

# A profile of pupil exclusions in England

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Research Division

The views expressed in this report are the authors' and do not necessarily reflect those of the Department for Education.

# Executive Summary

## Aim

The aim of this topic note is to publish an analysis of pupil exclusions in the maintained education sector in England. This topic note forms part of the evidence base provided by the Department for Education to the formal Inquiry into the system of school exclusions in England by the Children's Commissioner.

## Summary of Key Findings

### Chapter 1: Exclusion rates over time and a profile of the reasons for exclusions in 2009/10

- The rate of permanent exclusions has been on a downward trend since 1995/96. The rate has decreased from 0.17% in 1995/96 to 0.08% in 2009/10, the year of the most recent data.
- The peak number of permanent exclusions was recorded for the 1996/97 academic year. In this year there were 12,670 exclusions from the whole school population. The most recent data highlight that the number of permanent exclusions has more than halved to 5,740 for the 2009/10 academic year.
- The rate of fixed period exclusions has declined since 2006/07, when data were first available for all schools from the School Census. In 2009/10 the rate of fixed period exclusions was 4.46%, compared with 5.66% in 2006/07
- The majority of permanent exclusions occur in the secondary sector. In 2009/10, 0.15% of secondary school pupils were permanently excluded. This compares with 0.02% of primary school pupils in the same year.
- The most common reason recorded for exclusions in all state funded schools in 2009/10 was persistent disruptive behaviour. This was the reason given for 29.0% of all permanent exclusions and 23.8% of fixed period exclusions.

### Chapter 2: An analysis of the characteristics of excluded pupils in 2009/10

- Looking at single characteristics:
  - Boys are more likely to be excluded (both permanently and for a fixed period) at all ages than girls, with very few girls being

excluded during the primary years. The most common time for both boys and girls to be excluded is at ages 13 and 14, (equivalent to year groups 9 and 10). In 2009/10 52.8% of all permanent exclusions were of pupils from these age groups.

- Pupils with a statement of Special Educational Needs (SEN) were almost seven times more likely to receive a permanent exclusion than pupils with no SEN, and were nine times more likely to receive a fixed period exclusion.
  - Pupils who were known to be eligible for Free School Meals were around four times more likely to receive a permanent exclusion, and were around three times more likely to receive a fixed period exclusion than children who were not eligible for Free School Meals.
  - The rate of exclusions was highest for Traveller of Irish Heritage, Black Caribbean and Gypsy/Roma ethnic groups. Black Caribbean pupils were nearly four times more likely to receive a permanent exclusion than the school population as a whole and were twice as likely to receive a fixed period exclusion.
- Looking at overlapping characteristics, the majority of pupils who are excluded have either Special Educational Needs, are eligible for Free School Meals or are Black Caribbean, or have more than one of these characteristics. In 2009/10 only 15.8% of pupils who were permanently excluded did not have any of these characteristics.
  - When controlling for other characteristics, being a pupil with any level of Special Educational Needs provision has a stronger effect on the odds of being excluded than gender, Free School Meals eligibility or ethnicity.

### **Chapter 3: Factors associated with exclusion at school level in 2009/10**

- Fixed period and permanent exclusion rates differ by type of school. Analysis of the 2009/10 data showed that community special schools had the highest rate of fixed period exclusions, whilst Academies had the highest rate of permanent exclusions.
- Though, in an analysis comparing Academies with Local Authority (LA) maintained schools with similar intakes, the average permanent exclusion rate for Academies was only slightly higher than for the comparator schools, with exclusion rates of 0.32% and 0.25% respectively.
- Comparing exclusion rates and Ofsted behaviour judgements shows

that exclusion rates tend to be higher, on average, in schools with satisfactory or inadequate behaviour judgements.

- At school level, minimal correlation was found between the proportion of pupils eligible for Free School Meals in a school and the rate of exclusion for such pupils. Similarly, negligible correlation was found between the proportion of pupils in ethnic groups with either above average exclusion rates or below average exclusion rates in a school and the exclusion rates for such pupils. This tentatively indicates that exclusion rates for these groups of pupils at risk from exclusion are not influenced by the demographics of the schools they attend. Schools with higher proportions of pupils who are classified as being at risk of exclusion do not appear to exclude a relatively high proportion of pupils from these groups. This analysis did not include looking at the correlation between the proportion of pupils in a school with Special Education Needs and the rate of exclusion for such pupils.

## **Chapter 4: Conclusion and ideas for further work**

This chapter reviews the issues identified in the topic note and identifies several ideas for further work. These ideas include further analysis of school level exclusion rates, an overview of the research evidence on the reasons for the relatively high exclusion rates identified for particular groups of pupils and analysis of the outcomes for pupils who have experienced a period of exclusion from school.

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# Glossary

<b>DfE</b>	: Department for Education
<b>SC</b>	: School Census
<b>NPD</b>	: National Pupil Database
<b>FSM</b>	: Free School Meal
<b>CLA</b>	: Children Looked After
<b>SEN</b>	: Special Educational Needs
<b>SFR</b>	: Statistical First Release
<b>LA</b>	: Local Authority
<b>CTC</b>	: City Technology College

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# Introduction

## Aim

The aim of this topic note is to publish an analysis of pupil exclusions in the maintained education sector in England. This topic note forms part of the evidence base provided by the Department for Education to the formal Inquiry into the system of school exclusions in England by the Children's Commissioner.

## Background

In Autumn 2011, The Children's Commissioner launched a formal inquiry into the system of school exclusions in England. The Inquiry examined the following issues:

- The factors which influence schools' decisions to exclude.
- The effectiveness of the system of appeals against exclusions.
- The impact of legislation, government policy and regulation on practice on school exclusions in the field.
- The impact of the support, monitoring, challenge and intervention mechanisms available to both schools and pupils from local authorities in schools' practice in managing exclusions.
- The effectiveness of in and out of school provision and support aimed at preventing permanent exclusions, particularly any such provision which is actively targeted at helping those groups who are statistically most likely to be excluded.
- The characteristics of children who have been shown to be disproportionately likely to be excluded in comparison with their peer groups, the interaction between these characteristics and any proven reasons why these groups appear more likely to be excluded.
- The impact of the existing duties regarding equality and diversity on schools, and the imminent enactment through schools of their particular Public Sector Equality Duty in the exclusions system as outlined by the 2010 Equality Act.
- Examples of good practice in managing children identified as being at risk of exclusions, and equally good practice in reducing variation in exclusion rates between different groups of pupils.

In order to inform their inquiry the Children's Commissioner asked the Department for Education to supply relevant policy information, research and statistical evidence on exclusions in England. A number of different statistical analyses were undertaken to expand the evidence base.

This topic note focuses on presenting **the data and statistical analyses** that were provided to the Children's Commissioner. This is published alongside

key findings from the existing statistical evidence base.

Chapter 1 in this topic note provides a summary of the published data on exclusion rates including trends over time in exclusion rates and a profile of the reasons for exclusions.

Chapter 2 provides an analysis of the characteristics of excluded pupils and the schools that they attend.

Chapter 3 presents findings from exploratory modelling work to identify the relative importance of the factors associated with exclusion at both pupil level and at school level.

Chapter 4 includes a short conclusion for the topic note and some suggestions for further work.

This note is not intended to be a regular publication and aims only to provide a current view of exclusions based on evidence available at the time of writing.

## Definition of exclusion

This topic note analyses two measures of pupil exclusion:-

A **fixed period exclusion** refers to a pupil who is excluded from a school but remains on the register of that school because he or she is expected to return when the exclusion period is completed.

A **permanent exclusion** refers to a pupil who is excluded and his or her name removed from the school register. Such a pupil would then be educated at another school or via some other form of provision.

## Data sources

Until 2004/05 exclusions data were collected via the Department's Termly Exclusions Survey. This was discontinued after 2004/05 when information on exclusions began to be collected via the School Census (SC).

In January 2006, the Department for Education's (DfE) School Census (SC) started collecting Census returns termly for secondary schools. In January 2007, primary and special schools also moved to this method<sup>1</sup>.

The School Census collects information on exclusions two terms in arrears with data for the full academic year 2009/10, for example, being collected in the Spring 2011 DfE School Census. The National and Local Authority

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<sup>1</sup> This change in the data collection method created a gap in the exclusions data time series for primary and special schools in 2005/06. Time series data on exclusions are also affected by changes in school coverage. City Technology Colleges and Academies first returned information on permanent exclusions in 2000/01 and fixed period exclusions in 2005/06.

summary data are published in an annual Statistical First Release (SFR) in July each year.

The Department carries out a data checking exercise with Local Authorities to confirm the number of permanent exclusions and the published data are adjusted to agree with the Local Authority figures.

The most recent exclusion data for all pupils in state maintained schools are available in the Statistical First Release (SFR), ***Permanent and Fixed Period Exclusions from Schools in England 2009/10*** published in July 2011. This SFR includes a more detailed description of the exclusion data sources and associated caveats<sup>2</sup>. Data on exclusions for pupils identified with Special Educational Needs were published in October 2011 and are available in the Statistical Release: ***Children with Special Educational Needs: an analysis – 2011***<sup>3</sup>. This publication also refers to 2009/10 academic year.

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<sup>2</sup> Link to Statistical First Release 'Permanent and Fixed Period Exclusions from Schools in England 2009/10' : <http://www.education.gov.uk/rsgateway/DB/SFR/s001016/index.shtml>

<sup>3</sup> Link to Statistical Release 'Children with Special Educational Needs: an analysis – 2011': <http://www.education.gov.uk/rsgateway/DB/STR/d001032/index.shtml>

## Exclusion measures

### School coverage

Unless otherwise stated, exclusion measures in this topic note cover maintained primary, secondary and all special schools as well as City Technology Colleges and Academies in England.

### Number of exclusions

The exclusion information collected in the School Census relates to pupil enrolments rather than the number of pupils. Where a pupil has moved throughout the year, they are counted more than once as they have enrolled in more than one school. However, for ease of reference, pupil enrolments will be referred to as pupils throughout this publication.

### Exclusion rates

Pupils can have more than one exclusion in a year. This topic note analyses the total number of **fixed period exclusions** in a given academic year, and the **fixed period exclusion rate** which is the number of fixed period exclusions as percentage of the number (headcount) of all pupils (excluding dually registered pupils) in January each year.

The **permanent exclusion** rate is expressed as a percentage of the number (headcount) of all pupils (excluding dually registered pupils) in January each year. As with fixed period exclusions, this is based on enrolments rather than numbers of pupils. Where a pupil has moved school throughout the year, they will be counted more than once as they have been in more than one school.

### Pupil characteristics

Information on exclusions by ethnic group and Free School Meal eligibility is derived by linking exclusions data with pupil level records collected via the School Census and held in the National Pupil Database (NPD). For each exclusion for 2009/10 for example, a check was made in the NPD for that pupil's record from the excluding school in the Spring 2010 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 Censuses from earlier periods until a record was found. The hierarchy of Census checks is: the Spring 2010 Census, the Autumn 2009 Census, the Summer 2010 Census, then the Spring 2009 Census.

### Presentation of exclusion statistics

Throughout this topic note pupil numbers have been rounded to the nearest five. Totals may not appear to equal the sum of component parts because numbers have been rounded to the nearest five.

In addition to rounding we have suppressed items of data that refer to fewer than five pupils. In these cases the data items have been replaced by an 'x'. Where the numerator or denominator of any percentage is between one and four inclusive, this percentage has also been replaced by an 'x'. When a figure

has been suppressed in a chart the column or row appears blank. Where any number is shown as zero (0), the original figure was also zero.

Throughout this topic note the following conventions on rounding percentages have been applied:-

- Exclusion rates are presented to two decimal places to ensure consistency, where possible, with exclusion rates published in DfE Statistical First Releases.
- Percentages that are used to summarise and describe other data are presented to one decimal place.
- Where possible, any percentages illustrated in charts are rounded to the number of decimal places appropriate to the data type. Therefore, exclusion rates presented in a chart format should be labelled with percentages to two decimal places. However, in some cases we have applied additional rounding to the percentages in chart labels in order to ensure the charts can be read clearly.

# Chapter 1: Exclusion rates over time and a profile of the reasons for exclusions in 2009/10

## Key findings

- The rate of permanent exclusions has been on a downward trend since 1995/96. The rate has decreased from 0.17% in 1995/96 to 0.08% in 2009/10, the year of the most recent data.
- The peak number of permanent exclusions was recorded for the 1996/97 academic year. In this year there were 12,670 exclusions from the whole school population. The most recent data highlight that the number of permanent exclusions has more than halved to 5,740 permanent exclusions for the 2009/10 academic year.
- The rate of fixed period exclusions has declined since 2006/07, when data were first available for all schools from the School Census. In 2009/10 the rate of fixed period exclusions was 4.46%, compared with 5.66% in 2006/07.
- The majority of permanent exclusions occur in the secondary sector. In 2009/10, 0.15% of secondary school pupils were permanently excluded. This compares with 0.02% of primary school pupils in the same year.
- As with permanent exclusions, secondary schools had much higher rates of fixed period exclusions at 8.59% for state funded secondary schools in 2009/10. This compares with 0.91% of primary school pupils in the same year.
- The most common reason recorded for exclusions in all state funded schools in 2009/10 was persistent disruptive behaviour. This was the reason given for 29.0% of all permanent exclusions and 23.8% of fixed period exclusions.
- Persistent disruptive behaviour was the main reason for permanent and fixed period exclusions being issued in both primary and secondary schools in 2009/10. The second most common reason for permanent exclusions in primary schools was physical assault against an adult (accounting for 29.1% of all permanent exclusions from primary schools) whereas for secondary schools it was physical assault against a pupil (17.4% of all permanent exclusions from secondary schools). However, the second most common reason for a fixed period exclusion being issued in primary school was physical assault against a pupil (24.3%) whereas for secondary schools this was verbal abuse/threatening behaviour against an adult (22.4%).

## 1.1 Rates of exclusion

This section explores the available data on the rates of both permanent and fixed period exclusions from schools in England. It includes the most recently available data, as well as some historical exclusion data to allow for comparisons in the rates of exclusion over time.

### 1.1.1 Permanent exclusions

There were 5,740 permanent exclusions from maintained primary, state-funded secondary and special schools in England in the 2009/10 academic year. This translates to an exclusion rate of 0.08%, or 8 out of every 10,000 pupils. This is a decrease on the previous year, where there were 6,550 permanent exclusions from maintained primary, state-funded secondary and special schools, a rate of 0.09% of pupils in 2008/09.

For the 2009/10 academic year in England:

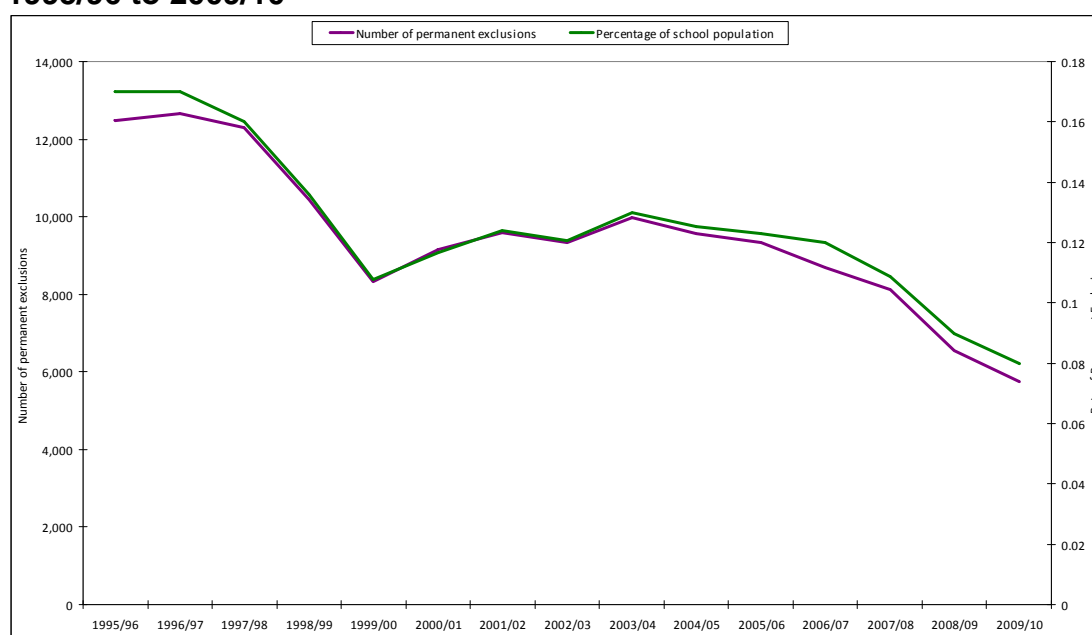
- The majority of permanent exclusions were found in the secondary sector. In 2009/10, there were 5,020 permanent exclusions from state funded secondary schools, equating to 0.15% of the secondary school population. In 2009/10 Academies accounted for 590 of the total number of permanent exclusions from secondary schools, equivalent to an exclusion rate of 0.30%<sup>4</sup>.
- There were 620 permanent exclusions from maintained primary schools in the same year, equating to 0.02% of the primary school population, and;
- 100 permanent exclusions from special schools, equating to 0.11% of the special school population.

As can be seen in Chart 1.1 below, both the numbers and rates of permanent exclusions have generally declined since 1995/96. The peak number of permanent exclusions was recorded for the 1996/97 academic year, when there were 12,670 exclusions, equating to 0.17% of the school population. Rates are currently at an historical low, with 5,740 permanent exclusions for the 2009/10 academic year and an exclusion rate of 0.08% of the school population.

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<sup>4</sup> The number of Academies that had been open long enough to record exclusion data for the academic year 2009/10 was 203.

**Chart 1.1: The rates of permanent exclusions for all schools from 1995/96 to 2009/10**



Source: Termly Exclusions Survey and School Census

There have been various Acts of Parliament over this period which have resulted in changes of legislation and duties on schools and local authorities with regard to exclusions policy. For example:

- The Education Act 1996 – a wide range of provisions, including the duty on Local Authorities under Section 19 to make arrangements for the provision of suitable education at school or otherwise for those children of compulsory school age who, by reason of illness, exclusion from school or otherwise, may not for any period receive suitable education unless such arrangements are made for them. (i.e. the duty to provide education for excluded children from the sixth day after a permanent exclusion).
- The Education Act 2002 – Section 52 sets out the current legislation governing the exclusion process, including the duty on LAs to organise an independent appeal panel to consider permanent exclusions.
- The Education and Inspections Act 2006 placed a duty on governing bodies or proprietors to arrange education for pupils from the sixth day of a fixed period exclusion. Whilst not being a direct link to permanent exclusions it might have accompanied a focus on exclusion.

The purpose of this topic note is not to evaluate the impact of any of these pieces of legislation on the number of exclusions.

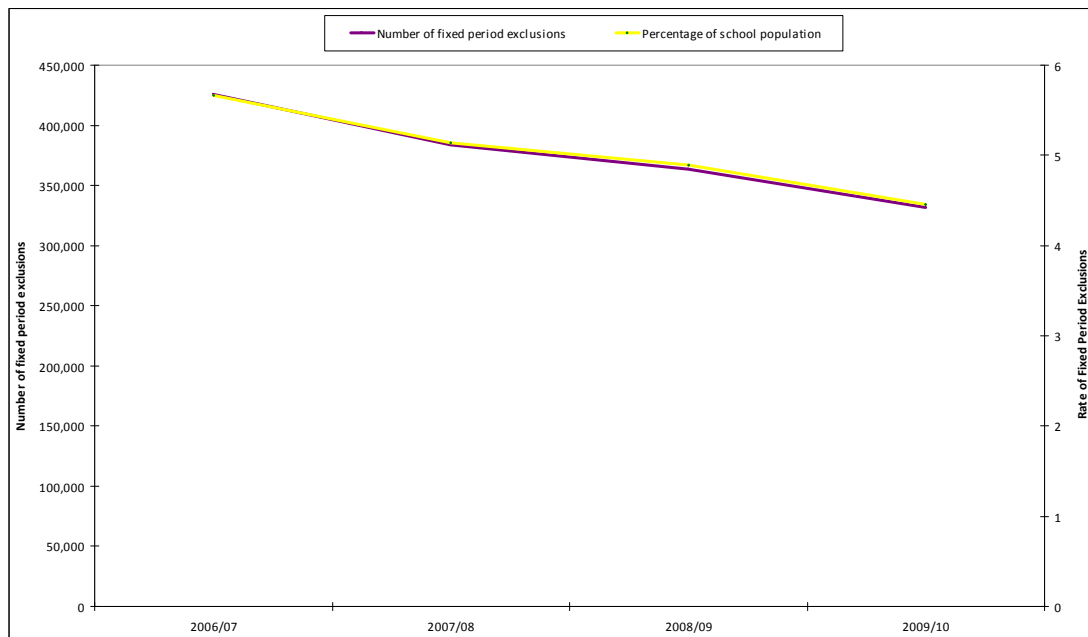


### 1.1.2 Fixed period exclusions

In 2009/10 there were 331,380 fixed period exclusions from maintained primary, state-funded secondary and special schools in England, equating to 4.46% of the school population. In other words, around four out of every one hundred pupils received a fixed period exclusion in the 2009/10 academic year. This is down from 363,280 exclusions and an exclusion rate of 4.89% in 2008/09.

- As with permanent exclusions, the majority of fixed period exclusions occur in the secondary sector. There were 279,260 fixed period exclusions from state funded secondary schools in 2009/10, 8.59% of the state-funded secondary school population (of which 28,440 were from Academies, 14.72% of the Academy population);
- In the same year there were 37,210 fixed period exclusions from maintained primary schools equating to 0.91% of the primary school population, and;
- 14,910 fixed period exclusions from special schools, equating to 16.46% of the special school population.

**Chart 1.2: The rates of fixed period exclusions for all schools between 2006/07 to 2009/10.**



Source: School Census

Information on fixed period exclusions was collected for the first time in 2003/04. Chart 1.2 above shows data from 2006/07 as this is the first year from which figures were available on a consistent basis. As can be seen from the chart, the peak number of fixed period exclusions for all schools occurred in the 2006/07 academic year at 425,600, which represents 5.66% of the whole school population. Since that peak, the rate of fixed period exclusions has declined. In the 2009/10 academic year there were 331,380 fixed period exclusions in the 2009/10 academic year, which equates to an exclusion rate of 4.46% for the whole school population.

## 1.2 Reasons for exclusion

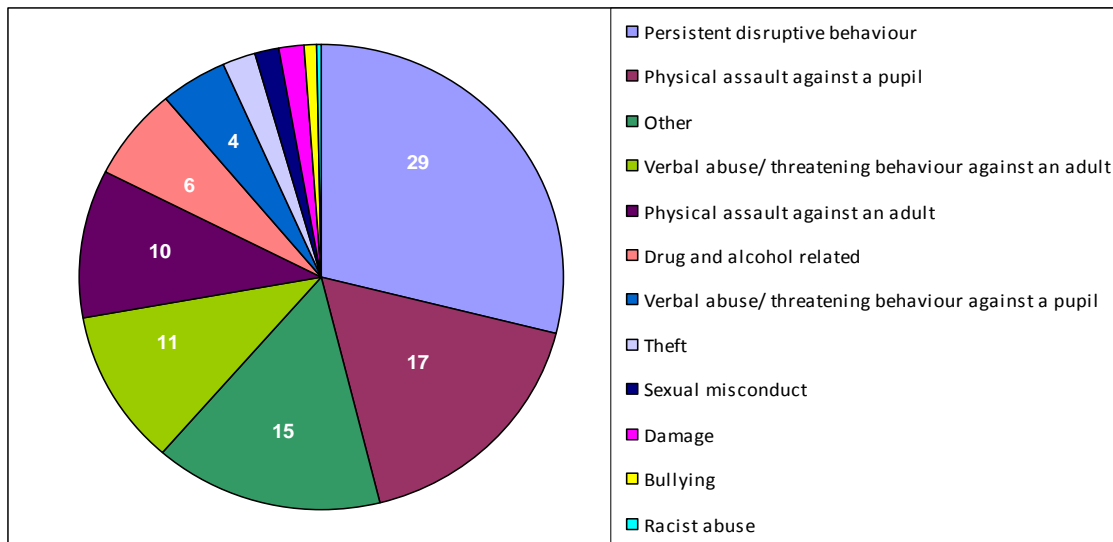
This section explores the exclusions data for schools in England, with a focus on the reasons given for the exclusion. These are the reasons schools provide for why they have excluded a pupil, as recorded in the School Census.

### 1.2.1 Permanent exclusions

The most common reason recorded for permanent exclusion in all state funded schools in 2009/10 was persistent disruptive behaviour (accounting for 29.0% of all permanent exclusions). The second most common reason was physical assault against a pupil, which accounted for 17.1% of the total.

Chart 1.3 illustrates the full breakdown of reasons given for permanent exclusions in 2009/10.

**Chart 1.3: Permanent exclusions by reason at all state funded schools (2009/10)**



Percentages in the chart have been rounded to whole numbers to ensure the chart is easy to read

Source: School Census

Persistent disruptive behaviour was the most common reason for a pupil being permanently excluded in both primary and secondary schools (accounting for 30.1% and 29.0% of all permanent exclusions respectively). In special schools this was the second most common reason for exclusions in 2009/10 (accounting for 17.6% of the total). The most common reason was physical assault against an adult (accounting for 33.7% of the total).

The second most common reason for permanent exclusions in primary schools was physical assault against an adult (29.1% of all permanent exclusions from primaries) whereas for secondary schools it was physical assault against a pupil (17.4% of all permanent exclusions from secondaries).

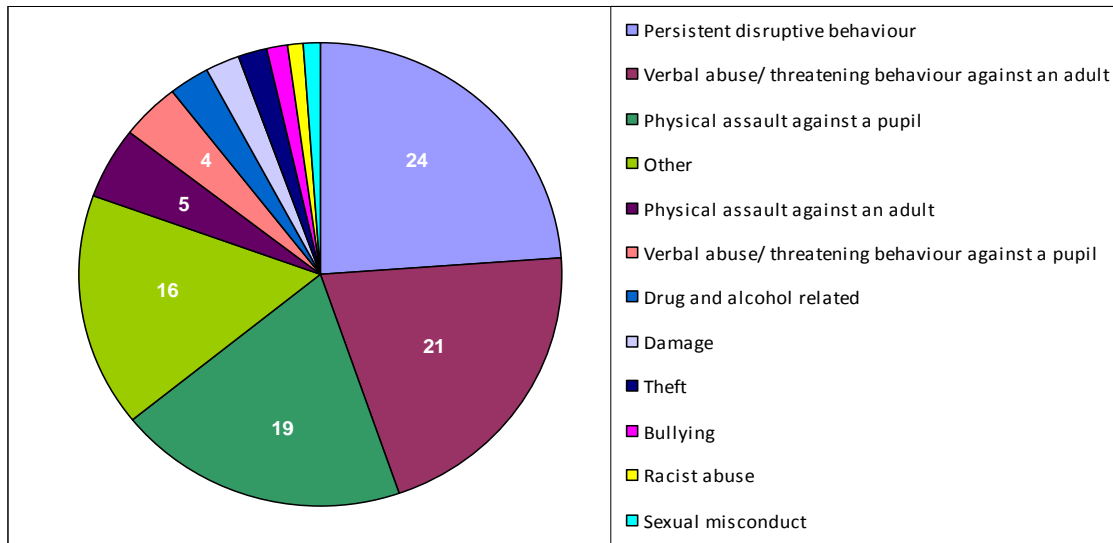
### 1.2.2 Fixed period exclusions

The most common reason recorded for fixed period exclusions from state funded secondary schools, maintained primary schools and special schools in England in 2009/10 was persistent disruptive behaviour, accounting for 23.8% of fixed period exclusions. The second most common reason recorded was verbal abuse/threatening behaviour against an adult (20.9%), followed by physical assault against a pupil (19.3%).

Chart 1.4 illustrates the full breakdown of reasons given for fixed period exclusions in 2009/10.

As with permanent exclusions, the most common reason for receiving a fixed period exclusion in primary and secondary schools was persistent disruptive behaviour (27.5% and 23.4% of exclusions respectively). The next most common reason for primary schools was physical assault against a pupil (24.3%) whereas for secondary schools this was verbal abuse/ threatening behaviour against an adult (22.4%). For special schools the two most common reasons for exclusions were physical assault against an adult and persistent disruptive behaviour (accounting for 21.0% and 20.7% of fixed period exclusions respectively).

**Chart 1.4: Fixed period exclusion by reason at all state funded schools (2009/10)**



Percentages in the chart have been rounded to whole numbers to ensure the chart is easy to read

Source: School Census

### 1.2.3 Fixed period exclusions by ethnicity and reason

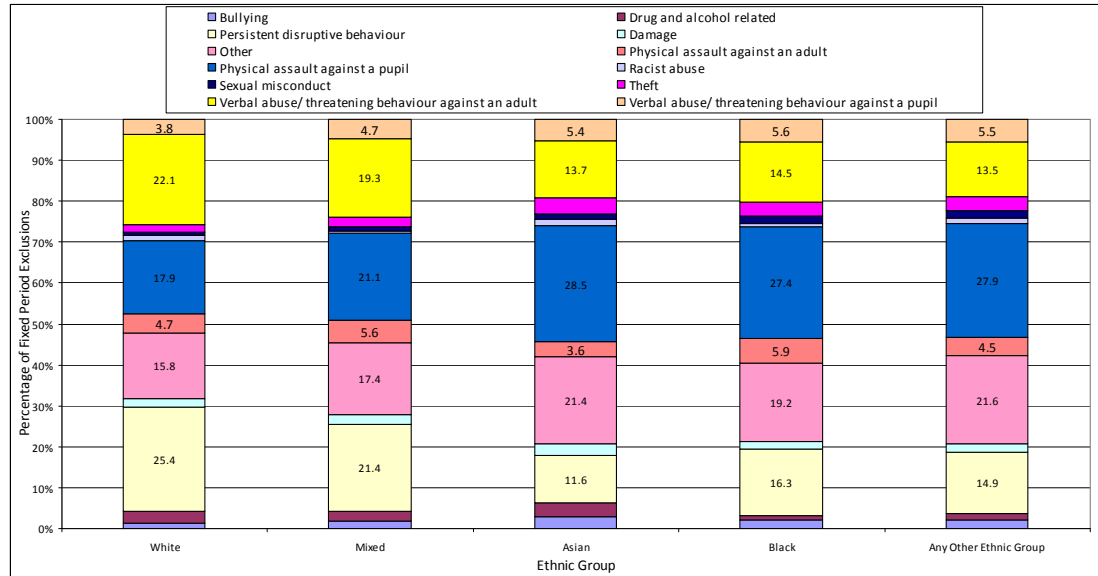
The reasons why pupils are permanently excluded varies by ethnic group. Chart 1.5 shows that there was a relatively large variation between ethnic groups for exclusions as a result of persistent disruptive behaviour in 2009/10. Persistent disruptive behaviour accounted for 25.4% of the fixed period exclusions that White pupils received in 2009/10 but only 11.6% of the fixed period exclusions that Asian pupils received in the same year. Another reason for exclusion with a variation between ethnic groups was physical assault against a pupil. This accounted for 28.5% of fixed period

exclusions received by Asian pupils and 17.9% of fixed period exclusions received by White pupils.

Chart 1.5 illustrates the ethnic breakdown of data on the reasons for fixed period exclusions in more detail.

A similar breakdown for permanent exclusions could not be represented in graphical form because a number of figures were suppressed due to small numbers.

**Chart 1.5: Fixed period exclusion by reason and ethnicity (2009/10)**



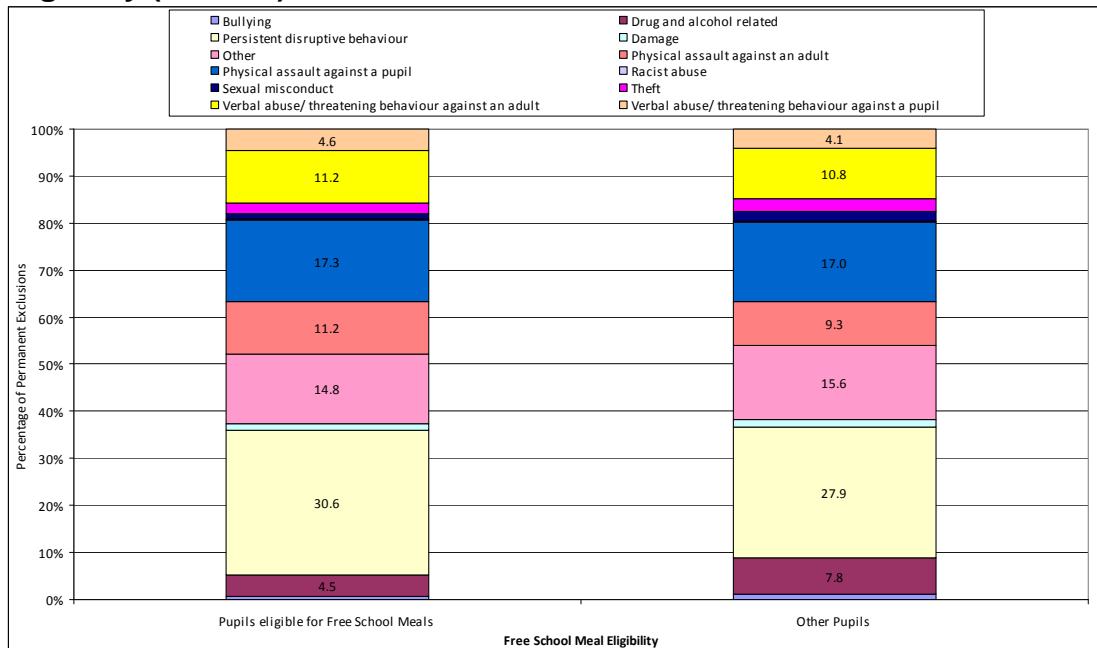
Ethnicity information is only available for pupils of compulsory school age and above. Some ethnic groups have been omitted as figures were suppressed due to small numbers

Source: School Census

### 1.2.4 Permanent exclusions by Free School Meal eligibility and reason

As can be seen in Chart 1.6, there is not much variation in reasons for permanent exclusions between those eligible for Free School Meals and other pupils. For both groups, the large majority of permanent exclusions were for persistent disruptive behaviour (30.6% for pupils eligible for Free School Meals, and 27.9% for other pupils).

**Chart 1.6: Permanent exclusions by reason and Free School Meal eligibility (2009/10)**

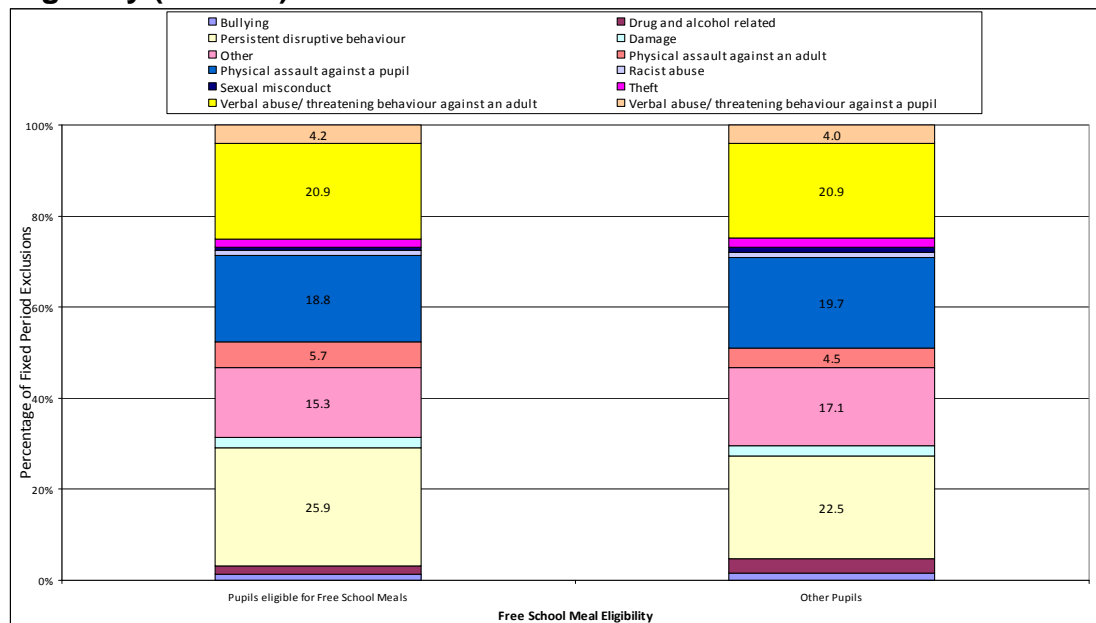


Source: School Census

### 1.2.5 Fixed period exclusions by Free School Meal eligibility and reason

As with permanent exclusions, there is not much variation between pupils eligible for Free School Meals and other pupils in the reasons why they receive a fixed period exclusion. For pupils eligible for Free School Meals and other pupils, the vast majority receive a fixed period exclusion for persistent disruptive behaviour (25.9% and 22.5% respectively), followed by verbal abuse/ threatening behaviour against an adult (both 20.9%).

**Chart 1.7: Fixed period exclusions by reason and Free School Meal eligibility (2009/10)**

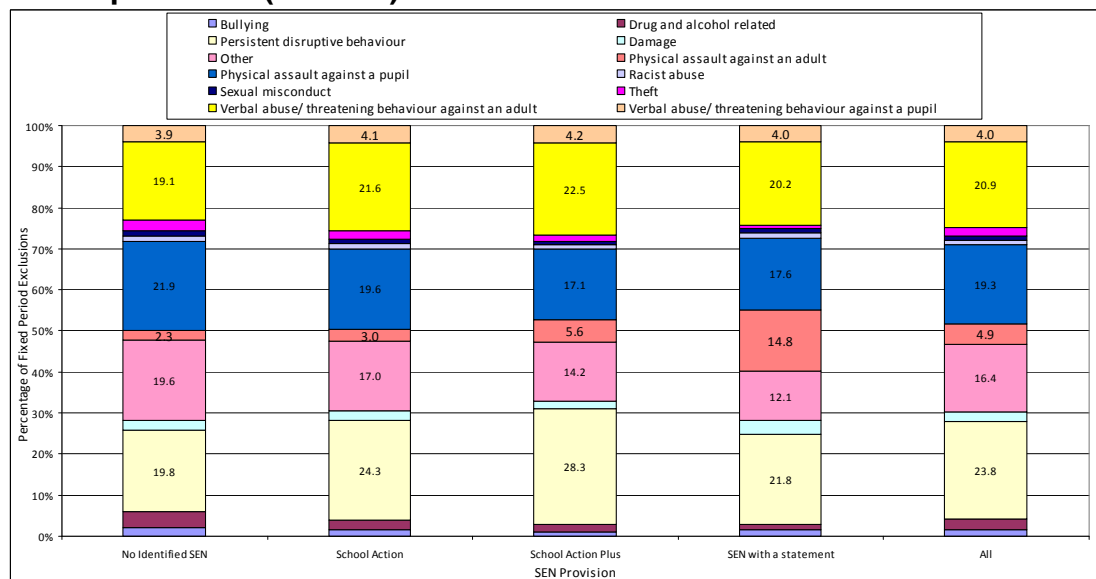


Source: School Census

### 1.2.6 Fixed period exclusions by Special Educational Needs provision and reason

Chart 1.8 shows the breakdown for the reasons why pupils with different types of Special Educational Needs provision receive a fixed period exclusion. For all pupils identified with Special Educational Needs, the main reason they received a fixed period exclusion was persistent disruptive behaviour. For pupils with no identified SEN, the main reason they received a fixed period exclusion was physical assault against a pupil.

**Chart 1.8: Fixed period exclusions by reason and Special Educational Needs provision (2009/10)**



Source: School Census

# Chapter 2: An analysis of the characteristics of excluded pupils in 2009/10

## Key findings

- The permanent exclusion rate for boys is approximately four times higher than that for girls, and three times higher for fixed period exclusions. In 2009/10 boys represented 77.7% of the total number of permanent exclusions and around 74.7% of all fixed period exclusions.
- Looking at single characteristics:
  - Boys are more likely to be excluded (both permanently and for a fixed period) at all ages than girls, with very few girls being excluded during the primary years. The most common time for both boys and girls to be excluded is at ages 13 and 14 (equivalent to year groups 9 and 10). In 2009/10 52.8% of all permanent exclusions were of pupils from these age groups.
  - Pupils with a statement of Special Educational Needs (SEN) were almost seven times more likely to receive a permanent exclusion than pupils with no SEN, and were nine times more likely to receive a fixed period exclusion.
  - Pupils who were known to be eligible for Free School Meals were around four times more likely to receive a permanent exclusion, and were around three times more likely to receive a fixed period exclusion than children who were not eligible for Free School Meals.
  - The rate of exclusions was highest for Traveller of Irish Heritage, Black Caribbean and Gypsy/Roma ethnic groups. Black Caribbean pupils were nearly four times more likely to receive a permanent exclusion than the school population as a whole and were twice as likely to receive a fixed period exclusion. *(Although caution is recommended in interpreting the data for Traveller of Irish Heritage children and Gypsy/Roma children due to potential under-reporting and small numbers for these ethnic groups.)*
- Looking at overlapping characteristics, the majority of pupils who are excluded have either Special Educational Needs, are eligible for Free School Meals or are Black Caribbean, or have more than one of these characteristics. In 2009/10 only 15.8% of pupils who were permanently excluded did not have any of these characteristics.

- When controlling for other characteristics, being a pupil with any level of Special Educational Needs provision has a stronger effect on the odds of being excluded than gender, Free School Meals eligibility or ethnicity.

This chapter will analyse the relative importance of factors associated with exclusion at pupil level. It will then go on to look at the interaction of these factors, and then present a regression model that aims to quantify the extent to which a pupil having a certain characteristic may affect the odds of that pupil being excluded.

## **2.1 Characteristics of excluded pupils**

This section looks at the characteristics of pupils who are more likely to be excluded from school than other pupils, as recorded via the School Census.

### **2.1.1 Gender**

In 2009/10, the permanent exclusion rate for boys was approximately four times higher than that for girls, and three times higher for fixed period exclusions. In 2009/10, 4,460 boys received a permanent exclusion, whilst 1,270 girls did. For fixed period exclusions, these figures were 247,550 and 83,830 respectively. Boys represented 77.7% of the total number of permanent exclusions and around 74.7% of all fixed period exclusions.

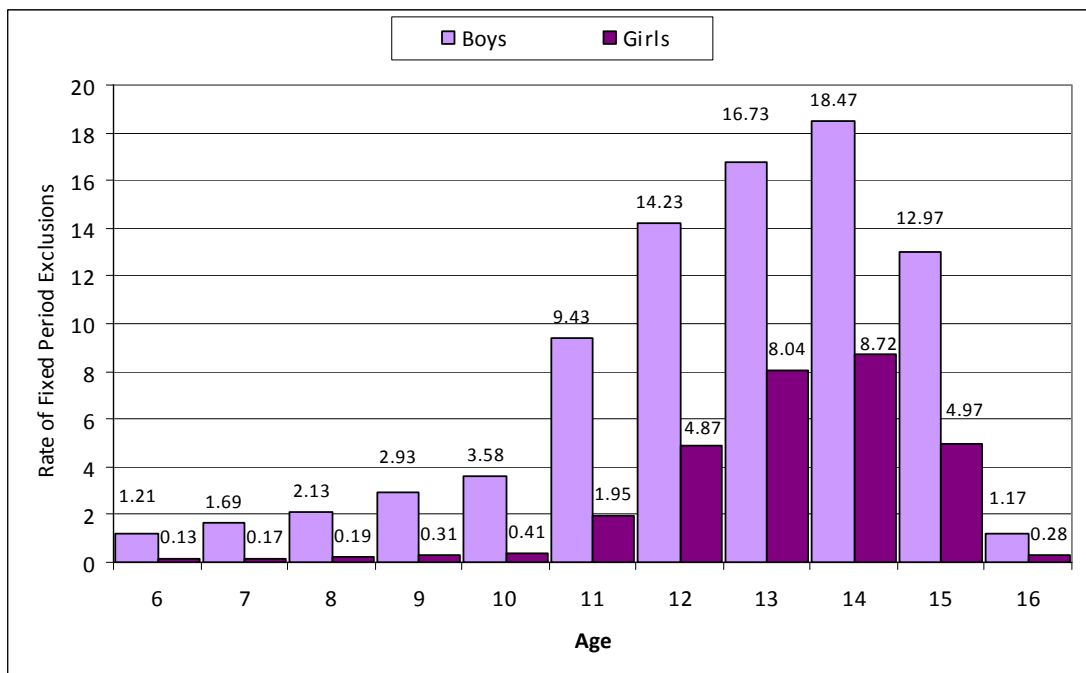
Boys are also more likely to be excluded (both permanently and for a fixed period) at a younger age than girls, with very few girls being excluded during the primary years. The most common point for both boys and girls to be excluded is at ages 13 and 14 (equivalent to year groups 9 and 10); around 52.8% of all permanent exclusions were of pupils from these age groups.

Charts 2.1 and 2.2 illustrate the individual exclusion rates for boys and girls at each age of compulsory schooling. On both Chart 2.1 (showing fixed period exclusions) and Chart 2.2 (showing permanent exclusions) the peaks in the early teenage years are clearly visible. Each figure on the charts represents the percentage of pupils in the specified age and gender group who were excluded in the academic year 2009/10.

The highest column on Chart 2.1 (labelled 18.47%) indicates that around 18 or 19 out of every 100 boys aged 14 received a fixed period exclusion in 2009/10.

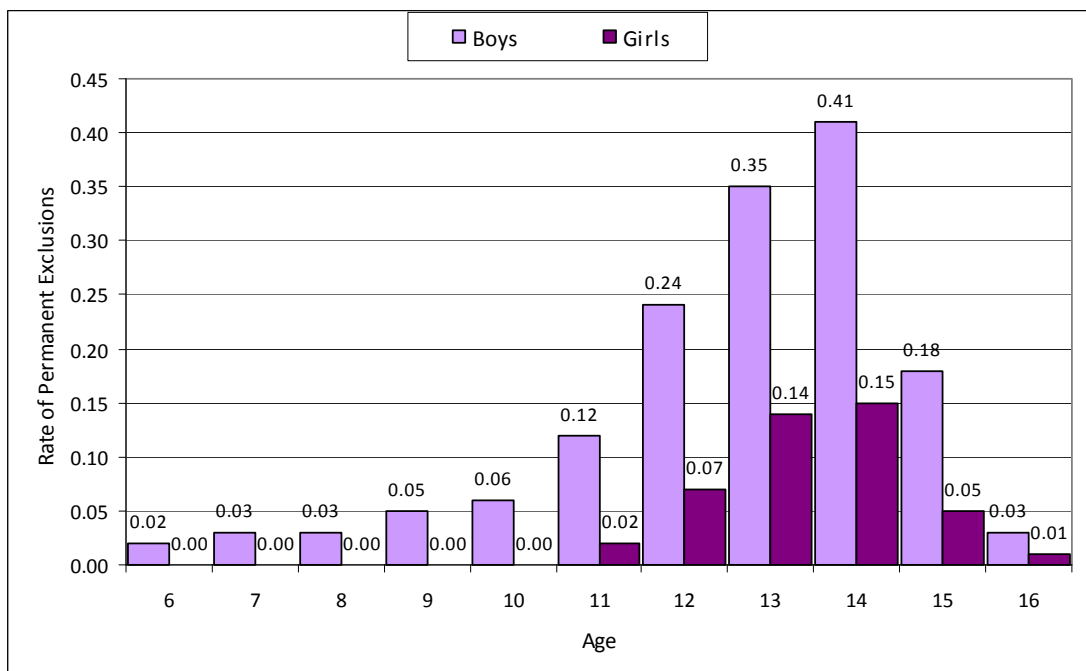


**Chart 2.1: Fixed period exclusions by age and gender (2009/10)**



Source: School Census

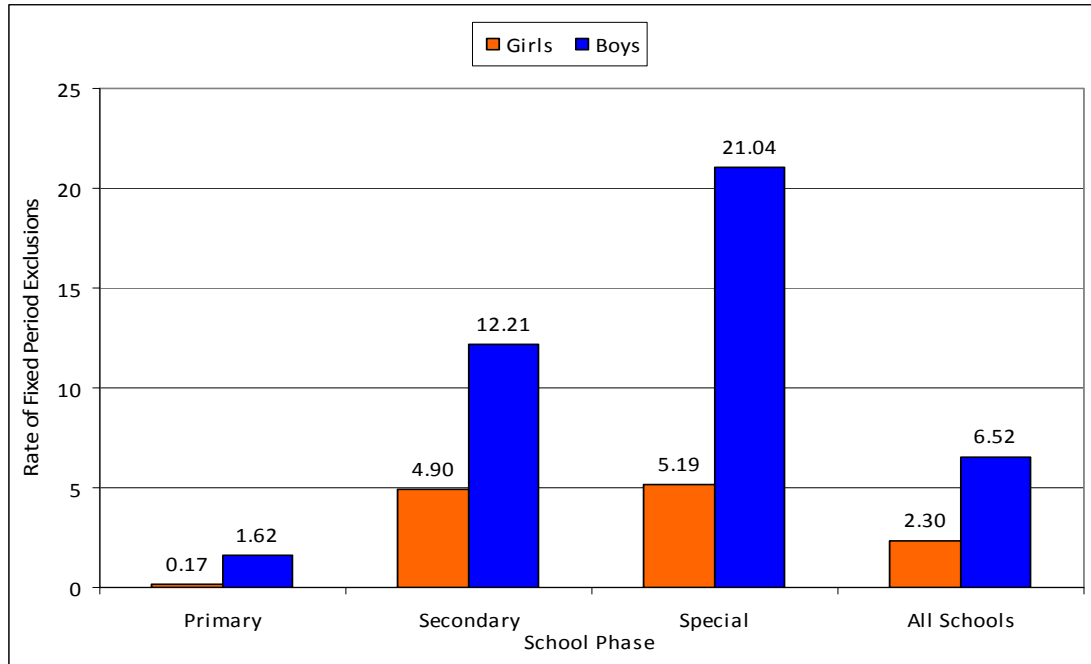
**Chart 2.2: Permanent exclusions by age and gender (2009/10)**



Source: School Census

Chart 2.3 summarises the data on fixed period exclusions by school phase and shows that boys have higher rates of fixed period exclusions during all phases of schooling. This is most marked at primary schools, where boys are over nine times more likely to receive a fixed period exclusion than girls.

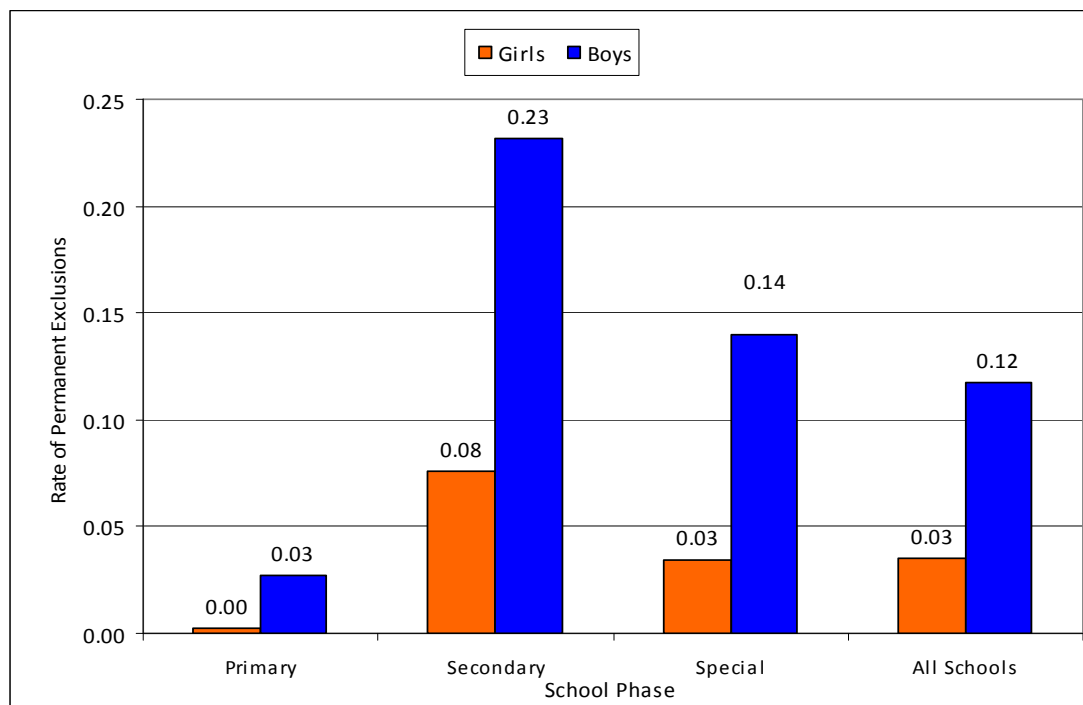
**Chart 2.3: Fixed period exclusions by school phase and gender (2009/10)**



Source: School Census

Chart 2.4 presents a similar summary by phase for permanent exclusions in 2009/10. As with fixed period exclusions, the data highlight that boys have higher rates of permanent exclusions during all phases of schooling.

**Chart 2.4: Permanent exclusions by school phase and gender (2009/10)**

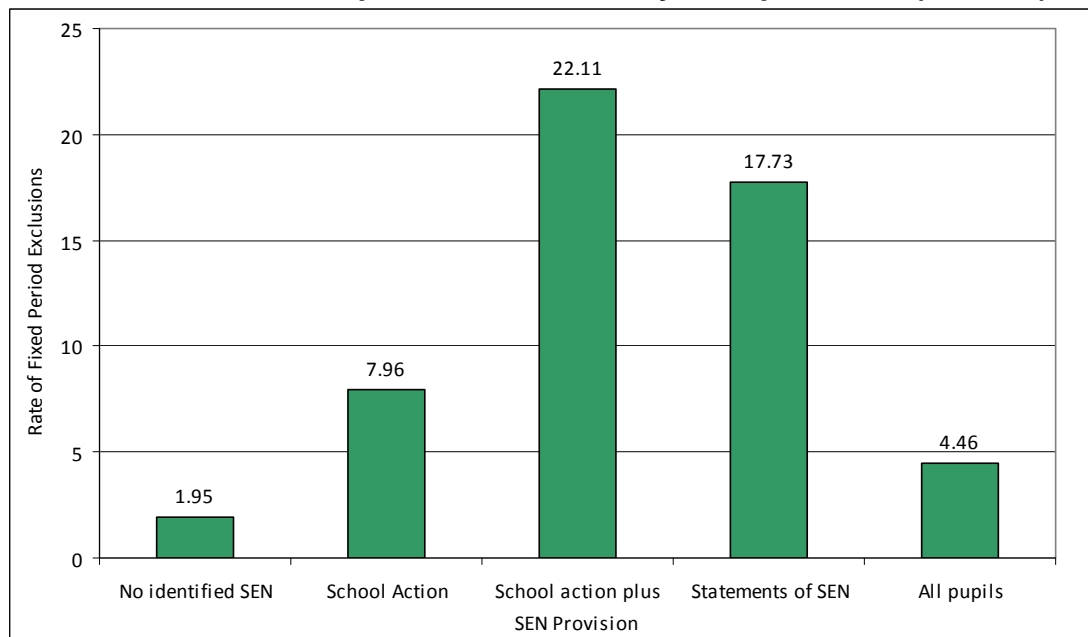


Source: School Census

### 2.1.2 Special Educational Needs

During the 2009/10 academic year, pupils identified with Special Educational Needs (SEN) were more likely to receive a fixed period exclusion compared to their peers with no identified SEN, with pupils at School Action Plus most likely to be temporarily excluded from school (as shown by Chart 2.5 below). Indeed 22.11% of pupils at School Action Plus, 7.96% at School Action, and 17.73% of pupils with a statement of Special Educational Needs received a fixed period exclusion compared to 1.95% of pupils with no identified SEN. Pupils at School Action Plus were over 11 times more likely to receive a fixed period exclusion than those with no Special Educational Needs identified.

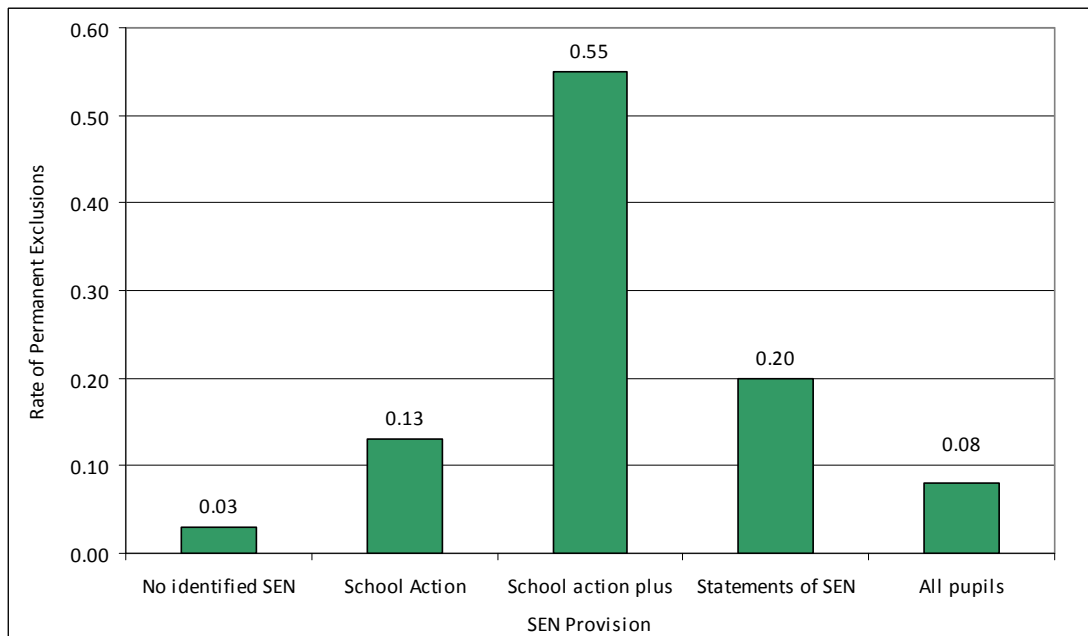
**Chart 2.5: Rate of fixed period exclusions by SEN provision (2009/10)**



Source: School Census

Chart 2.6 illustrates that in the 2009/10 academic year, pupils with identified SEN were more likely to be permanently excluded from school compared to their peers with no identified SEN. Pupils with School Action Plus were the most likely to receive a permanent exclusion.

**Chart 2.6: Rate of permanent exclusions by SEN provision (2009/10)**

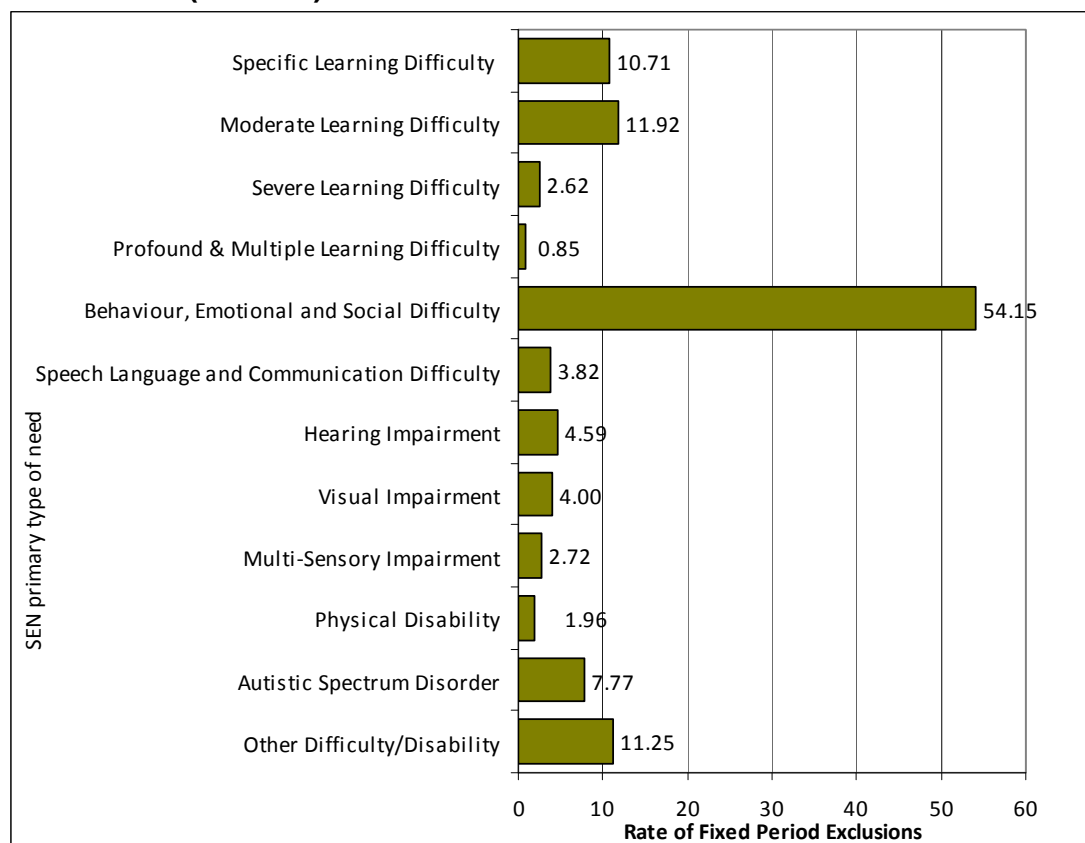


Source: School Census

Chart 2.7 shows fixed period exclusion rates for pupils at School Action Plus or with a statement of Special Educational Needs by type of primary need. Fixed period exclusion rates are highest for pupils with behaviour, emotional and social difficulties (just over 54% of pupils within this category received a fixed period exclusion in 2009/10). Pupils with profound and multiple learning

difficulties were the least likely to be excluded, with only 0.85% of these pupils receiving a fixed period exclusion in 2009/10.

**Chart 2.7: Rate of fixed period exclusions by type of primary need for pupils with statements of Special Educational Needs or pupils at School Action Plus (2009/10)**

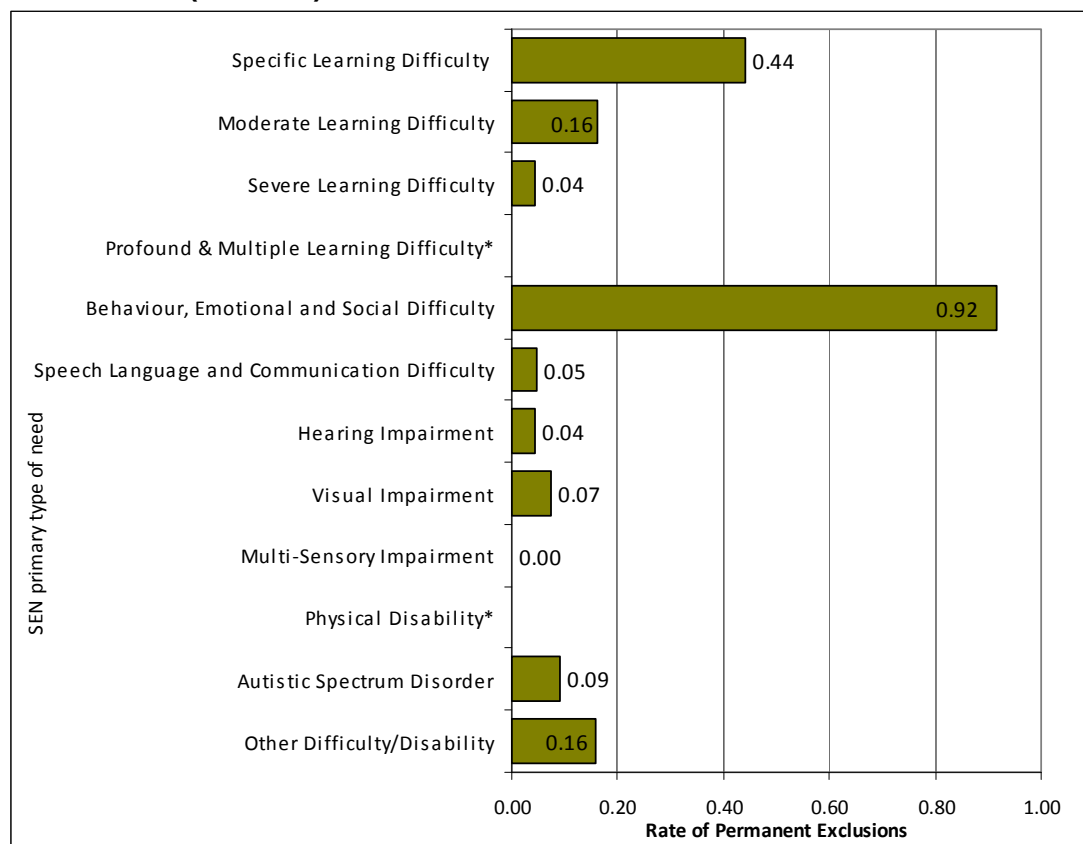


Primary Special Educational Need was recorded at time of School Census (January 2010), whilst Special Educational Need Provision was collected at time of exclusion

Source: School Census

As with fixed period exclusions, pupils with behaviour, emotional and social difficulties were the most likely to be permanently excluded. Pupils with a specific learning difficulty were the second most likely to be permanently excluded, with 0.44% of this group receiving a permanent exclusion. Chart 2.8 provides a full breakdown of the permanent exclusion rates by SEN status.

**Chart 2.8: Rate of permanent exclusions by type of primary need for pupils with statements of Special Educational Needs or pupils at School Action Plus (2009/10)**



\*Some figures have been omitted as figures were suppressed due to small numbers

Primary Special Educational Need was recorded at time of School Census (January 2010), whilst Special Educational Need Provision was collected at time of exclusion

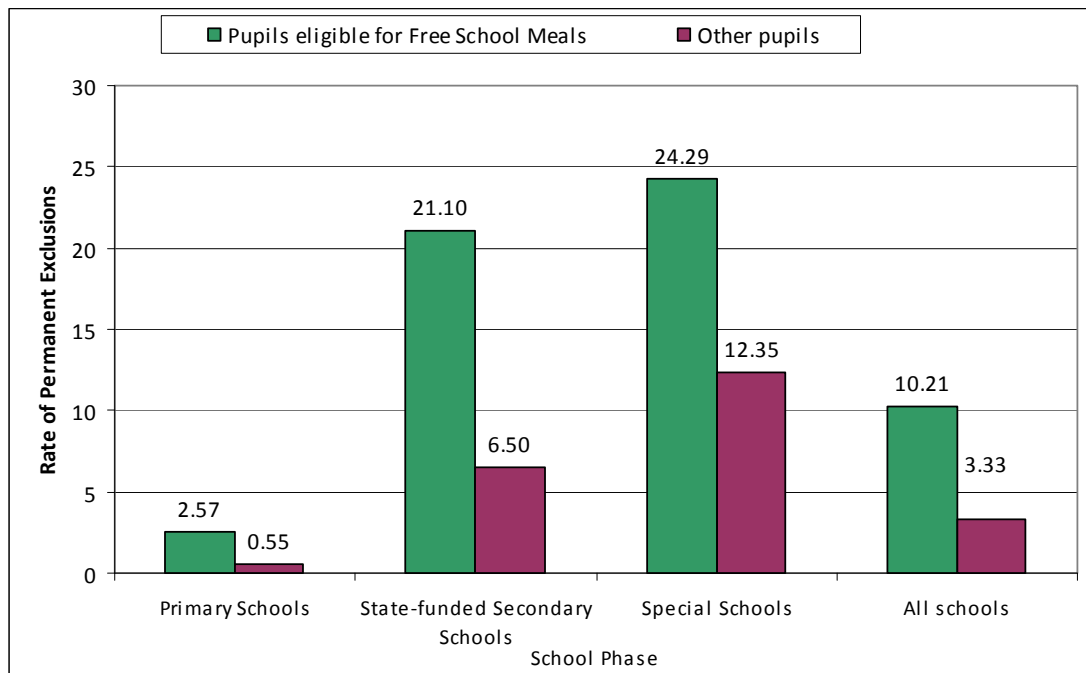
Source: School Census

### 2.1.3 Free School Meal eligibility

Pupils known to be eligible for Free School Meals are more likely to receive a fixed period exclusion or to be permanently excluded during all phases of education. Chart 2.9 shows pupils eligible for Free School Meals were more likely to receive a fixed period exclusion than other pupils in 2009/10. This was most marked in primary schools, where pupils eligible for Free School Meals were more than four times more likely to receive a fixed period exclusion than other pupils.

In simple percentage point terms the gap between exclusion rates for FSM and non FSM pupils was 2.02 percentage points in primary schools and 14.60 percentage points in secondary schools. This compares with a gap of 6.88 percentage points for all schools.

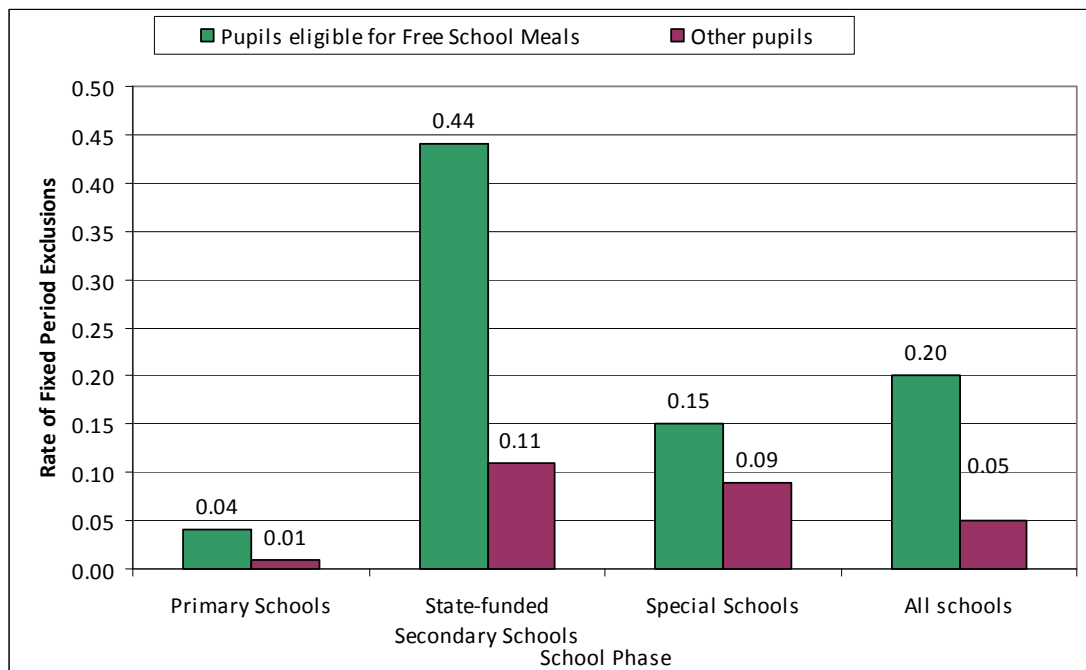
**Chart 2.9: Rate of fixed period exclusions by Free School Meal eligibility (2009/10)**



Source: School Census

Chart 2.10 below shows that as with fixed period exclusions, pupils eligible for Free School Meals were more likely to be permanently excluded than other pupils. Again, the gap between pupils eligible for Free School Meals and other pupils is most marked at state funded secondary schools, where the gap was 0.33 percentage points. This compares with a gap of 0.15 percentage points at all schools.

**Chart 2.10: Rate of permanent exclusions by Free School Meal eligibility (2009/10)**



Source: School Census

### 2.1.4 Ethnicity

As with the other pupil characteristics discussed so far, the rate of fixed period and permanent exclusion differs by ethnic group. The rate of fixed period exclusions is highest for pupils of Traveller of Irish Heritage and Gypsy/Roma pupils followed by Black Caribbean pupils. Caution is recommended in interpreting the data for Traveller of Irish Heritage children and Gypsy/Roma pupils due to potential under-reporting and small numbers for these ethnic groups. Pupils of Black Caribbean origin were over twice as likely to receive a fixed period exclusion than the general school population as a whole. Chinese pupils were the least likely to receive a fixed period exclusion, with the school population as a whole almost seven times more likely to receive a fixed period exclusion than Chinese pupils.

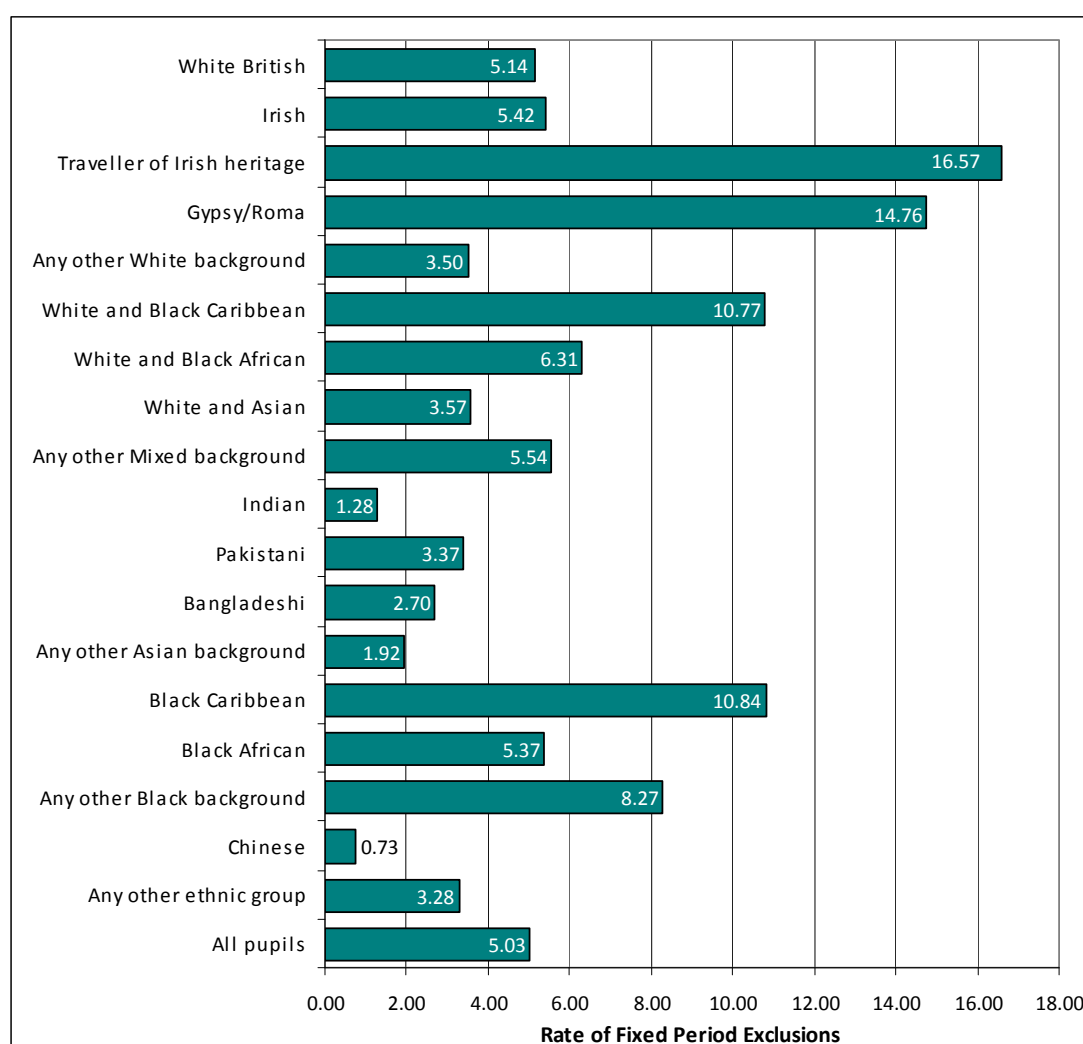
It should be noted at this point that these figures are based on the number of exclusions rather than the number of pupils, so a pupil with more than one fixed period exclusion would be counted more than once<sup>5</sup>. For example, Chart 2.11 shows that 5.14% of White British pupils received a fixed period exclusion. This figure is calculated by dividing the total number of fixed period exclusions received by White British pupils in 2009/10 by the total headcount (excluding dually registered pupils) of White British pupils recorded in the January 2011 Census. This figure is an approximation of the percentage of White British pupils to receive a fixed period exclusion as some pupils may have received more than one fixed period exclusion.

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<sup>5</sup> See the Introduction section of this topic note for more information on this issue.



**Chart 2.11: Rate of fixed period exclusions by ethnic group (2009/10)**



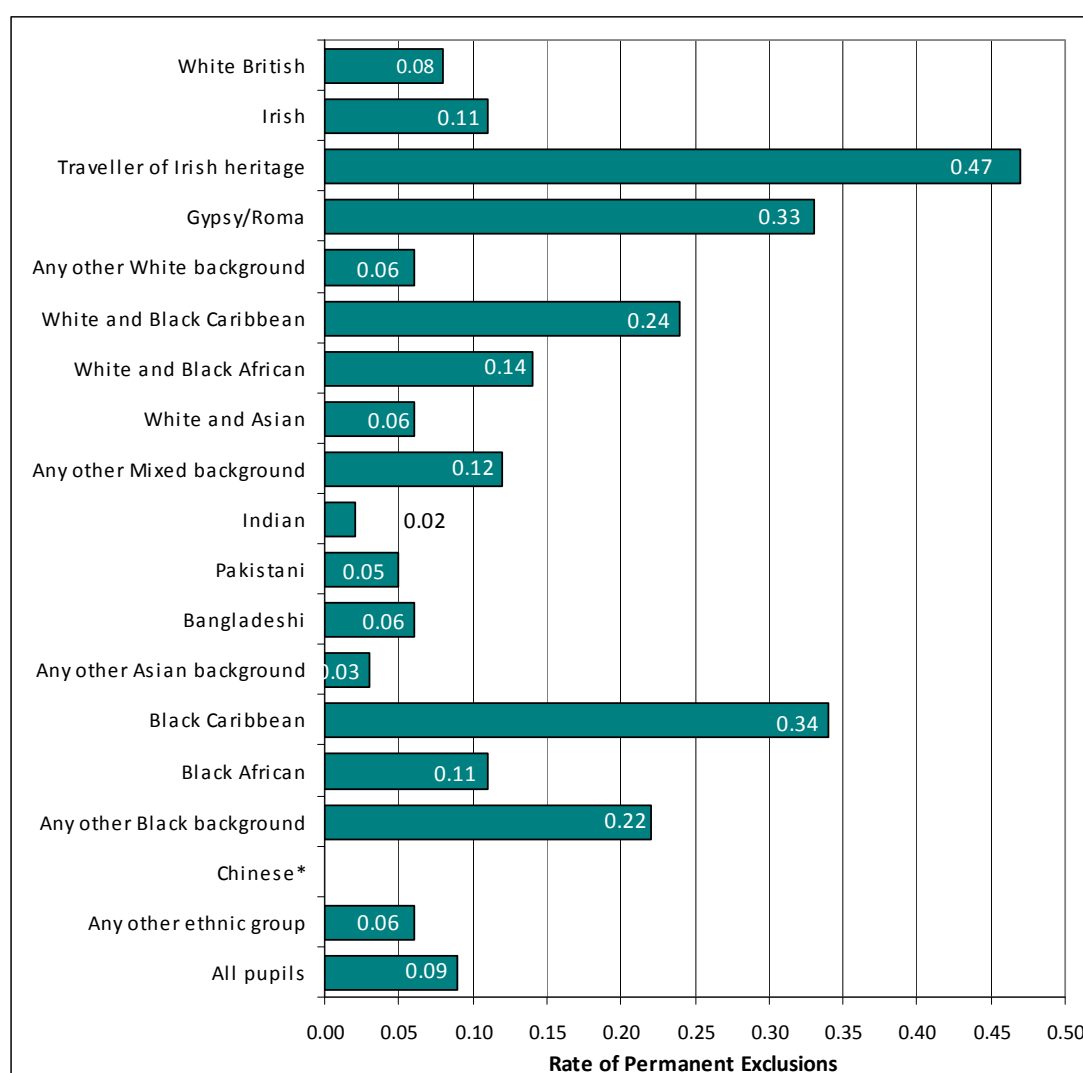
Ethnicity information is only available for pupils of compulsory school age and above.

Source: School Census

Chart 2.12 below shows that pupils of Traveller of Irish heritage were also the most likely group to be permanently excluded, followed by Black Caribbean pupils and then Gypsy/Roma pupils.

The figure for Chinese pupils has been suppressed because the number of permanent exclusions was very small in 2009/10. Focusing on the ethnic groups represented on Chart 2.12, Indian pupils were the least likely to be permanently excluded in 2009/10. The general school population was four and a half times more likely than Indian pupils to be permanently excluded.

**Chart 2.12: Rate of permanent exclusions by ethnic group (2009/10)**



\*Some figures have been omitted as figures were suppressed  
 Ethnicity information is only available for pupils of compulsory school age and above.

Source: School Census

As discussed, the analysis presented in the above sections considered pupil characteristics in isolation. The interaction between ethnicity and pupils eligible for Free School Meals on fixed period and permanent exclusion rates will be discussed later in this chapter.

### 2.1.5 Children Looked After

In 2009/10, the permanent exclusion rate<sup>6</sup> for Children Looked After was 0.2%. This is twice the figure of pupils at all state-funded schools, at 0.1%. The rate of fixed period exclusions<sup>7</sup> for Children Looked After during 2009/10 was 9.2%, whilst the corresponding figure for pupils at all state-funded schools in 2009/10 was 2.4%.

<sup>6</sup> Exclusion rates for Children Looked After have been rounded to one decimal place. To ensure consistency national exclusion rates have also been rounded to one decimal place in this section.

<sup>7</sup> Rates based on the number of children/pupils with more than one fixed period exclusion, rather than the total number of fixed period exclusions

## **2.2 Interaction of factors associated with exclusion at pupil level**

This section considers the interaction between the factors associated with exclusions. It first considers the overlap of different pupil characteristics associated with being excluded, and then looks at the interaction of these different factors.

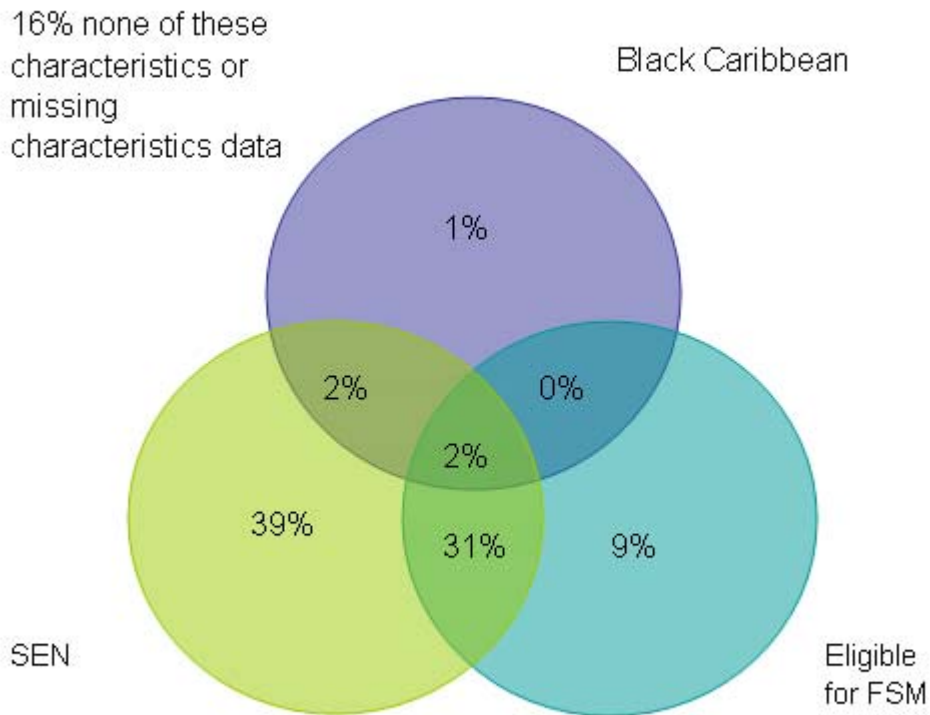
After this a regression model is presented looking at how having a certain characteristic (e.g. belonging to a certain ethnic group or having a Special Educational Need) may affect the odds of a pupil being excluded.

### **2.2.1 Overlap of characteristics of pupils with permanent exclusions**

The figures in Chart 2.13 refer to the percentage of pupils permanently excluded with the specified characteristics, for example 30.8% of pupils who were permanently excluded have both Special Educational Needs and were eligible for Free School Meals, but were not of Black Caribbean ethnicity. Pupils with SEN accounted for the majority of permanent exclusions (74.3%). Pupils with SEN (not FSM and not Black Caribbean) made up 39.4% of exclusions. Pupils with SEN and FSM but who were not Black Caribbean accounted for the next largest group of exclusions (30.8%). Pupils who were Black Caribbean and not FSM or SEN accounted for only 1.0% of permanent exclusions. Just 15.8% of exclusions involved pupils who were not eligible for FSM, did not have SEN and were not Black Caribbean.

Figures have been rounded to the nearest whole number on Chart 2.13 to ensure the chart is easy to read.

**Chart 2.13: Characteristics of permanently excluded pupils (2009/10)**



Source: School Census

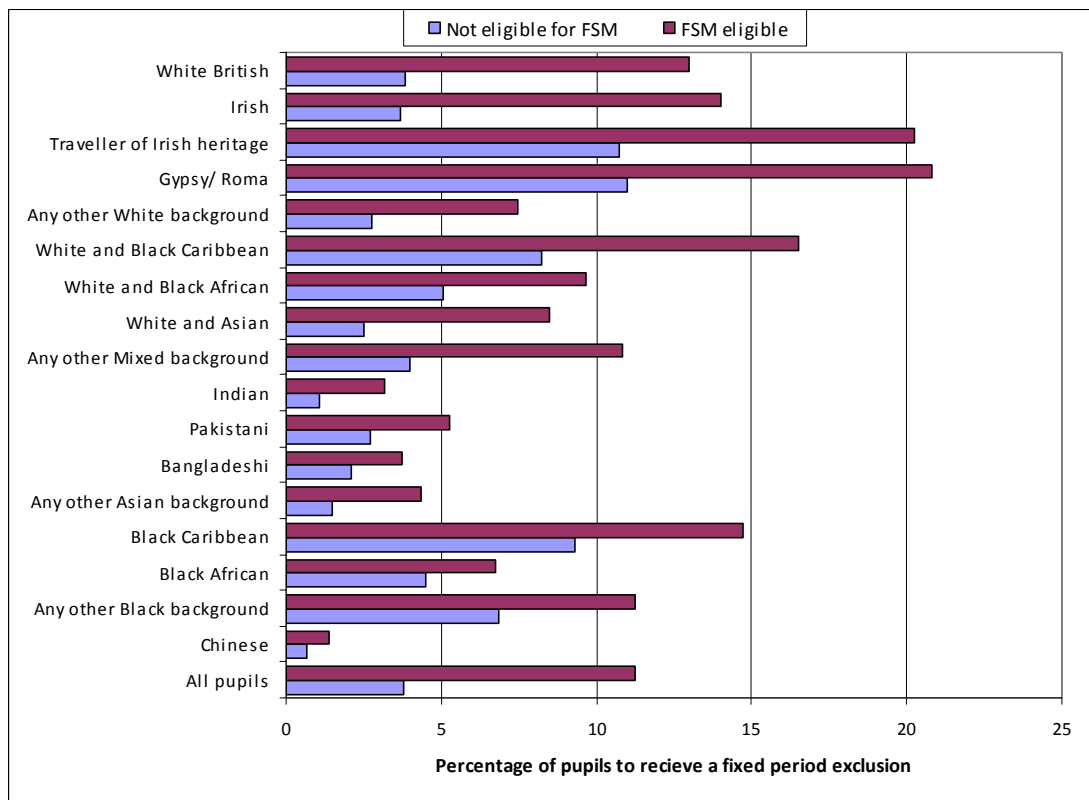
\*Pupils with SEN include all pupils with statements and pupils at School Action and School Action Plus. This was recorded at the time of the exclusion. Ethnicity information is only available for pupils of compulsory school age and above.

### 2.2.2 Interaction between ethnicity and Free School Meal eligibility

Pupils of all ethnicities who were known to be eligible for Free School Meals in 2009/10 were more likely to receive a fixed period exclusion compared to their peers who were not eligible for Free School Meals. This difference was greatest for Irish pupils, where pupils who were eligible for Free School Meals were more than three and a half times more likely to receive a fixed period exclusion compared to their Irish non-Free School Meal eligible counterparts. In simple percentage point terms, this was a gap of 10.30 percentage points. Of the three ethnic groups with the highest rates of exclusions the gaps between pupils that were eligible for Free School Meals and other pupils were: Gypsy/Roma (9.84 percentage points), traveller of Irish Heritage (9.54 percentage points), followed by Black Caribbean (5.43 percentage points). *Caution is recommended in interpreting the data for Traveller of Irish Heritage children and Gypsy/Roma children due to potential under-reporting and small numbers for these ethnic groups.*

Chart 2.14 illustrates the fixed period exclusion rates for pupils eligible for Free School Meals in each ethnic group and the comparable rate for pupils not eligible for Free School Meals.

**Chart 2.14: Rate of fixed period exclusion by ethnicity and Free School Meal eligibility (2009/10)**



Ethnicity information is only available for pupils of compulsory school age and above.

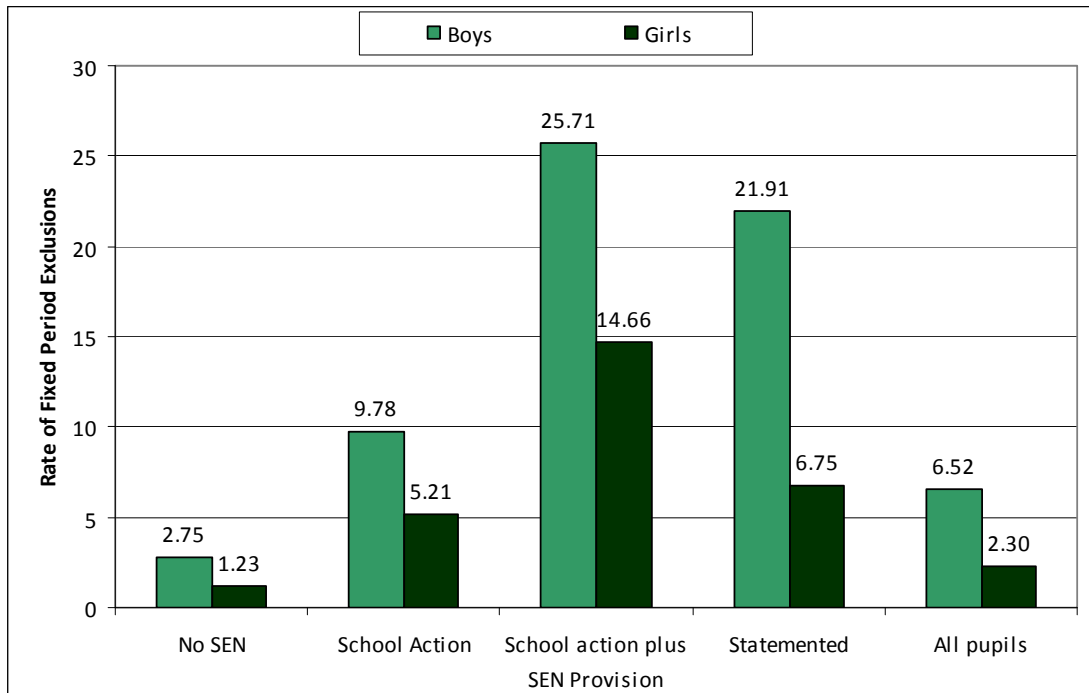
Source: School Census

Detailed tables showing the figures for the interactions between ethnicity and Free School Meal eligibility are available in Annex B.

### 2.2.3 Interaction between gender and Special Educational Needs

Chart 2.15 shows that for all pupils, including those without Special Educational Needs, boys were more likely to receive a fixed period exclusion than girls in 2009/10. Chart 2.15 shows that this was most marked for boys with a statement of SEN who were over three times more likely to receive a fixed period exclusion compared to girls with a statement of SEN. Boys with no identified SEN were over twice as likely as girls with no identified SEN to receive a fixed period exclusion in 2009/10.

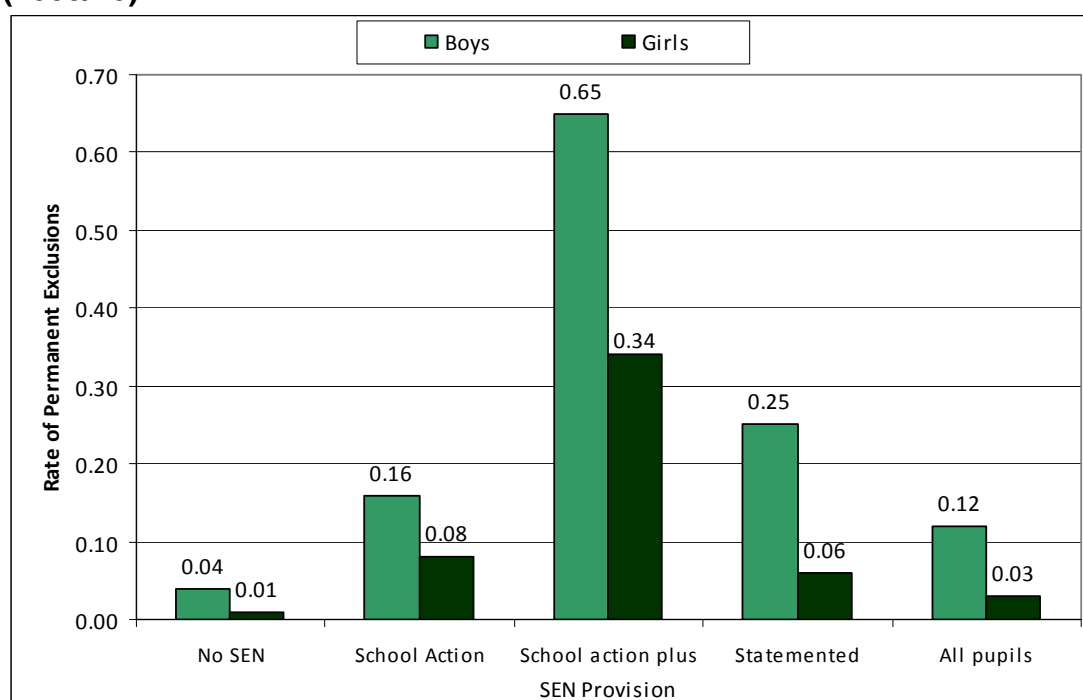
**Chart 2.15: Rate of fixed period exclusions by gender and SEN provision (2009/10)**



Source: School Census

Chart 2.16 highlights that permanent exclusions show a similar pattern to fixed period exclusions. Boys with a statement of SEN are more than four times more likely to be permanently excluded than girls with a statement of SEN. Boys at School Action plus are also the group with the highest rate of permanent exclusions, mirroring the figures on fixed period exclusions (in Chart 2.15).

**Chart 2.16: Rate of permanent exclusions by gender and SEN provision (2009/10)**



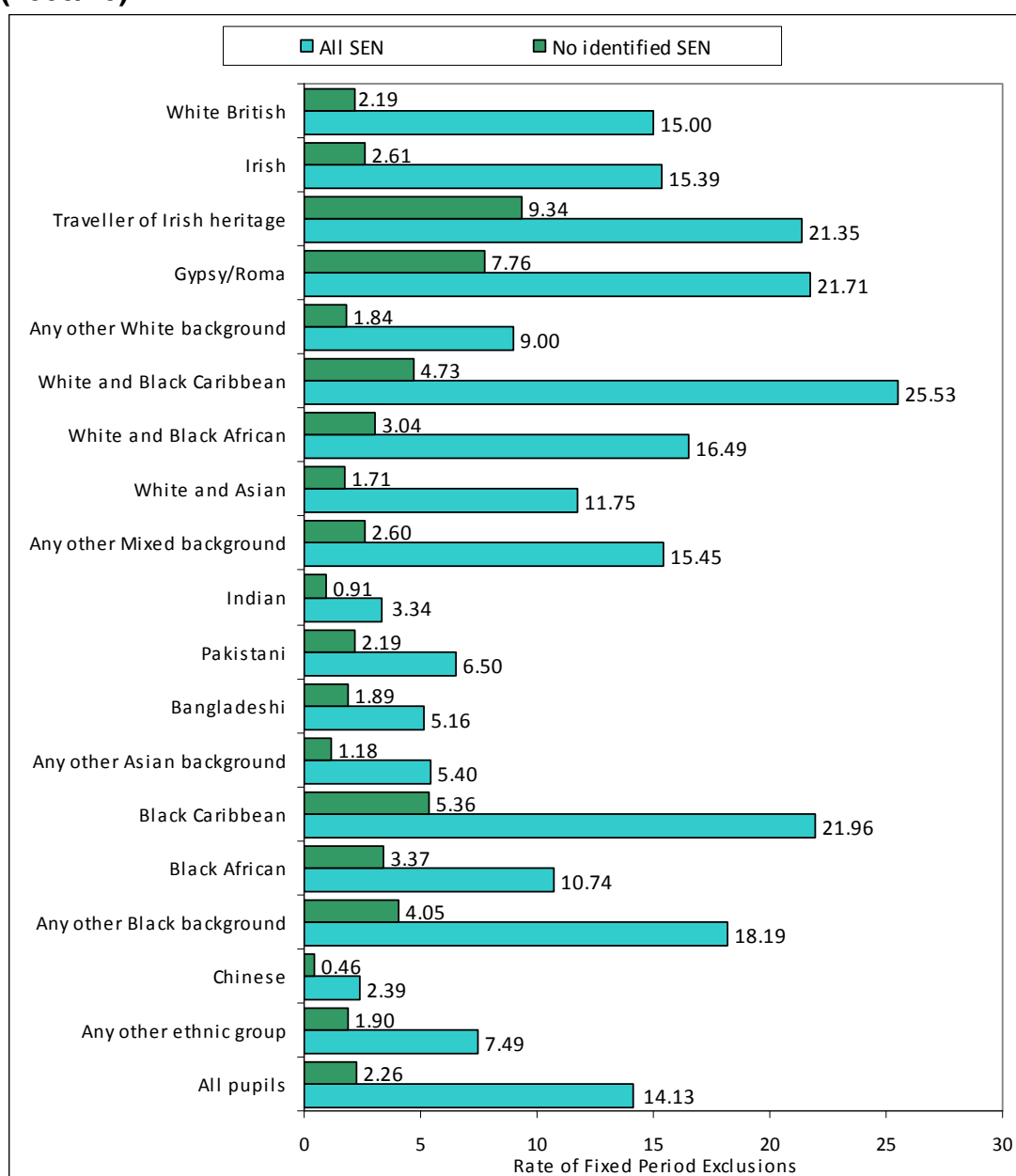
Source: School Census

### 2.2.4 Interaction between ethnicity and Special Educational Needs

Across all ethnic groups, pupils with SEN were more likely to receive a fixed period exclusion compared to pupils with no SEN. The difference between the two groups was most marked for pupils of White and Asian mixed background, where pupils with SEN were almost seven times more likely to receive a fixed period exclusion than pupils with no identified SEN. Chart 2.17 presents data for each ethnic group. The Chart highlights that, of the three ethnic groups with the highest rates of exclusion, the difference in fixed period exclusion rates between pupils with SEN and those with no identified SEN were: Black Caribbean pupils (16.60 percentage points), Gypsy/Roma (13.95 percentage points) and Traveller of Irish heritage (12.01 percentage points).

*Caution is recommended in interpreting the data for Traveller of Irish Heritage children and Gypsy/Roma children due to potential under-reporting and small numbers for these ethnic groups.*

**Chart 2.17: Rate of fixed period exclusion by ethnicity and SEN status (2009/10)**



Ethnicity information is only available for pupils of compulsory school age and above.

Source: School Census

Detailed tables showing the figures for the interactions between ethnicity and Special Educational Needs status are available in Annex B.

### 2.3 Modelling the impact of pupil characteristics on the odds of being excluded

So far, the analysis in this chapter has highlighted the variation in exclusion rates by different pupil characteristics. In this next section we extend the analysis further to assess the relative influence of each pupil characteristic (e.g. belonging to a certain ethnic group or having a particular Special Educational Need), on the odds of receiving either a fixed period exclusion or



being permanently excluded. For example, is a **male** pupil, who is **Black Caribbean**, known to be eligible for **Free School Meals** and is identified as having Special Educational Needs at **School Action** level, more likely to be excluded compared to a White British female pupil who is not eligible for Free School Meals and has no Special Educational Needs?

This section attempts to answer these questions by modelling the odds of being permanently excluded or receiving a fixed period exclusion, using the logistic regression method, controlling for the pupil characteristics considered earlier. The advantage of this approach is that it verifies whether the differences seen in previous sections are actually associated with a single characteristic or a combination of a number of characteristics. For example, Black Caribbean pupils have higher than average eligibility for Free School Meals; and pupils from this ethnic group also have higher than average exclusion rates. Logistic regression helps isolate which of these factors – ethnicity or Free School Meal eligibility – is responsible for the increased odds of being excluded.

*Methodological Note on Logistic Regressions: Logistic regression is used for the prediction of the probability of occurrence of an event. It makes use of several predictor variables that may be either numerical or categorical. For example, the probability that a pupil is excluded may be predicted from knowledge of the gender, ethnicity, Free School Meal eligibility etc. The odds ratio is a measure of effect size, describing the strength of association between a variable and, in this case, the chance of being excluded.*

*When interpreting the charts in this section, if a factor had an odds effect of greater than one, pupils with this characteristic were more likely to be excluded than the reference group, all other characteristics being equal. Where a factor had an odds effect of less than one, pupils with this characteristic were less likely to be excluded. In each case, the odds effect multiplies the background odds of being excluded for the reference group, assuming that all the other characteristics are equal.*

The models were run separately for primary, state-funded secondary and special schools when assessing characteristics associated with fixed period exclusions. For permanent exclusions, this was only possible for primary and secondary schools due to the small number of permanent exclusions in special schools.

### **2.3.1 Modelling the odds of being permanently excluded**

The following charts show individual effects on the odds of a pupil being excluded for each characteristic, while holding all other characteristics constant and equal. The effects shown in the charts are all relative to a pupil with the following reference characteristics:

- Female
- White British
- No Special Educational Need
- Not eligible for Free School Meals

Chart 2.18 shows the effects of various characteristics on the odds of being permanently excluded.

The strongest odds effect was for pupils identified with Special Educational Needs at *School Action Plus*. The odds for this group were 12 times higher than those for pupils with no Special Educational Needs; this raising of the odds of exclusion was 3 times stronger than the odds effect for pupils with Special Educational Needs at *School Action* level, who had odds that were almost 4 times higher than those for pupils with no Special Educational Needs. The model also shows that being a pupil with any level of Special Educational Needs provision has a stronger effect on the odds of being excluded than gender, Free School Meals eligibility or ethnicity.

Of the other characteristics used in the model, being known to be eligible for Free School Meals and being male both increased the odds of being excluded (with odds effects of 2.0 and 2.4 respectively). These were 100% and 140% higher than the odds of the reference group (i.e. female and not eligible for Free School Meals).

In terms of ethnicity, pupils of Black Caribbean origin had the highest odds of being excluded compared to other ethnic groups. The odds of a Black Caribbean pupil being permanently excluded were 2.8 times the odds for a White British pupil, i.e. 180% higher.

It is possible to convert the odds shown above into the probability of receiving a permanent exclusion for pupils with particular combinations of characteristics from the model. The individual effects are multiplied together to find a total odds effect which is then converted to a probability<sup>8</sup>.

The model gives odds of exclusion for the reference pupil of 0.0002, which are equivalent to a 0.02% probability of permanent exclusion for White British female pupils with no Special Educational Needs and not eligible for Free School Meals. If we contrast this with a **male** pupil, who is **Black Caribbean**, known to be eligible for **Free School Meals** and is identified as having Special Educational Needs at **School Action** level, this pupil's odds are  $(2.4 \times 2.8 \times 2.0 \times 3.7 =)$  49.12 times the odds of the reference pupil. This pupil's odds of exclusion are found by multiplying this effect by the background (reference) odds of 0.0002, to give odds of 0.0076 or a probability of 0.75%.

In the charts below, a '\*' denotes that a figure is not statistically significant at the 0.05 level. This means that the variable is not a significant predictor of a pupil's odds of being excluded from school. So in the example below, the model finds that being of Irish ethnicity is not a statistically significant predictor of being excluded.

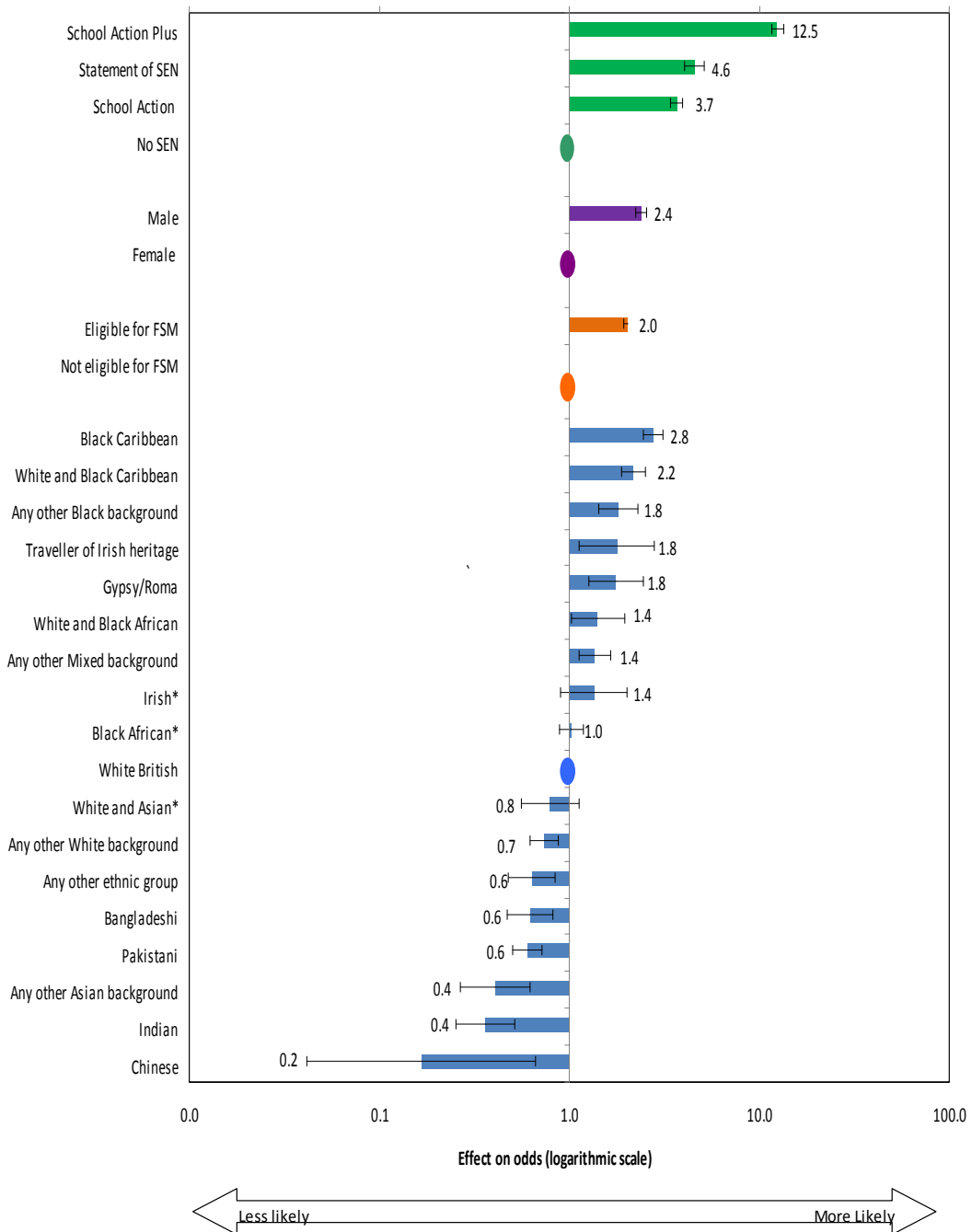
For all the variables which are not reference characteristics, the model calculates a confidence interval around the estimated effect on the odds of being excluded from school. The confidence intervals indicate the degree of

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<sup>8</sup> Probability = odds / (1 + odds)

confidence we have that the estimated odds are correct for each characteristic. The intervals are illustrated as black lines at the end of each bar. We can say that we are 95% confident that the true size of the effect is in the range covered by the black line.

**Chart 2.18: Effect of various pupil characteristics on the odds of being permanently excluded across all schools, (2009/10)**



Source: School Census

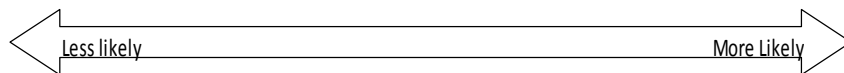
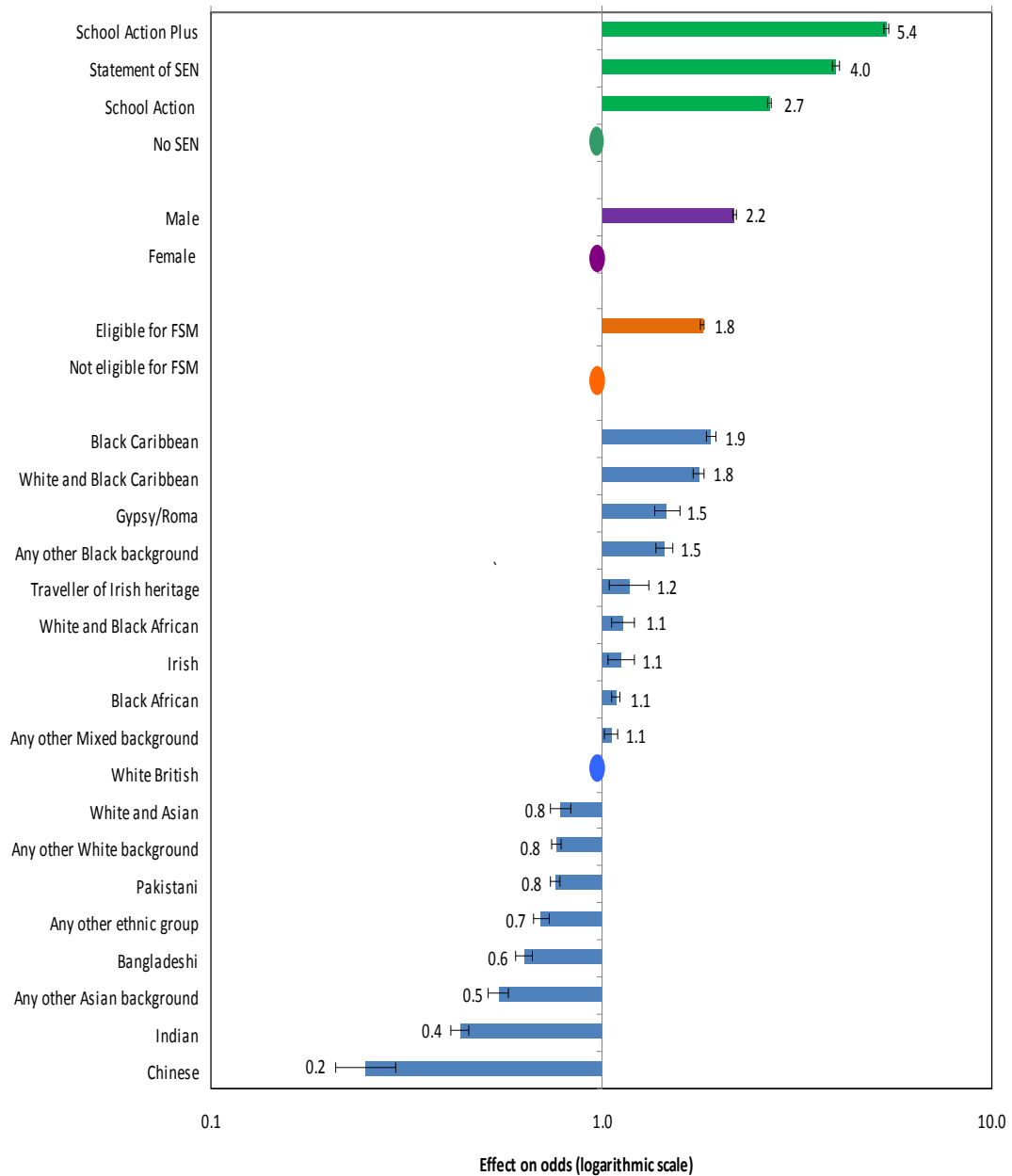
### **2.3.2 Modelling the odds of receiving a fixed period exclusion**

Similarly to that for permanent exclusions, the model for fixed period exclusions found that being identified as a pupil with Special Educational Needs at School Action Plus had the strongest odds effect on receiving a fixed period exclusion. All types of Special Educational Needs had odds effects for receiving a fixed period exclusion that were larger than the effects for other pupil characteristics.

As with the model for permanent exclusions, being male and a pupil known to be eligible for Free School Meals both raised the odds of receiving a fixed period exclusion compared with their reference groups (female and not eligible for Free School Meals). However, the sizes of these effects were not as great as they were for the permanent exclusions model.

In terms of ethnicity, being a Black Caribbean pupil had the largest odds effect. The odds for this group were 1.9 times the odds for White British pupils. The odds for Chinese pupils were 80% lower than for the White British pupils. This was the same for the model for fixed period exclusions.

**Chart 2.19: Effect of various pupil characteristics on the odds of receiving a fixed period exclusion across all schools (2009/10)**



Source: School Census

# Chapter 3: Factors associated with exclusion at school level in 2009/10

## Key findings

- Fixed period and permanent exclusion rates differ by type of school. Analysis of the 2009/10 data showed that community special schools had the highest rate of fixed period exclusions, whilst Academies had the highest rate of permanent exclusions.
- Though, in an analysis comparing Academies with Local Authority maintained schools with similar intakes, the average permanent exclusion rate for Academies was only slightly higher than for the comparator schools, with exclusion rates of 0.32% and 0.25% respectively. However, there was a lot of variability within both groups, with 29 of 103 Academies having zero permanent exclusions and 31 of the 103 comparator schools also recording no permanent exclusions.
- Comparing exclusion rates and Ofsted behaviour judgements shows that exclusion rates tend to be higher on average in schools with satisfactory or inadequate behaviour judgements.
- At school level, minimal correlation was found between the proportion of pupils eligible for Free School Meals in a school and the rate of exclusion for such pupils. Similarly, negligible correlation was found between the proportion of pupils in ethnic groups with either above average exclusion rates or below average exclusion rates in a school and the exclusion rates for such pupils. This tentatively indicates that exclusion rates for these groups of pupils at risk from exclusion are not influenced by the demographics of the schools they attend. Schools with higher proportions of pupils who are classified as being at risk of exclusion do not appear to exclude a relatively high proportion of pupils from these groups. This analysis did not include looking at the correlation between the proportion of pupils in a school with Special Education Needs and the rate of exclusion for such pupils.

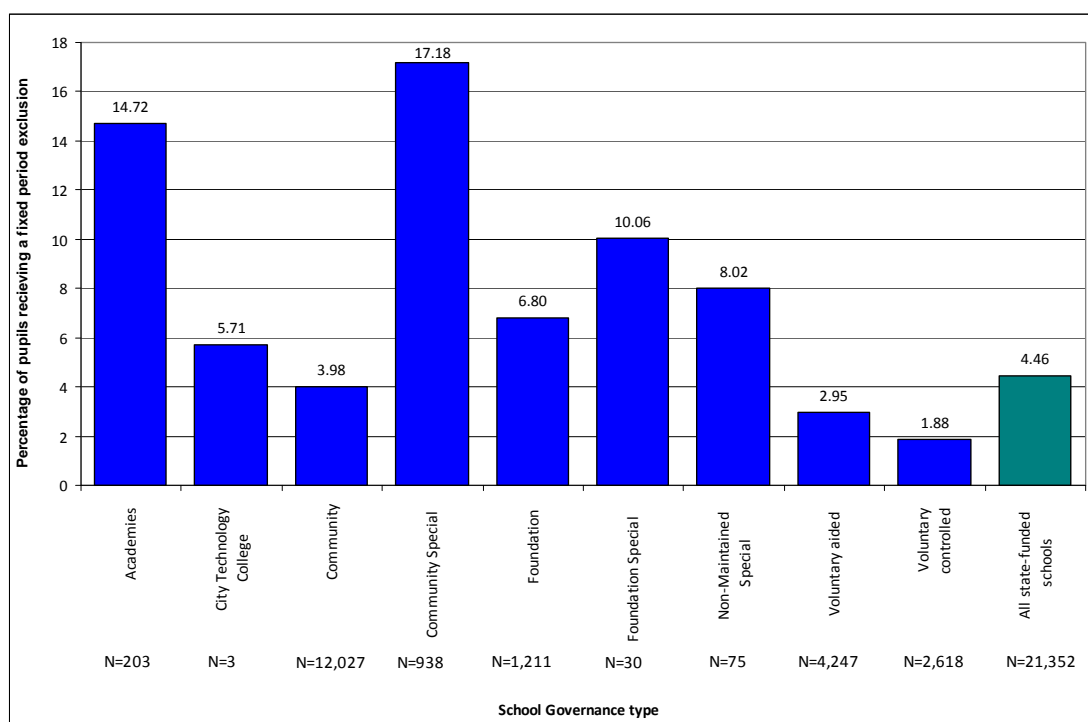
This chapter considers the factors associated with exclusion at school level. First, exclusion rates for a range of different school types are shown, followed by a section comparing the exclusion rates of sponsor led Academies and maintained schools with the same demographics. Exclusion rates by Ofsted judgement of a school are then examined. To conclude, exclusion rates for pupils with certain characteristics are then presented, by the proportion of pupils in the school with these characteristics.

## 3.1 Characteristics of schools

### 3.1.1 Exclusion rates by school governance type

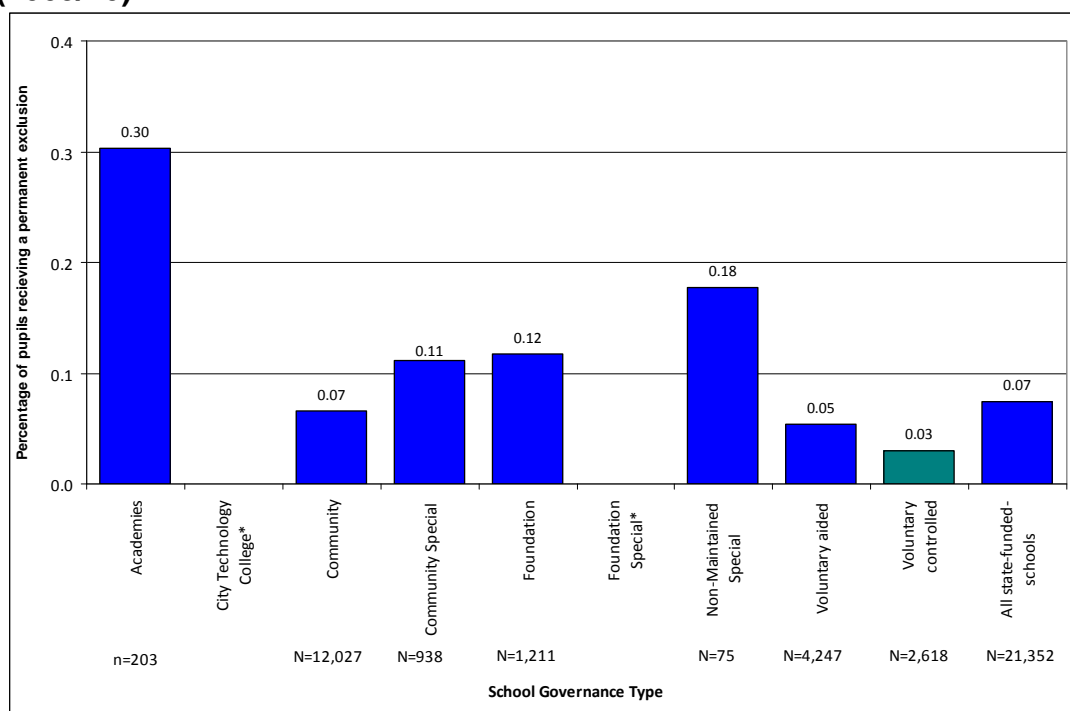
Looking at Chart 3.1, the rate of fixed period exclusions is highest at community special schools (17.18% of pupils received a fixed period exclusion in 2009/10). This was followed by Academies where 14.72% of pupils received a fixed period exclusion in the same period. The Academies presented here are original sponsor led Academies that predominantly replaced schools in very challenging circumstances. Only 203 Academies had been open long enough to record exclusion data for the academic year 2009/10. For permanent exclusions, Academies had the highest exclusion rate, with pupils at Academies more than four times more likely to receive a permanent exclusion compared to all schools.

**Chart 3.1: Fixed period exclusion rates by school governance type (2009/10)**



Source: School Census

**Chart 3.2: Permanent exclusion rates by school governance type (2009/10)**



All state-funded schools permanent exclusion rate differs from published national figures because no Local Authority adjustments have been applied.

\*Some schools types have been omitted as figures were suppressed due to small numbers.

Source: School Census

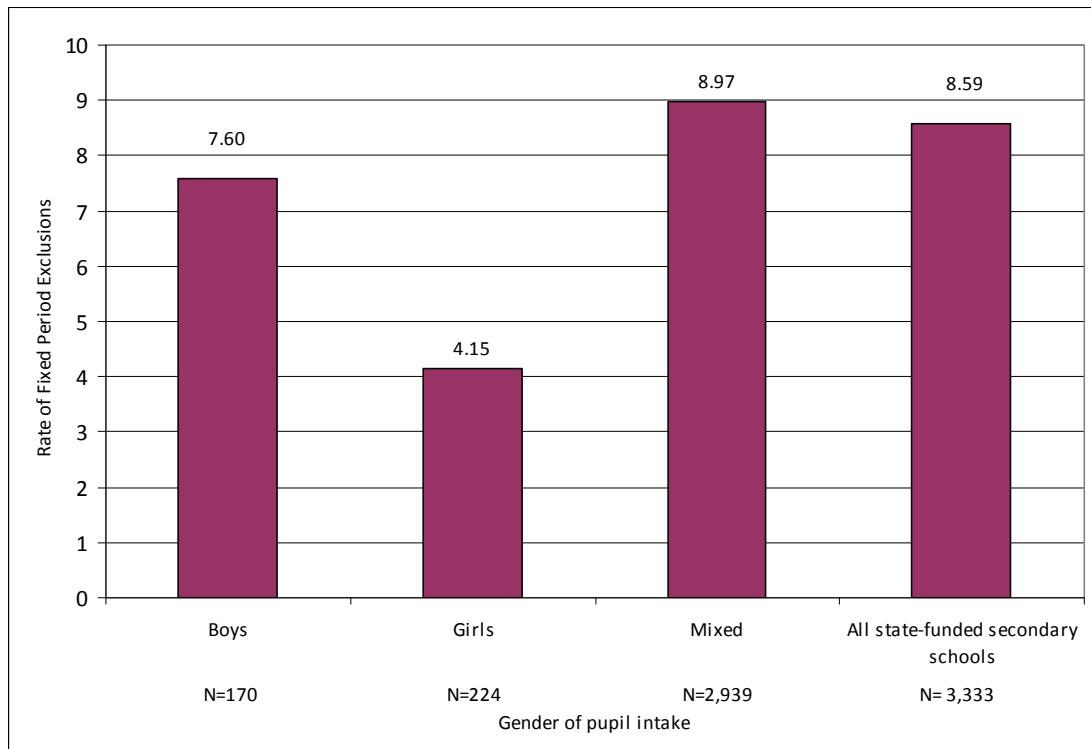
### 3.1.2 Exclusion rates by gender of pupil intake

Chart 3.3 highlights that the fixed period exclusion rate for state maintained secondary schools with a boys only admission policy is the highest. Chart 3.4 shows that the permanent exclusion rate for secondary schools with a boys only admission policy was also much higher than that for girls only schools, mixed schools and all state maintained secondary schools.

These findings correspond with data that we have already presented on the relatively high exclusion rates of boys relative to girls.

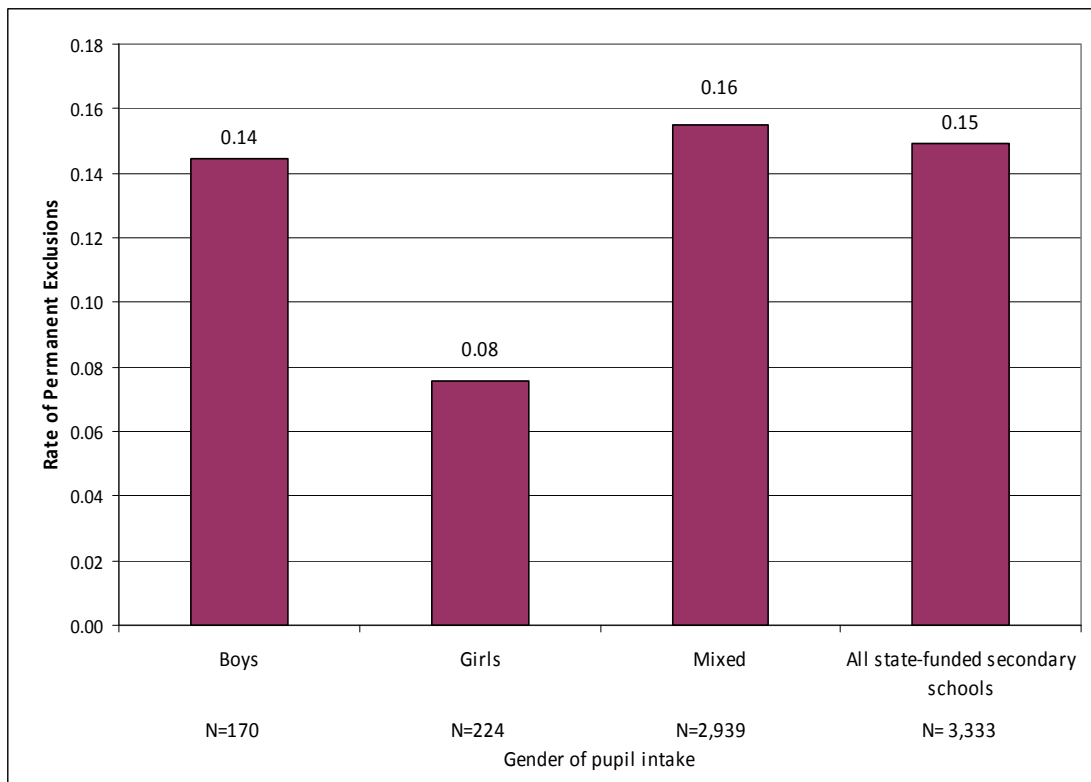


**Chart 3.3: Fixed period exclusion rates by gender of intake of state-funded secondary school (2009/10)**



Source: School Census

**Chart 3.4: Permanent exclusion rates by gender of intake of state-funded secondary school (2009/10)**



All state-funded secondary schools permanent exclusion rate differs from published national figures because no Local Authority adjustments have been applied.

Source: School Census

## **3.2 Comparison of exclusion rates between a sample of sponsor led Academies and a sample of maintained schools with similar intakes**

In this assessment, Academies are compared against a comparison group of schools which are in similar circumstances to Academies, in that they have pupils with similar levels of prior attainment, similar historical attainment levels at Key Stage 4 and similar proportions of pupils eligible for Free School Meals. The analysis is focused on schools that have been open for at least two years and that had pupils sitting Key Stage 4 exams in both 2009 and 2010 (as 2009/10 is the latest exclusions data available). There were 103 Academies that met these criteria.

### **3.2.1 Selection of comparator schools**

The comparator group of LA maintained schools was constructed by the Department for the evaluation of the Academies programme by the National Audit Office, published in September 2010. The Department worked closely with the National Audit Office to ensure the comparison group was as robust as possible.

A technique called propensity score matching was used to find 103 comparator schools that were statistically similar to Academies based on these variables. This involved using a statistical package to calculate the probability of a maintained school being similar to an Academy.

Investigations were conducted to consider including additional data to improve the selection of comparison schools and it was found either that the inclusion of additional information did not make any difference to the schools chosen or that the data were not available. It was not possible to include ethnicity variables in the school matching model as there were only a small number of schools with similar ethnic profiles to the Academies.

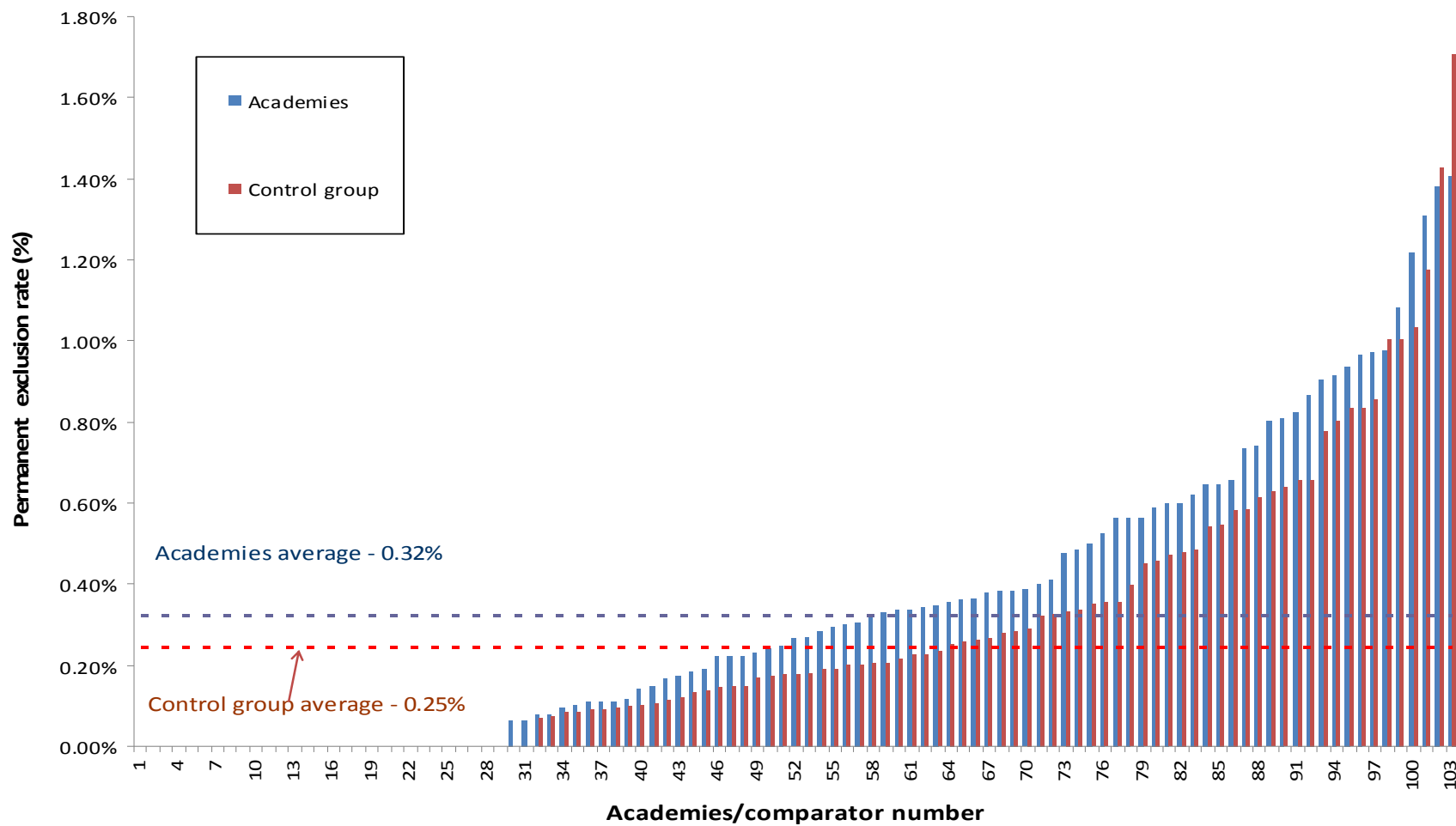
### **3.2.2 Findings**

The average permanent exclusion rate for Academies was slightly higher than for the comparator schools, with exclusion rates of 0.32% and 0.25% respectively (a difference of just 0.07 percentage points). However as Chart 3.5 below shows, there is a lot of variability within both groups, with 29 of the 103 Academies having zero permanent exclusions, and 31 of the 103 comparator schools also recording no permanent exclusions.

The exclusion rate for fixed period exclusions was also slightly higher in Academies compared to the comparator schools, with an exclusion rate of 13.82% compared to 11.76% in 2009/10. Chart 3.6 illustrates the fixed period exclusion rates for each Academy and each Academy's comparator school. Five Academies had zero fixed period exclusions in this year, compared to just two comparator schools.

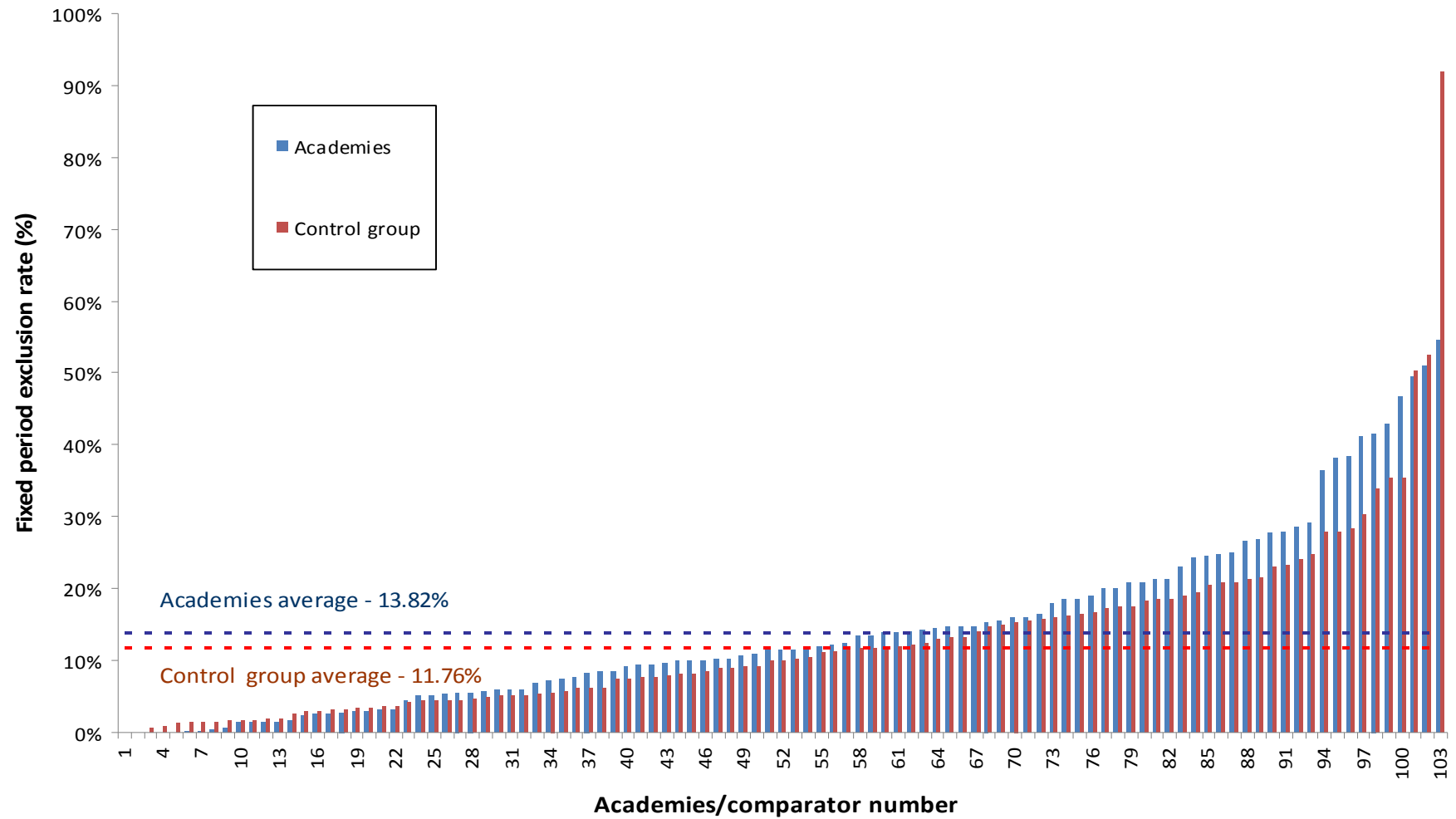
For both fixed and permanent exclusion, a comparator school had the highest exclusion rate in 2009/10. Please note that the comparator schools are referred to as 'control group' in the charts below.

**Chart 3.5: Permanent Exclusion Rates for Academies and Comparator Schools (2009/10)**



Source: School Census

**Chart 3.6: Fixed Period Exclusion Rates for Academies and Comparator Schools (2009/10)**



Source: School Census

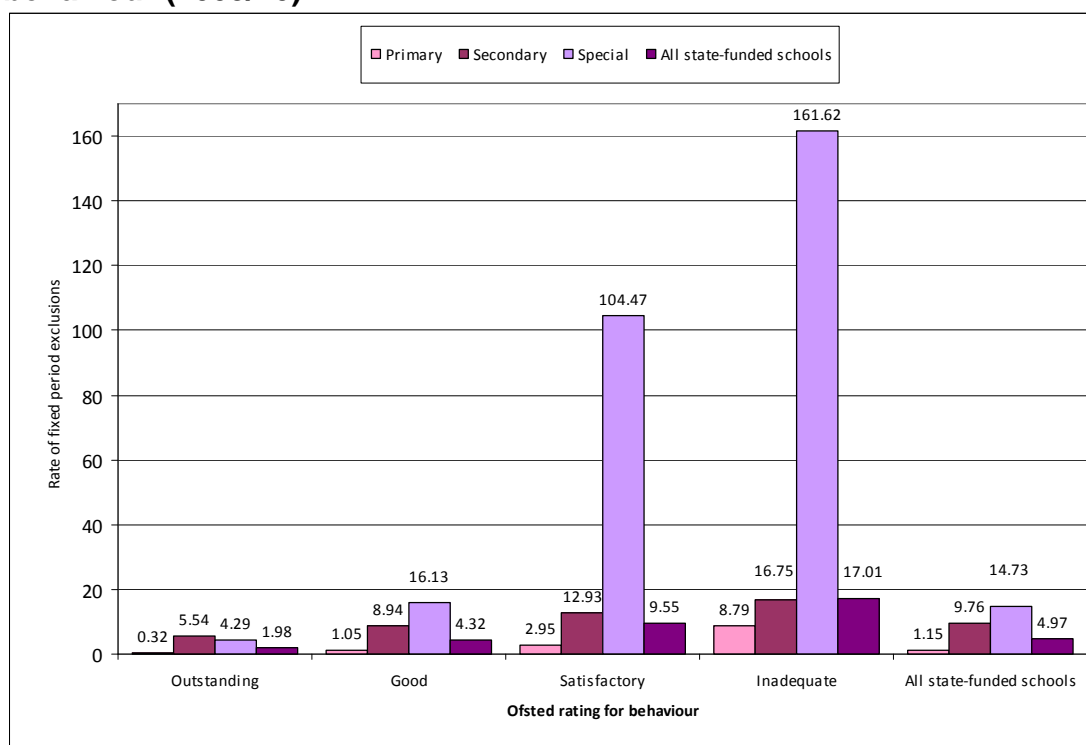
### 3.3 Exclusion rates and Ofsted judgements

#### 3.3.1 Exclusion rates by Ofsted judgements for behaviour

As can be seen from Charts 3.7 and 3.8, exclusion rates are lowest for schools judged as 'outstanding' for behaviour. Exclusion rates tend to be higher, on average, in schools with satisfactory or inadequate behaviour judgements. This occurs for all school phases. This pattern is observed for both fixed period and permanent exclusions.

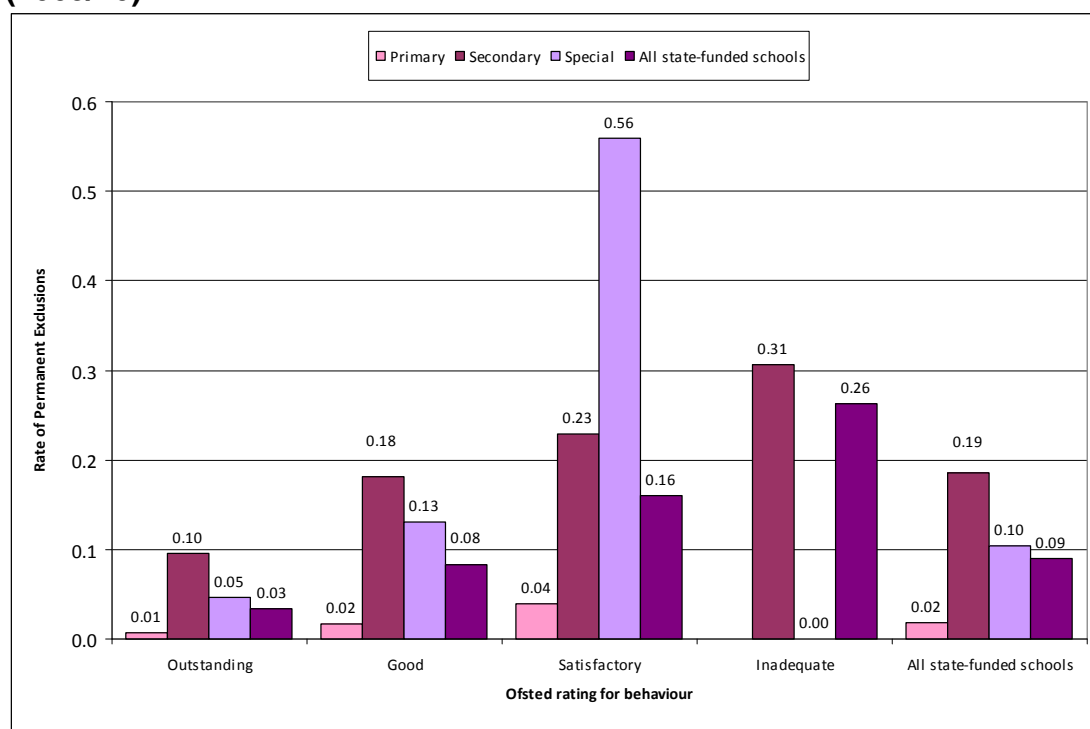
The fixed period exclusion rate is the number of fixed period exclusions as percentage of the number (headcount) of all pupils (excluding dually registered pupils) in January each year. Therefore, a pupil with more than one fixed period exclusion would be counted more than once. This means that percentages of over 100% can be reported.

**Chart 3.7 Fixed period exclusion rates by Ofsted judgement for behaviour (2009/10)**



Source: School Census and Ofsted

**Chart 3.8: Permanent exclusion rates by Ofsted judgement for behaviour (2009/10)**



Some figures have been omitted as figures were suppressed

Source: School Census and Ofsted

### 3.3.2 Correlation analysis between the proportion of pupils eligible for Free School Meals in a school and the rate of exclusion for such pupils

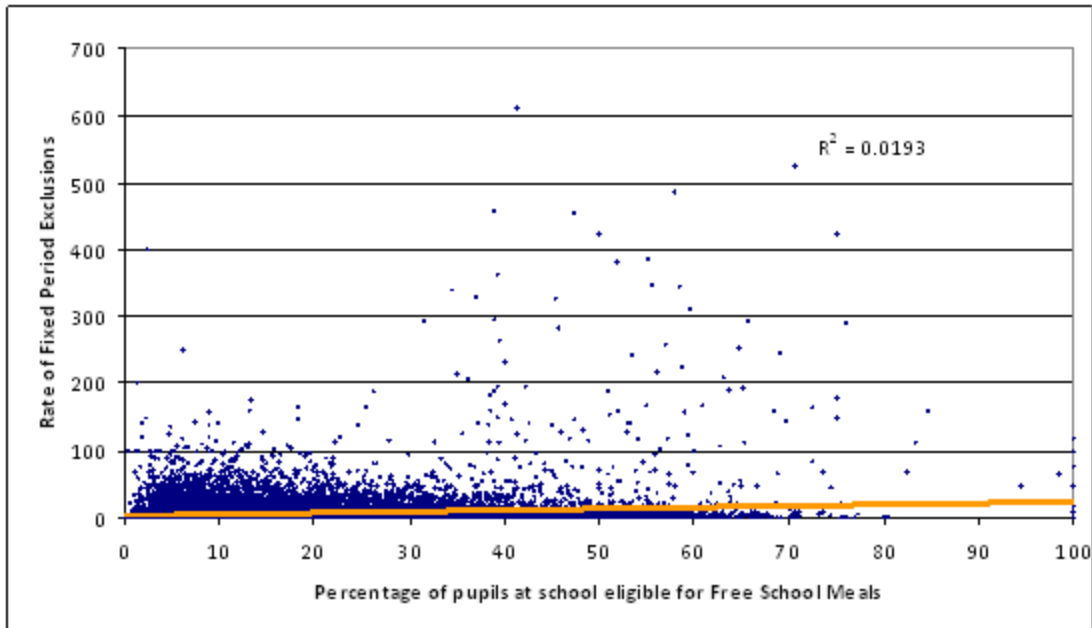
This section examines the correlation between the proportion of pupils eligible for Free School Meals in a school and the rate of exclusion for such pupils. This will examine if pupils known to be eligible for Free School Meals are more or less likely to be excluded depending on the proportion of other Free School Meal pupils in their school.

The following charts are all presented in a standard format. Each dot represents one school with its position along the x axis representing the proportion of pupils in that school that are in the pupil group of interest (e.g. the percentage of FSM pupils) and its position along the y axis representing the exclusion rate recorded by that school for the pupil group of interest (e.g. the exclusion rate for FSM pupils).

Each chart shows the line of best fit for the correlation (shown in orange).

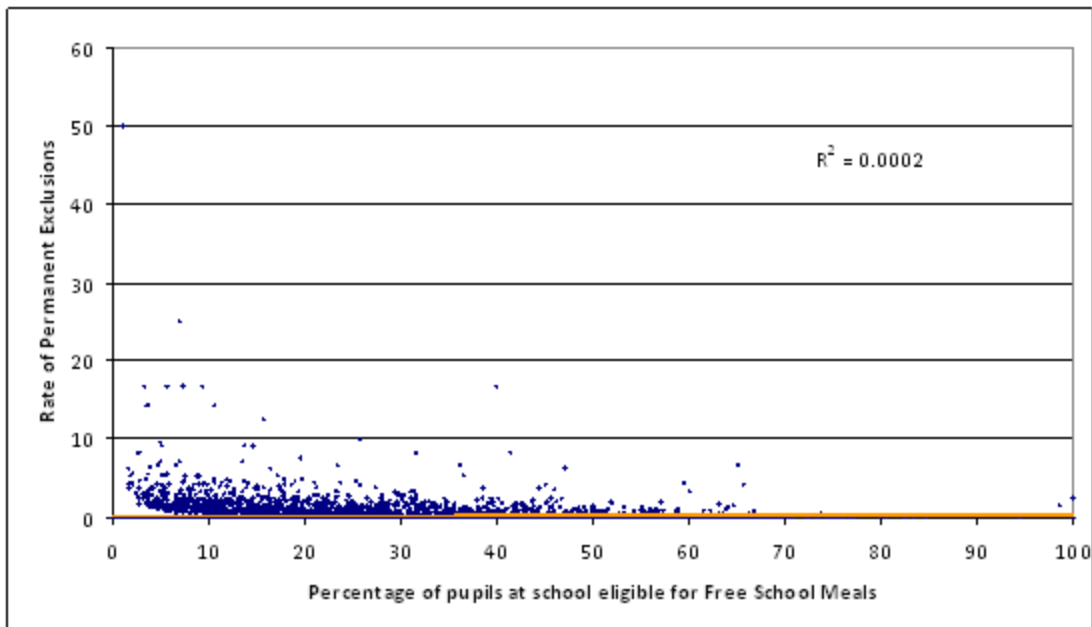
The correlation between the percentage of pupils eligible for Free School Meals in a school and the rate of fixed period exclusions for such pupils in 2009/10 was very weak, with the R-square always being less than 0.1. This means that only 10% of the variance in the percentage of exclusions for pupils eligible for Free School Meals was explained by the percentage of pupils eligible for Free School Meals in the school. This suggests at school level there is minimal correlation between the proportion of pupils eligible for Free School Meals in a school and the rate of exclusion for such pupils.

**Chart 3.9: Rates of fixed period exclusions for pupils eligible for Free School Meals by the percentage of pupils at the school eligible for Free School Meals at all state-funded schools (2009/10)**



Source: School Census

**Chart 3.10: Rates of permanent exclusions for pupils eligible for Free School Meals by the percentage of pupils at the school eligible for Free School Meals at all state-funded schools (2009/10)**



Source: School Census



### 3.3.3 Correlation analysis between the proportion of pupils in ethnic groups with high exclusion rates and low exclusion rates in a school and the exclusion rates for such pupils

Pupils were divided by ethnic group into those with above average and below average rates of exclusion.

The following ethnic groups were included in the **above average** exclusion group:

- Irish
- Traveller of Irish Heritage
- Gypsy/Roma
- White and Black Caribbean
- White and Black African
- Any other Mixed background
- Black Caribbean
- Black African
- Any other Black background

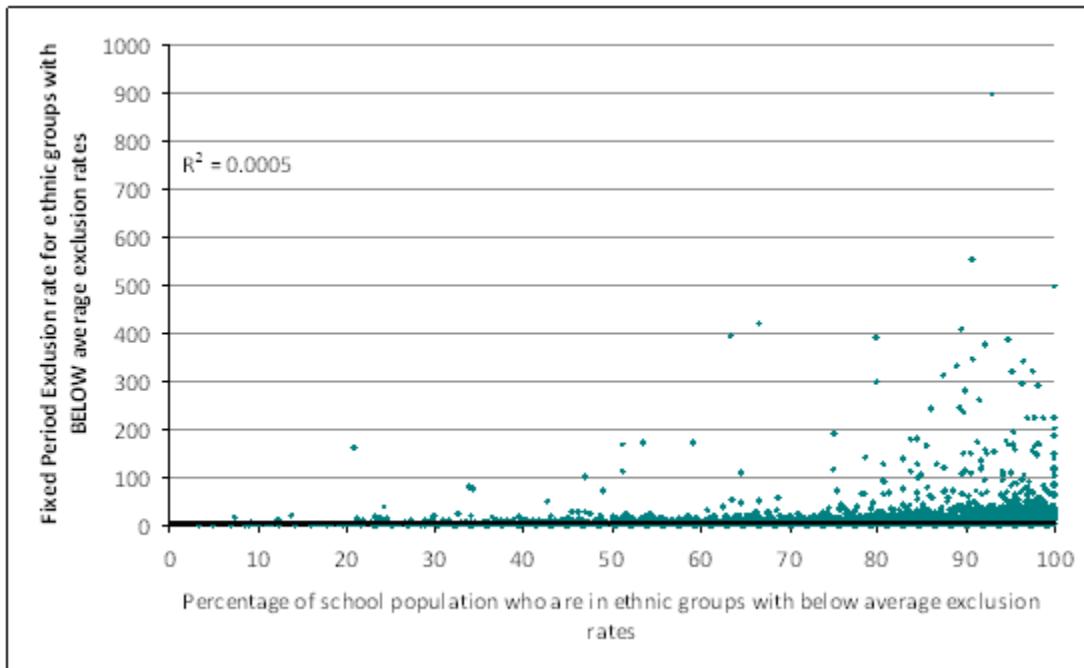
The following group were included in the **below average** exclusion group:

- White British
- Any other White background
- White and Asian
- Indian
- Pakistani
- Bangladeshi
- Any other Asian background
- Chinese
- Any other ethnic group

Negligible correlations were found for both broad ethnic groups between the average exclusion rates and the proportion of pupils in each broad ethnic group. All  $R^2$  values for both types of exclusions were less than 0.003. This suggests that minimal variance in the rate of fixed period exclusions for each ethnic group is explained by variance in the percentage of pupils in each group at each school. As the percentage of pupils who are of ethnic groups with above average exclusion rates or below average exclusion rates increases the exclusion rate for these groups does not increase. It appears that there is no relationship between the two.

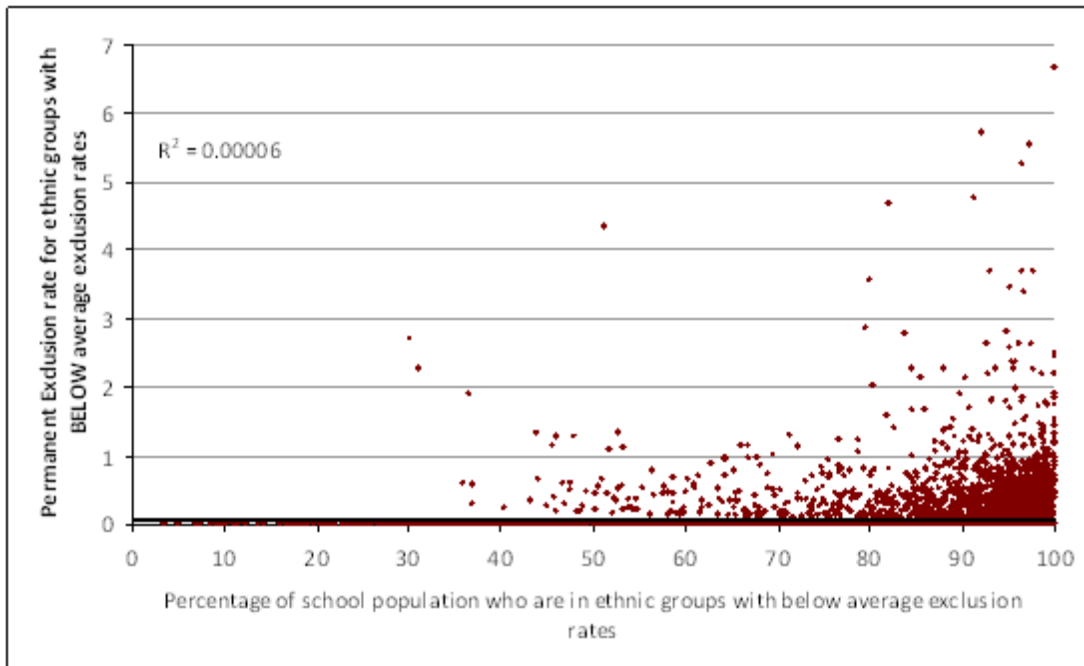
Charts 3.12 – 3.15 below illustrate the weak correlations identified in each analysis.

**Chart 3.11: Fixed period exclusions for ethnic groups with below average exclusion rates at all state-funded schools (2009/10)**



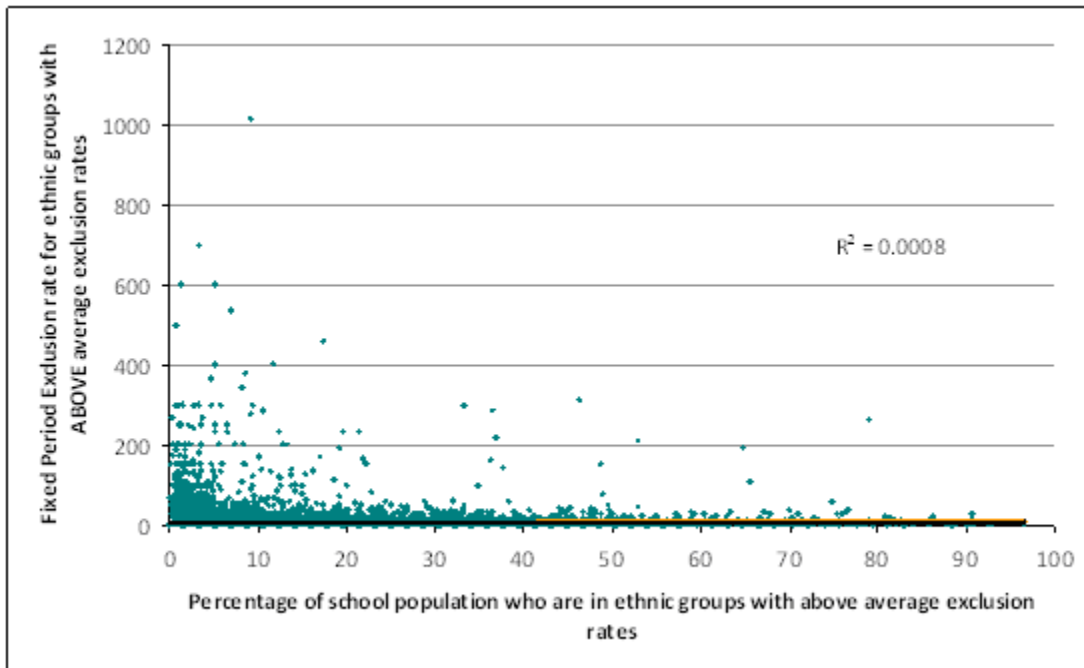
Source: School Census

**Chart 3.12: Permanent exclusions for ethnic groups with below average exclusion rates at all state-funded schools (2009/10)**



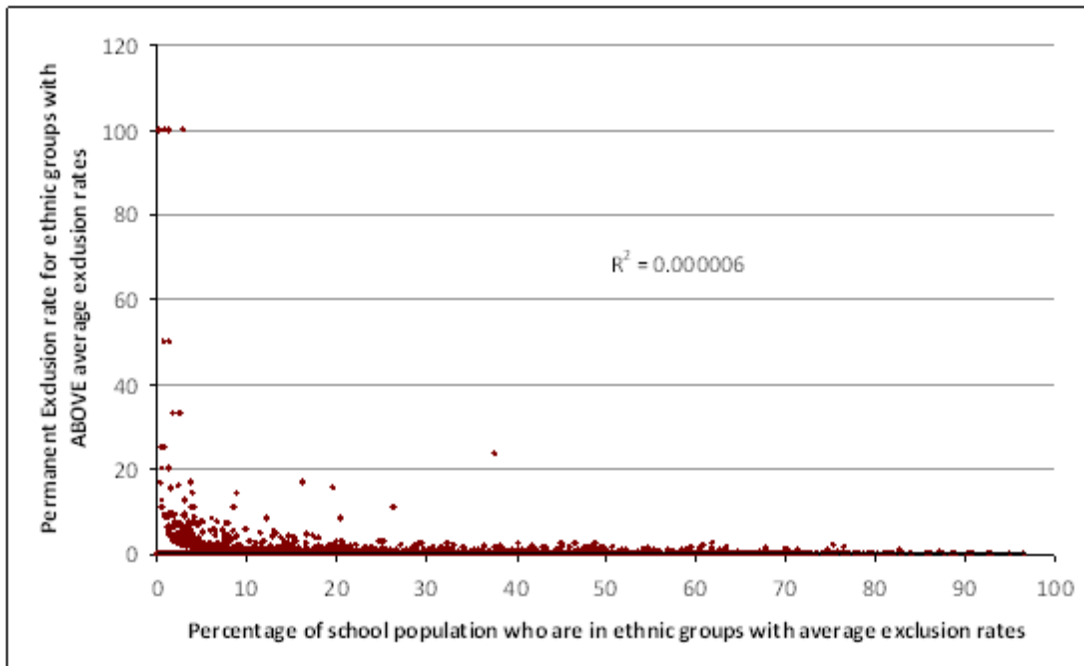
Source: School Census

**Chart 3.13: Fixed period exclusions for ethnic groups with above average exclusion rates at all state-funded schools (2009/10)**



Source: School Census

**Chart 3.14: Permanent exclusions for ethnic groups with above average exclusion rates at all state-funded schools (2009/10)**



# Chapter 4: Conclusion and ideas for further work

## Conclusion

This topic note has provided an analysis of pupil exclusions in the maintained education sector in England. It has highlighted that exclusion rates have been on a downward trend in recent years with the rate of permanent exclusions and the rate of fixed period exclusions both reaching historical lows in 2009/10.

Further analysis has shown that the majority of permanent exclusions occur in the secondary sector and that the most common reason recorded for exclusions in all state funded schools in 2009/10 was persistent disruptive behaviour.

The topic note has reviewed the evidence on exclusion rates for different groups of pupils and for different school types. It has found that boys are more likely to be excluded (both permanently and for a fixed period) at all ages than girls and that the most common time for both boys and girls to be excluded is at ages 13 and 14.

Data for 2009/10 (the most recent available) highlighted that:

- Pupils with a statement of Special Educational Needs (SEN) were almost seven times more likely to receive a permanent exclusion than pupils with no SEN, and were nine times more likely to receive a fixed period exclusion.
- Pupils who were known to be eligible for Free School Meals were around four times more likely to receive a permanent exclusion, and were around three times more likely to receive a fixed period exclusion than pupils who were not eligible for Free School Meals.
- The rate of exclusions was highest for Traveller of Irish Heritage, Black Caribbean and Gypsy/Roma ethnic groups. Black Caribbean pupils were nearly four times more likely to receive a permanent exclusion than the school population as a whole and were twice as likely to receive a fixed period exclusion.
- The majority of pupils who are excluded have either Special Educational Needs, were eligible for Free School Meals or were Black Caribbean, or had a mixture of these characteristics. In 2009/10 only 15.8% of pupils who were permanently excluded did not have any of these characteristics.
- When controlling for other characteristics, being a pupil with any level of Special Educational Needs provision has a stronger effect on the odds of being excluded than gender, Free School Meals eligibility or ethnicity.

- Fixed period and permanent exclusion rates differ by type of school. Analysis of the 2009/10 data showed that community special schools had the highest rate of fixed period exclusions, whilst Academies had the highest rate of permanent exclusions.
- Though, in an analysis comparing Academies with Local Authority (LA) maintained schools with similar intakes, the average permanent exclusion rate for Academies was only slightly higher than for the comparator schools

## Ideas for further work

This topic note has focused on drawing together the existing statistical evidence on exclusion rates and the levels of exclusion by pupil and school characteristics and forms part of the evidence base provided by the Department for Education to the formal Inquiry into the system of school exclusions in England by the Children's Commissioner. In order to expand and deepen this evidence base we have identified some potential areas for further work:

- More detailed analysis of individual school exclusion rates and trends over time.
- Building on more detailed school level analysis, development of the exploratory model in this topic note to include school characteristics. This would aim to identify the relative impact of the characteristics of the school that a pupil attends on a pupil's odds of being excluded.
- An overview of the existing research evidence on outcomes for pupils who have experienced exclusion. This work could also include an analysis of academic outcomes for excluded pupils.
- An overview of the research evidence on pupil exclusions including evidence on the reasons why some groups of pupils have relatively high exclusion rates.
- An overview of the evidence base on the wider issue of pupil behaviour in schools.

# Annex A: Background Information

## Special Education Needs provision

Pupils with Special Educational Needs (SEN) have learning difficulties or disabilities<sup>9</sup> that make it more challenging for them to learn than their peers. There are three levels of provision of SEN:

- **School Action** (a teacher identifies a child with SEN and provides interventions);
- **School Action Plus** (as with school action, but with help from external services);
- **Statement** (the LA provides written statement of SEN needs of the child).

The School Census records up to two levels of special needs, classed as primary and secondary need. The scope of the analyses in this topic note is restricted to the primary need.

## School governance types

### Community school

- The local education authority owns the land and buildings, but the governing body is responsible for running the school.
- The local education authority funds the school.
- The local education authority employs the staff.
- The local education authority provides support services, for example, psychological services and Special Educational Needs services.
- The pupils have to follow the National Curriculum.
- The admissions policy is usually determined and administered by the local education authority.

### Voluntary Controlled schools

- The land and buildings are owned by a charity, often a religious organisation such as a church.
- The charity appoints some of the members of the governing body, but the local education authority is responsible for running the school.
- The school is funded by the local education authority.
- The local education authority employs the staff.
- The local education authority provides support services.
- The pupils have to follow the National Curriculum.
- The admissions policy is usually determined and administered by the local education authority.

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<sup>9</sup> The following special educational needs are recorded in the School Census: Specific learning difficulty; Moderate learning difficulty; Severe learning difficulty; Profound and multiple learning difficulty; Behaviour, emotional and social difficulty; Speech, language and communication needs; Hearing impairment; Visual impairment; Multi-sensory impairment; Physical difficulty; Autistic spectrum disorder; Other difficulty/disability.

### **Voluntary Aided schools**

- The land and buildings are normally owned by a charity, often a religious organisation such as a church, but the governing body is responsible for running the school.
- The school is funded partly by the local education authority, partly by the governing body and partly by the charity.
- The governing body employs the staff.
- The local education authority provides support services.
- The pupils have to follow the National Curriculum.
- The admissions policy is determined and administered by the governors in consultation with the local education authority and other relevant schools in the area.

### **Foundation schools**

- The land and buildings are owned by a governing body, who are also responsible for running the school.
- The local education authority funds the school.
- The governing body employs the staff.
- The governing body buys in and administers most of the support services.
- The pupils have to follow the National Curriculum.
- The admissions policy is determined and administered by the governing body, in consultation with the local education authority and other relevant schools in the area.

### **Academies**

- Academies are publicly funded independent schools that give heads and teachers greater freedoms and flexibilities including;
  - the ability to set their own pay and conditions for staff
  - freedom in delivering the curriculum
  - greater control of their budget
  - freedom to change the length of terms and school days
  - freedom to spend the money the local authority currently spends on their behalf.

Academies receive the same level of per-pupil funding as they would receive from the local authority as a maintained school, plus additions to cover the services that are no longer provided for them by the local authority. Academies receive their funding directly from the Young People's Learning Agency (an agency of the Department for Education) rather than from local authorities.

Each Academy is set up as a company limited by guarantee with charitable status and has a board of governors responsible for the governance and strategic leadership of the school.

Traditionally Academies have replaced underperforming schools, or, in some cases, provided extra places (either as entirely new schools or as successful independent schools wishing to better serve their local community and broaden their intake). Academies replacing an underperforming school will usually have a sponsor. Sponsors come from a wide range of backgrounds including successful schools, businesses, universities, charities and faith.

More recently well performing schools have been able to convert to Academy status.

The schools classified as Academies in this report were Academies at the time of the 2010 School Census and are therefore all traditional sponsor led Academies.



## **Annex B: The characteristics of excluded pupils**

This annex provides tables with more detailed breakdowns of exclusion rates for different pupil characteristics. Charts showing the logistic regression models for permanent and fixed period exclusions by school phase are also included.

**B.1: Maintained primary, state-funded secondary and special schools<sup>(1)(2)(3)</sup>  
fixed period exclusion rates by FSM, ethnicity and type of school (2009/10)**

Fixed Period Exclusions						
Ethnicity	Maintained primary schools (1)			State-funded secondary schools (1) (2)		
	FSM eligible	Not eligible for FSM	All pupils(4)	FSM eligible	Not eligible for FSM	All pupils (4)
White British	3.50	0.70	1.16	24.43	6.47	8.58
Irish	2.34	0.48	0.82	27.22	6.02	9.13
Traveller of Irish heritage	6.11	2.15	4.62	56.95	26.79	45.02
Any other White background	1.60	0.47	0.65	14.54	5.36	6.70
Gypsy/ Roma	5.74	2.07	3.44	47.68	28.91	36.45
White and Black Caribbean	4.81	1.64	2.73	31.50	14.15	18.65
White and Black African	2.12	0.70	1.12	21.05	10.35	12.86
White and Asian	2.17	0.28	0.64	17.10	5.10	7.03
Any other Mixed background	3.17	0.86	1.42	21.55	7.64	10.31
Indian	0.60	0.11	0.15	5.71	2.07	2.41
Pakistani	0.87	0.34	0.47	10.43	6.03	7.29
Bangladeshi	0.46	0.26	0.33	7.32	4.88	5.88
Any other Asian background	0.58	0.15	0.21	8.25	2.91	3.72
Black Caribbean	5.27	2.65	3.52	26.57	14.64	17.46
Black African	1.61	0.86	1.17	13.85	8.34	10.31
Any other Black background	3.07	1.74	2.21	22.19	12.38	15.24
Chinese	x	0.06	0.09	2.28	1.10	1.20
Any other ethnic group	1.01	0.31	0.53	9.38	5.24	6.52
Unclassified (5)	2.22	0.93	1.49	21.02	7.63	10.99
All pupils	2.99	0.68	1.11	21.12	6.50	8.60

Ethnicity	Special schools (3)			All schools		
	FSM eligible	Not eligible for FSM	All pupils(4)	FSM eligible	Not eligible for FSM	All pupils (4)
White British	26.97	13.84	18.19	12.98	3.84	5.14
Irish	12.90	26.47	21.67	13.99	3.69	5.42
Traveller of Irish heritage	21.74	103.57	52.70	20.27	10.73	16.57
Any other White background	16.03	7.86	10.22	7.47	2.78	3.50
Gypsy/ Roma	32.32	27.27	29.95	20.81	10.99	14.76
White and Black Caribbean	62.12	30.69	44.57	16.53	8.22	10.77
White and Black African	45.65	20.00	30.47	9.67	5.06	6.31
White and Asian	33.91	10.71	17.84	8.50	2.50	3.57
Any other Mixed background	41.94	10.32	21.67	10.83	4.01	5.54
Indian	x	2.31	2.01	3.19	1.09	1.28
Pakistani	5.00	3.80	4.23	5.27	2.69	3.37
Bangladeshi	x	3.56	2.22	3.75	2.11	2.70
Any other Asian background	3.75	5.33	4.93	4.37	1.50	1.92
Black Caribbean	42.11	30.18	35.19	14.71	9.28	10.84
Black African	6.27	8.66	7.46	6.75	4.49	5.37
Any other Black background	27.33	11.70	18.74	11.23	6.83	8.27
Chinese	x	5.23	4.48	1.36	0.67	0.73
Any other ethnic group	8.08	4.82	6.22	4.86	2.58	3.28
Unclassified (5)	25.22	15.48	29.12	14.21	5.55	8.11
All pupils	25.12	13.15	17.35	11.26	3.77	5.03

Source: School Census

The number of exclusions by FSM eligibility and ethnicity expressed as a percentage of the number (headcount) of pupils of compulsory school age and above with the same FSM eligibility and ethnicity (excluding dually registered pupils) in January each year. Ethnicity information is only available for pupils of compulsory school age and above.

(1) Includes middle schools as deemed.

(2) Includes data for City Technology Colleges and Academies (including all through Academies).

(3) Includes maintained and non-maintained special schools. Excludes general hospital schools.

(4) Totals include a small number of exclusions where Free School Meal eligibility could not be determined.

(5) Includes pupils whose ethnic information was not sought or was refused or could not be determined.

x a rate based on less than 5 pupils

**B.2: Maintained primary, state-funded secondary and special schools <sup>(1)(2)(3)</sup> permanent<sup>(4)</sup> exclusion rates by FSM and ethnicity and type of school (2009/10)**

Ethnicity	Permanent Exclusions (4)					
	Maintained primary schools (1)			State-funded secondary schools (1) (2)		
	FSM eligible	Not eligible for FSM	All pupils (5)	FSM eligible	Not eligible for FSM	All pupils (5)
White British	0.06	0.01	0.02	0.48	0.10	0.14
Irish	0.00	x	x	0.79	0.11	0.21
Traveller of Irish heritage	x	x	0.19	1.12	1.19	1.25
Any other White background	x	x	0.01	0.34	0.09	0.12
Gypsy/ Roma	x	0.00	x	0.78	0.98	0.90
White and Black Caribbean	0.10	0.04	0.06	0.74	0.34	0.44
White and Black African	0.12	x	0.05	0.56	0.15	0.26
White and Asian	x	x	x	0.34	0.09	0.13
Any other Mixed background	0.08	0.03	0.04	0.45	0.16	0.22
Indian	0.00	x	x	0.18	0.03	0.04
Pakistani	x	0.00	x	0.20	0.09	0.12
Bangladeshi	x	0.00	x	0.16	0.13	0.14
Any other Asian background	0.00	0.00	0.00	0.14	0.04	0.06
Black Caribbean	0.11	0.09	0.10	0.91	0.48	0.58
Black African	0.02	0.01	0.01	0.32	0.19	0.23
Any other Black background	x	0.00	x	0.69	0.37	0.46
Chinese	0.00	0.00	0.00	0.00	x	x
Any other ethnic group	0.00	0.00	0.00	0.14	0.14	0.14
Unclassified (6)	x	x	x	0.39	0.17	0.23
All pupils	0.05	0.01	0.02	0.44	0.11	0.15

Ethnicity	Special schools (3)			All Schools		
	FSM eligible	Not eligible for FSM	All pupils (5)	FSM eligible	Not eligible for FSM	All pupils (5)
White British	0.16	0.09	0.11	0.24	0.06	0.08
Irish	0.00	0.00	0.00	0.36	0.06	0.11
Traveller of Irish heritage	0.00	0.00	0.00	0.48	0.39	0.47
Any other White background	0.00	x	x	0.16	0.04	0.06
Gypsy/ Roma	x	0.00	x	0.37	0.31	0.33
White and Black Caribbean	x	x	x	0.36	0.19	0.24
White and Black African	0.00	0.00	0.00	0.27	0.08	0.14
White and Asian	x	0.00	x	0.16	0.04	0.06
Any other Mixed background	x	x	x	0.22	0.09	0.12
Indian	0.00	0.00	0.00	0.09	0.02	0.02
Pakistani	x	x	x	0.10	0.04	0.05
Bangladeshi	0.00	0.00	0.00	0.08	0.05	0.06
Any other Asian background	0.00	0.00	0.00	0.07	0.02	0.03
Black Caribbean	x	0.61	0.57	0.44	0.30	0.34
Black African	0.00	x	x	0.14	0.10	0.11
Any other Black background	0.00	0.00	0.00	0.31	0.17	0.22
Chinese	0.00	0.00	0.00	0.00	x	x
Any other ethnic group	x	0.00	x	0.07	0.06	0.06
Unclassified (6)	x	0.00	x	0.26	0.12	0.16
All pupils	0.15	0.09	0.12	0.22	0.06	0.09

Source: School Census

The number of exclusions by FSM eligibility and ethnicity expressed as a percentage of the number (headcount) of pupils of compulsory school age and above with the same FSM eligibility and ethnicity (excluding dually registered pupils) in January each year. Ethnicity information is only available for pupils of compulsory school age and above.

(1) Includes middle schools as deemed.

(2) Includes data for City Technology Colleges and Academies (including all through Academies).

(3) Includes maintained and non-maintained special schools. Excludes general hospital schools.

(4) Figures relating to permanent exclusions are estimates based on incomplete-pupil level data.

(5) Totals include a small number of exclusions where Free School Meal eligibility could not be determined.

(6) Includes pupils whose ethnic information was not sought or was refused or could not be determined.

x a rate based on less than 5 pupils

**B.3: Maintained primary, state-funded secondary and special schools <sup>(1)(2)(3)</sup>  
fixed period exclusion rates by SEN and gender and type of school (2009/10)**

<b>Fixed Period Exclusions</b>						
<b>Maintained primary schools (1)</b>						
<b>Gender</b>	No SEN	School Action	School action		All pupils	
			plus	Statemented		
Girls	0.04	0.32	2.01	2.66	0.17	
Boys	0.34	1.87	9.33	12.52	1.62	
All pupils	0.18	1.27	7.11	9.82	0.91	

<b>State-funded secondary schools (1) (2)</b>						
<b>Gender</b>	No SEN	School Action	School action		All pupils	
			plus	Statemented		
Girls	2.75	10.39	28.50	13.20	4.90	
Boys	5.86	19.30	48.31	31.72	12.21	
All pupils	4.22	15.60	41.28	26.90	8.59	

<b>Special schools (3)</b>						
<b>Gender</b>	No SEN	School Action	School action		All pupils	
			plus	Statemented		
Girls	10.63	x	9.78	5.07	5.19	
Boys	74.54	x	27.33	20.78	21.04	
All pupils	47.34	x	21.59	16.26	16.46	

<b>All Schools</b>						
<b>Gender</b>	No SEN	School Action	School action		All pupils	
			plus	Statemented		
Girls	1.23	5.21	14.66	6.75	2.30	
Boys	2.75	9.78	25.71	21.91	6.52	
All pupils	1.95	7.96	22.11	17.73	4.46	

*Source: School Census*

The number of exclusions by SEN stage and gender expressed as a percentage of the number (headcount) of pupils with the same SEN stage and gender (excluding dually registered pupils) in January each year.

(1) Includes middle schools as deemed.

(2) Includes data for City Technology Colleges and Academies (including all through Academies).

(3) Includes maintained and non-maintained special schools. Excludes general hospital schools.

x a rate based on less than 5 pupils

**B.4: Maintained primary, state-funded secondary and special schools<sup>(1)(2)(3)</sup>  
permanent<sup>(4)</sup> exclusion rates by SEN and gender and type of school (2009/10)**

<b>Permanent Exclusions (4)</b>						
<b>Maintained primary schools (1)</b>						
<b>Gender</b>	No SEN	School action			Statemented	All pupils
		School Action	plus	plus		
Girls	0.00	x	0.04	0.03	0.00	
Boys	0.00	0.03	0.18	0.23	0.03	
All pupils	0.00	0.02	0.14	0.18	0.02	

<b>State-funded secondary schools (1) (2)</b>						
<b>Gender</b>	No SEN	School action			Statemented	All pupils
		School Action	plus	plus		
Girls	0.03	0.16	0.67	0.13	0.08	
Boys	0.08	0.33	1.29	0.41	0.23	
All pupils	0.06	0.26	1.07	0.34	0.15	

<b>Special schools (3)</b>						
<b>Gender</b>	No SEN	School action			Statemented	All pupils
		School Action	plus	plus		
Girls	0.00	0.00	0.00	0.04	0.03	
Boys	0.00	0.00	0.00	0.14	0.14	
All pupils	0.00	0.00	0.00	0.11	0.11	

<b>All Schools</b>						
<b>Gender</b>	No SEN	School action			Statemented	All pupils
		School Action	plus	plus		
Girls	0.01	0.08	0.34	0.06	0.03	
Boys	0.04	0.16	0.65	0.25	0.12	
All pupils	0.03	0.13	0.55	0.20	0.08	

Source: School Census

The number of exclusions by SEN stage and gender expressed as a percentage of the number (headcount) of pupils with the same SEN stage and gender (excluding dually registered pupils) in January each year.

(1) Includes middle schools as deemed.

(2) Includes data for City Technology Colleges and Academies (including all through Academies).

(3) Includes maintained and non-maintained special schools. Excludes general hospital schools.

(4) Figures relating to permanent exclusions are estimates based on incomplete-pupil level data.

x a rate based on less than 5 pupils

**B.5: Maintained primary, state-funded secondary and special schools<sup>(1)(2)(3)</sup>  
fixed period exclusion rates by SEN and ethnicity and type of school (2009/10)**

Ethnicity	Fixed Period Exclusions				
	Maintained primary schools (1)				
	No SEN	School Action	School action plus	Statemented	All pupils
White British	0.20	1.37	8.22	11.60	1.16
Irish	0.18	1.66	6.13	x	0.82
Traveller of Irish heritage	1.29	3.06	11.13	16.46	4.62
Any other White background	0.19	0.73	4.75	7.82	0.65
Gypsy/ Roma	0.97	2.24	10.62	19.30	3.44
White and Black Caribbean	0.54	2.69	15.59	22.08	2.73
White and Black African	0.29	1.24	7.69	8.03	1.12
White and Asian	0.14	1.29	5.96	3.61	0.64
Any other Mixed background	0.30	1.81	10.78	9.64	1.42
Indian	0.04	0.23	2.21	x	0.15
Pakistani	0.24	0.83	1.57	2.08	0.47
Bangladeshi	0.19	0.51	1.32	1.13	0.33
Any other Asian background	0.05	0.42	2.35	1.30	0.21
Black Caribbean	1.13	3.11	15.34	16.75	3.52
Black African	0.52	1.47	5.57	4.97	1.17
Any other Black background	0.59	2.67	10.47	16.17	2.21
Chinese	x	0.00	x	x	0.09
Any other ethnic group	0.26	0.58	2.53	5.23	0.53
Unclassified (4)	0.48	1.70	9.25	13.35	1.49
All pupils	0.23	1.33	7.76	10.51	1.11
Ethnicity	State-funded secondary schools (1) (2)				
	No SEN	School Action	School action plus	Statemented	All pupils
	White British	4.04	16.09	42.91	27.15
Irish	4.66	18.13	44.96	20.91	9.13
Traveller of Irish heritage	30.86	36.11	67.96	68.66	45.02
Any other White background	3.78	10.71	28.98	23.77	6.70
Gypsy/ Roma	22.17	36.61	63.87	71.24	36.45
White and Black Caribbean	9.36	28.69	63.16	50.43	18.65
White and Black African	6.81	19.70	54.19	44.59	12.86
White and Asian	3.73	15.01	38.11	26.02	7.03
Any other Mixed background	5.49	20.21	41.98	29.10	10.31
Indian	1.78	5.10	11.08	4.69	2.41
Pakistani	4.84	11.40	23.23	11.62	7.29
Bangladeshi	4.20	8.35	19.48	8.03	5.88
Any other Asian background	2.41	7.49	18.67	6.58	3.72
Black Caribbean	9.49	23.76	49.85	47.09	17.46
Black African	6.69	15.33	33.41	20.48	10.31
Any other Black background	8.25	22.64	50.14	42.86	15.24
Chinese	0.81	2.08	7.42	8.33	1.20
Any other ethnic group	3.88	9.91	24.66	23.87	6.52
Unclassified (4)	5.89	18.02	48.24	31.32	10.99
All pupils	4.23	15.61	41.30	26.91	8.60

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Ethnicity	Special schools (3)				
	No SEN	School Action	School action plus	Statemented	All pupils
White British	135.53	x	67.55	17.78	18.19
Irish	x	0.00	x	20.69	21.67
Traveller of Irish heritage	x	0.00	0.00	51.35	52.70
Any other White background	100.00	0.00	34.88	9.44	10.22
Gypsy/ Roma	0.00	0.00	x	29.73	29.95
White and Black Caribbean	0.00	0.00	90.91	43.38	44.57
White and Black African	x	0.00	x	29.91	30.47
White and Asian	0.00	0.00	0.00	17.94	17.84
Any other Mixed background	x	0.00	71.43	21.08	21.67
Indian	0.00	0.00	0.00	2.02	2.01
Pakistani	x	0.00	0.00	4.26	4.23
Bangladeshi	0.00	0.00	0.00	2.24	2.22
Any other Asian background	0.00	0.00	0.00	5.03	4.93
Black Caribbean	x	0.00	73.68	33.38	35.19
Black African	x	0.00	17.86	6.43	7.46
Any other Black background	x	0.00	x	17.89	18.74
Chinese	0.00	0.00	0.00	4.52	4.48
Any other ethnic group	x	0.00	x	6.06	6.22
Unclassified (4)	x	0.00	125.00	27.57	29.12
All pupils	174.51	x	54.62	16.91	17.35

Ethnicity	All Schools				
	No SEN	School Action	School action plus	Statemented	All pupils
White British	2.19	8.64	24.81	19.28	5.14
Irish	2.61	9.56	25.87	14.76	5.42
Traveller of Irish heritage	9.34	10.96	28.99	44.09	16.57
Any other White background	1.84	5.35	16.01	13.23	3.50
Gypsy/ Roma	7.76	13.49	30.07	38.70	14.76
White and Black Caribbean	4.73	14.89	38.21	39.93	10.77
White and Black African	3.04	8.57	26.94	27.18	6.31
White and Asian	1.71	7.03	19.45	15.74	3.57
Any other Mixed background	2.60	9.61	24.20	19.69	5.54
Indian	0.91	2.63	5.93	2.34	1.28
Pakistani	2.19	5.50	9.52	5.49	3.37
Bangladeshi	1.89	4.09	8.62	3.54	2.70
Any other Asian background	1.18	3.96	9.71	4.19	1.92
Black Caribbean	5.36	13.13	31.96	33.29	10.84
Black African	3.37	7.93	17.42	9.22	5.37
Any other Black background	4.05	11.48	27.59	24.10	8.27
Chinese	0.46	1.20	3.91	4.71	0.73
Any other ethnic group	1.90	4.99	12.44	10.34	3.28
Unclassified (4)	4.08	12.20	35.06	27.02	8.11
All pupils	2.26	8.28	23.50	18.40	5.03

Source: School Census

The number of exclusions by SEN stage and ethnicity expressed as a percentage of pupils of compulsory school age and above with the same SEN stage and ethnicity (excluding dually registered pupils) in January each year.

Ethnicity information is only available for pupils of compulsory school age and above.

(1) Includes middle schools as deemed.

(2) Includes data for City Technology Colleges and Academies (including all through Academies).

(3) Includes maintained and non-maintained special schools. Excludes general hospital schools.

(4) Includes pupils whose ethnic information was not sought or was refused or could not be determined.

x a rate based on less than 5 pupils

**B.6: Maintained primary, state-funded secondary and special schools<sup>(1)(2)(3)</sup>  
permanent<sup>(4)</sup> exclusion rates by SEN and ethnicity and type of school (2009/10)**

Ethnicity	Permanent Exclusions (4)				
	Maintained primary schools (1)				
	No SEN	School Action	School action plus	Statemented	All pupils
White British	0.00	0.02	0.15	0.19	0.02
Irish	0.00	0.00	x	0.00	x
Traveller of Irish heritage	x	x	x	0.00	0.19
Any other White background	x	0.00	0.07	x	0.01
Gypsy/ Roma	0.00	0.00	x	x	x
White and Black Caribbean	x	0.00	0.48	x	0.06
White and Black African	x	0.00	0.43	x	0.05
White and Asian	0.00	0.00	x	x	x
Any other Mixed background	x	x	0.35	0.61	0.04
Indian	0.00	0.00	x	0.00	x
Pakistani	0.00	x	x	0.00	x
Bangladeshi	0.00	x	0.00	0.00	x
Any other Asian background	0.00	0.00	0.00	0.00	0.00
Black Caribbean	x	x	0.60	0.72	0.10
Black African	x	x	0.11	0.00	0.01
Any other Black background	0.00	0.00	x	x	x
Chinese	0.00	0.00	0.00	0.00	0.00
Any other ethnic group	0.00	0.00	0.00	0.00	0.00
Unclassified (5)	0.00	x	x	x	x
All pupils	0.00	0.02	0.15	0.19	0.02

Ethnicity	State-funded secondary schools (1) (2)				
	No SEN	School Action	School action plus	Statemented	All pupils
	White British	0.05	0.24	1.04	0.32
Irish	x	x	2.05	x	0.21
Traveller of Irish heritage	x	x	2.36	0.00	1.25
Any other White background	0.04	0.19	0.98	x	0.12
Gypsy/ Roma	0.47	0.75	1.80	x	0.90
White and Black Caribbean	0.16	0.63	2.20	0.56	0.44
White and Black African	0.11	0.47	1.38	0.00	0.26
White and Asian	0.06	0.29	1.03	0.00	0.13
Any other Mixed background	0.09	0.34	1.39	x	0.22
Indian	0.02	0.07	0.55	0.00	0.04
Pakistani	0.07	0.21	0.49	0.38	0.12
Bangladeshi	0.12	0.11	0.64	0.00	0.14
Any other Asian background	0.03	0.11	0.50	x	0.06
Black Caribbean	0.25	0.90	1.97	1.24	0.58
Black African	0.12	0.33	1.14	x	0.23
Any other Black background	0.17	0.64	2.47	x	0.46
Chinese	x	0.00	x	0.00	x
Any other ethnic group	0.10	0.14	0.60	0.00	0.14
Unclassified (5)	0.07	0.46	1.55	0.68	0.23
All pupils	0.06	0.26	1.07	0.34	0.15



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Ethnicity	Special schools (3)				
	No SEN	School Action	School action plus	Statemented	All pupils
White British	0.00	0.00	0.00	0.12	0.11
Irish	0.00	0.00	0.00	0.00	0.00
Traveller of Irish heritage	0.00	0.00	0.00	0.00	0.00
Any other White background	0.00	0.00	0.00	x	x
Gypsy/ Roma	0.00	0.00	0.00	x	x
White and Black Caribbean	0.00	0.00	0.00	x	x
White and Black African	0.00	0.00	0.00	0.00	0.00
White and Asian	0.00	0.00	0.00	x	x
Any other Mixed background	0.00	0.00	0.00	x	x
Indian	0.00	0.00	0.00	0.00	0.00
Pakistani	0.00	0.00	0.00	x	x
Bangladeshi	0.00	0.00	0.00	0.00	0.00
Any other Asian background	0.00	0.00	0.00	0.00	0.00
Black Caribbean	0.00	0.00	0.00	0.58	0.57
Black African	0.00	0.00	0.00	x	x
Any other Black background	0.00	0.00	0.00	0.00	0.00
Chinese	0.00	0.00	0.00	0.00	0.00
Any other ethnic group	0.00	0.00	0.00	x	x
Unclassified (5)	0.00	0.00	0.00	x	x
All pupils	0.00	0.00	0.00	0.12	0.12

Ethnicity	All Schools				
	No SEN	School Action	School action plus	Statemented	All pupils
White British	0.03	0.13	0.57	0.20	0.08
Irish	x	x	1.10	x	0.11
Traveller of Irish heritage	x	0.45	0.95	0.00	0.47
Any other White background	0.02	0.09	0.49	0.11	0.06
Gypsy/ Roma	0.15	0.25	0.76	1.17	0.33
White and Black Caribbean	0.08	0.30	1.29	0.48	0.24
White and Black African	0.05	0.19	0.82	x	0.14
White and Asian	0.03	0.12	0.47	x	0.06
Any other Mixed background	0.04	0.15	0.80	0.40	0.12
Indian	0.01	0.03	0.25	0.00	0.02
Pakistani	0.03	0.10	0.19	0.12	0.05
Bangladeshi	0.05	0.06	0.26	0.00	0.06
Any other Asian background	0.01	0.06	0.23	x	0.03
Black Caribbean	0.13	0.44	1.25	0.84	0.34
Black African	0.06	0.16	0.54	x	0.11
Any other Black background	0.08	0.28	1.16	x	0.22
Chinese	x	0.00	x	0.00	x
Any other ethnic group	0.05	0.07	0.27	x	0.06
Unclassified (5)	0.04	0.31	1.03	0.37	0.16
All pupils	0.03	0.13	0.58	0.21	0.09

Source: School Census

The number of exclusions by SEN stage and ethnicity expressed as a percentage of pupils of compulsory school age and above with the same SEN stage and ethnicity (excluding dually registered pupils) in January each year.

Ethnicity information is only available for pupils of compulsory school age and above.

(1) Includes middle schools as deemed.

(2) Includes data for City Technology Colleges and Academies (including all through Academies).

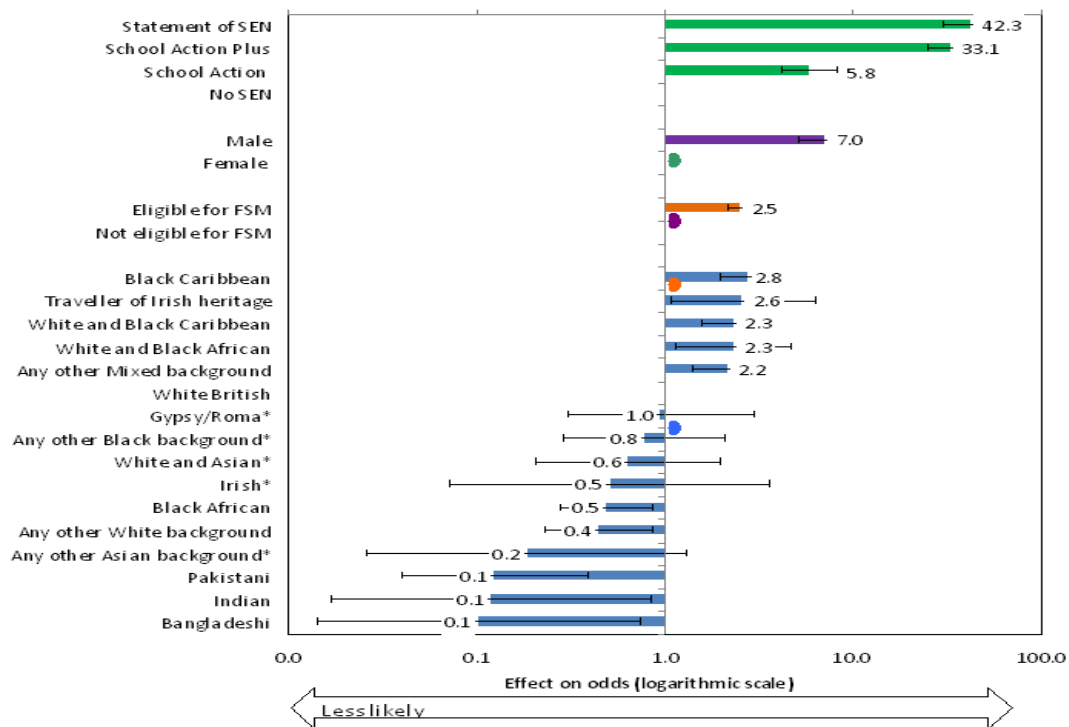
(3) Includes maintained and non-maintained special schools. Excludes general hospital schools.

(4) Figures relating to permanent exclusions are estimates based on incomplete-pupil level data.

(5) Includes pupils whose ethnic information was not sought or was refused or could not be determined.

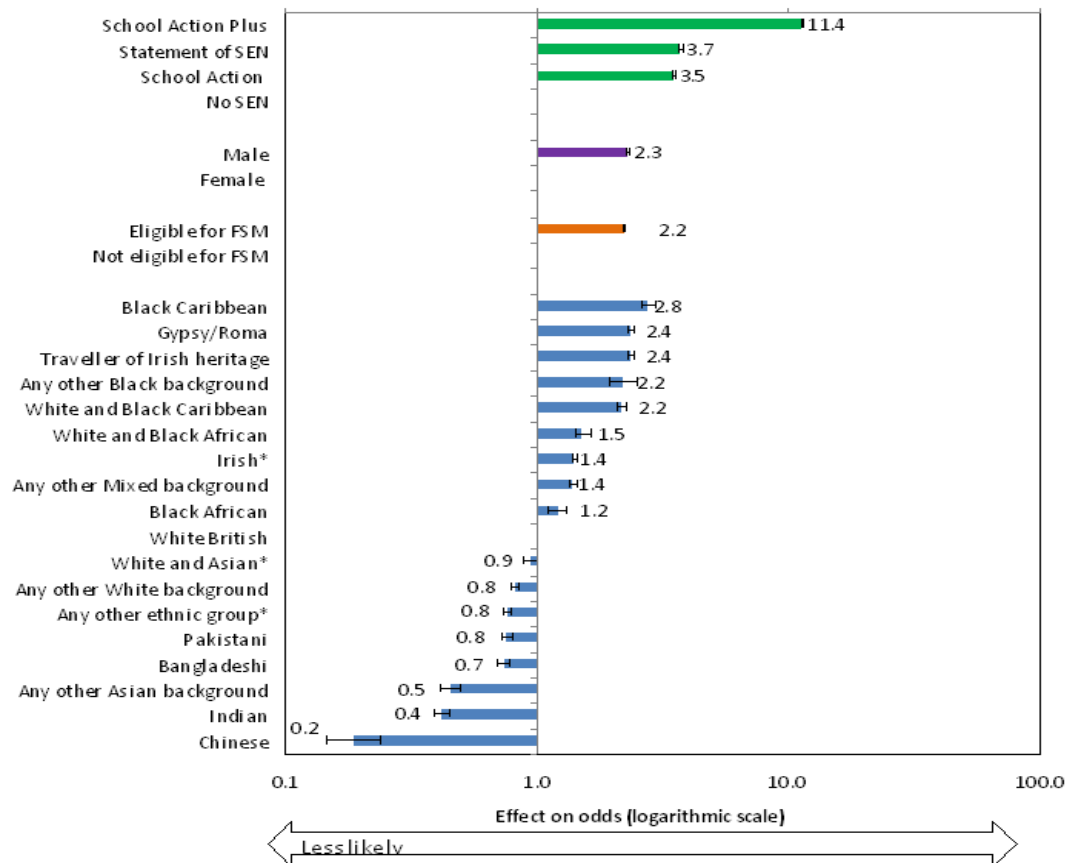
x a rate based on less than 5 pupils

**B.7: Effect of various pupil characteristics on the odds of being permanently excluded across primary schools (2009/10)**



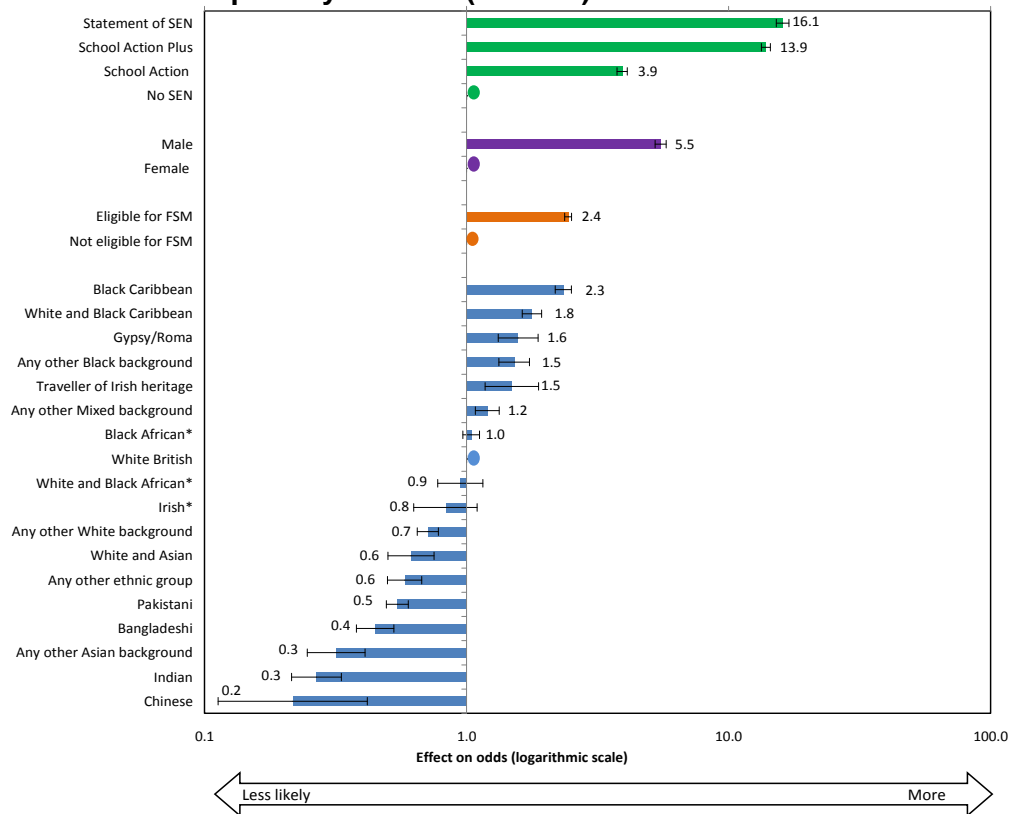
Source: School Census

**B.8: Effect of various pupil characteristics on the odds of being permanently excluded across state funded secondary schools, (2009/10)**



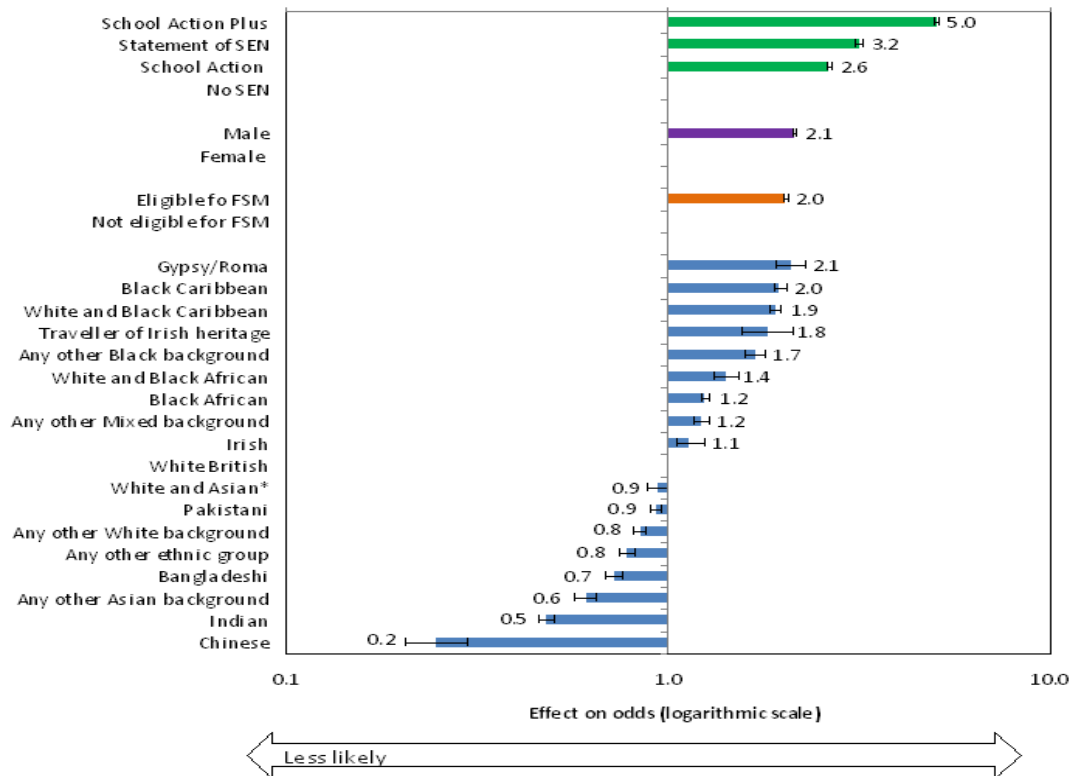
Source: School Census

**B.9: Effect of various pupil characteristics on the odds of receiving a fixed period exclusion in primary schools (2009/10)**



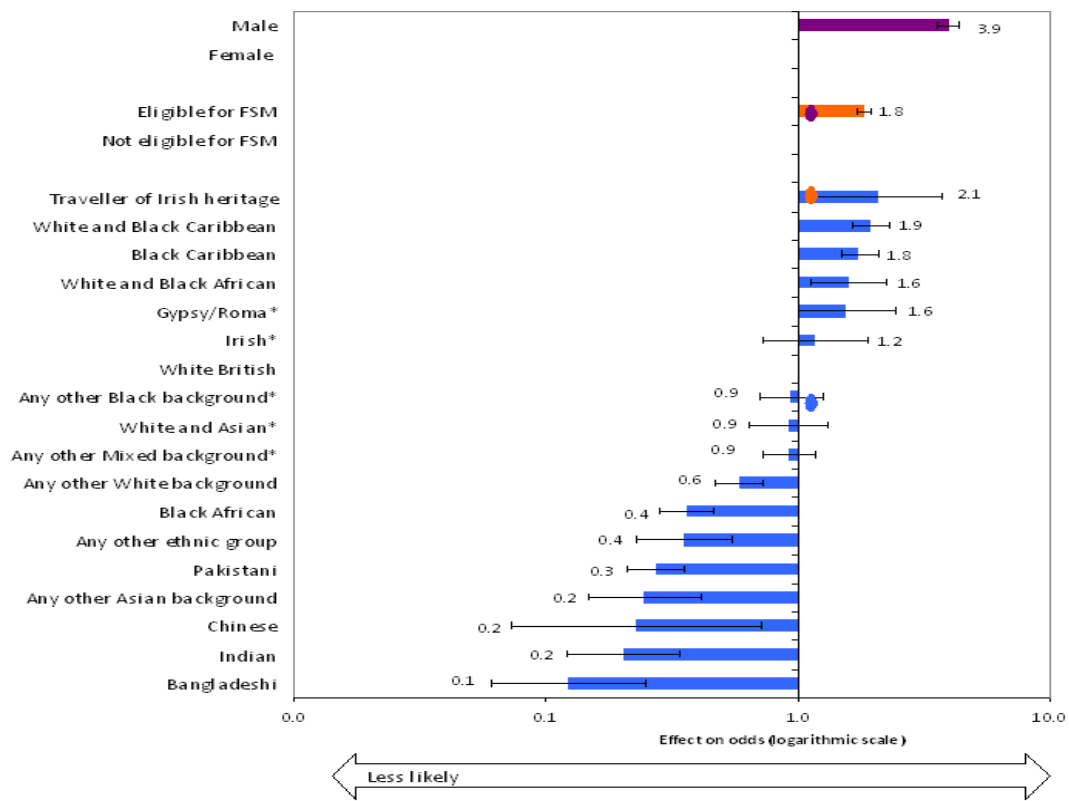
Source: School Census

**B.10: Effect of various pupil characteristics on the odds of receiving a fixed period exclusion in secondary schools (2009/10)**



Source: School Census

**B.11: Effect of various pupil characteristics on the odds of receiving a fixed period exclusion in special schools (2009/10)**



Source: School Census

For special schools, the SEN indicator was not included in the model.

## Annex C: Factors associated with exclusion at school level

This annex provides tables showing the factors associated with exclusion at school level. After this, charts are shown with exclusion rates for pupils with certain characteristics by the proportion of pupils in the school with these characteristics. These are given by school phase.

### C.1: Maintained primary, state-funded secondary and special schools <sup>(1)(2)(3)</sup> number and rate of permanent <sup>(4)</sup> and fixed period exclusions by school governance type (2009/10)

Maintained Primary (1)					
Type of Establishment	Total Headcount	Number of Fixed Period Exclusions	Fixed Period Exclusions - Percentage of School Population (5)	Number of Permanent Exclusions	Permanent Exclusions - Percentage of School Population (6)
Academies	.	.	.	.	.
City Technology College	.	.	.	.	.
Community	2,763,500	28,880	1.05	470	0.02
Community Special	.	.	.	.	.
Foundation	125,150	910	0.73	10	0.01
Foundation Special	.	.	.	.	.
Non-Maintained Special	.	.	.	.	.
Voluntary aided	790,570	4,440	0.56	70	0.01
Voluntary controlled	414,490	2,980	0.72	60	0.02
<b>All state-funded schools</b>	<b>4,093,710</b>	<b>37,210</b>	<b>0.91</b>	<b>610</b>	<b>0.01</b>

State-Funded Secondary (1)(2)					
Type of Establishment	Total Headcount	Number of Fixed Period Exclusions	Fixed Period Exclusions - Percentage of School Population (5)	Number of Permanent Exclusions	Permanent Exclusions - Percentage of School Population (6)
Academies	193,280	28,440	14.72	590	0.30
City Technology College	3,440	200	5.71	x	x
Community	1,602,600	144,870	9.04	2,410	0.15
Community Special	.	.	.	.	.
Foundation	848,340	65,260	7.69	1,130	0.13
Foundation Special	.	.	.	.	.
Non-Maintained Special	.	.	.	.	.
Voluntary aided	502,180	33,740	6.72	630	0.13
Voluntary controlled	102,310	6,760	6.60	90	0.09
<b>All state-funded schools</b>	<b>3,252,140</b>	<b>279,260</b>	<b>8.59</b>	<b>4,860</b>	<b>0.15</b>

## Continued from previous page

Special (3)					
Type of Establishment	Total Headcount	Number of Fixed Period Exclusions	Fixed Period Exclusions - Percentage of School Population (5)	Number of Permanent Exclusions	Permanent Exclusions - Percentage of School Population (6)
Academies	.	.	.	.	.
City Technology College	.	.	.	.	.
Community	.	.	.	.	.
Community Special Foundation	82,680	14,200	17.18	90	0.11
Foundation Special	3,390	340	10.06	x	x
Non-Maintained Special	4,500	360	8.02	10	0.18
Voluntary aided	.	.	.	.	.
Voluntary controlled	.	.	.	.	.
<b>All state-funded schools</b>	<b>90,580</b>	<b>14,910</b>	<b>16.46</b>	<b>100</b>	<b>0.11</b>

## All state-funded schools

Type of Establishment	Total Headcount	Number of Fixed Period Exclusions	Fixed Period Exclusions - Percentage of School Population (5)	Number of Permanent Exclusions	Permanent Exclusions - Percentage of School Population (6)
Academies	193,280	28,440	14.72	590	0.30
City Technology College	3,440	200	5.71	x	x
Community	4,366,100	173,750	3.98	2,880	0.07
Community Special Foundation	82,680	14,200	17.18	90	0.11
Foundation Special	973,490	66,170	6.80	1,150	0.12
Foundation Special	3,390	340	10.06	x	x
Non-Maintained Special	4,500	360	8.02	10	0.18
Voluntary aided	1,292,760	38,180	2.95	700	0.05
Voluntary controlled	516,800	9,740	1.88	150	0.03
<b>All state-funded schools</b>	<b>7,436,430</b>	<b>331,380</b>	<b>4.46</b>	<b>5,570</b>	<b>0.07</b>

Source: School Census and Edubase

(1) Includes middle schools as deemed.

(2) Includes City Technology Colleges and Academies (including all through Academies).

(3) Includes maintained and non-maintained special schools. Excludes general hospital schools.

(4) Number of permanent exclusions as reported by schools.

(5) The number of fixed period exclusions expressed as a percentage of the number (headcount) of all pupils (excluding dually registered pupils) at January 2010.

(6) The number of permanent exclusions expressed as a percentage of the number (headcount) of all pupils (excluding dually registered pupils) at January 2010.

Total number of permanent exclusions and overall permanent exclusion rate differ from published national figures because no Local Authority adjustments have been applied here.

x less than 5 or a rate based on less than 5

Figures have been rounded to the nearest 10.

. Not applicable

**C.2: Maintained primary, state-funded secondary and special schools <sup>(1)(2)(3)</sup>  
number and rate of permanent<sup>(4)</sup> and fixed period exclusions by gender of  
school (2009/10)**

Maintained Primary (1)						
Gender of school	Total Headcount	Number of Fixed Period Exclusions	Fixed Period Exclusions - Percentage of School Population (5)	Number of Permanent Exclusions	Permanent Exclusions - Percentage of School Population (6)	
Boys	550	10	1.81	x	x	
Girls	1,200	20	1.42	x	x	
Mixed	4,091,960	37,190	0.91	600	0.01	
<b>All state-funded schools</b>	<b>4,093,710</b>	<b>37,210</b>	<b>0.91</b>	<b>610</b>	<b>0.01</b>	
State-Funded Secondary (1)(2)						
Gender of school	Total Headcount	Number of Fixed Period Exclusions	Fixed Period Exclusions - Percentage of School Population (5)	Number of Permanent Exclusions	Permanent Exclusions - Percentage of School Population (6)	
Boys	153,020	11,630	7.60	220	0.14	
Girls	217,430	9,030	4.15	160	0.08	
Mixed	2,881,680	258,600	8.97	4,470	0.16	
<b>All state-funded schools</b>	<b>3,252,140</b>	<b>279,260</b>	<b>8.59</b>	<b>4,860</b>	<b>0.15</b>	
Special Schools(3)						
Gender of school	Total Headcount	Number of Fixed Period Exclusions	Fixed Period Exclusions - Percentage of School Population (5)	Number of Permanent Exclusions	Permanent Exclusions - Percentage of School Population (6)	
Boys	3,390	3,580	105.66	20	0.56	
Girls	160	x	x	0	0.00	
Mixed	87,030	11,320	13.01	80	0.10	
<b>All state-funded schools</b>	<b>90,580</b>	<b>14,910</b>	<b>16.46</b>	<b>100</b>	<b>0.11</b>	
All state-funded schools						
Gender of school	Total Headcount	Number of Fixed Period Exclusions	Fixed Period Exclusions - Percentage of School Population (5)	Number of Permanent Exclusions	Permanent Exclusions - Percentage of School Population (6)	
Boys	156,970	15,220	9.70	240	0.15	
Girls	218,790	9,050	4.14	170	0.08	
Mixed	7,060,670	307,110	4.35	5,160	0.07	
<b>All state-funded schools</b>	<b>7,436,430</b>	<b>331,380</b>	<b>4.46</b>	<b>5,570</b>	<b>0.07</b>	

(1) Includes middle schools as deemed.

(2) Includes City Technology Colleges and Academies (including all through Academies).

(3) Includes maintained and non-maintained special schools. Excludes general hospital schools.

(4) Number of permanent exclusions as reported by schools.

(5) The number of fixed period exclusions expressed as a percentage of the number (headcount) of all pupils (excluding dually registered pupils) at January 2010.

(6) The number of permanent exclusions expressed as a percentage of the number (headcount) of all pupils (excluding dually registered pupils) at January 2010.

Total number of permanent exclusions and overall permanent exclusion rate differ from published national figures because no Local Authority adjustments have been applied here.

x less than 5 or a rate based on less than 5

Figures have been rounded to the nearest 10.

. Not applicable

**C.3: Rates of permanent and fixed term for schools by Ofsted behaviour rating at the time of their last full inspection (for inspections conducted between 1 September 2008 and 31 August 2009)<sup>(1)</sup>**

Ofsted Judgement	Permanent Exclusions <sup>(2)</sup>		Fixed Period Exclusions	
	Number	Percentage <sup>(3)</sup>	Number	Percentage <sup>(4)</sup>
<b>Outstanding</b>				
Primary	50	0.01	1,890	0.35
Secondary	240	0.07	17,320	5.27
Special	10	0.05	975	5.77
<b>All</b>	<b>300</b>	<b>0.03</b>	<b>20,190</b>	<b>2.28</b>
<b>Good</b>				
Primary	145	0.02	8,370	1.24
Secondary	855	0.16	52,625	9.85
Special	25	0.25	2,140	23.53
<b>All</b>	<b>1,025</b>	<b>0.08</b>	<b>63,135</b>	<b>5.19</b>
<b>Satisfactory</b>				
Primary	35	0.05	2,435	3.59
Secondary	575	0.31	27,155	14.80
Special	10	1.13	1,885	177.14
<b>All</b>	<b>620</b>	<b>0.25</b>	<b>31,475</b>	<b>12.47</b>
<b>Inadequate</b>				
Primary	0	0.00	100	4.64
Secondary	30	0.27	3,250	28.51
Special	x	x	245	232.38
<b>All</b>	<b>35</b>	<b>0.25</b>	<b>3,590</b>	<b>26.38</b>
<b>All schools</b>				
Primary	230	0.02	12,795	1.00
Secondary	1,705	0.16	100,350	9.49
Special	45	0.17	5,245	19.28
<b>All</b>	<b>1,980</b>	<b>0.08</b>	<b>118,390</b>	<b>5.00</b>

Source: School Census and Ofsted

(1) Includes schools rated as "Outstanding", "Good", "Satisfactory" or "Inadequate" by Ofsted for pupil's behaviour for inspections conducted between 1 September 2008 and 31 August 2009.

(2) Number of permanent exclusions as reported by schools.

(3) The number of permanent exclusions expressed as a percentage of the number (headcount) of all pupils (excluding dually registered pupils) attending schools with the same Ofsted judgement at January 2009.

(4) The number of fixed period exclusions expressed as a percentage of the number (headcount) of all pupils (excluding dually registered pupils) attending schools with the same Ofsted judgement at January 2009.

x less than 5 or a rate based on less than 5.

Figures have been rounded to the nearest 5.



**C.4: Rates of permanent and fixed term for schools by Ofsted behaviour rating at the time of their last full inspection (for inspections conducted between 1 September 2009 and 31 August 2010)<sup>(1)</sup>**

Ofsted Judgement	Permanent Exclusions <sup>(2)</sup>		Fixed Period Exclusions	
	Number	Percentage <sup>(3)</sup>	Number	Percentage <sup>(4)</sup>
<b>Outstanding</b>				
Primary	15	0.01	790	0.32
Secondary	100	0.10	5,730	5.54
Special	10	0.05	730	4.29
<b>All</b>	<b>125</b>	<b>0.03</b>	<b>7,250</b>	<b>1.98</b>
<b>Good</b>				
Primary	125	0.02	7,840	1.05
Secondary	880	0.18	43,475	8.94
Special	20	0.13	2,470	16.13
<b>All</b>	<b>1,025</b>	<b>0.08</b>	<b>53,785</b>	<b>4.32</b>
<b>Satisfactory</b>				
Primary	50	0.04	3,850	2.95
Secondary	505	0.23	28,400	12.93
Special	5	0.56	1,310	104.47
<b>All</b>	<b>560</b>	<b>0.16</b>	<b>33,560</b>	<b>9.55</b>
<b>Inadequate</b>				
Primary	x	x	405	8.79
Secondary	60	0.31	3,385	16.75
Special	0	0.00	480	161.62
<b>All</b>	<b>65</b>	<b>0.26</b>	<b>4,270</b>	<b>17.01</b>
<b>All schools</b>				
Primary	200	0.02	12,880	1.15
Secondary	1,545	0.19	80,990	9.76
Special	35	0.10	4,990	14.73
<b>All</b>	<b>1,780</b>	<b>0.09</b>	<b>98,860</b>	<b>4.97</b>

Source: School Census and Ofsted

(1) Includes schools rated as "Outstanding", "Good", "Satisfactory" or "Inadequate" by Ofsted for pupil's behaviour for inspections conducted between 1 September 2009 and 31 August 2010.

(2) Number of permanent exclusions as reported by schools.

(3) The number of permanent exclusions expressed as a percentage of the number (headcount) of all pupils (excluding dually registered pupils) attending schools with the same Ofsted judgement at January 2010.

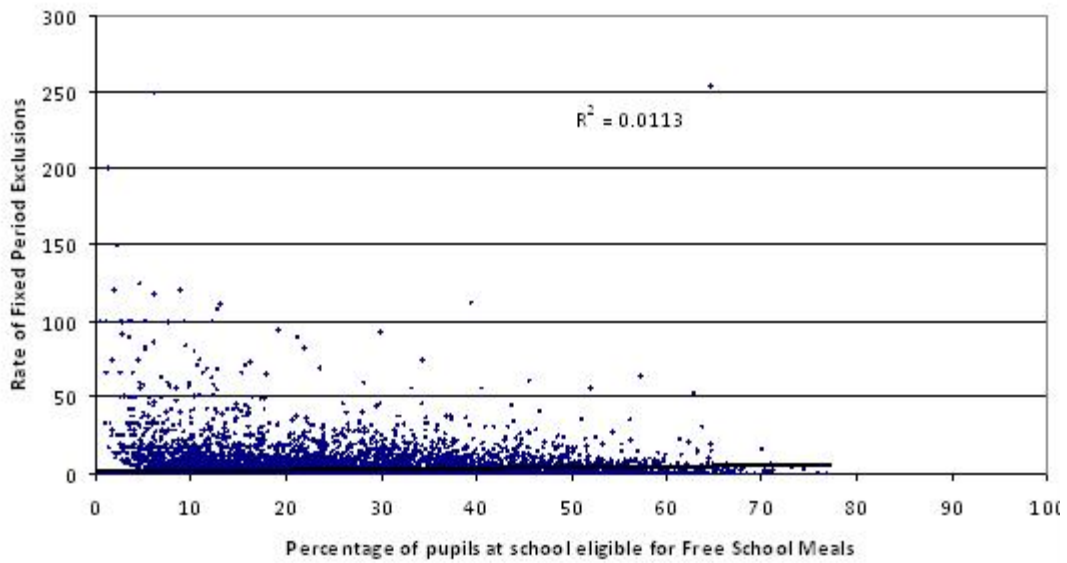
(4) The number of fixed period exclusions expressed as a percentage of the number (headcount) of all pupils (excluding dually registered pupils) attending schools with the same Ofsted judgement at January 2010.

Behaviour judgements since September 2009 are based on Ofsted's new inspection framework. This new framework introduced changes in the wording and content of, and criteria for, judgements. In addition, the cycle of inspections also changed. Previously, schools were inspected around every three years, unless they had been judged to be inadequate. Under the new cycle, schools whose overall effectiveness is judged to be satisfactory are inspected around every three years, while in general those whose overall effectiveness is judged to be good or outstanding are now inspected around every five years, though may be inspected earlier. Those whose overall effectiveness is judged to be inadequate continue to receive regular monitoring visits. Due to these changes it is not advisable to compare data between 2008 and 2009, as this may not be a true reflection of changes in the standards of behaviour in schools.

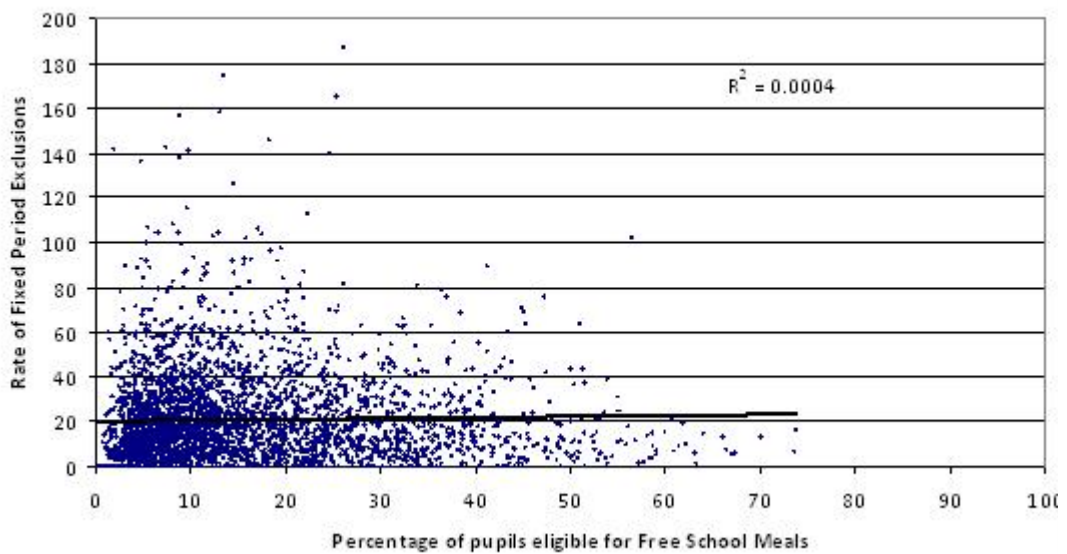
x less than 5 or a rate based on less than 5.

Figures have been rounded to the nearest 5.

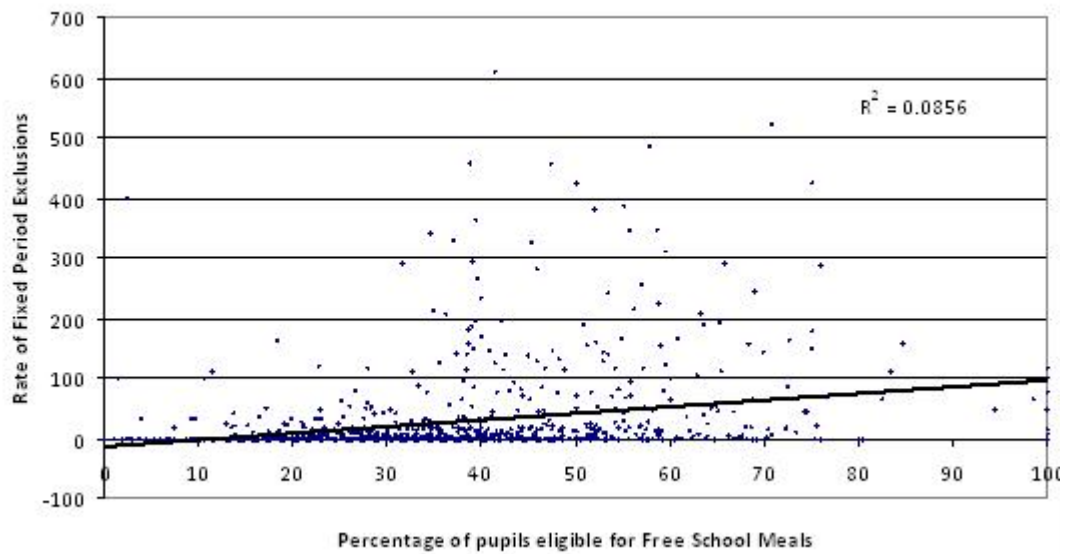
**C.5: Rates of fixed period exclusions for pupils eligible for Free School Meals by the percentage of pupils at the school eligible for FSM in primary schools (2009/10)**



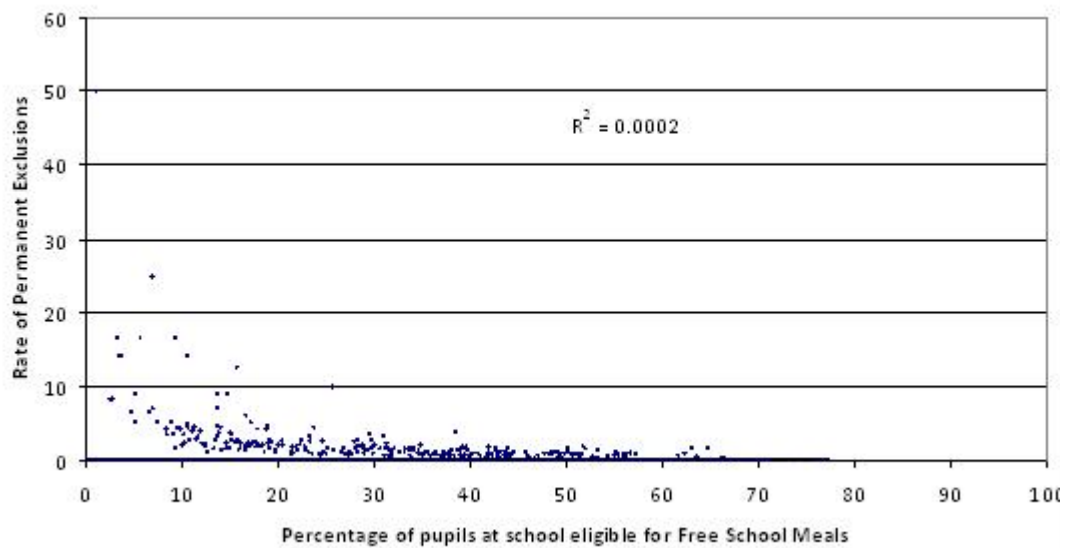
**C.6: Rates of fixed period exclusions for pupils eligible for FSM by the percentage of pupils at the school eligible for FSM in secondary schools (2009/10)**



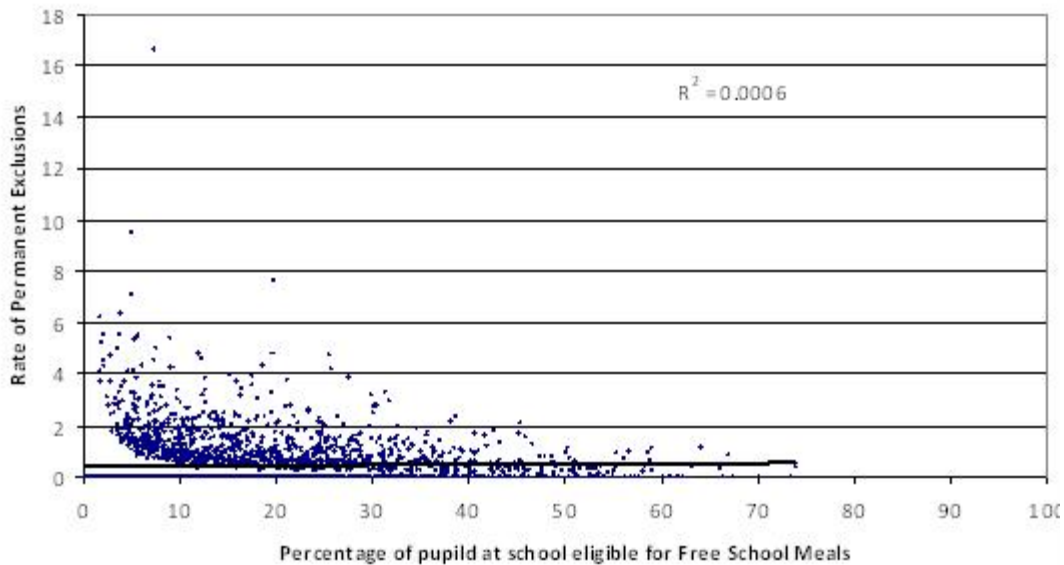
**C.7: Rates of fixed period exclusions for pupils eligible for FSM by the percentage of pupils at the school eligible for FSM in special schools (2009/10)**



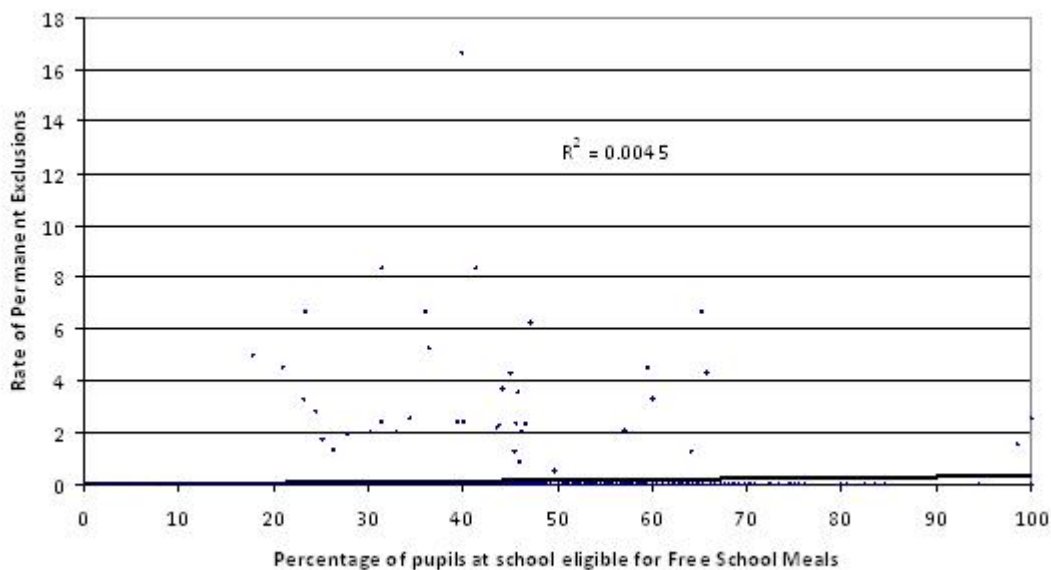
**C.8: Rates of permanent exclusions for pupils eligible for FSM by the percentage of pupils at the school eligible for FSM in primary schools (2009/10)**



**C.9: Rates of permanent exclusions for pupils eligible for FSM by the percentage of pupils at the school eligible for FSM in secondary schools (2009/10)**



**C.10: Rates of permanent exclusions for pupils eligible for FSM by the percentage of pupils at the school eligible for FSM in special schools (2009/10)**



**Technical Notes**

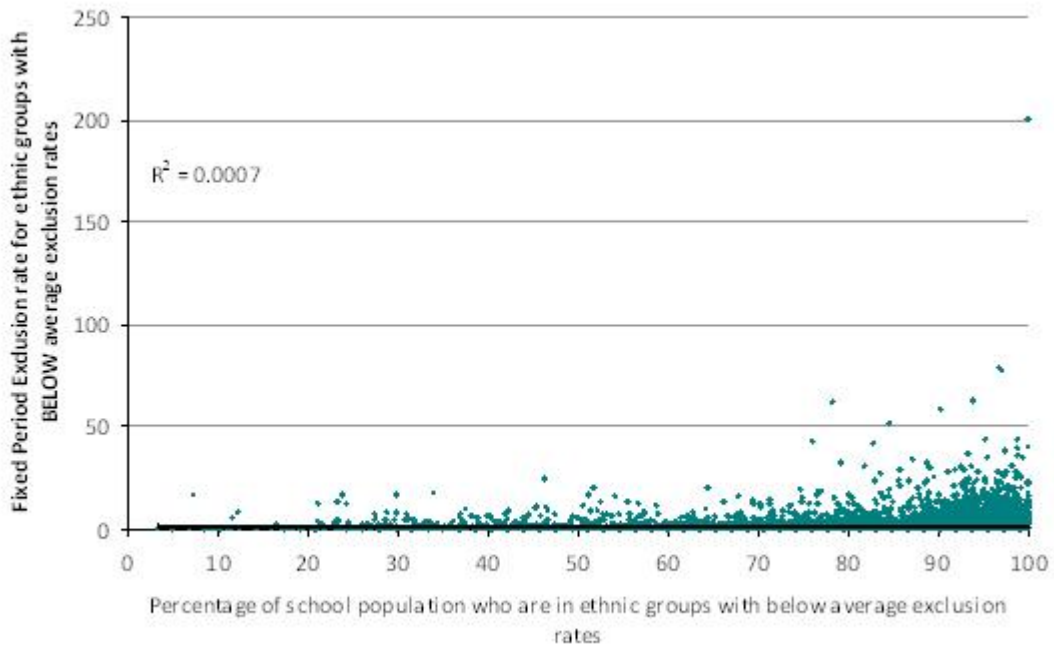
White British pupils had below average exclusions rates for permanent exclusions, and above average for fixed period. These pupils have been included in the below average exclusion group.

*Schools that recorded no exclusions of pupils from the BME group being analysed were included in the analysis.*

The following charts are all presented in a standard format. Each dot represents one school with its position along the x axis representing the proportion of pupils in that school that are in the pupil group of interest (ethnic groups with high exclusion rates, ethnic groups with low exclusion rates) and its position along the y axis representing the exclusion rate recorded by that school for the pupil group of interest.

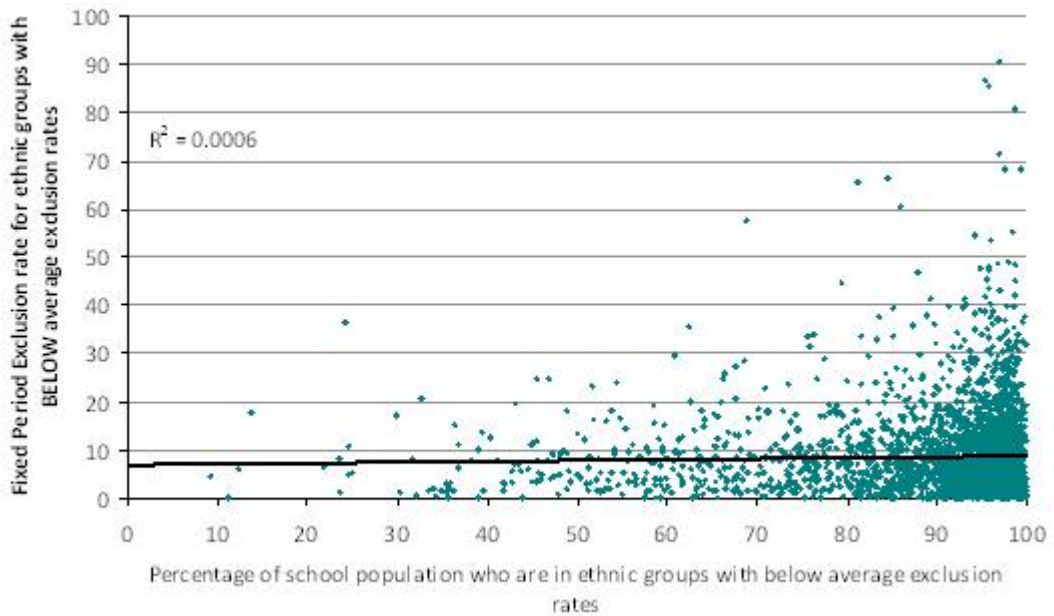
Each chart shows the line of best fit for the correlation (shown in orange).

**C.11: Rates of fixed period exclusions for ethnic groups with below average exclusion rates in primary schools (2009/10)**



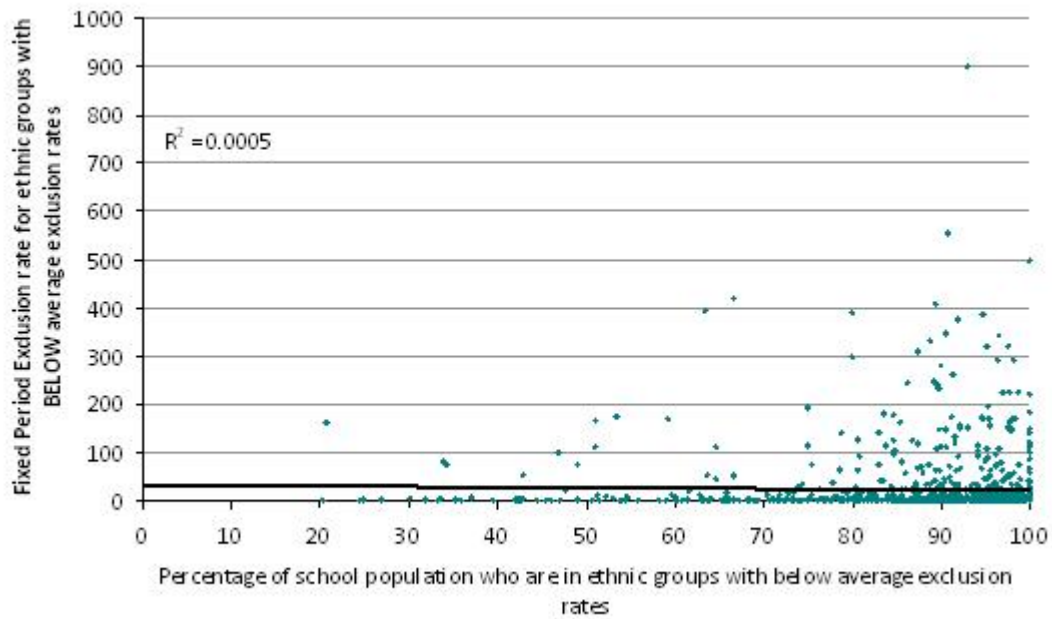
Source: School Census

**C.12: Rates of fixed period exclusions for ethnic groups with below average exclusion rates in secondary schools (2009/10)**



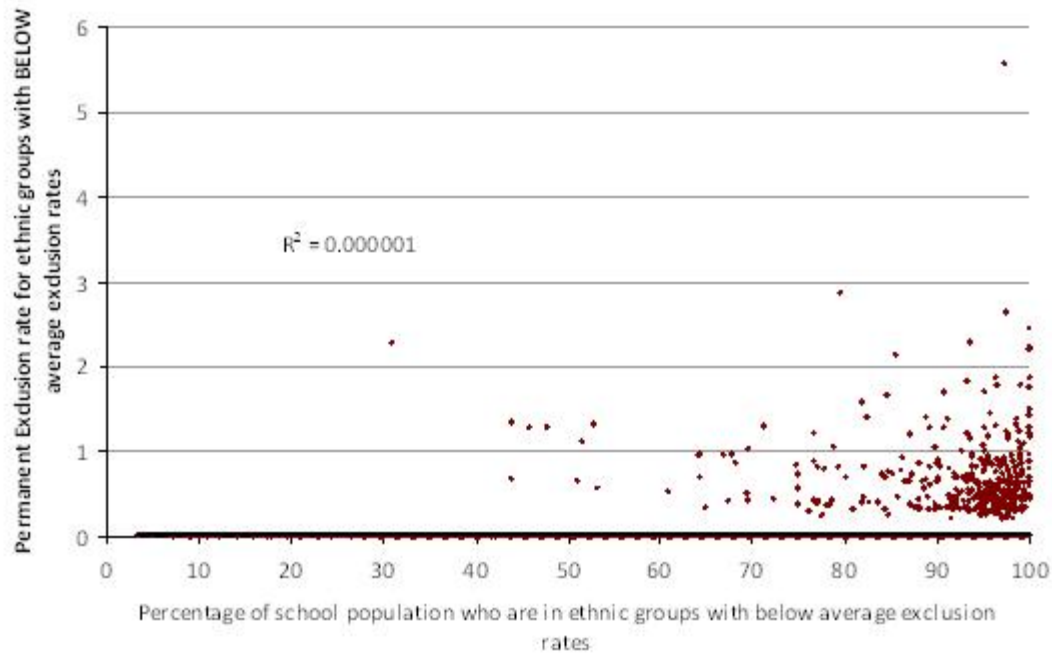
Source: School Census

**C.13: Rates of fixed period exclusions for ethnic groups with below average exclusion rates in special schools (2009/10)**



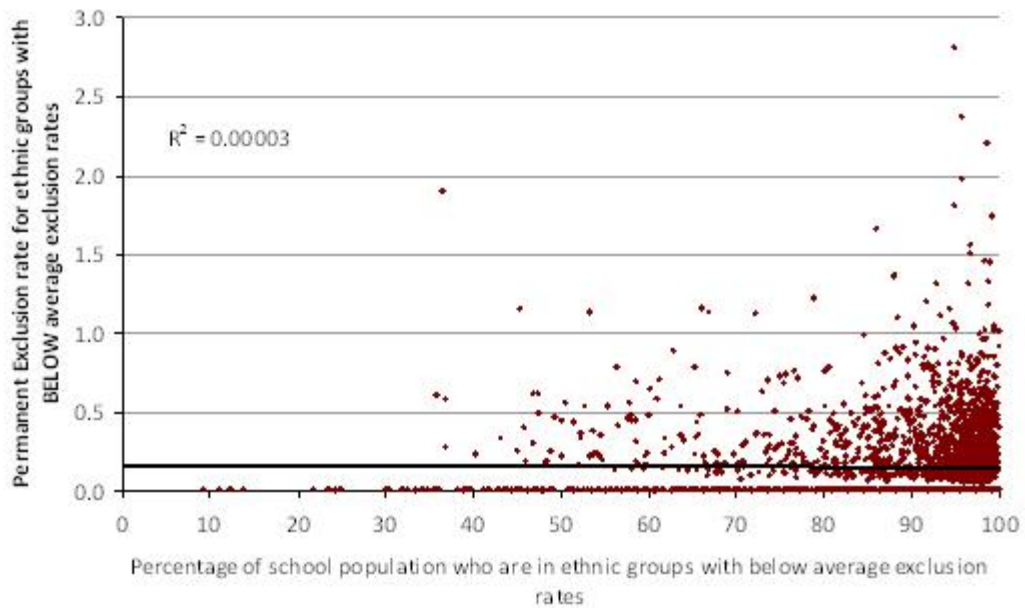
Source: School Census

**C.14: Rates of permanent exclusions for ethnic groups with below average exclusion rates in primary schools (2009/10)**



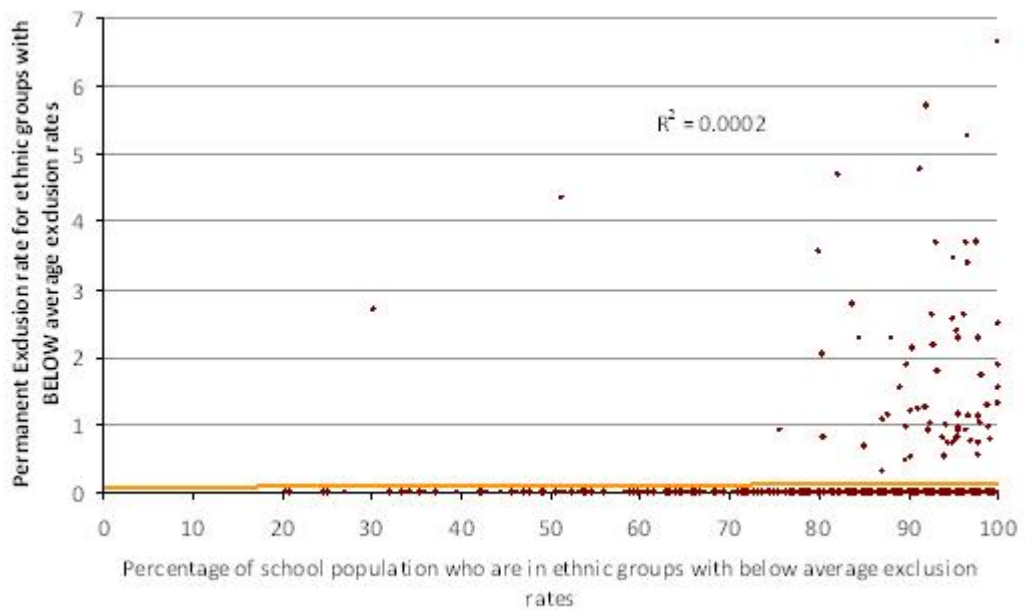
Source: School Census

**C.15: Rates of permanent exclusions for ethnic groups with below average exclusion rates in secondary schools (2009/10)**



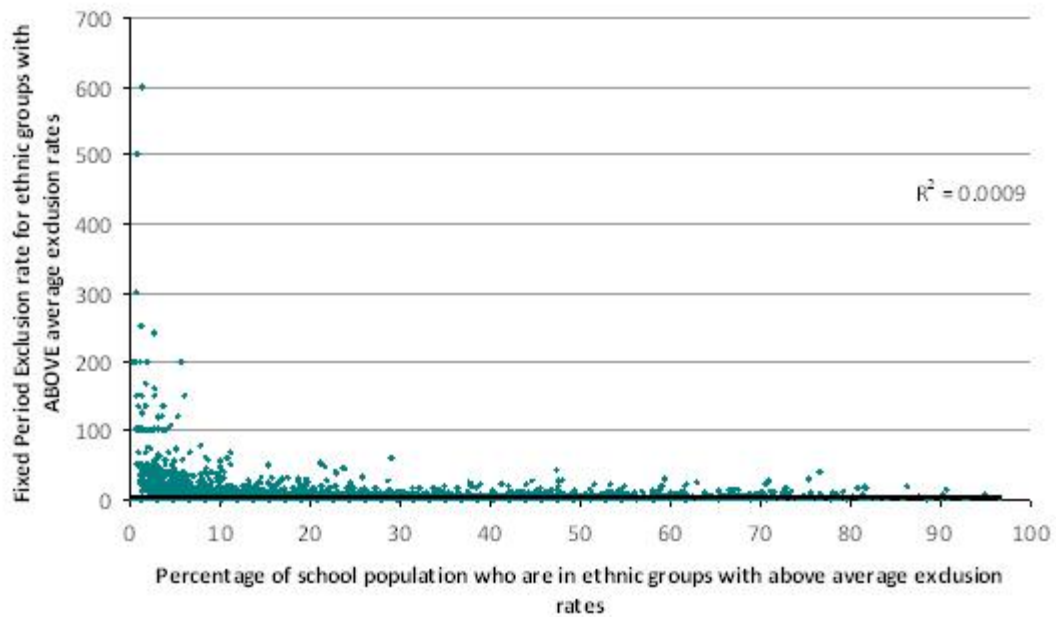
Source: School Census

**C.16: Rates of permanent exclusions for ethnic groups with below average exclusion rates in special schools (2009/10)**



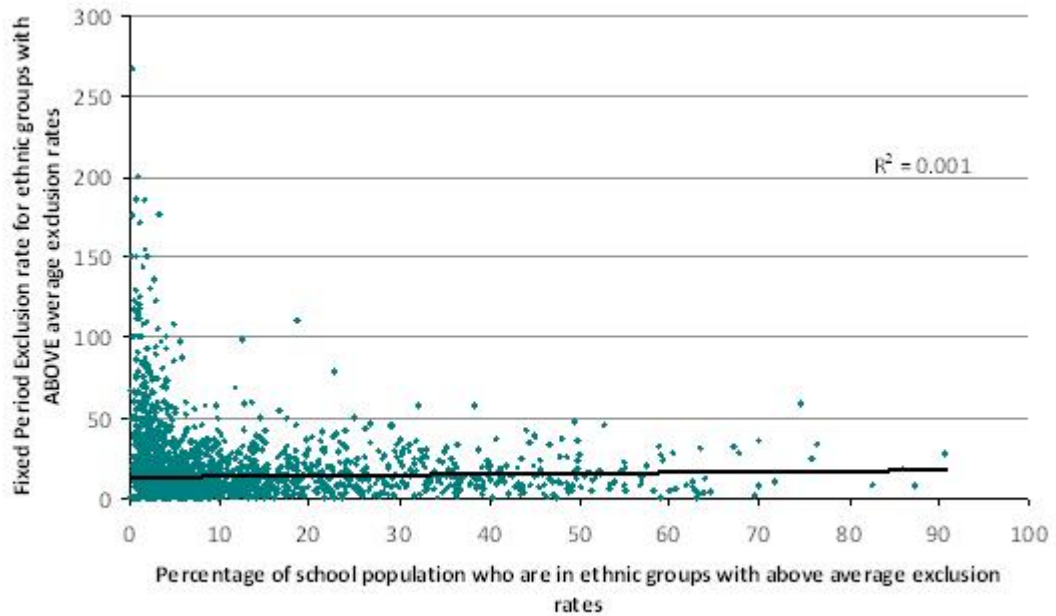
Source: School Census

**C.17: Rates of fixed period exclusions for ethnic groups with above average exclusion rates in primary schools (2009/10)**



Source: School Census

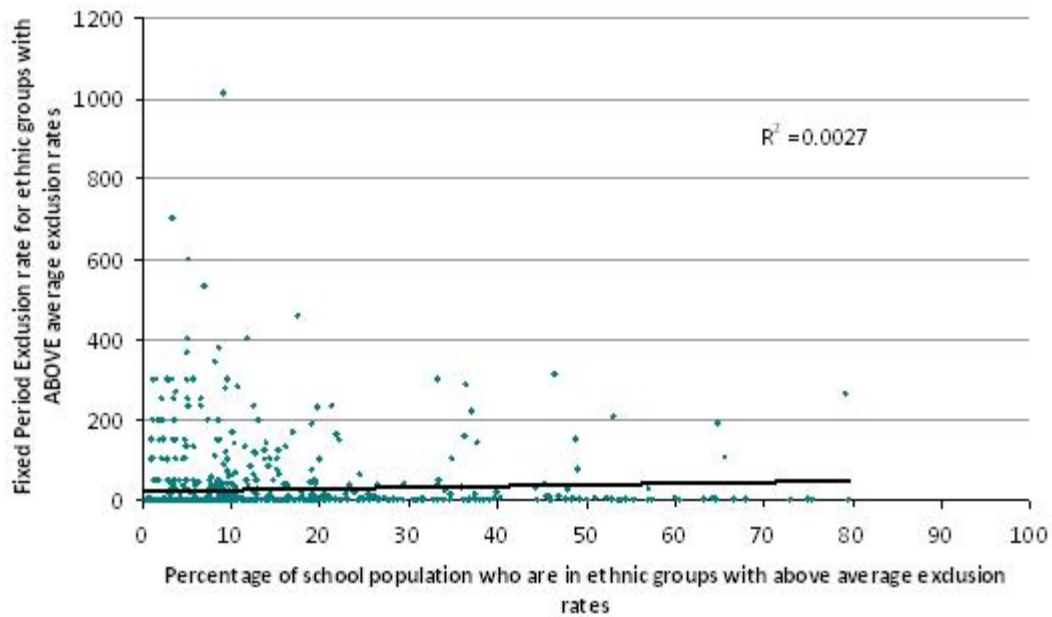
**C.18: Rates of fixed period exclusions for ethnic groups with above average exclusion rates in secondary schools (2009/10)**



Source: School Census

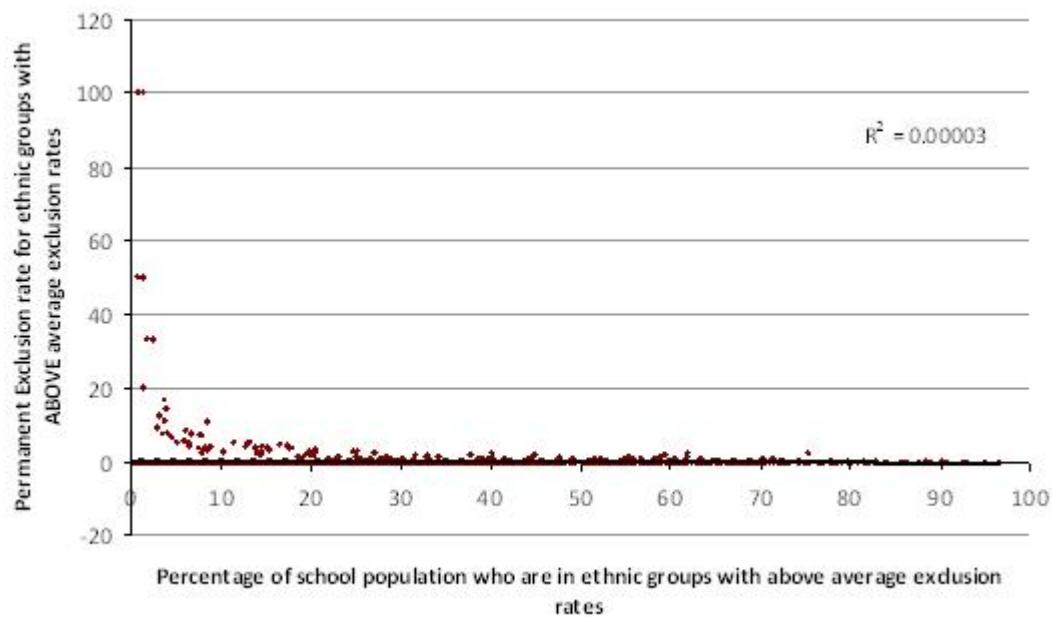


**C.19: Rates of fixed period exclusions for ethnic groups with above average exclusion rates in special schools (2009/10)**



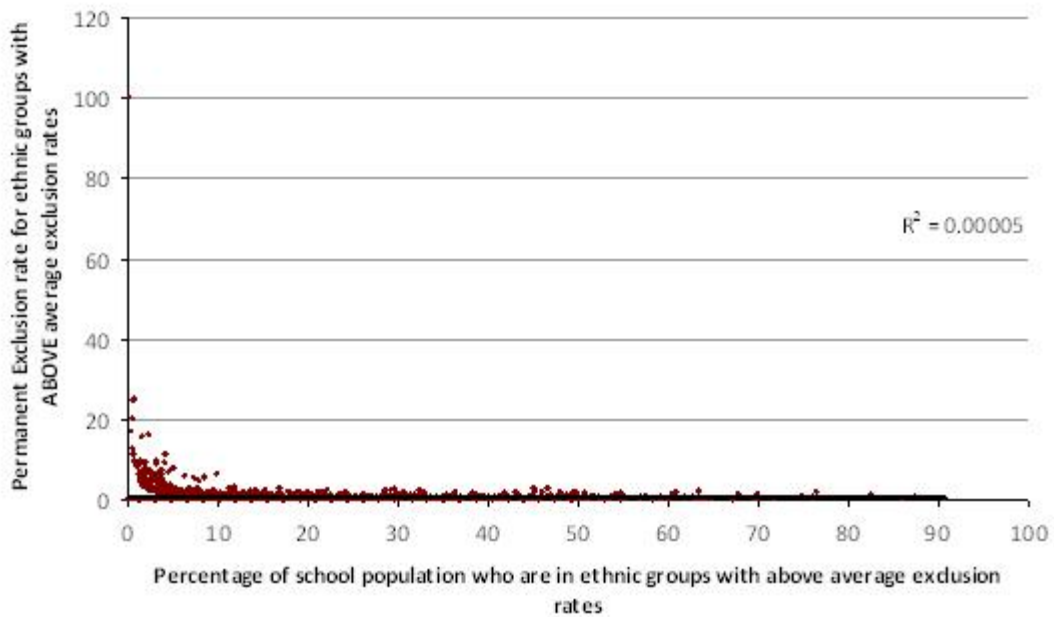
Source: School Census

**C.20: Rates of permanent exclusions for ethnic groups with above average exclusion rates in primary schools (2009/10)**



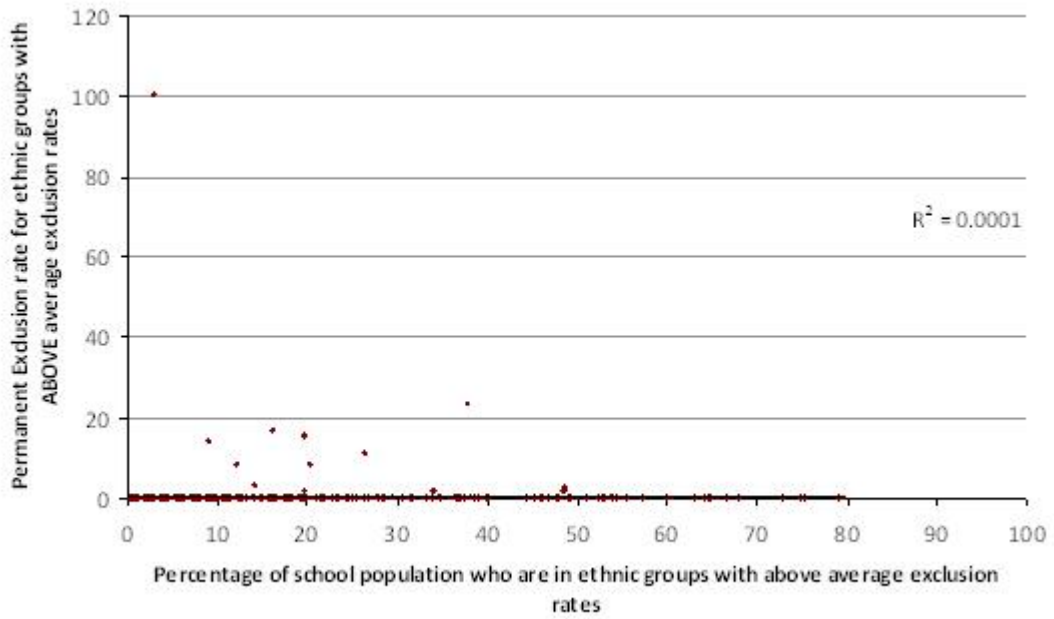
Source: School Census

**C.21: Permanent exclusions for ethnic groups with above average exclusion rates in secondary schools (2009/10)**



Source: School Census

**C.22: Permanent exclusions for ethnic groups with above average exclusion rates in special schools (2009/10)**



Source: School Census

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