

FLINTSHIRE COUNTY COUNCIL

REPORT TO: **LIFELONG LEARNING OVERVIEW & SCRUTINY COMMITTEE**

DATE: **THURSDAY 6 DECEMBER 2012**

REPORT BY: **DIRECTOR OF LIFELONG LEARNING**

SUBJECT: **EXCLUSIONS FROM SCHOOLS UPDATE – PRIMARY AND SECONDARY 2012**

1.00 PURPOSE OF REPORT

1.01 For members of the Lifelong Learning Overview and Scrutiny Committee to consider a monitoring report on exclusions from schools.

2.00 BACKGROUND

2.01 Following a review of exclusions from schools in September 2004 the Inclusion Service has reported to the Lifelong Learning Overview and Scrutiny Committee on exclusions on an annual basis.

2.02 Subsequent monitoring reports have provided information on the numbers and rates of permanent and fixed term exclusions, the reasons for exclusions and comparative data for Flintshire's schools. They have also provided analysis of impact of key strategies for exclusion reduction.

2.03 This report has been produced following a request from Members for the compilation of data and information on exclusions from schools.

3.00 CONSIDERATIONS

3.01 The progress report of the Lifelong Learning Directorate with regard to exclusions from schools in Flintshire is attached at Appendix 1 and 2.

3.02 The data demonstrates that permanent exclusions from schools are a very rare occurrence in Flintshire, down from 8 in 2008/9 to just four in 2010/11 and only one in 2011/12.

Violent behaviour accounts for the majority of fixed term exclusions from Flintshire schools.

3.03 The Inclusion Service supports schools in managing pupil behaviour through whole school, class and individual pupil support. Placement in Pupil referral units is one of the strategies used to support young

people through specialist intervention. Managed Moves to new schools is also a strategy that is widely used.

- 3.04 The Headteacher, the school's Additional Learning Needs Co-ordinator, pastoral leaders and Local Authority officers all have parts to play in the reduction of exclusions.
- 3.05 The Inclusion Service work with primary officers in scrutinising Estyn reports which identify schools that need additional support with managing behaviour and dealing with emotional problems. A newly created Families First project called 'Time For Change' should also have an impact upon the numbers of potential excludees.
- 3.06 Work with other agencies to support pupils demonstrating difficult behaviours (e.g. Social Services for Children, Counselling Service, Behaviour Support, Education Psychologist, Inclusion Welfare Team, Child & Adolescent Mental Health Service, Youth Justice Service, Health) is also having an impact on exclusions.
- 3.07 Training programmes for teachers, teaching assistants and school governors is also providing more insight into behaviour management and the use of exclusions.
- 3.08 Appendix 3 also outlines whole school support strategies to help reduce exclusions in schools.

4.00 RECOMMENDATIONS

- 4.01 To consider the monitoring report submitted by the Lifelong Learning Directorate on exclusions attached at Appendix 1 and 2 (primary and secondary reports) and strategies for support and intervention at Appendix 3.

5.00 FINANCIAL IMPLICATIONS

None arising directly as a result of this report.

6.00 ANTI POVERTY IMPACT

None arising directly as a result of this report.

7.00 ENVIRONMENTAL IMPACT

None arising directly as a result of this report.

8.00 EQUALITIES IMPACT

None arising directly as a result of this report.

9.00 PERSONNEL IMPLICATIONS

None arising directly as a result of this report.

10.00 CONSULTATION REQUIRED

None arising directly as a result of this report.

11.00 CONSULTATION UNDERTAKEN

None arising directly as a result of this report.

12.00 APPENDICES

Appendix 1: Exclusions Report for Primary Phase.

Appendix 2: Exclusions Report for Secondary Phase.

Appendix 3: Whole School Support – Strategies of Support and Intervention

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

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