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PERMANENT AND FIXED PERIOD EXCLUSIONS FROM SCHOOLS AND EXCLUSION APPEALS IN ENGLAND, 2011/12

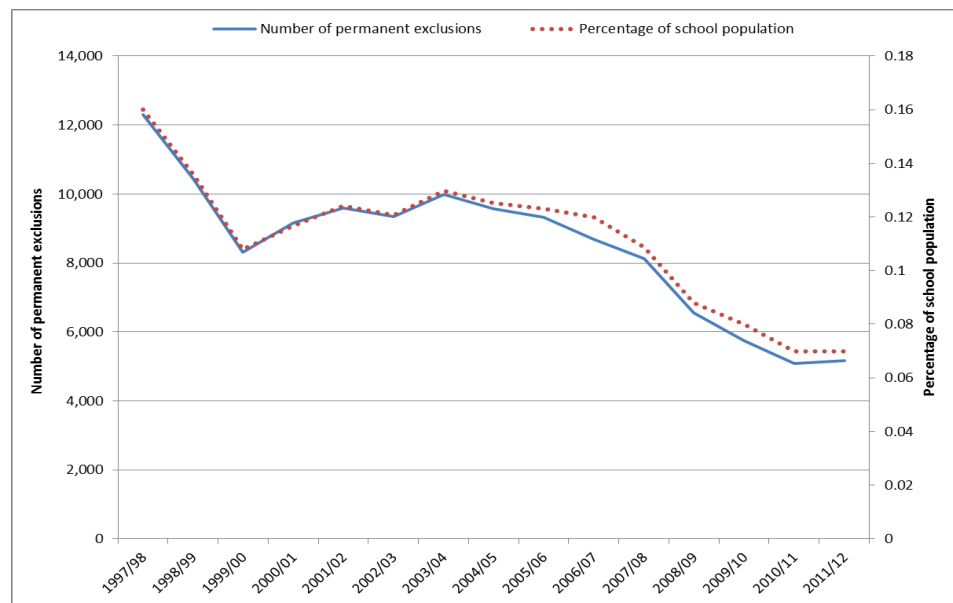
INTRODUCTION

This Statistical First Release (SFR) provides information about permanent and fixed period exclusions from state-funded primary, state-funded secondary and special schools during 2011/12 as reported in the School Census, together with exclusion appeals for maintained schools in England.

SUMMARY

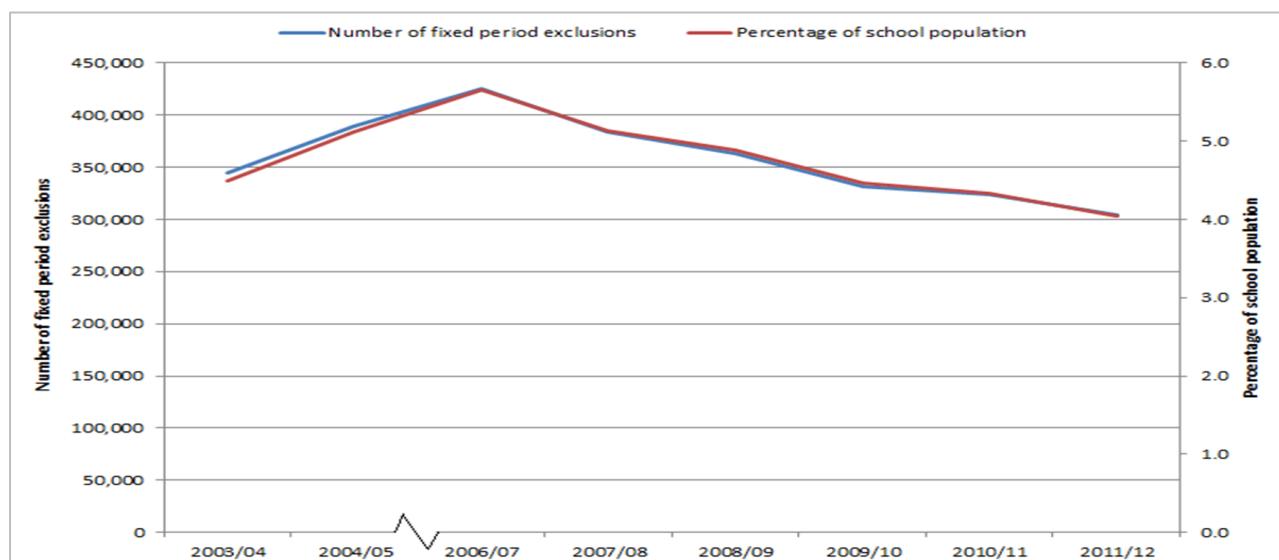
Permanent exclusions rose marginally, going from 5,080 in 2010/11 to 5,170 in 2011/12. The rate of permanent exclusion remained at 0.07 per cent of the school population, or in other words is equivalent to 7 pupils in every 10,000. This follows a steady decline in the permanent exclusion numbers and rate over recent years. Permanent exclusions in primary schools remain low but this is where most of the rise is seen, with numbers going from 610 to 690, a rise of 13.9 per cent. (Table 1)

Chart 1: The number and rate of permanent exclusions for all schools from 1997/98 to 2011/12



The number of fixed period exclusions decreased, continuing the recent trend, going from 324,110 in 2010/11 to 304,370 in 2011/12. The decrease is in secondary schools, with relatively little change in primary and special schools (see Technical Note 8). (Table 2)

Chart 2: The number and rate of fixed period exclusions for all schools from 2003/04 to 2011/12



162,400 pupils received one or more fixed period exclusions, equivalent to 216 pupils in every 10,000 (down from 233 pupils in every 10,000 the previous year). (Table 4b)

KEY POINTS

Reason

The most common reason for exclusion was persistent disruptive behaviour, accounting for 32.9 per cent of permanent exclusions and 24.1 per cent of fixed period exclusions from all schools. (Tables 11 and 12)

Gender

Boys are around three times more likely to receive a permanent or fixed period exclusion than girls (similar to the previous year). (Tables 3 and 4a)

Special educational needs

Pupils with a statement of special educational needs (SEN) are around eight times more likely to receive a permanent exclusion than those pupils with no SEN – in the previous year they were nine times more likely. (Table 9)

Pupils with SEN without statements are around eleven times more likely to receive a permanent exclusion than pupils with no SEN - similar to the previous year. (Table 9)

Pupils with statements of SEN are six times more likely to receive one or more fixed period exclusions than those with no SEN. (Table 10b)

Pupils with SEN without statements are five times more likely to receive one or more fixed period exclusions than pupils with no SEN. (Table 10b)

Free school meal eligibility

Pupils eligible for free school meals are four times more likely to receive a permanent exclusion than those not eligible. (Table 17)

The fixed period exclusion rate for pupils eligible for free school meals is around three times higher than the rate for those not eligible. (Table 17)

Age

Boys are more likely to be excluded (both permanently and for a fixed period) at a younger age than girls, with very few girls being excluded during the primary years. The most common point for both boys and girls to be excluded is at ages 13 and 14 (equivalent to year groups 9 and 10). Around 52 per cent of all permanent exclusions were of pupils at these ages. (Tables 3 and 4a)

Ethnic group

Exclusion rates vary by ethnic group. Pupils of 'Gypsy/Roma' and 'Traveller of Irish Heritage' ethnic groups have the highest rates of permanent exclusion but the population is relatively small and the figures should be treated with some caution. Pupils of 'Black Caribbean' and 'White and Black Caribbean' ethnic groups are around three times more likely to be permanently excluded than the school population as a whole - similar to the previous year. (Table 14)

Exclusion appeals

Of the exclusion appeals relating to 2011/12 that were heard, 30.7 per cent were determined in favour of the parent, compared to 26.5 per cent in 2010/11. (Table 13)

Information on appeals against permanent exclusion from academies is not collected therefore year on year comparisons should be treated with caution. See Technical Note 12

TABLES

The tables are available in Excel format on the publication webpage.

Table 1	State-funded primary, state-funded secondary and special schools: Number of permanent exclusions by type of school, England 1997/98 to 2011/12
Table 2	State-funded primary, state-funded secondary and special schools: Number of fixed period exclusions by type of school, England 2003/04 to 2011/12
Table 3	State-funded primary, state-funded secondary and special schools: Number of permanent exclusions by age and gender, England 2011/12
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Table 5	State-funded primary, state-funded secondary and special schools: Number of permanent exclusions by national curriculum year and gender, England 2011/12
Table 6a	State-funded primary, state-funded secondary and special schools: Number of fixed period exclusions by national curriculum year and gender, England 2011/12
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Table 7	State-funded primary, state-funded secondary and special schools: Duration of fixed period exclusions, England 2011/12
Table 8	State-funded primary, state-funded secondary and special schools: Number of times pupil enrolments were excluded for a fixed period, England 2011/12
Table 9	State-funded primary, state-funded secondary and special schools: Number of permanent exclusions by special educational needs, England 2006/07 to 2011/12
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Table 11	State-funded primary, state-funded secondary and special schools: Number and percentage of permanent exclusions by reason for exclusion, England 2011/12
Table 12	State-funded primary, state-funded secondary and special schools: Number and percentage of fixed period exclusions by reason for exclusion, England 2011/12
Table 13	State-funded primary, state-funded secondary and special schools: Appeals against permanent exclusion, England 1997/98 to 2011/12

Table 14	State-funded primary, state-funded secondary and special schools: Number of permanent exclusions by ethnic group and gender, England 2011/12
Table 15	State-funded primary, state-funded secondary and special schools: Number of fixed period exclusions by ethnic group and gender, England 2011/12
Table 16a	Academies: Permanent exclusions, England 2011/12
Table 16b	Academies: Fixed period exclusions, England 2011/12
Table 17	State-funded primary, state-funded secondary and special schools: Number of permanent and fixed period exclusions by free school meal eligibility, England 2011/12
Table 18	State-funded primary, state-funded secondary and special schools: Number and percentage of fixed period exclusions by level of deprivation of school, England 2011/12

LOCAL AUTHORITY ANALYSIS

Local authority level data are available on the Government's website at:

<https://www.gov.uk/government/organisations/department-for-education/series/statistics-exclusions>

Table 19	State-funded primary, state-funded secondary and special schools: Number of permanent exclusions, by local authority area and region, England 2011/12
Table 20	State-funded primary, state-funded secondary and special schools: Number of fixed period exclusions, by local authority area and region, England 2011/12
Table 21	State-funded primary, state-funded secondary and special schools: Number of permanent exclusions by ethnic group, by local authority area and region, England 2011/12
Table 22a	State-funded primary schools: Number of fixed period exclusions by ethnic group, by local authority area and region, England 2011/12
Table 22b	State-funded secondary schools: Number of fixed period exclusions by ethnic group, by local authority area and region, England 2011/12
Table 22c	State-funded primary, state-funded secondary and special schools: Number of fixed period exclusions by ethnic group, by local authority area and region, England 2011/12
Table 23	State-funded primary, state-funded secondary and special schools: Number of permanent exclusions by reason for exclusion, by local authority area and region, England 2011/12
Table 24	State-funded primary, state-funded secondary and special schools: Number of fixed period exclusions by reason for exclusion, by local authority area and region, England 2011/12
Table 25	State-funded primary, state-funded secondary and special schools: Number of fixed period exclusions and number of pupils with one or more episodes of fixed period exclusion, by local authority area and region, England 2011/12

ADDITIONAL INFORMATION

In line with the Government's data transparency agenda, underlying data will also be made available in the 'Publication's Underlying Data' section of this release

<https://www.gov.uk/government/organisations/department-for-education/series/statistics-exclusions>

NATIONAL STATISTICS PUBLICATION

The United Kingdom Statistics Authority has designated these statistics as National Statistics, in accordance with the Statistics and Registration Service Act 2007 and signifying compliance with the Code of Practice for Official Statistics.

Designation can be broadly interpreted to mean that the statistics:

- meet identified user needs;
- are well explained and readily accessible;
- are produced according to sound methods, and
- are managed impartially and objectively in the public interest.

Once statistics have been designated as National Statistics it is a statutory requirement that the Code of Practice shall continue to be observed.

The Department has a set of statistical policies in line with the *Code of Practice for Official Statistics*, these are published here: <https://www.gov.uk/government/publications/standards-for-official-statistics-published-by-the-department-for-education>.

CONFIDENTIALITY

The *Code of Practice for Official Statistics* requires that reasonable steps should be taken to ensure that all published or disseminated statistics produced by the Department for Education protect confidentiality.

Rounding and symbols used

Pupil numbers at national and regional levels have been rounded to the nearest 10. Pupil numbers of 1 to 4 have been suppressed, being replaced in the tables by an 'x'. Where any number is shown as zero (0), the original figure was also zero. For percentages, where the numerator was 1 to 4 or the denominator was 1 to 4, they have been suppressed and replaced by an 'x'. All percentages have been rounded to one or two decimal places. This suppression is consistent with the Departmental statistical policy which can be found at

<http://media.education.gov.uk/assets/files/policy%20statement%20on%20confidentiality.pdf>

The following symbols have been used within this publication:

- 0 – zero
- x – small number suppressed to preserve confidentiality
- .
- .. – not available

REVISIONS

There are no planned revisions to this Statistical First Release, however, if at a later date we need to make a revision, this will comply with the Departmental revisions policy which is published at

<http://media.education.gov.uk/assets/files/policy%20statement%20on%20revisions.pdf>

TECHNICAL NOTES

Definitions

1. A fixed period exclusion refers to a pupil who is excluded from a school but remains on the register of that school because they are expected to return when the exclusion period is completed. A permanent exclusion refers to a pupil who is excluded and their name removed from the school register. Such a pupil would then be educated at another school or via some other form of provision.
2. The description 'state-funded primary schools' refers to those schools maintained by the local authority, including middle schools deemed as primary and academies. The description 'state-funded secondary schools' refers to those schools maintained by the local authority, including middle schools deemed as secondary, city technology colleges and academies. Academies are classed as primary schools, secondary schools and special schools, including those that cater for both the primary and secondary age range.
3. Tables 16a and 16b provide data on a subset of academies in that it refers to schools that were academies at the start of the 2011/12 academic year (by 12 September 2011). This is consistent with the way we treat academies when reporting attainment in the Performance Tables. Some converter academies are therefore not included in this table.
4. The following table provides descriptions of reasons for exclusions. The categories should cover the main reasons for exclusions and the "other" category should be used sparingly.

Exclusion Reason	Description
Bullying	Verbal Physical Homophobic bullying
Damage includes damage to school or personal property belonging to any member of the school community	Arson Graffiti Vandalism
Drug and alcohol related	Alcohol abuse Drug dealing Inappropriate use of prescribed drugs Possession of illegal drugs Smoking Substance abuse
Persistent disruptive behaviour	Challenging behaviour Disobedience Persistent violation of school rules
Physical assault against adult	Obstruction and jostling Violent behaviour Wounding
Physical assault against pupil	Fighting Obstruction and jostling Violent behaviour Wounding

Exclusion Reason	Description
Racist abuse	Derogatory racist statements Racist bullying Racist graffiti Racist taunting and harassment Swearing that can be attributed to racist characteristics
Sexual misconduct	Lewd behaviour Sexual abuse Sexual assault Sexual bullying Sexual graffiti Sexual harassment
Theft	Selling and dealing in stolen property Stealing from local shops on a school outing Stealing personal property (adult or pupil) Stealing school property
Verbal abuse / threatening behaviour against adult	Aggressive behaviour Carrying an offensive weapon Homophobic abuse and harassment Swearing Threatened violence Verbal intimidation
Verbal abuse / threatening behaviour against pupil	Aggressive behaviour Carrying an offensive weapon Homophobic abuse and harassment Swearing Threatened violence Verbal intimidation

Other includes incidents which are not covered by the categories above but this category should be used sparingly.

Calculation of exclusion rates

5. The methodology used to calculate exclusion rates, for both permanent and fixed period exclusions, is shown below.

Percentage of exclusions:

$$\frac{\text{Number of exclusions}}{\text{Total number of exclusions}} \times 100$$

Percentage of school population:

$$\frac{\text{Number of exclusions}}{\text{Number (headcount) of pupils (excluding dually registered pupils) in January of the academic year}} \times 100$$

Data collection

6. Information on exclusions is derived from School Census returns. In January 2006, the School Census moved to a termly collection cycle for secondary schools (there was a census in the spring, summer and autumn terms). Each census collected information on exclusions that occurred two terms previous to that in which the census fell, i.e. exclusion data relating to the autumn 2006 term was collected in the summer 2007 School Census. Primary and special schools moved to this termly collection in January 2007.

7. The termly collection of data also signified an extension to the scope of exclusions data collected via School Census. From the 2005/06 school year, the School Census collected information on fixed period exclusions and the reasons for exclusion. Previously this information had been collected via the Termly Exclusions Survey which was discontinued after the collection of data relating to the 2004/05 school year. This change to the collection of data does present a gap in the information collected from primary and special schools for fixed period exclusions and the reasons for exclusion. Data for the 2005/06 school year is not available for these schools. CTCs and academies first returned information on permanent exclusions in 2000/01 and for fixed period exclusions in 2005/06.

8. Exclusions data are collected two terms in arrears, meaning that where a school closes data are not collected for the last two terms that the school was open. The main impact in recent years is where a school closes and is replaced by a sponsored academy. In such cases data are not available for the last two terms that the predecessor school was open.

Data for 2011/12 are affected in that 247 schools closed and were superseded by new sponsored academies. The table below shows the potential impact on the figures based on 2010/11 exclusions data for the predecessor schools.

School Phase	Number of schools that closed	Number of permanent exclusions	Number of fixed period exclusions
Primary	174	10	950
Secondary	69	110	4,390
Special	4	x	250

The table below provides a similar indication of the potential impact on 2010/11 exclusions data.

School Phase	Number of schools that closed	Number of permanent exclusions	Number of fixed period exclusions
Primary	6	0	20
Secondary	60	90	5,050

Data coverage and quality

9. In previous years there has been some under-reporting, and some over-reporting, of permanent exclusions and we have carried out a data checking exercise with local authorities to confirm the number of permanent exclusions. This issue has decreased over time and from summer census 2011 schools and local authorities have been repeatedly pressed to provide accurate data at the time of each termly census. The end year checking exercise has been discontinued.

10. Information on exclusions by ethnic group and free school meal eligibility is derived by linking with pupil level records collected via the School Census and held in the National Pupil Database. For each exclusion, a check was made in the NPD for that pupil's record in the spring 2012 census. The ethnic group and free school meal eligibility were taken from this record. If no record was found, for example if the pupil was permanently excluded from that school prior to the census, then a check was made on a number of other censuses until a record was found. The hierarchy of census checks is: the spring 2012 census, the autumn 2011 census, the summer 2012 census, then the spring 2011 census.

11. Where information on the number of pupils with exclusions has been included, this refers to pupil enrolments rather than the number of pupils. Where a pupil has moved schools during the year, they may be counted more than once (if they were excluded from more than one school).

12. Exclusions Appeals. Local authorities included exclusions for those schools that were maintained at the time of the exclusion during 2011/12. Information on appeals against permanent exclusion from academies is not collected therefore year on year comparisons should be treated with caution. This will impact upon the number of appeals and also the percentages shown in table 13.

Related information

13. Chapter 5 of the 'Children with special educational needs: an analysis – 2012' Statistical Release provides further analysis of exclusions from pupils with SEN. This release is available at:

<https://www.gov.uk/government/publications/children-with-special-educational-needs-an-analysis-2012>.

14. The 'Pupil absence in schools in England, including pupil characteristics: 2011/12' Statistical First Release reports on absence in schools. This release is available at:

<https://www.gov.uk/government/publications/pupil-absence-in-schools-in-england-including-pupil-characteristics>.

15. More detailed analysis of exclusions, including a comparison of academies with schools in similar circumstances, can be found in the topic note at the link below:

<https://www.education.gov.uk/publications/eOrderingDownload/DFE-RR190.pdf>

16. The Department for Education is running a 3-year school exclusion trial, which started in autumn 2011 and continues until July 2014. It involves around 180 participating schools in 11 volunteer local authorities. The trial sees schools taking on responsibility for placing excluded pupils in alternative provision (AP) and funding the placements from money devolved from LAs. It also gives flexibility for funding earlier intervention to reduce the need for exclusion in the first place. The first interim report is available at:

<https://www.gov.uk/government/publications/evaluation-of-the-school-exclusion-trial-first-interim-report>.

ENQUIRIES

17. Enquiries (non-media) about information contained in this document should be addressed to Schools Data Unit, Room 1F Area H, Mowden Hall, Staindrop Road, Darlington, Co Durham, DL3 9BG or e-mail schools.statistics@education.gsi.gov.uk

18. Media enquiries about information contained in this Statistical First Release should be made to the Department's Press Office at DFE, Sanctuary Buildings, Great Smith Street, London, SW1P 3BT or telephone 020 7783 8300.