

Committee	<b>Children’s Services Scrutiny Committee</b>
Date	<b>11 March 2013</b>
Report By	<b>Director of Children’s Services</b>
Title of Report	<b>Scrutiny Review of School Exclusions in East Sussex (Six Month Monitoring Report)</b>
Purpose of Report	<b>To report on progress against the recommendations agreed by Cabinet on School Exclusions, following the Scrutiny Review.</b>

**RECOMMENDATION: The Scrutiny Committee is invited to consider the progress made in delivering the recommendations of the Scrutiny Review of School Exclusions in East Sussex.**

**1. Financial Appraisal**

1.1 There are no financial implications arising from this report.

**2 Supporting Information**

2.1 Appendix 1 contains the progress made against the action plan in place following the project board recommendations of the scrutiny review of School Exclusions in East Sussex.

2.2 Appendix 2 is the statistical report, which includes data on exclusions (as well as attendance) across East Sussex schools for the 2011/12 school year; national comparisons are provided for 2010/11 (the most recent data available).

2.3 Whereas the updates refer to developments in schools and academies, the committee should be aware of the implications for this area of work when a school converts to an academy. As independent bodies from the Local Authority, there is no requirement to provide timely data on exclusions nor is there any automatic access to a number of central support services (e.g. Behaviour Support Service) as the funding previously held by the LA to deliver this service on behalf of schools has been delegated to the academy. The CSD continues to work with academies to ensure a good transfer of information and buy-in of support appropriate to needs of students, but this is dependent on the decision-making of individual institutions.

**3. Conclusion and Reason for Recommendation**

3.1 It is recommended that Scrutiny consider the progress made on the recommendations contained in the review, which will lead to an improvement in school exclusions.

MATT DUNKLEY  
Director of Children’s Services

Contact Officer: Nathan Caine      Tel. No. 01273 482401  
Local Member: All

Background Documents

The outcomes of the scrutiny review – 11 June 2012
Updated ESCC exclusion guidance issued to schools and governors November 2012
ESBAS –services to schools leaflet – updated December 2012



### Appendix 1 – Scrutiny Review of School Exclusions (six month monitoring)

	<b>Recommendation</b>	<b>Progress to date – March 2013</b>	<b>Timescale</b>
R1	<p>a) The Lead Members with responsibility for Children’s Services and Learning and School Effectiveness, and the Director of Children’s Services, should promote a clear vision to leaders in all our schools setting out our expectation that every school should aim to be amongst the lowest pupil excluders.</p> <p>b) All Council Members should be encouraged to support and promote the vision when in conversation with their local schools and in their role as school governors.</p>	<p>Presentations were held in the autumn of 2012, by officers from Inclusion Support Services, to groups of heads to outline the current picture of exclusions and to reaffirm the aspirations of the Local Authority with regard to reducing exclusions. This coincided with the review of Primary Behaviour Support Services where the CSD is engaging with schools to develop a revised model for service delivery based upon the need to reduce exclusions particularly in primary schools (see R2 below).</p> <p>The Education Standards Panel Received a report considering school attainment and the link with exclusion. No pattern emerged but the strength of the link between exclusion and SEN was noted.</p> <p>A full report into exclusion statistics, along with national comparisons, will be published to schools this month. This will include a covering statement from both the Director of Children’s Services and the Lead Member to state, again, the vision for East Sussex schools. This will be circulated in the VSB to all headteachers and governors (see Appendix 2).</p>	October 2012
R2	<p>East Sussex County Council should aim, when working with schools, to promote:</p> <p>a) improved, more inclusive, SEN assessment and support practices with greater emphasis on preventing school exclusion;</p> <p>b) good communication between schools: particularly between secondary schools and primary schools, and primary schools and children’s centres to enable schools to be better</p>	<p>Over the past three years, analysis of referrals to the Early Years (SEN) teaching and support service has highlighted a 5% year on year increase in referrals for children with complex disabilities and special educational needs and a continuing rapid rise in the number of children diagnosed with an autism spectrum disorder. This supports national picture (DfE statistics 2012) which shows numbers of children in England with autism has soared by more than 50% in five years. This trend has created pressure on East Sussex special schools and mainstream primary schools are now having to manage a wider range and complexity of needs and associated behaviours.</p>	January 2013

	<b>Recommendation</b>	<b>Progress to date – March 2013</b>	<b>Timescale</b>
<p>prepared to manage any children with behavioural or learning issues;</p> <p>c) a well developed offer of services and training, within the Services to Schools offer, to ensure schools are confident and better equipped to manage a wide range of pupil behaviour; and</p> <p>d) effective special provisions within mainstream schools for children who are less able to learn.</p>	<p>In addition to the SEN assessment and support practices, the Education Support Behaviour and Attendance Service (ESBAS) has continued to develop the Behaviour &amp; Attendance partnerships across the county for the secondary phase. For the academic year 2011/12, 780 young people were referred through the partnerships of which 234 were identified as being at serious risk of permanent exclusion. Currently, ESBAS Behaviour and Attendance Officers and Advisers are working with over 400 secondary school aged children and families and numbers and referrals continue to increase. Partnership meetings take place monthly with representation from all secondary schools and academies in the county to discuss pupils at risk of exclusion and share good practice to support complex cases.</p> <p>The DfE Exclusion Trial which commenced in April 2013 in three of the four partnerships has seen an increase in the number of pupils supported by short term placements in College Central (Pupil Referral Unit) or by agreement in partnership schools to support an improvement in behaviour alongside tier 3 support by ESBAS and other services and agencies. Permanent exclusions have decreased during the current academic year across all phases to the end of January 2013, when compared to the same period last year, by 33% (17 pupils).</p> <p>In order to support further development of the behaviour support services in the county, a re-organisation will see primary and secondary teams amalgamated within one team – the Education Support, Behaviour and Attendance Service – for children aged five to 16 (from 1<sup>st</sup> March, 2013). With the agreement by Schools' Forum for the LA to continue to retain the budgets for behaviour support, a review of provision is currently underway, in consultation with primary and secondary schools, with an aim of re-modelling delivery to provide a sound 'core' offer to schools and include</p>		

	<b>Recommendation</b>	<b>Progress to date – March 2013</b>	<b>Timescale</b>
		<p>options for schools/academies to purchase additional, high-quality support, where this is required. ESBAS Advisers have been proactive in supporting strategic behaviour management work in a number of schools and this is likely to develop as more schools opt to buy-in additional ESBAS services.</p> <p>As part of the overall changes to behaviour support services, there will be a pilot of Primary Behaviour and Attendance Partnerships in up to three areas of the county. The partnerships will help schools and services work together to find creative ways to reduce exclusions and improve attendance across a given geographical area. This will encourage primary schools to share good practice already in place alongside support from specialist services. Additionally, we hope these will serve as a forum for detailed discussions around disproportionate levels of permanent exclusions.</p> <p>The Standards and Learning Effectiveness Service (SLES) have been working with 56 primary schools on a Behaviour and Attendance project which will be completed in March 2013. The project has involved a SLES consultant working in each school to complete an audit of the schools current behaviour and attendance management policy and practice using a self review behaviour/attendance framework aligned to the new Ofsted framework. The audit specifically focused on a review of systems for managing behaviour, e.g. expectations, rules, rewards and sanctions, a review of the anti-bullying policy and the effectiveness of their current provision for pupils with Behaviour, Emotional and Social Difficulties (BESD) / at risk of exclusion. Each school involved in the project has been provided with a detailed report with moderated judgements on their standards of behaviour and attendance aligned to Ofsted and a comprehensive action plan with agreed targets to improve their policy and practice. In addition,</p>	

	Recommendation	Progress to date – March 2013	Timescale
		<p>there are agreed Continuing Professional Development (CPD) priorities with the Headteacher with 1 ½ days bespoke training/support from SLES consultants in order to improve practice and meet the new agreed targets.</p> <p>SLES have also been involved in a Special Educational needs and Disability (SEND) project for 8 targeted primary schools that are currently categorised by the Local Authority as grade 3s, 4 and 5, and which have an SEN/non SEN gap at KS2 which is wider than the East Sussex average. This project has involved an audit of current provision with agreed actions and targets for support in order to close the attainment gap.</p> <p>A SLES programme of central training for settings and schools in behaviour and attendance is in place and includes:</p> <ul style="list-style-type: none"> <li>• Developing a strategic approach to improving attendance jointly with ESBAS</li> <li>• Improving Behaviour in the Classroom</li> <li>• Effective Behaviour Management for TAs</li> <li>• Quality First Teaching ; Improving outcomes and rates of progress for vulnerable learners ( Primary phase )</li> <li>• An Introduction to Restorative Practice</li> <li>• Range of PSHE, SEN Network meetings</li> <li>• Inclusion Conferences</li> </ul> <p>The Early Years (SEN) Teaching and Support Service through its Emotional and Behavioural Intervention Team, maintains close links with Children's Centres and other pre-school settings. This service provides intervention for pre-school children (with and without significant developmental delay) who are identified as having entrenched emotional and behavioural difficulties which have failed to be mediated following intervention from other agencies. The majority of these children respond to intervention.</p>	

	<b>Recommendation</b>	<b>Progress to date – March 2013</b>	<b>Timescale</b>
		<p>However, those children who remain at risk of making a successful transition into school (and remain at risk of exclusion) are highlighted prior to school entry. Liaison takes place with any receiving schools and detailed transition and behaviour support plans are put into place. It is many of these children who ultimately go on to receive a diagnosis of Autism Spectrum Disorder or associated condition.</p> <p>Transition work to support vulnerable children moving from primary to secondary schools has taken place in all three areas – Lewes / Coastal, Hastings and Eastbourne by ESBAS. These groups identify children who are at risk of disaffection and aim to better prepare children for the move between primary and secondary schools. The impact of these has been positive.</p> <p>The CSD has continued to provide training to school practitioners in 'Behavioural Risk Assessment'. This training helps practitioners to identify behaviours which present a risk, to understand the underlying causes of those behaviours, and to develop strategies to manage those behaviours thereby helping children learn more positive ways of dealing with problems they encounter in their day to day life. The training also helps practitioners to identify strategies which can prevent behaviours reoccurring. The CSD also provides accredited training for school practitioners in the use of Positive Handling and Physical Intervention where this is judged to be necessary to keep children and staff safe.</p> <p>The primary BSS has worked with three schools across East Sussex to support the development of Nurture Classes/Resourced Provisions for children who are struggling to access learning within a mainstream class and require additional support to help them manage their behaviour.</p>	

	<b>Recommendation</b>	<b>Progress to date – March 2013</b>	<b>Timescale</b>
R3	<p>The support, training and communication with school governors should aim to promote an active governing body role in:</p> <ul style="list-style-type: none"> <li>a) endorsing policies that focus on supporting challenging pupils within the school;</li> <li>b) providing robust scrutiny and effective challenge of exclusion decisions by the headteacher;</li> <li>c) monitoring the use of mechanisms such as part time timetables to ensure they are not being used as a means to exclude pupils unofficially;</li> <li>d) monitoring Special Educational Needs (SEN) practices and exploring any link with exclusions; and</li> <li>e) seeking and responding to the views and experiences of parents/carers of excluded children, and of the youngsters themselves.</li> </ul>	<p>A programme of governor training is in place to encourage all governors involved in exclusion matters within a school setting to access quality training in order to develop their skills in effectively challenging headteachers, particularly for permanent exclusions. This message has also been supported through the SLES Governor training programme which has focused on Closing the Gap for Vulnerable Learners.</p> <p>Following legislative changes in September 2012, the ESBAS Governor training has been updated and from January 2013, training is offered separately to primary and secondary schools on a whole school basis or county sessions with a greater emphasis of governors using checklists to support their decision making when reviewing exclusion decisions of a headteacher. Schools are notified via the VSB of training sessions. Evaluations from participants are encouraged. Evaluations from the updated training have 100% positive rating.</p> <p>Part Time Timetables continue to be monitored and challenged for pupils referred to ESBAS. Where any concerns are raised in relation to these, they are followed up with the school directly. The CSD continues to be concerned at the frequency of the use of these, particularly where guidance has not been followed, involving some of the most vulnerable children in the county. This is an issue that will be picked up in the review of primary BSS and primary behaviour and attendance partnerships.</p> <p>There continue to be concerns with regard to the disproportionate</p>	November 2012



	Recommendation	Progress to date – March 2013	Timescale
		<p>level of exclusions for children with SEN. Whereas there is evidence of good practice in some areas, SEN can be used as a reason for exclusion by some schools and the requirement under equalities legislation to make reasonable adjustments is often ignored. This is a risk for the pupil, school and Local Authority. Again, we hope that greater partnerships with schools will allow for more discussion in this area; this will be accompanied by a training programme for school staff (as well as governors) in statutory regulations for supporting children with SEN. This is particularly pertinent with the forthcoming changes to SEND legislation.</p> <p>Support services undertake a quarterly monitoring assessment to review outcomes of young people that have been referred to the service and includes children at risk of permanent exclusion. The evaluations include questionnaires to both children and their parents/carers and cover a range of areas that a young person may need support with to improve their behaviour and attendance. During the academic year 2011/12, the total number of children supported by ESBAS across all service areas was 3,194. Of these children, 1,796 were provided with a range of one-to-one or small group work support. The overwhelming majority of children were positive about all aspects of the support they had received from ESBAS with 26% of them saying that they would have liked to have received support for longer. 92% (111) of parents / carers rated the quality of service as either above average or excellent. 95% of schools said that following the support, the interventions had addressed the needs of the young person.</p> <p>Over the autumn terms, East Sussex has been involved with an Ofsted report into alternative provision. This included a stakeholder consultation and should be published in the summer. Initial feedback indicated that East Sussex performs very well in our</p>	

	<b>Recommendation</b>	<b>Progress to date – March 2013</b>	<b>Timescale</b>
		<p>organisation and delivery of provision for children who are out of school.</p>	
R4	<p>The information provided by East Sussex for parents and carers of excluded children is good, but this is an opportune moment to review it to ensure that it:</p> <ul style="list-style-type: none"> <li>a) remains easily accessible and readily available;</li> <li>b) includes information on what 'behaviour support' and 'Special Educational Needs (SEN) support' in schools should look like, including information about the Education Support, Behaviour and Attendance Service (ESBAS), Information for Families and any other relevant services;</li> <li>c) includes information that is 'preventative' rather than focused on the relatively limited options once a child has been excluded;</li> <li>d) states simply what children's 'entitlements' are so that parents and carers can understand whether part-time timetables or other mechanisms are being used to exclude their child inappropriately; and</li> <li>e) meets the needs of people with low levels of literacy, less confident communicators, people under severe stress and people with health</li> </ul>	<p>ESBAS have updated the web pages on exclusions following legislative changes in September 2012 to ensure parents have access to information on exclusions and links to the Coram Children's Legal Centre. The School Appeals Service have updated the information guide for parents on Independent Review Panels following a permanent exclusion and a copy is sent out by ESBAS to all parents of permanently excluded pupils,</p> <p>Information for Families has published web pages on exclusion and SEN on <a href="http://parentlinksussex.gov.uk">parentlinksussex.gov.uk</a>. Positive feedback has been received from parents with evaluation of feedback taking place again in January 2013. Information for families will be reviewing the <a href="http://eastsussex.gov">eastsussex.gov</a> information focusing on behaviour/SEN support in schools and link to the SEN Pathfinder Local Offer)</p> <p>ESBAS have published an information guide for parents on the support available by ESBAS to support an improvement in a pupil's behaviour and attendance. The information guide is currently being sent to all schools and will be accessible to parents in the school reception. ESBAS are currently producing a leaflet for young people and have additional leaflets about the services it offers e.g. e-learning.</p> <p>In addition, the Information for Families service will be able to distribute the guide to all parents who make contact with them on matters relating to attendance and behaviour.</p>	December 2012

	<b>Recommendation</b>	<b>Progress to date – March 2013</b>	<b>Timescale</b>
	problems: groups that are represented amongst excluded children's parents and carers.		



# **Annual Report on Exclusions & Attendance**

**Education Support, Behaviour & Attendance Service**

September 2012

## **1. Introduction**

- 1.1 This report provides an overview of the countywide exclusion and attendance data and highlights a number of key findings.
- 1.2 Wherever possible, comparative data from the previous academic years has been provided for comparison, together with data relating to national trends and comparisons against statistical neighbour.
- 1.3 A full breakdown of individual school statistics is provided within the appendices to this report which highlight areas where, on the basis of high levels of exclusion and attendance, schools stand out significantly from others within the same phase.
- 1.4 The data in respect of fixed term and permanent exclusions relates to information acquired via all notifications of exclusion received by the Children's Service Department from schools by 20<sup>th</sup> July 2012.
- 1.5 Data in respect of absence and persistent absence relates to information gathered from the school census for the year 2011.

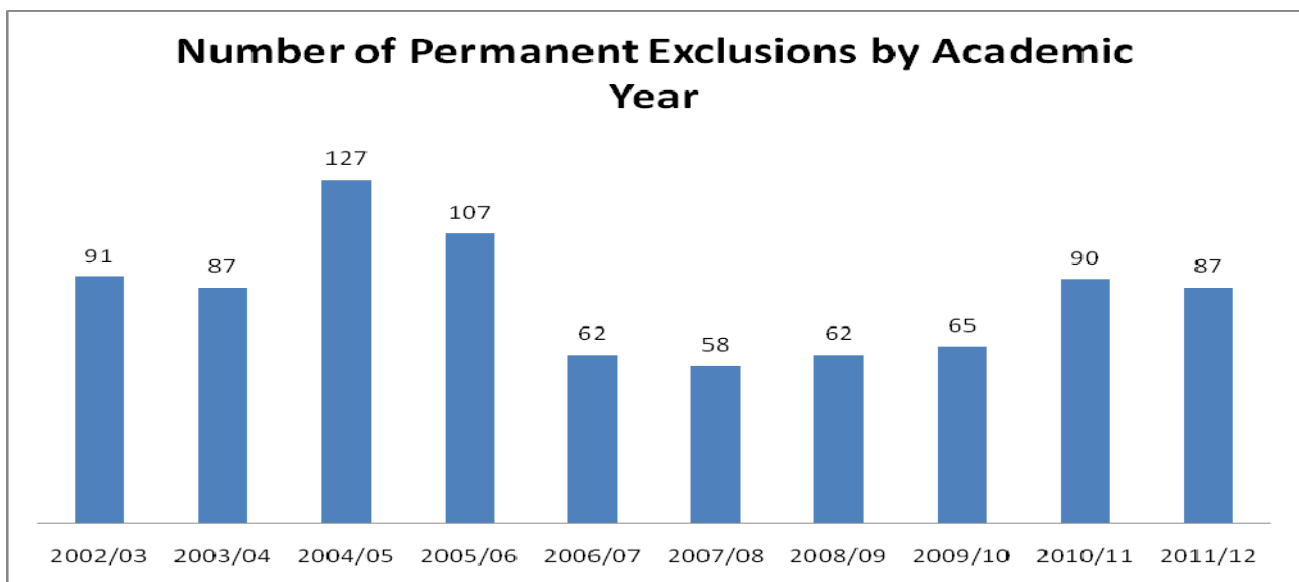
## **2. Key findings and recommendations**

- 2.1 In 2011-12 there were 87 permanent exclusions across primary, secondary and special schools, a 3.4% decrease since 2010-11, continuing the recent downward trend.
- 2.2 In 2011-12 permanent exclusions in secondary schools decreased by 24% contrasting significantly with a 47% increase in permanent exclusions in primary schools.
- 2.3 18.18% of all permanent exclusions were issued to pupils with a statement for SEN, a 4.85% increase on the previous year.
- 2.5 The most common reason given for a permanent exclusion was Persistent Disruptive Behaviour (28.41%), Physical Assault to Pupils (15.91%), and Physical Assault to Staff (12.5%).
- 2.6 A total of 1,463 pupils received one or more fixed period exclusion in 2011-12, representing a decrease by 7.8% since 2010-11.
- 2.7 A total of 3,085 fixed period exclusions were issued in 2011-12, a decrease of 5.2% since 2010-11.
- 2.8 9.91% of all fixed period exclusions were issued to pupils with a statement for SEN, a decrease 9.81% on the previous year.
- 2.9 The three most common reasons given by primary schools for fixed period exclusions were Physical Assaults to Pupils (22.6%), Physical Assaults to Staff (20%) and Defiance to Teachers (18.6%).
- 2.10 The total number of education days lost as a result of fixed period exclusions was 6,375, equating to 33.55 years of lost education, representing a decrease from 5.12 years lost on the previous year.

- 2.11 In 2011 the total absence in primary and secondary school showed a downward trend on the previous year.
- 2.12 In 2011 the number of persistently absent pupils across primary and secondary schools showed a marked increase on the previous year, and can partly be explained by the change in definition for persistent absence.
- 2.13 Data collection for total and persistent absence is becoming more problematic e.g. less reliable as more schools take on academy status.
- 2.14 The recommendations arising from this report are:
- 1) Where Support and Action Plans are drawn up with schools where attendance is a concern, in conjunction with the Education Support, Behaviour and Attendance Service, they should be expanded to include actions in relation to reducing levels of exclusion and addressing inappropriate use of reduced timetables, with a clear focus on children with SEN.
  - 2) Continued improvements should be made to the collation of attendance data from special schools.
  - 3) Data should be shared at the Behaviour and Attendance partnerships with a view to identifying areas for targeted support within a geographical area, as well as within individual schools.
  - 4) The dissemination of an updated ESCC policy on exclusions following legislative changes, will reaffirm the need to improve practice countywide and lay the foundations for positive interventions with schools.

### 3. Permanent Exclusions

- 3.1 In the academic year 2011-12 there were a total 87 permanent exclusions across primary and secondary schools, a 3.4% decrease since 2010-11, continuing the recent downward trend.
- 3.2 Primary exclusions did showed a sharp increase of 47% on previous year, from 15 in 2010-11 to 22 in 2011-12, whilst secondary exclusions decreased by 24%, from 86 in 2010-11 to 65 in 2011-12.
- 3.3 A number of contributing factors affecting the reduction in secondary exclusions is the now well embedded Behaviour and Attendance Partnerships, who meet every six weeks to discuss pupils at risk of exclusion. Early indications would also suggest that the introduction of the DfE Exclusions Pilot Project from April 2012 is also beginning to have a positive impact on exclusions. Schools in three areas of the county now manage devolved PRU provision placements through the partnerships and are therefore able to gain access to short term provision at College Central at College Central before the point of permanent exclusion.
- 3.4 The graph below shows the trend of permanent exclusions from 2002/03 to 2011-12:



- 3.5 Over the course of the 2011-12 academic year:
- Pupils in year 10 were most likely to be permanently excluded from school (accounting for 28.08% of the total number of exclusions). This was followed by year 9 (21.35%) and then year 11 (11.24%)
  - 76.40% of all permanent exclusions were issued to boys
  - 18.18% of all permanent exclusions were issued to pupils with a statement for SEN, a 4.85% increase on the previous year.
  - Pupils with SEN, but without a statement, accounted for 57% of permanent exclusions, a decrease of 13% on the previous year.
  - 80.99% of permanent exclusions were issued to children whose ethnicity was recorded as 'White British'.
  - The most common reason given for a permanent exclusion was Persistent disruptive behaviour (28.41%), Physical Assault to Pupils (15.91%), and Physical Assault to Staff (12.5%).
  - 4 pupils aged 7 or under were permanently excluded, an increase from 3 in 2010-11.



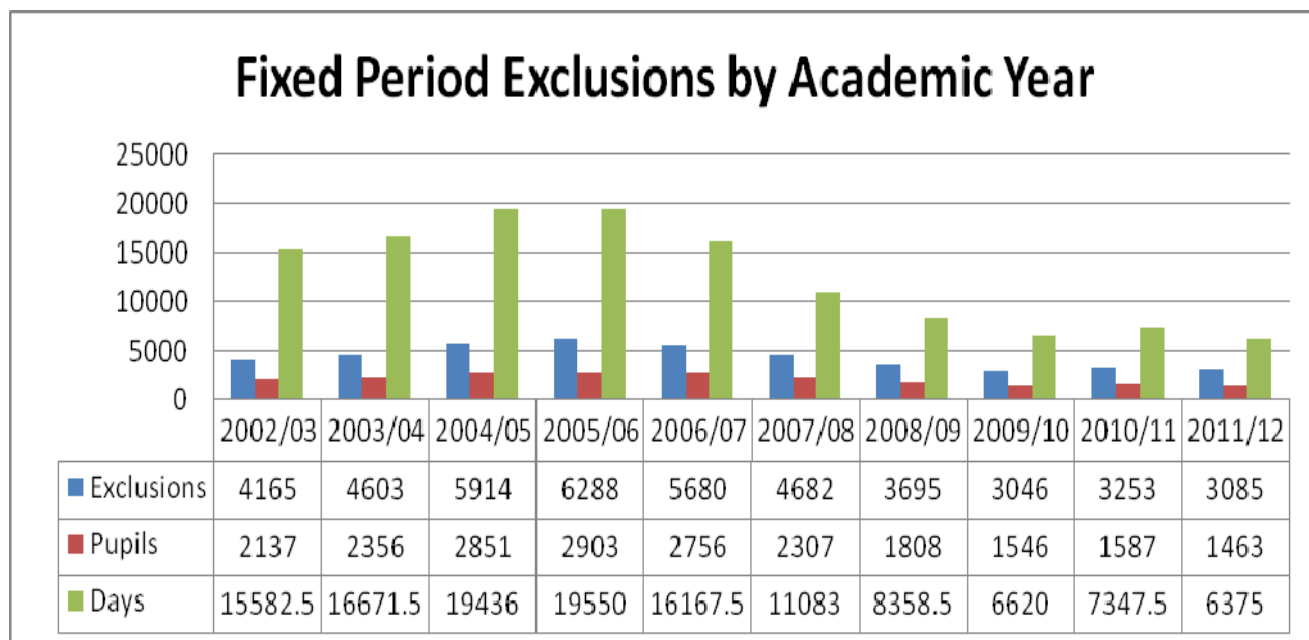
3.6 Of the 88 pupils who were permanently excluded 45 (51.7%) were subsequently reintegrated into mainstream schools via College Central.

## 4. Fixed Period Exclusions

4.1 Over the course of the 2011-12 1,463 pupils (some pupils received one or more fixed period exclusion) were issued with 3,085 fixed period exclusions, totalling 6,375 days of education. This represents a decrease of 7.8% of pupils who were issued with fixed period exclusions, a 5.2% decrease in the number of fixed period exclusions issued, and a 13.3% decrease in the total number of days lost.

4.2 Appendix 1 gives a breakdown of the numbers of exclusion by school and phase, along with comparative data from the previous academic year and corresponding percentage increases and decreases. Where applicable, the number of exclusions has been presented as a percentage of the total number of pupils on roll. Colour codes have been used to indicate which schools have comparatively high levels of exclusions and the level of increase/decrease from the previous year.

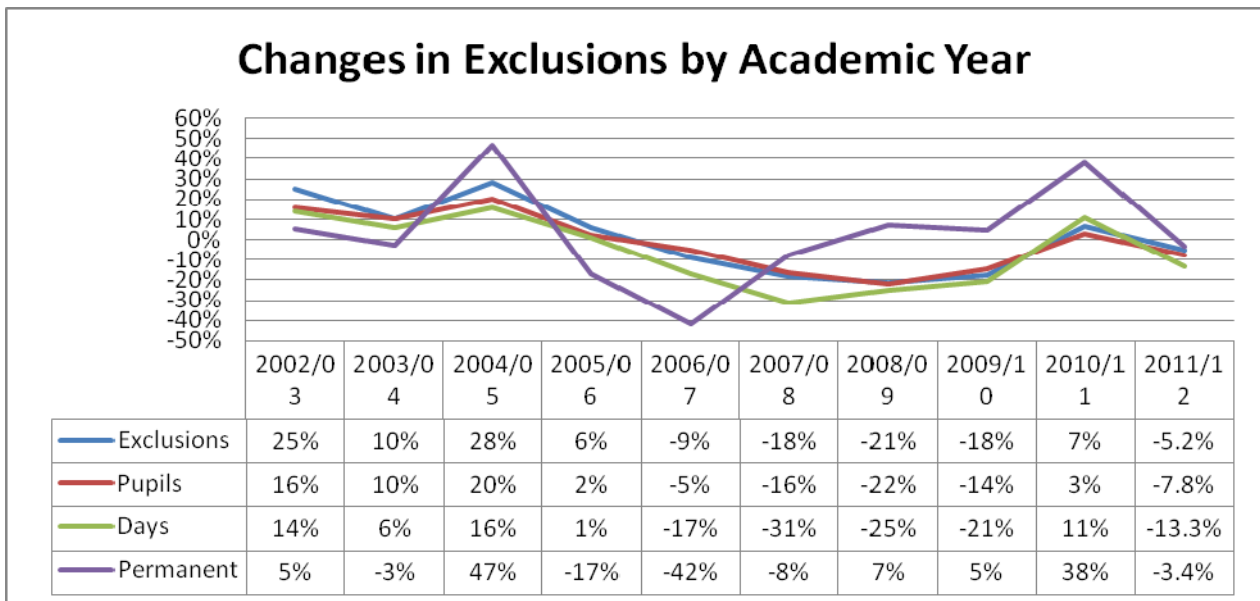
4.3 The graph below shows the overall trend of the three facets of fixed term exclusions (number of incidents, number of pupils excluded, and number of days lost to exclusion) over the past ten academic years.



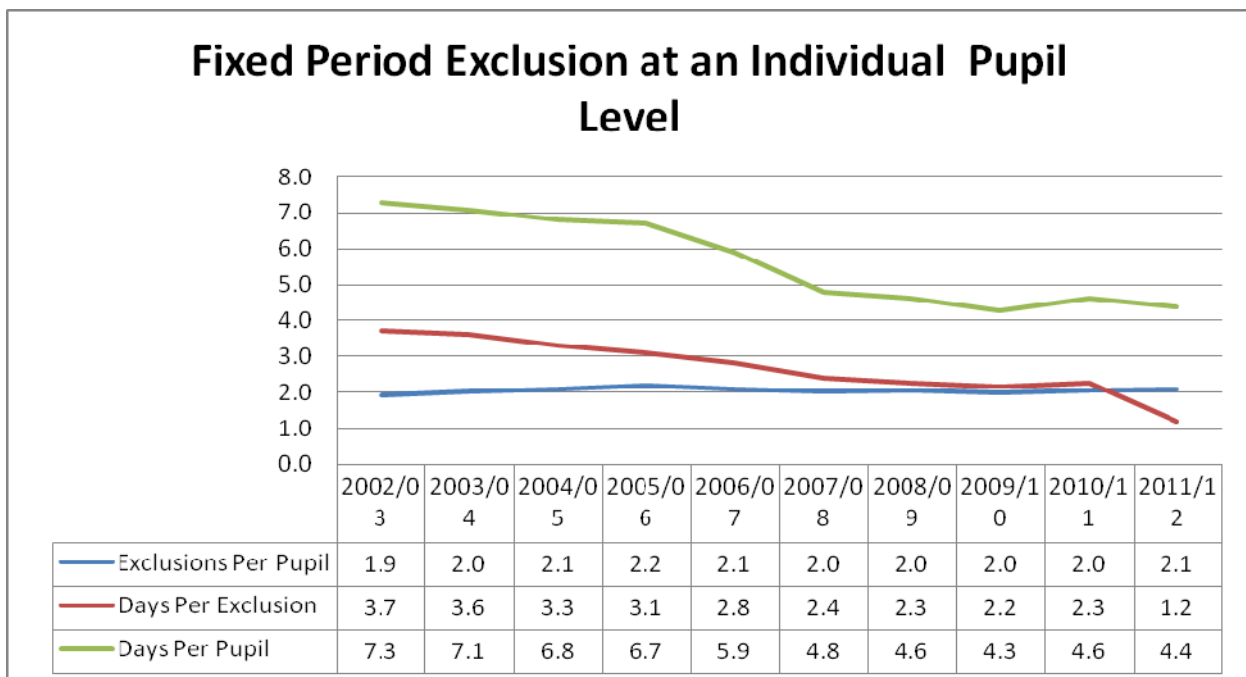
4,4 Over the course of the 2011/12 academic year:

- Pupils in year 10 were most likely to receive one or more fixed term exclusions (accounting for 25.93% of the total number of exclusions issued). This was followed by year 10 (23.53%) and then year 8 (16.43%)
- 69.62% of all fixed term exclusions were issued to boys, a slight decrease on the previous year
- 9.91% of all fixed term exclusions were issued to pupils with a statement for SEN, a decrease 9.81% on the previous year. Pupils with SEN, but without a statement, accounted for 47.50% of fixed term exclusions.
- 82.20% of fixed term exclusions were issued to children whose ethnicity was recorded as 'White British'
- The three most common primary reasons given for fixed term exclusions was Physical Assaults to Pupils (22.6%), Physical Assaults to Staff (20%) and Defiance to Teachers (18.6%).

4,5 The graph below shows the rate of change across all areas of exclusion (including permanent) in terms of a percentage increase or decrease from levels the previous year.



4.6 At an individual pupil level, the average number of exclusions per pupil stayed at 2.0; the number of days per exclusion increased to 2.3 and the number of days per pupil increased to 4.6. The graph below shows the change in pupil-level exclusions over time.



## 5. Attendance

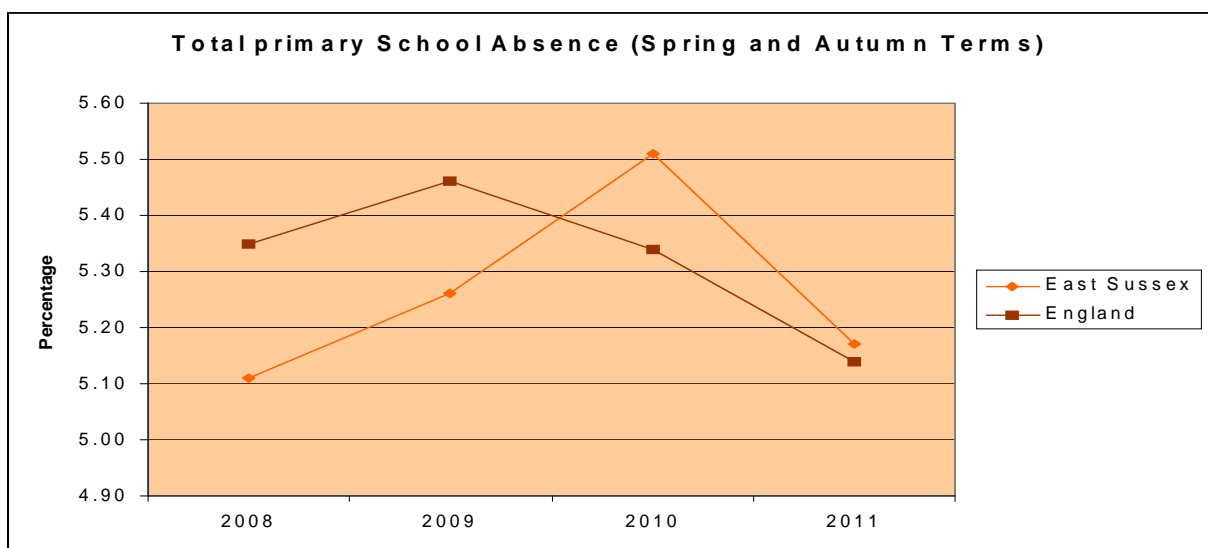
- 5.1 In 2011 the overall absence rate was 6.44, representing a 0.34 decrease on the previous year. The data provided for 2010 and 2011 is total pupil absence data which includes primary and secondary schools for both the autumn and spring terms. The DfE only started to report on total pupil absence from 2010 onwards.

All Pupils					
	2008	2009	2010	2011	2012
<b>East Sussex</b>	n/a	n/a	6.44	6.1	
<b>England</b>	n/a	n/a	6.04	5.8	

### 5.2 Primary Attendance

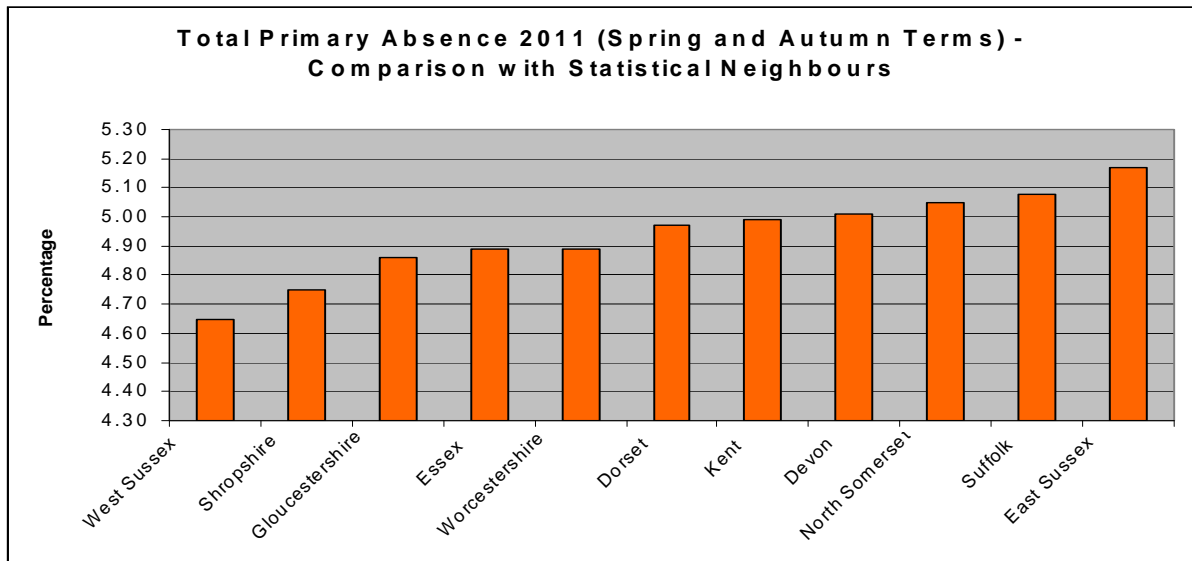
The two tables below show primary attendance trends for the last four academic years. In the last academic year overall attendance showed a decrease and a narrowing of the gap between the national trends.

Primary Total Absence – All Pupils					
	2008	2009	2010	2011	2012
<b>East Sussex</b>	5.11	5.26	5.51	5.17	
<b>England</b>	5.35	5.46	5.34	5.14	



- 5.3 The overall picture in respect of total absence for East Sussex County Council, in relation to other Local Authorities, suggests that while some improvements have been made locally, the local picture compares less favourably than our statistical neighbours.

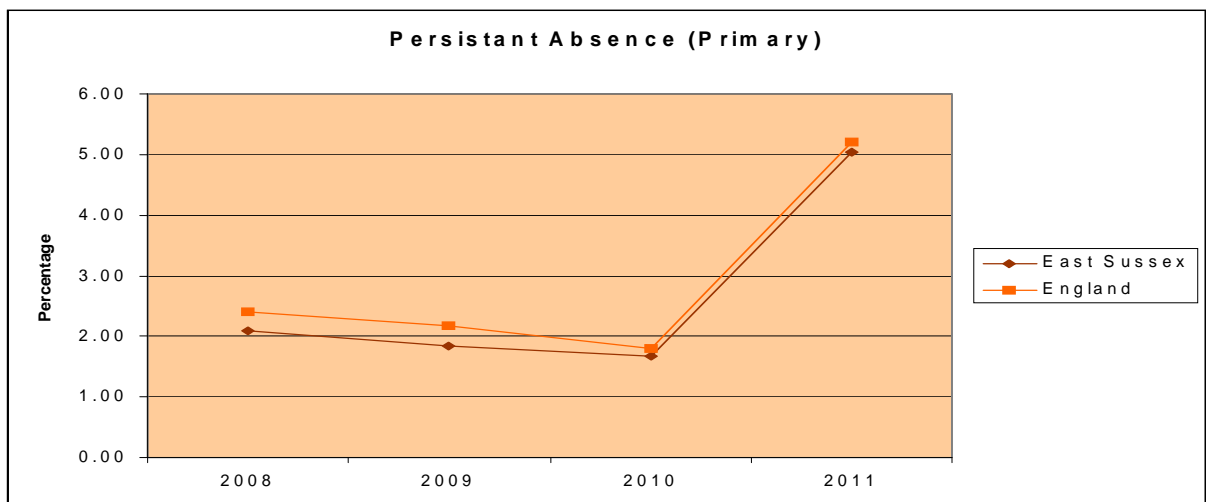
5.4 The table below looks at the ranking for total absence in primary schools in comparison to statistical neighbours.



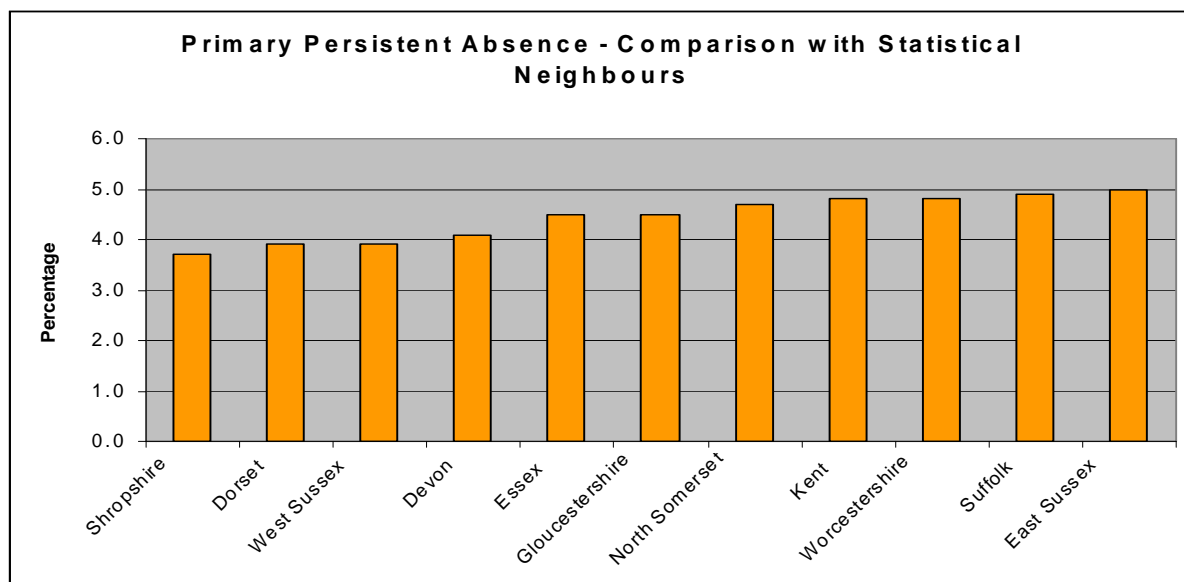
### 5.5 Primary Persistent Absences

Previous academic years had seen a downward trajectory in the number of persistently absent pupils in primary schools. However figures for the last academic year show a significant increase in the number of persistently absent pupils, although this was in line with the overall national trend, and can partly be explained by the change in definition for persistent absence.

Primary Persistent Absence – All Pupils					
	2008	2009	2010	2011	2012
<b>East Sussex</b>	2.09	1.84	1.67	5.04	
<b>England</b>	2.41	2.17	1.80	5.20	



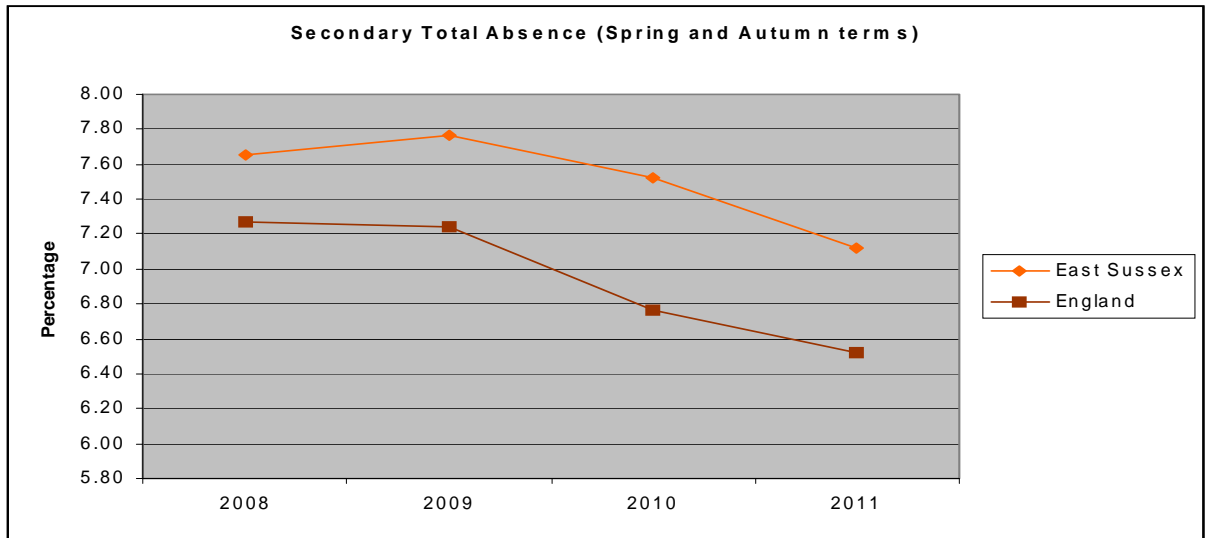
- 5.6 The overall picture in respect of number of persistently absent pupils for East Sussex County Council, in relation to other Local Authorities, suggests that while improvements have been made locally, they continue to compare less favourably than our statistical neighbours.
- 5.7 The table below shows the overall rates of persistently absent pupils in primary schools in comparison to statistical neighbours.



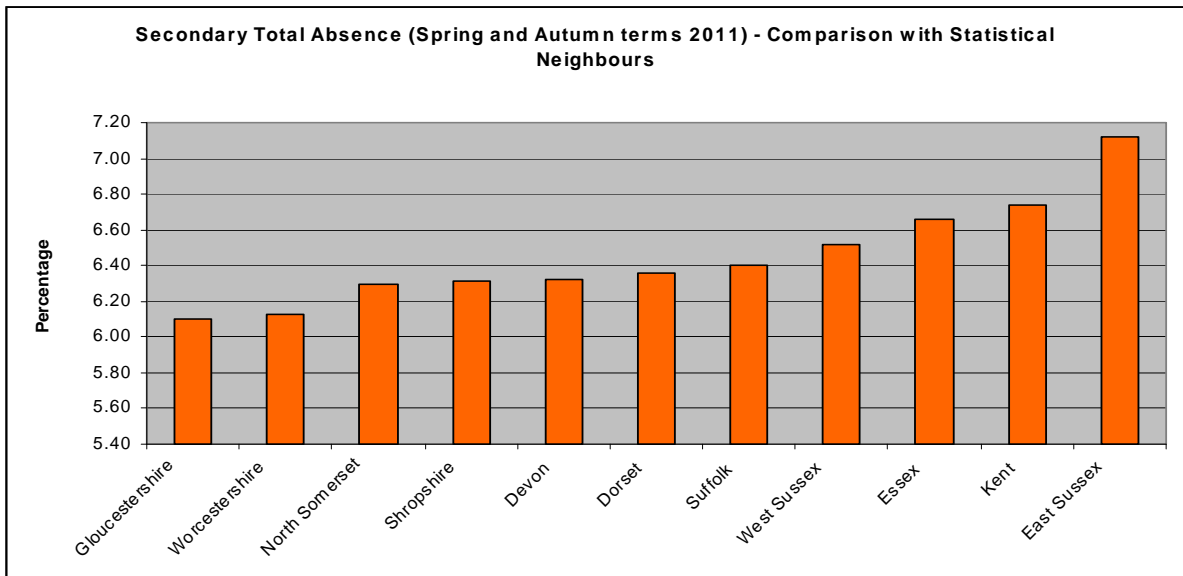
### 5.8 Secondary Total Absence

The two tables below show that in the previous two academic years, there has been a downward trend in the overall attendance figures for pupils in secondary schools, reflecting national trends.

Secondary Total Absence – All Pupils					
	2008	2009	2010	2011	2012
<b>East Sussex</b>	7.65	7.77	7.52	7.12	
<b>England</b>	7.27	7.24	6.76	6.52	



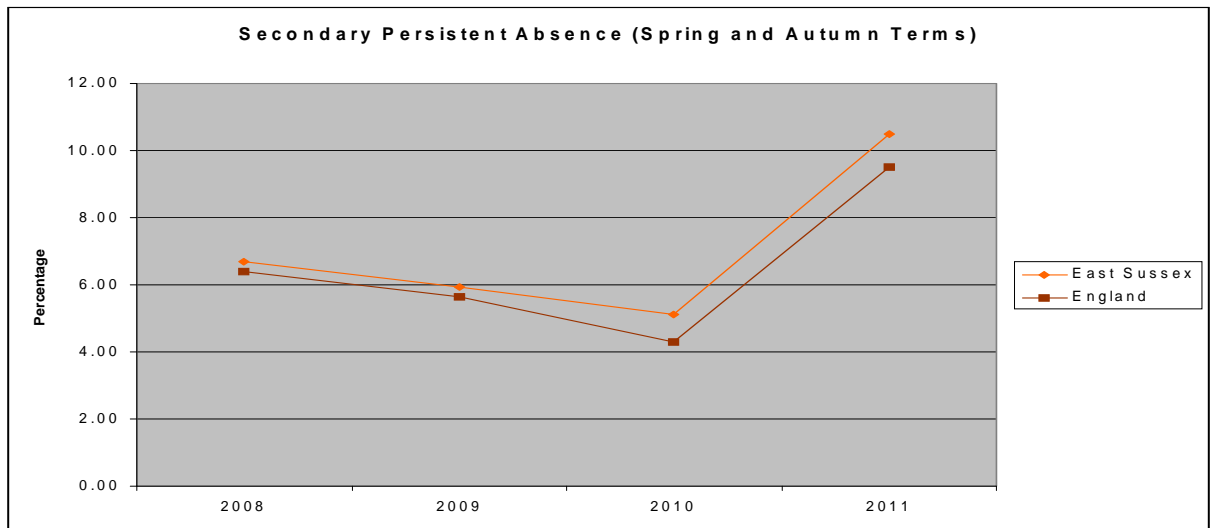
5.9 The table below looks at the ranking for total absence in secondary schools in comparison to statistical neighbours.



### 5.10 Secondary Persistent Absences

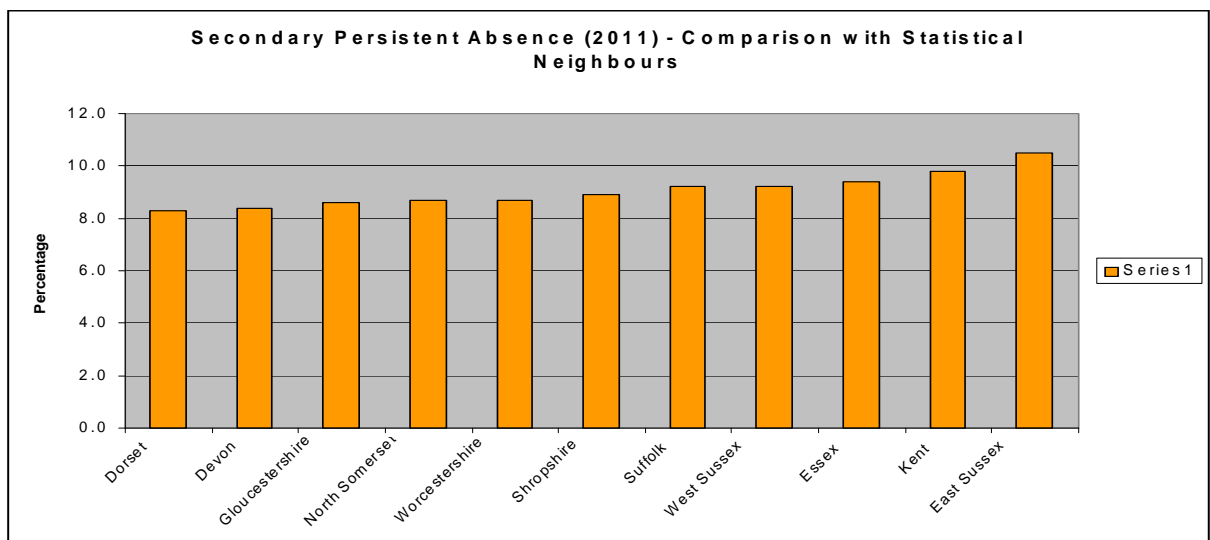
The previous 2 academic years also saw a downward trajectory in the number of persistently absent pupils in secondary schools. However figures for the last academic year show a marked increase, and in part can be explained by the change in definition for persistent absence.

Secondary Persistent Absence – All Pupils					
	2008	2009	2010	2011	2012
<b>East Sussex</b>	6.68	5.95	5.10	10.50	
<b>England</b>	6.38	5.65	4.30	9.50	



5.11 The overall picture in respect of number of persistently absent pupils in secondary school, suggests that while improvements have been made locally, figures do compare less favourably than our statistical neighbours.

5.12 Table below shows the overall rates of persistently absent pupils in secondary schools in comparison to statistical neighbours.





## **6. Conclusions**

- 6.1 The overall picture in respect of exclusions and attendance for East Sussex County Council, in relation to other Local Authorities, remains mixed. Rates of fixed-term exclusion across the county place ESCC amongst the highest excluding authorities, when compared against statistical neighbours. However, locally some clear improvements have been made over recent years, particularly with regards to the permanent exclusions in secondary schools and fixed term exclusions more generally.
- 6.2 The proportion of permanent exclusions of children with a Statement for SEN is almost four times that of the national picture whereas the proportion of children with SEN (but without a Statement) is less in East Sussex than is true across the country as a whole.
- 6.3 The dissemination of an updated ESCC policy on exclusions following legislative changes, will reaffirm the need to improve practice countywide and lay the foundations for positive interventions with schools
- 6.4 Whereas continued improvements have been made in terms of overall attendance, persistent absence has shown a marked raise in previous year, partly as a result of a change in the national definition of the persistent absence, but despite some progress being made there is still significant room for further improvements.
- 6.5 The most recent data in relation to attendance and persistent absence at a national level is less detailed. Local authority comparisons are provided annually on absence rates and percentages of PA pupils, based on data gathered through the school census. However, while there have been recent improvements made in respect of data collation around total and persistent absences, particularly in relation to special school and virtual college attendance and analysis of absence rates for vulnerable groups, this is now proving challenging as more schools take on academy status.

## Appendix One: National comparative data for 2010-11

National 10/11	East Sussex 10/11
2.33% of school population was excluded for 1 or more days (FTE)	2.50% of school population was excluded for 1 or more days (FTE)
0.91% of children in mainstream primary schools were excluded for 1 or more days (FTE)	0.50% of children in mainstream primary schools were excluded for 1 or more days (FTE)
8.40% of children in mainstream secondary schools were excluded for 1 or more days	4.66% of children in mainstream secondary schools were excluded for 1 or more days (FTE)
15.66% of children in special schools were excluded for 1 or more days	8.82% of children in special schools were excluded for 1 or more days (FTE)
Average length of a fixed term exclusion was 2.40 days	Average length of a fixed term exclusion was 2.26 days
97.13% of all exclusions were for 5 days or less	98.89% of all exclusions were for 5 days or less
Permanent exclusions represented 0.07% of the school population	Permanent exclusions represented 0.16% of the school population
The number of permanent exclusions decreased by 10.28% on the previous year	The number of permanent exclusions increased by 77.19% on the previous year
Distribution of permanent exclusions: 83.71% Secondary, 9.48% Primary and 0.97% Special	Distribution of permanent exclusions: 85.15% Secondary and 14.85% Primary
Distribution of fixed term exclusions: 83.91% Secondary, 11.66% Primary and 4.41% Special	Distribution of fixed term exclusions: 79.07% Secondary, 12.66% Primary and 4.37% Special
Boys accounted for 75.73% of all permanent exclusions and 74.34% of fixed term exclusions	Boys accounted for 67.33% of all permanent exclusions and 70.59% of fixed term exclusions
Most common age for pupils to be excluded, both fixed term and permanent, was 14 followed by 13	Most common age for pupils to be excluded, both fixed term and permanent, is 14 followed by 15
75.98% of fixed term exclusions and 71.26% of permanent exclusions were from pupils with an ethnic group classed as 'White British'	81.06% of fixed term exclusions and 83.17% of permanent exclusions were pupils with an ethnic group classed as 'White British'
Children with a statement of SEN accounted for 8.35% of permanent and 11.34% of fixed term exclusions	Children with a statement of SEN accounted for 17.82% of permanent and 22.38% of fixed term exclusions
Children with SEN, but without a statement, accounted for 65.24% of permanent and 53.78% of fixed term exclusions	Children with SEN, but without a statement, accounted for 67.33% of permanent and 52.01% of fixed term exclusions
33.70% of permanent and 24.80% of fixed term exclusions were due to the DfES definition of 'persistent disruptive behaviour'	36.63% of permanent and 9.99% of fixed term exclusions were due to the DfES definition of 'persistent disruptive behaviour'
25.00% of appeals were determined in favour of the parent; of these 33.33% were reinstated to the excluding school	16.67% of appeals were determined in favour of the parent; of these 100% were reinstated to the excluding school