



Department
for Education



Statistical First Release

Permanent and Fixed Period Exclusions in England: 2012 to 2013

Reference	SFR 28/2014
Date	31 July 2014
Coverage	England
Theme	Children, Education and Skills
Issued by	Department for Education, Sanctuary Buildings, Great Smith Street, London SW1P 3BT
Press office	020 7925 6789
Public enquiries	037 0000 2288
Statistician	Eleanor Cotzias
Phone	020 7340 7510
Email	schools.statistics@education.gsi.gov.uk
Internet	https://www.gov.uk/government/collections/statistics-exclusions

The number of permanent exclusions has continued to decrease

The number of permanent exclusions has fallen considerably, continuing the general downward trend. The rate of permanent exclusion has decreased from 12 exclusions per 10,000 pupil enrolments in 2006/07 to six exclusions per 10,000 pupil enrolments in 2012/13.

The number of fixed period exclusions has also continued to decrease

The number of fixed period exclusions decreased, continuing the recent trend. The rate of fixed period exclusion has decreased, from 566 exclusions per 10,000 pupil enrolments in 2006/07 to 352 exclusions per 10,000 pupil enrolments in 2012/13.

Fewer pupils are being excluded

The number of pupils receiving one or more fixed period exclusion decreased from 227,160 in 2006/07 to 146,070 in 2012/13. This is equivalent to 192 pupils per 10,000, down from 302 pupils per 10,000 in 2006/07.

A National Statistics publication

National Statistics are produced to high professional standards set out in the National Statistics Code of Practice. They undergo regular quality assurance reviews to ensure that they meet customer needs. They are produced free from any political interference.

1. Background and context

This Statistical First Release (SFR) reports on permanent and fixed period exclusions from state-funded primary, state-funded secondary and special schools during the 2012/13 academic year as reported in the School Census. Figures held in this release are used as a key indicator in behaviour and attendance policy. Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education.

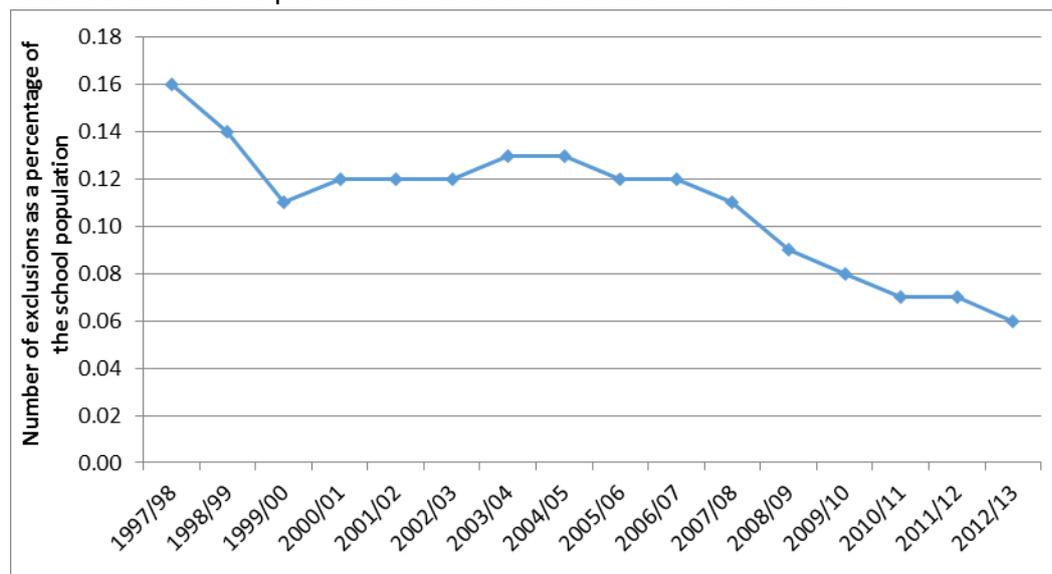
2. Changes since last publication

This year independent appeal panels were replaced with independent review panels, a new system by which the governing body's decision to uphold permanent exclusion can be reviewed. Under the new system the final decision on reinstatement rests with the governing body. See technical notes 9.14 to 9.16.

3. Permanent exclusions

There has been a steady decline in both the number of permanent exclusions and the rate of permanent exclusion over recent years.

Chart A: The rate of permanent exclusion continues to decrease



The majority of permanent exclusions occur in secondary schools

Of the total number of permanent exclusions, 84 per cent occur in secondary schools. This proportion has been decreasing over recent years, from 87 per cent in 2009/10. As a result, the proportion occurring in primary schools has increased (table 1).

The number of permanent exclusions has decreased in all school types

The number of permanent exclusions has decreased across all school types. The greatest decrease occurred in secondary schools, where the number of permanent exclusions fell from 4,390 (0.14 per cent of pupil enrolments) in 2011/12 to 3,900 (0.12 per cent of pupil enrolments) in 2012/13 (table 1).

Persistent disruptive behaviour remains the most common reason for permanent exclusion

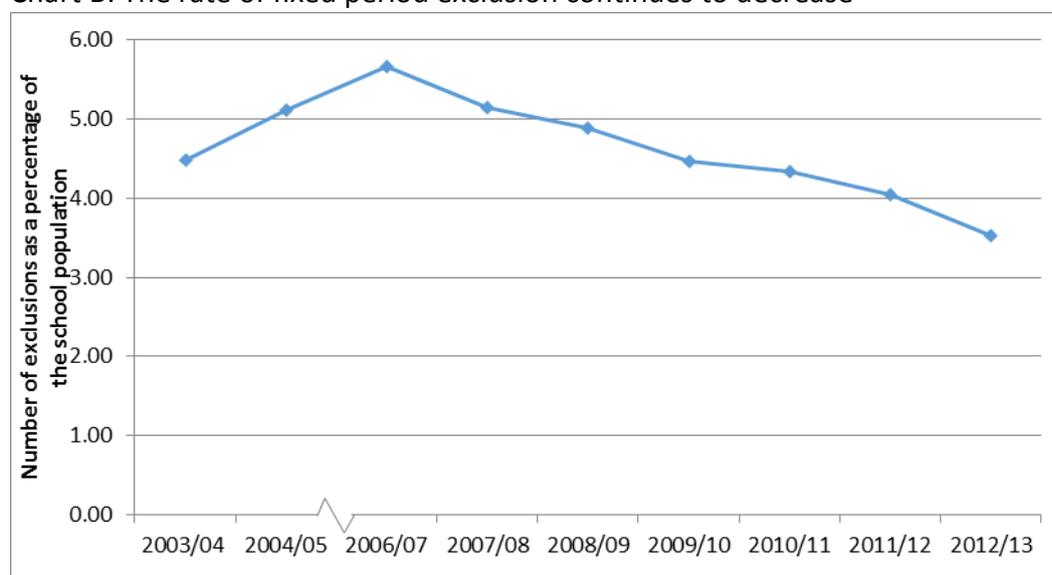
Persistent disruptive behaviour accounts for 30.8 per cent of all permanent exclusions. In state-funded primary schools exclusions for physical assault against an adult are slightly more common accounting for 31.3 per cent.

The number of permanent exclusions for physical assault against an adult has fallen from 550 exclusions in 2011/12 to 490 exclusions in 2012/13 (table 11).

4. Fixed period exclusions (Table 2)

There has been a steady decline in both the number of fixed period exclusions and the rate of fixed period exclusion over recent years.

Chart B: The rate of fixed period exclusion continues to decrease



The majority of fixed period exclusions occur in secondary schools

Of the total number of fixed period exclusions, 81 per cent occur in secondary schools. This proportion has been decreasing over recent years, from 85 percent in 2008/09. As a result, the proportion occurring in primary schools has increased (table 2).

The rate of fixed period exclusion has decreased in all school types

The rate of fixed period exclusions fell in state-funded secondary schools, from 7.85 in 2011/12 to 6.75 in 2012/13.

There was a slight rise in the number of fixed period exclusions in primary schools, however, the rate has continued to fall (reflecting an increase in the number of primary pupils compared to the previous year) (table 2).

Persistent disruptive behaviour remains the most common reason for fixed period exclusions

Persistent disruptive behaviour accounts for 24.2 per cent of fixed period exclusions (table 12).

Fewer pupils are being excluded across all school types

The number and percentage of pupils receiving one or more fixed period exclusion decreased across all school types, with the biggest decrease occurring in secondary schools.

The majority of fixed period exclusions last for one day

The highest proportion of fixed period exclusions (42.8 per cent) last for only one day. Only 2.5 per cent of fixed period exclusions last for longer than one week (table 7).

5. Exclusions by characteristic

Boys are more likely to be excluded than girls

Boys are around three times more likely to receive a permanent or fixed period exclusion than girls; this has changed little over recent years (tables 3 to 4b).

SEN pupils have the highest rate of permanent exclusion

Pupils with special educational needs (SEN) (with and without statements) account for 7 in 10 of all permanent exclusions.

Pupils with SEN without statements are around ten times more likely to receive a permanent exclusion than pupils with no SEN.

Pupils with a statement of SEN are around six times more likely to receive a permanent exclusion than pupils with no SEN. This gap has narrowed over recent years (table 9).

Pupils with SEN also have the highest rate of fixed period exclusion

Pupils with SEN without statements are around six times more likely to receive a fixed period exclusion than pupils with no SEN.

Pupils with a statement of SEN are around nine times more likely to receive a fixed period exclusion than those pupils with no SEN (table 10a).

Pupils who are FSM eligible are more likely to be excluded

Pupils known to be eligible for and claiming free school meals (FSM) are four times more likely to receive a permanent exclusion and three times more likely to receive a fixed period exclusion; this is similar to previous years (table 17).

14 year olds have the highest rate of exclusion

Over a half of all permanent exclusions are given to pupils aged 13 or 14 (table 3).

Exclusion rates vary by ethnic group

Pupils of Gypsy/Roma and Traveller of Irish Heritage ethnic groups have 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.

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. Pupils of Asian and Chinese ethnic groups have the lowest rates of exclusion (tables 14 to 15).

6. Independent exclusion reviews

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.

In 2012/13, 170 reviews were determined of which 20 were offered reinstatement. Under the previous system, in 2011/12, 400 appeals were determined of which 40 resulted in reinstatement (table 13a).

7. List of tables

The following tables are available in excel format on the department's statistics website: [Statistics: exclusions.](#)

All tables provide information for state-funded primary, state-funded secondary and special schools unless otherwise noted.

National tables

- | | |
|---|---|
| <ul style="list-style-type: none"> 1 Number of permanent exclusions by type of school, England 1997/98 to 2012/13 2 Number of fixed period exclusions by type of school, England 2003/04 to 2012/13 3 Number of permanent exclusions by age and gender, England 2012/13 4a Number of fixed period exclusions by age and gender, England 2012/13 4b Number of pupil enrolments receiving one or more fixed period exclusions by age and gender, England 2012/13 5 Number of permanent exclusions by national curriculum year and gender, England 2012/13 6a Number of fixed period exclusions by national curriculum year and gender, England 2012/13 6b Number of pupil enrolments receiving one or more fixed period exclusions by national curriculum year and gender, England 2012/13 7 Duration of fixed period exclusions, England 2012/13 8 Number of times pupil enrolments were excluded for a fixed period, England 2012/13 9 Number of permanent exclusions by special educational needs, England 2006/07 to 2012/13 10a Number of fixed period exclusions by special educational needs, England 2012/13 10b Number of pupil enrolments receiving one or more fixed period exclusions by special educational needs, England 2012/13 11 Number and percentage of permanent exclusions by reason for exclusion, England 2012/13 12 Number and percentage of fixed period exclusions by reason for exclusion, England 2012/13 | <ul style="list-style-type: none"> 13a Maintained primary, secondary, special schools: School exclusion independent review panels and exclusion appeals 13b School exclusion independent review panels 2012/13 14 Number of permanent exclusions by ethnic group and gender, England 2012/13 15 Number of fixed period exclusions by ethnic group and gender, England 2012/13 16a Academies: Permanent exclusions, England 2012/13 16b Academies: Fixed period exclusions, England 2012/13 17 Number of permanent and fixed period exclusions by free school meal eligibility, England 2012/13 18 Number and percentage of fixed period exclusions by level of deprivation of school, England 2012/13 |
|---|---|

Local authority tables

- 19 Number of permanent exclusions, by local authority area and region, England 2012/13
- 20 Number of fixed period exclusions, by local authority area and region, England 2012/13
- 21 Number of permanent exclusions by ethnic group, by local authority area and region, England 2012/13
- 22a State-funded primary schools: Number of fixed period exclusions by ethnic group, by local authority area and region, England 2012/13
- 22b State-funded secondary schools: Number of fixed period exclusions by ethnic group, by local authority area and region, England 2012/13
- 22c Number of fixed period exclusions by ethnic group, by local authority area and region, England 2012/13

- | | | | |
|----|--|----|--|
| 23 | Number of permanent exclusions by reason for exclusion, by local authority area and region, England 2012/13 | 25 | Number of fixed period exclusions and number of pupils with one or more episode of fixed period exclusion, by local authority area and region, England 2012/13 |
| 24 | Number of fixed period exclusions by reason for exclusion, by local authority area and region, England 2012/13 | | |

When reviewing the tables, please note the following:

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.
So we round numbers	Exclusion figures at national and regional levels have been rounded to the nearest 10. Exclusion figures of less than 5 have been suppressed to protect pupil confidentiality. Where any number is shown as 0, the original figure was also 0. Where the numerator or denominator of any percentage calculated on enrolment numbers is less than 5, the percentage has been suppressed. This suppression is consistent with the Departmental statistical policy .
And adopt symbols to help identify this	<p>Symbols are used in the tables as follows:</p> <ul style="list-style-type: none"> 0 zero x small number suppressed to preserve confidentiality . not applicable .. not available
Exclusion figures and headcount figures are taken from different time frames	The rate of exclusions are calculated using the sum of exclusions over the full 2012/13 academic year and the headcount of pupils as at 16 th January 2013. This is due to the way the exclusions are collected through the School Census; this difference will have negligible effect on exclusion rates.

8. Background: Underlying/transparency data

This SFR is accompanied by underlying data, including national and local authority level information. The accompanying file includes a 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](#).

School level data are not released because the Department does not hold individual schools to account based on their exclusions and due to likely high levels of suppression the data would be of little use.

9. Technical notes

Definitions

- 9.1 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.
- 9.2 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. The description 'special schools' refers to those schools maintained by the local authority, including non-maintained special schools and academies. Academies are classed as primary schools, secondary schools and special schools, all through academies are deemed either primary or secondary.
- 9.3 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 2012/13 academic year (by 12 September 2012). 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.
- 9.4 The following table provides descriptions of reasons for exclusions. The categories should cover the main reasons for exclusions, the 'other' category includes incidents which are not covered by the categories below but should be used sparingly.

Exclusion Reason	Description
Bullying	<ul style="list-style-type: none"> • Verbal • Physical • Homophobic bullying
Damage (includes damage to school or personal property belonging to any member of the school community)	<ul style="list-style-type: none"> • Arson • Graffiti • Vandalism
Drug and alcohol related	<ul style="list-style-type: none"> • Alcohol abuse • Drug dealing • Inappropriate use of prescribed drugs • Possession of illegal drugs • Smoking • Substance abuse
Persistent disruptive behaviour	<ul style="list-style-type: none"> • Challenging behaviour • Disobedience • Persistent violation of school rules
Physical assault against adult	<ul style="list-style-type: none"> • Obstruction and jostling • Violent behaviour • Wounding

Exclusion Reason	Description
Physical assault against pupil	<ul style="list-style-type: none"> • Fighting • Obstruction and jostling • Violent behaviour • Wounding
Racist abuse	<ul style="list-style-type: none"> • Derogatory racist statements • Racist bullying • Racist graffiti • Racist taunting and harassment • Swearing that can be attributed to racist characteristics
Sexual misconduct	<ul style="list-style-type: none"> • Lewd behaviour • Sexual abuse • Sexual assault • Sexual bullying • Sexual graffiti • Sexual harassment
Theft	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Aggressive behaviour • Carrying an offensive weapon • Homophobic abuse and harassment • Swearing • Threatened violence • Verbal intimidation
Verbal abuse / threatening behaviour against pupil	<ul style="list-style-type: none"> • Aggressive behaviour • Carrying an offensive weapon • Homophobic abuse and harassment • Swearing • Threatened violence • Verbal intimidation

Calculation of exclusion rates

9.5 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:

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

Data collection

- 9.6 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 the census currently being collected, 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. Exclusions from academies and City Technology Colleges were collected for the first time in 2000/01. Termly exclusion figures for pupil referral units were first collected in spring 2014, so exclusions from pupil referral units are not included in this release.
- 9.7 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.
- 9.8 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 2012/13 are affected in that 287 schools closed and were superseded by new sponsored academies. The table below shows the exclusions that are potentially missing from our analysis based on 2011/12 exclusions data for the predecessor schools.

School Phase	Number of schools that closed	Number of permanent exclusions	Number of fixed period exclusions
Primary	218	20	780
Secondary	64	90	4,630
Special	5	0	50

- 9.9 Prior to our analysis any predecessor school information which was submitted by sponsor led academies was removed. Of which, 20 permanent exclusions and 886 fixed period exclusions were removed as they had been submitted with an exclusion start date before their school open date. In addition to this, 15 permanent exclusions and 1,522 fixed period exclusions which were submitted by sponsor led academies which opened in the 2013/14 academic year.
- 9.10 Lunch time exclusions, 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, are also collected through the School Census. However, we do not report on these exclusions in this release and they are **not** included in the fixed period exclusion totals.

Data coverage and quality

- 9.11 Comparisons with historic exclusion figures should be used with caution as there have been numerous changes to the collection of exclusion data in the past. However, the impact of these changes on long-term trends are generally relatively small:
- Permanent exclusion figures for 1997/98 to 2009/10 are estimates based on incomplete pupil level data. Due to some under-reporting and some over-reporting of permanent exclusions, a data checking exercise with local authorities was carried out to confirm the number of permanent exclusions. This issue has decreased over time and the end year checking exercise has since been discontinued.
 - Academies and city technology colleges (CTCs) did not return permanent exclusion information until 2000/01 and fixed period exclusion information until 2005/06.
 - Permanent exclusion figures for 2000/01 are estimates as a number of local authorities did not confirm the data for their schools.
 - Fixed period exclusion information for 2003/04 to 2004/05 was collected via the termly exclusions survey, see technical note 9.7.
 - For 2005/06 fixed period exclusion information was only available for secondary schools, see technical note 9.7.
- 9.12 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 autumn 2012, spring 2013, and summer 2013 School 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 following censuses until a record was found.
- 9.13 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).

- 9.14 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 figures relating to independent appeal panels do not contain those appeals determined in favour of the parent/pupil in which reinstatement was not directed e.g. in response to the parents' wishes. The figures relating to independent review panels would include any pupils for whom reinstatement was offered by a governing body/Academy Trust but subsequently turned down by the parents. These changes apply to any pupil excluded on or after 1 September 2012 from a LA maintained school, academy including free schools, alternative provision (AP) academy including AP free schools or LA maintained pupil referral unit (PRU) in England.
- 9.15 Under the system of independent review panels the panel does not have the power to direct a governing body to reinstate an excluded pupil, the final decision is made by the governing body/Academy Trust. However, 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.
- 9.16 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. Further guidance regarding independent review panels can be found [here](#).

10. Want more?

Want previously published figures?

For recent pupil exclusion figures visit: [Statistics: exclusions](#)

Want Wales, Scotland, Northern Ireland?

The School Census only collects 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 or

[Welsh Government - Statistics and Research](#)

Scotland: school.stats@scotland.gsi.gov.uk or

[Scottish Government - School Education Statistics](#)

Northern Ireland: statistics@deni.gov.uk or

[Department of Education - Education Statistics](#)

For related publications

Chapter 5 of the '[Children with special educational needs: an analysis – 2013](#)' Statistical Release provides further analysis of exclusions from pupils with SEN.

The '[Pupil absence in schools in England: 2012 to 2013](#)' Statistical First Release reports on absence in schools.

More detailed analysis of exclusions, including a comparison of academies with schools in similar circumstances, can be found in the '[A profile of pupil exclusions in England](#)' research report.

The Department for Education has just concluded a 3-year school exclusion trial. It involved schools in 11 volunteer local authorities taking greater responsibility for supporting children at risk of exclusion and those who had been permanently excluded. The final report of the trial evaluation is available [here](#).

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](#).

11. Got a query? Like to give feedback?

If from the media Press Office News Desk, Department for Education, Sanctuary Buildings, Great Smith Street, London SW1P 3BT. 020 7925 6789

If non-media Education Standards Evidence and Dissemination Division, Level 2, Sanctuary Buildings, Great Smith Street, London, SW1P 3BT
schools.statistics@education.gsi.gov.uk



Department
for Education



© Crown copyright 2014

You may re-use this information (excluding logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [Open Government Licence](#) or e-mail: psi@nationalarchives.gsi.gov.uk.

Where we have identified any third party copyright information you will need to obtain permission from the copyright holders concerned.

Any enquiries regarding this publication should be sent to us at schools.statistics@education.gsi.gov.uk.

This document is also available from our website at: <https://www.gov.uk/government/collections/statistics-exclusions>.