

WANDSWORTH BOROUGH COUNCIL

EDUCATION AND CHILDREN'S SERVICES OVERVIEW AND SCRUTINY COMMITTEE
– 23RD FEBRUARY 2011

Report of the Director of Children's Services on fixed term and permanent exclusions during 2009/10 and the previous ten years; analysis of patterns and trends; impact of action taken

SUMMARY

Considerable work has been undertaken over the last 12 months with schools who had previously received an Ofsted grading of less than 'good' for behaviour. Since starting this targeted work, 100% of the schools re-inspected by Ofsted (five primary and one secondary) have improved their behaviour rating from satisfactory to good. The current position is that 7 of the Council's 10 secondary schools (70%) were rated as at least good on their last Ofsted inspection with one school (10%) rated as outstanding on behaviour. All 56 primary schools (100%) were rated as at least good on their last Ofsted inspection with 22 schools (39%) rated as outstanding on behaviour.

The Council has a range of strategies to support schools promote good behaviour and to support individual pupils manage their behaviour. The main work of services providing these strategies is reported in the Inclusion Service Annual Quality and Performance Review (AQPR).

The overall level of permanent exclusions over the academic year 2009/10 was the lowest in the last eleven years. Good progress in reducing exclusions has been made by schools, who have continued to use alternative strategies to manage pupil behaviour, only using permanent exclusion when these strategies have been exhausted, or where the incident is sufficiently serious to warrant this sanction. It is expected, however, that the permanent exclusion rate will still be above the Inner London and national rates once validated data becomes available, as it was in the previous academic year.

The overall level of fixed-term exclusions fell by approximately 14% in 2009/10. The 2008/09 primary and secondary school figures were below the Inner London and the England average. Special school figures are above the Inner London and national averages.

Boys have significantly higher exclusion rates than girls, and exclusion rates are also high for certain ethnic groups (notable Black Other, Black Caribbean and Mixed White and Black Caribbean pupils).

The main reasons for exclusion are physical assault, persistent disruptive behaviour and verbal abuse. There continues to be a wide variation between schools in fixed and permanent exclusion rates and, for secondary schools, marked differences in the balance between the use of fixed and permanent exclusion. There was also some variation between schools in the reasons for exclusion, suggesting differences in policy and practice.

Effective practice in reducing exclusion and supporting schools and pupils includes multi disciplinary support, in school preventative work, use of managed moves and dual registration at the PRU. Further work will focus on continuing to reduce exclusions whilst ensuring that behaviour in schools remains good; implementing any changes required in light of Government policy; and further support and development of alternative provision to ensure that all pupils access appropriate provision.

Fixed Term and Permanent Exclusions

GLOSSARY

BEST	Behaviour and Education Support Team
BIP	Behaviour Improvement Programme
B&LSS	Behaviour and Learning Support Service
EBD	Emotional and Behavioural Difficulties
DfE	Department for Education
EiC	Excellence in the Cities
LA	Local Authority
LSUs	Learning Support Units
PRU	Pupil Referral Unit
SEN	Special Educational Needs
SIMS	Schools Information Management System
WIBAP	Wandsworth Improving Behaviour and Attendance Partnership

RECOMMENDATION

1. This report is submitted to the Education and Children's Services Overview and Scrutiny Committee for information. No decisions are required to be made on it by the Council, the Executive or any regulatory and other committees.
2. However, if the Overview and Scrutiny Committee decide that recommendations on it need to be made, these will be submitted to the Executive and/or appropriate regulatory and other committees for consideration.

INTRODUCTION

3. This report incorporates a summary analysis of permanent exclusions in all schools in Wandsworth from 1999/00 to 2009/10 and of fixed-term exclusions from 2006/07 to 2009/10. Figures for fixed term and permanent exclusions are derived from validated Department for Education (DfE) census data.

OVERALL PERMANENT EXCLUSION RATE 1999/00 – 2009/10

Academic year	No of permanent exclusions	Permanent exclusions as a % of roll includes all academies and non-maintained special schools		
		Wandsworth Borough	Inner London	England
1999/2000	94	0.33%	0.14%	0.11%
2000/01	67	0.25%	0.15%	0.12%
2001/02	65	0.25%	0.13%	0.12%
2002/03	56	0.21%	0.13%	0.12%
2003/04	63	0.22%	0.14%	0.13%
2004/05	56	0.20%	0.12%	0.12%
2005/06	49	0.17%	0.12%	0.12%
2006/07	56	0.19%	0.13%	0.12%
2007/08	71	0.25%	0.14%	0.11%
2008/09	54	0.19%	0.11%	0.09%
2009/10	48	0.17%	n/a	n/a

4. The figures for 2009/10 show a decrease in the number of permanent exclusions and a drop in the Borough exclusion rate of 0.02% from the figure for 2008/09. This represents the joint lowest exclusion rate in the last eleven years. Although the overall exclusion

rate remains above the inner London and national averages for 2008/09, there remains clear evidence of management strategies being implemented to avoid permanent exclusions. These are discussed below. It must be borne in mind, however, that when such strategies have been exhausted or where the incident is sufficiently serious, permanent exclusion is likely to be the most appropriate response.

PERMANENT EXCLUSIONS BY SCHOOL PHASE 1999/00 –2009/10

5. The exclusion rate by school phase over the last eleven years is summarised in the table below and is compared with the inner London and national averages.

	Primary			Secondary			Special		
	Wandsworth Borough	Inner London	England	Wandsworth Borough	Inner London	England	Wandsworth Borough	Inner London	England
1999/2000	0.03%	0.03%	0.03%	0.86%	0.33%	0.21%	0.81%	0.62%	0.40%
2000/01	0.03%	0.04%	0.03%	0.57%	0.34%	0.23%	0.60%	0.50%	0.41%
2001/02	0.06%	0.03%	0.03%	0.49%	0.30%	0.24%	0.84%	0.50%	0.36%
2002/03	0.02%	0.03%	0.03%	0.46%	0.30%	0.23%	0.70%	0.39%	0.32%
2003/04	0.01%	0.03%	0.03%	0.53%	0.31%	0.25%	1.10%	0.50%	0.33%
2004/05	0.01%	0.03%	0.03%	0.47%	0.27%	0.24%	0.84%	0.39%	0.31%
2005/06	0.00%	0.02%	0.02%	0.40%	0.29%	0.24%	1.02%	0.40%	0.23%
2006/07	0.02%	0.02%	0.02%	0.44%	0.30%	0.22%	0.90%	0.39%	0.20%
2007/08	0.02%	0.03%	0.02%	0.64%	0.33%	0.21%	0.32%	0.27%	0.19%
2008/09	0.03%	0.02%	0.02%	0.44%	0.24%	0.17%	0.49%	0.20%	0.13%
2009/10	0.01%	n/a	n/a	0.43%	n/a	n/a	0.30%	n/a	n/a

6. In 2009/10 there was one permanent exclusion in the primary sector which is an improvement on the five exclusions in the previous year. This is broadly in line with both the inner London and national averages for 2008/09 (2009/10 yet to be published). This low rate of exclusion is a good achievement for the Council's primary schools and for the support and intervention strategies provided to schools by the Council's Behaviour and Learning Support Service (B&LSS) and multi disciplinary BEST-BIP team.
7. The rate of permanent exclusions in the secondary sector decreased by 0.1 percentage points in 2009/10, the second lowest in the last eleven years. The rate remains higher than the inner London and national averages for 2008/09, the fall in the rate for 2009/10 should mean that the gap will have closed once the validated figures are published. The progress made by Wandsworth's secondary schools in reducing exclusion over the past years is being maintained and the support provided by the Council's Inclusion Service, including the PRUs, continues to be highly effective.
8. The rate of permanent exclusion in the special schools decreased by 0.19 percentage points in 2009/10 and was above the inner London and the national averages for 2008/09. It should be borne in mind that the Borough has a higher than average number of special schools including a secondary EBD school for boys.

Permanent Exclusions by Gender

9. The secondary school permanent exclusion rate for boys is substantially higher than for girls (0.59% compared with 0.25%).

Permanent Exclusions by Ethnic Group

10. The relatively high level of permanent exclusions amongst certain ethnic groups remains a concern. Figures should be treated with caution because of small numbers. Nevertheless, the secondary schools' exclusion rate for Black – Other is 1.59% (5 pupils) and for Black Caribbean pupils at 1.26% (16 pupils). The Borough average for all groups

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is 0.43%. The Department for Education (DfE) has highlighted this as an area requiring attention.

Permanent exclusions by Special Education Needs (SEN)

11. There were no permanent exclusions of pupils with statements from mainstream secondary schools in 2009/10. Pupils at School Action of the SEN code of Practice accounted for 9% of permanent exclusions and those at School Action Plus for 69%. The pupil from a primary school who was permanently excluded did not have SEN.

Permanent Exclusions by Reason

12. The main reasons for permanent exclusion in 2009/10 were physical assault (24.4% of all cases, 17.8% against a pupil and 6.7% against an adult) and persistent disruptive behaviour (20.0%). In 2008/09, a total of 18 pupils were excluded due to physical assault. In 2009/10, the number was 11 pupils, a drop of 39%. The number of exclusions for persistent disruptive behaviour has increased from 4 in 2008/09 to 9. Less common reasons included theft (6.7%) and verbal abuse against an adult (6.7%). These figures need to be interpreted with caution because of the limited number of cases and that schools are only asked to identify the main reason for exclusion. "Other" reasons accounted for 35.6% of all cases, possibly indicating a training need for schools who use Schools Information Management System (SIMS) to ensure the correct categorisations thus identifying the reasons for permanent exclusions more precisely.

Permanent Exclusions - School by School Variation

13. The rate of permanent exclusions varies between schools. Chestnut Grove, SW12 (Nightingale) saw a marked decrease, down from 9 in 2008/09 to 5 in 2009/10. Saint Cecilia's, Wandsworth SW18 (West Hill) had no permanent exclusions in 2009/10. Burntwood SW17 (Earlsfield) and Graveney, SW17 (Furzedown) recorded only one exclusion each. While it might be expected that there would be some correlation between permanent and fixed term exclusion patterns, this is not always the case. Continued analysis is being undertaken to assess the relative effectiveness of different approaches to reducing exclusion and to identify and disseminate further the best practice which supports low overall exclusion rates and the differing use of fixed term and permanent exclusion. This is currently being addressed through the secondary WIBAP.
14. There is a particularly wide variation between schools when looking at ethnicity. For secondary schools, the average exclusion rate for Caribbean pupils is 1.26%. In two schools the proportion of Caribbean exclusions was over 5% , and in another it was 3.49%. Three Caribbean pupils were excluded from each of the above three schools, the different percentages are due to the differences in the total number of Caribbean pupils in each school. Two schools had no Caribbean pupils excluded. This may suggest that there are issues both of different behavioural expectations of Caribbean pupils and also differing degrees of tolerance of 'acceptable' behaviour for such pupils. Further work is being undertaken to understand the variations in practice across the schools via the WIBAP.
15. Variation by reason of exclusion is difficult to analyse because of small numbers. Further analysis needs to be done of schools varying practices on use of exclusion (or other sanctions) for different forms of offence and the relative success of these.

FIXED-TERM EXCLUSIONS BY SCHOOL PHASE 2006/07 - 2009/10

16. For 2003/04 onwards, Local Authorities (LAs) have been statutorily required to report details of fixed-term as well as permanent exclusions from all maintained schools to the DfE on a termly basis. This information is monitored by the Director of Children's Services and individual school data is monitored through the secondary WIBAP.
17. The fixed term exclusion rate by school phase over the last four years is summarised in the table below and is compared with the inner London and national averages.

	Primary			Secondary			Special		
	Wandsworth Borough	Inner London	England	Wandsworth Borough	Inner London	England	Wandsworth Borough	Inner London	England
2006/07	1.26%	1.37%	1.11%	11.60%	10.60%	10.83%	34.74%	21.70%	18.56%
2007/08	0.97%	1.21%	1.06%	10.52%	9.42%	9.78%	20.39%	19.71%	18.31%
2008/09	0.84%	1.13%	0.97%	8.14%	9.80%	9.26%	27.59%	20.95%	17.71%
2009/10	0.77%	TBC	TBC	6.84%	TBC	TBC	22.26%	TBC	TBC

18. The number of fixed-term exclusions of 1-5 days, 6-15 days and 16+ days duration, by school phase for 2009/10, and the comparative data for 2008/09 is summarised below. Inner London and national data for both years collected by the DfE from termly returns submitted by local authorities is also shown.

	Number of Fixed Term exclusions 2009/10				Exclusions as % of roll		
Sector	1-5 Days	6-15 Days	16+ Days	Total	Wandsworth	Inner London	England
Primary	126	8	3	137	0.77%	n/a	n/a
Secondary	654	55	3	712	6.84%	n/a	n/a
Special	148	2	0	150	22.26%	n/a	n/a
Total	928	65	6	999	3.46%	n/a	n/a

	Number of Fixed Term exclusions 2008/09				Exclusions as % of roll		
Sector	1-5 Days	6-15 Days	16+ Days	Total	Wandsworth	Inner London	England
Primary	146	1	1	148	0.84%+	1.13%	0.97%
Secondary	795	44	2	841	8.14%+	9.80%	9.26%
Special	166	1	1	168	27.59%+	20.95%	17.71%
Total	1107	46	4	1157	4.0%	4.74%*	4.89%*

+ taken from Statistical First Release 222/2010 *includes all CTC's and Academies

19. The overall number of fixed term exclusions fell by 14% in 2009/10 from 1157 instances to 999. Exclusions of 1 – 5 days fell by 16% but the number of exclusions of 6 – 15 days rose by 41% (a rise of 19 instances). There was a rise in the number of 16+ days from 4 to 6.
20. Primary fixed term exclusions fell by 7% from 148 instances in 2009/10 to 137 instances in 2009/10. In 2008/9 the rate of primary fixed term exclusions in Wandsworth was 0.84% and was lower than the national average of 0.97%
21. 2009/10 indicates a further reduction of 15% in secondary fixed term exclusions which fell from 841 in 2008/9 to 712 in 2009/10 continuing the positive trend in reducing the

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need for exclusions. In 2008/9, the rate of fixed term exclusions in Wandsworth secondary schools was 8.14% and was lower than the national average of 9.26%.

22. Special school fixed term exclusions fell by 11% from 168 instances in 2009/10 to 150 instances in 2008/9. In 2008/9 the rate of special fixed term exclusions in Wandsworth was 27.59% and was higher than the national average of 17.71%.

Frequency and Duration of Fixed Term Exclusions

23. Overall 72% of pupils subject to a fixed term exclusion were excluded only once, 14% were excluded twice and 14% were excluded three times or more. The proportion of pupils excluded 3 times or more times has risen sharply since 2007/08 when the figure was 1.9%.
24. In terms of duration, 92.9% of exclusions were for between one and five days, 6.5% were for between six and 15 days and 0.6% were for 16 days or more.

Fixed Term Exclusions by Gender

25. The fixed term exclusion rate for boys (8.88%) is nearly two times higher than that for girls (4.48%) in the secondary phase. This differential is magnified in the primary phase with the rate for boys more than six and a half times that of girls. In special schools, the rate for boys is around seven times higher than for girls.

Fixed Term Exclusions by Ethnicity

26. As with permanent exclusions, there is a wide variation between different ethnic groups in the rates of fixed term exclusion. At both primary and secondary phases, Black Caribbean pupils are excluded around two and a half times the average fixed term rate. Great care is needed in interpreting figures, because of small numbers, but several other groups (in secondary schools) also have high rates of exclusion, including Black Nigerian, Somali, Other Black and White & Black Caribbean Groups.

Fixed term exclusion by Special Educational Needs (SEN)

27. There were very few fixed term exclusions of pupils with statements in secondary schools in 2009-10 (5.1% of the fixed term exclusion). School Action pupils accounted for 19.4% and those at School Action Plus for 45.2%. In the primary phase 14.6% of instances were pupils who were statemented, 18.3% were School Action and 61.3% School Action Plus.

Fixed Term Exclusions by Reason

28. The main reasons for fixed term exclusion in 2009/10 were physical assault (34.0% of all cases, 24.4% against a pupil and 9.6% against an adult) and verbal abuse (20.1% of all cases, 4.3% against a pupil and 15.8% against an adult). Other less common reasons included persistent disruptive behaviour (12.4%) and theft (5.0%). Again, these figures need to be interpreted with caution because of the limited number of cases and that schools are only asked to identify the main reason for exclusion. "Other" reasons accounted for 22.4% of all cases, which although lower than last year's figure of 34%, indicates a possible training need for schools who use SIMS to ensure the correct categorisations thus identifying the reasons for exclusions more precisely.

Fixed Term Exclusions – School By School Variation

29. There was wide variation in the rate of fixed term exclusions between schools. 27 primary schools (out of 56) recorded no instances of fixed term exclusion. All secondary schools had fixed term exclusions. Whilst the average rate for secondary schools was 6.84% there was wide variation with one school's fixed term rate around three and a half times this (at 23.51%). As with permanent exclusions, this level of variation is greater than would be expected on the basis of the pupil population profile and suggests variations in policy and practice.

THE IMPACT OF ACTION TO REDUCE EXCLUSION

30. Over the last few years, a range of strategies have been developed to enhance further the work with schools to improve behaviour and reduce exclusions. The most effective of the strategies put in place by the Council and its schools have been:
- (a) the development and implementation of the Wandsworth Improving Behaviour and Attendance Partnership (WIBAP), which has developed a number of protocols and practices to support behaviour management, such as Managed Moves;
 - (b) Behaviour for Learning support for schools provided through the BEST-BIP team;
 - (c) further development of Social and Emotional Aspects of Learning (SEAL) as a preventative approach;
 - (d) outreach from the secondary PRU to enhance preventative work; and
 - (e) continued development of the work of the Behaviour and Learning Support Service to include mental health professionals on site at the PRU and an expanded statement support team.
31. The Council has highly effective PRUs (see paragraphs 35-41) that have developed strong working partnerships with schools, other services and the voluntary and community sector.

WANDSWORTH SECONDARY BEHAVIOUR AND ATTENDANCE PARTNERSHIP (WIBAP)

32. Since September 2007 secondary schools have been required to be part of a behaviour and attendance partnership aimed at improving behaviour and attendance. All 10 of the secondary schools in the Borough are part of one partnership which also includes the secondary PRU and the Council as named partners. The structure of the WIBAP and the range of protocols developed was described in detail in Paper No. 10- 232 to the February 2010 Children and Young People's Services Overview and Scrutiny Committee. The Partnership continues to work very effectively with all secondary schools actively involved in developing and evaluating the work undertaken. The impact is shown, for example, in the average 15-20% fall in fixed term exclusions each year for the last three years, when the Partnership began. The Council offers a key facilitating and overview role within the Partnership. The model developed in Wandsworth has been used as an example of good practice by the DfE.

BEHAVIOUR FOR LEARNING AND SOCIAL AND EMOTIONAL ASPECTS OF LEARNING (SEAL)

33. Schools use in-school strategies such as learning mentors and Learning Support Units

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(LSUs) which are having an impact where used effectively. A number of schools also use internal 'exclusions' where pupils may spend some time in another classroom or location within the school or be prevented from accessing lunchtime activities for a fixed period of time.

34. The LA offers support to schools via PRU outreach and the BEST-BIP team. This support works at a variety of levels from whole school to individual pupil support.
34. BEST-BIP has focused training, expertise and consultancy skills in supporting schools to develop behaviour for learning to ensure pupils maximise their potential to learn. Examples of ways this support is offered have included:-
 - (a) in both the primary and secondary sector, identified teaching staff and departments have received support in implementing strategies around 'behaviour for learning'. The impact of this work has been improved teacher and support staff confidence and increased knowledge and use of behaviour management skills in the classroom and throughout the school. This has contributed to reductions in exclusions;
 - (b) working with schools to improve behaviour in schools using the 'securing good' framework leading to 100% of targeted schools re inspected receiving an Ofsted grading of 'good' for behaviour;
 - (c) Social and Emotional Aspects of Learning (SEAL) and Family SEAL have been promoted to develop emotional and behavioural skills and positive emotional health and well-being in schools and families. SEAL has been implemented as a whole school initiative in primary schools and, since September 2009, in seven secondary schools with support from the team;
 - (d) SEAL Lead Practitioner schools have been identified in both the primary and secondary sectors and have completed additional training over 2009-2010. This has increased local capacity for embedding SEAL as Lead Practitioner schools are available to support other schools;
 - (e) training and support has been provided to the primary SEAL Lead schools by the BEST-BIP team. Unvalidated data indicates that the impact has been a 44% reduction in fixed term exclusions between 2007/8 and 2009/10; and
 - (f) the three SEAL Lead secondary schools collectively, having been supported by the BEST-BIP team, have seen a further 17% reduction in fixed term exclusions between 2008/09 and 2009/10 following on from the reductions in the previous two years (based on unvalidated data 2009/10).

FRANCIS BARBER PRU

35. The secondary PRU has developed a strong outreach role as part of the WIBAP and offers a substantial number of dual registration and other interventions to support a hugely diverse range of needs in the secondary mainstream schools. Re-integration rates rose sharply over a four year period up from 28% in 2005-06 to 39% in 2008-9. In 2009-10 the rate was 36% indicating a high success rate with pupils and evidence of strong working partnerships between the PRU and schools
36. From analysing the impact of dual registration with the secondary PRU, it appears to be more effective for those schools in a closer geographical proximity, with more pupils

successfully returning to school full time. As a result of this analysis the PRU has developed a model of outreach to schools that are geographically further away. This means schools receive support in school on a regular basis to support staff and pupils to improve behaviour, reduce exclusions and reduce placement breakdown. Exclusion figures as reported above indicate that this strategy is proving effective.

37. Francis Barber PRU was inspected in March 2010 and received a grading of 'good' overall with outstanding features. The PRU was judged outstanding in seven areas including pupils feel safe; healthy lifestyles; care, guidance and support; embedding ambition and driving improvement; effectiveness of partnerships; effectiveness of equal opportunities and safeguarding.

BEHAVIOUR AND LEARNING SUPPORT SERVICE (BLSS) AND VICTORIA DRIVE PRU

38. Preventative work from the Behaviour and Learning Support Service continues to impact positively on keeping primary permanent exclusions to a minimum. In several cases, for example, the facilitation of a managed move to another school has been effective in preventing exclusion. As indicated in paragraph 8, unvalidated data indicates that primary permanent exclusions fell significantly in 2009-10 from five to one.
39. Over the last 18 months the PRU team has been enhanced by the funding of two mental health workers, through the CAMHS Partnership, who are based at the PRU site and able to work with pupils as part of a holistic package of support.
40. In addition the Schools Forum agreed funding in 2009-10 for a teacher and teaching assistant to work with pupils who have a statement of special education needs whose primary need is Behavioural Social and Emotional Difficulties. This has proved very effective in maintaining placements and reducing exclusions of this group during 2009-10. The forum has agreed to extend the funding in 2010-11.
41. Victoria Drive PRU was inspected by Ofsted in July 2010. The overall judgement was 'outstanding' with each of the three main judgements (outcomes of individuals and groups of children, capacity for sustained improvement and overall effectiveness) all graded as 'outstanding'.

CONCLUSION

42. The main features of the analysis of exclusions are: -
- (a) the 2009/10 overall level of permanent exclusions was the lowest for the last 11 years and the level of fixed term exclusions has also continued to decrease;
 - (b) boys have significantly higher exclusion rates than girls, and exclusion rates are also high for certain ethnic groups (notably Black Caribbean pupils);
 - (c) the main reasons for exclusion are physical assault, persistent disruptive behaviour and verbal abuse;
 - (d) there continues to be a wide variation between schools in fixed and permanent exclusion rates, and for secondary schools marked differences in balance between use of fixed and permanent exclusion. There was also some variation between schools in reasons for exclusions suggesting differences in policy and practice.
43. A range of successful strategies has been used both to prevent exclusion and support excluded pupils including: -

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- (a) the development and implementation of the Wandsworth Improving Behaviour and Attendance Partnership (WIBAP);
- (b) Behaviour for Learning support for schools provided through the BEST-BIP team;
- (c) further development of Social and Emotional Aspects of Learning (SEAL) as a preventative approach;
- (d) outreach from the secondary PRU to enhance preventative work; and
- (e) continued development of the work of the Behaviour and Learning Support Service to include mental health professionals on site at the PRU and an expanded statement support team.

44. Drawing on the issues arising from the analysis of patterns of exclusion detailed in this report and the changes to the exclusion process suggested by the Government's 2010 White Paper, 'The Importance of Teaching' the following key points for future action will be implemented: -

- (a) maintain the secondary behaviour and attendance partnership to ensure: good practice continues to be disseminated; schools continue to work together to provide appropriate alternative provision for pupils when required; all schools have an Ofsted behaviour rating of at least good; and, permanent exclusions continue to decrease through the use of alternative strategies;
- (b) review the behaviour policies and support strategies used by schools in light of any changes to legislation in 2011 to ensure that all schools are able to meet the new requirements; and
- (c) continue to implement quality assurance processes and support for alternative providers in order to meet the new statutory duty in relation to full time provision for all pupils in alternative provision from September 2011.

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15th February 2010

BACKGROUND PAPERS

There are no background papers to this report.

All reports to Overview and Scrutiny Committees, regulatory and other committees, the Executive and the full Council can be viewed on the Council's website (www.wandsworth.gov.uk/moderngov) unless the report was published before May 2001, in which case the Committee Secretary, Ms Ozu Okere (020 8871 6035) ookere@wandsworth.gov.uk can supply if required.

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