



## EDUCATION FOR LIFE SCRUTINY COMMITTEE - 15TH JANUARY 2013

**SUBJECT: REDUCING EXCLUSIONS**

**REPORT BY: CORPORATE DIRECTOR EDUCATION AND LIFELONG LEARNING**

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### **1. PURPOSE OF REPORT**

- 1.1 To update Members on the progress made in relation to exclusions from schools within the Borough.

### **2. SUMMARY**

- 2.1 The LA works with schools and other partners to ensure a robust approach towards the reduction of exclusions. Last year the need to reduce exclusions became an urgent priority within the Directorate.
- 2.2 During the academic year 2011/12, in comparison with performance in 2010/11 in both primary and secondary schools, there was a decrease in permanent and fixed term exclusions as well as the number of days lost due to all exclusions. Notwithstanding the progress made, the number of fixed term exclusions remains high particularly at primary.
- 2.3 There is a strong correlation between exclusions and eligibility for Free School Meals (FSM).
- 2.4 There are disproportionately more exclusions issued to boy compared with girls.
- 2.5 Reducing exclusions remains a priority for the LA. Validated data for 2011/12 will be available by April 2013.

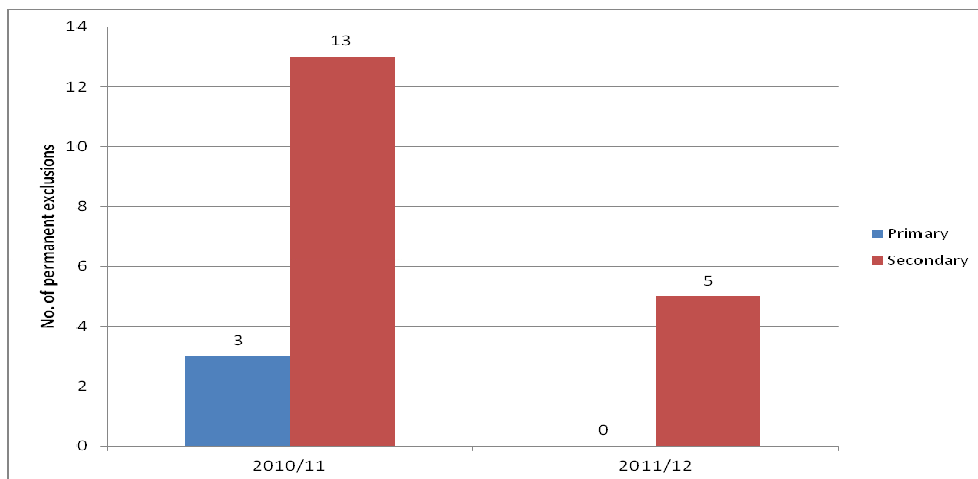
### **3. LINKS TO STRATEGY**

- 3.1 Reducing exclusions is a priority within the Learning, Education and Inclusion Service Improvement Plan and the Social Inclusion Service Operational Plan. Exclusions linked with discriminatory bullying also links this report to the Strategic Equality Plan, and additionally, reducing exclusions is a proposed priority within the Single Integrated Plan.

### **4. THE REPORT**

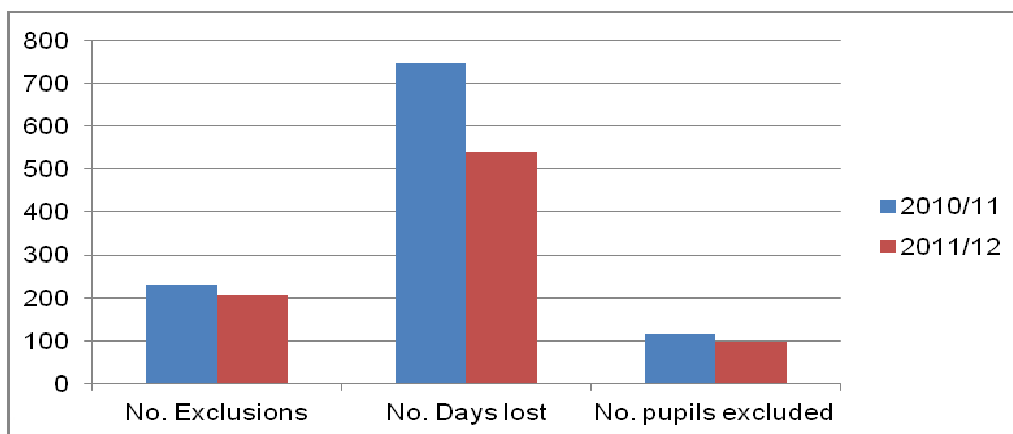
- 4.1 The LA works with schools and other partners to ensure a robust approach towards the reduction of exclusions. Last year the need to reduce exclusions became an urgent priority within the Directorate.

- 4.2 LA officers now monitor exclusions on a monthly basis and contact schools to clarify any issues. Targeted interventions are agreed between the LA and the Education Achievement Service (EAS). The impact of this accelerated approach has been significant so far.
- 4.3 In collaboration with the Pastoral Leaders at secondary and the Professional Learning Community Group at primary, the LA has revised a range of behaviour policies and guidance for schools.
- 4.4 An additional Specialist Resource Base (SRB) for children with behavioural, social and emotional difficulties was opened in Ty Sign Primary in September 2011 in response to an identified shortfall in provision at Key Stage 2.
- 4.5 A multi-agency approach has contributed to decreases in exclusions. In this respect, effective work has been undertaken by the Caerphilly Safeguarding Board and the Team Around the Family (TAF).
- 4.6 Comparative data and Information regarding trends between 2007/08 and 2011/12 in exclusions at Primary and Secondary is given in Appendix 1. Across both phases, there has been a reduction in the:
- Number of permanent exclusions.
  - Number of fixed term exclusions of 5 days or fewer.
  - Number of fixed term exclusions of 6 days or more.
  - Percentage of days lost due to all exclusions.
- 4.7 With regard to validated data, the number of fixed term exclusions and the percentage of days lost due to exclusions at the primary phase is a particular cause for concern. With regard to these indicators, the LA is 22<sup>nd</sup> in Wales according to the most recent comparative data.
- 4.8 Figure 1 shows the significant decrease in permanent exclusions at both Primary and Secondary in 2011/12 compared with 2010/11. The number of permanent exclusions reduced from 3 to zero at primary and from 13 to 5 at secondary.



**Figure 1 – Number of permanent exclusions – 2 year comparison**

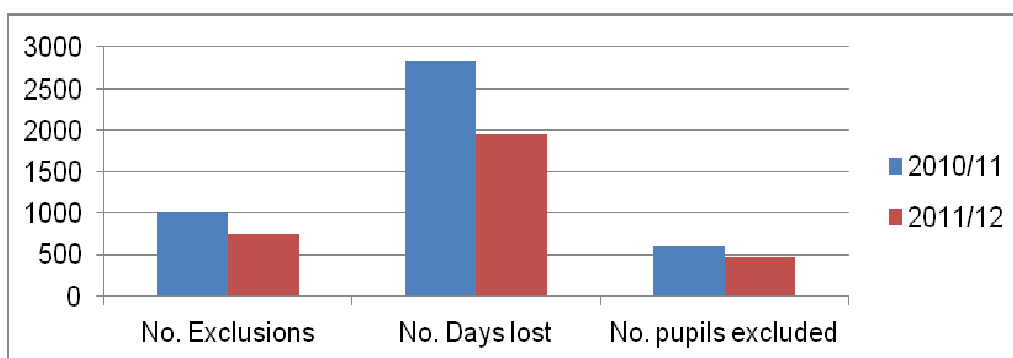
- 4.9 Figure 2 shows at primary: the reduction in the number of exclusions, the number of days lost and the number of pupils receiving exclusions in 2011/12 compared with 2010/11. The number of exclusions decreased from 230 to 201; the number of days lost decreased from 746 to 538 and the number of pupils reduced from 117 to 97.



**Figure 2 – Exclusions in primary schools – 2 year comparison**

4.10 Whilst there has been a significant reduction at primary in the number of days lost due to fixed term exclusions of 6 days or more, the number of days lost due to exclusions of 5 days or fewer has risen. In this respect, there has been evidence of a more measured approach to the length of exclusions issued.

4.11 Figure 3 shows at secondary: the reduction in the number of exclusions, the number of days lost and the number of pupils receiving exclusions in 2011/12 compared with 2010/11. The number of exclusions decreased from 1010 to 735; the number of days lost decreased from 2828.5 to 1953 and the number of pupils reduced from 608 to 471.



**Figure 3 – Exclusions in secondary schools – 2 year comparison**

4.12 Tables 1 and 2 in Appendix 2 illustrate the strong correlation at primary and secondary respectively between exclusions and:

- eligibility for free school meals
- gender

4.13 The relationship between eligibility for free school meals and exclusions is similar across both primary and secondary phases.

4.14 The correlation between exclusions and gender is more pronounced at primary compared with the secondary phase.

4.15 There are many examples of good practice, for instance, targeted support provided to The Twyn School (primary) has resulted in a 83% decrease in the number of days lost in 2011/12 (15.5 days) compared with 2010/11 (81 days).

4.16 Targeted support provided to Bedwas High School has resulted in a 74.19% decrease in the number of days lost in 2011/12 (115 days) compared with 2010/11 (445.5 days).

4.17 Reducing exclusions remains a priority within the LA. In this respect the LA continues to work closely with other partners to further develop a range of strategies to tackle disaffection.

## **5. EQUALITIES IMPLICATIONS**

5.1 The LA is committed to ensuring that all children and young people gain maximum benefit from their education by regular attendance at school or otherwise, regardless of the individual or family characteristics of those children and young people.

5.2 The newly established discriminatory incident reporting system that all schools must complete termly, will help in the identification of possible causes of exclusions in minority groups.

## **6. FINANCIAL IMPLICATIONS**

6.1 There are no financial implications.

## **7. PERSONNEL IMPLICATIONS**

7.1 There are no personnel implications.

## **8. CONSULTATIONS**

8.1 There are no consultation responses that are not reflected in this report.

## **9. RECOMMENDATIONS**

9.1 Members are requested to note the contents of this report.

## **10. REASONS FOR THE RECOMMENDATIONS**

10.1 Reducing exclusions is a priority at both a national and local level.

## **11. STATUTORY POWER**

11.1 This report does not require the application of statutory powers.

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Chair, Education for Life Scrutiny Committee  
Learning, Education and Inclusion Managers  
Education Achievement Service  
Pastoral Leaders (Schools)  
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Appendices:

Appendix 1 Exclusion LA Summary – Comparative Data and Trends  
Appendix 2 Table 1 Primary Fixed Term Exclusions by Gender and FSM  
Table 2 Secondary Fixed Term Exclusions by Gender and FSM