

**Meeting:** Children, Education and Skills Sub-committee

**Date:** 12<sup>th</sup> September 2019

**Title:** Behaviour and exclusions in the borough

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**Service:** Early Years and School Improvement Service

**Wards affected:** All

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### 1. Purpose of Report

The purpose of this report is to update committee members on the most recent information, patterns and trends in behaviour and exclusions of pupils.

### 2. Recommendations

The sub-committee is recommended to note the contents of this report.

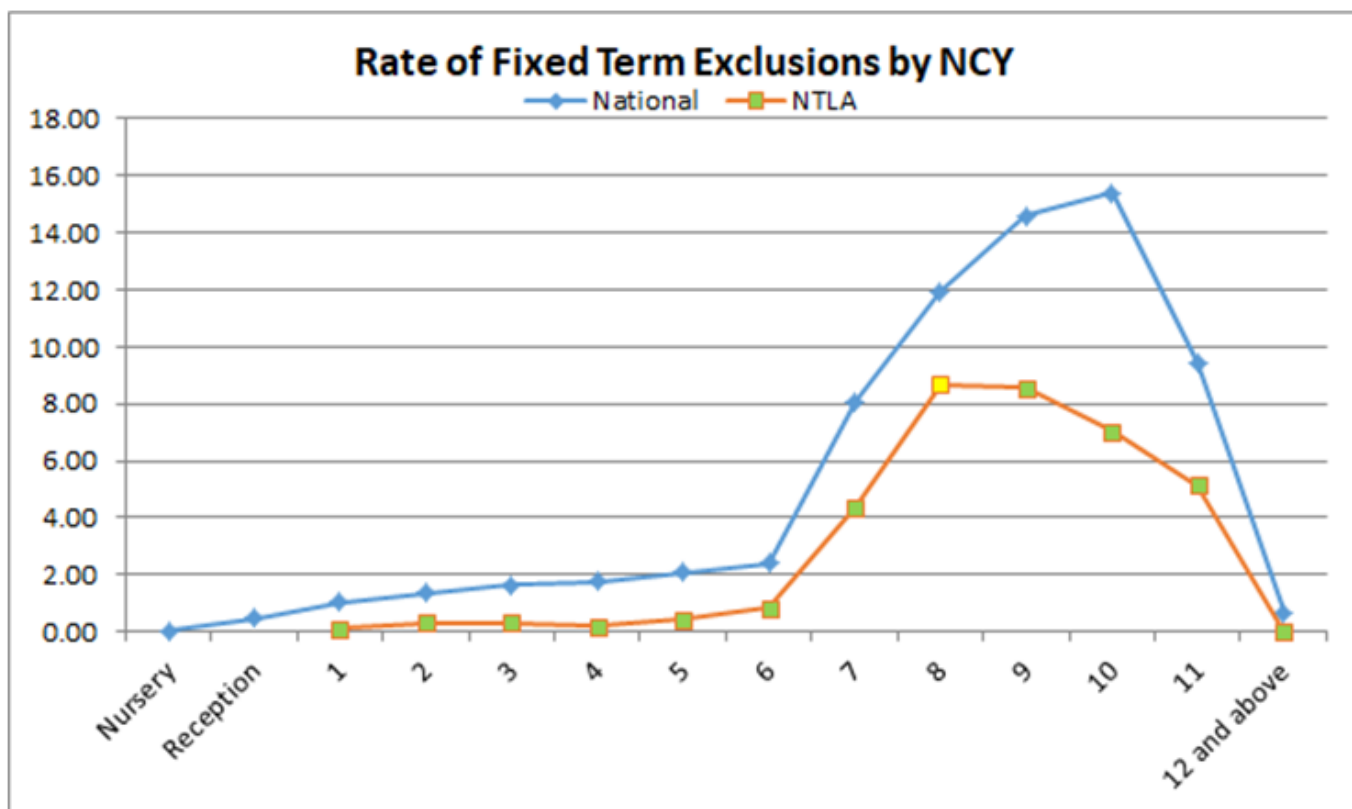
### 3. Headlines

- 3.1. Across the last school year, the Keeping Children in School agenda has remained a focus for headteachers, school staff and local authority colleagues working with children and families.
- 3.2. The numbers of fixed-term and permanent exclusions, including pupils who are looked after (LAC) and those who have a special educational need or disability (SEND) continues to be well below the national average.
- 3.3. The challenging behaviour of pupils in primary schools has been addressed effectively through the Primary Outreach Team. This has resulted in more pupils up to the age of 11 remaining in school.
- 3.4. Changes in the fair access, attendance and placement panels have resulted in a more efficient approach to managing support for secondary schools and students.
- 3.5. Through the introduction of a graduated response, schools and settings have been supported to follow a common framework which provides appropriately staged support to pupils' individual needs.
- 3.6. Officer gatekeeping of all exclusion referrals by the student support team, including pupils entering and leaving Moorbridge and PALs, has brought a higher level of consistency of documentation, scrutiny, challenge and monitoring or pupils moving around the system.
- 3.7. Regular training and refresher meetings have been held for staff who are responsible for managing behaviour and exclusion systems in schools.
- 3.8. An outreach team from Moorbridge has been established to work directly with secondary schools.

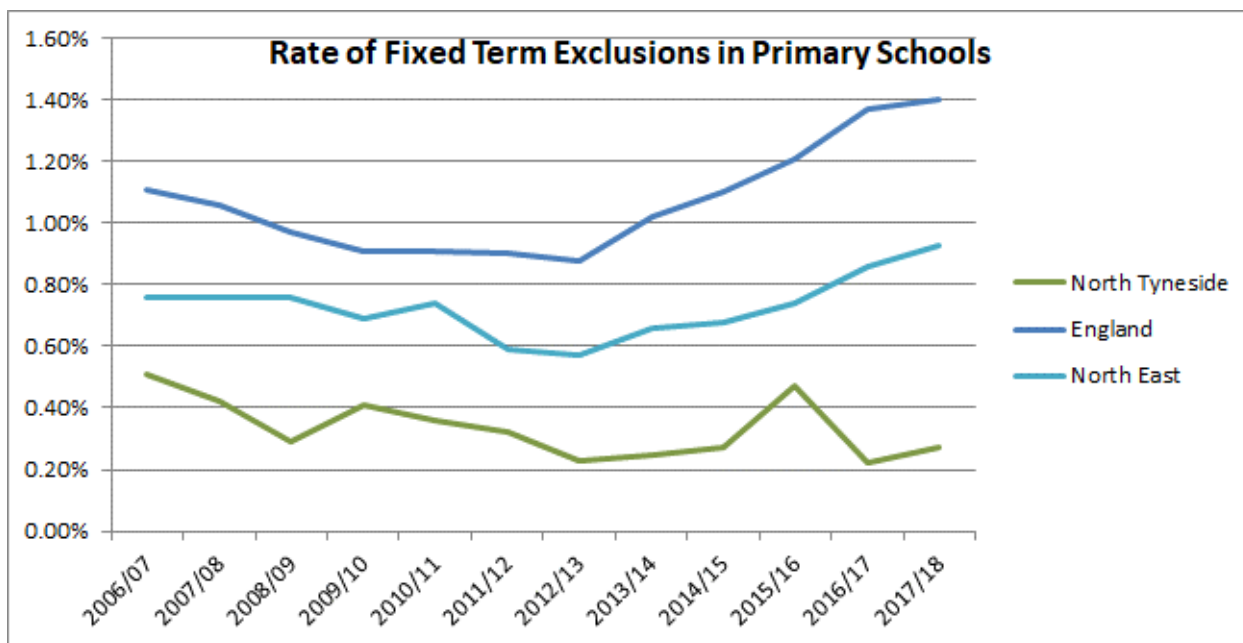
3.9. A programme of multi-disciplinary raising of awareness, training and support provided to schools has had good levels of engagement from professionals working with pupils, including family partners.

3.10. A review of local authority additionally resourced provision (ARP) was undertaken in June 2019. The review’s key recommendation is that funding should be more closely aligned to changing patterns of need.

#### 4. Fixed-term exclusions 2017-18

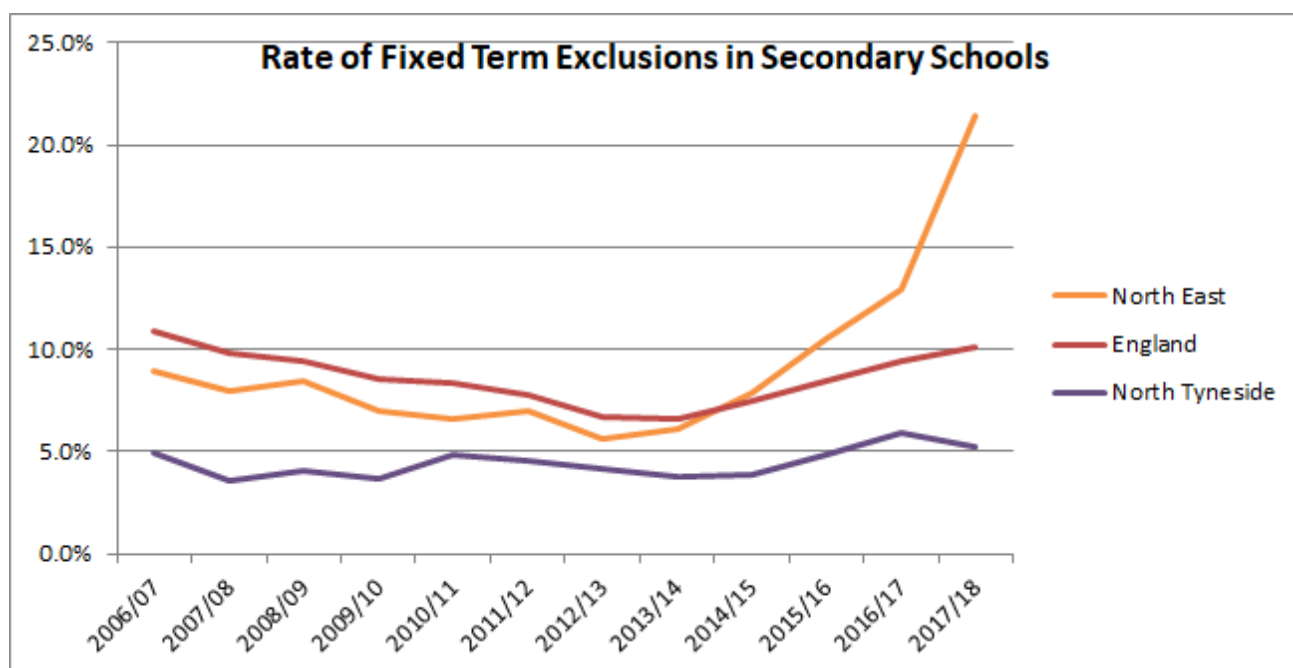


4.1. The rates of fixed term exclusions in the most recent, published data (2017-2018) are consistently better than the national average across all phases of education.



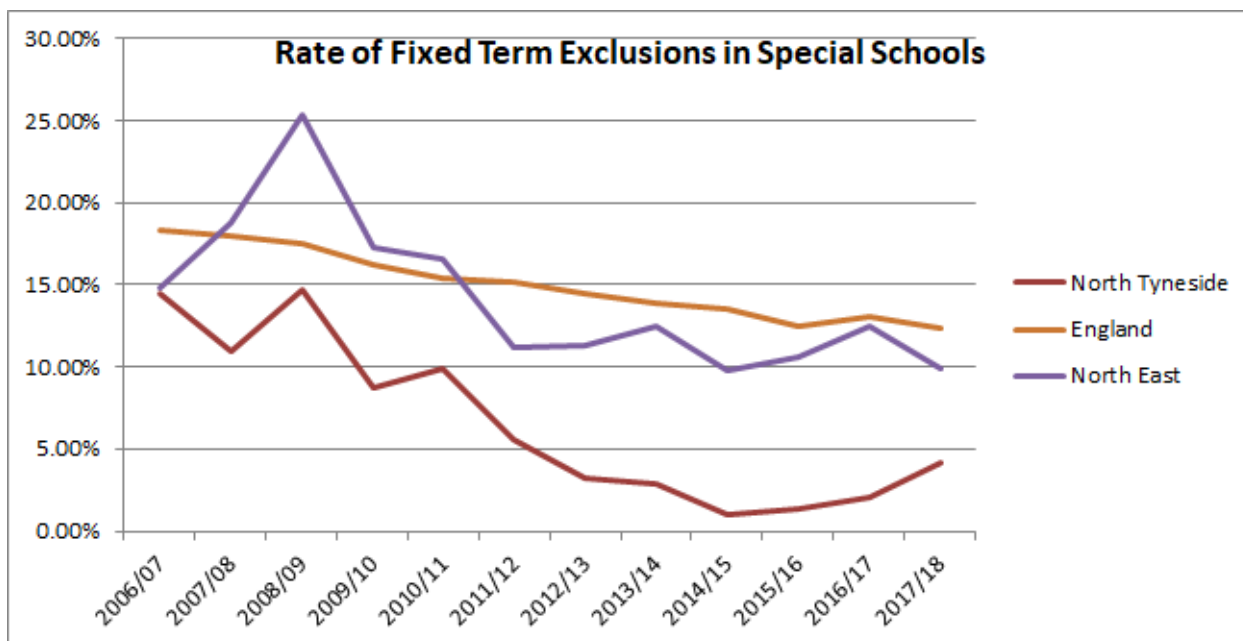
4.2. In the primary phase the North East has a lower rate of fixed term exclusions (FTE) than the national average.

4.3. North Tyneside remains in the lowest 20% of LAs for FTE in primary schools.



4.4. Rates of fixed term exclusions (FTE) in the secondary phase continue to increase nationally. The North East has shown the largest increase in FTE ever exhibited by a region in the space of one year.

4.5. North Tyneside's FTE rate has decreased from last year and remains in the lowest 20% of local authorities.

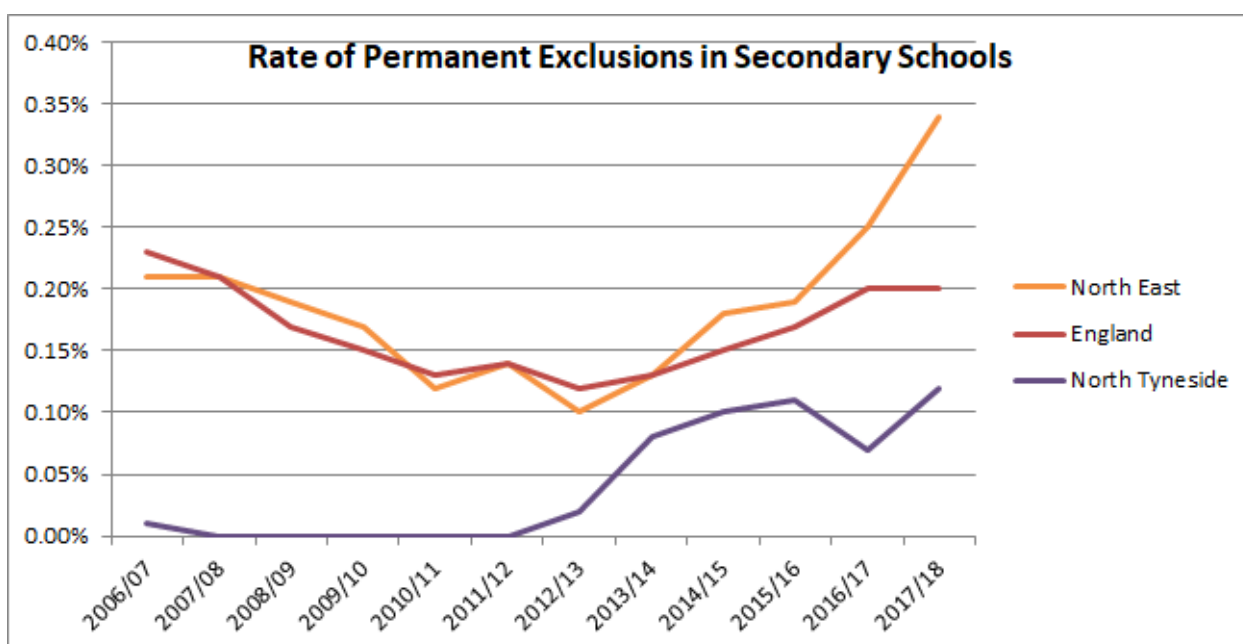


4.6. Rates of Fixed Term Exclusions in Special schools are falling, both nationally and in the North East.

4.7. Rates in North Tyneside, however, continue to rise for the third year and we are now in the second quintile (40%) of LA performance. Provisional information for 2018-19 suggests that this trend has now been reversed.

## 5. Permanent exclusions

5.1. Nationally, rates of permanent exclusions in primary schools are very low, 0.03%. This year North Tyneside had two PX from Primary schools, one each from King Edward and Balliol Primaries. This places North Tyneside amongst the 2nd quintile of LAs nationally.



5.2. Nationally, rates of permanent exclusions (PX) in the secondary phase have levelled off after four years of increase. Rates in the North East continue to rise and at an

accelerating rate. North Tyneside's rate of PX has increased from last year but remains in the lowest 20% of LAs for PX.

5.3. Rates of permanent exclusions in special schools are generally low, 0.07% nationally. There are no permanent exclusions from special schools in North Tyneside and there have not been since at least 2006.

## 6. Fixed term exclusions by pupil characteristic 2017-2018

### Primary phase: fixed term exclusions

Centre	Number	Rate	by Gender		by SEN		by FSM
		FTE	FTE Rate	Male	Female	SEN (E+S)	SEN (K)
Balliol Primary School	7	3.74%	6.93%	0.00%	0.00%	12.50%	1.64%
Collingwood Primary School	2	0.50%	0.93%	0.00%	0.00%	1.10%	0.76%
Hazlewood Community Primary School	5	2.33%	4.24%	0.00%	-	0.00%	12.50%
Holystone Primary School	1	0.21%	0.40%	0.00%	0.00%	1.61%	0.00%
King Edward Primary School	10	2.01%	3.86%	0.00%	300.00%	0.00%	0.00%
Percy Main Primary School	5	2.37%	3.54%	1.02%	0.00%	13.16%	7.27%
Spring Gardens Primary School	1	0.23%	0.46%	0.00%	0.00%	1.67%	1.27%
St Aidan's RC Primary School	1	0.46%	0.99%	0.00%	0.00%	2.94%	0.00%
St Bartholomew's C of E Primary School	1	0.46%	0.87%	0.00%	0.00%	0.00%	0.00%
St Josephs RC Primary School	2	0.63%	1.37%	0.00%	33.33%	2.56%	1.05%
Stephenson Memorial Primary School	8	1.92%	3.65%	0.00%	0.00%	6.02%	6.67%
Wallsend Jubilee Primary School	1	0.28%	0.60%	0.00%	0.00%	2.50%	2.00%
Waterville Primary School	1	0.41%	0.75%	0.00%	0.00%	1.35%	1.56%
North Tyneside		0.27%	0.51%	0.01%	10.79%	1.19%	0.91%
National	66105	1.40%	2.42%	0.34%	13.44%	7.07%	4.34%

Bottom 20%    4<sup>th</sup> Quintile    Median    2<sup>nd</sup> Quintile    Top 20%

Higher than national comparator

- The majority of Primary schools have no exclusions. Having any fixed term exclusions places a primary school in at least the median performance position.
- Primary FTE by characteristics data should be used with caution. There are few instances of FTEs and often small cohorts.
- King Edward Primary had 9 of their 10 FTEs incurred by one pupil before that pupil was permanently excluded.

## Secondary phase fixed term exclusions (2017-2018)

Centre	Number FTE	Rate FTE Rate	by Gender		by SEN		by FSM
			Male	Female	SEN (E+S)	SEN (K)	at Census
Burnside College	84	7.67%	12.13%	3.27%	13.33%	33.82%	14.04%
Churchill Community College	78	8.99%	8.80%	9.17%	8.33%	13.91%	14.44%
George Stephenson High School	25	2.04%	3.77%	0.17%	23.33%	2.38%	0.74%
John Spence Community High School	67	8.11%	11.22%	4.91%	0.00%	28.79%	16.77%
Kings Priory School	52	3.85%	6.42%	1.32%	0.00%	11.83%	22.92%
Longbenton High School	83	10.85%	12.41%	9.19%	18.18%	27.06%	28.78%
Marden Bridge Middle School	25	4.70%	5.42%	3.92%	0.00%	48.57%	25.00%
Marden High School	40	5.64%	7.12%	4.07%	0.00%	19.32%	17.78%
Monkseaton High School	19	4.47%	6.94%	1.91%	0.00%	0.00%	14.81%
Monkseaton Middle School	18	5.77%	11.54%	0.00%	25.00%	20.93%	8.33%
Norham High School	59	18.32%	25.73%	9.93%	20.00%	78.79%	17.92%
North Gosforth Academy	77	15.37%	22.27%	8.66%	100.00%	47.27%	20.00%
St Thomas More RC Academy	21	1.31%	2.77%	0.00%	0.00%	5.38%	3.23%
Valley Gardens Middle School	12	1.58%	2.02%	1.11%	20.00%	7.32%	0.00%
Wellfield Middle School	2	0.64%	1.28%	0.00%	33.33%	4.55%	0.00%
Whitley Bay High School	31	1.92%	2.67%	1.14%	20.00%	4.17%	14.00%
North Tyneside		5.24%	7.40%	3.05%	16.74%	19.55%	13.95%
National	330085	10.13%	13.90%	6.33%	28.19%	28.47%	28.12%

Bottom 20%	4 <sup>th</sup> Quintile	Median	2 <sup>nd</sup> Quintile	Top 20%
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### Higher than national comparator

- Overall the LA FTE rates are better than national however rates for those pupils traditionally receiving more FTEs: boys, SEN and FSM, are relatively high. 2<sup>nd</sup> quintile compared to our overall top quintile performance.
- Again, small cohorts and few instances of FTE can combine to create potentially misleading rates. For instance in the reporting period North Gosforth Academy had 7 pupils with statements or EHC plans and 3 of those pupils incurred 7 FTEs over the year. The rate of 100% should not be taken to mean that all SEN (E&S) pupils received one FTE.

## Special phase fixed term exclusions (2017-18)

Centre	Number FTE	Rate FTE Rate	by Gender		by SEN		by FSM
			Male	Female	SEN (E+S)	SEN (K)	at Census
Silverdale School	15	25.42%	26.32%	0.00%	15.25%	-	31.43%
Southlands School	15	13.64%	19.74%	0.00%	13.64%	-	24.56%
North Tyneside		4.18%	5.77%	0.00%	3.59%	12.50%	10.50%
National	14563	12.34%	15.08%	5.22%	11.78%	35.14%	17.89%

Bottom 20%	4 <sup>th</sup> Quintile	Median	2 <sup>nd</sup> Quintile	Top 20%
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### Higher than national comparator

- Only two special schools within the LA record any FTEs this reporting year.

- Overall rates in the LA represent 2<sup>nd</sup> quartile performance. Rates for SEN pupils without an EHCP and FSM pupils are high.
- The FTEs for SEN (K) pupils were incurred in Silverdale.

## 7. Permanent exclusions by pupil characteristic

### Secondary phase permanent exclusions

Centre	Number	Rate	by Gender		by SEN		by FSM
			Male	Female	SEN (E+S)	SEN (K)	at Census
Burnside College	4	0.37%	0.74%	0.00%	0.00%	2.94%	1.69%
Churchill Community College	1	0.12%	0.23%	0.00%	0.00%	0.87%	0.00%
Kings Priory School	5	0.37%	0.60%	0.15%	9.09%	1.18%	4.17%
Monkseaton High School	2	0.47%	0.46%	0.48%	0.00%	0.00%	1.85%
North Gosforth Academy	1	0.20%	0.40%	0.00%	14.29%	0.00%	1.33%
St Thomas More RC Acad.	3	0.19%	0.40%	0.00%	0.00%	1.08%	0.00%
North Tyneside		0.12%	0.21%	0.03%	0.90%	0.56%	0.35%
National		0.20%	0.30%	0.10%	0.33%	0.66%	0.60%

Bottom 20%	4 <sup>th</sup> Quintile	Median	2 <sup>nd</sup> Quintile	Top 20%
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Higher than national comparator

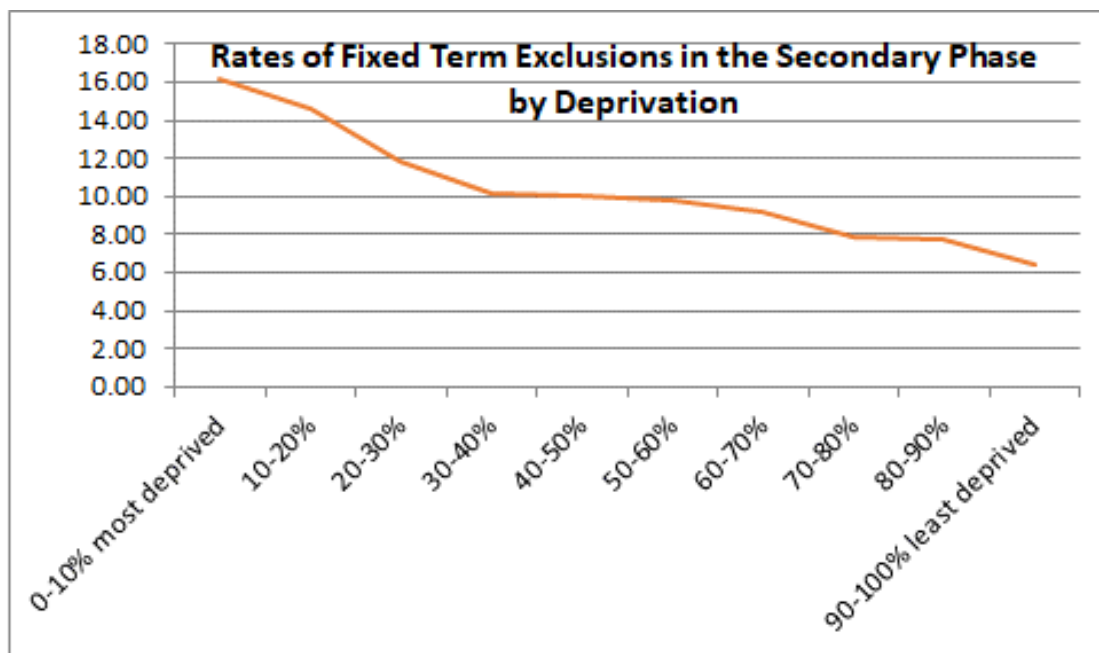
- North Tyneside's rate of PX in the secondary phase for pupils with SEN statements or plans is very high. However, this represents two pupils with Permanent Exclusions, one from North Gosforth one from Kings Priory.
- North Tyneside's rate of PX in the secondary phase for pupils with SEN but without statements or plans (SEN (K)) is relatively high compared to our overall rate. Two SEN (K) pupils from each of Burnside and Kings Priory and one SEN (K) pupil from each of Churchill and St Thomas More received Permanent Exclusions.

No pupils received a **Permanent Exclusion from special schools** in North Tyneside.

## 7. Permanent exclusions (secondary phase) 2018-2019 (current provisional information)

	PEx number
Physical assault against a pupil	12
Physical assault against an adult	4
Persistent disruptive behaviour	4
Drug and alcohol	2
Verbal abuse against an adult	1
Other	1

## 8. Exclusions by Neighbourhood Deprivation measures



8.1. Schools serving pupils from the 10% most deprived areas have an average FTE rate of 16%, those serving the 10% least deprived areas have a rate of 6%.

8.2. This general social gradient is visible for all measures for both Primary and Secondary schools. Although secondary FTE is the most extreme example.

## 9. Additional work undertaken in 2018-2019 to further improve behaviour, reduce exclusion and keep children in school.

9.1. The Going the Extra Mile conferences were well-attended in April and November 2018. These involved partnership work across the council organised by the Early Years and School Improvement Service (EYSIS), with support from colleagues in Public Health, Education Psychology Service, RHELAC, CAMHS. Best practice from advisers and schools shared included the widely adopted THRIVE approach to de-escalation, using sport to raise self-esteem, resilience for teachers and self-regulation methods for children in the early years. Resources shared included Emotionally Healthy School Toolkit developed by EYSIS.

9.2. EYSIS have led the development of best practice guides to support schools develop effective behaviour policies and pupils' social and emotional mental health (SEMH).

9.3. Regular SEMH surgeries and drop-in sessions are held by schools, led by colleagues from Silverdale School and EYSIS.

9.4. The Education Psychology Service have led the training and accreditation of nationally recognised THRIVE practitioners in many of our schools. The THRIVE approach is research-based and provides a powerful way of working that supports children's social and emotional wellbeing.



10. Exclusions flow chart (North Tyneside Exclusions Guidance and model letters – current)

