RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL

MUNICIPAL YEAR 2013-2014

EDUCATION & LIFELONG LEARNING SCRUTINY COMMITTEE	**Agenda Item No. 7**
9th December 2013 **REPORT OF:** **DIRECTOR OF EDUCATION AND LIFELONG LEARNING**	**SCHOOL EXCLUSION DATA FOR THE ACADEMIC YEAR 2012-2013 COMPARED WITH 2011-12**

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1.   PURPOSE OF THE REPORT

The purpose of this report is to provide Members with an analysis of school exclusion data for the last academic year 2012/13 compared to 2011/12.

2.   RECOMMENDATIONS

It is recommended that Members:

2.1   Note the information contained within this report.

2.2   Scrutinise and comment on the information provided.

2.3   Consider whether they wish to scrutinise in greater depth any matters contained in the report.

3.   BACKGROUND INFORMATION

3.1   The Access and Inclusion Service routinely collates exclusion data and disseminates termly reports to schools. The data shared includes information on both fixed term and permanent exclusions, duration and reasons for exclusions. The data is also presented in a way that enables meaningful comprisons to be made across school settings. There are two types of exclusions:

- **Fixed term exclusions** apply when a pupil is not allowed to attend school for a specific number of days because they have breached the school's behaviour policy. Most fixed term exclusions are for short periods of 5 days or fewer. Pupils who misbehave at lunchtime may be excluded for a lunchtime only. Each lunchtime exclusion counts as one quarter of a day. An individual pupil may not be given more than 45 days fixed term exclusion in any one school year.

- **Permanent exclusions** apply when a head teacher has decided that a pupil should not continue at the school because of a serious breach of the school's behaviour policy. An exclusion of this nature would usually apply in situations

where allowing the pupil to remain in school would seriously harm the education and welfare of the pupil or others in the school.

3.2   Only the head teacher or teacher in charge of a PRU can exclude a learner. If they are absent from school, then the most senior teacher may exercise the power of exclusion. However, they should make it clear that they are acting in the head teacher's absence. The head teacher or teacher in charge cannot routinely, or on an ad hoc basis, delegate the power to exclude to another teacher.

3.3   A decision to exclude a learner permanently is a serious one. It will usually be the last stage in a process for dealing with breaches of school discipline following the implementation of a wide range of strategies which have been unsuccessful. Schools are required to exhaust all available strategies prior to making the decision to permanently exclude.

3.4   In some exceptional circumstances it may be appropriate to permanently exclude for a one-off offence. These might include an incident of:

- serious actual or threatened violence against another learner or a member of staff;
- sexual abuse or assault;
- supplying an illegal drug;
- use or threatened use of an offensive weapon.

3.5   These instances are not exhaustive but they reflect the severity of offences which could potentially result in a permanent exclusion due to the significant impact on the discipline and well-being of the school community.

3.6   In most cases it would be appropriate for schools to inform the police if they believe that a criminal offence has taken place. This might also be the case when learners are also excluded for a fixed-term. Schools should also consider whether or not to inform other agencies (e.g. Youth Offending Team, Children Services).

3.7   Exclusion should not be used for:

- minor incidents such as a failure to do homework;
- poor academic performance;
- lateness or truancy;
- breaches of school uniform rules or rules associated with appearance (e.g. jewellery and hairstyle).

3.8   However, in some cases where there is persistent defiance of school rules and attempts to address issues have been unsuccessful, then a school may wish to explore a fixed term exclusion.

3.9   Ensuring that all schools have a robust behaviour policy that is consistently implemented is central to minimising the risk of inappropriate behaviour and exclusion. Every governing body must formulate, agree and publish a behaviour policy for their school. The policy must be developed collaboratively and involve all members of the school community, including parents/carers. Developing a sense of ownership over such a key and far reaching policy is central to its successful implementation. Rigorous procedures and practices need to be in place to support

any behaviour policy and consistent approaches to the management of challenging behaviour will be vitally important. Good continued professional development relating to the development of positive behaviour management approaches in a school will contribute to the development of a skilled workforce, sound interpersonal relationships, and a positive culture and school ethos. Investment in training in areas such as Restorative Approaches can be beneficial for schools. This approach provides learners who have been the cause of conflict to re-dress the harm that has been done to a victim, and enables all parties with a stake in the outcome to participate fully in the process. Evidence suggests that this approach can have very beneficial outcomes for all concerned e.g. reduction in exclusions.

3.10   Schools are increasingly developing school based provision to meet the needs of learners with challenging behaviour. This includes internal exclusion (also known as internal seclusion), which can be used to diffuse situations that occur in school and that require a learner to be removed from a class but may not require exclusion from the school premises. The exclusion could be to a designated area within the school, with appropriate support, or to another class on a temporary basis, and may continue during break periods.

3.11   While exclusion is an appropriate consequence in response to some incidents of inappropriate behaviour, schools need to recognise that presenting behaviours can sometimes be a reflection of very complex and interwoven factors (e.g. domestic upheaval, inappropriate parenting, mental health issues, bereavement and loss etc). These factors can help to explain rather than excuse poor behaviour and it is imperative that schools put in place appropriate support for vulnerable youngsters and their families. This could include a Team Around the Family assessment and action plan.

3.12   For pupils with significant Special Educational Needs (SEN), there is an expectation that schools put additional support in place and devise Individual Behaviour Plans to address their needs in accordance with the Code of Practice for SEN. In cases of pupil with severe SEN, schools are also able to apply for Additional Needs Funding. The LA has delegated £2.7 million to Local Cluster Group Panels to support the needs of pupils with severe and persistent SEN in mainstream settings. If pupils' SEN are not met then the risk of inappropriate behaviour increases. Schools are challenged if pupils are excluded but there is no evidence of support in place to address their needs.

3.13   In cases where a child or young person has significant needs, specialist provision can be provided to address need. This includes a placement in a nurture or a learning support class attached to a mainstream school. For pupils with more severe difficulties a placement in a Pupil Referral Unit or a special school setting can be explored.

3.14   If a school feels that they can no longer manage the behaviour of a particular learner, the school may arrange, normally through the LA, for another school to take over the learner's education through a managed move. The LA has detailed guidance relating to managed moves. This should only be done with the full knowledge and cooperation of all parties involved, including the parents/carers and the LA, and in circumstances where it is in the best interests of the learner concerned. Parents/carers should never be pressured into removing their child from school under threat of a permanent exclusion, nor should learners be deleted from the school roll to encourage them to find another school place.

4.   SUPPPORT FOR IMPROVING PUPIL BEHAVIOUR IN SCHOOLS

4.1   Schools are under increasing pressure to raise standards of achievement and it is recognised that challenging behaviour can be a barrier to achieving academic success. The LA is committed to supporting schools to achieve the best possible outcomes for pupils. The Access and Inclusion Service plays a key role in supporting schools to overcome barriers to learning and enhancing their capacity to meet the needs of learners with significant social, emotional and behavioural needs. Support and guidance is provided at an individual, group and whole school level to improve behaviour and pupil wellbeing, and to support schools to meet pupil needs more effectively. Support provided to reduce exclusion has included:

- **Strategy/Policy Development:** The Behaviour Support Service has been involved in auditing practice in secondary school settings in an attempt to identify areas of good practice and possible areas for development. Audit outcomes have been shared with secondary Pastoral heads and has informed the LA's strategic direction in relation to behavior. In December 2013, the LA will be consulting on its new Behaviour Strategy with schools and other agencies. This will outline Rhondda Cynon Taf's strategic direction and vision in relation to behavior. It is hoped that once implemented this will result in a reduction in fixed term and permanent exclusions. The Behaviour Support Service has issued guidance to schools on a range of issues including positive physical intervention, the use of time out rooms and anti-bullying.

- **Data Collation:** Templates and processes for collating data relating to incidents of exclusion, positive physical intervention, use of time out and bullying have been dissmeminated and clearly outlined to schools. This data forms the basis of termly reports to schools.

- **Support and Challenge Visits:** termly reports relating to incidents of exclusion, bullying, time out and positive physical intervention are circulated to all schools and comparative data provided. The Access and Inclusion Service scrutinises the data and provides support and challenge to schools if there is evidence of concerning trends. Agreed actions for improvement are generated as a consequence of involvement. In addition, all schools with time out rooms have been audited by the Access and Inclusion Service to ensure that they are fit for purpose and do not present as a safeguarding concern

- **Joint Reviews with School Improvement:** Effective joint working has been achieved with School Improvement through involvement in joint school reviews, case conferences and working groups.

- **Training:** High levels of positively evaluated training has been implemented across the LA and regular continued professional development opportunities for teaching and support staff to enhance behaviour management skills and contribute to a well-trained workforce. The Access and Inclusion Service Training Schedule details all the training available to schools and further bespoke training can be provided on request. Training has been provided on a number of key areas including: Team Teach; Social and Emotional Aspects of Learning; Incredible Years; Emotional Literacy for Support Assistants (ELSA); Classroom Dina; Bereavement; Suicide and Self-Harm etc. In addition, Restorative

Approaches training was provided for all secondary school wellbeing leads, Special Educational Needs Co-ordinators and Special Needs Support Assistants during LA wide secondary school closure recently.

- **Project Work**: A Wellbeing in Education pilot has been launched to enable schools to audit pupil wellbeing at individual, group and whole school level. This project will involve the Educational Psychology and Behaviour Support Service in training schools in the use of the audit tools and data interpretation. School support will also be provided to develop interventions to bring about change

- **Audit Tools**: The Attendance and Wellbeing Service have devised a vulnerability profiling tool to promote the early identification of young people at risk of becoming Not in Education, Employment or Training. This data is shared with schools and Careers Wales to ensure early intervention and action.

- **SEN Provision Development**: The LA is seeking to re-align all Learning Support Classes attached to mainstream schools to ensure that RCTs SEN provision is 'fit for purpose' and meets pupil needs. EOTAS provision has been significantly improved with part time placements secured in Coleg Y Cymoedd for some of our most disengaged year 10/11 learners. This has resulted in very positive outcomes with 85% of year 11 EOTAS learners going on to college placements at post 16 in September 2013.

- **Assessment, Consultation and Intervention:** Access and Inclusion staff work collaboratively with schools to assess pupils' needs and to: jointly devise interventions with pupils, parents/carers and school staff to bring about change; provide advice on the development of Pastoral Support Programmes or Individual Behaviour Plans for pupils; provide individual/group interventions with children and young people aimed to further improving well-being and emotional literacy skills.

5.   EXCLUSION DATA

5.1   The table below shows the number of exclusions and the periods of exclusion for all schools in Rhondda Cynon Taf for the 2011/12 and 2012/13 academic years.

Data	2011/12	2012/13	Percentage difference
Number of permanent exclusions	6	16	166% increase
Number of fixed term exclusions	1,884	1,645	13% decrease
Number of days lost	4,869	3,655	25% decrease

5.2   The data suggests that there has been significant improvements relating to both fixed term exclusions and the number of days lost. Permanent exclusion data shows that there has been a significant increase in the number of exclusions but the numbers remain low and are on a par with the number of permanent exclusions in 2010/11.

Permanent Exclusions

5.3 The table below shows the number of permanent exclusions in Rhondda Cynon Taf for two academic years

Year Group	2011/12	2012/13
7		1
8	1	1
9	1	4
10	3	9
11	1	1
Total	6	16

Of the 22 permanently excluded pupils over the two years: 6 were female and 16 were male.

5.4 The permanent exclusions for 2011/12 and 2012/13 were in the following schools.

School Name	2011/12	2012/13	Total
Aberdare Girls Comprehensive School	1	1	2
Blaengwawr Comprehensive School		1	1
Bryncelynnog Comprehensive School	1	3	4
Hawthorn High School		2	2
Mountain Ash Comprehensive School		2	2
Pontypridd High School		1	1
Porth County Community School		1	1
Tonypandy Community College	2		2
Tonyrefail Comprehensive School	1	2	3
Treorchy Comprehensive School	1	1	2
Y Pant Comprehensive School		2	2
Grand Total	6	16	22

5.5 The LA has seen an increase in the number of serious incidents that has warranted a permanent exclusion. The majority of permanent exclusions over the last two academic years come into this category. The most frequent reasons for these exclusions have been threatening or dangerous behaviour which has accounted for 5 exclusions over the two years (4 – 2011/12 and 1 - 2012/13) and assault/violence (staff) which also accounted for 5 exclusions over the two years (1 – 2011/12 and 4 in 2012/13). There have also been serious incidents relating to substance misuse, sexual misconduct and arson that have led to permanent exclusions. These permanent exclusions for continuous disruptive behaviour were imposed because, in the head and the governors' disciplinary committees' view, the schools had exhausted all resources and strategies available to them.

5.6 The following table outlines the reasons for permanent exclusion in RCT. The offences clearly meet the Welsh Government's criteria for permanent exclusion because of exceptional circumstances. Disciplinary bodies will overturn permanent exclusions where appropriate.

Exclusion Primary Reason	2011/12	2012/13	Total
Assault/violence (pupil)		2	2
Assault/violence (staff)	1	4	5

Defiance Of Rules/discipline Policy		1	**1**
Substance Misuse		2	**2**
Threatening Or Dangerous Behaviour	4	1	**5**
Damage To Property	1	1	**2**
Sexual misconduct		2	**2**
Drug and alcohol related		1	**1**
Other		2	**2**
Grand Total	**6**	**16**	**22**

Fixed Term Exclusions

5.7 The table below sets out the number of fixed term exclusions for the academic years 2011/12 and 2012/13 for all schools and the reasons for the exclusion.

Exclusion Reason	**2011/12**	**2012/13**	**Total**
Assault/violence (pupil)	384	329	**713**
Assault/violence (staff)	91	96	**187**
Bullying	14	11	**25**
Damage To Property	56	26	**82**
Defiance Of Rules/Discipline Policy	597	413	**1,010**
Disruptive Behaviour	170	159	**329**
Other	132	201	**333**
Possession/use Of Weapon	6	2	**8**
Racist Harassment	13	11	**24**
Sexual Harassment	4	2	**6**
Substance Misuse	31	24	**55**
Theft	21	15	**36**
Threatening Or Dangerous Behaviour	121	128	**249**
Verbal Abuse	244	228	**472**
Grand Total	**1,884**	**1,645**	**3,529**

5.8 The data suggests that the most frequent reason for fixed term exclusions is for defiance of rules and the school discipline policy.

5.9 The table below sets out the secondary/pupil referral unit/special schools that have excluded pupils on a fixed term basis.

Secondary/ PRU/Special School Exclusions (2011/12 – 2012/13 Comparison):

School Name	**2011/12**	**2012/13**	**Total**
Aberdare Girls Comprehensive School	41	27	**68**
Aberdare High School	71	91	**162**
Blaengwawr Comprehensive School	38	39	**77**
Bryncelynnog Comprehensive School	124	86	**210**
Cardinal Newman R.C. Comprehensive	40	72	**112**
Ferndale Community School	197	167	**364**
Hawthorn High School	117	89	**206**
Maesgwyn Special School	22	20	**42**
Mountain Ash Comprehensive School	161	113	**274**
New Start Skills Centre	43	26	**69**
Park Lane Special School	1		**1**
Pontypridd High School	145	115	**260**
Porth County Community School	125	170	**295**
St John Baptist C. In W. High School	14	18	**32**
Tonypandy Community College	55	31	**86**

School Name	2011/12	2012/13	Total
Tonyrefail Comprehensive School	40	8	**48**
Treorchy Comprehensive School	177	178	**355**
Ty Gwyn Secondary Education Centre	26	27	**53**
Y Pant Comprehensive School	113	74	**187**
Ysgol Gyfun Garth Olwg	33	51	**84**
Ysgol Gyfun Llanhari	32	35	**67**
Ysgol Gyfun Rhydywaun	48	44	**92**
Ysgol Gyfun Y Cymer	55	31	**86**
Ysgol Ty Coch	7	3	**10**
Grand Total	**1,725**	**1,515**	**3,240**

5.10 The following table shows the primary school exclusions and the primary Pupil Referral Unit.

Primary/PRU Exclusions (2011/12 – 2012/13 Comparison)

School Name	2011/12	2012/13	Total
Abercynon Community Primary		3	**3**
Aberllechau Primary School	24	6	**30**
Advanced Childcare Ltd	1		**1**
Bodringallt Primary School	9	2	**11**
Caradog Primary School		1	**1**
Cefn Primary School	4	5	**9**
Cilfynydd Primary School	10	2	**12**
Coed Pen Maen Primary School	2	14	**16**
Craig-Yr-Hesg Primary School	5	5	**10**
Cwmbach Junior School	2		**2**
Cwmclydach Primary School	1	4	**5**
Cymmer Junior School	3	5	**8**
Glenboi Primary School	8	2	**10**
Gwaunmeisgyn Primary School	7		**7**
Hawthorn Primary School		4	**4**
Hendreforgan Primary School	2	1	**3**
Heol-Y-Celyn Primary School	2	16	**18**
Hirwaun Primary School	1		**1**
Llanharan Primary School	6		**6**
Llantrisant Primary School		2	**2**
Llwyn-Crwn Primary School	6	6	**12**
Maerdy Primary School		1	**1**
Miskin Primary School	1		**1**
Parc Primary School		4	**4**
Parclewis Primary School		2	**2**
Pengeulan Primary School		1	**1**
Pentre Primary School	1		**1**
Penygawsi Primary School		1	**1**
Penygraig Junior School		1	**1**
Penyrenglyn Community Primary	1	5	**6**
Penywaun Primary School	9	15	**24**
Pontyclun Primary School		2	**2**
Pontygwaith Primary School	4		**4**
Tai Education Centre	10	6	**16**
Tonyrefail Primary School	1		**1**
Trallwng Infants School	2	1	**3**
Ynysboeth Junior School	3		**3**
Ynyshir Primary School	11		**11**

School Name	2011/12	2012/13	Total
Ysgol Gynradd Gymraeg Abercynon	3		**3**
Ysgol Gynradd Gymraeg Aberdar	5	6	**11**
Ysgol Gynradd Gymraeg Castellau	5		**5**
Ysgol Gynradd Gymraeg Evan James	2		**2**
Ysgol Gynradd Gymraeg Llyn-y-forw		3	**3**
Ysgol G Gymraeg Pont Sion Norton	3	3	**6**
Ysgol Gynradd Gymraeg Tonyrefail	5	1	**6**
Grand Total	**159**	**130**	**289**

5.11 Welsh Government regulations allow headteachers to exclude a learner for one or more fixed-terms not exceeding 45 school days in any one school year. However, individual exclusions should be for the shortest time necessary, bearing in mind that exclusions of more than a day or two make it more difficult for the learner to reintegrate into the school. Inspection evidence suggests that one to three days is often long enough to secure the benefits of exclusion without adverse educational consequences.

5.12 The following table sets out the average length of the exclusion for each primary school.

Primary/PRU Exclusions (2011/12 – 2012/13 Comparison)

School Name	Incidents of exclusions			Comparison Data 2011/12		Comparison Data 2012/13		Number of days lost			Average length of exclusions	
	2011/12	2012/13	Total	NOR Jan 12	Incidents per 1000 pupils	NOR Jan 13	Incidents per 1000 pupils	2011/12	2012/13	Total	2011/12	2012/13
Abercynon Community Primary		3	**3**	301	0.00	303	9.90		17	**17**	0.00	5.67
Aberllechau Primary School	24	6	**30**	82	292.68	83	72.29	25	4.5	**29**	1.02	0.75
Advanced Childcare Ltd	1		**1**		0.00	0	0.00	10		**10**	10.00	0.00
Bodringallt Primary School	9	2	**11**	86	104.65	84	23.81	23	6	**29**	2.56	3.00
Caradog Primary School		1	**1**	187	0.00	201	4.98		1.5	**1.5**	0.00	1.50
Cefn Primary School	4	5	**9**	144	27.78	139	35.97	5.5	7	**12.5**	1.38	1.40
Cilfynydd Primary School	10	2	**12**	143	69.93	129	15.50	28	3	**31**	2.80	1.50
Coed Pen Maen Primary School	2	14	**16**	275	7.27	276	50.72	3	29	**32**	1.50	2.07
Craig-Yr-Hesg Primary School	5	5	**10**	100	50.00	109	45.87	8.5	12	**20**	1.70	2.30
Cwmbach Junior School	2		**2**	118	16.95	253	0.00	5		**5**	2.50	0.00
Cwmclydach Primary School	1	4	**5**	223	4.48	226	17.70	3	7	**10**	3.00	1.75
Cymmer Junior School	3	5	**8**	138	21.74	128	39.06	13	13	**26**	4.33	2.60
Glenboi Primary School	8	2	**10**	96	83.33	93	21.51	31	8	**38.5**	3.81	4.00
Gwaunmeisgyn Primary School	7		**7**	271	25.83	293	0.00	18		**18**	2.57	0.00
Hawthorn Primary School		4	**4**	240	0.00	243	16.46		8	**8**	0.00	2.00
Hendreforgan Primary School	2	1	**3**	215	9.30	200	5.00	4	3	**7**	2.00	3.00
Heol-Y-Celyn Primary School	2	16	**18**	357	5.60	336	47.62	4	39	**42.5**	2.00	2.41
Hirwaun Primary School	1		**1**	209	4.78	230	0.00	2		**2**	2.00	0.00
Llanharan Primary School	6		**6**	103	58.25	114	0.00	11		**10.5**	1.75	0.00
Llantrisant Primary School		2	**2**		0.00	155	12.90		7.5	**7.5**	0.00	3.75
Llwyn-Crwn Primary School	6	6	**12**	355.5	16.88	338	17.75	19	7	**26**	3.17	1.17
Maerdy Primary School		1	**1**	226	0.00	232	4.31		2	**2**	0.00	2.00
Miskin Primary School	1		**1**	121	8.26	135	0.00	1		**1**	1.00	0.00
Parc Primary School		4	**4**		0.00	198	20.20		10	**10**	0.00	2.50

School Name	Incidents of exclusions			Comparison Data 2011/12		Comparison Data 2012/13		Number of days lost			Average length of exclusions	
	2011/12	2012/13	Total	NOR Jan 12	Incidents per 1000 pupils	NOR Jan 13	Incidents per 1000 pupils	2011/12	2012/13	Total	2011/12	2012/13
Parclewis Primary School		2	2	169	0.00	185	10.81		3	3	0.00	1.50
Pengeulan Primary School		1	1		0.00	142	7.04		5	5	0.00	5.00
Pentre Primary School	1		1	81	12.35	88	0.00	2		2	2.00	0.00
Penygawsi Primary School		1	1		0.00	262	3.82		0.5	0.5	0.00	0.50
Penygraig Junior School		1	1	87	0.00	143	6.99		5.5	5.5	0.00	5.50
Penyrenglyn Community Primary	1	5	6	203	4.93	214	23.36	2	10	12	2.00	2.00
Penywaun Primary School	9	15	24	229	39.30	238	63.03	36	56	91.5	3.94	3.73
Pontyclun Primary School		2	2	483	0.00	496	4.03		6	6	0.00	3.00
Pontygwaith Primary School	4		4	121	33.06	127	0.00	6.5		6.5	1.63	0.00
Tai Education Centre	10	6	16		0.00		0.00	26	15	40.5	2.55	2.50
Tonyrefail Primary School	1		1	277	3.61	285	0.00	3		3	3.00	0.00
Trallwng Infants School	2	1	3	115	17.39	129	7.75	4	1.5	5.5	2.00	1.50
Ynysboeth Junior School	3		3	70	42.86	176	0.00	5		5	1.67	0.00
Ynyshir Primary School	11		11	254	43.31	236	0.00	39		39	3.55	0.00
Ysgol Gynradd Gymraeg Abercynon	3		3	434	6.91	338	0.00	9		9	3.00	0.00
Ysgol Gynradd Gymraeg Aberdar	5	6	11	414	12.08	425	14.12	7.5	6	13.5	1.50	1.00
Ysgol Gynradd Gymraeg Castellau	5		5	239	20.92	248	0.00	5.5		5.5	1.10	0.00
Ysgol Gynradd Gymraeg Evan James	2		2	382	5.24	357	0.00	2.5		2.5	1.25	0.00
Ysgol Gynradd Gymraeg Llyn-y-forw		3	3		0.00	199	15.08		11	10.5	0.00	3.50
Ysgol Gynradd Gymraeg Pont SN	3	3	6	265	11.32	260	11.54	9	7	16	3.00	2.33
Ysgol Gynradd Gymraeg Tonyrefail	5	1	6	261	19.16	244	4.10	4.5	1	5.5	0.90	1.00

School Name	Incidents of exclusions			Comparison Data 2011/12		Comparison Data 2012/13		Number of days lost			Average length of exclusions	
	2011/12	2012/13	Total	NOR Jan 12	Incidents per 1000 pupils	NOR Jan 13	Incidents per 1000 pupils	2011/12	2012/13	Total	2011/12	2012/13
996Totals	159	130	289	8074.5	19.69	9290	13.99	373	311	684	2.35	2.39

5.13 The number of exclusions has fallen by 13% and the number of days lost due to exclusions has also fallen by 25%. It is pleasing to see the duration of exclusions is falling and that in the main the length of exclusions is only between one and three days.

5.14 The length of the secondary school exclusion period per school is set out below:

School Name	Incidents of exclusions			Comparison Data 2011/12		Comparison Data 2012/13		Number of days lost			Average length of exclusions	
	2011/12	2012/13	Total	NOR Jan 12	Incidents per 1000 pupils	NOR Jan 13	Incidents per 1000 pupils	2011/12	2012/13	Total	2011/12	2012/13
Aberdare Girls Comprehensive School	41	27	68	530	77.36	519	52.02	116.5	82	198.5	2.84	3.04
Aberdare High School	71	91	162	503	141.15	462	196.97	185	249	434	2.61	2.74
Blaengwawr Comprehensive School	38	39	77	662	57.40	630	61.90	132	70	202	3.47	1.79
Bryncelynnog Comprehensive School	124	86	210	1065	116.43	1063	80.90	386	151	537	3.11	1.76
Cardinal Newman R.C. Comprehensive	40	72	112	733	54.57	717	100.42	100	215	315	2.50	2.99
Ferndale Community School	197	167	364	653	301.68	634	263.41	341.5	315	656.5	1.73	1.89
Hawthorn High School	117	89	206	960	121.88	916	97.16	358	219	577	3.06	2.46
Maesgwyn Special School	22	20	42	113	194.69	118	169.49	124	120	244	5.64	6.00
Mountain Ash Comprehensive School	161	113	274	939	171.46	871	129.74	507	301	808	3.15	2.66
New Start Skills Centre	43	26	69		0.00		0.00	118	79	197	2.74	3.04
Park Lane Special School	1		1	85	11.76	85	0.00	10		10	10.00	0.00

School Name	Incidents of exclusions			Comparison Data 2011/12		Comparison Data 2012/13		Number of days lost			Average length of exclusions	
	2011/12	2012/13	Total	NOR Jan 12	Incidents per 1000 pupils	NOR Jan 13	Incidents per 1000 pupils	2011/12	2012/13	Total	2011/12	2012/13
Pontypridd High School	145	115	260	1014	143.00	1022	112.52	379	243	622	2.61	2.11
Porth County Community School	125	170	295	1128	110.82	1076	157.99	243	341	584	1.94	2.01
St John Baptist C. In W. High School	14	18	32	956	14.64	959	18.77	32	40.5	72.5	2.29	2.25
Tonypandy Community College	55	31	86	880	62.50	845	36.69	91	38	129	1.65	1.23
Tonyrefail Comprehensive School	40	8	48	1003	39.88	990	8.08	114	42	156	2.85	5.25
Treorchy Comprehensive School	177	178	355	1583	111.81	1599	111.32	262	245	507	1.48	1.38
Ty Gwyn Secondary Education Centre	26	27	53		0.00		0.00	86	52	138	3.31	1.93
Y Pant Comprehensive School	113	74	187	1211	93.31	1252	59.11	427	187	614	3.78	2.53
Ysgol Gyfun Cymer Rhondda	55	31	86	825	66.67	781	39.69	176	86	262	3.20	2.77
Ysgol Gyfun Garth Olwg	33	51	84	858	38.46	825	61.82	78	108.5	186.5	2.36	2.13
Ysgol Gyfun Rhydywaun	48	44	92	988	48.58	1007	43.69	144	112.5	256.5	3.00	2.56
Ysgol Llanhari	32	35	67	587	54.51	515	67.96	51.5	40	91.5	1.61	1.14
Ysgol Ty Coch	7	3	10	123	56.91	121	24.79	34.5	7.5	42	4.93	2.50
Totals	1725	1515	3240	17399	99.14	17007	89.08	4496	3344	7840	2.61	2.21

5.15   Once again, the trend data suggests improvements over 2012/13 in comparison to 2011/12.

6.   **CONCLUSION**

6.1   It is pleasing to see that the number of exclusions in the 2012/13 academic year has fallen when compared to 2011/12. However, it is evident that some schools continue to use exclusion too frequently as a measure to address poor behaviour, which can only have a detrimental impact on the educational outcomes for vulnerable children and young people. It is also important that schools continue to develop appropriate curriculum options for all pupils and have internal arrangements to manage pupils with difficult behaviour.

6.2   The Access and Inclusion Service will continue to support schools and assist them in improving pupil behaviour. This will be achieved by:

- continuing to disseminate termly data reports of incidents of exclusions, time out, positive physical intervention and bullying. Support and challenge visits to schools will also continue to be undertaken where there is evidence of concerning trends;

- consulting on the LA Behaviour Strategy in partnership with schools and partner agencies;

- remodelling the Behaviour Support Service to further improve outcomes for learners with significant emotional and behavioural difficulties;

- implementing a Restorative Approaches pilot and evaluating its effectiveness prior to wider roll out within the LA;

- implementing the Wellbeing in Education pilot from January 2014 and evaluating its impact by September 2014;

- promoting the effective implementation of the LA Protocol for Managed Moves so that further opportunities for minimising the number of permanent exclusions can be achieved;

- continuing to deliver high quality Access and Inclusion Service team input at an individual, group and whole school level and evaluating impact on outcomes;

- ensuring that Access and Inclusion Service Training Schedule meets the needs of schools and brings about improved outcomes.