

## AGENDA MANAGEMENT SHEET

<b>Name of Committee</b>	<b>Children And Young People Overview And Scrutiny Committee</b>
<b>Date of Committee</b>	<b>8th September 2010</b>
<b>Report Title</b>	<b>Review of Permanent School Exclusions 2010</b>
<b>Summary</b>	A panel of members has recently completed a scrutiny review of permanent school exclusions in Warwickshire. The review was prompted by a desire to understand why children are excluded, the mechanisms that are in place to help them, their families and schools and the measures that are needed to reduce the number of exclusions further.
<b>For further information please contact:</b>	Paul Williams Overview and Scrutiny Officer Tel: 01926 418196 paulwilliamscl@warwickshire.gov.uk
<b>Would the recommended decision be contrary to the Budget and Policy Framework?</b>	No.
<b>Background papers</b>	None

### CONSULTATION ALREADY UNDERTAKEN:-

Details to be specified

Other Committees	<input type="checkbox"/> .....
Local Member(s)	<input checked="" type="checkbox"/> N/A
Other Elected Members	<input type="checkbox"/> .....
Cabinet Member	<input checked="" type="checkbox"/> Councillor Heather Timms
Chief Executive	<input type="checkbox"/> .....
Legal	<input checked="" type="checkbox"/> Victoria Gould
Finance	<input type="checkbox"/> .....
Other Strategic Directors	<input checked="" type="checkbox"/> Strategic Director Children Young People and Families, Strategic Director Customers Workforce and Governance

- |                          |                          |       |
|--------------------------|--------------------------|-------|
| District Councils        | <input type="checkbox"/> | ..... |
| Health Authority         | <input type="checkbox"/> | ..... |
| Police                   | <input type="checkbox"/> | ..... |
| Other Bodies/Individuals | <input type="checkbox"/> | ..... |

**FINAL DECISION NO**

**SUGGESTED NEXT STEPS:**

Details to be specified

- |  |                                     |                      |
|--|-------------------------------------|----------------------|
| Further consideration by<br>this Committee | <input type="checkbox"/>            | .....                |
| To Council                                 | <input type="checkbox"/>            | .....                |
| To Cabinet                                 | <input checked="" type="checkbox"/> | At date to be agreed |
| To an O & S Committee                      | <input type="checkbox"/>            | .....                |
| To an Area Committee                       | <input type="checkbox"/>            | .....                |
| Further Consultation                       | <input type="checkbox"/>            | .....                |

## **Agenda No**

# **Children and Young People Overview and Scrutiny Committee - 8th September 2010.**

## **Review of Permanent School Exclusions 2010**

### **Report of the Chair of Panel**

#### **Recommendation**

That the Children and Young People Overview and Scrutiny Committee approves the recommendations of the School Exclusions Panel and passes them to Cabinet for consideration.

#### **1.0 Introduction**

- 1.1 Over the last few months a small panel of councillors has been working with officers, schools and other partners to undertake a scrutiny review of permanent school exclusions. The review, commissioned by the Overview and Scrutiny Board, was prompted by a growing concern over the causes and number of permanent school exclusions in Warwickshire. It should be said that compared to our statistical neighbours Warwickshire performs well with regard to exclusions. Nevertheless any permanent exclusion is to be regretted and for that reason it is important that we do all we can to improve behaviour and reduce the number of exclusions.
- 1.2 Appended to this covering document is the panel's report containing its findings, conclusions and recommendations. To assist the committee the recommendations are set out in section 2 below.
- 1.3 The committee is asked to agree these recommendations and pass the report to Cabinet.

#### **2.0 Recommendations**

##### **2.1 General**

1. That in the September of each year the Children and Young People's Overview and Scrutiny Committee is briefed on exclusion rates for the previous academic year.

2. Cabinet is asked to ensure that in agreeing its proposed budget for 2011/12 sufficient resources are allocated to the Early Intervention Service to maintain as a minimum the level of service currently provided.
3. That the Strategic Director of Children, Young People and Families takes every opportunity to remind school leaders that informal or unofficial exclusions are unlawful and therefore unacceptable.
4. That the emerging strategy for zero permanent exclusions by primary and secondary schools of children currently in the care of the County Council be supported.
5. That support be given to the creation of a single primary teaching and learning centre to serve the whole of Warwickshire.
6. That the primary cluster model be adopted across the county with agreement on early intervention protocols and processes.
7. That the Strategic Director of Children, Young People and Families encourages all secondary schools to develop in-house provision (learning support units) to ensure a full continuum of provision.

## **2.2 Support and Behaviour Management**

8. That the Strategic Director for Children, Young People and Families audits schools to determine the arrangements they have in place to offer children, young people and their families opportunities to participate in Common Assessments under the CAF process in order to identify needs and facilitate early intervention that will support children and young people's placement in schools. A CAF should be offered as soon as the school identifies concerns that - if not addressed - would be likely to lead to exclusion and also as soon as attendance falls below 90%.
9. That the Strategic Director for Children, Young People and Families ensures that all schools be reminded that if a CAF is offered by the school and declined, the school should inform the area CAF Officer as per Warwickshire's CAF process.
10. That the Strategic Director for Children, Young People and Families works to encourage schools to ensure that all staff with specific pastoral responsibilities are trained to use the CAF process and are supported by Headteachers and governors to initiate Common Assessments and act as Lead Professional as appropriate.
11. That Cabinet make funds available in 2011/12 for an audit of training to be undertaken across all schools to establish whether they have sufficient staff trained in evidenced based behaviour management techniques. Where shortcomings are found schools should be encouraged to work in clusters and Area Behaviour and Attendance Partnerships to address them.

12. That the Strategic Director of Children, Young People and Families encourages all schools to ensure that at least one member of their staff is National Programme for Specialist Leaders in Behaviour and Attendance (NPSLBA) qualified.
13. That the Strategic Director for Children, Young People and Families ensures that all schools are briefed on the work of Team Teach and its strategies around positive handling.

## **2.3 Partnership Work**

14. That the Area Leads of Teaching and Learning Centres and Head Teachers be encouraged to work together to support outreach work by Teaching and Learning Centre Staff and look for continuing exchange of good practice and other information between the two.
15. That those secondary schools that do not already accommodate a Police Community Support Officer be encouraged to give consideration as to how this might be done.
16. That where any new funds for initiatives concerning behaviour or attendance become available these be allocated to the Area Behaviour and Attendance Partnerships as opposed to being delegated to schools. Consideration should be given to the use of this money for the employment of mentors and other support to assist pupils to remain in mainstream education.
17. That in order to ensure greater consistency Area Behaviour and Attendance Partnerships be requested as part of their enhanced role to monitor schools' behaviour management and take action in instances when adequate policies do not exist or are not applied.

## **2.4 Future Work**

18. That a small task and finish group be formed to explore the processes required to "statement" a pupil.
19. That a small task and finish group be formed to undertake a major in-depth review of the education of looked after Children.
20. That consideration be given to an in-depth review of out of county provision for Warwickshire children.

COUNCILLOR CAROLYN  
ROBBINS  
Chair of Panel

Shire Hall  
Warwick

29 July 2010

Warwickshire County Council –

Review of Permanent School  
Exclusions 2010

Report of the Children, Young  
People and Families Overview  
and Scrutiny Committee



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## **Foreword by Councillor Carolyn Robbins, Chair of Panel**



Permanent exclusion is a last resort that schools have on occasions to take. It is not something that is done lightly nor is it a course of action that can be welcomed or applauded. Nevertheless there are times when a school must acknowledge that a pupil's behaviour is such that the only solution is for it to work with partners to relocate them to another establishment.

Reflecting the national picture the number of permanent exclusions from Warwickshire secondary schools has declined in recent years. Given that fact the reader may be forgiven for wondering why we felt it necessary to give our attention to the matter. We have done so because we a) feel that any permanent exclusion is to be regretted and b) recognise that whilst early successes are to be welcomed it is the remaining children at threat of exclusion who present an even greater challenge and for whom even smarter strategies and approaches will be required. In addition to the above it needs to be recognised that permanent exclusions from primary schools have increased in recent times.

During the course of the review we have spoken to many people ranging from professionals with the council to Headteachers and pupils. As a result we have learned a great deal about the reasons behind exclusion, the mechanisms that can be employed to manage behaviour and the challenges faced by all parties.

We have come to appreciate the scale of the challenges facing the local authority and schools in managing behaviour. We soon recognised that we would not be able to explore in great detail every aspect of school life and we have had to conclude that whilst issues such as special education needs and the needs of looked after children require our attention it would not be possible to do that as part of this review.

Finally I should like to thank all those people who have supported this review. Without their assistance it would not have been possible.

## **1.0 Introduction**

- 1.1 Permanent school exclusion is regarded by educationalists as very much a last resort. Before a pupil is permanently excluded it is expected that all possible avenues will have been explored with a view to keeping them in mainstream education. Over the last few years permanent exclusions from schools in the UK have shown a marked decline. This pattern has been reflected in Warwickshire where in 2008/09 there were 88 permanent exclusions from schools down from a peak of 146 in 2004/05. Nevertheless the figure of 88 means that on average there are approximately two permanent exclusions from schools in the county every week. In addition it has been noted that whilst the decline has been seen in secondary schools the number of permanent exclusions in primary schools has remained more or less static in recent years. These primary exclusions are small in number but it is concerning to think that any child of primary age should behave in such a way as to warrant exclusion.
- 1.2 In July 2009 the Children, Young People and Families Overview and Scrutiny Committee recognised the overall reduction in exclusions but at the same time acknowledged that ideally this figure should be zero. It decided that if the figure was to be reduced further it would be useful for members to understand more fully the reasons why young people are permanently excluded, the law behind school exclusion and mechanisms that schools and the local authority have in place to manage pupil behaviour. A small task and finish panel was established to explore the matter and this report and the recommendations contained therein are the result of the panel's work.
- 1.3 The reader should note that based on experience from other scrutiny reviews this report does not repeat in detail the evidence received by the panel. Rather it provides an outline of the process followed and the nature of the information considered before moving on to a summary of the the panel's findings and conclusions.
- 1.4 It is expected that this report will be considered by the Children, Young People and Families Overview and Scrutiny Committee before the recommendations are passed to Cabinet for approval and implementation.
- 1.5 Below you will find the panel's twenty recommendations.

### **General**

1. That in the September of each year the Children and Young People's Overview and Scrutiny Committee is briefed on exclusion rates for the previous academic year.
2. Cabinet is asked to ensure that in agreeing its proposed budget for 2011/12 sufficient resources are allocated to the Early Intervention Service to maintain as a minimum the level of service currently provided.

3. That the Strategic Director of Children, Young People and Families takes every opportunity to remind school leaders that informal or unofficial exclusions are unlawful and therefore unacceptable.
4. That the emerging strategy for zero permanent exclusions by primary and secondary schools of children currently in the care of the County Council be supported.
5. That support be given to the creation of a single primary teaching and learning centre to serve the whole of Warwickshire.
6. That the primary cluster model be adopted across the county with agreement on early intervention protocols and processes.
7. That the Strategic Director of Children, Young People and Families encourages all secondary schools to develop in-house provision (learning support units) to ensure a full continuum of provision.

### **Support and Behaviour Management**

8. That the Strategic Director for Children, Young People and Families audits schools to determine the arrangements they have in place to offer children, young people and their families opportunities to participate in Common Assessments under the CAF process in order to identify needs and facilitate early intervention that will support children and young people's placement in schools. A CAF should be offered as soon as the school identifies concerns that - if not addressed - would be likely to lead to exclusion and also as soon as attendance falls below 90%.
9. That the Strategic Director for Children, Young People and Families ensures that all schools be reminded that if a CAF is offered by the school and declined, the school should inform the area CAF Officer as per Warwickshire's CAF process.
10. That the Strategic Director for Children, Young People and Families works to encourage schools to ensure that all staff with specific pastoral responsibilities are trained to use the CAF process and are supported by Headteachers and governors to initiate Common Assessments and act as Lead Professional as appropriate.
11. That Cabinet make funds available in 2011/12 for an audit of training to be undertaken across all schools to establish whether they have sufficient staff trained in evidenced based behaviour management techniques. Where shortcomings are found schools should be encouraged to work in clusters and Area Behaviour and Attendance Partnerships to address them.
12. That the Strategic Director of Children, Young People and Families encourages all schools to ensure that at least one member of their staff is National Programme for Specialist Leaders in Behaviour and Attendance (NPSLBA) qualified.

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### **Partnership Work**

14. That the Area Leads of Teaching and Learning Centres and Head Teachers be encouraged to work together to support outreach work by Teaching and Learning Centre Staff and look for continuing exchange of good practice and other information between the two.
15. That those secondary schools that do not already accommodate a Police Community Support Officer be encouraged to give consideration as to how this might be done.
16. That where any new funds for initiatives concerning behaviour or attendance become available these be allocated to the Area Behaviour and Attendance Partnerships as opposed to being delegated to schools. Consideration should be given to the use of this money for the employment of mentors and other support to assist pupils to remain in mainstream education.
17. That in order to ensure greater consistency Area Behaviour and Attendance Partnerships be requested as part of their enhanced role to monitor schools' behaviour management and take action in instances when adequate policies do not exist or are not applied.

### **Future Work**

18. That a small task and finish group be formed to explore the processes required to "statement" a pupil.
19. That a small task and finish group be formed to undertake a major in-depth review of the education of looked after Children.
20. That consideration be given to an in-depth review of out of county provision for Warwickshire children.

## 2.0 The Process Followed

2.1 Having agreed that this review needed to be undertaken the Children, Young People and Families Overview and Scrutiny Committee put the matter before the Overview and Scrutiny Board. At its September 2009 meeting the Board agreed that the review should be undertaken.

2.2 A panel was established comprising the following councillors.

Cllr Ron Cockings



Cllr Robin Hazelton



Cllr Tim Naylor



Cllr Carolyn Robbins



2.3 Councillor Robbins was elected to the Chair.

2.4 The panel met for the first time in November 2009 and agreed the scope of the review. From this meeting the terms of reference were agreed (See Appendix A). Early on in the process it was acknowledged that the support and knowledge of professionals working in the field of behaviour management and school exclusions would be required. Whilst some officers were called on once to provide evidence others supported the review from beginning to end. These were:

- Jane Rubidge – Exclusions Officer
- Viv Sales – Principal Education Social Worker
- Pat Tate – Head of Early Intervention

2.5 As well as officers of the local authority the panel spoke to Headteachers from primary and secondary schools, Area Leads from Teaching and Learning Centres and young people who have been subject to permanent exclusion.

2.6 The panel looked at the following areas.

- Permanent and fixed-term exclusion rates at the local and national level
- Permanent exclusions by gender, location, age and reason (anti-social behaviour, low-level disruption, drug abuse etc).
- National Guidance and Reports (eg the Steer Report and “Back on Track”)
- Unofficial (unlawful) exclusions

- The work of the Area Behaviour and Attendance Partnerships
- The work of the Teaching and Learning Centres (Including visits to two of the three centres)
- Benchmarking data from statistical neighbours around the country
- Examples of practices followed by other local authorities. (The panel was particularly interested in examples where exclusions were very low).
- Out of county placements.
- Special education needs and statementing
- Approaches to behaviour management including Assertive Discipline, Restorative, NPSLBA and Team Teach.
- The relationship between permanent exclusion and NEETs.

### 3.0 Findings, Conclusions and Recommendations

3.1 Having reviewed a considerable body of evidence the panel had to arrive at its conclusions and develop its recommendations. Each recommendation is based on the panel's findings and their conclusions. However, there are four overriding conclusions that the panel would wish to particularly emphasise. These are,

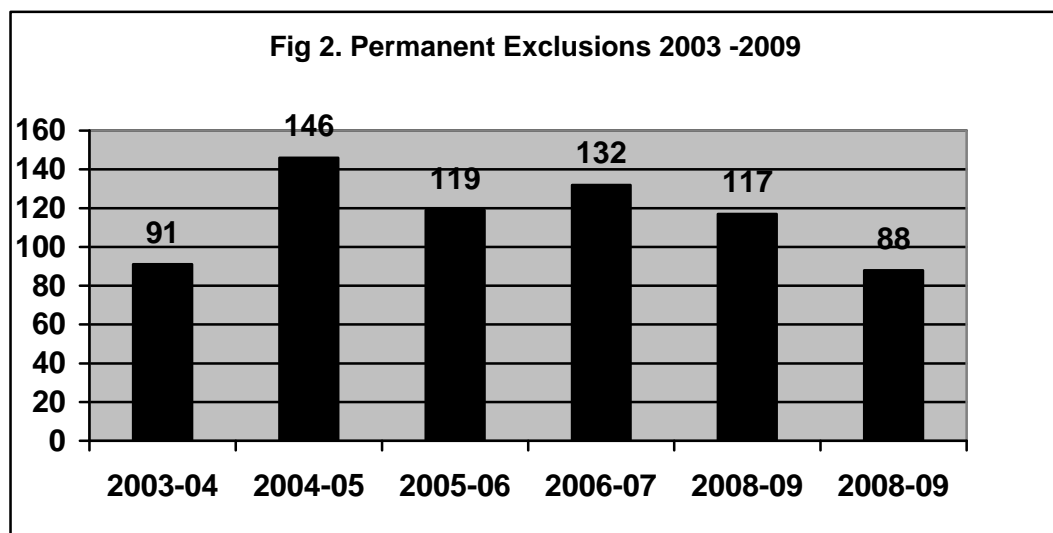
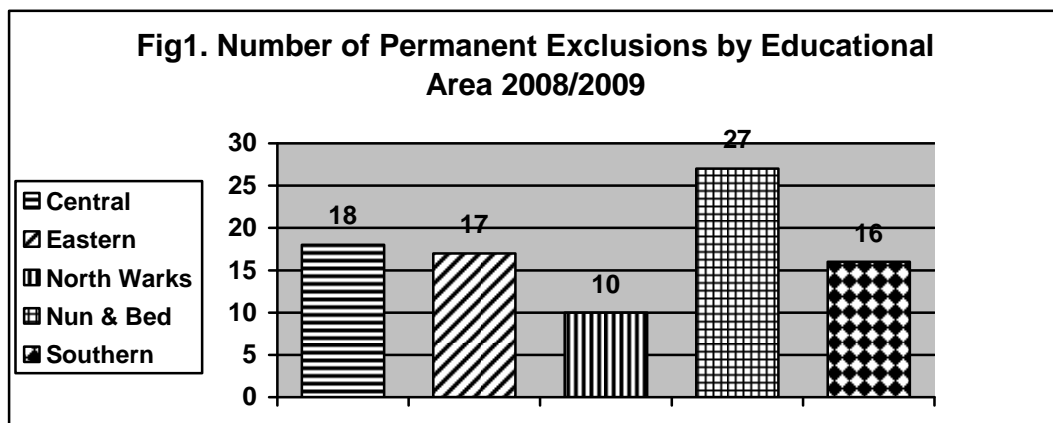
1. Early intervention is paramount if children's behaviour is to be managed effectively and later problems avoided.
2. The Common Assessment Framework is a powerful tool that needs to be used whenever it is required.
3. Communication and co-operation between schools, parents and carers, the local authority and Teaching and Learning Centres is essential.
4. In making a broad assessment of permanent school exclusions it has become clear to the panel that there are a number of areas that can have a significant impact on pupils' behaviour and attainment that it has not had time to explore in depth. As a result it will be necessary to cite those areas for further work.

3.3 These overarching conclusions form the basis of the recommendations.

## General

### 3.4 Finding 1

3.4.1 The panel examined in some detail the rates of both permanent and fixed-term exclusions across Warwickshire. Members found that permanent exclusions were highest in the Nuneaton and Bedworth Area whilst the central area had easily the lowest rates at 0.9% (See Fig 1). It was also realised that whilst permanent exclusion rates fluctuate significantly year on year there had in recent times been a reduction in them. (See Fig 2). This mirrors the national picture. As well as exploring the exclusion figures the panel looked at reasons for exclusion recognising that physical assaults against fellow pupils were the basis for most exclusions. These latter figures can be found in Appendix B of this report along with plenty of other statistics regarding exclusions in Warwickshire.



### 3.5 Conclusion 1

3.5.1 This review was prompted by interest in exclusion rates in Warwickshire. Of particular concern to the panel has been the recent levelling off of permanent exclusions from primary schools when a downward trend could have been expected. The main aim of this review has been to



reduce permanent exclusions from primary and secondary schools. It will be important over the next few years for the appropriate overview and scrutiny committee to continue to monitor data on exclusions so that,

a) it can establish the effectiveness of the recommendations contained in this report and

b) if exclusions begin to rise significantly be in a position to react promptly to seek new ways to address the matter.

3.5.2 The panel does not consider that a formal report has to be prepared for the committee. A briefing note will suffice providing it is produced promptly and read and digested by all members of the committee.

#### **Recommendation 1**

That in the September of each year the Children, Young People and Families Overview and Scrutiny Committee is briefed on exclusion rates for the previous academic year.

### **3.6 Finding 2**

3.6.1 During the course of this review the panel spoke to a range of professionals about the reasons behind exclusion and the ways in which exclusion can be avoided. One of the overriding messages that came from a range of sources was the need for early intervention. The panel was impressed by the work of the early intervention services provided in Warwickshire. One of these, the council's own Early Intervention Services or EIS,

- Contributes to Warwickshire's SEN Policy and Processes and currently contributes to and supports the Behaviour Strategy.
- Works in partnership with schools and other professionals supporting inclusion of vulnerable and disadvantaged children.
- Secondary Area leads are core members of Area Behaviour Partnerships.
- Supports managed moves, reintegration and personalisation packages for pupils identified through the Area Behaviour Partnerships.
- EIS Learning mentors work through CAF to remove barriers to learning.
- Delivers training for Warwickshire's Dyslexia Strategy, SENCO learning networks and LSU and NPSLBA networks.
- Manages the early intervention restorative justice team
- Can be purchased by Warwickshire schools for training and work in schools.

### **3.7 Conclusion 2**

- 3.7.1 The panel is clear that if a pupil begins to demonstrate behaviours that are of concern to teachers (or other staff) or if it becomes known that a pupil is experiencing personal difficulties it is essential that these matters are addressed in a timely and appropriate fashion.
- 3.7.2 The panel is sensitive to the financial pressures currently being experienced by the County Council. It is aware that many budgets are being reduced and appreciates why this needs to be done. Nevertheless, the panel is of the opinion that early intervention services are a good example of “investing to save”. As a result of this conclusion the panel believes that at a minimum the Cabinet should be called upon to safeguard funding for early intervention services so that they can maintain their current service.

#### **Recommendation 2**

Cabinet is asked to ensure that in agreeing its proposed budget for 2011/12 sufficient resources are allocated to early intervention services to maintain as a minimum the level of services currently provided.

### **3.8 Finding 3**

- 3.8.1 The panel found out a considerable amount about the way in which some schools operate unofficial and therefore unlawful exclusions. There was no evidence of this being a widespread practice in Warwickshire but the suggestion has been that it may have happened in some schools. This may also occur when,
- Following a fixed period exclusion, a pupil remains out of school awaiting a reintegration interview which may be indefinitely delayed and the pupil does not return to school.
  - Parents are advised that if their child returns to school after the fixed period exclusion ends, the child will be permanently excluded.
  - Parents are strongly encouraged to home educate even though they may not be aware of the responsibilities involved.
  - Disruptive pupils are asked to stay out of school for particular reasons eg for the duration of an OFSTED inspection; and
  - Pupils are placed on study leave for periods of time longer than recommended in guidance.
- 3.8.2 There are a number of ways in which unofficial exclusions can be identified and schools reminded that unofficial exclusions are illegal. These involve accurate record keeping, training and the development of effective policies and procedures.

### **3.9 Conclusion 3**

- 3.9.1 Whilst the use by schools of Informal or unofficial school exclusions is of considerable interest to the panel it is frustrated to find that whilst such unlawful activities are acknowledged to happen there was little said or written about them. The panel concedes that almost inevitably no Headteacher is ever going to admit to excluding children unlawfully. However it concludes that there would be no harm in reminding Headteachers or school governors of the legal position regarding informal or unofficial exclusions.

#### **Recommendation 3**

That the Strategic Director of Children, Young People and Families takes every opportunity to remind school leaders that informal or unofficial exclusions are unlawful and therefore unacceptable.

### **3.10 Finding 4**

- 3.10.1 During the review panel members were fortunate to be able to visit two Teaching and Learning Centres. One of the key findings from these visits was that a significant number of the pupils there were in foster care. (See Appendix B for the number of looked after children excluded). Talking to the Area Leads the panel discovered that in some instances these young people for whom life can be quite chaotic may have benefitted had they not been excluded. Schools have the potential to provide one of the few constants in a young person's life and whilst the Teaching and Learning Centres provide a tailored learning environment they cannot provide the same atmosphere or social opportunities as a mainstream school.

- 3.10.2 Warwickshire County Council is currently developing a strategy aimed at ensuring that no looked after children are permanently excluded from school.

### **3.11 Conclusion 4**

- 3.11.1 Members have concluded that given the challenges already facing these young people every effort should be made to ensure that they can remain in one of the few consistent environments they know; their school.
- 3.11.2 Members welcome the development of a strategy to help ensure that no looked after children at primary or secondary schools should be permanently excluded. It wishes to support that emerging strategy.

#### **Recommendation 4**

That the emerging strategy for zero permanent exclusions by primary and secondary schools of children currently in the care of the County Council be supported.

### **3.12 Finding 5**

- 3.12.1 When visiting the Teaching and Learning Centres (TLCs) panel members were able to obtain from staff and pupils a good appreciation of what these facilities have to offer. The focus of the TLCs is understandably on secondary school pupils. However, as has been noted earlier there are a number of pupils of primary age who need to be accommodated in the education system but who have been permanently excluded from their schools. Where managed moves or other initiatives have failed to resolve matters those pupils find themselves in the TLCs. The two TLCs visited had dedicated classrooms but re-integrating young children into school was hampered by such an inappropriate environment.
- 3.12.2 The development of a single bespoke unit solely for children of primary age has been identified as a priority.

### **3.13 Conclusion 5**

- 3.13.1 The panel was particularly impressed by the work being undertaken daily in Teaching and Learning Centres. The professionalism of the staff and the relationship they develop with the pupils left a lasting impression. The panel feels that the co-location of primary and secondary age children in Teaching and Learning Centres is unacceptable and that specific provision should be made for primary age children thus allowing their particular needs to be addressed.
- 3.13.2 Again the panel is aware of the financial constraints currently being placed on the council but it feels that by addressing problems early in a child's life later ones can be avoided.

#### **Recommendation 5**

That support be given to the creation of a single primary teaching and learning centre to serve the whole of Warwickshire.

### **3.14 Finding 6**

- 3.14.1 During one of its meetings the panel learned a small amount about the operation of clusters of schools with Warwickshire. Cluster arrangements are based on geographical areas and where they have been implemented they may comprise for example all the schools in a town such as Kenilworth. Some clusters operate more effectively than others. They can involve schools co-operating on training, the sharing of resources, sharing of teachers, enhanced communication and shared protocols.
- 3.14.2 One area where clusters can have a positive impact is pupil management. Not only can pupil moves be managed more effectively but also agreement on protocols and procedures means that there is a common understanding by parents, pupils and the schools on what is expected of them.

3.14.3 Across Warwickshire cluster arrangements are patchy. Some are working well whilst others are proving slow to gain momentum.

### **3.15 Conclusion 6**

3.15.1 The panel is clear that whilst there is a clear logic to the development of clusters at both primary and secondary level the inconsistent pace of development across Warwickshire is regrettable.

3.15.2 The panel recognises that it has not had the opportunity during this review to study school clusters in depth. It does however consider that it has sufficient understanding of the merit of clustering in terms of pupil management to recommend their extension particularly in the primary sector.

#### **Recommendation 6**

That the primary cluster model be adopted across the county with agreement on early intervention protocols and processes.

### **3.16 Finding 7**

3.16.1 Secondary schools have a certain amount of discretion regarding how they manage their more challenging pupils. Some have invested in in-house provision through the development of Learning Support Units (LSUs) whilst others prefer to manage all pupils solely within the classroom. LSUs provide short-term teaching and support programmes tailored to the needs of pupils who need help in improving their behaviour, attendance or attitude to learning. Their aim is to keep pupils in school and working while their problems are addressed, and to help to reintegrate them back into mainstream classes as quickly as possible.

3.16.2 The panel has learned that when LSUs provide a curriculum and tuition which meets individual needs, combined with close attention to preventing and controlling outbursts, they make an effective contribution to ensuring that pupils succeed in mainstream lessons. Pupils who spend time in LSUs often feel better understood and supported, and as a result become less anxious, less volatile and less prone to being riled by others.

3.16.3 All schools in Warwickshire are facing a period where increasing pressures have to be met with a reducing income stream. The challenge for Headteachers and governors is to meet all the competing priorities. One example provided to the panel is where funds for pupils for who English is an additional language (EAL) need to be found from within existing budgets. The more money spent on EAL pupils the less there is to spend on other areas.

### **3.17 Conclusion 7**

- 3.17.1 Throughout the course of the review the panel has been surprised at the range of approaches adopted by secondary schools in Warwickshire regarding the way they manage their more challenging students.
- 3.17.2 If permanent exclusions are to be reduced further it is important for all schools to recognise the need to invest adequately in the support mechanisms required by some of their pupils. Whilst it is acknowledged that the majority of LSUs in the UK are in inner-city areas the panel regards them as a safety mechanism to be used to avoid permanent exclusion and provide a continuance of education that many challenging pupils need.
- 3.17.3 The panel understands that the local authority cannot insist on schools establishing LSUs but it does feel that they should be encouraged to consider their establishment in appropriate circumstances.

#### **Recommendation 7**

That the Strategic Director of Children, Young People and Families encourages all secondary schools to develop in-house provision (learning support units) to ensure a full continuum of provision.

### **3.18 Finding 8**

- 3.18.1 The panel has learned a considerable amount about the Common Assessment Framework (CAF). It has been informed of the background to this initiative (Victoria Climbié, Lord Laming, Every Child Matters (2003)) and of the County Council's response through the development of its Early Intervention Network (EIN).
- 3.18.2 Warwickshire now has fully operational EINs in all five of its districts/boroughs and each district has a multi-agency EIN Strategic Group in place. This is in turn linked to the Area Children's Partnerships. Over 1350 common assessments have been undertaken and almost 3000 practitioners have been trained in the use of CAF.
- 3.18.3 Nationally and locally there are many examples where early use of the CAF has enabled various agencies to work together to assist young people and their families out of various crises. Most schools have embraced CAF ensuring that they have at least one staff member who is trained in its use. These schools appear aware of the benefits CAF can bring and use it when appropriate. Some schools however, have not engaged with CAF and do not use it.
- 3.18.4 Whether a CAF is initiated or not is largely down to an individual's judgement. This subjective element can mean that a child or family might miss out on the support they require.

## **Support and Behaviour Management**

### **3.19 Conclusion 8**

- 3.19.1 Whilst it was pleased to learn of examples both locally and nationally where CAF has been used effectively the panel was disappointed to hear of instances where schools have, for whatever reason, failed to recognise its usefulness. It is acknowledged that a CAF interview can be time consuming but the panel feels that this time invested early on can deliver dividends later as organisations and families work together to seek a resolution to a problem or problems.
- 3.19.2 Again the panel wishes to emphasise the need for early intervention. CAF is one way in which this can be achieved.
- 3.19.3 In order for the local authority to achieve a clearer appreciation of the adoption of CAF by schools the panel feels that all schools should be audited. Where schools are found to be resistant to the use of CAF then the reasons behind that resistance should be explored with them.
- 3.19.4 One concern for the panel is that the decision to implement a CAF is in many instances down to subjective judgement. It is considered that a more objective threshold is also required. To this end anything less than 90% attendance at school should be regarded as a trigger.

#### **Recommendation 8**

That the Strategic Director for Children, Young People and Families audits schools to determine the arrangements they have in place to offer children, young people and their families opportunities to participate in Common Assessments under the CAF process in order to identify needs and facilitate early intervention that will support children and young people's placement in schools. A CAF should be offered as soon as the school identifies concerns that - if not addressed - would be likely to lead to exclusion and also as soon as attendance falls below 90%.

### **3.20 Finding 9**

- 3.20.1 CAF in Warwickshire is overseen by the CAF Manager. He and his team have developed a series of protocols and processes that should be used whenever a CAF is offered and undertaken. If these processes are not followed the effectiveness of CAF cannot be monitored. At the same time (and bearing in mind that CAFs are undertaken by people on a voluntary basis) there may be vulnerable people who having refused a CAF will continue to be at risk missing out on the support they need.
- 3.20.2 The panel has learned that instances have been identified where a school or other institution has offered a CAF, this has been refused but the school has failed to notify the CAF team of this.

### **3.21 Conclusion 9**

3.21.1 The pivotal role of the Common Assessment Framework Manager and the team of area CAF Officers is recognised by all members of the panel. If that team is to continue to develop CAF ensuring that it is used to the maximum effect it is important that they are kept fully aware of all activities around CAF. The panel was disappointed to learn of the instances where schools have failed to notify the CAF team of a refused CAF. As this is contrary to the agreed process and indeed to common-sense the panel wishes to ensure that all schools are reminded of their responsibility regarding this notification.

#### **Recommendation 9**

That the Strategic Director for Children, Young People and Families ensures that all schools be reminded that if a CAF is offered by the school and declined, the school should inform the area CAF Officer as per Warwickshire's CAF process.

### **3.22 Finding 10**

3.22.1 In learning of the challenges facing CAF the panel discovered that most but not all schools have a CAF trained staff member. In most instances that person will be a member of staff who has pastoral responsibility within a school. In some schools this may be the Headteacher.

3.22.2 Not all schools have a CAF trained staff member. This means that they cannot undertake a CAF.

### **3.23 Conclusion 10**

3.23.1 The panel considers that at least one person in each school should be trained in the use of CAF. In large primary schools and those serving areas of high social need, it is essential that more than one officer is trained and in a position to initiate a CAF. Secondary schools will require several CAF trained members of staff. Headteachers and Governors need not only to support the CAF process but also be seen to support it.

#### **Recommendation 10**

That the Strategic Director for Children, Young People and Families works to encourage schools to ensure that all staff with specific pastoral responsibilities are trained to use the CAF process and are supported by Headteachers and governors to initiate Common Assessments and act as Lead Professional as appropriate.



### 3.24 Finding 11

3.24.1 Assertive Discipline (AD) is a technique that has been found to be very successful especially in primary schools. AD empowers teachers because it provides them with a clear system. Essentially AD is about reinforcing good behaviour whilst ignoring poor behaviour. Children respond well if they know the boundaries in which they must operate. These need to be consistent and applied all the time. Teachers can operate a hierarchy of consequences for poor behaviour. This takes the form of small incremental steps that the child will understand. The child can then make a choice as to whether they will escalate their poor behaviour and experience the consequences. It is important that threatened sanctions are realised.

3.24.2 It has been found that there is not enough praise for good behaviour. Often poor behaviour attracts attention and whilst the child may be punished they still receive the attention they might be seeking. A good teacher should be able to teach a class without telling anybody off.

3.24.3 As well as Assertive Discipline schools can use the "Team Teach" approach. Team Teach provides staff with

- Verbal and non-verbal strategies to diffuse, de-escalate and manage difficult situations.
- An understanding of the causes and signs of aggression and conflict.
- An understanding of the typical stages of a crisis and appropriate staff responses.
- An appreciation of the importance of recording and reporting, including risk assessment and positive handling plans.
- Information on the legal aspects related to managing challenging children and young people.
- A range of appropriate positive handling techniques to ensure personal safety.
- A process of repair and reflection for staff, children and young people.

3.24.4 Restorative approaches used across the whole school have been found to reduce exclusions.

- When harm is caused either between teachers and a pupil or between pupils this approach focuses on repairing the harm done for the person harmed.
- The approach develops empathy in the person who harmed and ensures learning takes place.
- It has a proven evidence base for preventing future harmful behaviour over more punitive approaches.

3.24.5 Despite being well established approaches not all schools are aware or have chosen to learn about the principles of assertive discipline or the ideas promoted by Team Teach. Restorative approaches are relatively

new but one way in which their use can be encouraged is through school clusters and the emerging Area Behaviour Partnerships.

### **3.25 Conclusion 11**

3.25.1 The panel feels it is regrettable that, for a number of reasons, these principles have not been universally adopted. One way in which good practice can be disseminated and support provided is through clusters and the Area Behaviour Partnerships. The panel feels therefore that more should be done to encourage all schools to form clusters and to provide mutual support on this approach.

#### **Recommendation 11**

That Cabinet make funds available in 2011/12 for an audit of training to be undertaken across all schools to establish whether they have sufficient staff trained in evidenced based behaviour management techniques. Where shortcomings are found schools should be encouraged to work in clusters and Area Behaviour and Attendance Partnerships to address them.

### **3.26 Finding 12**

3.26.1 The panel was briefed on the National Programme for Specialist Leaders of Behaviour and Attendance (NPSLBA). This is an active learning programme, developed by the DCSF for all professionals working in the field. Since its introduction NPSLBA has proved to be a catalyst for change. Organisations which sponsor staff to undertake the programme will join a growing number of involved schools and related services.

3.26.2 The NPSLBA is based on a model of effective learning that follows five stages:

1. acquisition of knowledge
2. modelling of good practice
3. practice application
4. feedback and reflection
5. embedding the experience.

3.26.3 This provides participants with a rich learning experience and also equips them to work effectively with colleagues to influence working practice. This in turn leads to improved outcomes for children and young people. A key feature of the programme is the emphasis on exploring the relationship between theory, considered in study days and cluster sessions, and practice, carried out in the work-based activities. This process has proved to be a significant factor in driving change.

### **3.27 Conclusion 12**

3.27.1 The panel acknowledges that it would be unreasonable to call for all teachers to be NPSLBA qualified. However it does feel that every Secondary school and every Primary cluster should aspire to have at least one teacher who is qualified and who can pass on their knowledge to colleagues.

#### **Recommendation 12**

That the Strategic Director of Children, Young People and Families encourages all schools to ensure that every Secondary school and every Primary cluster at least one member of their staff is National Programme for Specialist Leaders in Behaviour and Attendance (NPSLBA) qualified.

### **3.28 Finding 13**

3.28.1 Allied to Recommendation 12 the panel learned of the benefits of “positive handling” as advocated and taught by Team Teach. Team Teach is a private company that advocates positive handling as a means of behaviour management. The learning objectives of the courses it provides are that at the end of a course participants will be able to,

- recognise the importance of and use de-escalation techniques and work as a part of a team when managing challenging behaviours.
- apply an understanding of the legal implications of positively handling
- use a gradual and graded response to managing challenging behaviours and the use of positive handling as a last resort option by applying an increased awareness of the need for documentation for the recording and reporting of incidents.
- use active listening skills and participating in a process of debriefing, repair and reflection.

3.28.2 Whilst the merits of this training are widely acknowledged not all schools have elected to pay for staff to receive it.

### **3.29 Conclusion 13**

3.29.1 The panel considers that whilst not all schools will see the Team Teach approach as appropriate for their own set of circumstances they ought at the very least to be briefed on how positive handling can be used to maintain discipline in the classroom thus reducing the risk of exclusion.

### **Recommendation 13**

That the Strategic Director for Children, Young People and Families ensures that all schools are briefed on the work of Team Teach and its strategies around positive handling.

## **Partnership Work**

### **3.30 Finding 14**

3.30.1 On their visits to the Teaching and Learning Centres at Rugby and Leamington the panel members were able to speak to at length to the Area Leads (the equivalent of Headteachers who manage the centres). The Area leads observed that whilst they and their staff communicated readily with schools there was very little interaction between teaching staff from them. The panel learned that many TLC staff have taught in that area for many years without visiting or having the chance to teach or share their experience of pupil management in a mainstream school. Conversely there was a feeling that some staff from mainstream schools might benefit from some direct experience of a TLC. Both forms of institution have much to offer the other but the opportunity to share this knowledge is rarely taken. TLCs and secondary schools find that the summer terms are quieter when year 11s have left for study leave. This may be the time in the academic year when exchanges could be made.

### **3.31 Conclusion 14**

3.31.1 The panel has been impressed by the professionalism of the Area Leads and Headteachers they met. It is clear that the Area Leads and the Headteachers are keen to see pupil behaviour improved to the extent that permanent exclusions become a thing of the past. The panel however feels that it is regrettable that whilst there is inevitably communication between schools and Teaching and Learning Centres the opportunities for staff from TLCs to operate in schools (or vice versa) are limited. It considers that this is a missed opportunity. TLC staff have experience and knowledge that in appropriate circumstances could be applied in a mainstream school. This may well serve to head off pupil behaviours that may be leading towards exclusion. At the same time the TLC staff would have an opportunity to refresh their experience of mainstream school whilst drawing on the knowledge and experience of the teachers there.

### **Recommendation 14**

That the Area Leads of Teaching and Learning Centres and Head Teachers be encouraged to work together to support outreach work by Teaching and Learning Centre Staff and look for continuing exchange of good practice and other information between the two.

### 3.32 Finding 15

3.32.1 A number of secondary schools have received funding through the Safer Schools Partnership. The aims and objectives of the Warwickshire Safer Schools Partnership Programme are primarily to implement and coordinate a multi-agency Safer Schools Partnership Programme. The Programme is an approach to reducing crime and anti-social behaviour in schools and the wider community and involves having a Police Community Support Officer based within a school, focused on early intervention and prevention, working with young people to build relationships in a safer environment.

3.32.2 The six objectives of the programme are to:

- 1) Protect children and young people from harm.
- 2) Reduce youth crime and anti-social behaviour.
- 3) Prevent young children and young people from becoming victims.
- 4) Ensure the diverse needs of our community are met.
- 5) Support a safer school environment.
- 6) Ensure suitably trained staff across all agencies.

3.32.3 The initial approach was to target schools that would see the most benefit and a methodology was agreed by the Partnership to help identify these schools. The schools chosen for the initial pilot stage were:

- Hartshill School (North Warwickshire)
- Manor Park School (Nuneaton & Bedworth)
- George Eliot School (Nuneaton & Bedworth)
- Harris School (Rugby)
- Shipston High School (Stratford)
- Champion School (Warwick)

3.32.4 These schools reported a significant reduction in anti-social behaviour and a general improvement in behaviour. There are many other secondary schools in Warwickshire that are not part of this scheme. Under the current arrangements if they were to accommodate a PCSO they would have to fund it themselves. It is estimated that this would cost in the region of £40,000 per annum.

### 3.33 Conclusion 15

3.33.1 The panel is mindful of issues around the funding of PCSOs but at the same time considers that given the benefits that PCSOs bring it might be appropriate for some schools to identify resources out of their budget to support an officer on site.

#### **Recommendation 15**

That those secondary schools that do not already accommodate a Police Community Support Officer be encouraged to give consideration as to how this might be done.

### **3.34 Finding 16**

3.34.1 Over time the Department for Children, Schools and Families (now the Department for Education) has provided funding for schools to pursue initiatives around behaviour management. For example in 2009 the Behaviour Challenge was launched in a number of local authority areas. Generally when these resources are released by government they are directed at schools. It is then left to the school to determine the detail of how they are used.

3.34.2 From September 2010 the Area Behaviour and Attendance Partnerships will have an enhanced role ensuring greater collaboration between schools. The DCSF guidance on Guidance on school behaviour and attendance Partnerships March 2010 sets out the key principals of the partnerships as:

- active engagement of all partners;
- inclusion of the local pupil referral unit/short stay school and other major
- providers of alternative provision;
- engagement with primary schools and further education;
- engagement of at least one Safer School Partnership officer, assuming that
- local police make this resource available;
- engagement with extended services;
- clear protocols for managed moves and 'hard to place' pupils;
- a focus on early intervention;
- use of pooled resources to enable buy-in of specialist support;
- transparent use of data; and
- a staff training programme.

3.34.3 These partnership comprise secondary Headteachers. In Warwickshire they work well although they do tend to operate on rigid boundaries. They have the potential to have an overview of behaviour management across an area as opposed to considering it in isolation. They also have the potential to collaboratively work to put in place arrangements for initiatives aimed at improving behaviour. In order to do this they need pooled resources that can be focused on where the greatest need is.

### **3.35 Conclusion 16**

3.35.1 Although it is appreciated that funding for some aspects of education is being reduced significantly by the government the panel expects that some will continue to be made available to support work aimed at managing behaviour and reducing permanent exclusion. The panel considers that in recognition of the role of the Area Behaviour and Attendance Partnerships any such funds that come to Warwickshire should be allocated to them rather than directly to schools. This would ensure that the funds are used in the most appropriate fashion taking account of the needs of an area.

- 3.35.2 On area of support that the panel considers would merit resourcing is the employment of early intervention officers to mentor and support young people at risk of exclusion whilst they remain in mainstream education.

#### **Recommendation 16**

That where any new funds for initiatives concerning behaviour or attendance become available these be allocated to the Area Behaviour and Attendance Partnerships as opposed to being delegated to schools. Consideration should be given to the use of this money for the employment of mentors and other support to assist pupils to remain in mainstream education.

#### **3.36 Finding 17**

- 3.36.1 There is now an expectation that the Area Behaviour and Attendance Partnerships will work to ensure greater consistency of approach to behaviour management.

#### **3.37 Conclusion 17**

- 3.37.1 The panel is keen that the Area Behaviour and Attendance Partnerships work to ensure a degree of consistency between schools both in terms of their policies and the way in which these are applied. Where schools are found not to be operating behaviour management policies effectively the partnerships need to be working to address this.

#### **Recommendation 17**

That in order to ensure greater consistency Area Behaviour and Attendance Partnerships be requested as part of their enhanced role to monitor schools' behaviour management and take action in instances when adequate policies do not exist or are not applied.

#### **3.38 Finding/Conclusion 18**

- 3.38.1 The panel learned enough about "Statementing" of special education needs to be concerned about the length of time this can take. However, it is clear that whilst special education requirements can have an impact on school exclusions it has not been possible for this review to explore in depth the Statementing process. The panel feels, however, that more work is required around this area. It therefore considers that a task and finish group should be established to look at the matter and report back to the relevant Overview and Scrutiny Committee.

#### **Recommendation 18**

That a small task and finish group be formed to explore the processes required to "statement" a pupil.

### **3.39 Finding/Conclusion 19**

3.39.1 Recommendation 4 refers to exclusions amongst looked after children. Just as with children with special education needs the panel did not feel it was able to explore every aspect of the specific challenges facing looked after children. It is however aware that many looked after children perform poorly at school. This and the high levels of exclusion merit further investigation.

#### **Recommendation 19**

That a small task and finish group be formed to undertake a major in-depth review of the education of looked after Children.

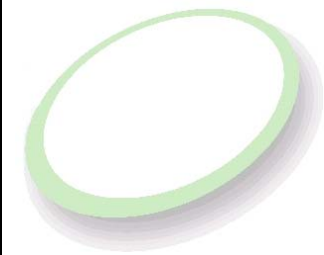
### **3.40 Finding/Conclusion 20**

3.40.1 The panel was able to briefly consider out of county provision for permanently excluded children from Warwickshire. It did however learn of instances where pupils have to travel many tens of miles to access the services they require. This was enough to stimulate the panel's interest but as with other aspects of this review the members did not feel that they would be able to do justice to this important area of work in the time available to them. This was regrettable but recognising the time and resource constraints imposed on it the panel felt that it would need to recommend that a separate study be undertaken.

#### **Recommendation 20**

That consideration be given to an in-depth review of out of county provision for Warwickshire children.



	<p style="text-align: center;"><b>Warwickshire County Council</b>  <b>Children, Young people and Families</b>  <b>Overview and Scrutiny Committee</b></p> <p style="text-align: center;"><b>Review of School Exclusions</b>  <b>Draft Terms of Reference</b></p> <p style="text-align: right;"><b>November 2009</b></p>
<b>Background/Rationale behind Review</b>	
<p>This review is one of a series agreed by the Overview and Scrutiny Board in September 2009. It was considered a priority over other suggested topics for a number of reasons.</p> <ul style="list-style-type: none"> <li>• Exclusion rates in Warwickshire are high compared to those of our statistical neighbours.</li> <li>• Permanent exclusion rates in primary schools have increased markedly over the last year whilst over the same period secondary school exclusions have decreased significantly (down 30%).</li> <li>• The 2008 Joint Area Assessment identified these high exclusion rates as a cause for concern.</li> <li>• The Children and Young Peoples Plan has identified the need to reduce the number of permanent exclusions as a priority.</li> <li>• School exclusion is a serious event and is very much a last resort. As such the rate of exclusions needs to be reduced.</li> <li>• High rates of exclusion are indicative of more deep-rooted problems that will need addressing.</li> <li>• Children who are permanently excluded are often vulnerable and may require special attention.</li> </ul>	
<b>Objectives of Review</b>	
<ol style="list-style-type: none"> <li>1. To enable officers, members and schools to develop a clearer understanding of the following aspects of school exclusion <ul style="list-style-type: none"> <li>• Why children are excluded from school.</li> <li>• The impact of school exclusion on children, families, schools and communities</li> <li>• Current initiatives being operated within and across schools to manage pupil behaviour</li> <li>• The processes that schools need to follow leading to exclusion</li> <li>• The national situation regarding school exclusions including examples of good practice</li> </ul> </li> <li>2. To develop a series of recommendations with the intention of <ul style="list-style-type: none"> <li>• reducing the incidence of school exclusions across Warwickshire.</li> </ul> </li> </ol>	

<ul style="list-style-type: none"> <li>• assisting vulnerable young people in getting back on track.</li> <li>• ensuring that processes are robust and are used consistently between schools across Warwickshire</li> </ul>
<b>Scope of the Review</b>
<p>The review <b>will</b> address</p> <ul style="list-style-type: none"> <li>• Permanent exclusions from Primary schools</li> <li>• Permanent exclusions from Secondary schools</li> <li>• Children not in school (but not excluded)</li> </ul> <p>The review <b>will not</b> consider exclusions from</p> <ul style="list-style-type: none"> <li>• Special Schools</li> </ul> <p>The review will focus on</p> <ul style="list-style-type: none"> <li>• Initiatives aimed at early intervention</li> <li>• Legal processes</li> <li>• Informal processes</li> <li>• Good and bad practice across the country</li> <li>• National trends</li> <li>• Behaviour Challenge/Behaviour partnerships</li> <li>• The Safer Schools Initiative</li> <li>• Restorative approaches</li> <li>• The Common Assessment Framework</li> <li>• Transition arrangements</li> <li>• The influence of ethnicity</li> <li>• The influence of gender</li> <li>• Special Education Need</li> </ul>
<b>Evidence Sources</b>
<ol style="list-style-type: none"> <li>1. Published data (local and national) relating to school exclusions</li> <li>2. Examination of reports, guidance and legislation including, <ul style="list-style-type: none"> <li>• White Paper – Back on Track</li> <li>• The Sir Alan Steer Report – 2009</li> <li>• DCSF Guidance</li> </ul> </li> </ol>
<b>Witness/Experts</b>
<ul style="list-style-type: none"> <li>• Viv Sales – Principal Education Social Worker</li> <li>• Pat Tate – Head of Early Intervention</li> <li>• Adrian Over – Common Assessment Framework Manager</li> <li>• Representatives from schools (Heads/Teachers/Governors)</li> <li>• Chairs of Behaviour Partnerships</li> <li>• Young people via youth forum/youth service</li> <li>•</li> </ul>

<b>Site Visits</b>
<ul style="list-style-type: none"> <li>• Possible visits to schools</li> <li>• Possible visit to other local authority areas</li> </ul>
<b>Barriers/dangers/risks</b>
<ul style="list-style-type: none"> <li>• Failure to appreciate complexity of issue</li> <li>• Failure to accept that the system can be manipulated by all parties involved</li> <li>• Raising expectations too high</li> <li>• Going off at a tangent</li> <li>• Recommendations not SMART.</li> <li>• Failure to make business case for shift of resources</li> </ul>
<b>Panel Membership</b>
<p>Councillor Carolyn Robbins – Chair of Panel  Councillor Ron Cockings  Councillor Robin Hazelton  Councillor Tim Naylor</p>
<b>Scrutiny Officer Report</b>
<p>Paul Williams – Overview and Scrutiny Officer - 01926 418196</p>
<b>Timetable</b>
<ul style="list-style-type: none"> <li>• Start date – 16.11.09</li> <li>• Draft report deadline – end of April 2010</li> <li>• Project completion date – (Report to OSC) 23<sup>rd</sup> June 2010</li> <li>• Meeting frequency – 4 meetings</li> <li>• Date to evaluate impact – 2 years to allow for full implementation</li> <li>• Methods of tracking/evaluating – see indicators of success</li> </ul>

## COUNTY ANALYSIS OF EXCLUSIONS

Please note:

Fixed Term includes Permanent - Reinstated

These figures are based on the data as provided by schools via the Online Exclusions System

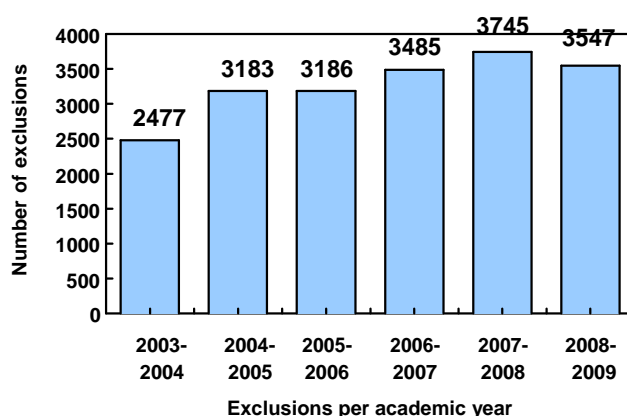
All exclusions for the PRU are now represented within the Central/Warwick Area as that is where the PRU's main administrative base is. Previously the PRU's data was included in the Eastern/Rugby Area as that was where their main base was originally located.

### 1. Number of Exclusions 2002/2003 to 2008/2009

EXCLUSION TYPE	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
FIXED	2065	2477	3183	3186	3485	3745	3547
PERMANENT	65	91	146	119	132	117	88
TOTAL	2130	2568	3329	3305	3617	3862	3635

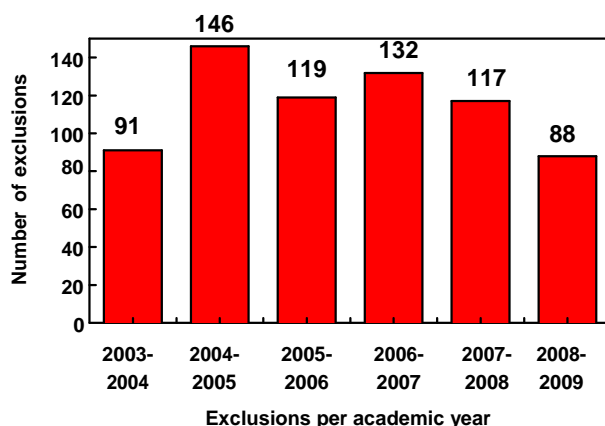
### 2a. FIXED TERM EXCLUSIONS 2003/4-2008/

Fixed Exclusions



### 2b. PERMANENT EXCLUSIONS 2003/4-2008/9

Permanent Exclusions



Source: Online School Exclusions system - completed by all Schools 22/10/2009

Produced by the Exclusions Team

### **3. Number of FIXED term exclusions by Educational Area 2002/2003 to 2008/2009**

	CENTRAL	SOUTHERN	NORTH WARWICKSHIRE	NUNEATON AND BEDWORTH	SOUTHERN	Total for Warwickshire
2002-2003	437	588	150	547	343	2065
2003-2004	635	571	213	662	396	2477
2004-2005	825	638	263	925	532	3183
2005-2006	719	710	306	959	492	3186
2006-2007	685	866	291	1010	621	3473
2007-2008	802	815	294	1282	552	3745
2008-2009	1007	594	264	1075	607	3547

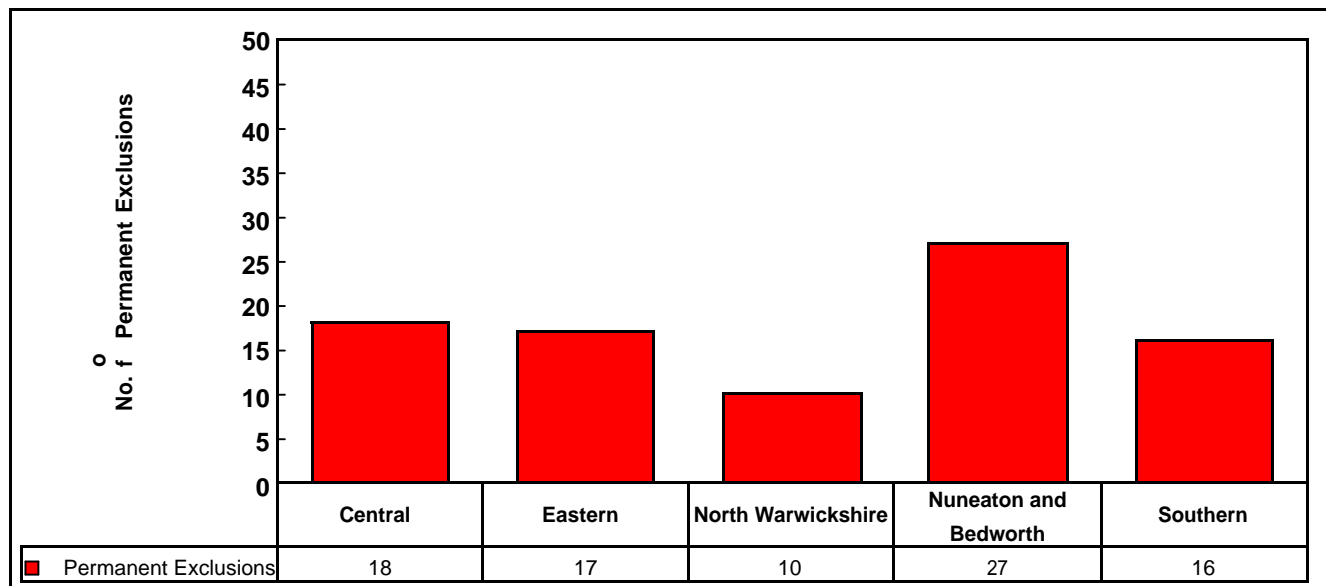
### **4. Number of FIXED term exclusions by Educational Area 2008 - 2009**

	CENTRAL	SOUTHERN	NORTH WARWICKSHIRE	NUNEATON AND BEDWORTH	SOUTHERN	Total for Warwickshire
2008-2009	1007	594	264	1075	607	3547

### **5. Number of PERMANENT exclusions by Educational Area 2002/2003 to 2008/2009**

	Central	Eastern	North Warwickshire	Nuneaton and Bedworth	Southern	Total for Warwickshire
<b>2002-2003</b>	<b>14</b>	<b>8</b>	<b>7</b>	<b>24</b>	<b>12</b>	<b>65</b>
<b>2003-2004</b>	<b>20</b>	<b>24</b>	<b>4</b>	<b>28</b>	<b>15</b>	<b>91</b>
<b>2004-2005</b>	<b>32</b>	<b>27</b>	<b>12</b>	<b>54</b>	<b>21</b>	<b>146</b>
<b>2005-2006</b>	<b>33</b>	<b>31</b>	<b>12</b>	<b>28</b>	<b>15</b>	<b>119</b>
<b>2006-2007</b>	<b>30</b>	<b>27</b>	<b>14</b>	<b>47</b>	<b>14</b>	<b>132</b>
<b>2007-2008</b>	<b>24</b>	<b>22</b>	<b>11</b>	<b>52</b>	<b>8</b>	<b>117</b>
<b>2008-2009</b>	<b>18</b>	<b>17</b>	<b>10</b>	<b>27</b>	<b>16</b>	<b>88</b>

## 6. Number of PERMANENT exclusions by Educational Area 2008/2009



## 7. Number of PERMANENT exclusions as a % of the school population\* by Area 2002/3-2008/9

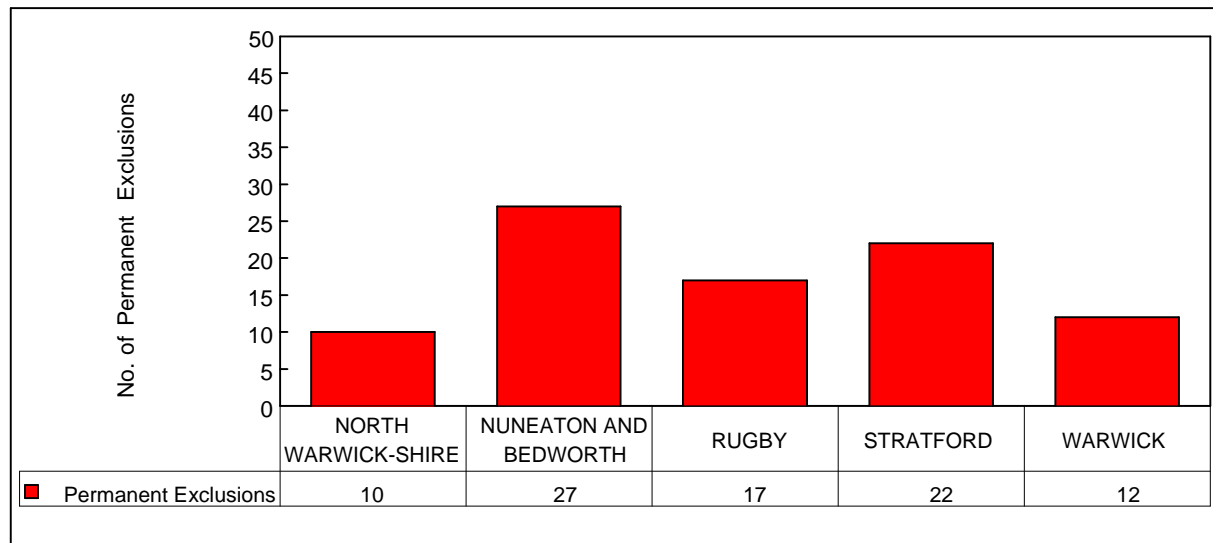
	CENTRAL	EASTERN	NORTH WARWICKSHIRE	NUNEATON AND BEDWORTH	SOUTHERN
2002-2003	0.07%	0.06%	0.09%	0.11%	0.08%
2003-2004	0.10%	0.17%	0.05%	0.13%	0.10%
2004-2005	0.17%	0.19%	0.15%	0.25%	0.14%
2005-2006	0.16%	0.22%	0.15%	0.13%	0.10%
2006-2007	0.16%	0.19%	0.18%	0.23%	0.09%
2007-2008	0.13%	0.15%	0.11%	0.29%	0.05%
2008-2009	0.09%	0.12%	0.10%	0.15%	0.11%

\* school population refers to the number of pupils on roll at all schools as at the date of the January Spring School Census for that academic year

## 8. Number of PERMANENT exclusions by District 2002/3-2008/9

	NORTH WARWICK- SHIRE	NUNEATON AND BEDWORTH	RUGBY	STRATFORD	WARWICK	TOTAL for Warwick- shire
2002-2003	9	22	9	16	9	65
2003-2004	8	24	24	18	17	91
2004-2005	22	44	27	21	32	146
2005-2006	18	22	31	19	29	119
2006-2007	21	40	27	16	28	132
2007-2008	13	50	22	10	22	117
2008-2009	10	27	17	22	12	88

### 8a. Number of PERMANENT exclusions by District 2008-2009



Source: Online School Exclusions system - completed by all Schools 22/10/2009 Produced by the Exclusions Team

## **9. Exclusions by Phase of School 2003/4-2008/9**

YEAR	2004-2005		2005-2006		2006-2007		2007-2008		2008-2009	
TYPE	PRIMARY / SPECIAL	SECONDARY /SPECIAL	PRIMARY / SPECIAL	SECONDARY /SPECIAL	PRIMARY / SPECIAL	SECONDARY /SPECIAL	PRIMARY / SPECIAL	SECONDARY /SPECIAL	PRIMARY / SPECIAL	SECONDARY /SPECIAL
FIXED	354	2829	358	2825	428	2911	436	3285	465	3081
PERMANENT	15	131	14	105	17	115	12	105	14	74
TOTAL	369	2960	372	2930	445	3026	448	3390	479	3155

*NB: This is based on National Curriculum Year*

## **10. Gender of Excluded Pupils 2003/4-2008/9**

YEAR	2004-2005		2005-2006		2006-2007		2007-2008		2008-2009	
TYPE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE
FIXED	724	2459	745	2441	760	2713	849	2888	710	2837
PERMANENT	27	119	23	96	27	105	21	96	17	71
TOTAL	751	2578	768	2537	787	2818	870	2984	727	2908
% Fixed	96%	95%	97%	96%	97%	96%	98%	97%	98%	98%
% Permanent	4%	5%	3%	4%	3%	4%	2%	3%	2%	2%

Source: Online School Exclusions system - completed by all Schools 22/10/200

Produced by the Exclusions Team



## 11. Ethnicity of excluded pupils 2008-2009

ETHNICITY	FIXED	PERMANENT	TOTAL	% OF ALL EXCLUDED
Any Other Asian Background	6	0	6	0.2%
Any Other Black Background	5	0	5	0.1%
Any Other Ethnic Group	8	0	8	0.2%
Any Other Mixed Background	27	0	27	0.8%
Any Other White Background	35	1	36	1.0%
Bangladeshi	1	0	1	0.0%
Black - African	8	0	8	0.2%
Black Caribbean	20	1	21	0.6%
Chinese	1	0	1	0.0%
Gypsy / Roma	1	0	1	0.0%
Indian	27	0	27	0.8%
Pakistani	4	0	4	0.1%
Traveller of Irish Heritage	0	0	0	0.0%
White - British	3199	81	3280	91.6%
White - Irish	9	1	10	0.3%
White and Asian	17	0	17	0.5%
White and Black African	0	1	1	0.0%
White and Black Caribbean	72	2	74	2.1%
Information Not Yet Obtained	25	0	25	0.7%
Refused	26	1	27	0.8%
UNKNOWN (data not provided)	56	0	56	1.6%
Total	3547	88	3579	100.0%

*\*Please note: Ethnicity is grouped according to the CBDS Sub-Category groupings defined by the DCSF*

## **12. Number of Looked After Children excluded in 2002-03 to 2008-09**

	Number of LAC excluded	Number of Fixed Exclusions	Number of Permanent Endorsed Exclusions	Number of Permanent Reinstated	Total Number of Exclusions
Number of Children 2002-3	N/A	60	6	0	66
Number of Children 2003-4	35	41	4	0	45
Number of Children 2004-5	35	62	7	0	69
Number of Children 2005-6	40	91	2	0	93
Number of Children 2006-7	53	101	7	0	108
Number of Children 2007-8	51	104	9	0	113
Number of Children <b>2008-9</b>	48	94	3	0	97

\* Please note: This is based on the information provided by the school via the on-line form

### 13. Reason for Exclusions

EXCLUSIONS REASON	2004-2005				2005-2006				2006-2007				2007-2008				2008-2009			
	PERMANENT		FIXED		PERMANENT		FIXED		PERMANENT		FIXED		PERMANENT		FIXED		PERMANENT		FIXED	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
Physical assault against pupil	21	14.4%	610	19.2%	27	22.7%	617	20.5%	14	10.6%	686	19.7%	22	18.8%	726	19.4%	16	18.2%	652	18.4%
Physical assault against adult	11	7.5%	141	4.4%	11	9.2%	181	6.0%	25	18.9%	198	5.7%	12	10.3%	205	5.5%	11	12.5%	213	6.0%
Verbal abuse / threatening behaviour against pupil	7	4.8%	177	5.6%	8	6.7%	127	4.2%	3	2.3%	110	3.2%	5	4.3%	113	3.0%	5	5.7%	113	3.2%
Verbal abuse / threatening behaviour against adult	20	13.7%	824	25.9%	12	10.1%	817	27.2%	17	12.9%	798	22.9%	19	16.2%	977	26.1%	7	8.0%	824	23.2%
Bullying	3	2.1%	67	2.1%	2	1.7%	64	2.1%	1	0.8%	97	2.8%	0	0.0%	119	3.2%	0	0.0%	67	1.9%
Racist abuse	1	0.7%	40	1.3%	1	0.8%	39	1.3%	0	0.0%	54	1.5%	1	0.9%	47	1.3%	0	0.0%	45	1.3%
Sexual misconduct	0	0.0%	32	1.0%	2	1.7%	0	0.0%	1	0.8%	61	1.8%	3	2.6%	70	1.9%	0	0.0%	47	1.3%
Drug and alcohol related	15	10.3%	145	4.6%	6	5.0%	0	0.0%	6	4.5%	190	5.5%	4	3.4%	181	4.8%	8	9.1%	173	4.9%
Damage to school or personal property belonging to any member of the school community	4	2.7%	151	4.7%	4	3.4%	125	4.2%	5	3.8%	125	3.6%	1	0.9%	139	3.7%	3	3.4%	145	4.1%
Theft	4	2.7%	105	3.3%	3	2.5%	69	2.3%	2	1.5%	70	2.0%	3	2.6%	69	1.8%	5	5.7%	97	2.7%
Persistent disruptive behaviour	59	40.4%	805	25.3%	43	36.1%	812	27.0%	58	43.9%	1027	29.5%	46	39.3%	944	25.2%	32	36.4%	978	27.6%
Other	1	0.7%	86	2.7%	0	0.0%	153	5.1%	0	0.0%	69	2.0%	0	0.0%	139	3.7%	1	1.1%	185	5.2%
Unknown	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	0.9%	16	0.4%	0	0.0%	8	0.2%
Total	146	100.0%	3183	100.0%	119	100.0%	3004	100.0%	132	100.0%	3485	100.0%	117	100.0%	3745	100.0%	88	100.0%	3547	100.0%

## 14. All Exclusions by type of School

	2004-2005				2005-2006				2006-2007				2007-2008				2008-2009			
TYPE OF SCHOOL	FIXED	PERMANENT ENDORSED	PERMANENT REINSTATED	TOTAL	FIXED	PERMANENT ENDORSED	PERMANENT REINSTATED	TOTAL	FIXED	PERMANENT ENDORSED	PERMANENT REINSTATED	TOTAL	FIXED	PERMANENT ENDORSED	PERMANENT REINSTATED	TOTAL	FIXED	PERMANENT ENDORSED	PERMANENT REINSTATED	TOTAL
INFANT SCHOOL	9	0	0	9	16	0	0	16	22	0	0	22	25	0	0	25	35	0	0	35
JUNIOR SCHOOL	96	5	1	102	89	1	0	90	109	7	0	116	125	4	0	129	103	3	1	107
PRIMARY SCHOOL	224	10	0	234	254	13	0	267	294	11	0	305	259	6	0	265	300	11	0	311
SECONDARY SCHOOL	2619	128	1	2748	2587	102	3	2692	2808	118	2	2928	3070	103	0	3173	2594	72	6	2672
SPECIAL SCHOOL	116	3	0	119	133	3	0	136	100	2	0	102	118	4	0	122	166	2	0	168
PRU	117	0	0	117	104	0	0	104	132	0	0	132	148	0	0	148	349	0	0	349
TOTAL	3181	146	2	3329	3183	119	3	3305	3465	138	2	3605	3745	117	0	3862	3547	88	7	3642

Source: Online School Exclusions system - completed by all Schools

22/10/2009 Produced by the Exclusions Team

## 15. Duration of FIXED term exclusions

NUMBER OF DAYS	2002-2003		2003-2004		2004-2005		2005-2006		2006-2007		2007-2008		2008-2009	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
a) 0-5 Days	1803	87%	2110	86%	2759	87%	2810	88%	3073	88%	3599	96%	3481	98%
b) 6-10 Days	181	9%	245	10%	311	10%	254	8%	289	8%	50	1%	35	1%
c) 11-15 Days	51	2%	67	3%	70	2%	75	2%	78	2%	31	1%	12	0%
d) More Than 15 Days	30	1%	29	1%	41	1%	40	1%	36	1%	9	0%	8	0%
e) UNKNOWN		0%		0%		0%		0%		0%	56	1%	11	0%
TOTAL	2065	100%	2451	100%	3181	100%	3179	100%	3476	100%	3745	100%	3547	100%

\*Please note that for 2003-2004 'Number' of fixed exclusions above does not sum to the total as there are 18 records where the length of exclusion was not recorded.

\*Please note that from 2004-2005 'Number' of fixed exclusions does not include permanent reinstated exclusions

\* Please note that for 2005-2006 'Number' of fixed exclusions above does not sum to the total as there are 4 records where the length of exclusion was not recorded. However, based on the start and end date the number of days excluded for these pupils are: 2 = 0-5, 1= 6-10 and 1 = >15.

\*Please note that for 2006-2007 'Number' of fixed exclusions above does not sum to the total as there are 9 records where the length of exclusion was not recorded.

#### **16. PERMANENT exclusions as a percentage of total number on roll 2003/2004 - 2008/2009**

Year	Number of permanent exclusions	Total number on roll as at the January School Census	% of total NOR*
2003-2004	91	77647	0.12%
2004-2005	146	77721	0.19%
2005-2006	119	77283	0.15%
2006-2007	132	76603	0.17%
2007-2008	117	75974	0.15%
2008-2009	88	75901	0.12%

- Total NOR includes all schools; Nursery, Primary, Secondary, Special and PRU as at the date of the January School Census for that Academic Year

## Action Plan

Recommendation	Officer/Member Responsible	Deadline	Approximate cost (£ or time)
<b>General</b>			
1. That in the September of each year the Children, Young People and Families Overview and Scrutiny Committee is briefed on exclusion rates for the previous academic year.	Strategic Director for Children, Young People and Families	Annually in September	Officer time to produce report for committee using data that is already collected
2. Cabinet is asked to ensure that in agreeing its proposed budget for 2011/12 sufficient resources are allocated to early intervention services to maintain as a minimum the level of service currently provided.	Portfolio Holder for Children, Young People and Families working with the Strategic Director for Children, Young People and Families	February 2011 when budget is agreed.	Not known at this stage but will need to match existing funding at a minimum.

Recommendation	Officer/Member Responsible	Deadline	Approximate cost (£ or time)
3. That the Strategic Director of Children, Young People and Families takes every opportunity to remind school leaders that informal or unofficial exclusions are unlawful and therefore unacceptable.	Strategic Director of Children, Young People and Families	March 2011	Minimal. Existing forums and other channels of communication to be used.
4. That the emerging strategy for zero permanent exclusions by primary and secondary schools of children currently in the care of the County Council be supported.	Strategic Director of Children, Young People and Families	Ongoing	Minimal
5. That support be given to the creation of a single primary teaching and learning centre to serve the whole of Warwickshire.	Portfolio Holder for Children, Young People and Families working with the Strategic Director for Children, Young People and Families	September 2011	Not know at this stage but likely to range from several hundred thousands (for accommodation in an existing building) to many millions for a new build. Operating costs are already met under existing arrangements but travel costs may increase with the use of a single site

Recommendation	Officer/Member Responsible	Deadline	Approximate cost (£ or time)
6. That the primary cluster model be adopted across the county with agreement on early intervention protocols and processes.	Strategic Director of Children, Young People and Families.	September 2012	Minimal additional cost. Officer time needs to be invested to encourage schools to embrace clusters.
7. That the Strategic Director of Children, Young People and Families encourages all secondary schools to develop in-house provision (learning support units) to ensure a full continuum of provision.	Strategic Director of Children, Young People and Families.	September 2012 by which time all schools without Learning Support Units should have (at a minimum) had them considered by the school.	No additional funds. Initiative will rely on redeployment of existing funds available to schools.



Recommendation	Officer/Member Responsible	Deadline	Approximate cost (£ or time)
<b>Support and Behaviour Management</b>			
<p>8. That the Strategic Director for Children, Young People and Families audits schools to determine the arrangements they have in place to offer children, young people and their families opportunities to participate in Common Assessments under the CAF process in order to identify needs and facilitate early intervention that will support children and young people's placement in schools. A CAF should be offered as soon as the school identifies concerns that - if not addressed - would be likely to lead to</p>	<p>Strategic Director for Children, Young People and Families/ CAF Manager</p>	<p>March 2011</p>	<p>£5000 for audit</p> <p>Officer time to undertake review and work with schools to encourage good practice.</p>

Recommendation	Officer/Member Responsible	Deadline	Approximate cost (£ or time)
exclusion and also as soon as attendance falls below 90%.			
9. That the Strategic Director for Children, Young People and Families ensures that all schools be reminded that if a CAF is offered by the school and declined, the school should inform the area CAF Officer as per Warwickshire's CAF process.	Strategic Director for Children, Young People and Families/ CAF Manager	March 2011	Minimal. Officer time and a letter or other means of communication

Recommendation	Officer/Member Responsible	Deadline	Approximate cost (£ or time)
<p>10. That the Strategic Director for Children, Young People and Families works to encourage schools to ensure that all staff with specific pastoral responsibilities are trained to use the CAF process and are supported by Headteachers and governors to initiate Common Assessments and act as Lead Professional as appropriate.</p>	<p>Strategic Director for Children, Young People and Families</p>	<p>March 2011</p>	<p>Minimal initial cost but may lead to an increase in use of Common Assessment Framework.</p>

Recommendation	Officer/Member Responsible	Deadline	Approximate cost (£ or time)
<p>11. That Cabinet make funds available in 2011/12 for an audit of training to be undertaken across all schools to establish whether they have sufficient staff trained in evidenced based behaviour management techniques. Where shortcomings are found schools should be encouraged to work in clusters and Area Behaviour and Attendance Partnerships to address them.</p>	<p>Portfolio Holder for Children, Young People and Families and Strategic Director for Children, Young People and Families</p>	<p>March 2011</p>	<p>£2000 for audit plus officer time</p>

Recommendation	Officer/Member Responsible	Deadline	Approximate cost (£ or time)
12. That the Strategic Director of Children, Young People and Families encourages all schools to ensure that at least one member of their staff is National Programme for Specialist Leaders in Behaviour and Attendance (NPSLBA) qualified.	Strategic Director for Children, Young People and Families	March 2011	Minimal initial cost to authority but additional costs for schools that invest in training
13. That the Strategic Director for Children, Young People and Families ensures that all schools are briefed on the work of Team Teach and its strategies around positive handling.	Strategic Director for Children, Young People and Families	March 2011	Minimal initial cost to authority but additional costs for schools that invest in training

Recommendation	Officer/Member Responsible	Deadline	Approximate cost (£ or time)
<b>Partnership Work</b>			
14. That the Area Leads of Teaching and Learning Centres and Head Teachers be encouraged to work together to support outreach work by Teaching and Learning Centre Staff and look for continuing exchange of good practice and other information between the two.	Strategic Director of Children, Young People and Families	Ongoing but progress to be seen by July 2011	Minimal financial outlay but investment required through officer time.
15. That those secondary schools that do not already accommodate a Police Community Support Officer be encouraged to give consideration as to how this might be done.	Strategic Director of Children, Young People and Families	September 2011	Cost per school to accommodate a PCSO approx. £40,000 per annum

Recommendation	Officer/Member Responsible	Deadline	Approximate cost (£ or time)
<p>16. That where any new funds for initiatives concerning behaviour or attendance become available these be allocated to the Area Behaviour and Attendance Partnerships as opposed to being delegated to schools. Consideration should be given to the use of this money for the employment of mentors and other support to assist pupils to remain in mainstream education.</p>	<p>Strategic Director of Children, Young People and Families. Portfolio Holder for Children, Young People and Families</p>	<p>Ongoing</p>	<p>No additional cost to the authority. Resources to be deployed in a different way.</p>

Recommendation	Officer/Member Responsible	Deadline	Approximate cost (£ or time)
17. That in order to ensure greater consistency Area Behaviour and Attendance Partnerships be requested as part of their enhanced role to monitor schools' behaviour management and take action in instances when adequate policies do not exist or are not applied.	Chairs of Area behaviour and Attendance Partnerships	September 2011	No additional costs
<b>Future Work</b>			
18. That a small task and finish group be formed to explore the processes required to "statement" a pupil.	Chair of Children and Young People Overview and Scrutiny Committee	March 2011	Officer and Member time. Support from Overview and Scrutiny Team.
19. That a small task and finish group be formed to undertake a major in-depth review of the education of looked after Children.	Chair of Children and Young People Overview and Scrutiny Committee	March 2011	Officer and Member time. Support from Overview and Scrutiny Team.



<b>Recommendation</b>	<b>Officer/Member Responsible</b>	<b>Deadline</b>	<b>Approximate cost (£ or time)</b>
20. That consideration be given to an in-depth review of out of county provision for Warwickshire children.	Chair of Children and Young People Overview and Scrutiny Committee	March 2011	Officer and Member time. Support from Overview and Scrutiny Team.

## **Glossary**

AD	Assertive Discipline
CAF	Common Assessment Framework
DCSF	Department for Children, Schools and Families (Replaced by the Department for Education)
EAL	English is an additional language
EIN	Early Intervention Network
EIS	Early Intervention Service
LSU	Learning Support Unit
NEET	Not in Education, Employment or Training
NPSLBA	National Programme for Specialist Leaders of Behaviour and Attendance
SEN	Special Education Needs
SENCO	Special Education Needs Co-ordinator