

CHILDREN AND YOUNG PEOPLE'S OVERVIEW AND SCRUTINY COMMITTEE

Agenda Item 60

Brighton & Hove City Council

Subject: Exclusion from School
Date of Meeting: March 2009
Report of: Director of Children's Services
Contact Officer: Name: Janet Swingle Tel: 29-4206
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Wards Affected: All

1. SUMMARY AND POLICY CONTEXT:

- 1.1 To provide information on the number of permanent and fixed period exclusions in the year 2007/08 and Autumn 2008 with some additional information to provide context. (Where permanent exclusion is removal from the school roll and fixed period exclusion is removal from school for a specified number of days e.g. one day)
- 1.2 CYPOSC requested this report to understand and comment on the strategies being used to reduce the number of both permanent and fixed term exclusions across the city.

2. RECOMMENDATIONS:

- 2.1 That the committee receive the data provided and the strategies in place to reduce the number of exclusions from school across the city, consider and comment on the areas of improvement and areas that require development.

3. RELEVANT BACKGROUND INFORMATION/CHRONOLOGY OF KEY EVENTS:

3.1 Analysis of exclusion data

The data shows that the number of permanent exclusions in Brighton and Hove has significantly reduced over the last three years. They reduced from; 42 in 2005/6 to 9 in 2007/08. We have exceeded our target for reducing permanent exclusions. (There has been two permanent exclusion so far in 2008/9). This information is reported to the DCSF who have praised us for our progress. Fixed period incidents of exclusion reduced from 2580 to 2220 over the same period. There has also been a reduction in the proportion of incidents of exclusion. Whilst this is too many the reduction is in line with DCSF targets and exceeds that made by our closest statistical neighbours. This downward trend is seen when a formula is applied to show incidents as a percentage of the number of students on roll (NOR). Please see tables 1 to 4.

Table 1

2007/08	Permanent	Fixed period
Target/Performance indicator	34	2030
Result	9	2220

Table 2

2006/07	Permanent	Fixed period
Target/Performance indicator	35	2104
Result	18	2419

Table 3

Permanent exclusions	2005/06	2006/07	2007/08
Primary Actual	11	2	3
Primary as % NOR	0.06	0.01	0.02
Secondary Actual	29	15	5
Secondary as % NOR	0.24	0.12	0.04
Special Actual	2	1	1
Special as % NOR	0.36	0.18	0.20
Total Actual	42	18	9
Total as % NOR	0.14	0.06	0.03

Table 4

Fixed period exclusions	2005/06 Actual	2006/07 Actual	2007/08 Actual
Primary Actual	566	429	385
Primary as % NOR	3.31	2.52	2.35
Secondary Actual	1912	1858	1732
Secondary as % NOR	15.69	15.21	14.39
Special Actual	102	132	103
Special as % NOR	18.61	24.26	20.12
Total Actual	2580	2419	2220
Total as % NOR	8.65	8.11	7.68

3.2 **Additional analysis of data**

The appendix (pages 1 to 8) shows exclusion data by type and category of student. A large majority of schools did not use permanent exclusion. Over half of our primary schools did not exclude at all in 2007/8. The main causes for fixed period exclusion are persistent disruptive behaviour and verbal abuse against adults. (pages 1 to 4). The total number of sessions lost through fixed period exclusion for all primaries is 1088 which represents 544 days lost from a total population of 16376 children (pages 5 to 6). Boys are excluded more than girls from all school phases. There is also an over-representation of students with Special Educational Needs in particular those with Behavioural, Emotional, Social Difficulties (BESD). Both of these factors conform to national trends. Finally page 8 shows the number of children receiving more than one fixed period exclusion (444 of a total of 28922 numbers of Children and young people on a school roll)). Interventions are being targeted to address the needs of these young people

3.3 **Avoiding Permanent Exclusions**

In its guidance on exclusions the DCSF describes permanent exclusion as a 'last resort after a range of measures have been tried to improve pupils' behaviour' (*Improving Behaviour and Attendance: guidance on exclusion from schools and Pupil Referral Units; September 2008*). Every effort is being made to ensure that this is the case in Brighton and Hove. The reduction in permanent exclusions has been achieved through improved collaboration between schools, the Behaviour and Attendance Team, Schools and Community Teams and the Alternative Centre for Education (ACE) to ensure that additional support is put in place for those who need it. Schools are using Pastoral Support Programmes to help pupils better manage their behaviour.

3.4 For those children and young people at most risk of permanent exclusion Area panels can meet and consider short term funding that will enhance the additional support at a time of particular concern. To date approximate fifty students have been offered specific packages that avoid permanent exclusion, this includes a range of interventions including support from ACE through a managed move to an alternative school. Schools are also being given advice on the identification of those at risk and strategies and interventions that support inclusion and offer an alternative to exclusion, whether permanent or fixed period.

3.5 There are currently sixty-five mentors across the city whose role it is to work with individual children and young people and assist them in overcoming their barriers to learning. This work has been well received by our schools. In addition there are thirty trained Lead Behaviour Professionals in our schools whose role it is to take a more strategic look at policy to support positive behaviour management. These two groups have regular opportunities to share best practice and receive continuing professional development. Local guidance on reducing exclusions is in place and vulnerable pupil/student registers are becoming more widely used to assist with the monitoring of interventions.

3.6 In Brighton and Hove we have been keen to ensure that the length of fixed period exclusions is as short as possible. It should be noted that at the same time as reducing permanent exclusions the number of school sessions lost through fixed

period exclusion has reduced; from 16097 sessions lost in 05/06 to 9,409 sessions lost in 07/08 (0.14 as a percentage of possible sessions in 05/06 down to 0.09 as a percentage of possible sessions in 07/08). We take our safeguarding responsibilities very seriously and are working to ensure that children and young people miss as small amount of a school as possible.

- 3.7 In order to further identify students at risk of exclusion lists of excluded pupils by school have been provided to the Schools and Communities managers for them to distribute to front line staff as appropriate. These have been sorted in order of sessions lost to enable easy identification of those most in need of intervention.

4. CONSULTATION

- 4.1 No consultation has been required; this report is for information only.

5. FINANCIAL & OTHER IMPLICATIONS:

Financial Implications:

5.1 The report updates on exclusions from school.

There are no additional funding implications for permanent exclusions within the City as the Age Weighted Pupil funding for schools would follow the child.

For any fixed term exclusions any additional costs would need to be met from the existing budget.

Finance Officer consulted: Paul Brinkhurst

Date: 25th Feb 2009

Legal Implications:

- 5.2 This report reflects the general thrust of DCSF policy that exclusions should be prevented as far as possible, and that Local Authorities should develop effective alternatives to exclusion. There are no other specific legal implications arising from the report.

Lawyer Consulted: Serena Kynaston

Date: 11th March 2009

Equalities Implications:

- 5.3 Access to a full time appropriate education is important for all children and young people to achieve their potential.

Sustainability Implications

- 5.4 Support offered to schools is regularly updated in line with updated legislation and guidance.

Crime & Disorder Implications:

- 5.5 There is a range of evidence that indicates that children whose education is not disrupted by periods out of school achieve better outcomes, economically and socially. Excluded young people are more likely to engage in anti-social behaviour.

Risk and Opportunity Management Implications:

- 5.6 There are welfare implications for children and young people excluded from school.

Corporate / Citywide Implications:

- 5.7 Part of the set of performance indicators that describe the effectiveness of the Council.

This links to the corporate target ;to reduce inequality by increasing opportunity

CYPT priority 9; To ensure that children and young people enjoy school and show this through good attendance.

SUPPORTING DOCUMENTATION

Appendices:

1. Additional data

Please find attached datasheets,

Validated data for Academic Year 2007/08

- Permanent exclusions by phase group
- Fixed period exclusion incidents by phase group
- Fixed period exclusion sessions lost by phase group
- Repeat excludees by phase group

Documents In Members' Rooms

None.

Background Documents

None.

