BRIDGEND COUNTY BOROUGH COUNCIL

REPORT TO CHILDREN AND YOUNG PEOPLE OVERVIEW AND SCRUTINY

11 MAY 2015

REPORT OF THE DIRECTOR OF EDUCATION AND TRANSFORMATION

SCHOOL EXCLUSIONS- UPDATE ON TASK AND FINISH GROUP

1. Purpose of Report

1.1 The purpose of this report is to update members on the outcome of the exclusions task and finish group. Also to outline the Fair Access Action Plan to reduce fixed-term and permanent exclusions in both Primary and Secondary schools in Bridgend.

2. Connection to Corporate Improvement Objectives/Other Corporate Priorities

2.1 **<u>Priority two</u>**: Working together to raise ambitions and drive up educational achievement.

We know a good education helps prepare children and young people for all aspects of their lives, including gaining skills for employment, looking after their families and contributing to their communities. We also know that a high level of school attendance is essential for children to thrive academically. We will use data to ensure we better understand the performance of individuals and groups of learners and offer extra help at an earlier stage in their education; support schools to meet pupils' additional learning needs and the needs of more-able pupils who need extra support to reach their full potential; continue to implement the Youth Engagement and Progression framework; provide 14-19 year olds with the advice they need to ensure they engage in the right qualification for them; provide schools that support the needs of all learners in their communities.

2.2 **Priority three:** Working with children and families to tackle problems early.

By providing early intervention and preventative support we should see improved outcomes for children and families; prevent their situations from becoming more complex and severe and reduce the risk of children being looked after by the local authority. We will bring services together via community hubs to help children, young people and their families and partner agencies to ensure that families receive the help they need at the earliest opportunity to meet their needs.

3. Background

3.1 In January 2014 the Families and Learning Programme Board recognised that there was an issue with the level of exclusions both temporary and permanent that were being made in Bridgend and they requested that a task and finish group was established to consider the issue of exclusions in our schools. The board was made up of a number of officers from different departments of the Local Authority and included the headteachers of the schools who had made permanent exclusions during that year.

- 3.2 At that time Bridgend was ranked 20th out of 22 local authorities for permanent exclusions (data from 2012-2013). Bridgend was ranked 13th out of 22 local authorities for fixed-term exclusions (data from 2012-2013) (see exclusion data at Appendix 1). During the autumn term 2014, there were three permanent exclusions, two in primary schools and one in secondary schools. There were 38 fixed-term exclusions involving 25 pupils in primary school. In secondary schools there were 169 fixed-term exclusions involving 111 pupils
- 3.3 The group was tasked with mapping the history and child's journey of each of the 13 children subject to permanent exclusion during 2012-2013 with a view to:
 - track back over each child's life to identify which agencies were involved and at what point they became involved;
 - identify any triggers that led to both positive and negative changes in the child's behavior; and
 - analyse the data.
- 3.4 Six case studies were selected to illustrate the wide range of issues and the number of agencies involved with individual children at various points through their lives. (See case studies attached at Appendix 2). Common issues were grouped into themes in order to enable the members of the task and finish group to compile an action plan concentrating activity where the issues were more frequently occurring.

4. Current situation

- 4.1 The task and finish task group developed a Fair Access Action Plan (attached at Appendix 3). This highlights the key actions which have been identified to reduce the number of fixed-term and permanent exclusions.
- 4.2 The importance of robust tracking and monitoring of exclusions was highlighted as a priority by the task and finish group. Supporting schools to follow Welsh Government Exclusion Guidance will improve the reporting and recording of exclusions and ensure that support can be targeted at an early stage. The VAP within the Youth and Progression Framework will ensure that pupils who are at risk of exclusion will be identified and supported by a lead worker. It was recognised by the task and finish group the importance of TAF and a fixed-term exclusion prompting a JAFF referral in order to implement the appropriate support.
- 4.3 The Fair Access Strategy Group will address the use of managed moves as an alternative to exclusions as there are low numbers of managed moves within Bridgend. Another important aspect is to ensure that vulnerable pupils are placed appropriately in order to meet their needs. The implementation of the ASD proposals and the pre-pad pathway will support this. The sharing of good practice is also an effective way to achieve improvement both from other schools within the local authority and networks across Wales such as the South Wales Behaviour Forum for Managers.
- 4.4 The restructure of The Bridge Alternative Provision, the holistic approach involving the behaviour and wellbeing teams, and the analysis of exclusions at The Bridge Alternative Provision and Ysgol Bryn Castell will ensure that pupils' needs will be met at an early stage and appropriate strategies put in place. The links with the Youth

Offending Service will support pupils following appropriate pathways and the Planning; Reviewing in Partnership meetings with primary and secondary schools will highlight the activity of the support provided by the inclusion teams and ensure that are most vulnerable pupils are receiving the support at an early stage to prevent fixed-term and permanent exclusions.

4.5 The task and finish group has now been disbanded but the action plan will be monitored and reviewed via the Fair Access Strategy Group.

5. Effect upon Policy Framework& Procedure Rules

5.1 There is no effect upon the policy framework or procedure rules.

6. Equality Impact Assessment

6.1 As this is an information report, which will positively assist the council in achieving equality and diversity no Equality Impact Assessment is required.

7. Financial Implications

7.1 There are no financial implications.

8. Recommendation

8.1 To ask the Committee to consider and discuss the content of the report and provide any comments.

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Directorate Chief Officer's Job Title: Director of Education and Transformation

April 2015

Contact Officer: Michelle Hatcher

Job Title: Group Manager Inclusion

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Background documents

• Bridgend County Borough Council Corporate Plan (2013-2017)

• Exclusion from Schools and Pupil Referral Units: New guidance on exclusions-Circular WG 081/2012.

APPENDIX 1

Permanent Exclusions

Primary						
Period	Number	<u>Reason</u>				
2011-2012	3	1 x Assault/Violence 2 x Assault of a pupil				
2012-2013	0					
2013-2014	1	1 x Physical Assault				
2014-2015 (Autumn Term only)	2	2 x Assault of a pupil				

<u>Secondary</u>						
Period	Number	Reason				
2011-2012	3	3 x Defiance of rules/discipline				
2012-2013	13	 4 x Defiance of rules/discipline 2 x Possession/use of a weapon 2 x Assault/Violence (pupil) 2 x Substance Misuse 1 x Sexual Harassment 1 x Damage to Property 				
2013-2014	10	2 x Defiance of Rules/Discipline 2 x Assault/Violence Pupil 1 x Assault/Violence Staff 1 x Physical Assault 1 x Threatening Behaviour 2 x Substance Misuse 1 x Sexual Harassment				
2014-2015 (Autumn Term only)	1	1 x Substance Misuse				

Note: Exclusions from Special Schools and PRU are not included in this PI data.

FIXED TERM EXCLUSIONS - PRIMARY SCHOOLS

Period	No. of Fixed Term Exclusions	No. of pupils involved	<u>No. of school</u> <u>days lost</u>
2011-12	53	31	197
2012-13	56	34	140
2013-14	47	32	145
2014-15	38	25	TBA
(Autumn Term			

only)		

Reasons for Fixed Term Exclusions	<u>2011-12</u>	<u>2012-13</u>	<u>2013-14</u>	<u>2014-15</u> (Autumn Term <u>only)</u>
Assault/Violence (Pupil)	13	13	12	7
Assault/Violence (Staff)	18	14	23	22
Threatening/Dangerous Behaviour	1	3	1	0
Verbal Abuse	8	4	3	2
Bullying	0	1	0	0
Disruptive Behaviour	3	5	3	6
Defiance of Rules/Discipline	7	13	5	0
Racial Harassment	0	0	0	0
Sexual Harassment	0	1	0	0
Substance Misuse	0	0	0	0
Damage to Property	1	1	0	0
Theft	0	0	0	0
Other	2	1	0	1
TOTAL	53	56	47	38

Notes:

- Only pupils of compulsory school age are included in this data.
- Lunchtime exclusions are not included in this data.
- Exclusions from Special Schools and PRU are not included in this PI data.

FIXED TERM EXCLUSIONS - SECONDARY SCHOOLS

Period	No. of Fixed Term Exclusions	<u>No. of pupils</u> involved	<u>No. of school</u> <u>days lost</u>
2011-12	565	344	1445
2012-13	488	285	1078.5
2013-14	305	193	616
2014-15	169	111	TBA
(Autumn Term			
only)			

Reasons for Fixed Term Exclusions	<u>2011-12</u>	<u>2012-13</u>	<u>2013-14</u>	<u>2014-15</u> (Autumn Term <u>only)</u>
Assault/Violence (Pupil)	99	74	58	26
Assault/Violence (Staff)	16	14	10	0
Threatening/Dangerous Behaviour	34	15	14	0
Possession/Use of a Weapon	5	8	2	1

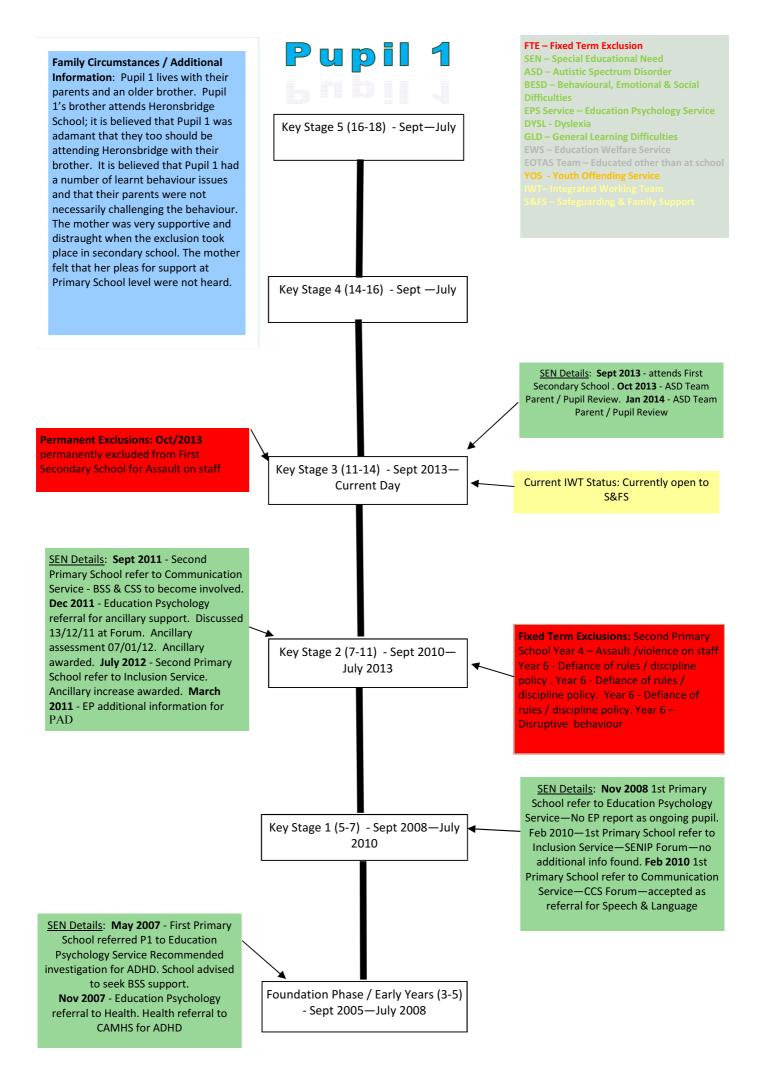
Verbal Abuse	110	107	81	31
Bullying	7	3	0	0
Disruptive Behaviour	59	73	36	7
Defiance of	148	131	44	0
Rules/Discipline				
Racial Harassment /	7	8	7	3
Abuse				
Sexual Harassment /	5	4	4	2
Misconduct				
Substance	19	25	18	15
Misuse/Drug and				
Alcohol Related				
Damage to Property	19	8	5	0
Theft	19	8	7	0
Other	18	10	19	84
TOTAL	565	488	305	169

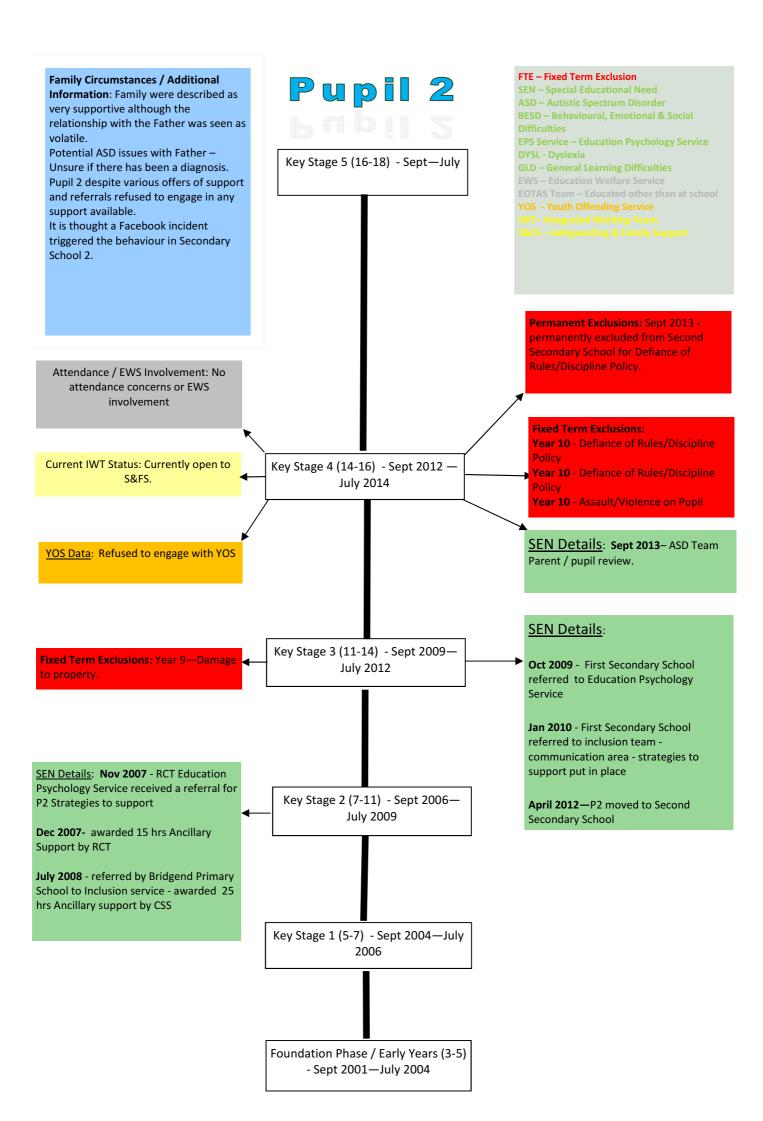
Notes:

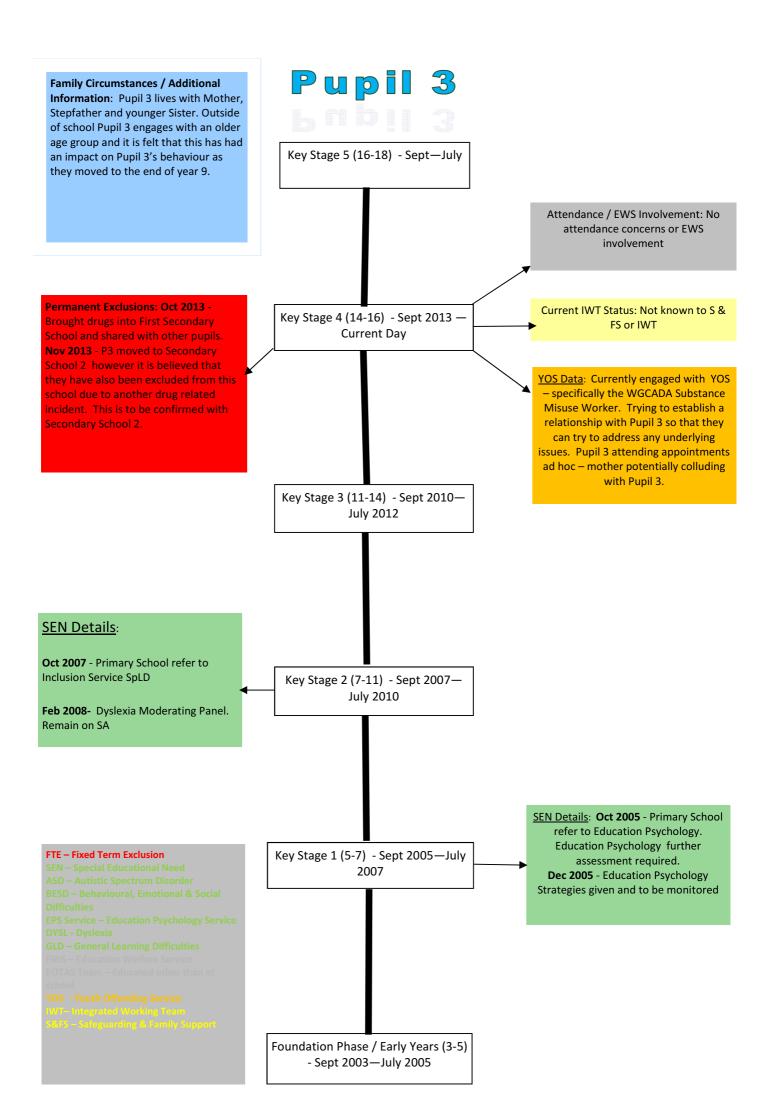
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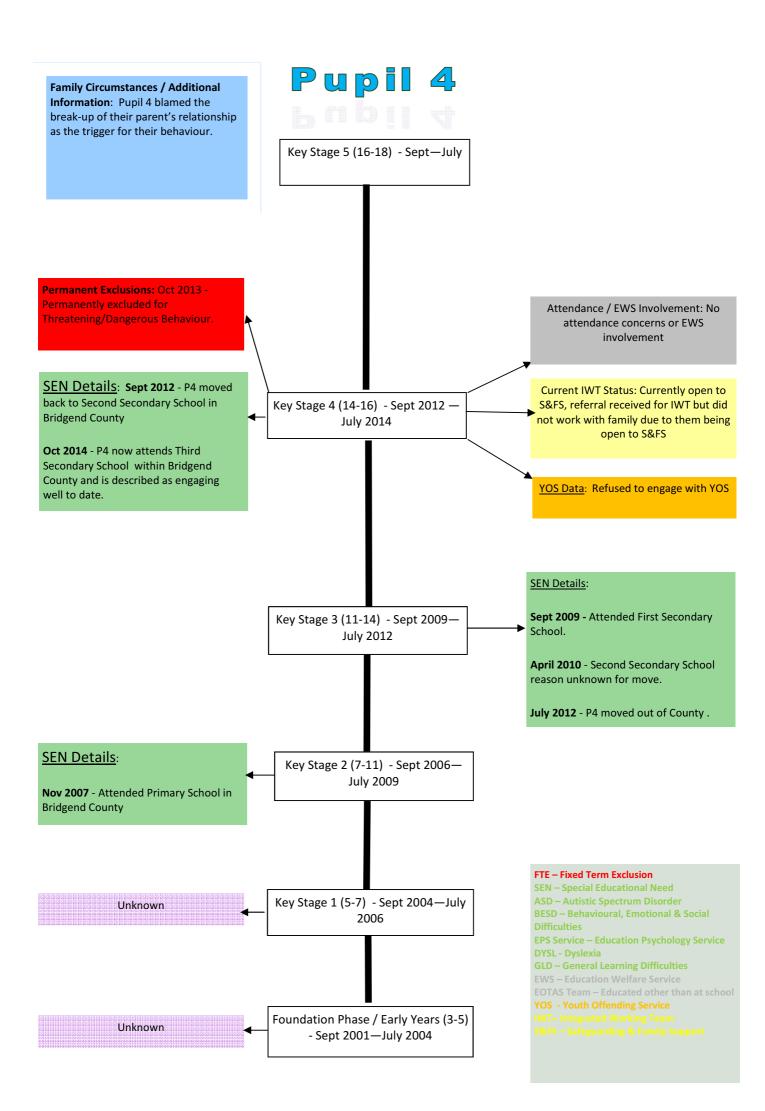
EDU/010B - The percentage of school days lost due to fixed-term exclusions during the academic year, in secondary schools (compulsory school age pupils only)

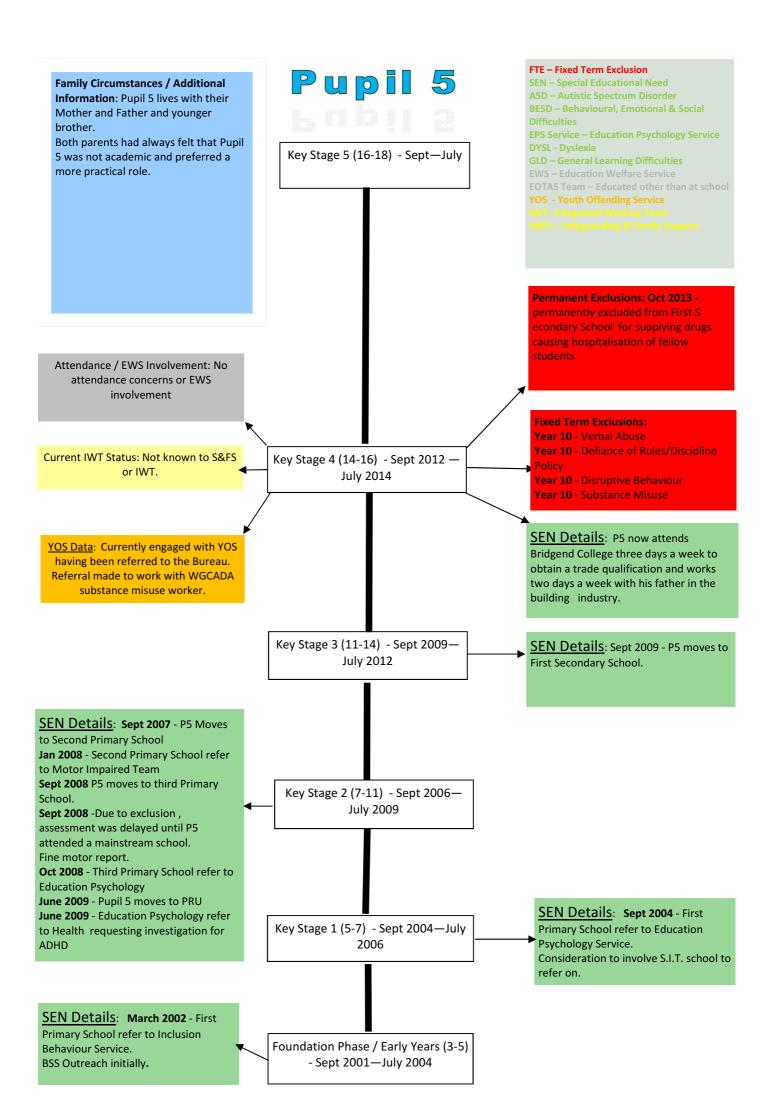
APPENDIX 2

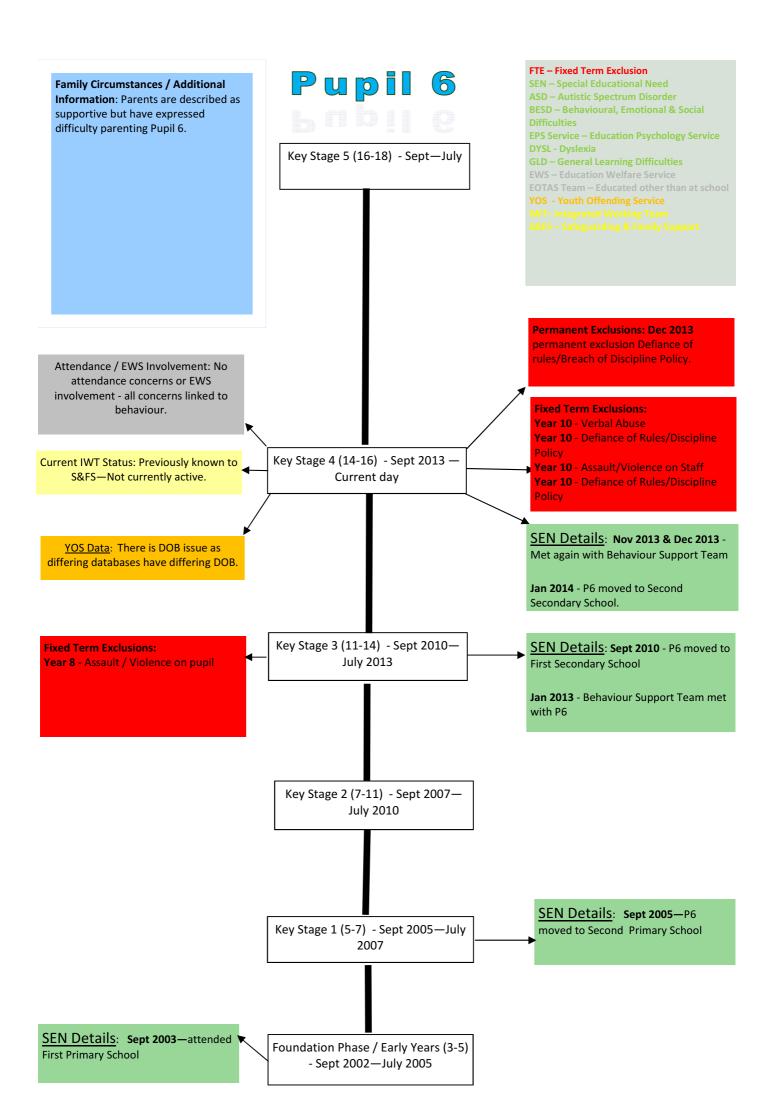












FAIR ACCESS ACTION PLAN (2015-2016).

	Action	Lead	Timescale	Monitoring	Expected Outcome
1.	 Robust tracking and analysis of exclusions Comparison of fixed-term exclusions- Sims and Central Pupil Database with exclusions reported through paper system to Learner Support. Guidance. New; detailed guidance regarding how to capture all necessary information. Eradicate duplication of activity for schools and the Local Authority. Discontinue paper reporting system. Clarify relevant and associated Attendance code recording. Liaising with schools regarding 081/2012 guidance. Exclusions report specification for the Central Pupil Data Base 	Robin Davies (Group Manager) Dawn Davies (Principal Officer Knowledge Management and Learner Support) Melanie Treharne (School Support Officer) Michelle Hatcher (Group Manager Inclusion)	April 2015 ongoing	Regular meetings between key stakeholders. Regular monitoring of exclusion data.	Reduction in number of fixed- term and permanent exclusions. Targeted early intervention and prevention to meet the needs of the Children and Young people at an early stage.
2.	To establish a Fair Access Strategic Group	Michelle Hatcher (Group Manager	April 2015- March 2016	Members of the group	Partnership working to reduce

 which will address the following: Fixed term and permanent exclusions Fair access protocol Managed moves Behaviour and attendance strategies and policies within Primary and Secondary schools. 	Inclusion)		 Secondary Headteachers or Deputy Headteachers. Primary Headteacher representation YBC and PRU representation EWS Integrated Working team YOS Learner support Six weekly meetings. 	the number of fixed-term and permanent exclusions and provide early intervention and prevention.
3. The Bridge Alternative Provision Restructure. The behaviour and wellbeing teams to come under The Bridge Alternative Provision.	Michelle Hatcher (Group Manager Inclusion)	December 2015	Fortnightly meetings between Group Manager Inclusion and the Teacher in Charge- The Bridge Alternative Provision. Meetings with Chair Management Committee and the Challenge Adviser.	New structure in place. Positive Pathways which includes the behaviour and wellbeing teams functioning as a revolving door. Early Intervention and Prevention and reintegrating children and young people into mainstream.
 4. Analysis of exclusions at Ysgol Bryn Castell and The Bridge Alternative Provision. Identify strategies. 	Michelle Hatcher (Group Manager Inclusion) Lorraine Silver (Complex Cases and Lead Educational Psychologist) Caroline Dyer (Western Bay Regional Manager YOS)		Regular monitoring.	Reduction in fixed- term and permanent exclusions. Children and Young people in appropriate educational placements and following appropriate pathways
 5. To implement ASD Proposals and provide ASD Provision Locally. To continue to implement the Pre-Pad Pathway 	Michelle Hatcher (Group Manager Inclusion) Lorraine Silver (Complex Cases Manager and Lead Educational Psychologist)	September 2015	Fortnightly meetings between Group Manager Inclusion. and Complex Cases Manager and Lead Educational Psychologist.	Children's needs are identified at an early stage and are in appropriate placements to avoid vulnerable groups receiving a fixed- term or permanent exclusion.

6.	Robust process of TAF in place. Fixed Term Exclusions to prompt a JAFF referral.	Mark Lewis (Group Manager Integrated Working and Family Support) Early Intervention Locality Managers.	September 2015.	Regular meeting between Group Manager Integrated Working and Family Support and the Early Intervention Locality Managers.	Early Intervention and prevention of fixed-term and permanent exclusions. Issues are highlighted and the engagement of appropriate services is implemented at an early stage.
7.	To conduct annual PRIP (Planning; Reviewing in Partnership) meeting with Primary and Secondary Schools. Analysis of behaviour and wellbeing team activity.	Michelle Hatcher (Group Manager Inclusion) Lorraine Silver (Lead Educational Psychologist) Fran Jones (Team Manager ALN)	March 2016.	Individual meetings with all Primary and Secondary schools.	Appropriate targeted support in place for vulnerable groups leading to a reduction of fixed- term and permanent exclusions and timely; targeted support implemented.
8.	To further strengthen Links with Youth Offending Service	Caroline Dyer (Western Bay Regional Manager YOS) Daniel Morgan (Locality Manager Bridgend YOS) Michelle Hatcher (Group Manager Inclusion)	July 2016	Attendance at Fair Access Strategic Group and the Resettlement and Reintegration panel.	Early Intervention and prevention of fixed-term and permanent exclusions. Children and Young people in appropriate educational placements and following appropriate pathways.
9.	Implementation of the Youth Engagement Progression Framework.	Mark Lewis (Group Manager Integrated Working and Family Support) Owen Shepherd (Engagement Progression Co- ordinator)	September 2015	Regular meetings and monitoring of the process.	VAP identifying young people at risk of exclusion. Lead worker in place to support and identify additional support required.
10	. Attendance at South Wales Behaviour Forum for Managers.	Michelle Hatcher (Group Manager Inclusion)	Termly meetings	Feedback to Fair Access Strategy Group.	Sharing of good practice and networks across South Wales. Reduction in number of fixed- term and permanent exclusions.