

**ANGUS COUNCIL**  
**EDUCATION COMMITTEE**  
**25 AUGUST 2011**  
**EXCLUSION FROM SCHOOL 2010-11**  
**REPORT BY DIRECTOR OF EDUCATION**

**ABSTRACT**

The purpose of this report is to provide the Education Committee with an overview of pupil exclusions from Angus schools in session 2010/11.

**1 RECOMMENDATIONS**

- 1.1 It is recommended that the Education Committee:
- (i) note the terms of this report
  - (ii) note the overall reduction in school exclusions across Angus
  - (iii) note the significant reduction in the exclusion from school of 'Looked After' Children
  - (iv) note that strategies continue to be developed to prevent pupils from missing out on education.

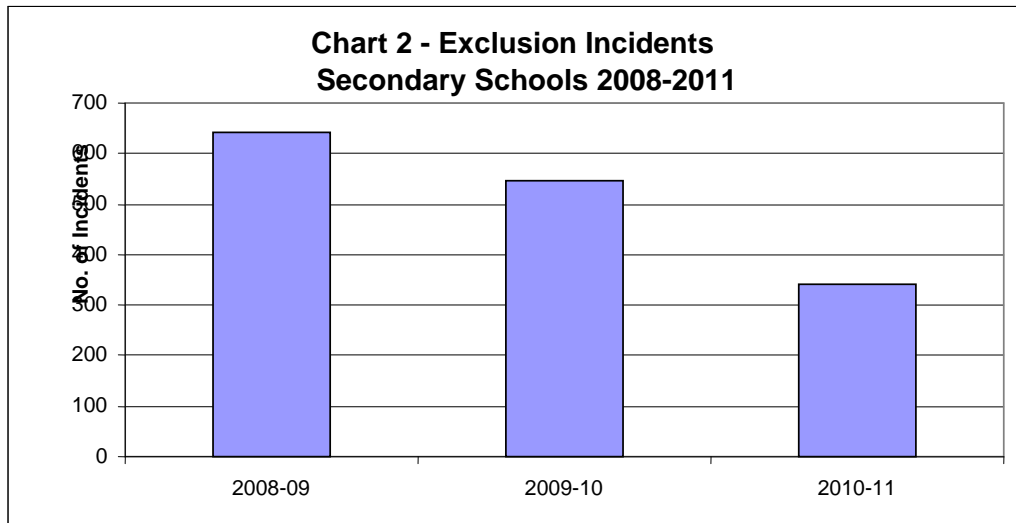
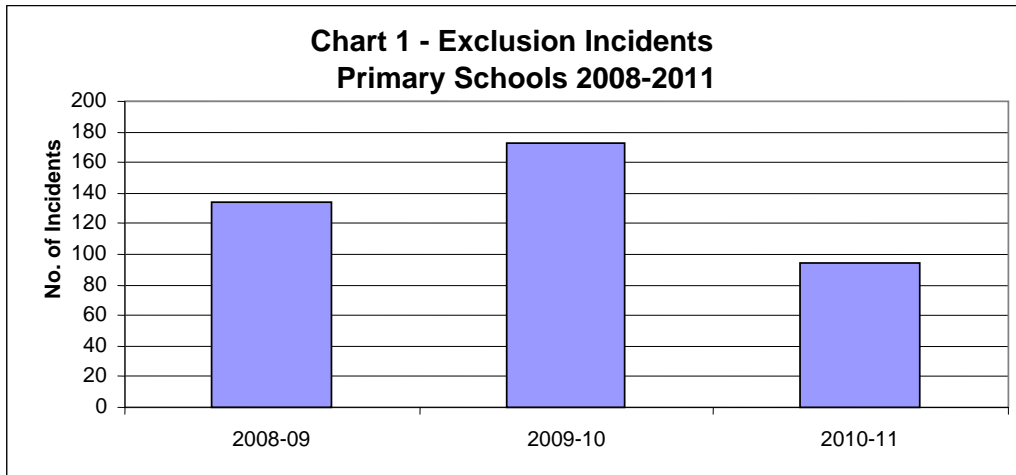
**2 BACKGROUND**

- 2.1 At its meeting on 26 August 2010, the Education Committee noted information provided about pupil exclusions from Angus schools in session 2009/10 <http://www.angus.gov.uk/ccmeetings/reports-committee2010/education/608.pdf> (article 7 of the minute refers).
- 2.2 This report provides an overview of exclusions in session 2010/11 and highlights notable reductions in exclusions from school.
- 2.3 Exclusions from school are monitored systematically. Termly reports, which provide detailed information about exclusions from individual schools, are considered by the service's senior management team. This information is shared with key support services including the Educational Psychology Service, the School and Family Support Service and staff within the Extended Support Provision.
- 2.4 Exclusions from school are discussed regularly at plenary meetings of Secondary and Primary Head Teachers and in the course of quality improvement meetings between link Quality Improvement Officers and individual Head Teachers. There is a shared commitment on the part of schools, the Education Department, Social Work and Health and our children's services partners to reduce exclusion from schools.
- 2.5 The following sections offer an analysis of school exclusion data for 2010/11.

**3 SESSION 2010-11: KEY EXCLUSION DATA**

- 3.1 As indicated in charts 1 and 2, below and overleaf, during 2010/11 there were 94 exclusion incidents in primary schools and 340 incidents across the eight secondary schools. This represents a decrease in the number of exclusions from primary schools, and a significant decrease in the number of exclusions from secondary schools (46% from 2009/2010). While pupils were excluded from all eight secondary schools, it should be noted that pupils were excluded from only 10 of our 53 primary schools. There is a significant downward trend in both the number of pupils being excluded and the number of primary schools excluding

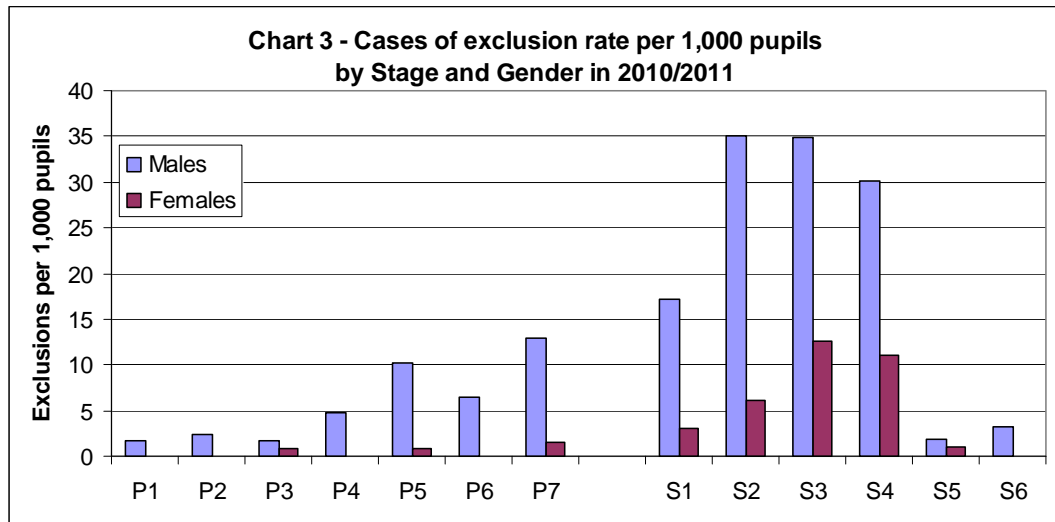
pupils. There continues to be a fall year on year in the number of pupils excluded from secondary schools.



### 3.2 Exclusion by Stage and Gender

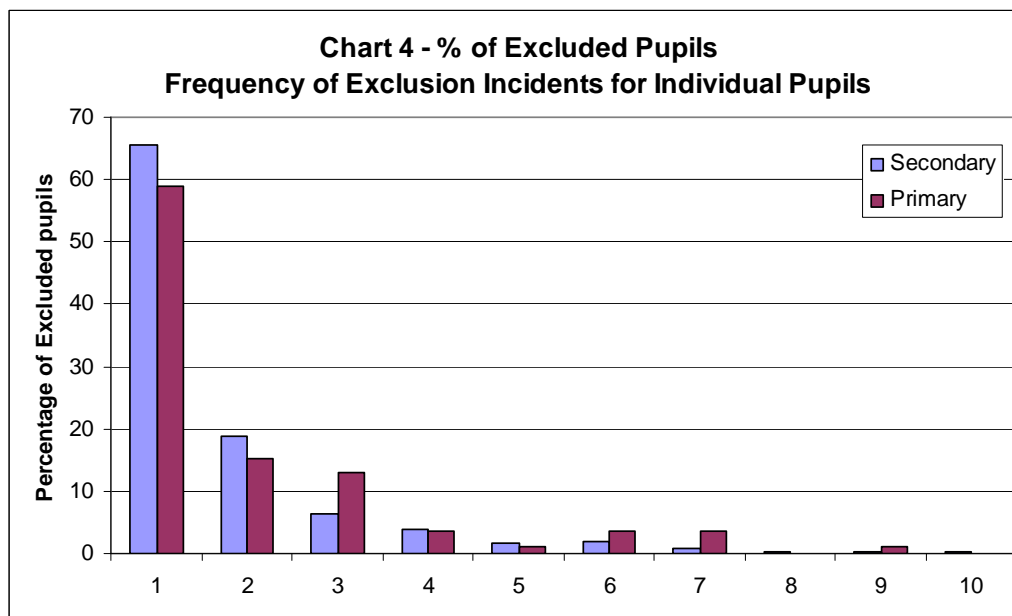
As indicated in Chart 3 below, the exclusion rate per 1,000 pupils has fallen in 2010/11. The chart shows that boys are still much more likely to be excluded than girls. Exclusions at all stages of secondary schools reduced in 2010/11. It is pleasing to note the reduction in the number of younger children excluded from school. It is evident that improved partnership working across Children's Services is supporting schools in their efforts both to prevent and deal with challenging pupil behaviour.

Key Additional Support Needs services, in particular, Extended Support Provision and the Educational Psychology Service, will continue to support schools to respond more effectively to the challenging behaviour of a minority of boys in secondary school.



### 3.3 Duration and frequency of Temporary Exclusions

In 2010/11 almost all exclusions lasted one week or less. Of the 254 pupils excluded, 65% were excluded on one occasion only. A further 18% were excluded twice during the year. For most young people who are excluded from school that sanction appears effective and their behaviour improves. Exclusions of individual pupils are monitored on a monthly basis. The data is used to target support and intervention on specific children and their families. It is increasingly recognised that a range of services and agencies need to work together to engage with the families of children who are at risk of being excluded or who have been excluded. In almost all cases, children and young people excluded from schools experience significant challenges in their life beyond school. The following chart highlights the frequency of pupil exclusions and the numbers of pupils involved.



### 3.4 Looked After Children

In June 2010, I wrote to all Head Teachers advising them of the education authority's aim to work realistically towards a zero target in respect of exclusions of 'looked after' children. It is pleasing to note that the number of incidents of looked after children excluded in primary schools fell from 30 in 2009/10 to 16 in 2010/11. An even more positive position has emerged in secondary schools, with 117 incidents in 2009/10 falling to 45 in 2010/11. Schools and children's services are to be commended for securing alternatives to exclusion,

thereby ensuring that fewer looked after children miss out on education. It remains our aim that looked after children are **not** excluded from school.

- 3.5 In terms of children who are 'looked after and accommodated', the local authority is the corporate parent. That being so, there are clear legal tensions around a pupil being excluded from a provision managed by a council which has legal responsibilities for the education and care of that child or young person. The progress and achievement of Looked After Children continues to be a key focus for all schools and children's services partners.

### 3.6 **Exclusion Circumstances**

A significant number of exclusions in primary schools were the result of verbal abuse of staff, and persistent disobedience, although the actual number of such incidents was fewer than in 2009/10. A third of all exclusions in secondary schools related to the verbal abuse of staff. Boys remain more likely to be excluded for fighting, physical assault on other pupils and insolent behaviour. Detailed information gathered on specific exclusion circumstances has highlighted improvement priorities for the 'health and wellbeing' curriculum of pupils and for staff development in managing challenging behaviour. During 2010/11 staff development in relation to Restorative Approaches was provided to designated staff from all Angus schools. This development continues to be a training priority for 2011/12. It is interesting to note that, in one secondary school where Restorative Approaches are used, no S1 pupils were excluded.

### 3.7 **Provision of Advice and Guidance to Schools on Exclusion from School**

New national guidance on exclusion from school was published in March 2011. In Angus, a multi-agency group, chaired by the Principal Educational Psychologist, has revised education authority guidance for issue to schools in August 2011. The revised local guidance, which takes detailed account of updated national guidance, is the subject of a separate report at this committee cycle.

### 3.8 **Training and Support for Staff**

In order to ensure the effective implementation of the revised Angus Council Exclusion guidance, a series of staff development activities has been planned. These activities include activities to explain the new guidance, to provide up to date awareness of exclusion and the Law, to encourage de-escalation strategies and to promote the use of restorative approaches.

In light of recent work to review aspects of ASN services, the roles and responsibilities of officers are being revised to take account of the changing needs of children, young people and their families across Angus. The Principal Officer (Extended Support Provision) will lead on the management and monitoring of exclusion from school.

## 4 **FINANCIAL IMPLICATIONS**

- 4.1 There are no financial implications arising from the consideration of this report.

## 5 **HUMAN RIGHTS IMPLICATIONS**

- 5.1 There are no Human Rights implications arising from the consideration of this report.

## 6 **EQUALITIES IMPLICATIONS**

- 6.1 The issues dealt with in this report have been the subject of consideration from an equalities perspective. An [equalities impact assessment](#) is not required.

## 7 **SINGLE OUTCOME AGREEMENT**

7.1 This report contributes to the following local outcomes contained within the Angus Community Plan and Single outcome Agreement 2011-2014:

- our children and young people are confident individuals, effective contributors, successful learners and responsible citizens
- individuals and families are involved in decisions which affect them
- we have improved the health and wellbeing of our people and inequalities are reduced
- individuals are supported in their own communities with good quality services.

## **8 CONSULTATION**

8.1 In accordance with the Standing Orders of the Council, this report has been the subject of consultation with the Chief Executive, the Director of Corporate Services, the Director of Social Work and Health, the Head of Finance and the Head of Law & Administration.

## **9 CONCLUSION**

9.1 Exclusion is the most severe sanction available to schools in managing pupil behaviour. A Head Teacher has both a right and a duty to resort to the use of exclusion when a single offence or an accumulation of offences is sufficiently serious. However, the use of exclusion should be seen as a last resort or ultimate sanction in the context of a coherent positive behaviour management policy and code of conduct which should be clearly understood by teachers, pupils, parents, and other children's services and agencies. Good discipline cannot be achieved or maintained in the absence of effective learning and teaching. A fundamental aim of all schools must, therefore, be the provision of a full and appropriate curriculum for all pupils with due emphasis being given to the use of varied and flexible methodologies.

9.2 Schools need to continue to develop strategies to prevent exclusion and seek legitimate alternatives to exclusion for pupils in their care.

9.3 Pleasingly, this overview of last session's school exclusions has highlighted notable successes in reducing the number of pupils excluded from school. It has also indicated areas for improvement and development, and all schools have received data on their individual circumstances. Link Quality Improvement Officers will agree appropriate action points with schools at an early stage in the new session, and the service's Senior Management Team, supported by the Principal Officer (Extended Support Provision), will continue to monitor exclusion from school on a monthly basis.

**NEIL LOGUE  
DIRECTOR OF EDUCATION**

**NOTE:** No background papers, as defined by Section 50D of the Local Government (Scotland) Act 1973 (other than any containing confidential or exempt information) were relied on to a material extent in preparing the above report.

**ED/NL/SRD**