

10 March 2022

Inclusion / Exclusion Update

**Report of John Pearce, Corporate Director of Children and Young
People's Services**

Purpose of the Report

- 1 The report highlights the ongoing inclusion work that has been carried out during the 2020/21 academic year, the impact on reducing exclusions, the ongoing work moving forward and the continuing pressure on The Woodlands (PRU) to continue to meet the needs of pupils who have been permanently excluded.

Executive Summary

- 2 Durham County Council has placed a continuing priority on improving education outcomes to all Durham children. The Council must work in a rapidly changing policy landscape, the increasing academisation of schools, the loss of the Education Support Grant and recovery support as a result of the Covid pandemic.
- 3 There is a need to strengthen the Council's role in promoting inclusion and supporting vulnerable pupils, with a focus on those at risk of exclusion.
- 4 There has been a national increase in pupils who have been excluded, both on a fixed term basis, as well as permanently excluded from schools, with Covid factors increasing the pressures on schools and settings. This has been reflected within Durham figures since 2017/18, however during the 2020/21 academic year there has been a reduction of young people fixed term and permanently excluded compared to previous years despite the added pressures from the Covid pandemic (Appendix 2).
- 5 There are continuing concerns at the increasing use of fixed term and permanent exclusions in some schools and Multi Academy Trusts (MATs).

6 Within the current accountability framework the Local Authority is limited to how it can influence the behaviour policies of MATs and that these responsibilities lie with the Regional Schools Commissioner and Department for Education.

7 As part of the Local Authorities response to the challenges and the ISOS partnership report 2019, a full review of Inclusion and Alternative Provision within County Durham has been undertaken. The Key areas identified from this work are:

- The need for a shared, strategic approach to fostering inclusion and the use of Alternative Education Provision across County Durham.
- To agree a Durham Inclusion Strategy in partnership with schools.
- To build on the strength of the Primary and Secondary Behaviour and Inclusion Panels by reframing the remit of the panels and broadening the membership.
- To agree a collective responsibility for all pupils

8 An Education Inclusion operational plan has been developed with input from across CYPS services, four task and finish working groups have been operating with representatives from 17 secondary school leaders, 5 primary school leaders, 3 SLT representatives from The Woodlands and representatives from across CYPS services and health.

The working groups have focused on

- Transition across all key stages/phases.
- The school/service support offer.
- Behaviour & Inclusion Panel roles, remit and responsibilities.
- Reintegration of permanently excluded pupils back into mainstream education.

9 There are a number of basic outcomes which are important and inter-related and should form the basis of a Durham Inclusion model:

- More young people supported to remain in their first-choice schools.
- Fewer exclusions, both fixed term (days lost) and permanent (number of pupils).

- More young people successfully reintegrated to mainstream/specialist provision from PRU/AP provision.
- More young people remain in Durham mainstream or appropriate specialist settings based on need.
- Fewer families seeking to Electively Home Educate (EHE).
- Increased profile, remit, role and independence of Behaviour Inclusion Partnership Panels (BIPPs) – to become inclusion panels – in promoting equity, equality and inclusion.

Recommendations

122 Children and Young People's Overview and Scrutiny are requested to:

- a) receive the report, note it's content and comment accordingly.

Background

- 10 The Department for Education (DfE) Guidance on Exclusion from Maintained Schools, Academies and Pupil Referral Units (September 2012 revised guidance September 2017 and 2020 changes to reflect Covid restrictions) states that only the Head Teacher of a school can exclude a pupil, and this must be on disciplinary grounds.
- 11 A decision to exclude a child should be taken only:
 - In response to a serious breach or persistent breaches of the school's discipline policy; and
 - If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.
- 12 Before excluding a child, in most cases, a range of alternative strategies should be tried. This is not meant to prevent immediate action to protect pupils and staff, including fixed period exclusions. A permanent exclusion can be given for a first/one off offence, for example involving violence, sexual abuse, assault, supplying an illegal drug, carrying an offensive weapon, but only when the Head Teacher has had further opportunity (not in the heat of the moment) to consider the incident in question.
- 13 These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the entire school community.

- 14 In the majority of cases where a school is having difficulties in managing a pupil with challenging behaviour there is a discussion between the head teacher, the Inclusion and Alternative Provision Co-ordinator from the LA and through discussions at the Behaviour and Inclusion Panel meetings to explore strategies and any support that may be available to the pupil and the school whilst at the same time ensuring statutory guidance has been followed.
- 15 Inclusion is a high priority for the Local Authority and schools, however, within the current accountability framework, it is individual schools and Multi Academy Trusts (MATs) that ultimately have responsibility for behaviour policy and making decisions affecting their pupils.
- 16 A key issue is the variety of behaviour policies within schools and how they can drive exclusion. Each school/trust has the right to set their policy as they see fit.
- 17 There has been national concern at the overall number of exclusions. Permanently excluded pupils have been shown to have a significantly poorer outcomes to their peers, and there is a rising trend on the number of fixed term exclusions. Vulnerable pupils including those with SEN and Children in Need/Child Protection status, are particularly at risk.
- 18 All partners recognise that pupil behaviour is often an indicator that there are more complex issues within the wider family that need to be resolved to enable the pupil to thrive in a stable environment and maintain positive engagement in their education. The Single Assessment procedure has been developed to enable families and professionals to request support to help overcome any difficulties. Early intervention is key, and the Prevention and Early Help Partnership has adopted a Team Around the Family approach (TAF) to help those families who have children that are displaying changes in behaviour which can lead to being excluded from school.
- 19 In response to feedback from schools a new approach to supporting them and their pupils through early help support was introduced in October 2019 and was rolled out countywide from March 2020. Schools and other professionals will have the option to complete an on-line, streamlined Early Help Request for Support form and have a conversation with an Early Help Triage Worker to discuss the needs of the pupil and their family recognising the impact whole family needs and wider social and environmental factors can have on a pupil's behaviour and broader outcomes. Depending on the level of concern the request for additional early help support may result in a referral into the One Point Service for intensive family support and team around the family arrangements or into an early help conversation where multi-agency partners can collectively agree on a plan of support for a child and their family, making best use of our collective resources.

- 20 Schools should not take a decision to permanently exclude a pupil lightly. It is expected that in all but exceptional circumstances the above actions have been taken and additional support provided to avoid the need to permanently exclude the pupil. There are evidential requirements which have to be met before a decision to exclude can be taken. In most cases a decision to exclude is made following a long and sustained history of poor/challenging behaviour and where in-school support and external agency support has been put in place, as set out above, but may have failed to have had sufficient impact.
- 21 Primary and secondary schools including Academies and the LA have agreed protocols to support pupils at risk of exclusion. This partnership is reflected in the shared commitment to promote education and social inclusion and to minimise the use of exclusion (fixed term and permanent) by focusing efforts on early intervention support for young people experiencing difficulties and promoting positive behaviour.
- 22 Four geographical Behaviour and Inclusion Partnership Panels (North, Central, East and South West) have been operating as part of the Secondary Behaviour Partnership Agreement since September 2015 and one Primary Behaviour and Inclusion Partnership Panel has been operating since January 2016. The panels consider referrals for pupils who are at risk of exclusion. The panels have also been used to discuss pupils currently attending The Woodlands where reintegration back into a mainstream school has been identified.
- 23 It should be noted that all secondary schools participate apart from The Academy at Shotton Hall and Easington Academy.
- 24 The 2020/21 academic year has been challenging due to Covid, however the panels supported 376 pupils with 51 pupils going on to be permanently excluded, this represents 86% pupils successfully supported without being permanently excluded. (Appendix 3)
- 25 The Primary Behaviour and Inclusion Panel has supported young people at risk of permanent exclusion, as a result there have been no primary aged pupil permanently excluded since January 2016 academic year, this may be viewed as a success, however it does not fully reflect the challenges in Primary settings. There is a need to provide support to upskill schools to manage pupils within their home schools rather than seek off site placements and to develop early identification tools to prevent pupils reaching crisis point and being placed into specialist settings. (Appendix 4)
- 26 The Panels have taken joint ownership of the young people who have been brought to their attention.
- 27 A key benefit of the panel arrangements has been the building of positive working relationships between schools in each area, this has

allowed for more transparent relationships which have provided the platform for a greater pooling of information and sharing of resources to support young people in each area.

- 28 Representatives from Educational Psychology Service, Early Help, EWEL Team and CAMHS have supported the work of the panels by providing updates of agency involvement as well as offering advice and support to schools, young people and their families by both delivering and signposting support.
- 29 The Woodlands have supported the panels by offering short term bridge placements to each secondary panel area and have supported over 50 young people during 2020/21. The Primary panel has supported 37 young people through outreach support and short-term placements during 2020/21. The placements have provided short term intervention packages, working closely with the referring schools.
- 30 The panels have worked with a range of Alternative Providers to develop provision to support pupils at risk of exclusion, these include Education Plus KS3, WORLD, Durham Gateway based at Bishop Auckland College KS4, Engage based at East Durham College KS4 and Delta Independent School.
- 31 New College Durham have entered into discussions with panel schools to explore the possibility of developing a 14-16 offer for North and Central Durham Schools from 2022/23.
- 32 Since September 2016 the secondary panels have received £600,000 from the High Needs Block to support their collaborative approaches.
- 33 In January 2020 the SEN and Inclusion Resource Board (SIRB) and Cabinet agreed to a proposal that future funding to support secondary panels would be based on receipt of clear business plans and agreed commitment from the panels to help further reduce the number of permanent exclusions, pressures on the PRU and associated HNB expenditure.
- 34 As a result, Panel representatives submitted business plans outlining future increased funding needs for the 2021/22 financial year with a commitment to significantly reducing the number of permanent exclusions during the 2021/22 academic year.
- 35 The increased panel funding allocations has been met from the Investment Support Fund - a sum of £6.9 million has been identified across a four-year period to improve value for money and the efficiency of HNB activity through HNB sustainability plan projects and initiatives, this includes reducing the number of young people requiring long term placements at The Woodlands PRU.

- 36 The additional investment costs allocated to support the work of the Secondary panels for 2021/22 is £814, 572 from the Investment Support Fund in addition to their current £654,000 HNB allocation for 2021/22.
- 37 The funding will be used to reduce the need for schools to permanently exclude, ensure young people receive the most appropriate support aligned to their needs, locally where possible, reduce HNB pressures and capacity issues at the Woodlands Pupil Referral Unit and reduce transport costs from the home to school transport budget.
- 38 The Panels have allocated funding in several ways to support young people disengaged from education these include developing onsite support pathways for KS3 students, buying into the Inclusion SLA, appointment of two Inclusion Practitioners to support hard to reach families, purchasing alternative education placements and supporting transport costs to placements.
- 39 To support the additional funding the four panels have collectively agreed to aim to significantly reduce permanent exclusions during the 2021/22 academic year as part of a financial agreement all panel schools have signed. This will provide the platform to support the ongoing discussions for a greater devolved model within the Durham Inclusion Strategy work.
- 40 The Secondary Panels are required to submit business plans to outline future spending needs for 2022/23 to be considered by SIRB at the end of the Autumn Term 2021 to support panel allocations from 1st April 2022.
- 41 The average cost of a full-time placement for one pupil at The Woodlands for an academic year is approximately £20,000 excluding transport costs. This cost can increase significantly for pupils who need to access longer term placements and Alternative Provision through offsite placements to support their extreme levels of behaviour. The Woodlands is funded through the High Need Block (Appendix 5).
- 42 Secondary schools currently contribute to the cost of provision when a pupil is permanently excluded. This is £5,000 per annum in addition to the transfer of funding that is 'attached' to each pupil in a school - the Age Weighted Pupil Unit (AWPU) (all pro rata) and, if the pupil is entitled to it, Pupil Premium funding. This funding arrangement is annually reviewed by DASH (Durham Association of Secondary Head Teachers). In the Primary sector, the AWPU is transferred (pro rata) and, if applicable, the Pupil Premium funds.
- 43 The Primary panel has not received direct funding to support their work, however they do have responsibility for gatekeeping the offsite places within The Woodlands, (Beeches and Willows) and the outreach offer.

- 44 During 2020/21 the Woodlands have delivered an outreach package offering support to 30 primary aged pupils. This has proven to be an extremely valuable support offer, reducing the number of offsite placements required.
- 45 It is anticipated should the outreach package continue to support more pupils in their home school, this would reduce the number of off-site placements required at the Beeches and Willows in future years.
- 46 The Woodlands offer is part of a graduated response alongside EWEL, and Behaviour Intervention offers to schools.

Developments

Review of Inclusion and Alternative Education Provision

- 47 The Key areas of focus following the review of Inclusion and Alternative Provision are:
- The need for a shared, strategic approach to fostering inclusion and the use of Alternative Education Provision across County Durham.
 - To agree a Durham Inclusion Strategy in partnership with schools.
 - To build on the strength of the Primary and Secondary Behaviour and Inclusion Panels by reframing the remit of the panels and broadening the membership.
 - To agree a collective responsibility for all pupils
- 48 An Education Inclusion Operational Plan has been developed with input from across CYPS services, as a result four task and finish working groups with representatives from primary and secondary school leaders have focused on the following key areas.
- Transition across all key stages/phases.
 - Head teacher/ school/ Service support offer.
 - Behaviour and Inclusion Panel roles, remit and responsibilities.
 - Reintegration of permanently excluded pupils back into mainstream education.
- 49 Despite the challenges faced during the past 18 months, the commitment from representatives has been an incredible achievement

which demonstrates the strong professional working relationships between LA officers and School Leaders to create an inclusive system for some of the most vulnerable young people in County Durham. The following developments highlight the positive impact of this work.

- **Promoting Positive Behaviour- Working Together to Support Inclusion** - the document underpins the inclusion agenda we are collectively working towards, providing practical guidance, links to resources and contact details for key partners and agencies.
- **Durham Pastoral Support Programme** - schools have been using a number of versions of PSP's or similar documents for some time, as part of the review of Inclusion a revised and updated version has been developed to support planning and decisions for pupils disengaged from education, the PSP provides a guidance summary which makes it easy to use and review and can be easily transferred into an SEN support plan if required.
- **Support and Inclusion Pathway Flowchart** – the flowchart provides an easy and clear route to ensure timely support can be accessed, the flowchart includes hyperlinks to service information, this will be developed further to include additional hyperlinks.
- **Revised Behaviour and Inclusion Panel referral forms and Parental consent form** - all referrals submitted for consideration at Panel must be on the new form and have a signed Parental Consent Form attached to the referral.
- **Reintegration Protocol agreed at DASH 5/5/21** – the protocol supported seven reintegration since May 2021, this is a significant improvement on previous years where the average number of reintegration's has been no more than three during previous academic years. The Woodlands will continue to build on this work to support reintegration for young people, where appropriate during 2021/22.
- **Revised FTE letters and relevant documentation** - new letters and parental leaflets with up-to-date information to replace current versions.

- **Revised permanent exclusion guidance, EX1 report and day 1 paperwork** - the revised guidance, paperwork and EX1 report should be fully completed for exclusions from September 2021, the revised paperwork provides more balanced information on the young person and will support The Woodlands admissions, planning and reintegrations.
- **Transition Support Arrangements** - over 500 Year 6 pupils have been identified and names shared with secondary transition leads to support transition arrangements throughout the autumn term 2021, this work will be further developed during 2021/22 academic year as part of the task and finish group work.

50 Task and Finish groups will continue to meet during the autumn term 2021 to develop a transition protocol to support young people moving at key transition stages and development of a quality assurance protocol to support Alternative Education placements.

Consideration

Ofsted

- 51 As part of the school inspection process, Ofsted makes judgements on a school 's performance across the following domains:
- Effectiveness of leadership and management.
 - Quality of teaching, learning and assessment.
 - Personal development, behaviour and welfare.
 - Outcomes for pupils.
- 52 In relation to Personal Development, Behaviour and Welfare, inspectors will consider:
- overall absence and persistent absence rates for all pupils, and for different groups in relation to national figures for all pupils.
 - the extent to which low attenders are improving their attendance over time and whether attendance is consistently low (in the lowest 10%).
 - punctuality in arriving at school and at lessons.

- 53 Inspectors will make this judgement using evidence seen during the inspection as well as evidence of trends over time. Inspectors will assess the school's use of exclusion, including the rates, patterns and reasons for exclusion, as well as any difference between groups of pupils.
- 54 There is rightly a focus on ensuring schools have calm environments with pupils willing and able to learn. Ofsted have however also stated, in 2017, that schools cannot be judged good for this domain if there are large numbers of exclusions.
- 55 Ofsted has also stated national concerns in relation to the number of pupils leaving mainstream education before Year 11 through off rolling.

Exclusion of Pupils from Vulnerable Groups

- 56 During 2020/21 10 of the pupils permanently excluded were identified as children in need at the end of March 21. This included 3 pupils being supported on Child Protection plans at some time in the preceding 12 months. There was no Looked After young person permanently excluded.
- 57 During 2020/21 1456 pupils were issued with a fixed term exclusion. Out of this figure, 225 pupils were issued with a Fixed Term Exclusion in the same year that they were identified as children in need, Looked After or on a Child Protection Plan for 12 months.
- 58 From the 203 Children in Need pupils, 48 were supported through a Child Protection Plan. 22 children with a fixed term exclusion were Looked After for the 12 months to 31st March 2021.

Impact of Covid Pandemic

- 59 We know the impact of Covid on schools has been substantial for practitioners and students. The social and emotional disruption caused by the pandemic and the subsequent school closures has increased or exacerbated student anxiety and other mental health issues. There is also a concern with school connectedness for vulnerable students whose patterns of school attendance have been disrupted.
- 60 As well as heightening the risk for children and young people who were already struggling with aspects of schooling, there have been and will continue to be unexpected cases, or the children and young people who 'come out of left field'. These may be young people who have felt isolated from their peer and support networks, who feel pressure to perform in upcoming exams and are stressed about their future. Then

there are those young people who are grieving due to the death of loved ones and are dealing with bereavement alongside other pressures they may have experienced.

- 61 The variability in what schools have been able to offer in terms of online learning, alongside the digital divide, has meant that not all children and young people have been receiving the same quality, or quantity of education. The lack of differentiation and personalisation of instruction available to many vulnerable young people including those with SEND in their online lessons and home education has acted as a barrier to learning.
- 62 It will be important to remember that, while children are often resilient and many will bounce back, some children will now be vulnerable in ways they weren't before. This may manifest as hyper-vigilance, restlessness, fight or flight reactions, lack of concentration, challenge to adults or refusal/inability to follow new rules and routines. This may impact on the work to reduce exclusions across Durham schools.

Transition

- 63 Transition is an important event in every young person's life and facing a big change can feel overwhelming at times, even with careful preparation pupils are likely to be experiencing a sense of uncertainty as to what will happen next.
- 64 LA officers have been working closely with Primary Leaders and across support services to identify more than 500 Year 6 pupils who may require additional targeted or individual support due to a wide range of needs to ensure their transition into Secondary Education is successfully supported during 2021/22.
- 65 The limited transition events during the summer term 2021 may result in additional support required by schools to help young people settle into new routines and expectations and prevent them from disengaging from education.
- 66 During the autumn term 2021 a Task & Finish group will focus on developing a protocol to underpin transition arrangements across each phase to support a longer-term process for all Durham schools and settings.

Options

- 67 A system has been established to support Secondary BIP panels to make submissions for additional funding from the HNB to support identified pupils across each year group during the 21/22 and 22/23 with

a requirement for them to reduce the number of permanent exclusions in each panel to increase the number of pupils successfully reintegrating following a permanent exclusion.

- 68 It has been recognised from the key actions of the working groups and discussions with panel leads that a greater devolved model of resources and funding would provide panels with the responsibility of supporting all pupils within one system.
- 69 A longer term model of wider devolvement of funds for preventative support and alternative education from the High Needs Block to schools via Behaviour and Inclusion Panels (BIP) would put headteachers and panel leads in control of the decision-making process by giving direct financial control of the budget. Headteachers and senior leaders are best placed to make decisions for their schools and pupils. Schools, working in partnership within the BIP allows headteachers and senior leaders to plan, collaborate and to challenge each other as peers to ensure the system remains coherent, fair and transparent. This requires trust and investment in the partnership as an entity by headteachers.
- 70 The devolution of funding would not change the current statutory responsibility of the Local Authority and schools; however, the devolved arrangements would clearly shift the responsibility and accountability of the provision of alternative education through devolved funding of a budget to schools through partnerships. It would be by mutual consent that the Local Authority and schools agree to work in partnership, to devolve funding and therefore to pass the operational responsibility for decision making and placement for alternative education to headteachers and senior leaders.
- 71 As part of the shift in responsibility, a full cost recovery agreement for permanently excluded pupils could be explored.
- 72 The devolved funding would be to support all pupils with behavioural needs at risk of disengaging from education. It would include transport costs except when these are covered by the Authority's home to school travel assistance policy. It would not cover pupils with an Education Health Care Plan (EHCP) as these pupils are placed by the Special Educational Needs and Vulnerable Groups Team.
- 73 A devolved funding model through Behaviour and Inclusion Panels would reduce pressure on HNB long term as fewer pupils would require placements at the Woodlands, and where a school decides to permanently exclude the full costs of the placements would be recovered.

- 74 It would be important that any proposed funding formula models are fair and transparent to ensure full buy in from schools and Multi-Academy Trusts.

Current Support Arrangements

Behaviour Improvements Team

- 75 A number of schools purchase support from the LA's Early Intervention and Crisis Response Team for those pupils who are at risk of permanent exclusion. They sit within the Emotional Wellbeing and Effective Learning team. An example of support that the team provides is one to one/small group work with pupils to address issues of behaviour. Support is offered when a school can demonstrate that it has exhausted all available in-house strategies to support the pupil. The income received from schools buying into the SLA covers the full costs of this provision.

Inclusion Support for Behaviour Partnership Panels

- 76 The Educational Psychology Service - Inclusion Support Service Level Agreement has been supporting the work of the Primary and four Secondary Behaviour Partnership Panels providing a range of options to support their work to identify and meet the needs of pupils with challenging behaviour.
- 77 The SLA provided panels with a comprehensive assessment of young people to ensure that appropriate strategies, support and/or services are put in place in a timely and appropriate manner.
- 78 Professional Development, capacity building and training for staff including whole school, staff groups and targeted staff from a number of schools on a wide range of areas to build capacity within the panel areas to support young people's varying needs.
- 79 Direct support and intervention working with an individual or group of young people on an agreed programme of intervention support including Mindfulness, CBT intervention, Therapeutic Story Writing, Social Skills Training, Nurture Support, Restorative Mediation and Brainology informed programmes.
- 80 All four Panels have provided positive feedback on the SLA with each Panel agreeing to buy back into for the 2021/22 academic year.

Supporting Positive Transition through Primary into Secondary

- 81 Key officers from across CYPS have worked with primary school leaders to identify Year 6 vulnerable pupils who may require additional

support moving into Year 7 from September, as a result of this work over 500 Year 6 pupils have been identified as vulnerable and could be at risk of exclusion. All transition leads within each secondary school have received the names of the identified pupils, along with links to resources and key service partners to support transition planning.

One Point/Think Family

- 82 Early Help Advisers are available in each locality to support professionals to complete the Early Help Assessment to identify the young person's needs and to support schools to initiate a TAF where appropriate.
- 83 Public Health have commissioned the One Point Service to deliver the children's element of the Well-being for Life Service (WbFL) Team in County Durham. Emotional Well-being Workers deliver the Strengthening Families Programme to children of primary school age and their families who have been identified as requiring additional early help and support. The programme is available in all One Point areas across the county. In a number of areas, the programmes are being jointly delivered with Parent Support Advisors. The workers also provide group-based activities within the family centres addressing low level emotional wellbeing, self-confidence, challenging behaviour etc. Requests for this support can be made by contacting the Family Centre Team Manager.
- 84 The Secondary BIPs have appointed two Inclusion Practitioners to work with panel schools to engage with 'hard to reach' families, support transitions and work in partnership with schools to reduce exclusions. The posts are part of the One Point/Early Help team with joint line management from the service and panel chairs.

Endeavour AP Free School

- 85 Endeavour Alternative Provision Free School based at East Durham College has been operating since February 2018 to support young people in KS4 who have disengaged from mainstream education. The LA have commissioned 15 places from September 2021 to provide further options to the Behaviour Panels and SEN/Vulnerable group team to support young people in their area. There is a requirement on schools accessing the commissioned places to contribute the AWPU and Pupil Premium, if applicable to the LA. There are currently 15 pupils accessing the commissioned places from September 2021.

Main Implications

The Woodlands (PRU)

- 86 The Woodlands continues to face significant issues within the Key Stage 3 and 4 (secondary age range) base at Ferryhill, as the restrictions on the size of the site only allows for 75 students. This requires Alternative Provision off-site placements to be secured for the additional pupils as need arises (currently 96, but in non-Covid times this can rise much higher)
- 87 The pressure of numbers of pupils on roll and the requirement to use alternative provision to provide an education offer from day 6 of a permanent exclusion will need to be monitored closely.
- 88 The number of pupils remaining at The Woodlands for long periods of their education has a detrimental impact on their chances to be successful within their GCSE's.
- 89 Since September 2016, The Woodlands relocated their short-term intervention 'Bridge' placements formally known as Turnaround on to the Green School site, Lanchester. The Bridge capacity is 18 KS3 and 18 KS4 short-term placements. A Pupil Intervention Pathway (PIP) has also been operating since September 2019 to support up to 6 pupils during the first few weeks of a permanent exclusion.
- 90 The Bridge have introduced an outreach package as part of their offer during 2020/21, see details below

38 secondary pupils have accessed outreach via the BRANCH In academic year 2020/21		
Outcome	No of Pupils	%
Advice only (may include Future Steps Assessment)	0	0
Advice and Support – REMAIN IN MAINSTREAM SETTING	21	55.3
Advice and Support – transferred to Specialist Provision	0	0
Advice and support - transferred to full time AP	2	5.3
Advice and Support – On-site Placement at The Woodlands	12	31.5
P/Ex	3	7.9

The Willows and The Beeches (Primary provision)

- 91 There are two bases to support Key Stage 1 and 2 pupils, The Willows is based on the site of Langley Park Primary School which offers support for up to 15 pupils who have either been permanently excluded from a mainstream school or, pupils who are accessing a short-term 'Bridge' placement to avoid a permanent exclusion.
- 92 The Beeches based on the site of Broom Cottages Primary School also offers support for up to 15 pupils in the same way as The Willows.
- 93 The Willows/Beeches have extended their offer to deliver Outreach Support to schools during 2020/21 with 30 young people accessing support within their home school.
- 94 The Primary provision (Willows and Beeches) continues to support pupils at risk of exclusion, however a small number of pupils accessing short term placements end up staying for longer periods of time due to unmet SEN needs, this adds pressure onto the system.

Reintegration of Permanently Excluded Pupils

- 95 The aim is always to reintegrate pupils back into mainstream schools. Placements are co-ordinated through a panel which operates on a weekly basis. The membership of the panel consists of representatives from The Woodlands and Inclusion and Alternative Provision Co-ordinator. There is also an agreed protocol regarding the reintegration arrangements once placements have been determined.
- 96 It has been agreed between the LA and headteachers that in County Durham secondary schools and academies, there will be a maximum limit of 1% in any year group of pupils who have been previously permanently excluded. This means that once there are 1% of previously excluded pupils in any year group, a school will not be required to take any other permanently excluded pupils into that year group. The percentage limit would include pupils who have moved from one school to another as a result of a managed move'. Two 'managed moved' pupils equate to one permanently excluded pupil.
- 97 Since the agreement of the revised reintegration protocol at DASH on 5th May 2021, seven pupils have successfully reintegrated back into mainstream schools following a period of time at The Woodlands, this is a significant increase from previous years and will become part of the Inclusion strategy to reducing long term placements at The Woodlands.
- 98 Schools are reluctant to support pupils back into mainstream education particularly in KS4 (Years 10 and 11), however the number of permanent exclusions continue to reduce in these year groups as a

result of the strong KS4 offer from East Durham College (Engage) and Bishop Auckland College (Gateway) provisions.

Managed Moves

- 99 Managed moves are a strategy to address a situation where pupils are showing signs of disaffection. With the agreement of all parties for a period of up to 12 weeks, with the expectation that a successful move would see the child permanently enrolled on the receiving school. Managed moves should only be used as part of a measured response to a difficult situation and the threat of exclusion should not be used to influence parents to remove their child from a school.
- 100 Managed moves can be a method to ensure pupils are able to remain within mainstream education and benefit from a fresh start. However, given the requirements of the new GCSEs – with linear examinations, high knowledge content and many schools opting for different examination boards – moving schools presents students with significant challenge in adapting to a different syllabus and can put them at risk of underperformance. A number of in-year transfers are linked to the threat of exclusions or non-attendance procedures, this will need to be monitored.
- 101 The managed move protocol provides a robust procedure to ensure appropriate decisions are made within a transparent and fair system, this is coordinated and overseen by an LA officer.
- 102 In 2020/21 116 managed moves were agreed with only 3 pupils going on to be permanently excluded.

Elective Home Education (EHE)

- 103 EHE is a legal option for parents and carers. Within Durham the numbers have increased, however proportionally we have just under 0.6% and 0.8% of young people who are EHE. This figure is average for the North East region and very low compared with proportions.
- 104 There were approximately 600 children in Elective Home Education at July 2021.
- 105 It is often the case that parents have no real knowledge of the requirements of EHE and may think that the Local Authority undertake some of the roles, for example, hosting exams, providing transport, and providing a curriculum, when this is not the case. A DfE briefing in the autumn term of 2020 reiterated good practice for schools and the LA to meet with parents when they express wish to EHE to ensure they are aware of the requirements. Governor briefings also highlighted this in January 2021.

- 106 Over the last academic year, increases in EHE have been connected to covid related reasons (anxiety, shielding and so on). Successful brokerage, advice and support from services resulted in a return to school for 176 children and young people in the 2020/21 academic year due to proactive efforts of staff groups working with those who had originally chosen to EHE due to COVID risk / fears. There may also be some pupils who have unmet SEND needs. A number of Local Authorities have implemented protocols so that if a parent wishes for their child to return to mainstream school from EHE, the child will return to the school they had originally been removed from the roll of (unless there was a special circumstance).
- 107 Concerns remain regarding the limited powers of Local Authorities to monitor the quality of home education on an ongoing basis. There is currently no requirement on pupils who have never attended a school to be registered with, or seen by, the Local Authority. New EHE guidelines (2019) make clear that CME (Children Missing Education) Regulations should be read in line with the EHE regulations i.e., that until the LA are satisfied a child is receiving suitable education, they are CME and have the powers to intervene.
- 108 It continues to be proposed that any parents who choose to electively home educate must register their child's details with their home Local Authority including information on the education being provided.

Areas for Developments

Fair Access Protocol

- 109 The DfE published a revised School Admissions Code of Practice 2021, requiring changes to the Local Authorities Fair Access Protocol. There is a requirement on all Local Authorities to establish a FAP panel to support the admission of 'Hard to Place Pupil' who do not have a school place. Durham's FAP has been agreed historically on the basis that all in year transfers are agreed through the In-Year Transfer Protocol, with hard to place pupils identified as those who have been permanently excluded or at risk of permanent exclusion supported through the 1% reintegration limit and managed move protocol.
- 110 The main proposed change is to extend the remit of the Behaviour and Inclusion Panels to provide them with the responsibility of working in partnership with the Local Authority to consider Fair Access referral cases where the admission cannot be agreed through the in-year transfer scheme and meets the agreed FAP criteria.
- 111 The Fair Access (Hard to Place) referrals should not be used as a means to circumvent the normal in-year admissions process.

- 112 A number of schools have been consulted on the proposed changes to the Durham FAP through the Inclusion task and finish groups. Although the new code is effective from the 1st September 2021 arrangements have been made to ensure all schools have an opportunity to be consulted at the beginning of the autumn term 2021 before agreeing the final version at DASH and DAPH later in the autumn term.

Alternative Provision Quality Assurance Protocol

- 113 As part of the review of Inclusion and AP, work has commenced to develop a countywide protocol to support a consistent approach across all schools when decisions are made to place young people into alternative education provision placements. The protocol will provide a framework where robust systems and checks take place, including joined up approaches between school, providers, and the LA.
- 114 It is hoped that as a model of good practice the protocol will be adopted by schools to support and provide strong evidence showing clear planning has taken place, including pupil and parent voice when decisions are made to place young people into AP settings. An Individual Education AP plan will act as a review document providing a record of decisions such as the reasons for the placement, expectations of providers and clear, short, medium, and long term plans that can be shared during inspections to demonstrate that robust systems are in place and followed.

Inclusion Team around the School

- 115 A Team around the School to support Inclusion has been piloted at Windlestone School and Bishop Barrington during the Spring and Summer terms, the positive impact from this work will be further developed during next academic year, a number of schools have been identified to roll out during the autumn term 2021.

The Woodlands AP Offer

- 116 To work with the Woodlands to develop a clear and strategic approach to identifying and agreeing off site alternative education pathways for young people who have been permanently excluded requiring a different offer to an on-site placement.

Conclusion

- 117 The Local Authority remain concerned at the increasing use of fixed term and permanent exclusion in some schools and Multi Academy Trusts (MATs). (Appendix 6)

- 118 Within the current accountability framework the Local Authority is limited to how it can influence the behaviour policies of MATs and that these responsibilities lie with the Regional Schools Commission and Department for Education.
- 119 The panels have identified support required for pupils across each year group during the 2021/22 academic year. This information has been used to allocate additional funding from the HNB Investment fund to reduce the number of pupils requiring a place at The Woodlands following permanent exclusion, this will be monitored during 2021/22 at regular meetings of SIRB (SEN Inclusion Resource Board).
- 120 The ongoing review of Inclusion will continue to require engagement from regional DfE, Ofsted and elected members to ensure full support from all secondary and primary headteachers.
- 121 We have an opportunity to capitalise on the current support from schools and key partners to consider a longer-term approach by transferring the responsibility of Alternative Provision and developing and embedding inclusive approaches within a Durham Inclusion model.

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Appendix 1: Implications

Legal Implications

Consideration must be given to SEN and Equality legislation when decisions are made to access and provide support for pupils.

Finance

Details of the financial implications are highlighted in paragraphs 36 and 42

Consultation

Panel leads and Headteachers have been consulted and agreed a financial agreement to support panel funding allocations.

The Panel Chairs have consulted with the EWEL team, CAMHS and Alternative Provision Providers as part of the business plan process.

Equality and Diversity / Public Sector Equality Duty

As a public body, the Council must take into account the Equality Act 2010, a consolidating Act which brings together previous Acts dealing with discrimination;. Decisions must be reviewed for potential impact on persons with "protected characteristics".

S.149 of the 2010 Act also lays down the Public Sector Equality Duty whereby from the 5 April 2011, local authorities and other organisations exercising public functions must have due regard to 3 key areas:

- Eliminate unlawful discrimination, harassment and victimisation.
- Advance equality of opportunity between those who share a relevant protected characteristic and those who don't and
- Foster good relations between those who share a relevant protected characteristic and those who don't.

The relevant "protected characteristics" are age, disability, gender re-assignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

Human Rights

All children and young persons are entitled to an education to help maximise their potential.

Climate Change

None

Crime and Disorder

There is a link between those children and young persons who are excluded and/or do not attend school regularly and anti-social behaviour. This initiative will reduce the number of young people being excluded and will allow them to be supported within their local communities creating a greater belonging. The schools and panels will continue to hold the responsibility for their education rather than the Local Authority.

Staffing

School staff and officers are fully involved in this area of work. Staff from all Panel schools support the work of the Behaviour Partnership Agreement.

Accommodation

A reduction of permanent exclusions would reduce the pressures on the Woodlands requiring off site placements, long term this will allow more pupils to access their education on site.

Risk

There is a risk of schools continuing to permanently exclude pupils at the current rates, however as part of the financial agreement should the number of permanent exclusions exceed the agreed figure for the panel area then the Local Authority reserve the rights to withhold the equivalent costs of the placement for those pupils from the following financial years allocation.

There is one Multi Academy Trust who are not involved in the panel arrangements, this MAT excludes high numbers of pupils. (membership comprises four schools) High numbers of permanent exclusions will place pressure on the Woodlands budget and creates pressure to support reintegration's into local schools

Procurement

The Behaviour and Inclusion panels will have the responsibility for procuring and quality assuring Alternative provision to support pupils at risk of exclusion. The BIPS should only procure AP from providers included in the Local Authority Alternative Provision directory.

Appendix 2 PEX by year group

Year Group	2014/15	2015/16	2016/17	2017/18	2018/19	2019/21	2020/21
Year 11 - Key Stage 4	11	3	9	11	11	8	3
Year 10 - Key Stage 4	28	17	22	24	21	16	7
TOTAL	39	20	31	35	32	24	10
Year 9	17	21	14	26	26	26	14
Year 8	11	12	22	16	26	26	21
Year 7	6	5	11	16	16	17	11
TOTAL	34	38	47	58	68	69	46
Year 6 - Key Stage 2	2	0	0	0	0	0	0
Year 5 - Key Stage 2	1	0	0	0	0	0	0
Year 4 - Key Stage 2	0	0	0	0	0	0	0
Year 3 - Key Stage 2	2	0	0	0	0	0	0
TOTAL	5	0	0	0	0	0	0
Year 2 - Key Stage 1	1	0	0	0	0	0	0
Year 1 - Key Stage 1	0	0	0	0	0	0	0

Appendix 3 Secondary BIP end of year data 2020 21

Please note that the panel funding agreed column provides details of funding that has been requested and agreed from September 2020 to July 21-this does not mean all funding has been allocated.

2020/21 panel data

North Panel	Panel cases disu	Closed cses with a	Number of PI	Number of PEX reir	Bridge Placements KS	Bridge Placements	Panel Funding ag	EWEL credits	Manged Moves i	Manged Moves admitt
Consett Academy	11	5	1	1	2	4	22,000	15	3	2
NDA	5	0	11	1	4	4	17,700	18.5	4	3
Hermitage	12	5	6	0	2	0	5000	13	1	1
Park View	15	3	0	1	2	1	4000	13	3	0
St Bedes Lanchester	0	0	0	0	0	1	6857	4	0	1
Tanfield	6	3	1	0	1	2	4000	2	6	0
Wolsingham	4	0	0	1	1	0	9450	5	3	1
Total	53	16	19	4	12	12	69,007	85.5	20	8

Central Panel	Panel cases disu	Closed cses with a	Number of PI	Number of PEX reir	Bridge Placements KS	Bridge Placements	Panel Funding ag	EWEL credits	Manged Moves i	Manged Moves admitt
Belmont	6	1	2	0	1	2	42,932	13	2	0
DFED	8	3	0	0	1	2	42,378	15	1	0
Durham Johnston	9	2	0	0	1	1	6000	48	0	0
Framwellgate	9	3	0	1	2	3	49,585	10	3	0
St Leonards	5	4	2	0	2	2	7000	15	1	0
Total	37	13	4	1	7	10	147895	122	7	0

East Panel	Panel cases disu	Closed cses with a	Number of PI	Number of PEX reir	Bridge Placements KS	Bridge Placements	Panel Funding re	EWEL credits	Manged Moves i	Manged Moves admitt
Dene	11		1	1	3	1	32,689	5	1	1
Endeavour	1		1	0	0	0		7.5		0
Peterlee St Bedes	10		0	0	0	2	18,556	12	1	0
Seaham	16		7	0	5	4	34,818	16	6	2
Sedgefield	6		0	2	1	0	13,730	10	0	0
Wellfield	21		6	0	2	1	15,546	10	0	0
Total	65		15	3	11	8	115,339	78	8	3

South West Panel	Panel cases disu	Closed cses with a	Number of PI	Number of PEX reir	Bridge Placements KS	Bridge Placements	Panel Funding ag	EWEL credits	Manged Moves i	Manged Moves admitted on roll
Bishop Barrington	34	15	3	0	1	1	10,000	21.5	5	0
Ferryhill	24	13	1	0	1	3	27,500	6	9	2
Greenfield	24	14	2	0	0	5	11,125	8	8	0
King James 1	24	10	3	0	1	4	27,000	9.5	11	0
Parkside	28	9	0	0	1	0	6,500	15	9	0
St Johns	18	10	0	0	1	1	25,000	34	2	0
Staindrop	18	12	0	0	0	0	6,390	3	5	2
Teesdale	2	1	1	0	0	0	0	2	1	0
UTC	1	0	0	0	0	1	5000	0	0	2
Whitworth	18	9	2	0	1	0	5000	6	7	0
Woodham	30	18	1	0	3	3	12,832	21	15	2
Total	221	111	13	0	9	18	136,347	141	72	8

Appendix 4 Primary Behaviour Partnership Panel 2020-21 Report

Primary Behaviour and Inclusion Partnership Panel 2020/21 Report

During the academic year 2020/21 the Primary Behaviour and Inclusion Panel has supported 34 young people at risk of permanent exclusion, as a result there were no primary aged pupil permanently excluded.

This report provides a breakdown of number of referrals and support offered; the Panel has taken joint ownership of the young people who have been brought to their attention.

The Panel has supported the Fair Access Protocols including highlighting the need to share greater information to support pupils moving in year between local schools as well as reaching an agreement to reduce in year movement where possible.

The Woodlands (The Willows/Beeches) have supported the panel by offering outreach and short-term off-site placements. The Outreach package has been piloted throughout the year; this was in part due to the impact of Covid. The outreach support as proved very successful and will continue to be part of the Primary panel offer to schools during the 2021/22 academic year.

The short-term placements have provided intervention packages to help improve behaviour working closely with the referring schools to ensure appropriate reintegration plans support young people returning to their home school. The majority of young people have successfully returned to their home school or moved to another school/provision.

10 young people have been supported through Willow's placements during the 2020/21 academic year.

12 young people accessed outreach support through the panel referral (with a further 11 young people supported as part of Covid lockdown offer).

7 young people accessed EWEL credit support.

11 cases supported through Early Help advice and guidance.

28 cases received advice from panel reps including peer support, SEN guidance and training support.

Representatives from Early Help, EWEL, Education Psychology Service, SEN Team and CAMHS have supported the work of the Panel by providing advice and updates for individual cases as well as offering advice and support to schools, young people and their families by both delivering or sign posting support.

Actions

1. Panel dates for the 2021/22 academic year along with a revised panel referral form, guidance document for referring schools, flowchart to support referrals and Promoting Positive Behaviour document has been placed on the extranet to support schools from September 2021.
2. Panel representatives to provide feedback relating to the work and support offered from the panel during the 2020/21 academic year to COL's during the Autumn term 2021.
4. The Willows/Beeches to continue to offer Outreach Support packages where appropriate in addition to the off-site placement offer.
5. The EWEL representative to provide a full breakdown of credits used during 2020/21 and credits available to support referrals from September 2021.
6. The Panel Chair to be agreed for each meeting to provide all school representatives an opportunity of chairing the meeting.

Table of schools accessing panel support 2020/21

School	Number of referrals
Beamish Primary	1
Benfieldside Primary	1
Blackhall Primary	1
Bournmoor Primary	1
Burnside Primary	1
Colliery Primary	1
Deaf Hill Primary	1
Dene House Primary	1
East Stanley	1
Esh Winning Primary	1
Framwellgate Primary	1
Gainford Primary	1
Horndale Infants	2
Langley Park	1
Newker Primary	1
Nevilles Cross	2
Ropery Walk	1
Rosa Street	2
Seaham Trinity	1
Sherburn Primary	2
St Francis NA Primary	2
St Michaels BM Primary	3
Timothy Hackworth	1
Trimdon St Williams	1
West Rainton Primary	1
Woodham Burn Primary	2

Appendix 5 Woodlands Case Studies

Woodlands Permanent Exclusion Case Studies

Pupils	Yr 7 Woodlands Costs £	Yr 8 Woodlands Costs £	Yr 9 Woodlands Costs £	Yr 10 Woodlands Costs £	Yr 11 Woodlands Costs £	£ Total cost of Woodlands Placement	Pupil details
Excluded Yr 7	9500*	19950	20900	21850	22800	95,000	<p>1. Male Following a successful initial placement where the student presented as positive and engaged it was decided to follow a Reintegration Pathway into a mainstream school. Reluctance from local mainstream schools to offer a placement resulted in the student remaining in Y7 at The Elms. This, alongside a change in family circumstances, impacted on engagement and positivity towards a return to mainstream education. During Y8 deterioration in behaviour and attitude to learning increased. Interventions to re-engage with learning were introduced and a personalised timetable was developed to include some sessions attending AP. Engagement and attitude continued to decline resulting in the student requiring full time AP education.</p> <p>-Excluding School contribution towards the PEX based on figures below £5704 – costs to LA HNB £89,296 to support placement</p>
Excluded Yr 8		9975*	20900	21850	22800	75,525	<p>2. Female The student display exemplary behaviour during her initial placement at The</p>

							<p>Woodlands. Awareness was raised that behaviour in the community was challenging but this did not impact on engagement in school. A reintegration Pathway was developed with Seaham High School offering her a place. During reintegration discussions with SHS their DHT highlighted that the family were known to the school and this, linked to ongoing concerns with Social Care and a bullying incident leading to a suicide attempt by the student's sister delayed the plan to reintegrate. The engagement and attitude of the student was quickly deteriorating. A further decline in positive engagement linked to a safeguarding incident resulted with the student being placed on AP full time.</p> <p>–Excluding School contribution towards the PEX based on figures below £5704 – costs to LA HNB £69,821 to support placement</p>
Excluded Yr 9			10450*	21850	22800	55,100	<p>3. Male The student, although very academic, initially made slow progress. There were a number of issues at home which staff felt were impacting on this. Engagement and progress gradually improved and a Reintegration Pathway was agreed. The student, although nervous, was excited by this opportunity. Wolsingham offered a reintegration. This was fast paced and unsettled the student marginally. A minor incident resulted in the plan being re-addressed at a slower pace and with a</p>

							<p>higher level of support from Wolsingham, rather than Woodlands staff. Whilst the school sought a suitable support an incident occurred in the community between the student and another Wolsingham student. The school retracted the offer of a place and the student returned to The Woodlands, attending KS4. A rapid deterioration in behaviour and engagement was observed, resulting in the student being placed on AP fulltime.</p> <p>Excluding School contribution towards the PEX based on figures below £5704 – costs to the LA HNB £49,396 to support placement</p>
Excluded Yr10				10450*	21850	32,300	<p>4. Female The student started at The Woodlands late in The Summer Term. She presented positively and it was quickly identified that a Reintegration Pathway should be identified. St. Bede's in Peterlee was chosen by her parent. The school were reluctant to offer a place and suggested a placement at the College would be more suitable; this however was not an option. The student was distressed by the experience and now does not want a return to mainstream education but remains settled in KS4.</p> <p>–Excluding School contribution towards the PEX based on figures below £6174 – costs to LA HNB £26,126 to support placement</p>

If you average the school contribution towards the PEX based on the exclusion taking place part way through the school year as £5,700 one off payment for a KS3 and £6174 one off payment for

a KS4 student, based on the following KS3 AWPU £4032 plus £5000 =£9032 divided by 190 school days = £47.53 x 120 school days = £5704

KS4 AWPU £4777 plus £5000 = £9777 divided by 190 school days = £51.46 x 120 school days = £6174

As the table above illustrates the total costs to support the 4 pupils during their time at the Woodlands following their permanent exclusions is £257,952 , should the increased funding allocation to Behaviour and Inclusion Panels (£868,572) reduce permanent exclusions by 15 or more then this will have a long-term impact on reducing year on year HNB pressures on the Woodlands budget.

AP Cost Calculated (£5 average increase each year):

2018-19	190 days x £100 (£75 plus £25 taxi)	= £19,000
2019-20	190 days x £105 (£80 plus £25 taxi)	= £19,950
2020-21	190 days x £110 (£85 plus £25 taxi)	= £20,900
2021-22	190 days x £115 (£90 plus £25 taxi)	= £21,850
2022-23	190 days x £120 (£95 plus £25 taxi)	= £22,800

* Assumption made that pupil goes to AP halfway through academic year just for costing purposes.

Appendix 6 Secondary data dashboard inclusion 20 21

2020/21 - Covid year

Pupils on Roll at Woodlands at Sept 20				No. of P/Ex	Total Number of FTE	Days lost to FTE	No of pupils Repeated FTE	No. of Panel referrals	MM agreed to take	MM taken on roll 9includes yr11 extended0	MM requested extended	No. of Pupils Reintegrated from Woodlands follows P/Ex	Pupils attending AP			In year Transfer IN	In year Transfer OUT	Pupils on EHE over 3 year period	Pupils on EHE Register 2020/21	Top up Funding Pupils/ funding received	No of Pupils on Roll from census data	No OF Durham LAC on roll	Ofsted Rating	
School	Totals	P/Ex KS4	P/Ex KS3										Endeavour LA Places from Sept 21	Bridge KS3 places accessed during 2020/21	Bridge KS4 places accessed during 2020/21									
Belmont	3	2	1	2	15	56.5	3	6	2	1	2	0	0	0	1	2	22	3	22	10	28,225	754	7	2
Bishop Barrington	10	8	2	3	168	297.5	40	34	7	0	5	0	0	0	1	1	16	13	25	10	64,030	760	6	3
Consett	1	1	0	1	257	414	50	11	3	2	3	3	1	1	2	4	18	4	27	12	33,318	1431	9	3
DFED	5	5	0	0	53	151.5	9	8	3	0	1	0	0	0	1	2	19	7	14	6	59,403	381	8	3
Dene	3	3	0	1	55	159.5	12	11	2	1	1	0	1	2	3	1	8	6	15	10	81,027	625	5	3
Durham Johnstone	2	2	0	0	61	180	11	9	2	0	0	0	0	0	1	1	11	2	6	2	22,100	1322	13	1
Easington	7	6	1	4	82	138	17	na	0	0	4	0	0	0	0	0	7	3	6	4	21,585	754	5	2
Ferryhill	2	1	1	1	62	135.5	15	24	13	2	9	3	0	0	1	3	19	9	21	13	36,379	733	4	2
Framwellgate	1	1	0	0	76	192.5	16	9	1	0	3	1	1	0	2	3	8	7	16	6	93,386	1143	9	3
Greenfield	5	4	1	2	36	54.5	8	24	10	0	8	1	0	0	0	5	14	10	26	12	61,475	818	6	3
Hermitage	13	6	7	6	23	106.5	2	5	1	1	1	0	0	0	2	0	13	0	13	3	98,965	935	5	4
King James	3	2	1	3	131	256.5	33	24	9	0	11	1	0	0	1	4	11	6	12	7	65,876	796	6	2
NDA	22	12	10	11	624	986	110	12	7	3	4	1	1	1	4	4	48	12	12	9	42,836	957	6	3
Park View	0	0	0	0	148	233	31	15	2	1	3	0	2	0	2	1	3	3	7	3	94,182	1195	4	2
Parkside	5	5	0	0	81	222	19	28	3	0	9	0	0	0	1	0	22	6	14	10	25,710	921	3	1
Seaham	11	6	5	7	98	347	19	16	2	2	6	2	0	1	5	4	12	2	13	9	65,506	1145	11	2
Sedgefield	2	2	0	0	60	154	15	6	0	0	0	0	2	0	1	0	11	3	5	2	24,628	985	8	1
Shotton Hall	3	2	1	2	55	118.5	9	na	2	0	1	0	0	0	0	0	1	2	16	8	1,525	1204	10	1
St Bede's, Lanchester	0	0	0	0	54	114	10	0	0	0	0	0	0	0	0	1	0	1	12	2	122,260	1223	10	1
St Bede's, Peterlee	1	1	0	0	24	67	3	10	3	0	1	0	0	0	0	2	10	3	9	7	31,327	612	3	2
St John's	2	2	0	0	50	80.5	12	18	2	0	2	0	0	0	1	1	6	4	8	3	30,408	1145	9	2
St Leonard's	1	0	1	2	134	483	25	5	0	0	1	0	0	1	2	2	3	4	2	2	63,090	1164	4	2
Staindrop	0	0	0	0	15	28	2	18	8	2	5	1	0	0	0	0	6	2	11	5	50,926	369	2	3
Tanfield	5	4	1	1	26	58.5	5	6	1	0	6	3	0	0	1	2	9	6	9	5	14,465	658	5	4
Teesdale	2	1	1	1	20	71	3	2	0	0	1	1	0	0	0	0	22	6	18	8	57,802	593	5	1
UTC	0	0	0	0	16	33	4	1	7	1	0	0	0	0	0	1			4	2	6,099	212	0	2
Wellfield	15	13	2	6	108	281	19	21	1	0	0	0	0	2	1	1	16	4	24	15	14,433	868	6	2
Whitworth	5	3	2	2	18	98.5	3	18	3	2	7	3	0	2	1	0	10	12	18	9	24,133	731	4	4
Wolsingham	0	0	0	0	14	46	1	4	2	1	3	1	1	0	1	0	18	8	22	18	39,431	653	2	2
Woodham	1	0	1	1	44	103	10	30	12	3	15	4	0	0	3	3	25	12	13	8	36,670	922	9	2
Out county	13	11	2						6	1	4		0	0	1	0					1,147,092			
Max	22	13	10	11	624	986	110	34	13	3	15	4	2	2	5	5	48	13	27	18	122,260		13	
Min	0	0	0	0	14	28	1	0	0	0	0	0	0	0	0	0	0	0	2	2	1,525		0	
AV	4.613	3.323	1.29	1.9	86.9	188.9	17.2	13.4	3.6	0.7	3.7	0.8	0.3	0.3	1.3	1.6	13.4	5.5	14.0	7.33333333	47,040		6.13333	