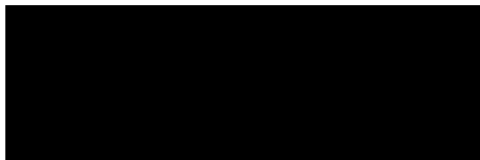




12 DEC 2018



Dear 

Thank you for your email of 12 November 2018 to the Ministry of Education (the Ministry) requesting the following information:

1. *Can you tell us how many 5 and 6 year olds have been stood down from primary schools in Southland for each of the last five years? [2013-2017]*
2. *Can you tell us how many 5 and 6 year olds have been suspended from primary schools in Southland for each of the last five years?*
3. *Can you tell us how many 5 and 6 year olds have been excluded from primary schools in Southland for each of the last five years?*
4. *What are the five main reasons for these stand-downs, suspensions and exclusions, in order of the most common reason to the least common reason.*

Your request has been considered under the Official Information Act 1982 (the Act).

Please find attached as **Appendix A**, data on the number of five and six year-olds who were stood-down, suspended, or excluded from primary schools in Southland (including behavioural reasons) from 2013 to 2017.

Values less than five in the cohort of data have been withheld under section 9(2)(a) of the Act, to protect the privacy of natural persons and to avoid identifying individual students. These values are shown as 'x' in the Appendix.

Definitions of measures used

A **stand-down** is the removal of a student for a period of up to five days in a school term. A student may only be stood-down for a total of ten school days in a year.

A **suspension** is the formal removal of a student from a state or state-integrated school on a temporary basis until the school board of trustees (the board) decides the final outcome at a meeting. The board can then either:

- lift the suspension (with or without conditions),
- extend the suspension, or
- exclude the student (if under 16) or expel the student (if aged 16 years or over).

Exclusions and expulsions are subsets of suspension where an enrolment is terminated. If the student is aged under 16, the board may decide to exclude the student from the school, with the requirement that the student enrolls elsewhere.

Considerations when interpreting the data

It's important to note that stand-downs, suspensions, exclusions and expulsions are measures of a school's reaction to the behaviour. While one school may opt to suspend a student over a particular incident, another school may not. The number of these incidents should not be used as a proxy measure for total student behaviour.

A comprehensive view of age standardised data per 1,000 students is available by going to our website *Education Counts* at <http://www.educationcounts.govt.nz/statistics/indicators>, and choosing "stand downs, suspensions, exclusions and expulsions" from the drop down list.

Support for schools

Schools are required to develop comprehensive local approaches to promoting pro-social behaviour and wellbeing within their setting. We support these efforts, and the development of whole school capability, with programmes such as Positive Behaviour for Learning (PB4L).

Our '*Teaching for Positive Behaviour*' resource supports teachers to understand and use effective practices that enhance students' behaviour, engagement, participation, and learning. You can read about both of these resources in more detail at: <http://pb4l.tki.org.nz/PB4L-School-Wide>.

Our Learning Support professionals work specifically to support children and young people with higher levels of challenging behaviour. '*Understanding Behaviour – Responding Safely*', a training workshop for behaviour management that focuses on preventative and de-escalation techniques, has been developed for New Zealand schools. It is delivered by Learning Support professionals who can provide ongoing support to schools.

The school-based Resource Teacher: Learning and Behaviour (RTLb) service supports clusters of schools develop whole school behaviour management strategies to help manage the additional learning needs of students and help enhance students' learning participation and wellbeing.

We also provide bullying prevention guidance for school Boards of Trustees, which you can find by searching the resources section at: <https://www.bullyingfree.nz>.

Thank you again for your email. If you have further questions please feel free to contact our media team in the first instance at media@education.govt.nz.

If you are unsatisfied with my response, you have the right to ask an Ombudsman to review it. You can do this by writing to info@ombudsman.parliament.nz or Office of the Ombudsman, PO Box 10152, Wellington 6143.

Yours sincerely

A handwritten signature in black ink, appearing to read 'Katrina', with a long, sweeping horizontal stroke extending to the right.

Katrina Casey
Deputy Secretary
Sector Enablement and Support

cc: Julie Anderson, Director of Education for Otago Southland.

Appendix A

Southland 5 & 6 Year olds	2013	2014	2015	2016	2017
Stand-downs	13	10	13	29	22
Suspensions	X	X	X	X	X
Exclusions	X	X	X	X	X

Southland 5 & 6 Year olds	2013	2014	2015	2016	2017
Stand-downs					
Continual Disobedience	X	X	X	X	X
Other Harmful or Dangerous Behaviour	0	0	0	X	X
Physical Assault on Other Students	8	6	7	17	9
Physical Assault on Staff	X	X	X	6	5
Sexual Misconduct	X	0	X	0	0
Theft	0	0	0	0	X
Vandalism	X	0	0	0	X
Verbal Assault on Staff	0	0	0	0	X
Suspensions					
Continual Disobedience	0	0	0	X	0
Other Harmful or Dangerous Behaviour	0	0	X	0	X
Physical Assault on Other Students	X	X	X	X	X
Physical Assault on Staff	X	X	X	0	X
Exclusions					
Other Harmful or Dangerous Behaviour	0	0	X	0	0
Physical Assault on Other Students	0	X	X	X	0
Physical Assault on Staff	X	0	0	0	X

RELEASED UNDER THE OFFICIAL INFORMATION ACT