

Disadvantaged children continue to be disproportionately affected. In the 2023/24 academic year, children on Free School Meals were over five times more likely to be permanently excluded than their peers. Children in receipt of SEN support are over five times more likely to be permanently excluded than a child with no identified SEN.

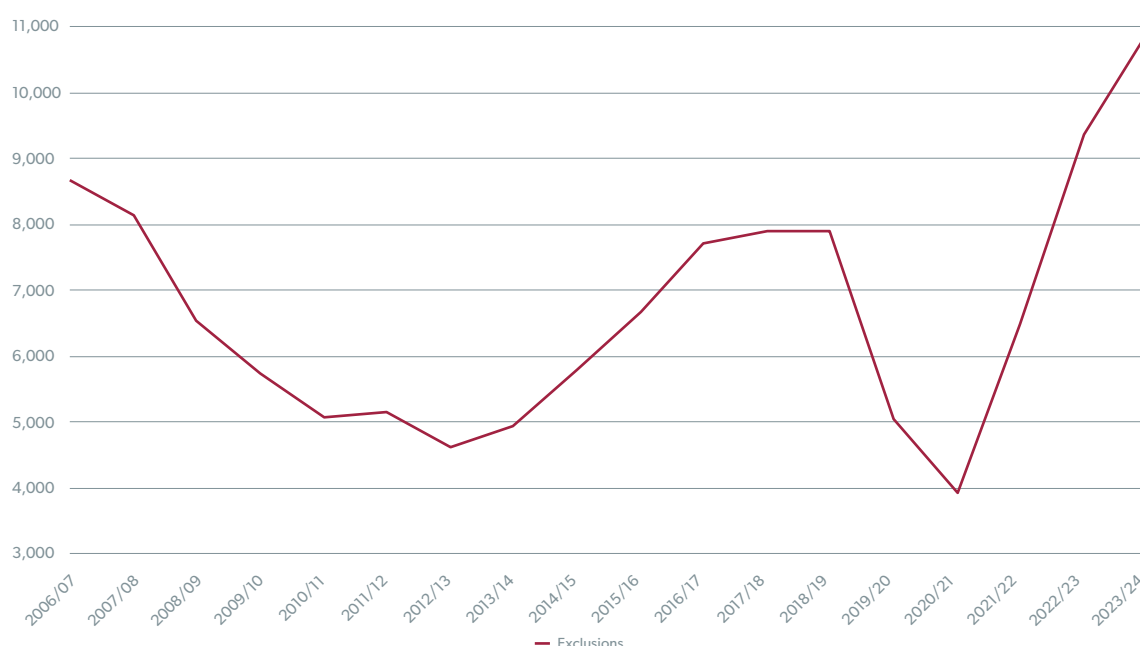
The CSJ continues to call for urgent, nationwide action to deliver high standards of behaviour and an inclusive education that supports every child to engage and thrive.

Exclusions data review

While figures dropped during school shutdowns, school exclusion and suspension rates have since been on an upwards trajectory.

The most recent data release by the Department for Education included the exclusions data for the full 2023/24 academic year. Over the full year, there were 10,885 permanent exclusions, a 16.09 per cent increase on the previous academic year.¹

Figure 1: Permanent exclusions over time (academic year)

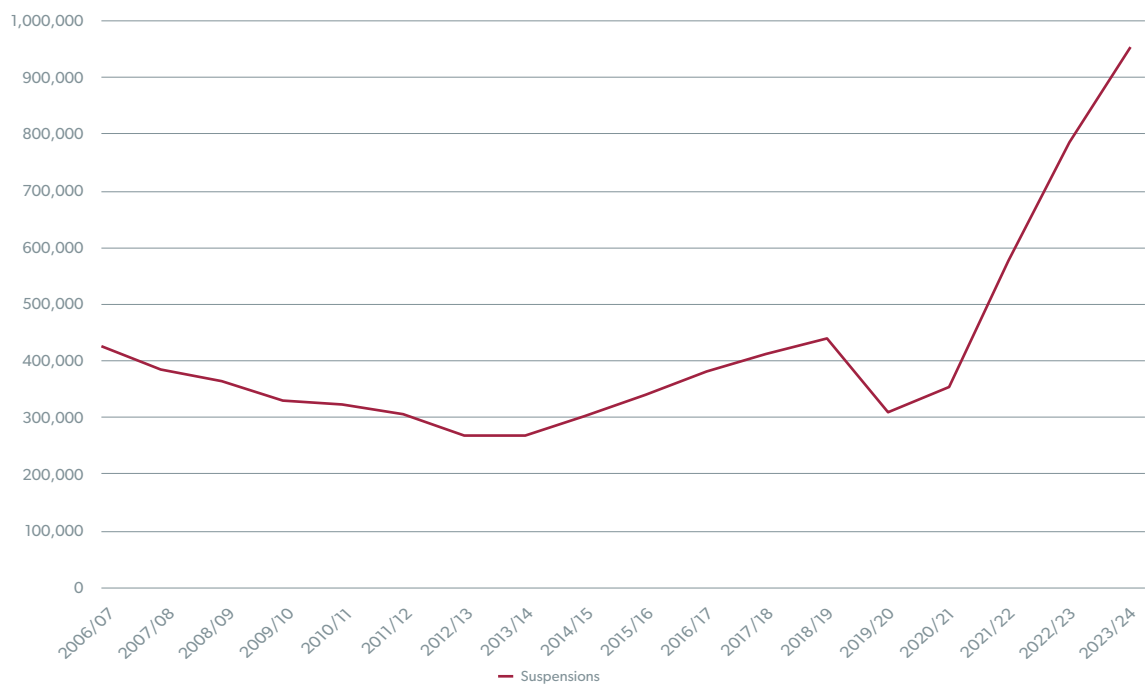


There were 954,952 suspensions in 2023/24, a 21.35 per cent increase on the previous academic year. In total over the course of the year, 1,828,748 days of learning were lost to suspensions, up 19.49 per cent on the previous year.²

¹ Department for Education, 2025. "Suspensions and Permanent Exclusions in England: academic year 2023/24" [Accessed via: <https://explore-education-statistics.service.gov.uk/find-statistics/suspensions-and-permanent-exclusions-in-england/2023-24>]

² Ibid.

Figure 2: Suspensions over time (academic year)



This rest of this chapter explores the most recent pupil level data collected by the Department for Education on school exclusions in the Summer term of the 2023/24 academic year, unless stated otherwise.

Permanent exclusions

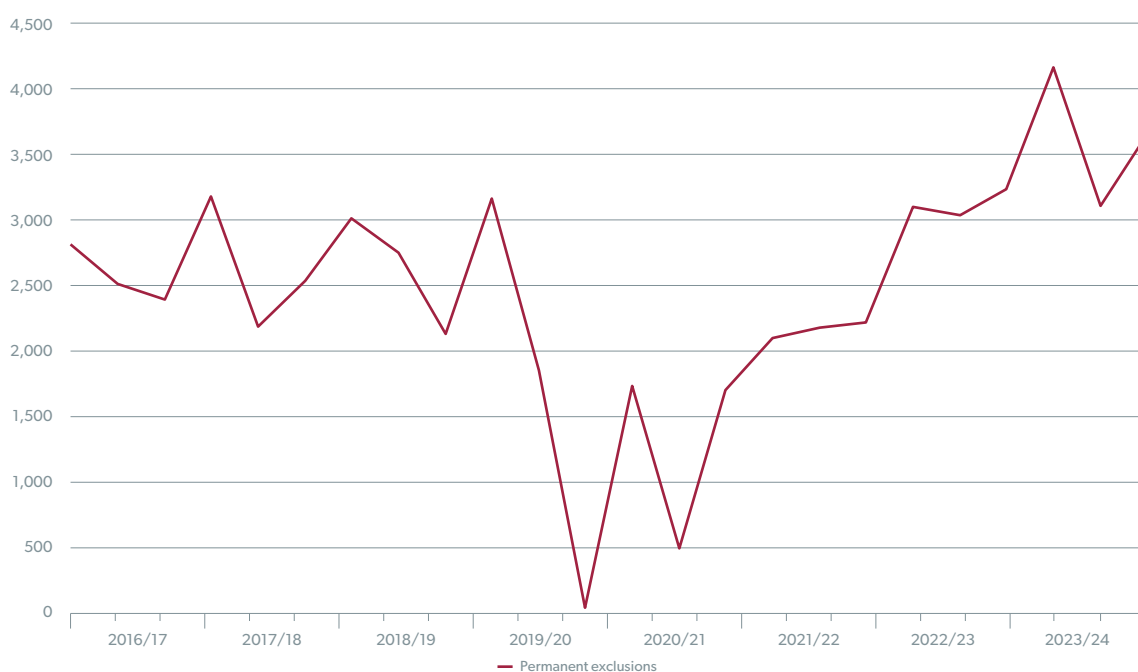
Permanent exclusion is when a child's name is removed from the school's register and they are no longer allowed to attend the school. It is the responsibility of the local authority to arrange suitable alternative full-time education from the sixth school the day following permanent exclusion.

In Summer 2024, there were 3,608 permanent exclusions. This represents a 16.1 per cent increase on the 3,107 children permanently excluded in the previous term, Spring 2024, and a 11.6 per cent increase on the previous summer term, Summer 2023.³

The number of permanent exclusions is higher than pre-pandemic levels. In Autumn 2019, the last full term before schools closed for the pandemic, 3,167 pupils were permanently excluded. The number of permanent exclusions therefore has increased 13.9 per cent relative to pre-pandemic levels.⁴

The rate of permanent exclusion in Summer 2024 was 0.043 per 100 pupils. This is an increase from 0.038 in Summer 2023.⁵

Figure 3: Permanent exclusions over time (termly)



3 Ibid.

4 Ibid.

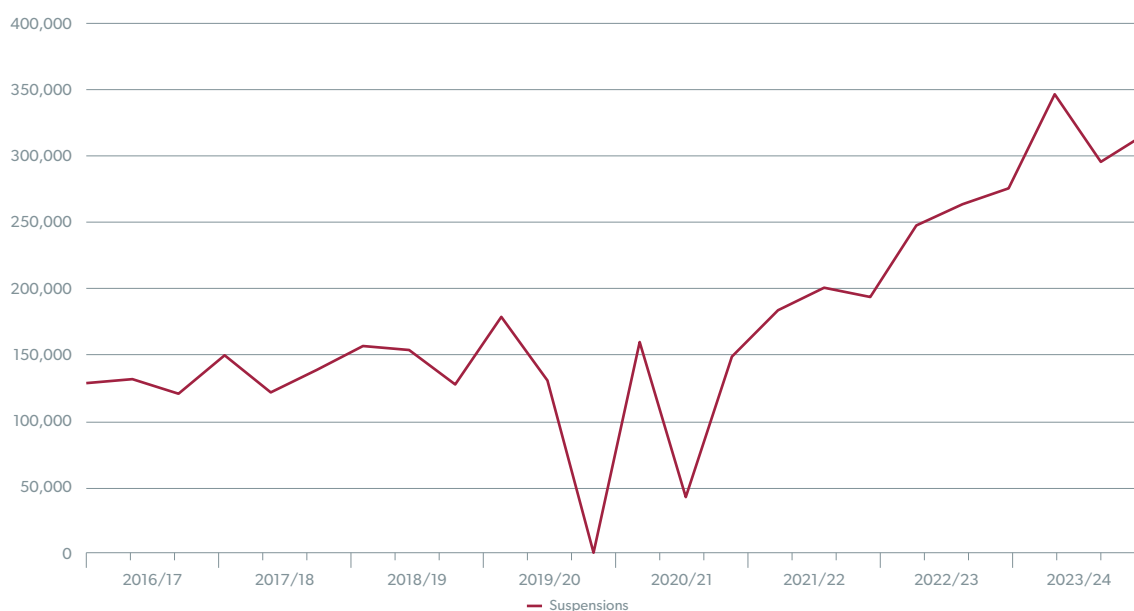
5 Ibid.

Suspensions

A suspension is a time-limited exclusion. The term “suspension” has been used by the Department for Education (DfE) in recent years, but in previous years the term “fixed-term exclusion” (FTE) was used. A pupil who is suspended is temporarily removed from school for a set period, which can total no more than 45 days in one school year. For context, there are a total of 190 days in each school year. If a child has been suspended, the school is required to set work for the first five school days and from the sixth day, to arrange suitable alternative full-time education.

In Summer 2024, there were 313,008 suspensions. This is higher than the previous term, Spring 2024, when there were 295,559 suspensions and higher than the previous Summer 2023 term, when there were 275,951 suspensions.⁶ The number of suspensions is higher than pre-pandemic levels. In Autumn 2019, there were 178,412 suspensions. Compared to pre-pandemic, the number of suspensions has increased by 75.4 per cent.⁷ The rate of suspensions was 3.69 per 100 pupils in Summer 2024 compared to 3.26 in Summer 2023.

Figure 4: Suspensions over time (termly)



167,619 pupils received one or more suspensions in Summer 2024, compared to 153,347 pupils in Summer 2023. The percentage of pupils with one or more suspensions was 1.98 per cent.⁸

On average, pupils who experienced a suspension in the academic year 2023/24 received 2.80 suspensions and missed an average of 5.36 days per suspension. These figures are up compared to the academic year 2022/23 when suspended pupils received 2.59 suspensions on average and missed 5.04 days per suspension.⁹

6 Ibid.

7 Ibid.

8 Ibid.

9 Ibid.

Reasons for exclusion

When a pupil is excluded from school, schools are required to record the main reason for exclusion in the Schools Census, choosing from a set of 16 codes.

In the 2023/24 academic year, the most common reason for both permanent exclusions and suspensions was “persistent disruptive behaviour”, accounting for 39 per cent of reasons given for permanent exclusions and 51 per cent of suspensions. DfE guidance describes “persistent disruptive behaviour” as challenging behaviour, disobedience or persistent violation of school rules.¹⁰

Concerning permanent exclusions, the second most common reason was “physically abusive towards pupils”, at 16 per cent. For suspensions the second most common reason was “verbally abusive towards adults”, accounting for 16 per cent of suspensions.¹¹

Table 1: Permanent exclusions by reason

Reason	Rate of permanent exclusions
Physically abusive to pupils	16
Physically abusive to adults	12
Verbally abusive to pupils	5
Verbally abusive to adults	12
Bullying	<1
Racist abuse	<1
Sexual misconduct	1
Drugs and alcohol	5
Damage	3
Theft	<1
Persistent disruptive behaviour	39
Abuse - disability	<1
Abuse - sex, gender	<1
Media technology	<1
Offensive weapon	5
Public health	<1

¹⁰ Ibid.

¹¹ Ibid.

Table 2: Suspensions by reason

Reason	Rate of suspensions
Physically abusive to pupils	13
Physically abusive to adults	6
Verbally abusive to pupils	4
Verbally abusive to adults	16
Bullying	<1
Racist abuse	1
Sexual misconduct	<1
Drugs and alcohol	2
Damage	3
Theft	<1
Persistent disruptive behaviour	51
Abuse - disability	<1
Abuse - sex, gender	<1
Media technology	<1
Offensive weapon	1
Public health	<1

Breakdown of exclusion data

Exclusion by school type

In Summer 2024, 3,081 children in state-funded secondary schools were permanently excluded. The rate of permanent exclusion in secondary schools was 0.08. Overall, permanent exclusions in secondary schools account for 85.4 per cent of all permanent exclusions.¹²

495 children in state-funded primary schools were permanently excluded in Summer 2024, a rate of 0.01.¹³

The rate of school exclusion is 0.02 per cent in special schools. In Summer 2024, 32 children educated in special schools were permanently excluded.¹⁴

In Summer 2024, there were 270,288 suspensions given to pupils in secondary schools, a rate of 7.38.¹⁵ Overall, suspensions in secondary school account for 86.4 per cent of all suspensions.¹⁶

There were 36,730 suspensions given to pupils in primary schools in Summer 2024, a rate of 0.78.¹⁷

In Summer 2024, there were 5,990 suspensions given to pupils in special schools, a rate of 3.71.¹⁸

Exclusion by region

Patterns of exclusion vary across England.

The North East had the highest rate of permanent exclusions in Summer 2024 (0.09), followed by the North West (0.06).¹⁹

London had the lowest rate of permanent exclusions in Summer 2024 (0.02), followed by the South East (0.02).²⁰

12 Ibid.

13 Ibid.

14 Ibid.

15 Ibid.

16 Ibid.

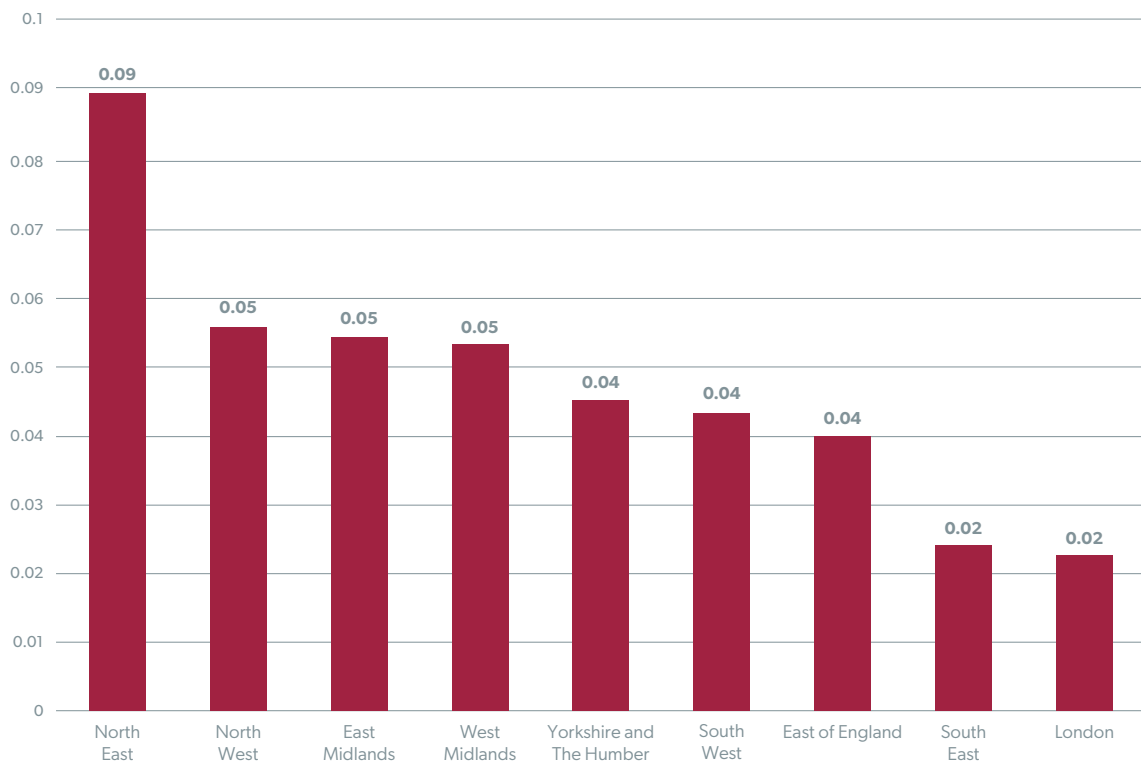
17 Ibid.

18 Ibid.

19 Ibid.

20 Ibid.

Figure 5: Permanent exclusions by region



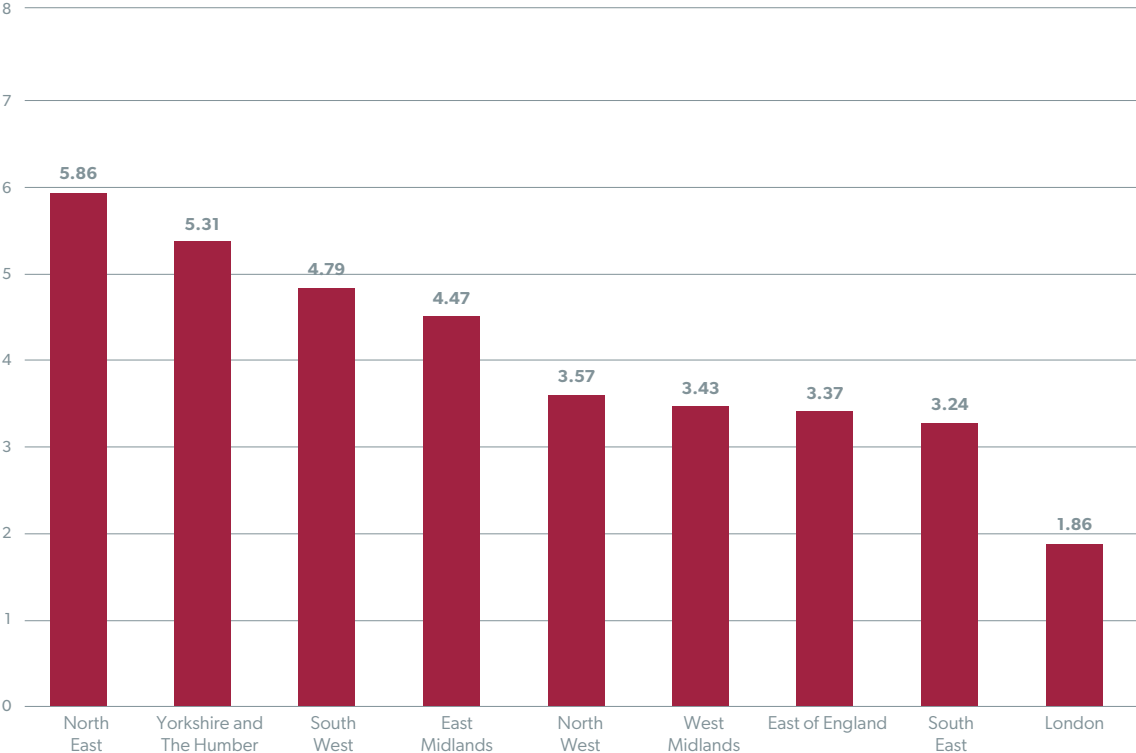
The local authority with the highest rate of permanent exclusion in Summer 2024 is Nottingham (0.16). The local authorities with the lowest rate of permanent exclusion are Telford and Wrekin, City of London and the Isles of Scilly, all of which had no permanent exclusions in Summer 2024.²¹

Table 3: Local authorities with highest rates of permanent exclusion

Local authority	Permanent exclusion rate
Nottingham	0.16
Redcar and Cleveland	0.15
Middlesbrough	0.15
Darlington	0.13
Halton	0.11
Salford	0.11
Gateshead	0.11
Sunderland	0.09
South Tyneside	0.09
St. Helens	0.09

²¹ Ibid.

Figure 6: Suspensions by region



Redcar and Cleveland had the highest rate of suspensions in Summer 2024 (11.7) followed by Hartlepool (9.74). The City of London and the Isles of Scilly had the lowest rate of suspensions in Summer 2024 with zero suspensions.²²

Table 4: Local authorities with highest rates of suspensions

Local authority	Suspension rate
Redcar and Cleveland	11.70
Hartlepool	9.74
Middlesbrough	9.67
Stoke-on-Trent	8.22
Sunderland	8.19
Barnsley	7.72
Stockton-on-Tees	7.65
Wakefield	7.30
Doncaster	7.28
Bradford	7.05

22 Ibid.

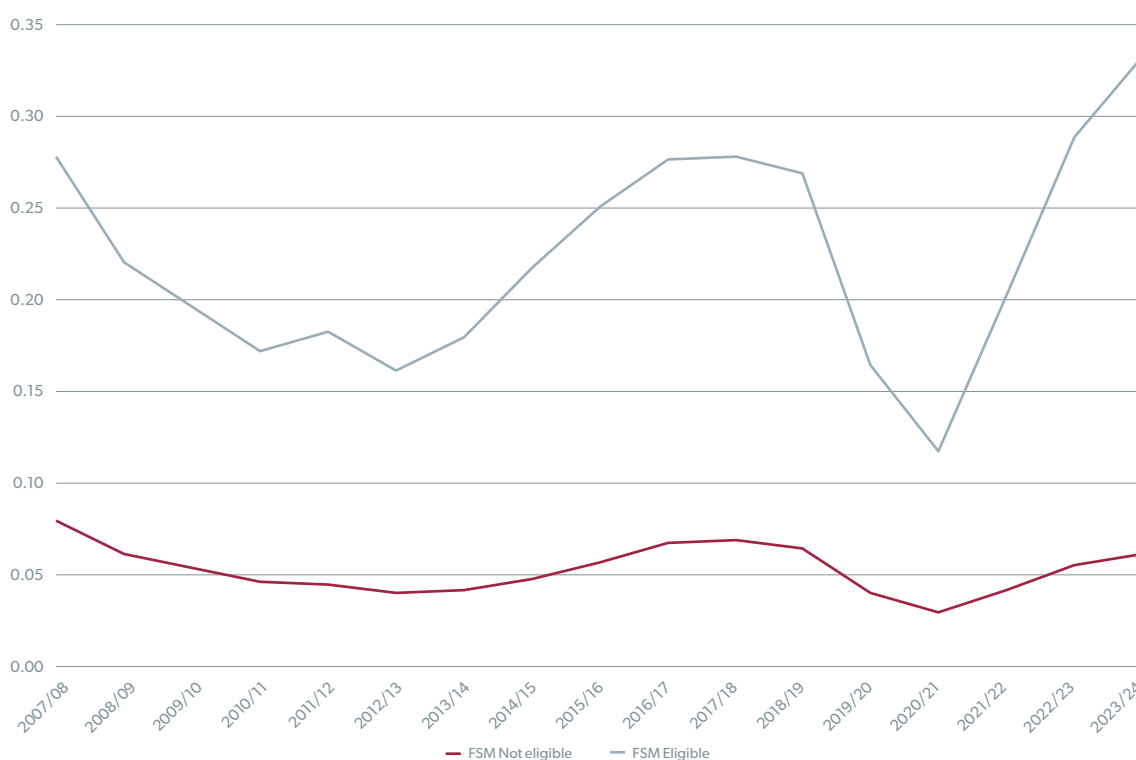
Exclusion by pupil characteristics

Exclusion by free school meal eligibility

Children who are eligible for free school meals (FSM) have consistently higher rates of permanent exclusions and suspensions than their peers.

In the 2023/2024 academic year, children eligible for FSM had a permanent exclusion rate which was 5.4 times the rate for children who were not eligible for FSM. The rate of permanent exclusion for children eligible for FSM was 0.33, compared to 0.06 for children not eligible.²³

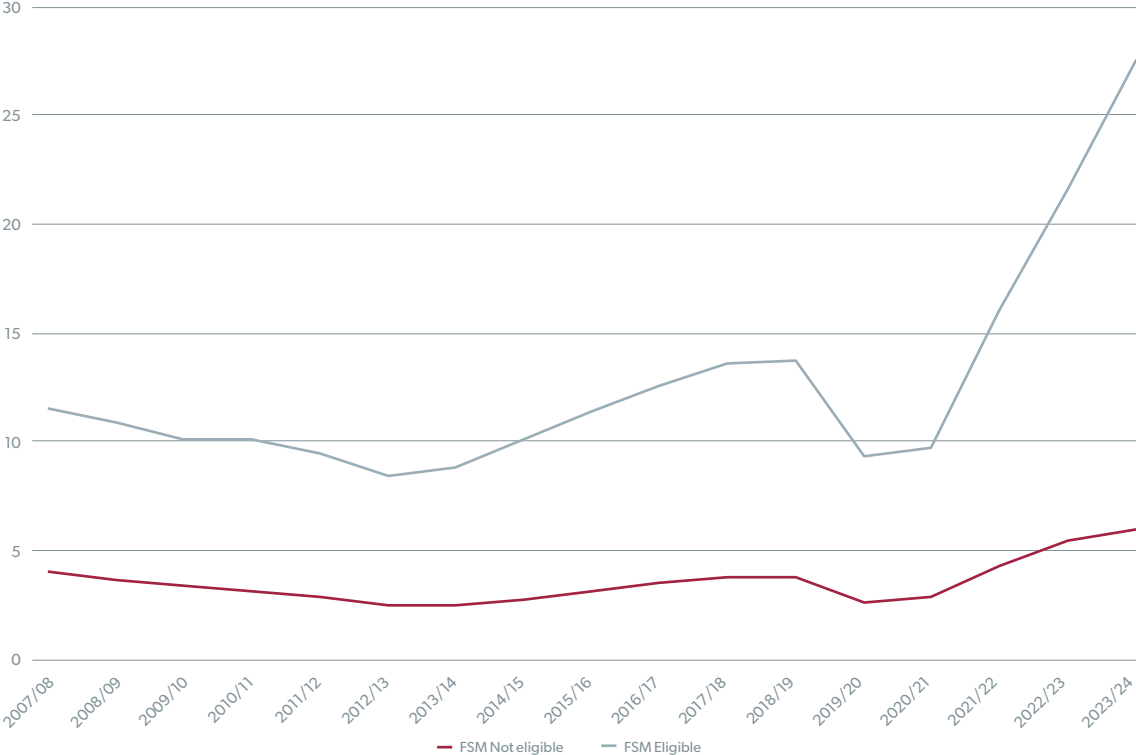
Figure 7: Permanent exclusion rate by free school meal eligibility



23 Ibid.

In the 2023/2024 academic year, children eligible for FSM had a suspension rate which was 4.6 times the rate of children who were not eligible for FSM. The rate of suspensions for children eligible for FSM was 27.55, compared to 5.99 for children not eligible.²⁴

Figure 8: Suspension rate by free school meal eligibility



Exclusion by special educational needs/ disabilities

Children with Special Educational Needs (SEN) support and Education, Health, and Care Plans (EHCP) are more likely than their peers to be both permanently excluded and suspended.

In the 2023/2024 academic year, 1,044 children with an EHCP and 4,639 children with SEN support were permanently excluded.²⁵

The rate of permanent exclusion was 0.41 for children with SEN support, 0.26 for children with an EHCP and 0.08 for children with no identified SEN.²⁶

In the 2023/24 academic year, children with social, emotional and mental health, other difficulty/ disability, moderate learning difficulty and specific learning difficulty had the highest rates of permanent exclusions. In 2023/24, the exclusion rate for children with social, emotional and mental health was 1.10, compared to the national rate of 0.13 for the same time period.²⁷

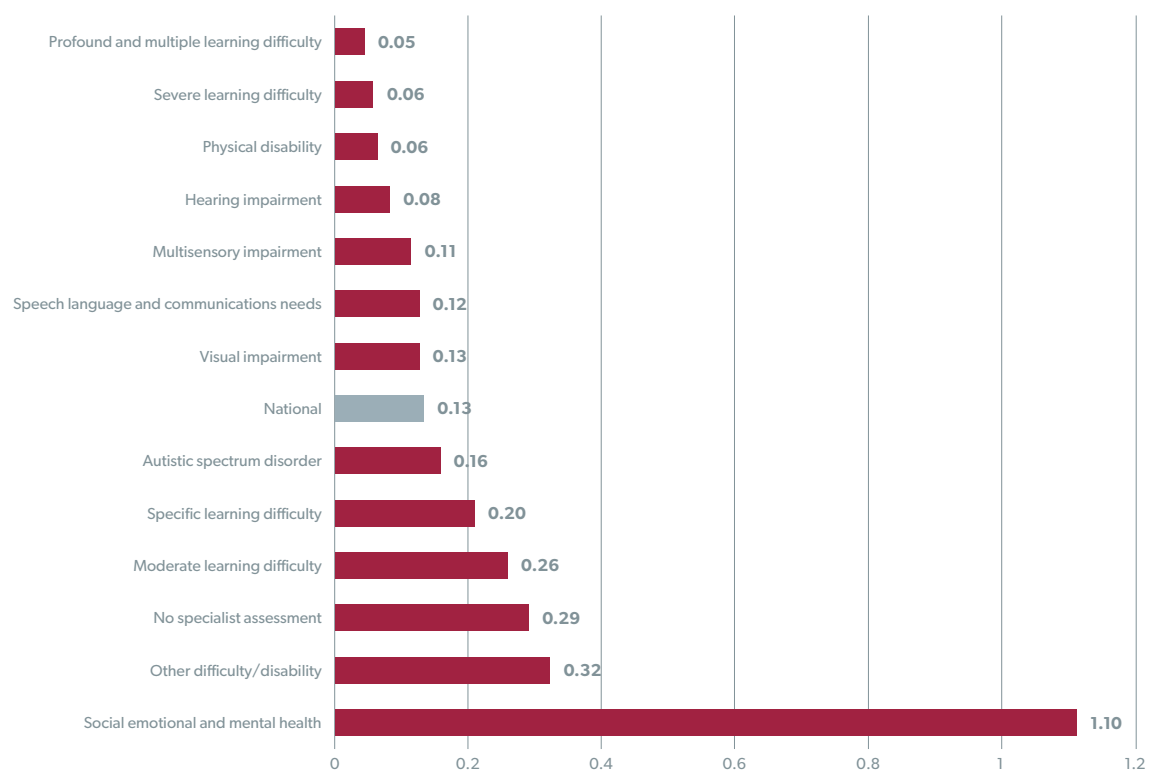
24 Ibid.

25 Ibid.

26 Ibid.

27 Ibid.

Figure 9: Permanent exclusion rates by SEN primary need



In the 2023/2024 academic year, pupils in receipt of SEN support experienced higher suspension rates than those with an EHCP and those with no SEN support.

The suspension rate was 29.4 for children with SEN Support, 25.6 for children with an EHCP, and 7.5 for children with no identified SEN.²⁸

In the 2023/2024 academic year, there were 101,381 suspensions for children with an EHCP, and 330,908 for children with SEN support.²⁹

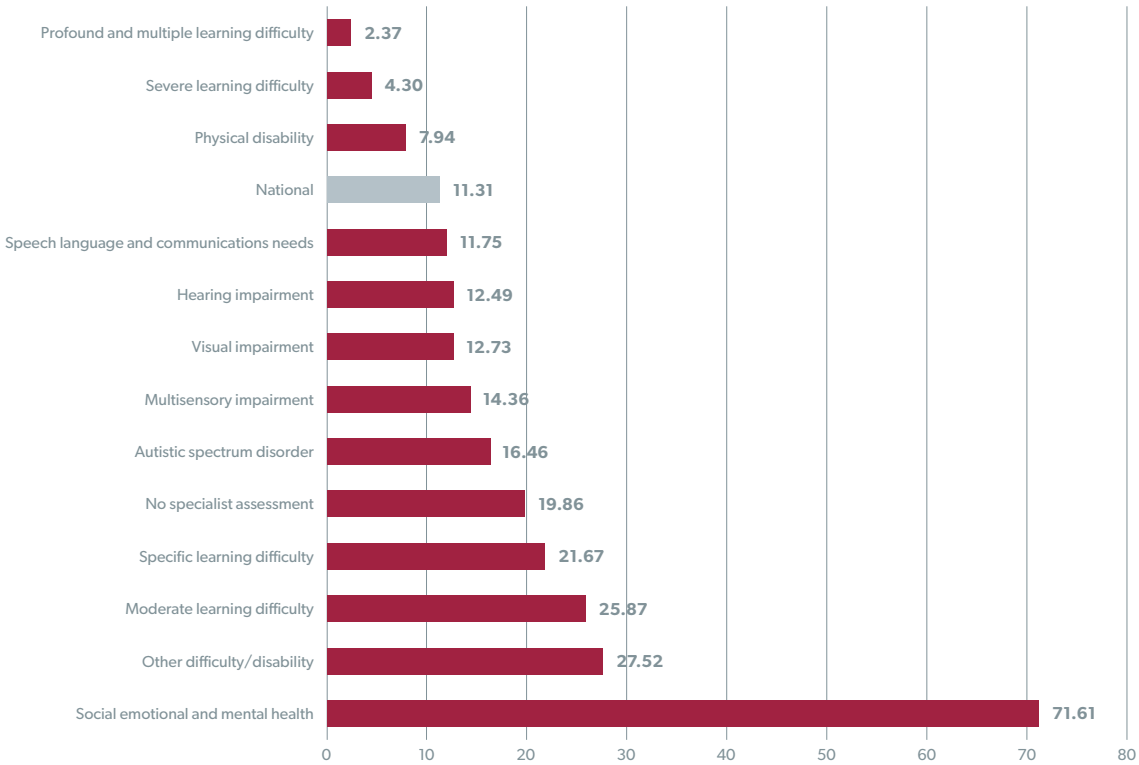
In 2023/24, children with social, emotional and mental health, other difficulty/disability, moderate learning difficulty and specific learning difficulty had the highest rates of suspensions. Children with social, emotional and mental health had a suspension rate of 71.6, compared to the national rate of 11.3 for the same time period.³⁰

²⁸ Ibid.

²⁹ Ibid.

³⁰ Ibid.

Figure 10: Suspension rates by SEN primary need



Exclusion by sex

Male pupils are more likely to be permanently excluded and suspended.

In the 2023/2024 academic year, the rate of exclusions for male pupils was 0.18, compared compared to a rate of 0.08 for female pupils.³¹

In 2023/2024 academic year, the rate of suspension of male pupils was 13.9, compared to a rate of 8.6 for female pupils.³²

Exclusion by ethnicity

Pupils who are 'Gypsy/Roma', 'Traveller of Irish heritage' or 'White and Black Caribbean' have the highest rates of school exclusions and suspensions.

In the 2023/2024 academic year, the rate of exclusions for 'Gypsy/Roma' pupils was 0.46. For 'Traveller of Irish heritage' and 'White and Black Caribbean' pupils, the rate was 0.33. For comparison, the rate of exclusions was 0.15 for 'English/Welsh/Scottish/Northern Irish/British' pupils over the same period.³³

31 Ibid.

32 Ibid.

33 Ibid.

In the 2023/2024 academic year, the suspension rate was 39.1 for ‘Gypsy/Roma’ pupils, 25.3 for ‘Traveller of Irish heritage’ pupils, and 20.6 for ‘White and Black Caribbean’ pupils. For comparison, the suspension rate for ‘English/ Welsh/Scottish/Northern Irish/British’ pupils was 13.7.³⁴

Exclusion by year group and age

The year group with the highest rate of permanent exclusion in the 2023/2024 academic year was Year 10 (0.40), followed by Year 9 (0.39). The year group with the lowest rate of permanent exclusion is Year 12 and above (0.01), followed by Year 1 and below (0.02).³⁵

Table 5: Year groups by rates of permanent exclusion

Year group	Rate
Year 1 and below	0.02
Year 2	0.04
Year 3	0.03
Year 4	0.04
Year 5	0.05
Year 6	0.04
Year 7	0.17
Year 8	0.31
Year 9	0.39
Year 10	0.40
Year 11	0.14
Year 12 and above	0.01

14-year-olds had the highest rate of permanent exclusion in the 2023/2024 academic year (0.41), followed by 13-year-olds (0.40).³⁶

18-year-olds had the lowest rates of permanent exclusion in the 2023/2024 academic year (0.01), followed by those age 4 and under (0.01).³⁷

34 Ibid.

35 Ibid.

36 Ibid.

37 Ibid.

Table 6: Permanent exclusion rate by age

Age	Rate
Age 4 and under	0.01
Age 5	0.03
Age 6	0.04
Age 7	0.03
Age 8	0.04
Age 9	0.05
Age 10	0.04
Age 11	0.18
Age 12	0.31
Age 13	0.40
Age 14	0.41
Age 15	0.15
Age 16	0.01
Age 17	0.01
Age 18	0.01

The year group with the highest rate of suspensions in the 2023/2024 academic year was Year 9 (32.11), followed by Year 10 (29.87). The year group with the lowest rate of suspensions was Year 12 and above (1.00 per cent), followed by Year 1 and below (1.37).³⁸

Table 7: Rate of suspension by year group

Year group	Rate
Year 1 and below	1.37
Year 2	2.43
Year 3	2.50
Year 4	2.50
Year 5	2.94
Year 6	3.48
Year 7	19.85
Year 8	29.21
Year 9	32.11
Year 10	29.87
Year 11	17.54
Year 12 and above	1.00

38 Ibid.

13-year-olds had the highest rate of suspensions in 2023/24 academic year (32.39), followed by 14-year-olds (30.16 per cent).

18-year-olds had the lowest rate of suspensions in 2023/24 academic year (0.75), followed by 17-year-olds (0.79).

Table 8: Suspension rate by age

Age	Suspension Rate
Age 4 and under	0.80
Age 5	2.16
Age 6	2.43
Age 7	2.52
Age 8	2.51
Age 9	2.95
Age 10	3.49
Age 11	19.97
Age 12	29.49
Age 13	32.39
Age 14	30.16
Age 15	17.67
Age 16	1.29
Age 17	0.79
Age 18	0.75

Our plan for reform

The soaring number of exclusions in our schools displays an education system that is in disarray. It shows a system letting down the teachers who are fearful of coming into work, the pupils who are desperate for an education free from disruption, but also the pupils who are excluded needlessly, finding their life chances changed forever.

It is striking that, with every term that passes, so many children are being excluded. Ministers must grip this issue and deliver an education that makes every effort to be inclusive of pupils' needs, while ensuring that all children receive an education in a safe and orderly environment.

We recognise the scale of the challenge – and the difficult balancing act that schools must perform. But while the government has put in place some welcome initiatives, the approach so far does not meet the scale of need. Here we outline a plan for reform which would get to the root of the problem, tackle disruption, and put inclusion at the heart of the education system so that every child is able to receive the support they need to thrive.

The CSJ has a plan to turn the tide on the mayhem in our classrooms. The plan was developed after extensive research with schools, alternative provisions, multi-academy trusts, local authorities and charities that work with children on the brink of exclusion.

1) Clamp down on off-rolling and avoidable exclusions

RECOMMENDATION

Inclusion should be added as a fifth key judgement in Ofsted inspections

While some aspects of inclusion fall under other key judgements, this dilutes the importance of inclusion. Therefore, inclusion should be added as a fifth key judgement. Inclusion should carry significant weighting in Ofsted School inspection guidance and this weighting should be reflected in inspections. A school should not be judged as overall 'Good' unless it performs at least 'Good' on the proposed new 'inclusion' key judgement.

The additional judgement could consider:

- How inclusive the school is?
- How does the school accommodate pupils with additional vulnerabilities?
- How well does the school ensure that all pupils have positive outcomes?
- What processes does the school deploy to combat persistent absenteeism?
- Does the culture of the school allow gaming or off-rolling?

Inclusion could be measured considering metrics such as:

- Academic monitoring that is contextualised – taking into account pupils starting points
- Yearly audits on: off-rolling, persistent/severe absence, internal AP use, managed moves
- Pupil wellbeing measures
- NICE guidelines

Progress update: in progress

In September 2024, Ofsted published its response to the Big Listen. In its response Ofsted confirmed that 'inclusion' would be part of the new criteria it was forming as part of a future inspection framework.

Following this, in February 2025, Ofsted put forward proposals for a new inspection framework. Included was a new focus on inclusion in schools, with inspectors set to look at how well a school is providing support for vulnerable and disadvantaged pupils. Ofsted also proposed inspectors be given contextual information for the schools they are assessing, to be aware of when schools are working in disadvantaged areas and facing particular challenges.

Ofsted launched a consultation period on the new framework which closed in April 2025. In June, Ofsted announced that there would be a delay to the publishing of the new framework, which will now be published in September 2025, ahead of the changes coming into effect in November 2025.

RECOMMENDATION

Launch a consultation on proposals to replace one-word judgements with a report card

The Department for Education should launch a consultation on how to reform the school accountability framework, to ensure that it considers all aspects of the school. This should include seeking views on proposals to replace one-word judgements with a report card.

Progress update: in progress

In September 2024, Ofsted published its response to the Big Listen. In its response Ofsted confirmed that it would be stopping one-word inspections and moving to a new report card system.

Following this, in February 2025, Ofsted put forward proposals for a new inspection framework. Included was a new report card system, with a 5-point grading scale that will evaluate multiple areas.

Ofsted launched a consultation period on the new framework which closed in April 2025. In June, Ofsted announced that there would be a delay to the publishing of the new framework, which will now be published in September 2025, ahead of the changes coming into effect in November 2025.

RECOMMENDATION

School League Tables should be reweighted

School League Tables should be reweighted to take all pupils into account, proportionate to the amount of time they have spent enrolled at the school. This will make schools accountable for the outcomes of pupils that have left school before Year 11, to reduce the risk of schools off-rolling low-attaining pupils.

Progress update: no action taken

2) Deliver high standards of behaviour in classrooms, while making every effort to be inclusive of pupil needs

RECOMMENDATION

The Department for Education should deliver an urgent review of behaviour standards.

Exclusions and suspensions are at high levels and 57 per cent of staff feeling pupils and students have become more disruptive in lessons. Despite the mayhem in our classrooms, Education Minister Stephen Morgan recently admitted the government are still 'mulling over' their strategy around school behaviour. The government should conduct an urgent review of behaviour standards across education.

Progress update: no action taken

In March 2025, Children’s Minister Stephen Morgan said the Department is still ‘thinking through’ its behaviour strategy.

There has been a delay in the publishing this year’s results of the national survey on behaviour in schools, which Skills Minister Baroness Smith acknowledged is ‘frustrating’.

RECOMMENDATION

The Department for Education should introduce a national inclusion framework for schools and local academy trusts.

As part of the introduction of new national standards for the SEND and AP system and the implementation of local inclusion plans, the Department for Education should create a national inclusion framework. The framework should include a clear definition of inclusion, as well as guidance for school and MAT leaders on how to support pupils to overcome any additional vulnerabilities that may prevent them from engaging in education in mainstream classrooms. The framework should be designed in consultation with schools, MATs, families and other relevant experts and community groups.

The framework should include guidance on:

- Identification of additional vulnerabilities that may present barriers to learning. These will include: free school meals eligibility; special educational needs status; social service involvement; and any record of child criminal/sexual exploitation.
- Curriculum innovation and its role in inclusive education.
- Special educational needs early identification and intervention measures.
- Accessing specialised initial teacher training and CPD.
- Developing and implementing inclusive approaches to behaviour, such as relational teaching approaches and trauma informed practice.
- Appropriate use of managed moves and alternative provision – both internally and externally.

Progress update: in progress

In January, the government appointed a SEND inclusion expert group, chaired by Tom Rees, CEO of Ormiston Academy Trust. The purpose of the group is to advise the government on how to deliver inclusive education with SEND. Initially the advisory group was supposed to run until July 2025, but it was subsequently announced that it had been extended until April 2026.

Running alongside this, the ‘Inclusion in Practice’ hub was launched, aiming to gather examples of best practice. As part of this, anyone working to provide inclusive education in mainstream schools, or who work in other settings which support inclusive education in mainstream schools, are encouraged to submit examples and evidence of what works. A report was published in July 2025, summarising the evidence collected and outlining five emerging ‘principles of promising practice’

In May 2025, the government announced that the Partnership for Inclusion of Neurodiversity in Schools programme (PINS) will be extended for another year across a further 1,200 schools. PINS trains teachers to identify and meet the needs of neurodivergent children. In June 2025, the Prime Minister committed to introducing a national best practice framework on pupil engagement and inclusion, to be published by the start of 2026.

However, there is still a lot more work to be done. There is, as yet, no detail on the planned framework. The current work of the inclusion working group should be adapted to recognise that there are a wide variety of characteristics, such as socio-economic status, that can impact a pupil's ability to engage in their education. Furthermore, a recent report by the Public Accounts Committee concluded that 'The Department has not made clear what it means by inclusive education, a core strand of its approach, or how it will be achieved'.

3) Introduce an 'enrichment' guarantee and recognise the value of sport

RECOMMENDATION

An enrichment guarantee should be introduced, including a new 'Right to Sport'.

The government should introduce an 'enrichment guarantee' in schools, ensuring schools have the appropriate resources to support this. All secondary pupils would be required to do at least 5 hours of extra-curricular enrichment every school week (excluding weekends), with the third sector leveraged to deliver the sessions which extend the school day. Pupils who already engage in extra-curricular activities on school days would be able to offset the relevant hours against the core requirements.

As part of this, the government should also announce a new 'Right to Sport' for all secondary school pupils. Of the five hours of extra-curricular activity, the Right to Sport would see all pupils participate in a minimum of two hours of extra-curricular sport per week, on top of PE time already scheduled in the curriculum.

Progress update: limited action taken, further action planned

In July 2024, the Government announced the launching of a Curriculum and Assessment Review. Following this, a public consultation was launched in September 2024 and is due to close in November 2024. The Review is expected to publish its recommendations in 2025.

In March 2025, the Government announced it is developing a new enrichment framework, in partnership with a panel of experts. This framework will highlight best practice on enrichment and provide advice for schools on how to deliver a high-quality enrichment offer.

In June 2025, the Government announced plans for new School Sports Partnerships, alongside the enrichment framework, which will aim to deliver equal access to sport and two hours of PE each week for every child.

4) Rebuild the partnership between home and school

RECOMMENDATION

The Department for Education should create a National Parental Participation Strategy.

The Department for Education should create a National Parental Participation Strategy, which should create a new duty for schools and MATs to focus on parental participation and publish parental participation plans. Trusts and schools should design these plans in consultation with parents and guardians to reflect the needs of local families. The Department for Education should also set out a structure for parental engagement that targets support towards those who need it most and make clear the responsibilities of other local agencies in achieving this vision.

Progress update: limited action taken, further action planned

New guidance for schools on how to communicate with families about school attendance was published in September 2023. This contains guidance for schools on different ways to engage with parents regarding attendance. The updated guidance on absence also advises schools to work with families to understand the barriers to attendance.

The DfE are continuing to engage with the CSJ with this updated recommendation and to consider what progress on a parental participation strategy may look like.

5) Ensure any use of alternative provision is suitable, in the best interests of the child and leads to progress

RECOMMENDATION

DfE should publish guidance on national standards for high quality internal alternative provision, by:

- Consulting schools and trusts in more detail on their use of internal AP, to inform best practice.
- Publishing these standards as national standards. This should be developed in conjunction with the SEND and AP national standards.
- Conduct a yearly audit on the use internal AP in mainstream schools and across trusts.

Progress update: no action taken

RECOMMENDATION

DfE should review the use of managed moves.

The government should introduce a more formalised review and a detailed system for schools and trusts for recording outcomes data around managed moves, to assess how effective they are.

Progress update: no action taken

While the government has yet to take any action on this, an amendment has been laid by Baroness Longfield and Lord Storey during the Lords' committee stage of the Children's Wellbeing and Schools Bill. The amendment would require managed moves to be routed through the local authority's fair access protocol and local authorities to report on their use to the Department for Education. This would improve the monitoring of the effectiveness of managed moves and reduce the risk of children going missing during the process.

RECOMMENDATION

The three-tier system for SEND and AP should be implemented.

The Department for Education should implement the move towards a three-tier system for SEND and AP, as outlined in the SEND and AP plan, as soon as possible. As detailed in the SEND and AP improvement plan, this system should focus on targeted early support in mainstream settings.

Progress update: no action taken

Proposals to implement a three-tier system for SEND and AP were included as part of the SEND and AP improvement plan, published in 2023 under the Sunak government. Throughout the duration of the previous government, the Department were working towards implementing various aspects of the SEND and AP plan. However, Labour have confirmed they are not progressing with the SEND and AP plan but will instead outline their own plans in a white paper in the Autumn



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