

# Reducing Suspension with Schools Navigators

THAMES VALLEY

VIOLENCE  
PREVENTION

PARTNERSHIP

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*Does offering children who have been suspended from school for the first time in a year six sessions of mentoring, working with them to problem solve around their suspension from school, result in them being suspended from school less in the rest of the school year?*

## Cohort Selection

Analysis of suspension data from 2022-23 showed that around 70% of children who have been suspended once in a school year go on to be suspended two or more times in the same school year, so children who were suspended for the first time in the school year became eligible for this intervention

17.5%

Lower suspension rate in the terms following the term in which they were eligible for mentoring, in the treatment schools

11.5%

Lower overall suspension rate in treatment schools (including the treatment term) than in control schools

## What does this mean?

The results of this trial are promising, showing that it is possible to reduce repeat suspension from schools, and therefore potentially reduce the impact of suspension from school on young people's lives, by providing mentoring where problem solving is undertaken with the child

In the eight schools that were part of the trial, a 17.5% reduction in the mean number of suspensions after the first equates to 401.8 suspensions prevented per year

Averaging 1.98 days per suspension episode, this equates to 795 days of education, and this only scales up as we deliver this intervention at more schools

If each suspension requires just one hour of meetings and paperwork, a major underestimation; this would result in a reduction in workload for teachers or school leaders of at least 400 hours, or almost an entire term, not to mention the additional benefits to the children

## Randomised Controlled Trial

Eight schools were identified, by council Head of Education, as being suitable for the trial; four were **randomised** into treatment, and four into control

Questionnaires (WEMWBS & SDQ) were completed for children receiving the intervention, as before and after

## Reduced Suspension Rate

Reduction in suspension rate had 10% likelihood of occurring by chance, but suspension rate was higher in treatment schools in the first month of term than for control schools, lending confidence to the impact seen

Further, and larger, replications would be of benefit

## The Intervention

When a child at a treatment school was suspended, they were offered **six sessions of one-to-one mentoring**, plus a follow-up session in the following term. The mentor undertakes **problem solving** that is **centred around the young person's needs**

Mentoring was provided by SOFEA Milton Keynes, a charity providing education, employability and work experience training, and employment opportunities



## Strengths and Difficulties Questionnaire

Significant reduction in total difficulties  
Significant reduction in total hyperactivity  
Significant reduction in total supplement score  
Near significant reduction in total externalising score  
However, also a significant **reduction in prosocial score**  
Non-significant reductions in internalising, emotional problems, conduct problems and peer problems

## Warwick Edinburgh Mental Well Being Scale

**Doubling from 4 to 8 of those pupils in the highest wellbeing range, and reduction of those in the lowest**

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