

**RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL**

**MUNICIPAL YEAR 2019-2020**

**CHILDREN AND YOUNG PEOPLE SCRUTINY  
COMMITTEE**

**Agenda Item No: 6**

**DATE: 22<sup>ND</sup> JANUARY 2020**

**Annual School Exclusion Performance  
Report for the Academic Year 2018/19**

**REPORT OF: DIRECTOR OF EDUCATION  
AND INCLUSION SERVICES**

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**1. PURPOSE OF THE REPORT**

The purpose of this report is to provide Members with an analysis of school exclusion performance for the academic year 2018/19 and a comparison of performance over the last five years where appropriate.

**2. RECOMMENDATIONS**

It is recommended that Members:

- 2.1 Scrutinise and comment on the information contained within this report.
- 2.2 Consider whether they wish to scrutinise in greater depth any matters contained in the report.

**3. BACKGROUND TO THE REPORT**

- 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 Services 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 local authority (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. **SUMMARY OF EXCLUSIONS**

- 4.1 Table 1 shows the number of permanent and fixed term exclusions and the number of days lost for the academic years 2017/18 and 2018/19.

**Table1a: Summary of Exclusions within RCT in 2017/18 – 2018/19**

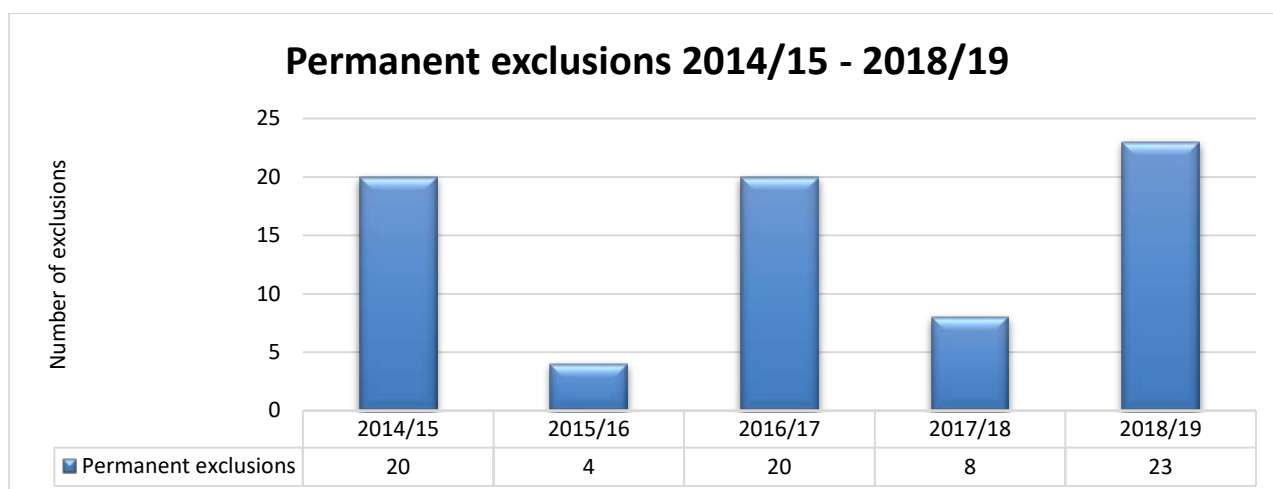
	2017/18	2018/19	Percentage difference between 2017/18 & 2018/19
<b>Permanent Exclusions</b>	8	23	187.50%
<b>Number of Fixed Term Exclusions</b>	2229	2690	20.68%
<b>Number of Days Lost</b>	4294.0	5374.5	25.16%
<b>Average length of exclusion (days)</b>	1.90	2.00	0.05%

**Table 1b: Breakdown of Overall Summary Detailed in Table 1a for 2018/19**

	Primary Phase	Secondary Phase	PRU/Special School	Total
<b>Permanent Exclusions</b>	0	22	1	23
<b>Number of Fixed Term Exclusions</b>	429	1993	268	2690
<b>Number of Days Lost</b>	801	4054.5	519	5374.5

- 4.2 Data suggests that there has been a significant increase in the number of permanent exclusions, fixed term exclusions and the number of days lost within RCT schools. The data reports the highest number of permanent exclusions for 5 years (the second highest being 20 incidents reported in 2014/15 and 2016/17). Fixed term exclusions are at their highest for 5 years with 2690 incidents - an increase of 20.68% when comparing the 2017/18 data sets.
- 4.3 Graphs 1 and 2 highlight fluctuating trends over the last 5 years reporting a significant increase in all reported areas when compared to 2017/18.

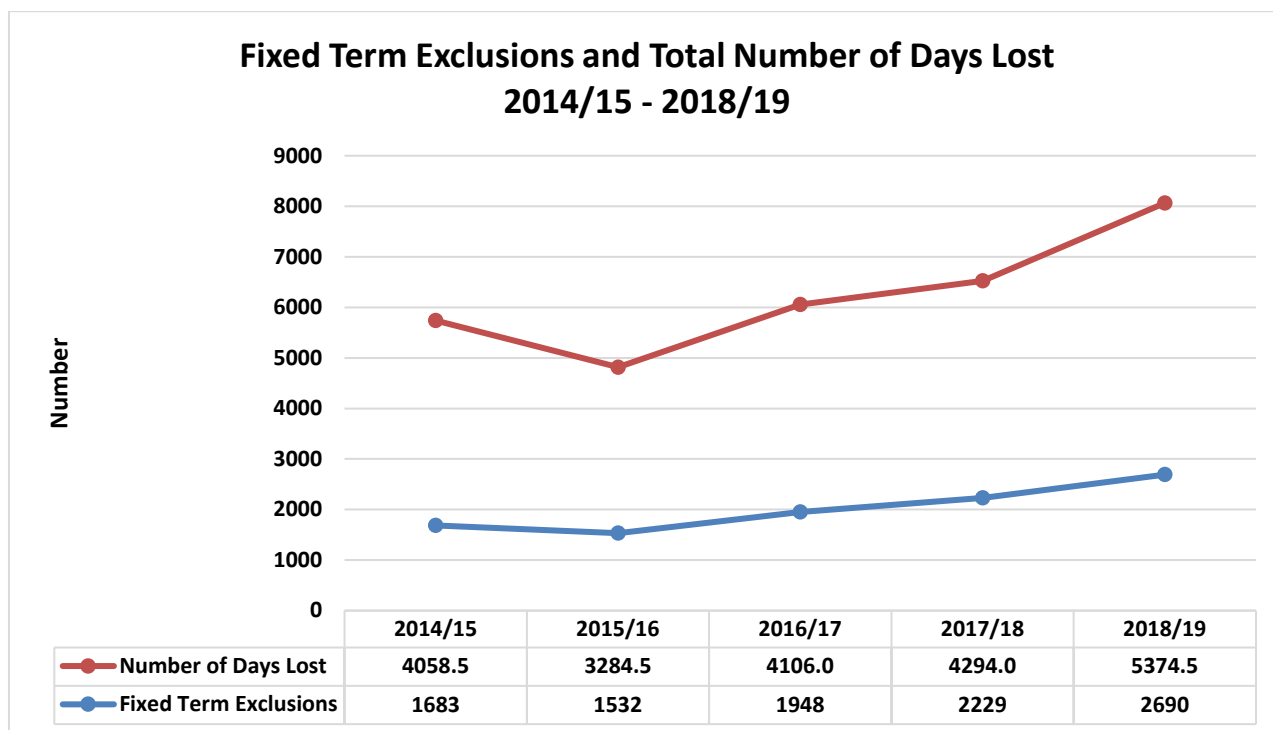
**Graph 1: Permanent Exclusions within RCT over 5 years**



The permanent exclusion data in Graph 1 shows a marked increase in the number of permanent exclusions in 2018/19 when compared to 2017/18.

Graph 2 below illustrates the increasing trend within RCT schools in relation to both the number of fixed term exclusions and number of days lost. The number of fixed term exclusions in 2018/19 is the highest reported figure within the last 5 years.

**Graph 2: Fixed Term Exclusions and the number of days lost within RCT over 5 Years**



## 5. NATIONAL BENCHMARKING DATA

5.1 The national context with regards to pupil exclusions is highlighted using the Welsh Government's Statistics. The latest comparison data available at the time of writing relates to 2017/18 data sets (First Release: Permanent and Fixed Term Exclusions for Schools in

Wales 2017/18) which was published on the 1<sup>st</sup> October 2019. Therefore the national benchmarking data relates to previous academic years 2013/14 - 2017/18 and the local data sets relate to 2018/19.

5.2 Table 2 below highlights the trend data for RCT compared to other local authorities. RCT's national ranking in 2017/18 was 18<sup>th</sup> for permanent exclusions. This is a significant improvement when compared to 2016/17 data sets when RCT was ranked 22<sup>nd</sup> in Wales. Slight improvements are also noted when comparing rate of exclusions per 1000 pupils with RCT's ranking improving from 13<sup>th</sup> in 2016/17 to a ranking of 11<sup>th</sup> in 2017/18. This highlights that exclusions slightly improved in 2017/18 when comparing national datasets.

**Table 2: Permanent exclusions from maintained schools and pupil referral units in Wales, by local authority and consortium (a)**

	Number of exclusions					Rate of exclusions (a)				
	2013/14	2014/15	2015/16	2016/17	2017/18	2013/14	2014/15	2015/16	2016/17	2017/18
<b>North Wales</b>	<b>12</b>	<b>13</b>	<b>20</b>	<b>41</b>	<b>48</b>	<b>0.1</b>	<b>0.1</b>	<b>0.2</b>	<b>0.4</b>	<b>0.5</b>
Isle of Anglesey	0	0	*	*	5	0.0	0.0	*	*	0.5
Gwynedd	*	6	5	0	*	*	0.4	0.3	0.0	*
Conwy	*	0	*	*	0	*	0.0	*	*	0.0
Denbighshire	0	*	*	8	*	0.0	*	*	0.5	*
Flintshire	*	*	*	12	26	*	*	*	0.5	1.1
Wrexham	*	*	9	18	10	*	*	0.5	0.9	0.5
<b>South West and Mid Wales</b>	<b>18</b>	<b>28</b>	<b>40</b>	<b>35</b>	<b>40</b>	<b>0.1</b>	<b>0.2</b>	<b>0.3</b>	<b>0.3</b>	<b>0.3</b>
Powys	0	9	12	12	*	0.0	0.5	0.7	0.7	*
Ceredigion	0	0	0	0	0	0.0	0.0	0.0	0.0	0.0
Pembrokeshire	*	*	5	*	7	*	*	0.3	*	0.4
Carmarthenshire	*	*	0	*	*	*	*	0.0	*	*
Swansea	6	8	8	6	17	0.2	0.2	0.2	0.2	0.5
Neath Port Talbot	11	9	15	13	8	0.5	0.4	0.7	0.6	0.4
<b>Central South Wales</b>	<b>31</b>	<b>27</b>	<b>16</b>	<b>36</b>	<b>30</b>	<b>0.2</b>	<b>0.2</b>	<b>0.1</b>	<b>0.2</b>	<b>0.2</b>
Bridgend	9	*	7	12	12	0.4	*	0.3	0.5	0.5
The Vale of Glamorgan	*	0	0	*	0	*	0.0	0.0	*	0.0
Rhondda Cynon Taf	16	17	*	20	8	0.4	0.4	*	0.5	0.2
Merthyr Tydfil	*	*	*	0	0	*	*	*	0.0	0.0
Cardiff	5	*	*	*	10	0.1	*	*	*	0.2
<b>South East Wales</b>	<b>28</b>	<b>21</b>	<b>33</b>	<b>53</b>	<b>56</b>	<b>0.3</b>	<b>0.2</b>	<b>0.4</b>	<b>0.6</b>	<b>0.6</b>
Caerphilly	12	9	14	16	26	0.4	0.3	0.5	0.6	0.9
Blaenau Gwent	*	*	*	12	12	*	*	*	1.3	1.3
Torfaen	*	*	*	*	*	*	*	*	*	*
Monmouthshire	0	0	*	*	*	0.0	0.0	*	*	*
Newport	10	8	10	13	11	0.4	0.3	0.4	0.5	0.4
<b>Wales</b>	<b>89</b>	<b>89</b>	<b>109</b>	<b>165</b>	<b>174</b>	<b>0.2</b>	<b>0.2</b>	<b>0.2</b>	<b>0.4</b>	<b>0.4</b>

Source: Pupils' Exclusions Record, Welsh Government

(a) Rate per 1,000 pupils. Full- and part-time pupils of all ages.

(b) Exclusions from pupil referral units are only included for 2015/16 onwards.

5.3 Table 3 records the number of fixed term exclusions (5 days or less). Trend data reports a slight increase in the number of fixed term exclusions recorded within RCT schools and in

the rate of exclusions between 2016/17 and 2017/18 with 48.7 per 1000 pupils being excluded for 5 days or less in 2017/18 compared to 48.3 per 1000 in 2016/17. RCT's national ranking is 22<sup>nd</sup> a decrease in performance compared to the 2016/17 ranking of 21<sup>st</sup> in relation to number of fixed (5 days or less) exclusions. Improvements are noted in ranking is noted for rate of exclusions per 1000 pupils, as RCT is currently ranked 18<sup>th</sup> compared to 19<sup>th</sup> in 2016/17.

**Table 3: Fixed-term exclusions (5 days or less) from maintained schools and pupil referral units in Wales, by local authority and consortium (a)**

	Number of exclusions					Rate of exclusions (a)				
	2013/14	2014/15	2015/16	2016/17	2017/18	2013/14	2014/15	2015/16	2016/17	2017/18
<b>North Wales</b>	<b>2,208</b>	<b>2,550</b>	<b>3,181</b>	<b>4,162</b>	<b>4,489</b>	<b>21.8</b>	<b>25.1</b>	<b>31.3</b>	<b>40.9</b>	<b>44.3</b>
Isle of Anglesey	87	163	202	134	213	9.1	17.0	20.9	13.8	21.9
Gwynedd	111	157	236	216	287	6.5	9.2	13.9	12.7	16.9
Conwy	150	298	380	500	475	9.4	18.7	23.8	31.4	30.0
Denbighshire	563	734	1,089	1,480	1,481	35.9	46.6	69.5	94.4	94.8
Flintshire	704	712	838	1,138	1,215	29.7	30.0	35.3	48.2	51.8
Wrexham	593	486	436	694	818	30.7	24.9	22.2	35.3	41.8
<b>South West and Mid Wales</b>	<b>2,867</b>	<b>2,946</b>	<b>3,469</b>	<b>3,563</b>	<b>3,822</b>	<b>22.2</b>	<b>22.8</b>	<b>26.9</b>	<b>27.7</b>	<b>29.8</b>
Powys	299	479	453	493	454	16.0	26.2	25.1	27.6	26.4
Ceredigion	61	85	135	147	145	6.3	8.9	14.1	15.4	15.1
Pembrokeshire	621	747	1,043	932	702	34.1	41.6	58.8	53.3	40.4
Carmarthenshire	456	454	643	679	754	16.9	16.8	23.7	25.0	27.7
Swansea	770	546	580	570	897	21.8	15.4	16.2	15.9	25.0
Neath Port Talbot	660	635	615	742	870	32.1	30.7	29.6	35.7	41.6
<b>Central South Wales</b>	<b>4,258</b>	<b>4,417</b>	<b>4,499</b>	<b>4,650</b>	<b>5,034</b>	<b>29.6</b>	<b>30.5</b>	<b>30.8</b>	<b>31.7</b>	<b>34.2</b>
Bridgend	425	549	708	725	693	18.8	24.0	30.8	31.5	30.2
The Vale of Glamorgan	572	472	736	654	557	26.4	21.6	33.5	29.4	24.9
<b>Rhondda Cynon Taf</b>	<b>1,307</b>	<b>1,553</b>	<b>1,445</b>	<b>1,870</b>	<b>1,887</b>	<b>33.6</b>	<b>40.1</b>	<b>37.2</b>	<b>48.3</b>	<b>48.7</b>
Merthyr Tydfil	178	197	152	214	446	20.3	22.9	17.5	24.5	50.5
Cardiff	1,776	1,646	1,458	1,187	1,451	34.2	31.3	27.3	22.0	26.6
<b>South East Wales</b>	<b>3,042</b>	<b>3,101</b>	<b>3,275</b>	<b>3,669</b>	<b>3,801</b>	<b>34.1</b>	<b>34.7</b>	<b>36.6</b>	<b>41.0</b>	<b>42.2</b>
Caerphilly	617	823	769	1,032	1,103	21.5	28.7	26.9	36.3	38.7
Blaenau Gwent	412	448	282	508	601	43.1	47.6	30.1	54.7	64.4
Torfaen	455	345	731	694	591	30.0	22.9	48.8	46.3	39.4
Monmouthshire	341	405	468	470	542	29.5	35.1	40.5	40.5	46.5
Newport	1,217	1,080	1,025	965	964	50.0	43.7	41.0	38.4	37.6
<b>Wales</b>	<b>12,375</b>	<b>13,014</b>	<b>14,424</b>	<b>16,044</b>	<b>17,146</b>	<b>26.7</b>	<b>28.0</b>	<b>30.9</b>	<b>34.4</b>	<b>36.7</b>

Source: Pupils' Exclusions Record, Welsh Government

(a) Rate per 1,000 pupils. Full- and part-time pupils of all ages.

(b) Exclusions from pupil referral units are only included for 2015/16 onwards.

**Table 4: Fixed-term exclusions (over 5 days) from maintained schools and pupil referral units in Wales, by local authority and consortium (a)**

	Number of exclusions					Rate of exclusions (a)				
	2013/14	2014/15	2015/16	2016/17	2017/18	2013/14	2014/15	2015/16	2016/17	2017/18
<b>North Wales</b>	<b>145</b>	<b>153</b>	<b>178</b>	<b>250</b>	<b>226</b>	<b>1.4</b>	<b>1.5</b>	<b>1.7</b>	<b>2.5</b>	<b>2.2</b>
Isle of Anglesey	*	8	15	8	3	*	0.8	1.6	0.8	0.3
Gwynedd	*	16	22	23	18	0.8	0.9	1.3	1.3	1.1
Conwy	18	13	40	38	19	1.1	0.8	2.5	2.4	1.2
Denbighshire	17	26	14	24	27	1.1	1.6	0.9	1.5	1.7
Flintshire	42	40	44	64	52	1.8	1.7	1.9	2.7	2.2
Wrexham	50	50	43	93	107	2.6	2.6	2.2	4.7	5.5
<b>South West and Mid Wales</b>	<b>168</b>	<b>193</b>	<b>142</b>	<b>211</b>	<b>195</b>	<b>1.3</b>	<b>1.5</b>	<b>1.1</b>	<b>1.6</b>	<b>1.5</b>
Powys	31	42	32	31	32	1.7	2.3	1.8	1.7	1.9
Ceredigion	0	0	0	9	8	0.0	0.0	0.0	0.9	0.8
Pembrokeshire	20	16	21	32	31	1.1	0.9	1.2	1.8	1.8
Carmarthenshire	10	25	18	18	26	0.4	0.9	0.7	0.7	1.0
Swansea	57	74	51	59	58	1.6	2.1	1.4	1.6	1.6
Neath Port Talbot	50	36	20	62	40	2.4	1.7	1.0	3.0	1.9
<b>Central South Wales</b>	<b>248</b>	<b>274</b>	<b>195</b>	<b>217</b>	<b>191</b>	<b>1.7</b>	<b>1.9</b>	<b>1.3</b>	<b>1.5</b>	<b>1.3</b>
Bridgend	32	40	46	66	37	1.4	1.8	2.0	2.9	1.6
The Vale of Glamorgan	63	19	43	38	34	2.9	0.9	2.0	1.7	1.5
Rhondda Cynon Taf	85	102	65	81	60	2.2	2.6	1.7	2.1	1.5
Merthyr Tydfil	9	16	5	5	4	1.0	1.9	0.6	0.6	0.5
Cardiff	59	97	36	27	56	1.1	1.8	0.7	0.5	1.0
<b>South East Wales</b>	<b>177</b>	<b>160</b>	<b>139</b>	<b>185</b>	<b>194</b>	<b>2.0</b>	<b>1.8</b>	<b>1.6</b>	<b>2.1</b>	<b>2.2</b>
Caerphilly	55	65	66	110	125	1.9	2.3	2.3	3.9	4.4
Blaenau Gwent	39	17	8	8	19	4.1	1.8	0.9	0.9	2.0
Torfaen	*	*	16	16	19	0.7	1.1	1.1	1.1	1.3
Monmouthshire	*	*	5	12	7	*	*	0.4	1.0	0.6
Newport	72	59	44	39	24	3.0	2.4	1.8	1.6	0.9
<b>Wales</b>	<b>738</b>	<b>780</b>	<b>654</b>	<b>863</b>	<b>806</b>	<b>1.6</b>	<b>1.7</b>	<b>1.4</b>	<b>1.9</b>	<b>1.7</b>

Source: Pupils' Exclusions Record, Welsh Government

(a) Rate per 1,000 pupils. Full- and part-time pupils of all ages.

(b) Exclusions from pupil referral units are only included for 2015/16 onwards.

5.4 Table 4 highlights fixed term exclusions of over 5 days and reports an increase in the number and rate of exclusions per 1000 pupils from 81 to 601 and 2.1 to 1.5 respectively. RCT's ranking has remained 20<sup>th</sup> in 2017/18 in relation to the number of exclusion, but has improved to 11<sup>th</sup> in 2017/18 compared to 16<sup>th</sup> in 2016/17 in relation to incidents per 1000 pupils.

## 6. LOCAL CONTEXT: AN ANALYSIS OF PERMANENT EXCLUSIONS

6.1 Table 5 shows the number of permanent exclusions in Rhondda Cynon Taf for last 2017/18 and 2018/19 and reports a significant increase between the two academic years.

**Table 5: Year Groups of Permanently Excluded Pupils over last 2 years**

Year Group	2017/18	2018/19
Year 7	0	1
Year 8	2	6
Year 9	3	8
Year 10	2	6
Year 11	1	2
<b>Total</b>	<b>8</b>	<b>23</b>

- 6.2 There has been a 187.5% increase in the number of permanent exclusions in schools within RCT during 2018/19. Permanent exclusions within RCT are at their highest.
- 6.3 Of the 23 pupils permanently excluded in 2018/19 12 were female and 11 were male.
- 6.4 The permanent exclusions for the academic year 2018/19 were in the following secondary schools.

5 (21.74%) Cardinal Newman R C Comprehensive School  
3 (13.04%) Aberdare Community School  
2 (8.70%) Bryncelynnog Comprehensive School  
2 (8.70%) Ferndale Community School  
2 (8.70%) Hawthorn High School  
2 (8.70%) Mountain Ash Comprehensive School  
2 (8.70%) Porth Community School  
1 (4.35%) Tonyrefail Community School  
1 (4.35%) Treorchy Comprehensive Community School  
1 (4.35%) Ty Gwyn Education Centre  
1 (4.35%) Y Pant Comprehensive School  
1 (4.35%) Ysgol Nantgwyn

There were no permanent exclusions in our primary schools in 2018/19.

- 6.5 The 23 permanent exclusions imposed related to serious breaches of behaviour including: 8 cases of incidents of physical assault on pupils, 5 in relation to substance misuse, 2 in relation to physical assault on staff, and 1 incident related to verbal abuse/threatening behaviour against an adult, sexual misconduct, damage, persistent disruptive behaviour and 4 related to 'other'.
- 6.6 Should a parent/carer have significant concerns regarding the Governing Body's decision to uphold the headteacher's permanent exclusion they are able to formally appeal to a panel of independent professionals. Two cases were referred to an Independent Appeal Panel (IAP) in 2018/19 which resulted in the decision to overturn the pupil's permanent exclusion and reinstate the pupil back into the excluding school.

## **7. LOCAL CONTEXT: AN ANALYSIS OF FIXED TERM EXCLUSIONS OF MORE THAN 5 DAYS**

- 7.1 Table 6 details the number of incidents of more than 5 days and duration of exclusion. Fixed term exclusions of more than 5 days have fluctuated over the last 5 years, but performance in 2018/19 reports an increase of 41 incidents compared to 2017/18.



**Table 6: Number and Duration of Fixed Term Exclusions of more than 5 days within RCT over 5 years**

More than 5 days	2014/15	2015/16	2016/17	2017/18	2018/19	Total
Incidents	103	66	82	72	113	<b>436</b>
Duration	1049	679	788	686.5	1006.5	<b>4209</b>

\*please note that slight variations in local and nationally reported datasets are evident.

- 7.2 Number of school days lost over the last 5 years has also increased as detailed in table 6 with an increase of 320 days lost in 2018/19 when compared to 2017/18 datasets.
- 7.3 Over the last 5 years the most common reason for exclusion has been verbal abuse/threatening behaviour towards an adult with a total of 96 (22.027%) incidents, followed by other with 80 (18.35%). There were 70 (16.06%) incidents of exclusion for both physical assault against pupil and persistent disruptive behaviour. The highest reason for over 5 days exclusion in 2018/19 was other with 26 (23.01%) incidents
- 7.4 The pupil level data highlighted in table 7 suggests that of the 436 incidents of more than 5 days or more fixed term exclusions issued over the 5 year period a total of 353 pupils were excluded, of which 28 were excluded in more than one academic year.

**Table 7: Number of pupils with repeat exclusions of more than 5 days within RCT over 5 year period within one or more academic years**

Number of Academic Years	Number of pupils
Excluded within 2 Years	25
Excluded within 3 Years	3

- 7.5 In 2018/19 of the 113 incidents of fixed term exclusions of more than 5 days: 95 pupils were excluded of which 4 pupils had 3 exclusions within the academic year:

**Table 8: Number of pupils with repeat exclusions of more than 5 days during 2018/19**

Exclusions	Number of Pupils
1 Exclusion	81
2 Exclusions	10
3 Exclusions	4

## **8. AN ANALYSIS OF FIXED TERM EXCLUSIONS 5 DAYS OR LESS**

- 8.1 Fixed term exclusion of 5 days or less has increased particularly over the last 3 years, but a significant increase was evident in 2018/19 (Table 9), with an increase of 63.10% since 2014/15.

**Table 9: Number and Duration of exclusions 5 days or less within RCT over 5 year period**

5 days or less	2014/15	2015/16	2016/17	2017/18	2018/19	Total
Incidents	1580	1466	1866	2157	2577	<b>9646</b>
Duration	3009.5	2605.5	3318	3607.5	4368	<b>16908.5</b>

\*please note that slight variations in local and nationally reported datasets are evident.

- 8.2 Number of school days lost over the last 5 years has also increased and is at its highest in 5 years, with an increase 45.14% since 2014/15.
- 8.3 When excluding pupils, schools are required to record the reason for the exclusion (e.g. disruptive behaviour, substance misuse etc.). Over the last 5 years the highest reason for exclusion has been persistent disruptive behaviour with 2161 (22.40%) incidents, followed by verbal abuse/threatening behaviour adult with 2120 (21.98%) incidents. The highest reason for exclusions of 5 days or less in 2018/19 was also persistent disruptive behaviour with 671 (26.04%) incidents.
- 8.4 Pupil level data highlights that of the 9646 incidents of 5 days or less fixed term exclusions over the 5 year period, a total of 3119 pupils were excluded.
- 8.5 Table 10 highlights that in 2018/19 of the 2577 incidents of fixed term exclusions of 5 days or less 1098 pupils were excluded. The number of repeat exclusions is summarised as follows:

**Table 10: Number of repeat exclusions of 5 days or less 2018/19**

Exclusions	Number of Pupils
1 Exclusion	588
2 Exclusions	202
3 Exclusions	97
4 Exclusions	62
5 Exclusions	46
6 Exclusions	31
7 Exclusions	22
8 Exclusions	16
9 Exclusions	16
10 Exclusions	8
11 Exclusions	2
12 Exclusions	2
13 Exclusions	6

- 8.6 Repeatedly excluded pupils are closely monitored by the Exclusion Intervention/Prevention Officer to ensure schools are following Welsh Government Guidance on the reporting of these pupils. The LA is supporting and challenging schools who are repeatedly excluding pupils to ensure that appropriate support is being provided at School Action Plus/Early Years Action Plus in accordance with the requirements of the SEN Code of Practice for Wales.

## **9. AN ANALYSIS OF PRIMARY FIXED TERM EXCLUSIONS**

- 9.1 Exclusions within primary schools have increased when compared to previous academic years. Table 11 below shows the overall primary school exclusions rates (including both 5 days or less and 5 days or more) in RCT over the last two years:

**Table 11: Fixed Term Exclusions with Primary Schools during 2017/18 – 2018/19**

Primary Data	2017/18	2018/19*	% Increase/Decrease
Incidents of exclusion	388	370	-4.64%
Total number of days lost	634.5	657.5	3.62%
Average length of exclusion	1.64	1.78	8.54%
Number of pupils excluded	187	179	-4.28%

*\*Please note 2018/19 data does not include primary phase of all through schools*

Incidents of exclusion figures for RCT primary pupils has decreased by 4.64%, the number of days lost has increased slightly by 3.62% and the average length has increased from 1.64 to 1.78. The number of primary school pupils excluded has decreased by 4.28% from 187 to 179 when compared with last year's data set. However it must be noted that the 2018/19 data set does not include any pupils excluded from all through settings, this analysis follows in section 10. Please refer to Table 1b for overall number of incidents of fixed term exclusions for all primary phase pupils.

- 9.2 A breakdown of school performance on incidents of exclusions, number of days lost and per 1000 pupil rates are detailed at Appendix 1.
- 9.3 Primary Schools with the highest exclusion per 1000 pupils are as follows:

Tref Y Rhyg Primary	292.52 per 1000 pupils
Penrhys Primary	182.61 per 1000 pupils
Cwmbach C in W Primary	88.24 per 1000 pupils
Abernant Primary	78.95 per 1000 pupils

The primary schools with the highest number of incidents of exclusions were:

Tref Y Rhyg Primary	43 (11.62%) incidents (17 pupils who lost 61 (9.28%) days)
Penrhys Primary	21 (5.68%) incidents (9 pupils who lost 23.5 (3.57%) days)
Llwynypia Primary	14 (3.78%) incidents (5 pupils who lost 21.5 (3.27%) days)

Highest number of incidents of exclusions of 5 days or less were:

Tref Y Rhyg Primary	43 (11.94%) incidents (17 pupils who lost 61 (10.41%) days)
Penrhys Primary	21 (5.83%) incidents (9 pupils who lost 23.5 (4.01%) days)
Llwynypia Primary	14 (3.89%) incidents (5 pupils who lost 21.5 (3.67%) days)

Highest number of incidents of exclusions of more than 5 days were:

YGG Bodringallt	2 (20.00%) incidents (1 pupil who lost 17.5 (24.48%) days)
S Gab & Rap RC Primary	2 (20.00%) incidents (2 pupils who lost 15.5 (21.68%) days)
Caradog Primary	2 (20.00%) incidents (1 pupil who lost 12 (16.78%) days)

## 10. AN ANALYSIS OF ALL THROUGH SCHOOLS FIXED TERM EXCLUSIONS

- 10.1 All Through School data is now reported separately in order to allow consistent data analysis to be undertaken. As this is the first year the data has been disaggregated no comparison data is available.

**Table 12: Fixed Term Exclusions within All Through Schools during 2018/19**

All Through Data	2018/19
Incidents of exclusion	585
Total number of days lost	1188
Average length of exclusion	2.03
Number of pupils excluded	225

10.2 The all through schools with the highest number of incidents of exclusions per 1000 pupils were:

Ysgol Nantgwyn                    230.03 per 1000 pupils  
 Tonyrefail Community        148.39 per 1000 pupils

The all through schools with the highest number of incidents of exclusions were:

Ysgol Nantgwyn        239 (40.85%) incidents (70 pupils who lost 635 (53.45%) days)  
 Tonyrefail Community 207 (35.38%) incidents (84 pupils who lost 381.5 (32.11% days)

The all through schools with the highest number of incidents of 5 days or less exclusions were:

Tonyrefail Community 78 (50.98%) incidents (82 pupils who lost 312 (34.59%) days)  
 Ysgol Nantgwyn        57 (37.25%) incidents (68 pupils who lost 418.5 (46.40% days)

The all through schools with the highest number of incidents of more than 5 days exclusions were:

Ysgol Nantgwyn        22 (78.57%) incidents (17 pupils who lost 216.5 (75.70% days)  
 Tonyrefail Community    6 (21.43%) incidents (5 pupils who lost 69.5 (24.30%) days)

## 11. **AN ANALYSIS OF SECONDARY SCHOOL FIXED TERM EXCLUSIONS**

11.1 Table 13 shows the overall secondary school exclusion rates in RCT over the last two years. Reductions are evident with the number of incidents reducing by 12.94% and the number of days lost by 10.36%. Majority of indicators have improved except for the average length of exclusion which has increased from 1.99 to 2.05. However it must be noted that the 2018/19 data set does not include any pupils excluded from all through settings, this analysis is detailed in section 10. Please refer to Table 1b overall number of incidents of fixed term exclusions for all secondary phase pupils.

**Table 13: Fixed Term Exclusions within Secondary Schools 2017/18 – 2018/19**

Secondary Data	2017/18	2018/19	% Increase/Decrease
Incidents of exclusion	1685	1467	-12.94%
Total number of days lost	3358	3010	-10.36%
Average length of exclusion	1.99	2.05	3.02%
Number of pupils excluded	785	649	-17.32%

*\*Please note 2018/19 data does not include primary phase of all through schools*

11.2 A breakdown of school performance on incidents of exclusions, number of days lost and per 1000 pupil rates are detailed at Appendix 1.

11.3 Schools with the highest exclusions per 1000 pupils are as follows:

Aberdare Community School	288.82 per 1000 pupils
Ferndale Community	207.13 per 1000 pupils
Treorchy Comprehensive	160.42 per 1000 pupils

The secondary schools with the highest number of incidents of exclusions were:

Aberdare Community	372 (25.36%) incidents (115 pupils who lost 580.5 (19.29%) days)
Treorchy Comprehensive	257 (17.52%) incidents (86 pupils who lost 654.5 (21.74% days)
Ferndale Community	122 (8.32%) incidents (51 pupils who lost 111.5 (3.70%) days)

The secondary schools with the highest number of incidents of 5 days or less exclusions were:

Aberdare Community	364 (26.06%) incidents (115pupils who lost 519.5 (21.45%) days)
Treorchy Comprehensive	234 (16.75%) incidents (86 pupils who lost 474.0 (19.57% days)
Ferndale Community	122 (8.73%) incidents (51 pupils who lost 111.5 (4.60%) days)

The secondary schools with the highest number of incidents of more than 5 days exclusions were:

Treorchy Comprehensive	23 (32.86%) incidents (14 pupils who lost 180.5 (30.70% days)
Y Pant Comprehensive	11 (15.71%) incidents (11 pupils who lost 103.0 (17.52%) days)
Pontypridd High	9 (12.86%) incidents (9 pupils who lost 93.0 (15.82%) days)

11.4 Significant improvements have been evident in several schools when comparing the number of incidents per 1000 pupils between 2017/18 and 2018/19 data sets. These include:

**Table 14: Schools showing significant improvements: number of incidents of exclusion per 1000 pupils**

School	2017/2018 Incidents per 1000	2018/2019 Incidents per 1000	Decrease in incidents per 1000	% Percentage Decrease in incidents per 1000
Tai Education Centre	297.87	140.00	-157.87	-53.00%
Hendreforgan Primary School	153.85	51.64	-102.20	-66.43%
Bodringallt Primary School	129.63	47.62	-82.01	-63.27%
Mountain Ash Comprehensive School	175.20	93.55	-81.65	-46.60%
Capcoch Primary School	119.05	52.33	-66.72	-56.05%
St Margaret's RC Primary School	62.07	0.00	-62.07	-100.00%

11.5 Concerning data trends have been evident in several schools when comparing the number of incidents per 1000 pupils between 2017/18 and 2018/19 data sets. These include:

**Table 15: Schools showing concerning data trends: number of incidents of exclusion per 1000 pupils**

School	2017/2018 Incidents per 1000	2018/2019 Incidents per 1000	Increase in incidents per 1000	% Percentage Increase in incidents per 1000
Ty Gwyn Education Centre	1818.18	4127.27	2309.09	127.00%
Maesgwyn Special School	123.08	259.84	136.77	111.12%
Tref Y Rhyg Primary School	184.40	292.52	108.12	58.63%
Penrhys Primary School	90.09	182.61	92.52	102.70%
Cardinal Newman RC Comprehensive School	59.74	119.61	59.87	100.21%
Trehopcyn Primary School	0.00	49.50	49.50	

## 12. EXCLUSION RATES OF VULNERABLE GROUPS IN RHONDDA CYNON TAF

- 12.1 Exclusions are analysed by fixed term 5 days or less, fixed term more than 5 days, permanent exclusions, by school phase and individually. A further analysis is completed of vulnerable groups to monitor the rates of exclusion for our most vulnerable pupils
- 12.2 Of the 2690 total number of incidents of fixed term exclusions in 2018/19, 1118 pupils were excluded of which 274 (24.51%) were female and 844 (73.49%) were male. This is an increase when compared with 2017/18 data set of which 2229 incidents related to 1022 pupils of which 272 (26.61%) were female and 750 (73.39%) were male. Over the last 5 years male pupils have consistently been excluded more than their female counterparts.
- 12.3 The year groups with the highest exclusion rates in 2018/19 were:
- Year 9 (22.97%) with 618 exclusions
  - Year 8 (17.51%) with 471 exclusions
  - Year 10 (15.50%) with 417 exclusions
- 12.4 Table 16 highlights the number of pupils subject to a fixed term exclusion with Special Education Needs (SEN) as defined by SEN Code of Practice for Wales and free school meal status over the last 2 academic years:

**Table 16: RCT exclusion performance over last 2 academic years for vulnerable groups of learners**

Data set	2017/18	2018/19
Number of CLA pupils excluded	36	40
Pupils eligible for free school meals	415	448
Pupils with statements of SEN	71	87
Pupils currently progressing through the statutory assessment process	4	9
School Action Plus	356	397
School Action	244	215
No SEN recorded	347	410

- 12.5 Table 17 data relates to the exclusion rates of children and young people who are looked after for the last 5 years and suggest a fluctuating trend in performance.

**Table 17: Children and young people who are looked after and have been excluded over the last 5 academic years**

Academic Year	Total number of incidents of exclusions	Total number of excluded CLA pupils	RCT exclusion cohort	Rate per 1000 pupils
2014/15	83	41	895	45.81
2015/16	81	32	815	39.26
2016/17	91	42	944	44.49
2017/18	107	36	1022	35.23
2018/19	109	40	1118	35.78

12.6 During 2018/19, 2 CLA pupils were subject to a permanent exclusion, due to serious breaches of school behaviour policies. 109 incidents of fixed term exclusion were related to children and young people who were looked after at the time of their exclusion (107 incidents in 2017/18). These incidents related to 40 pupils which accounted for a loss of 224 school days (36 pupils lost 212 schools days in 2017/18). An increase of 5.66% in the number of days lost by children who are looked after involved in exclusion incidents is noted. It is also noted that the rate of exclusion per 1000 excluded pupils is comparable with 2017/18.

### 13. **ADDRESSING RISING DATA TRENDS**

13.1 The report details both the national and local data sets. In a national context performance in RCT showed an improvement in All Wales rankings in relation to all exclusion measures but one in 2017/18. Local data sets for 2018/19 are more concerning. However national comparison will not be available until October 2021. A significant increase of 187.5% in the number of permanent exclusions issued was evident together with an increase of 56.68% in the number of incidents of fixed term exclusions of 20.68%. The number of days lost due to fixed term exclusions has also risen by 25.16%.

13.2 In order to address the concerning rising data trends the Head of Inclusion Services and Heads of School Achievement (Primary and Secondary) have worked in collaboration to develop an improved strategic approach to the support and challenge provided to those schools where there are particular concerns regarding high levels of exclusions. Support and challenge meetings now have a graduated support model consisting of 5 levels (please refer to appendix 4) ranging from initial investigatory meetings undertaken by Behaviour Support Teachers to 1:1 sessions with Senior Officers within the LA. The support and challenge meetings provide a forum to discuss the school's strategic approaches to whole school behaviour management with a focus upon reducing exclusion rates and to agree an action plan for improvement to be reviewed at subsequent meetings. Where there is limited progress, schools are now directed to meet with the Director of Education and Inclusion Services. When analysing the number of exclusions issued during Autumn Term 2018 to autumn term 2019. Initial data analysis indicates that, overall, there has been a reduction in the number of fixed term exclusions issued by nearly all of the schools that received support and challenge visits from the LA in line with the graduated support and challenge model.

13.3 Following stakeholder feedback on the quality of Behaviour Support Services an external review of the service was undertaken in July 2019. An action plan has been developed in response to the recommendations outlined in the review report. Work is currently ongoing to address these actions. With effect from September 2019 the BSS ceased to be a 'traded service'. Schools now follow the Learner Support Service Pathway model in order to access specialist support regarding pupils with social emotional behavioural difficulties (SEBD). The new model will provide the flexibility for BSS to respond more swiftly to behavioural issues in schools, with an enhanced focus upon providing strategic support and training in relation to behavioural management.

- 13.4 Following a recent 'Alternative Provision' survey undertaken by the LA in secondary schools the LA has provided additional funding to pilot the establishment of 3 school based alternative provisions to provide bespoke curriculum and intervention packages to pupils with significant SEBD. The effectiveness of the pilot provisions will be evaluated on a termly basis.
- 13.5 In recognition of the complex nature of the behavioural difficulties of many pupils, a Wellbeing Steering Group was established during the Summer Term 2019 to consult on a 3 year Wellbeing and Behaviour Strategy drafted by the Senior Educational Psychologist for Wellbeing and to co - produce an associated Wellbeing and Behaviour Action Plan. The strategy and action plan aim to promote positive wellbeing and behaviour in our schools and recognises the central role that schools, the Education and Inclusion Services Directorate and partner agencies have, both individually and collaboratively, in promoting staff and pupil wellbeing and supporting engaged and effective learners (please refer to Appendices 2 &3). The strategy and action plan will be launched during the spring term 2020 and its implementation will continue to be supported by the multi-agency steering group.
- 13.6 At the time of writing, the LA is undertaking a consultation on a proposal to enhance its Key Stage 3/4 provision for pupils who are experiencing significant social, emotional and behavioural difficulties (SEBD). The consultation seeks the views of all relevant stakeholders on the proposal to open 4 additional learning support class (LSC) provisions. It is proposed to establish SEBD learning support classes at Ferndale Community School, Bryncelynnog Comprehensive School and Mountain Ash Comprehensive School. There is also a proposal to establish a Welsh medium Key Stage 3/4 LSC for pupils with Additional Learning Needs (ALN) at Ysgol Garth Olwg. The specific remit of this specialist provision will be developed in collaboration with the newly established Welsh medium ALN Task and Finish Group. The outcome of the consultation is expected in April 2020. The addition of these specialist provisions will enhance the continuum of support available for pupils with SEBD.
- 13.7 Data analysis of exclusion rates for 2018/19 has shown that there is a significant variation in the rate of exclusion issued by schools, ranging from 19.53 to 288.82 incidents of exclusion per 1000 pupils in secondary schools and from 2.06 to 292.52 per 1000 pupils in primary schools.
- 13.8 To address the concerning variation of exclusions of schools that is apparent within a number of school clusters the LA has established 3 pilot Wellbeing and Exclusion Cluster Forums during Autumn Term 2019 which consists of 7 school clusters. The aim of the forums is to promote a solution focused based approach to tackling the rising rates of exclusions. The forums provide headteachers with the opportunity to share good practice and promote co-ordinated and focused school to school support. The initial forums have identified a range of actions for both schools and the LA to address issues relating to attendance, exclusions and wellbeing. The impact of the forums will be evaluated at the end of the academic year.
- 13.9 A multi-agency working party is currently being established which will include representatives from Inclusion Services, schools, Community Safety and Partnership Services, Youth Offending Services, Youth Engagement and Participation Service, South Wales Police and third sector organisations in response to concerns being raised by schools regarding the impact of wider community based issues upon the behaviour of pupils in our schools. The aim of this group is to develop a robust and coordinated multi-agency



graduated response to providing support to schools, pupils and their families to address these issues.

- 13.10 Actions undertaken by the LA since September appear to be having a positive impact. Provisional data reports a reduction of 20.41% in the number of fixed term exclusion, a further 29.64% reduction in number of days lost and a reduction in the average length of exclusions from 2.03 to 1.80 when comparing Autumn Term 2019 and Autumn Term 2020 data sets.

**Table 18: Overall Exclusions comparing Autumn Term 2019 against Autumn Term 2020**

	Autumn 2018/2019	Autumn 2019/2020	Difference	% Percentage Difference
Permanent Exclusions	11	15	4	36.36%
Number of Fixed Term Exclusions	1019	811	-208	-20.41%
Number of Days Lost	2073	1458.5	-614.5	-29.64%
Average length of exclusion (days)	2.03	1.80	-0.24	-11.60%

#### **14. EQUALITY AND DIVERSITY IMPLICATIONS**

An Equality Impact Assessment is not required as the contents of this report are for information purposes only.

#### **15. CONSULTATIONS**

No consultation exercises have been undertaken.

#### **16. FINANCIAL IMPLICATIONS**

There are no financial implications contained within this report.

#### **17. LEGAL IMPLICATIONS OR LEGISLATION CONSIDERED**

There are no legal implications aligned to this report.

#### **18. LINKS TO THE COUNCILS CORPORATE PLAN/CORPORATE PRIORITIES/SIP**

Supporting learners who experience significant social, emotional and behavioural difficulties to achieve the best possible educational outcomes supports the Council's Corporate Priorities to build a strong economy and to promote independence and positive lives for everyone and ensures that the Sustainable Development principle and the Wellbeing Goals of the Wellbeing for Future Generations Act (Wales) underpin the vision and working practices of the service.

#### **19. CONCLUSION**

- 19.1 Reducing school exclusions is a key priority for the LA. The LA acknowledges the significant increase in the number of both permanent and fixed term exclusions issued by schools during 2018/19. In recognition of the numerous underlying factors that can impact upon a pupil's ability to engage meaningfully in his/her educational provision, the LA is proactively engaging with a range of external partners to take a collaborative approach to reducing exclusions.

## Comparison Information of Fixed Term Exclusions 2018/19 – Primary Schools

## Appendix 1

Base Name	2018/19									Totals				
	Autumn			Spring			Summer			NOR	Total Incidents	Total Excluded Days	Average Exclusion Days	Incidents per 1000
	Actual Duration	Number of Incidents	Average Length (Days)	Actual Duration	Number of Incidents	Average Length (Days)	Actual Duration	Number of Incidents	Average Length (Days)					
Aberdare Park Primary School	0.00	0	0.00	3.00	1	3.00	0.00	0	0.00	351	1	3.00	3.00	2.85
Abernant Primary School	3.50	2	1.75	11.00	4	2.75	9.00	3	3.00	114	9	23.50	2.61	78.95
Bodringallt Primary School *	3.00	4	0.75	0.50	1	0.50	0.00	0	0.00	105	5	3.50	0.70	47.62
Capcoch Primary School	8.50	4	2.13	14.50	5	2.90	0.00	0	0.00	172	9	23.00	2.56	52.33
Caradog Primary School	12.00	2	6.00	5.00	1	5.00	7.50	2	3.75	227	5	24.50	4.90	22.03
Cefn Primary School *	4.00	2	2.00	5.00	4	1.25	8.00	4	2.00	146	10	17.00	1.70	68.49
Cilfynydd Primary School	0.00	0	0.00	2.50	1	2.50	0.00	0	0.00	152	1	2.50	2.50	6.58
Coedpenmaen Primary School	1.00	1	1.00	0.50	1	0.50	0.00	0	0.00	279	2	1.50	0.75	7.17
Cwmbach C in W Primary School	4.00	5	0.80	10.00	4	2.50	0.00	0	0.00	102	9	14.00	1.56	88.24
Cwmbach Primary School	0.00	0	0.00	4.50	5	0.90	6.00	4	1.50	270	9	10.50	1.17	33.33
Cwmclydach Community Primary School *	6.00	6	1.00	1.50	3	0.50	2.50	3	0.83	220	12	10.00	0.83	54.55
Cymmer Primary School *	3.00	2	1.50	1.50	1	1.50	2.00	1	2.00	265	4	6.50	1.63	15.09
Darran Park Primary School	0.50	1	0.50	0.00	0	0.00	3.00	2	1.50	355	3	3.50	1.17	8.45
Darrenlas Primary School	1.00	1	1.00	0.00	0	0.00	3.00	2	1.50	222	3	4.00	1.33	13.51
Ffynnon Taf Primary School	0.00	0	0.00	1.00	1	1.00	2.00	2	1.00	225	3	3.00	1.00	13.33
Gelli Primary School	0.00	0	0.00	1.50	2	0.75	3.50	5	0.70	210	7	5.00	0.71	33.33
Glenboi Primary School *	2.00	1	2.00	2.00	1	2.00	5.00	4	1.25	133	6	9.00	1.50	45.11
Gwauncelyn Primary School	0.00	0	0.00	0.00	0	0.00	2.00	1	2.00	423	1	2.00	2.00	2.36
Hafod Primary School	0.00	0	0.00	4.50	3	1.50	2.50	1	2.50	125	4	7.00	1.75	32.00
Hendreforgan Primary School	2.00	2	1.00	11.50	9	1.28	0.00	0	0.00	213	11	13.50	1.23	51.64
Heol Y Celyn Primary School	6.00	4	1.50	4.00	3	1.33	11.00	4	2.75	362	11	21.00	1.91	30.39
Llanilltud Faerdref Primary School	4.00	1	4.00	0.00	0	0.00	0.00	0	0.00	195	1	4.00	4.00	5.13
Llwynypia Primary School	11.50	7	1.64	3.00	3	1.00	7.00	4	1.75	221	14	21.50	1.54	63.35
Maesybryn Primary School	3.00	1	3.00	4.50	1	4.50	3.50	2	1.75	406	4	11.00	2.75	9.85
Miskin Primary School	17.50	5	3.50	0.00	0	0.00	0.00	0	0.00	126	5	17.50	3.50	39.68
Oaklands Primary School	2.50	4	0.63	2.50	3	0.83	3.50	2	1.75	228	9	8.50	0.94	39.47
Parc Primary School	1.50	1	1.50	0.00	0	0.00	1.00	1	1.00	199	2	2.50	1.25	10.05
Penderyn Primary School	1.00	1	1.00	0.00	0	0.00	0.00	0	0.00	234	1	1.00	1.00	4.27
Pengeulan Primary School	0.00	0	0.00	7.50	4	1.88	7.00	3	2.33	139	7	14.50	2.07	50.36
Penpych Primary School	5.00	1	5.00	0.00	0	0.00	0.00	0	0.00	208	1	5.00	5.00	4.81
Penrhiwceibr Primary School	0.50	1	0.50	3.00	4	0.75	0.00	0	0.00	144	5	3.50	0.70	34.72
Penrhys Primary School	3.50	4	0.88	1.00	1	1.00	19.00	16	1.19	115	21	23.50	1.12	182.61
Penyreglyn Primary School	1.50	1	1.50	1.50	3	0.50	3.50	4	0.88	208	8	6.50	0.81	38.46
Penywaun Primary School *	5.00	4	1.25	11.00	6	1.83	5.00	3	1.67	197	13	21.00	1.62	65.99
Pontyclun Primary School	0.00	0	0.00	0.00	0	0.00	2.00	1	2.00	496	1	2.00	2.00	2.02

Pontygwaith Primary School	8.50	2	4.25	10.50	5	2.10	10.00	3	3.33	187	10	29.00	2.90	53.48
SS Gabriel & Raphael RC Primary School	10.00	1	10.00	14.00	5	2.80	0.00	0	0.00	157	6	24.00	4.00	38.22
St Michael's RC Primary School	3.50	1	3.50	3.50	1	3.50	5.50	2	2.75	219	4	12.50	3.13	18.26
Ton Pentre Junior School	3.50	2	1.75	2.50	1	2.50	0.00	0	0.00	188	3	6.00	2.00	15.96
Trealaw Primary School	9.50	4	2.38	12.00	2	6.00	0.00	0	0.00	157	6	21.50	3.58	38.22
Tref Y Rhyg Primary School	3.50	2	1.75	52.00	35	1.49	5.50	6	0.92	147	43	61.00	1.42	292.52
Trehopcyn Primary School	1.50	2	0.75	0.50	1	0.50	2.00	2	1.00	101	5	4.00	0.80	49.50
Treorchy Primary School	0.00	0	0.00	3.00	2	1.50	15.50	11	1.41	442	13	18.50	1.42	29.41
Trerobart Primary School	0.00	0	0.00	5.50	5	1.10	4.50	2	2.25	209	7	10.00	1.43	33.49
Tylorstown Primary School	3.50	2	1.75	2.50	2	1.25	1.00	1	1.00	169	5	7.00	1.40	29.59
Williamstown Primary School	4.50	4	1.13	6.50	4	1.63	3.50	2	1.75	356	10	14.50	1.45	28.09
Ynysboeth Primary School	7.00	3	2.33	6.50	3	2.17	3.50	2	1.75	186	8	17.00	2.13	43.01
Ynysshir Community Primary School	4.00	3	1.33	9.00	3	3.00	9.00	3	3.00	270	9	22.00	2.44	33.33
Ysgol Gynradd Gymraeg Abercynon	7.50	3	2.50	0.00	0	0.00	0.00	0	0.00	313	3	7.50	2.50	9.58
Ysgol Gynradd Gymraeg Aberdar	6.00	2	3.00	10.00	2	5.00	0.00	0	0.00	406	4	16.00	4.00	9.85
Ysgol Gynradd Gymraeg Bodringallt	24.00	4	6.00	0.00	0	0.00	0.00	0	0.00	120	4	24.00	6.00	33.33
Ysgol Gynradd Gymraeg Castellau	1.00	1	1.00	2.00	2	1.00	2.00	1	2.00	261	4	5.00	1.25	15.33
Ysgol Gynradd Gymraeg Llwyncelyn	0.50	1	0.50	1.00	1	1.00	1.00	1	1.00	306	3	2.50	0.83	9.80
Ysgol Gynradd Gymraeg Pontsionnorton	0.00	0	0.00	4.50	4	1.13	1.00	1	1.00	299	5	5.50	1.10	16.72
Ysgol Gynradd Gymraeg Tonyrefail	0.50	1	0.50	0.00	0	0.00	0.00	0	0.00	199	1	0.50	0.50	5.03
<b>Total</b>	<b>211.50</b>	<b>106</b>	<b>2.00</b>	<b>263.50</b>	<b>153</b>	<b>1.72</b>	<b>182.50</b>	<b>111</b>	<b>1.64</b>	<b>21233</b>	<b>370</b>	<b>657.50</b>	<b>1.78</b>	<b>17.43</b>

**\* Represents schools that have a Learning Support Class for pupils with Social, Emotional and Behavioural Difficulties and/or Nurture Class**

### Comparison Information of Fixed Term Exclusions 2018/19 – All Through Schools – Whole school Data

Base Name	2018/19									Totals				
	Autumn			Spring			Summer							
	Actual Duration	Number of Incidents	Average Length (Days)	Actual Duration	Number of Incidents	Average Length (Days)	Actual Duration	Number of Incidents	Average Length (Days)	NOR	Total Incidents	Total Excluded Days	Average Exclusion Days	Incidents per 1000
Porth Community School	58.50	46	1.27	48.50	44	1.10	7.50	9	0.83	941	99	114.50	1.16	105.21
Tonyrefail Community School	99.00	63	1.57	165.50	66	2.51	117.00	78	1.50	1395	207	381.50	1.84	148.39
Ysgol Llanhari	12.50	9	1.39	28.50	22	1.30	16.00	9	1.78	687	40	57.00	1.43	58.22
Ysgol Nantgwyn	193.50	77	2.51	269.00	100	2.69	172.50	62	2.78	1039	239	635.00	2.66	230.03
<b>Total</b>	<b>363.50</b>	<b>195</b>	<b>1.86</b>	<b>511.50</b>	<b>232</b>	<b>2.20</b>	<b>313.00</b>	<b>158</b>	<b>1.98</b>	<b>4062</b>	<b>585</b>	<b>1188.00</b>	<b>2.03</b>	<b>144.02</b>

### Comparison Information of Fixed Term Exclusions 2018/19 – All Through Schools – Primary Data

School Name	2018/19									Totals				
	Autumn			Spring			Summer							
	Actual Duration	Number of Incidents	Average Length (Days)	Actual Duration	Number of Incidents	Average Length (Days)	Actual Duration	Number of Incidents	Average Length (Days)	NOR	Total Incidents	Total Excluded Days	Average Exclusion Days	Incidents per 1000
Porth Community School	0.00	0	0.00	3.50	3	1.17	1.00	1	1.00	257	4	4.50	1.13	15.56
Tonyrefail Community School	7.50	5	1.50	1.00	2	0.50	46.00	21	2.19	271	28	54.50	1.95	103.32
Ysgol Llanhari	0.00	0	0.00	8.00	7	1.14	1.00	1	1.00	190	8	9.00	1.13	42.11
Ysgol Nantgwyn	32.50	9	3.61	37.50	8	4.69	5.50	2	2.75	471	19	75.50	3.97	40.34
<b>Total</b>	<b>40.00</b>	<b>14</b>	<b>2.86</b>	<b>50.00</b>	<b>20</b>	<b>2.50</b>	<b>53.50</b>	<b>25</b>	<b>2.14</b>	<b>1189</b>	<b>59</b>	<b>143.50</b>	<b>2.43</b>	<b>49.62</b>

### Comparison Information of Fixed Term Exclusions 2018/19 – All Through Schools – Secondary Data

School Name	2018/19									Totals				
	Autumn			Spring			Summer							
	Actual Duration	Number of Incidents	Average Length (Days)	Actual Duration	Number of Incidents	Average Length (Days)	Actual Duration	Number of Incidents	Average Length (Days)	NOR	Total Incidents	Total Excluded Days	Average Exclusion Days	Incidents per 1000
Porth Community School	58.5	46	1.27	45	41	1.10	6.5	8	0.81	684	95	110	1.16	138.89
Tonyrefail Community School	91.5	58	1.58	164.5	64	2.57	71	57	1.25	1124	179	327	1.83	159.25
Ysgol Llanhari	12.5	9	1.39	20.5	15	1.37	15	8	1.88	497	32	48	1.50	64.39
Ysgol Nantgwyn	161	68	2.37	231.5	92	2.52	167	60	2.78	568	220	559.5	2.54	387.32
<b>Total</b>	<b>323.5</b>	<b>181</b>	<b>1.79</b>	<b>461.5</b>	<b>212</b>	<b>2.18</b>	<b>259.5</b>	<b>133</b>	<b>1.95</b>	<b>2873</b>	<b>526</b>	<b>1044.5</b>	<b>1.99</b>	<b>183.08</b>

## Comparison Information of Fixed Term Exclusions 2018/19 – Secondary Schools

Base Name	2018/19									Totals				
	Autumn			Spring			Summer			NOR	Total Incidents	Total Excluded Days	Average Exclusion Days	Incidents per 1000
	Actual Duration	Number of Incidents	Average Length (Days)	Actual Duration	Number of Incidents	Average Length (Days)	Actual Duration	Number of Incidents	Average Length (Days)					
Aberdare Community School	261.50	169	1.55	196.50	106	1.85	122.50	97	1.26	1288	372	580.50	1.56	288.82
Bryncelynnog Comprehensive School	31.00	14	2.21	22.00	12	1.83	50.00	15	3.33	1179	41	103.00	2.51	34.78
Cardinal Newman RC Comprehensive School	131.00	40	3.28	89.50	42	2.13	35.00	15	2.33	811	97	255.50	2.63	119.61
Ferndale Community School	61.00	47	1.30	29.50	43	0.69	21.00	32	0.66	589	122	111.50	0.91	207.13
Hawthorn High School	48.00	20	2.40	46.50	19	2.45	20.00	10	2.00	715	49	114.50	2.34	68.53
Mountain Ash Comprehensive School	55.50	25	2.22	67.50	30	2.25	54.50	32	1.70	930	87	177.50	2.04	93.55
Pontypridd High School *	110.00	35	3.14	72.00	29	2.48	48.00	24	2.00	866	88	230.00	2.61	101.62
St John Baptist C in W High School	32.00	10	3.20	8.00	7	1.14	10.00	2	5.00	973	19	50.00	2.63	19.53
Treorchy Comprehensive School	220.00	83	2.65	274.50	107	2.57	160.00	67	2.39	1602	257	654.50	2.55	160.42
Y Pant Comprehensive School	118.00	35	3.37	136.50	38	3.59	71.00	30	2.37	1360	103	325.50	3.16	75.74
Ysgol Gyfun Cwm Rhondda	41.00	27	1.52	13.00	12	1.08	16.00	11	1.45	745	50	70.00	1.40	67.11
Ysgol Gyfun Garth Olwg	55.50	37	1.50	49.50	29	1.71	6.50	5	1.30	813	71	111.50	1.57	87.33
Ysgol Gyfun Rhydywaun	44.50	32	1.39	132.50	58	2.28	49.00	21	2.33	999	111	226.00	2.04	111.11
<b>Total</b>	<b>1209.00</b>	<b>574</b>	<b>2.11</b>	<b>1137.50</b>	<b>532</b>	<b>2.14</b>	<b>663.50</b>	<b>361</b>	<b>1.84</b>	<b>12869</b>	<b>1467</b>	<b>3010.00</b>	<b>2.05</b>	<b>113.99</b>

\* Represents schools that have a Learning Support Class for pupils with Social, Emotional and Behavioural Difficulties

## Comparison Information of Fixed Term Exclusions 2018/19 – Special Schools/PRU

School	2018/19									Totals				
	Autumn			Spring			Summer			NOR	Total Incidents	Total Excluded Days	Average Exclusion Days	Incidents per 1000
	Actual Duration	Number of Incidents	Average Length (Days)	Actual Duration	Number of Incidents	Average Length (Days)	Actual Duration	Number of Incidents	Average Length (Days)					
Maesgwyn Special School	21.00	18	1.17	28.00	12	2.33	3.500	3	1.17	127	33	52.50	1.59	259.84
Tai Education Centre	16.00	3	5.33	5.00	2	2.50	3.000	2	1.50	50	7	24.00	3.43	140.00
Ty Gwyn Education Centre	252.00	123	2.05	99.00	64	1.55	90.500	40	2.26	55	227	441.50	1.94	4127.27
Ysgol Hen Felin	0.00	0	0.00	0.00	0	0.00	1.000	1	1.00	179	1	1.00	1.00	5.59
<b>Total</b>	<b>289.00</b>	<b>144</b>	<b>2.01</b>	<b>132.00</b>	<b>78</b>	<b>1.69</b>	<b>98.000</b>	<b>46</b>	<b>2.13</b>	<b>668</b>	<b>268</b>	<b>519.00</b>	<b>1.94</b>	<b>401.20</b>



**EDUCATION AND LIFELONG LEARNING  
DIRECTORATE**

**WELLBEING AND BEHAVIOUR STRATEGY**

**2019-2022**

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## 1. Introduction & Background

### *Aims of the document*

Rhondda Cynon Taf's Wellbeing and Behaviour Strategy sets out the Local Authority's plan to promote positive wellbeing and behaviour in our schools. It recognises the central role that schools, the Education and Inclusion Services Directorate and partner agencies have, both individually and collaboratively, in promoting staff and pupil wellbeing and supporting engaged and effective learners.

We recognise the sizeable challenge of meeting the complex social, emotional and behavioural needs of pupils whilst retaining high expectations for educational improvement and a focus on academic achievement. However, it is our belief that these elements are in fact interdependent and equally important to pupils flourishing. As such, it is important that our policies and practices reflect this perspective.

Our strategy is based on the central premise that placing individuals' wellbeing at the core of school improvement is not only important in its own right but also because it affects the physical health, cognitive functioning, social relationships and behaviour of individuals across a life course (Clarke et al. 2015). In addition, we believe that a positive transformation in even a single individual's wellbeing can lead to the improved functioning of school and family systems and ultimately produce thriving communities able to respond effectively to the complex challenges facing our society (e.g. climate change, poverty, health inequalities and jobs and growth).

Herein we set out a holistic and comprehensive wellbeing approach which deeply considers the differing cultural and contextual needs of each of our schools and which respects the perspectives of the individuals, families and communities which they serve. By doing so, we aim to enable every school in RCT to draw upon their unique strengths and resources to overcome and transform the bespoke challenges they may face.

Our strategy also seeks to complement existing policy and guidance outlining the wellbeing goals and objectives of the Welsh Assembly Government (Wellbeing of Future Generations Act 2015) and Cwm Taf Public Service Board (Cwm Taf Well-being Plan 2018-2023). In addition, it endeavours to effectively prepare schools across RCT to meet the four core purposes of upcoming curriculum reform (ambitious capable learners, ethical informed citizens, healthy confident individuals, enterprising creative contributors) and to meet the requirements of a new common inspection framework (Estyn, September 2017).



## **Contextual factors**

### *Social and Emotional Learning in Schools*

There is a growing body of research demonstrating the various positive long-term outcomes associated with healthy social and emotional development in childhood (e.g. adult life satisfaction, mental health, family formation and labour market success (Goodman et al. 2015; Clarke et al., 2015). Furthermore, findings also indicate that the development of effective social and emotional skills can serve to prevent individuals engaging in a wide range of harmful behaviours such as substance misuse, anti-social behaviour and risky health and sexual behaviours (Weare & Nind, 2011).

It is now widely recognised that, in addition to promoting pupils' cognitive and academic development, schools provide an important social context that can shape the trajectories of children's future emotional wellbeing and health. School pupils are required to navigate interpersonal relationships with both adults and peers and to learn a wide range of skills related to well-being outcomes (persistence, resilience, collaboration etc.). As such, it is argued that schools provide a unique setting to embed wellbeing intervention. (Clarke et al 2015).

A number of initiatives across Wales have focused on the promotion of pupil wellbeing (Social and Emotional Aspects of Learning, Healthy Schools and Super Ambassadors Scheme) and various interventions have been introduced into schools to help support the emotional wellbeing of pupils (Emotional Literacy Support Assistance; ELSA, Thrive, Mindfulness in Schools Project MiSP, R-Time, and Nurture Groups Restorative Approaches). Research into the efficacy of such approaches indicates that school-based interventions that promote Social Emotional Aspects of Learning can promote long-term benefits for young people, including improved mental health, social functioning, academic performance and positive health behaviours (Clarke et al., 2015; Barry et al., 2013). However, despite such encouraging findings, it continues to be very challenging for schools to integrate effective wellbeing support into an already busy timetable. This is demonstrated in findings from the 2017/18 Students Health and Wellbeing Survey which revealed that only 52 % of secondary aged pupils in Rhondda Cynon Taf (RCT) think that teachers care about them as a person and only 46 % feel their ideas are treated seriously.

To support schools in this endeavour, Banerjee et al. 2016 conducted a synthesis of the academic research and policy evaluations relating to school-based wellbeing strategies and revealed clear guidelines for how schools can effectively embed well-being into the entire school ethos, the curriculum, and staff training and professional development.

The key guidelines are;

- Wellbeing should be treated as a whole school approach not merely an intervention that happens outside of the classroom

- Wellbeing must be considered as everyone's responsibility and not just that of a few trained individuals
- Wellbeing interventions need to be proactive rather than reactive in nature
- Wellbeing approaches in schools should consider/include all learners and not just those with externalised problems
- Approaches to wellbeing need to underpin school policy and reflect the overall experience of learners (e.g. cognitive, motivational, relationships etc.)
- Wellbeing intervention should be a collaborative process and include action research.
- Wellbeing interventions should be rooted in a strong evidence base.

Rhondda Cynon Taf's Wellbeing and Behaviour Strategy seeks to respond effectively to the findings of such research and to support schools and services across the LA to deliver effective intervention and support for the wellbeing of staff and pupils.

### *Curriculum Reform in Wales*

It has been argued that the current reform of the Welsh curriculum presents a once-in-a-generation opportunity to truly embed effective support for mental health and wellbeing in educational practice. Health and Wellbeing has been identified as one of the six core Areas of Learning and Experience (AoLE) within the new curriculum for Wales (WAG 2017). As such, it will be a separately structured part of the curriculum for the first time offering schools the chance to embed wellbeing within the fabric of teaching and learning.

Under the proposed changes, schools will be asked to consider five key concepts considered central to this AoLE. They are;

1. Development of physical confidence and competence
2. Understanding the impact of life experiences and developing appropriate responses
3. Recognising how decisions and actions influence the health, personal safety and quality of life of learners as well as wider society.
4. Considering and understanding the interdependencies of the health and well-being of individuals, society and environments
5. Awareness of a diverse range of different relationships including friend, familial, romantic, sexual, professional and spiritual relationships

In addition to its importance within the new curriculum, 'Wellbeing and attitudes to Learning' also forms one of the five Inspection Areas under Estyn Common Inspection Framework (Estyn 2017). Under the current framework, schools are required to demonstrate their ability to promote positive wellbeing throughout the school through various means (e.g. Effective leadership and vision, positive relationships, cultural identity, embedding the UNCRC Rights of the Child, focus on staff wellbeing, self-evaluation and

policy). This increased emphasis on wellbeing offers schools the chance to celebrate good practice and provides much needed credence to its role as an educational priority.

In light of these changes, Rhondda Cynon Taf's Wellbeing and Behaviour Strategy seeks to support schools and LA services to respond effectively to forthcoming curriculum reform and to fully meet the requirements set out in the common inspection framework.

### *Adverse Childhood Experiences*

Influential research conducted by Public Health Wales since 2016 has revealed the widespread prevalence of Adverse Childhood Experiences (ACEs; traumatic events experienced before the age of 18) within the Welsh Population. It has also identified the potentially harmful impact these events can have across an individual's lifespan. The 9 Adverse Childhood Experiences are;

- Verbal Abuse
- Physical Abuse
- Sexual Abuse
- Parental separation
- Domestic violence in household
- Mental illness in household
- Alcohol abuse in household
- Drug abuse in household
- Incarceration of parent

A recent survey (2018) conducted by the Youth Engagement and Participation Service (YEPS) in RCT (4869 young people) found that 48% of respondents had experienced parental separation, 19% lived with a family member suffering from mental health difficulties, 7% lived with a family member with alcohol dependency and 4% had experienced parental incarceration.

Increased exposure to ACEs has been found to significantly increase an individual's risk of engaging in various health-harming behaviours (e.g. Underage sex, high-risk drinking, drug use and involvement in violence (Public Health Wales, 2016) and to develop various health difficulties in adulthood (e.g. Type 2 diabetes, heart disease, and respiratory disease; 2018). ACEs have also been shown to negatively impact people on a variety of mental health indicators, (e.g. reduced optimism, lower perceived closeness to others, impaired clarity of thought; Public Health Wales, 2017) with individuals experiencing 4 or more ACEs found to be 6.1 times more likely to receive treatment for mental illness in adulthood and 9.2 times more likely to have experienced suicidal ideation or engaged in non-suicidal self-injury.

In addition to the longer-term correlates of ACEs in adulthood, a recent report (Public Health Wales, 2018) has also found that increased exposure to ACEs in childhood significantly increased the likelihood

of school absenteeism and health issues in childhood (e.g. allergies, headaches, asthma and digestive problems).

Although much of the research to date identifies the potentially harmful impact of ACEs for individuals, more recent findings have promoted a more optimistic outlook in this area. A 2018 study by Public Health Wales found that by enhancing the resilience of both children and adults it is possible to significantly mediate the negative impact of ACEs. Protective factors in childhood included trusted adult relationships and regular participation in sports.

In light of the ACEs research findings Rhondda Cynon Taf's Wellbeing and Behaviour Strategy strongly supports the objectives of Public Health Wales to enable all schools and services to prevent, respond to and mitigate the harm from ACEs and to build protective factors and resilience across the school population. To do so, we recognise the need to engage in extensive collaboration with our partners in Health, Social Services and Third Sector agencies.

### *Mental Health of Children and Young People*

The mental health of children and young people has been a rising concern over recent years with it now estimated that three children in an average size UK classroom will have a mental health problem (Young minds report, 2017). A recent investigation by an alliance of leading Welsh mental health charities suggested that 1 in 10 children in Wales show evidence of a diagnosable mental illness with particular concerns being raised regarding the rise of stress and anxiety related issues in young people, an increasing prevalence of self-harm and the potentially negative impact of social media on children and young people's mental health (WAG, 2018). It is therefore unsurprising that mental health is the most commonly raised issue with the Children's Commissioner for Wales by children, young people, their parents and carers.

Within RCT, a recent YEPS survey (2018) found that 16% of respondents (aged 11-25) reported having experienced mental health issues. Similarly, the Schools Health and Wellbeing Survey found that 16% of pupils aged 11-16 reported being unsatisfied with their life, with perceived satisfaction ratings dropping considerably between years 7-11 (89%-78%).

Despite such worrying child and adolescent mental health statistics, the negative consequences of mental distress are not inevitable and research indicates that with appropriate and timely intervention and support, many children and young people suffering from mental ill-health can go on to live happy, productive and fulfilling lives. In particular, children's distress can be greatly reduced through the right care and support in schools. The development of preventive measures that promote pupil resilience and healthy coping mechanisms combined with better identification and early intervention programmes can play a pivotal role in transforming the negative trajectory of children and young people's mental health.

However, enhanced support is also required outside the school environment with effective collaboration between health, education, social services, youth work, and the third sector required to develop lasting change.

The RCT Wellbeing and Behaviour Strategy outlines the LA's firm commitment to raising healthy, resilient individuals who are able to overcome any of life's challenges. The strategy seeks to enhance the capacity of schools and LA services to identify, prevent and respond to the mental health needs of children and young people. It also aims to promote effective and efficient multi-agency working to generate creative and innovative solutions to overcome the problems facing young people today.

### *Behavioural Issues*

For most children and young people, the care and protection they receive from within their family, school and/or community networks provides them with the security and stability required to regulate their emotional and behavioural responses in order to successfully integrate within society. However, for some children and young people, such networks can form unpredictable, risky and dangerous settings which require them to display alternative behavioural responses to adapt and survive. Sadly, such behaviours (e.g. aggression, defiance, withdrawal and hypervigilance etc.) are often maladaptive within mainstream school and social settings and can lead young people to experience a range of detrimental future outcomes (e.g. absenteeism, exclusion, radicalisation, exploitation).

Unfortunately, such problematic behaviours and their related outcomes are all too prevalent across RCT, Wales and the UK. The rates of permanent and fixed term exclusion from schools across Welsh schools have shown notable increases over recent years (WAG 2017). Within RCT schools there has been an increase in the number of permanent exclusions over the past year and a significant increase of 14.3% in the number of fixed term exclusions with figures at their highest for the past 5 years. There has also been an increase in the number of repeat exclusions across the LA at 46% of the overall number of exclusions during 2018/19.

Incidents of reported bullying remains high in Wales (one in ten secondary pupils). Likewise, within RCT data from the 2017/18 Schools Health and Wellbeing Survey found that 37% of secondary aged pupils reported perceived bullying within the last month and 20% reported experiencing cyber bullying. The data suggests that pupils mainly experience bullying related to their weight (61%), sexuality (41%) or disability (22%).

Following a period of relative stability, there has also been a recent rise in the number of unauthorised pupil absences in both primary and secondary schools in Wales (WAG 2018). Attendance figures across RCT schools have shown a downward trend in both primary and secondary schools.

In addition to school based behavioural issues, there are now growing concerns over the increased exploitation (e.g. child criminal exploitation, county lines activity, child sexual exploitation and radical extremism) of vulnerable young people as a consequence of their discontent and instability. Findings from the YEPS survey 2018 indicates that 22% of young people aged 11-25 have witnessed or been a victim of crime in last month. Furthermore 10 % of respondents stated that they felt unsafe or very unsafe in their community.

Although traditional behaviourist approaches (e.g. reward and punishment) may be effective in altering the conduct of the majority of pupils, they are not successful with all. This can be especially true for pupils who have experienced adverse childhood experiences, trauma and loss, including vulnerable groups such as Children Looked After (CLA). For these pupils such approaches often serve to re-traumatise them and fail to teach them how to express their emotions in a more appropriate manner. As such, there is a clear requirement for schools to adopt alternative approaches to tackling challenging behaviour to help meet the needs of all pupils.

The RCT Wellbeing and Behaviour Strategy promotes a shift towards viewing behaviour as a communication of an unmet need (cognitive, motivational, relational or emotional) and responding accordingly. By placing pupils' needs and feelings at the core of our interactions rather than their behaviour itself, we can apply a non-judgmental and empathic attitude towards behaviour. This approach does not minimise the need to maintain clear boundaries and expectations around behaviour recognises that in order to help pupils feel safe, their educational environment needs to be high in both nurture and structure, providing predictable routines, expectations and responses.

The current strategy also advocates the central importance of secure relationships to developing effective behavioural regulation. It suggests that by **developing, maintaining and repairing relationships** between staff, pupils and their parents/carers **we are able to build stable communities** that foster connection, inclusion, respect **empathy and self-learning**.

### *Staff Wellbeing*

Although much of the focus in schools centres on supporting and responding to pupil needs, there are now growing calls to consider the emotional experiences of staff as equally important (Taylor 2017). School staff are facing increasingly challenging and complex work demands in an environment of diminished resources and increased expectations (Garland et al. 2018). As a consequence we are unsurprisingly seeing considerable increases in the number of teachers leaving the profession, being absent from work (short term and long term) and reporting mental health concerns (Anna Freud Centre Report 2018). As such, it is clear that identifying and supporting the emotional needs of staff requires increased consideration, not only for the sake of individual staff members but also to promote positive

mental health more widely across schools, to reduce staff absence and to improve productivity which will ultimately enhance pupil wellbeing and attainment.

The RCT Wellbeing and Behaviour Strategy seeks to support schools to recognise and respond effectively to the emotional needs of staff and endeavours to aid school leadership to build a culture of respect and trust where school staff feel valued, can be open about their health and wellbeing and know how to access support if they need it.

## **2. Defining & Conceptualising Wellbeing**

The following section outlines the key conceptual frameworks underpinning the RCT Wellbeing and Behaviour Strategy.

### *Ecological Systems Theory*

The RCT Wellbeing and Behaviour Strategy is underpinned by a systemic approach to understanding and promoting pupil wellbeing. The Ecological Systems Theory (Bronfenbrenner) explains how individual traits and characteristics interact with environment factors to influence how individuals develop and behave. As such, the model stresses the importance of moving from a within-child approach to viewing children's wellbeing and behaviour in the context of multiple, interrelated environments (e.g. family, peer group, school, community and culture) in order to help understand his/her development.

In essence, such a systemic approach suggests that effective intervention and support for pupil wellbeing requires consideration of various systemic factors (e.g. home life, peer group relations, school life, community issues). It also promotes the importance of collaborative problem solving and preventative action that brings together individuals/professionals from diverse sectors and settings to create multi-layered support for individuals in need.

### *Graduated response*

The RCT Wellbeing and Behaviour Strategy adheres to and promotes a graduated response to wellbeing support/intervention. Such an approach recognises that effective intervention for wellbeing must plan for the needs of all learners, providing increasingly targeted and specialist support to those pupils/groups in most need. This approach can be considered as a tiered system of support which considers the need for intervention/support at the whole school, group and individual level.

By regularly assessing, planning for and reviewing the wellbeing needs of a school across various levels (e.g. policy, teacher training, school based intervention and external support) schools are better able to implement preventative and proactive support measures that can impact a large number of pupils. They can also enable early identification of need and provide appropriate and timely support to pupils of increasing concern. Lastly, through building wellbeing capacity of across a school the graduated approach enables more efficient and appropriate access to specialist support and provision if and when required.

### *Dynamic Equilibrium Model*

The scientific study of 'Wellbeing' has led to much confusion and misunderstanding over how the term is defined and applied in different contexts. This is certainly true within education with terms such as happiness, health and wellbeing, social and emotional development and resilience often being used interchangeably. As such, the RCT wellbeing and behaviour strategy seeks to provide schools with a clear, consistent and usable definition of wellbeing that is applicable across all schools and services.

Our approach is based on some key assumptions regarding the definition of wellbeing. Firstly, that wellbeing is not a unitary construct, and therefore cannot be adequately measured as such. Instead, we believe that 'wellbeing' should be thought of as a multifaceted concept which fluctuates and differs across various contexts.

Secondly, wellbeing is dynamic in nature and cannot be measured in a linear fashion. Wellbeing is a fluctuating phenomenon that corresponds to the interplay between our personal/social resources (internal and external) and the challenges one faces at any given time (Dodge et al. 2016). As such, the measurement of wellbeing is therefore most useful and/or meaningful when contextual information is taken into consideration and when the unique challenges a person is facing is understood.

With these tenants in mind, our strategy is based on a definition of wellbeing proposed by Rachel Dodge (2016). The Dynamic Equilibrium Model as it is known considers wellbeing simply to be the balance point between the resources and the challenges of an individual. For example, if a person faces a high level of challenge with not enough resources then they will become stressed and overwhelmed. In contrast, if a person faces limited challenges despite ample resources then they will become bored and de-motivated. Within the theory, resources and challenges refer to various/multiple factors including cognitive, emotional, physical, financial and social elements.

A particular strength of the approach is its flexibility to account for the impact that various life domains can have on subjective wellbeing. The model seeks to explore the unique strengths and challenges being faced by an individual in an attempt to understand their current wellbeing. The approach is also easily applicable to wider school systems, as it accounts for the unique resources and difficulties facing each schools/services across the LA.

### *Positive Psychology and PERMA*

In addition to the challenge of defining wellbeing, researchers have also struggled to agree on a usable framework and measure that can be applied across various settings. In the field of psychology, there has been a historical predominance to focus on wellbeing as the absence of negative features that impact individuals' functioning (e.g. problematic emotional and behavioural patterns). However, in recent times there has been an increasing shift towards considering wellbeing in terms of more positive dimensions (e.g. life satisfaction, happiness and resilience) both generally and in the context of school education (Seligman et al., 2009). Rather than focussing solely on reducing pupils' deficits/issues and barriers to



learning, the field of positive psychology advocates the need to focus on identifying pupils' character strengths and virtues which they can apply in their learning and transfer throughout their lives.

Embedded in Positive Psychology, Seligman's PERMA model is suggested as an effective framework for understanding and promoting wellbeing as a multidimensional and dynamic construct. Furthermore, the PERMA profiler (measure linked to the framework) is suggested as an easily understood measure which can assess various dimensions of pupil wellbeing and can account for fluctuations in wellbeing over time.

According to Seligman's PERMA model **Positive emotions** refer to hedonic feelings of happiness (e.g. feeling joyful, content, and cheerful). **Engagement** refers to psychological connection to activities or organizations (e.g. feeling absorbed, interested, and engaged in life). **Relationships** include feeling socially integrated, cared about and supported by others, and satisfied with one's social connections. **Meaning** refers to believing that one's life is valuable and feeling connected to something greater than oneself. **Accomplishment** involves making progress toward goals, feeling capable to do daily activities, and having a sense of achievement. Seligman proposes that these five pillars contributing to individual well-being, are important areas that people pursue for their own sake, and can also be defined and measured independently of one another.

There are a number of potential benefits to schools using the PERMA model. Firstly, it offers a simple, coherent and consistent language through which to discuss wellbeing both internally and across agencies. Secondly, it accounts for the multifaceted nature of wellbeing and provides holistic information about a person's wellbeing profile at any one time. It therefore allows wellbeing intervention and strategy to be more effectively targeted to the specific aspect of wellbeing most in need of attention. Thirdly, it recognises that pupil achievement/accomplishment and positive emotions are interrelated and therefore cannot be separated when considering the holistic wellbeing of a person. This enables us to see that much of the work we do in schools to promote 'achievement' also has a large part to play in raising pupil wellbeing. Finally, through its underpinnings in positive psychology, the PERMA model offers us a way to reflect on pupil wellbeing in an optimistic, proactive manner and to focus on pupil strengths as well as areas for development.

### **3. Practical Application of the RCT Wellbeing and Behaviour Strategy**

#### *a. Consistent Wellbeing Framework*

The RCT Wellbeing and Behaviour strategy advocates the use of the PERMA model as a central framework for viewing/discussing wellbeing across RCT schools. As such, schools will be encouraged to consider how they promote and support the wellbeing of pupils and staff across various systemic levels (whole school, group and individual) using the PERMA framework as a guide.

To assist schools in this process, the LA will provide schools with various tools, including;

- Headteacher, Teacher and Whole School PERMA training

- PERMA self-reflection tool to support Provision Mapping and an effective graduated response for each area of wellbeing.
- PERMA resource bank for Senior Leadership Team and teachers offering strategies to support the embedding of PERMA strategies within teaching and learning.
- Online teacher and pupil PERMA profiler (wellbeing measure) to help schools identify the bespoke wellbeing needs of individuals and groups and to measure the specific impact of intervention strategies.

#### *b. Identification of need (Effective Measurement Tools)*

The RCT Wellbeing and Behaviour strategy advocates the use a triangulated approach to identifying the wellbeing needs of staff and pupils. As such, schools will be requested to consider wellbeing data from various sources. Through using a triangulated approach to measuring wellbeing, schools will be able to obtain rich and meaningful information about the wellbeing of staff and pupils and to consider prevalent issues from various perspectives (e.g. pupil, staff, LA). Sources of information may include;

**Teacher/Staff Perception** – Boxall Profile, Thrive Assessment, Generic Children’s Quality of Life Measure (GCQ), Behavioural and Emotional Rating Scale (BERS).

**Pupil Voice** – PERMA Profile, Warwick Edinburgh Mental Wellbeing Scale, Stirling Children’s Wellbeing Scale (SCWS), Pupils Attitudes to School Survey (PASS), qualitative pupil feedback

**Teacher Voice** – PERMA profile, Assessing Wellbeing in Education Measure

**Objective Wellbeing Data** – Vulnerability Profile, attendance data, exclusions data, bullying returns, counselling returns, staff absences

#### *c. Multi-Agency Collaboration and Partnership Planning*

The RCT Wellbeing and Behaviour strategy considers multi-agency and partnership working as a vital component of wellbeing support for schools. The breadth and depth of support/provision required to meet the wellbeing needs of school communities far exceeds the capacity of any one service or organisation. As such, it is crucial to collaborate and pool resources in order to develop innovative solutions to the issues facing our schools today.

As such, school leaders will be requested to engage in regular multi-agency planning meetings to jointly consider appropriate wellbeing intervention based on the wellbeing data obtained by schools. External agencies supporting school should also provide wellbeing data relevant to their role in order to support the planning process. Such multi-agency planning seeks to develop unity of purpose, provide role clarity and avoid duplication of responsibilities and to identify appropriate expertise required to implement identified strategies.

Wellbeing Innovation Plans should be drawn up to identify the key areas of focus, (using PERMA as a guide), the actions required to meet such need and roles and responsibilities of those carrying out required actions. Evidence based intervention should be employed wherever possible and consideration

will also need to be given to appropriate methods of evaluation and success criteria for identified actions. This model of collaborative action research ensures accountability for all relevant partners and encourages schools and services to engage in reflective professional practise in relation to wellbeing and to develop as learning organisations.

Agencies that may be included within Collaborative Planning Meetings are;

- Attendance & Wellbeing Service
- School Improvement
- Education Psychology Service
- Behaviour Support Team
- Youth Engagement & Participation Service
- Youth Offending Service
- Eye to Eye (Counselling Service)

#### *d. Effective Evaluation and Monitoring*

Schools and services will be encouraged to develop rigorous systems for the evaluation and monitoring of Wellbeing Action Plans. However, they will not be expected to measure wellbeing in a purely linear fashion (e.g. wellbeing increased or decreased over time). Rather, progress should be considered as an iterative process which accounts for the multifaceted and fluctuating nature of wellbeing.

Schools and services should ensure that monitoring of agreed actions is time limited and that evaluation methods target the specific areas of wellbeing identified within the Wellbeing Action Plan.

By regularly monitoring and revisiting wellbeing data, schools/services will be able to account for and respond effectively to the fluctuating wellbeing needs of staff and pupils. Providing regular impact evaluation also offers schools across the LA the chance to celebrate and share good practice in relation to wellbeing support. Over time, this will enable schools to compile their own evidence base regarding the interventions/strategies that are most effective in responding to various wellbeing needs.

## **4. Key Priorities for Improvement**

1. To develop more effective strategic and collaborative approaches to meeting the wellbeing needs of learners, their families and their schools.
2. To improve the outcomes for all cohorts of learners by effectively utilising all data sets to inform decision making.
3. To review and improve continuum of provision for all learners particularly vulnerable groups.
4. To work with schools to mitigate against the effects of Adverse Childhood Experiences (ACEs).

## **5. Monitoring Arrangements**

The strategy will run for a 3 year period. Following an initial consultation period during July 2019, the strategy will be finalised in November 2019. A Wellbeing Steering Committee will be established to agree an action plan for implementation involving all relevant partners from Autumn Term 2019. The action plan will be monitored and reviewed annually. The success of the strategy will be demonstrated by an evaluation of a range of measures including:

- the number of schools which are identified as having 'good' leadership and management in school inspections
- the number of schools adopting effective whole school approaches to the development of pupil wellbeing and behaviour and achieve 'good' outcomes in relation to wellbeing in inspections and are deemed to provide 'good' support, care and guidance
- incidents of school to school support
- the number of schools using a range of effective wellbeing measures to identify priorities for development and to evaluate the effectiveness of school based interventions
- reduction in incidents of exclusion, bullying, time out and positive physical intervention in schools and improved attendance
- the impact of school wellbeing initiatives as identified via Wellbeing Action Plans
- progress in the development of in-house provisions to meet the needs of vulnerable youngsters
- evidence of effective provision mapping in schools and high quality interventions for learners with emotional, social and behavioural needs at early years actions plus/school action plus
- involvement in joint school/community based approaches to addressing disadvantage with improved outcomes
- the impact of services (e.g. Behaviour Support Service and Youth Engagement and Participation Service etc.) on outcomes
- outcomes of learners attending specialist provisions for their social, emotional and behavioural needs.
- the number of young people who are NEET at post 16.
- an increase in the range of formal and informal qualifications acquired by those most at risk of disengagement.

## **6. Consultation on the Wellbeing and Behaviour Strategy**

Schools views on this strategy and associated proposals have been consulted upon and have been important in shaping the strategic direction within the Local Authority. A task and finish group has been established to develop an action plan for the 2019/20 academic year.

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Clarke, A.M., Morreale, S., Field, C.A., Hussein, Y. and Barry, M.M. (2015), "What works in enhancing social and emotional skills development during childhood and adolescence? A review of the evidence on the effectiveness of school-based and out-of-school programmes in the UK", A Report produced by the World Health Organization Collaborating Centre for Health Promotion Research, National University of Ireland Galway, Galway, available at: [www.eif.org.uk/wp-content/uploads/2015/08/Review-of-Social-and-Emotional-Skills-Based-Intervention\\_Report-WEB-VERSION-1.pdf](http://www.eif.org.uk/wp-content/uploads/2015/08/Review-of-Social-and-Emotional-Skills-Based-Intervention_Report-WEB-VERSION-1.pdf) (accessed 28 June 2017).

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**Wellbeing and Behaviour  
Delivery Plan 2019/20**

<b>Key Priority: Develop more effective strategic and collaborative approaches to meeting the wellbeing needs of learners, their families and their schools</b>					
<b>Ref</b>	<b>Milestones/Sub Actions that will help to achieve the Action</b>	<b>Delivery Date</b>	<b>Accountable Officer</b>	<b>Impact Measures</b>	<b>Evaluation</b>
M05	Develop a high quality training offer to meet the needs identified (behaviour, wellbeing and mental health)	September 2019	Hayley Jeans/Kate Hill		
	Update ELSA training and supervision model and evaluate impact of intervention across RCT	September 2019 & July 2020	Rob Kempson	<ul style="list-style-type: none"> <li>• Evaluation of training and supervision</li> <li>• Case studies from ELSAs across RCT</li> </ul>	
	Improve schools approaches to addressing bullying using the new Welsh Government Anti-Bullying Statutory Guidance	July 2020	Michael Condon	<ul style="list-style-type: none"> <li>• Pupil survey – Your Voice</li> <li>• Reduction in the number of recorded incidents of bullying</li> <li>• All schools adhere to WG statutory guidance</li> </ul>	
	To provide ‘Mental Health First Aid’ Training to 1 member of staff in all 17 RCT comprehensive / through schools and evaluate impact	March 2020	Rob Kempson	<ul style="list-style-type: none"> <li>• Increase in staff knowledge and understanding regarding appropriate response to supporting pupils with mental health issues at Key Stage 3 &amp; 4.</li> <li>• 17 Staff to attend</li> <li>• Training evaluations</li> <li>• Impact on school wellbeing data</li> </ul>	
	To provide ‘Emotion Coaching’ Training to 1 member of staff in each Primary School in RCT.  (This training compliments/leads on from the current ACEs training provided by CSC and CTMSGB training unit).	March 2020	Rob Kempson	<ul style="list-style-type: none"> <li>• Increase in staff ability to respond to the emotional needs of vulnerable learners. Building school capacity to management (e.g. placing pupil’s emotions at the centre of staff response).</li> <li>• Trained staff to cascade ideas and skills into their respective schools to enhance capacity of whole school.</li> </ul>	
	Emotion Coaching for Parents Course (30 parents)	March 2020	Rob Kempson	<ul style="list-style-type: none"> <li>• Increase in parental capacity to respond to the emotional needs of their children.</li> </ul>	

				<ul style="list-style-type: none"> <li>• Develop parent/school relationship</li> <li>• 120 parents to access intervention. Children in 120 families to benefit from higher level of parental empathy and understanding</li> </ul>	
M07	Strengthen approaches with external partners to improve the mental health of learners	September 2019	Hayley Jeans / Rob Kempson		
	To develop collaborative supervision practices between education services and partner agencies (e.g. EPS, YEPS & AWS) and to secure funding to enhance case management and support for schools.	From November 2019	Rob Kempson Dan Williams Bedwyr Harries	<ul style="list-style-type: none"> <li>• Evaluation of supervision process and impact on staff wellbeing and confidence.</li> <li>• Outcome measures linked to performance indicators of services</li> </ul>	
	Implement the RCT multi-disciplinary action plan to tackle poor attendance	July 2020	Hayley Jeans/Daniel Williams	<ul style="list-style-type: none"> <li>• Improved whole school strategies to improve attendance</li> </ul> <a href="#">RCT attendance plan 19-20.docx</a>	
	3x Re-engagement Mentor to cover Rhondda, Cynon AND Taff Areas (Assistants EP) for EOTAS pupils to develop pupil and family resilience and support re-integration into mainstream education.	March 2020	Rob Kempson	<ul style="list-style-type: none"> <li>• Increased engagement of pupils currently Educated Other than At School (EOTAS).</li> <li>• Increased resilience of children and parents targeted by intervention.</li> <li>• Increased re-integration of pupils into mainstream education.</li> </ul>	
	<p>Recording of Pupil Voice podcast (Transformational Stories from Young People) in RCT in relation to mental health and wellbeing.</p> <p>Recordings will be made available to all CYPs through WICID website and PERMA resource bank. Project developed in conjunction with Youth Engagement and Participation Services.</p>	March 2020	Rob Kempson	<ul style="list-style-type: none"> <li>• 18 initial pupil interviews to be recorded and shared on YEPS website and LA wellbeing Resource application.</li> <li>• Increased engagement of Young People in relation to mental health and wellbeing issues.</li> <li>• Improved empathy of school staff regarding pupils lived experiences.</li> <li>• Facilitation of discussion between staff and pupils in relation to mental health and wellbeing</li> </ul>	

				<ul style="list-style-type: none"> <li>Pupil Feedback relating to established method of storytelling</li> </ul>	
	Support the Hate Crimes in Schools Project and its 3 objectives	March 2020	Gary Black/Ceri Jones	<ul style="list-style-type: none"> <li>Evaluation of project</li> </ul>	
M01	Develop and consult on a Wellbeing in Education Strategy and Action Plan in partnership with schools and key agencies.	Aug 2019	Rob Kempson	<ul style="list-style-type: none"> <li>Record of consultation and steering group responses</li> </ul>	
	To establish a 'Multi- Agency Wellbeing Steering Group' with colleagues across Health, Social Services, Education and Third sector organisations	July 2019	Rob Kempson / Ceri Jones	<ul style="list-style-type: none"> <li>Minutes from of steering group meetings and monitoring of Action Plan</li> </ul>	
	To work collaboratively with CSC to support the Regional Wellbeing and Equity Strategy	March 2020	John Welch / Ceri Jones	<ul style="list-style-type: none"> <li>Regional approach to reducing exclusions and improving attendance</li> </ul>	
	To establish a learner voice forum to seek views of Children and Young People regarding the RCT Wellbeing and Behaviour Plan	Jan 2020	Rob Kempson	<ul style="list-style-type: none"> <li>Minutes and Action plan from CYPs feedback relation to wellbeing and behaviour plan.</li> </ul>	
	To establish a parent voice forum to seek their views on the RCT Wellbeing and Behaviour Plan	April 2020	Rob Kempson	<ul style="list-style-type: none"> <li>Minutes and Action plan from parental feedback in relation to wellbeing and behaviour plan.</li> </ul>	
	To establish a Staff Wellbeing sub-group to review practices in relation to staff wellbeing and share good practice across schools in RCT.	Jan 2020	Rob Kempson	<ul style="list-style-type: none"> <li>Minutes / Action Plan from sub group meetings</li> </ul>	
	Development, delivery and evaluation of bespoke mental health support programmes and Creative counselling approaches in 4 pilot schools using the PERMA wellbeing profile tool	March 2020	Rob Kempson	<ul style="list-style-type: none"> <li>Enhanced pupil wellbeing as measured by the PERMA wellbeing profiler</li> <li>Enhance staff knowledge, awareness and confidence in delivering creative therapeutic and counselling based solutions in relation to pupil wellbeing and emotional issues</li> </ul>	

**Key Priority: Improve the outcomes for all cohorts of learners by effectively utilising all data sets to inform decision making**

Ref	Milestones/Sub Actions that will help to achieve the Action	Delivery Date	Accountable Officer	Impact Measures	Evaluation
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M01	Review the wellbeing data provided for schools in partnership with School Improvement colleagues and provide self-evaluation tools, consultation and advice to assist with school improvement planning and delivery.	March 2020	Rob Kempson		
	Deliver PERMA launch Conference for schools and partner agencies	Nov 2019	Rob Kempson	<ul style="list-style-type: none"> <li>Participant evaluation of conference</li> </ul>	
	Deliver high quality training and reference documents for schools and partner agencies in relation to understanding wellbeing and the PERMA framework.	From Nov 2019	Rob Kempson	<ul style="list-style-type: none"> <li>Evaluation of training</li> <li>Impact on school wellbeing data packs</li> </ul>	
	Pilot termly collaborative Planning Meetings (EPS, BSS, AWS, Resilient Families and YEPS) in target schools to review wellbeing data-sets and develop collaborative Innovation Plans	Oct 2019	Rob Kempson	<ul style="list-style-type: none"> <li>Review of progress on Collaborative Innovation plans</li> </ul>	
	Evaluate impact of PERMA profiler in Pilot Schools.	July 2020	Rob Kempson	<ul style="list-style-type: none"> <li>Review of school projects using PERMA profiler</li> </ul>	
	Establish a support and challenge protocol with a clear graduated LA response to addressing schools with concerning exclusion/attendance data	December 2019	Ceri Jones	<ul style="list-style-type: none"> <li>Support and challenge action plans</li> <li>Reduction in exclusions within targeted schools</li> </ul>	

**Key Priority: Review and improve continuum of provision for all learners particularly vulnerable groups**

Ref	Milestones/Sub Actions that will help to achieve the Action	Delivery Date	Accountable Officer	Impact Measures	Evaluation
	Undertake a review of LA SEBD provision	December 2019	Ceri Jones	<ul style="list-style-type: none"> <li>Feedback from schools</li> <li>Cabinet report</li> <li>Additional specialist placements</li> <li>Reduction in behaviour management data</li> </ul>	
	Following of review of SEBD provision: <ul style="list-style-type: none"> <li>Develop more effective outreach model</li> <li>Enhance specialist SEBD provision</li> </ul>	July 2020	Kate Hill	<ul style="list-style-type: none"> <li>Evaluation report</li> <li>Reduced exclusions within pilot schools</li> <li>Reduction in requests for specialise provision from pilot schools</li> </ul>	

	<ul style="list-style-type: none"> <li>Evaluate the impact of the Step 3/4 behaviour pilot project on improving school based SEBD provision</li> </ul>				
	To work with partner agencies to review schools approach to preventing CSE, counter extremism and County-Lines and to share good practice across schools.	July 2020	Rob Kempson	<ul style="list-style-type: none"> <li>Feedback from schools regarding review document &amp; good practice guidelines and develop good practice guidelines</li> </ul>	
	To work with partner agencies (e.g. Stonewall Cymru) to review schools/LA services approach to supporting LGBTQ + and BAME pupils and to share good practice across schools.	Jan 2020	Rob Kempson Ceri Jones	<ul style="list-style-type: none"> <li>CYPS Stonewall Award for LA</li> <li>Training feedback from Stonewall training</li> <li>Feedback from schools regarding review document &amp; good practice guidelines</li> <li>Secondary school to achieve the Show Racism Red Card Ambassador Award</li> </ul>	
	To work with partner agencies to undertake review of schools approach to health and nutrition (collaborate with Healthy Schools, SHRN) and share good practice.	July 2020	Rob Kempson	<ul style="list-style-type: none"> <li>Feedback from schools regarding review document &amp; good practice guidelines</li> <li>Establish School Council Forum to develop action plans based on the SHRN survey</li> </ul>	

**Key Priority: Work with schools to mitigate against the effects of Adverse Childhood Experiences**

Ref	Milestones/Sub Actions that will help to achieve the Action	Delivery Date	Accountable Officer	Impact Measures	Evaluation
M01	Roll out a comprehensive and co-ordinated training programme to schools relating to ACEs and undertake post training evaluation	From Sept 2019	Hayley Jeans		
M02	Ensure that all schools that have high incidence of learners with vulnerability factors are targeted for ACEs training	From Sept 2019	Hayley Jeans		
	To establish and evaluate a range of ACES prevention pilot projects in collaboration with external agencies (e.g. Spectacle Theatre).	From Sept 2019	Rob Kempson / Ceri Jones	<ul style="list-style-type: none"> <li>Evaluation documents linked to Spectacle Theatre Projects</li> </ul>	

	To deliver top up training for ELSAs in RCT to enhance their capacity to support the needs of pupils experiencing ACES	From September 2019	Rob Kempson	<ul style="list-style-type: none"><li>• Evaluation of Training and case studies from ELSAs in RCT</li></ul>	
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