

RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL
CHILDREN AND YOUNG PEOPLE'S SCRUTINY COMMITTEE
MUNICIPAL YEAR 2017- 2018

DATE: 20th December 2017

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

Agenda Item No:5
Annual School Exclusion Performance Report for the Academic Year 2016/17

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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 2016/17 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 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 2015/16 and 2016/17.

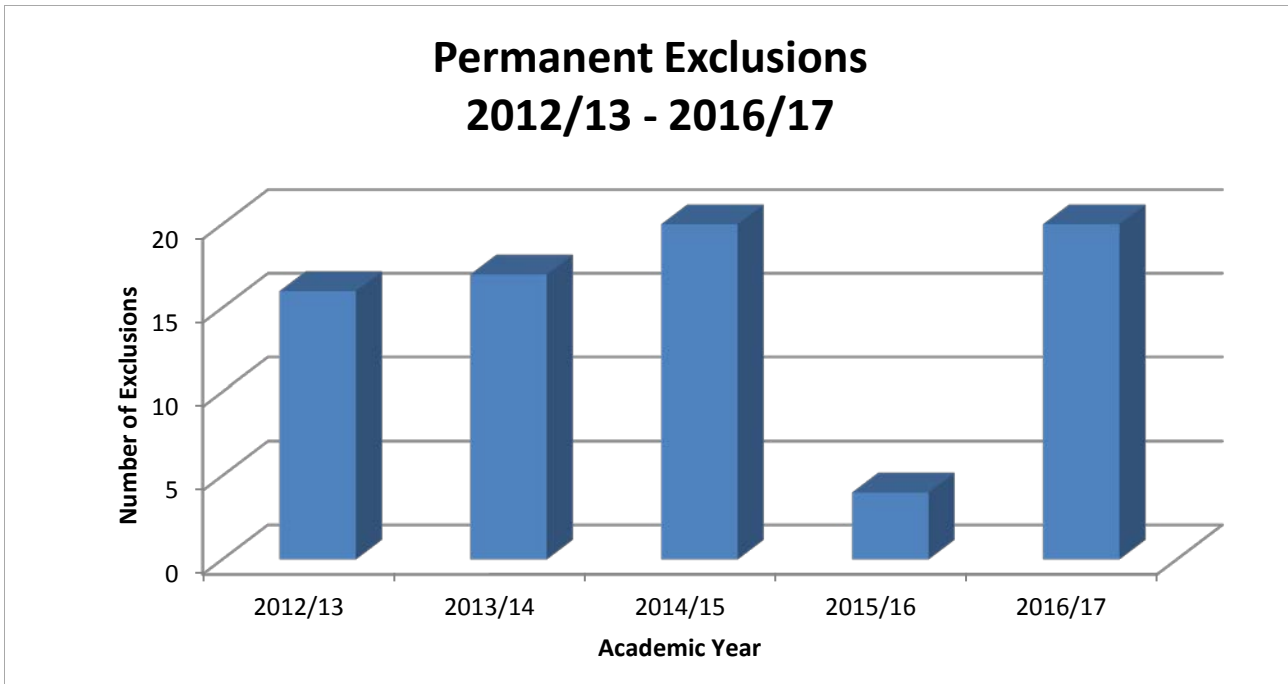
Table1: Summary of Exclusions within RCT in 2015/16 – 2016/17

Exclusion Data	2015/16	2016/17	Percentage Difference
Permanent exclusions	4	20	400.00% Increase
Fixed term exclusions	1532	1948	27.15% Increase
Number of days lost	3284.5	4106	25.01% Increase

Data suggests that there has been a significant increase in the number of permanent, fixed term exclusions and the number of days lost within RCT schools. The data reports the highest number of permanent exclusions for 5 years (equivalent to 20 incidents reported in 2014/15) and the highest number of fixed term exclusions of 1948 incidents- an increase of 18% when comparing the last 5 years data sets.

- 4.2 Graphs 1 and 2 highlight fluctuating trends over the last 5 years and the significant increases in the number of permanent, fixed term exclusions and the number of days lost to exclusions in 2016/17 compared to 2015/16.
- 4.3 The data reports that the 20 permanent exclusions issued are equivalent to the 20 incidents reported in 2014/15 – the highest number reported twice in the last 5 years.

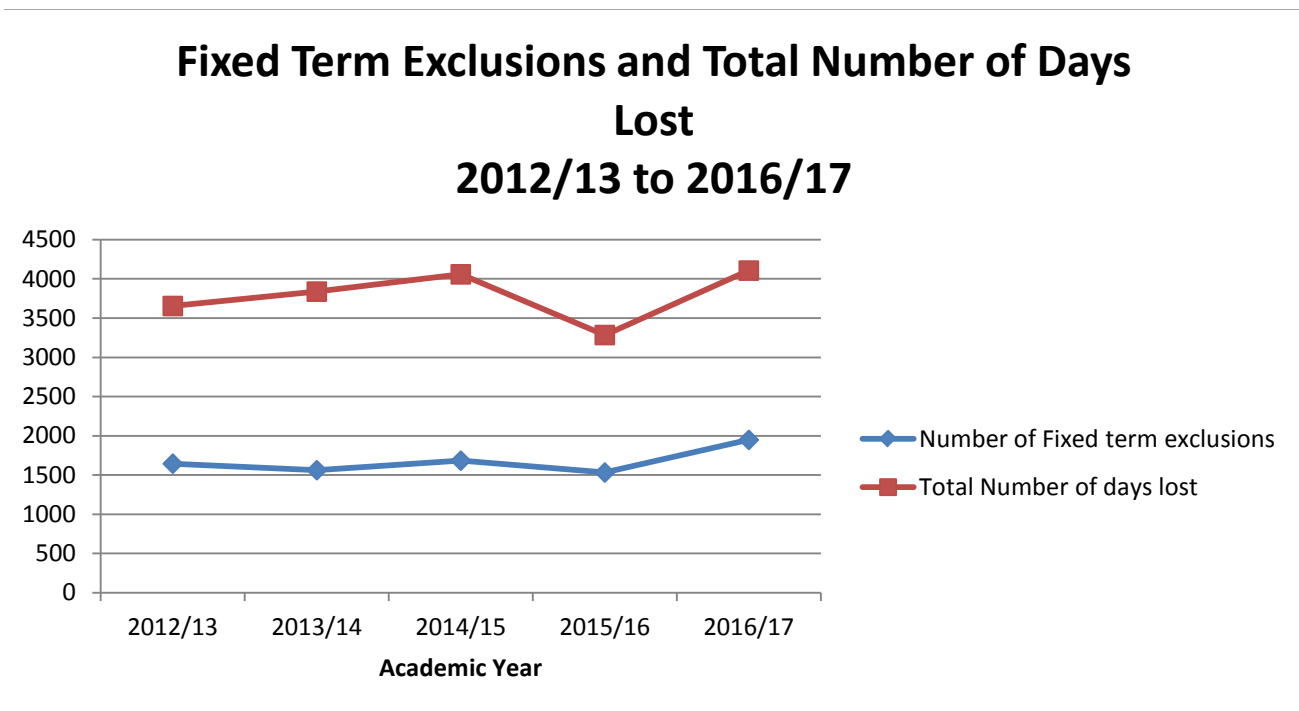
Graph 1: Permanent Exclusions within RCT over 5 years



The permanent exclusion data in Graph 1 shows a marked increase in the number of permanent exclusions in 2016/17 when compared to 2015/16. However the figure is in line with historical data: 17 reported in 2013/14 and 20 reported in 2014/15.

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 2016/17 is the highest reported figure within 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 data. The latest comparison data available at the time of writing relates to 2015/16 data sets (First Release: Permanent and Fixed Term Exclusions for Schools in Wales 2015/16) which was published on the 29th September 2017. Therefore the national benchmarking data relates to previous academic years 2011/12 - 2015/16 and the local data sets relate to 2016/17. Welsh Government is currently reviewing the reporting mechanism for exclusions and it is hoped in future that more up to date comparison data will be available earlier than it is currently.
- 5.2 Table 2 below highlights the trend data for RCT compared to other Local Authorities. RCT is marked as * due to the low number of permanent exclusion reported in 2015/16 (4 permanent exclusions). RCT's national ranking in 2014/15 was 22nd. This was significantly improved in 2015/16, with RCT ranked 4th in Wales. Significant improvements are also noted when comparing rate of exclusions per 1000 pupils with RCT's ranking dramatically improving from 19th in 2014/15 to 1st (alongside 9 other LA's) in 2015/16. This highlights that significant improvements were evident.

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

	Number of exclusions					Rate of exclusions (a)				
	2011/12	2012/13	2013/14	2014/15	2015/16	2011/12	2012/13	2013/14	2014/15	2015/16
North Wales	20	7	12	13	20	0.2	0.1	0.1	0.1	0.2
Isle of Anglesey	*	0	0	0	*	*	0.0	0.0	0.0	*
Gwynedd	13	*	*	6	5	0.8	*	*	0.4	0.3
Conwy	0	0	*	0	*	0.0	0.0	*	0.0	*
Denbighshire	*	*	0	*	*	*	*	0.0	*	*
Flintshire	*	0	*	0	*	*	0.0	*	0.0	*
Wrexham	*	0	*	*	9	*	0.0	*	*	0.5
South West and Mid Wales	27	25	18	28	40	0.2	0.2	0.1	0.2	0.3
Powys	7	6	0	9	12	0.4	0.3	0.0	0.5	0.7
Ceredigion	0	0	0	0	0	0.0	0.0	0.0	0.0	0.0
Pembrokeshire	*	*	*	*	5	*	*	*	*	0.3
Carmarthenshire	*	*	*	*	0	*	*	*	*	0.0
Swansea	6	5	6	8	8	0.2	0.1	0.2	0.2	0.2
Neath Port Talbot	12	11	11	9	15	0.6	0.5	0.5	0.4	0.7
Central South Wales	21	35	31	27	16	0.1	0.2	0.2	0.2	0.1
Bridgend	6	11	9	*	7	0.3	0.5	0.4	*	0.3
The Vale of Glamorgan	*	*	*	*	0	*	*	*	*	0.0
Rhondda Cynon Taf	*	13	16	17	*	*	0.3	0.4	0.4	*
Merthyr Tydfil	*	*	*	*	*	*	*	*	*	*
Cardiff	7	5	5	*	*	0.1	0.1	0.1	*	*
South East Wales	23	35	28	21	33	0.3	0.4	0.3	0.2	0.4
Caerphilly	6	8	12	9	14	0.2	0.3	0.4	0.3	0.5
Blaenau Gwent	*	*	*	*	*	*	*	*	*	*
Torfaen	*	7	*	*	*	*	0.5	*	*	*
Monmouthshire	0	*	0	0	*	0.0	*	0.0	0.0	*
Newport	9	17	10	8	10	0.4	0.7	0.4	0.3	0.4
Wales	91	102	89	89	109	0.2	0.2	0.2	0.2	0.2

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.

5.3 Table 3 records the number of fixed term exclusions (5 days or less). Trend data reports a decrease in the number of fixed term exclusions recorded within RCT schools. A significant decrease in the rate of exclusions is evident between 2011/12 and 2015/16 with 40.2 per 1000 pupils being excluded for 5 days or less in 2011/12 compared to 37.1 per 1000 in 2015/16. RCT's national ranking remains at 21st in line with 2014/15 in relation to number of fixed (5 days or less) exclusions. Improvements in ranking are noted for rate of exclusions per 1000 pupils, as RCT is currently ranked 17th compared to 18th in 2014/15.

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

	Number of exclusions					Rate of exclusions (a)				
	2011/12	2012/13	2013/14	2014/15	2015/16	2011/12	2012/13	2013/14	2014/15	2015/16
North Wales	3,027	2,272	2,208	2,550	3,181	29.8	22.4	21.8	25.1	31.2
Isle of Anglesey	225	113	87	163	202	23.5	11.8	9.1	17.0	20.9
Gwynedd	234	95	111	157	236	13.6	5.5	6.5	9.2	13.9
Conwy	176	244	150	298	380	10.9	15.2	9.4	18.7	23.8
Denbighshire	574	490	563	734	1,089	36.5	31.3	35.9	46.6	69.3
Flintshire	684	696	704	712	838	28.8	29.4	29.7	30.0	35.3
Wrexham	1,134	634	593	486	436	59.4	33.1	30.7	24.9	22.2
South West and Mid Wales	2,422	2,590	2,867	2,946	3,469	18.6	20.0	22.2	22.8	26.9
Powys	355	324	299	479	453	18.7	17.1	16.0	26.2	25.1
Ceredigion	120	115	61	85	135	12.4	12.0	6.3	8.9	14.1
Pembrokeshire	113	452	621	747	1,043	6.2	24.9	34.1	41.6	58.7
Carmarthenshire	413	365	456	454	643	15.3	13.5	16.9	16.8	23.7
Swansea	803	684	770	546	580	22.9	19.5	21.8	15.4	16.2
Neath Port Talbot	618	650	660	635	615	29.8	31.7	32.1	30.7	29.6
Central South Wales	5,501	4,974	4,258	4,417	4,499	38.5	34.7	29.6	30.5	30.8
Bridgend	646	595	425	549	708	29.0	26.5	18.8	24.0	30.8
The Vale of Glamorgan	236	577	572	472	736	10.9	26.6	26.4	21.6	33.5
Rhondda Cynon Taf	1,569	1,491	1,307	1,553	1,445	40.2	38.2	33.6	40.1	37.1
Merthyr Tydfil	149	195	178	197	152	16.3	21.5	20.3	22.9	17.5
Cardiff	2,901	2,116	1,776	1,646	1,458	57.3	41.5	34.2	31.3	27.3
South East Wales	2,927	3,081	3,042	3,101	3,275	32.4	34.4	34.1	34.7	36.6
Caerphilly	877	702	617	823	769	30.4	24.5	21.5	28.7	26.9
Blaenau Gwent	190	263	412	448	282	18.7	26.9	43.1	47.6	30.1
Torfaen	744	678	455	345	731	47.5	44.1	30.0	22.9	48.7
Monmouthshire	372	323	341	405	468	31.7	27.6	29.5	35.1	40.5
Newport	744	1,115	1,217	1,080	1,025	31.2	46.1	50.0	43.7	41.0
Wales	13,877	12,917	12,375	13,014	14,424	29.9	27.9	26.7	28.0	30.9

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.

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

	Number of exclusions					Rate of exclusions (a)				
	2011/12	2012/13	2013/14	2014/15	2015/16	2011/12	2012/13	2013/14	2014/15	2015/16
North Wales	247	208	145	153	178	2.4	2.1	1.4	1.5	1.7
Isle of Anglesey	29	13	*	8	15	3.0	1.4	*	0.8	1.6
Gwynedd	17	11	*	16	22	1.0	0.6	*	0.9	1.3
Conwy	10	20	18	13	40	0.6	1.2	1.1	0.8	2.5
Denbighshire	19	17	17	26	14	1.2	1.1	1.1	1.6	0.9
Flintshire	51	68	42	40	44	2.1	2.9	1.8	1.7	1.9
Wrexham	121	79	50	50	43	6.3	4.1	2.6	2.6	2.2
South West and Mid Wales	215	194	168	193	142	1.7	1.5	1.3	1.5	1.1
Powys	34	29	31	42	32	1.8	1.5	1.7	2.3	1.8
Ceredigion	*	*	0	0	0	*	*	0.0	0.0	0.0
Pembrokeshire	*	*	20	16	21	*	*	1.1	0.9	1.2
Carmarthenshire	22	16	10	25	18	0.8	0.6	0.4	0.9	0.7
Swansea	92	90	57	74	51	2.6	2.6	1.6	2.1	1.4
Neath Port Talbot	61	46	50	36	20	2.9	2.2	2.4	1.7	1.0
Central South Wales	368	352	248	274	195	2.6	2.5	1.7	1.9	1.3
Bridgend	49	46	32	40	46	2.2	2.0	1.4	1.8	2.0
The Vale of Glamorgan	27	77	63	19	43	1.2	3.5	2.9	0.9	2.0
Rhondda Cynon Taf	102	73	85	102	65	2.6	1.9	2.2	2.6	1.7
Merthyr Tydfil	20	18	9	16	5	2.2	2.0	1.0	1.9	0.6
Cardiff	170	138	59	97	36	3.4	2.7	1.1	1.8	0.7
South East Wales	215	208	177	160	139	2.4	2.3	2.0	1.8	1.6
Caerphilly	41	57	55	65	66	1.4	2.0	1.9	2.3	2.3
Blaenau Gwent	29	21	39	17	8	2.9	2.1	4.1	1.8	0.9
Torfaen	57	35	*	*	16	3.6	2.3	*	*	1.1
Monmouthshire	16	7	*	*	5	1.4	0.6	*	*	0.4
Newport	72	88	72	59	44	3.0	3.6	3.0	2.4	1.8
Wales	1,045	962	738	780	654	2.3	2.1	1.6	1.7	1.4

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.

5.4 Table 4 highlights fixed term exclusions of over 5 days and reports a decrease in the number and rate of exclusions per 1000 pupils from 102 to 65 and 2.6 to 1.7 respectively. RCT's ranking was 21st in 2015/16 compared to 22nd in 2014/15 in relation to number of exclusions and 15th in 2015/16 compared to 21st in 2014/15 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 2015/16 and 2016/17 and reports the significant increase

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

Year Group	2015/16	2016/17
Year 7	0	3
Year 8	1	2
Year 9	1	6
Year 10	1	7
Year 11	1	2
Total	4	20

- 6.2 There has been a 400% increase in the number of permanent exclusions in schools within RCT during 2015/16.
- 6.3 Permanent exclusions within RCT are at their highest since 2014/15.
- 6.4 Of the 20 pupils permanently excluded in 2016/17, 2 were female and 18 were male. In 2015/16 all permanently excluded pupils were male.
- 6.5 The permanent exclusions for the academic year 2015/16 were in the following secondary schools:
- 4 Aberdare Community School
 - 3 Cardinal Newman R C Comprehensive School
 - 3 Treorchy Comprehensive School
 - 2 Bryncelynnog Comprehensive School
 - 2 Porth County Community School
 - 2 Tonyrefail School
 - 1 Mountain Ash Comprehensive School
 - 1 Pontypridd High School
 - 1 Tonypandy Community College
 - 1 Ysgol Gyfun Cwm Rhondda

There were no permanent exclusions in our primary schools in 2015/16.

- 6.6 The 20 permanent exclusions imposed related to serious breaches of inappropriate behaviour including: 3 cases of incidents of physical assault on pupils, 3 in relation to physical assault on staff, and 3 incidents related to sexual misconduct.
- 6.7 Should a parent/carer have significant concerns regarding the Governing Body's decision to uphold the Headteachers permanent exclusion they are able to formally appeal to a panel of independent professionals. 9 cases were referred to an Independent Appeal Panel (IAP) of which 6 decisions were upheld (ie IAP agreed with decision to permanently exclude), 2 decisions were overturned with reinstatement (ie IAP disagreed with Headteachers decision and directed that the pupil returned to school) and 1 case was overturned but the pupils was not reinstated back into excluding school due to exceptional circumstances.

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. Fixed term exclusions of more than 5 days have fluctuated over the last 5 years, but performance in 2016/17 reports an increase of 17.14% compared to 2012/13

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

Academic Year	Number of incidents of exclusions more than 5 days *
2012/13	70
2013/14	103
2014/15	103
2015/16	66
2016/17	82

*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 7:

Table 7: Number of School Days lost due to exclusions of more than 5 days within RCT over 5 years

Academic Year	Number of school days lost
2012/13	670
2013/14	1071.5
2014/15	1049
2015/16	679
2016/17	788

- 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 83 incidents (19.58%). The most common reason for more than 5 days exclusion in 2016/17 was 'verbal/threatening behaviour towards an adult' with 19 incidents.
- 7.4 The pupil level data highlighted in table 8 suggests that of the 424 incidents of more than 5 days fixed term exclusions issued over the 5 year period a total of 354 pupils were excluded, of which 27 of the 354 pupils were excluded in more than one academic year.

Table 8: Number of pupils with repeat exclusions of more than 5 days within RCT over 5 year period

Number of pupils	Incidents
296	Pupils had 1 exclusion
46	Pupils had 2 exclusions
12	Pupils had 3 exclusions

- 7.5 In 2016/17 of the 82 incidents of fixed term exclusions of more than 5 days: 74 pupils were excluded of which 6 pupils had 2 exclusions of more than 5 days, and 1 pupil had 3 exclusions:

Table 9: Number of pupils with repeat exclusions of more than 5 days during 2016/17

Number of pupils	Incidents
67	Pupils had 1 exclusion
6	Pupils had 2 exclusions
1	Pupils had 3 exclusions

8 AN ANALYSIS OF FIXED TERM EXCLUSIONS 5 DAYS OR LESS

- 8.1 Fixed term exclusion of 5 days or less has fluctuated over the last 5 years, but a significant increase was evident in 2016/17 (Table 10), with an increase of 18.48% since 2012/13

Table 10: Number of exclusions 5 days or less within RCT over 5 year period

Academic Year	Number of incidents exclusions of 5 days or less *
2012/13	1575
2013/14	1459
2014/15	1580
2015/16	1466
2016/17	1866

*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 11.17% since 2012/13:

Table 11: Number of school days due to exclusions of 5 days or less lost over a 5 year period

Academic Year	Number of school days lost
2012/13	2981.5
2013/14	2766.5
2014/15	3009.5
2015/16	2605.5
2016/17	3318

- 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 'other' with 1691 incidents (21.28%), followed by 'verbal abuse/threatening behaviour towards an adult' with 1314 incidents (16.54%). The categorisation of exclusions and the reporting mechanism improved in 2015/16 but both are set by Welsh Government and can be open to interpretation. The most common reason for 5 days or less exclusion in 2016/17 was 'persistent disruptive behaviour' with 427 incidents (22.88%).
- 8.4 Pupil level data highlights that of the 7946 incidents of 5 days or less fixed term exclusions over the 5 year period, a total of 2995 pupils were excluded.
- 8.5 Table 12 highlights that in 2016/17 of the 1866 incidents of fixed term exclusions of 5 days or less 927 pupils were excluded. The number of repeat exclusions is summarised as follows:

Table 12: Number of repeat exclusions of 5 days or less 2016/17

Number of pupils	Incidents
568	Pupils had 1 exclusion
150	Pupils had 2 exclusions
82	Pupils had 3 exclusions
41	Pupils had 4 exclusions
31	Pupils had 5 exclusions
21	Pupils had 6 exclusions
10	Pupils had 7 exclusions

7	Pupils had 8 exclusions
6	Pupils had 9 exclusions
4	Pupils had 10 exclusions
4	Pupils had 11 exclusions
1	Pupils had 12 exclusions
0	Pupils had 13 exclusions
0	Pupils had 14 exclusions
1	Pupils had 15 exclusions
1	Pupils had 16 exclusions

- 8.6 Contextual information: pupil X with 16 incidents: exclusions have been for a duration of between 1 day - 3.5 days, all incidents relate to the same school, all incidents took place during 2016/17. The pupil is receiving support from Access & Inclusion professionals and has been referred to SEBD panel for a placement within Ty Gwyn. Pupil Y with 15 incidents of exclusion: incidents were all issued by one secondary school. The pupil has been receiving support from Behaviour Support Service within this academic year, and was referred to SEN Panel on 4 occasions to discuss placement. Parents have declined offers of specialist provision as they were awaiting impact of newly administered medication. However as at September 2017 the pupil has been attending Ty Gwyn Education Centre on a full time basis.
- 8.7 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 SEN Code of Practice for Wales requirements.

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

- 9.1 Exclusions within primary schools have increased when compared to previous academic years. Table 13 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 13: Fixed Term Exclusions with Primary Schools during 2015/16 – 2016/17

Primary Data	2015/16	2016/17	Improvements
Incidents of exclusion	293	304	3.75% Increase
Total number of days lost	625.5	616.0	1.52% Decrease
Average length of exclusion	2.13	2.03	4.69% Decrease
Number of pupils excluded	128	142	10.94% Increase

Whilst the overall exclusion figures for RCT primary pupils has increased by 3.75%, the number of days lost has reduced slightly by 1.52% and the average length has also reduced from 2.13 to 2.03. The number of primary school pupils excluded has increased by 11% from 128 to 142 when compared with last year's data set.

- 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:

Hendreforgan Primary	265.70 per 1000 pupils
Llanhari Primary	86.02 per 1000 pupils
Capcoch Primary	63.69 per 1000 pupils
Penywaun Primary	62.78 per 1000 pupils

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

Hendreforgan Primary	55 (18.09%) incidents (15 pupils who lost 89.5 (14.53%) days)
Heol Y Celyn Primary	19 (6.25%) incidents (6 pupils who lost 28.5 (4.63%) days)
Llanhari Primary	16 (5.26%) incidents (3 pupils who lost 21.0 (3.41%) days)

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

Hendreforgan Primary	54 (18.43%) incidents (15 pupils who lost 77.0 (15.57%) days)
Heol Y Celyn Primary	19 (6.48%) incidents (6 pupils who lost 28.5 (5.76%) days)
Llanhari Primary	16 (6.25%) incidents (3 pupils who lost 21.0 (4.25%) days)

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

Cymmer Primary	2 (18.18%) incidents (2 pupils who lost 20 (16.46%) days)
Penywaun Primary	2 (18.18%) incidents (2 pupils who lost 20 (16.46%) days)

We continue to undertake support and challenge visits to schools causing concern.

10. AN ANALYSIS OF SECONDARY SCHOOL FIXED TERM EXCLUSIONS

10.1 Table 14 shows the overall secondary school exclusion rates in RCT over the last two years. All indicators have significantly increased:

Table 14: Fixed Term Exclusions within Secondary Schools 2015/16 – 2016/17

Secondary Data	2015/16	2016/17	% Increase
Incidents of exclusion	1130	1493	32.12%
Total number of days lost	2313.5	3166.5	36.87%
Average length of exclusion	2.05	2.12	3.41%
Number of pupils excluded	621	746	20.13%

10.2 A breakdown of school performance on incidents of exclusions, number of days lost and per 1000 pupil rates are detailed at Appendix 2.

10.3 Schools with the highest exclusion per 1000 pupils are as follows:

Aberdare Community School	239.37 per 1000 pupils
Tonypandy Community School	200.32 per 1000 pupils
Treorchy Comprehensive	132.89 per 1000 pupils

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

Aberdare Community	321 (21.50%) incidents (139 pupils who lost 586.5 (18.52%) days)
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Treorchy Comprehensive	219 (14.67%) incidents (100 pupils who lost 354.0 (11.18% days)
Tonypandy Community College	124 (8.31%) incidents (44 pupils who lost 264.0 (8.34%) days)

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

Aberdare Community	310 (21.69%) incidents (139 pupils who lost 486.5 (19.03%) days)
Treorchy Comprehensive	216 (15.12%) incidents (99 pupils who lost 327.0 (12.79% days)
Tonypandy Community College	121 (8.47%) incidents (44 pupils who lost 240.5 (9.41%) days)

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

Cardinal Newman RC Comp	12 (18.75%) incidents (10 pupils who lost 110 (18.05% days)
Aberdare Community	11 (17.19%) incidents (11 pupils who lost 100 (16.41%) days)
Mountain Ash Comp	7 (10.94%) incidents (6 pupils who lost 76 (12.47%) days)

- 10.4 Significant improvements have been evident in several schools when comparing the number of incidents per 1000 pupils between 2015/16 and 2016/17 data sets. These include:

Table 15: Schools showing improvements: number of incidents of exclusion per 1000 pupils

School	2015/2016 Incidents per 1000	2016/2017 Incidents per 1000	Decrease in incidents per 1000	% Percentage Decrease in incidents per 1000
Tai Education Centre	400.00	62.50	-337.50	-84.38%
Llwyncelyn Infants School	173.33	0	-173.33	-100.00%
Hawthorn High School	119.21	41.15	-78.05	-65.48%
Hafod Primary School	79.65	8.40	-71.24	-89.45%
Rhigos Primary School	69.44	0	-69.44	-100.00%
Tonyrefail Primary School	75.91	20.62	-55.29	-72.84%
Coedpenmaen Primary School	70.92	18.32	-52.61	-74.18%

11 EXCLUSION RATES OF VULNERABLE GROUPS IN RHONDDA CYNON TAF

- 11.1 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
- 11.2 Of the 1948 total number of incidents of fixed term exclusions in 2016/17, 944 pupils were excluded of which 263 (27.86%) were female and 681 (72.14%) were male. This is an increase when compared with 2015/16 data set of which 1532 incidents related to 815 pupils of which 209 (25.64%) were female and 606 (74.36%) were male. Over the last 5 years male pupils have consistently been excluded more than their female counterparts.

11.3 The year groups with the highest exclusion rates in 2016/17 were:

Year 10 (24.74%) with 482 exclusions
 Year 9 (19.87%) with 387 exclusions
 Year 11 (14.01%) with 273 exclusions

This is consistent with exclusions in 2015/16 with year 10 and year 9 remaining the highest excluded year groups being excluded.

11.4 Table 16 highlights the number of pupils subject to a fixed term exclusion by 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	2015/16	2016/17
Number of excluded pupil cohort	815*	944*
Pupils eligible for free school meals	337	409
Pupils with statements of SEN	47	57
Pupils currently progressing through the statutory assessment process	17	17
School Action Plus	170	273
School Action	236	219
No SEN recorded	345	378

**figures represent the actual number of pupils (815 in 2015/16 and 944 in 2016/17) excluded by RCT education settings, of which 17 and 7 pupils respectively were excluded by more than one setting during the same academic year.*

11.5 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 dip 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 excluded LAC pupils	RCT exclusion cohort	Rate per 1000 excluded pupils
2012/13	74	940	78.72
2013/14	52	840	61.90
2014/15	41	895	45.81
2015/16	32	815	39.26

2016/17	42	944	44.49
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- 11.6 During 2016/17, 91 incidents of fixed term exclusion were related to children and young people who were looked after at the time of their exclusion (81 incidents in 2015/16). These incidents related to 42 pupils which accounted for a loss of 62.5 school days (32 pupils lost 71.5 schools days in 2015/16). A reduction of 12.59% in the number of days lost by children who are looked after involved in exclusion incidents is noted. However, it is noted that the rate of exclusion per 1000 excluded pupils has increased by 5.23% in 2016/17.

12. ADDRESSING RISING DATA TRENDS

- 12.1 The report details both the national and local data sets. In a national context RCT performance improved during 2015/16 with significant improvements in All Wales rankings. However, local data sets for 2016/17 have shown a significant deterioration with increases in all indicators: permanent, fixed term (both 5 days or less and more than 5 days) and number of days lost.
- 12.2 Where there are particular concerns regarding high levels of exclusions, schools have been requested to attend a support and challenge meeting with the Head of Access & Inclusion Service and Head of School Achievement (Secondary) to discuss the school's strategic approaches to whole school behaviour management with a focus upon reducing exclusion rates and resulting in an agreed action plan for improvement to be reviewed during the following terms. In addition, there is an increased focus on collaborative planning with schools supported by the Behaviour Support Teachers and Educational Psychology Service. Agreed actions of planning meetings will have a clear focus on implementing whole-school strategic approaches to reduce exclusions, supported by Behaviour Support Service and Educational Psychology Service.
- 12.3 Wellbeing, Behaviour and Attendance working group consisting of members of Access & Inclusion Service and Headteachers is planned for 2018 to explore key challenges and to identify strategic initiatives.
- 12.4 A Senior Educational Psychologist post for Wellbeing has been in place since 1st September 2017 to support schools in developing whole school approaches on behaviour management and wellbeing. Exclusions will be a priority area for the next academic year.
- 12.5 The Service Director for Access, Engagement and Inclusion routinely shares exclusion data at secondary headteachers meetings to highlight concerning data trends and to explore possible challenges with schools.
- 12.6 The Restorative Approaches in Schools (RAIS) pilot has reached its conclusion for year 1 schools. The pilot is currently being evaluated and the impact reviewed. Findings will be used to inform future provision within RCT.
- 12.7 The LA is considering its use of school to school support from schools demonstrating effective behaviour management and exclusion rates.

13. CASE STUDY

Members have previously requested contextual information to support the reported data. The following is a case study of a project that has been undertaken in an RCT secondary school.

One particular school has demonstrated that with the right approach and procedures a marked improvement in lowering levels of exclusion can be achieved over a prolonged period. Over the last four years there has been only been one permanent exclusion and a continual reduction in the levels of fixed term exclusions (see table below). The school has worked closely with the Behaviour Support Service to develop their practice. An enhanced graduated response has been implemented and set out in Pastoral Support Programmes for those pupils at risk of exclusion. The school has established detailed procedures for tracking and monitoring the behaviour of individual pupils across the curriculum. Reports are run on a weekly basis for all pupils and this has ensured that not only are incidents addressed and actions and outcomes recorded but also patterns of low level disruptive behaviour are focused upon. The inevitability that repeated misdemeanours will attract sanctions has increased pupil awareness and self management of their own performance.

Serious incidents that in other schools would possibly warrant exclusion are often dealt with within the Virtual Behaviour Unit (VBU). Pupils are required to attend the unit for a short period which would keep them separate from the school population with staggered breaks and lunchtimes, allows them to attend school and receive individual support to address their behaviour and academic needs. Pupils requiring additional support are offered individual target setting and monitoring by pastoral staff. Those pupils receiving modified timetables may also access the VBU to access support from the behaviour manager.

However, it is important to note that the school does not apply a sanction led approach, but rather ensures that positive behaviour is recognised and rewarded. Staff are required to award merits for Focus, Commitment and Success in every lesson. If pupils meet criteria set by the school council regarding behaviour, punctuality and attendance they are entered into regular draws with high street vouchers as prizes. These have proved extremely popular. Time banking has also been implemented to encourage a positive community spirit.

The school was included in the first wave of RAIS schools and senior staff fully employ restorative approaches to ensure that incidents are dealt with appropriately and relationships between teachers and pupils are maintained. Their inclusive approach has also ensured a high success in integrating pupils from other schools both through managed moves and following permanent exclusion. The structured behaviour management system has been recognised as an example of good practice by the Behaviour Support Service and staff have liaised with other schools to help them adopt the approach.

Table 18: Evidence of impact of the project detailed within the case study

	2013/14	2014/15	2015/16	2016/17	Improvements 2015/16 to 2016/17	Improvements 2013/14 to 2016/17
Permanent Exclusions	0	1	0	0	0	0
Fixed Term Exclusions	124	116	61	45	26.23% decrease	63.71% decrease
Number of Days Lost	292	261.5	180	62.5	65.28% decrease	78.60% decrease
Average Length of Exclusion	2.35	2.25	2.95	1.39	1.56 decrease	0.96 decrease

Incidents per 1000	198.4	182.39	100.33	81.08	19.25 decrease	117.32 decrease
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14. **CONCLUSION**

The Local Authority has made reducing school exclusions a priority for schools. It is noted that improvements were evident in 2015/16 with a reduction in the number of exclusions particularly in the secondary sector. However this has not been maintained in 2016/17. Consequently, enhanced support and challenge will be undertaken with schools with the most concerning data in relation to all indicators. The LA will also review the support provided to schools by Central Access and Inclusion Services with a focus upon developing sustainable whole-school behaviour management and wellbeing support systems.

Comparison Information of Fixed Term Exclusions 2016/17 – Primary Schools

Appendix 1

	Autumn 2016/17			Spring 2016/17			Summer 2016/17			Total			NOR	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)	Actual Duration	Incidents	Average Length		
Abercynon Community Primary School	4.00	1	4.00				2.00	2	1.00	6.0	3	2.00	326	9.20
Abernant Primary School				1.50	1	1.50	8.00	4	2.00	9.5	5	1.90	113	44.25
Bodringallt Primary School *	8.50	3	2.83	1.00	1	1.00	1.00	1	1.00	10.5	5	2.10	107	46.73
Brynnau Primary School	4.00	1	4.00	1.00	1	1.00				5.0	2	2.50	223	8.97
Capcoch Primary School	14.00	3	4.67	3.00	1	3.00	17.50	6	2.92	34.5	10	3.45	157	63.69
Caradog Primary School	2.00	1	2.00	26.50	10	2.65				28.5	11	2.59	221	49.77
Cefn Primary School *	1.50	1	1.50	2.00	2	1.00	2.50	2	1.25	6.0	5	1.20	132	37.88
Cilfynydd Primary School	4.50	3	1.50	3.50	2	1.75	5.00	2	2.50	13.0	7	1.86	146	47.95
Coedpenmaen Primary School	3.00	3	1.00	1.00	2	0.50				4.0	5	0.80	273	18.32
Cwmbach C in W Primary School				8.00	3	2.67	2.00	2	1.00	10.0	5	2.00	111	45.05
Cwmbach Primary School	1.50	1	1.50	5.00	2	2.50	7.00	2	3.50	13.5	5	2.70	248	20.16
Cwmclydach Community Primary School*	2.50	1	2.50	1.00	2	0.50	9.00	8	1.13	12.5	11	1.14	244	45.08
Cymmer Primary School *	12.00	2	6.00	23.00	6	3.83				35.0	8	4.38	270	29.63
Darran Park Primary School				3.00	2	1.50	0.50	1	0.50	3.5	3	1.17	370	8.11
Darrenlas Primary School							1.00	1	1.00	1.0	1	1.00	244	4.10
Dolau Primary School	1.00	1	1.00							1.0	1	1.00	471	2.12
Gelli Primary School	2.50	1	2.50	6.50	4	1.63	3.00	3	1.00	12.0	8	1.50	216	37.04
Glenboi Primary School *	1.00	1	1.00	1.00	1	1.00				2.0	2	1.00	129	15.50
Gwauncelyn Primary School	1.00	1	1.00							1.0	1	1.00	412	2.43
Hafod Primary School							0.50	1	0.50	0.5	1	0.50	119	8.40
Hawthorn Primary School				4.50	2	2.25				4.5	2	2.25	271	7.38
Hendreforgan Primary School	39.50	14	2.82	24.50	21	1.17	25.50	20	1.28	89.5	55	1.63	207	265.70
Heol Y Celyn Primary School	4.50	4	1.13	7.50	7	1.07	16.50	8	2.06	28.5	19	1.50	363	52.34

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Hirwaun Primary School							2.50	1	2.50	2.5	1	2.50	247	4.05
Llanharan Primary School	1.00	1	1.00	1.00	1	1.00				2.0	2	1.00	150	13.33
Llanhari Primary School	4.00	4	1.00	4.50	4	1.13	12.50	8	1.56	21.0	16	1.31	186	86.02
Llanilltud Faerdref Primary School				1.00	1	1.00	3.00	1	3.00	4.0	2	2.00	206	9.71
Llwyncrwn Primary School				2.50	1	2.50				2.5	1	2.50	340	2.94
Llwynypia Primary School							1.00	1	1.00	1.0	1	1.00	221	4.52
Maerdy Primary School	1.00	1	1.00	8.00	5	1.60				9.0	6	1.50	269	22.30
Maesybryn Primary School				6.00	2	3.00				6.0	2	3.00	410	4.88
Miskin Primary School	1.00	1	1.00				1.50	1	1.50	2.5	2	1.25	133	15.04
Oaklands Primary School							2.00	2	1.00	2.0	2	1.00	240	8.33
Parc Primary School							0.50	1	0.50	0.5	1	0.50	206	4.85
Pengeulan Primary School	1.00	1	1.00							1.0	1	1.00	131	7.63
Penynglyn Primary School	1.50	2	0.75				2.50	1	2.50	4.0	3	1.33	240	12.50
Penywaun Primary School *	8.00	1	8.00	18.00	7	2.57	24.00	6	4.00	50.0	14	3.57	223	62.78
Pontrhonda Primary School							3.00	2	1.50	3.0	2	1.50	164	12.20
Pontyclun Primary School	4.00	3	1.33				2.00	1	2.00	6.0	4	1.50	519	7.71
Pontygwaith Primary School							12.50	4	3.13	12.5	4	3.13	188	21.28
Porth Junior School	3.50	2	1.75				8.00	3	2.67	11.5	5	2.30	124	40.32
St Margaret's RC Primary School	3.00	1	3.00	3.00	1	3.00	1.50	1	1.50	7.5	3	2.50	125	24.00
St Michael's RC Primary School				1.00	1	1.00				1.0	1	1.00	232	4.31
Ton Infants School	1.50	1	1.50	1.50	2	0.75	5.00	3	1.67	8.0	6	1.33	185	32.43
Ton Pentre Junior School	2.00	1	2.00	2.00	2	1.00	4.00	3	1.33	8.0	6	1.33	173	34.68
Tonyrefail Primary School	2.00	2	1.00	3.00	3	1.00	0.50	1	0.50	5.5	6	0.92	291	20.62
Tonysguboriau Primary School							2.00	1	2.00	2.0	1	2.00	250	4.00
Tref Y Rhyg Primary School							9.00	4	2.25	9.0	4	2.25	115	34.78
Treorchy Primary School							1.50	1	1.50	1.5	1	1.50	420	2.38
Trerobart Primary School	28.50	1	28.50							28.5	1	28.50	231	4.33
Tylorstown Primary School							1.00	1	1.00	1.0	1	1.00	177	5.65
Ynysboeth Primary School							6.50	3	2.17	6.5	3	2.17	178	16.85
Ynyshir Community Primary School	4.50	3	1.50	18.50	2	9.25	2.00	2	1.00	25.0	7	3.57	262	26.72

Ysgol Gynradd Gymraeg Abercynon				2.00	1	2.00				2.0	1	2.00	342	2.92
Ysgol Gynradd Gymraeg Aberdar	2.00	1	2.00							2.0	1	2.00	422	2.37
Ysgol Gynradd Gymraeg Bodringallt	8.00	4	2.00	3.50	1	3.50				11.5	5	2.30	121	41.32
Ysgol Gynradd Gymraeg Llyn Y Forwyn				1.00	1	1.00				1.0	1	1.00	198	5.05
Ysgol Gynradd Gymraeg Pontsionnorton	4.00	3	1.33	4.50	2	2.25	10.50	3	3.50	19.0	8	2.38	293	27.30
Ysgol Gynradd Gymraeg Tonyrefail	3.00	2	1.50				1.00	1	1.00	4.0	3	1.33	208	14.42
Ysgol Gynradd Gymraeg Ynyswen				0.50	1	0.50				0.5	1	0.50	283	3.53
	190.50	77	2.47	205.00	108	1.90	220.50	119	1.85	616.0	304	2.03	22506	13.51

* 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 2016/17 – Secondary Schools

	Autumn 2016/17			Spring 2016/17			Summer 2016/17			Total			NOR	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)	Actual Duration	Incidents	Average Length		
Aberdare Community School	124.00	76	1.63	273.50	142	1.93	189.00	103	1.83	586.5	321	1.83	1,341	239.37
Bryncelynnog Comprehensive School	49.00	20	2.45	126.00	36	3.50	42.00	16	2.63	217.0	72	3.01	1,088	66.18
Cardinal Newman RC Comprehensive School	32.00	14	2.29	48.00	12	4.00	118.50	29	4.09	198.5	55	3.61	790	69.62
Ferndale Community School	19.50	13	1.50	30.50	19	1.61	12.50	13	0.96	62.5	45	1.39	555	81.08
Hawthorn High School	17.00	6	2.83	32.50	13	2.50	44.00	11	4.00	93.5	30	3.12	729	41.15
Mountain Ash Comprehensive School	64.00	37	1.73	79.00	24	3.29	58.50	27	2.17	201.5	88	2.29	862	102.09
Pontypridd High School *	40.00	20	2.00	60.50	22	2.75	45.00	17	2.65	145.5	59	2.47	945	62.43
Porth County Community School	56.00	23	2.43	147.00	41	3.59	22.50	17	1.32	225.5	81	2.78	789	102.66
St John Baptist C in W High School	19.00	9	2.11	7.50	5	1.50	29.00	12	2.42	55.5	26	2.13	1,031	25.22

Tonypandy Community College	98.00	50	1.96	69.00	34	2.03	97.00	40	2.43	264.0	124	2.13	619	200.32
Tonyrefail School	44.50	17	2.62	44.50	22	2.02	51.50	18	2.86	140.5	57	2.46	985	57.87
Treorchy Comprehensive School	142.00	84	1.69	110.00	80	1.38	102.00	55	1.85	354.0	219	1.62	1,648	132.89
Y Pant Comprehensive School	68.50	26	2.63	85.50	39	2.19	49.50	21	2.36	203.5	86	2.37	1,288	66.77
Ysgol Gyfun Cwm Rhondda	90.00	31	2.90	52.00	24	2.17	60.00	30	2.00	202.0	85	2.38	728	116.76
Ysgol Gyfun Garth Olwg	25.00	21	1.19	26.00	18	1.44	27.50	18	1.53	78.5	57	1.38	803	70.98
Ysgol Gyfun Rhydywaun	40.00	24	1.67	45.00	29	1.55	30.00	19	1.58	115.0	72	1.60	957	75.24
Ysgol Llanhari	11.00	6	1.83	9.00	7	1.29	3.00	3	1.00	23.0	16	1.44	578	27.68
	939.50	477	1.97	1,245.50	567	2.20	981.50	449	2.19	3,166.5	1,493	2.12	15736	94.88

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

Special Schools/PRU Data Incidents of Fixed Term Exclusions – Academic year 2016/17

	Autumn 2016/17			Spring 2016/17			Summer 2016/17			Total			NOR	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)	Actual Duration	Incidents	Average Length		
Maesgwyn Special School	42.00	11	3.82	30.00	12	2.50	34.00	13	2.62	106.0	36	2.94	132	272.73
Park Lane Special School				5.50	3	1.83	2.50	1	2.50	8.0	4	2.00	101	39.60
Tai Education Centre				4.00	2	2.00	2.00	1	2.00	6.0	3	2.00	48	62.50
Ty Gwyn Education Centre	48.50	23	2.11	69.00	42	1.64	70.00	41	1.71	187.5	106	1.77	57	1859.65
Ysgol Hen Felin				5.00	1	5.00	11.00	1	11.00	16.0	2	8.00	169	11.83
	90.50	34	2.66	113.50	60	1.89	119.50	57	2.10	323.5	151	2.14	644	234.47

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