

Behaviour and Attendance Report

Gateshead Schools

2019-2020

Version 12



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Behaviour and Attendance Report

for Gateshead Schools

1. Introduction

All children and young people have a right to an education (Education Act 2006)

Sir Alan Steer argues that while there is a legitimate concern in society about standards of behaviour of young people (as in earlier generations) there is strong evidence from a range of sources that the overall standards of behaviour achieved by schools is good and has improved in recent years. The steady rise in standards needs to be celebrated and the achievement of teachers and pupils recognised.

However, we also know that the needs of some of our children and young people are becoming increasingly complex, so where we celebrate the success of our schools we also recognise the increasing needs of some of our more vulnerable children and young people.

The Children's Commissioner Anne Longfield OBE in her publication *Falling Through the Gaps in Education* (November 2017) stresses the need for the identification of those children and young people who are falling through the gaps in schools' systems, both in order to prevent this happening and to provide better protection when needed for those to whom it happens.

In her report in July 2017 *Vulnerability in Children* she identified that 121,000 16-18 year olds were not in education, employment or training (NEET), 154,060 pupils had received at least 1 fixed term exclusion in 2014/15 and 5,800 pupils had been permanently excluded. We also know that between 10,000 and 15,000 children are estimated to miss education at one point in time.

Key findings from *Making the Difference Breaking the Link between School Exclusion and Social Exclusion* (October 2017) indicate that every cohort of permanently excluded pupils will go on to cost the state an extra £2.1 billion in education, health, benefits and criminal costs.

We also know that despite only 6,685 permanent exclusions in 2016/17-48,000 pupils were educated in the AP sector which caters for permanently excluded pupils.

We also know that increasing numbers of children have complex needs; where mental ill health, unstable or unsafe family environments and learning needs combine. In her report 'The state of children's mental health services' in January 2020, the Children's Commissioner indicates that just over 3% of children were referred to CYPMHS last year with about 1 in 4 children having a diagnosable mental health condition. She states that too few children are getting help and for those it is taking too long.

The report from the Children's Commissioner *Children's Voices* (November 2017) found that one of the perceptions of children who had been excluded was that had been labelled 'bad' or 'naughty' and that they reported varying degrees of self-identification with these labels. Descriptions of 'bad' learners included 'crazy', 'going mad', 'messing around', 'acting cool' and 'being naughty', where 'good' learners were 'more-quiet' and 'really organised'. (Students at risk of exclusion aged 11-16 Satory 2014)

In February 2019, The Children's Commissioner published the report *'Skipping School: Invisible Children How children disappear from England's schools*. The report indicates in autumn 2018 as many as 58,00 children aged 5-17 were being home-educated, although since there is no mandatory registration for home educated children this figure is an estimate. What we do know is that this is an increasing figure, with the 2018 figure 27% higher than the 2017 figure and in previous years the figure has risen by 20% year on year.

a) Background

In order to support schools in their work with children and young people in addressing issues of disaffection, exclusion and non-attendance, schools requested that information and data was provided on the range of issues pertaining to behaviour and attendance from the many services and agencies within Gateshead. This report was originally developed at the behest of the schools (primary, secondary, special and the PRU) who attended the 'Back on Track' conference held in March 2010.

This Behaviour and Attendance Report 2019/2020 is the eleventh report to provide information and data about our schools, academies, River Tyne and the children and young people of Gateshead. Information in this report is provided from a number of sources, including the Joint Strategic Needs Assessment (JSNA 20189).

The Joint Strategic Needs Assessment (JSNA 2019) is a blueprint for the way Gateshead Council and the local NHS identify and understand the health, well being and social care needs of people who live in Gateshead.

Information about Gateshead from the JSNA July 2019 and the Child and Maternal Health reports (sometimes known as CHIMAT reports) provides the following data about Gateshead:

- Overall, Gateshead is the 47th most deprived local authority in England, out of 317 local authorities. Nearly 32,700(16%) people in Gateshead live in one of the 10% most deprived areas of England. Nearly 62,600 (31%) live in the 20% most deprived areas.
- Gateshead has a population of around 202,4500 people. The population is ageing: it is projected that by 2041 there will be an additional 12,100 people aged 65 or older, an increase of 31%. There will also be a slight decrease in the number of children and young people aged 0-15 of around 1000 or 3.2%.
- Gateshead is becoming more diverse. The BME community now represents 3.7% of the population, which is an increase from 1.6% in 2001. There is also a large Jewish community with over 3000 people stating that their religion is Jewish.
- The level of child poverty is worse than the England average with 20.5% of children aged under 16 years living in poverty.
- There were 262 children being looked after in March 2019, which equates to a higher rate than the England average but similar to the North East rate.
- In a local survey in 2012, 19% of school pupils 12-15 years of age reported that they had had an alcoholic drink in the last week.
- In the 2014/15 'What About YOUth' (WAY) survey, 72% of 15 year olds in Gateshead reported that they have had an alcoholic drink, with 11% drinking alcohol regularly (at least once a week). These rates are both higher than the England averages of 62.4% and 6.2% respectively
- The 2014/15 'What About YOUth' (WAY) survey also reported that around one in five (19.4%) 15 year olds in Gateshead had been drunk in the last 4 weeks, significantly higher than the England average of 14.6%
- 9.7% of 4-5 year olds and 22.9% of 10-11 year olds living in Gateshead were obese in 2017/18. The proportion for 4 -5 year olds is similar to the England average of 9.5%. The proportion for 10-11 year olds is significantly higher than the England average of 20.1%.
- Of children attending Gateshead schools, 22.5% of 4-5 year olds and 36.8% of 10-11 year olds were classified as overweight or obese (excess weight). The 4-5 age group is similar to the national average of 22.4%, the proportion of 10-11 year olds is significantly higher than the national average of 34.3%.

- A 2016/17 survey showed that just 55.4% of those aged 16+ in Gateshead were eating the recommended five portions of fruit and vegetables every day. This compares with the England average of 57.4%.
- In 2012 just over a quarter (26%) of primary school pupils aged 8-11 years eat 5 portions of fruit and vegetables daily, whereas only 16% of secondary school pupils aged 12-15 do so. In 2014 the proportion of primary school pupils eating the recommended 5 portions remained at 26% (No secondary schools took part in the 2014 survey). 10% said they didn't eat any portions of fruit and vegetables on the day before the survey.
- In the 2014/15 'What About YOUth' (WAY) survey, 46.1% of 15 year olds in Gateshead reported that they had eaten 5 portions or more of fruit and vegetables per day. This is significantly lower than the England average of 52.4% but similar to other local authorities in the region and those in Gateshead's CIPFA nearest neighbour group.
- There has been an increase in the use of legal highs across Gateshead.
- Nationally, drug use reported by 11-15 year olds has decreased since 2001. When surveyed, 11% of school pupils 8-11 years of age in Gateshead responded that they are 'fairly sure' or 'certain' that they know someone who uses drugs (not as medicines).
- In the 2014/15 'What About YOUth' (WAY) survey, 14.3% of 15 year olds in Gateshead reported that they had tried cannabis, with 6.3% taking cannabis in the last month. These rates are both higher than the England averages of 10.7% and 4.6% respectively. Gateshead's rate for those who have taken cannabis in the last month is also significantly higher than six of the fifteen local authorities in Gateshead's CIPFA nearest neighbour group.
- In 2014, 72% of primary school children aged 8-11 years reported that they had exercised three times or more in the last week and the exercise was enough to make them breathe harder.
- In the 2014/15 'What About YOUth' (WAY) survey, 13.4% of 15 year olds in Gateshead reported that they had been physically active for at least one hour per day seven days a week. This is similar to the England average of 13.9%.
- In 2012, 74% of secondary school pupils aged 12-15 years reported that they had never smoked. This proportion has increased considerably from 42% in 2004, 54% in 2008, and 61% in 2010. However, smoking appears to be more common among children in Gateshead than in England overall, particularly among girls aged 14-15 years with 21% reporting that they smoke occasionally or regularly (compared to 8% of boys). [7]
- In the 2014/15 'What About YOUth' (WAY) survey, 9.8% of 15 year olds in Gateshead reported smoking regularly, with a further 2.6% smoking occasionally. The combined figure of 12.4% is the highest rate in the North East and is significantly higher than the England average of 8.2%. Gateshead's rate is also significantly higher than six of the fifteen local authorities in Gateshead's CIPFA nearest neighbour group
- The 2014/15 'What About YOUth' (WAY) survey also reported that one in five (19.9%) 15 year olds in Gateshead have tried e-cigarettes, which is similar to the England average of 18.4%. Gateshead's rate is significantly lower than six of the fifteen local authorities in its CIPFA nearest neighbour group.
- In January 2019, a total of 4,510 in Gateshead were reported to have a special educational need or disability, which equates to 15% of the whole school population (years 1-11), of these 23% had an Education, Health and Care Plan (EHCP) and 77% were categorised as SEN support.



b) Gateshead Community

Key Stage 2 Results

In Gateshead the KS2 results overall were 8% higher than the national average

% Reaching the expected standard or above in Reading Writing and Mathematics

Gateshead	National	Difference

Key Stage 4 Results

Attainment at KS4 is higher in Gateshead than the national average, though progress is slightly lower.

	Gateshead average	England Average	Difference
Attainment 8 score			
Progress 8 score			

Due to the Covid-19 pandemic, no statutory assessment information was published for the 2019-2020 academic year.



c) School Improvement Cluster Contextual Data

The following contextual data provides a range of information at a School Improvement Cluster Level

Cardinal Hume Cluster Contextual Data

	Total Number of Pupils	Non Statutory Pupils	Statutory Pupils	FSM	SEN Support	Education Healthcare Plan (EHCP) %	SEN Overall	Ethnic Minority Pupils	English Not First Language
2009	2790	298	2492	21.6%	18.6%	1.3%	19.9%	8.7%	4.5%
2010	2853	302	2551	22.6%	18.6%	1.5%	21.1%	7.3%	4.2%
2011	2914	300	2614	21.5%	16.5%	1.2%	17.7%	8.3%	4.8%
2012	2865	305	2560	20.7%	14.6%	1.2%	15.8%	8.6%	5.3%
2013	2962	388	2574	20.3%	16.5%	1.4%	17.9%	8.4%	5.1%
2014	3036	140	2896	16.8%	14.5%	1.2%	15.7%	11.3%	6.0%
2015	2987	149	2838	16.7%	11.0%	1.3%	12.3%	12.7%	7.7%
2016	3023	137	2886	14.8%	10.2%	1.2%	11.4%	15.0%	8.2%
2017	3027	335	2692	12.8%	9.0%	1.0%	10%	15.1%	8.20%
2018	3060	342	2718	13.7%	9.03%	1.1%	10.4%	15.5%	9.4%
2019	3102	311	2791	16.3%	9.6%	1.2%	10.8%	16.5%	10.4%
2020	3152	338	2814	17.9%	9.45%	1.1%	10.5%	17.6%	10.8%

Charles Thorp South Cluster Contextual Data

Hookergate Cluster Contextual Data (academic year 2007/2010)

	Total Number of Pupils	Non Statutory Pupils	Statutory Pupils	FSM	SEN Support	Statemented Pupils	SEN Overall	Ethnic Minority Pupils	English Not First Language
2007	2234	286	1948	19.3%	16.4%	2.3%	18.6%	2.0%	0.6%
2008	2117	295	1822	21.4%	15.4%	1.6%	17.0%	3.1%	0.9%
2009	2041	276	1765	22.8%	19.1%	1.7%	20.8%	4.1%	0.7%
2010	1940	257	1683	24.2%	18.5%	1.4%	19.9%	2.3%	0.8%
2011	1491	200	1291	25.6%	13.5%	1.1%	14.6%	4.1%	1.6%
2012	1508	197	1311	24.6%	12.7%	1.3%	14.0%	4.5%	1.8%
2013	1533	219	1314	26.5%	16.0%	0.9%	16.8%	3.6%	1.4%
2014	1544	177	1367	26.0%	17.0%	1.2%	18.2%	5.2%	3.3%
2015	1578	179	1399	22.6%	10.5%	1.6%	12.1%	4.9%	2.8%



Thorp Academy Cluster Contextual Data

	Total Number of Pupils	Non Statutory Pupils	Statutory Pupils	FSM	SEN Support	Education Healthcare Plan (EHCP) %	SEN Overall	Ethnic Minority Pupils	English Not First Language
2010	2409	338	2071	15.8%	14.8%	2.0%	16.7%	1.8%	0.6%
2011	2387	322	2065	15.1%	15.00%	1.9%	17.0%	2.3%	0.7%
2012	2637	328	2309	16.2%	16.0%	1.5%	17.5%	2.5%	0.9%
2013	2520	333	2187	19.7%	17.3%	1.4%	18.7%	2.8%	1.3%
2014	2445	131	2314	14.7%	17.1%	1.2%	18.3%	3.5%	1.3%
2015	2396	130	2266	14.3%	10.6%	1.3%	11.9%	4.7%	1.7%
2016	3995	345	3650	17.8%	11.2%	1.5%	12.7%	5.1%	2.2%
2017	3898	711	3187	13.8%	11.5%	1.3%	12.8%	5.4%	2.0%
2018	3837	711	3128	14.2%	11.3%	1.3%	12.7%	6.1%	2.0%
2019	3857	692	3165	16.6%	10.8%	1.6%	12.4%	6.8%	2.2%
2020	3948	704	3244	20.0%	10.6%	1.9%	12.55	7.2%	2.3%

Heworth Grange Cluster Contextual Data

	Total Number of Pupils	Non Statutory Pupils	Statutory Pupils	FSM	SEN Support	Education Healthcare Plan (EHCP) %	SEN Overall	Ethnic Minority Pupils	English Not First Language
2010	2716	364	2352	24.3%	20.4%	1.5%	21.9%	4.9%	1.8%
2011	2698	373	2325	24.4%	18.8%	1.5%	20.3%	6.1%	2.2%
2012	2649	353	2296	25.1%	15.5%	1.6%	17.1%	4.0%	2.4%
2013	2636	354	2282	27.8%	16.3%	1.4%	17.7%	3.6%	2.1%
2014	2601	163	2438	24.3%	17.1%	1.2%	18.4%	5.8%	3.4%
2015	2598	164	2434	22.4%	15.2%	1.5%	16.7%	6.6%	3.9%
2016	2636	210	2426	21.7%	12.4%	1.3%	13.7%	6.8%	3.8%
2017	2675	403	2272	18.1%	9.3%	1.1%	10.5%	6.5%	3.8%
2018	2661	369	2292	18.0%	10.17%	1.1%	11.9%	6.5%	5.35%
2019	2674	360	2314	21.4	11.0*	1.2	12.2	7.2	3.9
2020	2698	372	2326	25.6%	12.6%	1.0%	13.6%	8.2%	5.0%

Grace College Cluster Contextual Data

	Total Number of Pupils	Non Statutory Pupils	Statutory Pupils	FSM	SEN Support	Education Healthcare Plan (EHCP) %	SEN Overall	Ethnic Minority Pupils	English Not First Language
2010	3143	342	2801	22.3%	17.7%	5.2%	22.9%	8.7%	6.7%
2011	3086	347	2739	21.9%	14.9%	5.2%	20.1%	9.2%	6.9%
2012	3041	345	2696	21.5%	13.6%	5.3%	18.9%	10.7%	8.1%
2013	3030	318	2712	23.1%	12.5%	6.1%	18.5%	9.7%	7.0%
2014	3022	130	2892	21.6%	10.7%	6.6%	17.2%	11.7%	9.3%
2015	3110	151	2959	21.2%	10.4%	6.5%	16.8%	12.5%	10.2%
2016	3154	145	3009	20.9%	10.1%	7.2%	17.3%	12.4%	10.0%
2017	3133	416	2717	17.5%	9.7%	5.6%	15.4%	11.9%	9.2%
2018	3200	409	2791	19.1%	10.3%	6.2%	16.5%	12.3%	9.2%
2019	3337	385	2952	21.6%	10.9%	6.1%	17.0%	13.7%	10.7%
2020	3469	395	374	23.8%	11.0%	6.8%	17.7%	14.7%	11.2%

Kingsmeadow Cluster Contextual Data

	Total Number of Pupils	Non Statutory Pupils	Statutory Pupils	FSM	SEN Support	Education Healthcare Plan (EHCP) %	SEN Overall	Ethnic Minority Pupils	English Not First Language
2010	2435	338	2097	32.4%	25.4%	2.7%	28.1%	9.7%	7.4%
2011	2443	328	2115	32.2%	22.4%	2.8%	25.2%	10.9%	8.0%
2012	2473	348	2125	32.0%	22.9%	2.3%	25.2%	10.8%	8.0%
2013	2468	341	2127	33.2%	20.2%	2.1%	22.3%	9.4%	7.1%
2014	2522	264	2258	29.3%	19.2%	2.5%	21.8%	14.1%	11.7%
2015	2582	260	2246	28.4%	18.6%	2.4%	21.0%	15.8%	12.6%
2016	2631	270	2288	25.8%	16.7%	3.1%	19.8%	16.9%	14.4%
2017	2639	575	2064	23.0%	15.5%	3.0%	18.5%	14.9%	11.2%
2018	2728	567	2161	21.5%	15.2%	3.3%	18.5%	15.9%	12.3%
2019	2869	571	2298	26.1%	14.2%	3.5%	17.7%	17.7%	13.6%
2020	2878	555	2323	28.8%	13.8%	3.7%	17.5%	19.8%	14.1%

Lord Lawson Cluster Contextual Data

	Total Number of Pupils	Non Statutory Pupils	Statutory Pupils	FSM	SEN Support	Education Healthcare Plan (EHCP) %	SEN Overall	Ethnic Minority Pupils	English Not First Language
2010	243	374	2065	18.2%	18.8%	1.0%	19.8%	4.0%	2.2%
2011	2519	417	2102	18.9%	17.9%	1.0%	18.9%	4.0%	2.0%
2012	2580	430	2150	19.4%	18.1%	1.0%	19.1%	3.8%	1.7%
2013	2638	456	2182	20.9%	15.0%	0.7%	15.7%	3.2%	1.7%
2014	2635	115	2520	16.7%	12.4%	1.0%	13.4%	5.3%	2.7%
2015	2704	104	2600	16.4%	10.7%	0.9%	11.6%	5.7%	2.8%
2016	2571	90	2481	15.0%	12.1%	0.9%	13.1%	5.7%	2.8%
2017	2557	247	2310	12.3%	11.7%	0.8%	12.4%	6.4%	3.3%
2018	2586	238	2348	13.1%	12.1%	0.8%	13.0%	6.7%	3.7%
2019	2580	255	2325	16.3%	10.9%	1.2%	12.1%	8.1%	4.7%
2020	2572	217	2355	18.3%	11.9%	1.1%	13.0%	7.8%	4.2%

St Thomas More Cluster Contextual Data

	Total Number of Pupils	Non Statutory Pupils	Statutory Pupils	FSM	SEN Support	Education Healthcare Plan (EHCP) %	SEN Overall	Ethnic Minority Pupils	English Not First Language
2010	2836	390	2446	7.6%	0.9%	6.0%	12.6%	6.0%	2.7%
2011	2830	373	2457	8.0%	10.7%	1.2%	11.9%	6.7%	2.8%
2012	2860	400	2460	8.1%	9.9%	1.1%	11.1%	7.1%	3.6%
2013	2868	391	2477	9.2%	10.3%	0.7%	10.9%	6.5%	3.3%
2014	2854	66	2788	8.0%	11.7%	1.2%	12.9%	9.2%	6.1%
2015	2925	62	2865	7.4%	10.5%	1.2%	11.7%	9.1%	5.6%
2016	2888	63	2825	7.1%	13.3%	1.1%	14.4%	9.9%	5.8%
2017	2036	286	2750	6.8%	12.1%	1.1%	13.2%	9.2%	4.7%
2018	3113	296	2817	6.9%	11.7%	1.1%	12.8%	9.9%	5.2%
2019	3136	280	2856	7.6%	10.6%	1.3%	11.8%	11.6%	5.8%
2020	3103	264	2839	9.6%	9.2%	1.6%	10.9%	12.2%	6.3%

Thomas Hepburn Cluster Contextual Data

	Total Number of Pupils	Non Statutory Pupils	Statutory Pupils	FSM	SEN Support	Education Healthcare Plan (EHCP) %	SEN Overall	Ethnic Minority Pupils	English Not First Language
2009	3117	346	2767	40.4%	29.8%	6.7%	36.5%	6.0%	4.2%
2010	3118	353	2765	40.5%	27.9%	6.5%	34.4%	5.8%	3.9%
2011	3073	332	2741	40.5%	26.8%	6.9%	33.7%	6.2%	4.4%
2012	3016	313	2703	40.8%	26.0%	6.6%	32.6%	6.9%	4.2%
2013	3073	346	2727	41.8%	18.6%	6.5%	25.1%	6.6%	5.0%
2014	3047	320	2727	42.1%	17.8%	7.7%	25.5%	9.2%	7.4%
2015	3057	324	2733	40.3%	14.3%	7.2%	21.5%	10.6%	8.0%
2016	3013	281	2732	39.3%	15.9%	7.0%	22.9%	13.2%	10.1%
2017	3005	554	2451	31.6%	17.0%	9.4%	26.4%	13.1%	10.5%
2018	2864	512	2352	31.8%	17.5%	9.7%	27.2%	15.4%	12.5%
2019	2576	523	2053	37.3%	17.0%	10.7%	27.8%	17.2%	14.5%

Whickham Cluster Contextual Data

	Total Number of Pupils	Non Statutory Pupils	Statutory Pupils	FSM	SEN Support	Education Healthcare Plan (EHCP) %	SEN Overall	Ethnic Minority Pupils	English Not First Language
2010	3224	445	2779	10.3%	13.6%	4.8%	18.4%	4.7%	2.3%
2011	3217	486	2731	11.0%	14.2%	4.5%	18.7%	4.8%	2.8%
2012	3202	469	2733	11.9%	13.3%	4.4%	17.7%	4.8%	2.5%
2013	3286	511	2775	14.8%	12.5%	4.7%	17.2%	3.6%	2.1%
2014	3311	148	3163	12.5%	7.4%	4.5%	11.9%	5.7%	3.5%
2015	3288	139	3149	11.3%	7.5%	5.0%	12.5%	5.6%	3.7%
2016	3291	134	3157	11.0%	7.9%	5.2%	13.1%	5.9%	3.9%
2017	3175	319	2856	10.7%	8.7%	5.8%	14.6%	5.9%	3.1%
2018	3120	297	2823	10.7%	7.9%	6.1%	13.9%	6.4%	3.0%
2019	3166	284	2822	13.7%	7.3%	7.0%	14.4%	7.1%	3.4%
2020	3139	281	2858	15.3%	7.9%	6.7%	14.6%	7.6%	3.5%



2. Main findings

a) Specialist Provision

River Tyne Academy Gateshead

RTAG is an Alternative Provision Academy, part of the River Tees Multi Academy Trust, and provides the Pupil Referral Unit function for Gateshead LA as well as conducting work directly with schools concerning behaviour support. The Academy is commissioned by the LA to provide education for permanently excluded pupils. The aim is always to return a pupil to a mainstream school setting wherever possible by addressing social, emotional or educational needs and to provide meaningful, valued and recognised qualifications for those who complete KS4 at the school. Programmes are also offered to help prevent permanent exclusion and support schools in developing their own provision.

Provision includes skilled classroom-based staff, positive behaviour management and intervention regimes to meet individual needs, qualified counselling provision and strong partnerships with local mental health and family support services.

Gateshead LA Education Inclusion Panel decides on admission to the 103 commissioned places at the Academy - contact with the panel is managed by Steve Graham (stevegraham@gateshead.gov.uk, 0191 433 8706). Additional work can be commissioned directly by schools and other Local Authorities outside of the 103 places commissioned by Gateshead LA - contact the headteacher, steve.williamson@rtmat.org.uk, 0191 420 0606 to discuss referrals.

During 2019/20 RTAG worked with 101 learners in that academic year.

Furrowfield School

Furrowfield School is a 71 place secondary school with a 14 place residential provision attached. It provides for pupils aged between 11-16 with social, emotional and mental health difficulties (SEMH). The school is situated in Windy Nook, Felling.

We offer a bespoke curriculum which aims to engage pupils in technical subjects as well as ensuring pupils are given the opportunity to attain GCSEs in line with our neighbouring secondary schools.

As well as a psychotherapist who works with individual pupils two days a week, Furrowfield provides a range of resources, programmes and tools to support our pupils with their emotional resilience, social skills, independent skills and other specific difficulties. A range of programmes are also used to support pupils with their learning needs, with a focus on supporting pupils with personal confidence. Our pupils have access to Connexions to support and guide them with their career choices and next steps to further learning beyond 16 years. Pupils at Furrowfield can take part in a range of work experience placements in both years 10 and 11 and access other programmes from external providers which support preparation for working life.

Crossfield House, the residential school was inspected in November 2019 and was judged as 'outstanding' in all areas. A dedicated pastoral team of House Parents support pupils in both the residential and in school.

Furrowfield pupils thrive in an environment conducive to preparing students for life beyond school and ensuring their emotional support via nurturing principles, whilst also providing very high standards of teaching and learning. Furrowfield have the 'Artsmark' and 'Rights Respecting Schools' awards at gold standard.

Eslington Primary School

Eslington Primary School provides for up to 68 places across two school sites. This includes two school places for children who are permanently excluded from other Gateshead Primary Schools. Eslington provides for children aged between 5 - 11 with social, emotional and mental health difficulties (SEMH). The school is located across two sites: Eslington Hazel Road, just off Bensham Bank and Eslington Rose Street, near the Redheugh Bridge in Gateshead. OFSTED judged Eslington Primary School as outstanding for the second time in 2017. It also holds a number of nationally recognised awards including the 'Sports Mark' silver award, National Healthy Schools status and the silver 'Rights Respecting Schools Award.'

Pupils' social, emotional and mental health needs often impact on both behaviour and academic progress, so most pupils enter school working well below age related expectations. However ongoing assessment and rigorous tracking procedures result in many pupils achieving above average and often outstanding rates of progress.

Our Federation Psychotherapist also works with Eslington children for two days per week alongside a range of emotional well-being programmes and academic interventions used to meet the individual needs of the pupils. Whenever possible, children access activities at local primary schools and the transition to secondary schools, whether mainstream or special, is always well supported. All pupils are proud to be members of this lively and vibrant school community and enjoy forging caring and sustainable friendships with each other alongside consistent and dependable adults.

Eslington Primary and Furrowfield Schools Federation

In September 2017, Eslington Primary School and Furrowfield Secondary School Federated. They both have a Head of School with a shared Executive Headteacher.

Currently, pupils from both schools are admitted primarily from Gateshead Local Authority with a small number of places being taken up with pupils from other Boroughs.

The majority of pupils across the schools are boys although the number of girls is increasing year on year. The schools have a higher than average number of pupils looked after by the Local Authority (LAC). All pupils have a Single Education Health Care Plan (EHCP). On occasions, the schools will admit a pupil for up to 6 months without an EHCP for assessment. More than half of the pupils have additional learning difficulties or secondary conditions such as ADHD or ASC which impacts on their behaviour and ability to access learning. A minority of pupils have been identified as being gifted or talented in a specific area.

The schools have established extremely positive and successful relationships with parents and carers, including those who have not previously had a good experience of other schools. There are dedicated staff in both schools who also work across the transition phase with parents between Years 6 and 7. The team provide family support with attendance, behaviour by the pupil at home and facilitate parenting courses and parent support groups.

Staff across both schools work closely with a range of agencies to ensure that the academic, emotional wellbeing, mental health and welfare needs of all of the pupils are met.

Bede Primary School – Additionally Resourced Mainstream School (ARMS)

Bede Community Primary School hosts an eight-place, Key Stage 1 provision for children with social, emotional and mental health difficulties (SEMH). Access to the facility is via an Education Health and Care Plan, or at times, an assessment place can be offered. The provision is for those young children requiring intensive support for their social, emotional and mental health needs who might be able to reintegrate to mainstream education following a period of intensive support and intervention. The provision is staffed by a pupil:staff ratio of 8:3. Due to their difficulties, many of the children enter the provision working well below those levels expected for similar children of the same age, but pupils make excellent progress. Ofsted determined that Bede was outstanding in 2012. The report indicated that the resource based provision provides a calm and happy atmosphere in which highly skilled and inspiring teaching enthuses pupils. The behaviour of pupils in the school generally is almost always exemplary so ARMS pupils also have good role models.

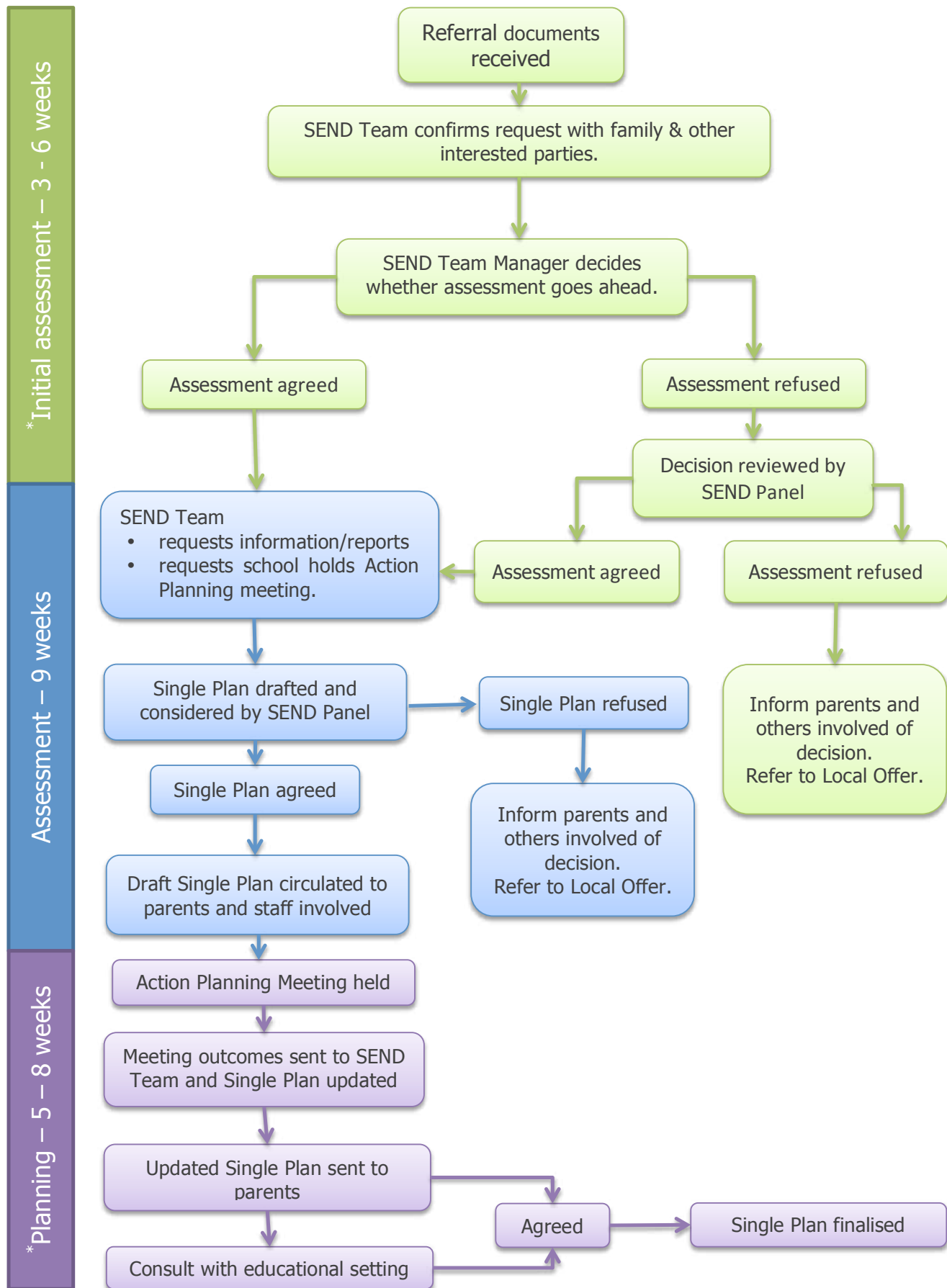
SEN Code of Practice

The special educational needs process has changed and from 2014 we now refer to a Single Plan or an Education Health Care Plan (EHC).

An EHC plan is the document which replaces Statements of SEN and Learning Difficulties Assessments for children and young people with special educational needs.

An EHC plan can only be issued after a child or young person has gone through the process of an EHC needs assessment. At the end of that process, the local authority has to make a decision, either to issue an EHC Plan or not.





The overall process takes 20 weeks but the Planning stage lasts 8 weeks if the decision to go ahead with a needs assessment is made within 3 weeks but will reduce if the initial assessment takes longer e.g. if the initial assessment takes 6 weeks, the Planning stage is reduced to 5 weeks.

(SEMH Data held for previous years 2005-2015)

Table 2 Provides a summary of SEMH pupil numbers at school (excluding special schools) with School Action Plus and Statements

SEN Status	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
School Action Plus	110	141	158	168	133	138	249	281	280	293	123
Statements	12	11	14	19	26	27	35	51	50	40	27
Total	122	152	172	187	159	165	284	332	330	333	150

Table 3 Provides a summary of School Action Plus and Statemented SEMH numbers for years R to 6 (excluding special schools)

School Action Plus	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Cardinal Hume Cluster	6	9	13	13	13	15	12	19	8	22	19
Heworth Grange Cluster	9	6	5	15	11	20	16	16	21	11	9
Hookergate Cluster	18	15	18	22	10	9	17	17	-	-	-
Joseph Swan Cluster	3	6	10	11	9	8	10	8	11	13	29
Kingsmeadow Cluster	25	34	37	37	22	22	1	17	15	19	55
Lord Lawson Cluster	8	6	8	13	14	12	8	9	7	11	18
Charles Thorp Cluster	9	10	10	13	9	11	10	8	36	23	22
St Thomas More Cluster	4	6	6	3	6	7	8	8	3	7	8
Thomas Hepburn Cluster	24	37	35	27	24	28	35	41	39	37	41
Whickham Cluster	4	12	16	14	15	6	16	13	18	18	8
Total	110	141	158	168	133	138	133	156	128	161	237

Statements	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Cardinal Hume Cluster	1	0	0	1	2	2	1	0	1	3	3
Heworth Grange Cluster	1	2	2	2	3	4	2	3	4	2	3
Hookergate Cluster	2	3	4	3	4	4	3	3	-	-	-
Joseph Swan Cluster	1	1	2	4	3	2	2	3	6	1	0
Kingsmeadow Cluster	0	0	0	1	2	4	1	2	3	1	0
Lord Lawson Cluster	1	0	0	0	3	3	1	2	6	0	1
Charles Thorp Cluster	0	1	2	3	4	4	1	1	1	3	3
St Thomas More Cluster	0	0	0	0	1	1	1	1	6	0	0
Thomas Hepburn Cluster	5	3	4	5	4	3	2	3	2	3	5
Whickham Cluster	1	1	0	0	0	0	1	0	2	1	2
Total	12	11	14	19	26	27	15	18	31	14	17

Summary of SA+ SEMH pupil for Secondary

School Action Plus	2013	2014	2015
Cardinal Hume Cluster	18	9	2
Heworth Grange Cluster	11	14	25
Hookergate Cluster	-	-	-
Joseph Swan Cluster	9	8	7
Kingsmeadow Cluster	16	13	8
Lord Lawson Cluster	9	9	27
Charles Thorp Cluster	27	30	0
St Thomas More Cluster	10	2	5
Thomas Hepburn Cluster	40	2	14
Whickham Cluster	12	3	6
Total	152	90	94

Summary of Statement SEMH pupil for Secondary

School Action Plus	2013	2014	2015
Cardinal Hume Cluster	2	0	0
Heworth Grange Cluster	4	2	4
Hookergate Cluster	-	-	-
Joseph Swan Cluster	2	6	2
Kingsmeadow Cluster	1	3	2
Lord Lawson Cluster	2	5	4
Charles Thorp Cluster	2	1	0
St Thomas More Cluster	1	4	4
Thomas Hepburn Cluster	3	1	1
Whickham Cluster	2	4	1
Total	19	26	18

Table 2a Provides a summary of SEMH pupil numbers at school (excluding special schools) with SEN Support and EHCP/Statements

SEN Status	2016	2017	2018	2019	2020
SEN Support	474	467	510	498	573
Education, Health and Care Plan (EHCP)	31	54	73	67	71
Statement	21	10	1	-	-
EHCP + Statement	52	64	74	67	71
Total	526	531	584	565	644

Note: In 2016, the recording of SEN Types was amended. All instances of **School Action** or **School Action Plus** were automatically moved over to **SEN Support**. **Statements** also ceased to be carried out and replaced with EHCP's. However, these could not automatically be moved over and anyone with a statement has had (or is due) a new assessment to move them onto EHCP's. This is why the numbers of EHCP's is growing and the numbers of Statements has now almost disappeared.

Table 3a Provides a summary of SEMH numbers for years R to 6 (excluding special schools) for pupils with SEN Support

SEN Support (K)	2016	2017	2018	2019	2020
Cardinal Hume Cluster	28	26	35	29	25
Heworth Grange Cluster	11	10	10	16	67
Grace College Cluster	49	39	39	29	49
Kingsmeadow Cluster	56	53	64	65	52
Lord Lawson Cluster	31	29	33	25	47
St Thomas More Cluster	15	15	15	13	19
Thomas Hepburn Cluster	62	76	79	80	-
Thorp Cluster	39	40	43	56	54
Whickham Cluster	23	38	41	41	36
Total	314	326	359	354	349

Table 3b Provides a summary of SEMH numbers for years R to 6 (excluding special schools) for pupils with an EHCP (or statement)

EHCP (E) - or Statement (S)	2016	2017	2018	2019	2020
Cardinal Hume Cluster	6	5	4	2	2
Heworth Grange Cluster	3	0	0	0	8
Grace College Cluster	1	3	3	6	5
Kingsmeadow Cluster	1	0	1	2	5
Lord Lawson Cluster	2	3	4	4	5
St Thomas More Cluster	0	0	0	0	0
Thomas Hepburn Cluster	2	9	13	9	-
Thorp Cluster	4	4	5	5	4
Whickham Cluster	3	5	6	5	5
Total	22	29	36	33	34

Table 3c Provides a summary of SEMH numbers for Secondary School pupils with SEN Support

SEN Support (K)	2016	2017	2018	2019	2020
Cardinal Hume Cluster	7	9	8	14	22
Heworth Grange Cluster	21	13	11	31	23
Grace College Cluster	17	19	29	33	44
Kingsmeadow Cluster	22	4	9	5	16
Lord Lawson Cluster	35	25	35	13	35
St Thomas More Cluster	3	0	4	11	1
Thomas Hepburn Cluster	16	18	11	2	-
Thorp Cluster	18	28	25	23	15
Whickham Cluster	21	25	19	12	16
Total	160	141	151	144	172

Table 3c Provides a summary of SEMH numbers for Secondary School pupils with an EHCP (or statement)

EHCP (E) - or Statement (S)	2016	2017	2018	2019	2020
Cardinal Hume Cluster	2	2	3	3	1
Heworth Grange Cluster	4	6	6	5	6
Grace College Cluster	6	6	8	2	7
Kingsmeadow Cluster	4	4	2	1	5
Lord Lawson Cluster	3	1	2	6	0
St Thomas More Cluster	2	0	0	6	0
Thomas Hepburn Cluster	1	6	5	0	-
Thorp Cluster	5	8	7	6	8
Whickham Cluster	3	2	5	5	7
Total	30	35	38	34	34



Key Issues

Does the relative spread of social deprivation across Gateshead fit with the numbers and location of SEMH pupils?

How does the data at cluster level compare with the local authority data?

b) Mental health

We know that the mental health needs of our children and young people matter. Goleman (1996) showed that emotional and social competences are more influential than cognitive abilities for personal career and scholastic success, making them central to schools and learning to increase school effectiveness.

We also know that programmes that teach social and emotional competencies result in a wide range of educational gains, including improved school attendance, higher levels of motivation and higher morale. (Durlak, 1995; Durlak and Wells, 1997). Some emotions (such as sadness and anger) can block learning while others (such as a sense of well-being, or feeling safe and valued) promote learning.

In 2012 Gateshead PCT undertook the Health Related Behaviour Survey, which is undertaken every two years. A total of 2756 pupils took part in years 5 and 6 and 8 and 10 across 43 primary schools and 5 secondary schools.

The data shows that:

In primary schools

- 38% of pupils had high self esteem scores compared with 32% when the survey was last undertaken in 2010
- 42% of Y6 girls worried about SATs/tests and 26% worried about family problems
- 33% of Y5 girls worried about SATs/tests and 27% worried about crime
- 31% of pupils said that they were afraid to go to school because of bullying, at least sometimes which is down from the 34% in 2010
- 29% said they had been bullied, at or near school in the last 12 months compared to the 35% in 2010
- When asked where bullying happened 25% said outside at breaktime, 16% said in the classroom at breaktime and 7% said during a lesson
- 23% said they thought they were bullied because of the way that they looked
- 3% said they thought that others might be afraid to go to school because of them
- 76% of pupils said that they thought that their school took bullying seriously, which is an increase from the 72% of pupils in 2010
- 87% of pupils said they used the Internet from home
- 40% had a computer in their bedroom
- 62% said their parents/carers had rules about what Internet sites they could use

In secondary schools

- 41% of pupils had high self esteem scores which is the same as in 2010
- Family are the most popular sources of support for boys and girls for concerns or worries
- 6% of pupils reported that there were no adults they could really trust and 10% said they didn't know if they had an adult that they could trust
- 70% of pupils said they were satisfied with their lives at the moment
- 10% of pupils said that they had been the victim of violence or aggression in the area where they live in the past 12 months
- 28% of pupils reported a fear of going to school at least sometimes because of bullying

- 18% said that they had been bullied at or near school in the last 12 months
- 59% said that their school took bullying seriously compared with 53% in 2010
- 61% said that they are never supervised when they browse the Internet at home, while 18% said that their computer had a filter system
- 71% said they used the Internet for social networking and 54% said they used the Internet for chatting
- 11% said that they had received a message or picture that scared them or made them upset
- 16% had asked to meet someone offline who they didn't know in person
- 74% said they had been told how to stay safe online

Emotional Well Being Team

Emotional Well Being Team – Gateshead Child and Adolescent Mental Health Service (CAMHS)

The Emotional Wellbeing Team – Gateshead CAMHS is made up of practitioners in Gateshead who provide services aimed at improving the mental health and emotional wellbeing of children, young people and their families.

They work with children and young people who are aged 4-18yrs living in Gateshead, who are experiencing mild to moderate emotional, wavioural and psychological difficulties such as:

- Behavioural difficulties, including low mood, anxiety and depression
- Eating distress
- Sleep difficulties
- Self-Harm
- Bereavement and Loss
- Relationship difficulties
- Bullying

The service aims to offer the most appropriate, evidence-based therapies and programmes, according to needs. The services are provided from **Emotional Wellbeing Team - Gateshead CAMHS, Grassbanks Sector Base, Gateshead NE10 8DX. Telephone 0191 283 4560.**

c) Fair Access Process

Background

The Primary Fair Access process was established in June 2014 and has now been running for six academic years.

Every local authority is required to have in place a Fair Access Protocol (Schools Admissions Code 2014 article 3.9-3.15), developed in partnership and agreed with the majority of its schools, in which all schools (including Academies) must participate since it is binding on all schools.

The purpose of Fair Access Protocols is to ensure that, outside the normal admissions round, unplaced children/ young people, especially the most vulnerable, are found and offered a place quickly, so that the amount of time any child/young person is out of school is kept to the minimum.

For the vast majority of children and young people the protocol will not be necessary or relevant; it is intended to be used where there are particular difficulties in securing a mainstream school place or appropriate provision; such as

1. Where there are particular difficulties in securing a school place or appropriate provision, according to FAP categories
2. Where a child is at risk of permanent exclusion or
3. Either following a permanent exclusion or to pre-empt a permanent exclusion or
4. Who are otherwise not on a school roll

This protocol does not apply to children or young people with a Statement of Special Needs and/or an Education, Health and Care Plan, as there are other processes in place to secure an educational placement for these children/ young people.

The Protocols can be viewed from a number of perspectives:

- From a school perspective the purpose of these protocols is to establish a fair and transparent system, which ensures that all schools admit their fair share of vulnerable children and young people.
- From a child or young person's perspective the purpose of the protocol is to ensure that access to education is secured quickly, where a fresh start is indicated.

Finally, although as a local authority we would always seek to ensure that parental choice is acted upon, there is no duty for local authorities to comply with parental preference when allocating places through the Fair Access Protocol.

Current Overview

This annual report provides information on the work of the Fair Access Panel during the academic year 2019/20, as well as information on the support provided for children and young people who were considered to be appropriate referrals to the panel.

During the academic year 2019/20 there were 8 Primary Fair Access Panel meetings. The Panel was suspended in March 2020 due to the measures introduced to prevent the Covid-19 pandemic; 3 Panels were cancelled between March and June 2020. The Panel recommenced in July 2020. Due to the suspension of the Panel, some of the data for 2019/2020 will not be comparable with previous data.

During the suspension of the Panel, the Education Support Offices continued to support the 43 secondary transfers and 59 primary transfers that arrived in Gateshead, just before or during the lockdown period, providing welfare checks, access to free school meals and access to education materials. The Education Support Officers also prepared FAP referral forms ready for the Panel restarting in July. Staff also continued to support the cases that they were already working with.

The panel is made up of representation from Headteachers from each of the 8 School Improvement Clusters, who represent the views of schools within their cluster, as well as make decisions on the placement of children. The panel also has representation from Special Educational Needs, Educational Psychology, EMTAS, the Primary Behaviour Support Team as well as the Exclusions and Admissions Officer, the Fair Access Officer and the service manager for the Education Support Service. The panel is chaired by an independent chair.

Table 1 sets out cluster representation at the panel for the last academic year.

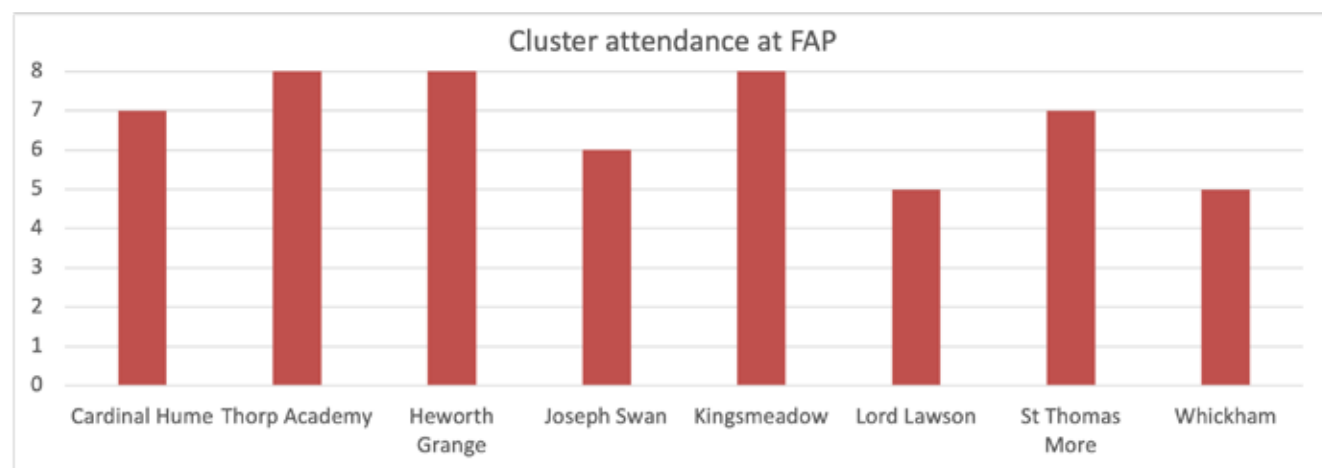


Table 1 Cluster Representation

Over the last 6 years there have been 746 children referred to the Fair Access Panel. During the last academic year 2019/20 there were 114 referrals to the panel. If the referral rate had remained consistent for the 3 panels that were cancelled there would have been a slight reduction in numbers referred to the Fair Access Panel compared with 2018/19.



Table 2a Referrals made to the panel over the past three years

Table 2b shows referrals to both the Primary and Secondary Fair Access Panels.

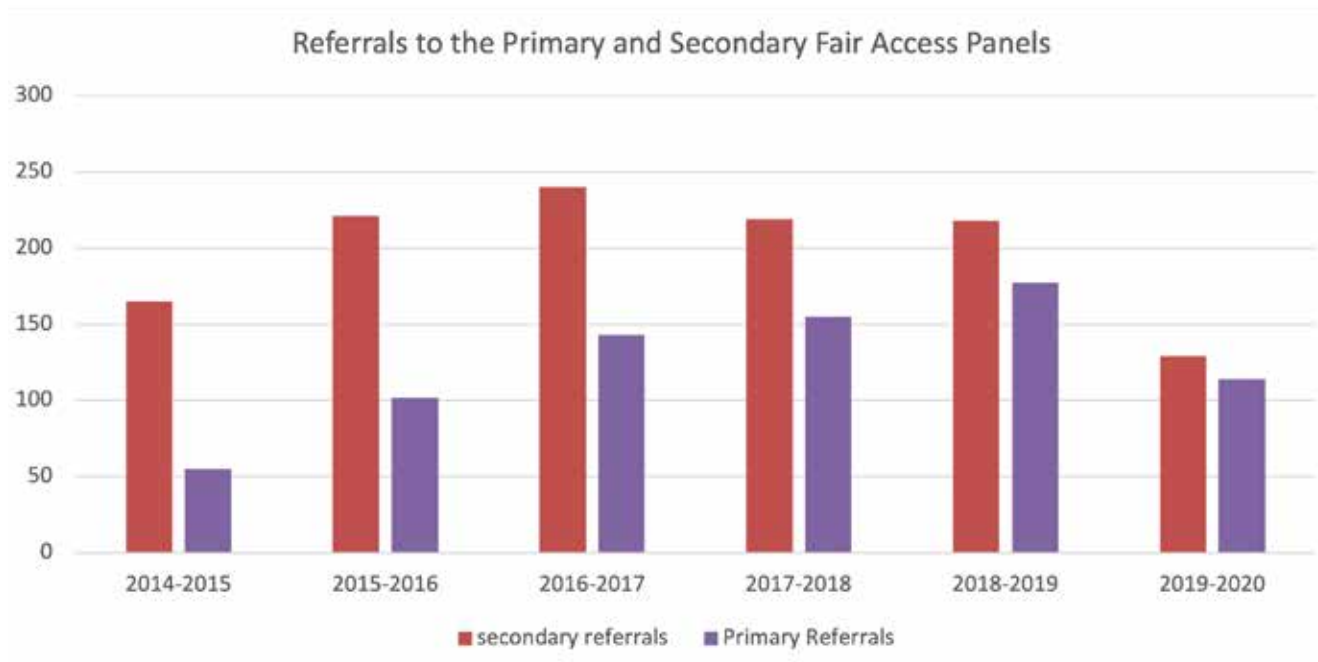


Table 2b referrals to both Primary and Secondary Fair Access Panels

Process and support

The Panel continues to be an organic process. Through learning outcomes, the practice, procedures and protocols have been adapted to meet the needs of the children and schools in Gateshead.

In 2019/20 the Education Support Service facilitated 8 Fair Access Panels. When children were identified as meeting the Fair Access criteria, information was gathered from school, family and other services and a referral form completed. The Agenda and referral forms were made available to Panel members prior to the Panel. Contextual information was requested from all schools who could be required to admit a child via the Panel. Information was shared at the Panel; time and consideration over the placement of a child(ren) in a school was taken, paying attention not only to the needs of the child and the reason for a move, but also to the impact that child(ren) would have in the receiving school. Schools can make representation to the panel via their cluster representative. At times the decisions were challenging; often there is no right or wrong answer, but the Headteachers ultimately reached a consensus of opinion on where best to place a child(ren).

The Fair Access Team then look to support the child in accessing school in a timely manner and provide support within school if required.

The team supporting the Fair Access process consist of:

- The Fair Access Officer, who also has responsibility for elective home education
- Three Education Support Officers who work across the primary and secondary fair access process
- One Family and Young Person Support Worker (to support children arriving in Gateshead as part of the VPRP) who works across the primary and secondary fair access process
- The equivalent of one full time Education Psychologist to provide support and guidance in relation to children with significant additional needs but no EHCP.
- Educational psychology time to provide specific support to the VPRP process
- Admin support for the primary and secondary fair access process

The service manager for the Education Support Service has overall responsibility for the process. The Admissions Officer and the Primary Behaviour Support Team manager also supports the process.

Information on Referrals

Of the 114 children referred to the Fair Access Panel during the 2019/20 academic year, 9 were deferred, 15 were considered not appropriate, or were withdrawn at the Panel. There were 90 children allocated to a school; 4 decided not to move to their allocated school, therefore there were 86 appropriate referrals placed into schools in Gateshead.

Table 3 shows a breakdown of appropriate referrals by year group. There was a reduction in nursery referrals as it was agreed in 2018/19 that nursery children would not be discussed at FAP; the child that was referred was an exceptional case, but the Panel agree that the referral was **not** appropriate. Proportionally, reception children showed the greatest increase; in 2018/19 there were 1.5 reception children referred, on average to each Panel and in 2019/20 there we 1.9 reception children referred. Children referred in Y1 and Y5 proportionally showed the largest decrease; in Y1 in 2018/19 there were 2.3 children referred on average to each Panel and in 2019/20 there were 1.75 children referred.

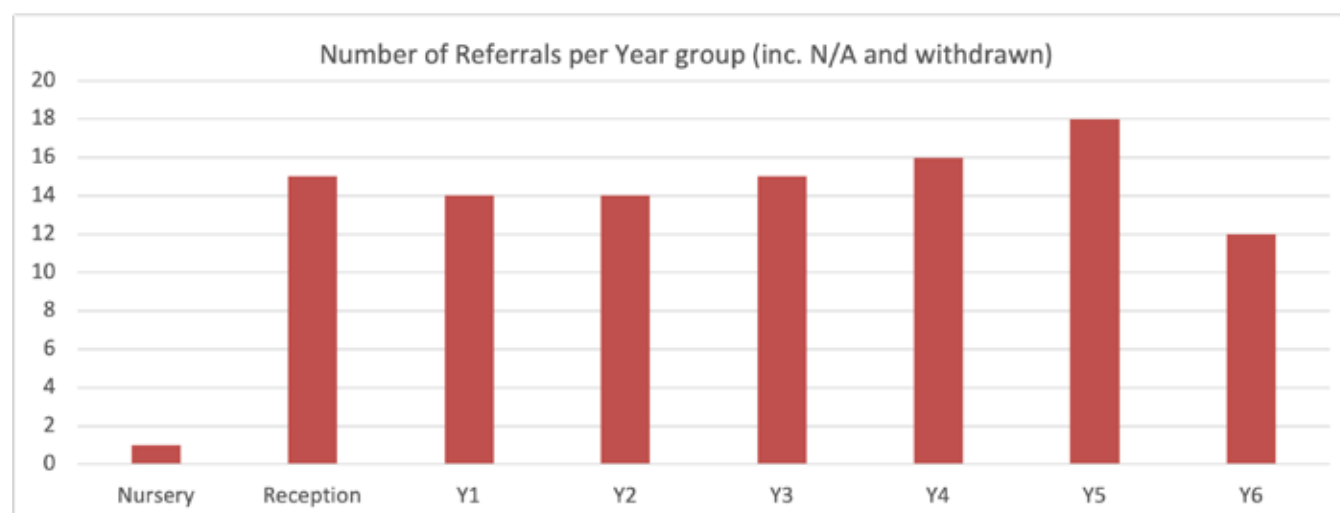
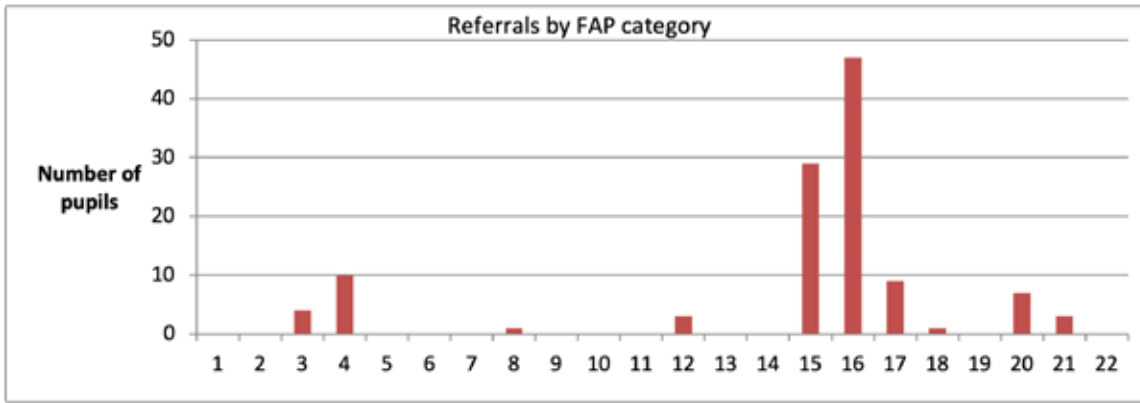


Table 3 Referrals by Year Group

Table 4 shows a breakdown of appropriate referrals by FAP categories. As with the previous year the most children being referred, were referred under FAP 16 (children of Gypsies, Roma, Travellers, refugees, asylum seekers...). FAP 15 (*complex transfer where it is felt that a child would benefit from support to aid the transition process*) was the second most frequent category for children to be referred to the Panel, and proportionately showed an increase in referrals.



Of the 63 primary schools in Gateshead (including Infant and Jr schools), 21 schools **referred 36 children** or were asked to refer children (complex transfers) to the Fair Access Panel. This is a similar number to last year even with the reduction in Panels.

As with previous years, the majority of referrals came from 62 vulnerable children moving into Gateshead. There were also 7 children who were home educated and returned to mainstream education via the Fair Access Process. If a home educated child leaves a school in Gateshead to be home educated and then wants/needs to return to a Gateshead School, the Panel would initially place the child back on the roll of the school they left.

Chopwell and Brighton Avenue referred the most children with 4 being referred under the complex transfer criteria, 1 for attendance, 1 for complex behaviour, 1 retrospectively and 1 SEN but without an EHCP.

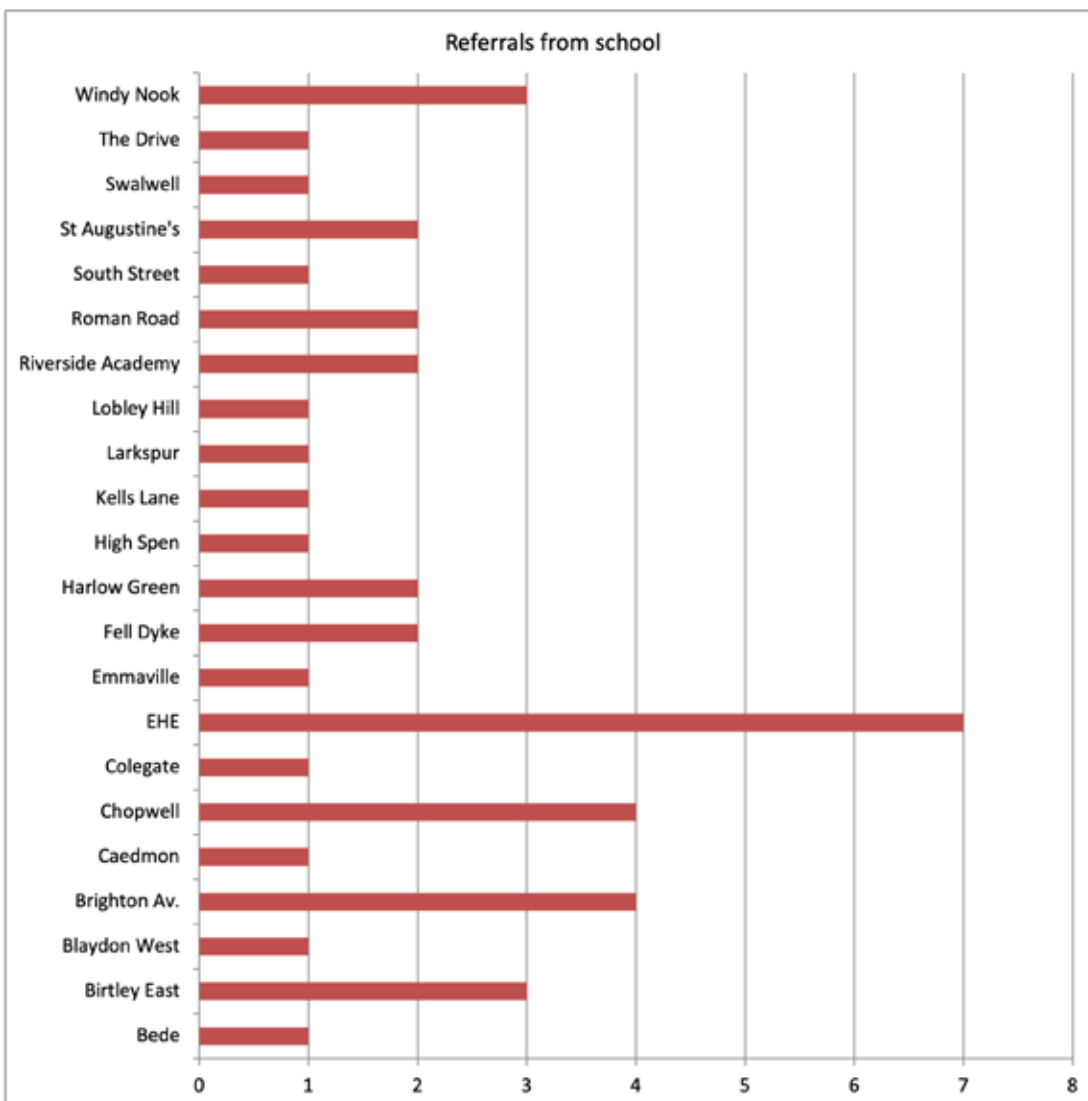


Table 5-Referrals from Schools

There were 30 schools who received 86 children from the Fair Access Panel, which is a decrease from the 36 schools who received children during the 2018/19 academic year, but this is in part due to the reduction in Panels. This breakdown can be seen in Table 6. Some of the numbers of children admitted reflect family groups. Kelvin Grove admitted the largest number of vulnerable children this year; they also received the largest number of referrals in 2018/19. Other schools in the Bensham area also admitted a large number of vulnerable children, which reflects the mobility of the population in Bensham and the high number of rentable properties.

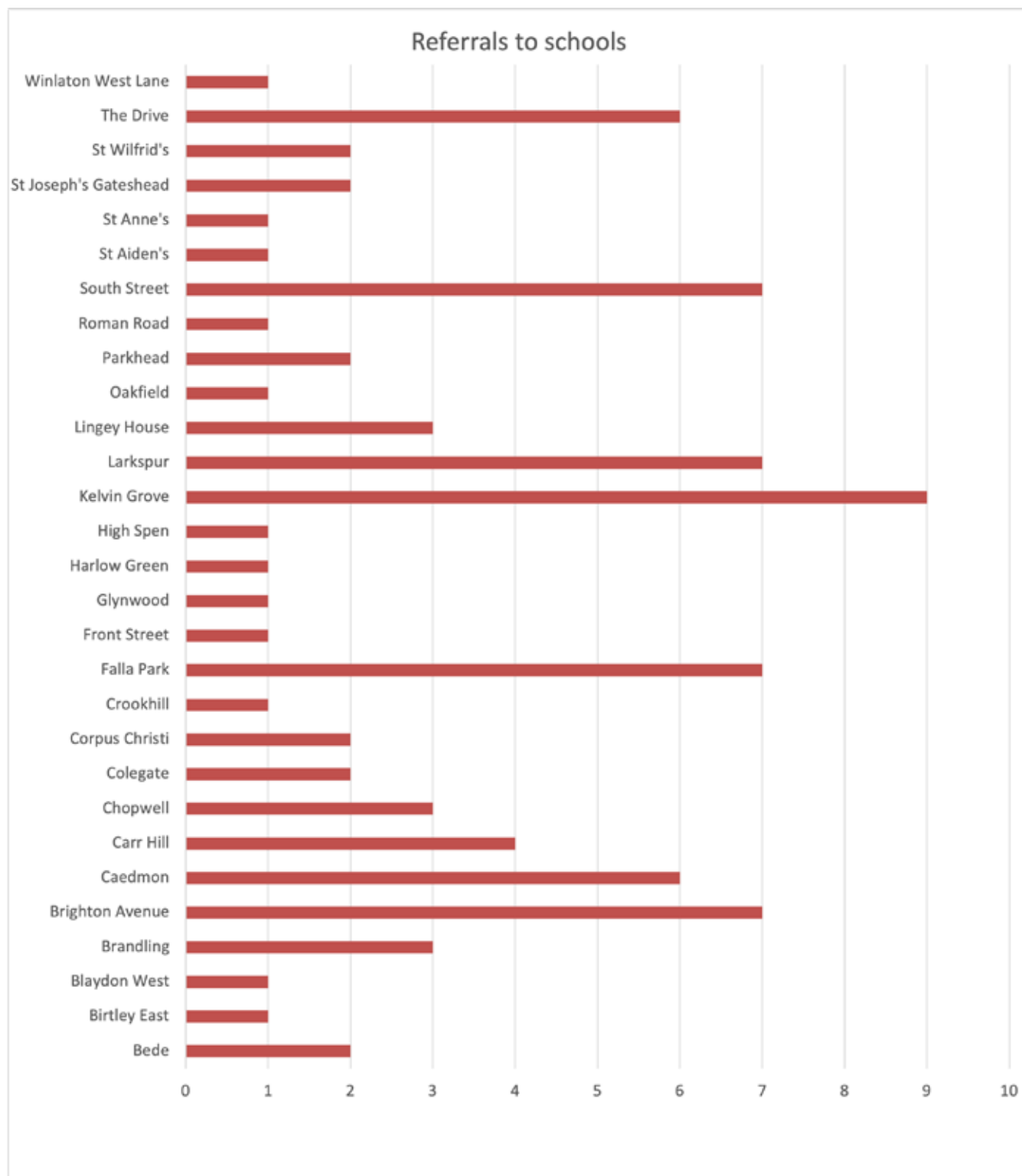


Table 6-Referrals received by schools

Table 6 a shows the number of children received by schools in their School Improvement Clusters. In previous years the Thomas Hepburn cluster had received the most children but in 2019/20 Heworth Grange Cluster received the most referrals with 25 children placed in cluster schools.

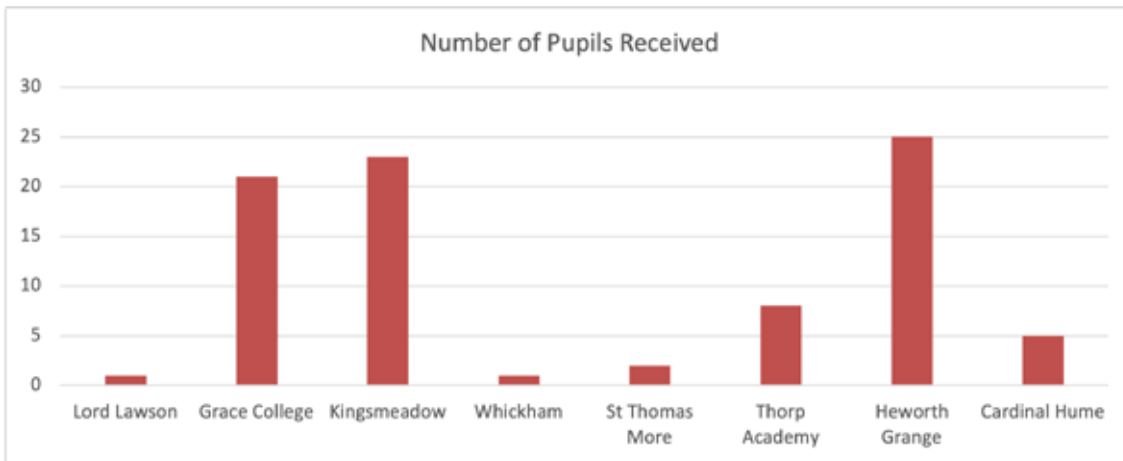


Table 6-a Referrals by Cluster Breakdown

Managed Moves

There were 4 managed moves agreed as appropriate in 2019/20, a reduction of 3 from the previous year. Two of the managed moves did not move. There were also 84 Hard to Place pupils placed in schools.

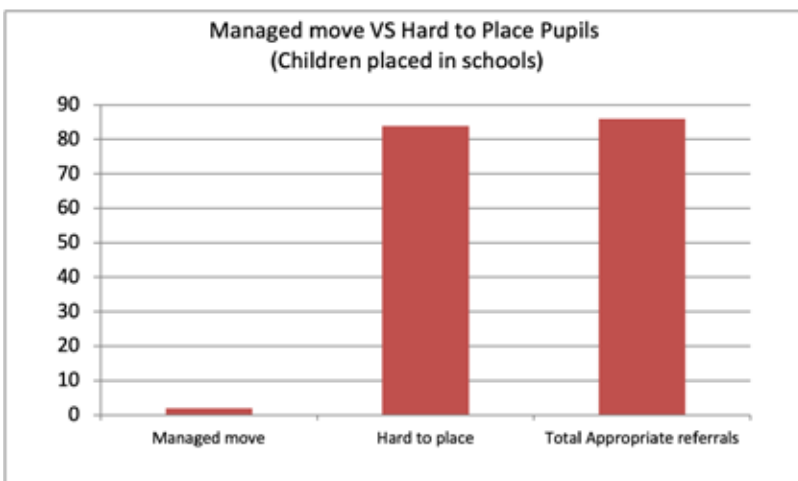


Table 7 Managed Moves vs Hard to Place Pupils

Table 7a shows the outcomes of the managed moves of the 4 young people referred; 0 were successful, 0 was unsuccessful, 2 didn't move and 2 were ongoing at the start of lockdown.

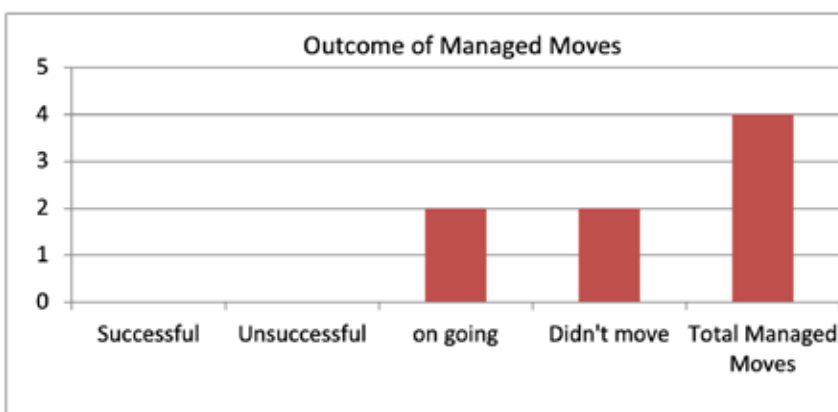


Table 7 Outcomes of Managed Moves

Support for the Fair Access Process

Local authority staff support the fair access process. From the time a request to move school is made, until a move is deemed to be a success (or failure), members of the Education Support Service engage with parents, pupils, schools and other agencies to gather information, undertake home visits, attend meetings and work with the young people.

Table 8 shows a breakdown of some (but not all) of the support provided, including 50 children who have received at least one home visit, 45 integration meetings, 51 other meetings and 28 young people who have received 1-1 support.

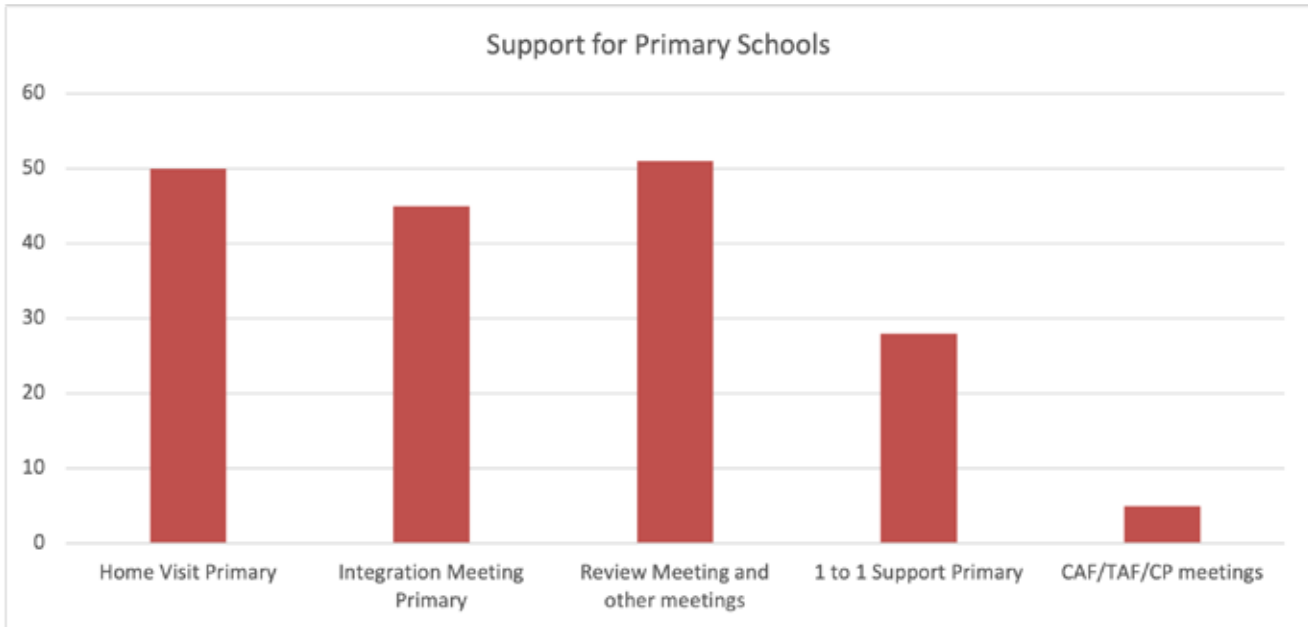


Table 8 Fair Access Support

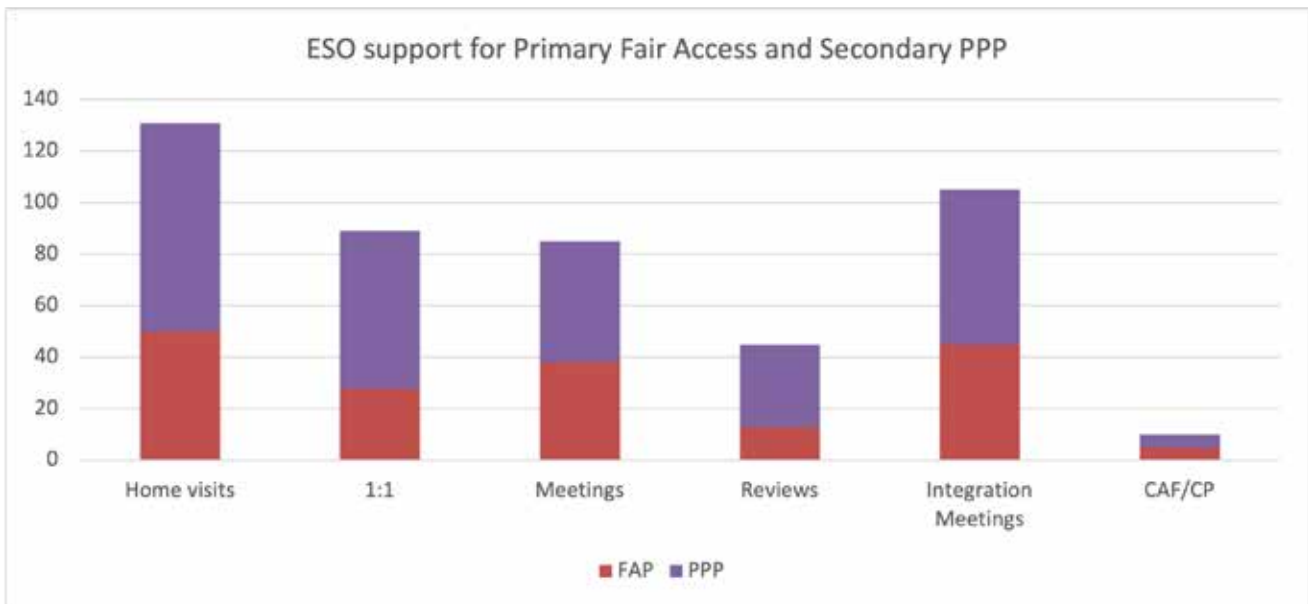


Table 8b Fair Access support over Primary and secondary schools.

Support for Children placed in Gateshead via the Vulnerable Persons Resettlement Programme

In September 2018 funding was provided by the Vulnerable Persons Resettlement Programme (VPRP) to employ a Bilingual TA to work specifically with children and young people admitted via this programme. In 2019/20 there were 21 children and young people admitted to Gateshead Schools via the VPRP; 13 primary/nursery children and 7 secondary young people. This is 28% of the total number of asylum seekers and refugees (ASR) that were placed via the Panel in Gateshead Primary Schools, which is a slight reduction on last year. In total there were 46 ASR who were placed in Primary Schools in 2019/20. See Table 9 and 10.

The Bilingual TA worked with 49 primary aged children placed via the Panel (this included children placed in previous years also). The role included

- An initial home visit to gather information about the children and wider family
- Presentation of information at the FAP
- Facilitation and interpretation of the integration meetings and review meetings in school
- Support for children in school, including helping with rules and routines, support with behaviour and additional needs
- Liaising between family, school and other agencies.
- Attending EHCP action planning meetings and reviews
- Attending CAF/TAF meetings
- Providing support and guidance to staff in relation to the refugees

During the Covid-19 lockdown period it was agreed that the Bilingual TA would support any family within Gateshead or arriving in Gateshead who communicated in Arabic. In addition to their usual role they supported families and young people with

- Accessing online learning
- Communicating with schools in regard to a wide range of issues
- Communicating school information to families on a wide range of issues
- Helping families access FSM vouchers
- Helping support with the alternative transition arrangements for children moving into reception and Y7
- Helping families understand rules and changes related to the Covid-19 pandemic

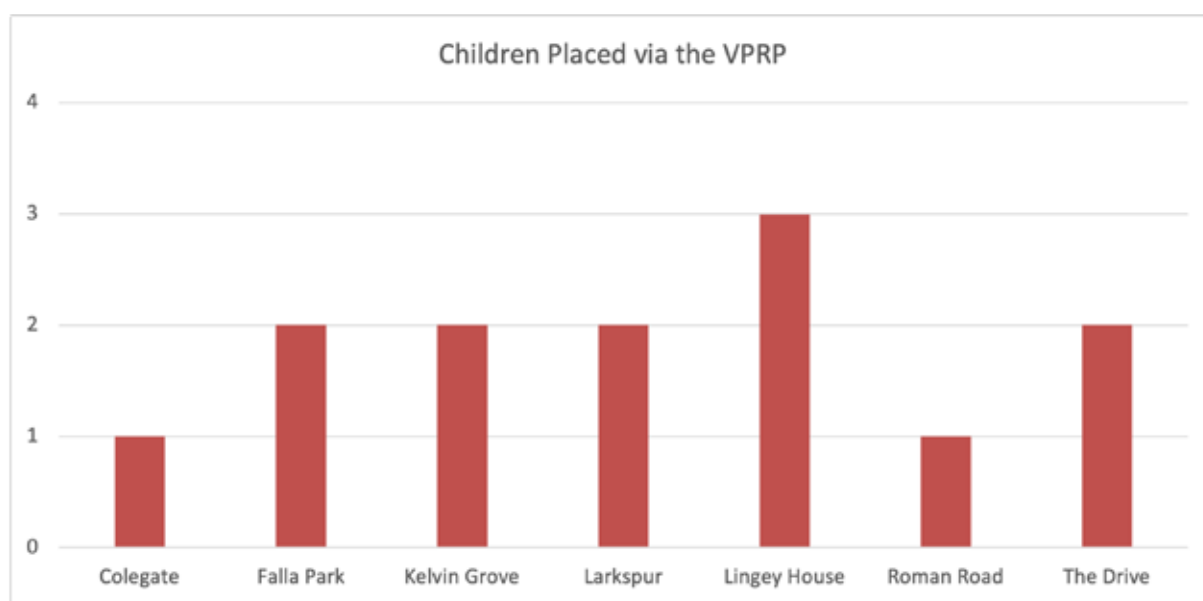


Table 9

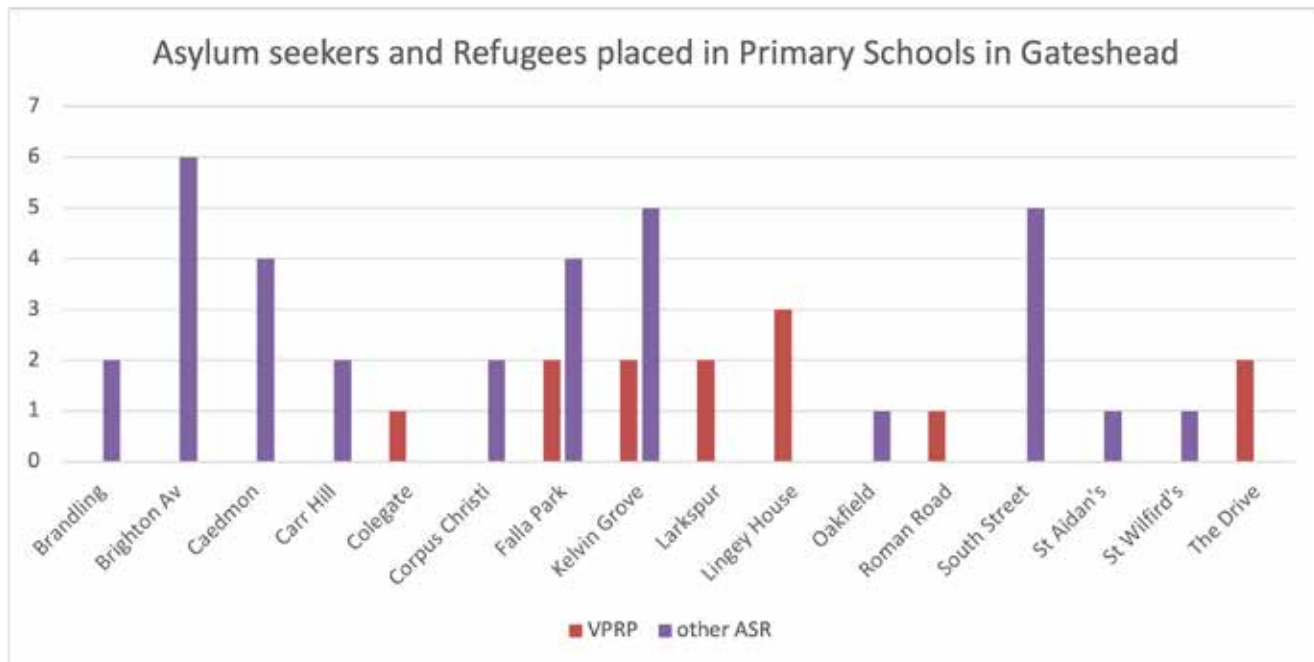


Table 10

The Gateshead Psychological Service was also commissioned to deliver services to the Vulnerable Persons resettlement Programme. See Appendix A.

Special Educational Needs

Schools Forum agreed again to the de-delegation of funds for the equivalent of a full-time educational psychologist, following the number of children referred to the Fair Access Panel with special educational needs. As agreed, the work is distributed across the Psychological Service so that most EPs have taken on work relating to FAP referrals. This ensures that support is there as and when needed and is not conditional on one individual's time and workload.

Appendix B is a comprehensive analysis by the Psychological Service of the use of EP time during the 2019/20 academic year.

To date, the PFAP EP has accepted **112** individual pupil referrals overall. During academic year 2019-2020, **12** referrals were still ongoing from academic year 2018-2019 and **13** new referrals were initiated, totalling **25** active cases with the PFAP EP this academic year. A greater number of referrals would have been expected this academic year had the COVID-19 restrictions not been in place.

The ages of the 13 pupils referred this academic year are as follows:

Year Group	Number of Children Referred
Reception	1
Year 1	2
Year 2	2
Year 3	1
Year 4	3
Year 5	3
Year 6	1

**Not all of these children were placed within their chronological year group upon entering their new school.*

The primary needs of these children have been loosely categorised in the table below. However, please note that it is difficult to categorise very complex children into one category of need only and particularly as some are still undergoing assessment in order to identify and meet their needs.

Area of Need	Number of Children Referred
Social, emotional and mental health	6
General learning	2
Social communication	3
Physical / sensory / medical	1
Speech, language and communication (including EAL)	1

EPS Training Programme

In January 2016 the panel agreed to the rollout of training across the School Improvement Clusters. 2019/20 was the fourth year in which EPS has provided training sessions. This programme consisted primarily of workshops as this was the preferred model of delivery when evaluating feedback from previous training rounds. Three of the four topics within this round of training were delivered in the workshop format. However, one particular topic of relevance did not lend itself to the workshop format and so was delivered in a traditional training format. **24** training sessions were initially offered, although not all could go ahead. Details of these sessions are in Appendix B.

Home Education

There have been 206 young people on Gateshead's home education register this year. Throughout the year the number is fluid as new young people leave school to be home educated and other young people return to school or leave the area. This has been a substantial increase over the last 10 years; in 2010/11 there were 36 young people home educated in Gateshead. This increase in elective home educated young people is in keeping with the national trend.

There have been 22 students leave Gateshead primary schools this year to be home educated. **Table Q** indicates the schools where children have left to be EHE in 2019/20.

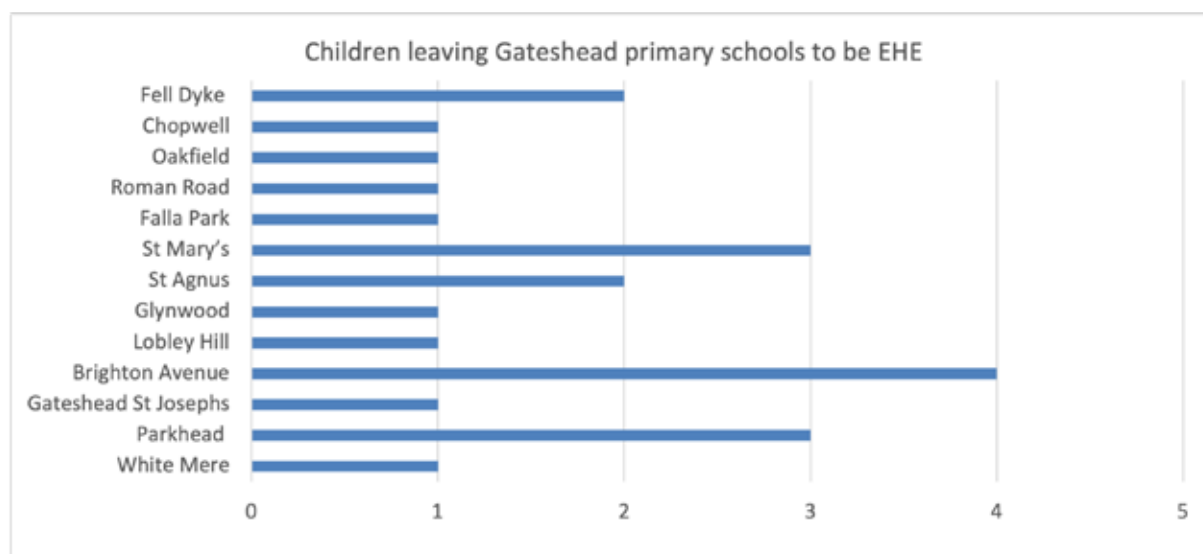


Table Q

This year there were 7 children who returned to primary school and 9 who returned to a secondary school who had been home educated in Gateshead; 9 School Attendance Orders were issued, at secondary level, to parents who could not demonstrate that they were providing a suitable education and would not agree to their child returning to school via PPP.

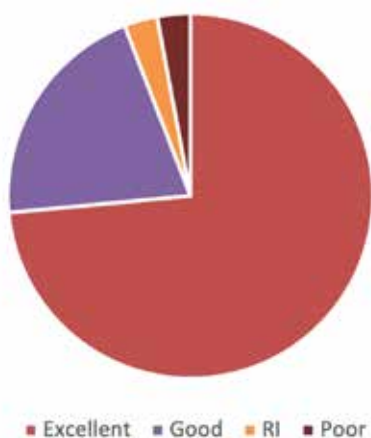
Evaluation of the Fair Access Process

A small evaluation was undertaken of parent and student views of the fair access process; there were 32 returns over both Primary and secondary schools. Parents were asked the following questions:

- How would you rate the quality of support you got from the Fair Access Team?
- Did you feel that the amount of support given was enough?
- How useful were the meetings that kept you informed about your child's progress?
- How would you rate the teams' response to issues/incidents that occurred at school?

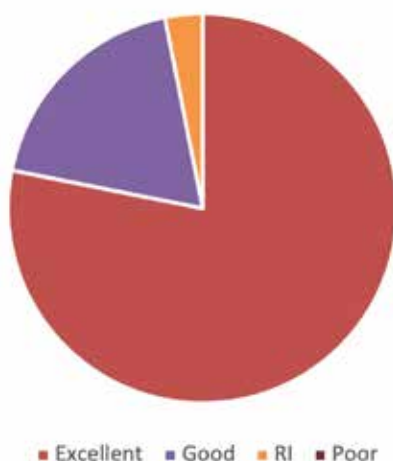
The following information is taken from the 32 responses by parents:

Quality of support from the Education Support Team



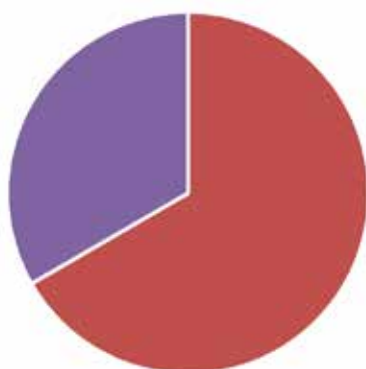
- Great job professional team.
- Excellent support received at a very difficult time.
- Always there to help.
- Staff member was really nice and phoned me all of the time.
- I spoke with the worker to say thank you as they did a great job when speaking with my son. It's not always easy getting through to a teenager who thinks they know everything but what he said worked!!!
- Super team.

Amount of support given



- Just the correct amount, not too intense.
- Just thought it helped to reassure my child.
- He tried his best to make the move work.
- He went into school quite often to help with the managed move and talk to other professionals and attend core group meetings.
- I think the support was great probably more support than anybody else has ever given.
- Always at the end of a phone.

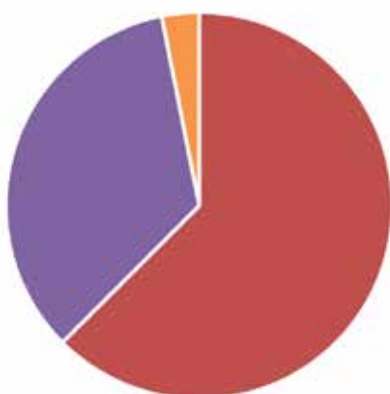
How useful were meeting held in support of your child



■ Excellent ■ Good ■ RI ■ Poor

- Very personal touch could not fault.
- Very informative but felt that school could have made more contact through the process.
- School didn't always have the necessary information; meetings were generally good however schools being more prepared would improve further.
- Reliable.
- I was told things that I didn't know about my child and this really helped.

Reponse to issues at school



■ Excellent ■ Good ■ RI ■ Poor

- Communicated well. Thank you.
- Top class!
- He was on the phone straight away if I needed to know something.
- There were a few issues at first that needed to be sorted out after that things were fine.
- Was always there at the drop of a hat to support my son.
- I think I was told when something wasn't going well.

Conclusion

The Fair Access process continues to challenge schools and the local authority to find the most appropriate educational provision for some of the most vulnerable students. This year has been particularly challenging with schools closing for all but the most vulnerable children and those of key workers on the 20th of March 2020. Despite this, all schools continue to support the process and admit their fair share of vulnerable students.

A major review of the Fair Access Process was not undertaken this year. In discussion with Headteachers it was agreed that at KS2 the Fair Access process could look to place children over PAN. The Panel also agreed to a temporary change to the categories to include children who needed to be placed in a school in Gateshead during the lockdown period due to their vulnerability.

The Primary Fair Access Process will continue to evolve and change to meet the needs of schools/academies, parents and children over the coming academic year. Through the learning outcomes, the panel will continue to refine the process in relation to practice, procedures and protocols.

d) Secondary Fair Access Process

Pupil Placement Panel

Background

The Gateshead secondary Fair Access Protocols have been in place since October 2007. The first panel met in February 2008 and the panel has continued to meet every 3 to 4 weeks during term time until March 2020. Since February 2008 more than 1830 pupils have been referred to the panel for a place in a school.

Every local authority is required to have in place a Fair Access Protocol (Schools Admissions Code 2012 article 3.9), which is developed in partnership and agreed with the majority of its schools. All schools (including Academies) must adhere to the protocols. Gateshead's protocols have evolved over time to reflect the needs of its pupils and schools.

The purpose of the Fair Access Protocols is to ensure that - outside the normal admissions round - unplaced children/young people, especially the most vulnerable, are found and offered a place quickly, so that the amount of time any child/young person is out of school is kept to the minimum.

For the vast majority of young people, the protocol will not be necessary or relevant; it is intended to be used where there are particular difficulties in securing a mainstream school place or appropriate provision.

From a school perspective, the purpose of these protocols is to establish a fair and transparent system, which ensures that all schools admit their fair share of children and young people. From a young person's perspective, the purpose of the protocol is to ensure that access to education is secured quickly.

Although as a local authority we would always seek to ensure that parental choice is acted upon, there is no duty for local authorities to comply with parental preference when allocating places through the Fair Access Protocol.

During the academic year 2019/20 there were 8 secondary Pupil Placement Panel meetings. The Panel was suspended in March 2020 in line with the measures introduced due to COVID-19; 4 Panels were cancelled between March and June 2020. The Panel recommenced in July 2020. Due to the suspension of the Panel, some of the data for 2019/2020 will not be comparable with previous data.

During the suspension of the Panel, the Education Support Offices continued to support the 43 secondary transfers and 59 primary transfers that arrived in Gateshead, just before or during the lockdown period, providing welfare checks, access to free school meals and access to education materials. The Education Support Officers also prepared PPP referral forms ready for the Panel restarting in July. Staff also continued to support the cases that they were already working with.

This annual report provides information on the work of the Pupil Placement Panel (the name for the secondary fair access process) during the academic year 2019/20, as well as information on the support provided for children and young people who were considered to be appropriate referrals to the panel.

Table A provides a breakdown of the agency, representation at the panels. The Early Help service attended 1 Panel this year due to their changing role and their capacity. It was agreed that the agenda would be sent to a social care representative and information would be provided for the panel. It was also agreed that Education Support Officers would have access to social care information prior to the Panel, which would also include information from YOT.

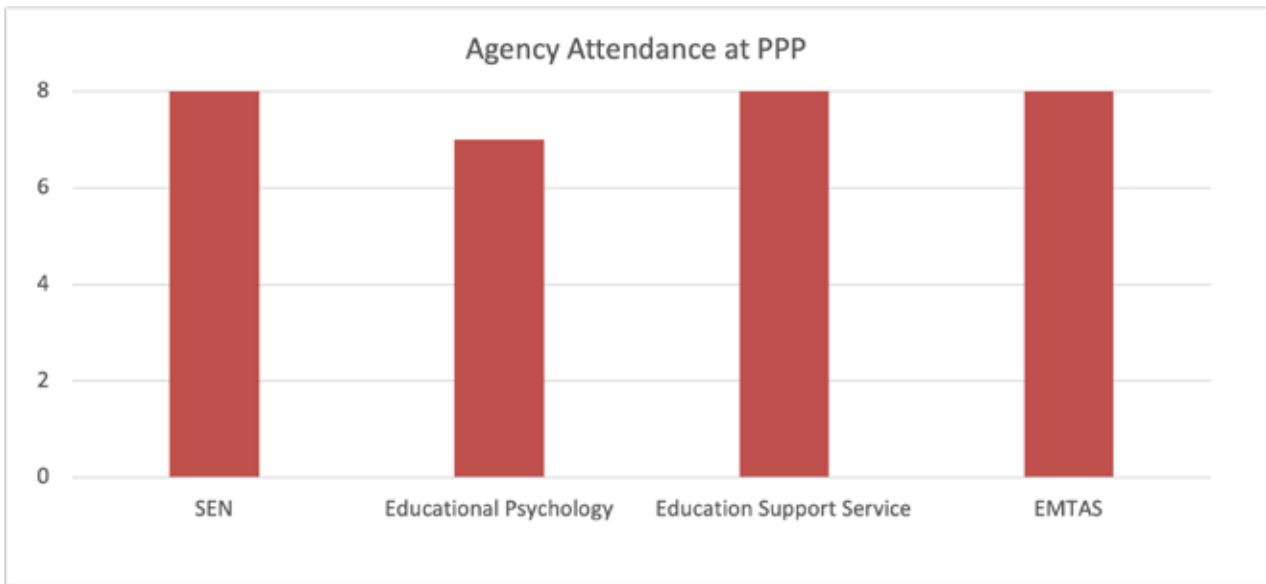


Table A Panel Representation

Table B shows a breakdown of Head Teacher and senior leader representation at PPP. In 2018/19 it was agreed that a Deputy Head/Assistance Head or equivalent, from every secondary school and academy in Gateshead should attend every Panel.

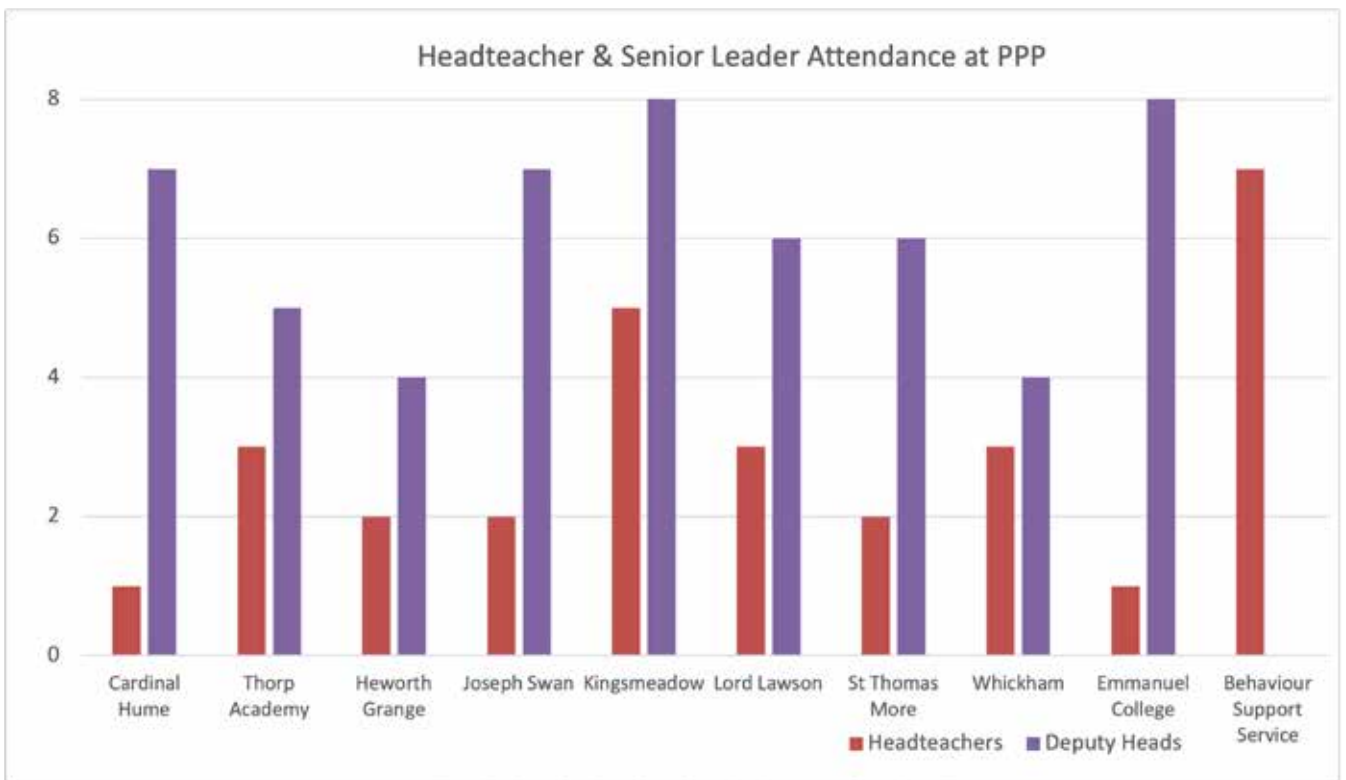


Table B Head Teacher/ senior leader representation at the Panel

Referrals to the Pupil Placement Panel

Table C sets out the referrals made to the Pupil Placement Panel between 2012 and 2020. There had been a 148% increase in total referrals to PPP since 2012 through to 2018/19, but due to the suspension of the Panel due to COVID-19 there has been a reduction in young people referred to PPP this year. In 2019/20 there were 129 referrals to PPP of which 114 were considered appropriate; This included 9 School Attendance Orders (SAO) referrals. Of these young people, 95 were placed in mainstream school. There were 19 young people considered appropriate who did not move.

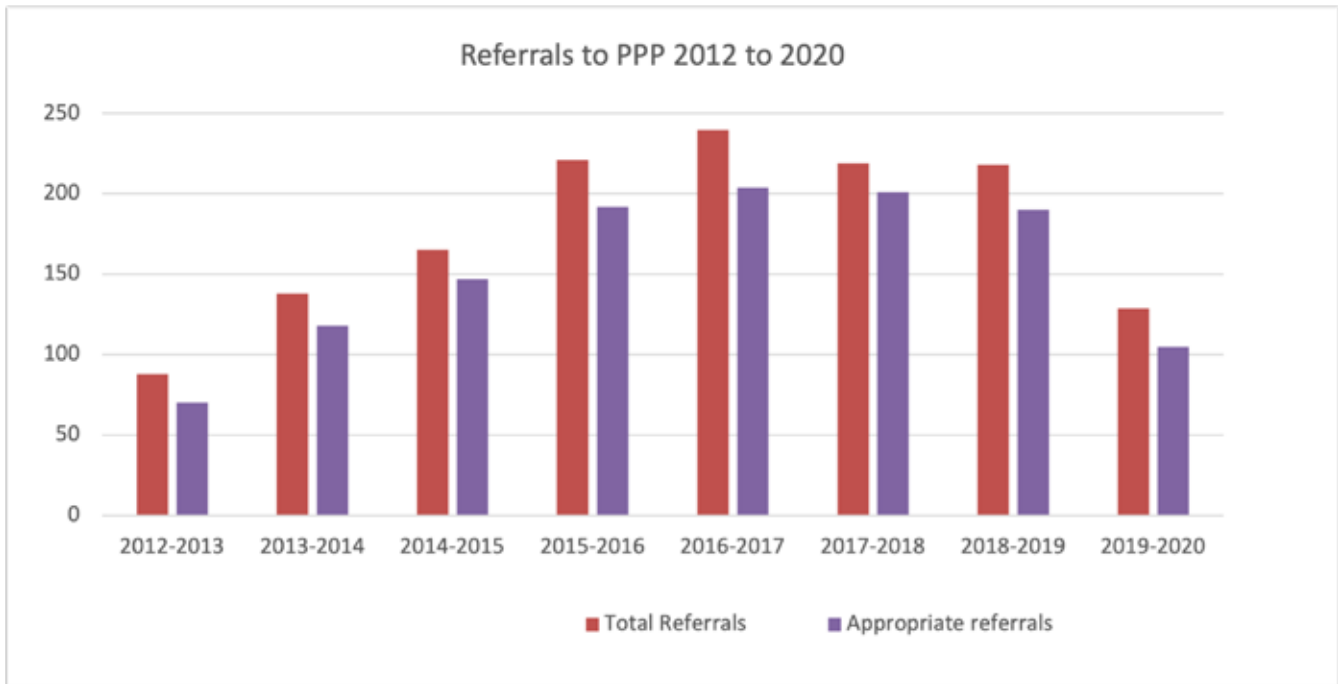


Table C1- Referrals made to the Pupil Placement Panel

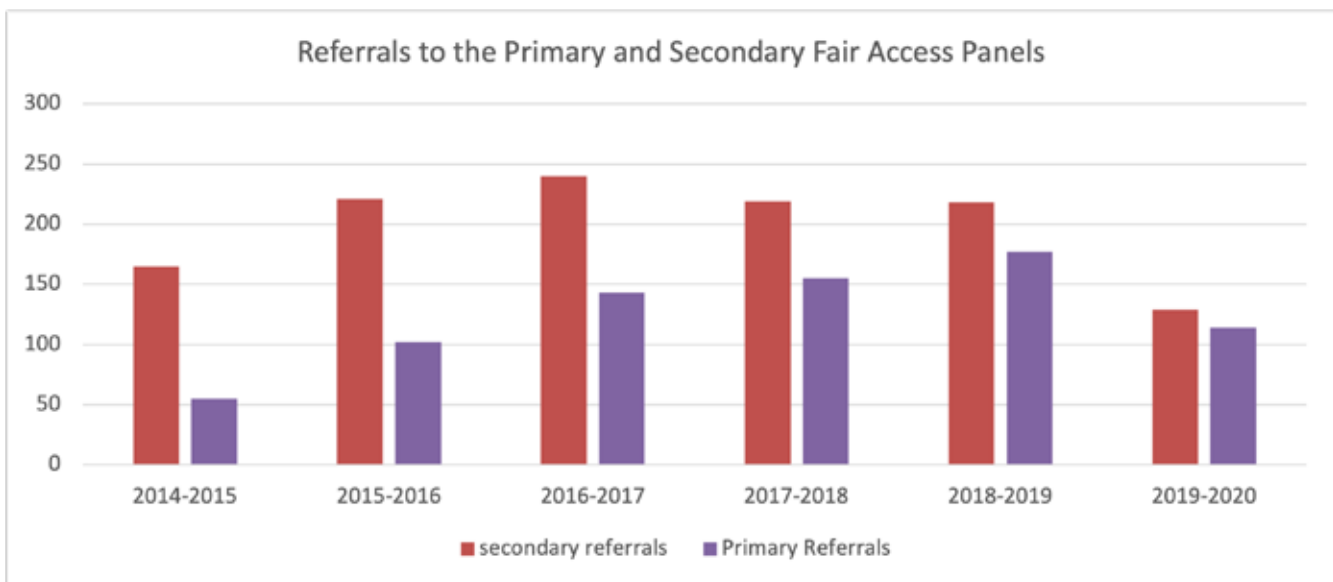


Table C2- Referrals made to the Pupil Placement Panel and Primary Fair Access Panel

Table D provides an overview of the referrals made to the panel from each of the secondary schools within Gateshead. There were 45 young people referred from schools in Gateshead, 15 young people who returned to school from elective home education and 4 young people who had previously been permanently excluded from a Gateshead School, plus one placed in RTMAT, who were seeking a managed move back into a mainstream school. There were 55 referrals from outside of Gateshead. One young person was a referral from Thomas Hepburn after not accepting a school place outside of Gateshead, at the end of 2018/19 when the school closed.

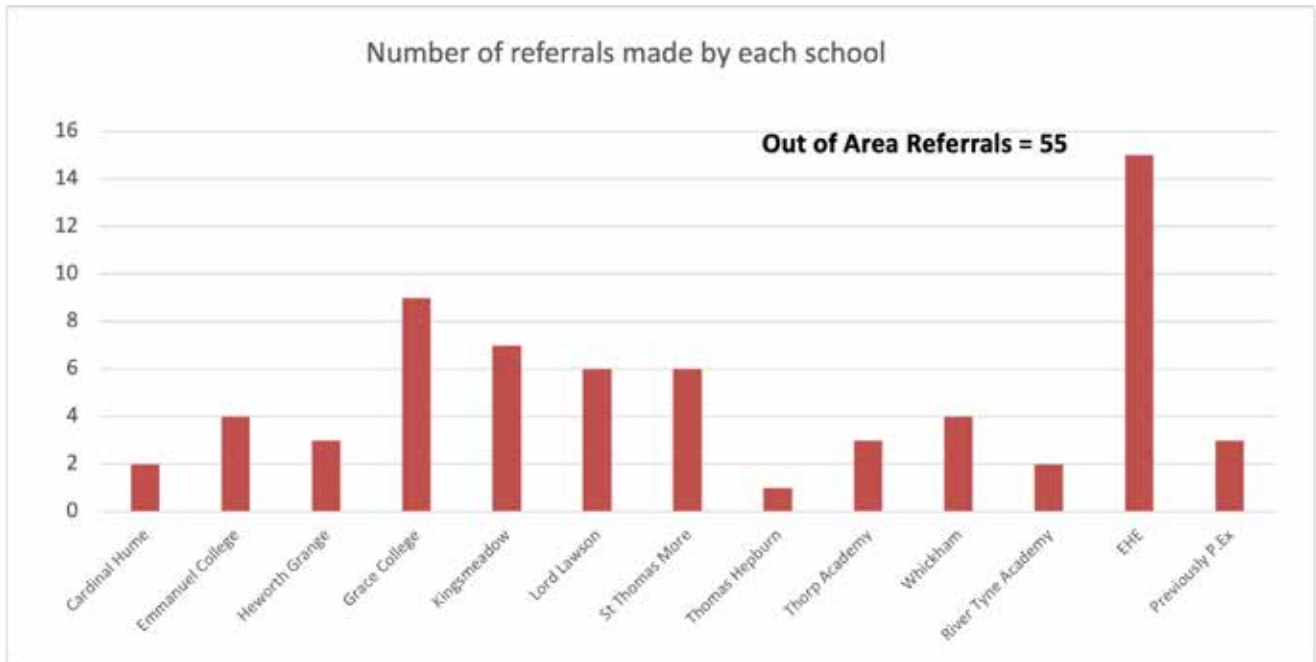


Table D Number of referrals made to the Panel by schools

Table E provides a breakdown of referrals by FAP category.

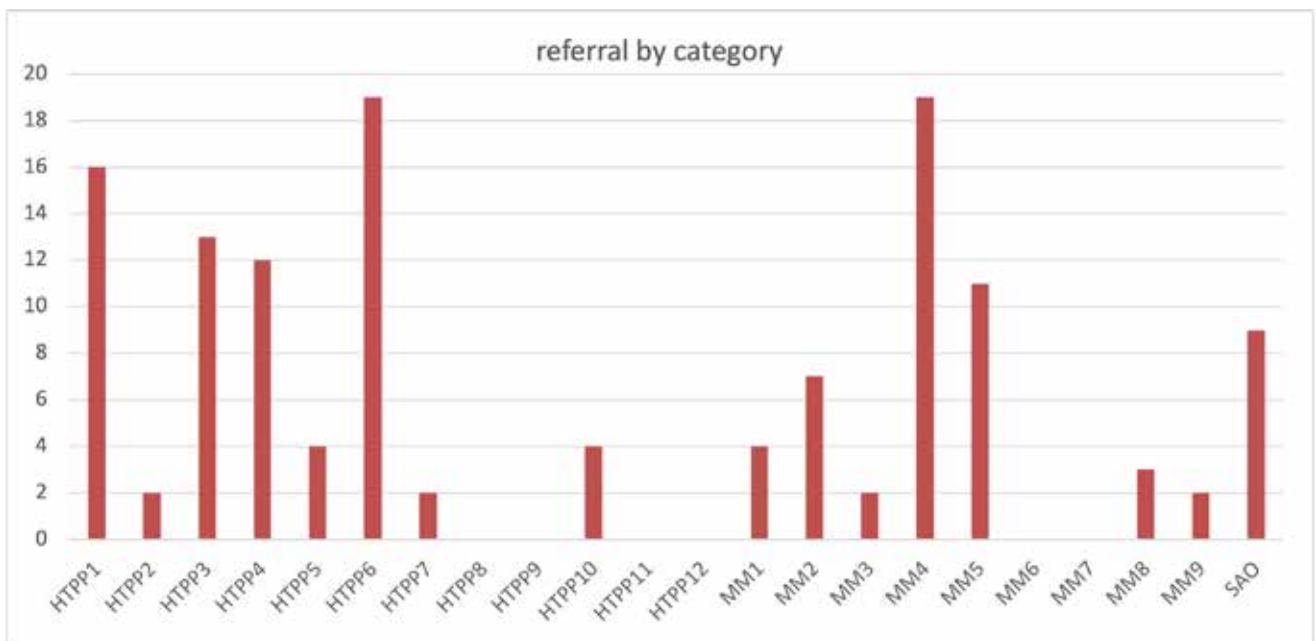


Table E - Referrals per FAP Category

As with last year the most students referred were in category MM4 (*young people who have a history of challenging behaviour and are at increasing risk of permanent exclusion*), and HTPP 6 which includes asylum seekers and refugees (ASR);

There was an increase in referrals in HTPP1 (*pupils who have been out of education for longer than 1 term i.e. home educated young people*) and HTPP4 (*pupils who move into Gateshead with complex behaviour needs*).

With the strengthening of the home education guidelines in April 2019 there has been increasing pressure on parents to return their children to a mainstream school, if a suitable education is not being provided. This change in guidance also relates to the increasing number of students referred for a SAO. There were 9 young people who were home educated, where there was no evidence of provision, that were allocated a school via PPP as part of the School

Attendance Order (SAO) process. None of these young people have taken up the place in the school allocated; due to COVID-19, all SAO were suspended but will be reviewed in September 2020.

Although this year HTPP6 (gypsies, Roma, traveller, refugees and asylum seekers, homeless children, who have difficulty securing a school place) was one of the largest referral categories, numbers decreased significantly since 2018/19 from 46 to 19; The Government’s Vulnerable Person Resettlement Programme (VPRP) was suspended in March 2020 due to COVID-19 but will potentially recommence in Autumn 2020. Out of the 19 students referred to the Panel as HTPP6, 7 arrived in the Gateshead via the VPRP, 2 were homeless and 10 were asylum seekers who were not part of the VPRP.

Table F shows a breakdown of referrals by year group. The largest number of referrals were in Y10 where 43 young people were referred to the Panel. In 2018/19 it was agreed that Y10 and Y11s from Gateshead schools would not move via the Panel; this was reviewed in 2019-20 and it was agreed that Y10s from Gateshead Schools could move through the Panel, therefore although there were fewer Panels in 2019-20, the number of Y10 referrals increased.

At the end of 2018-19 it was highlighted that there were a large number of Y7 and Y8 young people being referred to PPP. In 2018-19 there were on average 3.5 Y7 referrals/panel and 5.3 Y8 referrals/Panel. In 2019-20 there were 2.1 Y7 referrals/panel and 3.3 Y8 referral/panel indicating a reduction in the number of Y7 and Y8s being referred to PPP.

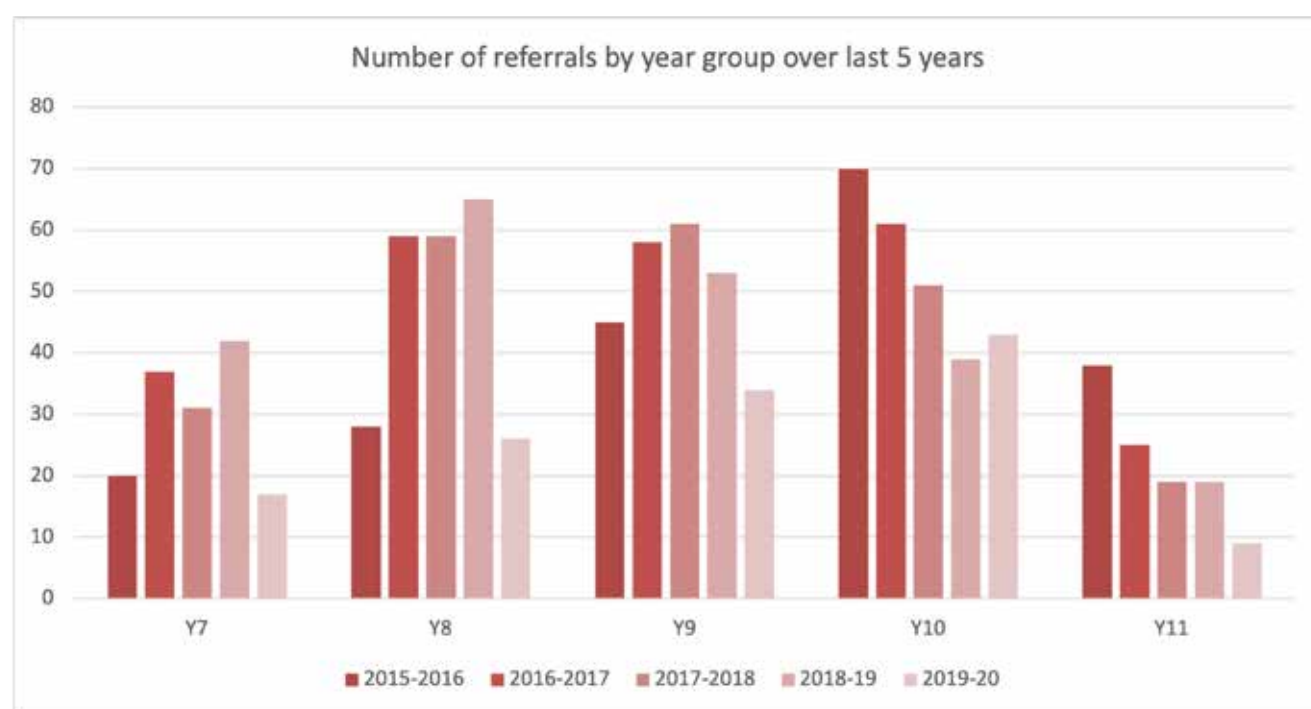


Table F-Referrals by year group

Pupils placed by the Panel

Tables G and H show the number of students allocated to schools. A student’s placement in school is counted in two ways. **Table G** shows the actual number of students placed in each school. **Table H** shows the number of students placed in schools on a percentage basis in relation to the whole school population.

Heworth Grange was allocated the most students in 2019/20 and also took the highest percentage of students per school population.

Table G indicates that generally there was a fair spread of vulnerable students placed across Gateshead schools. The difference in range in table H in 2018/19 was 2.45 and in 2019/20 was 1.3 showing a fairer distribution of vulnerable students over the 9 Gateshead Schools in 2019/20.

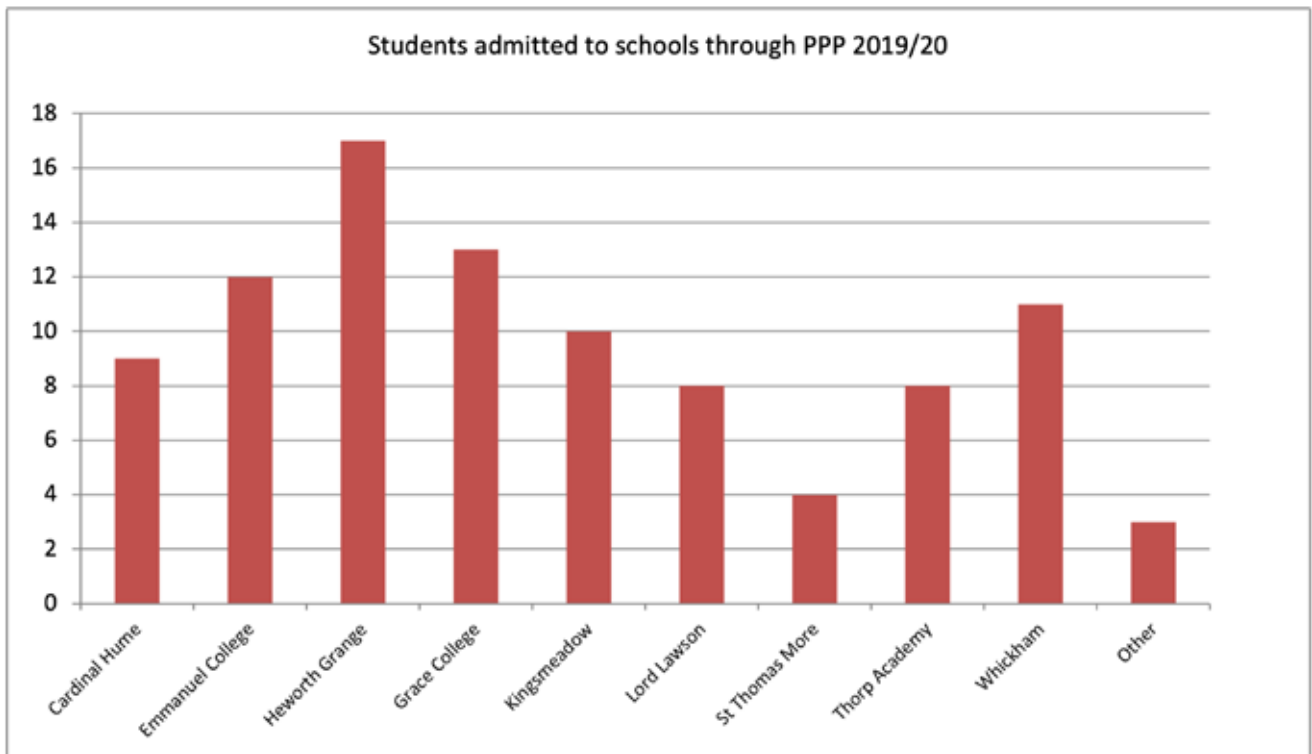


Table G-Number of referrals placed

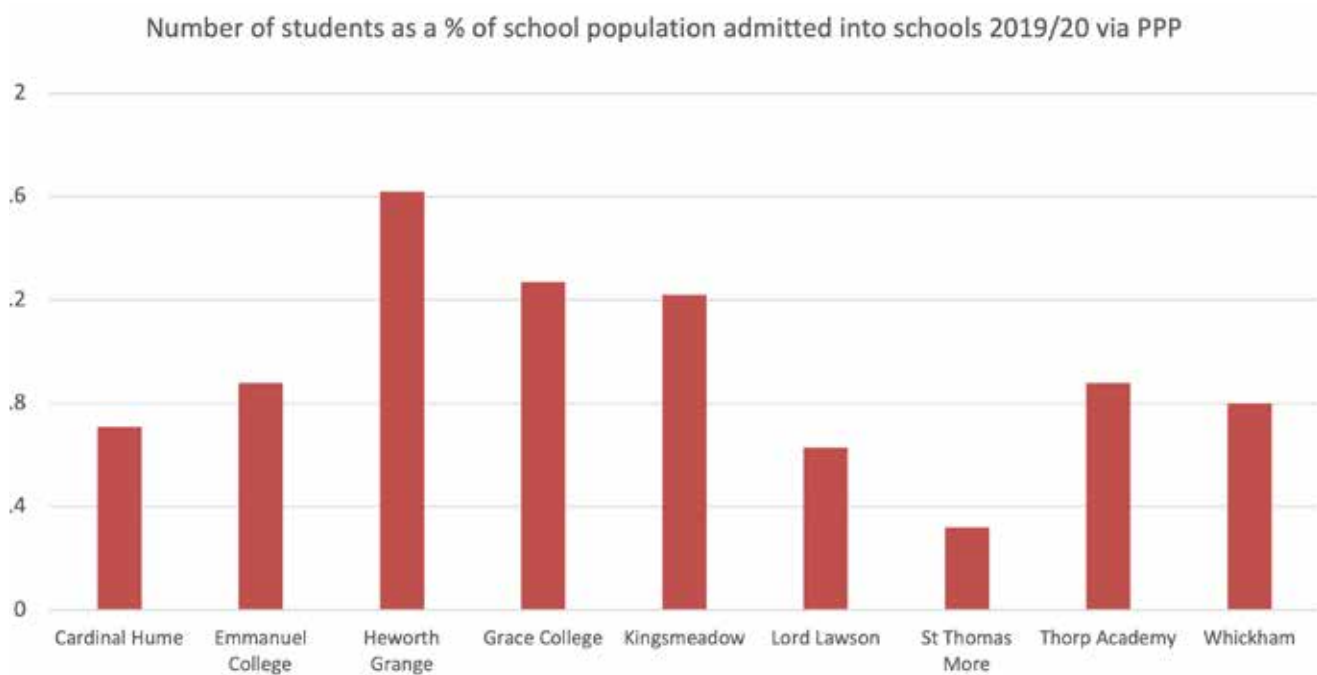


Table H-Percentage of referrals in relation to school population



Table I shows students placed in school over the past 6 years. All schools/academies continue to play their part in taking pupils from the panel.

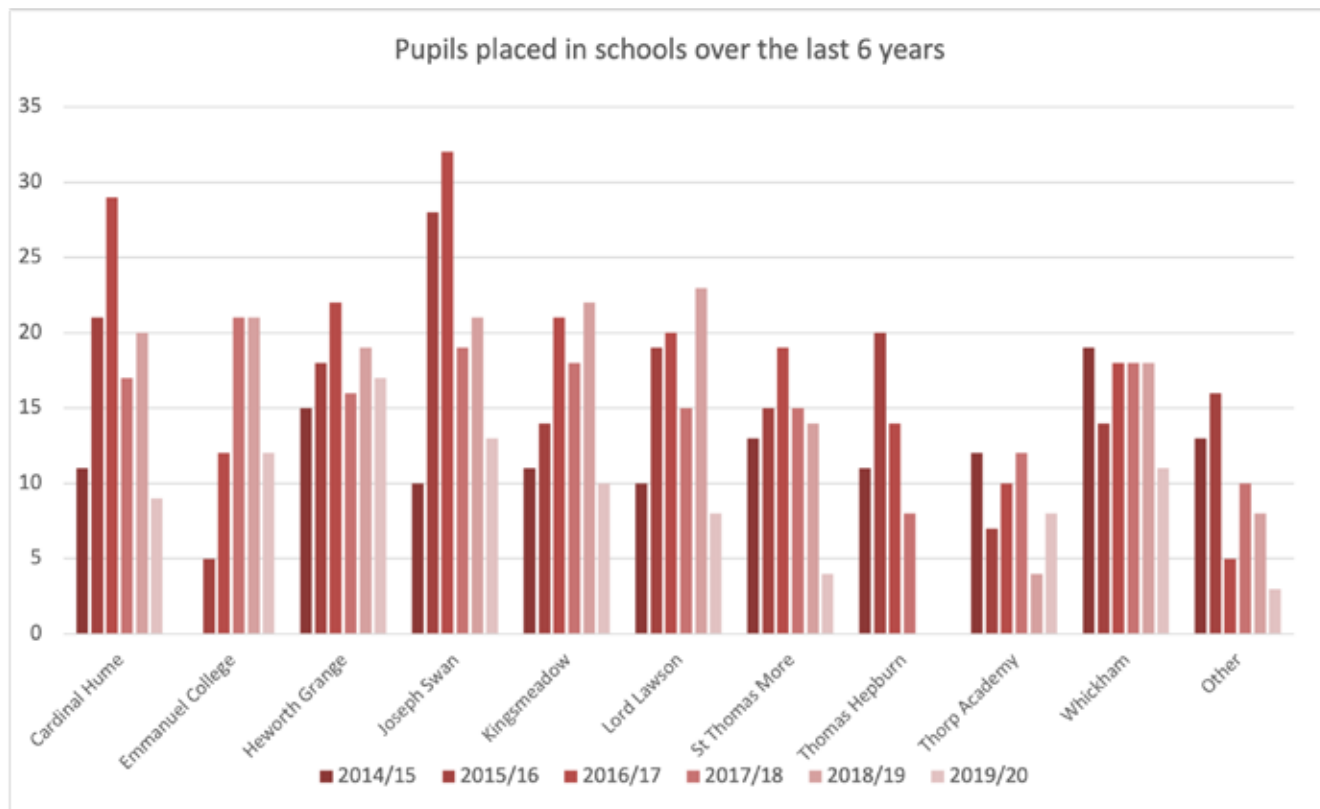


Table I School placement

Table J shows the number of Y10 and Y11 students that were placed in schools from the panel. There were 2 students placed in alternative provision.

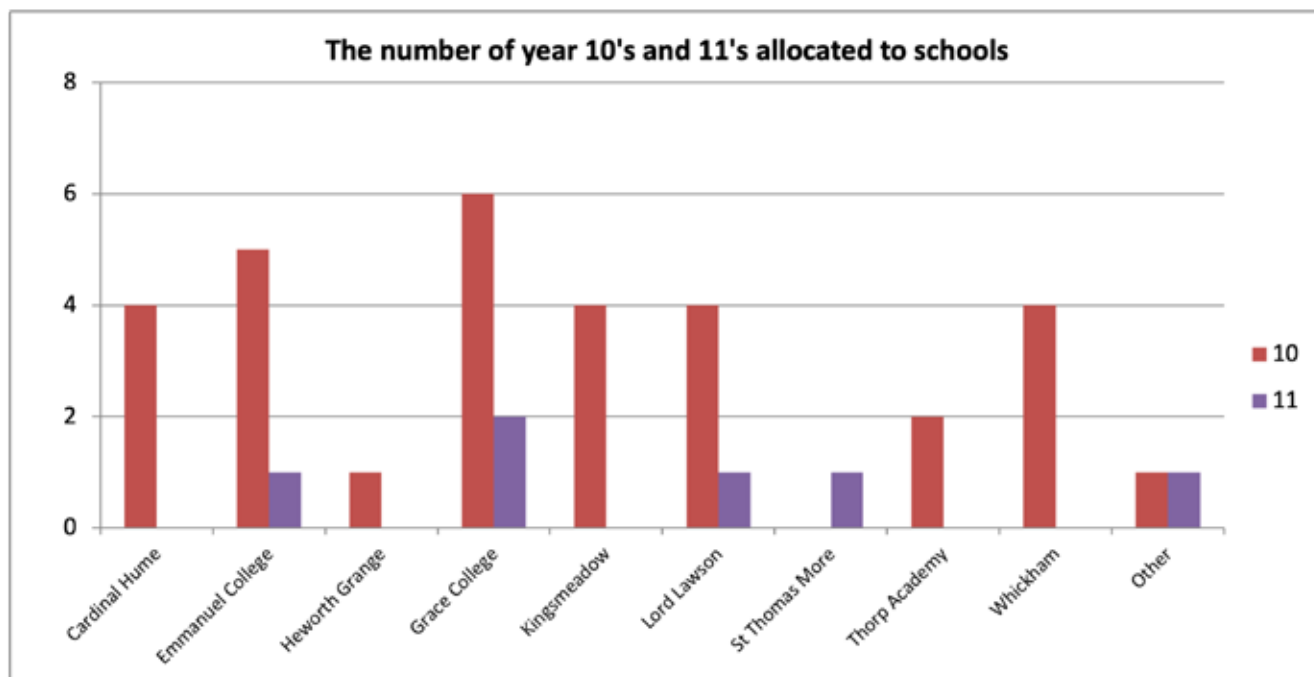


Table J Y10 and Y11 Placed in Schools

Managed Moves

During the 2019/20 academic year there were 44 managed moves. Managed moves outside of PPP in 2019/20 have continued as agreed in 2018/19.

Of the 44 managed moves 7 (16%) have been deemed a success, and the student has moved onto the roll of the receiving school, 13 (29%) returned to their original school and 24 (55%) are still ongoing. This shows an increase in successful managed moves compared to 2018/19, but comparison of the data is difficult due to COVID-19. Education Support Officers continued to contact students who were already on a managed move, during the closure of schools to most students.

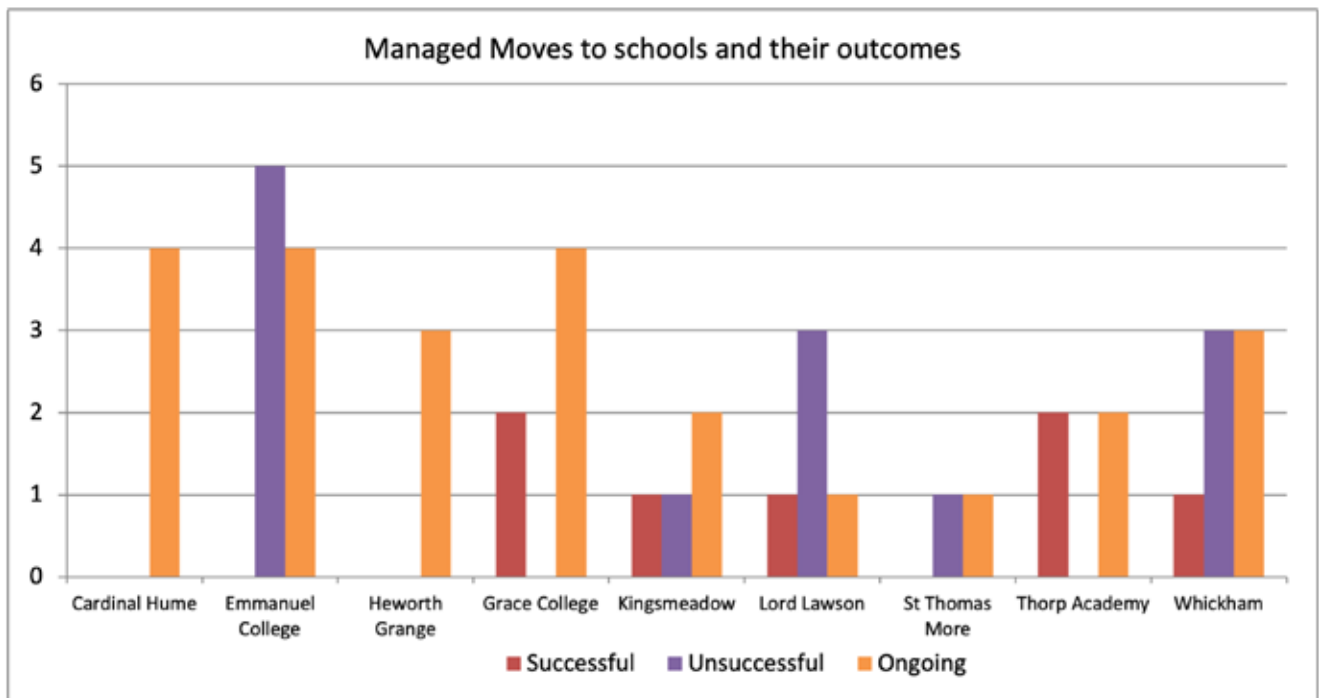


Table K shows a breakdown of managed moves.

Support for the Fair Access Process

Local authority staff provide support to the fair access process, from the time a request to transfer schools is made until a move is deemed to be successful or unsuccessful. Members of the Education Support Service engage with parents, students, schools and other agencies to gather information, undertake home visits, attend meetings and work with the young people.

Support for the fair access process provided by the local authority consists of:

- The Fair Access Officer; who also has responsibility for elective home education
- Three Education Support Officers who support both the primary and secondary fair access process
- Bilingual TA for children arriving in Gateshead as part of the VPRP who works across both the primary and secondary fair access process, funded through a successful bid from Housing Services.
- Time from the Educational Psychology Service to support the VPRP, funded through a successful bid from Housing Services.
- Admin support for the primary and secondary fair access process
- **Table M1** shows a breakdown of some (but not all) of the support provided by Education Support Officers (ESO) which includes at least one visit, but often multiple visits to 81 young peoples' homes, integration meetings for 60 young people, review meetings for 32 young people, 61 young people who received a number of sessions of 1-1 support during their transition, and 5 young people where ESOs were involved in TAF/CAF/CP meetings. All

home visits, school visits and face to face support was suspended in March 2020 due to COVID-19. Similar levels of support were provided for those children placed by the Primary Fair Access Panel. The data does not include the work of the Fair Access Officer, educational psychologist or admin support.

Table M2 shows the support provided across both the secondary and primary Fair Access Process.

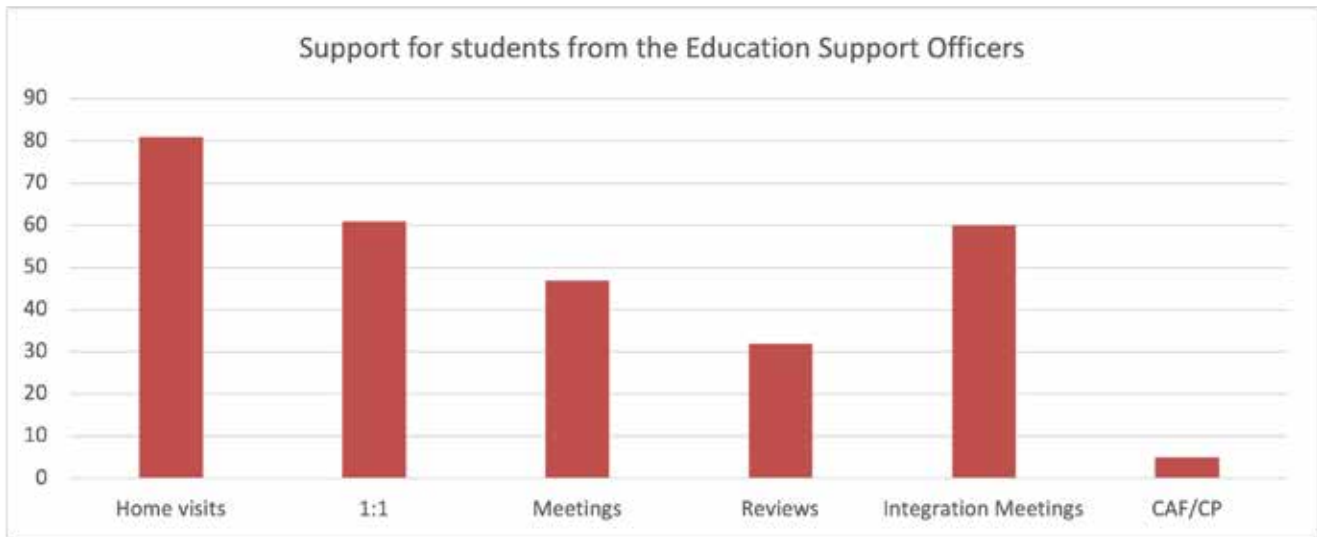


Table M1 Support to the Fair Access Process

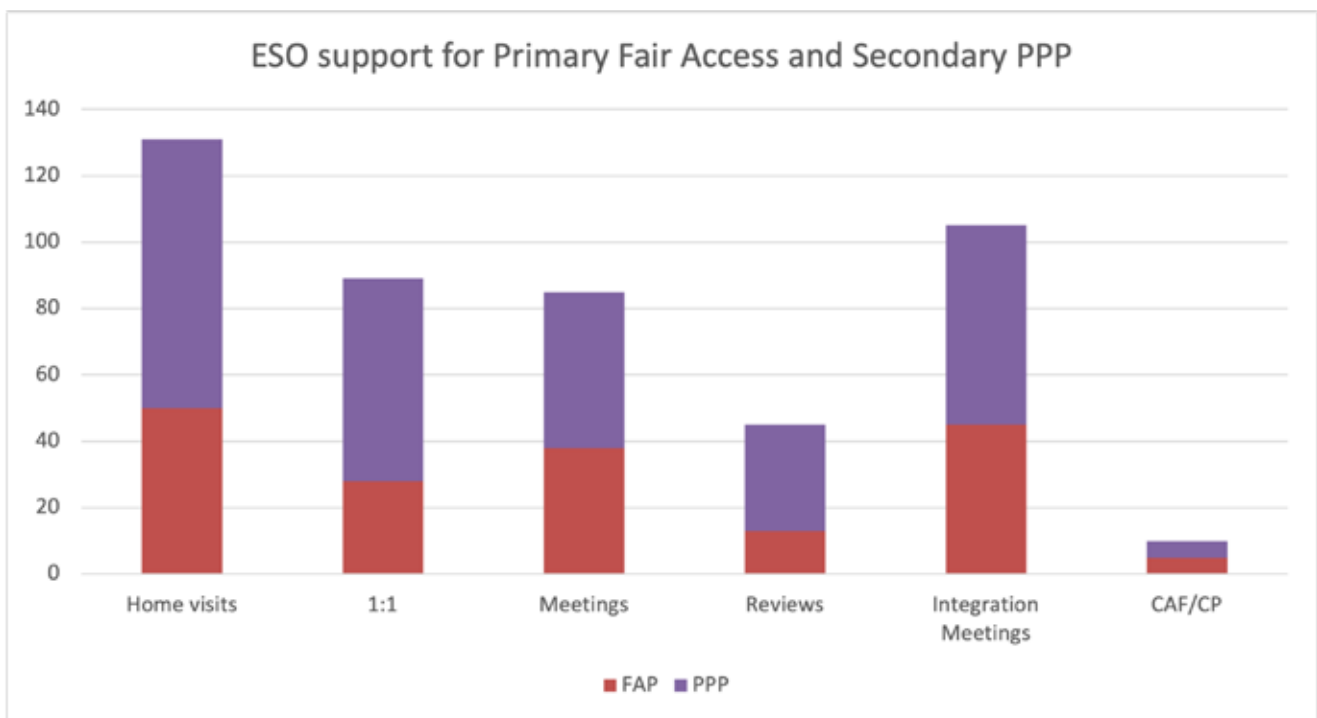


Table M2 Support to the Fair Access Process for Primary and Secondary students

Support for Children placed in Gateshead via the Vulnerable Persons Resettlement Programme

In April 2018 funding was accessed from the Vulnerable Persons Resettlement Programme (VPRP) to employ a Bilingual TA to work specifically with children and young people admitted via this programme. In 2019/20 there were 20 children and young people admitted to Gateshead Schools via the VPRP; 13 primary/nursery children and 7 secondary young people. This is 41% of the total number of asylum seekers and refugees that were placed via the Panel in Gateshead secondary schools.

The Bilingual TA role included:

- An initial home visit to gather information about the young person and wider family
- Presentation of information at the FAP
- Facilitation and interpretation of the integration meetings and review meetings in school
- Support for children in school, including helping with rules and routines, support with behaviour and additional needs
- Liaising between family, school and other agencies.
- Attending EHCP action planning meetings and reviews
- Attending CAF/TAF meetings
- Providing support and guidance to staff in relation to the refugees

During the COVID-19 period it was agreed that the Bilingual TA would support any family within Gateshead or arriving in Gateshead who communicated in Arabic. All schools were contacted and offered this support. The Bilingual TA, in addition to their usual role, supported families and young people with

- Accessing online learning
- Communicating with schools in regard to a wide range of issues
- Communicating school information to families on a wide range of issues
- Helping families access FSM vouchers
- Helping support with the alternative transition arrangements for children moving into reception and Y7.
- Helping families understand rules and changes related to COVID-19.

Bilingual TA worked with 81 students placed via the Panels (this included children placed in previous years and those placed by the Primary Panel).

Table N shows the placement of refugees who arrived in Gateshead via the VPRP in the past 2 years.

Table P shows the placement of VPRP refugees and other refugee and asylum seekers

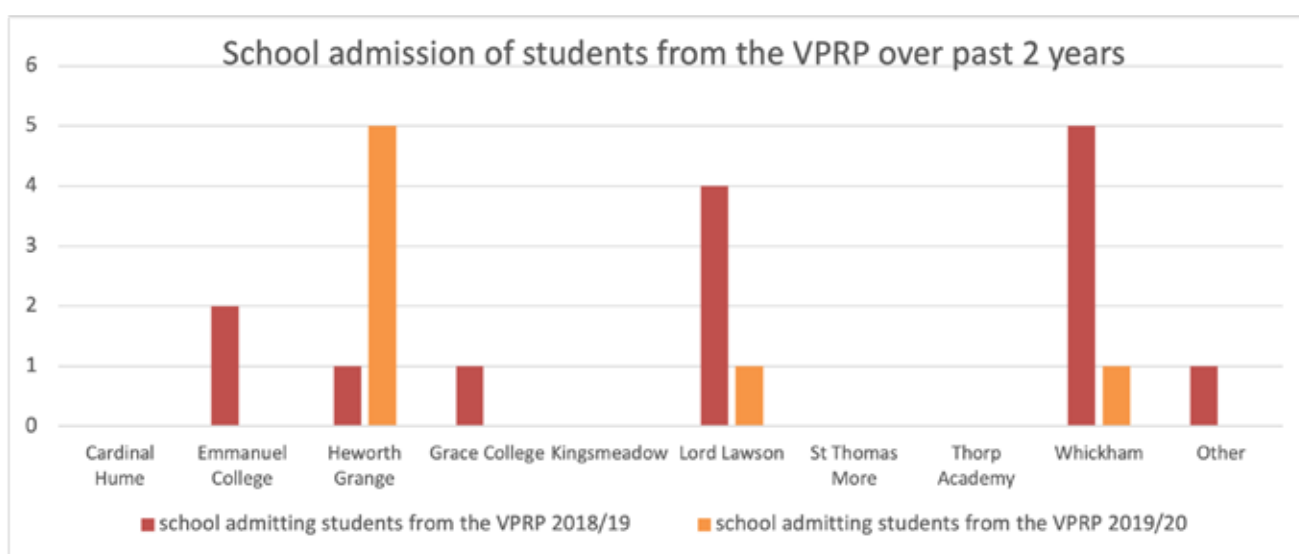


Table P - All Asylum seekers and refugees placed

The Gateshead Psychological Service was also commissioned to deliver services to the Vulnerable Persons resettlement Programme. See Appendix A.

Off Roll Register

While understanding that ultimately all children and young people should be on a school roll, on occasions a child or young person might be temporarily out of educational provision; and hence not on the roll of a school or education establishment. From a welfare and safeguarding perspective there is a need to monitor the whereabouts of all our children and young people in Gateshead. In order to fulfil the local authority responsibilities, the 'off roll' register was established.

Off roll situations can be complex and it is difficult to cover every eventuality which might lead to a child or young person not being on the roll of a school. Placement of children and young people on the register is ultimately agreed and monitored via the Pupil Placement Panel and the Primary Fair Access Panel on a termly basis.

In the 2019/20 academic year, there were 7 young people placed on the 'off roll' register, 9 less than 2018/19. The proportion of young people on the off-roll register was approximately 0.03% of the student population in Gateshead. Reasons for being placed on the 'off roll' register included:

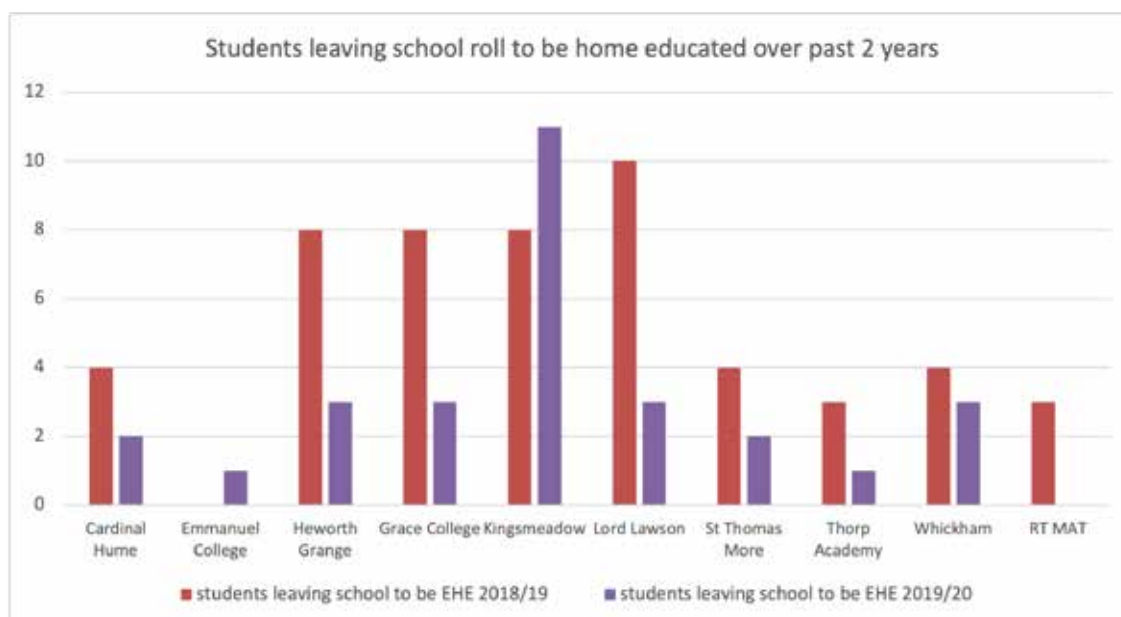
- 4 young people who were offered a school place but refused to take up their placement; one of the children elected to home educate and 3 were referred for SAOs.
- 1 student who arrived in Gateshead in Y8 where there were protracted discussions regarding placement due to complexity of the child's situation and concerns regarding placement in a mainstream school. This student was placed on roll at RTMAT.
- 2 young people arrived in Gateshead in late Autumn 2019 in Y11 and were placed on roll after the January census.

Home Education

There have been 206 young people on Gateshead's home education register this year. Throughout the year the number is fluid as new young people leave school to be home educated and other young people return to school or leave the area. This has been a substantial increase over the last 10 years; in 2010/11 there were 36 students home educated in Gateshead. This increase in elective home educated students is in keeping with the national trend.

There have been 29 students leave Gateshead secondary schools this year to be home educated. In 2018/19 there were 52 students who left Gateshead secondary schools to be EHE and in 2017/18 there were 43 students who left. This decrease could be in part due to the closure of schools, to most students, in March 2020. **Table Q** indicates the schools where students have left to be EHE in 2019/20.

This year there were 9 young people who returned to school who had been home educated in Gateshead and 9 School Attendance Orders issued to parents who could not demonstrate that they were providing a suitable education and would not agree to their child returning to school via PPP.

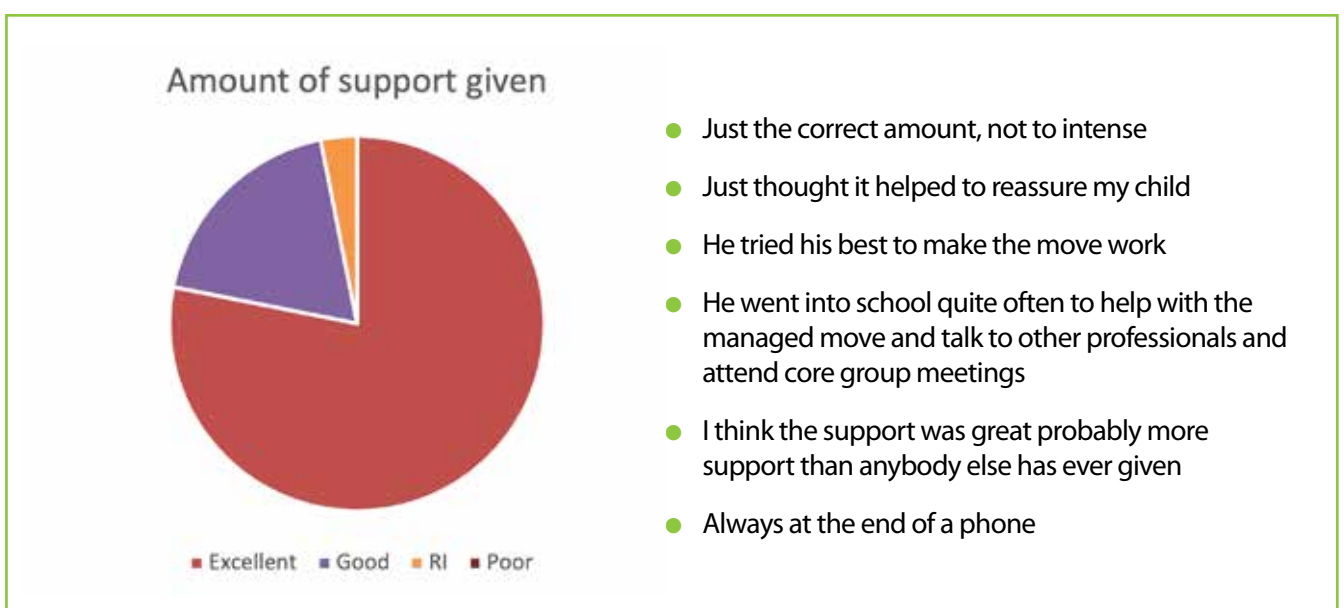


Feedback Evaluations

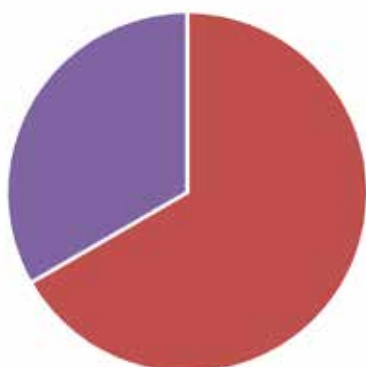
A small evaluation was undertaken of parents' views of the fair access process via smart survey. There were of 32 returns. Parents were asked the following questions:

- How would you rate the quality of support you got from the Fair Access Team?
- Did you feel that the amount of support given was enough?
- How useful were the meetings that kept you informed about your child's progress?
- How would you rate the team's response to issues/incidents that occurred at school?

The following information is taken from the 32 responses by parents:



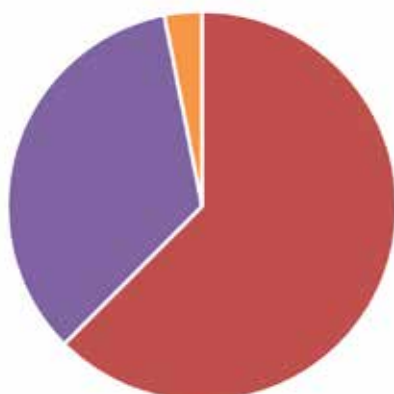
How useful were meeting held in support of your child



■ Excellent ■ Good ■ RI ■ Poor

- Very personal touch could not fault
- Very informative but felt that school could have made more contact through the process
- School didn't always have the necessary information; meetings were generally good however schools being more prepared would improve further
- Reliable
- I was told things that I didn't know about my child and this really helped

Reponse to issues at school



■ Excellent ■ Good ■ RI ■ Poor

- Communicated well. Thank you.
- Top class!
- He was on the phone straight away if i needed to know something
- There were a few issues at first that needed to be sorted out after that things were fine
- Was always there at the drop of a hat to support my son
- I think i was told when something wasn't going well



Conclusion

The Fair Access process continues to challenge schools and the local authority to find the most appropriate educational provision for some of the most vulnerable students. All schools continue to support the process and admit their fair share of vulnerable students.

During 2019/20 the COVID-19 pandemic had a major impact on the education of all children, with all schools physically closing to all students, except the very vulnerable students and those of essential workers, with schools continuing to support learning remotely. Throughout the period of lockdown 4 Panels were cancelled, although children continued to arrive in Gateshead. The local authority facilitated the last Panel of the academic year in July 2020 and it was agreed that all transfer requests that met the PPP criteria and all those that didn't would be discussed at the Panel, to ensure that in September 2020 all children had access to a school place.

During 2019/20 there continued to be limited capacity in most year groups, in most schools, making it difficult to find places for young people moving into Gateshead.

The changes to the Fair Access protocols in 2017/18 reduced the number of young people moving between Gateshead schools via PPP but in turn the number of managed moves outside of the panel increased. This change was not unwelcomed, but as a local authority it is important that we ensure parental rights are upheld and that all children in Gateshead have fair and equal access to schools.

A major review of the secondary Fair Access Process was not undertaken this year. In discussion with Headteachers the only change they felt was needed was;

- A line acknowledging that due to the exceptional circumstances surrounding schools and COVID-19, managed moves might continue past the 12 weeks suggested time period.

We continue to learn from the day to day working of the panel and through the learning outcomes process, make changes needed to ensure the panel continues to reflect the needs of schools and young people in Gateshead.



e) Primary Behaviour Support

Annual Report 2019 – 2020

As for everyone, this was an unprecedented year for change and uncertainty due to the Covid-19 pandemic. Many primary schools across Gateshead continue to benefit from the support of the team with 40 primary schools in Gateshead accessing the service.

Schools continue to refer to the service for a range of issues including:

- Behaviour assessment and management – acting out, withdrawn, aggression, noncompliance, refusals,
- Social skills
- Bereavement
- Self –esteem and anxiety
- Anger management
- Friendship problems
- Advice with issues such as ADHD or Attachment difficulties
- Emotional support

The Team Leader continues to attend and contribute to the Primary Fair Access Panel and the team have also supported a number of referrals through this route.

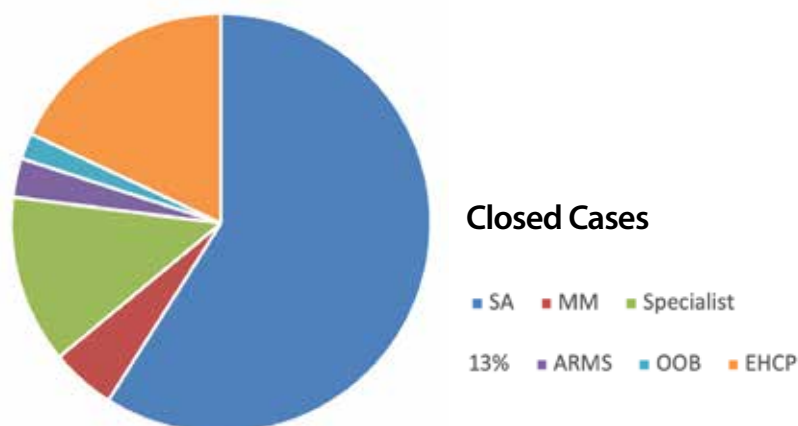
Once a school has referred a child, support is given which starts with consultation and comprehensive assessment of the child's needs (through lesson observations, discussions with parents and teachers) which then leads to advice and strategies being provided. A range of interventions are implemented including whole class modelling, in class, small group and individual support. This year the team have continued to carry out more consultation visits which aim to give quick advice at times of great need when there is a waiting list or when advice may be all that is needed in the first instance. This also aims to put the onus upon schools to implement strategies suggested and then review.

Over the course of the academic year a high number of children made considerable progress in relation to their behaviour following intervention from the team. In relation to a number of other children, the team were also instrumental in working in partnership with schools and families to move these children on to more appropriate support or provision.

Closed Cases

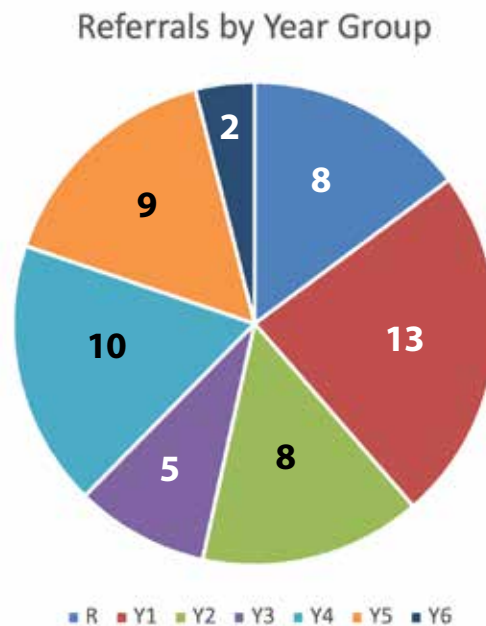
This represents a positive percentage of children returning to school support within their mainstream schools (59% and 18% with an EHCP) and demonstrates the team's ability to maintaining improved outcomes for children within their mainstream settings.

13% of children went into specialist provision which is a fraction above percentages for the year before (11% 2018/19) with 3% going to Bede ARMS. This is less than in some previous years, however.



Referrals by year group

Due to schools closures this year there were of course less referrals to the service. This year a total of 55 children were referred. Broken down by year group, we again see high numbers of referrals in year one and less in Reception compared to the very high numbers of Reception referrals in recent years. We had few Y6 referrals as well which may represent efforts by the team and schools to identify children earlier.



Covid-19

As it has for everyone, life has been very different for PBS due to the COVID-19 pandemic. However, the team have worked hard to ensure that they could continue to support schools in a number of ways including:-

- Three of the staff worked within two of our specialist provisions with the children there who continued to attend school. (Eslington and Hilltop)
- While working from home, staff have continued to be available through telephone, email or through TEAMS for advice and support.
- Attendance at EHCP and other meetings via TEAMS
- Attendance at SEN panel via TEAMS and the July FAP meeting which took place at Dryden.
- Completion of reports, behaviour plans and risk assessments for individual pupils taking into account COVID guidelines
- Written advice to help schools manage the emotional needs of children as they return to schools post COVID and to assist in ensuring smooth transitions to secondary schools for children in year 6 during extraordinary circumstances.

The team have also undertaken considerable professional development and research during this time and written many additional new leaflets for schools as follows: -

- Advice for supporting children and young people back into school during the Covid-19 pandemic
- Stages of childhood development in the primary years
- Supporting pupils in year 6
- Transition from primary to secondary school
- Supporting transition during extraordinary circumstances.

- Understanding the developmental changes in 10 and 11 year olds
- Support for primary schools to understand Adverse childhood Experiences (ACES)
- Managing anger: recommendations for teachers and parents
- Supporting children with separation anxiety disorder in school
- Supporting children with foetal alcohol spectrum disorder (FASD) in school
- Creating a sensory friendly classroom to support learning
- Restorative justice in schools
- Promoting positive lunchtimes
- The role of the key adult in school

These can be found on the Education Support website alongside existing leaflets which include:

- Supporting vulnerable children with challenging behaviour, including children in care
- Supporting children with low self esteem
- Supporting children with concentration difficulties
- Supporting children with relationship difficulties
- Creating an effective classroom climate to support young children with challenging behaviour
- Helping parents and careers understand challenging behaviour in school.

Staffing:

It took some time to recruit a suitable new teaching assistant to replace Carmel Cole. However, In March we were pleased to welcome Clare Coates to the team who worked previously at Gibside school. It is unfortunate that Clare came to us just as schools closed and the country went into lockdown. However, she has worked hard to support vulnerable children and the children of key workers at Hilltop school during the pandemic and is very much looking forward to working alongside the PBS team into schools this term.

Developing Staff in Schools:

As well as referral work with individual children, the team strive to support staff in schools to become better able to manage behaviour themselves and to feel confident and positive in doing so. To that end, there were many examples of modelling to staff and sharing ideas as well as work by the Team Leader and teacher with schools who requested support for individual staff with whole classes.

Training:

NQT training on promoting positive behaviour management was again delivered this year with evaluations coming back with very positive responses. Training on Adverse Childhood Experiences (ACES) was delivered to several schools, other teams such as Early Years and within the Primary Behaviour Network.

In response to the high numbers of referrals from Reception and year one children in recent years, training has continued to be delivered to relevant staff to support positive behaviour in these year groups. This was delivered in collaboration with Julie Mancini from the Early Years team. Responses have continued to be very positive but after several training days this training will now only be delivered in response to a special request.

A number of other services and some schools have received training in Adverse Childhood Experiences (ACES) delivered by the Team Leader.

Primary Behaviour Network:

Now in its second year, the Primary behaviour network met on two occasions last year. The network was developed to share good practice among schools and keep abreast of training and developments in the area of behaviour and social and emotional issues. Last year, the themes were Adverse Childhood Experiences (ACES) and Girls with Autism for which we had two members of HINT to come and speak to us. For the time being, the Network may continue to be delivered online, although decisions on this will be taken nearer the time of each meeting.

The dates of the network meetings in the coming year are:

18 November 2020 **2-4pm**

17 March 2021 **2-4pm**

16 June 2021 **2-4pm**

Primary Fair Access Panel:

The team leader for the Primary Behaviour Support Team continues to attend and contribute to regular primary Fair Access Panel meetings. There has been successful managed moves supported by PBS staff and also some children have been signposted to PBS following panel meetings. Staff have also supported children who have moved schools through the panel as complex moves and supported the transition.

Transition Support:

Successful transition to secondary school was an area of work for the team this year, which involved looking at existing good practise in our schools and more widely, as well as taking on board primary and secondary school views as to what could make transition more effective. The team leader worked with Jenny Edwards and educational Psychology to produce guidance for schools. This can be found both in the PBS brochure and online on the Education Support website.

Additionally, guidance has been produced entitled "Primary to secondary transition during exceptional circumstances." Also available on the website, this was to help schools ensure smooth transitions from primary to secondary school during Covid-19 but also can be used at other times, such as a child who has been out of school due to illness or who has just moved into the borough.

SEN Panel

The team leader continues to be an active member of the SEN panel and has given considerable input into writing the new SEN descriptors, as part of an SEN working group, which schools are encouraged to refer to.

Additionally, joint work has been undertaken to evaluate our SEMH Primary ARMS provision and create an SLA. There are some significant changes to the way the ARMS will be used which will begin in the autumn term.

Further Professional Development:

The team constantly strive to upskill, improve and keep abreast of recent developments in education, behaviour and social/emotional aspects of learning. This year, PBS staff have accessed many training opportunities including: -

- Our children need words
- Supporting children and young people with childhood developmental trauma
- THRIVE
- County Lines
- The psychology of trauma for practitioners working with adults

- Attachments: Safety in Relationships
- The Impact of Parental Mental Health

Online Training and webinars:

- Microsoft Teams
- Listening to children – supporting transitions (open university course)
- Counselling skills (open university course)
- Supporting children's wellbeing and mental health as they return to school (webinar)
- Behaviour that challenges L2 accreditation
- Kooth training
- Introduction to Child Psychology (open university course)
- Young people's wellbeing (open university course)
- Young people living in different settings (open university course)
- Childhood in crisis (open university course)
- Listening to children and young people (open university course)
- Join the dots to Aces course
- LC Level 2 Certificate in Awareness of Mental Health
- LC Level 2 Certificate in Understanding Specific Learning Difficulties
- Attachment in Early Years (open university course)
- Making sense of Mental Health Problems (open university course)
- Understanding Children & Young People's Mental Health (open university course)
- Inclusive Education (open university course)
- Emotions and emotional disorders (open university course)
- Understanding depression and anxiety (open university course)
- Play, learning and the brain (open university course)
- Childhood in crisis (open university course)
- The right to education (Open university course)
- Teaching students who have experienced complex trauma (open university course)
- How children learn (open university course)
- Children in the digital age (Open university course)
- Safeguarding (open university course)

Children in Crisis and Rapid Response:

The team work hard to support children at crisis level to prevent exclusions and to enable a child to access education. Last year, the team supported several children who were at serious risk of exclusion due to behavioural and emotional issues. The team worked tirelessly to maintain children in their school setting, to improve the situation or to maintain children in their school while awaiting statutory assessment. TA's always seek to model approached to school staff and to support school staff in being able to manage their pupil.

During Covid-19 the team were on hand for advice and to assist with behaviour plans and risk assessments as children returned to school.

Permanent Exclusion Rates of Supported pupils...

Historically, PBS have very few children supported who are then permanently excluded.

Last year, there were no children permanently excluded child at primary level.

f) Transport

The Council provides financial support with transport to school/college for children and young people with additional needs which may include those with:

- special educational needs (with or without an Education, Health and Care Plan)
- a physical disability (temporary or permanent)
- a medical/psychological condition (temporary or permanent)
- other special needs, including family circumstances (under discretionary arrangements).

At January 2021, excluding the impact of COVID on full attendance, the Local Authority were transporting 587 children, young people and adults aged between 3 and 20 years old. The predicted budget spend for financial year 2020/21 is £2,796,187.80 at an average cost of £4,763.52 per pupil. COVID guidance has impacted upon the budget where it is recommended that young people with complex health interventions or challenging behaviour should be transported individually, although some government funding has been provided regionally to cover some additional costs.



g) Report on Permanent Exclusions 2019/20 Academic Year

Introduction

Between 2006/07 and 2012/13 the number of permanent exclusions nationally reduced by nearly half, but since 2013/14 permanent exclusions have been on the rise with a 40% increase nationally over the past 4 years. (*Forgotten children: alternative provision and the scandal of ever-increasing exclusions July 2018*). The rate of permanent exclusion has remained the same since 2017/18.

The DfE report in their statistical release, August 2020 (Permanent and Fixed Period Exclusions in England 2018 to 2019) that the rate of fixed exclusions has continued to increase as per the trend seen since 2013/14. The rate of permanent exclusion remains statistically the same as the previous year. Their report states that:

- The rate of **permanent exclusions** across all state-funded primary, secondary and special schools has remained stable overall at 0.10%, however the number of permanent exclusions in all state-funded primary, secondary and special schools has decreased slightly from 7,905 in 2017/18 to 7,894 in 2018/19.
- The rate of **fixed period exclusions** has increased nationally (from 5.08% to 5.36%) but dropped in special schools (from 12.34% to 11.32%). The number of fixed period exclusions in state-funded primary, secondary and special schools has increased from 410,800 in 2017/18 to 438,265 in 2018/19.
- Persistent disruptive behaviour remains the most common reason for both permanent and fixed-period exclusions overall - accounting for 2,781 (35%) of permanent exclusions and 137,881 (32%) of fixed term exclusions respectively in 2018/19. The number of fixed exclusions for this reason increased significantly from 2017/18 (123,055).
- Pupils eligible for free school meals have seen a continued increase in fixed period exclusions (13.65% to 13.76%) but the difference between those not eligible remains around four times higher. For permanent exclusions, the difference between those not eligible is higher than the previous year at 4.5 times higher for eligible pupils.
- Pupils with special educational needs (EHCP and SEN Support) are 7 times more likely to be permanently excluded than pupils with no SEN, and over 8 times more likely to have a fixed period exclusion.
- Boys continue to have higher exclusion rates than girls though the rate of permanent exclusion for boys has decreased from 6,100 in 2017/18 to 6,000 in 2018/19. Permanent exclusion for girls has increased from 1,800 in 2017/18 to 1,900 in 2018/19.
- Gypsy/Roma, traveller of Irish heritage and black Caribbean pupils have the highest rate of permanent exclusion. The fixed period exclusion rate has increased for all other ethnic groups except Black Caribbean and traveller of Irish heritage.

This report provides information on Gateshead's permanent exclusions during the 2019/20 academic year.



Background Information

Schools have the right to permanently exclude a pupil on disciplinary grounds. Pupils can be excluded for one or more fixed term periods up to a maximum of 45 days in a single school year or permanently.

It is unlawful to exclude for academic attainment or the actions of a pupil's parent, exclusions are undertaken as a direct result of a disciplinary issue. Behaviour that is disruptive over the lunchtime period may result in lunchtime exclusion and is counted as a half day exclusion to give parents the right to challenge this via the school governors discipline panel.

The behaviour of pupils outside of school or attending alternative provision can be considered as ground for exclusion, this will be a matter of judgement on the part of the Headteacher in accordance with the school's published behaviour policy.

All exclusions must be made in line with the principles of administrative law in that they are lawful (including the school's wider legal duties as well as guidance on exclusion), rational, reasonable, fair and proportionate. The Headteacher must also apply the civil standard of proof when considering the use of exclusion i.e. the balance of probabilities that a pupil did what they are accused of rather than the criminal standard, beyond reasonable doubt.

Informal or unofficial exclusions, such as sending pupils home to 'cool off' are unlawful regardless of whether or not they occur with the agreement of the parents/carers. The threat of exclusion must never be used in order to influence a parent to remove their child from a school.

Whilst there is no role in the exclusion guidance for a dedicated LA officer, all schools in Gateshead, including academies, have access to one to ensure the robustness of their decisions in relation to other school's practice and national guidance. All schools work within the fair access process and use the Pupil Placement Panel or the Primary Fair Access Panel to consider managed moves to avoid permanent exclusion or to reintegrate a permanently excluded pupil.

Once a Headteacher makes the decision to permanently exclude, the Headteacher must notify the parents, local authority and the governing body of their decision to permanently exclude a pupil. At this point the local authority will consider this as a permanent exclusion.

The governing body must convene a meeting within 15 days of receiving notice of the permanent exclusion in order to consider the reinstatement of the excluded pupil. If they support the decision to permanently exclude the pupil the exclusion is considered to be 'upheld' by the local authority.

A parent also has the right to request an independent review panel review their child's permanent exclusion which is currently arranged via Legal and Democratic Services for all schools including academies. During the last academic year (2019/20) we had one appeal to an independent review panel. Since the introduction of this review process in 2012 we have had 14 appeals, 12 were decided in favour of the school and 2 in favour of the parent.

Contextual Information

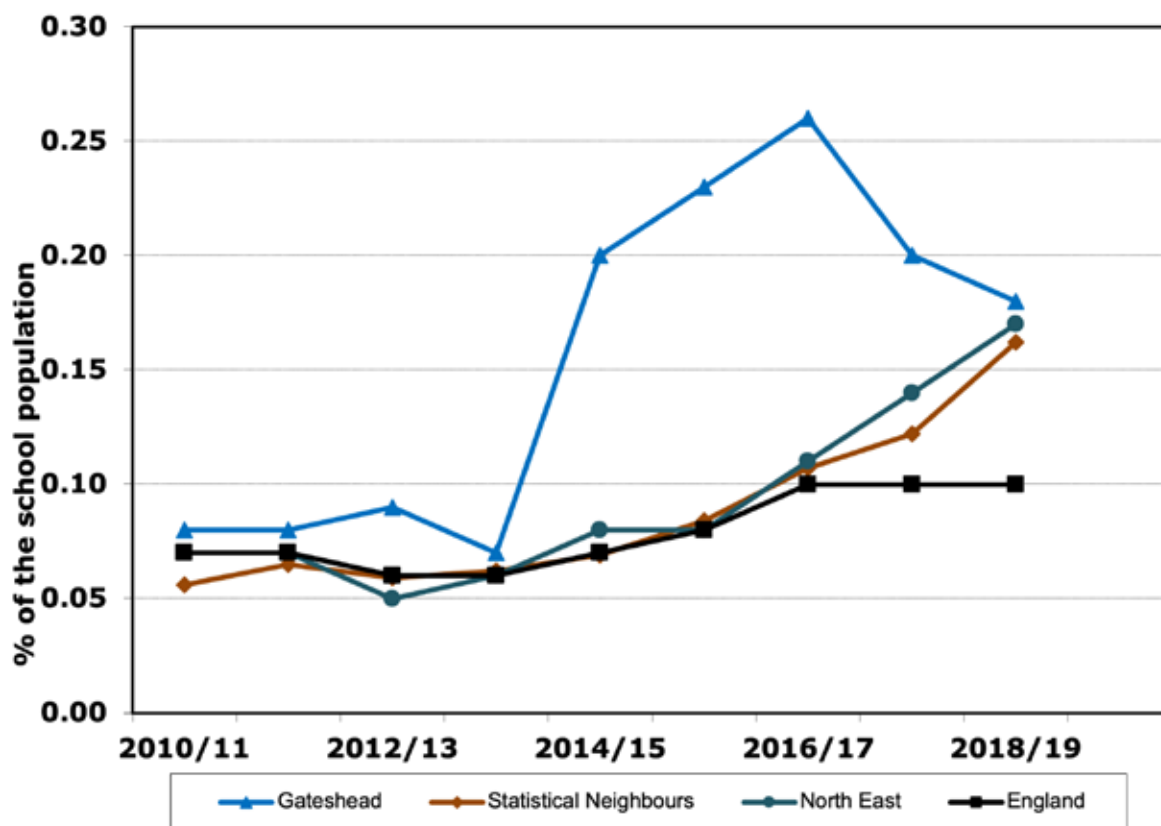
In 2019/20 Gateshead had 9 secondary schools; 7 secondary academies, 2 of which are Roman Catholic, 1 maintained secondary schools and 1 CTC (City Technology College). One secondary academy closed at the end of the 2018/19 academic year. Gateshead also has 1 secondary Pupil Referral Unit and 1 secondary SEMH (social, emotional and mental health) special school.

Gateshead has 68 primary schools; 47 community schools, 16 Roman Catholic schools, 1 Roman Catholic academy, 2 Church of England Schools, 2 primary academies which include 3 infant and 3 junior schools and 1 nursery. It also has one primary special school for pupils with SEMH (social, emotional and mental health) issues and 3 special schools.

Historically, Gateshead has excluded a higher proportion of its secondary aged pupils than its Northeast neighbours.

Table 1 compares Gateshead's primary and secondary permanent exclusion numbers with other schools in the northeast. As shown, despite the decrease in secondary permanent exclusions in 2017/18, secondary permanent exclusions continue to be higher than other local authorities in the North East and considerably higher than the national average.

Total Permanent Exclusions from school as a % of the school population



Current Situation (2019/20 Academic Year)

During 2019/20 there were 38 young people permanently excluded from secondary schools. There were no primary permanent exclusions.

Table 2 shows the number of upheld primary permanent exclusions since the 2004/5 academic year.

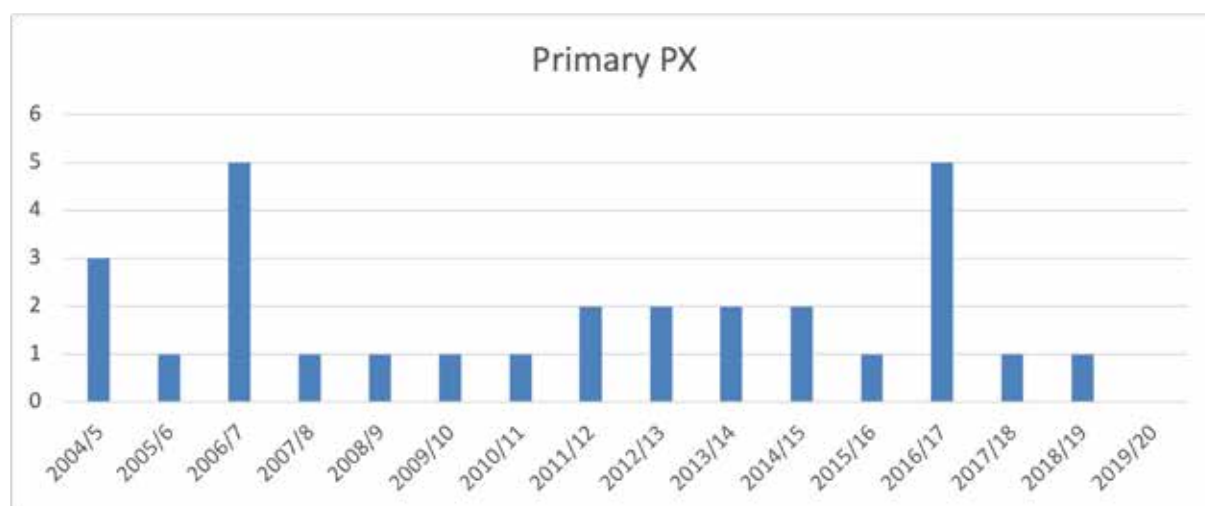


Table 3 shows the breakdown of upheld secondary permanent exclusions since 2004/05 to 2019/20 by secondary school. The figures for 2019/20 are lower due to the impact of the Covid-19 pandemic and forced school closure from the 23rd March 2020.

Table 3 shows a breakdown of upheld secondary permanent exclusions since 2004/05

	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20
Thorp						3		3	2	3	5	7	2	2	1
Emmanuel						1		3	3	2	3	1	3	5	2
Heworth	3	0	3	1	1	3	0	3	2	5	4	8	6	10	2
Hookergate	2	2	Nil	1	1	1									
Joseph Swan	4	4	4	2	4	1	4	3	2	5	12	11	6	12	
Grace College															6
Kingsmeadow	Nil	Nil	1	5	1	3	7	4	4	2	7	7	7	5	6
Lord Lawson	5	6	3	1	3	1	1	1	2	7	11	9	8	11	7
Ryton	1	2	1	1	2	3									
Cardinal Hume	8	6	2	1	4	2	0	2	2	3	8	8	6	5	3
(Edmund Campion)	8	6	2	1	4	2	0	2	2	3	8	8	6	5	3
St Thomas More	1	1	1	2	5	Nil	2	3	2	9	2	4	4	4	2
Thomas Hepburn	3	6	11	5	6	6	3	3	3	6	11	14	6	3	0
Whickham	2	1	1	Nil	2	6	2	1	2	12	7	8	8	6	6
Furrowfield	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil
PRU	Nil	Nil	Nil	Nil	Nil	2	Nil	1	Nil	Nil	1	1	2	Nil	
Extra District											1	2	0	4	3
Total	30	28	27	19	29	26	24	28	24	54	70	80	57	69	38

Table 4 provides a comparison of permanent exclusions term by term for the past 5 years. Data indicates that the most permanent exclusions are during the autumn term.

Academic Year	Permanent Exclusion (Total)	Permanent Exclusions (Secondary Primary)	Autumn Term	Spring Term	Summer term
2014/15	56	54/2	21	19	16
2015/16	72	71/1	28	21	22
2016/17	85	80/5	34	19	32
2017/18	58	57/1	29	15	14
2018/19	70	69/1	36	21	13
2019/20	38	37/0	25	13	0

Table 5 shows a breakdown of 2019/20 permanent exclusions by school by term.

	Autumn Term	Spring Term	Summer Term	Total	% of school population
RTMAT	0	0	0	0	0%
Cardinal Hume	1	2	0	3	0.23%
Emmanuel	1	1	0	2	0.24%
Heworth Grange	2	0	0	2	0.21%
Grace College	4	2	0	6	0.56%
Kingsmeadow	4	2	0	6	0.47%
Lord Lawson	5	2	0	7	0.48%
STM	2	0	0	2	0.13%
Thorp	1	0	0	1	0.10%
Whickham	3	3	0	6	0.37%
THCA	0	0	0	0	
OOA	2	1	0	3	
Total	25	13	0	38	

Comparative data shows that:

- the rate of total permanent exclusions (primary, secondary and special schools) nationally for 2018/19 is 0.10%, with the rate of permanent exclusions in secondary schools is 0.20% no change from the previous year and in primary schools it is 0.02% a reduction from 0.03% the previous year.
- The North East has the highest fixed and permanent exclusion rates in the country.
- The rate of total permanent exclusions for our statistical neighbours (primary, secondary and special) is 0.16%
- the rate of total permanent exclusions in the north east (primary, secondary, special) is 0.17%
- the rate of total permanent exclusions (primary, secondary, special) in Gateshead for 2018/19 is 0.18%
- the rate of secondary permanent exclusions nationally is 0.20%
- the rate of primary permanent exclusions nationally is 0.02%
- the rate of primary permanent exclusions in the northeast is 0.01%
- the rate of primary permanent exclusion for Gateshead is 0.01%

Table 5a sets out the reasons for permanent exclusions for 2019/20 with 40% (15) of all permanent exclusions for persistent disruptive behaviour. The national figure is that 35% of permanent exclusions are for persistent disruptive behaviour.

Reason	Number
Physical assault (pupil)	3
Physical assault (adult)	4
Verbal abuse (pupil)	2
Verbal abuse (adult)	2
Bullying	
Racist incident	
Sexual misconduct	
Drug/alcohol	6
Damage	
Theft	2
Persistent disruptive behaviour	15
Other	4 (2 knives)

Table 6 shows a breakdown of permanent exclusions by year group over the 3 academic terms, the Summer term coincided with forced school closure in response to the Covid-19 pandemic.

Table 6 Permanent Exclusions by Year Group

Year Group	Autumn	Spring	Summer	Total
Y7	0	1	0	0
Y8	5	3	0	8
Y9	11	4	0	15
Y10	2	3	0	5
Y11	7	2	0	9

Of the 38 pupils who were permanently excluded:

- 1% were CIN or CP
- 4% were known to MSET (missing, sexual exploitation and tariffing group)
- 16% were known to MARAC which is more than doubled from the last academic year
- 17% were SEN which is more than doubled from the last academic year
- 38.5% had one or more FTE which is less than the last academic year
- 17% were known previously to our primary behaviour support team
- 54% had more than one primary school which is an increase from the last academic year

Changes to the school exclusion process during the coronavirus outbreak

In response to the Covid-19 pandemic, the Department for Education issued additional temporary guidance in June 2020 to enable schools to legally consider both fixed and permanent exclusions taking into account social distancing guidance.

The arrangements came into force on 1 June 2020 and applied to all exclusions occurring from then until 24 September 2020 (inclusive of those dates). The arrangements applied to:

- permanent and fixed term exclusions occurring before 1 June 2020 which have not yet been considered by the governing board of the school.
- permanent exclusions occurring before 1 June 2020 which have been considered by the governing board, if they have chosen not to reinstate the pupil and the time limit to apply for a review of this decision has not passed.
- permanent exclusions occurring before 1 June where a parent has requested a review of a governing board's decision, but this has not yet taken place.

Any exclusions covered by these arrangements will continue to be subject to them after 24 September 2020, until the conclusion of exclusion process.

Remote access meetings

The governing board must only meet if they are satisfied that the following conditions can be met:

- all participants agree to the use of remote access.
- all participants have access to the technology which will allow them to hear and speak throughout the meeting, and to see and be seen, if a live video link is used.
- all the participants will be able to put across their point of view or carry out their function.
- the meeting can be held fairly and transparently via remote access.

It is the responsibility of the school governing board to make sure these conditions are met before a meeting takes place.

Arranging a remote access meeting

The governing board should explain the technology they propose to use and make sure that the pupils and their families know that they do not have to agree to a meeting to be held via remote access if they do not want to. If they do not consent to a remote access meeting, the meeting is likely to be delayed until it is practical to hold a face to face meeting.

The normal requirements for who must be invited to a governing board meeting remain in place.

Governing boards must comply with relevant equalities legislation and recognise that some participants may find it difficult to participate in a remote access meeting, for example, if someone has a disability or if English is not their first language.

The use of remote access does not alter other procedural requirements that apply to governing boards when considering the reinstatement of a pupil.

Meetings to consider permanent exclusions, and fixed period exclusions resulting in the pupil missing more than 15 school days in a term

If it has not been reasonably practicable for governing boards to meet in person within the original time limit for a reason related to coronavirus (COVID-19) or remotely for a reason relating to the other conditions for a remote access meeting, the time limit for the meeting will be extended.

If a pupil is permanently excluded or receives a fixed period exclusion which results in them having been excluded for 16 or more school days in a term, then the governing board should try to meet to discuss reinstatement within 15 school days. If it has not been reasonably practicable for the governing board to meet face to face or remotely the time limit can be extended to 25 days.

Timescales for application for independent review of exclusions

Where a governing board declines to reinstate a pupil, who has been permanently excluded, parents can apply for a review of the governing board's decision.

For exclusions covered under these arrangements, the deadline for applications has increased to 25 school days from the date on which notice in writing of the governing board's decision is given.

Schools must wait for the extended period of 25 school days to pass without an application being made for a review before deleting the name of a permanently excluded pupil from their admissions register, in accordance with the Education (Pupil Registration) (England) Regulations 2006 as amended.

In Gateshead two remote meetings were held, both of which were upheld by the governing board. In both cases the parents declined to participate.

Conclusion

For 2019/20 Gateshead's overall permanent exclusion numbers dropped as a direct impact of the Covid-19 pandemic. However, the exclusions in the Autumn term were less than previous years indicating that Gateshead's downward trajectory would continue as schools continue to look for alternatives to permanent exclusion. Schools also continue to use of the Pupil Placement Panel to explore alternative solutions for students struggling with their behaviour.



Timpson Report

In May 2019, The Timpson Report was published which reviewed the use of permanent exclusions in schools to ascertain how Headteachers use exclusion in practice and why some groups of children are more likely to be excluded than others

Recommendations from the report fall into several categories:

The DfE should

- Update statutory guidance on exclusions
- make schools accountable for the pupils they exclude including their educational outcomes
- Publish data on the number and rate of previously LAC who have left LA care (this is currently done for LAC children)
- Set expectations that schools and LA work together
- Consult on options to address children with multiple exclusions
- Review the range of reasons that schools provide for exclusions
- Mitigate the risks that schools seek to remove children from their rolls
- Develop training;
 - Ensuring that there is training and support for schools' leaders including
 - Attachment
 - Trauma
 - Ensuring that behaviour training is a mandatory part of initial teacher training
 - That provides support for SENCo
- Funding
 - Extend funding to equality and diversity hubs
 - Establish a Practice Improvement Fund to support LA and schools to identify and provide support/ interventions
 - Ensure that funding is of a sufficient level and flexible enough so that schools are able to put in alternative provision to avoid exclusions
 - Ensure that adjustments following a permanent exclusion should neither act as an incentive to permanently exclude or act as deterrent for a school accepting a pupil who has been permanently excluded
 - The Youth Endowment Fund should be open to schools
- Issue clear guidance on managed moves
- Alternative provision (AP)
 - Promote the use of AP
 - Ensure that AP is a positive career choice
 - Develop high quality leaders to drive improvement across the school network
 - PRUs should be renamed to reflect their role in supporting children to overcome barriers to learning
 - Invest in improving and expanding buildings and facilities for AP provision
- Ensure there is sufficient oversight and monitoring of schools;
 - Use of in-house units
 - Use of AP

The government should continue to invest in approaches that build multi-disciplinary teams around schools; including health and social care

Ofsted should

- recognise those schools who use exclusion appropriately
- consider whether there are patterns to exclusions, off rolling, absence from schools or direction to an AP

Governing bodies/trustees should

- Work with others to build the capacity of school governors and trustees to offer effective support and challenge to schools
- Should review information on children who leave their school

Local authorities should ensure that

- information is provided to parents of children who have been permanently excluded
- guidance is changed so that social workers must be notified alongside parents when a CiN is moved out of their school
- regular data and information on exclusions is shared with the LSCB
- they systematically track and monitor pupils moves to ensure that pupils receive suitable education at their destination

The Headteachers Conference planned for October 2019 will ensure that the we

- work with schools and partner agencies to implement these recommendations
- provide examples of good practice in the areas of leadership and resilience building in young people to schools

Primary-Secondary Transition

The past 5 years has seen Gateshead with a high number of secondary permanent exclusions. Our numbers are considerably higher than both the national and regional figures. Historically the number of Y7 permanent exclusions has been low but during the autumn term 2018 and the spring term 2019, there were 6 Y7 pupils permanently excluded from secondary schools in Gateshead.

Gateshead also has a disproportionately high number of pupils who are permanently excluded for persistent disruption. Nationally 35.7% of pupils are permanently excluded for persistent disruptive behaviour, in Gateshead during the 2017/18 academic year it was 62%, although in 2019/20 this fell to 397.

In 2018/19 academic year there had been 9 Y7 pupils permanently excluded from their mainstream school. In contrast our fixed term exclusions are relatively low, which asked the question why are we permanently excluding pupils; especially in Y7, why are we not using other strategies in school to address and to ameliorate against the issues presented?

In an attempt to better understand what the issues were, leading to the permanent exclusion and whether or not through better transition arrangements the permanent exclusions might have been avoided, a small piece of work was undertaken with a small number of primary and secondary schools.

Additional discussions were then had with schools deemed to have 'best practice' and other professionals in relation to what works well when pupils with social, emotional and mental health (SEMH) difficulties transfer from primary to secondary school.

Findings

As expected with such a small number of individual pupils the reason for permanent exclusions varied. Of the 9Y7 permanent exclusion in 2018/19 the reasons given were:

- Disruptive behaviour 4
- Verbal abuse to an adult 2
- Other 3
 - Knives 1
 - Setting off the fire alarm 1
 - Misuse use of ICT 1

Given the small sample (5) it is impossible to draw any meaningful conclusions from the following data but it is interesting to note that:

- Attendance for 3/5 pupils was above 90% with one just under 90%
- Mental health issues – 3 had no mental health issues, 1 struggled with change
- 2 were classed as followers, 1 as a leader and 1 as both
- Bullying-1 wanted to 'control' others but otherwise no bullying
- Bereavement/loss/change-2 had suffered bereavement with nuclear/extended families and 2 had fathers who either lived away or worked away
- 3 had Early Help involved although buy in from the families tended to be on and off over a period of time e.g. not consistent
- 2 were at Age Related Expectations (ARE) at KS2 SATS, 1 was working towards and 1 just under ARE
- Behaviours displayed at primary school
 - Violence and aggression
 - Struggling with times of change
 - Fall out with other children during lunchtime/playtime
 - Cheeky behaviour which wouldn't stop
 - Becoming upset and frustrated at things (couldn't cope with frustration)
 - Constantly pushing and challenging things
- Special Educational Needs
 - 2 had no special educational needs; 1 was very bright
 - 1 had EP involvement in Y3 with identified processing issues and HINT were involved but not at the level for an EHCP
 - 1 had previously had EP involvement and was dyslexic but did not need an EHCP
- Fixed term exclusions
 - 2 had no fixed term exclusions
 - 1 had fixed term exclusions in a previous local authority
 - 1 had fixed term exclusions for several years until he settled
- Strategies used by schools
 - Key adult in school for support
 - Consistency
 - Clear boundaries/adhered to by all adults in the school
 - Set seating arrangements
 - Moved into another class
 - Identification of triggers and intervening before things escalated
 - Adult supervision of all children
 - Rewards used as incentives

- football
 - Time out of the classroom
 - Firm knowledge of the boundaries – being told to ‘stop this behaviour’
 - Loss of playtime privileges
 - Use of school clubs to keep pupil active and involved

This study looked at the information that was passed between primary and secondary schools at the point of Y6-Y7 transition.

In the discussions held with primary schools, it was clear that they knew their pupils and had strategies in place to address the issues they might display in the instances of persistent disruptive behaviour.

What went well...

By and large secondary schools asked for detailed information on the pupils who were transferring into Y7; however, this information wasn't standardised across secondary schools so primary schools could have a range of differing forms depending on which school their pupils are transferring to. These forms tended to ask for similar information which included information on:

- SEN
- Description of SEN needs
 - SEMH
 - Cognition
 - Communication and interaction
 - Sensory or physical
- EP involvement
- IEP
- SATS
- Additional agency information
- Health needs
- Other needs
- Specific programmes used by the child

Some schools also used the vulnerability audit which was developed several years ago as part of the Behaviour Improvement programme, which looks:

- | | |
|----------------------------|-------------------------------|
| ● Moves of schools | ● Ethnicity/language |
| ● Attainment | ● SEN |
| ● Attendance | ● Family and parenting issues |
| ● Behaviour issues | ● Engagement with family |
| ● Social relationships | ● Health issues |
| ● CP issues | ● Transition issues |
| ● LAC | ● Exclusions |
| ● Disability issues | ● Anti-social behaviour |
| ● Developmental milestones | |

Transition from Y6 to Y7 should be an ongoing process, though-out the Y6 academic year and not just left to the last few days of term. For some of the most vulnerable children transition takes time to adjust to new surroundings, setting and adults. Depending on the reason for transition anxiety, the solutions might be different.

Some primary schools spent time at the end of Y6 providing their pupils with the experience of being in a secondary school by spending time having them:

- Move around the school; getting use to moving between lessons
- Packing their bags after each lesson and getting used to having to have their equipment with them e.g. pens, pencils paper etc

Even better if.....

Some primary schools were unhappy about passing Y6 behaviour information to the secondary school, not wanting to label the pupil. However, as this child ended up being permanently excluded for a similar issue, there is a clear argument for schools to pass all information up-even if it is just in verbal form in order for the secondary school to plan how they would address the identified behaviours should they occur again.

Some secondary schools felt that behaviour management strategies used in primary schools were not transferable to secondary schools. This is understandable, however there is no evidence that this type of discussion has ever been had within the School Improvement Clusters to try and develop a similar approach to behaviour management across Y6/Y7 and across schools.

Some primary schools felt that they knew that a managed move early in Y7 wasn't going to work for the child, however the secondary school didn't ask their views in the matter. The move subsequently failed and the pupil was eventually permanently excluded. As part of the managed move process, primary schools will be asked for information if the Pupil Placement Panel has a request for a managed move of a Y7 pupil. It would be useful to know the primary schools view on the possible success of the proposed managed move.

Future actions

This is just a small-scale study on 5 permanently excluded pupils, although in the end information was only obtained for 4 of the pupils. Information obtained supports the view that children are complicated as are the factors leading to permanent exclusion.

In order to build on this and to unpack it in more depth; in order to provide schools with ideas and resources to better support the transition of children from Y6 to Y7 further work will be undertaken.

During the 2019/20 academic year the Primary Behaviour Support Team with support from HINT developed a brochure for schools setting out good practice in the area of transition in general and more specifically for those with social, emotional and mental health needs.



EOTAS and Alternative Provision for pupils permanently excluded from school

Report on academic year 2019/ 2020

h) Education Inclusion Panel; Permanent Exclusions

In the academic year 2019/20 there were 32 pupils who had been permanently excluded from school, brought before the Education Inclusion Panel. Due to the impact of the Coronavirus lockdown, the panel did not sit in April and May, but resumed meeting virtually in June and July.

Breakdown of pupils referred by EIP

Year 11	Year 11	Year 11	Year 11	Year 11
9	9	9	9	9

Alternative Education; EOTAS roll

	Pupils in receipt of alternative education at any stage during academic year	Carried forward from 2018/19
Year 11 pupils	29	20
Year 10 pupils	5	1 (failure of managed move)
Day 6 Keystage 3 pupils	18	5 (4 end of year/ 1 availability of provision)
Day 6 continued through Covid	6	

In the academic year of 2019/2020 there were 34 key stage 4 pupils on the EOTAS roll in receipt of alternative education. In line with Gateshead's alternative provision framework this was a longer-term option only for pupils who were in key stage 4 and for whom a return to a mainstream registered school or educational setting was either not desired by the pupil or not possible.

2 year 11 pupils left alternative provision during this academic year to go to RTA to sit a wider GCSE curriculum.

Managed Moves

One year 11 pupil and one year 8 pupil successfully moved back into mainstream schools through managed moves after being permanently excluded. A further one student is still on a managed move, but this has been in operation for well over a year and is not being formalised due to her attendance falling below 95%. We do not expect this to be formalised in the foreseeable future.

A further eight pupils who were in receipt of alternative education in this academic year had been placed on managed moves since their permanent exclusions, only for them to fail and they be returned to the EOTAS roll.

Key stage 3 Day 6 Provision

17 key stage 3 pupils were in receipt of a day 6 educational provision. 15 were placed in River Tyne Academy. One pupil went to a special school and one pupil went to a mainstream school on a managed move.

Impact of COVID 19 Lockdown

There were, in addition to the above, 5 key stage 3 pupils and one key stage 4 pupil who were no longer on school rolls, having been permanently excluded, when the Covid lockdown was imposed. These remained in receipt of alternative education and were monitored by the Triage and Placement team for safeguarding issues, significantly longer than under normal circumstances. Four have, however, now either re-started formal education or have early September start dates scheduled. One has a review of his exclusion planned for the first week of term and the sixth is in dispute with the authority, requiring a special school but refusing those offered by the local authority.

Other agency and service working

Three pupils excluded this year were in receipt of EHCP either at the time of their exclusion or with a matter of weeks after the exclusion being finalised. This has resulted in close working with the SEND team over these pupils. In addition, the EOTAS provision picked up two other pupils who had EHCPs who came in from other directions and one LAC child. These were monitored in partnership with the supporting SEND and REALAC teams, and three of them obtained GCSEs at the end of the academic year. Two pupils with EHCP still remain on the EOTAS roll, receiving an educational offer, as work is done with schools and parents to agree an appropriate place.

10 pupils on the EOTAS roll had Early Help involvement and liaising with appropriate members and attending TAFS took place to support them. In addition, a further 10 pupils had a higher level of safeguarding need and CiN and strategy meetings were attended to support professionals working with these young people.

Education were also invited to help support two pupils with Platform involvement.

Platform, R&A, CYPS, Health, Early Help, REALAC, SEND, mainstream schools and River Tyne Academy also all support the EOTAS process by their regular attendance at the EIP panel meetings.

Accredited Qualifications

All pupils were working towards accredited qualifications, mainly GCSEs. 27 pupils sat and achieved GCSEs. 1 pupil sat and achieved Entry Level Functional Skills.

The anticipated exam season did not happen, as has been widely reported. Instead the work was collected and submitted to River Tyne Academy for accreditation and moderation. The work was graded in consultation with the tutors and the CAGs sent off to the exam boards for approval.

In all 27 pupils sat GCSEs from the EOTAS register. This included one pupil who was on a Hospital and Home Tuition package and two students who had been placed in a small alternative registered school that was not registered for GCSEs. All other students had been permanently excluded from schools.

Results were as follows;

Grade	English	Maths	Others*	Total	%
1	5	6		11	17
2	10	5	3	18	28
3	7	6	7	20	31
4	3	5	1	9	14
5	2	4		6	9
				64	

* "Others" were; English Literature, History and PE

3 pupils were not entered for GCSEs as they had not engaged in the education provision on offer and therefore would not have been successful.

Providers Used in year

- Vision for Education tutors
- Education World Tutors
- Kip McGrath Gateshead
- Kip McGrath Whickham
- TLG/ Hope Springs
- New Leaf
- GM Training

Considerations

- How will the EOTAS offer be delivered in light of continued social distancing measures and the use of casual settings for delivery? At the time of writing we are in discussions with health and safety, health and the providers to ensure that appropriate measures are in place. A similar discussion has concluded with the libraries so a limited one to one tuition can be implemented.
- GCSE results were positive, no doubt helped by the need not to sit exams. Consideration should be paid to how we can train our students, who have packages delivered in a manner that they find accessible and manageable, to cope with the rigors and restrictions of exam settings.



Table 9 Fixed Exclusions - Secondary

	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20
Heworth Grange	50	69	87	160	196	90	118	95	166	78	239	233
Hookergate	17	19	25	-	-	-	-	-	-	-	-	-
Grace College	138	128	107	171	171	101	29	48	55	160	117	599
Kingsmeadow	35	20	15	24	14	18	17	49	18	21	29	44
Lord Lawson	75	45	44	53	40	36	83	43	61	79	110	128
Ryton	49	86	43	-	-	-	-	-	-	-	-	-
St Edmund Campion/ Cardinal Hume	34	27	59	10		33	12	35	49	56	50	33
St Thomas More	4	Nil	Nil	5		22	27	17	34	35	45	27
Thomas Hepburn	19	29	32	38	91	74	70	121	656	384	202	-
Whickham	42	39	64	54	23	19	22	41	77	36	47	41
Furrowfield	4	4	9	3	3	11	23	13	31	16	15	14
PRU	111	46	113		36	43	63	62	78	269	258	103
Charles Thorp				110	112	102	92	48	130	394	81	97
Total	578	512	598	628	686	549	556	572	1355	1528	1193	1319

Table 10
Permanent Exclusions - Primary Schools

	2008/ 2009	2009/ 2010	2010/ 2011	2011/ 2012	2012/ 2013	2013/ 2014	2014/ 2015	2015/ 2016	2016/ 2017	2017/ 2018	2018/ 2019	2019/ 2020
Parkhead	0	0	0	0	0	0	0	0	0	0	0	0
Blaydon West	0	0	0	0	0	0	0	0	0	0	0	0
Fell Dyke	0	0	0	0	0	1	0	0	0	0	0	0
St Oswald's	0	0	0	0	0	0	0	0	0	0	0	0
Caedmon	0	0	0	0	0	0	0	0	0	0	0	0
Roman Road	0	0	0	0	0	0	0	0	0	0	0	0
Birtley East	0	0	0	0	0	1	1	0	0	0	0	0
Chopwell	0	0	0	0	0	0	0	1	0	1	0	0
Larkspur	1	0	1	0	0	0	0	0	0	0	0	0
St Anne's	0	1	0	1	0	0	0	0	0	0	0	0
The Drive	0	0	0	1	0	0	0	0	0	0	0	0
Front Street	0	0	0	0	1	0	0	0	0	0	0	0
Washingwell	0	0	0	0	1	0	1	0	0	0	0	0
Sacred Heart	0	0	0	0	0	0	0	0	1	0	0	0
Barley Mow	0	0	0	0	0	0	0	0	1	0	0	0
Ryton Jr	0	0	0	0	0	0	0	0	1	0	0	0
Lingey House	0	0	0	0	0	0	0	0	1	0	0	0
Harlow Green												
Total	1	1	1	2	2	2	2	1	4	1	0	0

Table 11
Permanent Exclusions - Secondary

	2008/ 2009	2009/ 2010	2010/ 2011	2011/ 2012	2012/ 2013	2013/ 2014	2014/ 2015	2015/ 2016	2016/ 2017	2017/ 2018	2018/ 2019	2019/ 2020
Charles Thorp			3		3	2	3	5	7	2	2	1
Emmanuel			1		3	3	2	3	1	1	5	-
Heworth Grange	1	1	3	0	3	1	5	4	8	8	10	1
Hookergate*	1	1	1	-	-	-	-	-	-	-	-	-
Grace College	2	4	1	4	3	2	5	12	11	6	12	5
Kingsmeadow	5	1	3	7	4	4	2	7	7	7	5	5
Lord Lawson	1	3	1	1	1	2	7	11	9	8	11	6
Ryton*	1	2	3	-	-	-	-	-	-	-	-	-
St Edmund Campion/ Cardinal Hume	1	4	2	0	2	2	3	8	8	6	5	3
St Thomas More	2	5	Nil	2	3	2	9	2	4	4	4	2
Thomas Hepburn	5	6	6	3	3	3	6	11	14	6	3	0
Whickham	Nil	2	6	2	1	2	12	7	8	8	6	6
Furrowfield	0	0	0	0	-	-	-	-	-	-	-	-
PRU	0	0	0	2	-	1	0	-	1	-	2	-
Total	19	29	30	21	26	24	54	70	78	57	65	29

Key Issues

- What has led to the changes in fixed term exclusions year on year in secondary schools?
- Is there consistency across Gateshead in terms of criteria for permanent exclusions?
- Why is the rate of permanently excluded pupils fluctuating in secondary schools?
- Why are fixed term exclusions in some secondary schools beginning to increase?

j) Attendance

Holidays in Term Time

If children are taken away for a two week holiday every year and have an average number of days off for sickness and appointments, then by the time they leave at sixteen they will have missed a year of school
(Charlie Taylor, 2012:2-3)

The rules on Holidays in Term Time have changed. Prior to September 2013 regulations allowed Head Teachers to grant leave of absence for the purpose of a family holiday during term time in 'special circumstances' of up to ten school days leave per year.

Recent amendments to the 2006 Pupil Registration Regulations, which came into effect on the 1st of September 2013, have removed references to family holiday and extended leave, as well as to the statutory threshold of ten school days (authorised at the discretion of the Head Teacher). The amendment reads...

Head Teachers may not grant any leave of absence during term time unless there are exceptional circumstances. Head Teachers should determine the number of school days a child can be away from school if the leave is granted.

While leave of absence may be granted during term time, it is entirely at the Head Teacher's discretion and it is **not a parental right**.

Exceptional Circumstances

The government, the local authority and schools realise that it is more expensive to go on holiday during the school holiday period than at other times of the year. However, it is the view of the DfE that a child(ren) should be in school for the 39 weeks of the academic year and that holidays in term time in whatever form are not considered to be 'exceptional' circumstances. Cheap holidays are not a good enough reason for taking a child or young person out of school for two weeks.

Absence from school under exceptional circumstances is slightly different from taking a holiday in term time. In deciding whether or not to grant a leave of absence for 'exceptional circumstances' Head Teachers may want to consider the following:

- What is the normal pattern of attendance for the child(ren) who is asking for a leave of absence?
- What is 'exceptional' for one family might be the norm for another family.
- Examples of 'exceptional circumstances' might include:
 - A special one-off family event (30th wedding anniversary of grandparents; parents wedding) - but one that doesn't happen on an annual basis
 - A funeral which requires the family to travel some distance etc

- The receipt of a special award which means the family need to travel some distance and stay overnight
- A parent who has the potential for a new job and wants to take their family with them to see if they like the area

A parent who is in the Armed Forces might be considered under 'exceptional' circumstances however parents who have set holidays due to their work patterns are not considered to be 'exceptional' circumstances.

If the request for a leave of absence is refused by the Head Teacher but the parent takes their child away, the absence will be marked as unauthorised and the Head Teacher **may** refer the matter on to the local authority. The parent is then at risk of receiving a warning (in the first instance) or a £60.00 fixed penalty notice, per parent, per child.

In April 2017 the Supreme Court unanimously agreed that no children should be taken out of school without good reason and clarified that 'regularly' means 'in accordance with the rules prescribed by the school'.

A Profile of Pupil Absence Autumn Term 2018

(DfE Statistical First Release March 2018)

Persistent Absence

The percentage of pupil enrolments classed as persistent absentees was 10.8% in 2016/17, which is an increase from 10.5% in 2015/16.

Absence rates (2018/19)

The overall absence rate has decreased from 4.7% in 2016/17 to 4.8% in 2017/18.

Persistent absence figures increased from 10.8% in 2016/17 to 11.2% in 2017/18.

Authorised absence rates increased from 3.4 in 2016/17 to 3.5% in 2017/18.

The unauthorised absence rate increased from 1.3% in 2016/17 to 1.4% in 2017/18.

Reason for absence (2017/18)

The most commonly reported reason for absence was "illness (not medical or dental appointments)", as in previous years. In 2018/19 illness accounted for 55.5% of all absences, an increase from 54.7% in 2017/18.

Absence by pupil characteristics (2017/18)

The rate of overall absence for those pupils who are eligible for and claiming free school meals was 7.6% compared to 4.3% for non FSM pupils.

The overall absence rate for pupils with a statement of special educational or Education Health Care Plan needs (SEN) was 8.7%. For pupils with no identified SEN the overall absence rate was 4.4%.

The persistent absentee rate for pupils with a statement of SEN is more than two times higher than the rate for pupils with no identified SEN, at 25.1%.

The rate of overall absence for pupils in national curriculum year groups 10 and 11 was 6.3%.



Local Attendance Data

In 2010/11 the national threshold for persistent absence figure reduced to 15% or the equivalent of 23 missed days in 46 pupil sessions compared with the previous figures of 32 school days in 64 sessions.

From September 2015 this figure reduced again to 10%; pupils are considered a persistent absence if they miss 10% or more of sessions.

The way a persistent absence is defined, changed in September 2015; 'pupils are persistently absent if they miss 10% or more of their own possible sessions'.

The following is local, regional and national attendance and persistent absence data at 10% for 2016/17 for state funded primary, secondary and special schools. There is a noticeable increase in both national and local persistent absence figures due to the change in the definition of persistent absence from 15% to 10% of missed sessions. These figures have been calculated on six terms since 2012/13.

2019/20 - Average Attendances and Persistent Absence (PA)

Data derived from the DfE's SFR18_2019

(Attendance calculated by "100 - Overall Absence")

	Primary		Secondary		Special	
	Attendance	PA	Attendance	PA	Attendance	PA
ENGLAND AVERAGE	95.7	11.2	94.4	15.0	89.5	30.0
NORTH EAST AVERAGE	95.1	14.2	93.4	18.9	86.6	29.2
GATESHEAD AVERAGE	95.2	14.0	93.5	17.3	91.2	25.1

In the 2019/20 academic year:

Primary:

Gateshead's average for attendance in Primary Schools is 95.2%

The North East average attendance in Primary Schools is 95.1%

The National average attendance in Primary Schools is 95.7%

Gateshead's average for Persistent Absence (PA) in Primary Schools is 14.0%

The North East average for persistent absence (PA) in Primary Schools is 14.2%

The National average for persistent absence (PA) in Primary Schools is 11.2%

Secondary:

Gateshead's average for attendance in Secondary Schools is 93.5%

The North East average attendance in Secondary Schools is 93.4%

The National average attendance in Secondary Schools is 94.4%

Gateshead's average for Persistent Absence (PA) in Secondary Schools is 17.3%

The North East average for persistent absence (PA) in Secondary Schools is 18.9%

The National average for persistent absence (PA) in Secondary Schools is 15.0%

Special:

Gateshead's average for attendance in Special Schools is 91.2%

The North East average attendance in Special Schools is 89.6%

The National average attendance in Special Schools is 89.5%

Gateshead's average for Persistent Absence (PA) in Special Schools is 25.1%

The North East average for persistent absence (PA) in Special Schools is 29.2%

The National average for persistent absence (PA) in Special Schools is 30.0%

3.2.1 Overview of persistent absence measures used since 2005/06

Table 2: Persistent absence measures since 2005/06

Description of persistent absence measure	Academic years
10% or more of sessions missed (based on each pupil's possible sessions)	2015/16 onwards
Around 15% or more of sessions missed (based on a standard threshold)	2010/11 to 2014/15
Around 20% or more of sessions missed (based on a standard threshold)	2005/06 to 2009/10

3.2.2 2015/16 onwards (10 percent, based on an exact methodology):

Since the start of the 2015/16 academic year schools, a pupil has been classified as a persistent absentee if they miss 10 per cent or more of their own possible sessions, rather than if they reach a standard threshold of absence sessions. Meaning, that if an enrolment's overall absence rate 10 per cent or higher² they will be classified as persistently absent. See overall absence methodology section for further information.

To calculate school, local authority and national level persistent absence rates, all persistently absent enrolments within the relevant areas are included.

Persistent absence rate

$$\text{Persistent absence rate} = \frac{\text{Number of enrolments classed as persistent absentees}}{\text{Number of enrolments}} \times 100$$

The following is attendance and persistent absence data at a cluster level. Please note that the large increase in PA is largely due to the change in definition between the two years e.g. it was 15% for 2014/15. Whilst only 10% in 2016/17.

Table 13 Cardinal Hume Cluster

Cardinal Hume Catholic School	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20
Attendance %	93.74	94.6	-	95.6	95.7	95.51	95.35	95.59	96.00	
PA %	3.72	6.1	-	3.8	3.51	-	9.34%	8.77%	6.19%	11.26%

Autumn/Spring Attendance. (From 2015/16 attendance is calculated on 3 terms)										
Primary Schools	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20
St Alban's	94.48%	95.8%	95.3%	97%	96.84%	96.31%	96.55%	96.63%	96.74	95.76
St Anne's	94.29%	95.1%	94.0%	96.3%	96.34%	96.23%	96.16%	96.40%	95.84	92.90
St Augustine's	93.21%	94.5%	94.2%	96.3%	96.02%	97.08%	95.81%	95.95%	95.74	94.97
Birtley St Joseph's Infant	-	95.7%	94.5%	94.3%	96.28%	95.28%	96.28%	95.29%	95.93	94.26
Birtley St Joseph's Junior	94.4%	95.6%	95.6%	96.5%	97.09%	96.92%	96.54%	96.19%	96.06	96.31
St John The Baptist	94.91%	-	-	-	-	-	-	-	-	-
St Joseph's RC Gateshead	95.58%	95.3%	95.3%	96.9%	97.57%	96.74%	96.82%	97.00%	96.56	96.51
St Oswald's	94.78%	95%	94.8%	95.6%	94.54%	96.09%	96.06%	95.63%	96.09	93.45
St Peter's	96.59%	97%	96.6%	97.8%	97.92%	97.48%	98.13%	97.50%	98.16	97.33
St Wilfrid's	92.18%	94.6%	94.2%	95.1%	95.39%	94.09%	94.18%	94.71%	94.58	92.54

Autumn/Spring PA % (From 2016/17 PA% is calculated on 3 terms)								
Primary Schools	2011/12	2012/13	2013/14	2014/15	2016/17	2017/18	2018/19	2019/20
St Alban's	4.1%	3.3%	2.4%	1.1%	2.72%	3.31%	4.47	10.1
St Anne's	6.1%	11.9%	3.0%	3.03%	3.51%	5.60%	5.20	18.09
St Augustine's	28%	5.2%	3.2%	2.22%	6.82%	8.33%	7.14	14.71
Birtley St Joseph's Infant	1%	1.3%	3.6%	0.0%	3.33%	12.70%	10.91	22.73
Birtley St Joseph's Junior	7.3%	0.9%	1.7%	0.92%	5.22%	6.16%	8.67	9.51
St John The Baptist	-	-	-	-	-	-	-	-
St Joseph's RC Gateshead	7.6%	3.9%	2.5%	1.12%	5.06%	2.78%	5.39	8.28
St Oswald's	7.7%	4.2%	6.7%	6.43%	7.45%	9.14%	6.21	19.30
St Peter's	2.8%	1.4%	6.5%	0.56%	1.64%	1.64%	0.54	4.84
St Wilfrid's	0.5%	13.9%	3.1%	4.26%	24.0%	17.76%	16.36	18.97



From 2011/12 Hookergate and Ryton Clusters have merged to become Charles Thorp which in 2014 became Thorp Academy.

Table 14 Hookergate Cluster

Hookergate	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11
Autumn/Spring Attendance %	91.4	91.8	92.84	91.3	92.5	90.87
Autumn/Spring PA %	8.15	7.7	5.7	9.9	5.1	8.77

Autumn/Spring Attendance %						
Primary Schools	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11
Chopwell	94.31%	93.99%	93.9%	93.2%	94%	94.33%
Highfield	93.36%	93.6%	94%	94.5%	94.8%	95.11%
High Spen	95.17%	94.78%	95.6%	95.1%	96.3%	93.99%
Parkhead	94.58%	94.63%	94.9%	94.4%	94.5%	93.97%
Rowlands Gill	**	95.68%	94.9%	95.4%	95.6%	95.87%
Winlaton West Lane	94.55%	95.05%	93.8%	93.1%	94.3%	94.17%

Autumn/Spring PA %				
Primary Schools	2007/08	2008/09	2009/10	2010/11
Chopwell	4.1%	5.84%	3.6%	2.33%
Highfield	0%	2.3%	0%	0%
High Spen	2.5%	1.8 %	0%	1.61%
Parkhead	1.8%	1.89%	2.21%	1.72%
Rowlands Gill	2.8%	1.3%	1.7%	1.39%
Winlaton West Lane	3.9 %	4.9%	0.91%	1.32%



Table 15 Ryton Cluster

Charles Thorp	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11
Autumn/Spring Attendance %	93.5	95.9	95.7	93.1	93.1	93.18
Autumn/Spring PA %	4.89	1.3	5.2	4.7	4.3	0.83

Autumn/Spring Attendance %						
Primary Schools	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11
Blaydon West	93.15%	93.36%	92.5%	93.3%	93.5%	92.24%
Crookhill	94.38%	94.11%	94.5%	93.8%	95%	93.8%
Emmaville	94.24%	95.69%	95.1%	95.7%	96.2%	96.15%
Greenside	94.55%	94.89%	96%	95.7%	96.1%	96.35%
Ryton Infant	94.68%	95.97%	95.7%	95.8%	93.3%	94.88%
Ryton Junior	95.21%	95%	95.1%	96%	96.4%	95.63%

Autumn/Spring PA %				
Primary Schools	2007/08	2008/09	2009/10	2010/11
Blaydon West	6.5%	2.37%	2.2%	6.43%
Crookhill	2.9%	4.2%	1.8%	0.69%
Emmaville	2.9%	0.85%	1.8%	0%
Greenside	0.9%	1.02%	0%	0%
Ryton Infant	1%	0.99%	1.8%	0%
Ryton Junior	2.1%	1.36%	0.5%	0.73%



Table 16 Thorp Academy Cluster

Charles Thorp	2012/2013	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20
Attendance %	92.9%	94.1%	93.3%	95.25%	92.98%	92.14%	92.86%	93.45%
PA %	12.3%	-	8.63%	-	26.96%	27.57%	18.63%	19.54%

Autumn/Spring Attendance. From 2015/16 attendance is calculated on 3 terms

Primary Schools	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20
Emmaville Primary School	95.9%	96.87%	96.48%	96.04%	96.10%	96.51%	93.92%
High Spen Primary School	96.3%	95.09%	95.61%	95.14%	94.62%	94.95%	92.99%
Winlton West Lane Primary School	95.6%	95.88%	95.95%	96.48%	96.14%	96.52%	95.89%
Greenside Primary School	96.4%	96.53%	95.91%	96.94%	96.12%	96.67%	95.55%
Blaydon West Primary School	96.3%	95.36%	96.02%	96.08%	96.77%	95.57%	96.56%
Highfield Primary School	95.4%	96.88%	97.09%	96.50%	95.90%	95.11%	96.24%
Ryton Community Infant School	95.8%	96.56%	95.89%	95.06%	95.72%	96.05%	94.63%
Ryton Community Junior School	96.9%	95.91%	95.66%	96.33%	96.08%	96.36%	95.98%
Crookhill Primary	96.6%	96.53%	96.52%	96.11%	95.75%	96.43%	96.14%
Chopwell Primary	94.0%	94.60%	94.62%	94.45%	93.83%	93.76%	94.37%
Park Head Primary School	95.4%	96.17%	95.97%	95.15%	95.38%	95.46%	94.43%
Rowlands Gill Primary School	96.0%	96.26%	96.53%	95.70%	96.09%	96.20%	95.66%

Autumn/Spring PA % (From 2016/17 PA% is calculated on 3 terms)

Primary Schools	2012/13	2013/14	2014/15	2016/17	2017/18	2018/19	2019/20
Emmaville Primary School	25.5%	3.11%	2.18%	7.66%	9.97%	6.92%	18.24%
High Spen Primary School	3.3%	1.2%	5.07%	11.11%	10.56%	16.03%	23.78%
Winlton West Lane Primary School	4.2%	4.5%	3.09%	4.25%	6.37%	5.11%	11.04%
Greenside Primary School	5.8%	2.1%	1.57%	5.37%	8.64%	4.29%	12.20%
Blaydon West Primary School	9.7%	0%	2.11%	5.50%	3.68%	3.57%	6.85%
Highfield Primary School	1.0%	3.5%	2.15%	3.16%	5.94%	11.65%	10.10%
Ryton Community Infant School	3.9%	2.7%	2.13%	7.14%	9.86%	6.06%	12.90%
Ryton Community Junior School	4.1%	1.4%	4.41%	8.47%	7.80%	5.00%	12.50%
Crookhill Primary	2.8%	0%	2.78%	7.55%	5.56%	4.88%	8.28%
Chopwell Primary	9.3%	6.2%	7.14%	18.78%	18.75%	18.44%	15.52%
Park Head Primary School	5.2%	7.4%	3.47%	9.47%	7.32%	7.46%	14.94%
Rowlands Gill Primary School	2.0%	3.2%	1.84%	6.59%	6.25%	4.44%	7.91%



Table 17 Heworth Grange Cluster

Heworth Grange Comprehensive										
	2010/ 11	2011/ 12	2012/ 13	2013/ 14	2014/ 15	2015/ 16	2016/ 17	2017/ 18	2018/ 19	2019/ 20
Attendance %	91.43%	91.1%	90.6%	92.1%	92.0%	93.63%	93.79%	93.70%	92.96%	92.08%
PA %	9.74%	16.1%	16.1%	12.6%	14.45%	-	16.91%	15.91%	15.31%	22.41%

Autumn/Spring Attendance. From 2015/16 attendance is calculated on 3 terms										
Primary Schools	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	218/19	2019/20
Bill Quay	95.29%	96.2%	95.7%	96.8%	96.72%	97.02%	96.26%	96.65%	96.20%	94.96%
Lingey House	94.59%	95.6%	94.8%	95.7%	96.15%	96.61%	95.89%	95.83%	96.07%	95.40%
Roman Road	93.82%	96.0%	94.8%	95.7%	95.38%	95.80%	94.83%	95.27%	95.18%	94.20%
The Drive	92.62%	95.3%	94.4%	96.1%	95.67%	96.06%	95.44%	94.93%	94.64%	92.54%
Wardley	94.73%	96.5%	95.6%	96.7%	96.55%	96.23%	95.98%	95.06%	95.70%	93.30%
Whitemere	95.65%	96.1%	95.4%	97.0%	96.45%	96.89%	96.83%	96.77%	96.69%	95.08%
Bede	91.63%	94.8%	92.8%	94.2%	93.36%	95.07%	95.02%	94.60%	94.72%	95.03%
Brandling	93.15%	95.3%	93.6%	95.1%	96.23%	96.44%	96.17%	96.42%	96.65%	96.15%
Colgate	94.77%	96.1%	94.4%	96.4%	96.36%	96.39%	95.50%	94.69%	94.75%	92.73%
Falla Park	95.25%	95.3%	94.4%	96.9%	96.37%	95.21%	95.02%	95.50%	95.11%	94.55%
Windy Nook	94.7%	96.6%	95.5%	96.8%	96.98%	96.53%	96.30%	96.24%	95.86%	93.86%

Bede, Brandling, Colgate, fall Park and Windy Nook information from Thomas Hepburn cluster.

Autumn/Spring PA %										
Primary Schools	2010/11	2011/12	2012/13	2013/14	2014/15	2016/17	2017/18	2018/19	2019/20	
Bill Quay	1.3%	86.2%	1.4%	0.9%	0.54%	3.35%	3.72%	5.95%	11.56%	
Lingey House	0.13%	81.5%	4.8%	3.6%	4.53%	6.16%	8.52%	5.01%	11.86%	
Roman Road	4.23%	83.2%	4.1%	4.4%	2.17%	11.76%	10.69%	9.32%	18.39%	
The Drive	3.7%	83.3%	4.4%	3.2%	2.53%	9.55%	12.96%	15.38%	26.97%	
Wardley	0.53%	85.0%	3.8%	2.6%	2.67%	7.42%	8.56%	8.64%	20.43%	
Whitemere	0.68%	87.1%	2.9%	0.6%	2.03%	3.45%	5.88%	3.85%	14.63%	
Bede	8.57%	3.4%	13.1%	6.9%	7.75%	15.69%	14.89%	15.59%	15.30%	
Brandling	4.65%	3.1%	11.7%	6.1%	6.70%	8.06%	5.37%	6.25%	5.26%	
Colgate	1.24%	1.8%	4.6%	2.6%	2.07%	9.09%	15.48%	11.18%	23.26%	
Falla Park	0.57%	2.9%	3.4%	0.9%	1.03%	12.95%	11.25%	14.95%	12.90%	
Windy Nook	1.55%	1.6%	2.3%	1.6%	1.98%	7.94%	8.08%	9.70%	20.40%	

Bede, Brandling, Colgate, fall Park and Windy Nook information from Thomas Hepburn cluster.



Table 18 Grace College Cluster

Joseph Swan Comprehensive (2018/19 - Data from 1 September to 31 December 2018)									
	2010/ 11	2011/ 12	2012/ 13	2013/ 14	2014/ 15	2015/ 16	2016/ 17	2017/ 18	2018/ 19
Attendance %	92.04%	93.0%	94.1%	94.6%	94.0%	94.15%	94.93%	93.83%	91.34%
PA %	7.27%	9.0%	7.7%	8.4%	8.30%	-	10.48%	18.31%	24.39%

Grace College - Data collected 1 April 2019 to 31 July 2019		
	2018/ 19	2019/ 20
Attendance %	87.14%	87.89%
PA %	30.02%	35.27%

Autumn/Spring Attendance. From 2015/16 attendance is calculated on 3 terms										
Primary Schools	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20
Glynwood	94.73%	95.6%	94.8%	96.4%	96.18%	96.25%	95.89%	95.60%	95.66%	94.45%
Harlow Green	94.13%	95.4%	94.1%	95.4%	95.37%	95.88%	95.67%	96.16%	96.26%	94.33%
Kells Lane	96.36%	97.5%	96.6%	97.6%	97.10%	96.94%	97.56%	97.30%	97.61%	95.97%
Kelvin Grove	92.62%	93.5%	93.4%	94.0%	93.74%	94.93%	94.93%	94.15%	94.30%	92.99%
Oakfield Infant	95.49%	96.6%	96.3%	97.7%	97.37%	96.80%	96.83%	96.86%	97.33%	95.59%
Oakfield Junior	96.9%	97.3%	96.3%	97.1%	97.16%	96.85%	97.20%	97.24%	97.26%	95.80%
Carr Hill	94.82%	96.5%	95.7%	96.6%	96.38%	96.49%	96.01%	95.80%	95.94%	94.33%
Larkspur	95.08%	95.2%	94.8%	94.5%	96.21%	96.24%	95.57%	94%	93.59%	90.91%
South Street	93.43%	94.8%	94.1%	96%	95.67%	95.40%	94.33%	94.88%	95.19%	94.59%

Carr Hill, Larkspur and South Street information from Thomas Hepburn cluster.

Autumn/Spring PA %										
Primary Schools	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2016/17	2017/18	2018/19	2019/20
Glynwood	1.4%	4.86%	4.0%	6.7%	2.5%	3.32%	4.88%	7.21%	8.72%	17.90%
Harlow Green	2.4%	3.16%	3.6%	6.9%	5.4%	6.43%	10.24%	7.12%	8.43%	15.06%
Kells Lane	0%	0.28%	0.8%	1.0%	0.5%	1.67%	2.51%	3.03%	3.05%	8.86%
Kelvin Grove	1.6%	4.44%	7.1%	9.8%	7.7%	10.63%	11.99%	18.39%	12.23%	20.39%
Oakfield Infant	1.7%	2.46%	0.8%	2.2%	0%	0.81%	4.17%	4.88%	2.50%	13.93%
Oakfield Junior	0.4%	0%	1.3%	2.2%	1.3%	0.41%	4.18%	3.97%	2.99%	12.13%
Carr Hill	0.4%	0.78%	1.1%	1.0%	2%	1.56%	3.88%	5.64%	6.12%	16.02%
Larkspur	2%	1.37%	3.5%	4.7%	6.5%	2%	12.06%	18.44%	17.92%	31.37%
South Street	4.2%	2.83%	6.2%	8.1%	2.2%	2.92%	12.60%	12.35%	11.79%	17.41%

Carr Hill, Larkspur and South Street information from Thomas Hepburn cluster.



Table 19 Kingsmeadow Cluster

Kingsmeadow Comprehensive										
	2010/ 11	2011/ 12	2012/ 13	2013/ 14	2014/ 15	2015/ 16	2016/ 17	2017/ 18	2018/ 19	2019/ 20
Attendance %	91.86%	93.5%	93.6%	94.9%	95.3%	95.05%	94.86%	94.44%	92.96%	92.26%
PA %	6.98%	6.1%	8.5%	4.8%	2.62%	-	14.02%	14.67%	18.00%	19.37%

Autumn/Spring Attendance. From 2015/16 attendance is calculated on 3 terms										
Primary Schools	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20
Brighton Avenue	93.64%	94%	93.2%	95.3%	94.81%	95.92%	95.98%	95.70%	96.03%	94.97%
Caedmon	92.26%	95.1%	95.1%	95.9%	96.31%	96.33%	96.05%	95.93%	95.40%	94.04%
Dunston Hill	95.01%	95.5%	95.7%	96.6%	96.95%	96.95%	96.31%	96.93%	95.71%	94.77%
Riverside Academy	95.1%	95.6%	95.4%	95.8%	96.84%	96.30%	96.68%	96.26%	96.24%	94.56%
Lobley Hill	93.94%	94.7%	94.6%	96.6%	96.01%	96.18%	96.16%	95.19%	95.11%	94.22%
St Aidans	94.42%	95.6%	94.9%	96.6%	96.28%	95.98%	95.59%	95.64%	95.47%	94.91%

Autumn/Spring PA %										
Primary Schools	2010/11	2011/12	2012/13	2013/14	2014-15	2016/17	2017/18	2018/19	2019/20	
Brighton Avenue	1.86%	6.7%	12.2%	6.4%	7.23%	6.96%	10.74%	9.52%	12.74%	
Caedmon	5.14%	5.2%	4.3%	2.8%	1.64%	9.55%	9.84%	12.44%	16.22%	
Dunston Hill	1.45%	4%	1.2%	1.0%	1.44%	3.88%	6.63%	8.41%	11.04%	
Riverside Academy	2.72%	1.1%	2.5%	4.1%	2.34%	5.70%	8.10%	7.46%	17.01%	
Lobley Hill	4.07%	6%	5.5%	1.6%	4.49%	6.27%	10.95%	9.14%	16.10%	
St Aidans	3.95%	4%	5.4%	2.0%	4.57%	9.50%	12.30%	12.09%	18.75%	



Table 20 Lord Lawson Cluster

Lord Lawson of Beamish School										
	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20
Attendance %	93.36%	94.3%	93.9%	94.4%	94.5%	94.71%	92.59%	93.77%	92.67%	93.08%
PA %	4.29%	7.3%	8.2%	7.9%	5.49%	-	31.73%	17.27%	22.70%	20.74%

Autumn/Spring Attendance. From 2015/16 attendance is calculated on 3 terms										
Primary Schools	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20
Barley Mow	95.01%	95.5%	93.6%	95.8%	95.27%	95.22%	95.49%	95.92%	95.67%	94.51%
Birtley East	93.59%	94.7%	93%	94.5%	94.95%	95.93%	95.48%	95.15%	95.69%	94.29%
Kibblesworth	93.58%	96.1%	96.4%	96.2%	95.92%	96.16%	96.54%	96.33%	96.72%	95.13%
Portobello	94.18%	95.4%	94.9%	95.7%	96.25%	96.29%	95.80%	96.29%	95.49%	96.02%
Ravensworth Terrace	95.4%	96%	95.6%	97.3%	97.46%	96.98%	96.35%	95.81%	95.99%	92.48%
Fell Dyke	94.99%	95.9%	95.4%	96.3%	96.59%	96.28%	95.28%	94.03%	94.22%	92.48%

Fell Dyke information from Thomas Hepburn cluster.

Autumn/Spring PA %										
Primary Schools	2010/11	2011/12	2012/13	2013/14	2014/15	2016/17	2017/18	2018/19	2019/20	
Barley Mow	1.32%	5% %	9.4%	1.0%	4.07%	11.18%	7.36%	11.49%	13.55%	
Birtley East	4.49%	13%	7.5%	6.2%	5.52%	12.44%	12.82%	10.36%	15.14%	
Kibblesworth	0.22%	1.1%	1.9%	2.8%	3.79%	7.75%	6.08%	2.11%	12.95%	
Portobello	3.49%	5.6%	4.2%	4.7%	2.78%	9.34%	5.52%	7.34%	12.28%	
Ravensworth Terrace	10.61%	3.6%	2.9%	1.4%	0.56%	5.64%	4.72%	8.46%	8.66%	
Fell Dyke	1.72%	4.2%	4.2%	1.9%	2.05%	11.54%	17.94%	12.96%	24.23%	

Fell Dyke information from Thomas Hepburn cluster.



Table 21 St Thomas More Cluster

St Thomas More Catholic School										
	2010/ 11	2011/ 12	2012/ 13	2013/ 14	2014/ 15	2015/ 16	2016/ 17	2017/ 18	2018/ 19	2019/ 20
Attendance %	94.8%	95.2%	-	95.6%	94.9%	95.07%	95.80%	95.52%	95.34%	96.14%
PA %	2.15%	4.8%	-	2.6%	5.38%	-	8.76%	8.91%	9.62%	7.01%

Autumn/Spring Attendance. From 2015/16 attendance is calculated on 3 terms										
Primary Schools	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20
Corpus Christi	95.15%	95.5%	95.2%	96.9%	97.15%	97.44%	96.63%	96.61%	96.85%	95.29%
St Agnes	94.79%	96.1%	95.6%	96.5%	97.28%	97.23%	96.84%	97.26%	96.99%	96.59%
St Joseph's Blaydon	95.26%	96.4%	95.4%	96.7%	96.39%	96.45%	96.10%	95.98%	96.29%	95.79%
St Joseph's Highfield	96.46%	96.9%	96.6%	97.2%	97.08%	97.12%	97.51%	97.49%	97.42%	97.50%
St Mary & St Thomas	95.62%	96.6%	95.6%	97.1%	97.11%	96.76%	96.82%	96.75%	96.85%	95.77%
St Mary's RC	96.1%	96.8%	96.4%	97.5%	96.63%	96.65%	97.61%	97.04%	96.37%	97.30%
St Philip Neri	95.15%	96.1%	94.6%	97%	96.84%	96.22%	96.84%	96.14%	95.97%	95.05%

Autumn/Spring PA %										
Primary Schools	2010/11	2011/12	2012/13	2013/14	2014/15	2016/17	2017/18	2018/19	2019/20	
Corpus Christi	2.58%	8.4%	4.5%	2.1%	0.60%	4.65%	7.43%	4.49%	13.37%	
St Agnes	1.16%	4%	0.5%	1.4%	1.12%	2.81%	3.30%	2.25%	12.00%	
St Joseph's Blaydon	0.56%	3.3%	0.9%	0%	1.66%	4.92%	5.98%	3.50%	12.64%	
St Joseph's Highfield	0.91%	0.9%	1.6%	1.6%	2.65%	0.96%	3.81%	2.02%	5.15%	
St Mary & St Thomas	0%	2.3%	1.0%	1.4%	0.0%	1.09%	4.35%	3.26%	10.99%	
St Mary's RC	1.09%	1.1%	0.5%	1.5%	3.87%	1.12%	3.76%	1.08%	3.26%	
St Philip Neri	1.96%	2.8%	3.2%	0%	0.855	4.35%	8.70%	4.91%	10.43%	



Table 22 Thomas Hepburn Cluster

Thomas Hepburn School										
	2009/ 10	2010/ 11	2011/ 12	2012/ 13	2013/ 14	2014/ 15	2015/ 16	2016/ 17	2017/ 18	2018 19
Attendance %	90.2%	91.18%	92.9%	92.1%	94.6%	93.4%	93.22%	89.07%	89.66%	89.66%
PA %	9.8%	9.18%	10.1%	12.8%	5.4%	9.09%	-	32.02%	32.15%	32.15%

Autumn/Spring Attendance. From 2015/16 attendance is calculated on 3 terms

Primary Schools	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
Bede	91%	91.63%	94.8%	92.8%	94.2%	93.36%	95.07%	95.02%	94.60%	94.72%
Brandling	93.9%	93.15%	95.3%	93.6%	95.1%	96.23%	96.44%	96.17%	96.42%	96.65%
Carr Hill	94.2%	94.82%	96.5%	95.7%	96.6%	96.38%	96.49%	96.01%	95.80%	95.94%
Colegate	94.6%	94.77%	96.1%	94.4%	96.4%	96.36%	96.39%	95.50%	94.69%	94.75%
Falla Park	95.8%	95.25%	95.3%	94.4%	96.9%	96.37%	95.21%	95.02%	95.50%	95.11%
Fell Dyke	94.7%	94.99%	95.9%	95.4%	96.3%	96.59%	96.28%	95.28%	94.03%	94.22%
Larkspur	93.2%	95.08%	95.2%	94.8%	94.5%	96.21%	96.24%	95.57%	94.00%	93.59%
South Street	92.6%	93.43%	94.8%	94.1%	96%	95.67%	95.40%	94.33%	94.88%	95.19%
Windy Nook	93.6%	94.7%	96.6%	95.5%	96.8%	96.98%	96.53%	96.30%	96.24%	95.86%

Autumn/Spring PA %

Primary Schools	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2016/17	2017/18	2018/19
Bede	7.6%	8.57%	3.4%	13.1%	6.9%	7.75%	15.69%	14.89%	15.59%
Brandling	0%	4.65%	3.1%	11.7%	6%	6.80%	8.06%	5.37%	6.25%
Carr Hill	0.4%	0.78%	1.1%	1.0%	2%	1.56%	3.88%	5.64%	6.12%
Colegate	2%	1.24%	1.8%	4.6%	2.6%	2.07%	9.09%	15.48%	11.18%
Falla Park	0%	0.57%	2.9%	3.4%	0.9%	1.03%	12.95%	11.25%	14.95%
Fell Dyke	2.3%	1.72%	4.2%	4.2%	1.9%	2.05%	11.54%	17.94%	12.96%
Larkspur	2%	1.37%	3.5%	4.7%	6.5%	2.00%	12.06%	18.44%	17.92%
South Street	4.2%	2.83%	6.2%	8.1%	2.2%	2.92%	12.60%	12.35%	11.79%
Windy Nook	3.33%	1.53%	1.6%	2.3%	1.6%	1.98%	7.94%	8.08%	9.70%



Table 23 Whickham Cluster

Whickham School										
	2010/ 11	2011/ 12	2012/ 13	2013/ 14	2014/ 15	2015/ 16	2016/ 17	2017/ 18	2018/ 19	2019/ 20
Attendance %	94.11%	95%	95.5%	95%	94.8%	94.98%	95.35%	95.41%	86.72%	94.10%
Autumn/Spring PA %	0.69%	6%	6.2%	3.8%	6.70%	-	11.07%	9.85%	44.81%	14.36%

Autumn/Spring Attendance. From 2015/16 attendance is calculated on 3 terms										
Primary Schools	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20
Clover Hill	96.45%	96.9%	96.5%	96.5%	97.23%	97.30%	96.66%	96.58%	96.57%	95.63%
Fellside	96.27%	96.9%	96.6%	97.2%	96.97%	96.98%	97.41%	97.61%	97.04%	97.08%
Front Street	95.31%	95.9%	94.5%	95.9%	96.28%	96.61%	96.63%	96.20%	96.61%	96.04%
Marley Hill	-	-	-	-	-	-	-	-	-	-
Sacred Heart	91.11%	95.4%	95.2%	94.4%	96.08%	96.39%	96.53%	96.08%	96.18%	95.27%
Swalwell	95.04%	94.4%	93.8%	94.5%	93.46%	95.85%	95.01%	95.52%	94.13%	92.97%
Washingwell	93.82%	94.7%	94.4%	95.9%	95.79%	96.27%	95.68%	96.44%	96.64%	95.19%
Whickham Parochial	96.59%	97.3%	96.4%	96.8%	97.45%	97.14%	96.92%	97.30%	97.13%	96.18%

Autumn/Spring PA %										
Primary Schools	2010/11	2011/12	2012/13	2013/14	2014/15	2016/17	2017/18	2018/19	2019/20	
Clover Hill	0.56%	2.3%	1.4%	2.8%	0.55%	1.69%	4.32%	1.11%	9.50%	
Fellside	0.56%	1.1%	2.3%	1.4%	3.33%	1.10%	2.21%	2.22%	6.01%	
Front Street	0.1%	4.7%	6.2%	11.7%	1.81%	5.20%	7.12%	3.90%	6.76%	
Marley Hill	-	-	-	-	-	-	-	-	-	
Sacred Heart	1.07%	1.3%	2.9%	4.7%	0.00%	6.16	9.57	3.22%	12.38%	
Swalwell	1.55%	4.7%	5.3%	5.8%	5.52%	10.67%	10.53%	14.94%	25.19%	
Washingwell	0.39%	6%	5.1%	3.3%	2.58%	9.52%	8.45%	7.20%	19.82%	
Whickham Parochial	0%	1.1%	1.9%	1.9%	0.55%	3.85%	2.78%	2.78%	9.55%	



k) Legal Intervention Team (LIT)

As part of the Education Support Service, the Legal Intervention Team is responsible for:-

- Penalty Notices (Non Attendance, Unauthorised leave of absence, Exclusions)
- Prosecution in Magistrates Court
- School Attendance Orders
- Education Supervision Orders in Family Court
- Child Performance Licences
- Chaperone Approval (performance)
- Child Employment Permits
- Children Missing from Education (CME)

Non School Attendance

Once a school has exhausted all strategies available to them to support an improvement in a child's attendance, a referral can be made to LIT for formal action to be taken against the parents for failing in their legal responsibility to ensure their child's regular attendance.

Parents are given six weeks for their child to achieve the expected attendance level. During the six week period they are issued with a Formal Warning, offered a home visit and given the opportunity to complete a PACE (Police and Criminal Evidence) interview under caution. If the attendance remains unsatisfactory, they may be issued with a Penalty Notice or prosecuted in Magistrates Court.

Penalty Notices – Attendance

Penalty Notices can be issued to parents as an alternative to prosecution where they have failed to ensure their child's regular attendance. However, non-payment of the fine results in the matter proceeding to court for the original offence of failing to ensure their child's regular school attendance.

Summary of Penalty Notices (attendance) Issued Annually								
	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20 Sept-Mar
Number Issued	59	56	39	45	59 (8 pending)	53 (2 pending)	20	5
Number Paid	22	16	17	14	17	20	0	2
Number Unpaid	35	37	18	21	29	25	13	3
Withdrawn	2	3	4	2	5	6	7	0



Penalty Notices – Leave of Absence (holidays in term time)

Penalty Notices can be issued to parents who take their child out of school for a holiday without the prior permission of the Head Teacher. In line with Gateshead's Penalty Notice Code of Conduct, parents are issued with a Warning Letter in the first instance, followed by a Penalty Notice for subsequent referrals from school.

Summary of Leave of Absence Referrals for PN						
	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20 Sept-Mar
Number of referrals	160	292	412	600	953	398
Warning Letters issued	148	242	328	452	728	304
Penalty Notices issued	12	50	84	121	225	94
Penalty Notices paid	10	24	34	64	142	61
Number of prosecutions	0	2	9	21	10	20
Number of PNs withdrawn	0	5	5	2	15	10
Payments pending	2	19	36	20	58	3

Prosecutions

If a child's attendance fails to improve despite intervention from school and other agencies, the Local Authority can prosecute the parent for failing to ensure their child's regular attendance at school.

Once in court, disposals are entirely the decision of the Magistrates.

The following data shows a breakdown of cases taken to Magistrates Courts in 2019-20.

Court Cases 2019-20							
Year Group	Number of Cases	Court Disposals					
		Fine	Parenting or Community Order	Conditional Discharge	Case Withdrawn	Absolute Discharge	Pending
R	3	0			1		2
1	7	4		1			2
2	7	1		1			5
3	7	3					4
4	10	3			2		5
5	10	3			2		5
6	7	4					3
7	3	2			1		0
8	8	2		2			4
9	6	5					1
10	7	3				1	3
11	9	5			1		3
Total	84	35	0	4	7	1	38

Number of Prosecutions by EWS Annually														
2005-06	2006-07	2007-08	2008-9	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
48	59	52	60	73	64	46	32	35	75	103	156	154	66	84

Child Work Permits, Child Performance Licences, and Chaperone Approval (performance)

In order to protect children from harm or exploitation the Local Authority is responsible for:-

- Child Work Permits: ensuring employers undertake a risk assessment and apply for a child work permit for any young person of statutory age and carrying out work-place checks where appropriate.
- Child Performance Licences: Monitoring children (0- statutory school leaving age) who take part in any kind of performance (such as theatre, modelling, filming etc), requiring the producer to apply for a child performance licence, ensuring they are complying with the Child Performance Regulations and carrying out site visits where appropriate.
- Chaperone Approval: making the required checks and issuing Chaperone Approval to adults chaperoning children involved in performances.

Permits and Licences issued								
	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20
Child Employment Permits	74	63	54	29	30	34	45	18
Child Performance Licences	237	196	106	106	239	169	373	102
Body of Persons Approval	-	-	-	-	-	-	19	8
Chaperone Approval	21	15	24	28	36	103	22	25

Children Missing from Education (CME)

Children Missing Education are those children of compulsory school age who:

- are thought to have left Gateshead but their destination is unknown
- have arrived in Gateshead but have not sought a school place

The Education and Inspections Act 2006 places a duty on Local Authorities in England and Wales to make arrangements to identify children and young people of compulsory school age missing from the education system in their area. The CME Coordinator tracks and traces children to ensure they are not lost from the education system.

	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20
Referrals	126	81	110	121	128	120	120	139	145
Found	96	65	82	108	85	64	64	73	38
Moved abroad - - found	-	-	-	-	-	-	5	22	7
Not traced	30	16	28	13	43	56	31	6	18
Moved abroad not traced	-	-	-	-	-	-	66	38	34
Not CME	-	-	-	-	-	-	-	-	6
Arrivals	-	-	-	-	-	-	-	-	42

I) Elected Home Education (EHE)

Children whose parents/carers elect to educate them at home will not be registered at mainstream schools, special schools, independent schools, academies, Pupil Referral Units (PRUs) and colleges.

Some parents/carers may choose to engage private tutors or other adults to assist them in providing a suitable education, but there is no requirement for them to do so. Learning may take place in a variety of locations, not just in the family home.

Parents/carers may choose home education for a variety of reasons, for example:

- distance or access to a local school
- religious or cultural beliefs
- philosophical or ideological views
- dissatisfaction with the system
- bullying
- as a short term intervention for a particular reason
- a child's unwillingness or inability to go to school
- special educational needs
- parents/carers' desire for a closer relationship with their children.

The Education Support Service will continue to promote an active dialogue with parents/carers and work in partnership with them; the service is always available for advice and/or support when required.

In 2019/20 there were 206 children who were recorded as home educated in Gateshead, of these, 133 were secondary age and 73 were primary age.

Year	Total No.	Male (M) Female (F)	SEN	Reception and Nursery	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12/ 13
2010/11	36	Unable to obtain data														
2011/12	36	18M 17F	3 SEN support	0	0	1	1	1	3	2	1	8	2	9	8	
2012/13	46	26M 20F	8 SEN support	3	2	1	3	2	0	3	4	2	10	6	10	
2013/14	61	29M 32F	12 SEN support	6	5	3	4	8	3	4	5	7	1	10	7	
2014/15	63	37M 26F	6 SEN support	3	47	4	4	3	7	1	6	5	8	2	13	
2015/16	86	47M 39F	3 SEN support	7	7	5	5	9	4	9	7	6	6	13	8	
2016/17	119	55M 64F	3 SEN support 5 EHCP	5	8	5	6	4	11	7	12	12	16	11	21	
2017/18	150	67m 83f	6 SEN 5 EHCP	14	5	10	4	6	9	14	11	18	22	25	12	
2018/19	192	88m 115f	12 SEN 7 EHCP	9	9	8	11	6	6	13	17	11	33	38	1	1
2019/20	206	88m 118f	25 SEN 7 EHCP	8	9	9	12	14	8	13	13	19	24	36	35	6

SEN support includes School Action, School Action Plus.

3. Additional Information

m) The Common Assessment Framework (CAF)

The Common Assessment Framework (CAF) is designed to assess the needs of children, young people and their families at the earliest opportunity, enabling services to work together through the team around the family (TAF) process to meet those needs thus empowering families to flourish and achieve better outcomes.

The Common Assessment Framework process underpins the early help offer in Gateshead ensuring a timely and effective response to emerging difficulties or concerns. As a standardised, multi-agency approach, the CAF process can and should be utilised by all services working with children, young people and families, as appropriate, where additional support is needed.

For more information, please visit:

<https://www.gateshead.gov.uk/article/13426/Early-Help-for-parents-and-carers>

The Common Assessment Framework is not to be used where there are safeguarding concerns. If you are worried a child has been harmed or is at risk of harm you must follow Gateshead LSCB safeguarding procedures. For guidance, please visit:

<https://www.gateshead.gov.uk/article/13426/Earlyhelp-For-Parents-and-Carers>

Table 1 provides data at a cluster level in relation to the number of CAFs undertaken within the education sector.

Table 2 provides data at cluster level in relation to the number of Lead Practitioners with the education sector.

Table 1

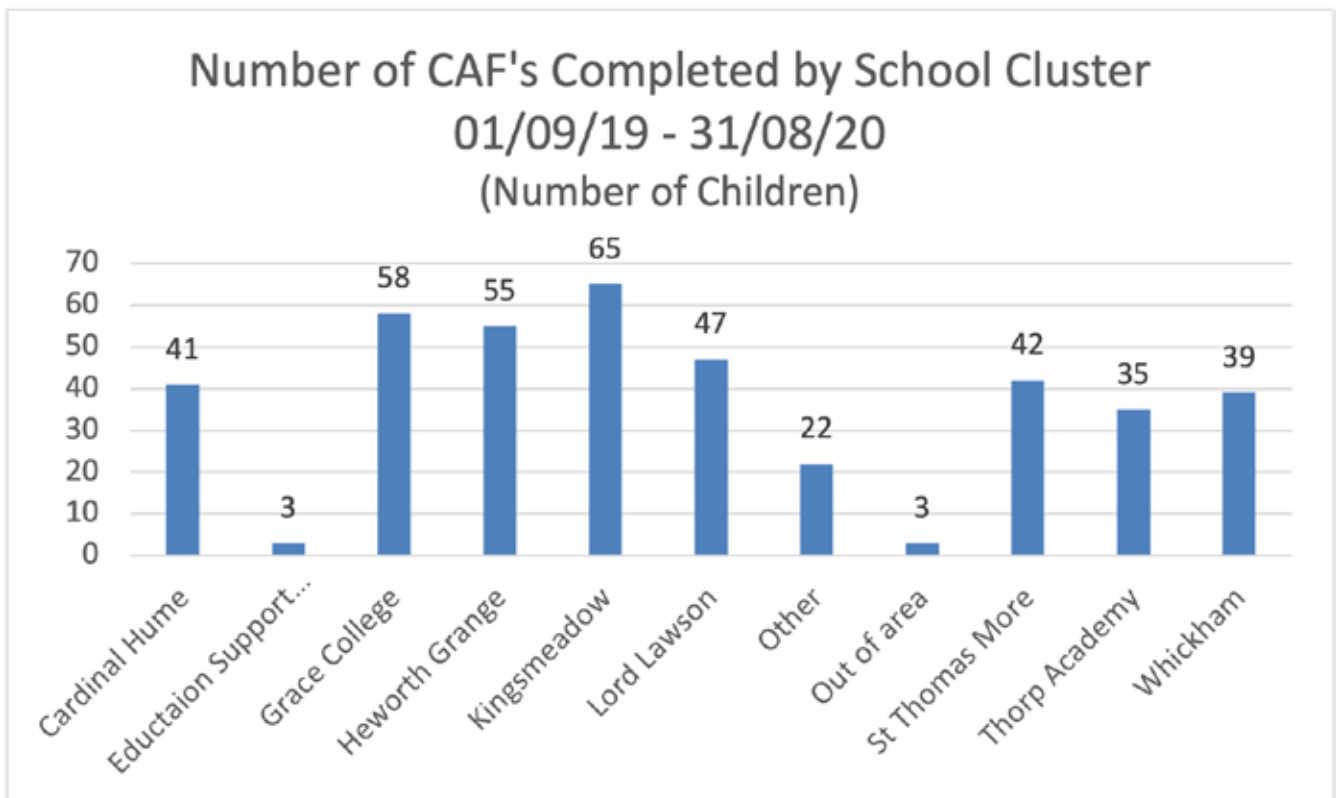
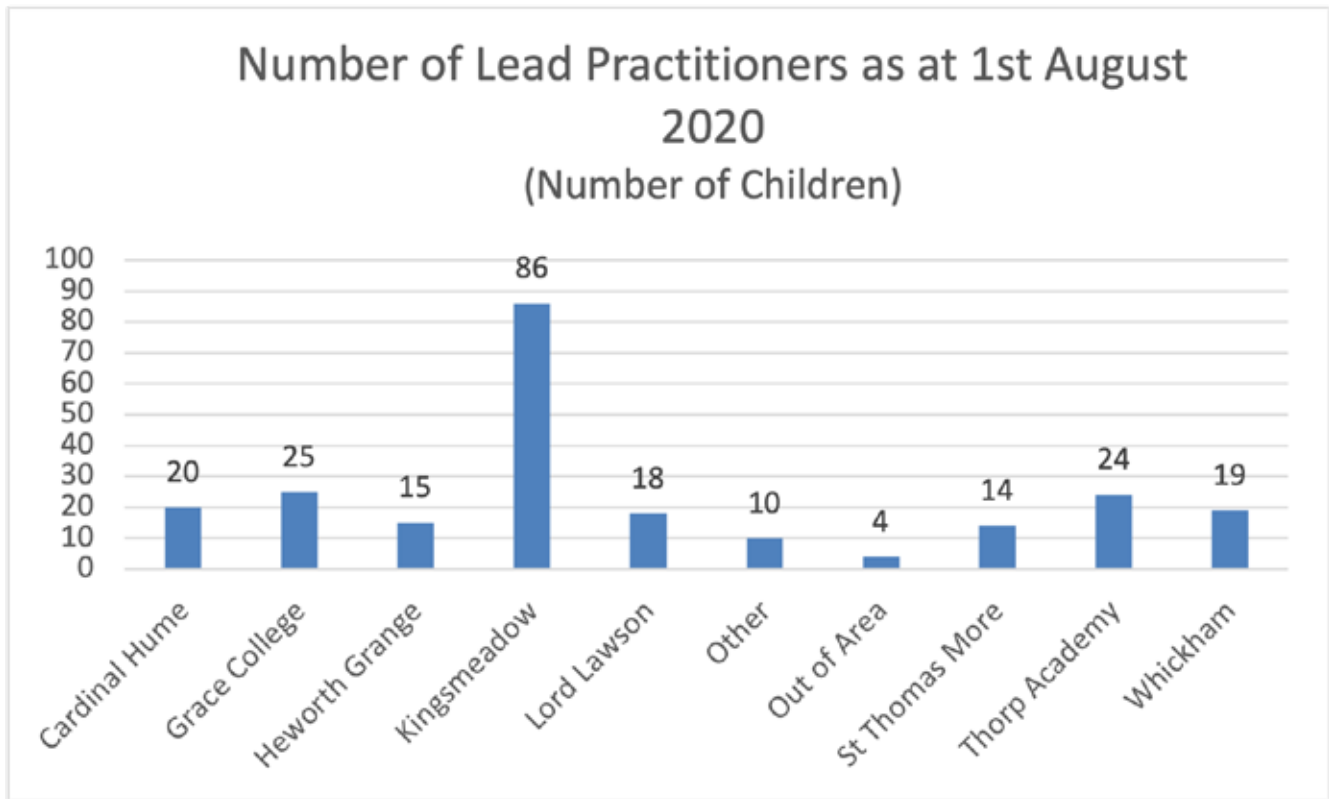


Table 2



n) Early Help – Targeted Family Support

The family intervention function of the Early Help Service (Targeted Family Support) received referrals for 2,904 children in 2019/20 – 1,703 from the daily triage of new police contacts with families.

Education was the referral source for 646 children in 2019/20, with the majority (72%) originating from the primary school sector.

The service continues to provide direct support for a wide range of family issues, including children’s behaviour, parenting, home conditions, low income and access to services. Home visiting and direct intervention has continued for the most vulnerable families throughout the pandemic.

The Team Around the School (TAS) model continues to be delivered in Whickham, Heworth Grange, Kingsmeadow and, from October 2020, Lord Lawson. The TAS approach enables schools to identify children in need of extra support, but below the normal Tier 2 threshold which might require a full (CAF) early help assessment. Referrals are taken for Years 7 and 8 at a monthly panel meeting comprising school pastoral staff and a range of professionals.

Relationships Matter – our Reducing Parental Conflict Programme - offers four funded pathways of support for couples and co-parents experiencing relationship conflict such as intense verbal arguments, prolonged periods of silence and disputes over contact arrangements. The RPCP does not aim to address domestic abuse. Referrals are made through completion of a Referral Stage Questionnaire (RSQ) with families.

Further information on the programme can be obtained from rpcgateway@gateshead.gov.uk or by contacting 0191 433 3355 or visiting our web pages here: www.gateshead.gov.uk/article/13576/Relationships-Matter

Early Help continue to offer a wide range of evidence-based, group parenting programmes in a variety of community settings. This includes the delivery of programmes at primary school sites across the borough.

Programmes which focus on the establishment of boundaries and routines with younger children (123 Magic) and more sensitive, attuned parenting styles (Family Links Nurture) are the syllabi most frequently requested by education professionals.

The 'Families First' pathway has been established to provide parents with strategies to manage the behaviour of children on the ADHD assessment pathway, regardless of whether the criteria for a diagnosis is met.

Gateshead achieved 100% of target outcomes with the 1,930 families eligible for support under the Troubled Families programme between 2015-2020. National funding for this work extended into 2019/20 and will continue in 2020/21.

Plans for 2021/22:

- Expand use of the Family Group Conference approach within Early Help
- Work with and alongside the network of community hubs across the borough
- Adopt and implement the AIM3 approach for the assessment of/intervention on sexually harmful behaviour
- Build on the online offer and parenting hub found here: [Early Help - advice and support for Gateshead families - Gateshead Council](#)

Further information on the Early Help Service (Targeted Family Support), including pre-referral discussions for casework support, can be made to 0191 433 3319 or 3478 or by contacting earlyhelpservice@gateshead.gov.uk (Mon-Fri, 9am – 5pm).

o) Gateshead Psychological Service

The Gateshead Psychological Service works with schools and parents to raise attainment, promote emotional wellbeing and achieve positive outcomes for children and young people through the application of psychology to teaching, learning and behaviour.

The work carried out by the Psychological Service comprises three main elements:

- **Statutory work**
 - The provision of psychological advice towards the Education Health & Care Plans for special educational needs (SEND)
 - Attendance at SEN tribunals
- **Core Work**
 - Assessment, advice and intervention regarding early years children, including those in the private, voluntary and maintained sectors
 - Critical incident and bereavement response
 - Support and advice for staff working into the Additionally Resourced Mainstream Schools (ARMS)
 - Attendance at Annual Reviews at the request of the Local Authority
 - Training
 - Attendance at Local Authority Panels and working groups
- **Service Level Agreement Work Carried Out With Schools**
 - Assessment, advice and intervention carried out with children and young people who are failing to make progress despite evidence-based SEN support in school
 - Individually tailored training
 - Support to improve teaching, learning and assessment in relation to SEND, inclusion and disabilities
 - Group and individual therapeutic work
 - Systems level work
 - Advice and support for parents/carers
 - Advocacy and accessing children's views

Referrals to the Psychological Services

Gateshead Psychological Service offers a traded service to schools, which is facilitated through a service level agreement. All school-age referrals are made through the schools, in negotiation with the allocated psychologist. The pupils referred are often vulnerable and/or disadvantaged children and young people who are struggling to access the curriculum due to their learning and/or social emotional and mental health needs. Pre-school children attending PVI settings are referred by the nurseries following involvement by the Early Years Assessment and Intervention Team (EYAIT).

The total number of cases opened in 2019-20 shows an increase of approximately 50%, with the most significant rise occurring within the EYFS.

**Number of Cases Opened in 2017/18
by Gender**

Male	Female
226	91

Number of Cases Opened in 2017/18 by Key Stage

Key Stage	No. of Referrals
EYFS	101
KS 1	88
KS 2	78
KS 3	32
KS 4	15
Post 16	3



p) Families Gateshead

The Troubled Families Programme is a funded portfolio of support for vulnerable families. Eligible families must meet two or more of the national criteria set by the Ministry of Housing, Communities and Local Government (MHCLG) and is underpinned by a locally developed performance framework of progress measures set out in the Gateshead Troubled Families Outcomes Plan. MHCLG use a Payment by Result (PbR) model to award additional grant payments for positive results achieved.

The six areas of need include:

1. Parents or children involved in crime and/or anti-social behaviour
2. Children who have not been attending school regularly
3. Children who need additional support
4. Families affected by domestic abuse
5. Families experiencing or at risk of worklessness, homelessness or financial difficulties
6. Parents and children with a range of health needs

Families must also have a whole-family assessment and support plan in place with oversight from a Lead Practitioner.

Support plans for eligible families are typically provided by Early Help (49%), Safeguarding & Care Planning (26%) and education professionals (9%) among other services.

The Local Authority must also engage in a wide range of survey and consultation exercises to support national evaluation work on evidencing impact.

Performance

Phases 1 and 2 of the TFP set the Local Authority a target of achieving progress with a total of 1,930 families between 2015-20. Gateshead achieved 100% of the target in advance of the 31 March 2020 deadline.

The extended (2020-21) programme has set a target of achieving measured progress with 323 families before 31 March 2021. A total of 626 families are receiving a package of support under TFP eligibility at January 2021.



4. Conclusion

The reasons why children don't attend school and why they become disaffected are often complex and involve a number of factors.

Martin Narey (Chief Executive, Barnardo's) states in their report into exclusions 'not present and not correct, that *'poor children on free school meals are up to five times more likely to be excluded from school than their better off counterparts. Those with special educational needs are ten times more likely to have their education disrupted because of exclusion. For many, bad behaviour in school is a result of real difficulties outside of school'* he further states that *'once excluded, young people get involved with antisocial behaviour and crime. Sending them home to chaotic families or risky neighbourhoods does nothing to improve their behaviour. Children at risk of exclusion need more adult supervision, not less.'*

We still have young people who are being excluded from maintained schools and academies. Some of our children and young people receive only minimal amount of educational input each week. We have children and young people who are obese, involved in crime and anti-social behaviour and substance misuse.

This audit is an attempt to draw down information from a range of sources; health, education, youth offending, schools and academies in order to provide an overview of the situation in Gateshead. The information provided is meant to be thought provoking and to challenge existing views, while at the same time challenge and encouraging practitioners and policy makers to think differently.

This information should be used to illuminate and initiate questions being asked; however all data needs to be considered and understood in the context in which it is situated.

Thank you to everyone who has taken the time to provide data for this report.



