



EDUCATION FOR LIFE SCRUTINY COMMITTEE - 13TH JANUARY 2015

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 three consecutive years. There has, however, been a significant increase in the number of permanent exclusions issued in secondary schools. There were no fixed term exclusions issued in over 50% of primary schools. There has been a decrease in the overall number of fixed term exclusions as well as the number of days lost due to all exclusions in both primary and secondary schools. However, the number of days lost due to fixed term exclusions of 6 days or more in primary schools has increased significantly. The aforementioned increases in exclusions are a cause for concern and a priority for the LA.

2.3 During 2013/14, there were disproportionately more exclusions issued to boys compared with girls. This was more pronounced in primary schools. 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 schools. This is a different picture in secondary schools with disproportionately more exclusions issued to children who are not eligible for FSM. There were less 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.

2.4 The implementation of the Behaviour Strategy will facilitate further reductions in exclusions.

2.5 Validated data for 2013/14 will be available by April 2015.

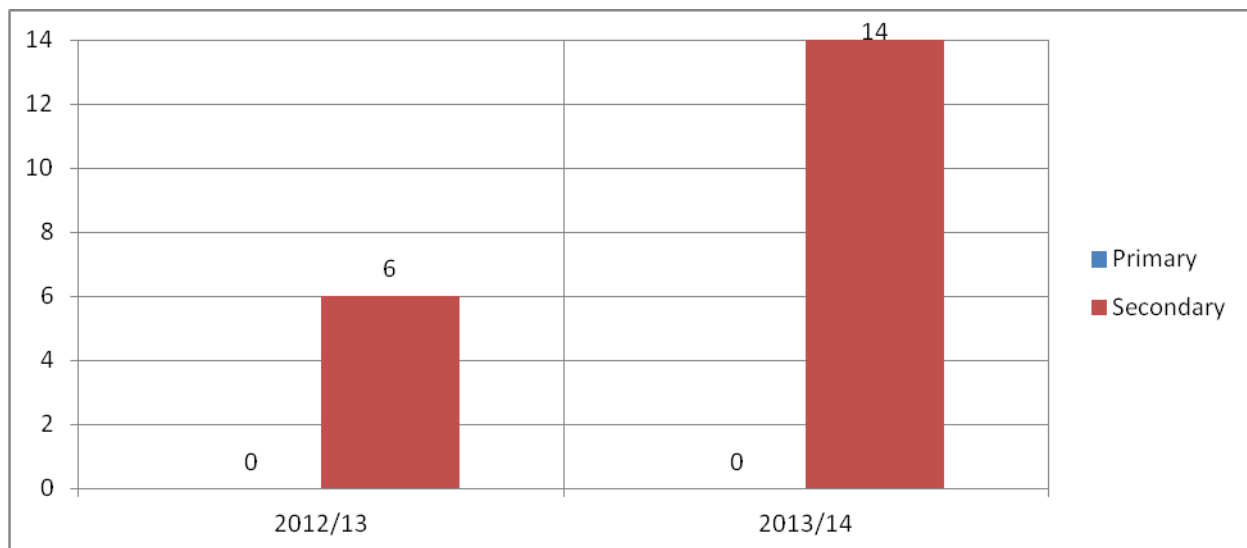
3. LINKS TO STRATEGY

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 many of the exclusion indicators.
- 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. These policies are now subject to review as part of the LAs Behaviour Strategy.
- 4.4 Working in partnership is a key priority for the LA. The downward trend in many of the exclusion indicators is a reflection of an effective multi-agency approach adopted across the borough. In this respect, effective work has been undertaken via the Complex Needs Panel, the South East Wales Safeguarding Children Board and Supporting Family Change.
- 4.5 Comparative data and Information regarding trends between 2007/08 and 2013/14 in exclusions in primary and secondary schools is given in Appendix 1.

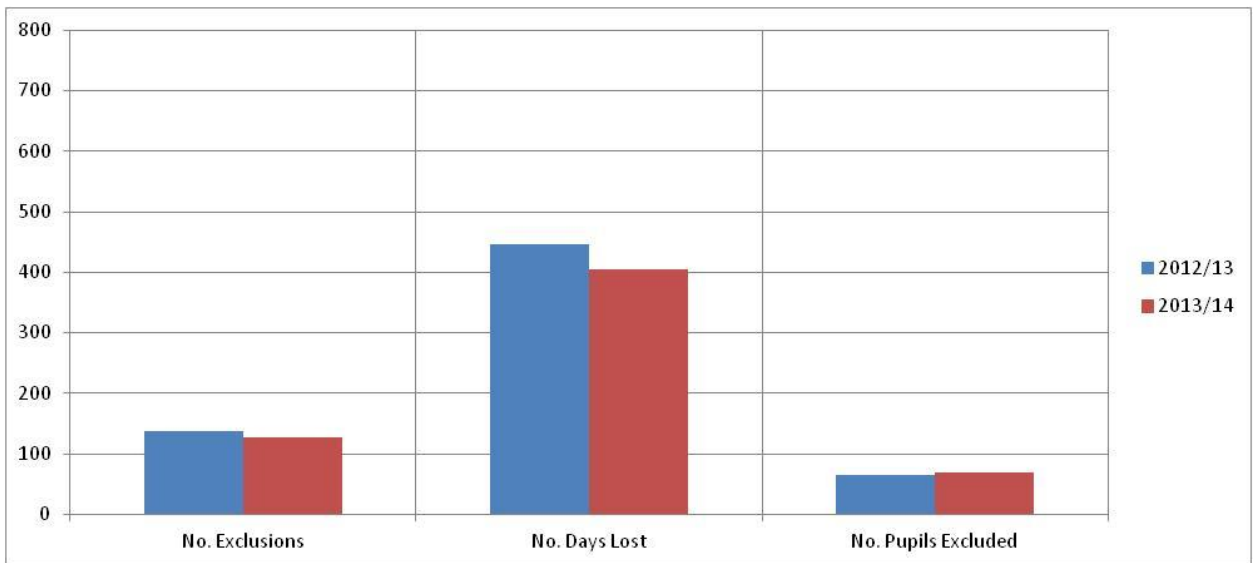
Figure 1 – Number of permanent exclusions – 2 year comparison



- 4.6 Information provided in Appendix 1 (1.1) indicates that there have been no permanent exclusions issued in primary schools for 3 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. 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.
- 4.7 There have been decreases in the following exclusion indicators:
- The overall number of fixed term exclusions in primary schools;
 - The overall number of days lost due to fixed term exclusions in primary schools;
 - The overall number of fixed term exclusions in secondary schools;
 - The overall number of days lost due to fixed term exclusions in secondary schools;
 - The number of pupils receiving fixed term exclusions in secondary schools.
- 4.8 Whilst the overall number of fixed term exclusions and the number of days lost due to fixed term exclusions has decreased, in primary schools there has been an increase in the number of fixed term exclusions and the number of days lost that are 6 days or more.

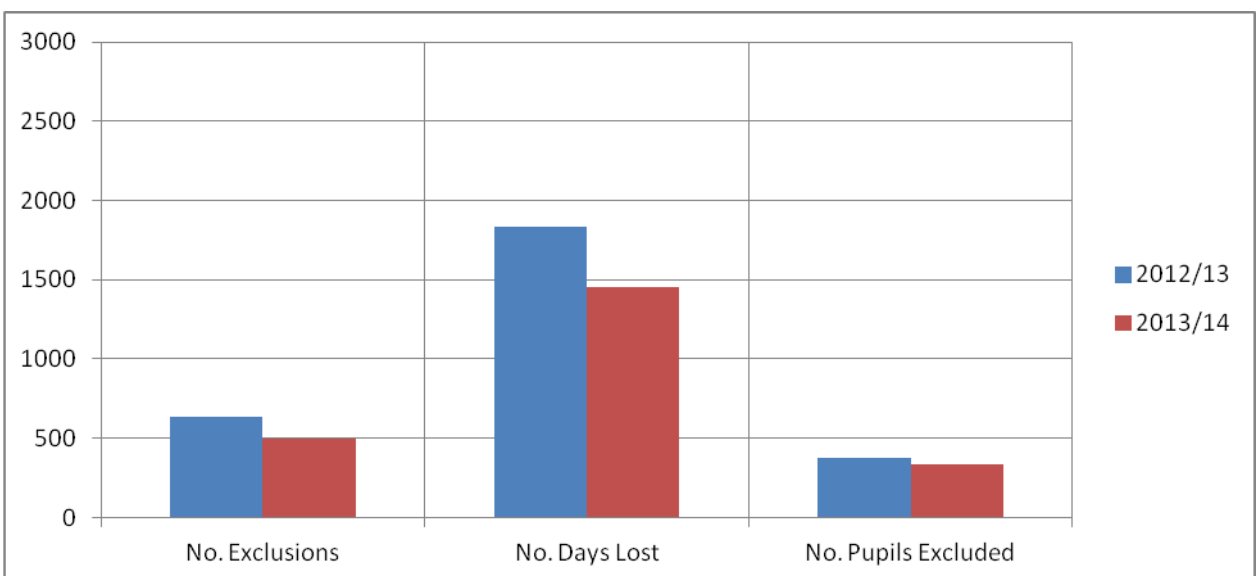
- 4.9 In addition to the rise in permanent exclusions in secondary schools, there has been a slight increase in the number of pupils receiving fixed term exclusions in primary schools.
- 4.10 The increase in the number of permanent exclusions in secondary schools and the number of fixed term exclusions and the number of days lost due to fixed term exclusions of 6 days or more in primary schools are a cause for concern and a priority for the LA
- 4.11 Figure 2 shows 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 2013/14 compared with 2012/13 in primary schools. The number of exclusions decreased from 137 to 126; the number of days lost decreased from 446.5 to 404.5 and the number of pupils excluded increased slightly from 65 to 69.

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



- 4.12 There has been a slight rise in the number of fixed term exclusions issued in primary schools that are 6 days or more, from 13 in 2012/13 to 14 in 2014/15.
- 4.13 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 (from 290.5 to 212), the number of days lost due to exclusions of 6 days or more has risen from 156 in 2012/13 to 192.5 in 2013/14.

Figure 3 – Fixed Term Exclusions in Secondary Schools – 2 year comparison



- 4.14 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 2013/14 compared with 2012/13. The number of exclusions decreased from 634 to 496; the number of days lost decreased from 1833.5 to 1450.5, and the number of pupils excluded reduced from 379 to 333.
- 4.15 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.
- 4.16 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.
- 4.17 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).
- 4.18 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 in these vulnerable groups.
- 4.19 There are many examples of good practice. For instance, collaborative working has resulted in a significant reduction in the number of fixed term exclusions issued by the following schools: Cwm Ifor Primary, Bedwas High School, Lewis School Pengam and Ysgol Gyfun Cwm Rhymni. Rhymney Comprehensive issued only two fixed term exclusions in 2013/14. It is important to note that no fixed term exclusions were issued by 41 out of 75 primary schools (55%).
- 4.20 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 drive further 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

Author: Jackie Garland, Service Manager – Social Inclusion

e-mail garlaj@caerphilly.gov.uk

Consultees: Directorate Senior Management Team

Councillor Rhianon Passmore, Cabinet Member, Education and Lifelong Learning

Councillor Wynne David, Chair of Education 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