



SCRUTINY BOARD (CHILDREN AND FAMILIES) - REMOTE CONSULTATIVE MEETING

Consultative Meeting to be held remotely* on
Wednesday, 7th July, 2021 at 10.00 am

(A pre-meeting will take place for ALL Members of the Board at 9.45 a.m.)

MEMBERSHIP

Councillors

H Bithell	-	Kirkstall;
E Flint	-	Weetwood;
B Flynn	-	Adel and Wharfedale;
A Forsaith	-	Farnley and Wortley;
C Gruen	-	Bramley and Stanningley;
Z Hussain	-	Roundhay;
J Illingworth	-	Kirkstall;
A Lamb (Chair)	-	Wetherby;
S Lay	-	Otley and Yeadon;
A Marshall-Katung	-	Little London and Woodhouse;
K Renshaw	-	Ardsley and Robin Hood;
J Senior	-	Morley South;
R. Stephenson	-	Harewood;

Co-opted Members (Voting)

Mr E A Britten	-	Church Representative (Catholic)
Mr A Graham	-	Church Representative (Church of England)
Mrs K Blacker	-	Parent Governor Representative (Primary)
Ms J Ward	-	Parent Governor Representative (Secondary)

Co-opted Members (Non-Voting)

Ms C Foote	-	School Staff Representative
Ms H Bellamy	-	School Staff Representative

Note to observers of the meeting: To remotely observe this meeting, please click on the 'To View Meeting' link which will feature on the meeting's webpage (linked below) ahead of the meeting. The webcast will become available at the commencement of the meeting.

<https://democracy.leeds.gov.uk/ieListDocuments.aspx?CId=1185&MId=11612>

*This is being held as a remote 'consultative' meeting. While the meeting will be webcast live to enable public access, it is not being held as a public meeting in accordance with the Local Government Act 1972.

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Produced on Recycled Paper

A G E N D A

Item No	Ward/Equal Opportunities	Item Not Open		Page No
1			<p>DECLARATION OF DISCLOSABLE PECUNIARY INTERESTS</p> <p>To disclose or draw attention to any disclosable pecuniary or other interests for the purposes of Section 31 of the Localism Act 2011 and paragraphs 13-16 of the Members' Code of Conduct.</p>	
2			<p>MEETING NOTE OF 9TH JUNE 2021</p> <p>To note for information the note of the Children and Families Scrutiny Board consultative meeting held on 9th June 2021.</p>	5 - 10
3			<p>YOUTH WORK REVIEW AND FUTURE VISION</p> <p>To consider and discuss a report from the Head of Democratic Services that presents further information on the new youth work delivery model, informed by the findings of the youth work review, as well as a shared vision for future youth work in Leeds.</p>	11 - 34
4			<p>EXCLUSIONS, ELECTIVE HOME EDUCATION AND OFF-ROLLING</p> <p>To consider and discuss a report from the Head of Democratic Services that summarises the inquiry work undertaken to-date by the Scrutiny Board in relation to exclusions, elective home education and off-rolling and presents further information to assist the Board in considering appropriate next steps.</p>	35 - 122
5			<p>WORK SCHEDULE</p> <p>To consider and discuss the Scrutiny Board's work schedule for the 2021/22 municipal year.</p>	123 - 148

Third Party Recording

Recording of this meeting is allowed to enable those not present to see or hear the proceedings either as they take place (or later) and to enable the reporting of those proceedings. A copy of the recording protocol is available from the contacts named on the front of this agenda.

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- b) Those making recordings must not edit the recording in a way that could lead to misinterpretation or misrepresentation of the proceedings or comments made by attendees. In particular there should be no internal editing of published extracts; recordings may start at any point and end at any point but the material between those points must be complete.

Webcasting

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SCRUTINY BOARD (CHILDREN AND FAMILIES) - CONSULTATIVE MEETING

WEDNESDAY, 9TH JUNE, 2021

PRESENT: Councillor A Lamb in the Chair

Councillors H Bithell, E Flint, B Flynn,
A Forsaith, C Gruen, Z Hussain,
J Illingworth, S Lay, A Marshall-Katung,
K Renshaw, L Richards and J Senior

Co-opted Members (Voting)

Mr E A Britten - Church Representative (Catholic)
Mr A Graham - Church Representative (Church of England)
Mrs K Blacker - Parent Governor Representative (Primary)
Ms J Ward – Parent Governor Representative (Secondary)

Co-opted Members (Non-Voting)

Ms C Foote - Teacher Representative

1 Declaration of Disclosable Pecuniary Interests

There were no declarations of disclosable pecuniary interests.

2 Minutes - 3rd March 2021

RECOMMENDED– That the minutes of the Children and Families Scrutiny Board meeting held 3rd March 2021 be noted.

3 Co-opted Members

The Head of Democratic Services submitted a report which sought the Board's consideration for the appointment of co-opted members.

The Board noted that the following nominations for statutory voting co-opted members had been received:

One Church of England diocese representative – Mr A Graham
One Roman Catholic diocese representative – Mr E A Britten

Parent governor representatives were noted as follows:

Parent Governor (Primary) representative – Kate Blacker

Parent Governor (Secondary) representative – Jacqueline Ward

Members noted and welcomed that non-voting co-opted Members, Celia Foote and Helen Bellamy, had been nominated again by the School Staff Joint Consultative Committee (JCC) to continue their role on the Scrutiny Board and to also be acknowledged in their role as representing school staff more broadly.

Members also noted that the Board had previously invited co-opted member representation from other relevant key areas which have included Early Years, Looked After Children/Care Leavers and the Third Sector (i.e. Young Lives Leeds). However, due to other commitments, the co-opted members previously representing these areas are no longer continuing on the Scrutiny Board. The Chair suggested that the Board considers the approach to further co-opted Members once the work programme for the municipal year has been finalised, including the potential for more formal contributions from children and young people. The Executive Member for Adult and Children's Social Care and Health Partnerships recognised the value of representation from Young Lives Leeds and the third sector more broadly and therefore encouraged exploration of options to particularly have the voice of the third sector represented in the work of Scrutiny.

RECOMMENDED –

- a) That the nominations of the Roman Catholic Diocese and Church of England Diocese to the Children and Families Scrutiny Board in accordance with statutory requirements be noted;
- b) That the appointed parent governor representatives to the Children and Families Scrutiny Board in accordance with statutory requirements be noted.

4 Scrutiny Board Terms of Reference

The Head of Democratic Services submitted a report that presented the Board's terms of reference for information.

RECOMMENDED – That the Board's terms of reference be noted.

5 Sources of work for the Scrutiny Board

The Head of Democratic Services submitted a report on potential sources of work and areas of priority within the Board's terms of reference.

The following information was appended to the report:

- Best Council Plan 2020-2025
- Leeds Children and Young People's Plan 2018-2023

- A summary of the Council's 2021/22 budget proposals relevant to the remit of the Children and Families Scrutiny Board.

The following were in attendance:

- Councillor Jonathan Pryor, Executive Member for Economy, Culture and Education
- Councillor Fiona Venner, Executive Member for Adult and Children's Social Care and Health Partnerships
- Councillor Mary Harland, Executive Member for Communities
- Sal Tariq, Director of Children and Families
- Julie Longworth, Deputy Director of Children and Families
- Tim Pouncey, Chief Officer Resources and Strategy
- Ruth Terry, Chief Officer Social Work
- Val Waite, Head of Service, Learning Inclusion
- Dave Clark, Head of Service, Learning Improvement

Suggestions for future areas of work from Members and officers in attendance included:

- *COVID-19 Recovery.* It was suggested that the Board may find it helpful to retain the approach adopted last year in terms of receiving regular updates on how the Children and Families Directorate is working with partners and communities in continuing to address the impacts of Covid-19 across its service areas. However, it was also suggested that the Board may wish to focus on recovery actions linked to education settings and issues surrounding mental health, access to food and resources and attainment gaps, which are particularly linked to disadvantaged groups. Related to this, Members noted the importance of access to extracurricular activities and sports facility access for all age groups that aid the development of young people's softer skills, resilience, and self-esteem.
- *Youth Work Review.* It was suggested that the Board oversee the implementation of recommendations of the recent Youth Work Review in Leeds.
- *Future in Mind Strategy.* In reference to previous sessions, Members noted that an update report to the Board has already been scheduled later in the year to focus on the Future in Mind Strategy and young people's mental health and well-being.
- *Early Help and Prevention.* Members were advised that a review of early help and prevention resources and programmes is ongoing, and the directorate would welcome the Board's contribution. Related to this, it was noted that a recent inspection found that in Leeds, BAME boys and young men in prisons often have had no contact with services prior to sentencing, which evidences the need for early help and prevention resource in this area.
- *Climate Emergency.* Recognising young people's concern about addressing the Climate Emergency, Members suggested the Board looks in greater detail at related topics such as journeys to school.

- *Addressing Sexual Harassment.* Members suggested that the Board may wish to explore how, as a city, the issue of sexual harassment is being addressed with young people and particularly in terms of approaches being adopted within schools.
- *Education, Health and Care Plans (EHCPs).* Members suggested the Board revisits how EHCPs for children are being quality assured and reviewed and how families are being engaged in that process.

RECOMMENDED – That the contents of the report, along with Members comments, be noted.

6 Performance Update

The Director of Children and Families submitted a report which provided a summary of performance information relating to outcomes for Leeds children and young people.

The following were in attendance:

- Councillor Jonathan Pryor, Executive Member for Economy, Culture and Education
- Councillor Fiona Venner, Executive Member for Adult and Children’s Social Care and Health Partnerships
- Councillor Mary Harland, Executive Member for Communities
- Sal Tariq, Director of Children and Families
- Julie Longworth, Deputy Director of Children and Families
- Tim Pouncey, Chief Officer Resources and Strategy
- Ruth Terry, Chief Officer Social Work
- Val Waite, Head of Service Learning Inclusion
- Dave Clark, Head of Service Learning Improvement
- Peter Storrie, Head of Service (Children / Adults lead), Intelligence & Policy Service
- Chris Hudson, Policy, Planning and Procedures Leader, Children and Families

The Policy, Planning and Procedures Leader introduced the report, noting that the number of Looked After Children has reduced slightly over the last 12 months. It was also noted that there is no attendance information for the last academic year, however information has been collected from the schools census, removing COVID absences in Autumn 2020 to provide an insight, which was set out within the report. It was recognised that further work is to be undertaken in relation to young people Not in Education, Employment, or Training (NEET), however the data in relation to the September guarantee of offers for further education were very positive in September 2020 for those leaving school at Year 11.

Members discussed a number of matters, including:

- *Provision of additional attendance data from schools.* The Department for Education (DfE) have asked schools to provide attendance data to the local authority, and the majority of schools have provided this data, however, there has been some disruption due to COVID-19 and approximately 52% of schools are regularly submitting data. It was noted that more analysis is required to understand why some families are choosing not to attend school, beyond school closures and bubble collapses.
- *Elective home education.* In response to a query, Members were advised that the number of parents choosing to educate their children at home has not significantly decreased. The Council is therefore continuing to work with those families to understand their reasons and to also offer appropriate support, particularly if their reasons relate to perceived barriers that the council can assist in overcoming.
- *Cluster data presentation.* Recognising that home addresses do not always align with Cluster boundaries, Members requested that further reports include attendance data for families categorised by postcode, as well as by Cluster.

RECOMMENDED – That the contents of the report, along with Members comments, be noted.

7 Looked After Children and the EU Settlement Scheme

The Head of Democratic Services submitted a report relating to issues raised by The Children Society regarding looked after children and the EU Settlement Scheme.

The following were in attendance:

- Councillor Fiona Venner, Executive Member for Adult and Children’s Social Care and Health Partnerships
- Sal Tariq, Director of Children and Families
- Julie Longworth, Deputy Director of Children and Families
- Ruth Terry, Chief Officer Social Work

The Chair introduced the report, advising that the Children’s Society recently approached the Board highlighting its recent research which found that less than 40% of the looked after children and care leavers identified as needing to secure status have in fact made applications to the EU Settlement Scheme (EUSS), therefore raising concerns that many of these children and young people could become undocumented once the EUSS closes on 30th June 2021. The Children’s Society has particularly highlighted that, according to recent government survey results, there are still 13 children in care or recently leaving care in Leeds who are eligible and yet to apply to the EUSS.

The Executive Member assured the Board that the directorate have been working on this issue for some time and will continue to ensure that the most

vulnerable children in the city are accounted for. The Director advised that there are differences in individual cases, particularly noting that the long term plan for some children is to return to their families in other countries. In addition, it was noted that accessing documentation from various authorities has been a challenge in some cases, however the Director assured Members that the relevant applications will be submitted by the deadline, and for children identified later in the year, arrangements will be made in line with specific guidance issued by the Department for Education.

RECOMMENDED –

- a) That the contents of the report, along with the verbal update provided, be noted;
- b) That the Chair writes back to The Children’s Society to relay the assurances that have been communicated to the Scrutiny Board by the Director and Executive Member.

8 Work Schedule

The Head of Democratic Services submitted a report that presented the draft work schedule for the forthcoming municipal year. This included the traditional items of Scrutiny work which involves performance monitoring, recommendation tracking and Budget and Policy Framework Plans.

RECOMMENDED – That the draft work schedule be noted.

Youth Work Review and Future Vision

Date: 7th July 2021

Report of: Head of Democratic Services

Report to: Scrutiny Board (Children and Families)

Will the decision be open for call in? Yes No

Does the report contain confidential or exempt information? Yes No

What is this report about?

Including how it contributes to the city's and council's ambitions

- A comprehensive review of youth work provision has been undertaken to fully understand the needs and wishes of young people, to conduct a mapping exercise into how and where youth work is currently delivered and which groups of young people are accessing provision. This data has been used to inform proposals for a future model for delivery. The review has taken place over a three-year period with extensive consultation occurring during the summer of 2019. This involved Leeds city council and third sector providers and their partners coming together to take part in three locality workshops to shape and develop a clear vision for youth work in Leeds.
- In April this year, the Director of Children and Families presented a report to the Executive Board setting out a proposed new model of youth work delivery informed by the findings of the youth work review, as well as a shared vision for future youth work in Leeds.
- This new model of delivery was approved by the Executive Board and is expected to be fully implemented by April 2022.
- During the Children and Families Scrutiny Board consultative meeting on 9th June 2021, a suggestion was made by the Lead Executive Board Member for Communities for the Scrutiny Board to assist in monitoring the implementation of the new model of delivery and help to support the further work being undertaken by the Youth Offer Lead to co-produce an 'enhanced youth work' specification with stakeholders.

Recommendations

Members are asked to consider the information presented within this report and discuss what next steps the Board wishes to undertake in relation to this matter.

Why is the proposal being put forward?

1. During the Children and Families Scrutiny Board consultative meeting on 9th June 2021, a suggestion was made by the Lead Executive Board Member for Communities for the Scrutiny Board to assist in monitoring the implementation of a new model of youth work delivery that had been informed by the findings of a comprehensive youth work review, as well as a shared vision for future youth work in Leeds. Linked to this, it was also suggested that the Board helps to support the further work being undertaken by the Youth Offer Lead to co-produce an 'enhanced youth work' specification with stakeholders.
2. The Director of Children and Families had presented a report to the Executive Board during its meeting on 21st April 2021 which had set out the proposed new model of youth work delivery for approval. A copy of this report is attached as Appendix 1 for Members information.

What impact will this proposal have?

Wards affected: All

Have ward members been consulted?

Yes

No

3. This report presents details surrounding the findings of the Youth Work review, the vision for youth work and that agreed proposals for future delivery that will enable Members to consider and discuss appropriate next steps should the Board wish to continue monitoring the implementation of the new model of youth work delivery and support the further work being undertaken to co-produce an enhanced youth work specification with stakeholders.

What consultation and engagement has taken place?

4. The appended Executive Board report presents further detail of the extensive consultation and engagement process that had been undertaken as part of the youth work review.

What are the resource implications?

5. The resource implications associated with the new model of delivery for youth work in Leeds is set out in more detail within the appended Executive Board report.

What are the legal implications?

6. This report has no specific legal implications.

What are the key risks and how are they being managed?

7. There are no risk management implications relevant to this report.

Does this proposal support the council's three Key Pillars?

Inclusive Growth

Health and Wellbeing

Climate Emergency

8. The Youth work review and vision for youth work support the delivery of Best Council Plan – Child Friendly City Priority, Children and Young Peoples Plan, establishing our ambitions

and priorities for the city. Youth work has a significant contribution to make in meeting these ambitions and enabling young people to achieve the best possible outcomes.

Appendices

9. Appendix 1 – Report of the Director of Children and Families to the Executive Board on the Youth Work Review and Future Vision. 21st April 2021.

Background papers

10. None.

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Report of the Director of Children and Families**Report to Executive Board****Date: 21st April 2021****Subject: Youth Work Review and Future Vision**

Are specific electoral wards affected? If yes, name(s) of ward(s): ALL	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Has consultation been carried out?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Are there implications for equality and diversity and cohesion and integration?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Will the decision be open for call-in?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Does the report contain confidential or exempt information? If relevant, access to information procedure rule number: Appendix number:	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

Summary**1. Main issues**

- The Youth Work review has highlighted many areas of good practice across the city and has demonstrated the difference youth work makes to the lives of young people in Leeds.
- The vision for youth work in Leeds will be underpinned by 6 key principles. These principles build on those set out in the Local Government Associations “Bright Futures – vision for youth work” re-shaping them to ensure they achieve our ambition for Leeds to be the best city for children and young people to grow up in.
- In Leeds, youth work is delivered as a preventative and early intervention service for young people. As such, it plays an integral part in delivering the outcomes of the Leeds Children and Young People’s Plan and is a key component of achieving our ambition of being a Child Friendly City.
- The future model of youth work delivery will comprise of two strands. A “core offer” of provision that all 11-17 year old young people can access and benefit from and an enhanced, targeted/specialist offer of provision that will meet the needs of our most vulnerable groups of young people living in Leeds.
- The impact of COVID-19 on young people’s mental health, education, employment and life chances is profound. It is therefore more important than ever to retain the investment in youth work, which will provide long term services and support to young people as they transition from learning to work.

2. Best Council Plan Implications (click [here](#) for the latest version of the Best Council Plan)

- The proposals within this report will support the Best Council Plan priority of Leeds being a Child Friendly City by improving youth work services across the city and helping young people to develop life skills and be ready for work as they move into adulthood.
- The new model for youth work delivery will help achieve the priority of inclusive growth by supporting more young people to be active citizens that are able to participate in education, employment or training.
- The principles that are set out in the shared vision for youth work in the city will support more effective partnership work on a locality basis to ensure young people are safe from harm and community respect and resilience is promoted.

3. Resource Implications

- The recommendations in this report are based on the assumption that better value for money can be achieved through a stronger, local direction of the youth work investment made by the Council.
- The core youth work offer is based on existing ward allocations and therefore no ward will see a reduction in council delivered youth work.
- The total budget available in 2021/22 for the core youth work offer and the life coaching programme is £2m. In addition to this there is a further £650k available for the enhanced youth work commission and youth work grant scheme. The proposals in this report can be delivered within the budget available.

Recommendations

Members are recommended to:

- a) Note the comprehensive consultation and assessment work undertaken to develop the vision for youth work in Leeds, endorsing the continuing commitment to youth services as a key strand of work to enable the most vulnerable young people in the city achieve their aspirations and ambitions.
- b) Approve the proposed new model of youth work delivery and support further work to be undertaken led by the Youth Offer Lead to co-produce the enhanced youth work specification.
- c) Note that the new model of delivery will be fully implemented by April 2022.

1. Purpose of this report

- 1.1 The purpose of this report is to present to the Board findings of the Youth Work review, the vision for youth work and proposals for future delivery.

2. Background information

- 2.1 Young people experience significant change and development as they transition between adolescence and into young adulthood. For some more vulnerable young people, this period of their lives presents more challenges than that of their peers.
- 2.2 Youth work helps all young people to successfully navigate this journey, giving them access to new opportunities and experiences and provide information and guidance that will support their personal and social development. It will raise their aspirations, build resilience and enable them to make informed decisions that are right for them. The foundations of youth work are built through positive relationships with young people based on mutual respect and voluntary engagement.
- 2.3 Youth work can sometimes be confused with other ways of working with young people. The National Youth Agency defines youth work as “Youth work focuses on personal and social development – the skills and attributes of young people – rather than to ‘fix a problem’. It is an educational process that engages with young people in a curriculum that deepens a young person’s understanding of themselves, their community and the world in which they live and supports them to proactively bring about positive changes”.
- 2.4 There are a number of models of youth work delivery. The most common ones are;
Detached youth work – occurs in places and spaces where young people are already spending their free time such as streets, parks, shopping centres. Youth workers go to them and work to the young people’s agenda.
Outreach youth work – is similar to detached as it takes place in the community but the youth workers will engage with young people with a pre-planned purpose for example; to promote a local youth provision or to conduct a consultation.
Centre based youth work – takes place in a school or community building. Usually there will be set times and days for specific sessions or projects and there will be a longer term plan, that has been developed in partnership with the young people.
- 2.5 In any given locality all three of the above models are likely to be used by the same team of youth workers depending on the presenting need. When aiming to build positive relationships with a new group of young people; youth workers will begin by facilitating detached youth work, as trust develops between the youth workers and young people this will move towards more of an outreach approach and then in many cases the young people and youth workers will agree to move their work into a centre.
- 2.6 High quality youth work will support young people’s increased attendance, attainment and achievement in learning and improve their destinations as young adults. It will reduce the need for statutory interventions in their families’ life, reducing teenage conceptions and engagement in risky behaviours such as substance misuse or involvement in anti-social behaviour or offending, all of which will potentially impact on their life opportunities.

- 2.7 The impact of COVID-19 on young people's mental health, education, employment and life chances is profound. It is therefore more important than ever to retain the investment in youth work, which will provide long term services and support to young people as they transition from learning to work.
- 2.8 The pandemic has compounded inequalities that already existed and it has affected vulnerable and marginalised groups the most. The disruption in education has also increased disparities, at a critical time of life for emotional and physical development.
- 2.9 Research evidences that poorer educational outcomes and youth unemployment leads to long term health outcomes and fewer life chances. Skilled and qualified youth workers can reach out and engage with young people at an earlier stage, helping to remove the barriers to employment.
- 2.10 Youth work builds on the strengths of a young person in an asset-based approach and helps build social capital within communities. Youth workers provide emotional and practical support to young people and help them develop the skills they need to succeed in life.
- 2.11 Working with young people who are feeling angry and frustrated as a result of the challenges the pandemic has brought; youth workers can support them to overcome these feelings and give them a voice so they can become active citizens and as a group can strengthen cohesion within the diverse communities of Leeds.
- 2.12 In Leeds, youth work is delivered as a preventative and early intervention service for young people. As such, it plays an integral part in delivering the outcomes of the Leeds Children and Young People's Plan and is a key component of achieving our ambition of being a Child Friendly City.
- 2.13 Youth Services across the country have seen significant changes and challenges in recent years. In the context of major financial pressures facing local authorities and their partners, nationally youth services have been reducing and in some places removed altogether.
- 2.14 However, in Leeds the council has retained services during a time of challenge and cuts for youth services across the country. It has maintained its commitment to youth work, acknowledging and valuing the vital contribution it plays in delivering services and support to all young people to ensure they can become active citizens, reaching their full potential as they grow up.
- 2.15 At a national level there is a renewed interest in the benefits of youth work. Following the government-led debate on the role and sufficiency of youth work. In July 2019 funding was awarded to the National Youth Agency for the renewal of the youth work curriculum and qualifications. The new National Youth Work Curriculum was published in September 2020 and will enable a greater understanding of youth work practice, provide an educational framework and act as a reference tool to be used by decision makers, policy makers, commissioners, youth workers and young people.
- 2.16 In October 2020 the NYA also published new guidance to support local authorities in their statutory duty to secure local services. This includes the meaningful engagement of young people to ensure access to quality youth services at a neighbourhood level, whether they are directly delivered, commissioned by or run independently from the local authority.
- 2.17 The government is currently reviewing its programmes to support youth services, including the NCS.

- 2.18 All of these developments provide Leeds with an excellent opportunity to build on the existing strong foundations of its current youth work offer to young people living in the city and help inform the future model of delivery.
- 2.19 A comprehensive review of youth work provision has been undertaken to fully understand the needs and wishes of young people, to conduct a mapping exercise into how and where youth work is currently delivered and which groups of young people are accessing provision. This data has been used to inform proposals for a future model for delivery.
- 2.20 The review has taken place over a three year period with extensive consultation occurring during the summer of 2019. This involved Leeds city council and third sector providers and their partners coming together to take part in three locality workshops to shape and develop a clear vision for youth work in Leeds.

3. Main issues

The Review findings

- 3.1 The review highlighted many areas of good practice across the city and demonstrated the difference youth work makes to the lives of young people in Leeds. The outcome of the review presented eight key conclusions based on the analysis of available data and feedback from the consultations. These conclusions were used to explore in more detail what the vision for youth work in Leeds would look like.
- 3.2 **Leeds demonstrates good practice in many areas of youth work.** There is a strong mixed economy of good quality Third sector and public sector youth work providers. Delivery is targeted within the communities of greatest need by qualified practitioners, and reaches a diverse cohort of young people. Feedback from young people tell us that they value the conversations they have with youth workers, who provide an extra level of support outside of family and friends. There is a clear consensus that youth work should continue to be based on voluntary relationships between young people and their youth workers and that programmes of work should be co-produced with young people.
- 3.3 **Budget reductions have impacted on capacity over the last few years.** Historical funding allocations present a challenge when there is a need to re-deploy youth work delivery to areas where there are emerging or changing needs. Feedback from providers suggested there was a desire for greater flexibility to be built into the system that would enable youth work providers to target areas of additional need or where a different approach is required.
- 3.4 **Quality and outcome monitoring varies across services.** Whilst all providers input quantitative data on sessions and themes, there is not a common outcomes monitoring system across the city. This means that we do not currently have an overall picture of the quality and impact of the differing strands and providers of youth work in Leeds. Elected members are particularly keen to understand the quality element of youth work and the impact it has on young people.
- 3.5 **There is not a clear, consistent and publicised offer across the city.** Most young people told us they heard about sessions via word of mouth which suggests that not all young people that would benefit are aware of what's on offer. All stakeholders shared the view that more could be done to advertise youth work opportunities online, through social media and within communities using high quality, well designed promotional materials. Promotion of youth work opportunities

needs to target not just young people, but also their parents/carers and the wider community residents and leaders.

- 3.6 **Partnership working is a key strength.** Joint working between youth work providers and a range of stakeholders is evident and valued across the city. There is good engagement with elected members, and increasing partnership delivery between the third sector and the council. However, elected members were keen to establish more opportunities to increase their influence of delivery. Stakeholders also felt more could be done to strengthen partnerships between youth work providers and schools and with families.
- 3.7 **The population of young people is growing, becoming more diverse and more children live in the most deprived neighbourhoods.** Children and young people living in the most deprived neighbourhoods have lower attainment at school, are more likely to be NEET (not in education, employment or training) post 16, and are more likely to be involved in crime and anti-social behaviour. Where a child lives has a major impact on their outcomes later in life, and it was noted that there are pockets of deprivation in more affluent wards as well. There was a general agreement that more resources should be available to inner city areas but that all young people should be able to access youth work opportunities when they need it. Stakeholders also highlighted that there is a need for the youth work workforce to reflect all communities so that young people can build relationships with adults that understand their culture, background and speak their language.
- 3.8 **Accessing quality venues in the right locations is a challenge.** Street based youth work is an important starting point to engagement and valued by all but both young people and adults around them agreed that building based youth work is the most effective way to deliver outcome based youth work. However, sometimes access to quality venues is difficult or cost prohibitive. Taking an asset based approach to youth work by partnering with community organisations to deliver youth work has proved successful in some areas and could be key to expanding provision where community buildings are under used.
- 3.9 **Conflicting demand for targeted youth work is a challenge** Most agree that youth work should be predominantly targeted at adolescents but a need for earlier intervention has also been identified, along with an understanding for some more vulnerable adults support is needed post 17, particularly with regard to improving mental health. The basis of targeted youth work in Leeds is that it is youth led and built on trusted relationships between youth workers and young people that are developed over a period of time. However, increasingly, youth work providers are being called upon by partners to increase resources to address crime and anti-social behaviour, or to set up sessions in communities without provision. Whilst there is some flexibility within the current system to respond quickly to emerging priorities, continued change and conflicting demand would dilute the core offer and impact on longer term engagement.
- 3.10 Taking the above conclusions into account, a number of support functions have been identified as essential to the effectiveness and sustainability of any agreed future model of delivery of youth work. These are;
- Quality assurance of all youth work provision
 - A comprehensive communication strategy
 - An integrated, locally shaped youth work offer
 - A thorough mapping exercise of local authority and community run building assets

The Vision for youth work

- 3.11 During the summer of 2019 over 100 youth work practitioners and partners participated in three locality based workshops with the aim of developing a vision for youth work in Leeds. The outcomes from those workshops are presented as follows;
- 3.12 We want Leeds to be the best place for young people to grow up in. Through youth work provision young people will;
- Have access to high quality youth work in their community when they need it. This includes some open access provision as well as targeted opportunities that engage groups and individuals with specific needs.
 - Have access to new opportunities and experiences that will increase informal learning.
 - Develop the life skills and abilities to build healthy relationships, increasing social and emotional capabilities, independence, confidence and resilience.
 - Have access to safe spaces where they feel welcome, have fun, where their contributions are valued and where diversity is understood and celebrated.
 - Have the ability to be active citizens in their communities, participating in social action and having an influence on the decisions which affect them.
 - Understand and receive their rights, including their right to have access to objective, accurate and reliable information on all their questions and needs in a way that they understand.
- 3.13 The vision for youth work in Leeds will be underpinned by 6 key principles. These principles build on those set out in the Local Government Associations “Bright Futures – vision for youth work” re-shaping them to ensure they achieve our ambition for Leeds to be the best city for children and young people to grow up in.
- 3.14 **Youth work will be valued and understood.** The impact of high quality youth work will be valued and recognised by young people, their families and communities, by the public, private and third sector and by commissioners and services at all levels.
- There will be strong leadership at all levels to help guide the sector moving forward and there will be opportunities for all stakeholders to be involved in the development and implementation of youth work services across the city.
- Youth work will take a whole family approach and be visible to both young people and their families, so they know where to go for support. Parents and carers will be encouraged to be involved in the youth work process to ensure sustainable change and benefits.
- Youth work opportunities across the city will be well publicised. Young people will take the lead and identify the most effective ways in which to reach and connect with all groups.
- 3.15 **Participation and Empowerment.** Youth work offers young people opportunities for learning that are educative, expressive, participative, inclusive and empowering. Youth work will promote and actively encourage opportunities for all young people

in order that they will fulfil their potential as independent individuals and as members of communities.

Youth work will predominantly take place outside of formal learning hours in the communities in which young people live. Social action activities, based on issues identified by the young people themselves have an essential role to play in ensuring young people are active citizens from an early age, and that the wider community and partners see young people not as a problem but as people that have a valuable contribution to make in strengthening and building social capital.

Young people will have ownership of the local youth work offer and will be involved at every level. They will have the opportunity to influence the decision making processes in the organisations that deliver services to them and in local democratic structures. They will be encouraged and supported to be co-producers of services and play a significant role in commissioning, scrutiny and quality assurance of those services.

- 3.16 **Collaboration.** Youth work will be innovative and creative, finding local solutions to local issues. Community partnerships will be established to deliver co-ordinated responses to existing and emerging issues. Partnership working will ensure there is consistency between services and of practice.

Youth work will act as a bridge providing support to those young people that need it most to access universal provision and longer term ongoing support to those that need statutory interventions.

Youth work providers will work closely with education establishments responding and providing support at key points of transition, specifically from Primary to High school and into positive education, employment or training destinations at 16 and beyond.

Youth work will be part of an asset based community development approach, sharing and disseminating appropriate information to aid mapping, signposting and networking activities.

- 3.17 **Inclusiveness, equality and diversity.** Youth work will promote equality and celebrate diversity. It will encourage young people to recognise the value of difference and will facilitate opportunities to share and listen to each other's stories.

Youth work will tackle discrimination and challenge oppression and inequality. It will enable young people to keep themselves safe, building resilience and supporting young people to understand and access their rights. It will inform and support young people so they know where they can go for help in times of need.

Youth work will take into account and address the social isolation experienced by some young people especially those who are most vulnerable such as new migrants, young carers and those with additional needs.

Youth workers will understand the greater barriers and challenges young people from more deprived communities face and will work with all stakeholders to reduce the impact of poverty.

- 3.18 **Respect and positivity.** Youth workers will be positive role models, becoming trusted adults that develop positive relationships with young people that are based on mutual respect and voluntary engagement.

The youth work approach will be strengths based. It will focus on the good things a young person has in their lives and explore with young people how they can build on them. It will support them through significant changes in their lives and help them to gain the required knowledge and understanding to make constructive use of their skills, abilities and free time.

Youth work will increase confidence and self-esteem. Using a solution focused approach and coaching strategies to improve the mental health and well-being of young people.

Youth work will provide a safe space and time for them to take risks and explore their identities in the widest sense. Learning activities will be delivered to enable young people to recognise who they are and who they want to be.

- 3.19 **Quality, safety and well-being.** Youth work will be delivered by a professionally qualified workforce with the right mix of skills and experience to be able to effectively support groups of young people that face the most significant challenges.

Voluntary and paid professional youth work staff will be supported throughout their careers to improve their practice, taking into account their own health and well-being as well as that of the young people they are working with.

All engagement with young people will be meaningful and purposeful. Safeguarding will be central to practice. Youth workers will be skilled in assessing need and identifying indicators of harm and risk and will recognise when there is a need to involve others.

Youth work will draw on a robust evidence base that will be used to inform and influence approaches for working with, and securing the best outcomes for young people. There will be accountability to all stakeholders.

Youth work providers will work together to identify suitable tools and strategies to effectively measure the impact of youth work, so the difference it is making is known by all.

Internal Youth Service delivery

- 3.20 Taking into account the findings of the youth work review and the development of the vision for youth work in Leeds it is apparent that the future model of youth work delivery should comprise of two strands. A “core offer” of provision that all 11-17 year old young people can access and benefit from and an enhanced, targeted/ specialist offer of provision that will meet the needs of our most vulnerable groups of young people living in Leeds.
- 3.21 It is felt that the internal Youth Service is best placed to deliver the “core offer” of youth work. The locality teams within the Youth Service will continue to deliver the open-access element of the youth work offer in Leeds. Youth work is often described as a “bridge” or the “bookends” between universal and targeted/specialist services. Today many of our young people live within families and communities that face complex and changing challenges. Access to a service that has no strict criteria or thresholds enables it to support young people and help them successfully navigate through their, often turbulent, adolescent years and as they move in and out of other services.

- 3.22 The core offer will be based on existing ward allocations. The resource for youth work will continue to be distributed across all 33 wards using a formula based on the general population of 11-17 years olds living in the ward (40% of total) and the number of those young people residing in the 40% most deprived areas (60% of total). No ward will see a reduction in council delivered youth work.
- 3.23 Many of the issues youth work can address are faced by all young people, irrespective of their background – poor mental health, peer pressure, bullying to name but a few. Research also suggests young people from rural areas are more vulnerable to the impact of organised crime and county lines. We have also found that often in smaller, more isolated communities there is less tolerance of young people and the desire for more police intervention. Without youth workers acting as advocates and working alongside community policing teams to engage and divert young people into positive activities we increase the risk of criminalising young people for little more than socialising.
- 3.24 To facilitate this work, the service will use a mix of youth work approaches including detached, outreach and centre based work and the continued use of mobile units will support the teams' ability to reach all young people in the heart of their communities.
- 3.25 Both political and service leaders acknowledge that Youth Work plays a vital role in improving outcomes for all young people. There is a commitment to ensure youth work provision is maintained in all localities across the city.
- 3.26 Youth work delivery will take place in all areas of the city but with a greater focus on the more deprived communities and neighbourhoods with the greatest need. There is significant evidence that young people living in those areas have poorer outcomes than that of their peers and therefore youth work has an instrumental role to play in closing those gaps.
- 3.27 Council-led services can more easily and quickly be re-deployed to address new and emerging issues. The Youth Service will be a key partner in the multi-agency approach to reduce serious youth violence and support the Home Office primary objective: reduce serious violence in public spaces with a focus on reducing knife crimes committed against young people (under 25).
- 3.28 The Youth Service will be central to the established Multi-Agency Child Exploitation (MACE) arrangements to effectively prevent and address all forms of child exploitation; specifically child sexual exploitation and child criminal exploitation.
- 3.29 It will work in partnership with the Police and other Community Safety partners to develop a city-wide picture and understanding of issues such as why children go missing, organised crime and county lines. The Youth Service will continue to deliver the Return Interview Service for children and young people that are reported as missing.
- 3.30 Throughout the Covid-19 pandemic Youth Workers have been working alongside residential care staff to support our most vulnerable children. This innovative multi-disciplinary approach to support has achieved many positive outcomes and has led to long term improvements to support children who are looked after. The youth service will continue to support children in care who are moving into family settings. To secure this link between statutory intervention and voluntary youth work engagement a LCC youth work practitioner will be assigned to the developing residential support hub team. This will enable young people, particularly those in our care for a short period of time; to establish and retain a positive, trusting

relationship with a professional that can continue longer-term once they have returned to their family home.

- 3.31 For the most vulnerable young people their behaviour and needs may be problematic and difficult to manage in a youth work group setting and currently there is very limited time available for Youth Workers to undertake the more intensive, wrap around support that may be needed to maintain their engagement in sessions. It is proposed that a number of Life Coach roles are established within the service that would undertake initial time-limited work to build relationships and address their mental health needs such as stress, anxiety or depression and accompany them to sessions/activities and provide ongoing support as needed to promote sustainable outcomes. Life coaches will be linked into Early Help Hubs to ensure integrated working and, where necessary, to provide wider joined up support for the whole family where it is needed. It is envisaged that young people on the edge of care or those that are not in education, employment or training will be given priority access to life coaching support. This fulfils the investment in Life Coach roles budget pledge made by Cllr Blake in 2019.
- 3.32 The detrimental impact on young people's mental health and well-being brought about by the Covid-19 pandemic is already well documented. The Life Coaching team will play a key role in providing support to young people to enable them to become healthy, active citizens in their community.
- 3.33 In response to the My Health My Schools Survey children that are looked after cited "friendships" as their top priority. As part of the wider Youth Offer, the Youth Service are well placed to work closely with their colleagues in the Activity and Residential Centres, Virtual School, Social Workers and carers to ensure this vulnerable group of young people have supported access to fun and learning experiences to enhance their social and emotional development and reduce their feelings of isolation.
- 3.34 There are too many young people in the city that are not in education, training or employment. This reflects the national picture. The National Youth Agency have been calling for more qualified youth workers to help young people find employment or training as the latest figures suggest one in nine young people are out of work. The Youth Service will work closely with their colleagues in the Pathways team to provide more intensive youth work support to address the barriers to participation to ensure more of our young people are able to achieve their aspirations and improve their destinations post 16.

Commissioned Youth Work delivery

- 3.35 One of the guiding principles of the youth work review was to maintain the mixed economy of provision. A continued commitment to investing in good quality youth work across the city which builds on positive partnership working between the Youth Service and a strong Third sector market is of paramount importance.
- 3.36 The need for increased flexibility and opportunities to deliver more creative and innovative provision was identified by the Third Sector as a key issue in the review. This will be made possible due to the internal Youth Service leading on the "core offer" of youth work across the city.
- 3.37 Such an approach will enable Third Sector providers to deliver an enhanced service that can be more targeted/specialist in order to meet the specific needs of young people living in the diverse communities in Leeds, in which they are based.

- 3.38 It is imperative that all young people can access youth work provision that is of high quality, evidence based and that delivers measurable, positive outcomes for those participating. Further exploration to identify the most effective quality assurance tools and processes will take place involving all partners. Once determined, it is felt that the facilitation and oversight of quality assurance of youth work should be carried out independently of service deliverers.
- 3.39 The proposal for commissioning youth work delivery is two-fold. Firstly, a new “Enhanced Youth Work” specification will be co-produced with stakeholders. This will take into account the identified support functions along with what is required to achieve our vision for youth work in the city. It is anticipated this will be commissioned on a 3 locality basis; East/North East, South/South East and West/North West and that contracts will be awarded for a minimum of three years to allow the provider sufficient time to establish links and relationships with other services and embed their provision across the area.
- 3.40 Secondly, there will be a Youth Work grant scheme. This will enable smaller community organisations to apply &/or funding for discrete or time-limited projects to be available, thus providing greater flexibility and a timely responsive approach to emerging issues. In some communities where there are fewer external providers, the internal Youth Service may also be able to bid for this funding in order to meet unmet needs, where appropriate. It is anticipated that the funding will be allocated on an annual or bi-annual basis.

4. Corporate considerations

4.1 Consultation and engagement

4.1.1 The consultation and engagement process has been extensive throughout the review. This involved:

- Consultation with young people through group work sessions, one to one interviews and an online survey.
- Stakeholder workshops have been held at each of the stages of the review in November 2017, July 2018 and more recently in July 2019 when 3 locality based sessions have been facilitated to help shape the vision of youth work.
- There have been regular meetings with a Reference Group, consisting of internal and external provider representatives, a Communities Directorate representative and academic experts.
- Workshops have taken place with Community Committee Children’s Champions.
- Attendance at all but one of the Community Committees in November and December 2018 (sub-group attended in one instance). Follow up ward level briefings were then offered throughout December 2018 and January 2019.
- Members of the Children and Families Senior Leadership have attended Young Lives Leeds meetings to brief and seek the views of a wider range of providers working with children and young people.
- Engagement with Youth Service managers and teams have taken place throughout the review but in particular in the latter phase of the process to explore the interface between the Youth Service and other services within the directorate.

- Throughout the process the Youth Work review has been a standing item on the quarterly catch up meetings between the Learning for Life Service and Unions to ensure Union colleagues are well briefed and have had the opportunity to provide feedback at all stages of the review.

4.2 Equality and diversity / cohesion and integration

- 4.2.1 The vision for youth work will support the council's ability to meet its responsibility in regard to providing sufficient services and activities to improve all young people's well-being.
- 4.2.2 The implementation of the recommendations following the youth work review will ensure that the most vulnerable young people receive the services and provision they need to improve outcomes.
- 4.2.3 Youth work programmes are delivered at a local level, promoting cohesion and integration between young people from settled and new communities.
- 4.2.4 An EDCI screening has been completed and is appended to the report.

4.3 Council policies and the Best Council Plan

- 4.3.1 The Youth work review and vision for youth work support the delivery of Best Council Plan – Child Friendly City Priority, Children and Young Peoples Plan, establishing our ambitions and priorities for the city. Youth work has a significant contribution to make in meeting these ambitions and enabling young people to achieve the best possible outcomes.

Climate Emergency

- 4.3.2 The workforce will be briefed on the Council wide strategies in place so that they are well informed regarding their responsibilities and have an understanding of what they can do to minimise their impact on climate change. For example, this may include practical steps such as ensuring there are adequate recycling facilities at youth work venues and encouraging staff to consider more environmental ways of travelling to and from work.
- 4.3.3 Youth work programmes will include sessions and projects that will educate young people about the impact and consequences of climate change and work with them to engage in social action activities that will help tackle and address the causes of climate change.

4.4 Resources, procurement and value for money

- 4.4.1 The recommendations in this report are based on the assumption that better value for money can be achieved through a stronger, local direction of the youth work investment made by the Council.
- 4.4.2 By targeting youth work support towards those most vulnerable young people in the city at an earlier stage; particularly those adolescents on the edge of care; the need for more costly, longer term statutory services will be reduced.
- 4.4.3 The budget for youth work for 2021/22 is £2.65m and the proposals in this report can be delivered within this.
- 4.4.4 Although Children Looked After (CLA) numbers have reduced overall during Covid, there is an increase being seen in the number of adolescents entering care. Youth

work is a preventative service and as such should help to manage the pressure on the CLA budget. This is particularly important when bearing in mind the potential longer term implications of the social and economic impact of Covid on the lives of young people in the city.

- 4.4.5 Further opportunities to work collaboratively across the city with partners will continue to be explored. It is expected that this will contribute to a coherent vision of the youth offer across the city, which in future should support improved outcomes and attract more national funding.

4.5 Legal implications, access to information, and call-in

- 4.5.1 There are no legal implications in the development and delivery of the review and vision for youth work. This report will be subject to call-in.

4.6 Risk management

- 4.6.1 Without a clear, shared vision for youth work in Leeds the provision and opportunities for young people to access and benefit from could be limited and/or inconsistent across the city.

5. Conclusions

- 5.1 Youth Services across the country have seen significant changes and challenges in recent years. In the context of major financial pressures facing local authorities and their partners, nationally youth services have been reducing and in some places removed altogether.
- 5.2 However, in Leeds the council has retained its commitment to youth work, acknowledging and valuing the vital contribution it plays in improving the lives of young people. Therefore the shared vision for youth work and new model of delivery will build on the existing strong foundations and further improve the youth work offer to young people living in the city.

6. Recommendations

- 6.1 Members are recommended to;
- a) Note the comprehensive consultation and assessment work undertaken to develop the vision for youth work in Leeds, endorsing the continuing commitment to youth services as a key strand of work to enable the most vulnerable young people in the city achieve their aspirations and ambitions.
 - b) Approve the proposed new model of youth work delivery and support further work to be undertaken led by the Youth Offer Lead to co-produce the enhanced youth work specification.
 - c) Note that the new model of delivery will be fully implemented by April 2022.

7. Background documents¹

- 7.1 None

¹ The background documents listed in this section are available to download from the council's website, unless they contain confidential or exempt information. The list of background documents does not include published works.

Equality, Diversity, Cohesion and Integration Screening



As a public authority we need to ensure that all our strategies, policies, service and functions, both current and proposed have given proper consideration to equality, diversity, cohesion and integration.

A **screening** process can help judge relevance and provides a record of both the **process** and **decision**. Screening should be a short, sharp exercise that determines relevance for all new and revised strategies, policies, services and functions.

Completed at the earliest opportunity it will help to determine:

- the relevance of proposals and decisions to equality, diversity, cohesion and integration.
- whether or not equality, diversity, cohesion and integration is being or has already been considered, and
- whether or not it is necessary to carry out an impact assessment.

Directorate: Children and Families	Service area: Youth Offer
Lead person: Victoria Fuggles	Contact number:

1. Title: Youth Work Review		
Is this a:		
<input checked="" type="checkbox"/> Strategy / Policy	<input checked="" type="checkbox"/> Service / Function	<input type="checkbox"/> Other
If other, please specify		

2. Please provide a brief description of what you are screening
<p>The screening relates to two items:</p> <ul style="list-style-type: none"> a) Vision for Youth Work b) New youth work delivery model <p>The Vision for Youth Work has been developed to outline the council’s approach to youth work delivered in house, by commissioned partners and independent community organisations.</p> <p>It sets out the benefits of youth work and the principles of delivery to provide high quality universal and targeted services for young people. The Vision for Youth Work will be endorsed by the Executive Board and form the basis of internal and commissioned delivery in the future.</p> <p>The new youth work delivery model outlines a change to how the internal youth service will be delivered and how we commission external providers. The model is underpinned</p>

by the new vision and will support the priorities in the Leeds Children and Young People's Plan.

3. Relevance to equality, diversity, cohesion and integration

All the council's strategies and policies, service and functions affect service users, employees or the wider community – city wide or more local. These will also have a greater or lesser relevance to equality, diversity, cohesion and integration.

The following questions will help you to identify how relevant your proposals are.

When considering these questions think about age, carers, disability, gender reassignment, race, religion or belief, sex, sexual orientation. Also those areas that impact on or relate to equality: tackling poverty and improving health and well-being.

Questions	Yes	No
Is there an existing or likely differential impact for the different equality characteristics?	x	
Have there been or likely to be any public concerns about the policy or proposal?		x
Could the proposal affect how our services, commissioning or procurement activities are organised, provided, located and by whom?	x	
Could the proposal affect our workforce or employment practices?	x	
Does the proposal involve or will it have an impact on <ul style="list-style-type: none"> • Eliminating unlawful discrimination, victimisation and harassment • Advancing equality of opportunity • Fostering good relations 	x	

If you have answered **no** to the questions above please complete **sections 6 and 7**

If you have answered **yes** to any of the above and;

- Believe you have already considered the impact on equality, diversity, cohesion and integration within your proposal please go to **section 4**.
- Are not already considering the impact on equality, diversity, cohesion and integration within your proposal please go to **section 5**.

4. Considering the impact on equality, diversity, cohesion and integration

If you can demonstrate you have considered how your proposals impact on equality, diversity, cohesion and integration you have carried out an impact assessment.

Please provide specific details for all three areas below (use the prompts for guidance).

- **How have you considered equality, diversity, cohesion and integration?** (think about the scope of the proposal, who is likely to be affected, equality related information, gaps in information and plans to address, consultation and engagement activities (taken place or planned) with those likely to be affected)

An equality screening has been completed and equality has been integrated throughout the considerations for the youth work review and proposals, including promoting community cohesion, targeting resources and provision to areas and communities of greatest need. Outcomes, attendance and benefits will be monitored internally and across commissioned provision.

The Vision and model have been developed using consultation and data on equality characteristics, deprivation and community cohesion.

Indices of multiple deprivation data has been cross checked with child poverty, attainment and other data to provide a clear evidence base for targeting work in certain localities.

A range of consultation methods were used including online, face to face and within schools to ensure a broad range of individuals from different areas and backgrounds, including young people with physical and mental health issues, contributed to the research that formed the new vision and model.

The attendance data was cross checked with ethnicity data from each ward to provide a picture of how well we are engaging young people from a BAME background, followed up with targeted consultation to understand challenges and barriers to participation.

- **Key findings**

(think about any potential positive and negative impact on different equality characteristics, potential to promote strong and positive relationships between groups, potential to bring groups/communities into increased contact with each other, perception that the proposal could benefit one group at the expense of another)

The review clearly demonstrated how poverty and deprivation affects a young person's opportunities and future prospects. The review recommended that budgets continue to be weighted towards deprived communities and this is reflected in the vision and model.

The findings of the review recognises that youth work provision needs to be accessible to all and flexible to target specific groups such as BAME communities, children looked after, and children living in disadvantaged neighbourhoods. The vision and model both reflect the need for universal and targeted provision.

Community cohesion is important to young people and they can be affected by negative perceptions of young people within their wider community. Giving young people the

chance to actively participate in community based youth work and have their contribution recognised through effective publicity forms part of the vision and new model.

The findings of the review recommended increasing community awareness of youth work and improved publicity, and this is reflected in the vision and will form an important part of work in the future.

• Actions

(think about how you will promote positive impact and remove/ reduce negative impact)

Attendance and engagement will continue to be monitored to ensure that young people accessing our services are reflective of the communities where they live.

Internal and external youth work providers will continue to participate in local activities and partnerships to promote community cohesion and engagement.

Improved community connectivity and promotion are key parts of the new vision that will be reflected in internal and commissioned youth work. We will work closely with communities to ensure that we are doing more to communicate effectively.

Equality considerations will continue to be monitored through attendance and outcomes monitoring tools. These will be standardised across all delivery under the new vision and contracts.

5. If you are **not already considering the impact on equality, diversity, cohesion and integration you **will need to carry out an impact assessment.****

Date to scope and plan your impact assessment:	
Date to complete your impact assessment	
Lead person for your impact assessment (Include name and job title)	

6. Governance, ownership and approval

Please state here who has approved the actions and outcomes of the screening

Name	Job title	Date
Victoria Fuggles	Youth Offer Lead	April 2021
Date screening completed		March 2021

7. Publishing

Though **all** key decisions are required to give due regard to equality the council **only** publishes those related to **Executive Board, Full Council, Key Delegated Decisions or a Significant Operational Decision.**

A copy of this equality screening should be attached as an appendix to the decision

making report:

- Governance Services will publish those relating to Executive Board and Full Council.
- The appropriate directorate will publish those relating to Delegated Decisions and Significant Operational Decisions.
- A copy of all other equality screenings that are not to be published should be sent to equalityteam@leeds.gov.uk for record.

Complete the appropriate section below with the date the report and attached screening was sent:

For Executive Board or Full Council – sent to Governance Services	Date sent:
For Delegated Decisions or Significant Operational Decisions – sent to appropriate Directorate	Date sent:
All other decisions – sent to equalityteam@leeds.gov.uk	Date sent:

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Exclusions, Elective Home Education and Off-rolling

Date: 7th July 2021

Report of: Head of Democratic Services

Report to: Scrutiny Board (Children and Families)

Will the decision be open for call in? Yes No

Does the report contain confidential or exempt information? Yes No

What is this report about?

Including how it contributes to the city's and council's ambitions

- During 2019/20, the Children and Families Scrutiny Board commenced an Inquiry into Exclusions, Elective Home Education and Off-rolling and anticipated its inquiry work to continue into the 2020/21 municipal year. However, due to the Covid-19 pandemic emergency, the Board agreed to temporarily pause its inquiry while focusing its attention on how the Council and its partners worked to support all children and their families during such an unprecedented and difficult period.
- This report provides a summary of the inquiry work undertaken to-date by the Scrutiny Board, as well as presenting the latest reported data that was shared with the Executive Board in November 2020 for Members' information.
- In consultation with the relevant Director and Executive Board Members, the Board is asked to reflect on the information presented within this report and to consider appropriate next steps. The views of Members during today's meeting will then inform terms of reference for the Board's ongoing inquiry work.

Recommendations

Members are requested to reflect on the information presented within this report and to consider and discuss appropriate next steps in relation to its ongoing Inquiry into Exclusions, Elective Home Education and Off-rolling.

Why is the proposal being put forward?

1. The Children and Families Scrutiny Board has given a commitment to recommence its inquiry work this year in relation to exclusions, elective home education and off-rolling. This report therefore provides a summary of the inquiry work undertaken to-date by the Scrutiny Board, as well as presenting the latest reported data that will also assist the Board in determining appropriate next steps. The views of Members during today's meeting will then inform terms of reference for the Board's ongoing inquiry work.

What impact will this proposal have?

Wards affected: All

Have ward members been consulted?

Yes

No

2. In discussing appropriate next steps, the Board is asked to reflect on the evidence sessions that have already been undertaken by the former Children and Families Scrutiny Board, as summarised in Appendix A.
3. Also appended for Members' information is the report of the Director of Children and Families that was presented to the Executive Board in November 2020 (see Appendix B). This report provided an update on the trends in relation to elective home education and permanent exclusions in the academic year 19/20 and to the verified fixed term exclusion data from 2018/19. The report also set out the trends seen in autumn term 19/20, but at that stage was acknowledged to be unverified data. Linked to this, Members are asked to note that more recent verified data from the Department of Education is expected to be made available by September / October this year.
4. The appended Executive Board report also highlights the work of Children and Families during the latter part of 19/20 when the schools closed in regard to changes in policy and practice leading to the newest policy and approach by DfE and in Leeds.
5. The views of Members during today's meeting will inform terms of reference for the Board's ongoing inquiry work and therefore Members are particularly asked to consider the following:
 - An appropriate timescale to recommence its inquiry work.
 - Further key areas and information to explore as part of the evidence base.
 - Identifying key witnesses to engage in future evidence sessions.
 - Potential co-opted member appointments linked to the inquiry.

What consultation and engagement has taken place?

6. Appendix A provides a summary of the evidence gathering sessions previously held as part of the Board's Inquiry, which had already included the engagement of lead Executive Board Members, the Director of Children and Families and other senior officers and also members of the Leeds Youth Council.
7. The Director of Children and Families and relevant Executive Board Members have also been invited to today's meeting to contribute to the Board's discussion around appropriate next steps for its ongoing inquiry.

What are the resource implications?

8. Linked to the Vision for Scrutiny, the Board is required to ensure any Scrutiny work undertaken has clarity and focus of purpose and will add value and can be delivered within an agreed time frame.

What are the legal implications?

9. This report has no specific legal implications.

What are the key risks and how are they being managed?

10. There are no risk management implications relevant to this report.

Does this proposal support the council's three Key Pillars?

Inclusive Growth

Health and Wellbeing

Climate Emergency

11. Ensuring children and young people “do well at all levels of learning and have the skills they need for life” is a key outcome of the Best City Council Plan.
12. The latest Best Council Plan also highlights the challenges to education settings as it states, “As a Child-Friendly City, Leeds continues to invest in the future of our young people which has led to improvements in health and educational outcomes. However, we are acutely aware of the potentially significant immediate and longer-term impacts of Covid-19 on the health, wellbeing and learning of our children and young people and so now, more than ever, there is much more to do to ensure everyone is equipped with the education and skills they need to succeed in life. The council is working with families, schools and others to secure a brighter future for every child in Leeds.”

Appendices

13. Appendix A – Scrutiny Inquiry into Exclusions, Elective Home Education and Off-rolling - Summary of evidence to-date (July 2021)
14. Appendix B – Report of the Director of Children and Families to the Executive Board on Exclusions and Elective Home Education – Annual Update Report. 18th November 2020.

Background papers

15. None.

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Scrutiny Board (Children and Families)
Inquiry into Exclusions, Elective Home Education and Off-rolling
Summary of evidence to-date (July 2021)

1.0 Background

- 1.1 During its October 2019 meeting, the Children and Families Scrutiny Board received a report from the Director of Children and Families setting out national concerns regarding the rising level of exclusions and elective home education (EHE) numbers, as well as reflecting the position in Leeds linked to school based data.
- 1.2 The Board particularly acknowledged the national focus surrounding the issue of exclusions, EHE and off-rolling, which stemmed from the findings of national reviews undertaken by the former Minister of Children, Edward Timpson, and the Children's Commissioner, Anne Longfield.
- 1.3 While there is no legal definition of 'off-rolling', the definition provided by Ofsted is *'The practice of removing a pupil from the school roll without a formal, permanent exclusion or by encouraging a parent to remove their child from the school roll, when the removal is primarily in the interests of the school rather than in the best interests of the pupil'*.
- 1.4 As well as welcoming the national focus surrounding the issue of exclusions, elective home education and off-rolling, the Scrutiny Board acknowledged the Council's own commitment towards addressing such matters as one of the eight priority areas within the new 3As Strategy. The Scrutiny Board therefore agreed to undertake further work to assist in the effective delivery of the Council's own Strategy, as well as exploring whether Leeds as a city will be in a position to respond effectively to any future reforms and expectations stemming from the recent national reviews by Timpson and the School Commissioner.
- 1.5 Having agreed the terms of reference for this Inquiry in November 2019, the Board held two evidence gathering sessions during February and March 2020. While a further evidence session was being planned for April, the Board had also acknowledged the need to continue its Inquiry into the next municipal year too.
- 1.6 However, on 16 March 2020, in light of the Covid-19 pandemic, the Council took the necessary step to cancel a number of planned meetings of various Committees, Boards and Panels. This included all Scrutiny Board meetings and any joint scrutiny arrangements where the Council acts as the lead authority.
- 1.7 With Council services focused on the urgent pandemic response and subsequent city recovery plan, the usual collaborative process of annual work programming for Scrutiny Boards was suspended. As public meetings of Scrutiny Boards began to recommence in June 2020, albeit remotely, each

Board focused its attention on the ongoing progress made by the council working with partners and communities in response to the unprecedented COVID-19 pandemic.

- 1.8 Throughout the 2020/21 municipal year, the Children and Families Scrutiny Board continued to focus its attention on how the Council and its partners worked to support all children and their families during such an unprecedented and difficult period. This therefore resulted in the Board's Inquiry work being temporarily paused.
- 1.9 This summary of evidence document has been produced to reflect the position reached by the Scrutiny Board as part of this Inquiry and will also be a helpful reference document when the Board's Inquiry work does resume.

2.0 Summary of evidence provided to the Scrutiny Board

2.1 Session one – Scrutiny Board Meeting – 5th February 2020

2.2 The following information was reported to the Board:

- Scrutiny Inquiry Terms of Reference
- Exclusions, Elective Home Education and Off-rolling report submitted 23 October 2019
- Children's Commissioner report 'Skipping School: Invisible Children' published February 2019
- Children's Commissioner report 'Exclusions' May 2019
- Timpson Review of School Exclusion May 2019

2.3 The following key areas were covered during this session:

- The data collated by the Council in relation to exclusions and EHE and any identified gaps that may need addressing;
- Methods of identifying and addressing the practice of off-rolling;
- The potential implications of any future reforms and expectations stemming from the recent national reviews by Timpson and the School Commissioner;
- Internal isolation approaches used by schools as a disciplinary measure;
- Examples of good practice locally in managing children identified as being at risk of exclusion and in reducing exclusion rates;
- The support available for schools in managing pupils who are at risk of exclusion, with particular reference to the role of local Area Inclusion Partnerships, and any identified gaps in this support.

2.4 Visit/working group meeting with the Leeds Youth Council

A number of representatives of the Scrutiny Board took part in focus group discussions with the Leeds Youth Council on Saturday 15th February 2020. Feedback from this visit was relayed to the full Board during its meeting on 4th March 2020.

2.5 *Session two – Scrutiny Board Meeting – 4th March 2020*

2.6 The following information was reported to the Board:

- Training and support from Leeds City Council
- Exclusion from maintained schools, academies and pupil referral units in England. Statutory guidance for those with legal responsibilities in relation to exclusion. Department for Education
- Report of the Children’s Commissioner. Exclusions. Children excluded from mainstream schools – May 2019

2.7 The following key areas were covered during this session:

- The provision of training for school governors in terms of their role in monitoring school exclusions and challenging head teachers on their strategies for reducing exclusion.
- The extent to which parents and carers are supported in understanding the exclusion process including arrangements for appeal.
- The views of young people, including case study evidence that provides an insight into the experiences of children at risk of, as well as having first-hand experience of, being excluded and the broader lessons that have been learned in terms of supporting the needs of such children.

3.0 Summary of key issues raised during the inquiry sessions in February and March 2020.

3.1 *Permanent and fixed-term exclusions.* Although the number of permanent exclusions in Leeds have decreased in recent years, the number of fixed term exclusions have increased. Members were advised that a restorative approach is encouraged to all schools, with a reduced focus on exclusions, however approaches and ethos vary across schools.

3.2 *Internal exclusions.* Members were also informed that the prevalence of internal exclusions within each school, also referred to as ‘isolation’, is not measured as schools are not obliged to provide this data to the local authority.

3.3 *Elective Home Education and off-rolling.* Members were advised that although it was important to recognise that often families make positive and informed decisions to home educate their children, there had been a significant increase in families choosing to home educate children with SEND and for those in the final years of secondary school. There was also growing concern that the trend may be a result of schools off-rolling pupils to benefit the school, by encouraging families to home educate their child and avoid the prospect of permanent exclusion.

3.4 *Area Inclusion Partnerships.* Members were advised that despite the local authority’s reduced control over schools, Area Inclusion Partnerships aim to prevent exclusions and promote inclusion, by ensuring that a multi-agency

panel supports children at risk of exclusion, and therefore avoid any of the measures above to be taken.

- 3.5 *Statutory guidance for exclusions.* Members queried the disparity between school approaches in relation to exclusions, despite the statutory guidance provided by central government. Members were advised that the statutory guidance still allows for interpretation, which reduces the consistency across schools.
- 3.6 *The child's right to education* - It was noted that the introduction of the 3 A's strategy aimed to further promote a child's right to education and to also adopt a whole systems approach in terms of improving the outcomes of particularly vulnerable groups. Linked to this, reference was made to the role of early help and the importance of supporting them in challenging schools around exclusions and also working with schools to explore other appropriate solutions.
- 3.7 *Children looked after.* In recognising that often the most vulnerable children and young people are at a higher risk of exclusion, Members sought assurance that particular efforts are made to ensure that children looked after are not subject to off-rolling. Members were advised that it is the responsibility of the Head of the Virtual School for children looked after to closely monitor the learning pathways and outcomes for all children looked after, and that Elective Home Education is only ever used as a temporary measure in exceptional circumstances.
- 3.8 *Exits from mainstream education.* The Board was informed the local authority must be informed when a young person is taken off roll of a school. Where a pupil has been moved to an alternative provision, it was highlighted that Ofsted has made it clear that the pupil is to stay on the roll of the mainstream school while receiving any alternative education provision.
- 3.9 *Home visits for Elective Home Education pupils.* Members expressed concern about the lack of accountability home educators have in relation to the quality of their provision, and were advised that although currently home visits can be declined, officers were supportive of the Children's Commissioners campaign for a national register to track providers and the introduction of statutory home visits.
- 3.10 *Tracking the outcomes and Post-16 destinations of Elective Home Education pupils.* While acknowledging the difficulty of tracking this particular cohort, the Board felt it would be valuable to explore ways in which to capture the education outcomes and Post-16 destinations of these pupils too.
- 3.11 *Taking account of parental views and perspectives.* The Board acknowledged that parental views and perspectives surrounding the behaviour management policies and practices of schools could be quite diverse but felt it would still be helpful to try and capture the voice of parents/carers.

Feedback from the Leeds Youth Council visit in February 2020.

- 3.12 It was noted that while many of the young people who took part in the focus groups had not necessarily experienced being formally excluded, they still had particular strong views surrounding the use of internal exclusions and isolations.
- 3.13 There was consensus amongst the young people that schools needed to have appropriate enforcement measures to deal with disruptive pupil behaviour. However, many felt that the use of internal exclusion was not being applied appropriately and would often be used as a sanction for minor offences, such as forgetting planners or not correctly adhering to the school's uniform code. Consequently those pupils would then miss their daily lessons.
- 3.14 The young people felt that more teachers would benefit from having mental health training to help them identify and deal more effectively with issues affecting pupils' behaviour.
- 3.15 The Board discussed the need to strengthen teacher training programmes in terms of having a greater emphasis around child development and how biological factors, such as puberty, can particularly affect behaviours.
- 3.16 Linked to this, the Board also emphasised the importance of schools taking a more holistic approach towards tackling behavioural issues to help identify any potential underlying issues, such as having a troubled home life; being a young carer; or having underlying health conditions.
- 3.17 The Board felt that schools should be reviewing their approach when repeated sanctions are being applied to particular pupils with no remedial affect.
- 3.18 The Board was informed that further work was being undertaken with the Council's Voice and Influence Team to support the Children and Families Learning Inclusions with capturing the voice of excluded young people more effectively.
- 3.19 The Board expressed an interest to hear directly from young people who had experienced exclusion. Linked to this, it was acknowledged that the Chair had already been approached by the Principal of Leeds City College to facilitate a visit to the 14-16 Academy at Leeds City College for Members of the Scrutiny Board to speak with students regarding their experience of mainstream school.

Reflecting on the role of School Governors

- 3.20 The Chair invited those Board Members with Governor responsibilities to share their own personal experiences regarding the provision of training received, their role in monitoring school exclusions and challenging head teachers on their strategies for reducing exclusions.

- 3.21 There was variable experiences shared by those Board Members with Governing responsibilities in terms of the level of training provided and their involvement in Exclusion Panel meetings.
- 3.22 Members highlighted the importance of receiving consistent information and training across all schools in terms of exclusions.
- 3.23 It was noted that while the guidance set out in the DfE document was helpful to Governors, it was also legally technical. As such, the Board felt that appropriate training surrounding this guidance should be applied to Governors in preparation of them being asked to take part in any Exclusion Panel meetings.
- 3.24 Members were informed that the next planned training session on behaviour and graduated approach to behaviour would be run by a Senior Educational Psychologist on 31st March 2020, and that the next training session around exclusion processes, which is offered once a year, was scheduled for 29th April 2020.
- 3.25 The Deputy Director for Learning explained that although there is no formal mechanism for reporting internal exclusions, governors are encouraged to request this information in order to monitor trends in detentions and exclusions, as well as providing effective challenge where there are particular repeated incidents.
- 3.26 It was felt that Governors should also be empowered and supported to challenge schools in terms of the information its provides to parents and carers regarding their rights surrounding fixed and permanent exclusions, and the advocacy and support that is in place for them to access.

4.0 Additional evidence gathering sessions impacted by the Covid-19 pandemic.

- 4.1 While the Board had already acknowledged in March 2020 that its Inquiry work would need to continue into the next municipal year, arrangements had been made to hold a further evidence gathering session at its meeting on 1st April 2020.
- 4.2 The primary purpose of the session in April 2020 was to consider the research findings of the RSA (Royal Society for the encouragement of Arts, Manufactures and Commerce) who had undertaken its own research on school exclusions, with Leeds City Council and local schools being key partners in this research project. The Board was informed that the findings of this research would be reflected in a report of the RSA, expected to be available on 16th March 2020. The RSA had also arranged to launch its report as part of a joint free event in Leeds on 19th March 2020 and so Scrutiny Board representatives were also invited to express an interest in attending this event.

- 4.3 However, both the RSA event and the Scrutiny Board's meeting on 1st April had been cancelled due to the Covid-19 pandemic.
- 4.4 The pandemic emergency had also impacted on the Scrutiny Board's original plans to undertake survey work with local Head Teachers and Chair of Governors, as well as arrangements to undertake a visit to the Leeds City College 14-16 Academy.
- 5. Evidence gathering sessions undertaken during 2020/21.**
- 5.1 Having agreed to temporarily pause its inquiry work, the Children and Families Scrutiny Board met on 9th September 2020 to determine a suitable timeframe for resuming the Board's inquiry. During this meeting, a copy of the RSA research report, published in March 2020, had also been shared with the Board for information and Members agreed for this to remain as part of the evidence base when the Board's Inquiry work did resume.
- 5.2 The Board had agreed at that stage to wait until January 2021 to review the situation again. However, during the Scrutiny Board's October meeting, a request was made for the Board to look urgently into safeguarding measures put in place within alternative education provision. While acknowledging that alternative education provision would remain a key feature of its inquiry into Exclusions, EHE and Off-rolling, the Board agreed to arrange a working group meeting before January 2021 to consider this matter. This meeting took place on 1st December 2020 and Board Members met with representatives from the Children and Families Directorate to consider the governance and accountability structures surrounding alternative education provision and the Council's position in this regard.
- 5.3 In doing so, Board Members were informed that local authorities have no legislative powers over a school's decision to direct a pupil off-site for education to improve behaviour. Only in the instances where the pupil has a statement of special educational needs are local authorities entitled to be given clear information about the placement: why, when, where, and how it will be reviewed, as outlined in, *The Education (Educational Provision for Improving Behaviour) (Amendment) Regulations 2012, which came into force on 1 January 2013.*
- 5.4 Furthermore, it was noted that the local authority must recognise the statutory responsibility of schools and governing bodies to ensure the safety and wellbeing of all pupils placed at alternative provisions, as outlined in Section 201, Keeping Children Safe in Education 2020, which states: "*Where a school places a pupil with an alternative provision provider, the school continues to be responsible for the safeguarding of that pupil, and should be satisfied that the provider meets the needs of the pupil. Schools should obtain written confirmation from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at the establishment, i.e. those checks that the school would otherwise perform in respect of its own staff.*"

- 5.5 In the absence of any legislative powers, particular focus was given to the role played by local Area Inclusion Partnerships (AIP) that had been established in Leeds to support inclusion, prevent exclusions and meet/support SEMH needs that may link to challenging and/or disruptive behaviours of learners in schools in their particular area. Every AIP offers advice on inclusion to schools and academies and each one offers different services to promote inclusion depending on their local area's needs. The working group also discussed the role of AIPs in conducting their own internal quality assurance visits on AIP providers as an additional support to schools, not negating each and every school's own responsibility. However, linked to this approach, Board Members were informed that the AIP's existing quality assurance model had also been reviewed for the academic year 2019/2020 in order to achieve greater consistency and transparency in the process, as well as encouraging the sharing of good practice. Moving forward, Board Members were keen to maintain a key focus around the quality of alternative education provision across the city as part of its ongoing inquiry work.
- 5.6 During its meeting on 6th January 2021, the Board reviewed the situation again to determine appropriate next steps in its inquiry and in doing so, had acknowledged the significant impact that Covid-19 was continuing to have on schools. As such, the Board agreed to wait until the new 2021/22 municipal year before resuming its inquiry work.

Report of the Director of Children and Families**Report to Executive Board****Date: 18th November 2020****Subject: Exclusions and Elective Home Education – Annual Update Report**

Are specific electoral wards affected? If yes, name(s) of ward(s):	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Has consultation been carried out?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Are there implications for equality and diversity and cohesion and integration?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Will the decision be open for call-in?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Does the report contain confidential or exempt information? If relevant, access to information procedure rule number: Appendix number:	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

Summary**1. Main issues**

- The purpose of this report is to provide the annual update on data and trends in regard to Elective Home Education (EHE) and permanent exclusion for 19/20 from the local authority's direct reporting processes and to provide the Department for Education (DfE) verified fixed term exclusion data for 18/19.
- The data provided outlines Leeds position in relation to regional and national trends in exclusions. There is no current process of national data collection for Elective Home Education though Leeds shares data through the annual ADCS survey and more locally with the Yorkshire and Humber Association of Elective Home Practitioners (AEHP).
- The report highlights the current trends for the beginning of the new academic year 20/21 where data is now available.
- The report outlines changes, if any, since the last report in September 2019 which described, in detail, the Timpson report and its recommendations on exclusions and the response to the Children's Commissioners work around EHE and the topic of off-rolling.
- The report also provides information on the work of Children and Families during the latter part of 19/20 when the schools closed in regard to changes in policy and practice leading to the newest policy and approach by the DfE and in Leeds.

2. Best Council Plan Implications (click [here](#) for the latest version of the plan)

- As outlined in the Executive Board Report *Exclusions, Elective Home Education and Off-rolling* from September 2019, there are clear processes and partnership arrangements in place to ensure that the focus remains on children and young people being safe and feeling safe. This has been particularly important in the last year with high level of connection between schools, services within Children and Families and 3rd sector organisations throughout the Covid-19 lockdown. Close connections continue and have remained in place through regular local Bronze meetings which support the sharing of concerns, promoting connected actions between social care, 3rd sector partners, the three area hubs, Cluster partners with Learning Inclusion team's members from Attendance and Education Psychologists. The focus this new term is providing support to ensure that children and parents/carers feel safe to return to school and all services are looking to enable this alongside schools.
- The support and challenge to schools through Area Inclusion Partnerships (AIP), Early Help and Restorative Early Support (RES) teams as well as through Learning Inclusion and School Improvement teams, works to the Best Council Plan of improving education attainment and closing achievement gaps of children and young people vulnerable to poor learning outcomes.
- The work of the Elective Home Education (EHE) team also links directly to being safe and feeling safe – as well as to ensuring access to suitable education of children and young people, particularly those vulnerable to poor learning outcomes. Where the parent does not have the resources and ability to provide a suitable education for the child's age, aptitude and special needs, if any, the caseworkers start the process to return a child to school through the school attendance order protocol. They also support parents to apply for school places when parents agree that they cannot offer an appropriate and suitable education to their child. The Pupil Tuition Team continues to offer short time provision to some EHE children who are particularly vulnerable to poor learning outcomes to ensure their return to school is successful.

3. Resource Implications

- The current contract with Area Inclusion Partnerships (AIP) 19/20 and funding for the EHE team within Learning Inclusion has no additional resource implications at this time. If, however as outlined in the report from 2019, the legislation changes around EHE processes and all parents are required to register their children, it is anticipated that the local authority will need more resource for an expected increase in EHE numbers for the registration processes and then safeguarding and education plan assessments. The Department for Education (DfE) has requested an outline figure from each local authority for this anticipated additional work. We have presumed on the basis that this would be funded by government. In Leeds the figure has been estimated at approximately £300k for administration and additional EHE team posts.
- Since the beginning of the Covid-19 pandemic and since September 2020, we have seen, as all other local authorities in the region, a substantial increase in the number of EHE notifications. The EHE team may need further casework personnel to manage the safeguarding and follow up visits in the coming months. The Head of Learning Inclusion and Children and Families Leadership Team (CFLT) receive regular reports on this position.

- In accordance with the report to full Council on 26th February 2020, on the 2020/21 Revenue Budget and Council Tax, budget pressures resulting from any funding being insufficient to discharge the responsibilities, the pressures will need to be managed within the Children and Families directorate. In the event that the service identifies pressures which cannot be managed by the directorate, a further report will be produced outlining options.

Recommendations

- Executive Board is requested to note:
 - The information in this report.
 - The recommendations in the Timpson Review (Appendix 1) outlined in the previous Executive Board Report of September 2019.
 - The issues raised by the Children’s Commissioner in her report “Skipping School: Invisible Children - How children disappear from England’s schools” have not yet led to any significant change in legislation.
 - The response of teams to changes in policy and protocol during Covid-19 and the trends currently emerging within the new academic year 20/21.
 - That the Children and Families Directorate has produced an annual report on the issue of exclusions and elective home education and will continue to provide an updated annual report.
 - That the remit for monitoring exclusions and elective home education falls under the responsibility of the Head of Learning Inclusion within Children and Families Directorate.

1. Purpose of this report

- 1.1 This report updates Executive Board on the trends in relation to elective home education (EHE) and permanent exclusions (PX) in the academic year 19/20 and to the verified fixed term exclusion data from 18/19. Also included are the trends seen in autumn term 19/20 which was the last full term of schooling prior to lock down – this is as yet unverified data.
- 1.2 The data provided outlines Leeds' position in relation to regional and national trends in exclusions. There is no comparable process of national data collection for elective home education data as there is for exclusion data. However Leeds continue to share data through the annual Association of Directors of Children's Services (ADCS) survey and more locally with the Yorkshire and Humber Association of Elective Home Practitioners (AEHP). The report highlights the current trends for the beginning of the new academic year 20/21 where data is available.
- 1.3 The report outlines changes, if any, since the previous report was presented to Executive Board in September 2019, which described in detail the Timpson report and recommendations on exclusions as well as the response to the Children's Commissioners work around EHE and the topic of off-rolling.
- 1.4 The report also provides information on the work of Children and Families during the latter part of 19/20 when the schools closed in regard to changes in policy and practice leading to the newest policy and approach by DfE and in Leeds.

2. Background information

- 2.1. This report provides an update on the Executive Board report of September 2019 where the Director of Children and Families outlined the issues and recommendations of the Timpson report and the Children's Commissioners work around Elective Home Education and also off-rolling.
- 2.2. Since the publication of the report in 2019, the Timpson recommendations have not led to any change in exclusion legislation. There have, however, been a number of policy changes in national school exclusion protocols during the academic year from March 2020.
- 2.3. In the period of March to June 2020, as part of Covid-19 lockdown arrangements, all exclusion processes were paused and schools open for vulnerable and key worker children could not exclude. From June to September 2020, as schools reopened for particular year groups plus vulnerable and key worker children, schools were not expected to exclude but could arrange governors meetings for any permanent exclusion notified before the lockdown. This affected one young person in Leeds whose permanent exclusion was confirmed in June 2020. The local authority has not accepted any other fixed term exclusion reported between March and September 2020.
- 2.4. The Department for Education published new guidelines on *Attendance and Behaviour for Schools* in September 2020. The new attendance guidelines have added a specific new code 'X' for young people unable to access school for Covid-19 reasons. There has also been an additional 5 reasons for exclusion code added to the list.

These new codes are for:

- Use of an offensive weapon or prohibited item
- Abuse against sexual orientation and gender identity
- Abuse relating to disability
- Inappropriate use of social media and online technology
- Wilful and repeated transgressions of protective measures in place to protect public health

2.5. All of the above codes have been added for use from the start of the autumn term 2020 and the local authority's current exclusion notification form has been updated. We anticipate that schools will update their behaviour policies to include these new categories. We anticipate we will have unverified data on fixed term exclusions as usual by the end of February for the autumn term 20/21.

2.6. There have been no changes in legislation on Elective Home Education since the last report in September 2019 and no movement towards a central registration of all children as has been requested by national consultation from local authorities. However, the DFE *Guidance for local authorities* and *Guidance for Parents* published in April 2019 has given more clarity to parents regarding the role of the local authority in terms of its duties on safeguarding and ensuring access to a suitable education for each child in relation to their age, aptitude and special needs, if any. Parents are sent a copy of the DFE *Guidance for Parents* by the EHE team at the point of notification. The EHE team report that this guidance has been enabling in the challenge and support of parents who choose to home educate.

2.7. At the end of September 2020 the government informed Local Authorities of the intention to undertake a new home education committee inquiry and issued a request for evidence with a closing date of 6th November on;

The inquiry will seek to understand the extent to which current arrangements provide sufficient support for home education children to access efficient, full time and suitable education and establish what further measure may be necessary in order to facilitate this. It will also explore the impact of Covid-19 on home education and any particular needs arising from the pandemic that need to be addressed.

Senior leaders see this as a sign that the pressures and concerns around EHE shared recently with the DfE are being listened to.

3. Main issues

3.1. Exclusions – permanent and fixed term

3.1.1. A permanent exclusion refers to a pupil who has been excluded from school where the headteacher has determined that the pupil is not to return to the school due to behaviour related to the exclusion codes. A permanent exclusion must be reported to the local authority and parents immediately. The local authority must provide access to 6th day education which, in Leeds, is provided through the Area Inclusion Partnerships (AIPs).

3.1.2. A fixed term exclusion refers to exclusion from school for a specific time for behaviour outlined in the exclusion codes and expected to return at the end of the exclusion to full attendance. Schools must inform the local authority of any fixed

term exclusion over 5 days. All other exclusions must be reported by the end of the term.

3.1.3. The following sections of the report outline:

- The data for permanent exclusions for the academic year 2019/20 as reported to the local authority for primary and secondary schools.
- The verified data from the Department for Education (DfE) for fixed term exclusions from 2018/19. Please note verified data for 2019/20 will not be available until July 2021.
- The school census data held by the local authority on fixed term exclusions for **term one** of 2019/20 (this data is yet to be verified). It is important to note that there can be small differences between provisional and confirmed school census data.

3.2. Exclusions

3.2.1. Schools and academies in Leeds work under the document DfE Exclusions for Schools Guidelines from September 2017 which relates to exclusion of all children in a school from age 5 to end of sixth form. The document is comprehensive and covers both permanent and fixed term exclusion processes, what headteachers should consider when excluding, guidance to governors on their role and expectations of the questions they should ask and provides information for parents with links to other independent support. The local authority provide schools with model letters for communication on exclusions with parents and independent review processes, check lists on process and draft agendas for governors meetings, advice and support by the local authority lead officer and also through AIP leads. Parents receive information and support from the lead officer in relation to permanent exclusions and the processes.

3.2.2. The DfE Guidelines do not extend to the 14 plus academy in Leeds City College nor to Notre Dame Sixth Form College. Both of these institutions have their own exclusion processes shared with parents.

3.3. Exclusion during Covid-19

3.3.1. Arrangements regarding exclusions changed during Covid-19 published by the DfE – [Click here for link](#).

3.3.2. The principal changes in the guidance from March to September 2020 relate to the relaxation of legal process timings to allow for specific arrangements for virtual meetings for parents to access governors meetings for fixed term and permanent exclusions and independent review panel (permanent exclusion process only). As a result the length of 6th day cover was also extended. Following lock down schools opened for the children of key workers and vulnerable children.

3.4. Since September 2020

3.4.1. The guidance provided in Covid-19 did not change the reasons for exclusion. From 1st September 2020 there are now 5 new categories added to exclusion codes.

Schools have been advised to update their behaviour policies in line with the new categories.

- 3.4.2. Schools are expected to refer to the previous DfE Exclusions Guidance from September 2017 when taking the decision to exclude on disciplinary grounds in line with their schools' published behaviour policy. The arrangements for contacting parents remains the same, as does the reporting process to the local authority. Schools are advised, prior to any exclusion, to consider the particular needs and context of the young person and their presenting behaviour as outlined in the DfE guidelines.

3.5. Permanent Exclusions 19/20

- 3.5.1. Permanent exclusions have remained low in Leeds during the last academic year. The continued work of schools and the Area Inclusion Partnerships to prevent permanent exclusions alongside the challenge and support of the weekly SEMH (Social, Emotional and Mental Health) Panel, have ensured that Leeds continues to be in the lowest category nationally for permanent exclusions.

- 3.5.2. In 2018/19 there were 11 permanent exclusions recorded against Leeds secondary schools, a 0.02 rate of permanent exclusion. This is a slight increase on 2017/18 (0.01), however much lower than the national permanent exclusion rate of 0.20 and lower than all other comparators. Leeds remains in band A for both primary and secondary permanent exclusions. Expectations would be that this will continue when verified for 19/20.

3.5.3. Special Educational Needs

- 3.5.4. There were no permanent exclusions from special schools in 2018/19. The fixed term exclusion rate for pupils in special schools was 4.36, compared to the national average of 11.32. Pupils, subject to a fixed term exclusion, was 2.50, compared to 4.65 nationally. Leeds is ranked 52 of 150 LAs for all FTEX and 48 of 150 LAs for pupils subject to FTEX.

3.5.5. Best Practice and Research

- 3.5.6. During the past year, the RSA (Royal Society of Arts) has invited Leeds to be part of a research project looking at best practice in the reduction of exclusion. The feedback to the city was postponed due to Covid-19.

- 3.5.7. The ISOS partnership also invited Leeds to contribute to research into a regional investigation on children missing out on education whether that be related to attendance, exclusion, lack of suitable education while elective home educated or other factors.

3.5.8. Permanent exclusions (PX) notified from Leeds schools in academic year 19/20 (in brief)

- 21 notifications of PX were received by the local authority
- 13 PX were confirmed following Governors meetings
- 8 PX were withdrawn by the headteacher prior to Governors meeting

- No parental requests for an Independent Review have been made in this last academic year
- Of the confirmed exclusions from Leeds schools, the reason for the PX decision by the headteacher were
 - Physical assault on a pupil = 3
 - Physical assault on an adult = 3
 - Persistent disruptive behaviour = 4
 - Verbal abuse/ threatening behaviour against a pupil = 2
 - Verbal abuse/ threatening behaviour against an adult = 1

3.5.9. Pupil characteristics

3.5.10. Of those notified to the local authority as permanently excluded:

- 15 reported, by the school, as having no special educational need
- 4 reported, by the school, to have recognised special educational needs
- 2 had an Education Health and Care Plan in place at time of exclusion

3.5.11. Of the permanently excluded pupils, confirmed as excluded by Governors (as reported by the schools on exclusion form)

- 11 had no Special Educational Needs
- 1 had recognised Special Educational Needs
- 1 had an Education Health and Care Plan

3.5.12. Ethnicity of permanently excluded pupils (as of all notifications reported by school)

- 15 White British
- 2 Mixed Black Caribbean and White
- 2 Mixed other
- 1 mixed Asian/White
- 1 Other Asian

3.5.13. Leeds is a high performing local authority for permanent exclusions and ethnic groups were not over represented in the confirmed 2018/19 permanent exclusion data. BAME groups in Leeds have a permanent exclusion rate within the range of 0.02 – 0.07. Nationally, BAME groups have a permanent exclusion rate within the range of 0.9 – 0.29.

3.5.14. Leeds schools via AIP arrangements have also needed to provide 6th day cover for permanently excluded pupils who live in Leeds but are on roll at a school outside of Leeds. In the last year, we have seen 2 PX cases from schools in North Yorkshire where the North East AIP has provided 6th day cover, pending the Governors meeting, and then the support to obtain a new school roll in Leeds following confirmation of exclusion.

3.5.15. There was also 1 PX from Leeds City College (Confirmed) and 1 PX from Notre Dame 6th Form (Rescinded at panel). Exclusion processes for both of these educational provisions do not come under the DfE Exclusion Guidance for

Schools. Both have their own exclusion processes outlined to parents and young people in their prospectus.

3.5.16. Permanent exclusions by AIP area for academic year 19/20

AIP area	Notifications	Confirmed	Withdrawn	Pending	Further information
NE	0	0	0	0	Supported 2 PX from OOA schools Secondary exclusions
NW	3	2	1	0	Secondary exclusion notification
S	2	0	2	0	1 primary exclusion notification 1 secondary exclusion notification
W	1	1	0	0	1 secondary exclusion notifications
E	15	10	5	0	15 secondary exclusion notifications

3.5.17. Fixed term data from 18/19

3.5.18. Primary fixed term exclusions (FTEX)

- From 2017-18 to 2018-19, the total number of FTEX in Leeds primary schools increased by 145; the number of pupils subject to them increased by 48.
- City wide, the percentage of primary pupils on roll subject to FTEX increased by 0.05 percentage points from 0.39 in 2017/18 to 0.44 in 2018-19; this is lower than the national exclusion rate of 0.63. 60% of primary schools excluded no pupils at all, whilst one school excluded 8.3% of pupils.
- The percentage of exclusions across primary schools in the city increased from 0.77 in 2017/18 to 0.95 in 2018/19. This is lower than the national average of 1.41 and all other comparators.
- Primary fixed term exclusions have increased each year since 2015 and Leeds has moved from Band A (the best performing) into Band B; Leeds is still ranked as 49th of 151 local authorities in England.

3.5.19. Table 1 – Primary fixed term exclusion data

Year	No. of fixed term exclusions	No. of pupils excluded	Length of exclusions as sessions lost	Length of exclusions as days lost
16/17	608	293	1608	804
17/18	571	291	2062	1031
18/19	716	339	Not provided ²	Not provided ²
19/20 term one	320 ¹	202 ¹	Not provided ²	Not provided ²

¹ Provisional data ² Data no longer published in statistical first release

3.5.20. Secondary fixed terms (FTEX)

- From 2017-18 to 2018-19, the total number of FTEX in Leeds secondary schools increased by 1,248; the number of pupils subject to them increased by 278.
- City wide, the percentage of secondary pupils on roll subject to FTEX increased by 0.4 percentage points from 4.7% in 2017/18 to 5.1% in 2018-19; this varied widely between schools (0.0% - 25.1%). Leeds is now slightly above the national average of 4.9% and remains below other comparators (ranging from 6.0 – 6.20). Leeds is ranked 92nd of 151 local authorities and is now in band C.
- In 2017/18, for secondary fixed terms, Leeds was below national for fixed term exclusions, but this increased again in 2018/19 and the rate is now 11.91, compared to 10.95 nationally. This is an increase of 1248 fixed terms exclusions, 904 of which were from one school. Leeds is ranked 102 of 151 local authorities and is in band C.

3.5.21. Table 2 - Secondary fixed term exclusion data

Year	No. of fixed term exclusions	No. of pupils excluded	Length of exclusions as sessions lost	Length of exclusions as days lost
16/17	6601	2713	33478	16739
17/18	4500	2184	29249 (1)	14624.5
18/19	5738	2462	Not provided ²	Not provided ²
19/20 term one	2012 ¹	1086 ¹	Not provided ²	Not provided ²

¹ Provisional data ² Data no longer published in statistical first release

3.6. Elective Home Education

- 3.6.1. The Education Act 1996, Section 7, states that it is the duty of parents of every child of compulsory school age to ensure that they receive efficient full-time education suitable to their age, ability and aptitude and to any Special Educational Needs they may have either by regular attendance at school or otherwise. The word “otherwise” affirms parents’ right to educate their child themselves instead of regular attendance at a school. The parent must then provide access to a suitable education and provide all resources to fulfil this.
- 3.6.2. As previously outlined, local authorities have two duties relating to children that are home educated. Firstly, under section 175 (1) of the Education Act 2002 to safeguard and promote the welfare of children and “to make arrangements for ensuring the functions conferred upon them in their capacity as a local education authority are exercised with a view to safeguarding and promoting the welfare of children”. Secondly, although local authorities have no statutory duties in relation to monitoring the quality of home education on a routine basis, under Section 437(1) of the Education Act 1996, local authorities shall intervene **if it appears** that parents are not providing a suitable education. The recent updated DfE guidelines (2019) to local authorities, and those for parents, have re-emphasised that parents must be providing a suitable education and that local authorities are expected to request

education plans from parents. Parents receive a copy of the DfE Guidance at the point of notification of EHE.

- 3.6.3. The process of becoming home educated is simple: parents can send to school a letter informing the school that they intend to take responsibility to provide an education for their child and the school under current statute must remove from roll from the date indicated by the parent. If a child has an Education, Health and Care Plan (EHCP) and is attending a specialist provision, then parents must provide information on the education plans to satisfy the EHCP needs. The decision in this context to allow the parent to home educate is made by the Head of Learning Inclusion.
- 3.6.4. The number of children on the EHE list changes weekly as children are added as new notifications are received, or as children return to school (through parent choice) or via a school attendance order or move to another authority area. The fluidity of the EHE list is therefore important to note in regard to the data below.
- 3.6.5. The EHE team has continued to undertake safeguarding visits during 2019/20 until March 2020. During the period of Covid-19, all home educating families were contacted three times and offered signposting to support if required. All families were sent information on Leeds local services and websites of educational content. Where a family was not contactable by phone or email, then the team undertook doorstep home visits and delivered information by hand. The team have updated all contact details of families during this time.
- 3.6.6. The EHE teachers assess the suitability of education plans sent in by parents and has continued to do this during Covid-19. If the plans are not suitable, despite support, then school attendance order processes are evoked, undertaken by the attendance team.

3.7. The following section outlines data and trends for elective home education for the academic year 19/20.

- 3.7.1. There is no comparable dataset for EHE, although it is possible to draw from a number of studies which provide some indication of Leeds position. One such study is the office of the Children's Commissioner "vulnerability profile of local authorities" which was undertaken in 2018/19. This study estimated (based on local authority data collection) a prevalence rate of 1.7 children and young people per 1000, 0-17 year olds with a percentile ranking for Leeds of 49 (0 is lowest rate, 100 the highest).
- 3.7.2. The ACDS has established an elective home education census date for local authorities on the 1st October each year. The latest available report from 2019 provides national estimates of numbers based on local authority collections. They estimate that 54,656 children were electively home educated in England on this day in 2019. The largest reported cohort in any one local authority was 2,583 children and young people while the lowest number reported by a local authority was three. The mean average across all 132 responding local authorities was 376.

3.7.3. Data and trends from the academic year 19/20 with comparison to previous years

3.7.4. Table 4 EHE data – End of year data from last 3 years for comparison

	16/17 (June)	17/18	18/19	19/20
Number of EHE on list at end of year	512	468	610	630
Primary EHE – end of year	211	192	254	272
Secondary EHE – end of year	301	276	355	358
EHE with Education Health and Care Plan	13	21	19	25

3.7.5. Table 5 EHE data – notifications in year by phase for comparison

	2015/16	2016/17	2017/18	2018/19	2019/2020
Primary	110	110	127	171	161
Secondary	96	159	171	215	172
Unknown (from other LA and CME referrals	22	43	39		
	228	312	337	386	333

3.7.6. A reduction of new EHE notifications was seen from March 2020 as all schools closed for Covid-19. The EHE team received only 4 new cases in the summer term. If the schools had remained open the trend was looking to continue upward.

3.7.7. Closures to EHE in 19/20

3.7.8. As highlighted above, the fluidity of the children on the EHE list over the year is important to note. Children may move on and off the list and return within the year. Our data shows Leeds had 312 closures to EHE in the year including 78 year 11 young people who were removed as protocol at the end of August. We are currently undertaking further analysis of the destinations of all the 312 at this time.

3.7.9. Table 6 EHE Closures from 1st September to 1st October 2020 and destination

Move out of Authority	8
returned to school	24
Total	32

3.7.10. Of these young people returning to school

- 4 had an EHCP
- 7 had SEN support
- The majority of the returning children were from year 7 (11 children).

3.7.11. Arrangements during Covid-19 – from March to September 2020

3.7.12. During the period of lockdown, the EHE team focused on ensuring all families on the EHE list were aware of where to access support and were safe. At the beginning of the lockdown 625 children were registered as EHE. The team made individual calls to each family on 3 separate occasions to check in and provide, by

email, information on Leeds support options during Covid-19. The team also sent weekly worksheets with education links to specific websites for virtual learning as researched and provided by the SEN teachers. EHE parents were also encouraged to access the open learning offers from Leeds for Learning and other education sources providing free access at the time.

3.7.13. The response to the calls was positive and the team felt that positive relationships were established. Having updated all records, the flow of information by emails and phone has been much improved.

3.7.14. Where parents could not be reached, the EHE team and Attendance team undertook doorstep home visits to establish if the family were at the same address. Where the family were not contactable and appeared to have moved, benefit checks were undertaken and any not then able to be contacted were referred to Children Missing Education following agreed protocols.

3.7.15. Current position from September 2020 to October 1st Census Day

3.7.16. At the end of the last academic year there were 550 children and young people on the EHE list having removed the previous year 11 young people who are no longer of compulsory school age and did not have an EHCP. (Those home educating with an EHCP remain on the list and remain under the review of SENSAP – identified below as in year 12 and year 13.) The following table outlines the 685 now on the EHE list on 1st October 2020 by year group.

3.7.17. Table 7 – EHE by year group on 1st October 2020 (Census Day)

Year Group	EHE as @ 1st October 2020
Reception	19
NC Year 1	38
NC Year 2	44
NC Year 3	47
NC Year 4	62
NC Year 5	52
NC Year 6	65
NC Year 7	44
NC Year 8	70
NC Year 9	80
NC Year 10	62
NC Year 11	95
NC Year 12	6
NC Year 13	1
Total	685

3.7.18. Please note the high number of year 11 at this time in the year. This is higher than the start of previous years. Many of these have been home educated during year 10.

3.7.19. From 1st September 2020 to 1st October 2020 (Census Day), we have received 153 new notifications of parent's choice to home educate in comparison to 62 in the same period last year. Of these at least 20 have stated reason has been Covid-19 related in the email notification – there may be more with this reason which we will update once caseworkers have had direct contact as many provide the reason as “rather not say” initially.

3.7.20. The notifications are from all year groups however certain trends have been seen

- Around 1/3 have come from BAME families- particularly Asian/white and dual background ethnicities
- More than usual family groups all becoming EHE at the same time
- 27% are eligible for free school meals – this is a trend seen in previous years
- 4 have an EHCP and 22 are recorded as requiring SEN support

3.7.21. We have also noted that many had previous low attendance at school and some are below expected levels of attainment for their years. Further analysis is being undertaken as caseworkers contact the families following the usual protocols. Caseworkers are currently contacting each family within 7 days of receipt of the new notification to arrange a home (virtual) or doorstep visit. Education plans have been requested from all new notifications and will be assessed to check for suitable education for the child's age, aptitude and special needs if any.

3.7.22. Table 8 - EHE New Notifications by year group on 1st October 2020

Reception	7
Year 1	22
Year 2	13
Year 3	14
Year 4	17
Year 5	12
Year 6	15
Year 7	12
Year 8	16
Year 9	15
Year 10	12
Year 11	4

3.7.23. The data shows new notifications in all year groups but most significantly in KS1 and KS2. More data on reasons for parent's choice will emerge during this term following EHE team work.

4. Corporate considerations

4.1. Consultation and engagement

4.1.1. Senior members of the Learning Inclusion Team meet regularly with the officers of the AIPs and twice termly with the AIP Chairs to ensure ongoing discussion on all aspects of inclusion and exclusion. The AIPs are provided with overall data on exclusion and EHE for their areas and at child level on a termly basis.

- 4.1.2. During the past year, the RSA (Royal Society of Arts) has invited Leeds to be part of a research project looking at best practice in the reduction of exclusion. The feedback to the city was postponed due to Covid-19.
- 4.1.3. The ISOS partnership also invited Leeds to contribute to research into a regional investigation on children missing out on education whether that be related to attendance, exclusion, lack of suitable education while elective home educated or other factors.

4.2. Equality and diversity / cohesion and integration

- 4.2.1. Equality Improvement Priorities have been developed to ensure our legal duties are met under the Equality Act 2010. The priorities will help the council to achieve its ambition to be the best city in the UK and ensure that as a city work takes place to reduce disadvantage, discrimination and inequalities of opportunity.
- 4.2.2. The publication of Exclusions and Elective Home Education data puts a strong focus on protecting some of the most vulnerable children and young people in the city and ensuring they are being educated in the settings most appropriate to their needs.

4.3. Council policies and the Best Council Plan

- 4.3.1. To achieve the ambition of being a Child Friendly City, it is imperative that the local authority challenges and supports learning provisions across the city in their approach towards exclusions and where families decide to electively home educate. Analysis of the data provided in this reports enables Children and Families officers to undertake this role using the evidence base to inform the strategy and subsequent actions.
- 4.3.2. The Best Council Plan (BCP) agreed at February's Full Council has been amended to ensure that the current Covid-19 context is captured, in so far as is possible given the continued uncertainty. This version has now been published and can be found by [clicking here](#).
- 4.3.3. Within the context of the Covid-19 pandemic, the vulnerabilities of children and families across the city have inevitably increased. In addition, many families not previously experiencing significant challenges to their health or finances, now find themselves in unfamiliar and concerning situations.
- 4.3.4. Children and Families Services, therefore, finds itself under additional pressure in pursuit of achieving all the goals set out in the Best Council Plan and continues to adapt and work flexibly as the challenges brought on by the pandemic have been changing rapidly.
- 4.3.5. The updated BCP highlights the challenges to education settings as it states, "As a Child-Friendly City, Leeds continues to invest in the future of our young people which has led to improvements in health and educational outcomes. However, we are acutely aware of the potentially significant immediate and longer-term impacts of Covid-19 on the health, wellbeing and learning of our children and young people and so now, more than ever, there is much more to do to ensure everyone is equipped with the education and skills they need to succeed in life. The council is

working with families, schools and others to secure a brighter future for every child in Leeds.”

4.4 **Climate Emergency** – Climate change is now one of the key focuses of education settings in educating our children and young people about the affects their own behaviours have on the environment. Minimising fixed term and permanent exclusions enables children and young people to be in school to receive their education. Similarly, electively home educated children’s focus on climate change may greatly vary whereas attending a school setting there is arguably greater certainty that some learning around climate change take place.

4.5 **Resources, procurement and value for money**

4.5.1 Focus on fixed term and permanent exclusions and those becoming electively home educated remains a priority in protecting some of the most vulnerable children in the city. Through continued joined up working with Area Inclusion Partnerships and utilising existing services within Children and Families Directorate, the cost to the City Council will be minimal. If the local authority does not focus on the aforementioned areas the costs to the city will possibly be substantial in the future, as poor educational outcomes are more likely, when the current cohort of vulnerable children move into adulthood and potentially become NEET (Not in Education, Employment or Training). The impact of Covid-19 is likely to be significant and it is therefore vital that strong partnership working continues.

4.6 **Legal implications, access to information, and call-in**

4.6.1 This report is subject to call in.

4.7 **Risk management**

4.7.1 Risk will be managed through the Children and Families Trust Board, Children and Families Leadership Team, Learning Leadership Team, the Area Inclusion Partnership Leaders Meeting and the SEND Partnership Board.

5. **Conclusions**

5.1. The last year has been unexpectedly complicated and difficult for everyone with the effects and changes created throughout Covid-19 lockdown and in the continuing pandemic creating anxieties and new challenges for all families, communities, schools and staff.

5.2. The data outlined in this report refers to verified and comparable data from 18/19 for fixed term exclusions and from 19/20 for where the first two terms in regard to permanent exclusions and elective home education were similar to previous years, but which then subsequently changed from March 2020. No exclusions were allowed from schools in summer term 2020 while schools provided much needed support and continuing education for vulnerable and key worker children and young people. The recent upsurge in parents choosing to electively home educate is clearly a reaction to the current world position as well as family context.

5.3. While there has not been any significant legislative national change following the Timpson report and the Children’s Commissioner highlighting the issue of children

missing out on education, schools in Leeds have continued to work with the local authority to promote inclusion, reduce exclusion and provide support services to enable children to be happy and succeed inside and outside of the classroom. Regular communication with schools, Primary and Secondary Bronze meetings and Councillor led skype meetings have ensured that concerns can be raised and support has been perhaps offered more immediately than in previous years.

5.4. While permanent exclusions have remained low in the last year, the trend for fixed term exclusions has risen. Members are advised to look at the individual school data enclosed in appendices for further information.

5.5. In the next year:

- The flow of more live data from schools will be enabled by new processes to be implemented.
- The new Head of Vulnerable Learners will support the continuing practice improvement of teams, the shape of challenge and support to schools.
- We will continue to review and seek best practice regionally and nationally supported by the research we have contributed to.
- We will continue to analyse the data and respond appropriately to school systems, family context and children's needs.

6. Recommendations

6.1. Executive Board is requested to note:

- The information in this report.
- The recommendations in the Timpson Review (Appendix 1) outlined in the previous Executive Board Report of September 2019.
- The issues raised by the Children's Commissioner in her report "Skipping School: Invisible Children - How children disappear from England's schools" have not yet led to any significant change in legislation.
- The response of teams to changes in policy and protocol during Covid-19 and the trends currently emerging within the new academic year 20/21.
- That the Children and Families Directorate has produced an annual report on the issue of exclusions and elective home education and will continue to provide an updated report annually.
- That the remit for monitoring exclusions and elective home education falls under the responsibility of the Head of Learning Inclusion within Children and Families Directorate.

7. Background documents¹

7.1. None.

¹ The background documents listed in this section are available to download from the council's website, unless they contain confidential or exempt information. The list of background documents does not include published works.

Timpson Review of School Exclusion – May 2019

Recommendations and Conclusions

Recommendation: DfE should update statutory guidance on exclusion to provide more clarity on the use of exclusion. DfE should also ensure all relevant, overlapping guidance (including behaviour management, exclusion, mental health and behaviour, guidance on the role of the designated teacher for looked after and previously looked after children and the SEND Code of Practice) is clear, accessible and consistent in its messages to help schools manage additional needs, create positive behaviour cultures, make reasonable adjustments under the Equality Act 2010 and use exclusion only as a last resort, when nothing else will do. Guidance should also include information on robust and well evidenced strategies that will support schools embedding this in practice.

Recommendation: DfE should set the expectation that schools and LAs work together and, in doing so, should clarify the powers of LAs to act as advocates for vulnerable children, working with mainstream, special and AP schools and other partners to support children with additional needs or who are at risk of leaving their school, by exclusion or otherwise. LAs should be enabled to facilitate and convene meaningful local forums that all schools are expected to attend, which meet regularly, share best practice and take responsibility for collecting and reviewing data on pupil needs and moves, and for planning and funding local AP provision, including early intervention for children at risk of exclusion.

Recommendation: DfE should ensure there is well evidenced, meaningful and accessible training and support for new and existing school leaders to develop, embed and maintain positive behaviour cultures. The £10 million investment in supporting school behaviour practice should enable leaders to share practical information on behaviour management strategies, including how to develop and embed a good understanding of how underlying needs can drive behaviour, into their culture. It should also facilitate peer support, where school leaders have the opportunity to learn from high performing leaders who have a track record in this area

Recommendation: DfE should extend funding to equality and diversity hubs (an initiative to increase the diversity of senior leadership teams in England's schools through training and support for underrepresented groups) beyond the current spending review period and at a level that widens their reach and impact.

Recommendation: To support the school workforce to have the knowledge and skills they need to manage behaviour and meet pupil needs, DfE should ensure that accessible, meaningful and substantive training on behaviour is a mandatory part of initial teacher training and is embedded in the Early Career Framework. This should include expert training on the underlying causes of poor behaviour (including attachment, trauma and speech, language and communication needs), and strategies and tools to deal effectively with poor behaviour when this arises

Recommendation: To ensure designated senior leads for mental health and SENCOs are effective, DfE should:

- Review the training and support available to SENCOs to equip them to be effective in their operational and strategic role as SEND leaders
- Ensure the training designated senior leads receive includes a specific focus on attachment and trauma

Recommendation: DfE should strengthen guidance so that in school units are always used constructively and are supported by good governance.

Recommendation: DfE should establish a Practice Improvement Fund of sufficient value, longevity and reach to support LAs, mainstream, special and AP schools to work together to establish systems to identify children in need of support and deliver good interventions for them. The fund should support effective partnership working to commission and fund AP, and enable schools to create positive environments, target support effectively and provide the opportunity to share their best practice successfully. This should include developing best practice on areas including: • internal inclusion units • effective use of nurture groups and programmes • transition support at both standard and non standard transition points and across all ages • approaches to engaging parents and carers • creating inclusive environments, especially for children from ethnic groups with higher rates of exclusion • proactive use of AP as an early intervention, delivered in mainstream schools and through off site placements

Recommendation: DfE should promote the role of AP in supporting mainstream and special schools to deliver effective intervention and recognise the best AP schools as teaching schools (and any equivalent successors), and actively facilitate the sharing of expertise between AP and the wider school system.

Recommendation: To ensure AP schools can attract the staff it needs, DfE should take steps to: • ensure AP is an attractive place to work and positive career choice, with high quality staff well equipped to provide the best possible academic and pastoral support for the children who need it most. DfE should consider ways to boost interest in and exposure to AP through new teacher training placement opportunities in AP • better understand and act upon the current challenges with the workforce in AP, by backing initiatives to support its development, including taking action to develop and invest in high quality, inspirational leaders in AP that have the capacity to drive improvement across the school network

Recommendation: Alongside measures to improve the quality of AP, PRUs should be renamed to reflect their role both as schools and places to support children to overcome barriers to engaging in their education.

Recommendation: DfE should invest in significantly improving and expanding buildings and facilities for pupils who need AP. As a priority, DfE should carefully consider the right level of capital funding to achieve this, for the next spending review.

Recommendation: The government should continue to invest in approaches that build multi-disciplinary teams around schools, and should identify any capacity

concerns and work across Departments to ensure that schools are supported and work productively with all relevant agencies, including Health and Social Care.

Recommendation: DfE should make schools responsible for the children they exclude and accountable for their educational outcomes. It should consult on how to take this forward, working with schools, AP and LAs to design clear roles in which schools should have greater control over the funding for AP to allow them to discharge these duties efficiently and effectively. Funding should also be of a sufficient level and flexible enough to ensure schools are able to put in place alternative interventions that avoid the need for exclusion where appropriate, as well as fund AP after exclusion.

Recommendation: DfE should look carefully at the timing and amounts of any adjustments to schools' funding following exclusion, to make sure they neither act as an incentive for schools to permanently exclude a pupil at particular times, nor discourage a school from admitting a child who has been permanently excluded from elsewhere.

Recommendation: Ofsted should recognise those who use exclusion appropriately and effectively, permanently excluding in the most serious cases or where strategies to avoid exclusion have failed. This could include consistently recognising schools who succeed in supporting all children, including those with additional needs, to remain positively engaged in mainstream in the context of a well managed school. Within the leadership and management element of the judgement, Ofsted should communicate their expectation that outstanding schools have an ethos and approach that will support all children to succeed while accepting that the most serious or persistent misbehaviour, which impacts on the education and safety of others, cannot be tolerated.

Recommendation: DfE should work with others to build the capacity and capability of governors and trustees to offer effective support and challenge to schools, to ensure exclusion and other pupil moves such as managed moves and direction into AP, are always used appropriately. This should include training as well as new, accessible guidance for governors and trustees.

Recommendation: Local authorities should include information about support services for parents and carers of children who have been, or are at risk of, exclusion, or have been placed in AP, in their SEND Local Offer. DfE should also produce more accessible guidance for parents and carers. In the longer term, the government should invest resources to increase the amount of information, advice and support available locally to parents and carers of children who are excluded or placed in AP.

Recommendation: Governing bodies, academy trusts and local forums of schools should review information on children who leave their schools, by exclusion or otherwise, and understand how such moves feed into local trends. They should work together to identify where patterns indicate possible concerns or gaps in provision and use this information to ensure they are effectively planning to meet the needs of all children

Recommendation: DfE should publish the number and rate of exclusion of previously looked after children who have left local authority care via adoption, Special Guardianship Order or Child Arrangement Order.

Recommendation: DfE should consult on options to address children with multiple exclusions being left without access to education. This should include considering placing a revised limit on the total number of days they can be excluded for or revisiting the requirements to arrange AP in these periods.

Recommendation: DfE should review the range of reasons that schools provide for exclusion when submitting data and make any necessary changes, so that the reasons that lie behind exclusion are more accurately captured.

Recommendation: DfE should use best practice on managed moves gathered by this review and elsewhere to enable them to consult and issue clear guidance on how they should be conducted, so that they are used consistently and effectively

Recommendation: DfE must take steps to ensure there is sufficient oversight and monitoring of schools' use of AP, and should require schools to submit information on their use of off site direction into AP through the school census. This should include information on why they have commissioned AP for each child, how long the child spends in AP and how regularly they attend

Recommendation: To increase transparency of when children move out of schools, where they move to and why, pupil moves should be systematically tracked. Local authorities should have a clear role, working with schools, in reviewing this information to identify trends, taking action where necessary and ensuring children are receiving suitable education at their destination.

Recommendation: Ofsted must continue their approach set out in the draft framework and handbook of routinely considering whether there are concerning patterns to exclusions, off rolling, absence from school or direction to AP and reflect this in their inspection judgements. Where they find off rolling, this should always be reflected in inspections reports and, in all but exceptional cases, should result in a judgement that the school's leadership and management is inadequate.

Recommendation: In making changes that strengthen accountability of the use of exclusion, DfE should consider any possible unintended consequences and mitigate the risk that schools seek to remove children from their roll in other ways. This should include: • reviewing a 'right to return' period, where children could return from home education to their previous school, and other approaches that will ensure that this decision is always made in the child's best interests • consider new safeguards and scrutiny that mitigate the risk of schools avoiding admitting children where they do not have the grounds to do so

Recommendation: Relevant regulations and guidance should be changed so that social workers must be notified alongside parents when a Child in Need is moved out of their school, whether through a managed move, direction off site into AP or to home education, as well as involved in any processes for challenging, reconsidering or reviewing decisions to exclude. DfE's Children in Need review should consider how to

take this forward so children's social care can best be involved in decisions about education and how best to ensure a child's safety and long term outcomes.

Recommendation: Real time data on exclusion and other moves out of education should be routinely shared with Local Safeguarding Children Boards and their successors, Safeguarding Partners, so they can assess and address any safeguarding concerns such as involvement in crime. This should include information on exclusion by characteristic.

Recommendation: The government's £200 million Youth Endowment Fund, which is testing interventions designed to prevent children from becoming involved in a life of crime and violence, should be open to schools, including AP. This will enable the development of workable approaches of support, early intervention and prevention, for 10 to 14 year olds who are at most risk of youth violence, including those who display signs such as truancy from school, risk of exclusion, aggression and involvement in anti-social behaviour.

Conclusion

This review has provided a privileged opportunity to hear and learn from hundreds of parents, schools, LAs, education leaders, affiliate organisations and others, as well as children themselves, about what exclusion means to them.

The dedication and hard work of many with a stake in our children's education and wellbeing has been apparent. Encouragingly, there have also been numerous examples of outstanding practice characterised by high standards for all children, coupled with the right support needed for them to get there. As the practice shared through this review demonstrates, it invariably includes helping children with challenges in their backgrounds, or overcoming barriers created by their additional needs.

Calm and safe schools are a prerequisite for all children to reach the high standards we should expect of them, and there are times when exclusion is the right choice both to help pupils understand the impact of their behaviour, and to give their peers the opportunity to learn without disruption.

This review has shown that we can and must do more to ensure children can always benefit from the best practice that exists. It is clear that there is too much variation in how behaviour is managed, both in the support given to children who need it and the use of sanctions when they misbehave. Because of this, it is too common to see poor behaviour that goes unchallenged or is not tackled effectively. In some cases, these children are at school, and in others they are simply moved out of education, or mainstream education, without being given the opportunity to learn from and improve their conduct. This is in nobody's interests.

We must be confident that we have a well-functioning system, where we expect the best of every child, where schools provide the education and support to be successful adults. But this is not just the job of schools to deliver. Schools themselves need to be supported with the right training and access to services to allow them to do this, and should be recognised when they do.

The recommendations in this report aim to create: the best possible conditions for all children to thrive and progress, based on effective leadership at all levels, from individual teachers in their classrooms to DfE; the right systems, expertise and capacity in schools together with additional support for schools where this is needed; recognition for schools that give all children the chance to thrive academically, emotionally and socially; and systems that instil confidence that every exclusion is lawful, reasonable and fair.

These recommendations are just as much about changing perceptions and behaviour as they are about improving practice. Indeed the two go hand in hand. It is now up to schools, LAs and the government to rise to the challenge and take these recommendations forward. In doing so it will require a sustained commitment to the principles underpinning the review. It will also need parents to work with schools in bringing about the maximum benefit to their children's education. If everyone with an interest and responsibility in ensuring this is delivered does so, together we can ensure that all children are given every chance to succeed in education and in life.

Skipping School: Invisible Children-How children disappear from England's schools - Anne Longfield, Children's Commissioner for England, (2019)

Recommendations and Conclusions

Many parents who make a philosophical decision to home educate put a substantial amount of thought and dedication into providing their children with a high quality education. But as this report has shown, there are many other families out there who have ended up home educating for other reasons, and are struggling to cope. There needs to be a cultural shift away from pressurised, hot-housing schools, to help stem the tide of children entering home education when it is not in the family's true interests or wishes.

There is also a pressing need for more immediate measures to improve the experiences, safety and wellbeing of children who do end up being home educated.

The Children's Commissioner's Office is calling for the following:

A home education register

Parents who are home educating their children should be required to register their children with the local authority. In a survey of local authorities in Autumn 2018, all 92 respondents agreed that a mandatory register would aid them in their work.

The register should include the child's name, date of birth and the address at which they are being educated. Parents should also be asked why they are home educating their child and whether they intend for the child to re-enter mainstream education at some point.

There should be a requirement for parents to inform the local authority if they move away from the area and to re-register the child with their new local authority. Councils should put information-sharing agreements in place to further ensure that children do not disappear off-grid after moving.

Strengthened measures to tackle off-rolling

The Children's Commissioner's Office supports ongoing work by Ofsted to identify and tackle off-rolling, and welcomes specific mention of the practice in its new draft inspection framework. It is our hope that Ofsted will grasp this opportunity to come down hard on schools who are letting down some of the most vulnerable children, and we will provide data to Ofsted to identify which schools have high proportions of pupils moving into elective home education.

School behaviour policies should acknowledge that poor behaviour may be linked to additional needs, such as SEND, and ensure that children with additional needs receive appropriate support.

When inspecting schools with high levels of pupil movement, Ofsted should explore if there is any link between their behaviour policies and off-rolling. If particular behaviour policies are consistently a feature of schools found to be off-rolling, Ofsted should provide the evidence to the sector to enable schools to modify their policies.

Children who are withdrawn from school should be entitled to re-register with the same school without going through the usual admissions procedures. Local authorities should have the power to direct an academy school to admit a child who is being home educated and wants a school place.

A financial penalty should be considered for schools that are found to be off-rolling pupils.

Advice and support for children and families

Within three days of a decision being taken for a child to be withdrawn from school to be home educated, the local authority should visit the child and family to provide advice and support on alternative options, including other schools the child could attend. Local authorities should provide information at this point so that parents are aware of what they are taking on, including their responsibility to meet exam costs, and offer help negotiating entry to another school if desired.

This should be followed by another visit 4-6 weeks later once the family has had the opportunity to settle in to home education and understands better what is involved.

Greater oversight of children

Council education officers should visit each child being home educated at least once per term to assess the suitability of their education and their welfare. This will require additional funding for local authorities. Where there are concerns over a child's welfare, they should be spoken to without parents present.

Decisive action against unregistered schools

The government must strengthen the law so that it is easier to prosecute illegal schools. We support Ofsted in calling for a clearer definition of "full-time education" in law, so that unregistered settings can no longer exploit this loophole to evade prosecution.

Learning Outcomes Dashboard

2018-2019



Permanent and fixed period exclusions - primary

Contents

Table 1: Permanent Exclusions

Table 2: Fixed Period Exclusions

Table 3: One or more fixed period exclusion (fpex) rate

The DfE monitors levels of exclusion using key measures based on two types of exclusion – permanent and fixed period.

Permanent exclusion refers to a pupil who is excluded and who will not come back to that school

Fixed period exclusion refers to a pupil who is excluded from a school for a set period of time. A fixed period exclusion can involve a part of the school day and it does not have to be for a continuous period. A pupil may be excluded for one or more fixed periods up to a maximum of 45 school days in a single academic year. This total includes exclusions from previous schools covered by the exclusion legislation.

Pupils with one or more fixed period exclusions refer to pupil enrolments who have at least one fixed period exclusion across the full academic year. It includes those with repeated fixed period exclusions.

Exclusions information relates to all exclusions reported across the full academic year. However, exclusion rates are calculated as a proportion of all pupils on roll as at the January Census day of the relevant academic year.

Within published exclusions statistics the DfE publish both the number of exclusions and the rate of exclusion. Rates of exclusion are a more appropriate measure for comparisons over time as they take into account changes in the overall number of pupils across different academic years. As pupils can receive more than one fixed period exclusion, in some cases the rate of exclusion may be above 100%.

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2018-19, Permanent and fixed period exclusions in primary schools

Table 1: Permanent Exclusions Rate¹

Leeds Quartile Banding	Band D	Band C	Band B	Band A	Rank
Band A	Up to and including	Up to and including	Up to and including	Up to and including	Equal 1/151
	0.08	0.03	0.02	0.01	

Leeds (actual number of exclusions)	2015	2016	2017	2018	2019
	0	x	0	1	0

	2015	2016	2017	2018	2019	Change
Leeds	0.00	x	0.00	0.00	0.00	0.00
National	0.02	0.02	0.03	0.03	0.02	-0.01
Stat. Neighbours	0.02	0.02	0.03	0.03	0.03	0.00
Core Cities	0.02	0.04	0.05	0.04	0.03	-0.01
Yorkshire & Humber	0.01	0.01	0.02	0.02	0.02	0.00

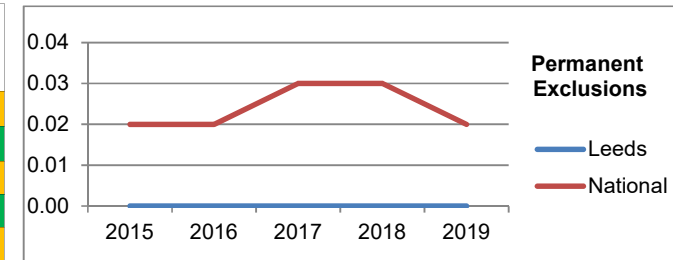
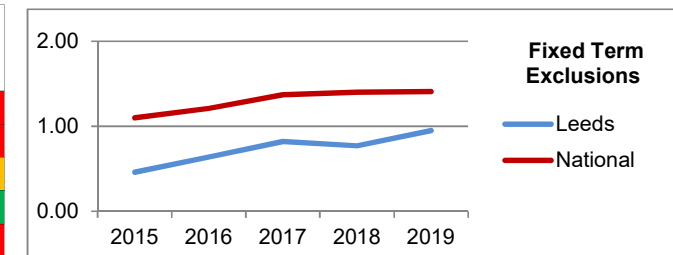


Table 2: Fixed Term Exclusions Rate¹

Leeds Quartile Banding	Band D	Band C	Band B	Band A	Rank
Band B	Up to and including	Up to and including	Up to and including	Up to and including	50/151
	3.21	1.66	1.27	0.85	

Leeds (actual number of exclusions)	2015	2016	2017	2018	2019
	324	463	608	571	716

	2015	2016	2017	2018	2019	Change
Leeds	0.46	0.64	0.82	0.77	0.95	0.18
National	1.10	1.21	1.37	1.40	1.41	0.01
Stat. Neighbours	0.95	1.07	1.24	1.33	1.33	0.00
Core Cities	1.17	1.31	1.61	1.59	1.51	-0.08
Yorkshire & Humber	1.13	1.33	1.52	1.51	1.63	0.12



Footnotes:

¹The number of permanent exclusions for each school type expressed as a percentage of the number (headcount) of pupils (including sole or dual main registrations and boarding pupils) in January 2019

x Small number suppressed to preserve confidentiality

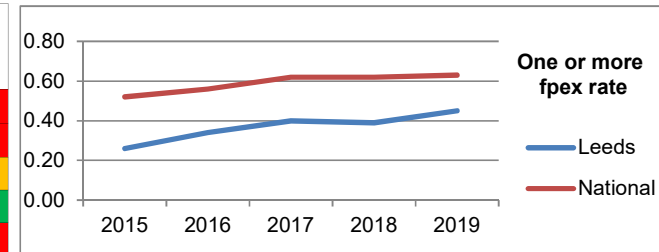
2018-19, Permanent and fixed period exclusions in primary schools

Table 3: One or more fixed period exclusion (fpex) rate²

Leeds Quartile Banding	Band D	Band C	Band B	Band A	Rank
Band B	Up to and including	Up to and including	Up to and including	Up to and including	41/151
	1.14	0.74	0.60	0.43	

Leeds (no. of pupil enrolments with one or more fpex)	2015	2016	2017	2018	2019
	182	242	293	291	339

	2015	2016	2017	2018	2019	Change
Leeds	0.26	0.34	0.40	0.39	0.45	0.06
National	0.52	0.56	0.62	0.62	0.63	0.01
Stat. Neighbours	0.46	0.50	0.54	0.59	0.59	0.00
Core Cities	0.61	0.63	0.75	0.73	0.72	-0.01
Yorkshire & Humber	0.52	0.59	0.64	0.64	0.67	0.03



Exclusions - Primary Pupil Group Analysis



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- Table 1 - Leeds All
- Table 2 - FSM
- Table 3- SEND
- Table 4 - Ethnicity
- Table 5 - Year Group
- Table 6 - Gender

The DfE monitors levels of exclusion using key measures based on two types of exclusion – permanent and fixed period.

Permanent exclusion refers to a pupil who is excluded and who will not come back to that school

Fixed period exclusion refers to a pupil who is excluded from a school for a set period of time. A fixed period exclusion can involve a part of the school day and it does not have to be for a continuous period. A pupil may be excluded for one or more fixed periods up to a maximum of 45 school days in a single academic year. This total includes exclusions from previous schools covered by the exclusion legislation.

Pupils with one or more fixed period exclusions refer to pupil enrolments who have at least one fixed period exclusion across the full academic year. It includes those with repeated fixed period exclusions.

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Within published exclusions statistics the DfE publish both the number of exclusions and the rate of exclusion. Rates of exclusion are a more appropriate measure for comparisons over time as they take into account changes in the overall number of pupils across different academic years. As pupils can receive more than one fixed period exclusion, in some cases the rate of exclusion may be above 100%.

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2018-19, Primary Exclusions Permanent - Learning Outcomes Dashboards, Pupil Groups

Table 1: Leeds All

	2016	2017	2018	2019	Change
Leeds All	x ¹	0.00	0.00	0.00	0.00
National² All	0.02	0.03	0.03	0.02	-0.01

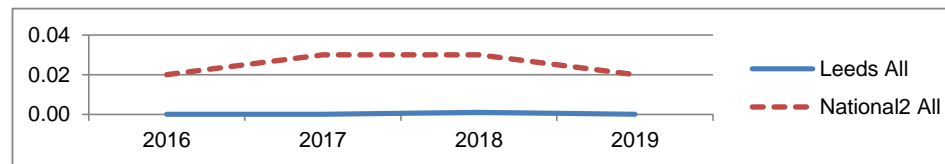


Table 2: Free School Meals (FSM)

Leeds Quartile Banding	Band D	Band C	Band B	Band A	Rank
Band A	Up to and including 0.61	Up to and including 0.11	Up to and including 0.05	Up to and including 0.00	Equal 1/151

	2016	2017	2018	2019	Change
Leeds FSM	0.00	0.00	0.00	0.00	0.00
National FSM	0.08	0.10	0.09	0.07	-0.02
Leeds Non FSM	0.00	0.00	0.00	0.00	0.00
National Non FSM	0.02	0.02	0.02	0.01	-0.01

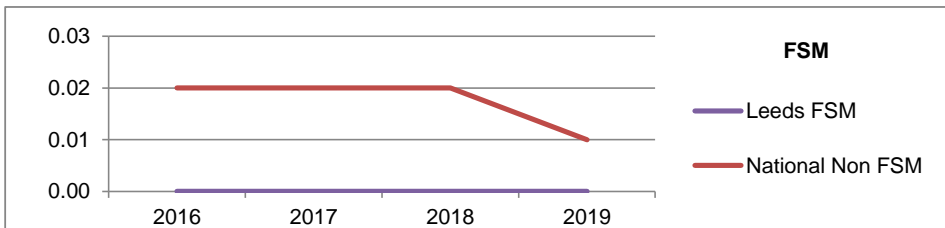
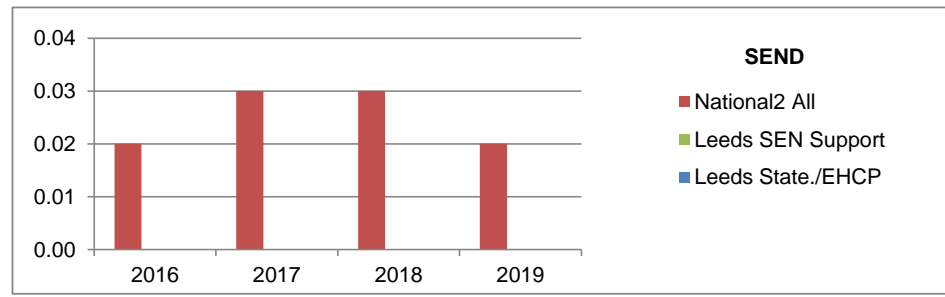


Table 3: SEND

	2016	2017	2018	2019	Change
Leeds Non SEN	0.00	0.00	0.00	0.00	0.00
National Non SEN	0.00	0.03	0.01	0.00	-0.01
Leeds SEN Support	0.00	0.00	0.00	0.00	0.00
National SEN Support	0.15	0.16	0.15	0.12	-0.03
Leeds State./EHCP	0.00	0.00	0.00	0.00	0.00
National State./EHCP	0.22	0.20	0.18	0.18	0.00



2018-19, Primary Exclusions Permanent - Learning Outcomes Dashboards, Pupil Groups

Table 4: Ethnicity

	2016	2017	2018	2019	Change
Leeds White	0.00	0.00	0.00	0.00	0.00
Leeds Mixed	0.00	0.00	0.00	0.00	0.00
Leeds Asian	0.00	0.00	0.00	0.00	0.00
Leeds Black	0.00	0.00	0.02	0.00	-0.02
Leeds Chinese	0.00	0.00	0.00	0.00	0.00
National White	0.03	0.03	0.03	0.02	-0.01
National Mixed	0.05	0.04	0.05	0.04	-0.01
National Asian	0.00	0.00	0.00	0.00	0.00
National Black	0.04	0.03	0.03	0.02	-0.01
National Chinese	0.01	0.00	0.00	0.00	0.00

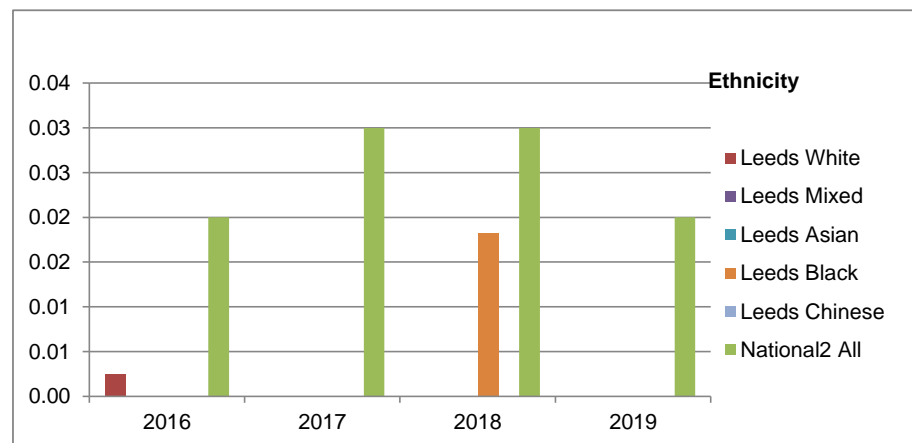
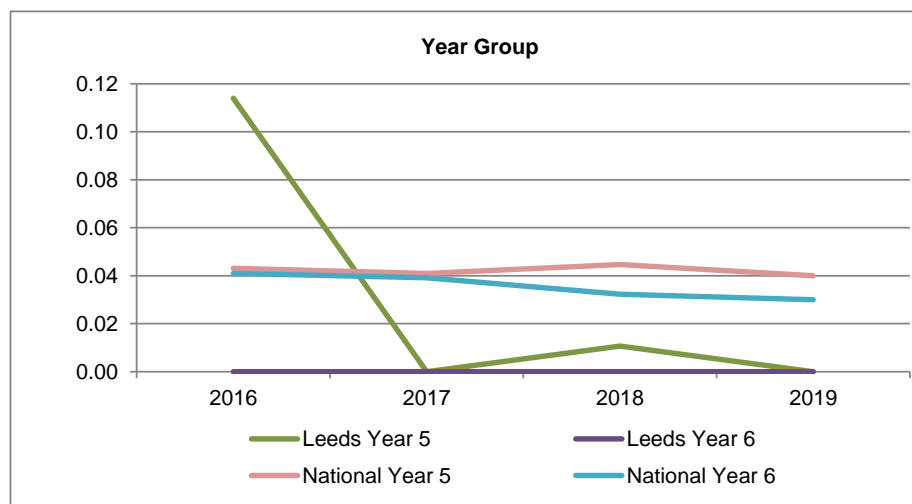


Table 5: Year Group

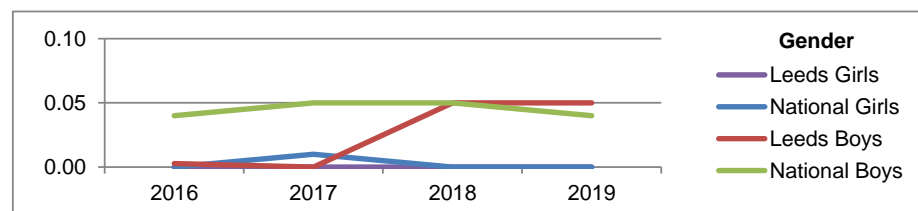
	2016	2017	2018	2019	Change
Leeds Year 1	0.00	0.00	0.00	-	N/A
Leeds Year 2	0.00	0.00	0.00	0.00	0.00
Leeds Year 3	0.00	0.00	0.00	0.00	0.00
Leeds Year 4	0.00	0.00	0.00	0.00	0.00
Leeds Year 5	0.11	0.00	0.01	0.00	-0.01
Leeds Year 6	0.00	0.00	0.00	0.00	0.00
National Year 1	0.01	0.02	0.02	-	N/A
National Year 2	0.02	0.02	0.02	0.02	0.00
National Year 3	0.03	0.03	0.03	0.03	0.00
National Year 4	0.03	0.04	0.04	0.03	-0.01
National Year 5	0.04	0.04	0.04	0.04	0.00
National Year 6	0.04	0.04	0.03	0.03	0.00



2018-19, Primary Exclusions Permanent - Learning Outcomes Dashboards, Pupil Groups

Table 6: Gender

	2016	2017	2018	2019	Change
Leeds Girls	0.00	0.00	0.00	0.00	0.00
National Girls	0.00	0.01	0.00	0.00	0.00
Leeds Boys	0.00	0.00	0.05	0.05	0.00
National Boys	0.04	0.05	0.05	0.04	-0.01



Footnotes:

¹ Number suppressed to preserve confidentiality.

² National figures include all state funded school only.

2018-19, Primary Exclusions Fixed Period - Learning Outcomes Dashboards, Pupil Groups

Table 1: Leeds All

	2016	2017	2018	2019	Change
Leeds All	0.64	0.82	0.77	0.95	0.18
National¹ All	1.21	1.37	1.40	1.41	0.01

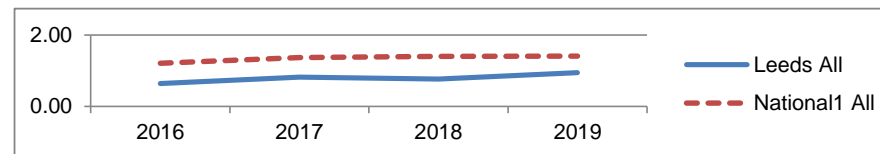


Table 2: Free School Meals (FSM)

Leeds Quartile Banding	Band D	Band C	Band B	Band A	Rank
Band B	Up to and including 11.24	Up to and including 5.18	Up to and including 3.58	Up to and including 2.33	51/151

	2016	2017	2018	2019	Change
Leeds FSM	1.89	2.42	2.33	2.82	0.49
National FSM	3.62	4.11	4.34	4.09	-0.25
Leeds Non FSM	0.39	0.51	0.47	0.53	0.06
National Non FSM	0.80	0.92	0.93	0.90	-0.03

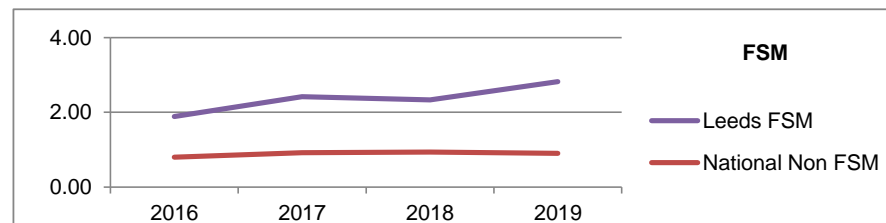
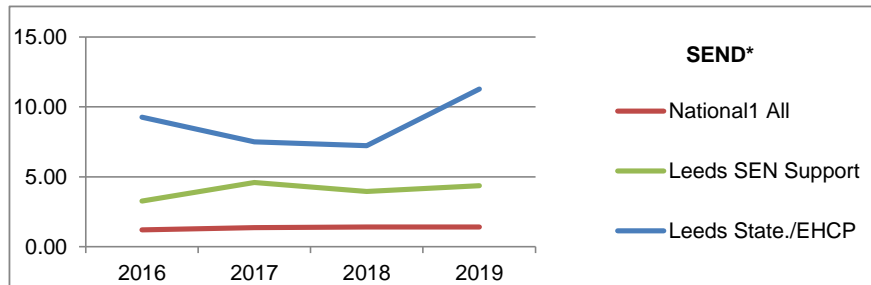


Table 3: SEND

	2016	2017	2018	2019	Change
Leeds Non SEN	0.17	0.21	0.22	0.28	0.06
National Non SEN	0.34	0.38	0.39	0.38	-0.01
Leeds SEN Support	3.27	4.58	3.95	4.36	0.41
National SEN Support	6.34	7.18	7.07	6.90	-0.17
Leeds State./EHCP	9.26	7.50	7.24	11.28	4.05
National State./EHCP	11.34	12.68	13.44	13.61	0.17



2018-19, Primary Exclusions Fixed Period - Learning Outcomes Dashboards, Pupil Groups

Table 4: Ethnicity

	2016	2017	2018	2019	Change
Leeds White	0.85	0.85	0.73	1.03	0.30
Leeds Mixed	1.22	1.85	2.37	1.88	-0.49
Leeds Asian	0.34	0.17	0.29	0.28	-0.01
Leeds Black	0.88	0.80	0.51	0.91	0.40
Leeds Chinese	0.00	0.00	0.00	0.00	0.00
National White	1.57	1.50	1.56	1.58	0.02
National Mixed	1.97	1.88	1.81	1.82	0.01
National Asian	0.29	0.27	0.25	0.26	0.01
National Black	1.78	1.62	1.57	1.45	-0.12
National Chinese	0.26	0.20	0.11	0.15	0.04

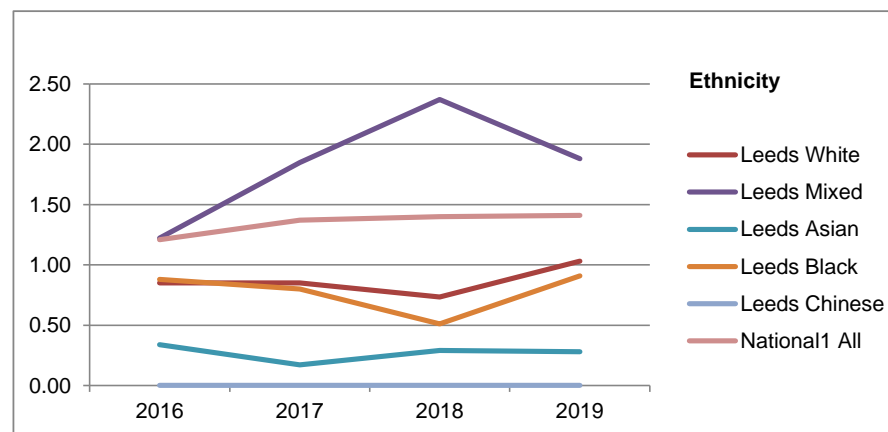
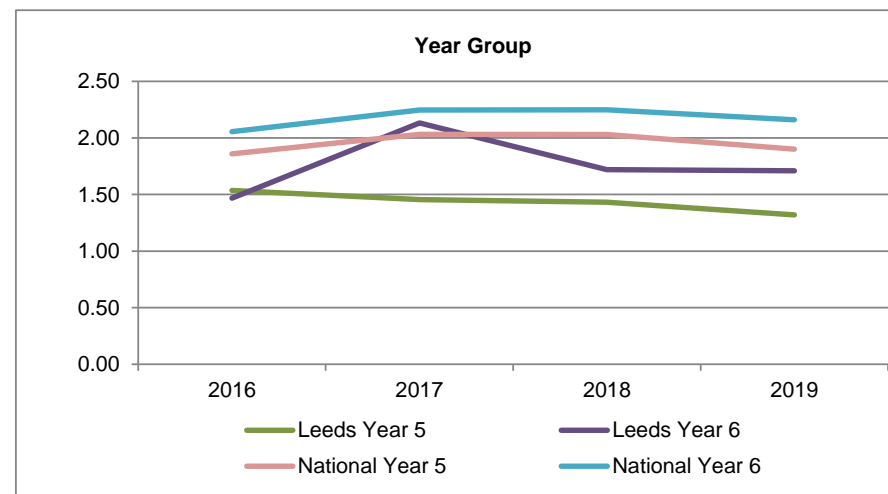


Table 5: Year Group

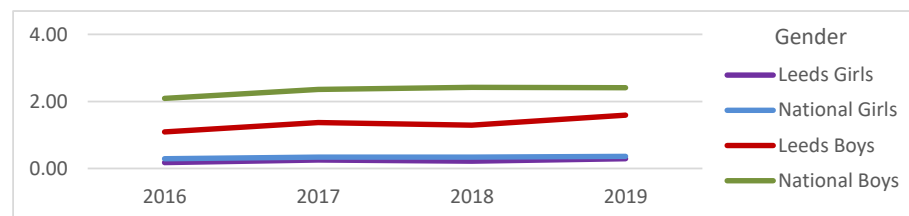
	2016	2017	2018	2019	Change
Leeds Year 1	0.13	0.23	0.19	-	N/A
Leeds Year 2	0.22	0.51	0.70	0.81	0.11
Leeds Year 3	0.87	0.60	0.74	1.40	0.66
Leeds Year 4	0.77	1.30	0.91	1.29	0.38
Leeds Year 5	1.54	1.45	1.43	1.32	-0.11
Leeds Year 6	1.47	2.13	1.72	1.71	-0.01
National Year 1	0.88	1.04	1.02	-	N/A
National Year 2	1.07	1.26	1.38	1.31	-0.07
National Year 3	1.31	1.52	1.59	1.72	0.13
National Year 4	1.56	1.73	1.71	1.70	-0.01
National Year 5	1.86	2.03	2.03	1.90	-0.13
National Year 6	2.06	2.25	2.25	2.16	-0.09



2018-19, Primary Exclusions Fixed Period - Learning Outcomes Dashboards, Pupil Groups

Table 6: Gender

	2016	2017	2018	2019	Change
Leeds Girls	0.18	0.26	0.21	0.29	0.08
National Girls	0.29	0.34	0.34	0.36	0.02
Leeds Boys	1.09	1.37	1.29	1.59	0.30
National Boys	2.09	2.36	2.42	2.41	-0.01



Footnotes:

¹National figures include all state funded school only.

2018-19, Primary Exclusions One or More Fixed Periods - Learning Outcomes Dashboards, Pupil Groups

Table 1: Leeds All

	2016	2017	2018	2019	Change
Leeds All	0.34	0.40	0.39	0.45	0.06
National¹ All	0.56	0.62	0.62	0.63	0.01

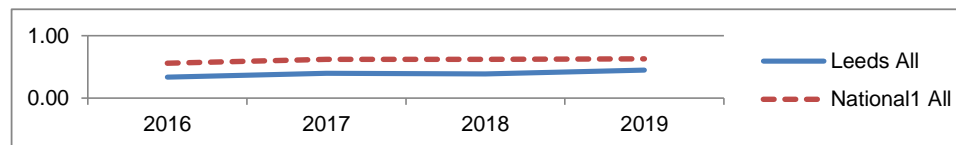


Table 2: Free School Meals (FSM)

Leeds Quartile Banding	Band D	Band C	Band B	Band A	Rank
Band B	Up to and including 3.63	Up to and including 2.18	Up to and including 1.71	Up to and including 1.11	45/151

	2016	2017	2018	2019	Change
Leeds FSM	0.89	1.06	1.14	1.23	0.09
National FSM	1.47	1.75	1.80	1.75	-0.05
Leeds Non FSM	0.22	0.27	0.25	0.27	0.02
National Non FSM	0.30	0.43	0.43	0.42	-0.01

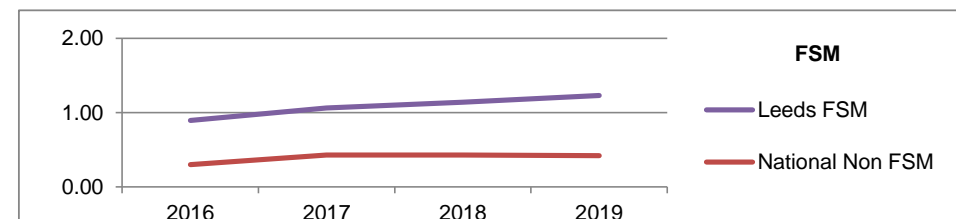
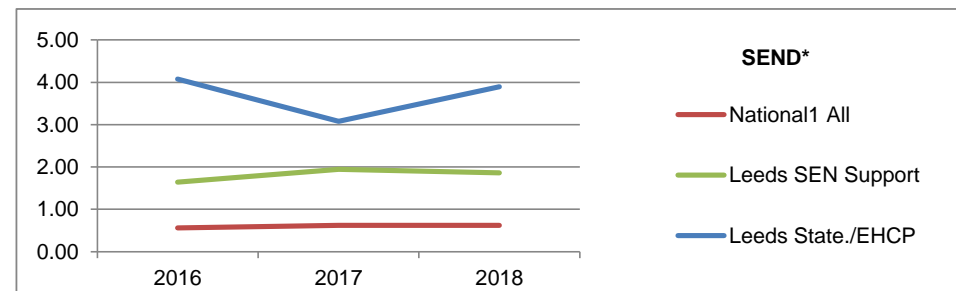


Table 3: SEND

	2016	2017	2018	2019	Change
Leeds Non SEN	0.11	0.15	0.13	0.17	0.04
National Non SEN	0.19	0.22	0.21	0.21	0.00
Leeds SEN Support	1.64	1.94	1.86	1.90	0.04
National SEN Support	2.72	2.98	2.91	2.89	-0.02
Leeds State./EHCP	4.07	3.08	3.90	4.64	0.74
National State./EHCP	4.73	5.06	5.32	5.56	0.24



2018-19, Primary Exclusions One or More Fixed Periods - Learning Outcomes Dashboards, Pupil Groups

Table 4: Ethnicity

	2016	2017	2018	2019	Change
Leeds White	0.43	0.38	0.38	0.48	0.10
Leeds Mixed	0.64	0.86	0.93	0.95	0.02
Leeds Asian	0.18	0.16	0.21	0.14	-0.07
Leeds Black	0.56	0.58	0.31	0.42	0.11
Leeds Chinese	0.00	0.00	0.00	0.00	0.00
National White	0.70	0.65	0.67	0.68	0.01
National Mixed	0.92	0.84	0.81	0.83	0.02
National Asian	0.20	0.18	0.17	0.17	0.00
National Black	0.97	0.90	0.84	0.81	-0.03
National Chinese	0.13	0.10	0.08	0.10	0.02

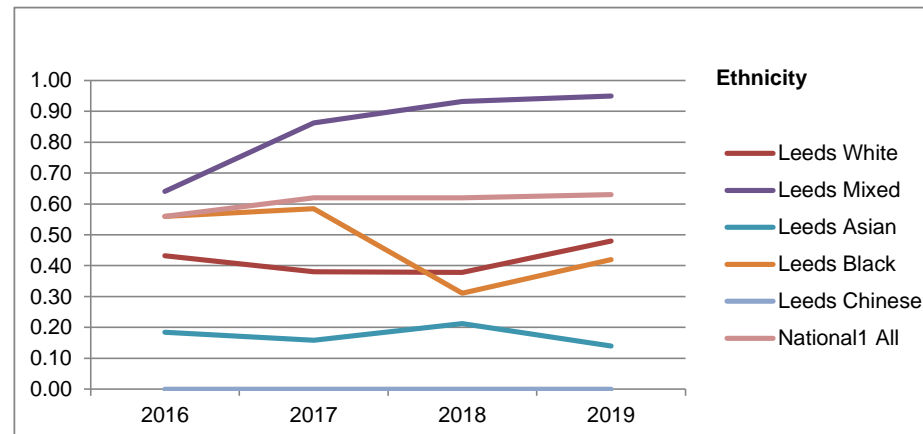
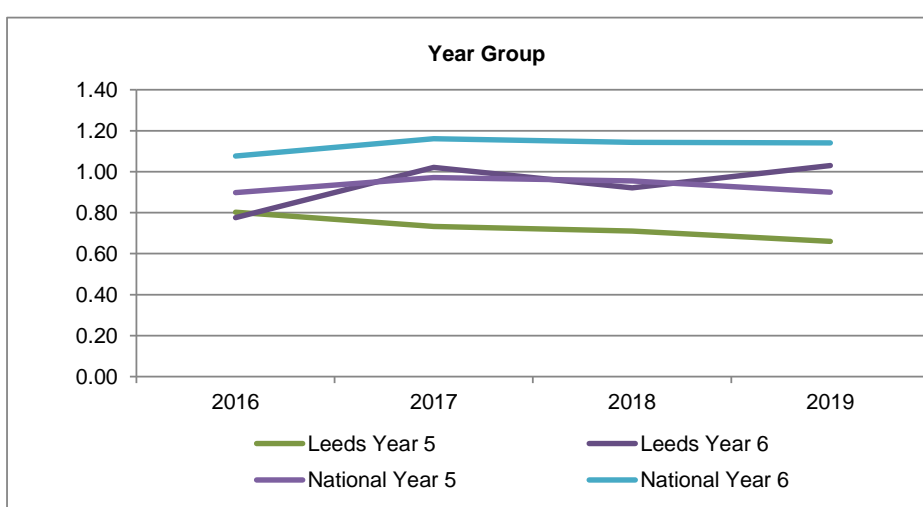


Table 5: Year Group

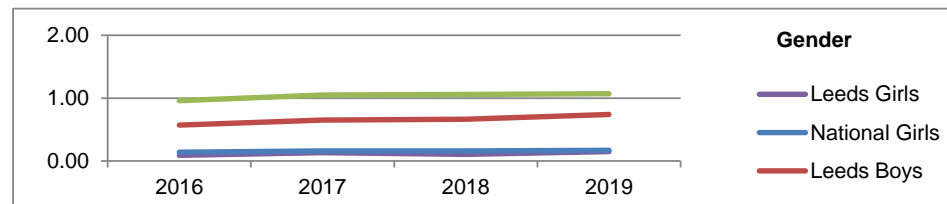
	2016	2017	2018	2019	Change
Leeds Year 1	0.07	0.13	0.10	-	N/A
Leeds Year 2	0.13	0.18	0.37	0.26	-0.11
Leeds Year 3	0.44	0.35	0.36	0.63	0.27
Leeds Year 4	0.38	0.56	0.42	0.57	0.15
Leeds Year 5	0.80	0.73	0.71	0.66	-0.05
Leeds Year 6	0.78	1.02	0.92	1.03	0.11
National Year 1	0.35	0.41	0.40	-	N/A
National Year 2	0.44	0.51	0.52	0.53	0.01
National Year 3	0.56	0.63	0.65	0.67	0.02
National Year 4	0.72	0.76	0.74	0.76	0.02
National Year 5	0.90	0.97	0.96	0.90	-0.06
National Year 6	1.08	1.16	1.14	1.14	0.00



2018-19, Primary Exclusions One or More Fixed Periods - Learning Outcomes Dashboards, Pupil Groups

Table 6: Gender

	2016	2017	2018	2019	Change
Leeds Girls	0.09	0.13	0.10	0.15	0.05
National Girls	0.14	0.16	0.16	0.17	0.01
Leeds Boys	0.57	0.65	0.66	0.74	0.08
National Boys	0.96	1.05	1.06	1.07	0.01



Footnotes:

¹National figures include all state funded school only.



Permanent and fixed period exclusions - secondary

Contents

- Table 1: Permanent Exclusions
- Table 2: Fixed Period Exclusions
- Table 3: One or more fixed period exclusion (fpex) rate

The DfE monitors levels of exclusion using key measures based on two types of exclusion – permanent and fixed period.

Permanent exclusion refers to a pupil who is excluded and who will not come back to that school (unless the exclusion is overturned).

Fixed period exclusion refers to a pupil who is excluded from a school for a set period of time. A fixed period exclusion can involve a part of the school day and it does not have to be for a continuous period. A pupil may be excluded for one or more fixed periods up to a maximum of 45 school days in a single academic year. This total includes exclusions from previous schools covered by the exclusion legislation.

Pupils with one or more fixed period exclusions refer to pupil enrolments who have at least one fixed period exclusion across the full academic year. It includes those with repeated fixed period exclusions.

Exclusions information relates to all exclusions reported across the full academic year. However, exclusion rates are calculated as a proportion of all pupils on roll as at the January Census day of the relevant academic year.

Within published exclusions statistics the DfE publish both the number of exclusions and the rate of exclusion. Rates of exclusion are a more appropriate measure for comparisons over time as they take into account changes in the overall number of pupils across different academic years. As pupils can receive more than one fixed period exclusion, in some cases the rate of exclusion may be above 100%.

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2018-19, Exclusions rate in secondary schools

Table 1: Permanent Exclusions ¹

Leeds Quartile Banding	Band D	Band C	Band B	Band A	Rank
Band A	Up to and including	Up to and including	Up to and including	Up to and including	5/151
	0.82	0.31	0.20	0.14	

0.32

Leeds	2015	2016	2017	2018	2019
(actual number of exclusions)	25	25	8	5	11

	2015	2016	2017	2018	2019	Change
Leeds	0.06	0.06	0.02	0.01	0.02	0.01
National	0.15	0.17	0.20	0.20	0.20	0.00
Stat. Neighbours	0.17	0.18	0.23	0.28	0.30	0.02
Core Cities	0.20	0.24	0.25	0.21	0.20	-0.01
Yorkshire & Humber	0.12	0.16	0.16	0.19	0.21	0.02

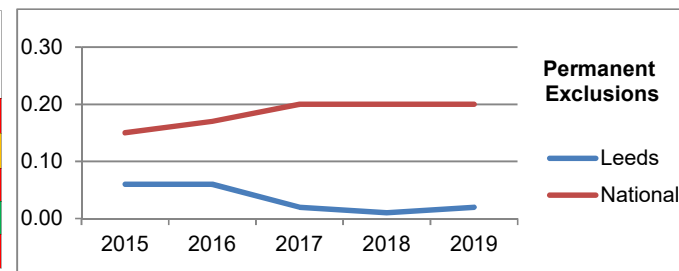
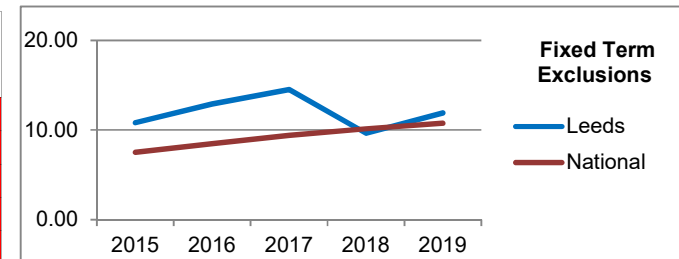


Table 2: Fixed Term Exclusions Rate¹

Leeds Quartile Banding	Band D	Band C	Band B	Band A	Rank
Band C	Up to and including	Up to and including	Up to and including	Up to and including	102/151
	52.83	13.05	9.84	7.31	

Leeds	2015	2016	2017	2018	2019
(actual number of exclusions)	3743	5734	6601	4500	5738

	2015	2016	2017	2018	2019	Change
Leeds	10.80	12.89	14.52	9.64	11.91	2.27
National	7.51	8.46	9.40	10.13	10.75	0.62
Stat. Neighbours	8.15	9.30	12.93	15.00	15.06	0.06
Core Cities	10.99	12.89	12.89	11.62	13.20	1.58
Yorkshire & Humber	11.35	13.63	15.99	15.89	17.11	1.22



Footnote: 1 The number of permanent exclusions for each school type expressed as a percentage of the number (headcount) of pupils (including sole or dual main registrations and boarding pupils) in January 2019.

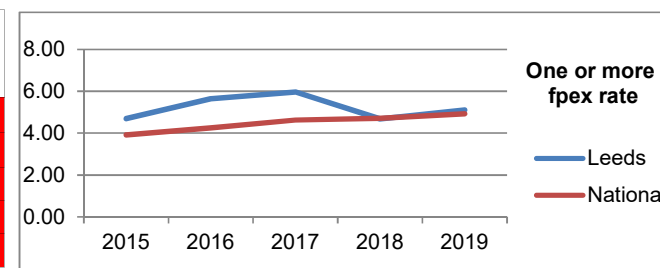
2018-19, Permanent and fixed period exclusions in secondary schools

Table 3: One or more fixed period exclusion (fpex) rate²

Leeds Quartile Banding	Band D	Band C	Band B	Band A	Rank
Band C	Up to and including	Up to and including	Up to and including	Up to and including	92/151
	13.48	5.80	4.74	4.13	

Leeds (no. of pupil enrolments with one or more fpex)	2015	2016	2017	2018	2019
	2083	2083	2713	2184	2462

	2015	2016	2017	2018	2019	Change
Leeds	4.69	5.65	5.97	4.68	5.11	0.43
National	3.92	4.26	4.62	4.71	4.93	0.22
Stat. Neighbours	4.23	4.61	5.40	5.66	6.00	0.34
Core Cities	0.61	0.63	6.14	5.76	6.20	0.44
Yorkshire & Humber	4.64	5.34	5.84	5.74	6.03	0.29



Footnote: ²The number of pupil enrolments receiving one or more fixed period exclusion for each school type expressed as a percentage of the number (headcount) of pupils (including sole or dual main registrations and boarding pupils) in January 2018.

Exclusions - Secondary Pupil Group Analysis



Contents

- Table 1 - Leeds All
- Table 2 - FSM
- Table 3 - SEND
- Table 4 - Ethnicity
- Table 5 - Year Group
- Table 6 - Gender

The DfE monitors levels of exclusion using key measures based on two types of exclusion – permanent and fixed period.

Permanent exclusion refers to a pupil who is excluded and who will not come back to that school

Fixed period exclusion refers to a pupil who is excluded from a school for a set period of time. A fixed period exclusion can involve a part of the school day and it does not have to be for a continuous period. A pupil may be excluded for one or more fixed periods up to a maximum of 45 school days in a single academic year. This total includes exclusions from previous schools covered by the exclusion legislation.

Pupils with one or more fixed period exclusions refer to pupil enrolments who have at least one fixed period exclusion across the full academic year. It includes those with repeated fixed period exclusions.

Exclusions information relates to all exclusions reported across the full academic year. However, exclusion rates are calculated as a proportion of all pupils on roll as at the January Census day of the relevant academic year.

Within published exclusions statistics the DfE publish both the number of exclusions and the rate of exclusion. Rates of exclusion are a more appropriate measure for comparisons over time as they take into account changes in the overall number of pupils across different academic years. As pupils can receive more than one fixed period exclusion, in some cases the rate of exclusion may be above 100%.

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2018-19, Secondary Exclusions Permanent - Learning Outcomes Dashboards, Pupil Groups

Table 1: Leeds All

	2016	2017	2018	2019	Change
Leeds All	0.06	0.02	0.01	0.02	0.01
National¹ All	0.17	0.20	0.20	0.20	0.00

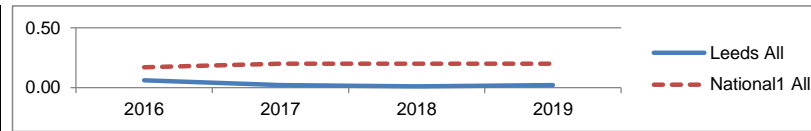


Table 2: Free School Meals (FSM)

Leeds Quartile Banding	Band D	Band C	Band B	Band A	Rank
Band A	Up to and including 2.10	Up to and including 0.91	Up to and including 0.60	Up to and including 0.34	10/151

	2016	2017	2018	2019	Change
Leeds FSM	0.13	0.04	0.03	0.06	0.03
National FSM	0.53	0.58	0.60	0.60	0.00
Leeds Non FSM	0.04	0.01	0.01	0.01	0.00
National Non FSM	0.12	0.14	0.15	0.14	-0.01

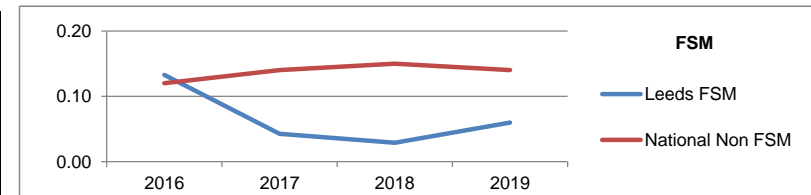
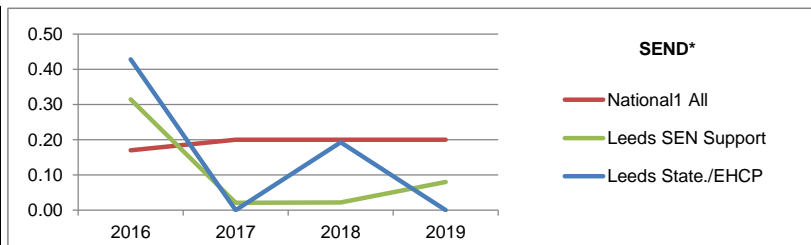


Table 3: SEND

	2016	2017	2018	2019	Change
Leeds Non SEN	0.02	0.02	0.01	0.02	0.01
National Non SEN	0.12	0.14	0.15	0.15	0.00
Leeds SEN Support	0.32	0.02	0.02	0.08	0.06
National SEN Support	0.59	0.67	0.66	0.65	-0.01
Leeds State./EHCP	0.43	0.00	0.19	0.00	-0.19
National State./EHCP	0.27	0.31	0.33	0.33	0.00



2018-19, Secondary Exclusions Permanent - Learning Outcomes Dashboards, Pupil Groups

Table 4: Ethnicity

	2016	2017	2018	2019	Change
Leeds White	0.06	0.01	0.00	0.02	0.02
Leeds Mixed	0.05	0.08	0.04	0.07	0.03
Leeds Asian	0.00	0.00	0.00	0.02	-0.02
Leeds Black	0.12	0.04	0.00	0.00	0.00
Leeds Chinese	0.00	0.00	0.00	0.00	0.00
National White	0.17	0.20	0.20	0.21	0.01
National Mixed	0.27	0.32	0.36	0.29	-0.07
National Asian	0.09	0.08	0.09	0.09	0.00
National Black	0.26	0.29	0.27	0.24	-0.03
National Chinese	0.02	0.02	0.02	0.02	0.00

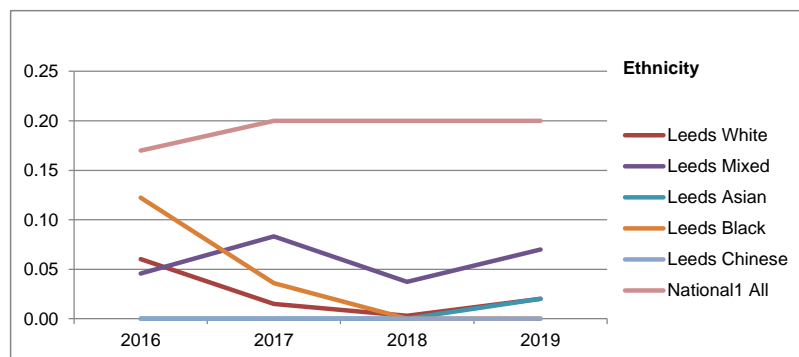
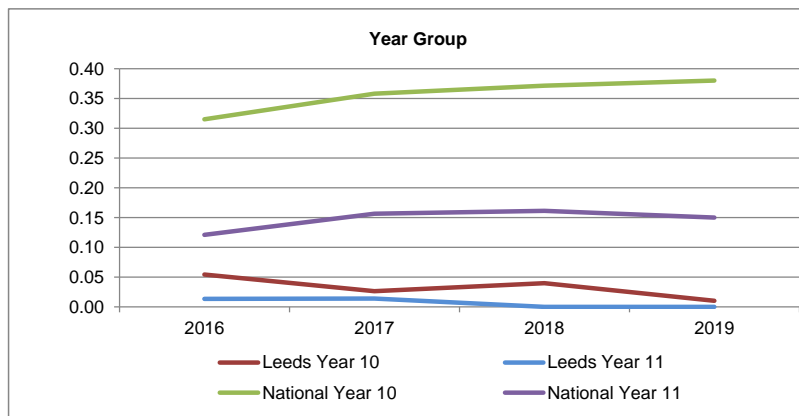


Table 5: Year Group

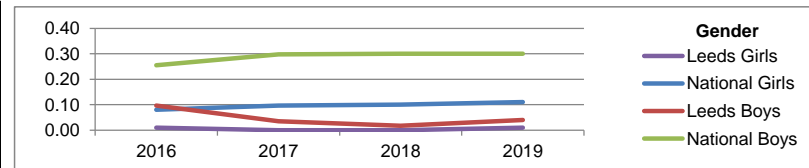
	2016	2017	2018	2019	Change
Leeds Year 7	0.05	0.04	0.01	0.01	0.00
Leeds Year 8	0.09	0.01	0.01	0.01	0.00
Leeds Year 9	0.12	0.00	0.00	0.08	0.08
Leeds Year 10	0.05	0.03	0.04	0.01	-0.03
Leeds Year 11	0.01	0.01	0.00	0.00	0.00
Leeds Year 12 & above	0.00	0.02	0.00	0.00	0.00
National Year 7	0.11	0.12	0.11	0.11	0.00
National Year 8	0.18	0.21	0.21	0.21	0.00
National Year 9	0.26	0.30	0.29	0.31	0.02
National Year 10	0.32	0.36	0.37	0.38	0.01
National Year 11	0.12	0.16	0.16	0.15	-0.01
National Year 12 & above	0.01	0.01	0.02	0.02	0.00



2018-19, Secondary Exclusions Permanent - Learning Outcomes Dashboards, Pupil Groups

Table 6: Gender

	2016	2017	2018	2019	Change
Leeds Girls	0.01	0.00	0.00	0.01	0.01
National Girls	0.08	0.10	0.10	0.11	0.01
Leeds Boys	0.10	0.03	0.02	0.04	0.02
National Boys	0.26	0.30	0.30	0.30	0.00



Footnotes:

¹National figures include all state funded school only.

2018-19, Secondary Exclusions Fixed Period - Learning Outcomes Dashboards, Pupil Groups

Table 1: Leeds All

	2016	2017	2018	2019	Change
Leeds All	12.89	14.52	9.64	11.91	2.27
National¹ All	8.46	9.40	10.13	10.75	0.62

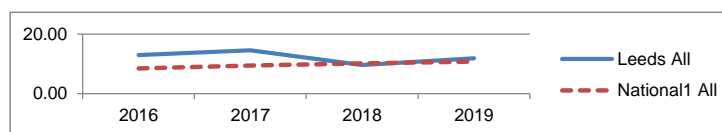


Table 2: Free School Meals (FSM)

Leeds Quartile Banding	Band D	Band C	Band B	Band A	Rank
Band C	Up to and including 126.50	Up to and including 35.30	Up to and including 25.76	Up to and including 18.23	100/151

	2016	2017	2018	2019	Change
Leeds FSM	39.05	40.76	23.71	31.81	8.10
National FSM	23.08	25.44	28.12	28.90	0.78
Leeds Non FSM	8.23	9.84	7.25	7.90	0.65
National Non FSM	6.24	7.03	7.57	7.77	0.20

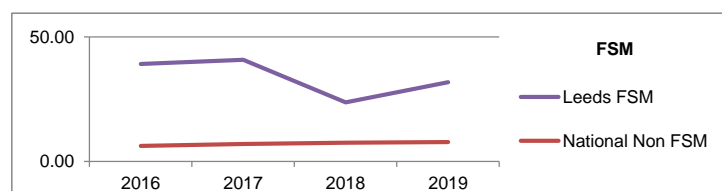
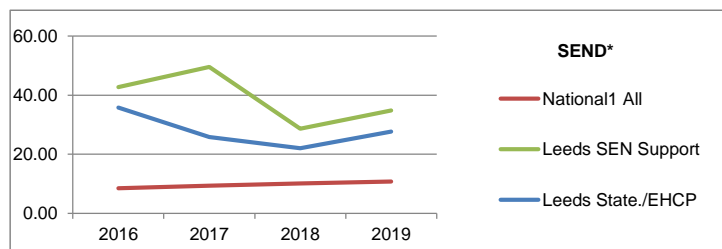


Table 3: SEND

	2016	2017	2018	2019	Change
Leeds Non SEN	9.00	10.41	7.43	9.07	1.64
National Non SEN	6.01	6.90	7.57	8.00	0.43
Leeds SEN Support	42.79	49.63	28.63	34.79	6.16
National SEN Support	25.33	27.18	28.47	29.95	1.48
Leeds State./EHCP	35.76	25.83	22.09	27.63	5.54
National State./EHCP	24.88	26.64	28.19	30.89	2.70



2018-19, Secondary Exclusions Fixed Period - Learning Outcomes Dashboards, Pupil Groups

Table 4: Ethnicity

	2016	2017	2018	2019	Change
Leeds White	14.38	16.09	10.57	13.44	2.87
Leeds Mixed	14.15	16.17	11.93	13.76	1.83
Leeds Asian	6.44	7.38	3.40	5.64	2.24
Leeds Black	7.10	8.51	4.87	5.75	0.88
Leeds Chinese	0.48	0.00	0.00	0.00	0.00
National White	8.88	9.90	10.90	11.58	0.68
National Mixed	11.12	11.87	12.26	13.12	0.86
National Asian	3.83	4.07	3.94	4.53	0.59
National Black	10.57	11.14	10.84	10.70	-0.14
National Chinese	0.93	1.19	1.20	1.28	0.08

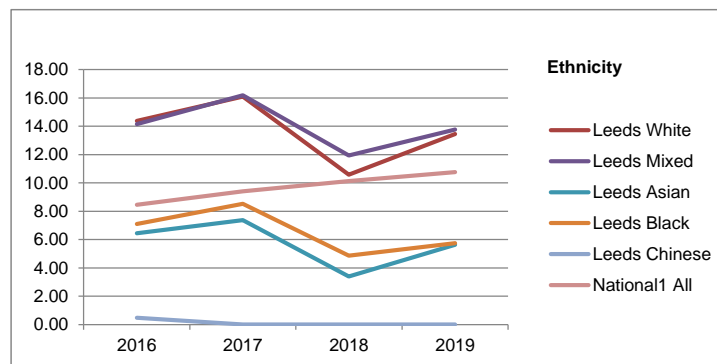
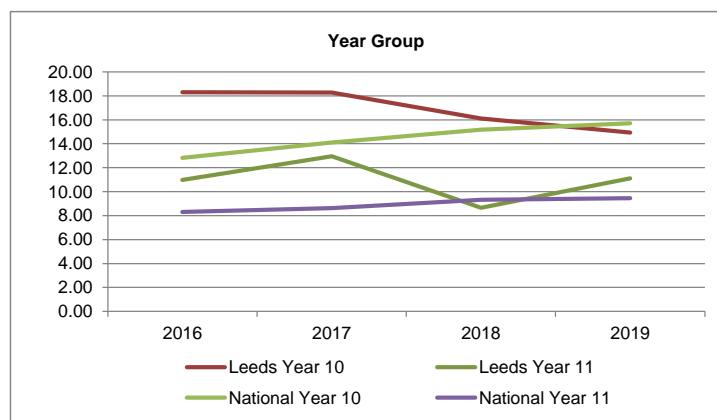


Table 5: Year Group

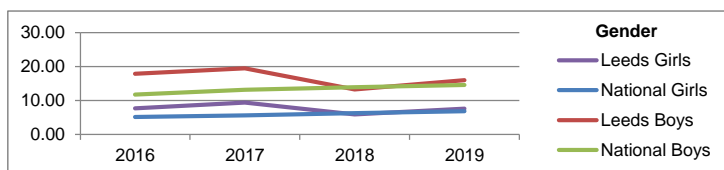
	2016	2017	2018	2019	Change
Leeds Year 7	11.37	13.83	7.59	10.40	2.81
Leeds Year 8	17.52	17.04	11.74	14.91	3.17
Leeds Year 9	17.51	20.24	12.07	17.69	5.62
Leeds Year 10	18.29	18.27	16.12	14.93	-1.19
Leeds Year 11	10.98	12.96	8.66	11.11	2.45
Leeds Year 12 & above	0.41	0.43	0.38	0.59	0.21
National Year 7	6.68	7.49	7.93	8.44	0.51
National Year 8	9.81	11.18	11.75	13.00	1.25
National Year 9	11.95	13.27	14.35	15.17	0.82
National Year 10	12.83	14.11	15.18	15.71	0.53
National Year 11	8.31	8.62	9.32	9.45	0.13
National Year 12 & above	0.48	0.55	0.65	0.64	-0.01



2018-19, Secondary Exclusions Fixed Period - Learning Outcomes Dashboards, Pupil Groups

Table 6: Gender

	2016	2017	2018	2019	Change
Leeds Girls	7.69	9.38	5.88	7.63	1.75
National Girls	5.16	5.61	6.33	6.85	0.52
Leeds Boys	17.93	19.49	13.27	16.05	2.78
National Boys	11.73	13.15	13.90	14.62	0.72



Footnotes:

¹National figures include all state funded school only.

2018-19, Secondary Exclusions One or More Fixed Periods - Learning Outcomes Dashboards, Pupil Groups

Table 1: Leeds All

	2016	2017	2018	2019	Change
Leeds All	5.65	5.97	4.68	5.11	0.43
National¹ All	4.26	4.62	4.71	4.93	0.22

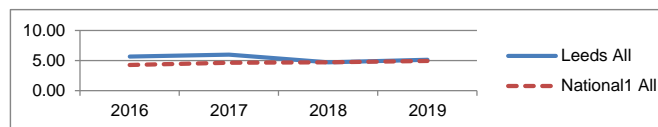


Table 2: Free School Meals (FSM)

Leeds Quartile Banding	Band D	Band C	Band B	Band A	Rank
Band C	Up to and including 23.52	Up to and including 13.09	Up to and including 11.20	Up to and including 9.52	84/151

	2016	2017	2018	2019	Change
Leeds FSM	14.36	14.35	10.66	11.48	0.82
National FSM	10.09	10.72	11.07	11.34	0.27
Leeds Non FSM	4.10	4.47	3.66	3.83	0.17
National Non FSM	3.37	3.72	3.81	3.88	0.07

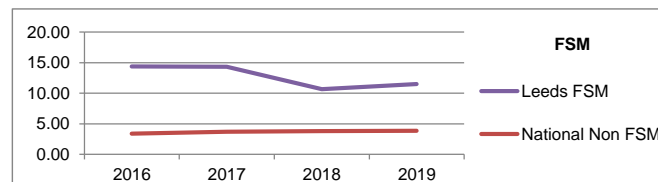
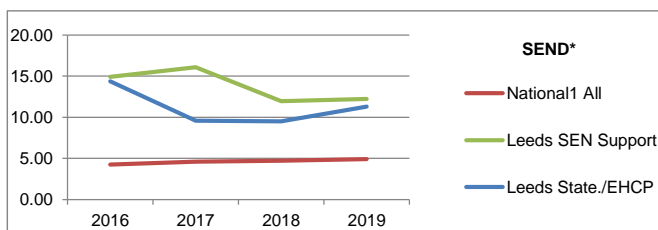


Table 3: SEND

	2016	2017	2018	2019	Change
Leeds Non SEN	4.42	4.78	3.83	4.21	0.38
National Non SEN	3.28	3.66	3.77	3.98	0.21
Leeds SEN Support	14.93	16.06	11.97	12.22	0.25
National SEN Support	11.01	11.43	11.41	11.61	0.20
Leeds State./EHCP	14.35	9.58	9.50	11.28	1.78
National State./EHCP	10.62	11.05	11.43	12.07	0.64



2018-19, Secondary Exclusions One or More Fixed Periods - Learning Outcomes Dashboards, Pupil Groups

Table 4: Ethnicity

	2016	2017	2018	2019	Change
Leeds White	5.84	6.30	4.92	5.42	0.50
Leeds Mixed	6.89	7.53	6.36	6.47	0.11
Leeds Asian	4.45	3.65	2.61	3.29	0.68
Leeds Black	5.02	5.63	3.04	3.88	0.84
Leeds Chinese	0.48	0.00	0.00	0.00	0.00
National White	4.20	4.56	4.71	4.93	0.22
National Mixed	6.02	6.37	6.35	6.58	0.23
National Asian	2.70	2.83	2.75	3.05	0.30
National Black	6.91	7.21	6.94	6.86	-0.08
National Chinese	0.75	0.80	0.86	0.94	0.08

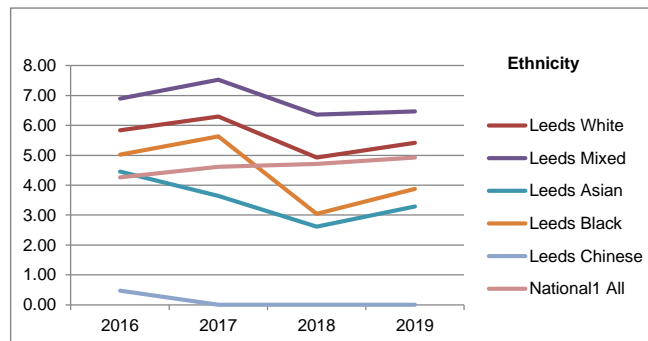
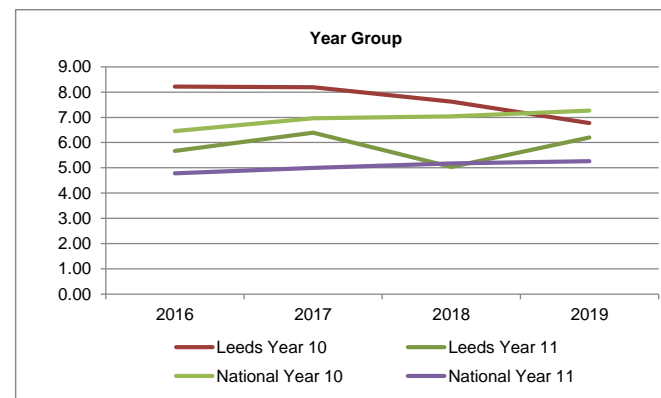


Table 5: Year Group

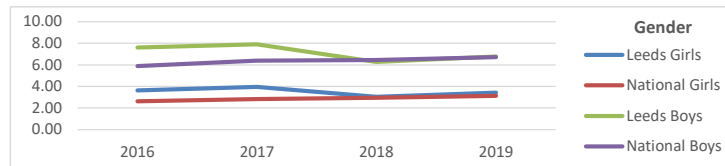
	2016	2017	2018	2019	Change
Leeds Year 7	4.47	4.61	3.43	3.76	0.33
Leeds Year 8	6.89	6.61	5.18	5.65	0.47
Leeds Year 9	7.65	7.91	5.92	7.22	1.30
Leeds Year 10	8.22	8.19	7.62	6.77	-0.85
Leeds Year 11	5.67	6.39	5.04	6.20	1.16
Leeds Year 12	0.38	0.38	0.38	0.54	0.16
National Year 7	3.08	3.37	3.39	3.54	0.15
National Year 8	4.68	5.09	5.09	5.46	0.37
National Year 9	5.79	6.30	6.34	6.66	0.32
National Year 10	6.46	6.97	7.04	7.27	0.23
National Year 11	4.78	4.99	5.17	5.26	0.09
National Year 12 & above	0.44	0.51	0.59	0.58	-0.01



2018-19, Secondary Exclusions One or More Fixed Periods - Learning Outcomes Dashboards, Pupil Groups

Table 6: Gender

	2016	2017	2018	2019	Change
Leeds Girls	3.62	3.96	3.03	3.41	0.38
National Girls	2.63	2.82	2.96	3.14	0.18
Leeds Boys	7.61	7.91	6.27	6.76	0.49
National Boys	5.87	6.40	6.44	6.72	0.28



Footnotes:

¹National figures include all state funded school only.



Exclusions - Special Schools

Contents

- Table 1: Permanent Exclusions
- Table 2: Fixed Period Exclusions
- Table 3: One or more fixed period exclusion (fpex) rate

The DfE monitors levels of exclusion using key measures based on two types of exclusion – permanent and fixed period.

Permanent exclusion refers to a pupil who is excluded and who will not come back to that school (unless the exclusion is overturned).

Fixed period exclusion refers to a pupil who is excluded from a school for a set period of time. A fixed period exclusion can involve a part of the school day and it does not have to be for a continuous period. A pupil may be excluded for one or more fixed periods up to a maximum of 45 school days in a single academic year. This total includes exclusions from previous schools covered by the exclusion legislation.

Pupils with one or more fixed period exclusions refer to pupil enrolments who have at least one fixed period exclusion across the full academic year. It includes those with repeated fixed period exclusions.

Exclusions information relates to all exclusions reported across the full academic year. However, exclusion rates are calculated as a proportion of all pupils on roll as at the January Census day of the relevant academic year.

Within published exclusions statistics the DfE publish both the number of exclusions and the rate of exclusion. Rates of exclusion are a more appropriate measure for comparisons over time as they take into account changes in the overall number of pupils across different academic years. As pupils can receive more than one fixed period exclusion, in some cases the rate of exclusion may be above 100%.

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2018-19, Exclusions rate in special schools

Table 1: Permanent Exclusions Rate¹

Leeds Quartile Banding ²	Band D	Band C	Band B	Band A	Rank ²
N/A	Up to and including	Up to and including	Up to and including	Up to and including	N/A

Leeds actual number of exclusions	2015	2016	2017	2018	2019
	x	0	0	0	0

	2015	2016	2017	2018	2019	Change
Leeds	x	0.00	0.00	0.00	0.00	0.00
National	0.09	0.08	0.07	0.07	0.06	-0.01
Stat. Neighbours	0.00	0.00	0.00	0.04	0.04	0.00
Core Cities	0.03	0.03	0.03	0.02	0.03	0.01
Yorkshire & Humber	x	x	x	0.02	0.03	0.01

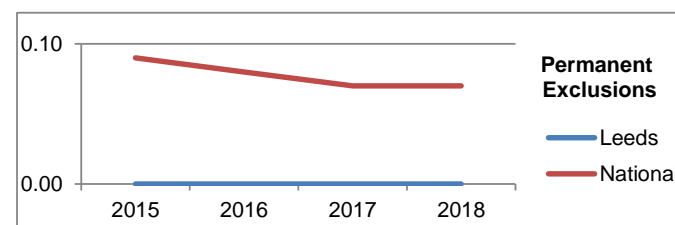
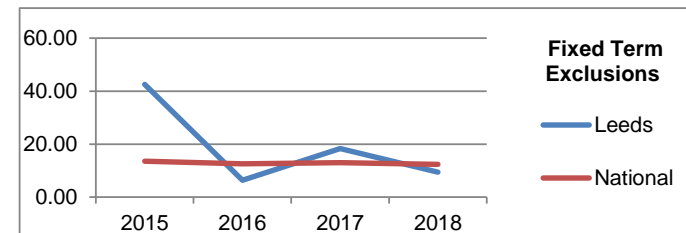


Table 2: Fixed Term Exclusions Rate¹

Leeds Quartile Banding	Band D	Band C	Band B	Band A	Rank
Band B	Up to and including	Up to and including	Up to and including	Up to and including	52/150
	211.48	14.43	7.26	3.11	

Leeds actual number of exclusions	2015	2016	2017	2018	2019
	464	71	227	129	68

	2015	2016	2017	2018	2019	Change
Leeds	42.53	6.35	18.34	9.40	4.36	-5.04
National	13.54	12.53	13.03	12.34	11.32	-1.02
Stat. Neighbours	8.34	6.33	8.92	6.09	6.41	0.32
Core Cities	15.39	10.89	15.46	13.80	12.15	-1.65
Yorkshire & Humber	11.58	5.80	6.26	4.58	4.69	0.11



Footnote: ¹The number of permanent exclusions for each school type expressed as a percentage of the number (headcount) of pupils (including sole or dual main registrations and boarding pupils) in January 2019.

² The ranking and quartile data calculations have not been provided as too many LAs have the same result.

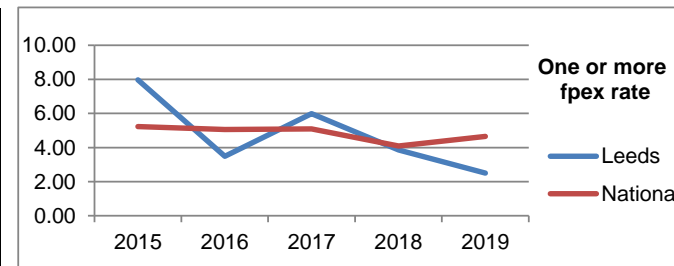
2018-19, Permanent and fixed period exclusions in special schools

Table 3: One or more fixed period exclusion (fpex) rate³

Leeds Quartile Banding	Band D	Band C	Band B	Band A	Rank
Band B	Up to and including	Up to and including	Up to and including	Up to and including	48/150
	36.07	6.19	4.28	1.87	

Leeds (no. of pupil enrolments with one or more fpex)	2016	2017	2018	2018	2019
	39	74	53	53	39

	2015	2016	2017	2018	2019	Change
Leeds	7.97	3.49	5.98	3.86	2.50	-1.36
National	5.23	5.05	5.09	4.09	4.65	0.56
Stat. Neighbours	3.91	3.30	4.68	3.39	3.63	0.24
Core Cities	5.65	5.34	6.28	6.05	5.87	-0.18
Yorkshire & Humber	3.61	2.71	2.87	2.59	2.58	-0.01



Footnote: ³The number of pupil enrolments receiving one or more fixed period exclusion for each school type expressed as a percentage of the number (headcount) of pupils (including sole or dual main registrations and boarding pupils) in January 2019.

Intelligence and Policy Service

Exclusions Trend Dashboard to 2019-20 HT1-2

Table of contents

- 1 [Secondary School Exclusions](#)
- 2 [Primary School Exclusions](#)

Please Note: Data from the "All Through" schools have been split into their primary and secondary phases. The DfE include all data from All through schools in their secondary school statistics.

Secondary School Exclusions

From 2017-18 to 2018-19, the total number of FTEX in Leeds secondary schools increased by 1,248; the number of pupils subject to them increased by 278. City wide, the percentage of secondary pupils on roll subject to FTEX increased by 0.4 percentage points from 4.8% in 2017/18 to 5.2% in 2018-19; this varied widely between schools (0.0% - 25.1%). In 2018-19, 16,631 secondary school days were lost to FTEX, an increase of 2,058 from the year before; the average days lost per pupil increased slightly from 6.7 to 6.8 (the latter varying widely between schools, from 1.0 day to 13.2 days).

Primary School Exclusions

From 2017-18 to 2018-19, the total number of FTEX in Leeds primary schools increased by 114; the number of pupils subject to them increased by 43. City wide, the percentage of primary pupils on roll subject to FTEX increased by 0.05 percentage points from 0.44% in 2017/18 to 0.49% in 2018-19; 60% of primary schools excluded no pupils at all, whilst one school excluded 8.3%. In 2018-19, 1306 primary school days were lost to FTEX, an increase of 252 from the year before; the average days lost per pupil increased from 3.5 to 3.8.

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2 Year Trend shows change from 2017-18 to 2018-19;
For 2019-20 only Autumn Term (HT1-2) data are available

	Number of Fixed Term Exclusions				Rate of Fixed Term Exclusions				Number of Pupils Subject to 1+ FTEX				Percentage of Pupils Subject to 1+ FTEX				Days Lost Due Fixed Term Exclusion				Average Days Lost Per Excluded Pupil				Number of Confirmed Permanent Exclusions					
	2019-20 HT1-2	2 Year Trend	2018-19	2017-18	2019-20 HT1-2	2 Year Trend	2018-19	2017-18	2019-20 HT1-2	2 Year Trend	2018-19	2017-18	2019-20 HT1-2	2 Year Trend	2018-19	2017-18	2019-20 HT1-2	2 Year Trend	2018-19	2017-18	2019-20 HT1-2	2 Year Trend	2018-19	2017-18	2019-20 HT1-2	2 Year Trend	2018-19	2017-18	2 Year Trend	2018-19
LEEDS SECONDARY TOTAL	2012	↑ +1248	5733	4485	4.13	↑ +2.4	12.17	9.78	1086	↑ +278	2460	2182	2.23	↑ +0.5	5.22	4.76	4685.0	↑ +2058.0	16630.5	14572.5	4.3	↑ +0.1	6.8	6.7	↑ +6	11	5			
Abbey Grange Church of England Academy	24	↑ +25	102	77	1.49	↑ +1.3	6.40	5.10	22	↑ +27	60	33	1.4	↑ +1.6	3.8	2.2	42.0	↑ +44.5	179.0	134.5	1.9	↓ -1.1	3.0	4.1	⇒ 0	0	0			
Allerton Grange School	14	↓ -36	45	81	0.90	↓ -2.6	3.03	5.65	13	↓ -27	39	66	0.8	↓ -2.0	2.6	4.6	33.0	↓ -43.0	119.0	162.0	2.5	↑ +0.6	3.1	2.5	⇒ 0	0	0			
Allerton High School	17	↑ +25	55	30	1.18	↑ +1.7	3.93	2.21	13	↑ +11	31	20	0.9	↑ +0.7	2.2	1.5	21.5	↑ +28.5	80.5	52.0	1.7	↓ -0.0	2.6	2.6	⇒ 0	0	0			
Benton Park School	25	↓ -7	72	79	1.76	↓ -0.5	5.15	5.66	19	⇒ +2	36	34	1.3	↑ +0.1	2.6	2.4	66.5	↓ -18.5	173.0	191.5	3.5	↓ -0.8	4.8	5.6	⇒ 0	0	0			
Bishop Young Church of England Academy	21	↓ -191	83	274	2.97	↓ -25.6	12.28	37.85	13	↓ -52	47	99	1.8	↓ -6.7	7.0	13.7	81.5	↓ -342.5	239.0	581.5	6.3	↓ -0.8	5.1	5.9	⇒ -3	0	3			
Boston Spa Academy	67	↑ +24	191	167	6.65	↑ +2.3	21.20	18.85	45	↑ +6	92	86	4.5	↑ +0.5	10.2	9.7	246.0	↑ +303.0	1160.0	857.0	5.5	↑ +2.6	12.6	10.0	⇒ 0	0	0			
Brigshaw High School and Language College	0	↑ +70	130	60	0.00	↑ +5.5	10.09	4.58	0	↑ +27	65	38	0.0	↑ +2.1	5.0	2.9	0.0	↑ +122.0	225.0	103.0	0.0	↑ +0.8	3.5	2.7	⇒ 0	0	0			
Bruntcliffe School	55	↑ +21	178	157	6.75	↑ +2.9	26.06	23.12	27	↓ -10	77	87	3.3	↓ -1.5	11.3	12.8	212.0	↑ +138.0	1010.0	872.0	7.9	↑ +3.1	13.1	10.0	⇒ 0	0	0			
Cardinal Heenan Catholic High School	10	↓ -14	29	43	1.10	↓ -1.6	3.19	4.75	10	↓ -6	24	30	1.1	↓ -0.7	2.6	3.3	26.5	↓ -17.0	50.5	67.5	2.7	↓ -0.1	2.1	2.3	⇒ 0	0	0			
Carr Manor Community School, Specialist Sports College	0	⇒ +1	10	9	0.00	↑ +0.1	1.08	0.99	0	⇒ +1	10	9	0.0	↑ +0.1	1.1	1.0	0.0	↓ -5.0	14.0	19.0	0.0	↓ -0.7	1.4	2.1	⇒ 0	0	0			
Cockburn John Charles Academy	17	↑ +22	54	32	1.65	↑ +2.2	5.95	3.72	15	↑ +16	41	25	1.5	↑ +1.6	4.5	2.9	48.0	↑ +75.5	153.5	78.0	3.2	↑ +0.6	3.7	3.1	⇒ 0	0	0			
Cockburn School	36	⇒ 0	25	25	2.91	↓ -0.0	1.98	2.00	26	⇒ 0	16	16	2.1	↓ -0.0	1.3	1.3	91.0	↑ +4.0	58.0	54.0	3.5	↑ +0.3	3.6	3.4	⇒ 0	0	0			
Co-operative Academy Priesthorpe	12	↑ +19	45	26	1.05	↑ +1.7	4.05	2.32	11	↑ +7	26	19	1.0	↑ +0.6	2.3	1.7	45.5	↑ +134.0	217.0	83.0	4.1	↑ +4.0	8.3	4.4	⇒ +1	1	0			
Corpus Christi Catholic College	14	⇒ -1	28	29	1.50	↓ -0.0	2.98	3.02	10	⇒ +1	21	20	1.1	↑ +0.1	2.2	2.1	32.0	↑ +14.5	66.0	51.5	3.2	↑ +0.6	3.1	2.6	⇒ 0	0	0			
Crawshaw Academy	166	↑ +35	288	253	16.10	↑ +2.4	29.00	26.60	58	↑ +5	90	85	5.6	↑ +0.1	9.1	8.9	322.5	↑ +72.0	559.0	487.0	5.6	↑ +0.5	6.2	5.7	⇒ 0	0	0			
Dixons Trinity Chapelton Secondary Campus (Temp Site)	5	↑ +9	9	0	2.23	↑ +8.0	7.96	0.00	5	↑ +9	9	0	2.2	↑ +8.0	8.0	0.0	10.0	↑ +15.0	15.0	0.0	2.0	↑ +1.7	1.7	0.0	⇒ 0	0	0			
Dixons Unity Academy	354	↑ +904	1088	184	48.49	↑ +132.0	160.00	28.01	94	↑ +97	171	74	12.9	↑ +13.9	25.1	11.3	411.0	↑ +847.0	1177.0	330.0	4.4	↑ +2.4	6.9	4.5	⇒ +1	1	0			
Elliott Hudson College	0	⇒ 0	0	0	0.00	⇒ 0.0	0.00	0.00	0	⇒ 0	0	0	0.0	⇒ 0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Garforth Academy	52	↑ +36	83	47	2.75	↑ +1.9	4.40	2.52	21	↑ +14	41	27	1.1	↑ +0.7	2.2	1.4	66.0	↑ +14.5	108.5	94.0	3.1	↓ -0.8	2.6	3.5	⇒ -1	0	1			
Guiseley School	13	↓ -3	86	89	0.97	↓ -0.0	6.49	6.52	10	↓ -8	45	53	0.7	↓ -0.5	3.4	3.9	35.5	↑ +30.0	222.5	192.5	3.6	↑ +1.3	4.9	3.6	⇒ +1	1	0			
Horsforth School	11	↓ -9	11	20	0.79	↓ -0.7	0.79	1.45	11	↓ -5	9	14	0.8	↓ -0.4	0.6	1.0	35.0	↓ -29.5	27.5	57.0	3.2	↓ -1.0	3.1	4.1	⇒ 0	0	0			
John Smeaton Academy	221	↑ +124	421	297	27.45	↑ +14.6	48.11	33.52	73	↑ +17	154	137	9.1	↑ +2.1	17.6	15.5	356.0	↓ -429.0	785.0	1214.0	4.9	↓ -3.8	5.1	8.9	⇒ +4	4	0			
Lawnwood School	104	↑ +93	292	199	8.13	↑ +7.1	25.66	18.56	68	↑ +28	121	93	5.3	↑ +2.0	10.6	8.7	240.0	↑ +189.0	797.5	608.5	3.5	↑ +0.0	6.6	6.5	⇒ 0	0	0			
Leeds City Academy	17	↓ -22	41	63	2.44	↓ -4.4	6.87	11.23	16	↓ -4	26	30	2.3	↓ -1.0	4.4	5.3	69.0	↓ -121.0	146.5	267.5	4.3	↓ -3.3	5.6	8.9	⇒ 0	0	0			
Leeds East Academy	50	↑ +198	275	77	5.38	↑ +22.5	31.90	9.38	40	↑ +80	128	48	4.3	↑ +9.0	14.8	5.8	234.0	↑ +444.0	677.0	233.0	5.9	↑ +0.4	5.3	4.9	⇒ 0	0	0			
Leeds Jewish Free School	1	⇒ -5	2	7	0.78	↓ -4.9	1.80	6.67	1	⇒ -3	2	5	0.8	↓ -3.0	1.8	4.8	2.0	↓ -35.0	2.0	37.0	2.0	↓ -6.4	1.0	7.4	⇒ 0	0	0			
Leeds West Academy	65	↓ -51	181	232	5.23	↓ -2.9	14.51	17.42	37	↓ -28	76	104	3.0	↓ -1.7	6.1	7.8	175.5	↓ -217.5	659.5	877.0	4.7	↑ +0.2	8.7	8.4	⇒ +2	2	0			
Mount St Mary's Catholic High School	36	↓ -25	36	61	3.84	↓ -2.8	3.85	6.64	24	↓ -12	20	32	2.6	↓ -1.3	2.1	3.5	99.0	↓ -55.0	109.0	164.0	4.1	↑ +0.3	5.5	5.1	⇒ 0	0	0			
Otley Prince Henry's Grammar School Specialist Language College	5	⇒ +5	18	13	0.31	↑ +0.3	1.15	0.87	4	⇒ +1	13	12	0.2	↑ +0.0	0.8	0.8	15.0	↑ +20.0	54.0	34.0	3.8	↑ +1.3	4.2	2.8	⇒ +2	2	0			
Pudsey Grangefield School	63	⇒ -4	122	126	5.16	↓ -0.8	10.20	10.99	36	⇒ +4	56	52	3.0	↑ +0.1	4.7	4.5	213.5	↓ -10.5	423.5	434.0	5.9	↓ -0.8	7.6	8.3	⇒ 0	0	0			
Ralph Thoresby School	12	↑ +12	53	41	1.20	↑ +1.1	5.35	4.26	12	↑ +10	40	30	1.2	↑ +0.9	4.0	3.1	30.5	↑ +17.0	123.5	106.5	2.5	↓ -0.5	3.1	3.6	⇒ 0	0	0			
Rodillian Academy	150	↑ +39	350	311	9.36	↑ +2.2	22.32	20.10	86	↑ +18	173	155	5.4	↑ +1.0	11.0	10.0	451.0	↑ +275.0	1661.0	1386.0	5.2	↑ +0.7	9.6	8.9	⇒ 0	0	0			
Roundhay School	31	↑ +49	95	46	1.65	↑ +2.6	5.14	2.52	24	↑ +37	70	33	1.3	↑ +2.0	3.8	1.8	56.0	↑ +69.0	217.5	148.5	2.3	↓ -1.4	3.1	4.5	⇒ 0	0	0			
Royds School	73	↓ -296	176	472	7.44	↓ -31.0	18.11	49.06	41	↓ -53	77	130	4.2	↓ -5.6	7.9	13.5	136.0	↓ -506.5	248.5	755.0	3.3	↓ -2.6	3.2	5.8	⇒ 0	0	0			
St. Mary's Menston, a Catholic Voluntary Academy	11	⇒ -1	38	39	0.88	↓ -0.2	3.05	3.26	10	↓ -8	18	26	0.8	↓ -0.7	1.4	2.2	14.5	↓ -17.5	45.0	62.5	1.5	↑ +0.1	2.5	2.4	⇒ 0	0	0			
Temple Moor High School Science College	19	↑ +15	96	81	1.48	↑ +1.1	7.55	6.44	14	⇒ +4	44	40	1.1	↑ +0.3	3.5	3.2	30.0	⇒ 0.0	155.0	155.0	2.1	↓ -0.4	3.5	3.9	⇒ 0	0	0			
The Co-operative Academy of Leeds	20	↓ -12	59	71	2.15	↓ -1.2	6.56	7.73	15	⇒ 0	36	36	1.6	↑ +0.1	4.0	3.9	22.5	↓ -58.0	67.5	125.5	1.5	↓ -1.6	1.9	3.5	⇒ 0	0	0			
The Farnley Academy	36	↓ -9	190	199	2.65	↓ -1.4	14.80	16.22	24	↓ -19	79	98	1.8	↓ -1.8	6.2	8.0	127.0	↓ -276.0	1045.0	1321.0	5.3	↓ -0.3	13.2	13.5	⇒ -1	0	1			
The Morley Academy	53	↑ +67	216	149	3.40	↑ +4.3	14.00	9.67	35	↑ +30	116	86	2.2	↑ +1.9	7.5	5.6	166.0	↑ +502.0	1431.0	929.0	4.7	↑ +1.5	12.3	10.8	⇒ 0	0	0			
The Ruth Gorse Academy	50	↑ +80	239	159	4.16	↑ +3.1	22.76	19.63	36	↑ +24	114	90	3.0	↓ -0.3	10.9	11.1	135.0	↑ +538.0	1365.0	827.0	3.8	↑ +2.8	12.0	9.2	⇒ 0	0	0			
The Temple Learning Academy Free School Secondary Site	18	↑ +39	45	6	5.63	↑ +13.9	22.17	8.22	14	↑ +20	26	6	4.4	↑ +4.6	12.8	8.2	75.0	↑ +172.0	181.5	9.5	5.4	↑ +5.4	7.0	1.6	⇒ 0	0	0			
University Technical College Leeds	17	⇒ +1	52	51	5.74	↓ -1.0	15.52	16.56	14	⇒ +4	35	31	4.7	↑ +0.4	10															

2 Year Trend shows change from 2017-18 to 2018-19;
For 2019-20 only Autumn Term (HT1-2) data are available

	Number of Fixed Term Exclusions				Rate of Fixed Term Exclusions				Number of Pupils Subject to 1+ FTEX				Percentage of Pupils Subject to 1+ FTEX				Days Lost Due Fixed Term Exclusion				Average Days Lost Per Excluded Pupil				Number of Confirmed Permanent Exclusions				
	2019-20 HT1-2	2 Year Trend	2018-19	2017-18	2019-20 HT1-2	2 Year Trend	2018-19	2017-18	2019-20 HT1-2	2 Year Trend	2018-19	2017-18	2019-20 HT1-2	2 Year Trend	2018-19	2017-18	2019-20 HT1-2	2 Year Trend	2018-19	2017-18	2019-20 HT1-2	2 Year Trend	2018-19	2017-18	2 Year Trend	2018-19	2017-18	2 Year Trend	2018-19
LEEDS PRIMARY TOTAL	320	↑ +114	724	610	0.46	↑ +0.2	1.04	0.89	202	↑ +43	342	299	0.29	↑ +0.1	0.49	0.44	605.0	↑ +251.5	1305.5	1054.0	3.0	↑ +0.3	3.8	3.5		↓ -1	0	1	
Aberford Church of England Voluntary Controlled Primary School	0	→ 0	0	0	0.00	→ 0.0	0.00	0.00	0	→ 0	0	0	0.0	→ 0.0	0.0	0.0	0.0	→ 0.0	0.0	0.0	0.0	→ 0.0	0.0	0.0	0.0	→ 0	0	0	0
Adel Primary School	1	→ 0	0	0	0.47	→ 0.0	0.00	0.00	1	→ 0	0	0	0.5	→ 0.0	0.0	0.0	1.0	→ 0.0	0.0	0.0	1.0	→ 0.0	0.0	0.0	0.0	→ 0	0	0	0
Adel St John the Baptist Church of England Primary School	0	→ -6	0	6	0.00	→ -2.9	0.00	2.87	0	→ -1	0	1	0.0	→ -0.5	0.0	0.5	0.0	→ -18.0	0.0	18.0	0.0	→ -18.0	0.0	18.0	0.0	→ 0	0	0	0
All Saint's Richmond Hill Church of England Primary School	0	→ -1	0	1	0.00	→ -0.5	0.00	0.47	0	→ -1	0	1	0.0	→ -0.5	0.0	0.5	0.0	→ -2.5	0.0	2.5	0.0	→ -2.5	0.0	2.5	0.0	→ 0	0	0	0
Allerton Bywater Primary School	0	→ 0	0	0	0.00	→ 0.0	0.00	0.00	0	→ 0	0	0	0.0	→ 0.0	0.0	0.0	0.0	→ 0.0	0.0	0.0	0.0	→ 0.0	0.0	0.0	0.0	→ 0	0	0	0
Allerton CoFE Primary School	4	→ +1	3	2	0.72	→ +0.2	0.56	0.40	2	→ +1	2	1	0.4	→ +0.2	0.4	0.2	14.0	→ +11.0	12.5	1.5	7.0	→ +4.8	6.3	1.5	0.0	→ 0	0	0	0
Alwoodley Primary School	0	→ 0	0	0	0.00	→ 0.0	0.00	0.00	0	→ 0	0	0	0.0	→ 0.0	0.0	0.0	0.0	→ 0.0	0.0	0.0	0.0	→ 0.0	0.0	0.0	0.0	→ 0	0	0	0
Armley Park Primary School	5	→ +1	19	18	2.98	→ +0.2	10.27	10.06	4	→ 0	7	7	2.4	→ -0.1	3.8	3.9	7.5	→ +2.5	31.0	28.5	1.9	→ +0.4	4.4	4.1	0.0	→ 0	0	0	0
Ashfield Primary School	1	→ +7	8	1	0.51	→ +3.2	3.64	0.45	1	→ +1	2	1	0.5	→ +0.5	0.9	0.5	1.0	→ +12.0	13.5	1.5	1.0	→ +5.3	6.8	1.5	0.0	→ 0	0	0	0
Asquith Primary School	0	→ +3	6	3	0.00	→ +0.7	1.57	0.85	0	→ +2	4	2	0.0	→ +0.5	1.0	0.6	0.0	→ +7.0	17.0	10.0	0.0	→ -0.8	4.3	5.0	0.0	→ 0	0	0	0
Austhorpe Primary School	0	→ +3	3	0	0.00	→ +1.4	1.44	0.00	0	→ +1	1	0	0.0	→ +0.5	0.5	0.0	0.0	→ +7.0	7.0	0.0	0.0	→ +7.0	7.0	0.0	0.0	→ 0	0	0	0
Bankside Primary School	8	→ -2	14	16	1.28	→ -0.3	2.28	2.54	5	→ -2	10	12	0.8	→ -0.3	1.6	1.9	8.5	→ -2.0	15.0	17.0	1.7	→ +0.1	1.5	1.4	0.0	→ 0	0	0	0
Bardsey Primary School	0	→ 0	0	0	0.00	→ 0.0	0.00	0.00	0	→ 0	0	0	0.0	→ 0.0	0.0	0.0	0.0	→ 0.0	0.0	0.0	0.0	→ 0.0	0.0	0.0	0.0	→ 0	0	0	0
Barwick-in-Elmet Church of England Voluntary Controlled Primary School	0	→ 0	0	0	0.00	→ 0.0	0.00	0.00	0	→ 0	0	0	0.0	→ 0.0	0.0	0.0	0.0	→ 0.0	0.0	0.0	0.0	→ 0.0	0.0	0.0	0.0	→ 0	0	0	0
Beechwood Primary School	2	→ +8	14	6	0.48	→ +2.0	3.40	1.43	1	→ +1	5	4	0.2	→ +0.3	1.2	1.0	3.0	→ +11.5	16.0	4.5	3.0	→ +2.1	3.2	1.1	0.0	→ 0	0	0	0
Beecroft Primary School	0	→ 0	0	0	0.00	→ 0.0	0.00	0.00	0	→ 0	0	0	0.0	→ 0.0	0.0	0.0	0.0	→ 0.0	0.0	0.0	0.0	→ 0.0	0.0	0.0	0.0	→ 0	0	0	0
Beeston Hill St Luke's Church of England Primary School	0	→ 0	0	0	0.00	→ 0.0	0.00	0.00	0	→ 0	0	0	0.0	→ 0.0	0.0	0.0	0.0	→ 0.0	0.0	0.0	0.0	→ 0.0	0.0	0.0	0.0	→ 0	0	0	0
Beeston Primary School	2	→ +5	7	2	0.32	→ +0.8	1.13	0.33	2	→ +3	5	2	0.3	→ +0.5	0.8	0.3	3.0	→ +7.0	9.5	2.5	1.5	→ +0.7	1.9	1.3	0.0	→ 0	0	0	0
Birchfield Primary School	0	→ -1	0	1	0.00	→ -0.5	0.00	0.48	0	→ -1	0	1	0.0	→ -0.5	0.0	0.5	0.0	→ -1.5	0.0	1.5	0.0	→ -1.5	0.0	1.5	0.0	→ 0	0	0	0
Blackgates Primary Academy	1	→ 0	0	0	0.30	→ 0.0	0.00	0.00	1	→ 0	0	0	0.3	→ 0.0	0.0	0.0	1.0	→ 0.0	0.0	0.0	1.0	→ 0.0	0.0	0.0	0.0	→ 0	0	0	0
Blenheim Primary School	0	→ -2	0	2	0.00	→ -0.5	0.00	0.49	0	→ -1	0	1	0.0	→ -0.2	0.0	0.2	0.0	→ -5.0	0.0	5.0	0.0	→ -5.0	0.0	5.0	0.0	→ 0	0	0	0
Bracken Edge Primary School	14	→ -6	1	7	3.14	→ -1.3	0.21	1.47	11	→ -2	1	3	2.5	→ -0.4	0.2	0.6	14.0	→ -6.5	0.5	7.0	1.3	→ -1.8	0.5	2.3	0.0	→ 0	0	0	0
Bramham Primary School	0	→ 0	0	0	0.00	→ 0.0	0.00	0.00	0	→ 0	0	0	0.0	→ 0.0	0.0	0.0	0.0	→ 0.0	0.0	0.0	0.0	→ 0.0	0.0	0.0	0.0	→ 0	0	0	0
Bramhope Primary School	0	→ 0	0	0	0.00	→ 0.0	0.00	0.00	0	→ 0	0	0	0.0	→ 0.0	0.0	0.0	0.0	→ 0.0	0.0	0.0	0.0	→ 0.0	0.0	0.0	0.0	→ 0	0	0	0
Bramley Park Academy	0	→ -1	0	1	0.00	→ -0.3	0.00	0.34	0	→ -1	0	1	0.0	→ -0.3	0.0	0.3	0.0	→ -1.0	0.0	1.0	0.0	→ -1.0	0.0	1.0	0.0	→ 0	0	0	0
Bramley St Peter's Church of England Primary School	4	→ +1	1	0	1.05	→ +0.3	0.27	0.00	4	→ +1	1	0	1.1	→ +0.3	0.3	0.0	7.5	→ +1.5	1.5	0.0	1.9	→ +1.5	1.5	0.0	0.0	→ 0	0	0	0
Broadgate Primary School	2	→ +7	14	7	0.56	→ +1.9	4.26	2.35	2	→ +1	4	3	0.6	→ +0.2	1.2	1.0	5.0	→ +20.0	26.0	6.0	2.5	→ +4.5	6.5	2.0	0.0	→ 0	0	0	0
Brodetsky Primary School	0	→ 0	0	0	0.00	→ 0.0	0.00	0.00	0	→ 0	0	0	0.0	→ 0.0	0.0	0.0	0.0	→ 0.0	0.0	0.0	0.0	→ 0.0	0.0	0.0	0.0	→ 0	0	0	0
Brudenell Primary School	0	→ +3	3	0	0.00	→ +1.2	1.16	0.00	0	→ +1	1	0	0.0	→ +0.4	0.4	0.0	0.0	→ +9.0	9.0	0.0	0.0	→ +9.0	9.0	0.0	0.0	→ 0	0	0	0
Burley St Matthias Church of England Voluntary Controlled Primary School	0	→ +5	5	0	0.00	→ +2.5	2.53	0.00	0	→ +3	3	0	0.0	→ +1.5	1.5	0.0	0.0	→ +10.5	10.5	0.0	0.0	→ +3.5	3.5	0.0	0.0	→ 0	0	0	0
Calverley Church of England Voluntary Aided Primary School	0	→ 0	0	0	0.00	→ 0.0	0.00	0.00	0	→ 0	0	0	0.0	→ 0.0	0.0	0.0	0.0	→ 0.0	0.0	0.0	0.0	→ 0.0	0.0	0.0	0.0	→ 0	0	0	0
Calverley Parkside Primary School	0	→ 0	0	0	0.00	→ 0.0	0.00	0.00	0	→ 0	0	0	0.0	→ 0.0	0.0	0.0	0.0	→ 0.0	0.0	0.0	0.0	→ 0.0	0.0	0.0	0.0	→ 0	0	0	0
Carlton Primary School	0	→ 0	0	0	0.00	→ 0.0	0.00	0.00	0	→ 0	0	0	0.0	→ 0.0	0.0	0.0	0.0	→ 0.0	0.0	0.0	0.0	→ 0.0	0.0	0.0	0.0	→ 0	0	0	0
Carr Manor Community School (Primary Site)	0	→ +6	6	0	0.00	→ +1.8	1.82	0.00	0	→ +3	3	0	0.0	→ +0.9	0.9	0.0	0.0	→ +8.5	8.5	0.0	0.0	→ +2.8	2.8	0.0	0.0	→ 0	0	0	0
Castleton Primary School	0	→ 0	0	0	0.00	→ 0.0	0.00	0.00	0	→ 0	0	0	0.0	→ 0.0	0.0	0.0	0.0	→ 0.0	0.0	0.0	0.0	→ 0.0	0.0	0.0	0.0	→ 0	0	0	0
Chapel Allerton Primary School	0	→ 0	0	0	0.00	→ 0.0	0.00	0.00	0	→ 0	0	0	0.0	→ 0.0	0.0	0.0	0.0	→ 0.0	0.0	0.0	0.0	→ 0.0	0.0	0.0	0.0	→ 0	0	0	0
Christ Church Upper Armley Church of England Primary School	1	→ +1	1	0	0.53	→ +0.5	0.55	0.00	1	→ +1	1	0	0.5	→ +0.5	0.5	0.0	3.5	→ +2.0	2.0	0.0	3.5	→ +2.0	2.0	0.0	0.0	→ 0	0	0	0
Christ The King Catholic Primary School, A Voluntary Academy	0	→ 0	0	0	0.00	→ 0.0	0.00	0.00	0	→ 0	0	0	0.0	→ 0.0	0.0	0.0	0.0	→ 0.0	0.0	0.0	0.0	→ 0.0	0.0	0.0	0.0	→ 0	0	0	0
Churwell Primary School	3	→ 0	0	0	0.72	→ 0.0	0.00	0.00	2	→ 0	0	0	0.5	→ 0.0	0.0	0.0	4.5	→ 0.0	0.0	0.0	2.3	→ 0.0	0.0	0.0	0.0	→ 0	0	0	0
Clappgate Primary School	7	→ +5	5	0	1.72	→ +1.3	1.25	0.00	2	→ +4	4	0	0.5	→ +1.0	1.0	0.0	9.0	→ +5.5	5.5	0.0	4.5	→ +1.4	1.4	0.0	0.0	→ 0	0	0	0
Co op Academy Brownhill	2	→ -5	9	14	0.48	→ -1.1	2.19	3.33	2	→ +1	5	4	0.5	→ +0.3	1.2	1.0	6.0	→ -17.0	24.0	41.0	3.0	→ -5.5	4.8	10.3	0.0	→ 0	0	0	0
Co op Academy Nightingale	0	→ 0	0	0	0.00	→ 0.0	0.00	0.00																					

Hawksworth Wood Primary School	4	→	-1	4	5	1.35	↔	-0.4	1.43	1.78	2	→	-1	4	5	0.7	↔	-0.4	1.4	1.8	3.5	↔	-0.5	2.5	3.0	1.8	↑	+0.0	0.6	0.6	→	0	0	0	
Highfield Primary School	0	→	0	0	0	0.00	→	0.0	0.00	0.00	0	→	0	0	0	0.0	→	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	→	0.0	0.0	0.0	→	0	0	0
Hill Top Primary Academy	0	→	0	0	0	0.00	→	0.0	0.00	0.00	0	→	0	0	0	0.0	→	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	→	0.0	0.0	0.0	→	0	0	0
Hillcrest Academy	1	→	+3	4	1	0.24	↑	+0.7	0.95	0.24	1	→	+1	2	1	0.2	↑	+0.2	0.5	0.2	1.0	↑	+5.0	6.0	1.0	1.0	↑	+2.0	3.0	1.0	→	0	0	0	
Hollybush Primary	2	→	0	0	0	0.47	→	0.0	0.00	0.00	2	→	0	0	0	0.5	→	0.0	0.0	0.0	4.0	→	0.0	0.0	0.0	0.0	→	0.0	0.0	0.0	→	0	0	0	
Holy Family Catholic Primary School	0	→	0	0	0	0.00	→	0.0	0.00	0.00	0	→	0	0	0	0.0	→	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	→	0.0	0.0	0.0	→	0	0	0
Holy Name Catholic Primary School	0	→	-5	0	5	0.00	↔	-2.5	0.00	2.51	0	→	-3	0	3	0.0	↔	-1.5	0.0	1.5	0.0	↔	-10.0	0.0	10.0	0.0	↔	-3.3	0.0	3.3	→	0	0	0	
Holy Rosary and St Anne's Catholic Primary School	0	→	+4	4	0	0.00	↑	+1.9	1.92	0.00	0	→	+3	3	0	0.0	↑	+1.4	1.4	0.0	0.0	↑	+4.5	4.5	0.0	0.0	↑	+1.5	1.5	0.0	→	0	0	0	
Holy Trinity Church of England Academy	2	→	-1	5	6	1.23	↔	-0.4	2.91	3.30	1	→	-1	3	4	0.6	↔	-0.5	1.7	2.2	2.5	↔	-4.0	9.0	13.0	2.5	↔	-0.3	3.0	3.3	→	0	0	0	
Horsforth Featherbank Primary School	0	→	-1	1	2	0.00	↔	-0.5	0.47	0.95	0	→	-1	1	2	0.0	↔	-0.5	0.5	1.0	0.0	↔	-1.5	0.5	2.0	0.0	↔	-0.5	0.5	1.0	→	0	0	0	
Horsforth Newlaithes Primary School	0	→	0	0	0	0.00	→	0.0	0.00	0.00	0	→	0	0	0	0.0	→	0.0	0.0	0.0	0.0	→	0.0	0.0	0.0	0.0	→	0.0	0.0	0.0	→	0	0	0	
Hovingham Primary School	19	→	0	0	0	2.74	→	0.0	0.00	0.00	8	→	0	0	0	1.2	→	0.0	0.0	0.0	119.5	→	0.0	0.0	0.0	119.5	→	0.0	0.0	0.0	→	0	0	0	
Hugh Gaitskell Primary School	4	→	0	0	0	0.72	→	0.0	0.00	0.00	3	→	0	0	0	0.5	→	0.0	0.0	0.0	13.0	→	0.0	0.0	0.0	13.0	→	0.0	0.0	0.0	→	0	0	0	
Hunslet Carr Primary School	5	→	+5	29	24	1.24	↑	+1.0	7.20	6.15	3	→	+2	13	11	0.7	↑	+0.4	3.2	2.8	15.0	↔	-1.5	98.5	100.0	15.0	↔	-1.5	7.6	9.1	→	0	0	0	
Hunslet Moor Primary School	1	→	-7	0	7	0.24	↔	-2.3	0.00	2.26	1	→	-5	0	5	0.2	↔	-1.6	0.0	1.6	0.5	↔	-8.5	0.0	8.5	0.5	↔	-1.7	0.0	1.7	→	0	0	0	
Hunslet St Mary's Church of England Primary School	3	→	0	0	0	1.16	→	0.0	0.00	0.00	2	→	0	0	0	0.8	→	0.0	0.0	0.0	5.0	→	0.0	0.0	0.0	5.0	→	0.0	0.0	0.0	→	0	0	0	
Immaculate Heart of Mary Catholic Primary School	0	→	0	0	0	0.00	→	0.0	0.00	0.00	0	→	0	0	0	0.0	→	0.0	0.0	0.0	0.0	→	0.0	0.0	0.0	0.0	→	0.0	0.0	0.0	→	0	0	0	
Ingram Road Primary School	1	→	0	0	0	0.31	→	0.0	0.00	0.00	1	→	0	0	0	0.3	→	0.0	0.0	0.0	1.5	→	0.0	0.0	0.0	1.5	→	0.0	0.0	0.0	→	0	0	0	
Ireland Wood Primary School	1	→	0	0	0	0.24	→	0.0	0.00	0.00	1	→	0	0	0	0.2	→	0.0	0.0	0.0	0.5	→	0.0	0.0	0.0	0.5	→	0.0	0.0	0.0	→	0	0	0	
Iveson Primary School	4	→	+4	8	4	1.18	↑	+1.3	2.60	1.33	2	→	0	3	3	0.6	↔	-0.0	1.0	1.0	8.0	↑	+5.0	10.5	5.5	8.0	↑	+1.7	3.5	1.8	→	0	0	0	
Kerr Mackie Primary School	1	→	+4	4	0	0.24	↑	+1.0	0.96	0.00	1	→	+3	3	0	0.2	↑	+0.7	0.7	0.0	1.0	↑	+8.5	8.5	0.0	1.0	↑	+2.8	2.8	0.0	0.0	0	0	0	
Khalsa Science Academy	0	→	-4	1	5	0.00	↔	-3.7	0.76	4.46	0	→	-1	1	2	0.0	↔	-1.0	0.8	1.8	0.0	↔	-6.0	1.0	7.0	0.0	↔	-2.5	1.0	3.5	→	0	0	0	
Kippax Ash Tree Primary School	0	→	-1	0	1	0.00	↔	-0.3	0.00	0.30	0	→	-1	0	1	0.0	↔	-0.3	0.0	0.3	0.0	↔	-1.0	0.0	1.0	0.0	↔	-1.0	0.0	1.0	→	0	0	0	
Kippax Greenfield Primary School	0	→	0	0	0	0.00	→	0.0	0.00	0.00	0	→	0	0	0	0.0	→	0.0	0.0	0.0	0.0	→	0.0	0.0	0.0	0.0	→	0.0	0.0	0.0	→	0	0	0	
Kippax North Junior, Infant & Nursery School	2	→	0	0	0	0.94	→	0.0	0.00	0.00	1	→	0	0	0	0.5	→	0.0	0.0	0.0	1.5	→	0.0	0.0	0.0	1.5	→	0.0	0.0	0.0	→	0	0	0	
Kirkstall St Stephen's Church of England Primary School	0	→	-4	2	6	0.00	↔	-2.0	0.99	2.97	0	→	-1	1	2	0.0	↔	-0.5	0.5	1.0	0.0	↔	-16.0	5.0	21.0	0.0	↔	-5.5	5.0	10.5	→	0	0	0	
Kirkstall Valley Primary School	3	→	-4	1	5	1.54	↔	-1.9	0.50	2.42	3	→	-1	1	2	1.5	↔	-0.5	0.5	1.0	3.5	↔	-3.0	0.5	3.5	3.5	↔	-1.3	0.5	1.8	→	0	0	0	
Lady E Hastings CofE Primary School	0	→	0	0	0	0.00	→	0.0	0.00	0.00	0	→	0	0	0	0.0	→	0.0	0.0	0.0	0.0	→	0.0	0.0	0.0	0.0	→	0.0	0.0	0.0	→	0	0	0	
Lady Elizabeth Hastings' Church of England Primary School, Thorp Arch	0	→	0	0	0	0.00	→	0.0	0.00	0.00	0	→	0	0	0	0.0	→	0.0	0.0	0.0	0.0	→	0.0	0.0	0.0	0.0	→	0.0	0.0	0.0	→	0	0	0	
Lane End Primary School	7	→	-11	4	15	2.01	↔	-5.1	1.34	6.41	3	→	-2	3	5	0.9	↔	-1.1	1.0	2.1	13.0	↔	-20.0	6.0	26.0	4.3	↔	-3.2	2.0	5.2	→	0	0	0	
Lawns Park Primary School	0	→	0	0	0	0.00	→	0.0	0.00	0.00	0	→	0	0	0	0.0	→	0.0	0.0	0.0	0.0	→	0.0	0.0	0.0	0.0	→	0.0	0.0	0.0	→	0	0	0	
Little London Community Primary School and Nursery	2	→	0	0	0	0.36	→	0.0	0.00	0.00	2	→	0	0	0	0.4	→	0.0	0.0	0.0	2.0	→	0.0	0.0	0.0	2.0	→	0.0	0.0	0.0	→	0	0	0	
Low Road Primary School	2	→	+3	3	0	1.18	↑	+1.9	1.91	0.00	2	→	+1	1	0	1.2	↑	+0.6	0.6	0.0	3.0	↑	+11.0	11.0	0.0	3.0	↑	+11.0	11.0	0.0	→	0	0	0	
Lower Wortley Primary School	0	→	0	0	0	0.00	→	0.0	0.00	0.00	0	→	0	0	0	0.0	→	0.0	0.0	0.0	0.0	→	0.0	0.0	0.0	0.0	→	0.0	0.0	0.0	→	0	0	0	
Lowtown Primary School	0	→	0	0	0	0.00	→	0.0	0.00	0.00	0	→	0	0	0	0.0	→	0.0	0.0	0.0	0.0	→	0.0	0.0	0.0	0.0	→	0.0	0.0	0.0	→	0	0	0	
Manor Wood Primary School	0	→	+1	1	0	0.00	↑	+0.2	0.22	0.00	0	→	+1	1	0	0.0	↑	+0.2	0.2	0.0	0.0	→	+3.0	3.0	0.0	0.0	→	+3.0	3.0	0.0	→	0	0	0	
Manston Primary School	1	↑	+7	9	2	0.48	↑	+3.3	4.29	0.95	1	→	+5	6	1	0.5	↑	+2.4	2.9	0.5	0.5	↑	+9.0	11.5	2.5	0.5	↑	-0.6	1.9	2.5	→	0	0	0	
Manston St James Primary Academy	1	→	+3	12	9	0.24	↑	+0.7	2.75	2.00	1	→	+3	6	3	0.2	↑	+0.7	1.4	0.7	1.0	↔	-0.5	17.5	18.0	1.0	↔	-3.1	2.9	6.0	→	0	0	0	
Meadowfield Primary School	1	→	-1	2	3	0.25	↔	-0.2	0.50	0.74	1	→	-2	1	3	0.2	↔	-0.5	0.3	0.7	1.5	↑	+1.5	9.0	7.5	1.5	↑	+6.5	9.0	2.5	→	0	0	0	
Meanwood Church of England Primary School	0	→	0	0	0	0.00	→	0.0	0.00	0.00	0	→	0	0	0	0.0	→	0.0	0.0	0.0	0.0	→	0.0	0.0	0.0	0.0	→	0.0	0.0	0.0	→	0	0	0	
Methley Primary School	0	→	0	0	0	0.00	→	0.0	0.00	0.00	0	→	0	0	0	0.0	→	0.0	0.0	0.0	0.0	→	0.0	0.0	0.0	0.0	→	0.0	0.0	0.0	→	0	0	0	
Micklefield Church of England Voluntary Controlled Primary School	1	→	+5	5	0	1.08	↑	+5.4	5.43	0.00	1	→	+1	1	0	1.1	↑	+1.1	1.1	0.0	1.5	↑	+7.0	7.0	0.0	1.5	↑	+7.0	7.0	0.0	→	0	0	0	
Middleton Primary School	0	→	-3	1	4	0.00	↔	-0.7	0.24	0.92	0	→	-3	1	4	0.0	↔	-0.7	0.2	0.9	0.0	↔	-11.0	3.0	14.0	0.0	↔	-0.5	3.0	3.5	→	0	0	0	
Middleton St Mary's Church of England Voluntary Controlled Primary School	15	↑	+11	16	5	3.77	↑	+2.7	3.87	1.21	8	→	+5	8	3	2.0	↑	+1.2	1.9	0.7	34.0	↑	+26.0	35.0	9.0	4.3	↑	+1.4	4.4	3.0	→	0	0	0	
Mill Field Primary School	9	→	+10	37	27	2.56	↑	+2.9	9.76	6.85	4	→	+1	12	11	1.1	↑	+0.4	3.2	2.8	13.0	↑	+18.0	49.5	31.5	3.3	↑	+1.3	4.1	2.9	→	0	0	0	
Moor Allerton Hall Primary School	0	→	0	0	0	0.00	→	0.0	0.00	0.00	0	→	0	0	0	0.0	→	0.0	0.0	0.0	0.0	→	0.0	0.0	0.0	0.0	→	0.0	0.0	0.0	→	0	0	0	
Moortown Primary School	0	→	-2	0	2	0.00	↔	-1.0	0.00	0.95	0	→	-2	0	2	0.0	↔	-1.0	0.0	1.0	0.0	↔	-1.0	0.0	1.0	0.0	↔	-0.5	0.0	0.5	→	0	0	0	
Morley Newlands Academy	0	→	+7	11	4	0.00	↑	+1.1	1.86	0.73	0	→	+1	5	4	0.0	↑	+0.1	0.8	0.7	0.0	↑	+16.0	21.0</											

Ss. Peter and Paul Catholic Primary School, A Voluntary Academy	0	↗	+1	1	0	0.00	↗	+0.5	0.47	0.00	0	↗	+1	1	0	0.0	↗	+0.5	0.5	0.0	0.0	↗	+1.5	1.5	0.0	0.0	↗	+1.5	1.5	0.0	0	↗	0	0	0	
St Anthony's Catholic Primary School, Beeston	0	↗	0	0	0	0.00	↗	0.0	0.00	0.00	0	↗	0	0	0	0.00	↗	0.0	0.0	0.0	0.0	0.0	↗	0.0	0.0	0.0	0.0	↗	0.0	0.0	0.0	0	↗	0	0	0
St Augustine's Catholic Primary School	0	↗	0	0	0	0.00	↗	0.0	0.00	0.00	0	↗	0	0	0	0.00	↗	0.0	0.0	0.0	0.0	0.0	↗	0.0	0.0	0.0	0.0	↗	0.0	0.0	0.0	0	↗	0	0	0
St Bartholomew's CoE Voluntary Controlled Primary School	0	↗	0	0	0	0.00	↗	0.0	0.00	0.00	0	↗	0	0	0	0.00	↗	0.0	0.0	0.0	0.0	0.0	↗	0.0	0.0	0.0	0.0	↗	0.0	0.0	0.0	0	↗	0	0	0
St Benedict's Catholic Primary School	0	↗	0	0	0	0.00	↗	0.0	0.00	0.00	0	↗	0	0	0	0.00	↗	0.0	0.0	0.0	0.0	0.0	↗	0.0	0.0	0.0	0.0	↗	0.0	0.0	0.0	0	↗	0	0	0
St Chad's Church of England Primary School	0	↗	0	3	3	0.00	↘	-0.0	1.43	1.44	0	↗	0	2	2	0.00	↘	-0.0	1.0	1.0	1.0	0.0	↗	+3.0	7.0	4.0	0.0	↗	+1.5	3.5	2.0	0	↗	0	0	0
St Edward's Catholic Primary School, Boston Spa	0	↗	0	0	0	0.00	↗	0.0	0.00	0.00	0	↗	0	0	0	0.00	↗	0.0	0.0	0.0	0.0	0.0	↗	0.0	0.0	0.0	0.0	↗	0.0	0.0	0.0	0	↗	0	0	0
St Francis Catholic Primary School, Morley	0	↗	0	0	0	0.00	↗	0.0	0.00	0.00	0	↗	0	0	0	0.00	↗	0.0	0.0	0.0	0.0	0.0	↗	0.0	0.0	0.0	0.0	↗	0.0	0.0	0.0	0	↗	0	0	0
St Francis of Assisi Catholic Primary School	0	↗	0	0	0	0.00	↗	0.0	0.00	0.00	0	↗	0	0	0	0.00	↗	0.0	0.0	0.0	0.0	0.0	↗	0.0	0.0	0.0	0.0	↗	0.0	0.0	0.0	0	↗	0	0	0
St James' Church of England Voluntary Controlled Primary School	0	↗	0	0	0	0.00	↗	0.0	0.00	0.00	0	↗	0	0	0	0.00	↗	0.0	0.0	0.0	0.0	0.0	↗	0.0	0.0	0.0	0.0	↗	0.0	0.0	0.0	0	↗	0	0	0
St Joseph's Catholic Primary School, Hunslet	0	↗	0	0	0	0.00	↗	0.0	0.00	0.00	0	↗	0	0	0	0.00	↗	0.0	0.0	0.0	0.0	0.0	↗	0.0	0.0	0.0	0.0	↗	0.0	0.0	0.0	0	↗	0	0	0
St Joseph's Catholic Primary School, Otley	0	↗	0	0	0	0.00	↗	0.0	0.00	0.00	0	↗	0	0	0	0.00	↗	0.0	0.0	0.0	0.0	0.0	↗	0.0	0.0	0.0	0.0	↗	0.0	0.0	0.0	0	↗	0	0	0
St Joseph's Catholic Primary School, Pudsey	0	↗	-1	0	1	0.00	↘	-0.4	0.00	0.38	0	↗	-1	0	1	0.00	↘	-0.4	0.0	0.4	0.4	0.0	↘	-1.0	0.0	1.0	0.0	↘	-1.0	0.0	1.0	0	↘	0	0	0
St Joseph's Catholic Primary School, Wetherby	0	↗	0	0	0	0.00	↗	0.0	0.00	0.00	0	↗	0	0	0	0.00	↗	0.0	0.0	0.0	0.0	0.0	↗	0.0	0.0	0.0	0.0	↗	0.0	0.0	0.0	0	↗	0	0	0
St Margaret's Church of England Voluntary Controlled Primary School	0	↗	+6	10	4	0.00	↗	+1.4	2.35	0.94	0	↗	-3	1	4	0.00	↗	+0.9	1.92	0.98	0.98	0.0	↗	+18.5	21.0	2.5	0.0	↗	+20.4	21.0	0.6	0	↗	0	0	0
St Mary's Catholic Primary School, Horsforth	0	↗	+2	4	2	0.00	↗	+0.9	1.92	0.98	0	↗	0	2	2	0.00	↗	+0.9	1.92	0.98	0.98	0.0	↗	+5.5	10.0	4.5	0.0	↗	+2.8	5.0	2.3	0	↗	0	0	0
St Mary's Church of England Controlled Primary School Boston Spa	0	↗	0	0	0	0.00	↗	0.0	0.00	0.00	0	↗	0	0	0	0.00	↗	0.0	0.0	0.0	0.0	0.0	↗	0.0	0.0	0.0	0.0	↗	0.0	0.0	0.0	0	↗	0	0	0
St Matthew's Church of England Aided Primary School	4	↗	+2	9	7	0.97	↗	+0.4	2.16	1.72	0	↗	+1	4	3	0.97	↗	+0.4	2.16	1.72	1.72	0.0	↗	+0.2	1.0	0.7	0.0	↗	+0.3	1.5	1.2	0	↗	0	0	0
St Nicholas Catholic Primary School	0	↗	0	0	0	0.00	↗	0.0	0.00	0.00	0	↗	0	0	0	0.00	↗	0.0	0.0	0.0	0.0	0.0	↗	0.0	0.0	0.0	0.0	↗	0.0	0.0	0.0	0	↗	0	0	0
St Oswald C of E PS	1	↗	+7	7	0	0.27	↗	+1.8	1.83	0.00	1	↗	+3	3	0	0.27	↗	+1.8	1.83	0.00	0.00	0.00	↗	+7.5	7.5	0.0	0.0	↗	+2.5	2.5	0.0	0	↗	0	0	0
St Patrick Catholic Primary School	0	↗	0	0	0	0.00	↗	0.0	0.00	0.00	0	↗	0	0	0	0.00	↗	0.0	0.0	0.0	0.0	0.0	↗	0.0	0.0	0.0	0.0	↗	0.0	0.0	0.0	0	↗	0	0	0
St Paul's Catholic Primary School	0	↗	0	0	0	0.00	↗	0.0	0.00	0.00	0	↗	0	0	0	0.00	↗	0.0	0.0	0.0	0.0	0.0	↗	0.0	0.0	0.0	0.0	↗	0.0	0.0	0.0	0	↗	0	0	0
St Peter's Church of England Primary School, Leeds	0	↗	0	0	0	0.00	↗	0.0	0.00	0.00	0	↗	0	0	0	0.00	↗	0.0	0.0	0.0	0.0	0.0	↗	0.0	0.0	0.0	0.0	↗	0.0	0.0	0.0	0	↗	0	0	0
St Philip's Catholic Primary and Nursery School	0	↗	+1	1	0	0.00	↗	+0.4	0.41	0.00	0	↗	+1	1	0	0.00	↗	+0.4	0.41	0.00	0.00	0.00	↗	+1.5	1.5	0.0	0.0	↗	+1.5	1.5	0.0	0	↗	0	0	0
St Theresa's Catholic Primary School	0	↗	0	0	0	0.00	↗	0.0	0.00	0.00	0	↗	0	0	0	0.00	↗	0.0	0.0	0.0	0.0	0.0	↗	0.0	0.0	0.0	0.0	↗	0.0	0.0	0.0	0	↗	0	0	0
St Urban's Catholic Primary School	0	↗	0	0	0	0.00	↗	0.0	0.00	0.00	0	↗	0	0	0	0.00	↗	0.0	0.0	0.0	0.0	0.0	↗	0.0	0.0	0.0	0.0	↗	0.0	0.0	0.0	0	↗	0	0	0
Stanningley Primary School	0	↗	0	0	0	0.00	↗	0.0	0.00	0.00	0	↗	0	0	0	0.00	↗	0.0	0.0	0.0	0.0	0.0	↗	0.0	0.0	0.0	0.0	↗	0.0	0.0	0.0	0	↗	0	0	0
Strawberry Fields Primary School	0	↗	-5	0	5	0.00	↘	-1.6	0.00	1.62	0	↗	-2	0	2	0.00	↘	-1.6	0.00	1.62	1.62	0.0	↘	-11.0	0.0	11.0	0.0	↘	-5.5	0.0	5.5	0	↘	0	0	0
Summerfield Primary School	0	↗	0	0	0	0.00	↗	0.0	0.00	0.00	0	↗	0	0	0	0.00	↗	0.0	0.0	0.0	0.0	0.0	↗	0.0	0.0	0.0	0.0	↗	0.0	0.0	0.0	0	↗	0	0	0
Swarcliffe Primary School	0	↗	0	0	0	0.00	↗	0.0	0.00	0.00	0	↗	0	0	0	0.00	↗	0.0	0.0	0.0	0.0	0.0	↗	0.0	0.0	0.0	0.0	↗	0.0	0.0	0.0	0	↗	0	0	0
Swillington Primary School	0	↗	0	0	0	0.00	↗	0.0	0.00	0.00	0	↗	0	0	0	0.00	↗	0.0	0.0	0.0	0.0	0.0	↗	0.0	0.0	0.0	0.0	↗	0.0	0.0	0.0	0	↗	0	0	0
Swinnow Primary School	0	↗	0	0	0	0.00	↗	0.0	0.00	0.00	0	↗	0	0	0	0.00	↗	0.0	0.0	0.0	0.0	0.0	↗	0.0	0.0	0.0	0.0	↗	0.0	0.0	0.0	0	↗	0	0	0
Talbot Primary School	0	↗	0	0	0	0.00	↗	0.0	0.00	0.00	0	↗	0	0	0	0.00	↗	0.0	0.0	0.0	0.0	0.0	↗	0.0	0.0	0.0	0.0	↗	0.0	0.0	0.0	0	↗	0	0	0
Templenewsam Halton Primary School	0	↗	0	0	0	0.00	↗	0.0	0.00	0.00	0	↗	0	0	0	0.00	↗	0.0	0.0	0.0	0.0	0.0	↗	0.0	0.0	0.0	0.0	↗	0.0	0.0	0.0	0	↗	0	0	0
The New Bewerley Community Primary School	4	↗	+10	12	2	0.95	↗	+2.4	2.91	0.49	2	↗	+5	6	1	0.95	↗	+2.4	2.91	0.49	0.49	0.0	↗	+16.5	19.0	2.5	0.0	↗	+0.7	3.2	2.5	0	↗	0	0	0
The Richmond Hill Academy	15	↘	-35	53	88	2.55	↘	-6.8	9.33	15.09	10	↘	-8	19	27	2.55	↘	-6.8	9.33	15.09	15.09	0.0	↘	-13	3.3	4.6	0.0	↘	-80.5	77.5	158.0	0	↘	0	0	0
The Temple Learning Academy Free School Primary Site	0	↗	0	0	0	0.00	↗	0.0	0.00	0.00	0	↗	0	0	0	0.00	↗	0.0	0.00	0.00	0.00	0.00	↗	0.0	0.0	0.0	0.0	↗	0.0	0.0	0.0	0	↗	0	0	0
Thorner Church of England Voluntary Controlled Primary School	1	↗	+1	3	2	0.49	↗	+0.5	1.49	1.04	1	↗	-1	1	2	0.49	↗	+0.5	1.49	1.04	1.04	0.0	↗	+2.0	3.0	1.0	0.0	↗	+2.5	3.0	0.5	0	↗	0	0	0
Thorpe Primary School	0	↗	+3	5	2	0.00	↗	+1.2	2.07	0.86	0	↗	+2	3	1	0.00	↗	+1.2	2.07	0.86	0.86	0.0	↗	+0.8	1.2	0.4	0.0	↗	-2.5	3.5	6.0	0	↗	0	0	0
Tranmere Park Primary School	0	↘	-7	0	7	0.00	↘	-2.0	0.00	1.97	0	↗	-1	0	1	0.00	↘	-2.0	0.00	1.97	1.97	0.0	↘	-8.0	0.0	8.0	0.0	↘	-8.0	0.0	8.0	0	↘	0	0	0
Valley View Community Primary School	1	↗	0	0	0	0.23	↗	0.0	0.00	0.00	1	↗	0	0	0	0.23	↗	0.0	0.00	0.00	0.00	0.00	↗	0.0	0.0	0.0	0.0	↗	0.0	0.0	0.0	0	↗	0	0	0
Victoria Primary School	5	↘	-13	9	22	1.25	↘	-3.1	2.17	5.30	5	↘	-9	7	16	1.25	↘	-3.1	2.17	5.30	5.30	0.0	↘	-2.2	1.7	3.9	0.0	↘	-21.5	10.0	31.5	0	↘	0	0	0
Weetwood Primary School	0	↗	0	0	0	0.00	↗	0.0	0.00	0.00	0	↗	0	0	0	0.00	↗	0.0	0.00	0.00	0.00	0.00	↗	0.0	0.0	0.0	0.0	↗	0.0	0.0	0.0	0	↗	0	0	0
West End Primary School	0	↘	-2	0	2	0.00	↘	-0.8	0.00	0.83	0	↗	-1	0	1	0.00	↘	-0.8	0.00	0.83	0.83	0.0	↘	-3.0	0.0	3.0	0.0	↘	-3.0	0.0	3.0	0	↘	0	0	

Intelligence and Policy Service

Elective Home Education (EHE) notifications by last named school phase

Please see caution note below contents

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- 1 [Total EHE notifications by last named school phase](#)
- 2 [Number EHE by primary phase \(last named school\)](#)
- 3 [Number EHE by secondary phase \(last named school\)](#)
- 4 [Number EHE - other \(unnamed/unknown phase of last provision\)](#)

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Please note:

1|Phase has been identified by the last named school (e.g. last school attended) and in some cases the child or young person may have become EHE during transition to secondary school, however the primary school would be named as the last attended. Therefore the primary/secondary split is an indication only and should be treated with caution/or as provisional local data

2|The latest school name is shown. Some academies may not have been open in every years data e.g. some schools includes predecessor school data

EHE notifications by last named school phase

	201516	201617	201718	201819	201920
Primary	110	110	127	171	161
Secondary	96	159	171	215	172
Unknown	22	43	39		
Total	228	312	337	386	333

Number of EHE notifications by academic year

Last named school	201516	201617	201718	201819	201920
Total primary	110	110	127	171	161
Not known				27	20
Non-LA Maintained Settings				8	10
Ebor Gardens Primary School				1	9
Hollybush Primary School		1	7	1	6
Blackgates Primary School				1	5
Allerton Church Of England Primary School		1	3	1	4
Blenheim Primary School					4
Co-Op Academy Oakwood		1		2	4
Hovingham Primary School					4
Drighlington Primary School	2			3	3
Hunslet Moor Primary School		3			3
Long Marston Church Of England Voluntary Controlled Primary School					3
Moor Allerton Hall Primary School	1	4			3
Southroyd Primary and Nursery School			2		3
Whitkirk Primary School			1	2	3
Ashfield Primary School	1	1			2
Asquith Primary School		2	1		2
Bardsey Primary School		1			2
Beechtree Headingley Kindergarten					2
Bishop Young Church Of England Academy					2
Bracken Edge Primary School		2	2	1	2
Calverley Parkside Primary School			2		2
Horsforth Newlaithes Primary School	1		4		2
Middleton St Mary's Church of England Voluntary Controlled Primary School	2	1	3		2
North West Specialist Inclusive Learning Centre					2
Sharp Lane Primary School	2	2	2		2
Shire Oak Church Of England Voluntary Controlled Primary School				2	2
Temple Learning Academy Free School					2
Whinmoor St Paul's Church of England Primary School			1	1	2

Last named school	201516	201617	201718	201819	201920
Adel Primary School					1
Allerton Bywater Primary School					1
Armley Primary School					1
Askwith Community Primary School					1
Beechtree Steiner Initiative					1
Beeston Hill St Luke's Church of England Primary School	1				1
Beeston Primary School	3	2	1	1	1
Birstall Primary Academy					1
Bramley Park Academy		3		2	1
Carr Manor Community School (Secondary Site)				2	1
Chapel Allerton Primary School	1	1	1	4	1
Clapgate Primary School			1		1
Cobden Primary School	1		1		1
Cross Gates Primary School		3	1		1
Five Lanes Primary School	1				1
Gateways School					1
Girlington Primary School					1
Green Lane Primary Academy				1	1
Guiseley Primary School					1
Hawksworth Wood Primary School		1		1	1
Hill Top Primary Academy			1		1
Holy Family Catholic Primary School		2			1
Hunslet Carr Primary School					1
Iveson Primary School	1	2	2		1
Kirkstall Valley Primary School	1			2	1
Little London Community Primary School and Nursery	1			1	1
Little Owls Armley (Chapel Lane)					1
Micklefield C of E (C) Primary School				1	1
Mill Field Primary School		2	3	1	1
New Beverley Community School			2	2	1
Not in a setting (Early Years only)					1

Last named school	201516	201617	201718	201819	201920
Other Overseas Schools					1
Pre school					1
Raynville Primary School	1		1		1
Richmond House School					1
Robin Hood Primary School					1
Roundhay St John's Church of England Primary School					1
Salford LEA					1
Scholes (Elmet) Primary School	1	1			1
Seacroft Grange Primary School					1
Shakespeare Primary School		3			1
St Francis Catholic Primary School, Morley			1	1	1
Swarcliffe Primary School	2	4	2		1
Talbot Primary School		1			1
The Froebelian School					1
White Laith Primary School					1
Whitecote Primary School	2	3	1		1
Wigton Moor Primary School					1
Windmill Primary School	1				1
Aberford Church of England Voluntary Controlled Primary School		1			
All Saints Richmond Hill C Of E Primary School				1	
All Saint's Richmond Hill Church of England Primary School		1			
Alwoodley Primary School				1	
Bankside Primary School		2			
Barwick-in-Elmet Church of England Voluntary Controlled Primary School	1	2			
Beechwood Primary School			4	1	
Birchfield Primary School			2		
Blackgates Primary Academy		1	2		
Bramley St Peter's Church of England Voluntary Aided Primary School				6	
Broadgate Primary School		1	1	1	
Brodetsky Primary School	1				
Brownhill Primary Academy	1	1			

Last named school	201516	201617	201718	201819	201920
Brudenell Primary School	3		3	1	
Burley St Matthias' Church of England Voluntary Controlled Primary School	2				
Calderdale LEA				2	
Calverley Church of England Voluntary Aided Primary School	2				
Carr Manor Community School (Primary Site)					
Carr Manor Primary School			1		
Castleton Primary School			1	2	
Christ The King Catholic Primary School - A Voluntary Academy	1	2		1	
Churwell Primary School	1	1	1	1	
Cookridge Primary School	2		1		
Co-Op Academy Woodlands				6	
Corpus Christi Catholic Primary School				1	
Cottingley Primary Academy	1			4	
Deepdale Community Pre-school		1			
Deighton Gates Primary School			1		
East Ardsley Primary Academy				1	
East Garforth Primary Academy				1	
Farsley Farfield Primary School				1	
Farsley Westroyd Primary School	1				
Fieldhead Carr Primary School	2				
First Nursery Leeds	1				
Fountain Primary School				1	
Gildersome Primary School	3	1	1	3	
Gledhow Primary School			2	1	
Grange Farm Primary School	2		1		
Great Preston Church of England Primary School				1	
Greenhill Primary School			4		
Greenside Primary School	1			1	
Grimes Dyke Primary School			1		
Harehills Primary School	1				
Highfield Primary School	1				

Last named school	201516	201617	201718	201819	201920
Hillcrest Academy		2			
Holy Rosary and St Anne's Catholic Primary School		1			
Holy Trinity Church Of England Academy, Rothwell	2		4	5	
Horsforth Featherbank Primary School			1	1	
Hugh Gaitskell Primary School	5	1			
Hunslet St Mary's Church of England Primary School			1		
Ingram Road Primary School	1	1		2	
Ireland Wood Primary School	2	3		1	
Kerr Mackie Primary School	1		1	2	
Khalsa Science Academy			3		
Kippax Ash Tree Primary School	2	1			
Kippax Greenfield Primary School				1	
Kirkstall St Stephen's Church of England Primary School		1			
Lady Elizabeth Hastings Church of England (Aided) Primary School (L)				1	
Lane End Primary School	1			1	
Low Ash Primary School			1		
Low Road Primary School	1		1		
Lower Wortley Primary School					
Manor Wood Primary				1	
Manston St James Primary Academy			3	1	
Meadowfield Primary School	2				
Menston Primary School	1				
Methley Primary School	1	1		2	
Middleton Primary School	3	5	1	1	
Morley Newlands Academy	5	1		1	
Morley Victoria Primary School		1			
New Horizon Community School					
Nightingale Primary Academy		1			
Otley The Whartons Primary School				2	
Oulton Primary School			4	1	
Park Spring Primary School	1	1	3	5	

Last named school	201516	201617	201718	201819	201920
Park View Primary Academy				1	
Parklands Primary School		1	2		
Pool-in-Wharfedale Church of England Voluntary Controlled Primary School				1	
Primley Wood Primary School				2	
Primrose Lane Primary School				1	
Pudsey Bolton Royd Primary School	2				
Pudsey Waterloo Primary School	1	1		2	
Queensway Primary School	3	1	3	1	
Rawdon Littlemoor Primary School		1			
Richmond Hill Academy	4	4	4		
Rosebank Primary School		1			
Rossett School			1		
Rothwell Primary School		3		2	
Rothwell St Mary's Catholic Primary School			2		
Rothwell Victoria Junior School		1			
Roundhay School				2	
Rufford Park Primary School	1	1	1	1	
Ryecroft Academy		1	1		
Sacred Heart Catholic Primary School			1		
Seven Hills Primary School		1		1	
Spring Bank Primary School	1				
St Anthony's Catholic Primary School, Beeston	3				
St Bartholomew's Church of England Voluntary Controlled Primary School	3	4	2	2	
St Benedict's Catholic Primary School - A Voluntary Academy			1	1	
St Chad's Church of England Primary School				1	
St Edward's Catholic Primary School, Boston Spa		1			
St Francis of Assisi Catholic Primary School, Beeston			1		
St Josephs Catholic Primary School, Otley - A Voluntary Academy	1				
St Josephs Catholic Primary School, Wetherby			1		
St Mary's Catholic Primary School, Horsforth - A Voluntary Academy			1	1	
St Peter's Church of England Primary School				1	

Last named school	201516	201617	201718	201819	201920
Strawberry Fields Primary School	2	1	1		
Summerfield Primary School				4	
Swillington Primary Academy				1	
Swinnow Primary School				2	
Templenewsam Halton Primary School				1	
The Grammar School at Leeds				2	
Thorner Church of England Voluntary Controlled Primary School	1	2			
Tranmere Park Primary School	1				
Valley View Community Primary School			1		
Victoria Primary Academy				1	
West End Primary School		1	1	1	
West Specialist Inclusive Learning Centre				1	
Westerton Primary Academy	1		2		
Westgate Primary School			1		
Westwood Primary School			2	1	
Wetherby St James' Church of England Voluntary Controlled Primary School	1	1		1	
Whingate Primary School	2	1	1		
Whitcliffe Mount C School		1			
Withernsea Primary School				1	
Woodlands Primary Academy	1	1	1		
Wykebeck Primary School	1				
Yeadon Westfield Infant School			1		

Number of EHE notifications by academic year

Last named school	201516	201617	201718	201819	201920
Total secondary (from last named school)	96	159	171	215	172
Not known				7	9
Brigshaw High School and Language College		9	1	6	8
Leeds City College		2	1	5	7
Pudsey Grangefield School				3	7
Royds School	4	12	19	9	7
The Farnley Academy	2	6	7	13	7
The Ruth Gorse Academy		7	3	7	7
Abbey Grange C Of E Academy		3		1	6
Cockburn John Charles Academy	4	8	6	6	6
Temple Moor High School		5	7	3	6
Woodkirk Academy	3	3	3	6	6
Benton Park School	6	1	3	2	5
Bishop Young Church Of England Academy	6	3	7	7	5
Boston Spa Academy	2		7	3	4
Bruntcliffe Academy	8	8	8	10	4
Cockburn School	9	10	12	7	4
Horsforth School	3	5	4	1	4
Ralph Thoresby School	2	1	1	5	4
Wetherby High School	1	4		2	4
Crawshaw Academy	1	2	11	7	3
Dixons Unity Academy	3	4	4	12	3
Guiseley School	1	2	3		3
John Smeaton Academy	2	3	9	7	3
Leeds Menorah School					3
Mount St Mary's Catholic High School	4		3		3
Rodillian Academy	3	3	6	6	3
St Margaret's Church of England Voluntary Controlled Primary School					3
Allerton Bywater Primary School					2
Allerton Grange School	1	1	1	3	2

Last named school	201516	201617	201718	201819	201920
Allerton High School			2	1	2
Garforth Academy	3	2	2	4	2
Lawnswood School	3		3	3	2
St Mary's Menston, A Catholic Voluntary Academy			1		2
The Morley Academy	2	3	1	6	2
Bradford LEA				1	1
Broadgate Primary School					1
Brodetsky Primary School					1
Carr Manor Community School (Secondary Site)	1	5	5	2	1
Co-op Academy Leeds				2	1
Co-Operative Academy Priesthorpe	1	1		5	1
Cottingley Primary Academy					1
Dixons Trinity Chapelton Primary Campus					1
Drighlington Primary School					1
Gateways School	2	2			1
Gildersome Primary School					1
Leeds East Academy	3	9	4	5	1
Leeds Jewish Free School		1			1
Little Owls @ Hunslet					1
Non-LA Maintained Settings				6	1
Queen Ethelburgas College					1
Rothwell Victoria Junior School					1
Roundhay School				3	1
Salford LEA					1
Sefton LEA					1
Summerfield Primary School					1
University Technical College Leeds	1	5			1
Wakefield Girls' High School Junior School					1
Woodhouse Grove School				1	1
Ashfield Primary School				1	
Batley Grammar School	1				

Last named school	201516	201617	201718	201819	201920
Bbg Academy		1			
Bradford College	1	1	1		
Bradford Girl's Grammar School				1	
Bradford Grammar School		1			
Cardinal Heenan Catholic High School		1	1		
Corpus Christi Catholic College	1	1	5	4	
Fulneck School			1		
Leeds City Academy	2	1	2		
Leeds West Academy	3	12	8	3	
Moorlands School	1				
Morley Newlands Academy				1	
Morley Victoria Primary School				2	
New Bewerley Community School				1	
New Horizon Community School				1	
Outwood Grange Academy		1		2	
Prince Henry's Grammar School		3		5	
Pudsey Grangefield Mathematics and Computing College	1	1	1		
Rossett School				1	
Roundhay School All-through education from 4-18	1	2	1		
St Aidans Church Of England High School			1		
St John Fisher Catholic High School		1			
St Thomas A Becket Catholic Comprehensive School				1	
St Wilfrid's Catholic High School, Sixth Form and Language College	1				
Strawberry Fields Primary School				1	
Surrey LEA				2	
Tadcaster Grammar School		2		1	
Temple Learning Academy Free School		1	3	3	
The Co-operative Academy of Leeds	1				
The Elland Academy				1	
The Grammar School at Leeds	2		3		
The Stephen Longfellow Academy				1	

Last named school	201516	201617	201718	201819	201920
West Specialist Inclusive Learning Centre				1	
Whitecote Primary School				1	
Withernsea High School Specialising In Humanities				1	
Blackgates Primary School				2	
Middleton Primary School				1	

Number EHE notifications by academic year - unknown primary/secondary phase

Last named school/LA	201516	201617	201718	201819	201920
Total - phase unknown	22	43	39	0	0
(blank)	11	28	16		
Non-LA Maintained Settings	5	8	12		
Kirklees LEA	4		2		
Brontë House School			1		
Cathedral Academy		1	1		
Hanson Academy			1		
North West Specialist Inclusive Learning Centre			1		
North Yorkshire LEA		1	1		
St Thomas A Becket Catholic Comprehensive School			1		
The Froebelian School			1		
Wakefield LEA			1		
Wolverhampton LEA			1		
Calderdale LEA		1			
City of York LEA		2			
Lancashire LEA	1				
Somerset LEA		1			
Surrey LEA					
West Oaks Sen Specialist School And College		1			
Woodhouse Grove School					
York Steiner School	1				

As a public authority we need to ensure that all our strategies, policies, service and functions, both current and proposed have given proper consideration to equality, diversity, cohesion and integration.

A **screening** process can help judge relevance and provides a record of both the **process** and **decision**. Screening should be a short, sharp exercise that determines relevance for all new and revised strategies, policies, services and functions. Completed at the earliest opportunity it will help to determine:

- the relevance of proposals and decisions to equality, diversity, cohesion and integration.
- whether or not equality, diversity, cohesion and integration is being/has already been considered, and
- whether or not it is necessary to carry out an impact assessment.

Directorate: Children and Families	Service area: Learning
Lead person: Val Waite	Contact number: 0113 3783629

1. Title: Exclusions and Elective Home Education – Annual Update Report

Is this a:

Strategy / Policy

 Service / Function

 Other

If other, please specify. The report provides information around Exclusions, Elective Home Education and Off-rolling and details of practices in Leeds.

2. Please provide a brief description of what you are screening

The purpose of this report is to provide the yearly update on data and trends in regard to Elective Home Education (EHE) and permanent exclusion for 19/20 from the local authority's direct reporting processes and to provide the DfE verified fixed term exclusion data for 18/19.

The data provided outlines Leeds position in relation to regional and national trends in exclusion. There is no current process of national data collection for Elective Home Education though Leeds shares data through the yearly ADCS survey and more locally with the Yorkshire and Humber Association of Elective Home Practitioners (AEHP).

The report also highlights the current trends for the beginning of the new academic year 20/21 where data is now available.

The report outlines changes if any since the last report in September 2019 which described in detail the Timpson report and recommendations on exclusions and the response to the Children’s Commissioners work around EHE and the topic of off rolling.

The report also provides information on the work of Children and Families during the latter part of 19/20 when the schools closed in regard to changes in policy and practice leading to the newest policy and approach by DfE and in Leeds.

3. Relevance to equality, diversity, cohesion and integration

All the council’s strategies/policies, services/functions affect service users, employees or the wider community – city wide or more local. These will also have a greater/lesser relevance to equality, diversity, cohesion and integration.

The following questions will help you to identify how relevant your proposals are.

When considering these questions think about age, carers, disability, gender reassignment, race, religion or belief, sex, sexual orientation and any other relevant characteristics (for example socio-economic status, social class, income, unemployment, residential location or family background and education or skills levels).

Questions	Yes	No
Is there an existing or likely differential impact for the different equality characteristics?		X
Have there been or likely to be any public concerns about the policy or proposal?	X	
Could the proposal affect how our services, commissioning or procurement activities are organised, provided, located and by whom?		X
Could the proposal affect our workforce or employment practices?		X
Does the proposal involve or will it have an impact on <ul style="list-style-type: none"> • Eliminating unlawful discrimination, victimisation and harassment • Advancing equality of opportunity • Fostering good relations 	X	

4. Considering the impact on equality, diversity, cohesion and integration

If you can demonstrate you have considered how your proposals impact on equality, diversity, cohesion and integration you have carried out an impact assessment. Please provide specific details for all three areas below (use the prompts for guidance).

- **How have you considered equality, diversity, cohesion and integration?** (think about the scope of the proposal, who is likely to be affected, equality related information, gaps in information and plans to address, consultation and engagement activities (taken place or planned) with those likely to be affected)

Equality Improvement Priorities have been developed to ensure our legal duties are met under the Equality Act 2010. The priorities will help the council to achieve its ambition to be the best city in the UK and ensure that as a city work takes place to reduce disadvantage, discrimination and inequalities of opportunity.

Reflecting each year on the exclusions and Elective Home Education data puts a strong focus on protecting some of the most vulnerable children and young people in the city and ensuring they are being educated in the settings most appropriate to their needs. Learning from best practice within Leeds and beyond helps groups such as pupils with Special Educational Needs, those on Free School Meals and Children in Need, all of whom are typically over-represented in exclusions figures.

- **Key findings**

(think about any potential positive and negative impact on different equality characteristics, potential to promote strong and positive relationships between groups, potential to bring groups/communities into increased contact with each other, perception that the proposal could benefit one group at the expense of another)

The report provides an analysis of the position in Leeds, with regards to elective home education and exclusions, to ensure vulnerable children and young people in the city have the best opportunities to achieve their optimum outcomes in life.

This is particularly pertinent during the Covid-19 pandemic as many more families in Leeds are facing additional challenges and are finding themselves vulnerable. Statistics also point to those from Black, Asian, Minority, Ethnic (BAME) backgrounds being more susceptible to Covid-19, along with those living in poverty and potentially on Free School Meals.

As the number of children becoming more vulnerable rises, as does the local authorities attention to support those families in need.

The pandemic has also seen a rise in children being electively home educated and ensuring those families taking this option receive the relevant support is a focus for the local authority.

- **Actions**

(think about how you will promote positive impact and remove/ reduce negative impact)

As a city, we are determined to ensure that exclusions are used appropriately and that the negative effects of exclusion on the academic outcomes for children and young people are minimised. There is also a concern that EHE numbers have risen in Leeds.

In the light of the above, the full data set of exclusions and EHE across the city in the report is being published. This will provide clarity of the situation in Leeds.

5. If you are not already considering the impact on equality, diversity, cohesion and integration you will need to carry out an impact assessment.	
Date to scope and plan your impact assessment:	
Date to complete your impact assessment	
Lead person for your impact assessment (Include name and job title)	

6. Governance, ownership and approval		
Please state here who has approved the actions and outcomes of the screening		
Name	Job title	Date
Val Waite	Head of Service for Learning Inclusion	6 th October 2020
7. Publishing		
This screening document will act as evidence that due regard to equality and diversity has been given. If you are not carrying out an independent impact assessment the screening document will need to be published.		
Please send a copy to the Equality Team for publishing		
Date screening completed	6 th October 2020	
Date sent to Equality Team	6 th October 2020	
Date published (To be completed by the Equality Team)		

Work Schedule

Date: 7th July 2021

Report of: Head of Democratic Services

Report to: Scrutiny Board (Children and Families)

Will the decision be open for call in? Yes No

Does the report contain confidential or exempt information? Yes No

What is this report about?

Including how it contributes to the city's and council's ambitions

- All Scrutiny Boards are required to determine and manage their own work schedule for the municipal year. In doing so, the work schedule should not be considered a fixed and rigid schedule, it should be recognised as a document that can be adapted and changed to reflect any new and emerging issues throughout the year; and also reflect any timetable issues that might occur from time to time.
- The Scrutiny Board Procedure Rules also state that, where appropriate, all terms of reference for work undertaken by Scrutiny Boards will include 'to review how and to what effect consideration has been given to the impact of a service or policy on all equality areas, as set out in the Council's Equality and Diversity Scheme'.
- The latest iteration of the Board's work schedule is attached to this report for the Board's consideration.

Recommendations

Members are requested to consider and discuss the Scrutiny Board's work schedule for the 2021/22 municipal year.

Why is the proposal being put forward?

1. All Scrutiny Boards are required to determine and manage their own work schedule for the municipal year and therefore the latest iteration of the Board's work schedule for the remainder of the municipal year is attached as Appendix 1 for Members' consideration.
2. During the Board's consultative meeting on 9th June 2021, Members discussed possible areas of work for the Board to undertake this year, as set out within the note of that meeting. The latest iteration of the Board's work schedule is therefore reflective of the Board's discussion held on 9th June 2021.
3. The latest Executive Board minutes from the meeting held on 23rd June 2021 are also attached as Appendix 2. The Scrutiny Board is asked to consider and note the Executive Board minutes, insofar as they relate to the remit of the Scrutiny Board; and consider any matter where specific scrutiny activity may also be warranted.

Developing the work schedule

4. When considering any developments and/or modifications to the work schedule, effort should be undertaken to:
 - Avoid unnecessary duplication by having a full appreciation of any existing forums already having oversight of, or monitoring a particular issue.
 - Ensure any Scrutiny undertaken has clarity and focus of purpose and will add value and can be delivered within an agreed time frame.
 - Avoid pure "information items" except where that information is being received as part of a policy/scrutiny review.
 - Seek advice about available resources and relevant timings, taking into consideration the workload across the Scrutiny Boards and the type of Scrutiny taking place.
 - Build in sufficient flexibility to enable the consideration of urgent matters that may arise during the year.
5. In addition, in order to deliver the work schedule, the Board may need to take a flexible approach and undertake activities outside the formal schedule of meetings – such as working groups and site visits, where necessary and appropriate. This flexible approach may also require additional formal meetings of the Scrutiny Board.

Developments since the previous Scrutiny Board meeting

Report on the potential long-term impacts of Covid-19 on children and families.

6. During the Scrutiny Board's consultative meeting on 9th June 2021, it was noted that as well as monitoring and helping to inform some of the immediate responses needed during the Covid-19 pandemic, the former Children and Families Scrutiny Board had used its final meeting in March 2021 to begin exploring what the potential long-term impacts of Covid-19 are likely to be on children and their families.
7. In anticipation of the Scrutiny Board conducting its July meeting as a formal public meeting in accordance with the Local Government Act 1972, it was proposed that a report summarising the Board's views and potential recommendations arising from its March discussion, but also reflecting any developments and issues raised since March, be considered and formally approved by the Board in July.
8. However, following confirmation by Government of the extension of national Covid-19 restrictions until at least 19th July 2021, a joint agreement was reached by all Scrutiny

Board Chairs to conduct the planned Scrutiny Board meetings in July as remote consultative meetings.

9. While this means that the Board's report can no longer be formally approved during today's consultative meeting, the Chair would like to use the opportunity of today's meeting under the work schedule item to invite Board Members to relay any views they may have on the report at this stage, with the intention of a final version of the report – subject to any suggested amendments – being scheduled for formal ratification at the next meeting of the Board held in accordance with the 1972 Act. The drafted report will therefore be made available to Board Members in advance of today's meeting.

What impact will this proposal have?

Wards affected: All

Have ward members been consulted?

Yes

No

10. All Scrutiny Boards are required to determine and manage their own work schedule for the municipal year.

What consultation and engagement has taken place?

11. The Vision for Scrutiny also states that Scrutiny Boards should seek the advice of the Scrutiny officer, the relevant Director and Executive Member about available resources prior to agreeing items of work.

What are the resource implications?

12. Experience has shown that the Scrutiny process is more effective and adds greater value if the Board seeks to minimise the number of substantial inquiries running at one time and focus its resources on one key issue at a time.
13. The Vision for Scrutiny, agreed by full Council also recognises that like all other Council functions, resources to support the Scrutiny function are under considerable pressure and that requests from Scrutiny Boards cannot always be met.
14. Consequently, when establishing their work programmes Scrutiny Boards should:
 - Seek the advice of the Scrutiny officer, the relevant Director and Executive Member about available resources;
 - Avoid duplication by having a full appreciation of any existing forums already having oversight of, or monitoring a particular issue;
 - Ensure any Scrutiny undertaken has clarity and focus of purpose and will add value and can be delivered within an agreed time frame.

What are the legal implications?

15. This report has no specific legal implications.

What are the key risks and how are they being managed?

16. There are no risk management implications relevant to this report.

Does this proposal support the council's three Key Pillars?

- Inclusive Growth Health and Wellbeing Climate Emergency

17. The terms of reference of the Scrutiny Boards promote a strategic and outward looking Scrutiny function that focuses on the best council objectives.

Appendices

18. Appendix 1 – Draft work schedule of the Children and Families Scrutiny Board for the 2021/22 municipal year.
19. Appendix 2 – Draft minutes of the Executive Board meeting held on 23rd June 2021.

Background papers

20. None.



Scrutiny Board (Children and Families) Work Schedule for 2021/2022 Municipal Year

June	July	August
Meeting Agenda for 9th June 2021	Meeting Agenda for 7th July 2021	No Scrutiny Board meeting
<p style="text-align: center;">** Consultative Meeting**</p> <p>Scrutiny Board Terms of Reference and Sources of Work (DB)</p> <p>Performance Update (PM)</p> <p>Looked After Children and the EU Settlement Scheme – update position in Leeds (PSR)</p>	<p style="text-align: center;">** Consultative Meeting**</p> <p>Scrutiny Inquiry into Exclusions, Elective Home Education and Off-rolling – current position and determining next steps (PSR)</p> <p>Youth Work Review and Future Vision (PSR)</p>	
Working Group Meetings		
Site Visits		

Scrutiny Work Items Key:

PSR	Policy/Service Review	RT	Recommendation Tracking	DB	Development Briefings
PDS	Pre-decision Scrutiny	PM	Performance Monitoring	C	Consultation Response



Scrutiny Board (Children and Families) Work Schedule for 2021/2022 Municipal Year

September	October	November
Meeting Agenda for 15th September 2021	Meeting Agenda for 13th October 2021	Meeting Agenda for 3rd November 2021
<p>Leeds Child Poverty Strategy – Update (PSR)</p> <p>Covid-19 recovery update with a focus on learning (PSR)</p> <p>Scrutiny Inquiry into Exclusions, Elective Home Education and Off-rolling - finalising terms of reference.</p> <p>Tackling the long-term impacts of Covid-19 on children and families – Formal ratification of final inquiry report (PSR)</p>	<p>Education Health and Care Plans – quality assurance, engagement and reviewing processes (PSR)</p> <p>SEND and Inclusion Strategy for Leeds (PSR)</p> <p>Covid-19 recovery update with a focus on early years and social care (PSR)</p>	<p>Future in Mind Strategy – Update (PSR)</p> <p>Scrutiny Inquiry into Exclusions, Elective Home Education and Off-rolling – potential evidence session (tbc)</p>
Working Group Meetings		
Site Visits		

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Scrutiny Work Items Key:

PSR	Policy/Service Review	RT	Recommendation Tracking	DB	Development Briefings
PDS	Pre-decision Scrutiny	PM	Performance Monitoring	C	Consultation Response



Scrutiny Board (Children and Families) Work Schedule for 2021/2022 Municipal Year

December	January	February
No Scrutiny Board meeting.	Meeting Agenda for 26th January 2022	Meeting Agenda for 16th February 2022
	Performance report (PM) Financial Health Monitoring (PSR) 2022/23 Initial Budget Proposals (PDS)	Covid-19 recovery update relating to those service areas that fall within the remit of the Children and Families Scrutiny Board (PSR)
Working Group Meetings		
Scrutiny Inquiry into Exclusions, Elective Home Education and Off-rolling – potential evidence session (tbc) - 1/12/21 @ 10 am		
Site Visits		

Scrutiny Work Items Key:

PSR	Policy/Service Review	RT	Recommendation Tracking	DB	Development Briefings
PDS	Pre-decision Scrutiny	PM	Performance Monitoring	C	Consultation Response

March	April	May
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Scrutiny Board (Children and Families) Work Schedule for 2021/2022 Municipal Year

Meeting Agenda for 30th March 2022	No Scrutiny Board meeting	No Scrutiny Board meeting.
Working Group Meetings		
Site Visits		

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Scrutiny Work Items Key:

PSR	Policy/Service Review	RT	Recommendation Tracking	DB	Development Briefings
PDS	Pre-decision Scrutiny	PM	Performance Monitoring	C	Consultation Response

EXECUTIVE BOARD

WEDNESDAY, 23RD JUNE, 2021

PRESENT: Councillor J Lewis in the Chair

Councillors A Carter, D Coupar, S Golton,
J Pryor, M Rafique, F Venner, S Arif,
M Harland and H Hayden

Apologies Councillor

5 **Exempt Information - Possible Exclusion of the Press and Public**

RESOLVED – That, in accordance with Regulation 4 of The Local Authorities (Executive Arrangements) (Meetings and Access to Information) (England) Regulations 2012, the public be excluded from the meeting during consideration of the following parts of the agenda designated as exempt from publication on the grounds that it is likely, in view of the nature of the business to be transacted or the nature of the proceedings, that if members of the public were present there would be disclosure to them of exempt information so designated as follows:-

- (A) That appendix 3 to the report entitled, 'White Rose Railway Station', referred to in Minute No. 20 be designated as being exempt from publication in accordance with paragraph 10.4(3) of Schedule 12A(3) of the Local Government Act 1972 and considered in private on the grounds that the information contained within that appendix contains information relating to the financial or business affairs of a particular person (including the Council). It is considered that the public interest in maintaining the content of appendix 3 as exempt from publication outweighs the public interest in disclosing the information, as doing so would prejudice the Council's commercial position and that of third parties should it be disclosed at this stage;
- (B) That appendices 3, 3b and 3c to the report entitled, 'Acquisition of Land for the A637 / A6120 Dawson's Corner Junction Improvement Scheme', referred to in Minute No. 22 be designated as being exempt from publication in accordance with paragraph 10.4(3) of Schedule 12A(3) of the Local Government Act 1972 and considered in private on the grounds that the information contained within those appendices contain information relating to the financial or business affairs of a particular organisation and of the Council. This information is not publicly available from the statutory registers of information kept in respect of certain companies and charities. It is considered that since this information was obtained through one to one negotiations for the proposed land exchange then it is not in the public interest to disclose this information at this point in time. Also, it is considered that the release of such information would, or would be likely to prejudice the Council's commercial interests in relation to other similar transactions

Draft minutes to be approved at the meeting
to be held on Wednesday, 21st July, 2021

in that prospective transacting parties for other similar sites would have access to information about the nature and level of consideration which may prove acceptable to the Council. It is considered that whilst there may be a public interest in disclosure, much of this information will be publicly available from the Land Registry following completion of this transaction and consequently the public interest in maintaining the exemption outweighs the public interest in disclosing this information at this point in time;

- (C) That appendix 7 to the report entitled, 'Adults and Health Service Review 6: Care Delivery: Care Homes, Post Consultation Recommendations Report', referred to in Minute No. 25 be designated as being exempt from publication in accordance with paragraph 10.4(3) of Schedule 12A(3) of the Local Government Act 1972 and considered in private on the grounds that the information within that appendix contains details regarding the combined value of the two care home buildings, which has recently been estimated for residential use. The estimated amount in question has been identified as exempt from publication in accordance with Access to Information Procedure Rule 10.4(3) because it is commercially sensitive, should an open market disposal process be approved. Keeping the information confidential avoids potentially prejudicing the Council's commercial position and that of third parties, should the estimated valuation amounts be disclosed at this stage. It is deemed that the public interest in maintaining the exemption regarding Appendix 7 outweighs the public interest in disclosing the information.

6 Late Items

Agenda Item 14 - Update on Coronavirus (Covid-19) Pandemic – Response and Recovery Plan

With the agreement of the Chair, a late item of business was admitted to the agenda entitled, 'Update on Coronavirus (COVID-19) Pandemic – Response and Recovery Plan'.

Given the scale and significance of this issue, it was deemed appropriate that a further update report be submitted to this remote meeting of the Board. However, due to the fast paced nature of developments on this issue, and in order to ensure that Board Members received the most up to date information as possible, the report was not included within the agenda as originally published on the 15th June 2021. (Minute No. 17 refers).

7 Declaration of Disclosable Pecuniary Interests

In relation to Agenda Item 5, 'arts@leeds' – Year 5 Extension', Cllr Pryor declared an interest in this item, due to the fact that his partner was an employee of Phoenix Dance Theatre, and as such, Councillor Pryor did not participate in the consideration of that item, and left the meeting room for the duration of that consideration. (Minute No. 9 refers).

With regard to Agenda Items 18, 'Disposal of Land at Dawson's Corner by the Calverley Charity' and 19, 'Acquisition of Land for the A647 / A6120 Dawson's Corner Junction Improvement Scheme', Councillor A Carter brought to the

Board's attention his position as a Trustee of the Calverly Charity, as appointed to by the Outer West Community Committee and as registered within the 'Other Registerable Interests' section of his Register of Interests, and as such, declared an 'Other Registerable Interest' in those items.

As required by the Council's 'Councillor Code of Conduct', where a Member has declared an 'Other Registerable interest', in order to enable Councillor Carter to remain in the room and speak on those items, Councillor Carter had applied for and been granted a dispensation on the grounds that without the dispensation, representation from his political group on the Executive Board would not be possible and in granting the dispensation it enabled Councillor Carter to speak in the interests of persons living in the authority's area. In doing so, Councillor Carter confirmed that whilst remaining in the room and speaking on Agenda Items 18 and 19, he would not be voting upon them. (Minute Nos. 21 and 22 refer).

8 Minutes

RESOLVED – That the minutes of the previous meetings held on 21st April 2021 and 8th June 2021 respectively, be approved as correct records.

ECONOMY, CULTURE AND EDUCATION

9 arts@leeds - Year 5 Extension

The Director of City Development submitted a report which sought approval to extend the arts@leeds funding programme for a fifth year, with it being noted that a fifth year would extend the current round of funding to 31 March 2023.

In considering the report, the Board received information regarding the reasons for the proposal from the Chief Officer Culture and Economy.

Responding to a Member's enquiry, the Board noted that the decision to extend the funding programme did not have any implications for the Council's budget setting process.

With regard to an enquiry regarding this proposal and the separate proposals relating to the provision of resource for 'Leeds 2023', a Member sought assurance that there would be no 'double counting' across these two areas in terms of grant funding provision. In response, it was undertaken that clarification would be provided to the Member in question.

RESOLVED – That an 'in principle' extension of the arts@leeds programme for a fifth year, to 31 March 2023, be approved.

(Further to the declaration of interest as detailed at Minute No. 7, Councillor Pryor took no part in the consideration of this matter and left the meeting room for the duration of this item)

10 Outcome of consultation to permanently increase learning places at Allerton High School from September 2022

The Director of Children and Families submitted a report presenting the outcome of a consultation exercise undertaken regarding a proposal to expand secondary school provision at Allerton High School and which sought approval to the publication of a statutory notice on that proposal.

In supporting the proposal, emphasis was placed upon the importance of ensuring that the traffic regulation orders for the area were implemented.

RESOLVED –

- (a) That the publication of a statutory notice on a proposal to permanently expand secondary provision at Allerton High School from a capacity of 1100 to 1400 pupils by increasing the admission number in Year 7 from 220 to 280, with effect from September 2022, be approved;
- (b) That it be noted that the implementation of the proposal detailed would be subject to the response of the proposed statutory notice and on the outcome of further detailed design work and planning applications, as indicated at section 4.4 of the submitted report;
- (c) That it be noted that the proposal has been brought forward in time for places to be delivered for 2022;
- (d) That it be noted that the responsible officer for implementation of such matters is the Head of Learning Systems.

11 Outcome of consultation to permanently increase learning places at St Edward's Catholic Primary School from September 2022

The Director of Children and Families submitted a report presenting the outcomes from a consultation exercise undertaken regarding a proposal to permanently increase learning places at St Edward's Catholic Primary School from September 2022, and which sought approval to the publication of a Statutory Notice on that proposal.

Responding to a Member's enquiry, assurance was provided that a full traffic assessment and transport statement would be produced, and that as far as possible, recommendations from that would be implemented.

RESOLVED –

- (a) That the publication of a Statutory Notice on a proposal to permanently expand primary provision at St Edward's Catholic Primary School and increase the number of places offered at the school in Reception from 20 to 30, with effect from September 2022, be approved;
- (b) That it be noted that the implementation of the proposal would be subject to the outcome of the proposed statutory notice and on the outcome of further detailed design work and planning applications, as indicated at section 4.4 of the submitted report;
- (c) That it be noted that the proposal has been brought forward in time for places to be delivered for 2022;
- (d) That it be noted that the responsible officer for the implementation of such matters is the Head of Learning Systems.

PUBLIC HEALTH AND ACTIVE LIFESTYLES

12 Covid-19 Memorial Woodland within New 48 Hectare Parkland at former South Leeds Golf Course

The Director of Communities, Housing and Environment submitted a report that presented a proposal to create a new 48 hectare park incorporating a Covid-19 memorial woodland on the site of the former South Leeds golf course.

In welcoming the report, a Member suggested that other appropriate proposals could potentially be considered in other areas of the city, with a view to accessing external funding streams where appropriate.

A Member highlighted the significant resource implication being proposed in an area with already considerable parkland facilities, and noted the proportion of the memorial woodland when considering overall size of the proposed new parkland.

Responding to an enquiry regarding public consultation, it was noted that the local and wider community would be appropriately consulted in relation to the proposals within this report.

The Board then discussed the current position with regard to the provision of grass cutting along highways in the city.

RESOLVED – That the following be approved:-

- (a) The establishment of a formal partnership agreement between the Council and Leeds Hospitals Charity to create a Covid-19 memorial woodland;
- (b) The commencement of consultation on establishing up to 48 hectares of new parkland incorporating a Covid-19 memorial woodland and other recreational features, which will then form part of Middleton Park;
- (c) The injection of £700k into the Capital Programme in order to enable works to commence on establishing the Covid-19 memorial woodland, with authority to spend approval for the full scheme being delegated to the Director of Communities, Housing and Environment, and that the £30k annual revenue budget provision required to maintain the new parkland, be noted;
- (d) That it be noted that the Chief Officer for Parks and Countryside will be responsible for the implementation of the resolutions above, in line with the timetable, as set out in paragraph 31 of the submitted report.

INFRASTRUCTURE AND CLIMATE

13 Transforming Cities Fund: Leeds City Centre Cycling Improvements

The Director of City Development submitted a report which sought approval for the design and delivery of a package of 6 schemes to provide safe, segregated facilities for cycling and walking around the city centre, with it being noted that these projects would link existing cycle routes together to

form a coherent network, facilitating active travel choices and reducing dependency on the private car for short and medium length journeys.

RESOLVED –

- (a) That the successful delivery of cycle infrastructure across Leeds as part of Leeds City Council's ambition to encourage active sustainable transport and address the Climate Emergency, be noted;
- (b) That the principle and general layout of the six Transforming Cities Fund - Leeds City Centre Cycling projects, as detailed within the submitted report, be approved;
- (c) That it be noted that the costs of £7.06M to design and deliver the 6 projects detailed in the submitted report will be entirely funded from the Transforming Cities Fund;
- (d) That it be noted that the construction of the detailed projects is expected to begin in early summer 2021 for completion in spring 2023;
- (e) That it be noted that the Chief Officer (Highways and Transportation) will be responsible for the implementation of such matters, and will receive further reports as necessary to facilitate these proposals and will give authority to spend for the individual projects.

14 Leeds Local Plan Update – Public Consultation on the Scope of the Plan

The Director of City Development submitted a report that presented details regarding the proposed scope for the Local Plan Update, namely a focus upon new or revised planning policy to help further address the Climate Emergency. On this basis, the report sought approval to commence consultation on the proposed scope of the Local Plan Update, as detailed.

In considering the report, a Member highlighted the importance of ensuring that the comments which would be received as part of the proposed consultation process were taken into consideration, as appropriate.

Emphasis was also placed upon the importance of ensuring that the methods used to conduct the consultation made the process as accessible as possible. In response, the Board was provided with details of the actions being taken with the aim of maximising accessibility.

Reference was also specifically made to the continued importance of flood prevention, and the need for due consideration to be given to this issue as part of this process.

RESOLVED –

- (a) That the proposed initial scope of the Local Plan Update, be agreed as follows:-
 - Update and create new policies; make consequential changes, within the Adopted Leeds Core Strategy (amended 2019), the Natural Resources and Waste Local Plan (2013) and Unitary Development Plan (2006) which focus on: carbon reduction, flood risk, green

infrastructure, place-making and sustainable infrastructure in order to adapt to and mitigate the impacts of climate change and ensure the delivery of sustainable development within the Leeds Metropolitan District for a period of at least 16 years from Adoption;

- (b) That the commencement of consultation on this scope for a period of eight weeks using supporting topic papers (Appendices 1 and 2 within the submitted report), be agreed;
- (c) That the consultation documentation (Appendices 1 and 2 within the submitted report) be referred to the Infrastructure, Investment and Inclusive Growth Scrutiny Board for the purposes of consultation in accordance with the requirements of the Council's Budget and Policy Framework;
- (d) That the necessary authority be provided to the Chief Planning Officer, to enable the Chief Planning Officer, in liaison with the Executive Member for Infrastructure and Climate, to approve any amendments to the consultation material in advance of public consultation;
- (e) That it be noted that the Chief Planning Officer is responsible for the implementation of the resolutions, as detailed above.

(The matters referred to within this minute, given that they were decisions being made in accordance with the Budget and Policy Framework Procedure Rules, were not eligible for Call In, as Executive and Decision Making Procedure Rule 5.1.2 states that the power to Call In decisions does not extend to those decisions being made in accordance with the Budget and Policy Framework Procedure Rules)

15 Redevelopment of City Square - Outcome of the Design Competition and Appointment of the Preferred Designer

The Director of City Development submitted a report that presented the outcome of the design competition for the redevelopment of City Square, and which sought approval to the appointment of the preferred designer, who in being appointed would work proactively with the Council and stakeholders to redevelop City Square from the design concept submitted as part of the design competition into an approved design.

In introducing the report and in providing assurance to Members, the Executive Member highlighted that the design which had been submitted as part of the associated competition was an indicative design and that the preferred designer would work proactively with the Council and partners in developing a final design.

Responding to a Member's enquiry regarding the extent to which the design competition format provided value for money, it was noted that the level of cost was in line with what would be expected at this stage of design development for a scheme of this scale.

A Member's suggestion regarding the potential for an appropriate Covid-19 memorial to form part of the design for City Square was noted, with an undertaking that it would be taken into consideration.

In conclusion, the Board received further details regarding the competition process, and the Executive Member emphasised the key importance of the new design, given that City Square was a gateway to the city centre.

RESOLVED –

- (a) That the appointment of the preferred designer, Re-form Landscape Architecture, to develop the conceptual design proposals to the end of the RIBA Concept Design Stage, be approved;
- (b) That the Authority to Spend up to a maximum of £250k in order to develop the conceptual design to the end of the RIBA Concept Design Stage, be approved;
- (c) That the entering into a Professional Service Short Subcontract with Balfour Beatty Civil Engineering (BB) for the post-competition design fees up to the end of the RIBA Concept Design Stage, be approved.

16 Parklife - Fullerton Park and Matthew Murray Update

The Director of City Development submitted a report which provided an update regarding the Council's Fullerton Park 'Parklife' scheme, together with the outcome of recent discussions with Leeds United Football Club (LUFC) around their preference to preserve the potential for a disposal of the former Matthew Murray High School site to LUFC, as part of the club's ambition to relocate their training ground facilities closer to Elland Road and also as part of proposals regarding the expansion of the Elland Road stadium.

Responding to a Member's enquiry, the Board received an update regarding the timeframe for this proposal, with it being acknowledged that this was in response to a request made by LUFC, as a result of the club's updated aspirations regarding stadium expansion.

With regard to an enquiry regarding the Woodhall Playing Fields site as part of the Parklife submission process, Members received an update regarding the current position, with it being undertaken that a further report regarding the Parklife scheme would be submitted to the Board at the appropriate time.

RESOLVED –

- (a) That the progress which has been made to date with regard to the Fullerton Parklife scheme, be noted;
- (b) That the principle of the relocation of the Fullerton Parklife scheme to the former Matthew Murray High School site, in order to preserve the ambitions of Leeds United Football Club to achieve a 55,000 seater capacity stadium at Elland Road, be approved;
- (c) That it be noted that the principle approval above is subject to LUFC meeting Leeds City Council's additional design costs that it will incur as

a consequence of this change, as outlined in paragraph 23 of the Resources section of the submitted report;

- (d) That it be noted that the relocation proposals will provide the opportunity for an increased facility offer at Matthew Murray, including 4 full sized all-weather pitches and an increase space take up by the NHS;
- (e) That it be noted that the Football Foundation (the main grant funder for Parklife) and the NHS are fully supportive of the relocation and the positive impact that this will have on the Parklife business case;
- (f) That it be noted that the impact of the relocation of the Fullerton Parklife to Matthew Murray will result in a loss of the potential capital receipt to be realised from LUFC, however, it be noted that this will in part be offset from the realisation of a new capital receipt from Fullerton Park for land required as part of the Stadium expansion;
- (g) That it be agreed for Council officers to work in partnership with Leeds United Football Club on a revised masterplan for the Elland Road Stadium and Fullerton Park area, and that agreement be given for those draft proposals to be submitted to a future Executive Board in readiness for public consultation;
- (h) That it be noted that the officer responsible for this project and the key matters associated with it is the Head of Projects and Programmes in Asset Management and Regeneration.

LEADER'S PORTFOLIO

17 Update on Coronavirus (COVID19) pandemic – Response and Recovery Plan

Further to Minute No. 157, 21st April 2021, the Chief Executive submitted a report providing an update on the work being undertaken as part of a multi-agency partnership approach in response to, and as part of the recovery from the Covid-19 pandemic. The Response and Recovery Plan, as the main reporting tool for ongoing work across the seven service areas, was appended to the submitted report at Annex A. The report and annexes set out the broad range of activities being undertaken, including a summary plan on a page for the rest of 2021, delivery via vital partnership arrangements, and details of the continued proactive work to try and control the numbers of cases across the city and increase testing, tracing, isolating and vaccination uptake.

The Leader, together with the Executive Member for Public Health and Active Lifestyles introduced the report, providing an update on the current position in Leeds, with specific reference to the approach being taken towards addressing the recent increase in infection rates.

RESOLVED –

- (a) That the latest version of the Response & Recovery Plan, as presented at Annex A to the submitted report, including a summary plan on page and risks, be noted;
- (b) That Annex B to the submitted report, which presented a summary of national developments since the last meeting of Executive Board, be noted, together with Annex C, which provided the monthly Coronavirus Dashboard.

RESOURCES

18 Financial Performance - Outturn financial year ended 31st March 2021

The Chief Officer (Financial Services) submitted a report presenting the Council's final outturn position for the 2020/21 financial year in respect of both the General Fund revenue budget and the Housing Revenue Account. The report also sought approval regarding the creation of earmarked reserves, as detailed.

Responding to a Member's enquiry, officers undertook to provide the Member in question with further detail on the overall amount of funding which had been received from Government in the form of Covid-19 financial support during the pandemic.

Responding to Members' enquiries regarding whether, in light of the outturn position, consideration would be given to reviewing staffing levels in some front line services, or reconsidering some of the decisions taken as part of the 21/22 budget setting process, the Council's continuing financial challenges were highlighted, with it also being undertaken that comprehensive reviews would also be undertaken as part of the budget setting process for next financial year.

In conclusion, the Executive Member for Resources extended her thanks to all employees for their continued efforts throughout this difficult time, including those who had left the Authority through the Early Leaver's Initiative.

RESOLVED –

- (a) That the Council's outturn position for the 2020/21 financial year, as presented in the submitted report, be noted;
- (b) That the creation of earmarked reserves, as detailed in paragraph 6.7 of the submitted report, be agreed, and that the necessary authority be delegated to the Chief Officer Financial Services, to enable the Chief Officer Financial Services to approve their release;
- (c) That it be noted that the Chief Officer Financial Services will be responsible for the implementation of the above resolutions following the 'call in' period.

19 Treasury Management Outturn Report 2020/21

The Chief Officer (Financial Services) submitted a report presenting the Council's Treasury Management Outturn position for the 2020/21 financial year.

In considering the report, Members discussed current costs with regard to Minimum Revenue Provision, and in response to a specific enquiry, the Board was provided with information on the actions being taken towards safeguarding against potential interest rate rises, when considering the Council's borrowing costs.

In conclusion, the officers responsible for this area were thanked for the work they continued to do to ensure that treasury activity remained within the Treasury Management Strategy.

RESOLVED – That the Treasury Management outturn position for the 2020/21 financial year, as presented within the submitted report, be noted, with it also being noted that treasury activity has remained within the Treasury Management Strategy and Policy Framework.

20 White Rose Railway Station

The Director of City Development submitted a report outlining a proposal for the Council to provide a loan facility to Munroe K, in compliance with subsidiary control, to finance Munroe K's maximum contribution towards the scheme as presented, with the report also seeking the related necessary approvals to help facilitate this proposal.

Following consideration of Appendix 3 to the submitted report designated as being exempt from publication under the provisions of Access to Information Procedure Rule 10.4(3), which was considered in private at the conclusion of the public part of the meeting, it was

RESOLVED –

- (a) That approval be given for the Director of City Development, in consultation with the Chief Officer Financial Services and the Executive Member for Resources, to develop and enter into a Loan facility Agreement of up to £4.5m with Munroe K, as per the Heads of Terms and principles detailed within exempt appendix 3 to the submitted report;
- (b) That approval be given to inject £4.5m into Capital Scheme Number 32774/WHI/000 in order to finance the loan facility; and that approval be given for the necessary authority to be delegated to the Director of City Development and the Chief Officer Financial Services to enable the Director and Chief Officer to provide 'authority to spend' up to that amount in order to provide the loan, subject to the completion of legal agreements with Munroe K;
- (c) That a future paper on the delivery of the economic masterplan and emerging spatial masterplan at the White Rose Park be submitted to the Board in due course.

21 Disposal of Land at Dawson's Corner by The Calverley Charity

The Chief Officer of Asset Management and Regeneration submitted a report which sought approval of the terms of the sale of approximately seven acres of land at Dawson's Corner, Pudsey. The report noted that this land was

privately owned by The Calverley Charity and as such, the submitted report was specifically for the purpose of Executive Board, on behalf of the Council and in the Council's capacity as sole trustee of the charity, to give appropriate consideration to the proposal.

In considering the report, a Member highlighted the importance of the landscaping mitigation works which would need to be undertaken as part of the proposals detailed within Agenda Item 18 to ensure that safe pedestrian access was provided (Minute No. 22 refers), a matter on which the Member had directly contacted the Highways department about.

In referencing the fact that in line with the Council's 'Councillor Code of Conduct' Councillor Carter was required to seek a dispensation to enable him to speak on this matter, due to his 'Other Registerable Interest' he requested that consideration be given to reviewing the Code in light of this issue. In response, the Chair advised that if the Code is causing practical issues, then he was agreeable for it to be reviewed on a cross party basis.

RESOLVED –

- (a) That Executive Board, on behalf of the Council acting as sole trustee of the Calverley Charity, approve the terms of the disposal of the Charity's land at Dawson's Corner, and that approval be given to delegate the approval of any variation to the final terms to the Chief Officer of Asset Management and Regeneration in consultation with the Executive Member for Resources, in so far as there is no conflict with regard to the delegation and the respective interests of the parties;
- (b) That it be noted that the officers responsible for this matter are the relevant Senior Land & Property Officer, City Development directorate, and Principal Legal Officer, Resources directorate, and upon approval of the sale terms by Executive Board (in resolution (a)), the sale will be progressed and completed in timescales to suit the Charity and the purchasing Highway Authority (with the aim of completion by end of 2021).

(As detailed within Minute No. 7, Councillor Carter, having declared an 'Other Registerable Interest' in this item, had applied for, and been granted a dispensation on the grounds that without the dispensation, representation from his political group on the Executive Board would not be possible and in granting the dispensation it enabled Councillor Carter to speak in the interests of persons living in the authority's area. In doing so, Councillor Carter confirmed that whilst remaining in the room and speaking on this item, he would not be voting upon it).

22 Acquisition of Land for the A647 / A6120 Dawson's Corner Junction Improvement Scheme

The Director of City Development submitted a report which sought approval to acquire land from a third party to enable the A647 / A6120 Dawson's Corner junction improvements to take place.

Following consideration of Appendices 3, 3b and 3c to the submitted report designated as being exempt from publication under the provisions of Access to Information Procedure Rule 10.4(3), which was considered in private at the conclusion of the public part of the meeting, it was

RESOLVED –

- (a) That the principle of acquiring third party land to enable the A647 / A6120 Dawson's Corner junction improvements, be approved;
- (b) That the terms agreed for parcel A, as detailed in appendix 2 to the submitted report, and the terms for parcels B and C, as detailed in exempt appendix 3 to the submitted report, be approved;
- (c) That it be noted that should there be any changes to the agreed terms for parcels A, B and C, then these are to be approved by the Director of City Development under delegated powers;
- (d) That the necessary authority be delegated to officers to negotiate acquisition terms for parcel D, with agreement being given for those terms to be approved by the Director of City Development under delegated powers;
- (e) That with regard to the associated implementation timescales, it be noted that the intention is for third party land to be acquired by the end of 2021 and, subject to funding, junction improvement works beginning in either spring 2022 or spring 2023, with the construction period due to last around 12-18 months.

(As detailed within Minute No. 7, Councillor Carter, having declared an 'Other Registerable Interest' in this item, had applied for, and been granted a dispensation on the grounds that without the dispensation, representation from his political group on the Executive Board would not be possible and in granting the dispensation it enabled Councillor Carter to speak in the interests of persons living in the authority's area. In doing so, Councillor Carter confirmed that whilst remaining in the room and speaking on this item, he would not be voting upon it).

23 Health, Safety and Wellbeing Performance and Assurance Report

The Director of Resources submitted a report which provided an overview of the Council's performance regarding health, safety and wellbeing for the period 1st April 2020 to 31st March 2021. The report highlighted the improvements which have been made and detailed the challenges ahead.

In presenting the report the Executive Member for Resources provided an overview of the key information as presented, and extended her thanks to those officers responsible for this area of work for their continued efforts during a very challenging year.

RESOLVED – That the contents of the submitted report, be noted, with the Board recognising that a robust, yet proportionate approach towards risk management within the Council continues to be applied.

24 To consider Future Developments with regards to Addressing and Reducing On-Street Sex Work in the City

The Director of Communities, Housing and Environment submitted a report presenting a proposal to cease with the 'Managed Approach' and replace it with a revised approach, as outlined within the submitted report, in order to tackle and reduce on-street sex work in the city. The report noted that this proposal was seeking Executive Board's endorsement, given that the proposal was subject to agreement by the Safer Leeds Community Safety Partnership.

In presenting the report, the Executive Member for Resources highlighted that she had written to all Members notifying them about the submission of this report to Executive Board.

Members considered the proposals detailed within the report. In response to some Members' comments and concerns, specifically with regard to the time taken to arrive at the current proposals, the Board was provided with further information regarding the following: the initial aims of the Managed Approach and how those initial aims and the overall Approach had continued to be reviewed and evolved; the consideration of the outcomes arising from processes such as the independent review which was presented to the Board in July 2020 and the 'Listening Well' campaign; and the combination of factors which had led to the current proposals being submitted to Executive Board for endorsement and to the Safer Leeds Community Safety Partnership for agreement.

In discussing the report, Members highlighted that, further to the information provided at the meeting, they looked forward to receiving more detail on the proposals moving forward and the package of multi-agency support which would continue to be put in place for those affected.

RESOLVED –

- (a) That the proposal to now cease with the Managed Approach and replace it with the revised approach outlined within the submitted report to tackle and reduce on-street sex work in the city, be endorsed, with it being noted that such proposals are subject to agreement by the Safer Leeds Community Safety Partnership (LSP);
- (b) That the significance of the operational developments leading to the proposed revised approach, be acknowledged and noted;
- (c) That it be noted that the Director of Communities, Housing and Environment, and where appropriate, partner organisations and representatives, will be responsible for the delivery of the revised approach;
- (d) That it be agreed that members of the Executive Board be kept informed and updated on any key changes arising from the implementation of the new approach.

(At the conclusion of this item, the meeting was adjourned at 2.30pm for a period of 30 minutes, prior to reconvening at 3.00pm)

ADULT AND CHILDREN'S SOCIAL CARE AND HEALTH PARTNERSHIPS

25 Adults & Health Service Review 6 - Care Delivery: Care Homes, Post Consultation Recommendations Report

The Director of Adults and Health submitted a report that presented the findings of the consultation exercise undertaken regarding the proposals to close Home Lea House Long Stay Residential Care Home in Rothwell, and Richmond House Short Stay Residential Care Home in Farsley. In considering the information within the submitted report, the Board were requested to determine the future of both care homes, with the recommended option being to decommission those care homes for the reasons as set out.

In presenting the submitted report, the Executive Member for Adult and Children's Social Care and Health Partnerships acknowledged the anxiety caused by the proposals and highlighted that such a recommendation to close the two homes had not been made lightly. However, the Executive Member went on to undertake that, should the recommendations be approved, then every effort would be made to support residents and their families, together with affected staff throughout the proposed process.

In addition, details of the range of factors which had been taken into consideration when coming to the conclusions within the report were highlighted. These included: the decline in demand for care home provision; the alternative provision which was available; the financial context and the increased budgetary challenges faced across social care; the increased demand levels in other areas of social care provision; the investment which was being made in other areas of social care, including the future use of the two sites in question.

In discussing the report, concerns regarding the following were raised and responded to:

- The two homes' occupancy levels referenced within the report and in discussion;
- The levels of demand for care home provision generally, and the level of the two homes' use by those in the local community;
- The consultation process undertaken and the recommendations arising from it;
- The discussions which had taken place with the NHS regarding the proposal to close Richmond House;
- The timing of the proposals;
- The budgetary challenges which continued to be faced by the Council and specifically with regard to social care provision, together with the proportion of resource provided in terms of both adult and children's social care provision;
- The proposals for the 2 sites moving forward, with it being undertaken that further detail would be provided to the Members in question regarding the advice which had been received that the respective

footprints of the two sites were not large enough to provide extra care housing.

Following consideration of Appendix 7 to the submitted report designated as being exempt from publication under the provisions of Access to Information Procedure Rule 10.4(3), which was considered in private at the conclusion of the public part of the meeting, it was

RESOLVED –

- (a) That the outcome of the full consultation reports with stakeholders, (Appendix 3 to the submitted report), and the information contained within exempt Appendix 7 to the submitted report (Estimated Land Valuation), be noted;
- (b) That the recommendation to decommission services at Home Lea House Residential Long Stay Care Home, in Rothwell, be approved;
- (c) That the recommendation to decommission services at Richmond House Short Stay Residential Care Home, in Farsley, be approved;
- (d) That the timescales for ceasing the services based on the timeline attached in Appendix 9 to the submitted report, be agreed;
- (e) That it be noted that there is a commitment in principle for the sites to be used for the development of supported housing; general needs housing at the Home Lea House site in Rothwell, and supported housing for older people at the Richmond House site in Farsley;
- (f) That it be noted that the lead officer responsible for such matters is the Director Adults and Health.

(Under the provisions of Council Procedure Rule 16.5, Councillors A Carter and S Golton both required it to be recorded that they respectively voted against the decisions referred to within this minute)

26 Update on Thriving: The Child Poverty Strategy for Leeds

The Director of Children and Families submitted a report which provided an overview of 'Thriving: The Child Poverty Strategy for Leeds', together with the work being undertaken as part of the strategy, including details of the response in this area during the pandemic.

The Executive Member presented the report highlighting the range of reasons why children and young people were living in poverty, with details also being provided on the impact of the pandemic upon such poverty levels.

Responding to a Member's enquiry in respect of enabling educational achievement and the impact of home schooling during the pandemic on such matters, the Board was provided with details of the actions being taken to progress specific priorities which had been identified in light of the pandemic, and also further information specifically regarding the support provided to

parents and carers in helping their children progress in the area of educational attainment.

The Board also discussed the nature of the update report provided and the range of measurable outcomes within it, with a suggestion that as part of the submission of the next scheduled update report, further detail could be included regarding the progress being made with regard to supporting children and their families in respect of educational attainment.

RESOLVED –

- (a) That the strategic framework in place to mitigate the impact of child poverty, and the work being undertaken by the Council and other partners in the key areas of activity, as detailed within the submitted report, be endorsed;
- (b) That the need to promote the work of the ‘Thriving’ strategy across the city and in particular in each respective Members’ portfolio in order to highlight the impact of poverty on children and their families, be acknowledged;
- (c) That it be noted that the officer responsible for the strategy is the Deputy Director Children and Families; working in partnership across the Council directorates.

DATE OF PUBLICATION: FRIDAY, 25TH JUNE 2021

**LAST DATE FOR CALL IN
OF ELIGIBLE DECISIONS:** 5.00 P.M., FRIDAY, 2ND JULY 2021

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