

**RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL**

**MUNICIPAL YEAR 2015-2016**

**CHILDREN AND YOUNG PEOPLE  
SCRUTINY COMMITTEE**

**Agenda Item No. 5**

**Date: 29th February 2016**

**SCHOOL EXCLUSION DATA FOR THE  
ACADEMIC YEAR 2014/15**

**REPORT OF:  
TEMPORARY DIRECTOR OF  
EDUCATION AND LIFELONG  
LEARNING**

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**1. PURPOSE OF THE REPORT**

- 1.1 The purpose of the report is to provide Members with an analysis of school exclusion data for the last academic year 2014/15 compared to 2013/14.

**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**

- 3.1 Schools must have policies and procedures in place that promote good behaviour and prevent poor behaviour. A school's behaviour and attendance policy should be seen as an integral part of its curriculum, as all schools teach values as well as skills and knowledge. The policy must be based on clear values such as respect, fairness and inclusion,

and reflect the school's overall aims and its social, moral and religious education programmes.

- 3.2 These values should be the basis for the principles underlying the school's behaviour and attendance policy. The principles should include promoting self-discipline and respect for others, and the importance of listening to all members of the school community, including the learners. They should be relevant to every member of the school community, including staff, governors and parents/carers.
- 3.3 A decision to exclude a learner should be taken only:
- in response to serious breaches of the school's behaviour policy; and
  - if allowing the learner to remain in school would seriously harm the education or welfare of the learner or others in the school.
- 3.4 Only the headteacher or teacher in charge of a PRU can exclude a learner. If they are absent from school, the most senior teacher may exercise the power of exclusion, though they should make clear that they are acting in the headteacher's absence. The headteacher or teacher in charge cannot routinely, or on an ad hoc basis, delegate the power to exclude to another teacher.
- 3.5 A decision to exclude a learner permanently is a serious one. It will usually be the **final** step in a process for dealing with disciplinary offences following a wide range of other strategies, which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the learner and should normally be used as a last resort.
- 3.6 There will, however, be exceptional circumstances where in the headteacher's judgement it is appropriate to permanently exclude a learner for a first or one-off offence. These might include:
- 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.

In most cases it would be appropriate for schools to inform the police if they believe such a criminal offence has taken place. There may be cases where this approach is appropriate for learners excluded for a fixed-term. Schools should also consider whether or not to inform other agencies, e.g. Youth Offending Team, Children's Service etc.

These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the school community.

3.7 Exclusion should not be used for:

- minor incidents such as failure to do homework;
- poor academic performance;
- lateness or truancy;
- breaches of school uniform rules or rules on appearance (including jewellery and hairstyle), except where these are persistent and in open defiance of such rules and where all other avenues for resolving the uniform dispute have been exhausted.

3.8 Exclusion should not be used if alternative solutions are available. Examples include the following.

- **Pastoral Support Programmes (PSPs)** for learners who are not responding to schools' general actions to combat disengagement and disaffection and are in need of longer-term intervention. PSPs are plans for learners to better manage their behaviour and should be drawn up using a multi-agency approach (including the learner and parents/carers) and reviewed on a regular basis;
- **Restorative approaches**, which gives offending learners the opportunity to redress 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. All professionals need to be involved in the process and all parties must consent to participate;
- **Internal exclusion** (also known as internal seclusion), which can be used to diffuse situations that occur in school that require a learner to be removed from class but may not require exclusion from the school premises. The exclusion could be to a designated and supervised area within the school, with appropriate support, or to another class on a temporary basis, and may continue during break periods;
- **Managed move:** if a school feels that it 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. 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 **EXCLUSION DATA**

- 4.1 The table below shows the number of permanent and fixed term exclusions and the number of days lost for the academic years 2013/14 and 2014/15.

<b>Exclusion Data</b>	<b>2013/14</b>	<b>2014/15</b>	<b>Percentage Difference</b>
Permanent exclusions	17	20	17.65% increase
Fixed term exclusions	1562	1683	7.75% increase
Number of days lost	3838	4058.5	5.75% increase

Data suggest that there has been an increase in the number of permanent and fixed term exclusions and the number of days lost

#### **Permanent Exclusions**

- 4.2 The table below shows the number of permanent exclusions in Rhondda Cynon Taf for 2013/14 and 2014/15.

<b>Year Group</b>	<b>2013/14</b>	<b>2014/15</b>
Year 7	2	<b>0</b>
Year 8	1	1
Year 9	6	5
Year 10	2	7
Year 11	5	7
Year 12	1	<b>0</b>
<b>Total</b>	<b>17</b>	<b>20</b>

Of the 37 pupils permanently excluded over the two years, 13 were female and 24 were male. There were no permanent exclusions in our primary schools during 2013/15 and 2014/15.

- 4.3 The permanent exclusions for the academic years 2013/14 and 2014/15 were in the following schools.

School Name	2013 /14	2014 /15	Total
Aberdare Community School *	-	4	4
Aberdare Girls Comprehensive School **	2	-	2
Bryncelynnog Comprehensive School	1	1	2
Ferndale Community School	0	1	1
Hawthorn High School	0	2	2
Mountain Ash Comprehensive School	2	1	3
Pontypridd High School	0	2	2
Porth County Community School	1	1	2
Tonypandy Community College	0	4	4
Tonyrefail Comprehensive School	3	0	3
Treorchy Comprehensive School	1	2	3
Y Pant Comprehensive School	4	1	5
Ysgol Gyfun Garth Olwg	1	0	1
Ysgol Gyfun Y Cymer	2	1	3
<b>Total</b>	<b>17</b>	<b>20</b>	<b>37</b>

\*There is no data for 2013/14 as the school was not formally established.

\*\* There is no data for 2014/15 due to school closure.

Data suggests that there has been a small increase in the number of permanent exclusions over 2013/14-2014/15.

- 4.4 The most frequent reasons for these exclusions included assault against a member of staff which accounted for 8 exclusions over the two years (4 – 2013/14 and 4 - 2014/15) and verbal abuse/threatening behaviour towards an adult which accounted for 7 exclusions over the two years (4 – 2013/14 and 3 in 2014/15). A number of the permanent exclusions made this academic year have been for more serious incidents than in previous years and have been recorded as 'other'. The table below highlights the reasons for exclusions over the last two years.

Primary Reason for Exclusion	2013 /14	2014 /15	Total
Other	3	2	5
Persistent disruptive behaviour	3	3	6
Physical assault against pupil	1	3	4
Physical Assault Staff	4	4	8
Substance Misuse	2	2	4
Theft	0	1	1
Verbal Abuse	0	2	2
Verbal Abuse/Threatening Behaviour Adult	4	3	7
<b>Total</b>	<b>17</b>	<b>20</b>	<b>37</b>

### Fixed Term Exclusions

- 4.5 The table below sets out the number of fixed term exclusions for the academic years 2013/14 and 2014/15 for all schools and the reasons for the exclusion.

<b>Primary Reason for Exclusion</b>	<b>2013 /14</b>	<b>2014 /15</b>	<b>Total</b>
Bullying	18	23	<b>41</b>
Damage	28	52	<b>80</b>
Other	554	366	<b>920</b>
Persistent disruptive behaviour	184	373	<b>557</b>
Physical assault against pupil	290	312	<b>602</b>
Physical Assault Staff	73	83	<b>156</b>
Racial Abuse	12	9	<b>21</b>
Sexual Misconduct	4	4	<b>8</b>
Substance Misuse	14	32	<b>46</b>
Theft	22	8	<b>30</b>
Verbal Abuse/Threat behaviour Adult	308	362	<b>670</b>
Verbal Abuse/Threat behaviour Pupil	55	59	<b>114</b>
<b>Total</b>	<b>1562</b>	<b>1683</b>	<b>3245</b>

A reduction in theft related incidents has been evident but incidents of exclusion due to persistently disruptive behavior and verbally abusive and threatening behavior towards adults show a significant increase. This could possibly suggest that schools are adopting a firmer stance in relation to persistently challenging behavior which can interfere with the quality of learning and teaching in schools, or that behaviour in school is generally becoming increasingly disruptive.

- 4.6 The table below sets out the secondary schools that have excluded pupils on a fixed term basis and the number of days lost due of those exclusions.

**Secondary School Exclusions (2013/14 – 2014/15 Comparison):**

Secondary School Name	Incidents of Exclusion			Days lost due to Exclusion		
	2013/14	2014/15	Total	2013/14	2014/15	Total
Aberdare Girls Comprehensive School	41	*	41	120.5	*	120.5
Aberdare High School	69	*	69	215	*	215
Aberdare Community School	0	197	197	0	457	457
Blaengwawr Comprehensive School	44	*	44	214	*	214
Bryncelynnog Comprehensive School	73	75	148	132	103	235
Cardinal Newman RC Comprehensive	62	52	114	189	162	351
Ferndale Community School	124	116	240	292	261.5	553.5
Hawthorn High School	62	98	160	177	393.5	570.5
Mountain Ash Comprehensive School	62	44	106	113	67	180
Pontypridd High School	147	127	274	254	299	553
Porth County Community School	98	112	210	226	236	462
St John Baptist C In W High School	15	26	41	52.5	80	132.5
Tonypandy Community College	36	98	134	46	195	241
Tonyrefail Comprehensive School	15	28	43	31	54.5	85.5
Treorchy Comprehensive School	264	193	457	524	358	882
Y Pant Comprehensive School	77	131	208	228	460	688
Ysgol Gyfun Garth Olwg	49	36	85	116.5	83	199.5
Ysgol Gyfun Rhydywaun	24	26	50	36	61	97
Ysgol Gyfun Y Cymer	42	68	110	120	130	250
Ysgol Gyfun Llanhari	23	3	26	29	3	32
<b>Total</b>	<b>1327</b>	<b>1430</b>	<b>2757</b>	<b>3115.5</b>	<b>3403.5</b>	<b>6519</b>

\*no data due to school closure

- 4.7 The following table shows the Special School and Pupil Referral Unit exclusions.

**PRU/Special School Exclusions (2013/14 – 2014/15 Comparison)**

PRU / Special School Name	Incidents of Exclusion			Days lost due to Exclusion		
	2013/14	2014/15	Total	2013/14	2014/15	Total
Maesgwyn Special School	12	17	29	44	115.5	159.5
New Start Skills Centre	5	0	5	7	0	7
Tai Education Centre	5	7	12	13	16.5	29.5
Ty Gwyn Education Centre	18	31	49	97.5	97	194.5
Ysgol Hen Felin	3	0	3	22	0	22
Ysgol Ty Coch	21	2	23	157	5	162
<b>Total</b>	<b>64</b>	<b>57</b>	<b>121</b>	<b>340.5</b>	<b>234</b>	<b>574.5</b>

- 4.8 The following table shows the primary school exclusions

**Primary Exclusions (2013/14 – 2014/15 Comparison)**

School Name	Incidents of Exclusion			Days lost due to Exclusion		
	2013/14	2014/15	Total	2013/14	2014/15	Total
Aberdare Park Primary School	0	4	4	0	22.5	22.5
Aberllechau Primary School	6	0	6	7.5	0	7.5
Abernant Primary School	4	3	7	19.5	13	32.5
Bodringallt Primary School	2	0	2	6	0	6
Caegarw Primary School	3	1	4	2.5	1	3.5
Caradog Primary School	2	3	5	4	7.5	11.5
Cilfynydd Primary School	1	0	1	1	0	1
Coedpenmaen Primary School	0	5	5	0	6.5	6.5
Coedylan Primary School	0	1	1	0	1	1
Craig Yr Hesg Primary School	9	0	9	16.5	0	16.5
Cwmbach Junior School	0	1	1	0	2	2
Cwmclydach Community Primary	5	15	20	9.5	28.5	38
Cymmer Junior School	0	2	2	0	6	6
Darran Park Primary School	0	6	6	0	9	9
Darrenlâs Primary School	0	1	1	0	1	1
Dolau Primary School	0	4	4	0	4	4
Ferndale Infants School	2	0	2	3	0	3
Ffynnon Taf Primary School	0	2	2	0	2	2
Gelli Primary School	0	1	1	0	1	1
Glantaf Infants School	1	0	1	1	0	1
Glenboi Primary School	3	2	5	12.5	4	16.5
Hawthorn Primary School	4	3	7	9	5	14
Hendreforgan Primary School	13	9	22	51.5	26	77.5
Heol Y Celyn Primary School	21	18	39	39.5	35.5	75
Llanharan Primary School	0	1	1	0	2	2
Llanhari Primary School	6	3	9	8.5	4	12.5
Llanilltud Faerdref Primary School	0	7	7	0	6.5	6.5
Llwyncelyn Infants School	0	2	2	0	0.5	0.5
Maerdy Community Primary School	0	5	5	0	8	8
Maesybryn Primary School	1	0	1	3	0	3
Oaklands Primary School	0	2	2	0	2	2
Parc Lewis Primary School	1	0	1	2.5	0	2.5
Parc Primary School	3	1	4	4	2.5	6.5
Pengeulan Primary School	0	7	7	0	31	31
Penrhys Primary School	1	0	1	1	0	1
Penygawsi Primary School	0	2	2	0	6.5	6.5
Penygraig Junior School	2	0	2	5.5	0	5.5
Penyreglyn Community Primary School	2	11	13	5	38	43

Penywaun Primary School	4	5	9	15	10.5	25.5
Pontrhondda Primary School	0	3	3	0	7.5	7.5
Pontyclun Primary School	0	5	5	0	12	12
Porth Junior School	14	0	14	25	0	25
Rhiwgarn Infants School	2	0	2	1.5	0	1.5
SS Gabriel & Raphael RC Primary	1	0	1	0.5	0	0.5
St Michael's RC Primary School	4	1	5	10	4	14
Ton Infants School	0	5	5	0	6.5	6.5
Ton Pentre Junior School	0	3	3	0	7	7
Tonyrefail Primary School	0	2	2	0	2.5	2.5
Tonysguboriau Primary School	1	1	2	5	3	8
Trallwng Infants School	0	3	3	0	2.5	2.5
Tref Y Rhyg Primary School	1	0	1	1.5	0	1.5
Trehopcyn Primary School	15	4	19	25.5	5	30.5
Trerobart Primary School	11	4	15	26	5	31
Williamstown Primary School	2	0	2	7	0	7
Ynysboeth Primary School	1	1	2	1	1	2
Ysgol Gynradd Gymraeg Aberdar	0	4	4	0	12.5	12.5
Ysgol Gynradd Gymraeg	8	13	21	17	24.5	41.5
Ysgol Gynradd Gymraeg Bronllwyn	2	0	2	2.5	0	2.5
Ysgol Gynradd Gymraeg Castellau	1	2	3	2	18	20
Ysgol Gynradd Gymraeg Evan	1	2	3	2	1	3
Ysgol Gynradd Gymraeg Garth	1	1	2	0.5	1	1.5
Ysgol Gynradd Gymraeg Llyn-y-	0	5	5	0	10	10
Ysgol GG Pont Sion Norton	10	7	17	27.5	7	34.5
Ysgol Gynradd Gymraeg Tonyrefail	0	2	2	0	3	3
Ysgol Gynradd Gymraeg Ynyswen	0	1	1	0	1	1
<b>Total</b>	<b>171</b>	<b>196</b>	<b>367</b>	<b>382</b>	<b>421</b>	<b>803</b>

4.9 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.

4.10 The following table sets out the average length of the exclusion for each primary school, and provides exclusion rates per 1000 pupils this allow comparisons to be undertaken.

## Primary Exclusions (2013/14 – 2015/16 Comparison)

School Name	Incidents of exclusions			Comparison Data					Number of Lost School Days		Average Length of Exclusion (Days)	
				2013/14		2014/15		Average Incidents per 1000 Pupils				
	2013/14	2014/15	Total	NOR Jan 14	Incidents per 1000 pupils	NOR Jan 15	Incidents per 1000 pupils		2013/14	2014/15	2013/14	2014/15
Aberdare Park Primary School	0	4	4	0	0	319	12.54	6.27	0	22.5	0	5.63
Aberllechau Primary School	6	0	6	70	85.71	0	0	42.855	7.5	0	1.25	0
Abernant Primary School	4	3	7	111	36.04	108	27.78	31.91	19.5	13	4.88	4.33
Bodringallt Primary School	2	0	2	86	23.26	0	0	11.63	6	0	3.00	0
Caegarw Primary School	3	1	4	188	15.96	188	5.32	10.64	2.5	1	0.83	1.00
Caradog Primary School	2	3	5	201	9.95	195	15.38	12.665	4	7.5	2.00	2.50
Cilfynydd Primary School	1	0	1	152	6.58	0	0	3.29	1	0	1.00	0
Coedpenmaen Primary	0	5	5	0	0	281	17.79	8.895	0	6.5	0	1.30
Coedylan Primary	0	1	1	0	0	103	9.71	4.855	0	1	0	1.00
Craig-Yr-Hesg Primary	9	0	9	116	77.59	0	0	38.795	16.5	0	1.83	0
Cwmbach Junior School	0	1	1	0	0	268	3.73	1.865	0	2	0	2.00
Cwmclydach Primary School	5	15	20	234	21.37	236	63.56	42.465	9.5	28.5	1.90	1.90
Cymmer Junior School	0	2	2	0	0	126	15.87	7.935	0	6	0	3.00
Darran Park Primary School	0	6	6	0	0	301	19.93	9.965	0	9	0	1.50
Darrenlâs Primary School	0	1	1	0	0	240	4.17	2.085	0	1	0	1.00
Dolau Primary School	0	4	4	0	0	468	8.55	4.275	0	4	0	1.00
Ferndale Infants School	2	0	2	64	31.25	0	0	15.625	3	0	1.50	0
Ffynnon Taf Primary School	0	2	2	0	0	205	9.76	4.88	0	2	0	1.00
Gelli Primary	0	1	1	0	0	223	4.48	2.24	0	1	0	1.00

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School												
Glantaf Infants School	1	0	1	49	20.41	0	0	10.205	1	0	1.00	0
Glenboi Primary School	3	2	5	118	25.42	120	16.67	21.045	12.5	4	4.17	2.00
Hawthorn Primary School	4	3	7	249	16.06	253	11.86	13.96	9	5	2.25	1.67
Hendreforgan Primary School	13	9	22	193	67.36	200	45.00	56.18	51.5	26	3.96	2.89
Heol-Y-Celyn Primary School	21	18	39	364	57.69	354	50.85	54.27	39.5	35.5	1.88	1.97
Llanharan Primary School	0	1	1	0	0	137	7.30	3.65	0	2	0	2.00
Llanhari Primary School	6	3	9	196	30.61	177	16.95	23.78	8.5	4	1.42	1.33
Llanilltud Faerdref Primary	0	7	7	0	0	228	30.70	15.35	0	6.5	0	0.93
Llwyncelyn Infants School	0	2	2	0	0	74	27.03	13.515	0	0.5	0	0.25
Maerdy Primary School	0	5	5	0	0	243	20.58	10.29	0	8	0	1.60
Maesybryn Primary School	1		1	390	2.56	0	0	1.28	3		3.00	0
Oaklands Primary School	0	2	2	0	0	228	8.77	4.385	0	2	0	1.00
Parc Lewis Primary School	1		1	199	5.03	0	0	2.515	2.5	0	2.50	0
Parc Primary School	3	1	4	202	14.85	204	4.90	9.875	4	2.5	1.33	2.50
Pengeulan Primary School	0	7	7	0	0	155	45.16	22.58	0	31	0	4.43
Penrhys Primary School	1	0	1	149	6.71	0	0	3.355	1	0	1.00	0
Penygawsi Primary School	0	2	2	0	0	268	7.46	3.73	0	6.5	0	3.25
Penygraig Junior School	2	0	2	101	19.80	0	0	9.9	5.5	0	2.75	0
Penynglyn Community Primary School	2	11	13	238	8.40	262	41.98	25.19	5	38	2.50	3.45
Penywaun Primary School	4	5	9	237	16.88	233	21.46	19.17	15	10.5	3.75	2.10
Pontrhonda Primary School	0	3	3	0	0	137	21.90	10.95	0	7.5	0	2.50
Pontyclun Primary School	0	5	5	0	0	525	9.52	4.76	0	12	0	2.40
Porth Junior School	14	0	14	115	121.74	0	0	60.87	25	0	1.79	0

Rhiwgarn Infants School	2	0	2	54	37.04	0	0	18.52	1.5	0	0.75	0
SS Gabriel & Raphael RC Primary School	1	0	1	125	8.00	0	0	4	0.5	0	0.50	0
St Michaels RC Primary School	4	1	5	223	17.94	242	4.13	11.035	10	4	2.50	4.00
Ton Infants School	0	5	5	0	0	199	25.13	12.565	0	6.5	0	1.30
Ton Junior School	0	3	3	0	0	150	20.00	10	0	7	0	2.33
Tonyrefail Primary School	0	2	2	0	0	300	6.67	3.335	0	2.5	0	1.25
Tonysguboriau Primary School	1	1	2	248	4.03	242	4.13	4.08	5	3	5.00	3.00
Trallwng Infants School	0	3	3	0	0	136	22.06	11.03	0	2.5	0	0.83
Tref-Y-Rhyg Primary School	1	0	1	116	8.62	0	0	4.31	1.5	0	1.50	0
Trehopcyn Primary	15	4	19	117	128.21	107	37.38	82.795	25.5	5	1.70	1.25
Trerobart Primary School	11	4	15	217	50.69	226	17.70	34.195	26	5	2.36	1.25
Williamstown Primary	2	0	2	315	6.35	0	0	3.175	7	0	3.50	0
Ynysboeth Junior School	1	1	2	181	5.52	175	5.71	5.615	1	1	1.00	1.00
Ysgol GG Aberdar	0	4	4	0	0	425	9.41	4.705	0	12.5	0	3.13
Ysgol GG Bodringallt	8	13	21	167	47.90	156	83.33	65.615	17	24.5	2.13	1.88
Ysgol GG Bronllwyn	2	0	2	253	7.91	0	0	3.955	2.5		1.25	0
Ysgol GG Castellau	1	2	3	243	4.12	254	7.87	5.995	2	18	2.00	9.00
Ysgol GG Evan James	1	2	3	342	2.92	335	5.97	4.445	2	1	2.00	0.50
Ysgol GG Garth Olwg	1	1	2	333	3.00	331	3.02	3.01	0.5	1	0.50	1.00
Ysgol GG Llyn-y-forwen	0	5	5	0	0	198	25.25	12.625	0	10	0	2.00
Ysgol GG Pont Sion Norton	10	7	17	275	36.36	274	25.55	30.955	27.5	7	2.75	1.00
Ysgol GG Tonyrefail	0	2	2	0	0	249	8.03	4.015	0	3	0	1.50
Ysgol G G Ynyswen	0	1	1	0	0	282	3.55	1.775	0	1	0	1.00
<b>Totals</b>	<b>171</b>	<b>196</b>	<b>367</b>	<b>86.08</b>	<b>12.97</b>	<b>135.00</b>	<b>10.97</b>		<b>382</b>	<b>421</b>	<b>0.96</b>	<b>1.21</b>

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

School Name	Incidents of Exclusion			Incidents per 1000 Comparison Data					Number of Lost School Days			Average Length of Exclusion (Days)	
				2013/14		2014/15							
	2013/14	2014/15	Total	NOR Jan 14	Incidents per 1000 pupils	NOR Jan 15	Incidents per 1000 pupils	Average Incidents per 1000 Pupils	2013/14	2014/15	Total	2013/14	2014/15
Aberdare Community	0	197	197	0	0	1343	146.69	73.345	0	457	457	0	2.32
Aberdare Girls Comp	41	0	41	482	85.06	0	0	42.53	121	0	509	2.94	0
Aberdare High School	69	0	69	414	166.67	0	0	83.34	215	0	898	3.12	0
Blaengwawr Comp	44	0	44	562	78.29	0	0	39.15	214	0	545	4.86	0
Bryncelynnog Comp	73	75	148	1034	70.60	1046	71.70	71.15	132	103	1118	1.81	1.37
Cardinal Newman RC	62	52	114	732	84.70	761	68.33	76.52	189	162	753	3.05	3.12
Ferndale Com School	124	116	240	625	198.40	636	182.39	190.4	292	261.5	1477.5	2.35	2.25
Hawthorn High School	62	98	160	856	72.43	816	120.10	96.27	177	393.5	1620.5	2.85	4.02
Mountain Ash Comp	62	44	106	820	75.61	837	52.57	64.09	113	67	1203	1.82	1.52
Pontypridd High School	147	127	274	1003	146.56	1031	123.18	134.9	254	299	1500	1.73	2.35
Porth County CS	98	112	210	1024	95.70	954	117.40	106.6	226	236	1145	2.31	2.11
St John Baptist CIW HS	15	26	41	1007	14.90	1010	25.74	20.32	52.5	80	246	3.50	3.08
Tonypandy Com Col	36	98	134	809	44.50	744	131.72	88.11	46	195	434	1.28	1.99
Tonyrefail Comp	15	28	43	955	15.71	936	29.91	22.81	31	54.5	386.5	2.07	1.95
Treorchy Comp	264	193	457	1610	163.98	1630	118.40	141.2	524	358	1541	1.98	1.85
Y Pant Comp	77	131	208	1279	60.20	1302	100.61	80.41	228	460	1429	2.96	3.51
Ysgol Gyfun Garth Olwg	49	36	85	818	59.90	801	44.94	52.42	117	83	546.5	2.38	2.31
Ysgol Gyfun	23	3	26	491	46.84	386	7.77	27.31	29	3	126.5	1.26	1.00

Llanhari													
Ysgol Gyfun Rhydywaun	24	26	50	986	24.34	998	26.05	25.2	36	61	495.5	1.50	2.35
Ysgol Gyfun Y Cymer	42	68	110	773	54.33	759	89.59	72	120	130	556	2.86	1.91
<b>Totals</b>	<b>1327</b>	<b>1430</b>	<b>2757</b>	<b>814.00</b>	<b>77.94</b>	<b>799.50</b>	<b>72.85</b>	<b>75.395</b>	<b>3116</b>	<b>3403.5</b>	<b>16985.5</b>	<b>2.33</b>	<b>1.95</b>

- 4.12 Overall the number of fixed term exclusions has risen by 7.75%, the Number of days lost due to exclusions has increased by 5.75% and permanent exclusions have risen by a concerning 17.6%, although numbers remain small.

The Local Authority has adopted some measures to tackle this rising trend and more recent datasets are encouraging and suggest that these approaches have been effective. When comparing Autumn Term 2014 to Autumn Term 2015 data there have been decreases on all three measures:

Year	Number of Fixed Term Exclusions	Number of Days Lost	Number of Permanent Exclusions
Autumn Term 2014/15	565	1345	7
Autumn Term 2015/16	495	1028	2
Percentage Difference	-12.39%	-23.57%	-71.43%

- 4.13 It is noted that the number of days lost to exclusion are in the main only between one and three days. Members should note that the school's obligation to provide education continues while the learner is still on the roll. The name of a permanently excluded learner should remain on the school roll until the appeals procedure is completed, or until the time for appeals has expired without an appeal being lodged. Headteachers must arrange for work to be provided as soon as a learner is excluded for a fixed-term. Parents/carers should arrange for the work to be collected and returned and the school must ensure that it is marked and that further work is set until the learner returns to school. Letters to parents/carers and/or learners informing them of the exclusion must include the arrangements for setting and marking work. The governing body is responsible for ensuring that the school complies with these requirements.

## 5. CONCLUSION

- 5.1 It is concerning that the number of exclusions between 2013/14 and

2014/15 has increased but there is evidence to suggest that there have been some significant improvements in recent months. The Local Authority continues to work collaboratively with schools and partners to address issues relating to exclusion. It is recognised that schools sometimes have little option but to exclude pupils as unacceptable behaviour can be detrimental to effective learning and teaching, and the wellbeing of learners. Whilst the drive to improve standards in our schools is an important one, the Access and Inclusion Service has a key role to play in ensuring that the needs of all learners, including vulnerable groups of learners, are effectively met. This has been achieved through a variety of means including:

- **Whole school training on effective behaviour management:** The Access and Inclusion Service annually audits schools' training needs and ensure that the training on offer is appropriate to their requirements. Bespoke training also continues to be offered by the Educational Psychology and Behaviour Support Service.
- **Effective support and challenge:** senior officers continue to closely monitor the rates of exclusion across schools. Data is routinely shared with schools, senior officers and Challenge Advisors and interrogated to ensure timely and appropriate intervention. Comprehensive wellbeing data packs have recently been developed by the Access and Inclusion Service for primary and secondary schools. These will be shared with Central South Consortium colleagues in future so as to further inform support and challenge visits and joint reviews undertaken in schools causing concern. Since September 2015, the Access & Inclusion Service has employed an Exclusion Prevention/Intervention Teacher to support schools in relation to exclusion prevention strategies and to ensure compliance with local and national guidance on exclusions where necessary. Initial data suggest that this support is having an impact. Guidance materials for schools in relation to exclusion processes are also in the process of being devised.
- **Restorative Approaches in Schools (RAIS) Pilot:** In July 2014, the Access & Inclusion Service launched the Restorative Approaches in Schools (RAIS) pilot which involves intensive training in approaches which builds on respectful relationships and values, and the development of skills for successfully resolving conflict and repairing harm when difficulties arise. Seven schools are currently involved in this intensive training program. The long term aim of the project is to improve pupil wellbeing, attendance and attainment; and to reduce both fixed term and permanent exclusions in target schools through the development of a partnership approach to working restoratively.

- **Delegation of Resources to Schools:** Delegation of Behaviour Support Service funding to schools has created enhanced opportunities for schools to commission services to work at different levels, including strategic/whole school, group and individual pupil level. It is anticipated that the Educational Psychology Service will also operate as a traded service in future. Further delegation of Additional Needs Funding (£2.7million) directly to schools as opposed to clusters from April 2016 is also likely to enhance the scope for individual schools to adopt a more robust graduated response for children and young people with severe and persistent needs.
- **Development of a Wellbeing and Behaviour Action Plan** aimed at ensuring an effective strategic approach to promoting wellbeing in our schools will be implemented from April 2016 following a period of consultation. This plan can be shared with Members in future is required.

**LOCAL GOVERNMENT ACT 1972**

**as amended by**

**LOCAL GOVERNMENT (ACCESS TO INFORMATION) ACT 1985**

**RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL**

**CHILDREN & YOUNG PEOPLE SCRUTINY COMMITTEE**  
**29<sup>TH</sup> FEBRUARY 2016**

**REPORT OF THE DIRECTOR OF LEGAL AND DEMOCRATIC SERVICES**

**ITEM - SCHOOL EXCLUSION DATA**

**LIST OF BACKGROUND PAPERS**

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