Item 3

19th November 2026

Glasgow City Council

Education, Skills & Early Years Committee

Report by Executive Director of Education Services

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Report on Attendance and Exclusions 2025/26

Purpose of Report:

To provide the Committee with information on attendance and exclusions.

Recommendations:

The Committee should consider and note the findings.

Ward No(s):	Citywide: ✓
Local member(s) advised: Yes ☐ No ☐	consulted: Yes ☐ No ☐

***PLEASE NOTE THE FOLLOWING**:*

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1. Introduction

1.1 The 2025/26 results have been calculated using information collected in the summer of 2026 from all primary, secondary and ASL schools in Glasgow. For Glasgow City, the information was extracted from SEEMIS management information system.

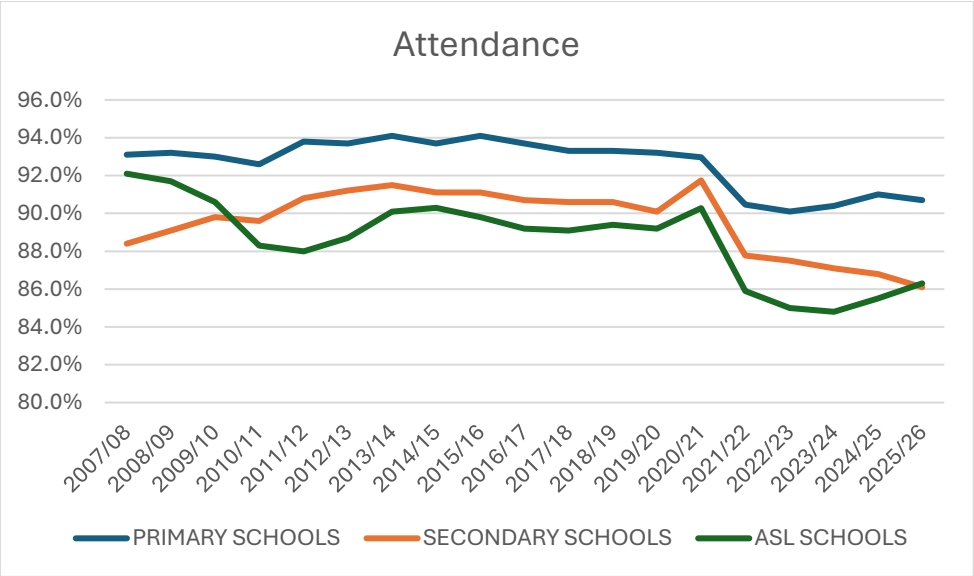
1.2 Scotland's schools closed on 23rd March 2020 due to the global pandemic and did not open again to pupils until 12th August 2020. During the week beginning 16th March, pupil attendance was disrupted due to the understandable uncertainty amongst parents and carers about the spread of COVID-19. Therefore, the data for 2019/20 has been taken up to 16th March 2020.

1.3 Schools were closed again from January 2021. They opened for P1 to P3 from 22nd February and from 15th March for P4 to P7. Secondary pupils were able to attend in small groups from 15th March. Full opening took place following the spring break.

1.4 In the following years, schools did not close due to COVID, however, attendance of both pupils and staff continued to be affected.

2. Attendance

2.1 The graph below shows the percentage attendance over time.



2.2 The graphs show the significant impact the pandemic has had on our schools. Positively, there has been an increase in attendance in ASL schools and only a very small decrease in primary schools. There is, however, a declining trend in secondary schools.

2.3 All schools across the city have been working hard to improve attendance. They work with third sector partners and families to stress the importance of education and consistent attendance at school. Schools deploy a range of strategies to encourage pupils to attend.

3. Attendance Matters Everyday Campaign

3.1 The first phase of the Attendance Matters Everyday campaign was launched in March 2025 in response to a sustained decline in school attendance, seen both locally and nationally. Research highlighted that attendance across Glasgow's primary schools had fallen significantly over the previous decade and that nationally parental attitudes towards attendance had shifted particularly following the pandemic, with some parents believing that missing occasional days of school, for reasons other than illness, did not impact their child's development or the broader school community.

3.2 Developed in conjunction with the results of a small research study and involving teaching staff, the campaign targeted parents and carers of primary school-aged children, recognising them as the key decision-makers when it comes to school attendance. Rather than focusing solely on academic attainment, the campaign highlighted the wider benefits of attending school every day possible, including developing life skills, building social skills, friendships and allowing them to reach their full potential.

A supportive tone was adopted throughout, reinforcing that schools and the Council were also here to help families overcome barriers to attendance, which can be linked to a variety of factors including mental health, poverty and health. A six-week campaign was delivered, including paid for advertising, organic social media, radio, school communications and resources that could be tailored and used locally. The campaign encouraged conversations between schools and families while reinforcing a consistent city-wide message that every school day your child attends makes a difference to their development.

3.3 Evaluation showed encouraging results. The campaign generated strong engagement across digital channels, social stats with more than 2,180 page visits to the attendance section on Glasgow Online and GCC webpages during the campaign period. It was one of the top 25 pages on Glasgow Online during 2025. There were 453 downloads of the school toolkit including 279 poster downloads, 266 letterhead downloads, 188 logo downloads and 123 social media plan downloads. These figures demonstrate strong adoption of the campaign by schools and a significant appetite for attendance-focused resources across the city.

The campaign performed strongly across both paid and organic channels. More than 700,000 combined impressions across social media channels with more than 340,000 people reached. This generated more than 3,500 direct website visits/clicks through paid and organic activity. Paid click through rate significantly exceeded GCC benchmark performance. Organic Facebook engagement achieving 10.7%, with some individual posts exceeding 13%

engagement, and it showed a strong resonance with core parent audiences aged 25-44.

A small post campaign survey showed that 33% of respondents recalled seeing something about the campaign with the most popular recall around hearing the radio advert. A small number of respondents intimated that they had not previously appreciated the cumulative impact on a child of missed days.

School feedback indicated that the campaign helped raise awareness of the importance of attendance and provided a useful council-backed campaign for conversations. Headteachers particularly valued the consistency of the messaging, graphics and resources, while anecdotal feedback also indicated increased number of conversations with families about attendance and support available.

3.4 **Attendance Matters Every Day Relaunch 2026**

Building on the awareness and lessons identified from the first run of the drive, the campaign was updated and rerun as schools started the new term in August 2026. This time with more of a focus on digital advertising and updating school communications for the new term.

A paid social media campaign ran via both (META and Tiktok) and organic media plans (X.com and META). Engagement rates exceeded average GCC benchmarks, with the campaign generating approximately 924,000 impressions/views and 9,250 clicks across paid and organic activity. Paid media delivered the majority of scale, accounting for 836,000 impressions and 5,194 clicks, with Facebook proving the strongest driver of traffic. Organic social activity contributed a further 88,500 impressions/views, 4,060 clicks and 4,617 engagements. Overall, the campaign combined broad paid reach with highly effective organic content to drive significant awareness and traffic to attendance information.

A new addition was advertising on TikTok that was borne from findings suggesting that this was a better way to target parents/carers aged 25-35 years. Three adverts were viewed more than 355,000 times during the two-week period. While META drove more traffic volume (3,794 link clicks), TikTok delivered significantly cheaper reach, with cost per 1000 impressions around £1.71 versus £3.01 on Meta. TikTok was excellent for cost-efficient reach and awareness, while Meta was the stronger traffic-driving platform. Together they complemented each other well, with TikTok building scale and Meta converting more users into website visits.

There have also been 1328 page views on the main GCC website Attendance page from 1 August 2026.

3.5 Interest in campaign resources continued beyond the initial activity period, with the attendance section on Glasgow Online receiving 700 visits since the start of the 2026/2027 school year, cementing it as one of the top 25 pages on the site. The rerun generated a further 121 downloads of the school toolkit. There

were also an additional 63 poster downloads, 41 letterhead downloads, 52 logo downloads and 17 social media plan downloads, demonstrating both sustained engagement and a continued demand for attendance-focused materials from schools across Glasgow.

Overall, across the lifetime of the project, including the rerun, all campaign resources were downloaded 2,736 times from Glasgow Online. This included motion video assets, social media content for Instagram, Facebook and X, along with posters, logos, letterheads, campaign plans, guidance and research materials.

3.6 **2025 vs 2026 Primary Attendance Campaign creative**

Attendance Matters Every Day campaign grew from a successful awareness campaign in 2025 into a more efficient performance campaign in 2026, increasing paid traffic by 27% while reducing advertising costs by more than 40%. In 2025, the hard-hitting"85% attendance = two months missed school" statistic creative generated the strongest engagement and discussion. In 2026, the "Friendships" creative stood out for scale and click volume, while “Life Skills" delivered the best efficiency and engagement performance.

That suggests the strongest learning from the two years is that attendance data creates attention, but positive human outcomes such as friendships, teamwork and life skills drive efficient action and click through.

Although attendance is influenced by a wide range of complex factors and it is not possible to draw a direct causal link between the campaign and improving attendance rates, evaluation findings indicate that the campaign succeeded in raising awareness of attendance issues among the target audience, increasing understanding of why attendance matters, and supporting schools in communicating these messages consistently. Importantly, it provided headteachers with a city-wide narrative and suite of resources that helped strengthen local conversations with parents and carers about attendance, wellbeing and support.

3.7 **Phase 2: Secondary Schools (S1 and S2)**

The next stage of Attendance Matters Every Day will focus directly on young people themselves, specifically pupils in S1 and S2. Phase 2 acknowledges that as young people move into secondary school, they develop greater independence, stronger peer influences and increasing ownership of their decisions.

The campaign aim is to encourage more S1 and S2 pupils to attend school every day they can. Rather than talking about young people, the campaign will be developed with them, ensuring their experiences and perspectives shape the final creative approach.

A research phase is now underway, beginning with a city-wide survey of pupils. The survey is designed to explore young people's attitudes towards attendance,

identify motivations and barriers to coming to school, understand what they enjoy and dislike about school, gauge their understanding of attendance rates, and identify the channels and platforms they use to access information.
Survey findings will be supplemented by engagement with the citywide Pupil Forum, where young people will be asked to test themes, language, creative approaches and campaign concepts.

The campaign is expected to run from January 2027.

4. Education Services- Attendance Strategy

4.1 We have a multiagency Attendance Strategy Group that meets each term that oversees the implementation of an action plan.

The group is chaired by the Principal Educational Psychologist, who has strategic responsibility for attendance and there are representatives from:

- Primary Schools – 2 Headteachers
- Secondary Schools- Headteacher, 2 Depute Headteachers
- ASL Schools- Depute Headteacher, Principal Teacher
- CAMHS- Clinical Psychologist
- Glasgow HSCP- Service Manager (Intensive Services)
- Performance Planning and Research (PPR) team
- Glasgow Virtual School – Headteacher
- Third Sector Partner- Quarriers
- Glasgow Educational Psychology Service- 2 Educational Psychologists
- Education Scotland- Attainment Advisor

4.2 The Group is responsible for monitoring and supporting improvement of attendance of all young people within Glasgow schools. The group reports directly to the Education Directorate. Core tasks that the Attendance Strategic Group carries out are:

- Development and review of Glasgow Education Service's Attendance Policy
- Review of the Glasgow's Attendance Practice Guidelines.
- Review and analysis of school attendance statistics across the education estate.
- Oversight and quality assurance of services commissioned to support young people's attendance in schools.
- Commissioning services that support young people's attendance and engagement in schools.
- Linking with the Glasgow Inclusion Challenge and Glasgow Virtual School (GVS) to ensure consistency or practice through capacity building of all staff.
- Identification of areas of unmet need.
- Gathering data, intelligence, and identifying examples of best practice to support schools in further improving attendance.

- Linking with other partners as part of the wider Integrated Children's Services Plan.
- Linking with the West Partnership Attendance Group
- Producing an annual Report.

The workplan sets out ten strategic actions designed to improve school attendance across Glasgow Education Services. Its main focus is to strengthen attendance policy and guidance, improve the use of data, develop school practice, provide targeted support for pupils experiencing barriers to attendance, and improve partnership working.

4.3 **Summary of the Glasgow Attendance Strategic Workplan 2024–27**

The plan adopts a city-wide approach, with responsibilities allocated to identified lead officers.

There are 9 workstreams.

1. Attendance policy Develop a Glasgow Education Services attendance policy, informed by existing local authority approaches and statutory requirements.

2. Attendance data and analysis Develop a Business Intelligence dashboard to support monitoring of attendance at school and individual pupil levels, with clearer responsibilities for Area Improvement Teams.

3. SEEMiS attendance coding Improve consistency in the recording of attendance through guidance, staff development, and clarification of attendance codes.

4. Sharing good practice Identify and share effective attendance approaches across primary, secondary, and additional support needs establishments.

5. Attendance practice guidelines Update existing emotionally based school non-attendance (EBSNA) guidance to provide comprehensive attendance guidance for schools.

6. Training for schools in identifying and supporting pupils with Emotionally Based School Non-Attendance (EBSNA) Deliver training for schools and support and development groups, informed by an ongoing EBSNA workplan.

7. Partnership working and service development Audit existing services, identify unmet need, share innovative practice, and explore new partnerships and funding to support disengaged learners.

8. REACH service Monitor contract performance, secure continued funding and meet reporting requirements associated with Whole Family Early Intervention funding.

9. Supporting Care-experienced learners Establish multi-agency work to understand attendance difficulties, examine reduced timetables and placements in children's houses, and develop practical support toolkits.

4.4 Key strategic priorities

The workplan reflects five overarching priorities.

1. Establish a consistent city-wide approach
Develop a common policy, clear guidance, and consistent recording arrangements so that schools have a shared understanding of attendance expectations, procedures, and responsibilities.

2. Strengthen monitoring and accountability
Improve the quality, accessibility and use of attendance data to identify emerging concerns, monitor individual pupils and schools, and inform targeted improvement activity.

3. Build staff capacity and share effective practice
Support schools through EBSNA training, practical guidance, and opportunities to learn from approaches that have improved attendance and engagement elsewhere.

4. Provide targeted and coordinated support
Improve partnership working and identify unmet needs, particularly for vulnerable learners, care-experienced children and young people who have become disengaged from education.

5. Improve communication and organisational learning
Establish effective mechanisms to share developments, communicate expectations, and disseminate successful practice across Glasgow schools.

4.5 Progress to date

1. Attendance policy The policy for Glasgow Education Services has been developed and is currently out for consultation with schools, Glasgow HSCP, young people, parents/carers, legal services, and health colleagues. We plan to publish the policy late December 2026 or January 2027 once all responses have been received. The policy strongly aligns with Included, Engaged and Involved Part 1: Improving Attendance in Scotland's Schools (March 2026) and with Glasgow's Nurturing Relationships Policy (2025) and our revised Anti-bullying Policy (2026)

2. Attendance data and analysis The PPR team have developed a Business Intelligence dashboard to support monitoring of attendance at school and individual pupil levels. The dashboard provides up to date (weekly) attendance data on individual pupils. Each school has the facility to analyse and compare pupil data and identify trends. There is a user feedback group that is working to further develop the data analysis to help schools target specific groups of

vulnerable pupils. The BI Dashboard has improved accuracy but also the consistency across all schools in Glasgow.

3. SEEMiS attendance coding The PPR team have developed further guidance for schools in the use of specific attendance codes. This has improved the consistency and clarification in the recording of attendance.

4. Sharing good practice, We now Identify and share effective attendance approaches across primary, secondary, and additional support needs establishments.

A total of 62 representatives from 29 secondary schools attended the Secondary Attendance Seminar held in May 2026 in Shawlands Academy. Feedback reflects perceptions of increased knowledge, confidence, and intended changes to practice, alongside suggestions for future improvement.

Some particular highlights include:

- 100% agreed or strongly agreed that they had identified actions to take forward following the symposium.
- 98.7% felt the workshops provided practical approaches they could apply within their own context.
- 98.7% agreed that the symposium provided valuable professional learning.
- 97.4% reported an increased understanding of the factors influencing attendance.
- 97.4% recognised the important relationship between attendance, inclusion, and wellbeing.
- 97.4% felt more confident in addressing barriers to attendance.

5. Attendance practice guidelines We have updated existing emotionally based school non-attendance (EBSNA) guidance to now provide comprehensive attendance guidance for schools. The guidance complements the policy and is designed to support schools in understanding and reposing to persistent non-attendance. The guidelines can be accessed online HERE

6. Training for schools in identifying and supporting pupils with Emotionally Based School Non-Attendance (EBSNA)
Educational psychologists led on this workstream. During 2025–26, GEPS continued to develop training and resources on Emotionally Based School Non-Attendance (EBSNA) and produced Attendance Practice Guidelines for schools and ELCs. This work supports a more shared understanding of EBSNA and provides a basis for consistent practice.

Six multi-agency EBSNA Support and Development Group (SDG) sessions took place in the North East between September 2025 and May 2026. Educational Psychologists, Speech and Language Therapy and CAMHS facilitated the sessions. Fifty-six primary, secondary and Speech and Language Therapy colleagues attended. Overall satisfaction ratings were high across sessions (4.27–4.56 out of 5); opportunities for reflection and sharing

experiences received particularly strong ratings (4.38–4.65 out of 5). This suggests the groups provide valued opportunities for professional dialogue and shared learning.

In May 2026, the EBSNA city lead group asked professionals to contribute to self-evaluation of partnership outcomes for children, young people and families. Thirteen respondents described the contribution of the GEPS EBSNA CLG to their practice. Feedback referred to increased confidence, access to guidance, and improved understanding of EBSNA. Respondents also described changes to organisational guidance and service delivery. Examples of reported benefits for children and families included re-engagement with school, access to qualifications, signposting to support and consideration of more bespoke timetables.

GEPS also delivered three professional learning sessions for 16 participants from nine third sector and partner organisation's. The programme was developed in response to partner needs and covered networking and needs analysis; school processes, staged intervention and gathering children's views; and parental engagement and support for families experiencing EBSNA. This is a relevant response to the need for joined-up support. Evidence of subsequent changes in referral pathways, shared planning or family experience would strengthen evaluation of its effectiveness.

We have also created an online learning programme for all staff that provides an introduction to Emotionally Based School Non-Attendance. This can be accessed HERE and will be available as a GOLD module on the Councils' Intranet.

7. Partnership working and service development We continue to audit existing services, identify unmet need, share innovative practice and explore new partnerships and funding to support disengaged learners. The Secondary Schools network that has now been established following the initial seminar.

We are now involved in the third cohort of the Attendance CYPIC Programme (Children and Young People Improvement Collaborative) that is supported by Education Scotland. This year the programme is being run by a Quality Improvement Officer and Educational Psychologist and involves a further 4 Learning Communities. 6 Learning Communities have attended the CYPIC programme to date; Springburn, Lochend, Whitehill, Govan, Drumchapel and Castlemilk

The development of the SEEMIS BI Dashboard has helped schools participating in the CYPIC programme to analyse and understand data trends. We have now developed a model of coaching and mentoring across schools and LCs supported by CYPIC leads so that staff are more confident in data analysis.

8. REACH service The Strategic group monitors the performance of this service. The aim of the Quarriers REACH service is to provide targeted support to children and young people, who have chronic non-attendance or are starting

to show signs of developing a non-attendance profile, at school and / or to ensure that they are engaged in a positive destination. This may include work, college placements or community engagement or accessing services which will support additional needs.

- Respond
- Engage
- Ask
- Connect
- Hope

The service was contracted for 24 months

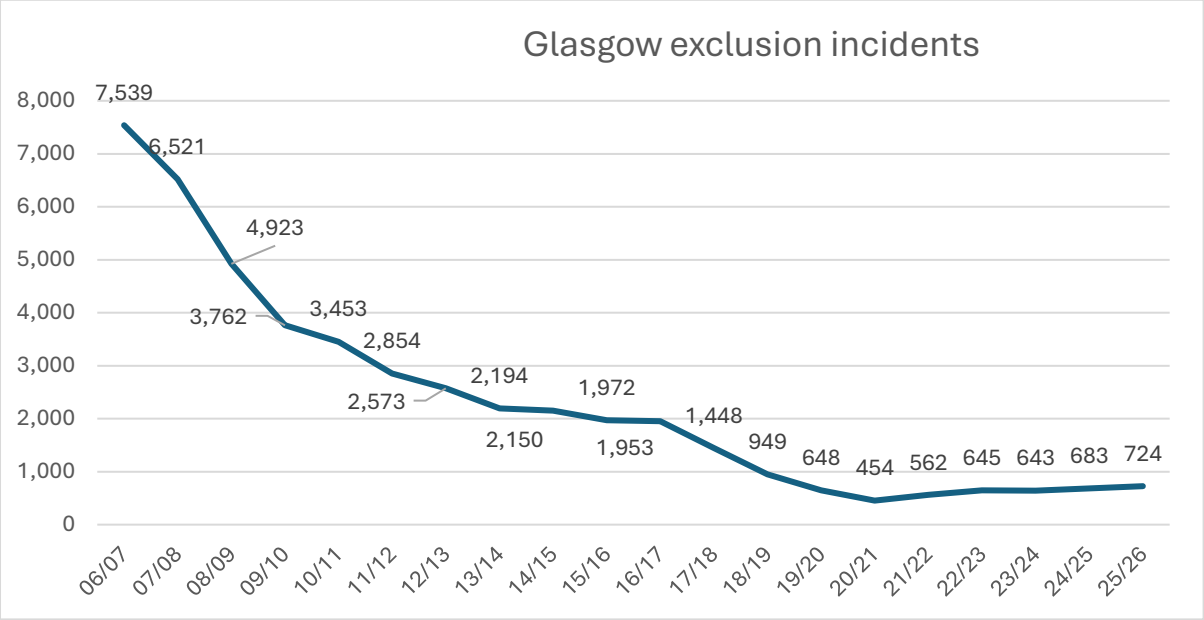
Total Number of referrals received	459
Number of referrals on waiting list	100
Referrals completed	161
Young People engaged with worker	242

42% of cases were known to Social Work Services
58% were either known to CAMHS or on a waiting list.

Quarriers staff developed new skills and approaches for supporting young people with significant school non-attendance (less than 60%). They have been able to take and adapt this learning to be used in other projects across Scotland.

5. Exclusions

5.1 There has been a small but continued increase in the number of exclusion incidents in session 2025/26.



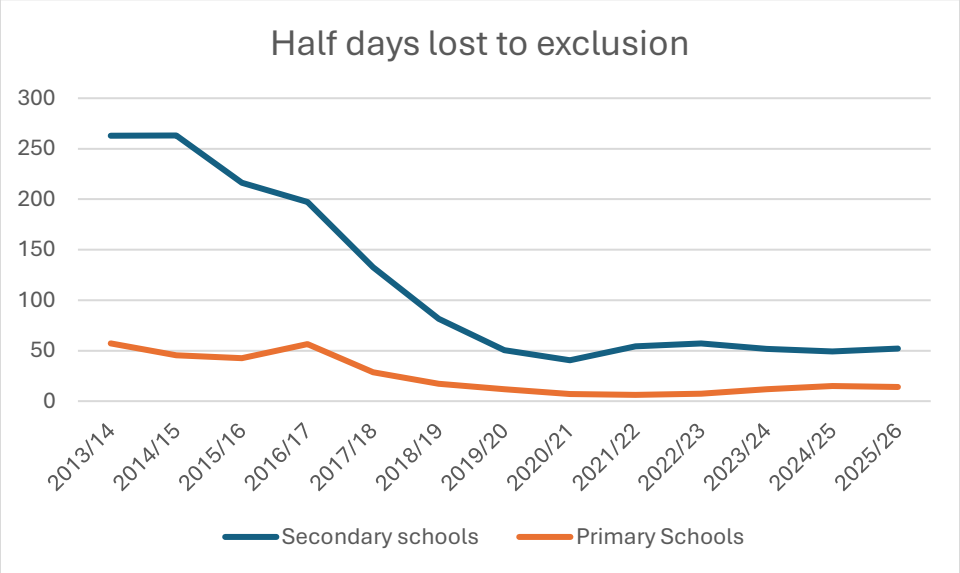
5.2 The raw numbers are helpful when looking overall at trends over time but for comparison across sectors it is helpful to consider rate per 1000 pupils.

Incidents Per 1000 Pupils									
	2017/18	**2018/19**	**2019/20**	**2020/21**	**21/22**	**22/23**	**23/24**	**24/25**	**25/26**
Secondary	38.2	24.6	15.5	11.2	15.2	16.9	15.4	15.4	17.2
Primary	7.0	4.7	3.2	1.9	1.8	1.9	3.0	4.0	4.2
ASL	153.2	92.5	79	48.1	36.6	45.8	45.9	37.3	20.1

5.3 Closer inspection of the rates shows that while last year the increase lay within the primary schools, this year the increase is within the secondary schools.

5.4 It is worth noting that 90 out of 142 of primary schools had no exclusions in 2025/26. A further 27 had only one exclusion.

5.5 Exclusions are measured both in terms of the number of incidents which resulted in an exclusion and also in the number of half days lost to exclusion. The graph shows openings lost to exclusion per 1000 pupils for primary and secondary pupils.



Half days lost Per 1000 Pupils								
	2018/19	**2019/20**	**2020/21**	**2021/22**	**2022/23**	**2023/24**	**2024/25**	**2025/26**
Secondary	81.4	50.5	40.5	54.2	57.0	51.8	49.2	52.1
Primary	17.2	11.9	7.0	6.2	7.4	11.7	15.0	14.1
ASL	291.5	236.2	180.3	125.4	112.2	157.1	116.9	81.7

5.6 The table provides better detail and shows that although secondary schools have increased the number of exclusion incidents there is only a small increase in half days lost. This shows that headteachers are continuing to think carefully about the use of exclusion.

5.7 Nationally, data on exclusions is published every two years. Exclusions nationally have also reduced. It is only exclusion incidents per 1000 pupils that is available to allow us to compare and only up 2024/25. Glasgow continues to have a lower rate of exclusion incidents than the national figure. The Appendix contains the figures for each local authority for 2024/25.

National	Exclusion Incidents per 1000 pupils					
	2014/15	**2016/17**	**2018/19**	**2020/21**	**2022/23**	**2024/25**
Primary schools	9.0	11.0	8.1	3.6	4.5	5.3
Secondary schools	49.5	47.6	39.6	22.1	31.5	26.9
All schools	27.2	26.8	21.6	11.9	16.6	15.2

6 Children affected by exclusion

6.1 Overall, in 2025/26 only 0.75% of all pupils in the city have been excluded. That is an increase of 0.05% from last year. The table below shows the percentage affected by exclusion in primary and secondary schools along with the number affected by exclusion.

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Primary	Total	Number affected by exclusion	Percentage
2017/18	41272	195	0.47%
2018/19	41470	145	0.35%
2019/20	41725	99	0.24%
2020/21	41118	61	0.15%
2021/22	40763	64	0.16%
2022/23	40576	56	0.14%
2023/24	40337	85	0.21%
2024/25	40179	115	0.29%
2025/26	39427	125	0.32%

Secondary	Total	Number affected by exclusion	Percentage
2017/18	25358	647	2.55%
2018/19	26069	473	1.81%
2019/20	26839	314	1.17%
2020/21	27939	256	0.92%
2021/22	28568	275	1.17%
2022/23	29215	373	1.28%
2023/24	29957	343	1.14%
2024/25	30358	366	1.21%
2025/26	30710	399	1.30%

6.2 This table shows the numbers and percentages of children who are excluded only once.

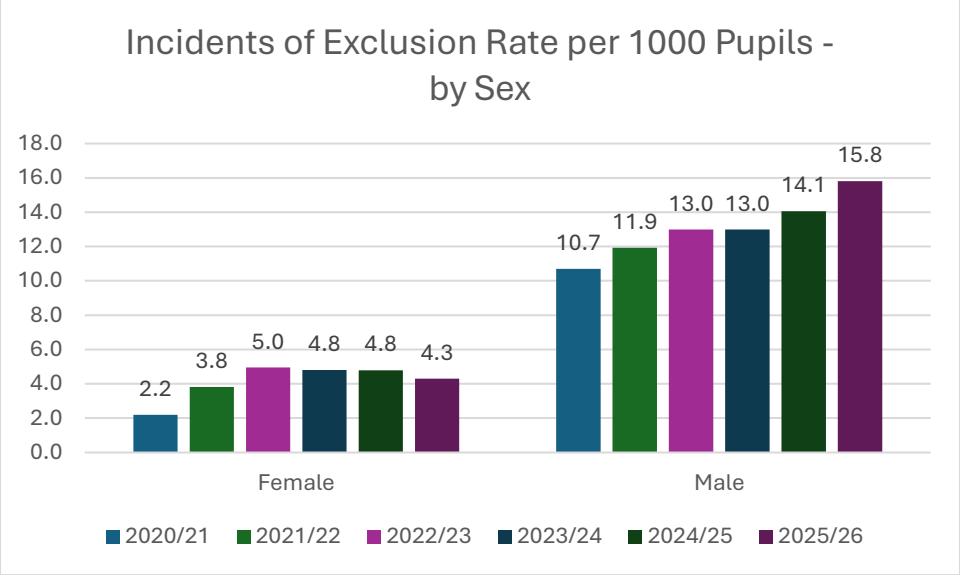
	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
Primary	114	71	48	54	40	70	84	101
Secondary	364	246	216	275	301	264	289	318
Primary (% of all those excluded)	78.6%	71.7%	78.7%	84.4%	71.4%	82.4%	73.0%	80.8%
Secondary (% of all those excluded)	77.0%	78.3%	84.4%	82.3%	80.7%	77.0%	79.0%	79.7%

6.3 Overall, 79.4% of all pupils affected by exclusion were excluded only once. 13% were excluded twice. This shows that exclusion is being used as an effective consequence.

6.4 On a school by school basis, we need to continue to work with staff, parents and young people to explore the causes of exclusion and the ways in which we can avoid using exclusion. There are no right or wrong rules for exclusions. There will always be times when for the safety of the child themselves or for the safety of others that an exclusion needs to happen. However, exclusion should only be used when there are no other options and, wherever possible, nurturing approaches should be used to allow children to understand why exclusion is being considered. Staff also need to be able to reflect on the causes of exclusion and consider if there was anything they could have done to avoid exclusion being considered.

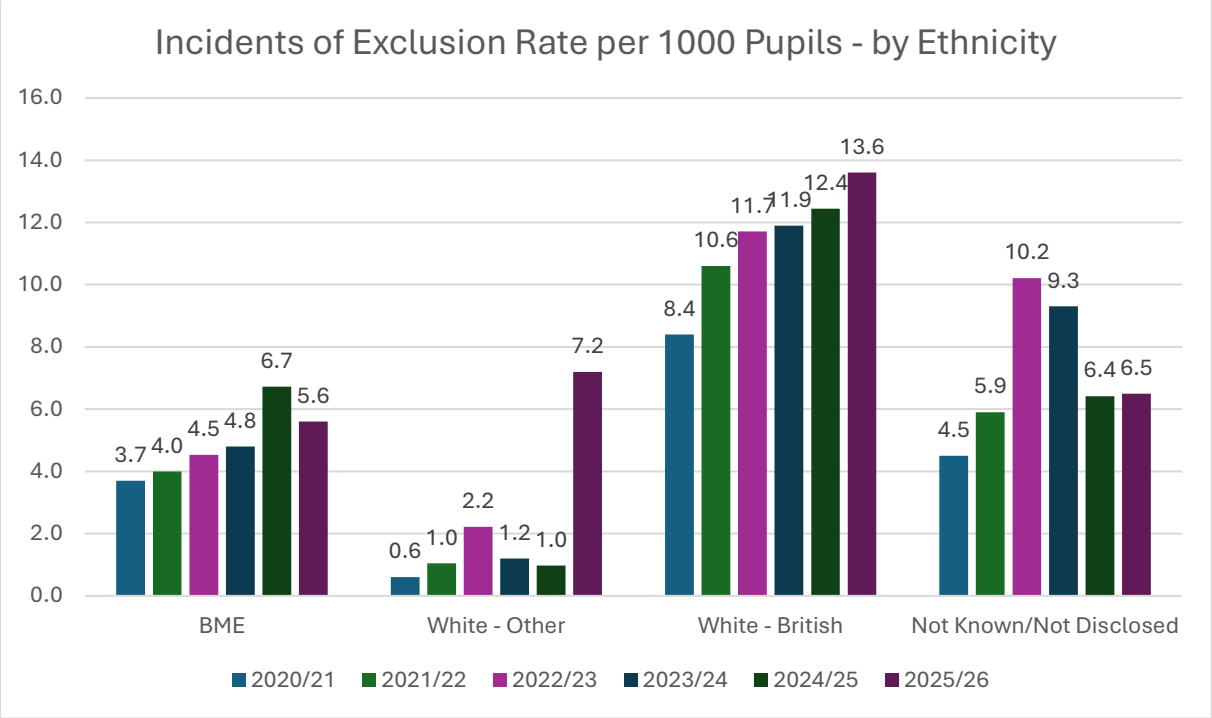
7. Protected characteristics

7.1 The analysis by sex shows that for boys are consistently excluded significantly more than girls.



	Female			Male		
Sector	**Total Pupils (as at Census 2025)**	**Total Incidents of Exclusion**	**Exclusion Incidents per 1000 pupils**	**Total Pupils (as at Census 2025)**	**Total Incidents of Exclusion**	**Exclusion Incidents per 1000 pupils**
Primary	19,534	26	1.3	19,893	140	7.0
Secondary	15,327	123	8.0	15,383	406	26.4
ASL	427	2	4.7	1,017	27	26.5
Total	**35,288**	**151**	**4.3**	**36,293**	**573**	**15.8**

7.2 The above table below shows that in primary schools boys continue to be around six times more likely to be excluded than girls. In secondary schools boys are more than three times more likely to be excluded than girls. In secondary schools this is an increase from last year.



7.3 The table below shows the numbers and percentages of pupils by ethnicity affected by exclusion. The numbers are important because they are low which can cause fluctuations which can be seen in 2025/26 with 'white-other'.

	Rate per 1000					
BME	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
Primary	0.8	0.7	0.6	1.0	2.1	2.0
Secondary	8.7	9.2	10.5	10.7	13.7	10.7
BME	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
Primary	8	8	7	11	27	26
Secondary	55	63	77	84	116	97

	Rate per 1000					
White - other	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
Primary	0.0	0	0	0.3	0.7	1.1
Secondary	1.8	1.7	6.1	2.6	1.5	13.2
White - other	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
Primary	0	0	0	1	2	3
Secondary	3	3	11	5	3	28

	Rate per 1000					
White - Scottish/Other British	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
Primary	2.7	2.5	2.8	4.2	6.0	6.5
Secondary	12.8	18.4	20.4	18.3	18.0	21.5
White - Scottish/Other British	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
Primary	64	57	63	88	127	133
Secondary	241	347	379	338	325	376

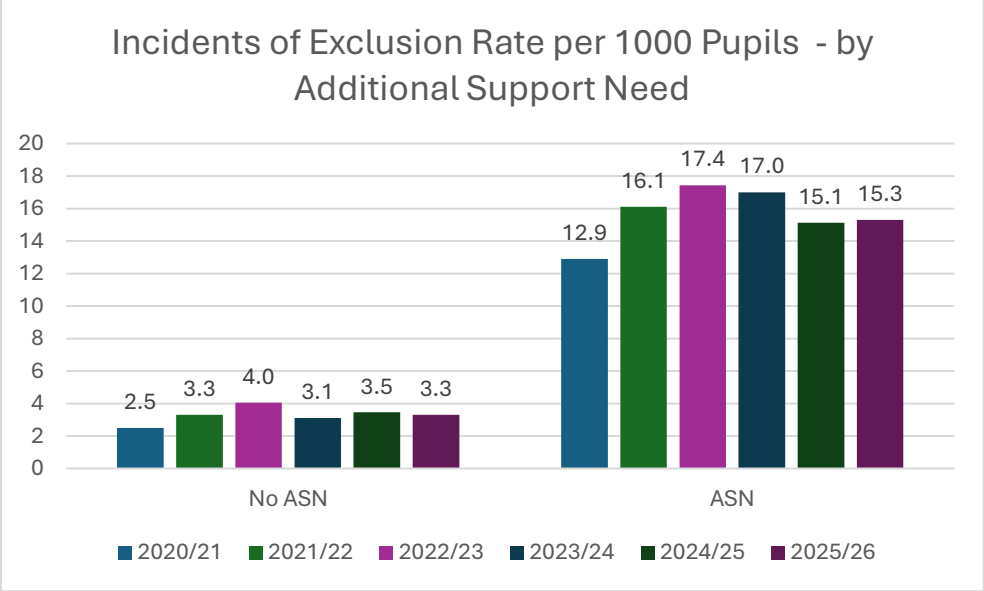
7.4 The tables show that the position continues to be that you are more likely to be excluded if you are White – Scottish/Other British.

7.5 The legal definition of additional support needs is taken from the Education (Additional Support for Learning) (Scotland) Act 2004

Additional support needs

A child or young person has additional support needs for the purposes of this Act where, for whatever reason, the child or young person is, or is likely to be, unable without the provision of additional support to benefit from school education provided or to be provided for the child or young person.

7.6 The definition is purposefully broad and all encompassing. The need for a child to receive additional support could be temporary or long lasting. Examples can be quite wide-ranging, for example, their additional support could be because of neglect, bereavement, acquiring English or a cognitive impairment, hearing or visual impairment or physical disability, as well as a range of other reasons.



	Pupils with no ASN			Pupils with ASN		
Sector	**Total Pupils (as at Census 2025)**	**Total Incidents of Exclusion**	**Exclusion Incidents per 1000 pupils**	**Total Pupils (as at Census 2025)**	**Total Incidents of Exclusion**	**Exclusion Incidents per 1000 pupils**
Primary	19,162	15	0.8	20,265	151	7.5
Secondary	12,113	94	7.8	18,597	435	23.4
ASL	1,444	0	n/a	1,444	29	20.1
Total	**32,719**	**109**	**3.3**	**40,306**	**615**	**15.3**

7.7 The proportions of pupils with additional support needs being excluded has remained broadly the same.

Table 2.2b: Cases of exclusion per 1,000 pupils [note 3] by local authority and sector, 2024/25

Local Authority	Primary	Secondary	Special [Note 2]	All Sectors
Aberdeen City	5.9	54.7	0.0	26.7
Aberdeenshire	c	36.4	c	20.0
Angus	8.3	35.7	z	20.6
Argyll and Bute	0.0	16.2	0.0	7.7
City of Edinburgh	3.8	20.7	23.9	11.5
Clackmannanshire	0.0	0.0	0.0	0.0
Dumfries and Galloway	c	23.0	c	16.4
Dundee City	c	57.3	c	29.9
East Ayrshire	4.9	46.6	14.5	23.1
East Dunbartonshire	3.1	13.7	0.0	8.2
East Lothian	11.8	30.5	z	20.1
East Renfrewshire	c	c	0.0	4.1
Falkirk	c	7.2	c	6.1
Fife	9.4	30.5	0.0	19.1
Glasgow City	4.1	15.4	37.3	9.5
Highland	c	32.7	c	17.1
Inverclyde	2.8	23.3	35.9	13.0
Midlothian	7.4	38.5	0.0	20.5
Moray	8.5	27.4	z	17.1
Na h-Eileanan Siar	0.0	c	z	15.3
North Ayrshire	5.3	35.5	0.0	19.2

North Lanarkshire	2.8	18.3	0.0	9.7
Orkney Islands	c	c	z	4.8
Perth and Kinross	7.2	34.1	0.0	19.1
Renfrewshire	c	48.9	c	25.1
Scottish Borders	7.0	10.9	z	8.8
Shetland Islands	c	c	z	5.0
South Ayrshire	2.5	17.6	0.0	9.5
South Lanarkshire	4.7	36.7	129.8	20.4
Stirling	0.8	19.4	0.0	10.1
West Dunbartonshire	5.9	30.1	29.4	17.4
West Lothian	c	12.4	c	8.6
All local authorities	5.3	26.9	21.6	15.2

Table 2.2c: Notes for Tables 2.2a and 2.2b

Note number	Note detail
Note 1	Pupils excluded in multiple authorities will be counted in each authority they were excluded in. Therefore the sum of the individual local authority rows in this table may be greater than the national figures.
Note 2	Some local authorities do not have special schools and may fund places in neighbouring authorities for their pupils.
Note 3	Rate per 1,000 pupils based on figures collected during preceding Pupil Census. 2024/25 figures are based on the 2024 Pupil Census.

Taken from School exclusion December 2025

2 Policy and Resource Implications

Resource Implications:

Financial: N/A

Legal: N/A

Personnel: N/A

Procurement:

Council Strategic Plan: SpecN/Aify which Grand Challenge (s) and Mission (s) the proposal supports. Where appropriate the relevant Commitment can also be listed.

Grand Challenge 2, Mission 3

Equality and Socio-Economic Impacts:

Does the proposal support the Council's Equality Outcomes 2025-29? Please specify.

What are the potential equality impacts as a result of this report?	(no significant impact, positive impact or negative impact)
Please highlight if the policy/proposal will help address socio-economic disadvantage.	

Climate Impacts:

Does the proposal support any Climate Plan actions? Please specify:	N/A
What are the potential climate impacts as a result of this proposal?	N/A
Will the proposal contribute to Glasgow's net zero carbon target?	N/A

Privacy and Data Protection Impacts:

Are there any potential data protection impacts	N

as a result of this report Y/N	
If Yes, please confirm that a Data Protection Impact Assessment (DPIA) has been carried out	

3 Recommendations

That the committee should consider and note the report.