



RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL

MUNICIPAL YEAR 2023-24

EDUCATION AND INCLUSION SCRUTINY COMMITTEE

14TH DECEMBER 2023

**ANNUAL SCHOOL EXCLUSION PERFORMANCE REPORT
FOR THE ACADEMIC YEAR 2022/23**

REPORT OF THE DIRECTOR OF EDUCATION AND INCLUSION SERVICES

1. PURPOSE OF THE REPORT

- 1.1 The purpose of this report is to provide Members with an analysis of school exclusion performance for the academic year 2021/22 and a comparison of performance over the last five years where appropriate.

2. RECOMMENDATIONS

It is recommended that Members:

- 2.1 Scrutinise and comment on the information contained within this report.
- 2.2 Consider whether they wish to scrutinise in greater depth any matters contained in the report.

3. BACKGROUND TO THE REPORT

- 3.1 Schools must have policies and procedures in place that promote good behaviour and prevent poor behaviour. A school's behaviour and attendance policy should be seen as an integral part of its curriculum, as all schools teach values as well as skills and knowledge. The policy must be based on clear values such as respect, fairness and inclusion, and reflect the school's overall aims and its social, moral and religious education programmes.
- 3.2 These values should be the basis for the principles underlying the school's behaviour and attendance policy. The principles should include promoting self-discipline and respect for others, and the importance of listening to all members of the school community, including the learners. They should be relevant to every member of the school community, including staff, governors and parents/carers.
- 3.3 A decision to exclude a learner should be taken only:
- in response to serious breaches of the school's behaviour policy; and
 - if allowing the learner to remain in school would seriously harm the education or welfare of the learner or others in the school.

- 3.4 Only the headteacher or teacher in charge of a PRU can exclude a learner. If they are absent from school, the most senior teacher may exercise the power of exclusion, though they should make clear that they are acting in the headteacher's absence. The headteacher or teacher in charge cannot routinely, or on an ad hoc basis, delegate the power to exclude to another teacher.
- 3.5 A decision to exclude a learner permanently is a serious one. It will usually be the **final** step in a process for dealing with disciplinary offences following a wide range of other strategies, which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the learner and should normally be used as a last resort.
- 3.6 There will, however, be exceptional circumstances where in the headteacher's judgement it is appropriate to permanently exclude a learner for a first or one-off offence. These might include:
- serious actual or threatened violence against another learner or a member of staff;
 - sexual abuse or assault;
 - supplying an illegal drug;
 - use or threatened use of an offensive weapon.

In most cases it would be appropriate for schools to inform the police if they believe such a criminal offence has taken place. There may be cases where this approach is appropriate for learners excluded for a fixed term. Schools should also consider whether or not to inform other agencies, e.g. Youth Offending Team, Children's Services etc.

These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the school community.

- 3.7 Exclusion should not be used for:
- minor incidents such as failure to do homework;
 - poor academic performance;
 - lateness or truancy;
 - breaches of school uniform rules or rules on appearance (including jewellery and hairstyle), except where these are persistent and in open defiance of such rules and where all other avenues for resolving the uniform dispute have been exhausted.
- 3.8 Exclusion should not be used if alternative solutions are available. Examples include the following.
- **Pastoral Support Programmes (PSPs)** for learners who are not responding to schools' general actions to combat disengagement and disaffection and are in need of longer-term intervention. PSPs are plans for learners to better manage their behaviour and should be drawn up using a multi-agency approach (including the learner and parents/carers) and reviewed on a regular basis;
 - **Restorative approaches**, which gives offending learners the opportunity to redress the harm that has been done to a victim and enables all parties with a stake in the outcome to participate fully in the process. All professionals need to be involved in the process and all parties must consent to participate;
 - **Internal exclusion** (also known as internal seclusion), which can be used to diffuse situations that occur in school that require a learner to be removed from class but may not require exclusion from the school premises. The exclusion

could be to a designated and supervised area within the school, with appropriate support, or to another class on a temporary basis, and may continue during break periods;

- **Managed move:** if a school feels that it can no longer manage the behaviour of a particular learner, the school may arrange, normally through the local authority (LA), for another school to take over the learner's education. This should only be done with the full knowledge and cooperation of all parties involved, including the parents/carers and the LA, and in circumstances where it is in the best interests of the learner concerned. Parents/carers should never be pressured into removing their child from school under threat of a permanent exclusion, nor should learners be deleted from the school roll to encourage them to find another school place.

4. **SUMMARY OF EXCLUSIONS**

4.1 This report provides an analysis and evaluation of exclusion data over a 5-year period. Due to the fact that rates of exclusion during the pandemic were affected by significant school closures during this period, rates of exclusion during the pandemic are not directly comparable with typical academic years, hence the inclusion of comparators with pre-Covid data in relation to specific data sets throughout the report.

4.2 Table 1 shows the number of permanent and fixed term exclusions and the number of days lost for the academic years 2021/22 and 2022/23.

Table1a: Summary of Exclusions within RCT in 2021/22 – 2022/23

	2021/22	2022/23	Percentage difference between 2021/22 & 2022/23
Permanent Exclusions	18	31	72.22%
Reinstated from Permanent Exclusion	3	9	200.00%
Number of Fixed Term Exclusions	2436	2927	20.16%
Number of Days Lost	4446.5	5516	24.05%
Average length of exclusion (days)	1.83	1.88	3.24%

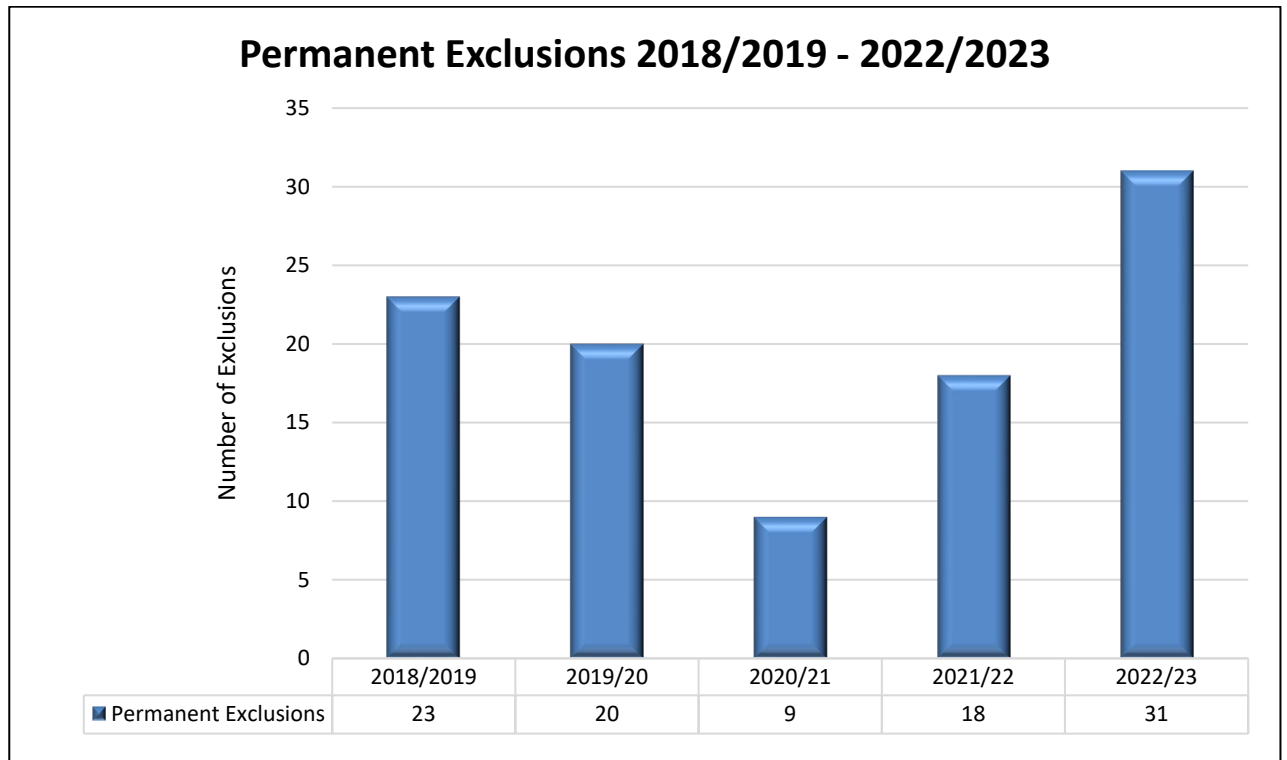
Table 1b: Breakdown of Overall Summary Detailed in Table 1a for 2022/23

	Primary Phase	Secondary Phase	PRU/Special School	Total
Permanent Exclusions	0	30	1	31
Number of Fixed Term Exclusions	369	2418	140	2927
Number of Days Lost	490	4775	251	5516

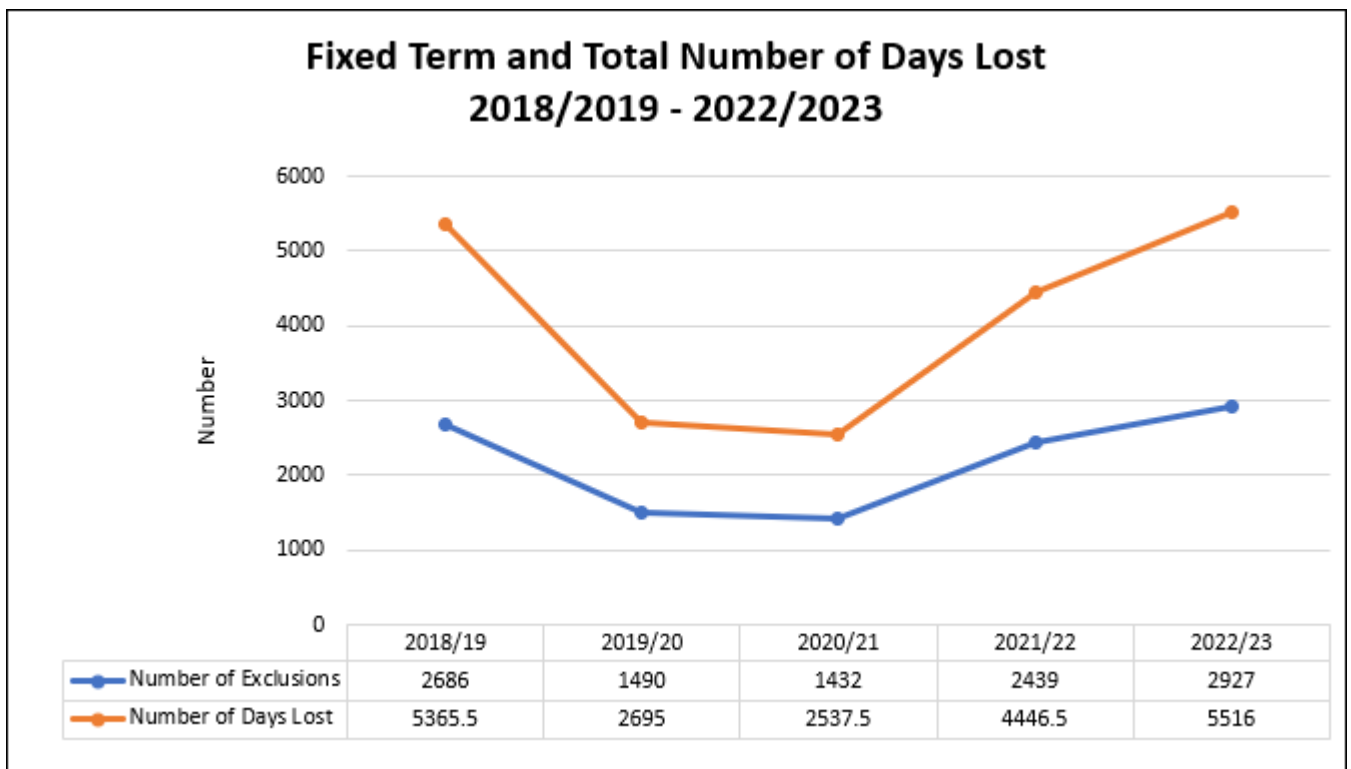
4.3 The above data demonstrates a significant increase in the number of permanent exclusions, fixed term exclusions and the number of days lost within RCT schools when comparing academic years 2021/22 and 2022/23.

4.4 Graphs 1 and 2 highlight the fluctuating trends evident within RCT for both permanent and fixed term exclusions over the past 5 academic years:

Graph 1: Permanent Exclusions within RCT over 5 years



Graph 2: Fixed Term Exclusions and the number of days lost within RCT over 5 Years



4.5 The number of pupils subject to an exclusion has also fluctuated over the past five academic years with a dip during the Covid period. However, it is concerning that the

number of pupils incurring a fixed term exclusion in 2022/23 exceeded the number excluded in 2018/19 prior to the pandemic:

Table 2: Number of pupils excluded 2018/19 – 2022/23

	2018/19	2019/20	2020/21	2021/22	2022/23
Pupils excluded	1118	756	864	1203	1220

5. NATIONAL BENCHMARKING DATA

5.1 The national context with regards to pupil exclusions is highlighted using the Welsh Government's Statistics. The latest comparison data available at the time of writing relates to 2021/22 data sets (First Release: Permanent and Fixed Term Exclusions for Schools in Wales 2021/22) which was published on the 9th November 2023. Therefore, the national benchmarking data relates to previous academic years 2017/18 - 2021/22 and the local data sets relate to 2022/23.

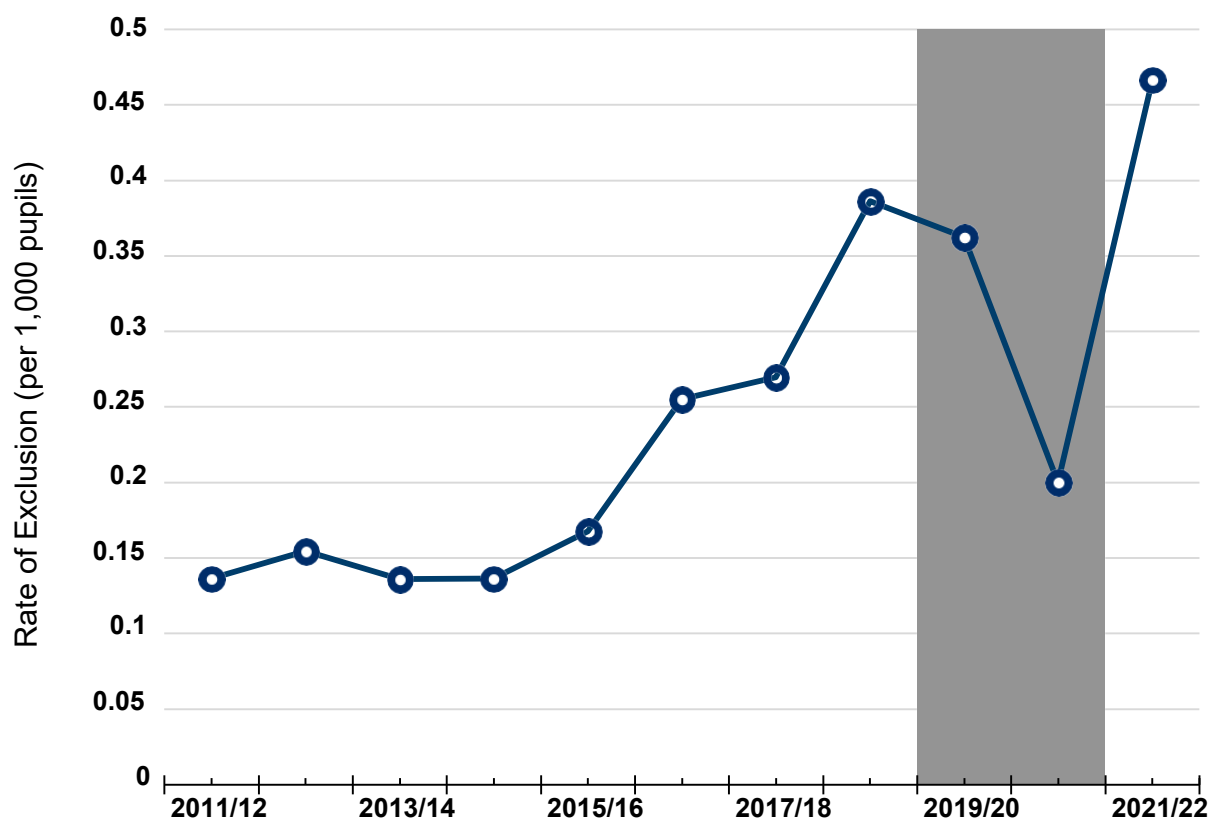
5.2 Table 2 below highlights the trend data for RCT compared to other local authorities. RCT's national ranking remains the same as 2020/21 at 15th for permanent exclusions. Despite this there was a significant increase in the number of incidents from 8 in 2020/21 to 18 in 2021/22. Slight improvements are noted when comparing rate of exclusions per 1000 pupils with RCT's ranking improving from 10th in 2020/21 to a ranking of 9th in 2021/22.

Table 3: Permanent exclusions in Wales, by local authority, 2021/22

Local Authority	Number of exclusions					Rate of exclusions				
	2017/18	2018/19	2019/20	2020/21	2021/22	2017/18	2018/19	2019/20	2020/21	2021/22
Isle of Anglesey	5	9	13	5	6	0.5	0.9	1.3	0.5	0.6
Gwynedd	*	13	12	7	15	*	0.8	0.7	0.4	0.9
Conwy		*	5	*	6		*	0.3	*	0.4
Denbighshire	*	6	*	*	9	*	0.4	*	*	0.6
Flintshire	26	26	19	9	27	1.1	1.1	0.8	0.4	1.2
Wrexham	10	20	23	5	20	0.5	1.0	1.2	0.3	1.0
Powys	7	5	*	*	7	0.4	0.3	*	*	0.4
Pembrokeshire	7	5	*	*	*	0.4	0.3	*	*	*
Carmarthenshire	*	*	*	*	*	*	*	*	*	*
Swansea	17	25	15	18	22	0.5	0.7	0.4	0.5	0.6
Neath Port Talbot	8	16	13	8	19	0.4	0.8	0.6	0.4	0.9
Bridgend	12	8		*	13	0.5	0.3		*	0.6
The Vale of Glamorgan		5	*				0.2	*		
Rhondda Cynon Taf	8	24	18	8	18	0.2	0.6	0.5	0.2	0.5
Merthyr Tydfil		*	*	*	10		*	*	*	1.1
Caerphilly	26	18	31	13	36	0.9	0.6	1.1	0.5	1.3
Blaenau Gwent	12	*	8	6	5	1.3	*	0.9	0.6	0.5
Torfaen	6	10	7	*	*	0.4	0.7	0.5	*	*
Monmouthshire	*	*	6	5	5	*	*	0.5	0.4	0.4
Newport	11	16	8	15	9	0.4	0.6	0.3	0.6	0.3
Cardiff	10	30	41	14	73	0.2	0.5	0.7	0.2	1.3

Source: Pupil level annual school census (PLASC), Welsh Government

Graph 3: Rate of Permanent Exclusions across Wales



Source: Pupil Level Annual School Census (PLASC) the shaded areas show years affected by the coronavirus (COVID-19) pandemic.

- 5.3 Graph 3 is an extract from the *Welsh Government Exclusions from Maintained Schools: September 2021 to August 2022 Report (published November 2023)* and reports a line graph showing the rate of permanent exclusions between 2011/12 and 2021/22 across Wales. It is evident the rate increased steadily from 0.1 per 1,000 pupils in 2011/12 to 0.4 per 1,000 pupils in 2018/19. It dropped to 0.2 per 1,000 pupils in 2020/21 during the coronavirus (Covid-19) pandemic. In 2021/22 it increased to 0.5 per 1,000 pupils. The graph highlights the significant increasing trend across Wales.
- 5.4 Table 4 records the number of fixed term exclusions (5 days or less). There was no change in RCT's ranking of 22nd in relation to the number of fixed term exclusions issued for 5 days or less in RCT schools in 2020/2021 and 2021/22. Despite there being an increase in the rate of exclusions per 1000 pupils from 35.5 in 2020/2021 to 60.3 in 2021/22, RCT's ranking is now 15th compared to 17th in 2020/2021 for rate of exclusions per 1000 pupils.

Table 4: Fixed-term exclusions (5 days or less) in Wales, by local authority, 2021/22

Local Authority	Number of exclusions					Rate of exclusions				
	2017/18	2018/19	2019/20	2020/21	2021/22	2017/18	2018/19	2019/20	2020/21	2021/22
Isle of Anglesey	213	369	353	242	461	21.9	38.0	36.4	24.6	47.0
Gwynedd	287	380	422	445	575	16.9	22.4	24.8	26.0	33.7
Conwy	475	491	494	341	635	29.9	30.9	31.2	21.4	40.2
Denbighshire	1481	1193	697	770	1710	94.4	75.7	44.1	47.9	106.2
Flintshire	1215	1437	1069	995	1650	51.7	61.2	45.7	42.2	70.5
Wrexham	818	1040	752	732	1275	41.8	53.0	38.7	37.7	66.1
Powys	454	503	321	307	576	26.3	29.3	18.8	17.7	33.5
Ceredigion	145	203	123	165	217	15.1	21.1	12.8	17.0	22.7
Pembrokeshire	702	718	354	223	380	40.4	41.4	20.6	12.6	21.9
Carmarthenshire	754	797	531	525	1046	27.7	29.1	19.4	18.8	38.1
Swansea	897	1262	742	727	1608	24.9	35.0	20.7	20.0	44.6
Neath Port Talbot	870	1075	1021	649	1110	41.5	50.9	47.9	30.0	52.2
Bridgend	693	953	793	792	1324	30.1	41.2	34.3	33.8	57.1
The Vale of Glamorgan	557	610	416	328	584	24.8	27.0	18.2	14.0	25.1
Rhondda Cynon Taf	1887	2493	1387	1387	2352	48.6	64.1	35.5	35.3	60.3
Merthyr Tydfil	446	304	276	258	638	50.2	33.5	30.7	27.9	69.4
Caerphilly	1103	1132	935	974	1718	38.7	39.9	33.4	34.3	61.6
Blaenau Gwent	601	617	400	349	819	64.4	66.0	42.8	36.7	87.3
Torfaen	591	652	431	539	939	39.3	43.6	29.1	37.3	65.8
Monmouthshire	542	707	402	381	588	46.5	61.5	34.9	32.8	51.0
Newport	964	948	654	757	1468	37.5	36.1	24.6	27.9	53.7
Cardiff	1451	1368	923	1138	2224	26.5	24.8	16.6	20.0	39.1

Source: Pupil level annual school census (PLASC), Welsh Government

5.5 Table 5 highlights fixed term exclusions of over 5 days and reports a significant increase in the number of incidents between 2020/21 and 2021/22 from 40 to 71. There was also an increase in the rate of exclusions per 1000 pupils between these years. RCT's ranking is 19th which is a slight improvement compared to 2020/2021 ranking of 20th in relation to the number of exclusions. RCT's national ranking of 11th in 2021/22 compared to the 2020/21 ranking of 12th in relation to the rate of exclusions per 1000 pupils is also positive

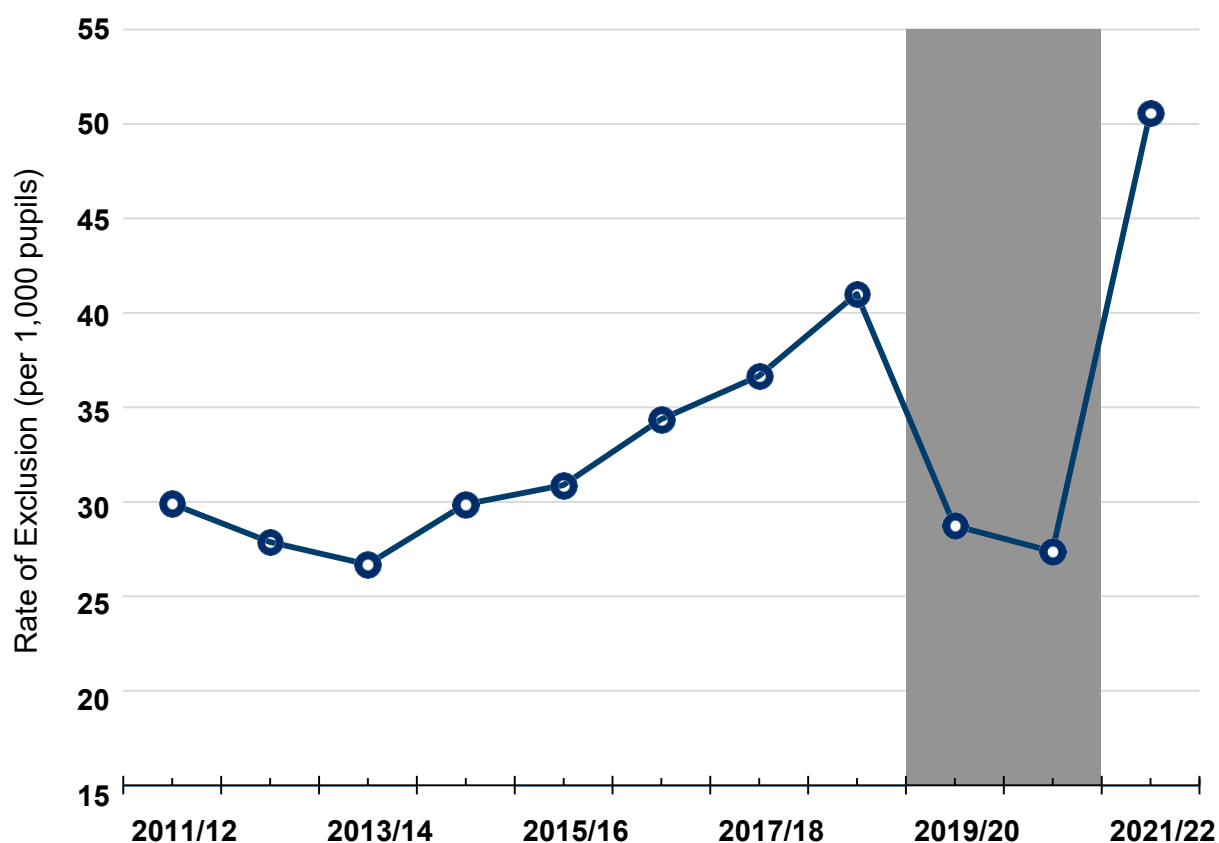
Table 5: Fixed-term exclusions (over 5 days) in Wales, by local authority, 2021/22

Local Authority	Number of exclusions					Rate of exclusions				
	2017/18	2018/19	2019/20	2020/21	2021/22	2017/18	2018/19	2019/20	2020/21	2021/22
Isle of Anglesey	*	23	16	14	44	*	2.4	1.6	1.4	4.5
Gwynedd	18	45	33	31	62	1.1	2.6	1.9	1.8	3.6
Conwy	19	22	23	14	29	1.2	1.4	1.5	0.9	1.8
Denbighshire	27	20	21	30	53	1.7	1.3	1.3	1.9	3.3
Flintshire	52	32	22	34	81	2.2	1.4	0.9	1.4	3.5
Wrexham	107	101	66	76	91	5.5	5.1	3.4	3.9	4.7
Powys	32	31	37	21	23	1.9	1.8	2.2	1.2	1.3
Ceredigion	8	*	*	7	6	0.8	*	*	0.7	0.6

Pembrokeshire	31	32	7	9	17	1.8	1.8	0.4	0.5	1.0
Carmarthenshire	26	31	29	23	32	1.0	1.1	1.1	0.8	1.2
Swansea	58	41	51	36	65	1.6	1.1	1.4	1.0	1.8
Neath Port Talbot	40	58	27	30	59	1.9	2.7	1.3	1.4	2.8
Bridgend	37	37	33	21	56	1.6	1.6	1.4	0.9	2.4
The Vale of Glamorgan	34	43	26	12	27	1.5	1.9	1.1	0.5	1.2
Rhondda Cynon Taf	60	109	39	40	71	1.5	2.8	1.0	1.0	1.8
Merthyr Tydfil	*	5	*	*	17	*	0.6	*	*	1.8
Caerphilly	125	81	55	64	118	4.4	2.9	2.0	2.3	4.2
Blaenau Gwent	19	16	14	7	15	2.0	1.7	1.5	0.7	1.6
Torfaen	19	7	21	9	13	1.3	0.5	1.4	0.6	0.9
Monmouthshire	7	15	9	16	13	0.6	1.3	0.8	1.4	1.1
Newport	24	23	*	11	21	0.9	0.9	*	0.4	0.8
Cardiff	56	24	26	20	22	1.0	0.4	0.5	0.4	0.4

Source: Pupil level annual school census (PLASC), Welsh Government

Graph 4: Rate of Fixed Term Exclusions 5 Days or Less

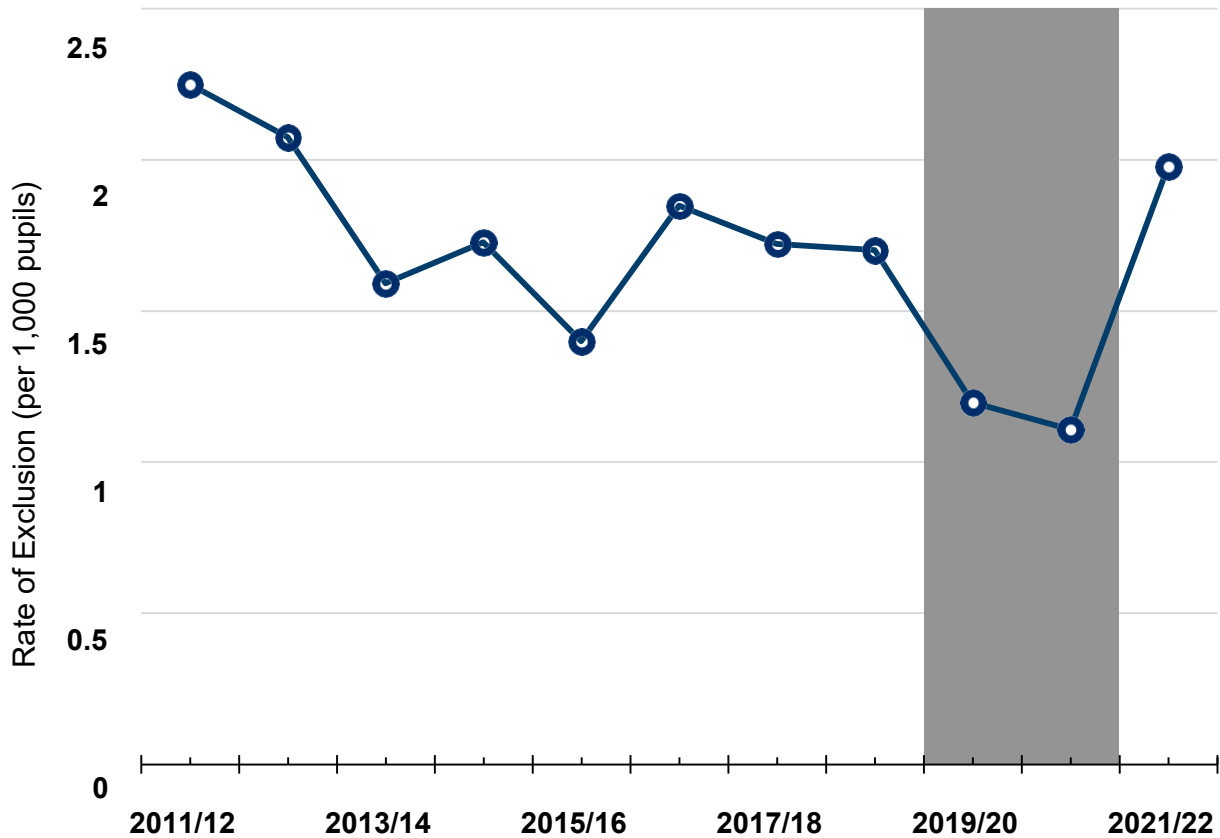


Source: Pupil Level Annual School Census (PLASC) the shaded areas show years affected by the coronavirus (COVID-19) pandemic.

5.6 Graphs 4 & 5 are further extracts from the *Welsh Government Exclusions from Maintained Schools: September 2021 to August 2022 Report*. Both graphs indicate a significant increase in the rate of fixed term exclusions since the pandemic to a level which is notably higher than pre-pandemic levels of exclusion in 2018/19. Graph 4 is a line graph reporting the rate of fixed term exclusions of up to 5 days between

2011/12 and 2021/22 across Wales. The rate increased slowly from 28.0 exclusions per 1,000 pupils in 2013/14 to 39.0 exclusions per 1,000 pupils in 2018/19. During the coronavirus (Covid-19) pandemic the rate dropped to 2013/14 levels. In the most recent year for which there is data, 2021/22, the rate has increased to 50.6 per 1,000 pupils.

Graph 5: Rate of Fixed Term Exclusions Over 5 Days



Source: Pupil Level Annual School Census (PLASC) the shaded areas show years affected by the coronavirus (COVID-19) pandemic.

5.7 Graph 5 reports the rate of fixed term exclusions of more than 5 days between 2011/12 and 2021/22 across Wales. The rate is low. It started at 2.3 exclusions per 1,000 pupils in 2011/12 and steadily decreased to 1.1 per 1,000 pupils in 2020/21. In the most recent year for which there is data, 2021/22, the rate has increased to 1.9 exclusions per 1,000 pupils.

6. LOCAL CONTEXT: AN ANALYSIS OF PERMANENT EXCLUSIONS

6.1 Table 6 shows the number of permanent exclusions in Rhondda Cynon Taf during 2021/22 and 2022/23 academic years:

Table 6: Year Groups of Permanently Excluded Pupils over last 2 years.

Year Group	2021/2022	2022/2031
Year 7	1	3
Year 8	0	3
Year 9	5	10
Year 10	9	13
Year 11	3	2
Total	18	31

- 6.2 There has been a 72.22% increase in the number of permanent exclusions in schools within RCT during 2022/23 compared to 2021/22. This is a 34.78% increase compared to 2018/19 (pre-pandemic) and an 55.00% increase compared to 2019/20 (pandemic period).
- 6.3 Of the 31 pupils permanently excluded in 2022/23, 12 were female and 19 were male.
- 6.4 The permanent exclusions for the academic year 2022/23 were in the following schools.

5 (16.13%) Hawthorn High School
 4 (12.90%) Pontypridd High School
 2 (6.45%) Aberdare Community School
 2 (6.45%) Bryncelynnog Comprehensive School
 2 (6.45%) Cardinal Newman R C Comprehensive School
 2 (6.45%) Ferndale Community School
 2 (6.45%) Mountain Ash Comprehensive School
 2 (6.45%) Y Pant Comprehensive School
 2 (6.45%) Ysgol Garth Olwg
 2 (6.45%) Ysgol Nantgwyn
 1 (3.23%) Porth Community School
 1 (3.23%) St John Baptist C in W High School
 1 (3.23%) Tonyrefail Community School
 1 (3.23%) Treorchy Comprehensive School
 1 (3.23%) Ty Gwyn Education Centre
 1 (3.23%) Ysgol Gyfun Rhydywaun

There were no permanent exclusions in our primary schools in 2022/23.

- 6.5 The 31 permanent exclusions imposed related to serious breaches of behaviour including: 20 cases of incidents of physical assault against a pupil, 4 in relation to physical assault against staff, 3 for verbal abuse/threatening behaviour towards an adult, 2 for substance misuse, 1 for persistent disruptive behaviour and 1 for verbal abuse/threatening behaviour towards a pupil. Serious cases of physical assault against a pupil that were considered of such a serious nature to impose a permanent exclusion have increased dramatically over the past academic year.
- 6.6 Should a parent/carer have significant concerns regarding the Governing Body's decision to uphold the headteacher's permanent exclusion they are able to formally appeal to a panel of independent professionals. Four cases were referred to an Independent Appeal Panel (IAP) in 2022/23 of which; one resulted in the decision to permanently exclude being overturned with reinstatement of the pupil back into the excluding school, one resulted in the decision being overturned but not to reinstate the pupil back into the excluding school and two decisions to permanently exclude a pupil was upheld by the IAP.

7. LOCAL CONTEXT: AN ANALYSIS OF FIXED TERM EXCLUSIONS OF MORE THAN 5 DAYS

- 7.1 Table 7 details the number of incidents of more than 5 days and duration of exclusion. Fixed term exclusions of more than 5 days have fluctuated over the last 5 years, but despite an increase in the number of incidents incurred in 2021/22 and 2022/2023, it is positive to note that the number of incidents in these years are lower than in 2018/19 prior to the pandemic.

Table 7: Number and Duration of Fixed Term Exclusions of more than 5 days within RCT over 5 years

More than 5 days	2018/19	2019/20	2020/21	2021/22	2022/23	Total
Incidents	113	44	40	74	106	377
Duration	1006.5	439.5	317	803	1029	3595

*please note that slight variations in local and nationally reported datasets are evident.

7.2 Over the last 5 years the most common reason for a fixed term exclusion of over 5 days has been physical assault against a pupil at 22.87% of the total incidents, followed by verbal abuse/threatening behaviour towards an adult at 18.62%. Of the other 58.51% of incidents, 15.96% was as a result of physical assault against staff, 15.43% persistent disruptive behaviour, 13.03% other, 6.12% substance misuse, 3.46% verbal abuse/threatening behaviour towards a pupil, 2.13% damage, 1.60% sexual misconduct, 0.53% bullying and 0.27% racial abuse. The highest reason for over 5 days exclusion in 2022/23 was verbal abuse/threatening behaviour towards an adult with 31.13% of the incidents.

7.3 In 2022/23 of the 106 incidents of fixed term exclusions of more than 5 days: 102 pupils were excluded of which 1 pupil had 3 exclusions and 2 pupils had 2 exclusions within the academic year.

8. AN ANALYSIS OF FIXED TERM EXCLUSIONS 5 DAYS OR LESS

8.1 There has been a 19.28% increase in fixed term exclusions of 5 days or less in 2022/23 compared to 2021/22 and a 9.64% increase when comparing 2018/19 and 2022/23 data sets. There has also been a 22.85% increase in the number of days lost when comparing the 2021/22 and 2022/23 data sets and a 2.94% increase when comparing 2018/19 and 2022/23 data sets.

Table 8: Number and Duration of exclusions 5 days or less within RCT over 5 year period

5 days or less	2018/19	2019/20	2020/21	2021/22	2022/23	Total
Incidents	2573	1446	1392	2365	2821	10597
Duration	4359	2255.5	2220.5	3652.5	4487	16974.5

*please note that slight variations in local and nationally reported datasets are evident.

8.2 When excluding pupils, schools are required to record the reason for the exclusion (e.g. disruptive behaviour, substance misuse etc.). Persistent disruptive behaviour is cited as the most frequent reason for fixed term exclusions (5 days or less) with 32.29% of the total incidents followed closely by verbal abuse/threatening behaviour towards an adult with 22.76%. Of the other 44.95% incidents, 11.66% was a result of other, 14.21% Physical Assault against a pupil, 8.37% physical assault against staff, 2.30% substance misuse, 2.55% damage, 3.23% verbal abuse/threatening behaviour towards a pupil, 1.21% racial abuse, 0.35% theft, 0.57% sexual misconduct and 0.50% bullying. The most common reason for fixed term exclusion prior to the COVID-19 pandemic, 2018/2019 was also persistent disruptive behaviour. Furthermore, the two most prevalent reasons above reflect national data whereby persistent disruptive behaviour and verbal abuse / threatening behaviour towards an adult are cited as the two most common reasons for exclusions in 2021/22, and also 2018/19 pre-Covid.

- 8.3 Table 9 highlights that in 2022/23 of the 2821 incidents of fixed term exclusions of 5 days or less 1191 pupils were excluded. The number of repeat exclusions is summarised as follows:

Table 9: Number of repeat exclusions of 5 days or less 2022/23

Number of Exclusions	Number of Pupils	Percentage of Pupils	Number of Days Lost
1 Exclusion	674	56.59%	1049.5
2 Exclusions	167	14.02%	505.5
3 Exclusions	114	9.57%	576.5
4 Exclusions	75	6.30%	483.5
5 Exclusions	52	4.37%	400
6 Exclusions	35	2.94%	335
7 Exclusions	19	1.60%	206
8 Exclusions	15	1.26%	202.5
9 Exclusions	10	0.84%	150
10 Exclusions	10	0.84%	140
11 Exclusions	6	0.50%	122.5
12 Exclusions	3	0.25%	65
13 Exclusions	3	0.25%	70.5
14 Exclusions	5	0.42%	118
15 Exclusions	1	0.08%	18.5
16 Exclusions	2	0.17%	44
Grand Total	1191	100.00%	4487

- 8.4 Repeatedly excluded pupils are closely monitored by the Exclusion Intervention/Prevention Officer to ensure schools are following Welsh Government Guidance on the reporting of these pupils. The LA is supporting and challenging schools who are repeatedly excluding pupils to ensure that appropriate support is being provided at School Action Plus/Early Years Action Plus in accordance with the requirements of the outgoing SEN Code of Practice for Wales or in relation to the Additional Learning Provision (ALP) outlined in their Individual Development Plans (IDP) under the new ALN Code for Wales.

9. AN ANALYSIS OF PRIMARY PHASE FIXED TERM EXCLUSIONS

- 9.1 Since academic year 2020/21 primary fixed term exclusions have been analysed as 'primary phase' exclusions to incorporate exclusions incurred by primary aged pupils in our through schools. Prior to this, data relating to primary schools was analysed separately from all-through schools data. Primary phase exclusions have seen a notable increase in the past academic year. Table 10 below shows the overall primary school exclusions rates (including both 5 days or less and 5 days or more) in RCT over the last five years:

Table 10: Fixed Term Exclusions within the Primary Phase between 2018/19 – 2022/23

Primary Phase Data	2018/19	2019/20	2020/21	2021/22	2022/23	Percentage difference between 2018/19 & 2022/23	Percentage difference between 2021/22 & 2022/23
Incidents of exclusions	370	208	174	269	369	-0.27%	37.17%
Total number of days lost	657.5	280	250.5	352	490	-25.48%	39.20%
Average length of exclusion (days)	1.78	1.35	1.44	1.31	1.33	-25.28%	1.48%
Number of pupils excluded	179	96	97	122	155	-13.41%	27.05%

9.2 A breakdown of school performance on incidents of exclusions, number of days lost and per 1000 pupil rates are detailed at Appendix 1.

9.3 Primary Phase with the highest rate of exclusions per 1000 pupils in 2022/23 are as follows:

Trerobart Primary	216.22 per 1000 pupils
Cwmbach C in W Primary	174.31 per 1000 pupils
Penrhys Primary	141.31 per 1000 pupils
Ynysboeth Primary	128.05 per 1000 pupils

The primary phase with the highest number of incidents of exclusions were:

Trerobart Primary	40 (10.84%) incidents (6 pupils who lost 76 (15.51%) days)
Heol Y Celyn Primary	26 (7.05%) incidents (6 pupils who lost 26.5 (5.41%) days)
Cymmer Primary	23 (6.23%) incidents (8 pupils who lost 34 (6.94%) days)
Ynysboeth Primary	21 (5.69%) incidents (5 pupils who lost 16 (3.27%) days)

The primary phase with the highest number of incidents of 5 days or less exclusions were:

Trerobart Primary	39 (10.63%) incidents (6 pupils who lost 68 (14.41%) days)
Heol Y Celyn Primary	26 (7.08%) incidents (6 pupils who lost 26.5 (5.61%) days)
Cymmer Primary	23 (6.27%) incidents (8 pupils who lost 34 (7.20%) days)
Ynysboeth Primary	21 (5.72%) incidents (5 pupils who lost 16 (3.39%) days)

The primary phase with the highest number of incidents of more than 5 days exclusions were:

Trerobart Primary	1 (50.00%) incidents (1 pupil who lost 8 (44.44%) days)
Aberdare Park Primary	1 (50.00%) incidents (1 pupil who lost 10 (55.56%) days)

10. **AN ANALYSIS OF ALL-THROUGH SCHOOLS FIXED TERM EXCLUSIONS**

10.1 Despite a significant increase in fixed term exclusions in 2021/22 following pandemic related decreases between 2019/20 and 2020/21, it is evident that the number of

exclusions issued in 2022/23 has risen to almost pre-pandemic levels. It is positive however, that there has been a notable decrease in the number of pupils excluded. Nearly all exclusions within the all-through schools are issued to pupils in the secondary phase.

Table 11: Fixed Term Exclusions within All Through Schools 2018/19 - 2022/2023

All Through Phase Data	2018/19	2019/20	2020/21	2021/22	2022/23	Percentage difference between 2018/19 & 2022/23	Percentage difference between 2021/22 & 2022/23
Incidents of exclusions	585	418	291	545	580	-0.85%	6.42%
Total number of days lost	1188	670.5	395	830.5	877.5	-26.14%	5.66%
Average length of exclusion (days)	2.03	1.6	1.77	1.52	1.51	-25.62%	-0.66%
Number of pupils excluded	225	189	194	312	239	6.22%	-23.40%

10.2 The all through schools with the highest rate of exclusions per 1000 pupils were:

Ysgol Garth Olwg	186.89 per 1000 pupils
Porth Community	135.56 per 1000 pupils
Tonyrefail Community	102.28 per 1000 pupils

The all through schools with the highest number of incidents of exclusions were:

Ysgol Garth Olwg	228 (39.31%) incidents (79 pupils who lost 301.5 (34.36%) days)
Tonyrefail Community	166 (28.62%) incidents (69 pupils who lost 266.5 (30.37%) days)

The all through schools with the highest number of incidents of 5 days or less exclusions were:

Ysgol Garth Olwg	226 (39.79%) incidents (79 pupils who lost 282.5 (36.66%) days)
Tonyrefail Community	163 (28.70%) incidents (69 pupils who lost 243.5 (31.60%) days)

The all through schools with the highest number of incidents of more than 5 days exclusions were:

Ysgol Nantgwyn	4 (33.33%) incidents (4 pupils who lost 43 (40.19%) days)
Tonyrefail Community	3 (25.00%) incidents (1 pupils who lost 23 (21.50%) days)

11. AN ANALYSIS OF SECONDARY PHASE FIXED TERM EXCLUSIONS

11.1 Since academic year 2020/21 secondary fixed term exclusions have been analysed as 'secondary phase' exclusions to incorporate exclusions incurred by statutory secondary aged pupils in our all through schools. Prior to this, data relating to secondary schools was analysed separately from all-through schools' data. Having taken this into account, exclusions within the secondary phase have exceeded pre-pandemic levels.

Table 12: Fixed Term Exclusions within the Secondary Phase 2018/19 – 2022/23

Secondary Phase Data	2018/19	2019/20	2020/21	2021/22	2022/23	Percentage difference between 2018/19 & 2022/23	Percentage difference between 2021/22 & 2022/23
Incidents of exclusions	1467	753	1133	1987	2412	64.41%	21.39%
Total number of days lost	3010	1490.5	2053.5	3756.5	4766	58.33%	26.87%
Average length of exclusion (days)	2.05	1.98	1.57	1.89	1.98	-3.41%	4.52%
Number of pupils excluded	649	431	716	1014	1010	55.62%	-0.39%

11.2 A breakdown of school performance on incidents of exclusions, number of days lost and per 1000 pupil rates are detailed at Appendix 1.

11.3 Secondary Phase with the highest exclusions per 1000 pupils are as follows:

Mountain Ash Comp	351.91 per 1000 pupils
Ferndale Community	327.73 per 1000 pupils
Cardinal Newman RC	273.09 per 1000 pupils
YG Cwm Rhondda	249.30 per 1000 pupils

The secondary phase with the highest number of incidents of exclusions were:

Mountain Ash Comp	360 (14.93%) incidents (117 pupils who lost 541 (11.35%) days)
Cardinal Newman R C	275 (11.40%) incidents (94 pupils who lost 741 (15.55%) days)
	227 (9.41%) incidents (78 pupils who lost 298.5 (6.26%) days)
Ferndale Community	195 (8.08%) incidents (69 pupils who lost 394.5 (8.28%) days)

The secondary phase with the highest number of incidents of 5 days or less exclusions were:

Mountain Ash Comp	349 (15.08%) incidents (117 pupils who lost 468.5 (12.23%) days)
Cardinal Newman R C	257 (11.10%) incidents (88 pupils who lost 569 (14.86%) days)
Ysgol Garth Olwg	225 (9.72%) incidents (78 pupils who lost 279.5 (7.30%) days)
Ferndale Community	186 (8.03%) incidents (65 pupils who lost 294.5 (7.69%) days)

The secondary phase with the highest number of incidents of more than 5 days exclusions were:

Cardinal Newman RC	18 (18.56%) incidents (18 pupils who lost 172 (18.38%) days)
YG Cwm Rhondda	17 (17.53%) incidents (16 pupils who lost 160.5 (17.15%) days)
Mountain Ash Comp	10 (11.34%) incidents 11 (10 pupils who lost 72.5 (7.75%) days)
Ferndale Community	9 (9.28%) incidents (9 pupils who lost 100 (10.68%) days)

- 11.4 Significant improvements have been evident in several schools when comparing the number of incidents per 1000 pupils between 2021/22 and 2022/23 data sets. These include:

Table 13: Schools showing significant improvements: number of incidents of exclusion per 1000 pupils

School	2021/22 Incidents per 1000	2022/23 Incidents per 1000	Decrease in Incidents per 1000	Percentage Decrease in Incidents per 1000
Ty Gwyn Education Centre	3,638.89	3,272.73	-366.16	-10.06%
Ysgol Gyfun Rhydywaun	164.04	39.89	-124.15	-75.68%
Ysgol Nantgwyn	147.30	23.36	-123.94	-84.14%
Cwmbach C in W Primary School	279.66	174.31	-105.35	-37.67%

- 11.5 Concerning data trends have been evident in several schools as noted in Table 14 when comparing the number of incidents per 1000 pupils between 2021/22 and 2022/23 data sets.

Table 14: Schools showing concerning data trends: number of incidents of exclusion per 1000 pupils

School	2021/22 Incidents per 1000	2022/23 Incidents per 1000	Increase in Incidents per 1000	Percentage Increase in Incidents per 1000
Ysgol Gyfun Cwm Rhondda	81.66	249.3	167.64	205.29%
Mountain Ash Comprehensive School	194.31	351.91	157.6	81.11%
Trerobart Primary School	77.32	216.22	138.9	179.64%
Ysgol Garth Olwg	69.9	186.89	116.98	167.36%
Cardinal Newman RC Comprehensive School	157.68	273.09	115.41	73.20%

12. EXCLUSION RATES OF SPECIFIC OR VULNERABLE GROUPS IN RHONDDA CYNON TAF

- 12.1 Exclusions are analysed by fixed term 5 days or less, fixed term more than 5 days, permanent exclusions, by school phase and individually. A further analysis is completed of vulnerable groups to monitor the rates of exclusion for our most vulnerable pupils.
- 12.2 Of the 2927 total number of incidents of fixed term exclusions in 2022/23, 1220 pupils were excluded of which 449 (36.80%) were female and 771 (63.20%) were male. The number of females has remained the same when compared with 2021/2022 data with 449 (37.42%) excluded. There has been a slight increase of 2.66% in the number of males when compared with 2021/2022 data when there were 751 (62.58%) excluded. Over the last 5 years male pupils have generally been excluded more than their female counterparts.
- 12.3 The year groups with the highest fixed exclusion rates in 2022/23 were:
- Year 10 with 684 (23.37%) exclusions
 - Year 9 with 653 (22.34%) exclusions
 - Year 8 with 540 (18.48%) exclusions
- 12.4 Over the past 5 academic years there has been a decrease in the number of pupils with a Special Educational Need (SEN) or an Additional Learning Need (ALN) being excluded from 479 in 2018/19 to 306 in 2021/22 and a further decrease to 287 in 2022/23. The percentage of pupils with a SEN / ALN incurring exclusions of the total cohort of excluded pupils significantly decreased from 42.84% in 2018/19 prior to the pandemic to 25.5% in 2021/22 and 23.5% in 2022/23. This is against a backdrop of a general increase in the number of pupils being excluded. The increase in the number/percentage of pupils with no SEN/ALN incurring exclusions during 2022/23 continues to reflect concerns raised by schools regarding an overall deterioration of behaviour within the school population following the pandemic and reflects the national picture.
- 12.5 The percentage of eFSM learners being excluded was 43.11% in 2022/2023.
- 12.6 Table 15 data relates to the exclusion rates of children and young people who are looked after (CLA) for the last 5 years. Despite a fluctuating trend in performance overall, data for the past two academic years shows a more stable trend.

Table 15: Children and young people who are looked after and have been excluded over the last 5 academic years

Academic Year	Total number of incidents of exclusions	Total number of excluded CLA pupils	RCT exclusion cohort	Rate per 1000 pupils
2018/19	109	40	1118	35.78
2019/20	119	41	756	54.23
2020/21	50	22	864	25.46
2021/22	137	55	1203	45.71
2022/23	153	54	1220	44.26

- 12.7 During 2022/23, 2 CLA pupils were subject to a permanent exclusion, one due to physical assault against a member of staff and one substance misuse. 153 incidents

of fixed term exclusion were related to 54 children and young people who were looked after at the time of their exclusion and accounted for a loss of 270.5 school days. It is concerning that levels of exclusion for CLA during 2022/23 were above pre-pandemic levels in 2018/19.

- 12.8 The number of exclusions issued in relation to protected characteristics remains low. There has been a slight increase in the percentage of exclusions relating to racial incidents over the past five academic years but this remains low at 34 incidents in 2022/23 (1.16%). 16 (0.55%) pupils were excluded for bullying and 17 (0.57%) for sexual misconduct in 2022/2023.

13. ADDRESSING RISING DATA TRENDS

- 13.1 The report details both the national and local data sets. In a national context, performance in RCT showed a slight improvement in All Wales rankings when comparing its rate of permanent exclusions per 1000 pupils with other local authorities in 2021/22. Likewise, despite an increase in the number of fixed term exclusions in RCT in 2021/22 compared to 2020/21, RCT's ranking on an all-Wales basis relating to rates per 1000 pupils excluded was more positive in 2021/22 for both its fixed term exclusions of over 5 days and 5 days or less compared to the previous academic year. Local data sets for 2021/22 and 2022/23 are concerning with significant increases in all but one measure of exclusions for the second consecutive academic year, now exceeding the last recorded pre-pandemic figures in 2018/19. Data for the current academic year 2023/24 is also currently demonstrating a further increase in both fixed term and permanent exclusions as seen in Table 16 below. However, it is important to consider local data against the backdrop of the significant increase in all measures of exclusion on a national basis in 2021/22 as shown in the *Welsh Government Exclusions from Maintained Schools: September 2021 to August 2022 Report (published November 2023)* whereby both permanent and fixed term exclusions rose to levels considerably higher than pre-pandemic levels. In addition, school leaders are reporting increased levels of challenging behaviours amongst a larger cohort of pupils.

Table 16: Summary of Exclusions within RCT in Autumn Terms 1

Autumn Term 1	Number of Exclusions
2020/21	455
2021/22	316
2022/23	542
2023/24	588
Grand Total	1901

- 13.2 The Education Directorate acknowledges the need to have a continued focus upon reducing exclusions. This was recognised by Estyn during the RCT Local Government Education Services (LGES) inspection in January 2023 with the following recommendation:

R3 Work closely with schools, pupil referral units and the regional consortium to build on the local authority's work to further improve attendance and reduce exclusions.

- 13.3 The Team Around the School (TAS) Protocol, a more collaborative framework for addressing school improvement concerns involving schools, Central South Consortium Improvement Partners and LA Inclusion Officers, was established last academic year with the aim of providing support and challenge to schools where

significant concerns had been identified in relation to behaviour management and exclusions. Despite encouraging early indications of improved exclusion data for some schools engaged in the TAS process, overall impact of this approach to date is limited and will need further consideration. There is, however, an escalation process built in to the TAS Protocol where there has been limited progress made by schools in reducing their exclusions and addressing behavioural concerns over time. From Spring Term 2024, schools will be required to set specific targets to reduce exclusions in their settings. Communication will be sent to schools and Governing Bodies in relation to the above in January 2024.

13.4 Access and Inclusion Services continue to implement a range of wellbeing and behaviour initiatives with the support of Welsh Government grant funding. In acknowledgment of the link between wellbeing and behaviour, grant funding has been used to roll out training to schools by Nurture UK on diagnostic assessment of behaviour through Boxall Profiling and the implementation of nurture approaches in schools at both an accredited and non-accredited level. The six principles of Nurture underpin the training as follows and provide schools with a relevant clear basis upon which to build their behaviour and wellbeing approaches:

- All behaviour is communication
- Language is a vital means of communication
- The importance of nurture for the development of wellbeing
- The classroom offers a safe base
- Children's learning is understood developmentally
- The importance of transition in children's lives.

13.5 The **Boxall profile** is an evidence-based assessment tool which is used to assess the social, emotional and mental development of pupils aged 4-18. By adopting this as an authority wide approach it has provided a common language for all schools to use and is a core focus of the work of the Behaviour Support Team. Feedback from workshops provided to schools on Boxall assessment in Summer 2023 demonstrated that staff felt more confident in administering the assessment, analysing outcomes and planning intervention for pupils.

13.6 All secondary and through schools were offered the opportunity to participate in the two-year accredited **National Nurturing Schools Programme** together with those primary schools that host a Learning Support Class for Nurture or Social, Emotional and Behavioural Difficulties (SEBD). Delivery and implementation of the programme was significantly impacted by the pandemic resulting in an agreement with Nurture UK to extend the timescale for schools to undertake training and gain accreditation into this academic year. One primary school has successfully completed accreditation, reporting positive impact of the nurturing approach upon the whole-school approach to behaviour and wellbeing. A case study is provided in Appendix 2 with a link to a video that provides a flavour of the assessment process. In addition, six secondary schools, two through schools and two primary schools are on course to gain accreditation this academic year, with an additional secondary school awaiting the outcome of their formal assessment. It is disappointing that four secondary schools have declined the offer of training. In addition, 26 school-based delegates accessed non-accredited **Theory and Practice of Nurture Groups** training which has resulted in nine participants setting up a nurture group for pupils in their schools and a further eight implementing nurture approaches within the wider school provision. At this stage it is not possible to evaluate the impact of this approach in schools as it will need time to embed.

13.7 As part of the Education Directorate's Wellbeing strategy to support the implementation of the Welsh Government's statutory guidance *'Framework on*

embedding a whole-school approach to emotional and mental health wellbeing, a range of projects and training opportunities to address issues such as healthy relationships through theatre workshops and R-Time group work continue to be funded via the Whole School Approach Funding together with further training for school staff on Trauma Informed Approaches so that they develop a deeper understanding of pupil behaviour and the implementation of supportive, non-punitive approaches as alternatives to exclusion.

- 13.7 Based on the evaluation of Tranches 1-3 of the Step 4 Programme and following proposals received from schools in Summer Term 2023 additional funding of approximately £900k has been agreed to establish a further 8 school-based Step 4 SEBD provisions in secondary/through schools in Tranche 4 of the Step 4 programme between September 2023 and August 2025 to strengthen the continuum of SEBD provision in RCT. The Step 4 programme provides enhanced funding to mainstream schools to develop their own school-based wellbeing and behaviour provisions to provide effective support and intervention for pupils with significant wellbeing needs and SEBD within their local school communities and without the need to access LA specialist provision. Overall, feedback from schools demonstrates positive outcomes for pupils accessing Step 4 provisions in relation to improved attendance, reduced exclusions and academic attainment.

14 EQUALITY AND DIVERSITY IMPLICATIONS

- 14.1 An Equality Impact Assessment is not required as the contents of this report are for information purposes only.

15. CONSULTATIONS

- 15.1 No consultation exercises have been undertaken.

16. WELSH LANGUAGE IMPLICATIONS

- 16.1 There are no Welsh Language implications as a result of the recommendations of this report.

17. FINANCIAL IMPLICATIONS

- 17.1 There are no financial implications contained within this report.

18. LEGAL IMPLICATIONS OR LEGISLATION CONSIDERED

- 18.1 There are no legal implications aligned to this report.

19. LINKS TO THE COUNCILS CORPORATE PLAN/CORPORATE PRIORITIES/SIP

- 19.1 Supporting learners who experience significant social, emotional and behavioural difficulties to achieve the best possible educational outcomes supports the priorities within the Council's Corporate Plan 2020-2024 'Making a Difference' to promote independence, healthy and successful lives for all and to enable them to fulfil their potential and prosper. This also supports the Sustainable Development principle and the Wellbeing Goals of the Wellbeing for Future Generations Act (Wales) that underpin the vision and working practices of the service.

20. CONCLUSION

20.1 Reducing school exclusions is a key priority for the local authority. However, it is evident from both local and national exclusion data that there will be clear challenges for local authorities and schools in addressing the significant social, emotional and behavioural needs of pupils in the post-Covid pandemic era. This will require commitment, creativity and a shared ambition to improve the life chances of our most vulnerable and challenging learners to ensure that we work collectively to achieve our mission as set out in the Education Strategic Plan 2021-2024 **'To deliver equity and excellence in Education and enhanced well-being for all'**.

LOCAL GOVERNMENT ACT 1972

AS AMENDED BY

THE LOCAL GOVERNMENT (ACCESS TO INFORMATION) ACT 1985

RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL

EDUCATION & INCLUSION SCRUTINY COMMITTEE

14TH DECEMBER 2023

**ANNUAL SCHOOL EXCLUSION PERFORMANCE REPORT
FOR THE ACADEMIC YEAR 2022/23**

**REPORT OF THE DIRECTOR OF EDUCATION
AND INCLUSION SERVICES**

Comparison Information of Fixed Term Exclusions 2022/23 – Primary Phase

Appendix 1

School	2022/23													
	Autumn			Spring			Summer			2022 PLASC NOR				
	Actual Duration	Number of Incidents	Average Length (Days)	Actual Duration	Number of Incidents	Average Length (Days)	Actual Duration	Number of Incidents	Average Length (Days)	NOR	Number of Incidents	Total Duration	Incidents per 1000	Average Length (Days)
Abercynon Community Primary School	0.0	0	0.00	1.5	1	1.50	3	2	1.50	333	3	4.5	9.01	1.50
Aberdare Park Primary School	5	1	5.00	15	2	7.50	1.5	1	1.50	319	4	21.5	12.54	5.38
Alaw Primary School	0.5	1	0.50	0.0	0	0.00	0.5	1	0.50	197	2	1	10.15	0.50
Blaengwawr Primary School	2	2	1.00	1	1	1.00	2	1	2.00	216	4	5	18.52	1.25
Bodringallt Primary School *	3	2	1.50	0.5	1	0.50	0.0	0	0.0	87	3	3.5	34.48	1.17
Caradog Primary School	2	1	2.00	1	1	1.00	2	1	2.00	212	3	5	14.15	1.67
Cefn Primary School	0.0	0	0.00	0.0	0	0.00	1.5	1	1.50	139	1	1.5	7.19	1.50
Coedpenmaen Primary School	5	6	0.83	1.5	2	0.75	0.5	1	0.50	266	9	7	33.83	0.78
Craig Yr Hesg Primary School	0.0	0	0.00	1	1	1.00	6	2	3.00	165	3	7	18.18	2.33
Cwmaman Primary School	0.0	0	0.00	0.0	0	0.00	1.5	1	1.50	208	1	1.5	4.81	1.50
Cwmbach C in W Primary School	0.0	0	0.00	5.5	4	1.38	13.5	15	0.90	109	19	19	174.31	1.00
Cwmbach Community Primary School	0.0	0	0.00	0.0	0	0.00	2	3	0.67	268	3	2	11.19	0.67
Cwmclydach Community Primary School *	2	2	1.00	3	2	1.50	0.0	0	0.0	205	4	5	19.51	1.25
Cymer Primary School *	13	8	1.63	5.5	4	1.38	15.5	11	1.41	238	23	34	96.64	1.48
Darran Park Primary School	1.5	1	1.50	0.0	0	0.00	0.5	1	0.50	350	2	2	5.71	1.00
Darrenlas Primary School	0.0	0	0.00	0.0	0	0.00	2.5	1	2.50	226	1	2.5	4.42	2.50
Dolau Primary School	0.0	0	0.00	0.0	0	0.00	11.5	5	2.30	520	5	11.5	9.62	2.30
Ffynnon Taf Primary School	0.0	0	0.00	0.0	0	0.00	1	2	0.50	201	2	1	9.95	0.50
Glenboi Community Primary School *	0.5	1	0.50	0.0	0	0.00	2.5	2	1.25	140	3	3	21.43	1.00
Gwauncelyn Primary School	6	4	1.50	3	3	1.00	0.0	0	0.0	406	7	9	17.24	1.29
Hafod Primary School	1.5	1	1.50	1	1	1.00	2	4	0.50	118	6	4.5	50.85	0.75
Hawthorn Primary School	7.5	4	1.88	1.5	1	1.50	8	5	1.60	231	10	17	43.29	1.70
Heol Y Celyn Primary School	10.5	6	1.75	5	4	1.25	11	16	0.69	325	26	26.5	80.00	1.02
Llanharan Primary School	7.5	3	2.50	0.0	0	0.00	5	3	1.67	149	6	12.5	40.27	2.08
Llanhari Primary School	0.0	0	0.00	0.0	0	0.00	7	5	1.40	179	5	7	27.93	1.40
Llwydcoed Primary School	0.0	0	0.00	0.0	0	0.00	4	2	2.00	134	2	4	14.93	2.00

Llwynypia Primary School	0.0	0	0.00	1.5	2	0.75	0.0	0	0.0	220	2	1.5	9.09	0.75
Maesybryn Primary School	0.0	0	0.00	0.0	0	0.00	3.5	1	3.50	375	1	3.5	2.67	3.50
Parc Primary School	0.5	1	0.50	0.0	0	0.00	0.0	0	0.0	218	1	0.5	4.59	0.50
Pengeulan Primary School	1	1	1.00	0.0	0	0.00	4	5	0.80	124	6	5	48.39	0.83
Penrhys Primary School	6	5	1.20	4.5	3	1.50	5.5	6	0.92	99	14	16	141.41	1.14
Penygawsi Primary School	0.0	0	0.00	0.0	0	0.00	0.5	1	0.50	240	1	0.5	4.17	0.50
Penyreglyn Community Primary School	0.0	0	0.00	0.0	0	0.00	0	1	0.00	188	1	0	5.32	0.00
Penywaun Primary School	9	5	1.80	4.5	4	1.13	12	8	1.50	187	17	25.5	90.91	1.50
Pontrhondda Primary School	0.0	0	0.00	0.0	0	0.00	1	1	1.00	156	1	1	6.41	1.00
Porth Community School	2	1	2.00	0.0	0	0.00	0.5	1	0.50	218	2	2.5	9.17	1.25
Ton Infants School	3.5	7	0.50	0.0	0	0.00	1	1	1.00	169	8	4.5	47.34	0.56
Ton Pentre Junior School	1	1	1.00	7.5	6	1.25	6.5	4	1.63	187	11	15	58.82	1.36
Tonyrefail Community School	0.0	0	0.00	1	1	1.00	0.0	0	0.0	281	1	1	3.56	1.00
Tonysguboriau Primary School	0.0	0	0.00	1.5	1	1.50	2	1	2.00	238	2	3.5	8.40	1.75
Trallwng Infants School	0.0	0	0.00	0.0	0	0.00	1	1	1.00	92	1	1	10.87	1.00
Trealaw Primary School	1	1	1.00	0.0	0	0.00	1	1	1.00	131	2	2	15.27	1.00
Tref Y Rhyg Primary School	5.5	3	1.83	8	6	1.33	4.5	5	0.90	111	14	18	126.13	1.29
Treorchy Primary School	1.5	1	1.50	1	1	1.00	7	5	1.40	429	7	9.5	16.32	1.36
Trerobart Primary School	44.5	24	1.85	8.5	6	1.42	23	10	2.30	185	40	76	216.22	1.90
Tylorstown Primary School	7.5	8	0.94	4	3	1.33	7	5	1.40	155	16	18.5	103.23	1.16
Williamstown Primary School	1.5	3	0.50	3	4	0.75	1	2	0.50	341	9	5.5	26.39	0.61
Ynysboeth Primary School	8.5	10	0.85	2	4	0.50	5.5	7	0.79	164	21	16	128.05	0.76
Ynyshir Community Primary School	6.5	4	1.63	5.5	3	1.83	0.5	1	0.50	255	8	12.5	31.37	1.56
Ysgol Gynradd Gymraeg Castellau	0.0	0	0.00	0.0	0	0.00	1.5	2	0.75	239	2	1.5	8.37	0.75
Ysgol Gynradd Gymraeg Llwyncelyn	4.5	2	2.25	0.0	0	0.00	0.0	0	0.0	328	2	4.5	6.10	2.25
Ysgol Gynradd Gymraeg Llyn Y Forwyn	1.5	1	1.50	0.0	0	0.00	0.0	0	0.0	180	1	1.5	5.56	1.50
Ysgol Gynradd Gymraeg Pontsionnorton	5	4	1.25	2.5	1	2.50	0.0	0	0.0	263	5	7.5	19.01	1.50
Ysgol Gynradd Gymraeg Ynyswen	1.5	1	1.50	5	5	1.00	4.5	4	1.13	277	10	11	36.10	1.10
Ysgol Llanhari	2.5	2	1.25	1	1	1.00	1.5	2	0.75	164	5	5	30.49	1.00
Ysgol Nantgwyn	0.0	0	0.00	0.0	0	0.00	2	1	2.00	389	1	2	2.57	2.00
Total	182	128	1.42	107	79	1.35	201	162	1.24	19082	369	490	19.34	1.33

*** Represents schools that have a Learning Support Class for pupils with Social, Emotional and Behavioural Difficulties**

Comparison Information of Fixed Term Exclusions 2022/23 – All Through Schools – Whole school Data

School	2022/23													
	Autumn			Spring			Summer			2022 PLASC NOR				
	Actual Duration	Number of Incidents	Average Length (Days)	Actual Duration	Number of Incidents	Average Length (Days)	Actual Duration	Number of Incidents	Average Length (Days)	NOR	Number of Incidents	Total Duration	Incidents per 1000	Average Length (Days)
Porth Community School	54.5	32	1.70	51.5	42	1.23	79.5	48	1.66	900	122	185.5	135.56	1.52
Tonyrefail Community School	134	72	1.86	93	61	1.52	39.5	33	1.20	1623	166	266.5	102.28	1.61
Ysgol Garth Olwg	74	61	1.21	139.5	98	1.42	88	69	1.28	1220	228	301.5	186.89	1.32
Ysgol Llanhari	9.5	9	1.06	25	19	1.32	10	11	0.91	694	39	44.5	56.20	1.14
Ysgol Nantgwyn	61	12	5.08	5	3	1.67	13.5	10	1.35	1070	25	79.5	23.36	3.18
Total	333	186	1.79	314	223	1.41	230.5	171	1.35	5507	580	877.5	105.32	1.51

* Represents schools that have a Learning Support Class for pupils with Social, Emotional and Behavioural Difficulties

Comparison Information of Fixed Term Exclusions 2022/23 – Secondary Phase

Comparison Information of Fixed Term Exclusions 2022/23 -Secondary Phase

	2022/23													
	Autumn			Spring			Summer			2022 PLASC NOR				
	Actual Duration	Number of Incidents	Average Length (Days)	Actual Duration	Number of Incidents	Average Length (Days)	Actual Duration	Number of Incidents	Average Length (Days)	NOR	Incidents	Total Duration	Incidents per 1000	Average Days Length
Aberdare Community School	32.5	18.00	1.81	72	33.00	2.18	131.5	42.00	3.13	1318	93	236	70.56	2.54
Bryncelynog Comprehensive School	116.5	59.00	1.97	108	53.00	2.04	58	29.00	2.00	1319	141	282.5	106.90	2.00
Cardinal Newman RC Comprehensive School	289	118.00	2.45	242	79.00	3.06	210	78.00	2.69	1007	275	741	273.09	2.69
Ferndale Community School	155	71.00	2.18	92	53.00	1.74	147.5	71.00	2.08	595	195	394.5	327.73	2.02
Hawthorn High School	111	58.00	1.91	96.5	60.00	1.61	57	35.00	1.63	697	153	264.5	219.51	1.73
Mountain Ash Comprehensive School	129	83.00	1.55	227	129.00	1.76	185	148.00	1.25	1023	360	541	351.91	1.50
Pontypridd High School	146.5	69.00	2.12	35	28.00	1.25	68.5	47.00	1.46	849	144	250	169.61	1.74
Porth Community School	52.5	31.00	1.69	51.5	42.00	1.23	79	47.00	1.68	674	120	183	178.04	1.53

St John Baptist C in W High School	65.5	34.00	1.93	75	44.00	1.70	39	27.00	1.44	964	105	179.5	108.92	1.71
Tonyrefail Community School	132	71.00	1.86	92	60.00	1.53	39.5	33.00	1.20	940	164	263.5	174.47	1.61
Treorchy Comprehensive School	46	13.00	3.54	35	8.00	4.38	35	11.00	3.18	1559	32	116	20.53	3.63
Y Pant Comprehensive School	108.5	35.00	3.10	112.5	43.00	2.62	94.5	46.00	2.05	1434	124	315.5	86.47	2.54
Ysgol Garth Olwg	74	61.00	1.21	139.5	98.00	1.42	85	68.00	1.25	707	227	298.5	321.07	1.31
Ysgol Gyfun Cwm Rhondda	135	62.00	2.18	148	54.00	2.74	209.5	62.00	3.38	714	178	492.5	249.30	2.77
Ysgol Gyfun Rhydywaun	25	12.00	2.08	26	13.00	2.00	40	18.00	2.22	1078	43	91	39.89	2.12
Ysgol Llanhari	7	7.00	1.00	24	18.00	1.33	8.5	9.00	0.94	451	34	39.5	75.39	1.16
Ysgol Nantgwyn	61	12.00	5.08	5	3.00	1.67	11.5	9.00	1.28	625	24	77.5	38.40	3.23
Total	1686	814.00	2.07	1581	818.00	1.93	1499	780.00	1.92	14496	2412	4766	166.39	1.98

Comparison Information of Fixed Term Exclusions 2022/23 – Sixth Form in Secondary Schools

School	2022/23													
	Autumn			Spring			Summer			2022 PLASC NOR				
	Actual Duration	Number of Incidents	Average Length (Days)	Actual Duration	Number of Incidents	Average Length (Days)	Actual Duration	Number of Incidents	Average Length (Days)	NOR	Incidents	Total Duration	Incidents per 1000	Average Length (Days)
Bryncelynnog Comprehensive School	4	4	1.00	0	0	0.00	0	0	0.00	185	4	4	21.62	1.00
Tonyrefail Community School	2	1	2.00	0	0	0.00	0	0	0.00	357	1	2	2.80	2.00
Ysgol Garth Olwg	0	0	0.00	0	0	0.00	3	1	3.00	132	1	3	7.58	3.00
Total	6	5	1.20	0	0	0.00	3	1	3.00	2367	6	9	2.53	1.50

Comparison Information of Fixed Term Exclusions 2022/23 – Special Schools/PRU

School	2022/23													
	Autumn			Spring			Summer			2022 PLASC NOR				
	Actual Duration	Number of Incidents	Average Length (Days)	Actual Duration	Number of Incidents	Average Length (Days)	Actual Duration	Number of Incidents	Average Length (Days)	NOR	Incidents	Total Duration	Incidents per 1000	Average Length (Days)
Maesgwyn Special School	20	9	2.22	10	9	1.11	18	11	1.64	125	29	48	232.00	1.66
Tai Education Centre	0	0	0.00	2	1	2.00	0	0	0.00	39	1	2	25.64	2.00
Ty Gwyn Education Centre	78.5	60	1.31	100.5	41	2.45	20	7	2.86	33	108	199	3,272.73	1.84
Ysgol Hen Felin	1	1	1.00	0	0	0	0	0	0.00	194	1	1	5.15	1.00
Ysgol Ty Coch	0	0	0.00	0	0	0	1	1	1.00	192	1	1	5.21	1.00
Total	99.5	70	1.42	112.5	51	2.21	39	19	2.05	693	140	251	202.02	1.79

Case study: Extract from Cwmclydach Primary School Assessment Report

This report cannot reflect the hard work that goes on at the school each and every day. A very comprehensive and highly creative evidence file and related documents have been provided as part of the assessment process. They created a website to showcase their evidence which exemplified the standards. This includes attendance and exclusion data and Case Studies for Partnership, Community and The Boxall Profile along with a clear understanding of the 6 Principles of nurture, evidenced in the application and Principles into Practice report. It is reflective of their commitment and determination to provide fun, engaging experiences that enable their pupils to enjoy learning and achieve their potential and develop resilience to respond to a diverse and ever-changing society.

It is very clear that there is a whole school approach to nurture at Cwmclydach Primary School. The NNSP is strongly led by Alanco, Jan Edwards and head teacher Linsey Owens. There is a longstanding nurturing ethos at Cwmclydach School. The NNSP has helped formalise nurture and provide a common language for staff and children.

“We were doing so much already but it signposted us to areas we could develop such as the Boxall and the classroom environments.”

“It has given the children a common language –e.g. safe space, quiet room, sensory room, happy place, comfort zone and regulate my emotions.”

Moreover, it has been credited with the improvements of wellbeing in staff and pupils alike.

“There have been significant improvements in the wellbeing of both staff and pupils. This is demonstrated through the dramatic reduction in pupil incidents. It is also reflected in the staff comments on assessment day.”

“We feel supported as a staff team, by each other and by SLT – there is equity of staff.”

"We are looked after and nurtured by each other".

There is no doubt Jan has created a nurturing legacy which has become woven into the fabric and ethos of the school.

Linsey's commitment and vision for the school remains clear and unwavering. Her desire to create a school that is transparent and nurturing is achieved through high levels of communication with all stakeholders. It is inspiring and actually tangible. It is reflected in the comments of her staff. "There is now a high level of communication between us all. We even have a staff calendar so we all know exactly what is going on."

Senior Leader's encourage, believe, support, nurture and empower their staff within a nurturing, highly communicative approach and as a result it was clear it permeates every aspect of school and community life. One parent said, "Communication is the highest it's ever been."

It was a privilege to assess this very nurturing school who actively seek to nurture and enrich the lives of the children in their care on a daily basis.

Thank you Cwmclydach Primary School for a fabulous assessment visit and I wish you every success in the future.

Examples of excellent practice include:

Parental work – this is excellent and interviews showed obvious impact for the pupils and their families. Linsey explained "Building relationships with our parents is a priority for us."

Parents explained "I feel listened to and welcome. My child is made to feel important."

"It is home from home, everybody is welcoming. Staff go above and beyond. The school is a huge part of our life, they are like our extended family."

"The school is accommodating to my son's needs, there is no judgement".

"There is a real warmth to the school, you have a lovely feeling from the minute you enter. The reception staff are very welcoming."

Community links are also a real strength, particularly through the work done with local schools. The school hosts cluster meetings bringing together other educationalists to cement relationships.

The school is at the heart of the community. It has forged very strong community links and successfully maintained this despite a global pandemic. Examples include: Lakeside, the church, the community centre and sporting marvels to name but a few. Furthermore, community members are frequent visitors within the school to enrich the experiences of the pupils. A parent explained "The school is the beating heart of the community."

The pupils expressed their thoughts, "We love it when people come into our school to talk to us, they motivate us."

See link for video of assessment process. <https://sites.google.com/hwbcymru.net/cwmclydach-primary-school/home>