



Department  
for Education

# **A guide to exclusion statistics**

**Last updated: September 2017**

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# 1. Introduction

This document provides a comprehensive guide to the [permanent and fixed period exclusions in schools in England statistics](#) published by the Department for Education.

The key areas covered in this guide are:

- Background to published statistics and methodology
- Data collection and coverage
- Data processing

## 1.1 Requirements of schools

The head teacher of a school can exclude a pupil on disciplinary grounds only. Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The decision to exclude a pupil must be lawful, reasonable and fair. In addition, schools have a statutory duty not to discriminate against pupils on the basis of protected characteristics, such as disability or race.

Schools and LAs must arrange alternative provision from the sixth day of the exclusion of pupils of compulsory school age.

Further information is available in the Departmental advice on [school exclusion](#).

## 1.2 Uses and Users

Data used to derive published exclusion statistics are collected via the school census.

There is widespread use of data from the schools census. In addition to mainstream and specialist media coverage of our statistical publications that data are used by a range of companies. These include housing websites such as Rightmove and Zoopla, specialist publications such as the good schools guide, organisations providing data analysis services to schools such as Fischer Family Trust. The data is well used by the academic research community (e.g. Durham University), education think tanks (Education Policy Institute). It is also used by central government (DfE, Ofsted, other government departments).

The published data are used frequently in answers to parliamentary questions and public enquiries, including those made under the Freedom of Information Act.

## 2. Background to published statistics

### 2.1 Current publications

The Department publishes annual exclusions data via the “Permanent and fixed-period exclusions in England” National Statistics release in July each year.

The Department’s exclusions statistical releases have been badged as National Statistics since the 1999/2000 academic year publication.

Links to all exclusions publications can be found in [Annex D](#).

### 2.2 Key exclusion measures

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

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

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

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

See the [Calculation of exclusion rates](#) section for further information.

### 2.3 Cohort used in exclusion measures

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

## 2.4 Lunch time exclusions

The Department also collects lunch time exclusions via the School Census. This is where a pupil whose behaviour at lunchtime has been disruptive such that they are excluded from the school premises for the duration of the lunchtime period.

However, these figures are not reported in published exclusions statistics and they are not included in fixed period exclusion totals.

## 2.5 Published geographical and characteristics breakdowns

The Department routinely publishes pupil exclusions information at national and local authority level including breakdowns by pupil characteristics.

School level data are also released, but it should be noted that the Department does not hold individual schools to account based purely on their exclusion figures and does not set exclusion thresholds or targets on the use of exclusion. Ofsted assesses schools' use of exclusion as part of inspection arrangements.

A list of all routinely published breakdowns is available in [Annex E](#).

## 2.6 Appeals and reviews relating to permanent exclusion

In addition to permanent and fixed period exclusions figures, statistical releases also include information on the number of appeals and reviews relating to permanent exclusions as reported by local authorities.

For further information see the [Appeals and reviews relating to permanent exclusions](#) section.

## 2.7 Underlying data provided alongside publications

From the 2008/09 academic year, each statistical release has been accompanied by underlying data, including national and local authority information. Alongside the underlying data there is an accompanying document (metadata) which provides further information on the contents of these files. This data is released under the terms of the [Open Government License](#) and is intended to meet at least 3 stars for [Open Data](#).

## 2.8 Suppression of exclusions data

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.

To do this totals are rounded and small numbers are suppressed according to the following rules:

- Pupil and exclusion numbers of 1 or 2 are suppressed to protect pupil confidentiality.
- Where the numerator or denominator of any percentage calculated on pupil or exclusion numbers of 1 or 2, the percentage is suppressed. This suppression is consistent with the [Departmental Statistical Policy Statement on Confidentiality](#).
- Pupil and exclusion numbers at national and regional levels are rounded to the nearest 5.
- Where any number is shown as 0, the original figure was also 0.

Symbols used to identify this in published tables are as follows:

0	Zero
x	Small number suppressed to preserve confidentiality
.	Not applicable
..	Not available

Note, for individual publications prior to the 2015/16 academic year different rounding and suppression conventions have been used, but to assist users a full time series data have been made available within the latest published time series tables and underlying data.

## 2.9 Other related publications

Pupil exclusions information is also available in the following publications:

- The “[A profile of pupil exclusions](#)” research report, published in February 2012, provided an in depth analysis of exclusions from schools in England
- Other Statistical First Releases published by the Department:
  - [Children in Need](#)
  - [Children looked after](#)
  - [Special Educational Needs: an analysis](#)

## 2.10 Devolved administration statistics on exclusions

The Department collects and reports on exclusions information from schools in England. For information for Wales, Scotland and Northern Ireland, contact the departments below or access their statistics at the following links:

Wales: [school.stats@wales.gsi.gov.uk](mailto:school.stats@wales.gsi.gov.uk) or

[Welsh Government – Statistics and Research](#)

Scotland: [school.stats@wales.gsi.gov.uk](mailto:school.stats@wales.gsi.gov.uk) or

[Scottish Government – School Education Statistics](#)

Northern Ireland: [statistics@deni.gov.uk](mailto:statistics@deni.gov.uk) or

[Department of Education – Education Statistics](#)

## 3. Methodology

### 3.1 Calculation of exclusion rates

Within published exclusions statistics both the number of exclusions and the rate of exclusion are presented. Rates of exclusion are a more appropriate measure for comparisons over time as they take into account changes in the overall number of pupils across different academic years.

As pupils can receive more than one fixed period exclusion, in some cases the rate of exclusion may be above 100%.

The sections below outline the methodology used to calculate exclusion rates, including a change implemented as of the 2013/14 academic year.

#### 3.1.1 2013/14 releases onwards

As of the 'Permanent and fixed-period exclusions in England: 2013 to 2014' exclusions release, exclusion rates are calculated as a percentage of the total number of sole and dual main registered pupils on roll as at January census day.

Definitions for pupil enrolment status are available in [Annex A](#).

This change is an improvement as it more accurately reflects the number of pupils who could be excluded, resulting in more accurate exclusion rates.

This change has a minor effect on exclusion rates, but to assist users recalculated time series data have been made available within national published time series tables and underlying data.

Figures on numbers of exclusions are not affected by this change.

Formulae for exclusion rates as of the 2013/14 release are as follows:

$$\text{Permanent exclusion rate} = \frac{\text{Number of permanent exlcusions recorded across whole academic year}}{\text{Number of pupils (sole and dual main registered) on roll as at January Census day}} \times 100$$

$$\text{Fixed period exclusion rate} = \frac{\text{Number of fixed period exlcusions recorded across whole academic year}}{\text{Number of pupils (sole and dual main registered) on roll as at January Census day}} \times 100$$

### 3.1.2 Releases prior to 2013/14

Prior to the 2013/14 annual exclusions release, exclusion rates were calculated as a percentage of the total number of solely registered pupils on roll as at January Census day.

Formulae for exclusion rates prior to the 2013/14 release are as follows:

$$\text{Permanent exclusion rate} = \frac{\text{Number of permanent excusions recorded across whole academic year}}{\text{Number of pupils (sole registered only) on roll as at January Census day}} \times 100$$

$$\text{Fixed period exclusion rate} = \frac{\text{Number of fixed period excusions recorded across whole academic year}}{\text{Number of pupils (sole registered only) on roll as at January Census day}} \times 100$$

### 3.2 Permanent exclusion checking exercise 1997/98 to 2009/10

Due to some known under-reporting and some over-reporting of permanent exclusions, a data checking exercise with local authorities was carried out from 1997/98 to 2009/10 to confirm the number of permanent exclusions. Therefore, for these years, permanent exclusion figures are estimates based on incomplete pupil level data.

The checking exercise took place at local authority level, where the number of permanent exclusions reported by schools via the schools census were compared to the number of permanent exclusions confirmed by each local authority. This resulted in a pro-rate variable for each reported exclusion, where each exclusion could account for more or less depending on if schools within the local authority were deemed to have over or under reported their exclusions.

$$\text{Permanent pro rate} = \frac{\text{Number of permanent exclusions confirmed by local authority during checking exercise for each school type}}{\text{Number of permanent exclusions reported in School Census for each school type}}$$

For example, if 5 permanent exclusions were reported for primary schools by a local authority via the school census but 10 permanent exclusions for primary schools were confirmed by the local authority during the checking exercise, each individual reported permanent exclusion was subsequently counted as 2.

$$\text{Published permanent exclusion figure} = \frac{\text{Number of permanent exclusions reported in School Census}}{\text{Permanent pro rate}}$$

This issue has decreased over time and the checking exercise was discontinued following the 2009/10 academic year. Following this, i.e. for the 2010/11 publication onwards, published permanent exclusion figures are as reported by schools.

### 3.3 Appeals and reviews relating to permanent exclusions

Parents (and pupils if aged over 18) are able to request a review of a permanent exclusion.

Data on independent review panels regarding permanent exclusions are collected at local authority level via an annual survey. Data were first collected for the 2012/13 academic year.

Information on the old independent appeal panels has been collected by the Department via an annual survey since 1994/95; however figures for 1994/95 to 1996/97 are known to be incomplete. Therefore, in the majority of releases, appeals data has been published from 1997/98 onwards

Further guidance regarding independent review panels can be found [here](#).

#### 3.3.1 2012/13 onwards (reviews of permanent exclusions)

From 1 September 2012, independent appeal panels were replaced with independent review panels, a new system by which the governing body's decision to uphold a permanent exclusion decision can be reviewed. The role of the independent review panel is to review the governing body's decision not to reinstate a permanently excluded pupil. In reviewing the decision the panel must consider the interests and circumstances of the excluded pupil, including the circumstances in which the pupil was excluded, and have regard to the interests of other pupils and people working at the school.

Where a panel decides that a governing body's decision is flawed in the light of the principles applicable on an application for judicial review, it can direct the governing body to reconsider its decision. If the governing body does not subsequently offer to reinstate a pupil, the panel will be expected to order that the school makes an additional payment of £4,000. This payment will go to the local authority. In other circumstances a panel can recommend, rather than direct, that a governing body

reconsiders its decision. No additional payment is required if reinstatement is not offered following a recommendation to reconsider.

Whether or not a school recognises that a pupil has special educational needs (SEN), all parents (or pupils if aged 18 or over) have the right to request the presence of a SEN expert at an independent review panel. The SEN expert's role is to provide impartial advice to the panel about how SEN could be relevant to the exclusion; for example, whether the school acted reasonably in relation to its SEN duties when excluding the pupil.

The data does not show whether any reinstatement offer has been accepted by parents.

### **3.3.2 Prior to 2012/13 (appeals against permanent exclusions)**

Prior to 1 September 2012, independent appeal panels were used to appeal the decision to permanently exclude a pupil. Panels could:

- uphold the exclusion, or
- overturn the exclusion. In this case, they could either:
  - direct immediate reinstatement or reinstatement at some future date, or
  - decide that because of exceptional circumstances or other reasons it was not practical to give a direction requiring reinstatement, but that it would otherwise have been appropriate to give such a direction.

## 4. Data collection

### 4.1 The collection process

The school census collects exclusions information two terms in arrears. For example, the summer school census collects information on exclusions occurring during the autumn term. Data is collected two terms in arrears to allow time for any independent reviews panels and governing body reconsiderations to be concluded before supplying information to the Department.

**Table 1: School census pupil exclusions collection schedule**

Phase	Census	Schedule
State-funded primary, secondary, special schools and pupil referral units	Summer Census	Collects autumn term exclusions - occurring between 1st August to 31st December inclusive
	Autumn Census	Collects spring term exclusions – occurring between 1st January to Easter Sunday inclusive
	Spring Census	Collects summer term exclusions - occurring between Easter Monday to 31st July inclusive

Schools submit their school census returns via the Department’s data collection software “COLLECT”. Guidance on the school census, including exclusions, is available on the [DfE statistics website](#).

### 4.2 Background to exclusions data collection

The following sections outline how exclusions data collection has changed since it was first collected in 1994/95.

#### 4.2.1 2005/06 to present: Pupil level exclusions information is collected via the school census

In **summer 2006** the school census started to collect exclusions data on a termly basis (spring, summer and autumn collections) from maintained secondary schools,

city technology colleges and academies to cover the 2005/06 academic year. The collection amalgamated the previous annual school census and termly exclusion survey, covering both permanent and fixed period exclusions as well as reason for exclusion – all collected at a pupil level.

In published statistics there is a data gap for fixed period exclusions occurring within primary and special schools for the **2005/06 academic year**. This is because these schools did not move to the termly census collection until the following year, and the termly exclusion survey was discontinued in 2004/05. Permanent exclusions in 2005/06 continued to be collected for primary and special schools via the annual school census.

In the **summer 2007** school census the scope of the collection was extended to include primary and special schools, collecting exclusions data for the 2006/07 academic year.

In the **spring 2014** school census the scope of the collection was extended again to include termly pupil referral unit (PRU) exclusion data. Previously this information had been collected annually via the PRU census which ran from 2010 to 2013. The first full academic year of PRU exclusions data was collected for the 2013/14 academic year.

#### **4.2.2 2002/03 to 2004/05: Termly permanent and fixed period exclusions information was collected via the termly exclusions survey**

The termly exclusions survey was first carried out in **summer 2003**, collecting fixed period exclusions for the first time for the 2003 summer term. There was evidence of under reporting from schools and this term of data was published as experimental statistics.

In **2003/04** the first full academic year of fixed period exclusions data was collected via the termly exclusion survey. The survey also collected termly permanent exclusions for the first time.

In addition, reason for exclusion was collected via the termly exclusions survey for the first time as of the **2003/04 academic year**.

In published statistics for **2003/04 and 2004/05** a combination of annual schools census and termly exclusion survey figures are published. Overall, permanent exclusion figures are sourced from the annual school census, with term and reason breakdowns coming from the termly exclusion survey. All fixed period exclusion figures are sourced from the termly exclusion survey.

The termly exclusions survey was discontinued after the collection of data for the **2004/05 academic year**.

### 4.2.3 1994/95 to 2001/02: Permanent exclusions are collected via the annual school census

In **1996** permanent exclusions relating to the **1994/95 academic year** were first collected by the Department for primary, secondary and special schools via the annual school census. 1995/96 is deemed to be the first reliable year of exclusions data.

In **2002** the annual school census changed to an annual pupil level school census, collecting pupil level exclusions for the **2000/01 academic year**. Permanent exclusions from City Technology Colleges (CTCs) and academies were also first collected for the 2000/01 academic year.

## 4.3 Data coverage

### 4.3.1 Coverage for 2006/07 to present

Schools provide, via the school census, individual exclusion data for all pupils receiving a permanent or fixed period exclusion within the collection period.

Within published exclusions statistics, schools are categorised into the following phases.

**Table 2: School types included in published exclusions statistics**

Phase	Types of school
State-funded primary	Local authority maintained schools Middle schools as deemed Sponsored academies Converter academies Free schools
State-funded secondary	Local authority maintained schools Middle schools as deemed City technology colleges Sponsored academies

Phase	Types of school
	Converter academies Free schools University technical colleges Studio schools
Special	Local authority maintained special schools Non-maintained special schools Sponsored academies Converter academies Free schools

### 4.3.2 Coverage for 2005/06

Exclusions information was collected on a termly basis, at enrolment level, via the school census for the first time to cover the 2005/06 academic year. In this first year of collection, information was collected for secondary schools only.

For 2005/06 permanent exclusions for primary and special schools were collected via the annual school census.

### 4.3.3 Coverage for 1994/95 to 2004/05

Permanent exclusion information was collected via the annual school census, at school level, for all pupils in primary, secondary and special schools.

From 2000/01 the annual schools census moved to a pupil level collection and permanent exclusions from CTCs and academies were collected for the first time, though these were not included in published statistics until the 2006/07 academic year.

## 4.4 What exclusions information is collected

Schools are expected to supply the following via their school census returns:

### 4.4.1 Category of exclusion

For each exclusion, this indicates the type of exclusion:

- fixed period
- lunchtime<sup>1</sup>
- permanent

### 4.4.2 Reason for exclusion

For each exclusion, schools are required to report the main reason for exclusion.

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. The descriptions should be used as a guide and are not intended to be used as a tick list for exclusion decisions.

**Table 3: Descriptions of published exclusion reasons**

Exclusion Reason	Description
<b>Bullying</b>	<ul style="list-style-type: none"><li>• Verbal</li><li>• Physical</li><li>• Homophobic bullying</li><li>• Cyber bullying</li></ul>
<b>Damage</b> (includes damage to school or personal property belonging to any member of the school community)	<ul style="list-style-type: none"><li>• Arson</li><li>• Graffiti</li><li>• Vandalism</li></ul>
<b>Drug and alcohol related</b>	<ul style="list-style-type: none"><li>• Alcohol abuse</li><li>• Drug dealing</li><li>• Inappropriate use of prescribed drugs</li><li>• Possession of illegal drugs</li><li>• Smoking</li><li>• Substance abuse</li></ul>

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<sup>1</sup> Note lunchtime exclusions are not included within published statistics.

<b>Exclusion Reason</b>	<b>Description</b>
<b>Persistent disruptive behaviour</b>	<ul style="list-style-type: none"> <li>• Challenging behaviour</li> <li>• Disobedience</li> <li>• Persistent violation of school rules</li> </ul>
<b>Physical assault against adult</b>	<ul style="list-style-type: none"> <li>• Obstruction and jostling</li> <li>• Violent behaviour</li> <li>• Wounding</li> </ul>
<b>Physical assault against pupil</b>	<ul style="list-style-type: none"> <li>• Fighting</li> <li>• Obstruction and jostling</li> <li>• Violent behaviour</li> <li>• Wounding</li> </ul>
<b>Racist abuse</b>	<ul style="list-style-type: none"> <li>• Derogatory racist statements</li> <li>• Racist bullying</li> <li>• Racist graffiti</li> <li>• Racist taunting and harassment</li> <li>• Swearing that can be attributed to racist characteristics</li> </ul>
<b>Sexual misconduct</b>	<ul style="list-style-type: none"> <li>• Lewd behaviour</li> <li>• Sexual abuse</li> <li>• Sexual assault</li> <li>• Sexual bullying</li> <li>• Sexual graffiti</li> <li>• Sexual harassment</li> </ul>
<b>Theft</b>	<ul style="list-style-type: none"> <li>• Selling and dealing in stolen property</li> <li>• Stealing from local shops on a school outing</li> <li>• Stealing personal property (adult or pupil)</li> <li>• Stealing school property</li> </ul>
<b>Verbal abuse / threatening behaviour against adult</b>	<ul style="list-style-type: none"> <li>• Aggressive behaviour</li> <li>• Carrying an offensive weapon</li> <li>• Homophobic abuse and harassment</li> <li>• Swearing</li> <li>• Threatened violence</li> <li>• Verbal intimidation</li> </ul>
<b>Verbal abuse / threatening behaviour against pupil</b>	<ul style="list-style-type: none"> <li>• Aggressive behaviour</li> <li>• Carrying an offensive weapon</li> <li>• Homophobic abuse and harassment</li> <li>• Swearing</li> <li>• Threatened violence</li> <li>• Verbal intimidation</li> </ul>

#### **4.4.3 Start date of exclusion**

Each exclusion is reported with a start date. This start date should reflect the date the exclusion starts, i.e. the date that the pupil was asked to leave the school by the head teacher.

#### **4.4.4 Length of exclusion in sessions**

For each fixed period and lunchtime exclusion, the actual number of sessions for which the exclusion is in effect is recorded.

For fixed period exclusions, each session counts as half a school day. For lunchtime exclusions, each lunchtime for which the exclusion applies counts as one session.

Exclusion only covers the number of sessions the pupil is expected to be at the school. A fixed period exclusion can be discontinuous which means that there can be days between the start and finish dates of the exclusion that are not included as part of the exclusion.

Where a pupil is dually registered, exclusion sessions are not recorded for the day(s) when they would have been attending the other establishment. For example a pupil is excluded for six sessions starting on a Monday. However, the pupil is registered with another provider on the Wednesday from which they have not been excluded. The pupil is, therefore, excluded from the school for sessions on Monday, Tuesday and Thursday. The pupil's attendance on the Wednesday would be recorded separately by the other provider.

Exclusions sessions are not recorded for the day(s) when the pupil is attending an approved educational activity. For example, a year 10 pupil has been excluded for six sessions starting on a Wednesday. The pupil, however, attends work experience on a Thursday from which they are not excluded. The pupil in this situation would be excluded from the school for sessions on Wednesday, Friday and Monday.

Days on which there is a planned school closure do not count towards an exclusion. For example, a pupil has been excluded from a school for four sessions starting on a Friday but the school is planned to be closed on the Monday for an INSET day. The pupil's exclusion should, therefore, include the two sessions on the following Tuesday, rather than the Monday.

#### **4.4.5 In care and SEN indicators**

For each exclusion, the pupil's in care status and SEN provision at the time of exclusion is recorded. This may be different to their current provision.

### **4.5 No longer collected but available historically**

There is no exclusion data that has been collected historically that is no longer collected.

## **4.6 What exclusion information is not collected**

The following section outlines information the Department does not collect, including areas regularly queried by users.

### **4.6.1 Permanent exclusions overturned at governing body consideration stage and at governing body reconsideration stage**

The Department does not collect information on permanent exclusions which were overturned at the governing body consideration stage and at governing body reconsideration stage. Those do not count as exclusions and the exclusion decision has effectively been overturned. . By collecting the data two terms after that in which the exclusion started, it is anticipated that all the exclusion reviews and reconsiderations procedures would have been completed by the time the data is collected and so only exclusions which have been upheld will be included in School Census returns.

### **4.6.2 Specific details of exclusion incident**

Exclusions information is collected with a corresponding reason for exclusion - see [Reason for exclusion](#) section for details on reasons collected.

Specific details of the incident resulting in the exclusion are not collected via the school census. For example, the location of the incident, members involved in the incident, if weapons were used etc.

### **4.6.3 Exclusions data for independent schools**

The Department does not collect exclusions data from independent and nursery schools.

## 5. Data processing

The sections below outline how exclusions data goes from raw school census returns to a finalised dataset used to prepare National Statistics releases.

### 5.1 Data linking

Exclusions data are collected at exclusion level, and are therefore aggregated to annual figures by simply summing the number of termly exclusions together. Each exclusion is reported alongside a unique pupil identifier.

Pupil level exclusions data are derived by linking exclusion records collected in each termly census to unique pupil identifiers, giving the total number of exclusions received by each pupil across a given period (such as term or academic year).

Exclusions are then linked to the relevant pupil's characteristics data, also collected via the school census, at the term of the exclusion. Where characteristics data are missing, information collected in the census term reporting the exclusion are used. If, again, data are also missing here a range of other relevant censuses will be used to attempt to find a characteristic (except for ethnicity as this information is only collected in the spring school census) as per the table below.

**Table 4: Characteristics linking for exclusion data**

<b>Exclusion period</b>	<b>Source of exclusions data</b>	<b>First choice for characteristic (same as exclusion period)</b>	<b>Second choice for characteristic (reporting Census)</b>
Autumn term	Summer school census	Autumn school census	Summer school census
Spring term	Autumn school census	Spring school census	Autumn school census
Summer term	Spring school census	Summer school census	Spring school census

### 5.2 Data removed

To prepare the exclusions data for publication routine checks are applied to the linked data and where necessary data is removed as follows.

Lunch time exclusions are not reported on in published exclusions statistics.

Any exclusions from sponsored academies with a start date of before the academy opened are removed before any analysis. These exclusions are removed because when a sponsored academy opens it is a new school, and are not responsible for exclusions accrued within the predecessor school.

Year on year comparisons of local authority data may be affected by schools converting to academies.

## **5.3 Variables added**

Most of the variables needed to produce national level exclusions statistics can be calculated directly from the fields collected via the school census. However, to prepare the data for publication the following variables are also added to the dataset.

### **5.3.1 Pupils with one or more fixed period exclusion**

Pupils with one or more fixed period exclusion across the academic year are identified as such and are then used in the one or more fixed period exclusion measure.

### **5.3.2 School type, academy type**

School type information, including school type, academy type and academy open date, are added to our underlying data prior to producing any analysis to allow us to produce the school/academy type breakdowns in our statistical releases.

These variables are derived using a combination of Edubase and the academies hub. Within National Statistics on exclusions, academies are only indicated as academies if they were open as of the 12<sup>th</sup> September.

## **5.4 Data quality**

The following should be taken into account when reviewing published exclusions statistics.

The exclusions information reported in published releases is based on data returned by schools as part of the school census. It does not include data which has been submitted by local authorities or schools outside of the school census.

It is a school's responsibility to record exclusions data correctly in their school census return.

As exclusions information is collected two terms in arrears, when a school closes and is replaced by a sponsored academy data are not available for the last two terms that the predecessor school was open.

Caution is recommended when interpreting the data for Traveller of Irish Heritage and Gypsy/Roma children due to small population sizes.

### **5.4.1 Data checking**

Prior to the release of exclusion National Statistics the raw data goes through a thorough quality assurance process to ensure it is fit for purpose. The main areas of this checking are as follows –

- Matching derived data back to raw sources.
- Comparing year on year trends across different geographies and pupil groups to look for and investigate substantial changes.
- Comparing figures and trends to other published sources.
- Cross checking data within the release to ensure totals are consistent.

## 6. Contacts

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## Annex A - Glossary

The following are key terms used in published exclusions statistics and their definitions:

Sole registered pupils	Pupils who are on the roll of one school only
Dual main registered pupils	Pupils who are enrolled at more than one school are dual registered. Such pupils will have a dual main registration (at their main school) and one or more subsidiary registrations (at their additional schools)
Permanent exclusion	A pupil who is excluded and who will not come back to that school (unless the exclusion is overturned)
Fixed period exclusion	A pupil who is excluded from a school for a set period of time.
Lunchtime exclusion	A pupil whose behaviour at lunchtime has been disruptive such that they are excluded from the school premises for the duration of the lunchtime period
Pupils with one or more fixed period exclusion	Pupil enrolments who have at least one fixed period exclusion across the full academic year
Exclusion rate	The number of exclusions as a percentage of the overall school population
Exclusion review panel	The process in which parents (and pupils if aged over 18) are able to request a review of a permanent exclusion

## Annex B - Calculations

The following calculations are used to produce exclusions National Statistics:

Permanent or fixed period exclusion rate	$\frac{\text{Number of permanent excusions recorded across whole academic year}}{\text{Number of pupils (sole and dual main registered) on roll as at January Census day}} \times 100$
Pupils with one or more fixed period exclusion rate	$\frac{\text{Number of pupils with one or more fixed period exclusions in full academic year}}{\text{Number of pupils (sole and dual main registered) on roll as at January Census day}} \times 100$
Proportion of all exclusions	$\frac{\text{Number of excusions}}{\text{Overall total number of excusions}} \times 100$
Average exclusions per day	$\frac{\text{Number of excusions}}{190}$
Average fixed period exclusions per pupil	$\frac{\text{Number of fixed period exclusions}}{\text{Number of pupils with one or more fixed period exclusion}}$
Average length of fixed period exclusions	$\frac{\text{Total number of fixed period exclusion sessions}}{\text{Total number of fixed period exclusions}}$

## Annex C – Exclusion by reason codes

The following codes are used by schools when reporting exclusions:

Code	Reason
PP	Physical assault against a pupil
PA	Physical assault against an adult
VP	Verbal abuse / threatening behaviour against a pupil
VA	Verbal abuse / threatening behaviour against an adult
BU	Bullying
RA	Racist abuse
SM	Sexual misconduct
DA	Drug and alcohol related
DM	Damage
TH	Theft
DB	Persistent disruptive behaviour
OT	Other

## Annex D – Links to pupil exclusions statistics

Published exclusions statistics are available at the following links.

[Permanent and fixed-period exclusions in England: 2015 to 2016](#)

[Permanent and fixed-period exclusions in England: 2014 to 2015](#)

[Permanent and fixed-period exclusions in England: 2013 to 2014](#)

[Permanent and fixed-period exclusions in England: 2012 to 2013](#)

[Permanent and fixed period exclusions from schools in England: 2011 to 2012 academic year](#)

[Permanent and fixed-period exclusions from schools in England: academic year 2010 to 2011](#)

[Permanent and fixed-period exclusions from schools in England: academic year 2009 to 2010](#)

[Permanent and fixed-period exclusions in England: academic year 2008 to 2009](#)

[Permanent and Fixed Period Exclusions from Schools in England 2008/09](#)

[Permanent and Fixed Period Exclusions from Schools in England 2007/08](#)

[Permanent and Fixed Period Exclusions from Schools in England 2006/07 - Amended](#)

[Permanent and Fixed Period Exclusions from Schools and Exclusion Appeals in England 2005/06](#)

[Permanent and Fixed Period Exclusions from Schools and Exclusion Appeals in England 2004/05](#)

[Permanent and Fixed Period Exclusions from Schools and Exclusion Appeals in England 2003/04](#)

[Permanent Exclusions from Schools and Exclusion Appeals in England 2002/2003 \(Provisional\)](#)

[Experimental First Release: Permanent and Fixed Period Exclusions, Summer Term 2002/03](#)

[Permanent Exclusions from Maintained Schools in England 2002/03](#)

[Permanent Exclusions from Schools and Exclusion Appeals in England 2001/2002 \(provisional\)](#)

[Permanent Exclusions from Schools and Exclusion Appeals in England 2000/2001](#)

[Permanent Exclusions from Schools, England 1999/2000 \(Final\)](#)

[Permanent Exclusions from Schools and Exclusion Appeals England 1999/2000 \(Provisional Estimates\)](#)

[Permanent Exclusions from Schools and Exclusion Appeals England 1998/99 \(Provisional\)](#)

[Permanent Exclusions from School in England 1997/98 and Exclusion Appeals Lodged by Parents in England 1997/98](#)

[Permanent Exclusions from Maintained Schools in England 2001/02](#)

[Permanent Exclusions from Maintained Schools in England](#)

[Permanent Exclusions from Maintained Schools in England 1996/1997 to 1999/2000](#)

[Permanent Exclusions from Maintained Schools in England](#)

## Annex E – Standard breakdowns that are currently published

The following breakdowns are currently available in published exclusions statistics.

National level:	
Exclusion numbers and rates	For permanent and fixed period exclusions broken down by school type. Time series.
Exclusions information by characteristic	Permanent and fixed period exclusion information by age, gender, free school meal eligibility, national curriculum year group, SEN provision, ethnic group and level of deprivation.
Duration of fixed period exclusions	The duration of fixed period exclusions, including average length of exclusion, broken down by school type.
Number of fixed period exclusions	The number of fixed period exclusions, including the number subsequently being permanently excluded, broken down by school type.
Exclusions by reason	The number and proportion of permanent and fixed period exclusions broken down by school type.
Exclusion review panels	Information on the number of exclusion review panels in maintained primary, secondary, special schools and academies.
Academy exclusions	Permanent, fixed period and one or more fixed period exclusion information for academies.
Local authority level:	
Exclusion numbers and rates	For permanent and fixed period exclusions as well as those with one or more fixed period exclusion broken down by school type.
Exclusions by reason	For fixed period and permanent exclusions.
Exclusions by ethnicity	For fixed period and permanent exclusions. A school type split is provided for fixed period exclusions.
School level:	
Exclusion numbers and rates	For permanent and fixed period exclusions as well as those with one or more fixed period exclusion broken down by school type.



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