

**RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL**

**MUNICIPAL YEAR 2018-2019**

**CHILDREN AND YOUNG PEOPLE  
SCRUTINY COMMITTEE**

**Date: 20<sup>th</sup> March 2019**

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

**Agenda Item No. 6**

**Annual School Exclusion Performance  
Report for the Academic Year 2017/18**

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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 2017/18 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 if any further information is required.

**3. REASONS FOR RECOMMENDATIONS**

To raise Members' awareness.

**4. BACKGROUND**

- 4.1 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.
- 4.2 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.

- 4.3 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.
- 4.4 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.
- 4.5 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.
- 4.6 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.

- 4.7 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.

4.8 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.

## 5. SUMMARY OF EXCLUSIONS

5.1 Table 1 shows the number of permanent and fixed term exclusions and the number of days lost for the academic years 2016/17 and 2017/18.

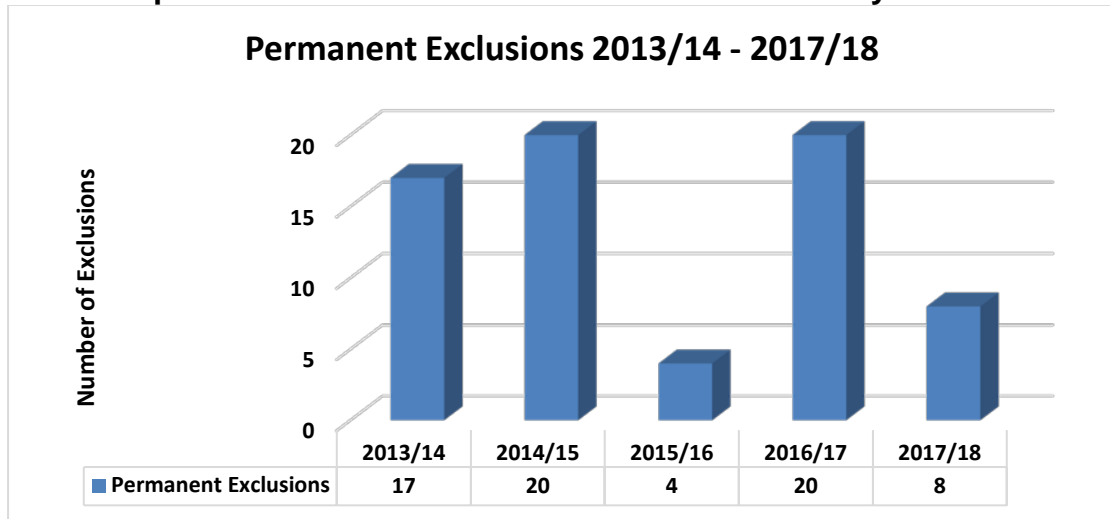
**Table1: Summary of Exclusions within RCT in 2016/17 – 2017/18**

	2016/17	2017/18	Percentage difference between 2016/17 & 2017/18
<b>Permanent Exclusions</b>	20	8	-60.00%
<b>Number of Fixed Term Exclusions</b>	1948	2,229	14.43%
<b>Number of Days Lost</b>	4106	4,294.00	4.58%

Data suggests that there has been a significant decrease in the number of permanent exclusions, but an increase in both fixed term exclusions and the number of days lost within RCT schools. The data reports the second lowest number of permanent exclusions for 5 years (the lowest being 4 incidents reported in 2015/16). However fixed term exclusions are at their highest for 5 years with 2229 incidents - a significant increase of 42.7% when comparing the last 5 years data sets.

- 5.2 Graphs 1 and 2 highlight fluctuating trends over the last 5 years reporting a significant decrease in the number of permanent exclusions, but significant increases in fixed term exclusions and the number of days lost to exclusions in 2017/18 compared to 2016/17.
- 5.3 The data reports that the 8 permanent exclusions issued are the second lowest reported incidents over the last 5 years with the 4 incidents reported in 2015/16 being the lowest.

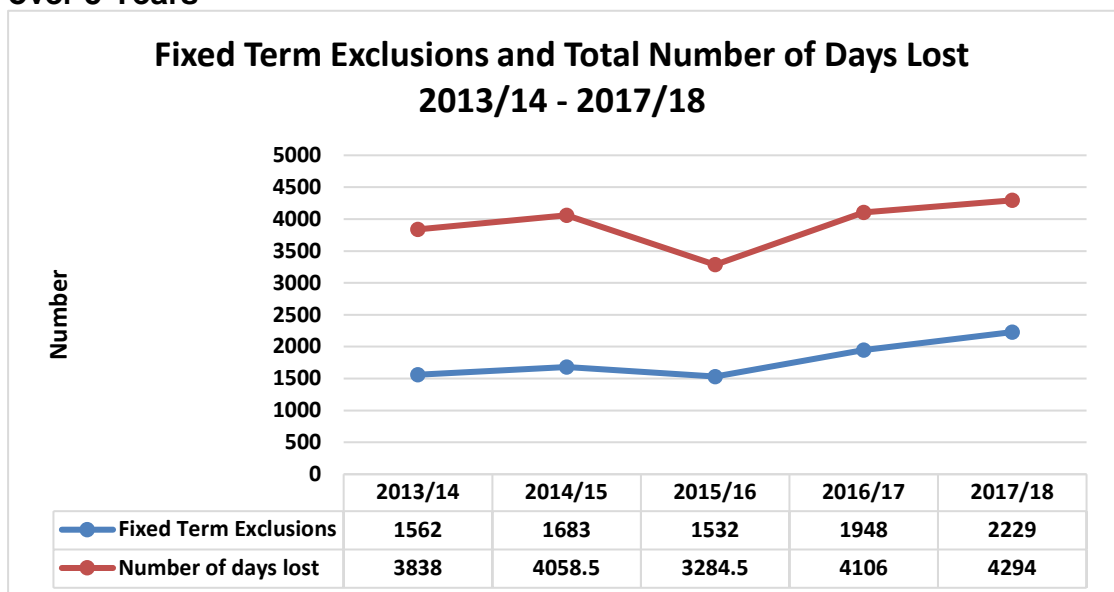
**Graph 1: Permanent Exclusions within RCT over 5 years**



The permanent exclusion data in Graph 1 shows a marked decrease in the number of permanent exclusions in 2017/18 when compared to 2016/17.

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 2017/18 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**



## 6. NATIONAL BENCHMARKING DATA

6.1 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 2016/17 data sets (First Release: Permanent and Fixed Term Exclusions for Schools in Wales 2016/17) which was published on the 2<sup>nd</sup> October 2018. Therefore the national benchmarking data relates to previous academic years 2012/13 - 2016/17 and the local data sets relate to 2017/18.

6.2 Table 2 below highlights the trend data for RCT compared to other Local Authorities. RCT's national ranking in 2015/16 was 4<sup>th</sup> for permanent exclusions. This significantly deteriorated in 2016/17, with RCT ranked 22<sup>nd</sup> in Wales for the number of exclusions, although we are the 3<sup>rd</sup> largest Local Authority in Wales. Significant deteriorations are also noted when comparing rate of exclusions per 1000 pupils with RCT's ranking dramatically dropping from 1<sup>st</sup> in 2015/16 to 13<sup>th</sup> in 2016/17. This highlights that exclusions dramatically increased in 2016/17 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 (b)				
	2012/13	2013/14	2014/15	2015/16	2016/17	2012/13	2013/14	2014/15	2015/16	2016/17
<b>North Wales</b>	<b>7</b>	<b>12</b>	<b>13</b>	<b>20</b>	<b>41</b>	<b>0.1</b>	<b>0.1</b>	<b>0.1</b>	<b>0.2</b>	<b>0.4</b>
Isle of Anglesey	0	0	0	*	*	0.0	0.0	0.0	*	*
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	0	*	*	*	12	0.0	*	*	*	0.5
Wrexham	0	*	*	9	18	0.0	*	*	0.5	0.9
<b>South West and Mid Wales</b>	<b>25</b>	<b>18</b>	<b>28</b>	<b>40</b>	<b>35</b>	<b>0.2</b>	<b>0.1</b>	<b>0.2</b>	<b>0.3</b>	<b>0.3</b>
Powys	6	0	9	12	12	0.3	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	*	*	*	*	0.3	*
Carmarthenshire	*	*	*	0	*	*	*	*	0.0	*
Swansea	5	6	8	8	6	0.1	0.2	0.2	0.2	0.2
Neath Port Talbot	11	11	9	15	13	0.5	0.5	0.4	0.7	0.6
<b>Central South Wales</b>	<b>35</b>	<b>31</b>	<b>27</b>	<b>16</b>	<b>36</b>	<b>0.2</b>	<b>0.2</b>	<b>0.2</b>	<b>0.1</b>	<b>0.2</b>
Bridgend	11	9	*	7	12	0.5	0.4	*	0.3	0.5
The Vale of Glamorgan	*	*	0	0	*	*	*	0.0	0.0	*
Rhondda Cynon Taf	13	16	17	*	20	0.3	0.4	0.4	*	0.5
Merthyr Tydfil	*	*	*	*	0	*	*	*	*	0.0
Cardiff	5	5	*	*	*	0.1	0.1	*	*	*
<b>South East Wales</b>	<b>35</b>	<b>28</b>	<b>21</b>	<b>33</b>	<b>53</b>	<b>0.4</b>	<b>0.3</b>	<b>0.2</b>	<b>0.4</b>	<b>0.6</b>
Caerphilly	8	12	9	14	16	0.3	0.4	0.3	0.5	0.6
Blaenau Gwent	*	*	*	*	12	*	*	*	*	1.3
Torfaen	7	*	*	*	*	0.5	*	*	*	*
Monmouthshire	*	0	0	*	*	*	0.0	0.0	*	*
Newport	17	10	8	10	13	0.7	0.4	0.3	0.4	0.5
<b>Wales</b>	<b>102</b>	<b>89</b>	<b>89</b>	<b>109</b>	<b>165</b>	<b>0.2</b>	<b>0.2</b>	<b>0.2</b>	<b>0.2</b>	<b>0.4</b>

Source: Pupils' Exclusions Record, Welsh Government

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

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

\* Data items that are less than 5 but greater than 0 have been suppressed due to disclosure, whilst secondary suppression has been applied to some figures.

6.3 Table 3 records the number of fixed term exclusions (5 days or less). Trend data reports an increase in the number of fixed term exclusions recorded within RCT schools. A significant increase in the rate of exclusions is evident between 2012/13 and 2016/17 with 48.3 per 1000 pupils being excluded for 5 days or less in 2016/17 compared to 38.2 per 1000 in 2012/13. RCT's national ranking is 22<sup>nd</sup> a slight deterioration in performance compared to the 2015/16 ranking of 21<sup>st</sup> in relation to number of fixed (5 days or less) exclusions. A deterioration in ranking is noted for rate of exclusions per 1000 pupils, as RCT is currently ranked 19<sup>th</sup> compared to 17<sup>th</sup> in 2015/16.

**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 (b)				
	2012/13	2013/14	2014/15	2015/16	2016/17	2012/13	2013/14	2014/15	2015/16	2016/17
<b>North Wales</b>	<b>2,272</b>	<b>2,208</b>	<b>2,550</b>	<b>3,181</b>	<b>4,162</b>	<b>22.4</b>	<b>21.8</b>	<b>25.1</b>	<b>31.3 ( r )</b>	<b>40.9</b>
Isle of Anglesey	113	87	163	202	134	11.8	9.1	17.0	20.9	13.8
Gwynedd	95	111	157	236	216	5.5	6.5	9.2	13.9	12.7
Conwy	244	150	298	380	500	15.2	9.4	18.7	23.8	31.4
Denbighshire	490	563	734	1,089	1,480	31.3	35.9	46.6	69.5	94.4
Flintshire	696	704	712	838	1,138	29.4	29.7	30.0	35.3	48.2
Wrexham	634	593	486	436	694	33.1	30.7	24.9	22.2	35.3
<b>South West and Mid Wales</b>	<b>2,590</b>	<b>2,867</b>	<b>2,946</b>	<b>3,469</b>	<b>3,563</b>	<b>20.0</b>	<b>22.2</b>	<b>22.8</b>	<b>26.9</b>	<b>27.7</b>
Powys	324	299	479	453	493	17.1	16.0	26.2	25.1	27.6
Ceredigion	115	61	85	135	147	12.0	6.3	8.9	14.1	15.4
Pembrokeshire	452	621	747	1,043	932	24.9	34.1	41.6	58.8 ( r )	53.3
Carmarthenshire	365	456	454	643	679	13.5	16.9	16.8	23.7	25.0
Swansea	684	770	546	580	570	19.5	21.8	15.4	16.2	15.9
Neath Port Talbot	650	660	635	615	742	31.7	32.1	30.7	29.6	35.7
<b>Central South Wales</b>	<b>4,974</b>	<b>4,258</b>	<b>4,417</b>	<b>4,499</b>	<b>4,650</b>	<b>34.7</b>	<b>29.6</b>	<b>30.5</b>	<b>30.8</b>	<b>31.7</b>
Bridgend	595	425	549	708	725	26.5	18.8	24.0	30.8	31.5
The Vale of Glamorgan	577	572	472	736	654	26.6	26.4	21.6	33.5	29.4
Rhondda Cynon Taf	1,491	1,307	1,553	1,445	1,870	38.2	33.6	40.1	37.2 ( r )	48.3
Merthyr Tydfil	195	178	197	152	214	21.5	20.3	22.9	17.5	24.5
Cardiff	2,116	1,776	1,646	1,458	1,187	41.5	34.2	31.3	27.3	22.0
<b>South East Wales</b>	<b>3,081</b>	<b>3,042</b>	<b>3,101</b>	<b>3,275</b>	<b>3,669</b>	<b>34.4</b>	<b>34.1</b>	<b>34.7</b>	<b>36.6</b>	<b>41.0</b>
Caerphilly	702	617	823	769	1,032	24.5	21.5	28.7	26.9	36.3
Blaenau Gwent	263	412	448	282	508	26.9	43.1	47.6	30.1	54.7
Torfaen	678	455	345	731	694	44.1	30.0	22.9	48.8 ( r )	46.3
Monmouthshire	323	341	405	468	470	27.6	29.5	35.1	40.5	40.5
Newport	1,115	1,217	1,080	1,025	965	46.1	50.0	43.7	41.0	38.4
<b>Wales</b>	<b>12,917</b>	<b>12,375</b>	<b>13,014</b>	<b>14,424</b>	<b>16,044</b>	<b>27.9</b>	<b>26.7</b>	<b>28.0</b>	<b>30.9</b>	<b>34.4</b>

Source: Pupils' Exclusions Record, Welsh Government

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

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

(r) revised figures.

**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 (b)				
	2012/13	2013/14	2014/15	2015/16	2016/17	2012/13	2013/14	2014/15	2015/16	2016/17
<b>North Wales</b>	<b>208</b>	<b>145</b>	<b>153</b>	<b>178</b>	<b>250</b>	<b>2.1</b>	<b>1.4</b>	<b>1.5</b>	<b>1.7</b>	<b>2.5</b>
Isle of Anglesey	13	*	8	15	8	1.4	*	0.8	1.6	0.8
Gwynedd	11	*	16	22	23	0.6	*	0.9	1.3	1.3
Conwy	20	18	13	40	38	1.2	1.1	0.8	2.5	2.4
Denbighshire	17	17	26	14	24	1.1	1.1	1.6	0.9	1.5
Flintshire	68	42	40	44	64	2.9	1.8	1.7	1.9	2.7
Wrexham	79	50	50	43	93	4.1	2.6	2.6	2.2	4.7
<b>South West and Mid Wales</b>	<b>194</b>	<b>168</b>	<b>193</b>	<b>142</b>	<b>211</b>	<b>1.5</b>	<b>1.3</b>	<b>1.5</b>	<b>1.1</b>	<b>1.6</b>
Powys	29	31	42	32	31	1.5	1.7	2.3	1.8	1.7
Ceredigion	*	0	0	0	9	*	0.0	0.0	0.0	0.9
Pembrokeshire	*	20	16	21	32	*	1.1	0.9	1.2	1.8
Carmarthenshire	16	10	25	18	18	0.6	0.4	0.9	0.7	0.7
Swansea	90	57	74	51	59	2.6	1.6	2.1	1.4	1.6
Neath Port Talbot	46	50	36	20	62	2.2	2.4	1.7	1.0	3.0
<b>Central South Wales</b>	<b>352</b>	<b>248</b>	<b>274</b>	<b>195</b>	<b>217</b>	<b>2.5</b>	<b>1.7</b>	<b>1.9</b>	<b>1.3</b>	<b>1.5</b>
Bridgend	46	32	40	46	66	2.0	1.4	1.8	2.0	2.9
The Vale of Glamorgan	77	63	19	43	38	3.5	2.9	0.9	2.0	1.7
Rhondda Cynon Taf	73	85	102	65	81	1.9	2.2	2.6	1.7	2.1
Merthyr Tydfil	18	9	16	5	5	2.0	1.0	1.9	0.6	0.6
Cardiff	138	59	97	36	27	2.7	1.1	1.8	0.7	0.5
<b>South East Wales</b>	<b>208</b>	<b>177</b>	<b>160</b>	<b>139</b>	<b>185</b>	<b>2.3</b>	<b>2.0</b>	<b>1.8</b>	<b>1.6</b>	<b>2.1</b>
Caerphilly	57	55	65	66	110	2.0	1.9	2.3	2.3	3.9
Blaenau Gwent	21	39	17	8	8	2.1	4.1	1.8	0.9	0.9
Torfaen	35	*	*	16	16	2.3	*	*	1.1	1.1
Monmouthshire	7	*	*	5	12	0.6	*	*	0.4	1.0
Newport	88	72	59	44	39	3.6	3.0	2.4	1.8	1.6
<b>Wales</b>	<b>962</b>	<b>738</b>	<b>780</b>	<b>654</b>	<b>863</b>	<b>2.1</b>	<b>1.6</b>	<b>1.7</b>	<b>1.4</b>	<b>1.9</b>

Source: Pupils' Exclusions Record, Welsh Government

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

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

\* Data items that are less than 5 but greater than 0 have been suppressed due to disclosure, whilst secondary suppression has been applied to some figures.

6.4 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 65 to 81 and 1.7 to 2.1 respectively. RCT's ranking was 20<sup>th</sup> in 2016/17 compared to 21<sup>st</sup> in 2015/16 in relation to number of exclusions and 16<sup>th</sup> in 2016/17 compared to 15<sup>th</sup> in 2015/16 in relation to incidents per 1000 pupils.

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

- 7.1 Table 5 shows the number of permanent exclusions in Rhondda Cynon Taf for 2016/17 and 2017/18 and reports a significant decrease between the two academic years.

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

Year Group	2016/17	2017/18	Difference	% Percentage Difference
Year 7	3	0	-3	-100.00%
Year 8	2	2	0	0.00%
Year 9	6	3	-3	-50.00%
Year 10	7	2	-5	-71.43%
Year 11	2	1	-1	-50.00%
<b>Total</b>	<b>20</b>	<b>8</b>	<b>-12</b>	<b>-60.00%</b>

- 7.2 There has been a 60% decrease in the number of permanent exclusions in schools within RCT during 2017/18.
- 7.3 Permanent exclusions within RCT are at their second lowest since 2015/16.
- 7.4 Of the 8 pupils permanently excluded in 2017/18, all were male. In 2016/17, 2 were female and 18 were male.
- 7.5 The permanent exclusions for the academic year 2017/18 were in the following secondary schools.

- 2 (25.00%) Aberdare Community School
- 1 (12.50%) Bryncelynog Comprehensive School
- 1 (12.50%) Ferndale Community School
- 1 (12.50%) Hawthorn High School
- 1 (12.50%) Mountain Ash Comprehensive School
- 1 (12.50%) Pontypridd High School
- 1 (12.50%) Ysgol Gyfun Garth Olwg

There were no permanent exclusions in our primary schools in 2017/18.

- 7.6 The 8 permanent exclusions imposed related to serious breaches of behaviour including: 3 cases of incidents of physical assault on staff, 2 in relation to physical assault on pupils, and 3 incidents related to verbal abuse/threatening behaviour against a pupil, damage and other.
- 7.7 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. One case was referred to an Independent Appeal Panel (IAP) in 2017/18 which resulted in the decision to overturn the pupil's permanent exclusion but not reinstate the pupil back into the excluding school due to exceptional circumstances.



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

- 8.1 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 2017/18 reports a decrease of 12.20% compared to 2016/17

**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 *
2013/14	103
2014/15	103
2015/16	66
2016/17	82
2017/18	72

\*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 decreased 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
2013/14	1071.5
2014/15	1049
2015/16	679
2016/17	788
2017/18	686.5

- 8.3 Over the last 5 years the most common reason for exclusion has been 'verbal abuse/threatening behaviour towards an adult' with a total of 100 incidents (23.47%). The most common reason for more than 5 days exclusion in 2017/18 was 'other' and 'verbal/threatening behaviour towards an adult' with 15 and 14 incidents respectively.
- 8.4 The pupil level data highlighted in table 8 suggests that of the 426 incidents of more than 5 days or more fixed term exclusions issued over the 5 year period a total of 352 pupils were excluded, of which 24 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
328	Pupils had 1 exclusion
23	Pupils had 2 exclusions

1	Pupils had 3 exclusions
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- 8.5 In 2017/18 of the 72 incidents of fixed term exclusions of more than 5 days: 61 pupils were excluded of which 2 pupil had 3 exclusions:

**Table 9: Number of pupils with repeat exclusions of more than 5 days during 2017/18**

Number of pupils	Incidents
52	Pupils had 1 exclusion
7	Pupils had 2 exclusions
2	Pupils had 3 exclusions

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

- 9.1 Fixed term exclusion of 5 days or less has fluctuated over the last 5 years, but a significant increase was evident in 2017/18 (Table 10), with an increase of 47.84% since 2013/14:

**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 *
2013/14	1459
2014/15	1580
2015/16	1466
2016/17	1866
2017/18	2157

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

- 9.2 Number of school days lost over the last 5 years has also increased and is at its highest in 5 years, with an increase 30.40% since 2013/14:

**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
2013/14	2766.5
2014/15	3009.5
2015/16	2605.5
2016/17	3318
2017/18	3607.5

- 9.3 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 2056 incidents (22.96%), followed by 'verbal abuse/threatening behaviour towards an adult'

with 1886 incidents (21.06%). 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 2017/18 was 'other' with 473 incidents (21.93%). The high number of incidents recorded as 'other' is currently being investigated by Access and Inclusion.

- 9.4 Pupil level data highlights that of the 8528 incidents of 5 days or less fixed term exclusions over the 5 year period, a total of 3015 pupils were excluded.
- 9.5 Table 12 highlights that in 2017/18 of the 2157 incidents of fixed term exclusions of 5 days or less 1005 pupils were excluded. The number of repeat exclusions is summarised as follows:

**Table 12: Number of repeat exclusions of 5 days or less 2017/18**

Number of pupils	Incidents
591	Pupils had 1 exclusion
175	Pupils had 2 exclusions
81	Pupils had 3 exclusions
43	Pupils had 4 exclusions
39	Pupils had 5 exclusions
21	Pupils had 6 exclusions
24	Pupils had 7 exclusions
13	Pupils had 8 exclusions
5	Pupils had 9 exclusions
3	Pupils had 10 exclusions
2	Pupils had 11 exclusions
3	Pupils had 12 exclusions
3	Pupils had 14 exclusions
1	Pupils had 16 exclusions
1	Pupils had 17 exclusions

- 9.6 Contextual information: pupil X with 17 incidents: exclusions have been for a duration of between 0.5 day - 5 days, all incidents relate to the same secondary school, all incidents took place during 2017/18. The pupil is receiving support from Access & Inclusion, Attendance and Wellbeing Service (AWS) and Youth Engagement and Participation Service (YEPS) professionals and has been referred to Fair Access Panel (FAP) for a change of placement. Pupil Y with 16 incidents of exclusion is a Child who is Looked After (CLA) pupil: exclusions have been for a duration of between 0.5 day - 5 days and the pupil was subsequently permanently excluded. The incidents were all issued by one secondary school. The pupil has been receiving support from the CLA Education Team and has been discussed at placement and FAP regarding the most suitable placement.

9.7 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 requirements of the SEN Code of Practice for Wales.

## 10. AN ANALYSIS OF PRIMARY FIXED TERM EXCLUSIONS

10.1 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 2016/17 – 2017/18**

Primary Data	2016/17	2017/18	% Increase/Decrease
Incidents of exclusion	304	388	27.63%
Total number of days lost	616	634.5	3.00%
Average length of exclusion	2.03	1.64	-19.21%
Number of pupils excluded	142	187	31.69%

Incidents of exclusion figures for RCT primary pupils has increased by 27.63%, the number of days lost has increased slightly by 3% and the average length has reduced from 2.03 to 1.64. The number of primary school pupils excluded has increased by 31.69% from 142 to 187 when compared with last year's data set.

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

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

Tref y Rhyg Primary	184.40 per 1000 pupils
Hendreforgan Primary	153.85 per 1000 pupils
Bodringallt Primary	129.63 per 1000 pupils
Capcoch Primary	119.05 per 1000 pupils

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

Hendreforgan Primary	32 (8.25%) incidents (10 pupils who lost 33.55 (5.28%) days)
Tref y Rhyg Primary	26 (6.70%) incidents (9 pupils who lost 48.0 (7.57%) days)
Capcoch Primary	20 (5.15%) incidents (2 pupils who lost 34.5 (5.44%) days)

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

Hendreforgan Primary	31 (8.18%) incidents (10 pupils who lost 28.0 (5.01%) days)
Tref y Rhyg Primary	26 (6.86%) incidents (9 pupils who lost 48.0 (8.59%) days)
Capcoch Primary	20 (5.28%) incidents (2 pupils who lost 34.5 (6.18%) days)

Highest number of incidents of exclusions of more than 5 days (all schools who excluded for more than 5 days had only 1 exclusion):

Dolau Primary	1 (11.11%) incident (1 pupil who lost 20 (26.32%) days)
Bodringallt Primary	1 (11.11%) incident (1 pupil who lost 12 (15.79%) days)
Llanilltud Faerdref Primary	1 (11.11%) incident (1 pupil who lost 7 (9.21%) days)
Glenboi Primary	1 (11.11%) incident (1 pupil who lost 7 (9.21%) days)
Cwmbach Primary	1 (11.11%) incident (1 pupil who lost 7 (9.21%) days)
Treorchy Primary	1 (11.11%) incident (1 pupil who lost 6 (7.89%) days)
Penywaun Primary	1 (11.11%) incident (1 pupil who lost 6 (7.89%) days)
Hendreforgan Primary	1 (11.11%) incident (1 pupil who lost 5.5 (7.24%) days)
Cwmbach C in W Primary	1 (11.11%) incident (1 pupil who lost 5.5 (7.24%) days)

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

11.1 Table 14 shows the overall secondary school exclusion rates in RCT over the last two years. Majority of indicators have significantly increased except for the average length of exclusion which has reduced from 2.12 to 1.99:

**Table 14: Fixed Term Exclusions within Secondary Schools 2016/17 – 2017/18**

Secondary Data	2016/17	2017/18	% Increase
Incidents of exclusion	1493	1685	12.86%
Total number of days lost	3166.5	3358.0	6.05%
Average length of exclusion	2.12	1.99	-6.13%
Number of pupils excluded	746	785	5.23%

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 exclusion per 1000 pupils are as follows:

Aberdare Community School	253.92 per 1000 pupils
Ferndale Community	181.35 per 1000 pupils
Treorchy Comprehensive	180.00 per 1000 pupils

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

Aberdare Community	324 (19.23%) incidents (116 pupils who lost 543.5 (16.19%) days)
Treorchy Comprehensive	297 (17.63%) incidents (131 pupils who lost 551.5 (16.42% days)
Mountain Ash Comp	154 (9.14%) incidents (64 pupils who lost 287.5 (8.56%) days)

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

Aberdare Community	319 (19.63%) incidents (116 pupils who lost 486.0 (17.49%) days)
Treorchy Comprehensive	288 (17.72%) incidents (130 pupils who lost 470.0 (16.91% days)
Mountain Ash Comp	149 (9.17%) incidents (63 pupils who lost 251.5 (9.05%) days)

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

Treorchy Comprehensive	9 (15.00%) incidents (6 pupils who lost 81.5 (14.08% days)
Pontypridd High	6 (10.00%) incidents (4 pupils who lost 72.0 (12.44%) days)
Aberdare Community	5 (8.33%) incidents (5 pupils who lost 57.5 (9.93%) days)

- 11.4 Significant improvements have been evident in several schools when comparing the number of incidents per 1000 pupils between 2016/17 and 2017/18 data sets. These include:

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

School	2016/2017 Incidents per 1000	2017/2018 Incidents per 1000	Decrease in incidents per 1000	% Percentage Increase in incidents per 1000
Maesgwyn Special School	272.73	123.08	-149.65	-54.87%
Hendreforgan Primary School	265.70	153.85	-111.85	-42.10%
Llanhari Primary School	86.02	10.70	-75.33	-87.57%
Caradog Primary School	49.77	0.00	-49.77	-100.00%
Heol Y Celyn Primary School	52.34	5.52	-46.82	-89.44%

Ty Gwyn Education Centre	1859.65	1818.18	-41.47	-2.23%
Porth Junior School	40.32	0.00	-40.32	-100.00%

## 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 2229 total number of incidents of fixed term exclusions in 2017/18, 1022 pupils were excluded of which 272 (26.61%) were female and 750 (73.39%) were male. This is an increase when compared with 2016/17 data set of which 1948 incidents related to 944 pupils of which 263 (27.86%) were female and 681 (72.14%) 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 2017/18 were:

Year 10	(22.25%) with 496 exclusions
Year 8	(19.47%) with 434 exclusions
Year 9	(17.77%) with 396 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 (incidents of exclusions)**

Data set	2016/17	2017/18
Number of CLA pupils excluded	32	42
Pupils eligible for free school meals	949	1022
Pupils with statements of SEN	118	186
Pupils currently progressing through the statutory assessment process	69	19
School Action Plus	740	1027
School Action	434	479
No SEN recorded	587	518



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 an improvement 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
2013/14	52	840	61.9
2014/15	41	895	45.81
2015/16	32	815	39.26
2016/17	42	944	44.49
2017/18	36	1022	35.23

12.6 During 2017/18, 107 incidents of fixed term exclusion were related to children and young people who were looked after at the time of their exclusion (91 incidents in 2016/17). These incidents related to 36 pupils which accounted for a loss of 212 school days (42 pupils lost 214.5 schools days in 2016/17). A reduction of 1.17% 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 has decreased from 44.49 in 2016/17 to 35.23 in 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 a deterioration in All Wales rankings in relation to fixed term exclusions in 2016/17. Local data sets for 2017/18 are more variable. A significant decrease of 60% in the number of permanent exclusions issued was evident together with a decrease in the number of incidents of fixed term exclusions of more than 5 days. However, a significant increase in the number of fixed term exclusions of 5 days or less was reported in relation to both the primary and secondary sector.

13.2 Where there are particular concerns regarding high levels of exclusions, schools will continue to be requested to attend a support and challenge meeting with the Head of Inclusion Services and Head of School Achievement (Secondary). 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 requested to meet with the Director of Education and Inclusion Services. The LA has provided schools with revised guidance for the self-evaluation of school-based behaviour management systems with the overarching aim of reducing exclusions. It is anticipated that LA scrutiny of school self-evaluations will provide a framework for a more rigorous and consistent approach to support and challenge meetings.

13.3 Following a review of the LA's managed moves process a Fair Access Protocol (FAP) has been fully implemented since September 2018. The FAP aims to



improve the accountability of schools in ensuring a coordinated managed moves process as part of a graduated response to meeting the needs of pupils who are at risk of permanent exclusion and pupils who are 'hard to place' due to previous challenging experiences, particularly most vulnerable pupils such as children looked after (CLA). The effectiveness of the FAP will be evaluated during Summer Term 2019.

- 13.4 Following feedback received from both the annual Behaviour Support Service (BSS) evaluation and the recent head teacher perception survey it is perceived that the BSS delivery model could support schools more effectively. The BSS is currently a 'traded service' whereby schools purchase a designated package of support from delegated funding over an academic year via a Service Level Agreement (SLA). Feedback from the BSS suggests that the above arrangements do not allow the service to respond dynamically to the changing priorities of schools in relation to tackling behavioural issues on a strategic or individual pupil basis. In response to the feedback, the BSS will cease to operate as a traded service from September 2019 and will operate a more flexible, needs led cluster based model to support the LA's strategic priorities in relation to exclusions and behaviour management. A comprehensive review of the effectiveness of the BSS within a continuum of provision available for pupils with social, emotional and behavioural difficulties (SEBD) in Rhondda Cynon Taf will be undertaken during academic year 2019/20
- 13.5 Data analysis of exclusion rates for 2017/18 has shown that there is a significant variation in the rate of exclusion issued by schools, ranging from 16.68 to 253.92 incidents of exclusion per 1000 pupils in secondary schools and from 3.19 to 184.40 per 1000 pupils in primary schools. To address this concerning variation the LA is establishing a focus group of head teachers to seek feedback from schools that have low rates of exclusion in order to identify examples of effective practice that can be shared via a coordinated school to school support approach.
- 13.6 Following a recent 'Alternative Provision' survey undertaken by the LA in secondary schools it is apparent that there are very limited opportunities for pupils who struggle to engage with a typically academic mainstream curriculum to access a broader range of vocational learning opportunities. The LA is currently exploring opportunities in terms of good practice models and funding mechanisms that would enable a larger number of its secondary schools to develop school-based alternative learning provision to meet the needs of their most difficult to reach and disaffected pupils.
- 13.7 In recognition of the complex nature of pupils' behavioural difficulties, the Senior Educational Psychologist for Wellbeing, will present a Wellbeing in Education Plan for implementation from Summer Term 2019 which aims to take a strategic and multi- agency approach to addressing the numerous underlying factors that contribute to the social, emotional and behavioural needs of pupils.
- 13.8 At the time of writing, the LA is undertaking a consultation based on a review of its learning support class provision. The consultation includes a proposal to enhance the learning support class provision that is currently available at Pontypridd High School for pupils in Key Stage 3 and 4 who are experiencing

significant social, emotional and behavioural difficulties (SEBD) by opening an additional learning support class provision in Ysgol Nantgwyn. The outcome of the consultation is expected in April 2019.

**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 one of the Local Authority's highest priorities and is reflected in its strategic delivery plans. It is noted that improvements were evident in the number of permanent exclusions and fixed term exclusions of more than 5 days in 2017/18 together with encouragingly sustained reduction in the number of CLA pupils incurring exclusions over a 5 year period. However, the Local Authority must acknowledge the significant increase in the number of fixed term exclusions issued to an increasing number of pupils within both the primary and secondary phases during 2017/18. Due to the numerous underlying factors that can impact upon a pupil's ability to engage meaningfully in his/her educational provision it is imperative that the Local Authority takes a strategic and collaborative approach to reducing exclusions.

Comparison Information of Fixed Term Exclusions 2017/18 – Primary Schools

Appendix 1

	Autumn 2017/18			Spring 2017/18			Summer 2017/18			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	Number of Incidents	Average Length (Days)		
Abercynon Community Primary School	0.00	0	0.00	3.00	2	1.50	0.00	0	0.00	3.0	2	1.50	341	5.87
Abernant Primary School	2.00	1	2.00	4.00	2	2.00	4.50	3	1.50	10.5	6	1.75	120	50.00
Bodringallt Primary School *	4.50	2	2.25	8.50	7	1.21	15.50	5	3.10	28.5	14	2.04	108	129.63
Capcoch Primary School	5.00	5	1.00	17.00	8	2.13	12.50	7	1.79	34.5	20	1.73	168	119.05
Cefn Primary School *	3.00	3	1.00	0.00	0	0.00	3.50	3	1.17	6.5	6	1.08	139	43.17
Cilfynydd Primary School	0.00	0	0.00	5.00	2	2.50	0.00	0	0.00	5.0	2	2.50	157	12.74
Coedpenmaen Primary School	2.00	2	1.00	0.00	0	0.00	0.00	0	0.00	2.0	2	1.00	283	7.07
Cwmaman Infants School	0.00	0	0.00	2.00	1	2.00	0.00	0	0.00	2.0	1	2.00	118	8.47
Cwmbach C in W Primary School	12.00	6	2.00	2.50	1	2.50	2.00	1	2.00	16.5	8	2.06	104	76.92
Cwmbach Primary School	1.00	2	0.50	6.50	6	1.08	15.50	8	1.94	23.0	16	1.44	259	61.78
Cwmclydach Community Primary School *	2.00	3	0.67	4.50	7	0.64	7.50	8	0.94	14.0	18	0.78	232	77.59
Cwmdar Primary School	1.00	1	1.00	2.00	1	2.00	3.00	2	1.50	6.0	4	1.50	268	14.93
Cymmer Primary School *	0.00	0	0.00	0.00	0	0.00	1.00	1	1.00	1.0	1	1.00	269	3.72
Darran Park Primary School	1.50	1	1.50	4.00	2	2.00	0.50	1	0.50	6.0	4	1.50	356	11.24
Darrenlas Primary School	0.50	1	0.50	0.00	0	0.00	0.00	0	0.00	0.5	1	0.50	233	4.29
Dolau Primary School	1.00	1	1.00	20.50	2	10.25	0.00	0	0.00	21.5	3	7.17	487	6.16
Gelli Primary School	0.50	1	0.50	3.00	2	1.50	1.50	2	0.75	5.0	5	1.00	209	23.92
Glenboi Primary School *	4.00	2	2.00	7.00	1	7.00	0.00	0	0.00	11.0	3	3.67	128	23.44
Hafod Primary School	2.50	1	2.50	0.50	1	0.50	0.00	0	0.00	3.0	2	1.50	127	15.75
Hawthorn Primary School	0.00	0	0.00	0.00	0	0.00	7.00	5	1.40	7.0	5	1.40	247	20.24
Hendreforgan Primary School	19.50	22	0.89	4.50	4	1.13	9.50	6	1.58	33.5	32	1.05	208	153.85

Heol Y Celyn Primary School	0.00	0	0.00	0.00	0	0.00	4.00	2	2.00	4.0	2	2.00	<b>362</b>	5.52
Hirwaun Primary School	0.00	0	0.00	6.00	3	2.00	0.00	0	0.00	6.0	3	2.00	<b>249</b>	12.05
Llanharan Primary School	3.00	2	1.50	0.00	0	0.00	2.00	1	2.00	5.0	3	1.67	<b>152</b>	19.74
Llanhari Primary School	2.00	1	2.00	0.00	0	0.00	1.50	1	1.50	3.5	2	1.75	<b>187</b>	10.70
Llanilltud Faerdref Primary School	0.00	0	0.00	0.00	0	0.00	17.00	7	2.43	17.0	7	2.43	<b>208</b>	33.65
Llwynypia Primary School	5.00	1	5.00	1.00	1	1.00	7.50	5	1.50	13.5	7	1.93	<b>218</b>	32.11
Maerdy Primary School	0.00	0	0.00	0.00	0	0.00	6.00	3	2.00	6.0	3	2.00	<b>281</b>	10.68
Maesybryn Primary School	2.50	4	0.63	6.00	2	3.00	7.50	3	2.50	16.0	9	1.78	<b>409</b>	22.00
Miskin Primary School	1.00	1	1.00	0.00	0	0.00	2.00	1	2.00	3.0	2	1.50	<b>125</b>	16.00
Oaklands Primary School	0.00	0	0.00	0.00	0	0.00	0.50	1	0.50	0.5	1	0.50	<b>221</b>	4.52
Parc Primary School	2.00	1	2.00	0.50	1	0.50	0.00	0	0.00	2.5	2	1.25	<b>221</b>	9.05
Pengeulan Primary School	2.00	1	2.00	2.00	1	2.00	0.00	0	0.00	4.0	2	2.00	<b>139</b>	14.39
Penrhiwceibr Primary School	1.50	1	1.50	0.50	1	0.50	0.00	0	0.00	2.0	2	1.00	<b>157</b>	12.74
Penrhys Primary School	3.00	3	1.00	2.50	2	1.25	8.00	5	1.60	13.5	10	1.35	<b>111</b>	90.09
Penygraig Junior School	1.00	1	1.00	2.50	1	2.50	0.50	1	0.50	4.0	3	1.33	<b>125</b>	24.00
Penyreglyn Primary School	6.50	4	1.63	4.50	4	1.13	4.50	1	4.50	15.5	9	1.72	<b>231</b>	38.96
Penywaun Primary School *	10.50	2	5.25	7.00	4	1.75	10.00	10	1.00	27.5	16	1.72	<b>196</b>	81.63
Pontrhonna Primary School	0.00	0	0.00	1.50	1	1.50	0.00	0	0.00	1.5	1	1.50	<b>161</b>	6.21
Pontygwaith Primary School	3.00	2	1.50	7.00	3	2.33	0.00	0	0.00	10.0	5	2.00	<b>190</b>	26.32
SS Gabriel & Raphael RC Primary School	0.00	0	0.00	0.00	0	0.00	4.00	1	4.00	4.0	1	4.00	<b>149</b>	6.71
St Margaret's RC Primary School	0.00	0	0.00	1.00	1	1.00	10.50	8	1.31	11.5	9	1.28	<b>145</b>	62.07
Ton Pentre Junior School	19.00	10	1.90	7.00	2	3.50	5.00	2	2.50	31.0	14	2.21	<b>189</b>	74.07
Tonyrefail Primary School	6.50	4	1.63	13.00	9	1.44	4.00	3	1.33	23.5	16	1.47	<b>274</b>	58.39
Tonysguboriau Primary School	0.00	0	0.00	0.00	0	0.00	2.50	1	2.50	2.5	1	2.50	<b>250</b>	4.00
Tref Y Rhyg Primary School	21.00	12	1.75	7.00	7	1.00	20.00	7	2.86	48.0	26	1.85	<b>141</b>	184.40
Treorchy Primary School	0.00	0	0.00	0.00	0	0.00	8.00	2	4.00	8.0	2	4.00	<b>407</b>	4.91

Trerobart Primary School	1.00	1	1.00	0.00	0	0.00	0.00	0	0.00	1.0	1	1.00	226	4.42
Tylorstown Primary School	1.00	1	1.00	4.50	3	1.50	18.00	6	3.00	23.5	10	2.35	179	55.87
Williamstown Primary School	0.00	0	0.00	1.00	1	1.00	1.00	1	1.00	2.0	2	1.00	333	6.01
Ynysboeth Primary School	3.50	2	1.75	3.00	2	1.50	2.00	2	1.00	8.5	6	1.42	183	32.79
Ynyshir Community Primary School	0.50	1	0.50	5.50	4	1.38	12.50	8	1.56	18.5	13	1.42	260	50.00
Ysgol Gynradd Gymraeg Abercynon	1.50	1	1.50	2.00	1	2.00	8.50	4	2.13	12.0	6	2.00	344	17.44
Ysgol Gynradd Gymraeg Aberdar	0.00	0	0.00	1.00	1	1.00	1.00	1	1.00	2.0	2	1.00	415	4.82
Ysgol Gynradd Gymraeg Bodringallt	1.50	3	0.50	10.50	5	2.10	1.50	3	0.50	13.5	11	1.23	135	81.48
Ysgol Gynradd Gymraeg Evan James	0.00	0	0.00	0.00	0	0.00	1.50	2	0.75	1.5	2	0.75	302	6.62
Ysgol Gynradd Gymraeg Llwynceilyn	1.00	1	1.00	2.00	2	1.00	4.50	3	1.50	7.5	6	1.25	306	19.61
Ysgol Gynradd Gymraeg Llyn Y Forwyn	3.50	3	1.17	2.00	1	2.00	0.00	0	0.00	5.5	4	1.38	188	21.28
Ysgol Gynradd Gymraeg Pontsionnorton	4.00	2	2.00	1.50	2	0.75	4.50	3	1.50	10.0	7	1.43	295	23.73
Ysgol Gynradd Gymraeg Tonyrefail	1.00	1	1.00	1.00	1	1.00	0.50	1	0.50	2.5	3	0.83	204	14.71
Ysgol Gynradd Gymraeg Ynyswen	0.00	0	0.00	0.00	0	0.00	1.00	1	1.00	1.0	1	1.00	283	3.53
Ysgol Gynradd Gymunedol Gymraeg Llantrisant	0.00	0	0.00	0.00	0	0.00	2.00	1	2.00	2.0	1	2.00	313	3.19
	<b>170.00</b>	<b>120</b>	<b>1.42</b>	<b>197.50</b>	<b>115</b>	<b>1.72</b>	<b>267.00</b>	<b>153</b>	<b>1.75</b>	634.5	388	1.64	<b>22365</b>	17.35

*\* 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 2017/18 – Secondary Schools**

	Autumn 2017/18			Spring 2017/18			Summer 2017/18			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	Number of Incidents	Average Length (Days)		
Aberdare Community School	266.00	158	1.68	174.00	114	1.53	103.50	52	1.99	543.5	324	1.68	<b>1,276</b>	253.92
Bryncelynnog Comprehensive School	20.00	10	2.00	46.00	19	2.42	53.50	19	2.82	119.5	48	2.49	<b>1,126</b>	42.63
Cardinal Newman RC Comprehensive School	42.00	15	2.80	55.00	21	2.62	23.00	10	2.30	120.0	46	2.61	<b>770</b>	59.74
Ferndale Community School	29.00	25	1.16	45.50	36	1.26	65.50	44	1.49	140.0	105	1.33	<b>579</b>	181.35
Hawthorn High School	57.00	18	3.17	40.50	23	1.76	91.00	24	3.79	188.5	65	2.90	<b>736</b>	88.32
Mountain Ash Comprehensive School	87.50	47	1.86	117.50	62	1.90	82.50	45	1.83	287.5	154	1.87	<b>879</b>	175.20
Pontypridd High School *	70.00	29	2.41	57.00	16	3.56	63.00	27	2.33	190.0	72	2.64	<b>910</b>	79.12
Porth County Community School	45.50	29	1.57	49.50	25	1.98	95.00	37	2.57	190.0	91	2.09	<b>718</b>	126.74
St John Baptist C in W High School	24.00	5	4.80	17.00	4	4.25	12.00	7	1.71	53.0	16	3.31	<b>959</b>	16.68
Tonypandy Community College	103.00	46	2.24	104.50	37	2.82	44.00	28	1.57	251.5	111	2.27	<b>620</b>	179.03
Tonyrefail School	63.50	27	2.35	23.50	11	2.14	35.00	10	3.50	122.0	48	2.54	<b>1,029</b>	46.65
Treorchy Comprehensive School	164.50	92	1.79	188.00	104	1.81	199.00	101	1.97	551.5	297	1.86	<b>1,650</b>	180.00
Y Pant Comprehensive School	59.50	25	2.38	83.00	33	2.52	74.00	25	2.96	216.5	83	2.61	<b>1,323</b>	62.74
Ysgol Gyfun Cwm Rhondda	81.50	22	3.70	11.50	11	1.05	38.50	28	1.38	131.5	61	2.16	<b>732</b>	83.33
Ysgol Gyfun Garth Olwg	36.50	29	1.26	12.00	10	1.20	59.00	38	1.55	107.5	77	1.40	<b>810</b>	95.06
Ysgol Gyfun Rhydywaun	41.00	25	1.64	37.00	24	1.54	32.00	16	2.00	110.0	65	1.69	<b>971</b>	66.94
Ysgol Llanhari	16.50	9	1.83	2.00	2	1.00	17.00	11	1.55	35.5	22	1.61	<b>639</b>	34.43
	<b>1,207.00</b>	<b>611</b>	<b>1.98</b>	<b>1,063.50</b>	<b>552</b>	<b>1.93</b>	<b>1,087.50</b>	<b>522</b>	<b>2.08</b>	3,358.0	1,685	1.99	<b>15727</b>	107.14

\* 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 2017/18**

	Autumn 2017/18			Spring 2017/18			Summer 2017/18			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	Number of Incidents	Average Length (Days)		
Maesgwyn Special School	15.00	9	1.67	8.00	5	1.60	2.00	2	1.00	25.0	16	1.56	<b>130</b>	123.08
Park Lane Special School	32.00	4	8.00	0.00	0	0.00	0.00	0	0.00	32.0	4	8.00	<b>93</b>	43.01
Tai Education Centre	5.00	4	1.25	12.00	5	2.40	13.00	5	2.60	30.0	14	2.14	<b>47</b>	297.87
Ty Gwyn Education Centre	43.00	21	2.05	52.00	35	1.49	116.00	64	1.81	211.0	120	1.76	<b>66</b>	1818.18
Ysgol Hen Felin	0.00	0	0.00	3.50	2	1.75	0.00	0	0.00	3.5	2	1.75	<b>178</b>	11.24
	<b>95.00</b>	<b>38</b>	<b>2.50</b>	<b>75.50</b>	<b>47</b>	<b>1.61</b>	<b>131.00</b>	<b>71</b>	<b>1.85</b>	301.5	156	1.93	<b>656</b>	237.80