

Cabinet Member (Education)

12th November 2014

Name of Cabinet Member:
Councillor D Kershaw

Director Approving Submission of the report:
Executive Director, People

Ward(s) affected:
All

Title:
Report on Pupil Behaviour in Coventry Schools and Educational Settings in 2013/14

Is this a key decision?
No

Executive Summary:

This report summarises the data on pupil behaviour in schools and other educational settings in Coventry. National data for 2012/13, released summer 2014, shows the incidence of fixed term and permanent exclusions in Coventry continue to be below that for England and low in relation to statistical neighbours. Local data for 2013/14 indicates that the number of fixed term exclusions and permanent rose across mainstream schools, but remained below levels seen in the previous 3 years. Across special schools the number of fixed term exclusions decreased and there were no permanent exclusions.

Recommendation:

The Cabinet Member is requested to accept the report and approve the further development of the identified strategies to further improve pupil behaviour.

List of Appendices included:
None

Background papers:
None

Has it or will it be considered by Scrutiny?
No

Has it, or will it be considered by any other Council Committee, Advisory Panel or other body?
No

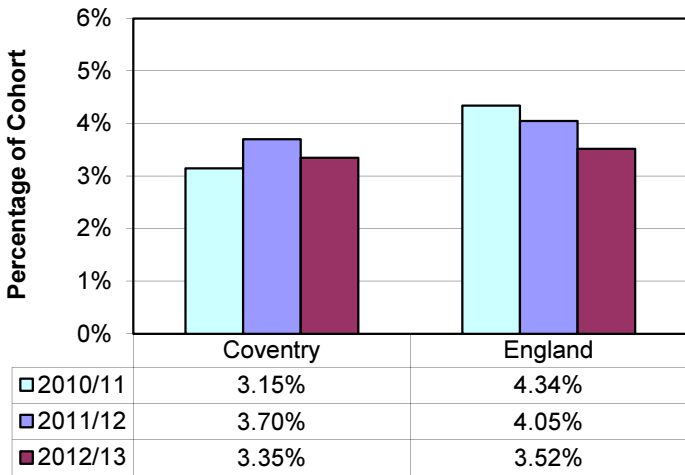
Will this report go to Council?
No

**Report title:
Report on Pupil Behaviour in Coventry Schools and Educational Settings in 2013/14**

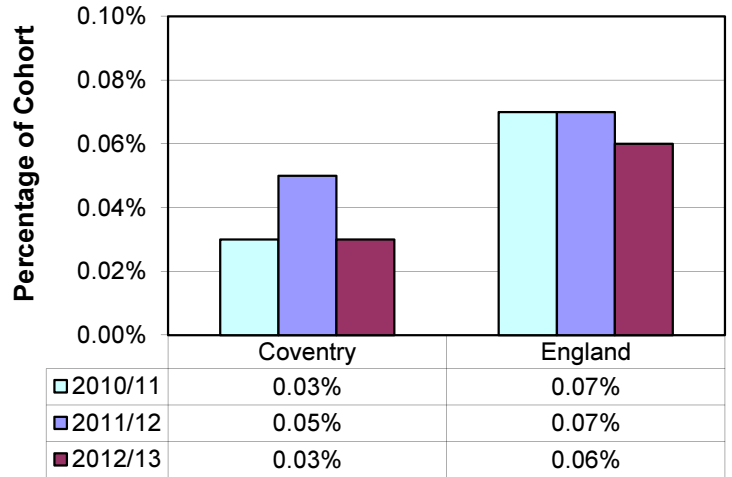
1. Context (or background)

- 1.1 Coventry City Council has a policy of working in strong partnership and collaboration with schools to avoid the use of permanent exclusion wherever possible and to reduce the use of exclusions more generally. In line with best practice nationally, the Local Authority has sought to develop a range of alternative strategies to achieve this. One of the key strategies has been the establishment and ongoing development of a Partnership Agreement with secondary schools that sets out the policy, principles and procedures for the prevention and management of exclusions and support for pupils who are considered Hard to Place. The policy is overseen through the work of the Social Inclusion Placement Panel, which includes head teachers from the area behaviour partnerships as well as officers from the Local Authority. It also reports its work on a regular basis to the Local Authority School Admissions Forum.
- 1.2 A further development of the strategy, two years ago, was the development of a more graduated response to challenging behaviour in KS3/4 through establishing two area behaviour partnerships of schools and academies so that more opportunities for support to young people with challenging behaviour are provided in mainstream school settings before alternative settings are considered.
- 1.3 Data from 2012/13 on Coventry and its statistical neighbours, released by the DfE in summer 2014, indicated that:
- Coventry's rate of fixed term exclusions (3.35%) remains below that for England (3.52%). Compared to 10 statistical neighbours, 3 had lower levels of fixed term exclusion and 7 had higher levels.
 - Coventry's rate of permanent exclusions (0.03%) remains below that for England (0.06%). Of the 10 statistical neighbours, 2 had lower levels of permanent exclusion and 8 had higher levels.
- 1.4 Data on exclusions in Coventry in the 2013/14 school year indicates that:
- The number of fixed term exclusions of 5 days or less increased from 1465 to 1668 (1401 in 2011/12, 1471 in 2010/11, 1929 in 2009/10)
 - The number of fixed term exclusions of more than 5 days increased from 15 to 26 (23 in 2011/12, 19 in 2010/11, 44 in 2009/10)
 - Permanent exclusions and fixed term exclusions of more than 15 days increased to 30 from 21 (29 in 2011/12, 24 in 2010/11, 24 in 2009/10).

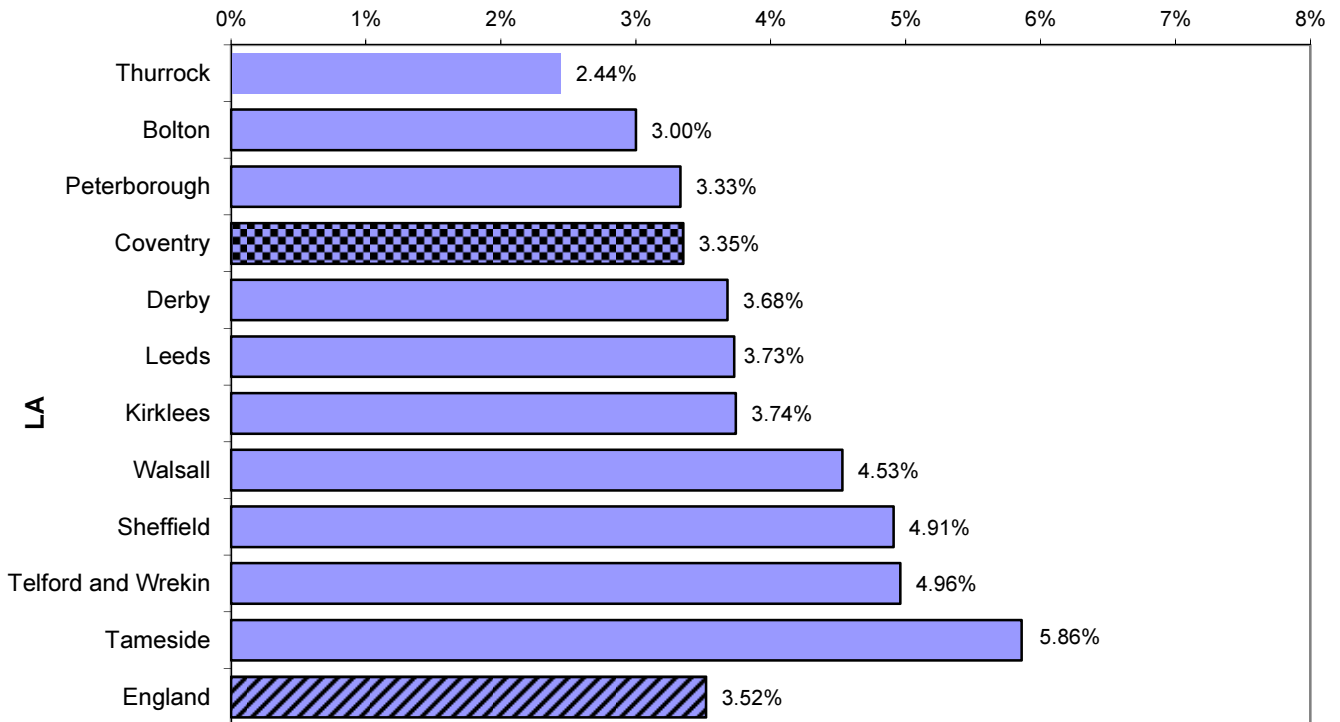
Fixed Term Exclusions



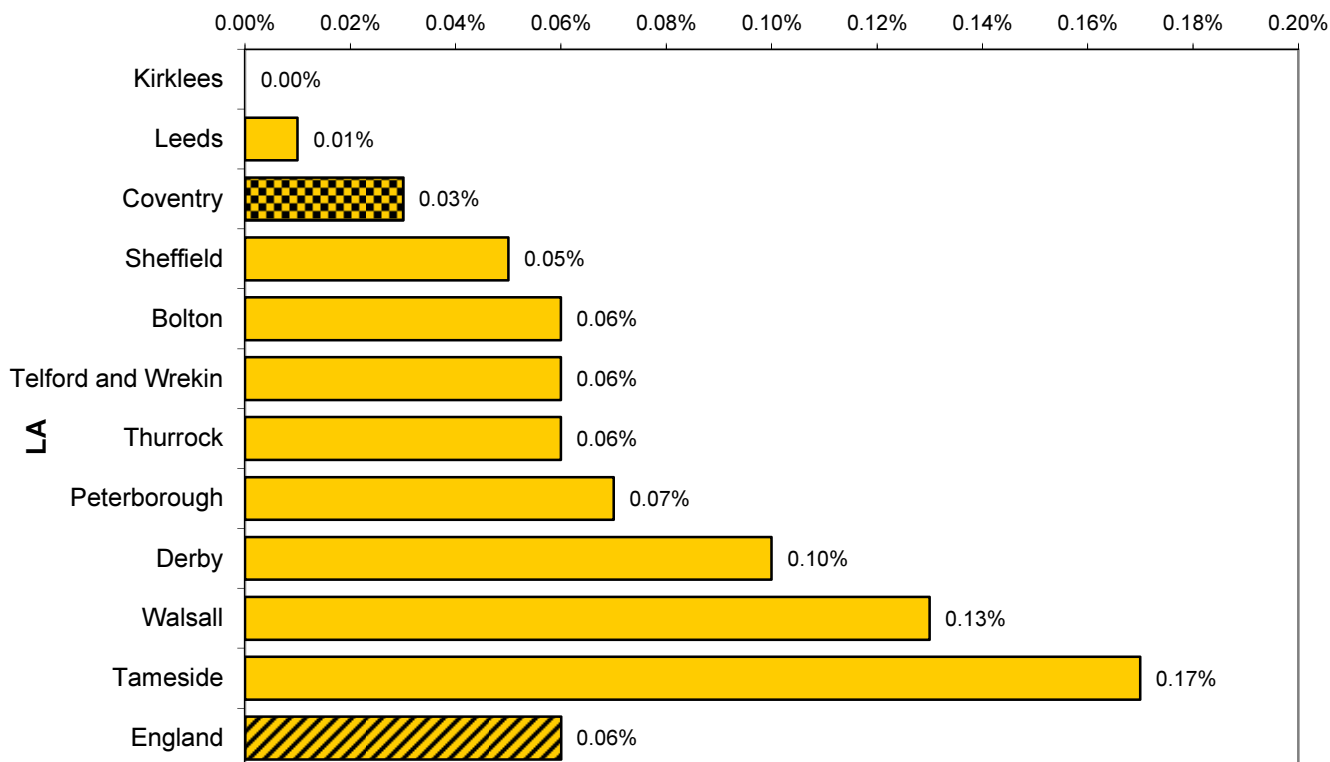
Permanent Exclusions



Coventry & Statistical Neighbours - Fixed Term Exclusions 2012/13



Coventry & Statistical Neighbours - Permanent Exclusions 2012/13



1.5 Data on fixed term and permanent exclusions for the last five years follows. Figure (i), below, shows the exclusion incidence trends between 2007/08 and 2012/13.

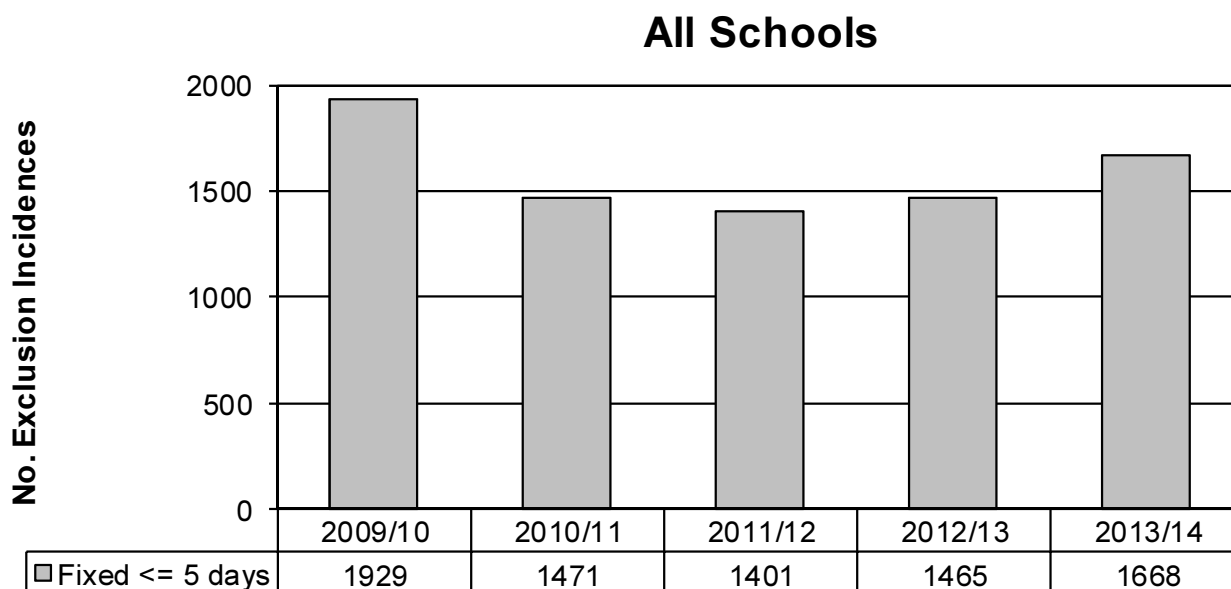


Figure (i): Fixed term exclusions of 5 days or less

All Schools

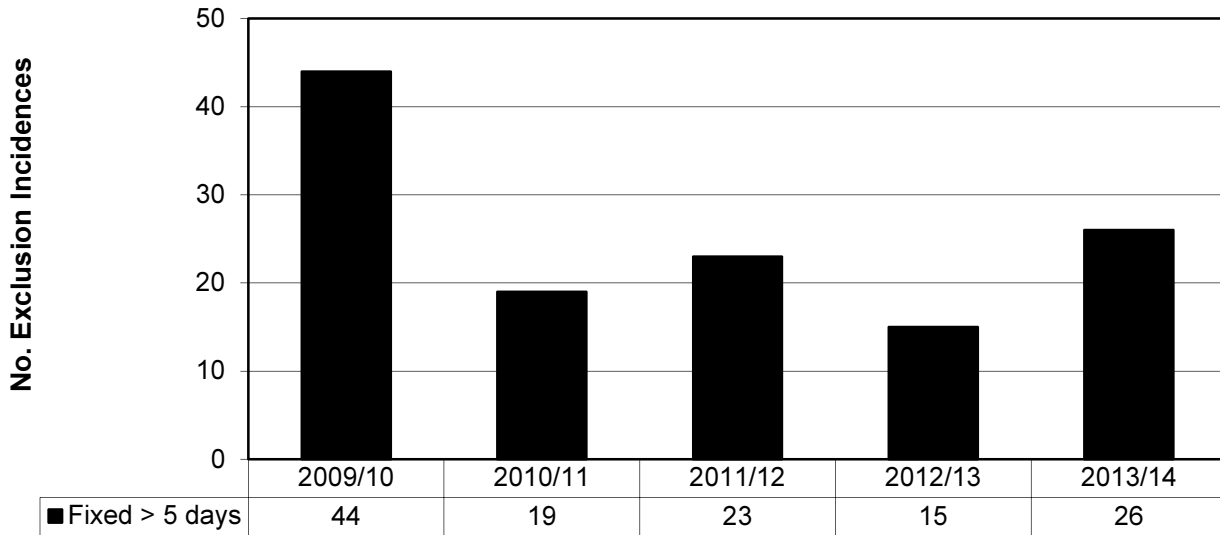


Figure (ii): Fixed term exclusions of more than 5 days

All Schools

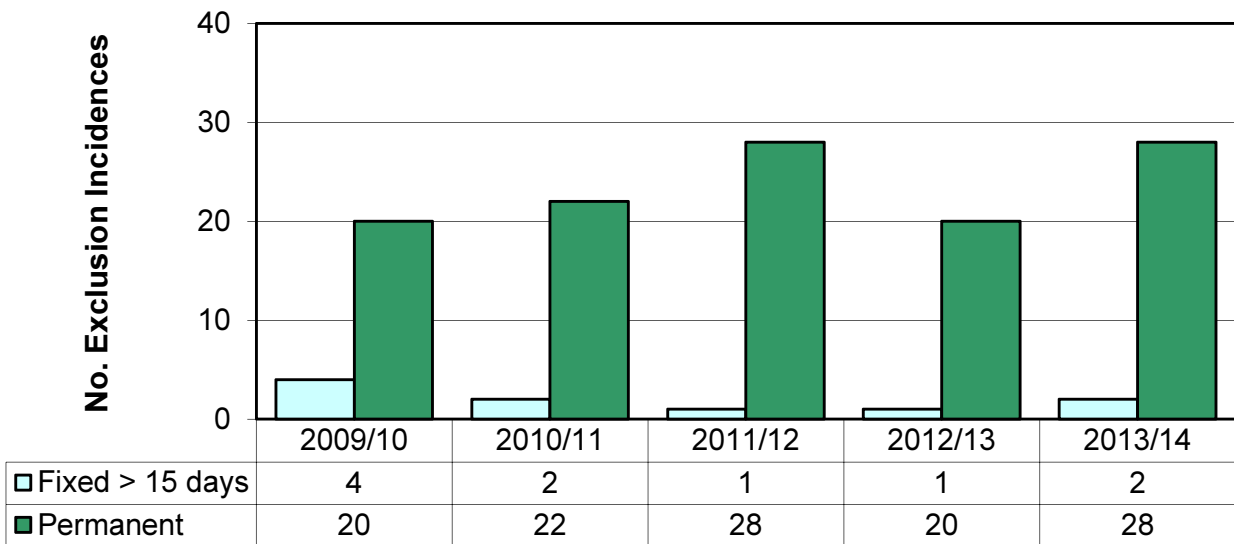


Figure (iii): Fixed term exclusions of more than 15 days, and permanent exclusions

Data on exclusions from primary, secondary and special follow:

- For primary schools and academies the number of fixed term exclusions of 5 days or less in 2013/14 increased to 299 from 220 in 2012/13 (284 in 2011/12, 251 in 2010/11, 282 in 2009/10). The incidence of fixed term exclusions of more than 5 days decreased from 7 in 2012/13 to 4 in 2013/14 (5 in 2011/12). The incidence of permanent exclusions rose from 4 in 2012/13 to 9 in 2013/14 (8 in 2011/12).

- For secondary schools and academies the number of fixed term exclusions of 5 days or less in 2013/14 increased to 1220 from 1054 in 2012/13 (979 in 2011/12, 1120 in 2010/11, 1487 in 2009/10). The incidence of fixed term exclusions of more than 5 days increased from 7 in 2012/13 to 22 in 2013/14 (18 in 2011/12). The number of permanent exclusions increased from 16 in 2012/13 to 19 in 2013/14 (20 in 2011/12).

- For special schools the number of fixed term exclusions of 5 days or less decreased from 191 in 2012/13 to 142 in 2013/14 (138 in 2011/12, 100 in 2010/11, 160 in 2009/10). In 2013/14 there were no fixed term exclusions of more than 5 days. There was 1 in 2012/13

and none in the two previous years. There have been no permanent exclusions from special schools in the last eight years.

Analysis of the exclusion data for particular groups of children and young people has been undertaken:

- Analysis by gender for 2013/14 shows that in primary and secondary schools the proportion of girls or boys excluded remains little changed, with boys making up most or all of the exclusions.

- Analysis by ethnicity for 2013/14 shows that White British pupils still make up the vast majority of those excluded for a fixed term period from primary and secondary schools. In primary schools they make up 62% of the fixed term exclusions (66% in 2012/13), but make up only 53% of the primary school population (55% in 2012/13). In secondary schools they make up 69% of the fixed term exclusions (69% in 2012/13), but make up 59% of the population (61% in 2012/13). Black Caribbean pupils are also over represented in the primary exclusion data in that they make up 0.8% of the population, but make up 5% of pupils with fixed term exclusions.

- Analysis by Special Educational Need (SEN) for 2013/14 shows that the proportion of secondary aged pupils who are excluded and have SEN, which includes pupils at all stages of the SEN Code of Practice, is still disproportionate to the proportion of the school population deemed to have SEN in both primary and secondary schools. This will, of course, be partly due to behavioural, emotional and social difficulties being regarded as a type of SEN.

- Analysis by age shows that exclusions are not spread uniformly across year groups. In 2013/14 the majority of secondary pupils having one or more fixed term exclusion were in Years 8, 9, 10 and 11 (making up 86% of all fixed term exclusions).

- In 2013/14 the number of looked after children subject to one or more fixed term exclusions increased to 25 from 14 in 2012/13 (29 in 2009/10, 26 in 2010/11, 20 in 2011/12). In 2013/14 no looked after children were permanently excluded (0 in 2009/10, 1 in 2010/11, 0 in 2011/12, 0 in 2012/13).

2. Options considered and recommended proposal

2.1 In order to maximise the number of pupils having access to the full range of curricular opportunities afforded by mainstream schools, it is proposed that the school-based educational provision made by the two behaviour partnerships is further developed.

3. Results of consultation undertaken

Not applicable.

4. Timetable for implementing this decision

4.1 The proposed work stream commenced in 2011/12 and is on-going.

5. Comments from the Executive Director, Resources

5.1 Financial implications

The gross expenditure budget for this area in 2013/14 was £4.6m which was funded from Dedicated Schools Grant (£3.1m) and income from schools (£1.5m). Services included in these figures are mainly the Extended Learning Centres and the Learning and Behaviour Support Service, although there is also an amount of financial resource for Behaviour Management at Key Stage 1 and Key Stage 4 which is devolved to schools.

5.2 Legal implications

s175 EDUCATION ACT 2002 imposes a duty on the LA to make arrangements for ensuring that its education functions are exercised with a view to safeguarding and promoting the welfare of children.

s10 of the Children Act 2004 imposes a duty on the LA to promote the well-being of children including in respect of education and training.

s29 A of the Education Act 2002 enables a governing body of a maintained school in relation to one of their registered pupils to require that pupil to attend any place outside the school premises for the purposes of receiving educational provision intended to improve the pupils behaviour.

s100 of the Education and Inspections Act 2006 requires that a governing body, in the case of a pupil excluded for a fixed period, make arrangements for the provision of suitable full time education from the sixth day of exclusion. In the case of a permanent exclusion that responsibility shifts to the LA by virtue of s19 Education Act 1996 which requires the LA to make arrangements for the provision of suitable education at school or otherwise than at school for those children of compulsory school age, who by reason of illness, exclusion from school or otherwise, may not for any period receive suitable education unless such arrangements are made for them.

The School Admission Code 2012 requires all LA's to have a Fair Access Protocol to ensure unplaced children (children who have a difficulty securing school place including children with challenging behaviour) are allocated a school place quickly. The LA must report annually to the School's Adjudicator on a number of matters including the effectiveness of the Fair Access Protocols.

Public authority decision makers are under a duty to have due regard to 1) the need to eliminate discrimination, 2) advance equality of opportunity between people who share a protected characteristic and those who do not 3) foster good relations between persons who share a relevant protected characteristic and people who do not (public sector equality duty - s 149(1) Equality Act 2010). The applicable protected characteristics are disability, gender reassignment; race, religion or belief, sex; sexual orientation, pregnancy or maternity.

Decision makers must be consciously thinking about these three aims as part of their decision making process with rigour and with an open mind. The duty is to have "due regard", not to achieve a result but to have due regard to the need to achieve these goals. Consideration being given to the potential adverse impacts and the measures needed to minimise any discriminatory effects.

6. Other implications

6.1 How will this contribute to achievement of the Council's key objectives / corporate priorities (corporate plan/scorecard) / organisational blueprint / LAA (or Coventry SCS)?

The proposed developments will bring improved support for children and young people experiencing behaviour emotional and social difficulties and help these and other children and young people to achieve and make a positive contribution. It also supports the aim to reduce reliance on out of city school placements.

6.2 How is risk being managed?

No risks identified.

6.3 What is the impact on the organisation?

None identified at this stage.

6.4 Equalities / EIA

Exclusions data is monitored on an on-going basis.

6.5 Implications for (or impact on) the environment

None

6.6 Implications for partner organisations?

None identified at this stage.

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People

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