

14<sup>th</sup> November 2012

**Name of Cabinet Member:**  
Cabinet Member (Education) - Councillor David Kershaw

**Director Approving Submission of the report:**  
Director of Children, Learning and Young People

**Ward(s) affected:**  
All

**Title:**  
Report on Pupil Behaviour in Coventry Schools and Educational Settings in 2011/12

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**Is this a key decision?**

No – Although this issue affects all Wards in the City the impact is not expected to be significant

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**Executive Summary:**

This report summarises the data on pupil behaviour in schools and other educational settings in Coventry. Judgements in recent Ofsted inspections indicate that behaviour is good or outstanding in 86% of primary schools, 95% of secondary settings and 88% of special schools. These figures match or exceed the data for England. National data for 2010/11, released July 2012, shows the incidence of fixed term and permanent exclusions in Coventry to be low in relation to statistical neighbours. Local data for 2011/12 shows the overall incidence of fixed term exclusions to be lower than in 2010/11, but there has been a rise in permanent exclusions.

**Recommendations:**

The Cabinet Member is recommended to accept the report and approve the further development of three existing strategies to further improve pupil behaviour.

**List of Appendices included:**

None

**Background papers:**

Nil

**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?**

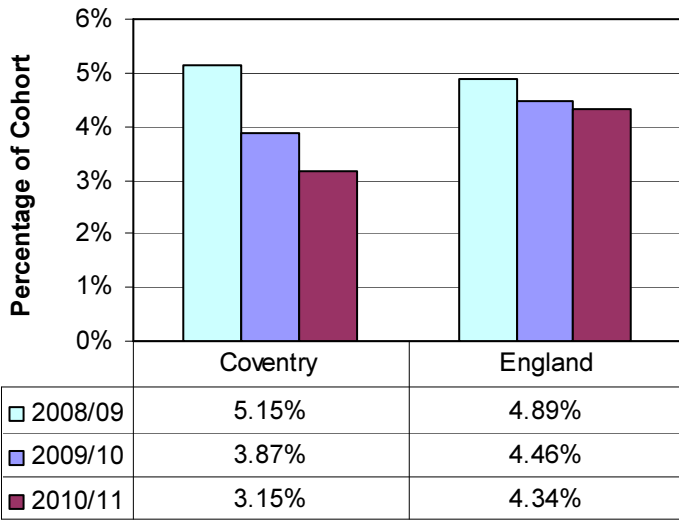
No

**Report title:  
Report on Pupil Behaviour**

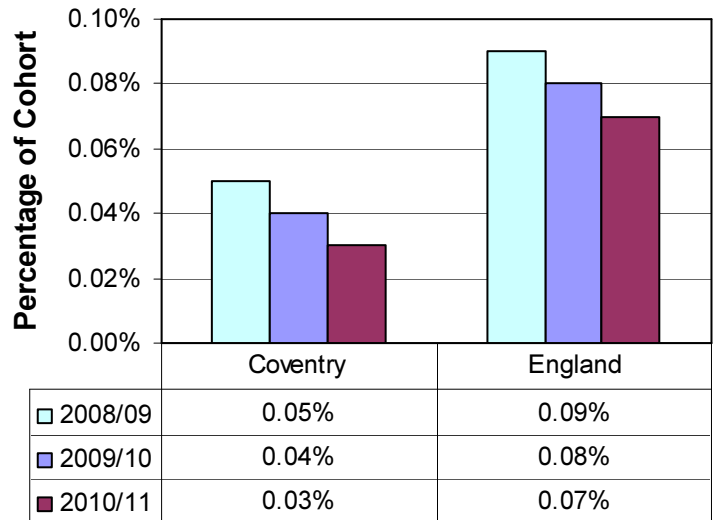
**1. Context (or background)**

- 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 Headteachers 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 At the start of the 2011/12 school year a further development of the strategy was the development of a more graduated response to challenging behaviour in KS3/4 through establishing Area Behaviour Partnerships so that more opportunities for support to young people with challenging behaviour are provided in mainstream school settings before alternative settings are considered. Headteachers working with the Local Authority have established two Area Behaviour Partnerships (East and West), providing school to school support for pupils presenting challenging behaviour. The Local Authority has supported each partnership in establishing its own protocols, devolving £30,000 p.a. to each.
- 1.3 As at 23.10.12 judgements in recent Ofsted inspections indicate that behaviour is good or outstanding in 86% of primary schools, 95% of secondary settings and 88% of special schools. These figures match or exceed the data for England.
- 1.4 Data from 2010/11 on Coventry and its statistical neighbours, released by the DfE in July 2012, indicated that:
- Coventry's rate of fixed term exclusions reduced from 3.87% of cohort in 2009/10 to 3.15% of cohort in 2010/11, which is below the national rate for 2010/11 (4.34%) and is ranked 1st (lowest fixed-term exclusion rate) in the statistical neighbours group.
  - Coventry's rate of permanent exclusions has reduced from 0.04% of cohort in 2009/10 to 0.03% of cohort in 2010/11 and is now less than half the national rate (0.07%). For permanent exclusions Coventry is ranked 3rd out of 11 in the statistical neighbours group (where 1st ranking has the lowest exclusion rate), up one from 4th in 2009/10.

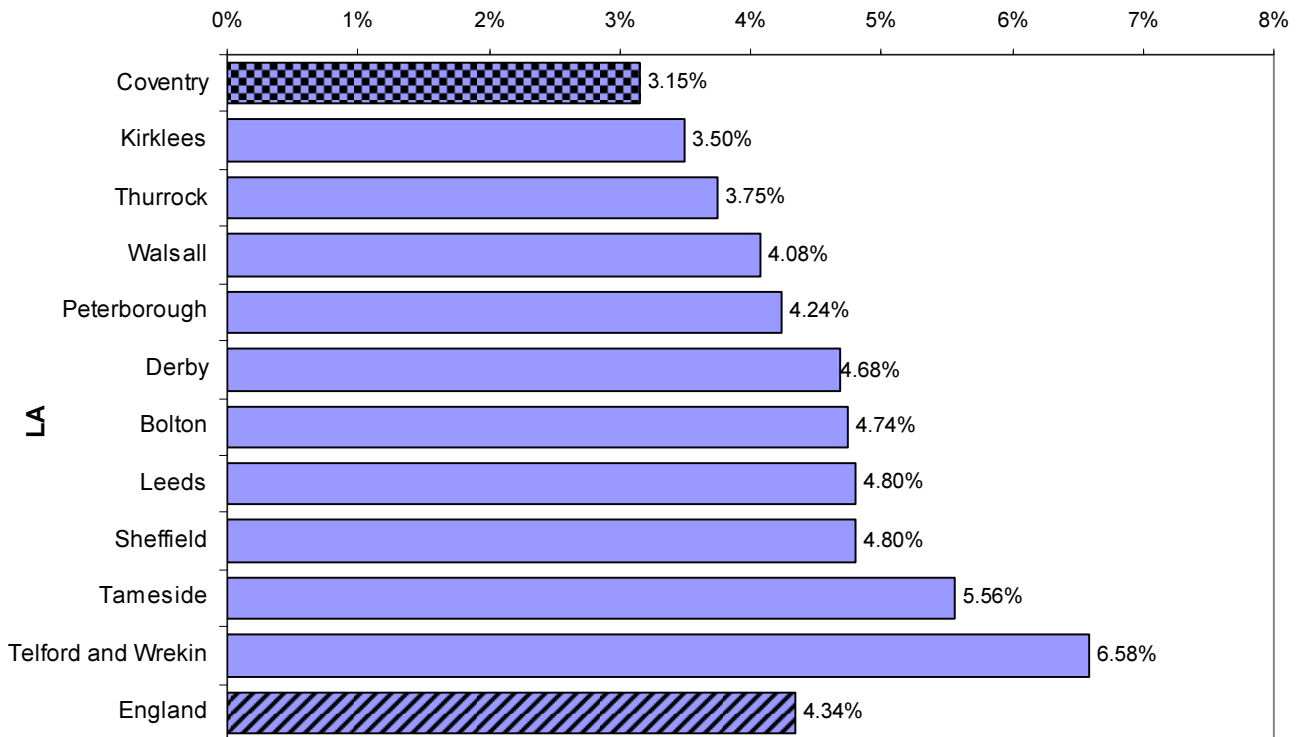
### Fixed Term Exclusions



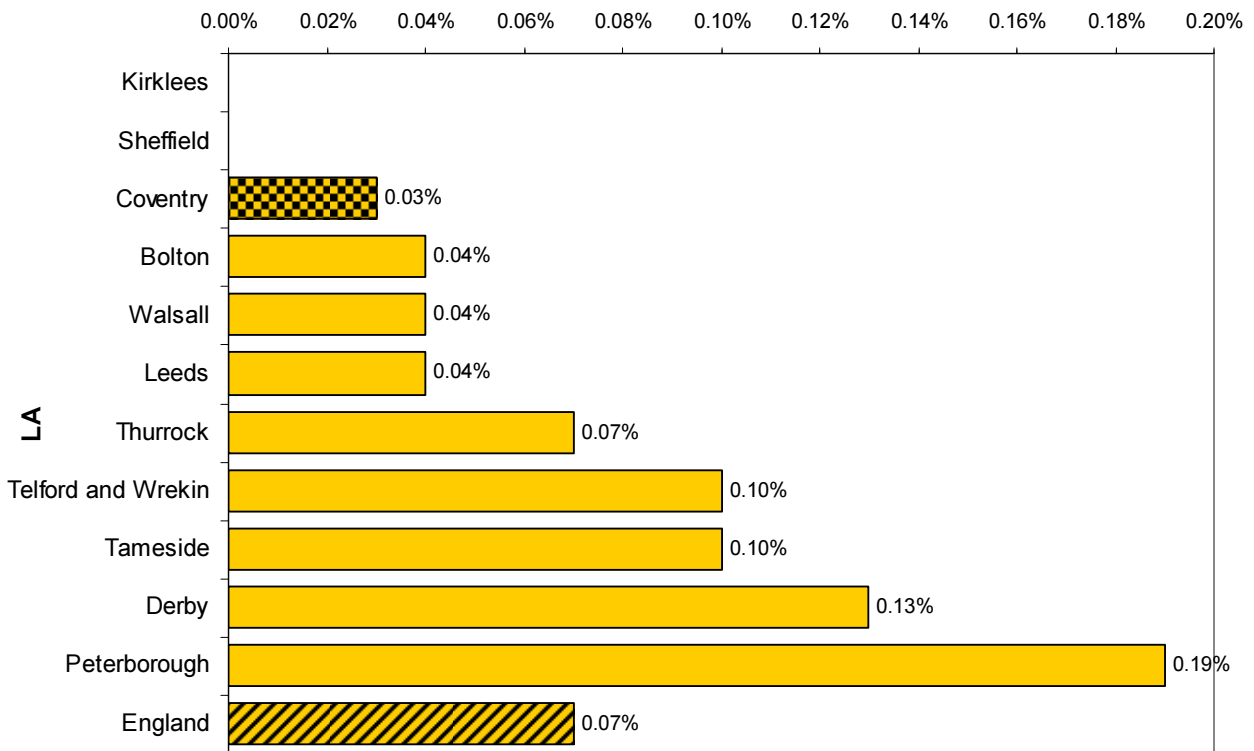
### Permanent Exclusions



### Coventry & Statistical Neighbours - Fixed Term Exclusions 2010/11



### Coventry & Statistical Neighbours - Permanent Exclusions 2010/11



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 2011/12.

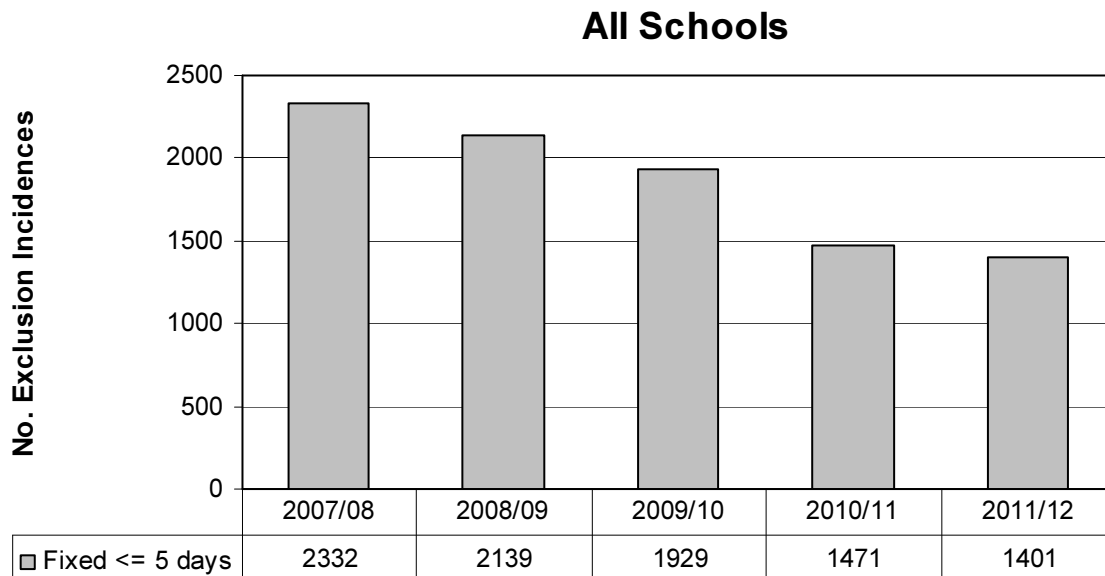


Figure (i): Fixed term exclusions of 5 days or more

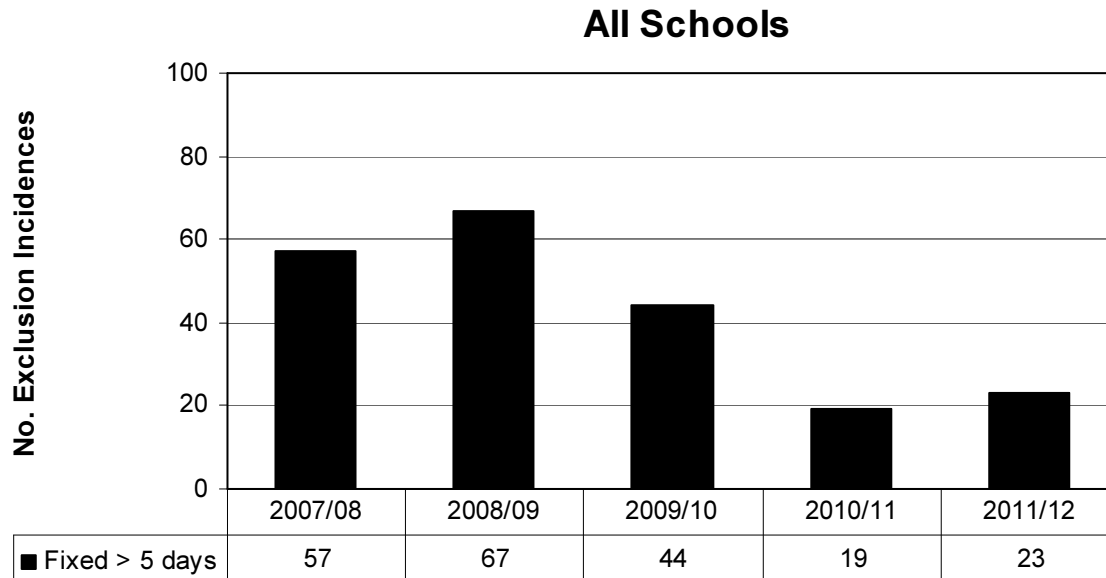


Figure (ii): Fixed term exclusions of more than 5 days

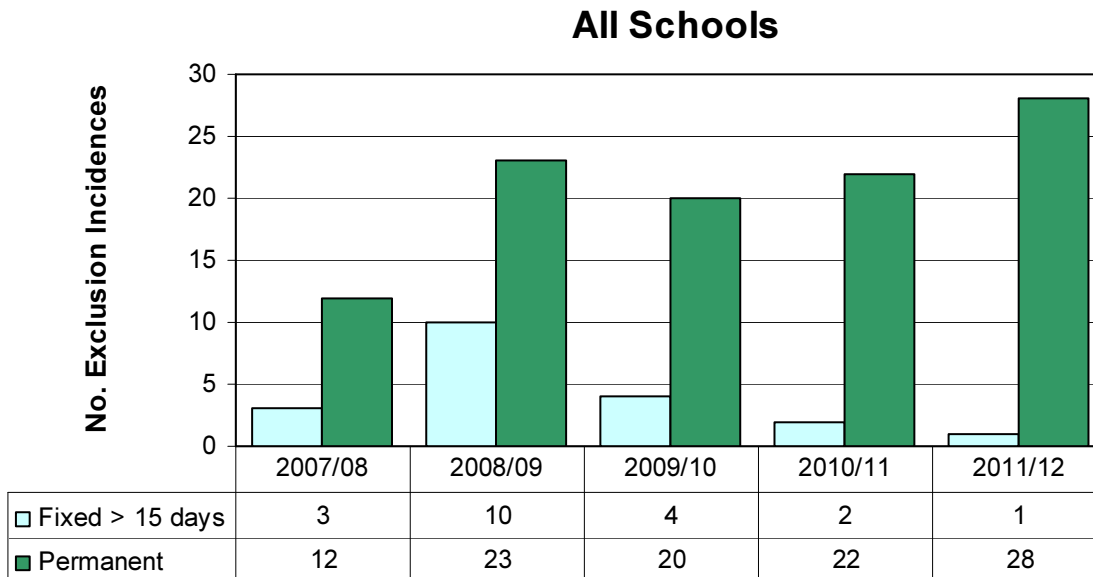


Figure (iii): Fixed term exclusions of more than 15 days, and permanent exclusions

Data on exclusions from primary, secondary and special follow:

- For primary schools the number of fixed term exclusions of 5 days or less in 2011/12 increased to 284 from 251 in 2010/11 (282 in 2009/10). The incidence of fixed term exclusions of more than 5 days decreased from 7 in 2010/11 to 5 in 2011/12 (3 in 2009/10). The incidence of permanent exclusions rose from 6 in 2010/11 to 8 in 2011/12 (2 in 2009/10).

- For secondary schools and academies the number of fixed term exclusions of 5 days or less in 2011/12 reduced to 979 from 1120 in 2010/11 (1487 in 2009/10). The incidence of fixed term exclusions of more than 5 days increased from 12 in 2010/11 to 18 in 2011/12. The number of permanent exclusions increased from 16 in 2010/11 to 20 in 2011/12 (18 in 2009/10).

- For special schools the number of fixed term exclusions of 5 days or less increased from 100 in 2010/11 to 138 in 2011/12 (160 in 2009/10). There were no incidences of fixed term exclusions of more than 5 days in either 2010/11 or 2011/12 (6 incidences in 2009/10). There have been no permanent exclusions from special schools in the last six years.

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

- Analysis by gender for 2011/12 shows that in primary schools the proportion of girls or boys excluded remains little changed, with boys making up most or all of the exclusions. In secondary schools there has been a reduction in the number of permanent exclusions of girls (2 in 2007/08; 4 in 2008/09; 5 in 2009/10; 6 in 2010/11; 2 in 2011/12), whilst the number of boys permanently excluded rose after three successive years of reduction (2007/08 10; 2008/09 18; 2009/10 13; 2010/11 10; 2011/12 18).

- Analysis by ethnicity for 2011/12 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 67% of the fixed term exclusions, but make up only 56% of the primary school population. In secondary schools they make up 65% of the fixed term exclusions, but make up 62% of the population. Mixed White / Black Caribbean are also over represented in the secondary exclusion data in that they make up 2% of the population, but make up 5% of the fixed term exclusions (but none of the permanent exclusions). This over representation in the fixed term exclusion data is not shown in the primary.

- Analysis by Special Educational Need (SEN) for 2011/12 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 2011/12 the majority of secondary pupils having one or more fixed term exclusion were in Years 8, 9, 10 and 11 (making up 87% of all fixed term exclusions). Of the 8 primary permanent exclusions 2 were in KS1 (in 2010/11 all were in key stage 2).

- In 2011/12 the number of looked after children subject to one or more fixed term exclusions increased to 38 (28 in 2008/09, 29 in 2009/10, 26 in 2010/11). The rate of fixed term exclusion continues to be higher than that for children who are not looked after. In 2011/12 1 looked after child was permanently excluded (3 in 2008/09, 0 in 2009/10, 1 in 2010/11).

## **2. Options considered and recommended proposal**

2.1 It is proposed that three existing developments are taken forward:

2.1.1 Given the rise in the permanent exclusion of KS2 pupils, and the profile of demand for primary BESD placements, the formation of a mainstream school based provision for pupils experiencing BESD. Funding was agreed by the Schools Forum in 2011/12. Staff recruitment and accommodation planning are underway.

2.1.2 In KS3/4, in order to maximise the number of pupils having access to the full range of curricular opportunities afforded by mainstream schools, to further develop school-based educational provision made by the two behaviour partnerships.

2.1.3 In KS3/4, due to the paucity of in-city BESD special school places for girls, the further development of BESD provision for girls via a partnership between Tile Hill Wood Academy and Woodfield School.

### **3. Results of consultation undertaken**

Not applicable.

### **4. Timetable for implementing this decision**

4.1 The three identified work streams commenced in the 2011/12 school year.

### **5. Comments from Director of Finance and Legal Services**

#### **5.1 Financial implications**

Overall, the funding for behaviour provision is within the dedicated schools grant. The £30K for the Area Behaviour Partnerships was agreed in 2010/11. Further funding was agreed in 2012/13 for Key Stage 2 BESD provision of £148K. This represents a part year amount, and a further £71K will need to be agreed with the Schools Forum for 2013/14.

The education funding reforms, implemented from April 2013, restrict the Local Authority's ability to manage money centrally on behalf of schools. The funding for behaviour provision, however, is within the High Needs block, and therefore the Local Authority will be able to continue to manage this resource centrally.

#### **5.2 Legal implications**

The public sector equality duty under section 149 of the Equalities Act 2010 imposes on decision makers when carrying out any of its functions the requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations across all of the protected characteristics (which, for education, are disabilities, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation). "Due regard" requires more than just an awareness of the equality duty. It requires demonstration of a rigorous analysis by the public authority decision maker.

### **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 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 ongoing 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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