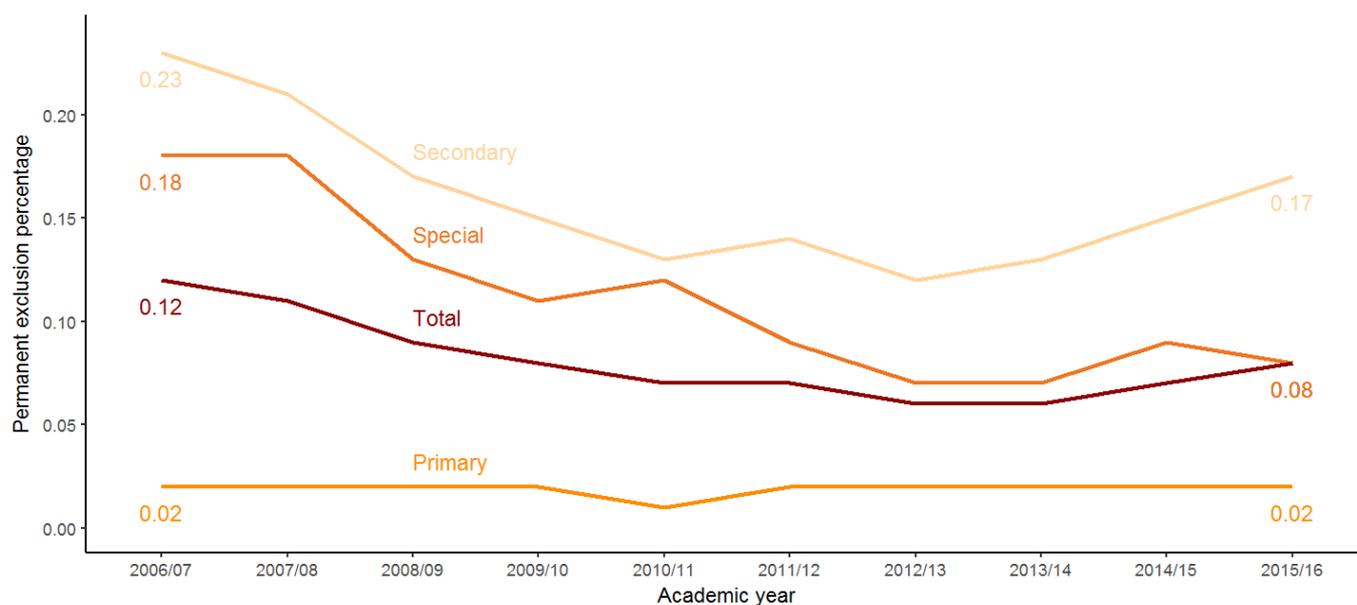




# Permanent and Fixed Period Exclusions in England: 2015 to 2016

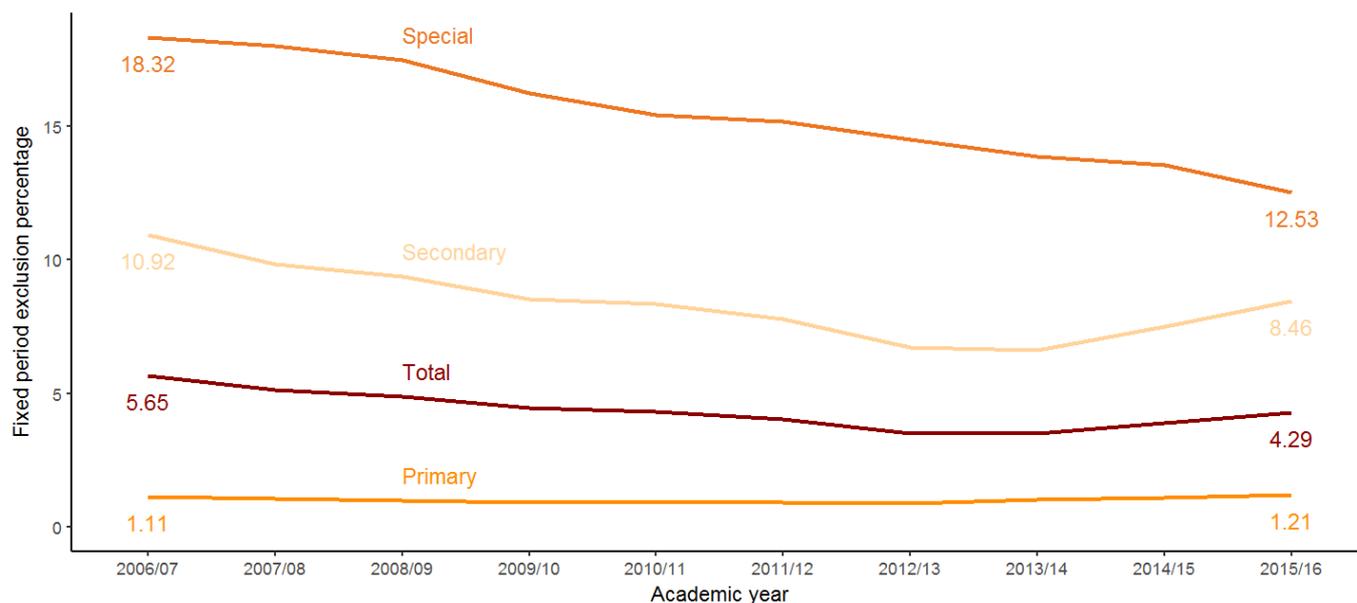
SFR 35/2017, 20 July 2017

The number and rate of permanent exclusions have increased since last year



The overall rate of permanent exclusions has increased from 0.07 per cent of pupil enrolments in 2014/15 to 0.08 per cent in 2015/16.

The number and rate of fixed period exclusions have increased since last year



The overall rate of fixed period exclusions increased, from 3.88 per cent of pupil enrolments in 2014/15 to 4.29 per cent in 2015/16.

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### About this release

This National Statistics release reports on permanent and fixed period exclusions from state-funded primary, state-funded secondary and special schools during the 2015/16 academic year as reported in the School Census. This release national level figures on permanent and fixed period exclusions from pupil referral units.

All figures in this release are based on unrounded data; therefore, constituent parts may not add up due to rounding.

Figures held in this release are used as key indicators in behaviour policy. Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education.

An "[Exclusions statistics guide](#)", which provides historical information on exclusion statistics, technical background information to the figures and data collection, and definitions of key terms should be referenced alongside this release.

### In this publication

The following documents are included alongside this Statistical First Release:

- National and local authority (LA) tables (Excel .xls)
- Maps (.pdf)
- Underlying data (open format .csv and metadata .txt).

The underlying data is accompanied by a metadata document that describes underlying data files.

### Feedback

- We welcome feedback on any aspect of this document at [schools.statistics@education.gov.uk](mailto:schools.statistics@education.gov.uk)

# 1. Permanent exclusions

## Permanent exclusion rate definition

A permanent exclusion refers to a pupil who is excluded and who will not come back to that school (unless the exclusion is overturned). The permanent exclusion rate is calculated as follows:

$$\frac{\text{Number of permanent exclusions recorded across the academic year}}{\text{Number of sole and dual main}^1 \text{ registered pupils on roll as at January census day}} \times 100$$

The number of permanent exclusions across all state-funded primary, secondary and special schools has increased from 5,795 in 2014/15 to 6,685 in 2015/16. This corresponds to around 35.2 permanent exclusions per day<sup>2</sup> in 2015/16, up from an average of 30.5 per day in 2014/15.

The rate of permanent exclusions across all state-funded primary, secondary and special schools has also increased slightly from 0.07 per cent to 0.08 per cent of pupil enrolments, which is equivalent to 8 pupils per 10,000.

Most (81 per cent) permanent exclusions occurred in secondary schools. The rate of permanent exclusions in secondary schools increased from 0.15 per cent in 2014/15 to 0.17 per cent in 2015/16, which is equivalent to 17 pupils per 10,000

The rate of permanent exclusions stayed the same in primary schools, at 0.02 per cent, and decreased in special schools from 0.09 per cent in 2014/15 to 0.08 per cent in 2015/16

Looking at longer-term trends, the rate of permanent exclusions across all state-funded primary, secondary and special schools has followed a generally downward trend since 2006/07 when the rate was 0.12 per cent.

# 2. Fixed period exclusions

## Fixed period exclusion rate definition

A 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. The fixed period exclusion rate is calculated as follows:

$$\frac{\text{Number of fixed period exclusions recorded across the academic year}}{\text{Number of sole and dual main registered pupils on roll as at January census day}} \times 100$$

A pupil may receive more than one fixed period exclusion, so pupils with repeat exclusions can inflate fixed period exclusion rates.

The number of fixed period exclusions across all state-funded primary, secondary and special schools has increased from 302,975 in 2014/15 to 339,360 in 2015/16. This corresponds to around 1,790 fixed period exclusions per day in 2015/16, up from around 1,590 per day in 2014/15.

The rate of fixed period exclusions across all state-funded primary, secondary and special schools has also increased from 3.88 per cent to 4.29 per cent of pupil enrolments, which is equivalent to 429 pupils per 10,000.

There were increases in the number and rate of fixed period exclusions for both state-funded primary and secondary schools but rates decreased in special schools:

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<sup>1</sup> For pupils registered at more than one school only their main registration is counted when calculating exclusion rates

<sup>2</sup> Calculated by dividing the total number of exclusions by 190 school days.

- In state-funded primary schools, the number of fixed period exclusions increased from 49,655 in 2014/15 to 55,740 in 2015/16, whilst the rate of fixed period exclusions increased from 1.10 per cent to 1.21 per cent.
- In state-funded secondary schools, the number of fixed period exclusions increased from 239,240 in 2014/15 to 270,135 in 2015/16, which corresponded to an increase in the rate of fixed period exclusions from 7.51 per cent to 8.46 per cent.
- However, the number of fixed period exclusions decreased in special schools from 14,080 in 2014/15 to 13,485 in 2015/16, a decrease in the rate of fixed period exclusions from 13.54 per cent to 12.53 per cent.

### 3. Number and length of fixed period exclusions (Table 10 & 11)

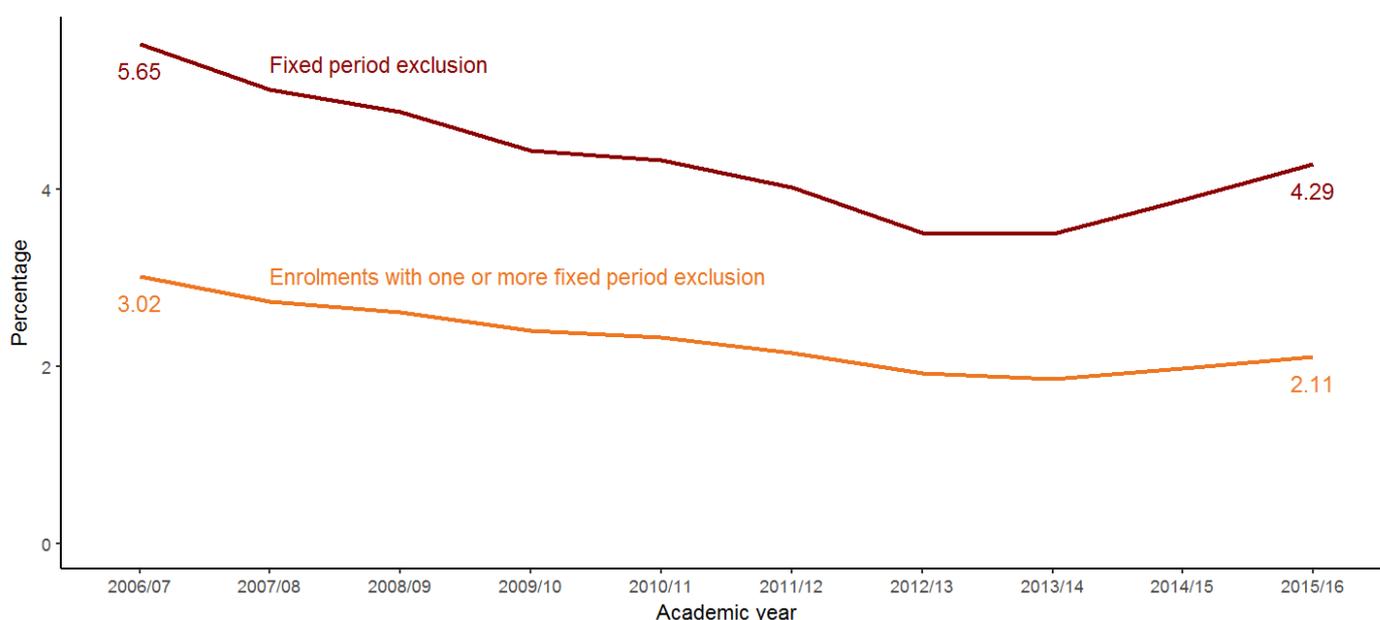
#### One or more fixed period exclusion definition

A pupil can receive more than one fixed period exclusion, so this measure accounts for those with repeated exclusions by counting the number of pupil enrolments with one or more fixed period exclusion. Rates are calculated as a percentage of all pupils, as follows:

$$\frac{\text{Number of pupil enrolments with one or more fixed period exclusion across the academic year}}{\text{Number of sole and dual main registered pupils on roll as at January census day}} \times 100$$

In state-funded primary, secondary and special schools, there were 167,125 pupil enrolments, 2.11 per cent, with at least one fixed term exclusion in 2015/16, up from 154,060 pupil enrolments, 1.98 per cent, in 2014/15.

**Chart 1: Pupil enrolments with at least one fixed period exclusion**  
England, Academic years 2006/07 to 2015/16



Of those pupils, with at least one fixed period exclusion 59.6 per cent were excluded only on one occasion, and 1.3 per cent received 10 or more fixed period exclusions during the year.

The average length of fixed period exclusions across state-funded primary, secondary and special schools in 2015/16 was 2.2 days, the same as in 2014/15.

The highest proportion of fixed period exclusions (45.7 per cent) lasted for only one day. Only 13.3 per cent of fixed period exclusions lasted for one week or longer, and longer fixed period exclusions were more prevalent in secondary schools.

## 4. Reasons for exclusions (Table 4)

Persistent disruptive behaviour remained the most common reason for permanent exclusions in state-funded primary, secondary and special schools - accounting for 2,310 (34.6 per cent) of all permanent exclusions in 2015/16. This is equivalent to 3 permanent exclusions per 10,000 pupils.

It is also the most common reason for fixed period exclusions. The 94,025 fixed period exclusions for persistent disruptive behaviour in state-funded primary, secondary and special schools made up 27.7 per cent of all fixed period exclusions, up from 26.3 per cent in 2014/15. This is equivalent to around 119 fixed period exclusions per 10,000 pupils.

Physical assault against an adult is the most common reason for fixed period exclusion from special schools - accounting for around a third of permanent exclusions and a quarter of fixed period exclusions in 2015/16.

## 5. Exclusions by pupil characteristics (Tables 2, 3, 5, 8 & 9)

In 2015/16 there were similar differences in exclusion rates by pupil characteristic as seen in previous years:

### Age, national curriculum year group and gender

- Over half of all permanent and fixed period exclusions occur in national curriculum year 9 or above
- Just over a quarter of all permanent exclusions were for pupils aged 14, and pupils of this age group also had the highest rate of fixed period exclusion, and the highest rate of pupils receiving one or more fixed period exclusion.
- Boys were over three times more likely to receive a permanent exclusion and almost three times more likely to receive a fixed period exclusion than girls

### Free school meals (FSM) eligibility

- Pupils known to be eligible for and claiming free school meals (FSM) were around four times more likely to receive a permanent or fixed period exclusion than those who are not eligible

### Special educational need (SEN)

- Pupils with identified special educational needs (SEN) accounted for almost half of all permanent exclusions and fixed period exclusions
- Pupils with SEN support had the highest permanent exclusion rate and were almost 7 times more likely to receive a permanent exclusion than pupils with no SEN
- Pupils with an Education, Health and Care (EHC) plan or with a statement of SEN had the highest fixed period exclusion rate and were almost 6 times more likely to receive a fixed period exclusion than pupils with no SEN

### Ethnic group

- Pupils of Gypsy/Roma and Traveller of Irish Heritage ethnic groups had the highest rates of both permanent and fixed period exclusions, but as the population is relatively small these figures should be treated with some caution
- Black Caribbean pupils were over three times more likely to be permanently excluded than the school population as a whole. Pupils of Chinese and Asian ethnic groups had the lowest rates of permanent and fixed period exclusion.

## 6. Independent exclusion reviews (Table 12)

### Reviews definition

Parents (and pupils if aged over 18) are able to request a review of a permanent exclusion. An independent review panel's role is to review the decision of the governing body not to reinstate a permanently excluded pupil. 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.

In 2015/16 in maintained primary, secondary and special schools and academies there were 460 reviews lodged with independent review panels of which 420 (91.3%) were determined and 20 (4.8%) resulted in an offer of reinstatement.

## 7. Exclusions from pupil referral units (Table 14)

The rate of permanent exclusion in pupil referral units increased from 0.13 per cent in 2014/15 to 0.14 in 2015/16.

There were 23,400 fixed period exclusions in pupil referral units in 2015/16, up from 19,410 in 2014/15.

The percentage of pupil enrolments in pupil referral units who had one or more fixed period exclusion was 58.15 per cent in 2015/16, up from 55.69 per cent in 2014/15.

## 8. Exclusions by local authority (Table 15)

There is considerable variation in the permanent and fixed period exclusion rate at local authority level (see accompanying maps in the 'Maps: SFR30/2017' file).

The regions with the highest overall rates of permanent exclusion across state-funded primary, secondary and special schools are the West Midlands (at 0.12 per cent) and the North West (at 0.11 per cent). The region with the lowest rate is the South East (at 0.06 per cent).

The region with the highest fixed period exclusion rate is Yorkshire and the Humber (at 6.19 per cent), whilst the lowest rate was seen in Outer London (3.17 per cent).

These regions also had the highest and lowest rates of exclusion in the previous academic year.

## 9. Background: Additional information and updates

This SFR is accompanied by underlying data, including national, region, local authority and school level information. The accompanying file includes a metadata document 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.

In preparing this release, we have undertaken a full review of exclusions data back to 2006/07 in order to ensure that all figures have been produced using a methodology that is consistent with the 2015/16 figures. This means that a very small number of historical figures published as part of the release (in Table 1 and the accompanying underlying data) may vary slightly from those published in earlier releases. It should be noted that these changes have not altered the general trends in permanent and fixed period exclusions seen over time.

## 10. Accompanying tables

The following tables are available in Excel format on the Department's statistics website.

### National tables

1. Permanent and fixed period exclusions by type of school
2. Permanent and fixed period exclusions by age and gender
3. Permanent and fixed period exclusions by national curriculum year group and gender
4. Permanent and fixed period exclusions by reason for exclusion
5. Permanent and fixed period exclusions by special educational need
6. Permanent and fixed period exclusions by type of special educational need
7. Permanent and fixed period exclusions by reason by special educational need
8. Permanent and fixed period exclusions by ethnic group and gender
9. Permanent and fixed period exclusions by free school meal eligibility
10. Duration of fixed period exclusions
11. Number of times pupil enrolments were excluded for a fixed period
12. School exclusion independent review panels
13. Permanent and fixed period exclusions in academies
14. Permanent and fixed period exclusions in pupil referral units

### Local authority tables

15. Permanent and fixed period exclusions by type of school
16. Length and number of fixed period exclusions by type of school
17. Permanent exclusions by reason for exclusion
18. Fixed period exclusions by reason for exclusion

When reviewing the tables, please note that:

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We preserve 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.
We round numbers	Exclusion numbers at national and regional levels have been rounded to the nearest 5. Exclusion numbers of 1 or 2 have been suppressed to protect confidentiality.  Where any number is shown as 0, the original figure was also 0.  Where the numerator or denominator of any percentage calculated on pupil numbers is less than 3, the percentage has been suppressed. This suppression is consistent with the <a href="#">Departmental statistical policy</a> .
We adopt symbols to help identify suppression	Symbols are used in the tables as follows:  0 zero x small number suppressed to preserve confidentiality . not applicable .. not available

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## 11. Further information is available

For previous permanent and fixed period exclusion figures visit: [Statistics: exclusions](#).

The School Census only collects exclusion information from schools in England. For information for Wales, Scotland and Northern Ireland, contact the departments below.

**Wales:** [school.stats@wales.gov.uk](mailto:school.stats@wales.gov.uk) or [Welsh Government – Statistics and Research](#)

**Scotland:** [school.stats@scotland.gov.uk](mailto:school.stats@scotland.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](#)

## 12. 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](#).

## 13. National Statistics

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.

## 14. Technical information

A "[Guide to exclusion statistics](#)", which provides historical information on exclusion statistics, technical background information to the figures and data collection, and definitions of key terms should be referenced alongside this release.

The following technical notes are specific to this publication.

- 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.
- Prior to our analysis any predecessor school information submitted by sponsor led academies was removed. Of which 60 fixed period exclusions were removed as they had been submitted with an exclusion start date before their school open date. In addition to this, 5 permanent exclusions and 566 fixed period exclusions are omitted which were submitted by sponsor led academies or free schools which opened in the 2015/16 academic year.

## **15. Get in touch**

### **Media enquiries**

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### **Other enquiries/feedback**

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Department  
for Education



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email [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

write to Information Policy Team, The National Archives, Kew, London, TW9 4DU

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This document is also available from our website “statistics: pupil absence”

Reference: [SFR 35/2017]



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