



EDUCATION FOR LIFE SCRUTINY COMMITTEE – 5TH NOVEMBER 2013

SUBJECT: REDUCING EXCLUSIONS

REPORT BY: ACTING DEPUTY CHIEF EXECUTIVE

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 Local Authority (LA) works with schools and other partners to ensure a robust approach towards the reduction of exclusions. During 2011/12, the need to reduce exclusions became an urgent priority and has continued to be a focus in all key plans.
- 2.2 There have been no permanent exclusions issued in primary schools for two consecutive years. Since 2007/08, the downward trend in the number of permanent exclusions in secondary schools has been maintained (please see Appendix 1). There has been a decrease in the number of fixed term exclusions as well as the number of days lost due to all exclusions. However, the number of fixed term exclusions of 6 days or more and the number of days lost due to fixed term exclusions of 6 days or more, is a cause for concern and a priority for the LA..
- 2.3 There are disproportionately more exclusions issued to boys compared with girls.
- 2.4 Validated data for 2012/13 will be available by April 2014.

3. LINKS TO STRATEGY

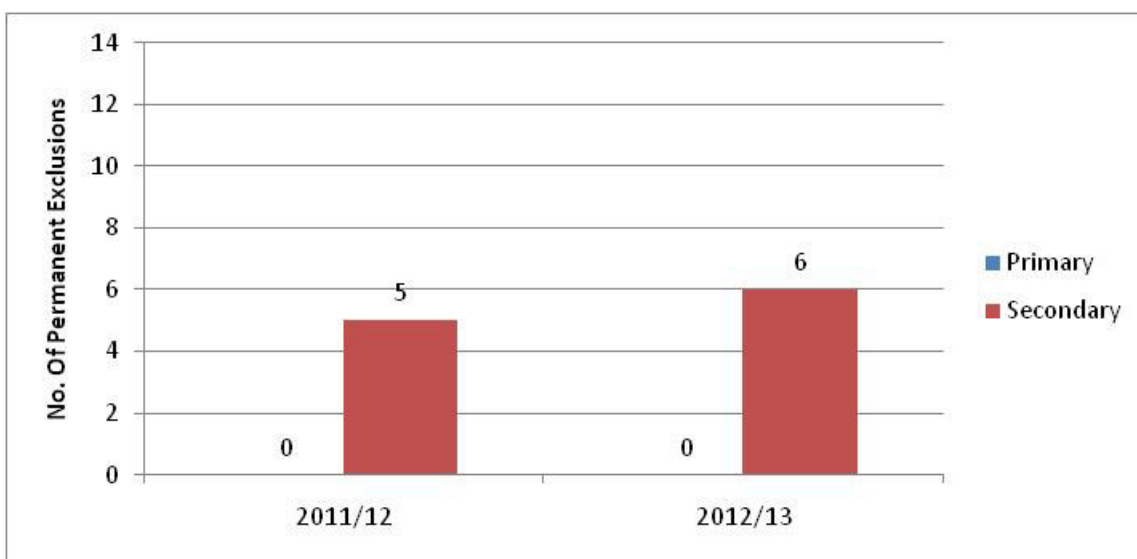
- 3.1 Reducing exclusions is a priority within the Single Integrated Plan, the Learning, Education and Inclusion Service Improvement Plan and the Operational Plans.

4. THE REPORT

- 4.1 The LA works with schools and other partners to ensure a robust approach towards the reduction of exclusions is taken. During 2011/12, the need to reduce exclusions became an urgent priority within the Directorate and has continued to be a focus in all key plans.
- 4.2 LA officers monitor exclusions on a monthly basis and contact schools to clarify any issues identified. 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 The policies and guidance for schools developed in collaboration with the Pastoral Leaders in secondary schools and headteachers in primary schools has been implemented and embedded.
- 4.4 Working in partnership is a key priority for the LA and a multi-agency approach has contributed to the downward trend in exclusions. In this respect, effective work has been undertaken via the Inter-Agency Forum, the Brighter Futures Panel, the South East Wales Safeguarding Children Board the Team Around the Family (TAF).
- 4.5 Comparative data and Information regarding trends between 2007/08 and 2012/13 in exclusions in primary and secondary schools is given in Appendix 1.

Figure 1 – Number of permanent exclusions – 2 year comparison

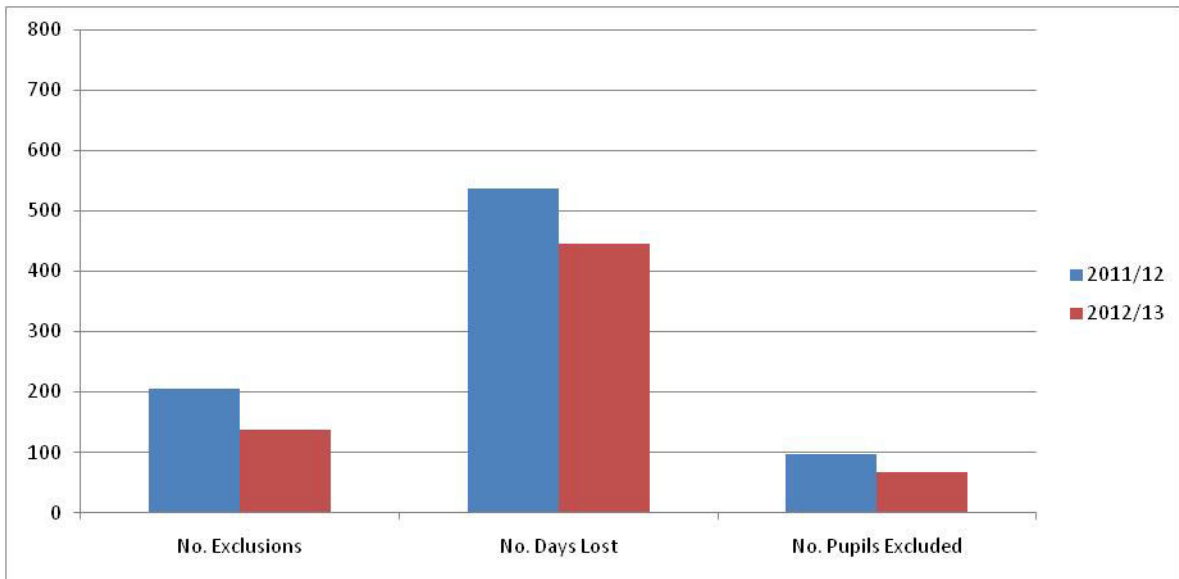


- 4.6 Figure 1 illustrates that there have been no permanent exclusions issued in primary schools for 2 consecutive years. Only 2 secondary schools issued permanent exclusions in 2012/13. However, although we have seen a decline in permanent exclusions in secondary schools over the past 4 years, in 12/13 they increased by 1.
- 4.7 Across both phases, there has been a reduction in the:
- Number of pupils being excluded.
 - Number of fixed term exclusions.
 - Number of fixed term exclusions of 5 days or fewer.
 - Number of days lost due to fixed term exclusions of 5 days or fewer.
 - Percentage of days lost due to all fixed term exclusions.

However, the number of fixed term exclusions of 6 days or more and the number of days lost due to fixed term exclusions of 6 days or more, is a cause for concern and a priority for the LA..

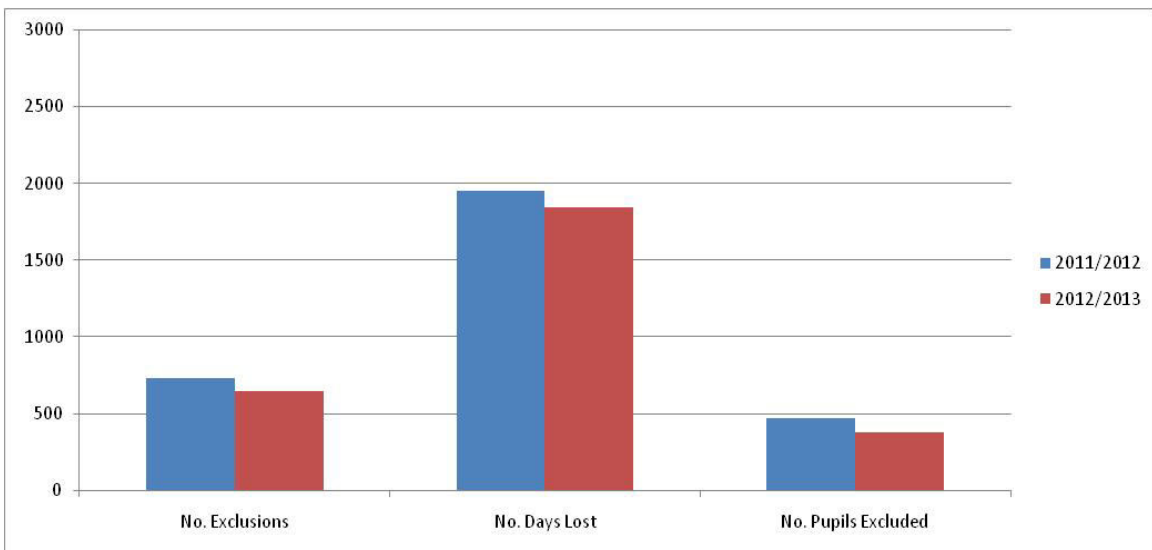
- 4.8 Figure 2 shows in primary schools the reduction in the number of fixed term exclusions, the number of days lost and the number of pupils being issued fixed term exclusions in 2012/13 compared with 2011/12. The number of exclusions decreased from 205 to 137; the number of days lost decreased from 538 to 446.5 and the number of pupils excluded reduced from 97 to 67.

Figure 2 – Exclusions in primary schools – 2 year comparison



4.9 Whilst there has been a significant reduction in primary schools in the number of days lost due to fixed term exclusions of 5 days or fewer, the number of days lost due to exclusions of 6 days or more has risen.

Figure 3 – Exclusions in secondary schools – 2 year comparison



4.10 Figure 3 shows in secondary schools: the reduction in the number of fixed term exclusions, the number of days lost and the number of pupils being issued fixed term exclusions in 2012/13 compared with 2011/12. The number of exclusions decreased from 735 to 644; the number of days lost decreased from 1953 to 1842 and the number of pupils excluded reduced from 471 to 382.

4.11 Tables 1 and 2 in Appendix 2 illustrate the strong correlation between exclusions and gender. This is more pronounced in primary schools than in secondary schools.

4.12 There are many examples of good practice. For instance, collaborative working has resulted in a significant reduction in the number of days lost due to fixed term exclusions at the following schools: Aberbargoed Primary; Cefn Fforest Primary; Panside Primary; Lewis Girls Comprehensive and Blackwood Comprehensive.

4.13 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 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 All responses are reflected in the 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.

Author: Jackie Garland, Service Manager – Social Inclusion
e-mail garlaj@caerphilly.gov.uk

Consultees: Directorate Senior Management Team
Cabinet Member, Education and Lifelong Learning
Chair, Education for Life Scrutiny Committee
Learning, Education and Inclusion Managers
Education Achievement Service
Pastoral Leaders (Schools)
David A. Thomas, Policy Officer (Equalities and Welsh Language)

Appendices:

Appendix 1 Trends in Exclusions in Primary and Secondary Schools
Appendix 2 Fixed term Exclusions by Gender