



## **EDUCATION FOR LIFE SCRUTINY COMMITTEE – 12TH JANUARY 2016**

**SUBJECT: REDUCING EXCLUSIONS**

**REPORT BY: CHIEF EDUCATION OFFICER**

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

- 1.1 To update Members on the progress made in relation to exclusions from schools and Education Other Than School (EOTAS) provisions within the Borough.

### **2. SUMMARY**

- 2.1 The information provided in the National Statistics First Release Permanent and Fixed-term Exclusions from Schools in Wales, 2013/14 can be accessed via [www.statswales.gov.uk](http://www.statswales.gov.uk).
- 2.2 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.
- 2.3 There have been no permanent exclusions issued in primary schools for four consecutive years. There has been a downward trend in the number of permanent exclusions issued in secondary schools. The exception to this has included an increase to 14 exclusions in 2013/2014 which was followed by a decrease to 8 in 2014/2015.
- 2.4 In 2014/2015, there were no fixed term exclusions issued in 33 out of 75 (44%) primary schools. Across both phases, there has been an increase in the number of fixed term exclusions and the number of days lost due to fixed term exclusions. The number of pupils receiving exclusions in both primary and secondary schools has also increased. The increase in these indicators is a cause for concern and a priority for the LA. Whilst the number of days lost due to exclusions of 5.5 days or fewer has increased across both phases, the number of days lost due to exclusions of 6 days or more has decreased in both primary and secondary schools. In the context of a decrease in permanent exclusions, it may be expected that the number of lengthy exclusions would have increased.

- 2.5 During 2014/15, there were disproportionately more exclusions issued to boys compared with girls. This was more pronounced in primary schools. This follows the trend for 2013/2014. There were more exclusions issued to children who were eligible for free school meals (FSM) compared with those who were not eligible for FSMs in primary. The number of days lost was also greater for those eligible for FSMs. This is a different picture in secondary schools with disproportionately more exclusions issued to children who are not eligible for FSMs. The number of days lost was also more for those not eligible for FSMs. There were fewer exclusions issued to children in vulnerable groups including children who are Looked After and those with Statements of Special Educational Needs compared with those who were not in these groups.
- 2.6 The records indicate that up to and including the academic year 2014/15, there have been no permanent exclusions issued from EOTAS provisions. The number of fixed term exclusions and the days lost due to fixed term exclusions from EOTAS provisions decreased in 2014/15 in comparison with 2013/2014. Additionally, the number of pupils receiving exclusions decreased.
- 2.7 The implementation of the Behaviour Strategy and the embedding of the Pivotal model of behaviour training across schools should facilitate the reductions in exclusions.

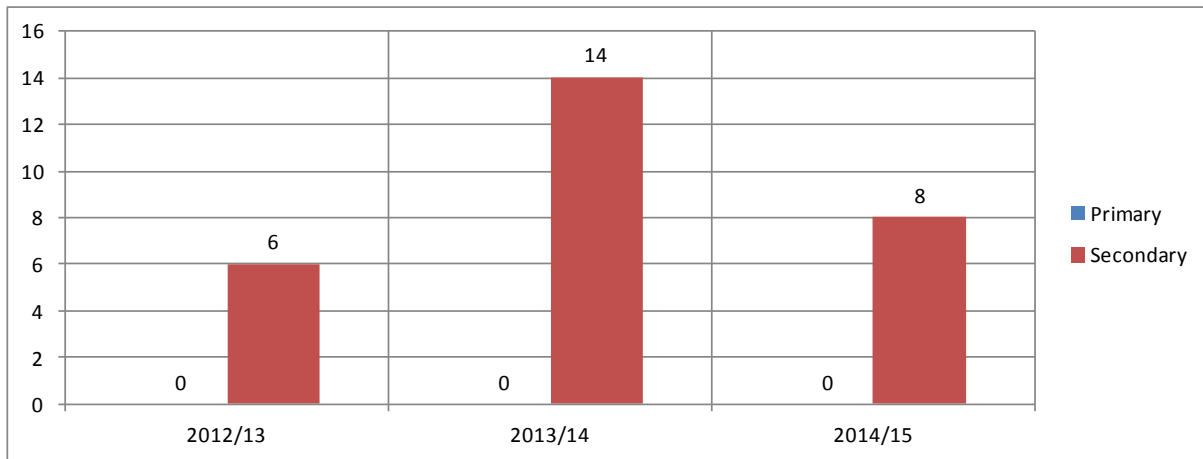
### **3. LINKS TO STRATEGY**

- 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 that 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 with regard to some of the exclusion indicators in mainstream schools and most of the indicators in EOTAS provisions.
- 4.3 The policies and guidance for schools developed in collaboration with the Pastoral Leaders in secondary schools and Headteachers in primary schools are now subject to review as part of the LAs Behaviour Strategy.
- 4.4 Comparative data and Information regarding trends between 2008/09 and 2014/15 in exclusions in primary and secondary schools is given in Appendix 1.

**Figure 1 – Number of permanent exclusions – 3 year comparison**



4.5 There have been no permanent exclusions in primary schools for four consecutive years. Figure 1 illustrates that the number of permanent exclusions issued in secondary schools increased from 6 in 2012/13 to 14 in 2013/14 then reduced to 8 in 2014/2015. In this respect, 8 of the 14 secondary schools issued permanent exclusions in 2013/14. During this period, there were no permanent exclusions issued in 6 of the 14 secondary schools. In 2014/15, 3 of the 14 secondary schools issued permanent exclusions. During this period, there were no permanent exclusions issued in 11 secondary schools. The reasons for the 8 permanent exclusions issued in 2014/15 relate to: attempted arson/criminal activity (3 exclusions); assaults on pupils (2 exclusions); threatening behavior (1 exclusion) and disruptive behavior (2 exclusions). In response to these exclusions, the Managed Move Policy has been reviewed to promote earlier intervention where possible.

4.6 There have been decreases in the following exclusion indicators:

- The number of days lost due to fixed term exclusions in primary schools (6 days or more);
- The number of days lost due to fixed term exclusions in secondary schools (6 days or more);
- The number of fixed term exclusions from EOTAS providers
- The number of days lost due to exclusions from EOTAS providers (5.5 days or less)
- The number of pupils issued with fixed term exclusions from EOTAS providers

4.7 There have been increases in the following exclusion indicators

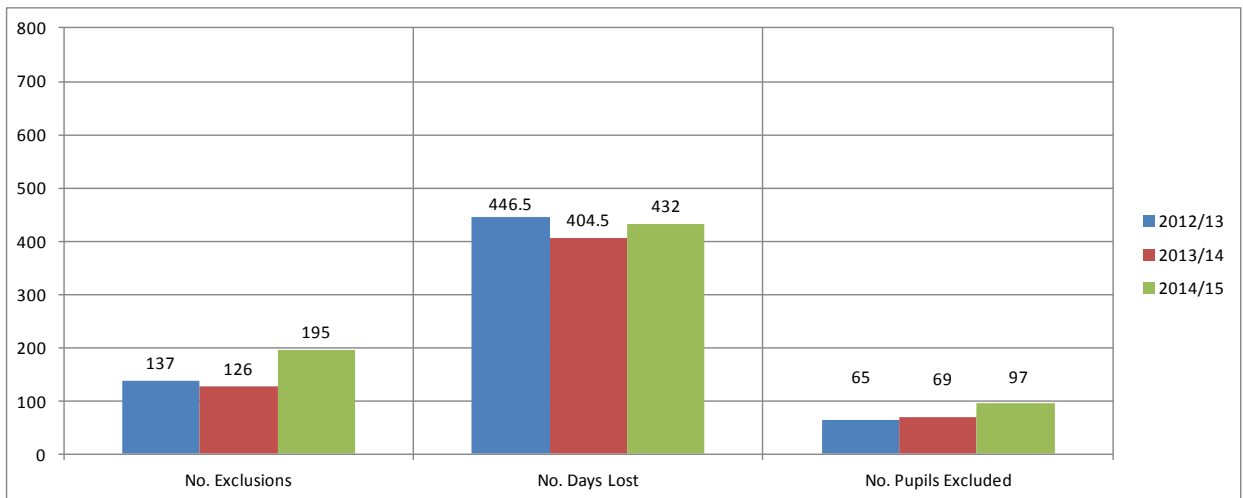
- The number of fixed term exclusions in primary and secondary schools;
- The number of days lost due to fixed term exclusions in primary and secondary schools
- The numbers of pupils receiving fixed term exclusions in primary and secondary schools;
- The number of fixed term exclusions of 5.5 days or less in both primary and secondary schools
- The number of days lost due to fixed term exclusions of 5.5 days or less in both primary and secondary schools.

4.8 Whilst the decrease in number of days lost to exclusions of 6 days or more is positive, the increase in the number of fixed term exclusions and the number of days lost due to fixed term exclusions of 5.5 days or fewer across both phases is a cause for concern and a priority for the LA

4.9 Figure 2 shows the trend in the number of fixed term exclusions, the number of days lost and the number of pupils being issued fixed term exclusions for 2014/2015 compared with 2013/2014 and 2012/2013 in primary schools. The number of exclusions increased in 2014/2015 compared with 2013/14. The number of days lost has increased from 404.5 to 432

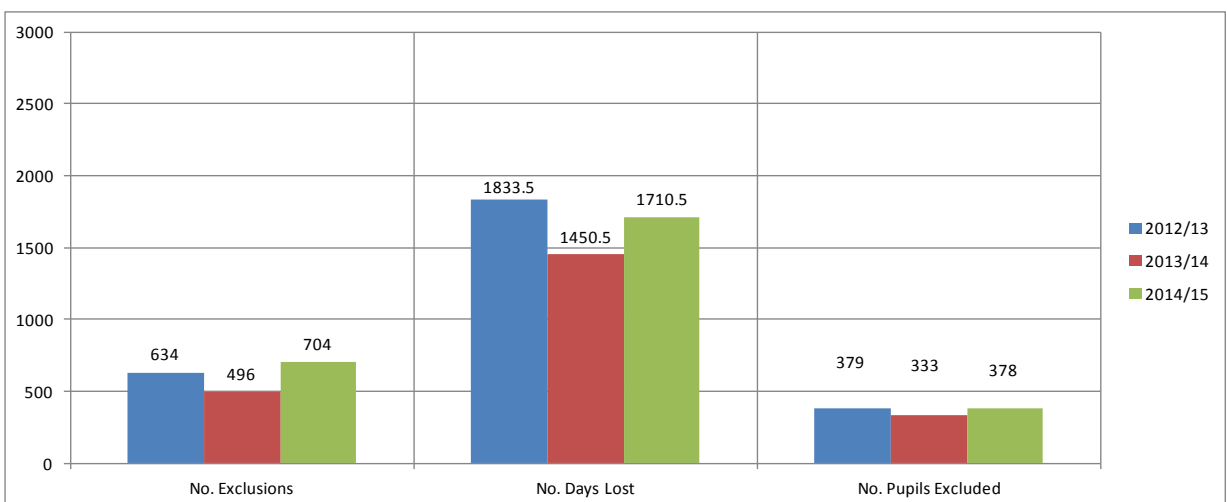
compared to 2013/2014, however, this remains lower than in 2012/2013. The number of pupils receiving exclusions has increased significantly from 69 to 97.

**Figure 2 – Fixed Term Exclusions in Primary Schools – 3 year comparison**



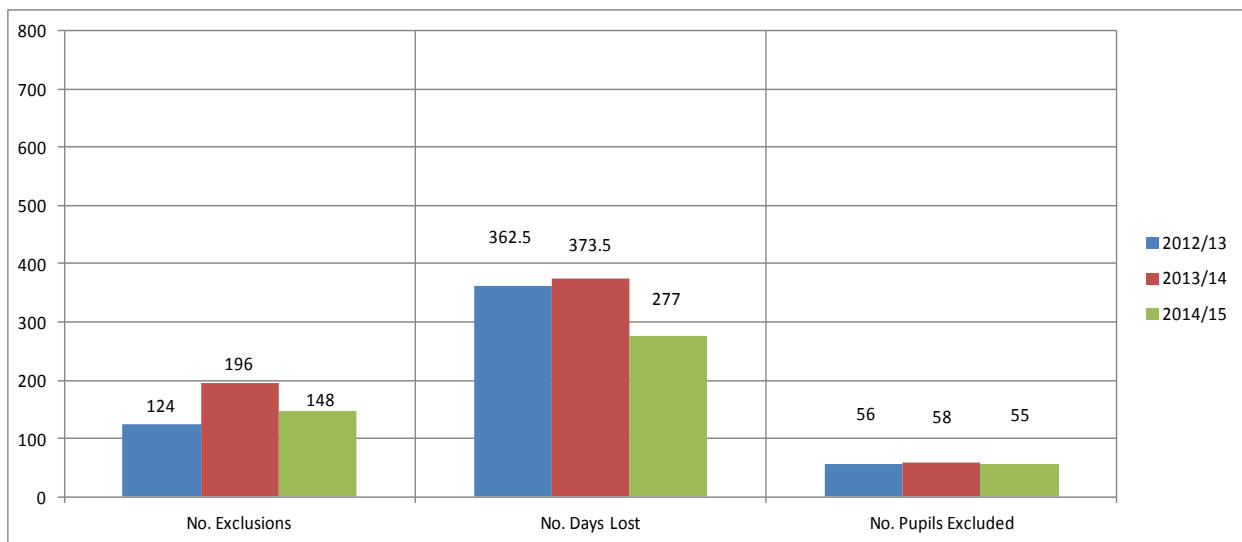
- 4.10 The number of fixed term exclusions issued in primary schools that are 6 days or more, showed a slight rise from 13 in 2012/13 to 14 in 2013/14. This has remained static for 2014 / 2015. The number of days lost due to exclusions of 6 days or more has decreased from 192.5 in 2013/2014 to 179 in 2014 /2015. There were 156 days lost due to fixed term exclusions of 6 days or more in 2012 / 2013.
- 4.11 There has been an increase in primary schools in the number of days lost due to fixed term exclusions of 5 days or fewer from 212 in 2013/2014 to 252 in 2014/2015. There were 290.5 days lost due to fixed term exclusions of 5 days or fewer in 2012/2013.

**Figure 3 – Fixed Term Exclusions in Secondary Schools – 3 year comparison**



4.12 Figure 3 above shows the trend in the number of fixed term exclusions, the number of days lost and the number of pupils being issued fixed term exclusions for 2014/2015 compared with 2013/2014 and 2012/2013 in secondary schools. The number of exclusions has increased from 496 in 2013/14 to 704 2014/2015. The number of days lost has increased from 1450.5 in 2013/114 to 1710.5 in 2014/15, although this figure remains below the figure for 2012/2013. The number of pupils excluded has increased from 333 to 378, comparable to 2012/2013. The number of fixed term exclusions and the number of days lost to fixed term exclusions for 5.5 days or fewer has increased since 2013/2014. The increases in the above indicators is a cause for concern and a priority for the LA. The number of days lost due to fixed term exclusions for 6 days or more has decreased since 2013/2014.

**Figure 4 – Fixed Term Exclusions in Alternative Provisions – 3 year comparison**



- 4.13 The records indicate that up to and including the academic year 2014/15, there have been no permanent exclusions issued from EOTAS provisions. Figure 4 above shows the trend in the number of fixed term exclusions, the number of days lost and the number of pupils being issued fixed term exclusions for 2014/2015 compared with 2013/2014. The number of exclusions has decreased from 196 to 148 between 2013/2014 and 2014/2015. The number of days lost has decreased from 373.5 to 277. The number of pupils excluded has decreased from 58 to 55. The number fixed term exclusions 5.5 and fewer has decreased from 191 to 140, whilst the number of days lost to exclusions 5.5 and fewer has decreased from 322.5 to 205. The number of fixed term exclusions and the number of days lost due to fixed term exclusions of 6 days or more have increased in 2014/2015 in comparison with 2013/2014 figures. This represents an area for development going forward.
- 4.14 Information provided in Appendix 2 shows the correlation between exclusions and gender; FSM; children who are Looked After and those with Statements of Special Educational Needs.
- 4.15 Tables 1 and 2 illustrate the strong correlation between exclusions and gender. More exclusions are issued to boys than girls. This is more pronounced in primary schools than in secondary schools.
- 4.16 Table 3 shows that more exclusions are issued to children who are eligible for FSM than those who are not eligible for FSM in primary schools. This is a different picture in secondary schools with disproportionately more exclusions issued to children who are not eligible for FSM (Table 4).
- 4.17 Tables 5, 6, 7 and 8 show that there are less exclusions issued to children who are Looked After and to those with Statements of Special Educational Needs compared with children who are not in these vulnerable groups.
- 4.18 There are examples of good practice. It is important to note that no fixed term exclusions were issued by 30 out of 75 (40%) primary schools in 2014/15. During this period, 20 (27%)

primary schools showed a reduction in the number of fixed term exclusions with Cefn Fforest, Cwm Aber Juniors, Tyn Y Wern Primary and Ysgol Gyfun Bro Allta showing the most significant improvements. Collaborative working has resulted in a significant reduction in the number of fixed term exclusions issued by Heolddu and Pontllanfraith Comprehensive Schools. Collaborative working with EOTAS providers shows very positive reductions in most exclusion indicators.

- 4.19 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. The implementation of the Behaviour Strategy across the period 2014-16 will support reductions in exclusions.

## **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 Education Act 1996

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Appendices:

Appendix 1

Appendix 2

Trends in Exclusions in Primary and Secondary Schools  
Fixed term Exclusions by Gender