

Report on School Behaviour: September 2018

Exclusions overview

Are exclusions below average? In 2014 and 2015 exclusions were slightly above the national average as a percentage of the whole school. Now the figure is below the national average. Students on FSM and SEN students were significantly above the national average. However this follows a falling trend for all students with a steady reduction in overall exclusions and also a reduction rapidly for FSM. The decrease in SEN can be explained by the complex needs in the ASC resource and expert liaison with Cheshire East through lead practitioners in SEN in school and also Student Services links. As a result, there have been a number of key strategic developments that have contributed to the reducing trend.

Year	2013/14	2014/15	2015/16	2016/17	2017/18
National exclusion rates (see note)	6.84%	6.75%	7.66%	8.63%	9.60%
WHS total number of pupils	1616	1645	1767	1624	1635
WHS total number of exclusions	186	141	139	115	105
WHS total number of pupils excluded	78	66	63	62	46
WHS exclusion rates	11.5%	8.6%	7.9%	7.1%	6.4%
WHS number of repeat exclusions	108	75	76	53	59
WHS number of pupils with repeat exclusions	36	28	37	29	18
WHS number of exclusions of pupils with EHCP/ SEN statement	35	22	32	27	18
WHS number of pupils with EHCP/ SEN statement who were excluded	10	8	10	9	4
WHS number of exclusions of FSM Ever 6 pupils	75	64	67	32	37

What impact have strategic developments had on reducing exclusions?

- Strategic vision and development of Inclusion 2016-17 (Flagship status)
- Strategic vision and development of G8way provision 2016-17 (Collaboration work in KPW)
- WAB group (All of Cheshire East) and collaboration led by Assistant Headteacher for student services 2017-18
- Re-launch of Wilmslow Way 2017-2018
- Targeted development of individual students that skew the figures (repeat offenders such as Year 10 and Year 11 cohort)
- Hub strategic interventions
- G8way strategies impact on overall behaviour
- Stronger families development
- The number of green/amber cohorts has significantly improved
- There are now no red cohorts in Years 7-11
- SIF protocols
- Consistency within Student services
- Temporary transfer protocols (collaboration with other schools)
- Enabled stronger focus on homework. A key strategic intervention whole school level
- Text messaging addition to Wilmslow Way behaviour and achievement

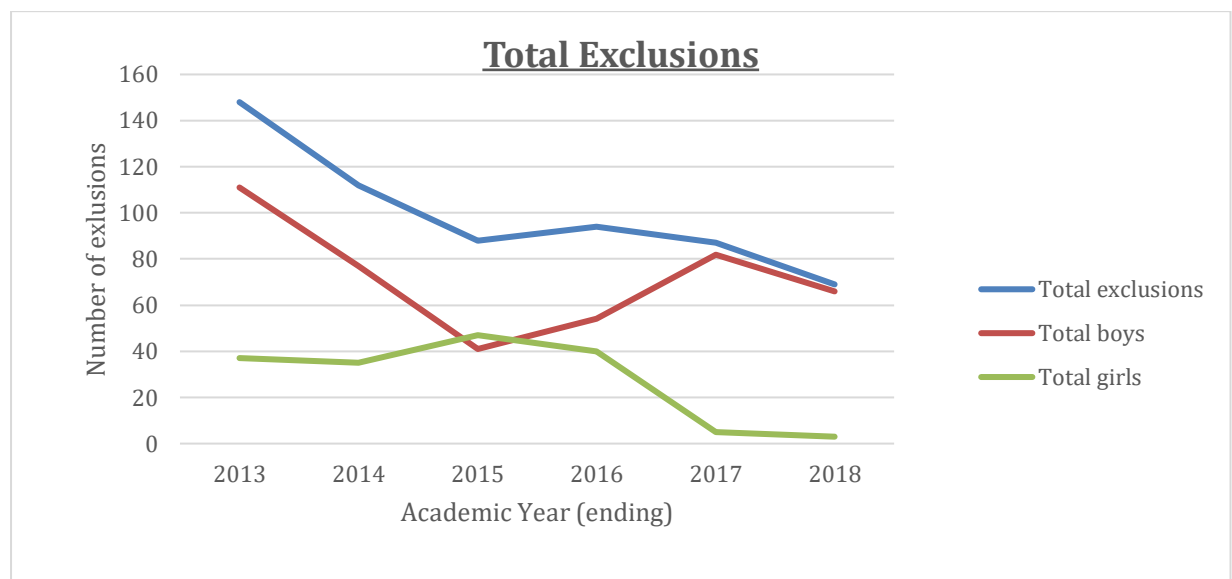
Nationally exclusions and permanent exclusions are rising, whilst Wilmslow High school has reduced both fixed term exclusions and permanent over the course of a number of years. This also has worked in parallel with maintaining the very highest standards of behaviour and welfare.

Analysis by Year group

Exclusion data analysed as number of occasions, please note that some of these occasions are repeat exclusions for particular individuals.

Overall exclusion analysis

- Overall exclusions continue to reduce since 2013.
- Exclusions have reduced by nearly 50% since the introduction of many strategic developments
- There has been a significant impact on the reduction of boys' exclusions but a recent upward trend due to SEN complex needs, in particular the ASC resource.
- Girls exclusions have reduced significantly once again this year

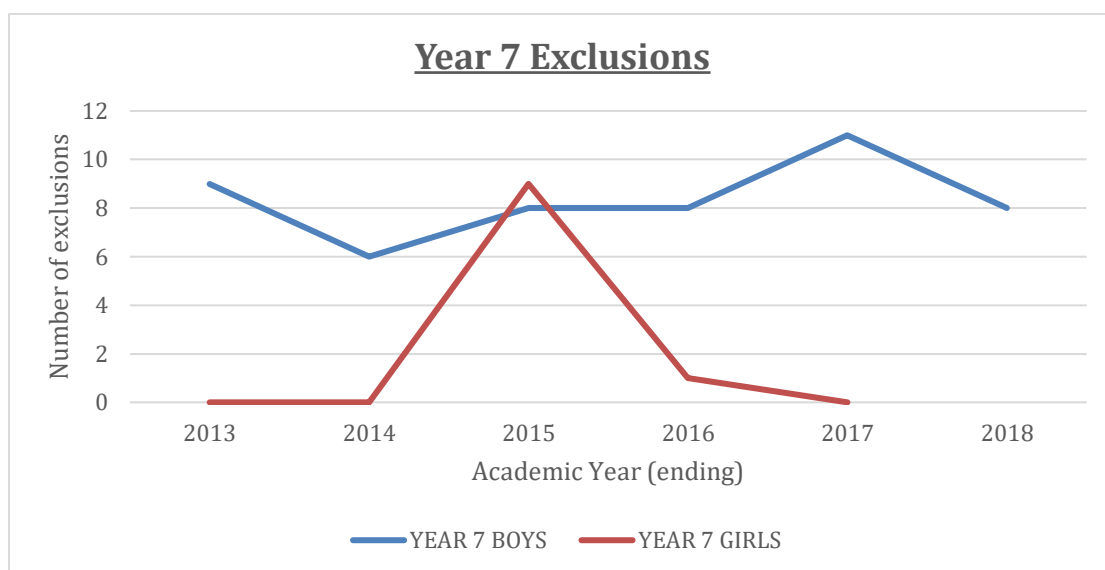


Year 7 exclusion analysis

Overall exclusions have decreased for Year 7.

Exclusions have remained fairly constant for the Year 7 cohort except for a spike in 2017 and 2015 (Girls). This is apportioned to a particular cohort that has been identified and improvement plans put in place.

Girls exclusions in year 7 remains at zero.

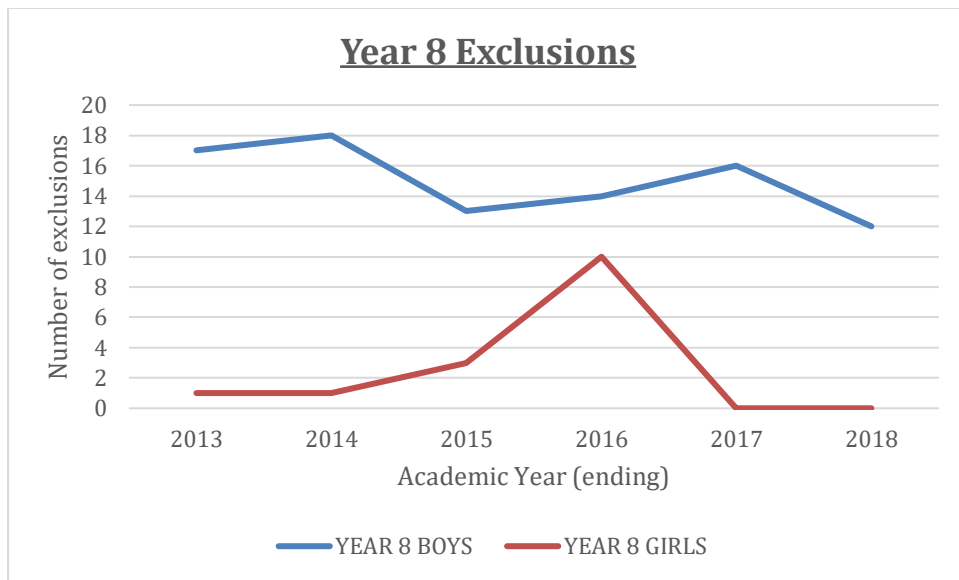


Year 8 exclusion analysis

Overall exclusions have minimally reduced for Year 8.

Exclusions have remained fairly constant for the Year 8 cohort over the past 5 years.

Girls' exclusions in year 8 are at zero and many interventions have taken place with cohorts of girls to reduce this. The wellbeing hub and CAMHS interventions have helped to enhance coping strategies and implement early tactics to ensure behaviour remains of the highest of standards.

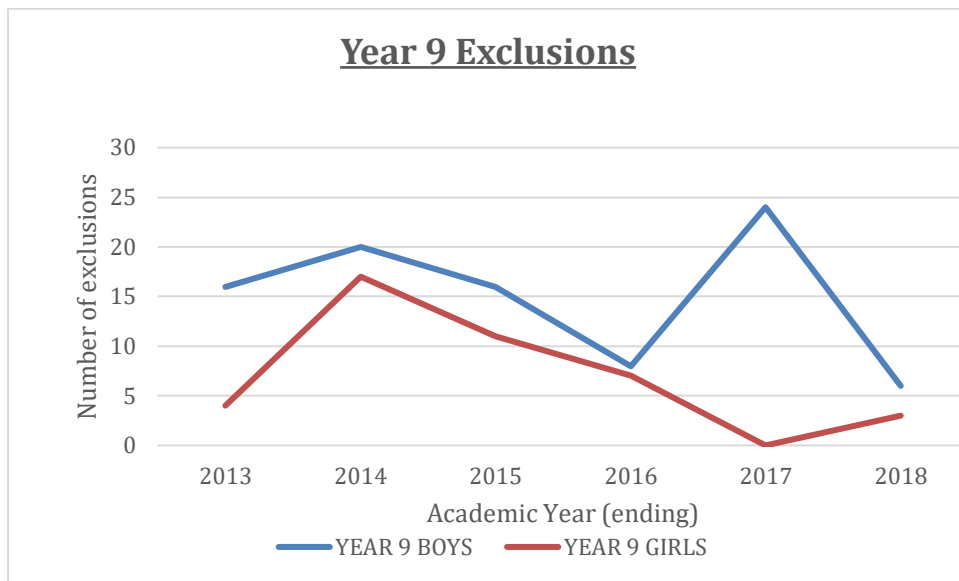


Year 9 exclusion analysis

Overall exclusions have rapidly decreased for Year 9.

Exclusions for girls in Year 9 have increased slightly but remain isolated to one individual.

Boys exclusions notably are less than previous years in terms of individuals and also fewer actual days.



Year 10 exclusion analysis

Overall exclusions have increased for Year 10.

Exclusions have reduced for girls. Inclusion and G8way playing a significant factor in this.

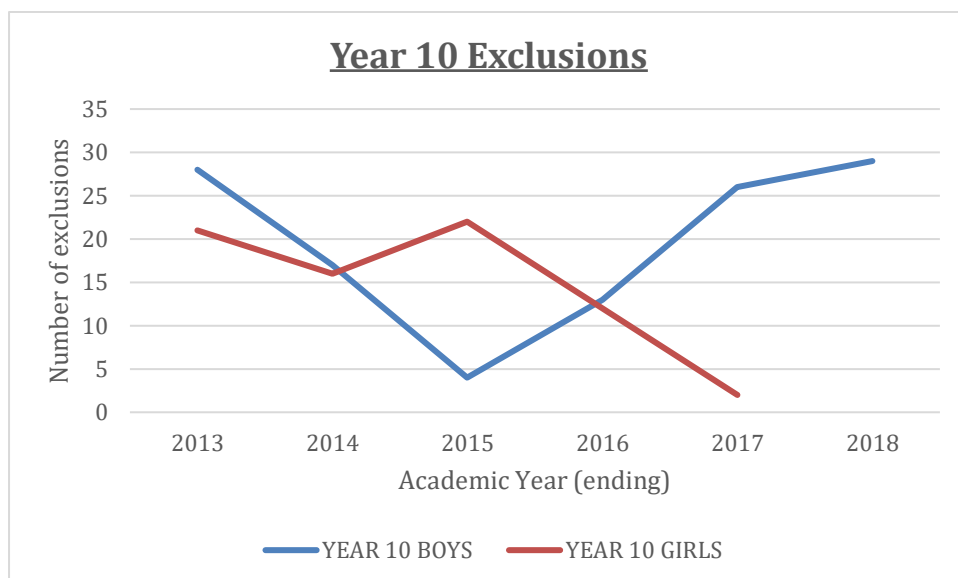
This is also the 'bulge' year group with a larger PAN and more complex needs.

Year 10 will need to be a strategic focus to address some complex behavioural issues and ensure students achieve their potential. Thi has already been addressed through repeat offenders.

Year 10 data (includes 2 students now PX and not on roll at WHS, 2 students whom as a result of repeated exclusions have been placed on the G8way programme and a LAC student with SEN now being taught at Salford Open learning.

The number of days has remained fairly constant but the number of boys has increased. This suggests lower level incidents but a greater number of students. However there are a number of repeat offenders within this cohort that is also worth acknowledging.

Boys moving into Year 11 will be a key strategic focus as they move into their final year and move towards achieving suitable progress.



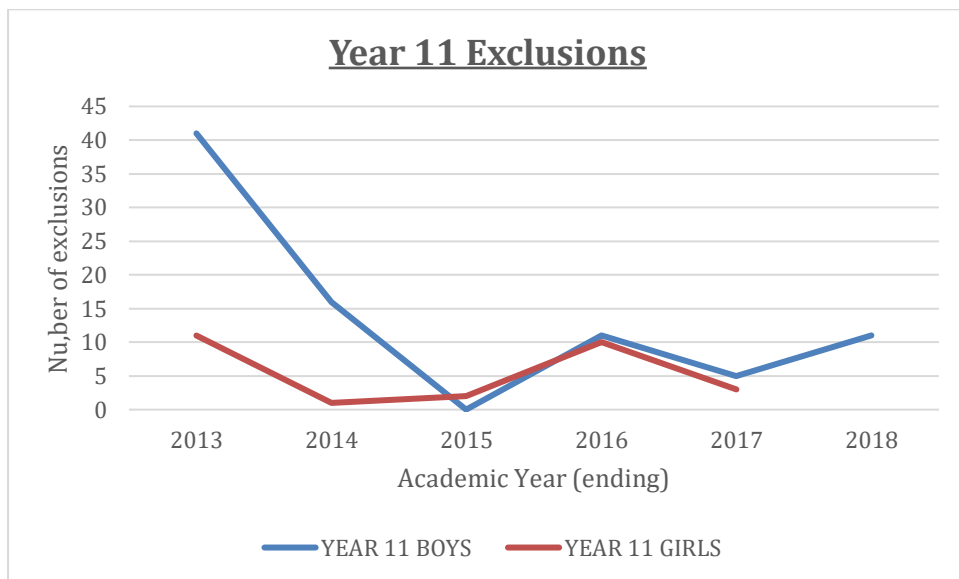
Year 11 exclusion analysis

Overall exclusions have significantly reduced for Year 11 over a 5 year trend and remain relatively low in 2017-2018.

Exclusions for both boys and girls in Year 11 have reduced since 2013.

Impact on reducing exclusion from transition from Year 10 to year 11 has strategically impacted on significantly lowering exclusions in Year 11.

Through key group developments there has been a key focus but also a marked reduction on exclusions in Year 11.



General exclusions discussion

Is the proportion of pupils with repeat exclusions below average? In 2013 the proportion of students with repeat exclusions was above average; however as a result of action taken the gap between national and school exclusion figures narrowed. The gap in the percentage of students with repeat exclusions narrowed to 0.07% and the gap in fixed term exclusions as a percentage of the pupil group to 0.52%. Exclusions fell below the national average in 2015-16 for all students and repeat exclusions, FSM and SEN remain above the national average.

As a result of action taken by the school in 2015-16:

- Total exclusions fell
- The number of PP students excluded increased slightly but still remains lower than previous data

Does the difference between exclusions as a percentage of the pupil group and the proportion excluded at least once show that those with repeat exclusions had a high rate of exclusions? The number of repeat exclusions has fallen significantly since 2013 and is now below the national average

Analysis of the exclusion figures suggests the following actions:

- Taking action to reduce the exclusions and repeat exclusions of SEN and remain sharply focused on further reducing exclusion for disadvantaged students
- Taking action to reduce repeat exclusions, especially for boys in Year 9 and 10
- 65% of repeat exclusions are for girls were previously for girls. This has now completely reversed to boys.

	2013-14	2014-15	2015-16	2016-17	2017-2018
Total days of exclusion	208	191	247	228	197
No. of PP days of exclusion	75	64	67	32	37
Proportion of exclusion days for PP students	36%	33%	27%	14%	18%
No. of SEN exclusion	10	8	10	9	6

Repeat exclusions since 2014

Number of Exclusions	6	7, 8 or 9	10	12	14	15
Number of students	7	7	3	4	1	1
%PP	0%	14%	0%	50%	100%	0%
Number PP	0	1	0	2	1	0

Key areas to focus on for 2018-19

- The exclusion rates and repeat exclusion rates of key group: boys', PP and students with EHCP's and statements in particular in Year 8/9 and 10 whilst Year 11 boys also needs development through careful monitoring.
- Planned learning area
- Seclusion provision
- Open Arms developments
- G8way developments
- Stronger families plan
- Key focus on Year 10 sharply focussed plans (through G8way strategies involvement)
- Remain focussed on Year 11 and reducing exclusion and repeat exclusions

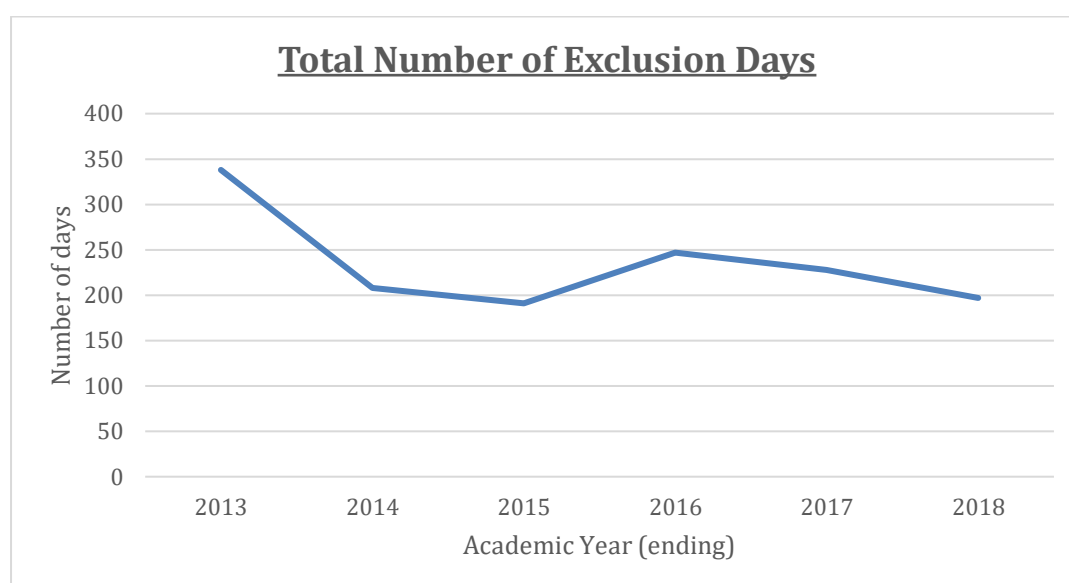
Total days analysis 2017-18

Since key developments there has been a significant reduction in the number of days exclusion. This has fallen to its lowest levels in 5 years at 87 occasions.

Many exclusions are repeat offenders and therefore there has also been a reduction in the number of individuals being effected by exclusion. However we must remain vigilant with repeat exclusions although we have worked hard to reduce the number of individuals we are working with.

Our focus therefore can be sharply focussed on key students and specific strategies that will work on an individualised plan with very specific needs.

Since 2013 there has been a reduction in over 110 days exclusion.

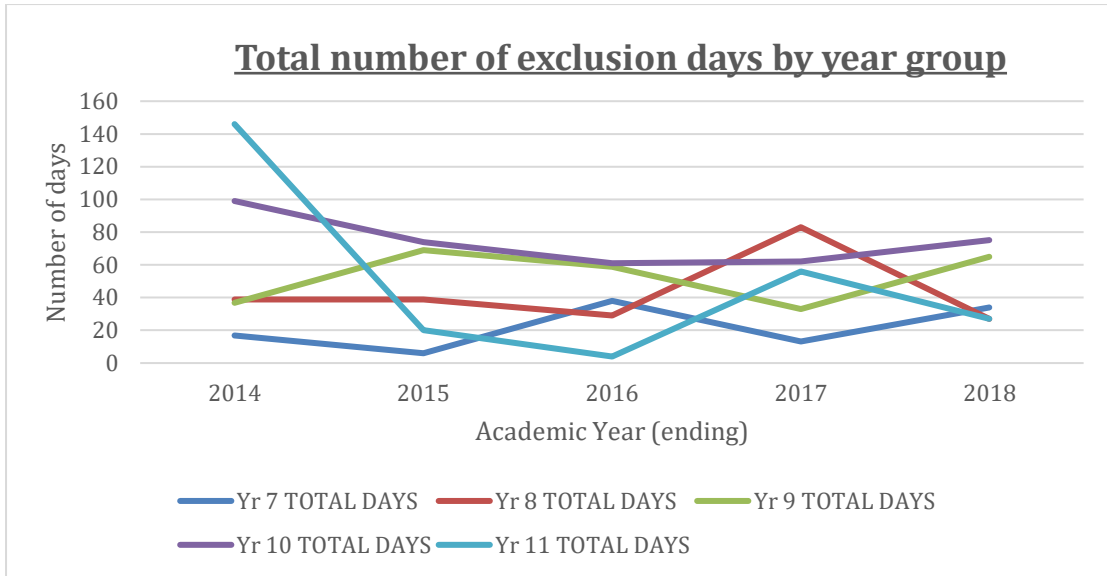


Total days analysis 2017-18

Since key developments there has been a significant reduction in the number of days exclusion in all year groups except Year 10 (aforementioned reasons).

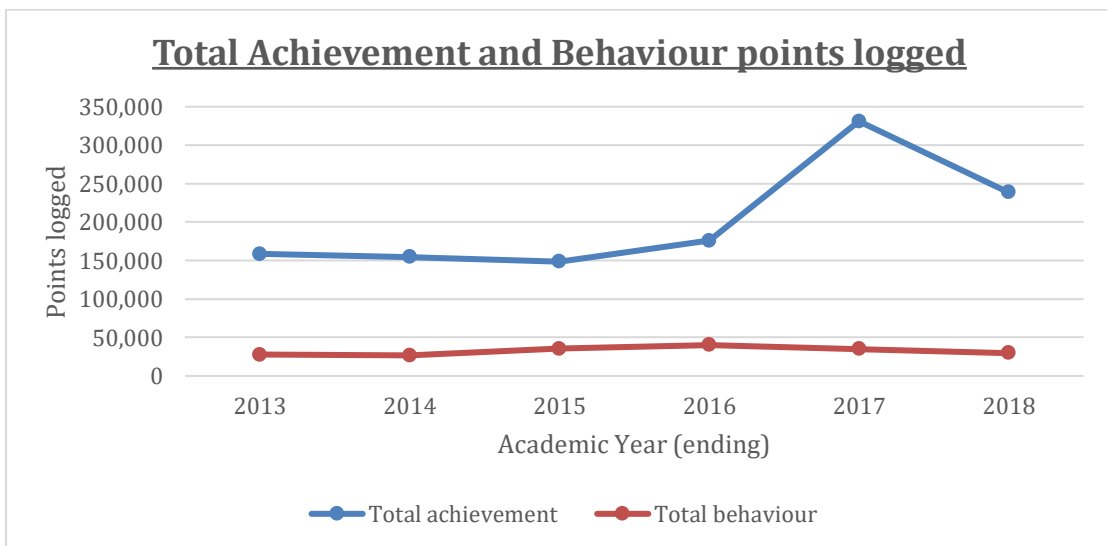
Year 11 was significantly the worst Year group in 2014, this has reduced dramatically and now they are represented as the lowest year groups in terms of worst performing Year groups in relation to exclusions.

Year 10 has importantly followed a steady downward trend in reducing exclusions and this has been maintained although they are still the most likely year group to receive exclusions.

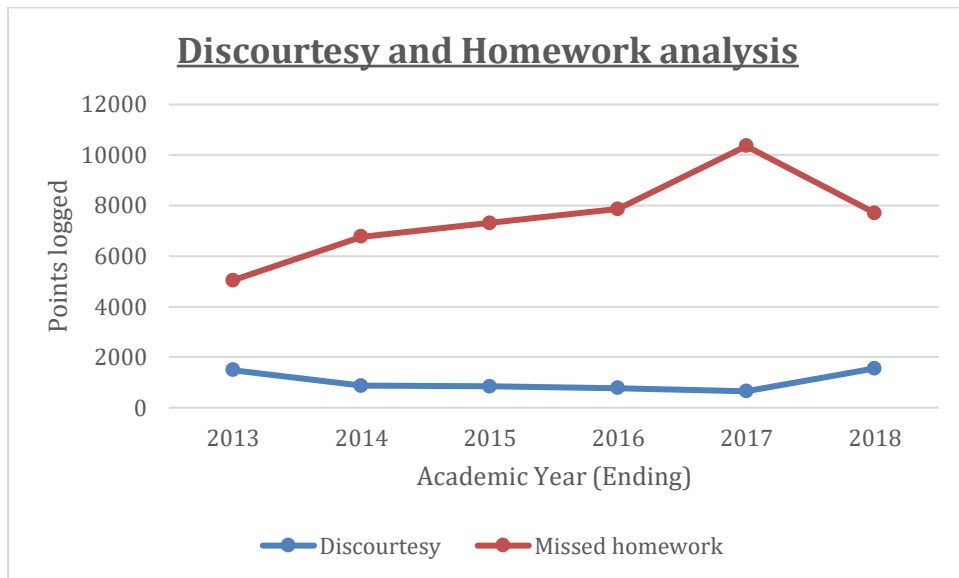


What impact have strategic developments had behaviour and achievement points?

- Re-launch of Wilmslow Way 2017-2018
- Consistency within Student services
- Temporary transfer protocols
- Enabled stronger focus on homework. A key strategic intervention whole school wide
- Text messaging addition to Wilmslow Way behaviour and achievement
- Zumos support
- Wellbeing hub support
- Behaviour walks
- S. Mackintosh (SLE work) enabling learning and sharpening of tactics and developments
- Open arms developments linked through G8way
- CAMHS in school support
- Forrest School intervention
- Focus on character developments



- Reduction in behaviour logging by staff
- Slight increase in achievement logging by staff
- With the relaunch of the Wilmslow Way there has been a marked increase in staff engagement of the behaviour system/policy and a reduction in behaviour incidents
- The system is being used more than before (but slightly less than last year) indicating better behaviour with reduced incidents and more rewards for behaviour



- Significant decrease in homework logging by staff
- Significant increase in discourtesy logging by staff
- With the relaunch of the Wilmslow Way there has been a marked strategic focus on homework. As behaviour has improved it has allowed staff to focus more on the academic aspects of the Wilmslow Way and drive through school improvement relating to a results focus.
- The behaviour system now compliments the assessment/monitoring and teaching and learning focus.
- The focus through key groups has allowed specific students where necessary to be rewarded and also sanctioned when homework is not completed.
- The introduction of progress labs has allowed less repeat homework offences to be collated by individuals.