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for Education

Education, children's social care and offending, descriptive statistics

A focus on Manchester

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Summary

This analysis uses Ministry of Justice and Department for Education data to look at the education and children's social care background of children who had been cautioned or sentenced for an offence and had attended school in Manchester local authority area. We focus on two main groups: children who had been cautioned or sentenced for any type of offence, and those who had been cautioned or sentenced for a serious violence offence. For the cohorts used in this analysis, there are approximately 940 children who had attended school in Manchester and been cautioned or sentenced for any offence, equivalent to 7% of the all-pupil cohort that had attended school in Manchester, and approximately 260 children who had attended school in Manchester and been cautioned or sentenced for a serious violence offence - equivalent to 2% of the all-pupil cohort.

While this publication focuses on those that attended school in Manchester, some of the accompanying tables include information on those that lived in Manchester but did not necessarily attend school there. There are approximately 1,030 children that lived in Manchester (regardless of where they attended school) who had been cautioned or sentenced for any offence, equivalent to 7% of the all-pupil cohort that lived in Manchester. There are approximately 280 children that lived in Manchester who had been cautioned or sentenced for a serious violence offence (equivalent to 2% of the all-pupil cohort). However, the primary focus of this analysis is on those who attended school in Manchester, unless otherwise stated.

This publication follows a previous [national level publication](#) that looked at the education and social care background of children in England that had been cautioned or sentenced for an offence across England and Wales. We have conducted this analysis in order to inform the work of the ten SAFE (Support, Attend, Fulfil, Exceed) Taskforces (for more information see [Support for vulnerable young people in serious violence hotspots](#)). A further publication will follow, that uses more complex analytical methods to understand the relationships between education, children's social care and offending, on a national level.

Equivalent analysis has been produced for each of the ten SAFE areas, which will then be followed by a dashboard containing all local authorities in England, due to be published in Autumn 2022. All of the data and findings in this publication refer to Manchester. To see the findings for England or the other nine SAFE areas, please see [Education, children's social care and offending](#).

Introduction

This paper investigates the education and children's social care background of children who had been cautioned or sentenced for an offence and attended school in Manchester, based on key variables from the Ministry of Justice and Department for Education data share which was undertaken in 2020. The data share covers offending data up to the end of 2017 and education and social care data up to the end of academic year 2017/18.

This descriptive statistics analysis has been produced to provide greater insight into the education and children's social care background of children who had been cautioned or sentenced for an offence. However, this analysis does not show, or intend to show, that there are any specific or general causal links between these characteristics and offending.

Section 1 includes a high-level analysis of demographic factors, including:

- Previous offending
- Gender
- Age
- Ethnicity
- Free School Meals eligibility

Section 2 includes analysis that relates to children's experiences whilst in school and/or care, including in relation to:

- Attainment
- Persistent Absence
- Permanent exclusions and Suspensions
- Alternative Provision
- Special Educational Needs
- Children with a Social Worker

For more details on the data share that this analysis is based on, refer to the separately published [Technical Note](#), and Annex C at the end of this paper. The data and variables used in the analysis for this paper are presented in the accompanying tables (with the source table referenced in this paper, where relevant).

Defining the study population

Defining the all-pupil cohort

The cohorts of children within this analysis include all pupils who finished key stage 2 (KS2) in 2007/08, 2008/09 or 2009/10, were aged 10 at the start of these academic years, and attended school in Manchester. Therefore, this cohort has a key stage 4 (KS4) academic year of 2012/13, 2013/14 or 2014/15 amounting to approximately 12,900 children. For these children, all their records from Year 1 to Year 13 (or equivalent) are included. Pupils who do not have a KS4 record are not included (See figure 1 below). Pupils who attended an independent primary or secondary school have been excluded from the data as their characteristics are not recorded, except for those registered in independent Alternative Provision (AP) settings¹. The cohorts were selected in this way to maximise data coverage and balance data availability across each of the datasets provided in the share.

Children that appear on a school census at the end of KS2 and the end of KS4 have been included in this analysis, with allowances for those that have moved ahead or been kept behind by one or more school years. Independent schools that provide alternative provision have been included, however those with KS4 results at mainstream independent schools have been removed.

Results are provided for the all-pupil cohort in Manchester (including all children who had been cautioned or sentenced for an offence) for comparison purposes².

This publication will present statistics relating to the Local Authority (LA) of a child's school during the school year they entered when they were aged 15. We selected age 15 as this is the most common age at which children who had been cautioned or sentenced for a serious violence offence commit their first serious violence offence³. Where this isn't possible, the closest previous year has been used. We have also conducted analysis using the records of the LA of the child's home address when they were aged 15, which can be found in the accompanying tables.

¹For a full definition of Alternative Provision, please see the dedicated section below.

²Offender numbers and pupil population figures quoted in this analysis may differ when analysing different education variables, since the information on these variables may not be recorded for all offenders and pupils.

³See table 1.3.1 of the previously published [national statistics](#)

Academic Year	KS4 2014/15	KS4 2013/14	KS4 2012/13
2016/17	Year 13		
2015/16	Year 12	Year 13	
2014/15	Year 11	Year 12	Year 13
2013/14	Year 10	Year 11	Year 12
2012/13	Year 9	Year 10	Year 11
2011/12	Year 8	Year 9	Year 10
2010/11	Year 7	Year 8	Year 9
2009/10	Year 6	Year 7	Year 8
2008/09	Year 5	Year 6	Year 7
2007/08	Year 4	Year 5	Year 6
2006/07	Year 3	Year 4	Year 5
2005/06	Year 2	Year 3	Year 4
2004/05	Year 1	Year 2	Year 3
2003/04		Year 1	Year 2
2002/03			Year 1

Table 1: Year group breakdown for the all-pupil cohort

The findings presented throughout this publication are the combined results of all three cohorts, with the exception of findings discussing:

- a) KS4 attainment: This is due to the implementation of two major reforms in 2013/14⁴ which affect the calculation of KS4 performance measures data. Since the cohorts in the analysis are matched to years in the KS4 attainment data that fall either side of this reform, KS4 results for these cohorts cannot be combined to look at overall figures. Therefore, when analysing KS4 attainment, the analysis refers to the results of those with KS4 academic year 2014/15 as this provides the most recent indicator of academic achievement.
- b) Children known to children’s social care: Full children in need (CIN) data is available from 2011/12, summer term⁵. Children are included in this CIN analysis if they had been recorded as a child in need on the 31st March in any period

⁴The two major reforms referenced: 1) Professor Alison Wolf’s Review of Vocational Education recommendations which: restrict the qualifications counted; prevent any qualification from counting as larger than one GCSE; and cap the number of non-GCSEs included in performance measures at two per pupil, and 2) an early entry policy to only count a pupil’s first attempt at a qualification, in subjects counted in the English Baccalaureate.

⁵The CIN census was introduced in 2008/09, and initially covered a reduced 6-month period. A full year collection was introduced in 2009 – 2010, however a number of local authorities were unable to provide a complete, clean children in need return for that year. Reviews were carried out on the CIN census and resulted in some data items being removed from the 2010 – 2011 collection onward.

between the ages of 12 - 16. Those matched to earlier years in the KS4 attainment data will have less coverage than those matched to later years. For example: those with KS4 academic year 2012/13 have coverage from age 14 and above. To maximise coverage of the CIN data and avoid skewed results, analysis of children in need and children who are looked after is based on children matched to KS4 academic year 2014/15 only.

Defining the offending groups

‘Children who had been cautioned or sentenced for an offence’ relates to all children and young people in the linked data who attended school in Manchester, were in the academic years described above, and who been cautioned or sentenced for any offence recorded on the Police National Computer over the defined coverage period⁶.

All cohorts in this analysis are limited to ages 10-17. This means that for each cohort, the last year of offending data would be during Year 13 (or equivalent). This is to ensure that each child had the same amount of time to offend - if the data was not limited by age, then children born in earlier years would have more years of data available to record offences, thereby skewing the results.

The analysis has identified approximately 940 children who had been cautioned or sentenced for an offence and attended school in Manchester, which is equivalent to 7% of the all-pupil cohort that attended school in Manchester. In comparison, there were approximately 1,030 children who had been cautioned or sentenced for an offence lived in Manchester, which is equivalent to 7% of the all-pupil cohort that live in Manchester.

As well as ‘children who had been cautioned or sentenced for an offence’, ‘children who had been cautioned or sentenced for a serious violence offence’ have also been included in this analysis. The definition of serious violence offences is based broadly on the following categories of offence groups and offence types: indictable only ‘violence against the person’ offences, indictable only ‘robbery offences’, and triable either way or indictable only ‘possession of weapons offences’⁷.

The analysis has identified approximately 260 children who had been cautioned or

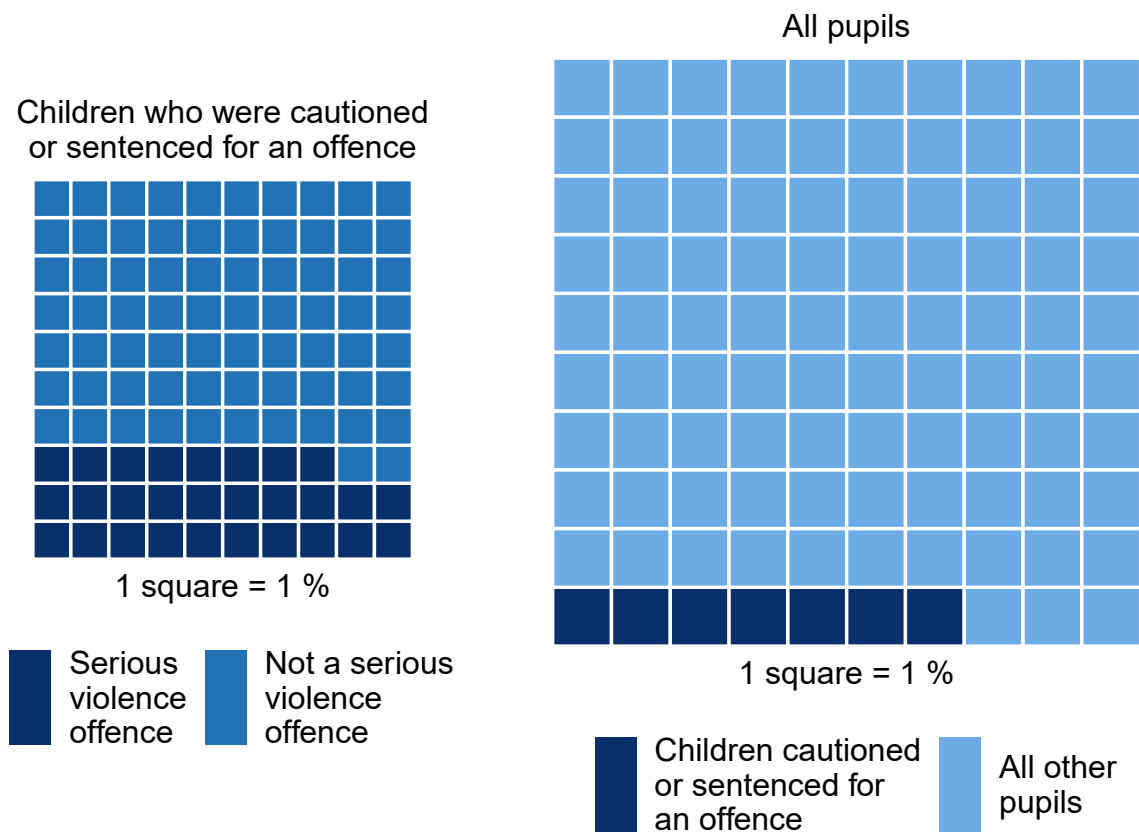
⁶The data share covers offences in the period 2000 – 2017. However, to reduce the skew of the data, the offence may have been committed at any point over the defined coverage period related to the offending group’s academic year. Offences included in the analysis were committed in the period up to and including 31 August 2015, 31 August 2016, 31 August 2017 for the offending groups with KS2 academic year 2007/08, 2008/09, 2009/10 respectively. Offence age was also limited to 10 and over.

⁷A full list of offences included in the definition can be found in Annex B and the separate Technical Note.

sentenced for a serious violence offence and attended school in Manchester, which is equivalent to 2% of the all-pupil cohort that attended school in Manchester. In comparison, there were approximately 280 children who had been cautioned or sentenced for a serious violence offence and *lived* in Manchester, which is equivalent to 2% of the all-pupil cohort that lived in Manchester.

For those that attended school in Manchester, approximately 28% of the ‘children who had been cautioned or sentenced for an offence’ group are in the ‘children who had been cautioned or sentenced for a serious violence offence’ group.

Figure 1: The proportion of children who had been cautioned or sentenced for an offence that had also been cautioned or sentenced for a serious violence offence, and the proportion of children who had been cautioned or sentence for an offence, for pupils matched to KS4 academic years 2012/13, 2013/14, 2014/15 [Source: DfE-MoJ data share, table 0.1.1]



Key points on the analysis: interpreting results

Care should be taken when interpreting this analysis as the findings do not imply a causal link between the educational or children's social care characteristics and being cautioned or sentenced for an offence. Future work using this data will aim to build upon this analysis to better understand the relationships between the outcomes and characteristics in this publication.

The education variables included in this paper have generally been analysed independently of each other. It is important to note that there may be links between these key variables which have not been factored into the analysis, and other factors which could not be taken into account.

Children who had been cautioned or sentenced for a serious violence offence represent a small, atypical group of young people; their results should not be assumed to be representative of all children who had been cautioned or sentenced for an offence or young people more generally.

The data used for this publication allows us to see what proportion of a certain offending group had a characteristic, as well as being able to see what proportion of children with a characteristic are also in the offending groups. For example, approximately 89% of children who had been cautioned or sentenced for a serious violence offence and had attended school in Manchester were known to have ever been eligible for free school meals (FSM), but it is not possible to conclude from these findings that there is a causal relationship between FSM eligibility and being cautioned or sentenced for a serious violence offence (or vice versa).

Indeed, those children who had been cautioned or sentenced for a serious violence offence identified as being eligible for FSM made up 3% of all pupils known to be eligible for FSM. Whilst it can be said that most children who had ever been cautioned or sentenced for a serious violence offence had also been eligible for FSM at some stage, it is not true that most children eligible for FSM had also been cautioned or sentenced for a serious violence offence. This is a pattern which emerges throughout this analysis; it is therefore important to consider this when reading the publication.

In addition to those given above, there are other reasons why this analysis cannot draw causal links. For example, there are many additional factors which could influence someone's offending behaviour for which the data is not available for this analysis. The factors looked at in this paper come from education, children's social care, and offending datasets, meaning there are many unobserved factors which have not been accounted

for here, for example health characteristics.

Statistical significance

Tests for statistical significance⁸ have been performed on the findings relating to children who had been cautioned or sentenced for a serious violence offence only (not the all-pupil cohort or children who had been cautioned or sentenced for any offence).

We report this by saying: For children who had been cautioned or sentenced for a serious violence offence, the difference between these results and the national figure [was / was not] statistically significant.

Running a test for statistical significance is an analytical method which tells us if the difference in a finding at the population level (in this case England) and the sample level (in this case Manchester) is due to random chance (variation) in the data, or if it is a true difference between the two groups.

If a finding is marked as statistically significant, we can be relatively confident that this difference is genuine. If a finding is marked as not statistically significant, we cannot have that confidence and should therefore take more caution in how we interpret or apply the finding.

The result of these statistical significance tests do not tell us how the result in question compares to any other results beyond if they are by chance or not. These tests do not give us any information about how a local area's rates of one characteristic and rates of serious violence interrelate. We cannot determine anything from these tests except how confident we can be that the result is genuine difference to the population average or not.

We are also able to determine a measure of this confidence, i.e. how much possibility is there that the results are due to random chance? We have used a 5% measure, meaning we can conclude that there is less than a 5% chance that the results are due to random chance alone.

Where we have undertaken this analysis, we have noted this in the text. When reading this publication, readers may want to compare with the national figures which are available [here](#).

⁸Significance testing has been performed using the `prop.test` function in R, which is used for testing the null hypothesis that the proportions (probabilities of success) in several groups are the same, or that they equal certain values.

Reporting on small numbers of children

In order to prevent the disclosure of sensitive data, any numbers in this publication that relate to less than 6 pupils have been replaced by the words 'number too small to report'. Where there are further risks of identification (for example where a suppressed number can be calculated using other numbers), numbers have been further suppressed. Due to the size variation across the ten SAFE Taskforce Local Authority areas, this happens more in some of the ten publications than others.

Defining 'ever'

It is important to note that this analysis will not be directly comparable with other published government statistics. Unless otherwise specified, when referencing whether a child has 'ever' had a certain characteristic, the analysis considers all periods up to the end of KS4. This methodology may differ from that of other published statistics where, for example, only the previous six years are considered. For this reason, figures discussed here may appear higher than those available in other publications.

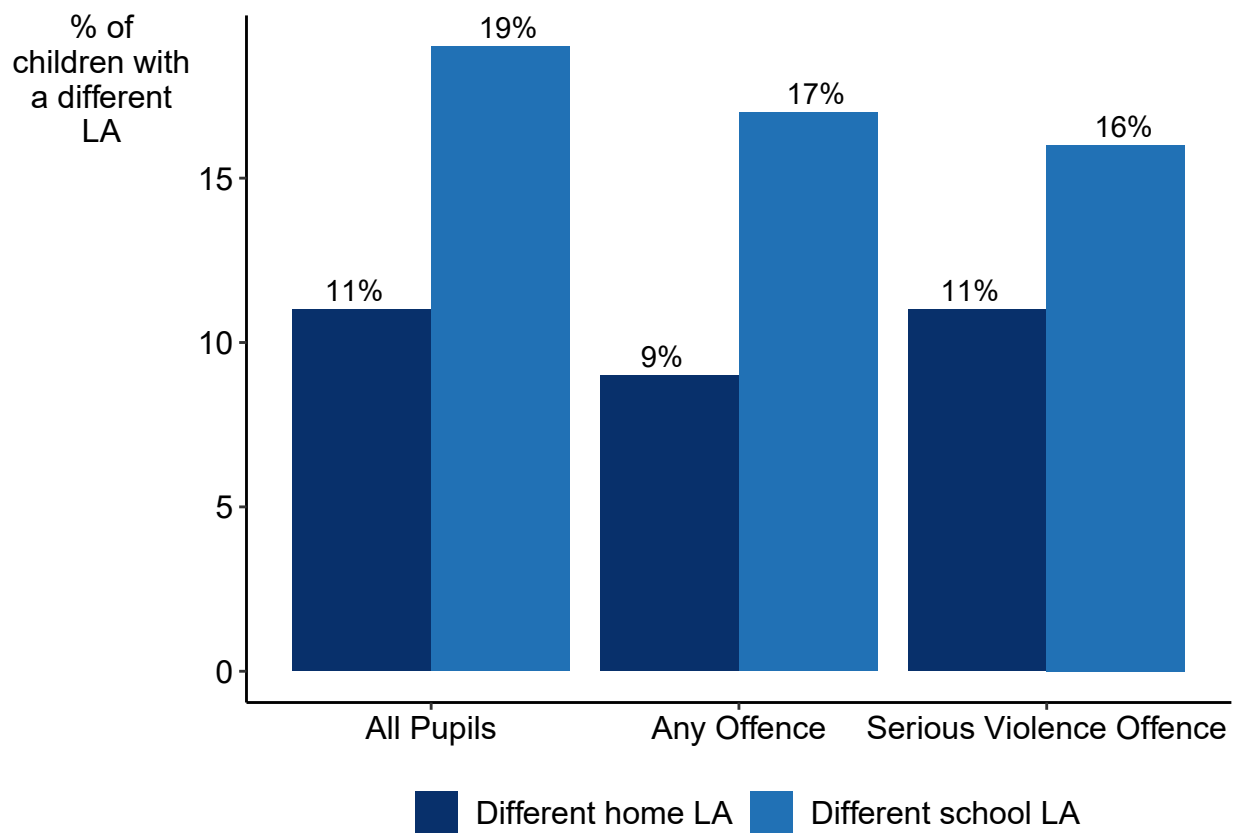
Difference between home and school Local Authorities

In some cases, a child's home and school LA can differ. 17% (approximately 170 children) of children who had been cautioned or sentenced for an offence that had a home LA of Manchester had a different school LA. 9% (approximately 80 children) that had a school LA of Manchester had a different home LA. In comparison, 16% (approximately (number too small to report) children) of children who had been cautioned or sentenced for a serious violence offence and had a home LA of Manchester had a different school LA. 11% (approximately (number too small to report) children) that had a school LA of Manchester had a different home LA. For the all-pupil cohort, 19% (approximately 2,760 children) of children that had a home LA of Manchester had a different school LA. 11% (approximately 1,440 children) that had a school LA of Manchester had a different home LA. These results are depicted in figure 2 below.

Please note that this publication does not include any information on where any of the offences took place - only the home or school LA of the child that had been cautioned or sentenced for the offence.

The remainder of this document refers only to children with a school LA of Manchester.

Figure 2: **Proportion of children with different home and school LAs.** [Source: DfE-MoJ data share, tables 0.1.1 and 0.1.2]



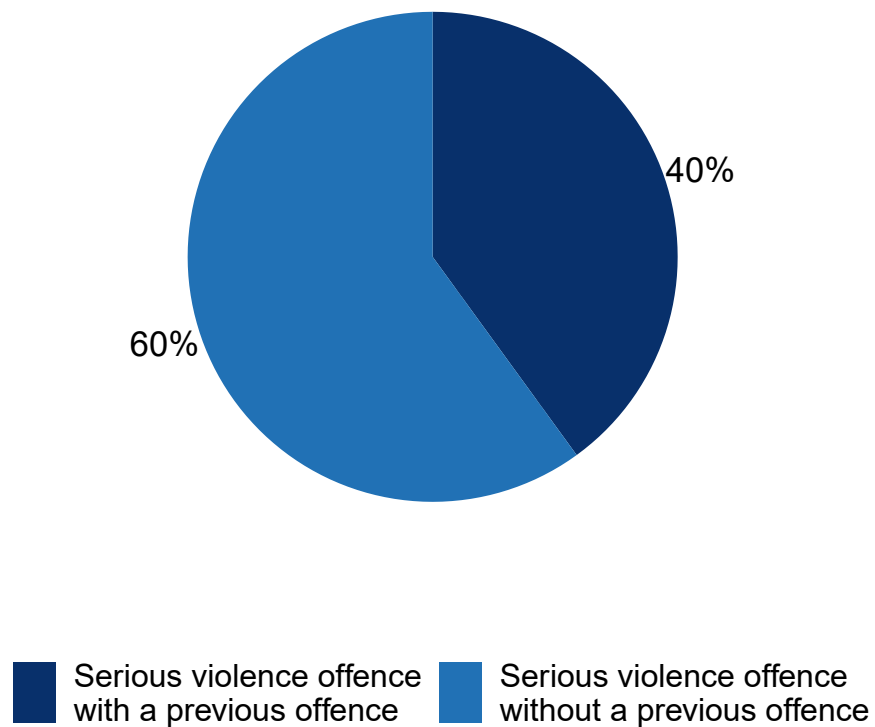
Section One: Demographics

Previous offending

In order to better understand offending trajectories for children who had been cautioned or sentenced for a serious violence offence, this analysis looks at the volume of offending which preceded a first serious violence offence.

60% of children who had been cautioned or sentenced for a serious violence offence and had attended school in Manchester had not been cautioned or sentenced for a previous offence. The difference between these results and the national figure was not statistically significant.

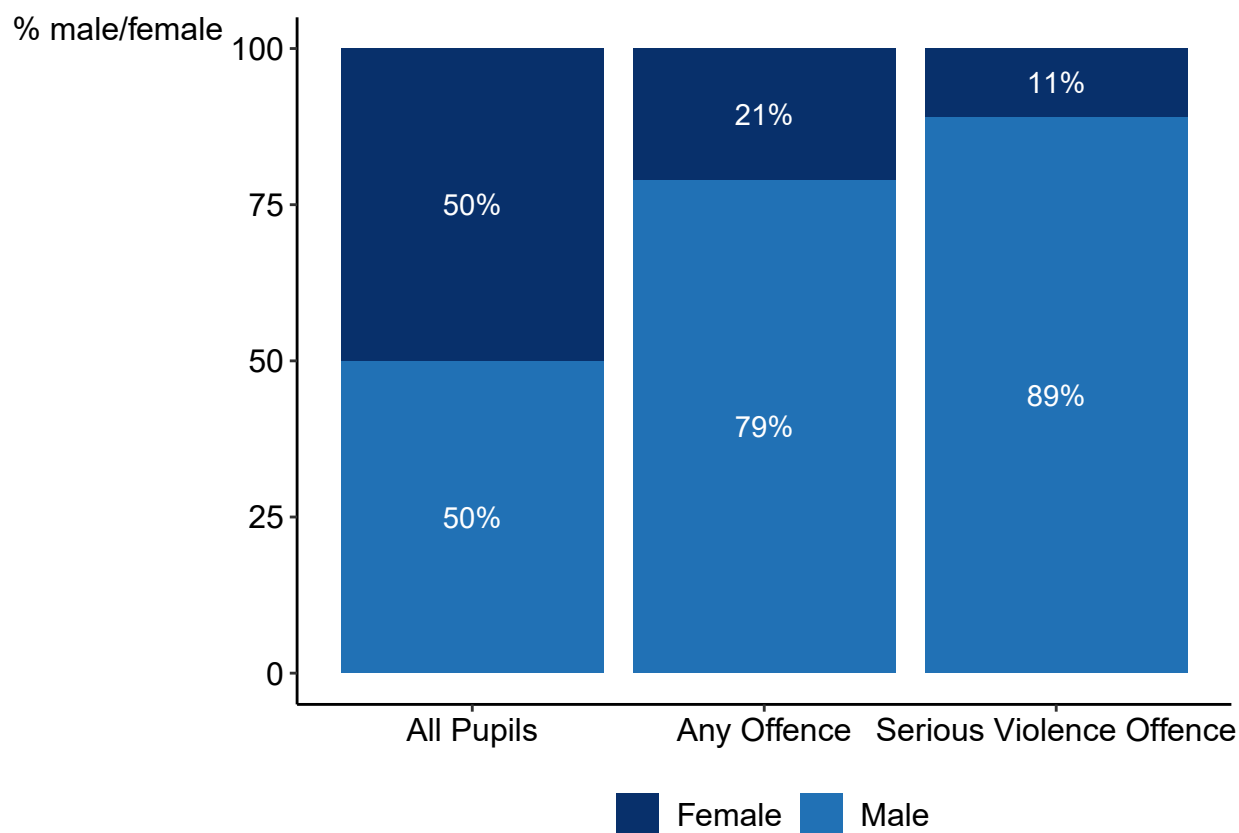
Figure 3: The proportion of children who had been cautioned or sentenced for a serious violence offence with or without a prior offence, for pupils matched to KS4 academic years 2012/13, 2013/14 and 2014/15. [Source: DfE-MoJ data share, table 1.1.1]



Gender

Male pupils were over-represented amongst children who had been cautioned or sentenced for an offence and children who had been cautioned or sentenced for a serious violence offence - 79% of those that had been cautioned or sentenced for any offence were male, and 89% of those that were cautioned or sentenced for a serious violence offence were male. In comparison, 50% of the all-pupil cohort that attended school in Manchester was male. For children who had been cautioned or sentenced for a serious violence offence, the difference between these results and the national figure was statistically significant.

Figure 4: **The gender breakdown of offending and pupil group, for all pupils matched to KS4 academic years 2012/13, 2013/14, 2014/15.** [Source: DfE-MoJ data share, table 1.2.1]



Age

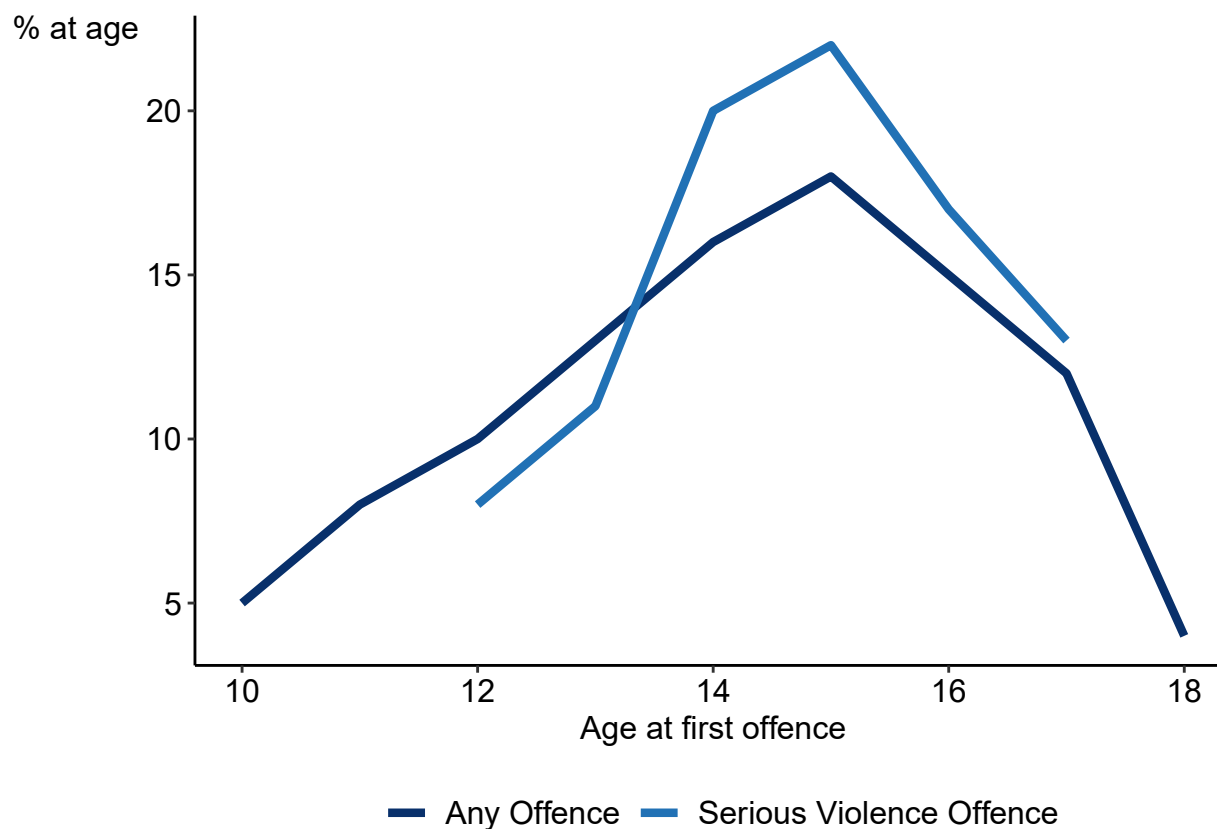
The most common age at first offence for all those that were cautioned or sentenced for an offence and attended school in Manchester was 15.

The most common age at first serious violence offence for all those that were cautioned or sentenced for a serious violence offence and attended school in Manchester was 15.

The chart below shows the distribution of the age at first offence in Manchester⁹.

Please note: gaps in the below chart indicate spaces where data has been suppressed due to small numbers

Figure 5: The proportion of children relative to their age at first offence by offending group, for pupils matched to KS4 academic years 2012/13, 2013/14 and 2014/15. [Source: DfE-MoJ data share, table 1.3.1]



⁹All offences were included in the analysis of age at first offence for children who had been cautioned or sentenced for an offence irrespective of whether they were also serious violence offences. Serious violence offences only were included in the analysis for children who had been cautioned or sentenced for a serious violence offence.

Ethnicity

Ethnicity¹⁰ has two different categorisations in the school census - ethnic group major and ethnic group minor. Ethnic group major contains wider categories (Asian, Black, Chinese, White, Mixed, Unclassified, Any Other Ethnic Group) whereas ethnic group minor is more detailed¹¹.

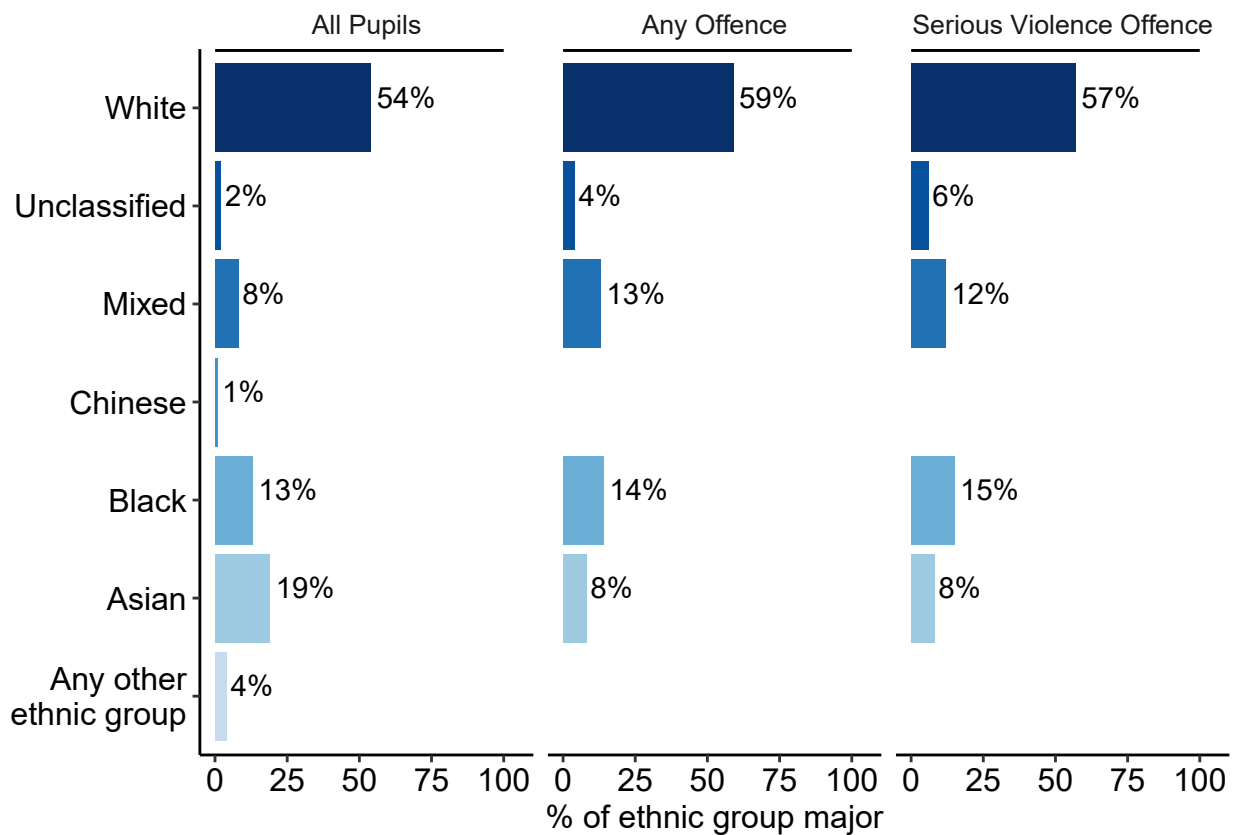
The most common major ethnic group amongst all pupils with a school LA of Manchester was White (54%). The most common major ethnic group amongst children with a school LA of Manchester who had been cautioned or sentenced for an offence was White (59%) - for children who had been cautioned or sentenced for a serious violence offence with a school LA of Manchester, it was White (57%).

Please note: gaps in the below chart indicate spaces where data has been suppressed due to small numbers

¹⁰Where a pupil's ethnicity changes over time, the most recent ethnicity has been taken. Ethnicity information has been taken from the DfE school census, and from 2011, could only be completed by the child or their parents.

¹¹Ethnic group minor categories include Bangladeshi, Indian, Any Other Pakistani Background, Pakistani, Black African, Black Caribbean, Any Other Black Background, Chinese, Any Other Mixed Background, White and Asian, White and Black African, White and Black Caribbean, Information Not Yet Obtained, Any Other Ethnic Group, Refused, White British, White Irish, Traveller of Irish Heritage, Any Other White Background, Gypsy/Roma. For a more detailed breakdown of ethnic group minor, see accompanying publication tables.

Figure 6: The proportion of all pupils split by ethnic group major, offending and pupil group, for pupils matched to KS4 academic years 2012/13, 2013/14 and 2014/15. [Source: DfE-MoJ data share, table 1.4.1]



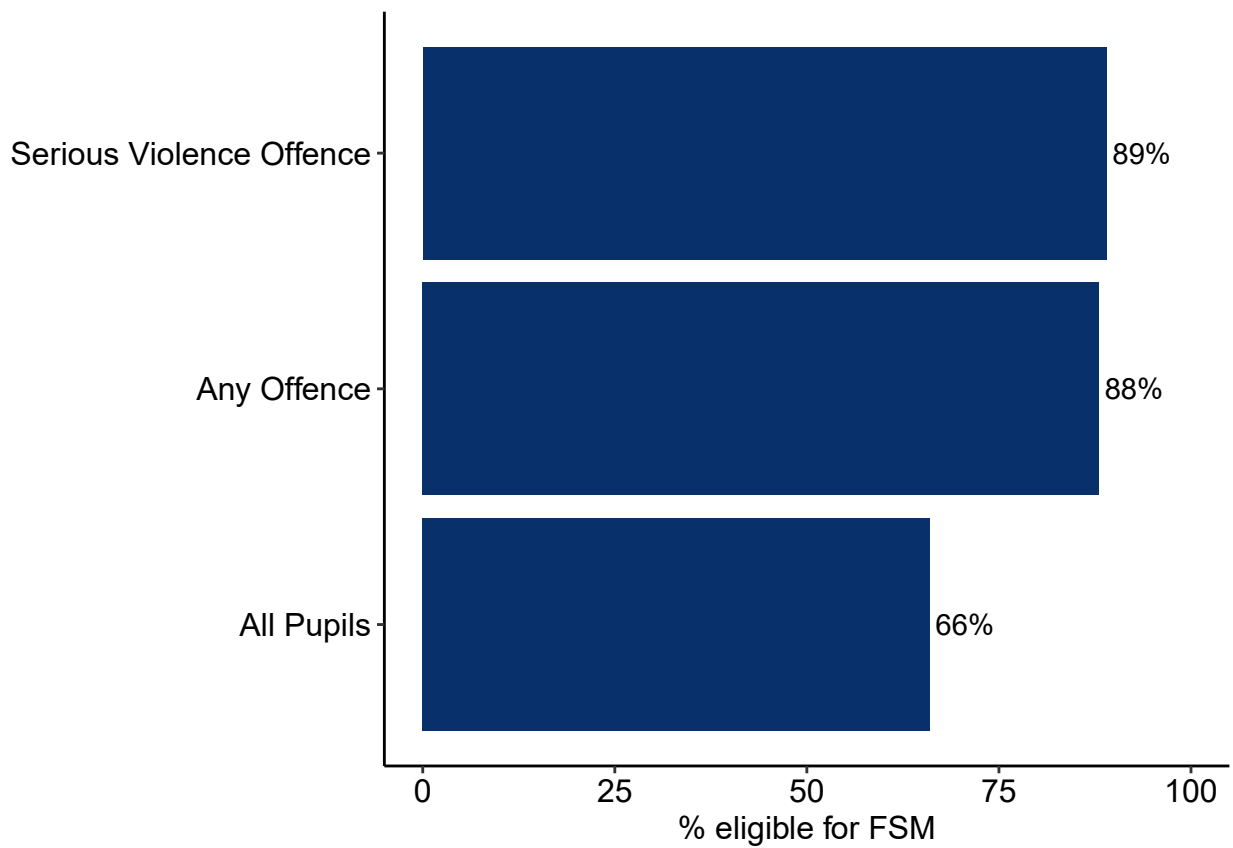
Free School Meals

Children who had been cautioned or sentenced for an offence that attended school in Manchester were more likely to be eligible for free school meals (FSM)¹² than the all-pupil cohort, with children who had been cautioned or sentenced for a serious violence offence having the highest proportion of those eligible for FSM.

88% of all children who had been cautioned or sentenced for an offence and had attended school in Manchester had ever been eligible for FSM (approximately 820 children), compared to 89% of children who had been cautioned or sentenced for a serious violence offence and had attended school in Manchester (approximately 240 children). This compares to 66% of all pupils who attended school in Manchester and had ever been eligible for FSM (approximately 8,510 children). For children who had been cautioned or sentenced for a serious violence offence, the difference between these results and the national figure was statistically significant.

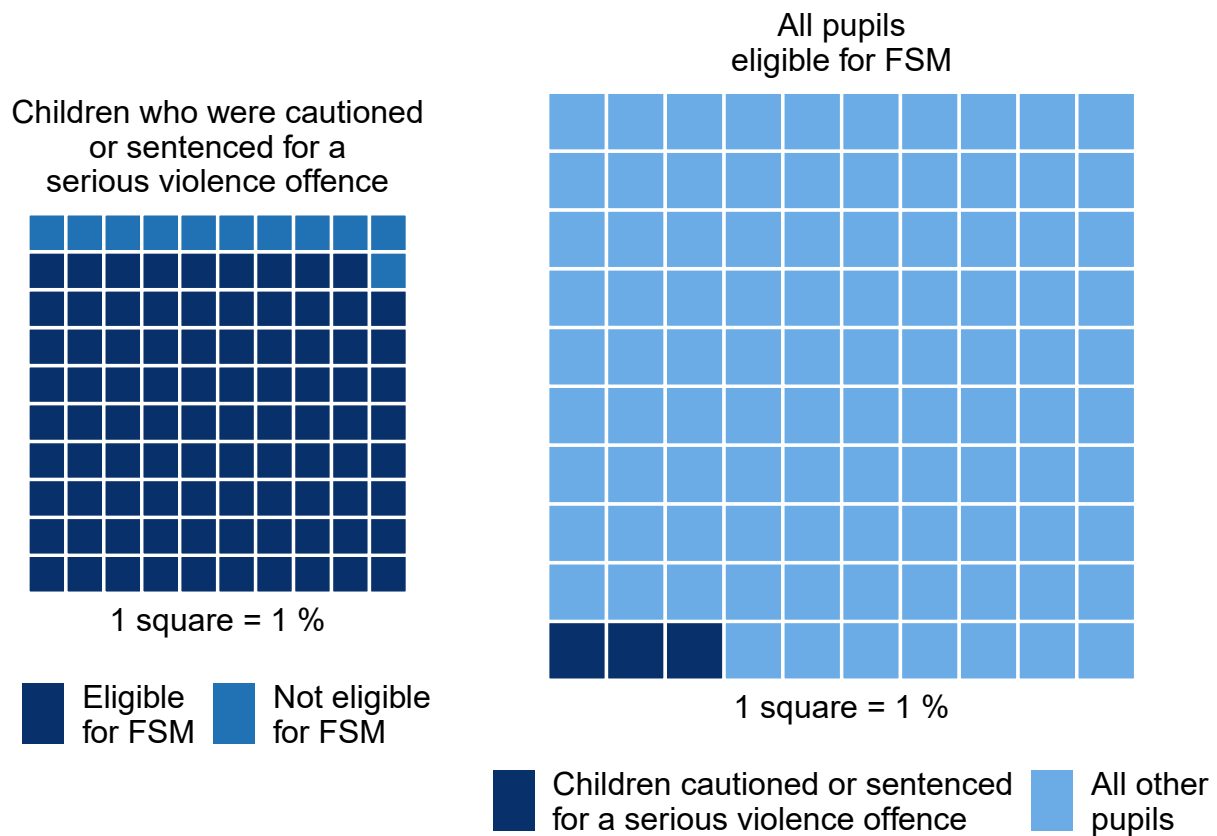
¹²The metric for free school meals (FSM) used in this analysis is FSM eligibility. Children are FSM eligible if a claim has been made by them, or on their behalf, and eligibility has been confirmed.

Figure 7: **Proportion of all pupils eligible for free school meals (FSM) by offending and pupil group, for pupils matched to KS4 academic years 2012/13, 2013/14 and 2014/15. [Source: DfE-MoJ data share, table 1.5.1]**



However, whilst the majority of children who had been cautioned or sentenced for an offence and had attended school in Manchester had ever been eligible for FSM, it is not the case that the majority of children eligible for FSM were also cautioned or sentenced for an offence: only 10% of those that had ever been eligible for FSM and had attended school in Manchester had also ever been cautioned or sentenced for an offence, and only 3% had ever been cautioned or sentenced for a serious violence offence.

Figure 8: The proportion of children who had been cautioned or sentenced for a serious violence offence and had ever been eligible for free school meals (FSM), and all pupils who had ever been eligible for FSM, for pupils matched to KS4 academic years 2012/13, 2013/14 and 2014/15 [Source: DfE-MoJ data share, table 1.5.1]



Section Two: School and Social Care Experience

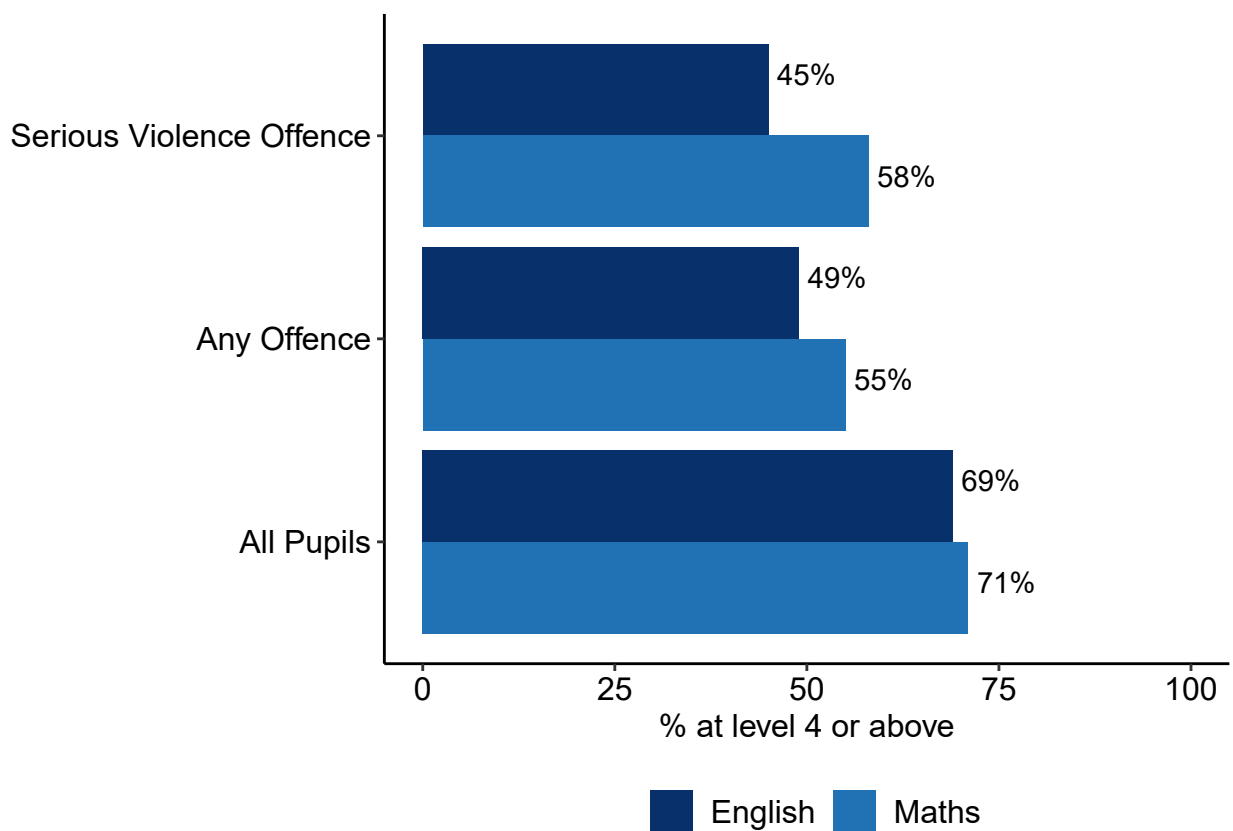
Attainment

A lower proportion of children who had been cautioned or sentenced for any offence and had attended school in Manchester achieved the expected standard in English and Maths at key stage 2 (KS2)¹³, or achieved various key stage 4 (KS4) benchmarks, compared to the all-pupil cohort that had attended school in Manchester.

KS2 attainment in Manchester differed across English and Maths, with children who had been cautioned or sentenced for any offence tending to perform worse in English compared to Maths. 49% of children who had been cautioned or sentenced for an offence and 45% of children who been cautioned or sentenced for a serious violence offence achieved a level 4 or above in English. In comparison, 55% of children who had been cautioned or sentenced for an offence and 58% of children who had been cautioned or sentenced for a serious violence offence achieved a level 4 or above in Maths. This compares to 69% of the all-pupil cohort that achieved a level 4 or above in English and 71% of the all-pupil cohort that achieved a level 4 or above in Maths.

¹³The figures discussed here are the combined results of all three cohorts, of whom reached the end of KS2 in 2007/08, 2008/09 and 2009/10. Based on the metrics used in this analysis, only a very small number of results for the 2009/10 cohort were withheld, in light of the boycott of the delivery of end of KS2 National Curriculum tests. It was determined that a sufficient volume of results were available for this cohort, and that the results of all three cohorts could be combined. Please see here for more information regarding the 2009/10 KS2 National Curriculum tests results: [National curriculum assessments: KS2 and KS3, 2010](#)

Figure 9: **Proportion of all pupils who achieved level 4 or above in English and Maths at key stage 2 (KS2) by offending and pupil group, for pupils matched to KS4 academic years 2012/13, 2013/14 and 2014/15. [Source: DfE-MoJ data share, table 2.1.1]**



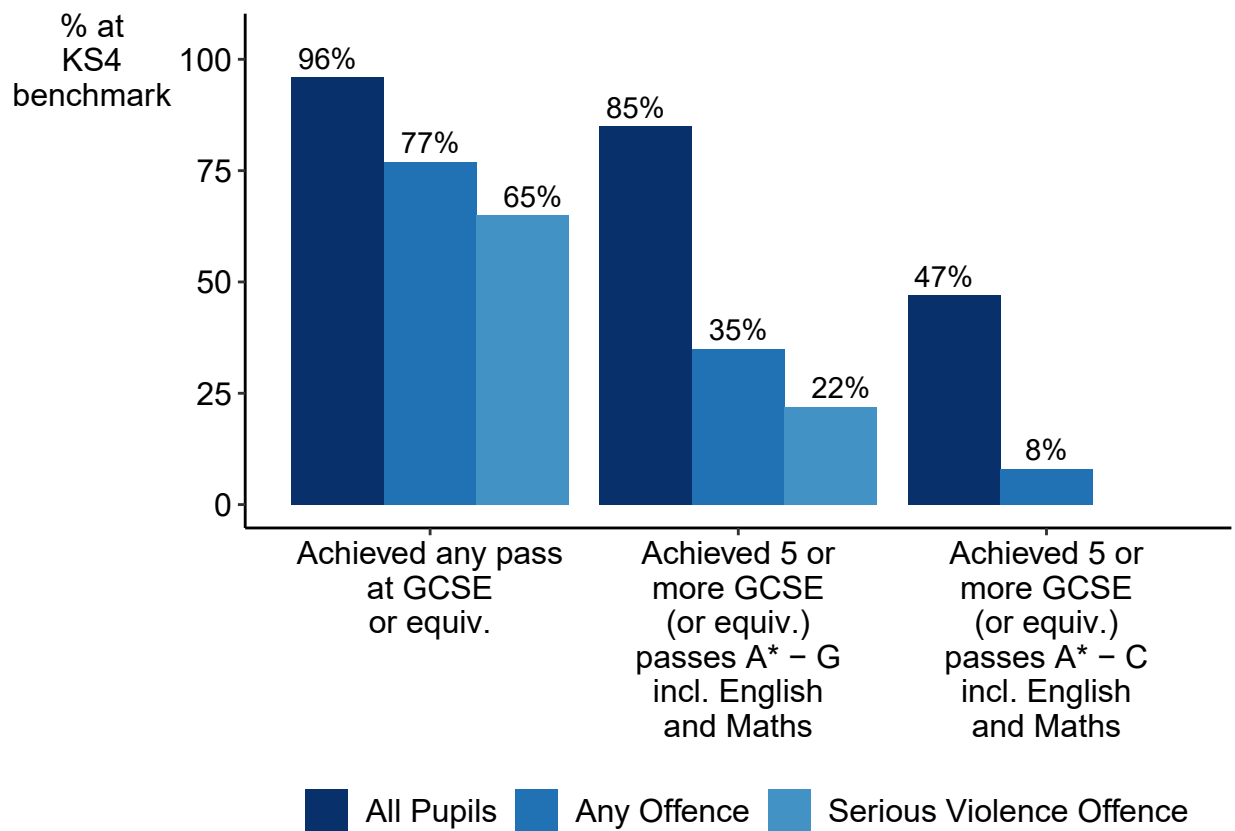
In 2014/15¹⁴, 77% of children who had been cautioned or sentenced for an offence and had attended school in Manchester and 65% of children who had been cautioned or sentenced for a serious violence offence and had attended school in Manchester achieved any pass at GCSE (or equivalent), compared with 96% of the all-pupil cohort that had attended school in Manchester.

The results for those that achieved 5 or more GCSE (or equivalent) passes at grades A star - G follow a similar pattern: in 2014/15, 35% of children who had been cautioned or sentenced for an offence and had attended school in Manchester and 22% of children who had been cautioned or sentenced for a serious violence offence and had attended school in Manchester achieved 5 A star - G at GCSE (or equivalent), compared with 85% of the all-pupil cohort that had attended school in Manchester.

Similarly, for those that achieved 5 or more GCSE (or equivalent) passes at grades A star - C: in 2014/15, 8% of children who had been cautioned or sentenced for an offence and had attended school in Manchester and (number too small to report)% of children who had been cautioned or sentenced for a serious violence offence and had attended school in Manchester achieved 5 A star - G at GCSE (or equivalent), compared with 47% of the all-pupil cohort that had attended school in Manchester.

¹⁴The implementation of two major reforms in 2013/14 that affect the calculation of KS4 performance measures data mean that findings for KS4 attainment cannot be combined over the three year groups, and the analysis will refer to the results of those with KS4 academic year 2014/15 only.

Figure 10: Proportion of all pupils who achieved various key stage 4 (KS4) benchmarks by offending and pupil group, for pupils matched to KS4 academic year 2014/15 only. [Source: DfE-MoJ data share, table 2.2.1]



Persistent Absence

A child is said to be persistently absent (PA) if they miss 10% or more of the sessions they could possibly have attended in an academic year or term. Most sessions represent a half-day. For context, this would amount to between 6 and 7 days of a 13-week term or around 19 days for a school year¹⁵. This includes both authorised and unauthorised absences¹⁶.

For the following analysis, a pupil was marked as having ever been persistently absent if they had missed 10% or more of their possible sessions over the course of a school year, not a term.

It is worth noting that persistent absence can include various reasons for absence, including absence due to being suspended or permanently excluded¹⁷.

Children who had been cautioned or sentenced for an offence and had attended school in Manchester were more likely to be persistently absent for any reason than the all-pupil cohort.

84% of children who had been cautioned or sentenced for an offence and had attended school in Manchester had ever been persistently absent (approximately 790 children), compared to 88% of children who had been cautioned or sentenced for a serious violence offence (approximately 230 children). This compares to 52% of the all-pupil cohort that had attended school in Manchester (approximately 6,630 children). For children who had been cautioned or sentenced for a serious violence offence, the difference between these results and the national figure was not statistically significant.

Schools use a set of national codes to record the reasons for any absences. As the rates of persistent absence are so high amongst the all-pupil cohort, we have used these codes below to analyse the reasons why children are marked as persistently absent¹⁸.

The absence reason 'persistent absence for "unauthorised other" reasons' (PAUO) is used as a closest available proxy for persistent truancy. Looking at this reason code in

¹⁵[The School Day and Year](#)

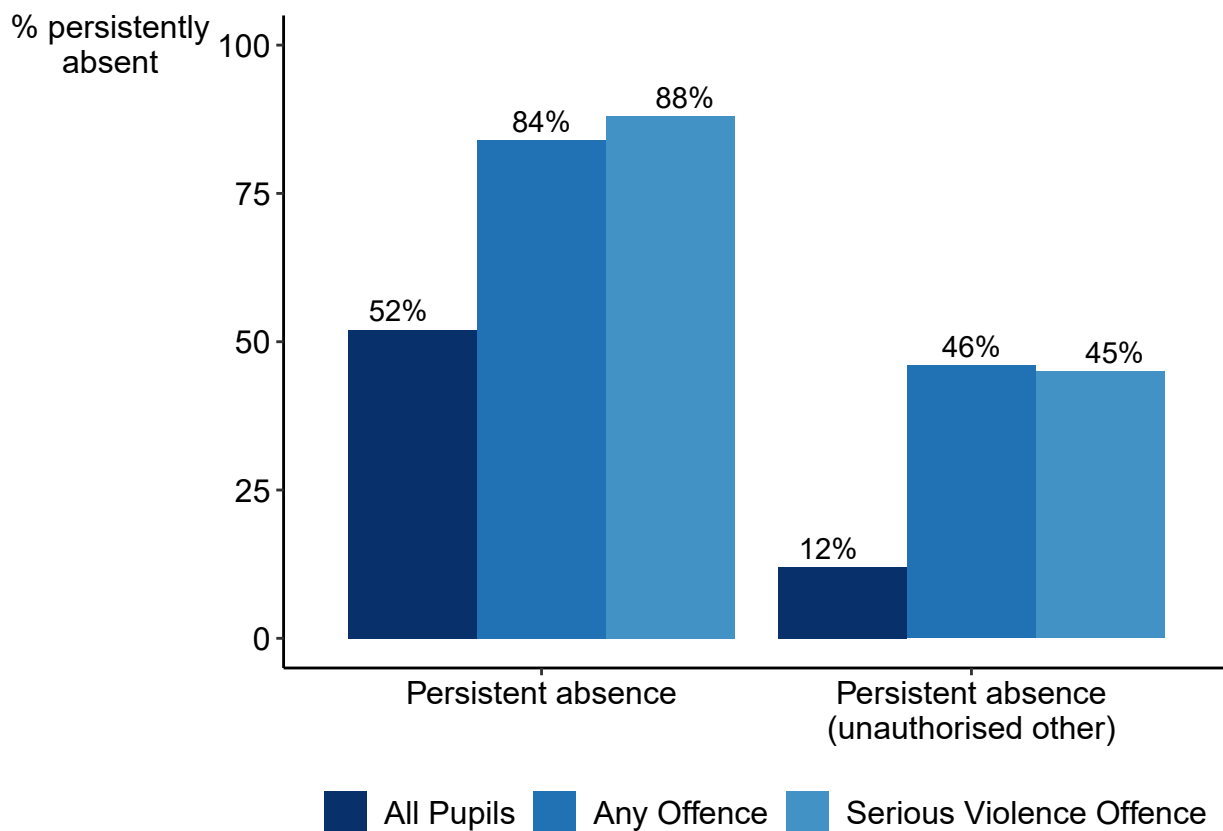
¹⁶For more information on the definition of pupil absences see [Pupil absence statistics: methodology](#). This was changed from 15% to 10% in September 2015.

¹⁷The definition of persistent absence includes all possible reasons for absence, including children whose absence was unauthorised, but the school was still provided with a reason for that absence (for example, an unagreed family holiday). The analysis has included this additional metric of absence (PAUO), as a way of differentiating those whose absence was not authorised and were unable to provide a reason for that absence, from those not attending school for any reason.

¹⁸A breakdown of rates of persistent absence by reason code are included in the accompanying publication tables.

isolation, 46% of children who had been cautioned or sentenced for an offence and had attended school in Manchester had ever been PAUO, compared to 45% of children who had been cautioned or sentenced for a serious violence offence. This compares to 12% of the all-pupil cohort that had attended school in Manchester. For children who had been cautioned or sentenced for a serious violence offence, the difference between these results and the national figure was statistically significant.

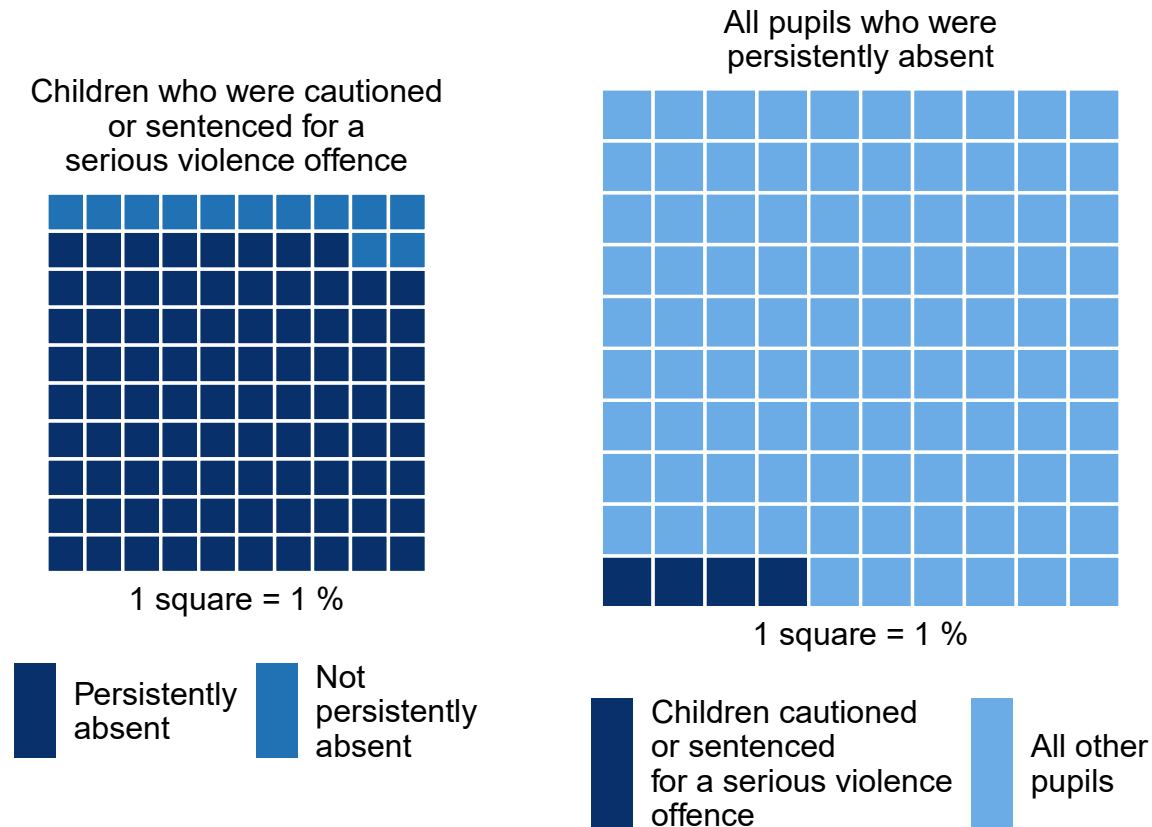
Figure 11: **Proportion of all pupils who had ever been persistently absent or persistently absent (unauthorised other) by offending and pupil group, for pupils matched to KS4 academic years 2012/13, 2013/14 and 2014/15. [Source: DfE-MoJ data share, table 2.3.1]**



Looking at the proportion of the persistently absent pupils who had ever been cautioned or sentenced for an offence and had attended school in Manchester: 12% of pupils who had ever been persistently absent pupils had been cautioned or sentenced for an offence, compared to 4% who had been cautioned or sentenced for a serious violence offence. Therefore, whilst it can be said that the majority of children who had been cautioned or sentenced for a serious violence offence had ever been persistently absent, it is not the case that the majority of persistently absent pupils had also ever been

cautioned or sentenced for a serious violence offence.

Figure 12: **The proportion of children who had been cautioned or sentenced for a serious violence offence and had been persistently absent, and all pupils who had ever been persistently absent, for pupils matched to KS4 academic years 2012/13, 2013/14 and 2014/15 [Source: DfE-MoJ data share, table 2.3.1]**



Another possible reason for absence is due to a suspension¹⁹, where the pupil has been temporarily removed from the school²⁰, and in some cases permanent exclusion. If this reason code is removed from the calculation of persistent absence (so as to avoid overlap with the suspensions and permanent exclusions statistics included elsewhere in this publication), the proportions decrease slightly but follow the same pattern as above: 81% of children who had been cautioned or sentenced for an offence and had attended school in Manchester had ever been persistently absent, compared to 84% of children who had been cautioned or sentenced for a serious violence offence and had attended school in Manchester. This compares to 51% of the all-pupil cohort in Manchester.

Looking at the reason code for those that were persistently absent due to suspensions or permanent exclusions (PAE) in isolation, 15% of children who had been cautioned or sentenced for an offence and had attended school in Manchester had ever been PAE, compared to 22% of children who had been cautioned or sentenced for a serious violence offence and had attended school in Manchester. This compares to 2% of the all-pupil cohort that had attended school in Manchester.

Timing of Persistent Absence and Persistent Absence Unauthorised Other

Did the first record of a child being persistently absent commonly precede the first serious violence offence?

This analysis looks at children who had been cautioned or sentenced for a serious violence offence who had ever been flagged as persistently absent, and whether the first record of persistent absence occurred before, after or during the same school term as the first serious violence offence²¹.

Almost all (96%) children who had been cautioned or sentenced for a serious violence offence and had attended school in Manchester who had ever been recorded as persistently absent for any reason were first flagged as being so prior to their first serious

¹⁹Suspension is described in legislation as to exclude a pupil for one or more fixed periods. It can't be open-ended but must have a defined end date that is fixed at the time when the suspension is first imposed.

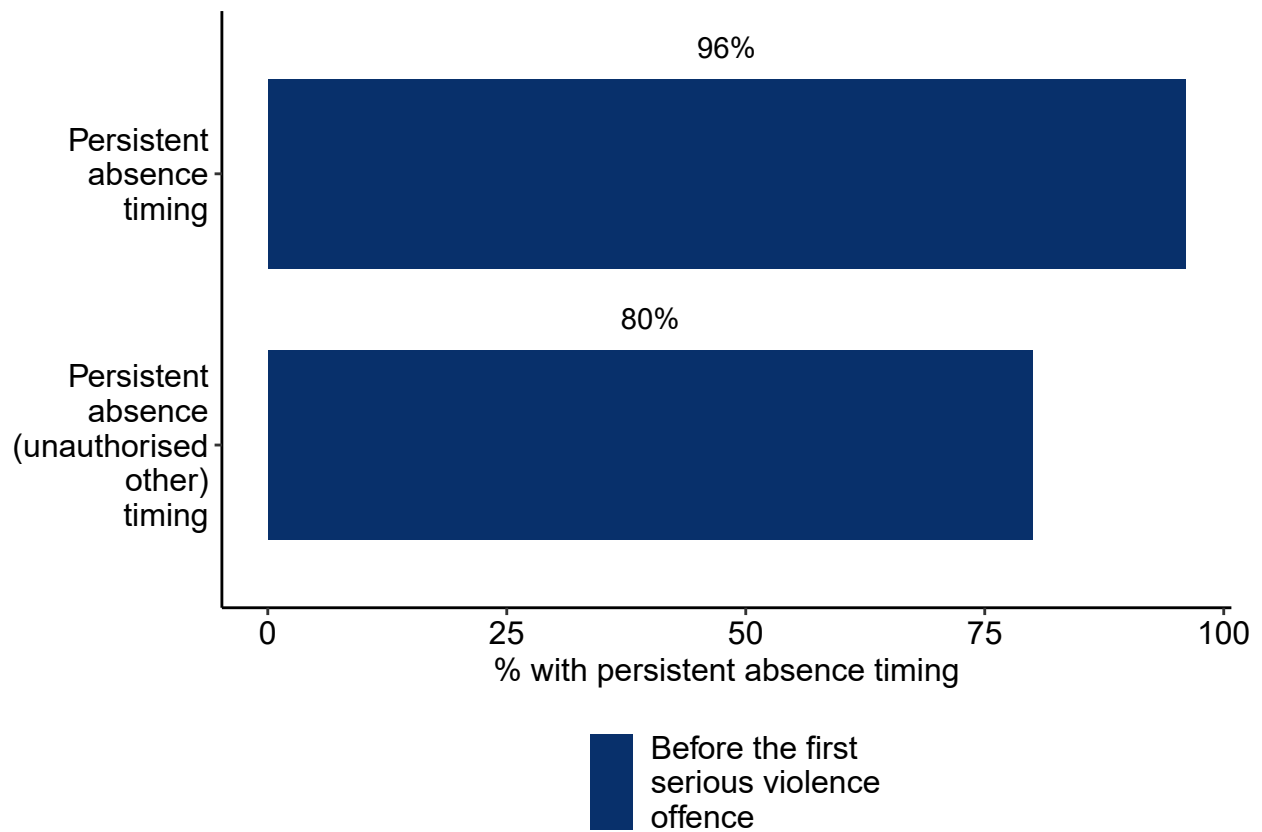
²⁰Where a child is not present in school due to a suspension or permanent exclusion they will be marked as absent for the first six consecutive days of that suspension or permanent exclusion provided no alternative provision has been arranged within those six days, which will negatively influence the child's attendance rate. Where alternative provision has been arranged, they will be marked as attending that setting. It is therefore possible for children that had received successive suspensions within a term or year to see their overall absence equate to 10% of sessions possible or more.

²¹Termly absence data has been used in this analysis. Throughout the rest of the publication, annual absence data has been used.

violence offence. This compares to about 80% for children that had ever been recorded as persistently absent (unauthorised other) in Manchester ²².

Please note: gaps in the below chart indicate spaces where data has been suppressed due to small numbers

Figure 13: Timing of first record of persistent absence or persistent absence (unauthorised other) relative to the timing of children’s first serious violence offence, for all pupils matched to KS4 academic years 2012/13, 2013/14 and 2014/15. [Source: DfE-MoJ data share, table 2.4.1]



²²For children who were cautioned or sentenced for a serious violence offence, and had been persistently absent, the analysis compares whether the first school term they were flagged as persistently absent in, or PAUO, preceded the school term in which the serious violence offence took place.

Suspensions and permanent exclusions

A suspension is where a pupil has been temporarily removed from the school²³, whilst a permanent exclusion is when a pupil is no longer allowed to attend a school²⁴.

Children who had been cautioned or sentenced for an offence and had attended school in Manchester were more likely to be both suspended and permanently excluded than the all-pupil cohort.

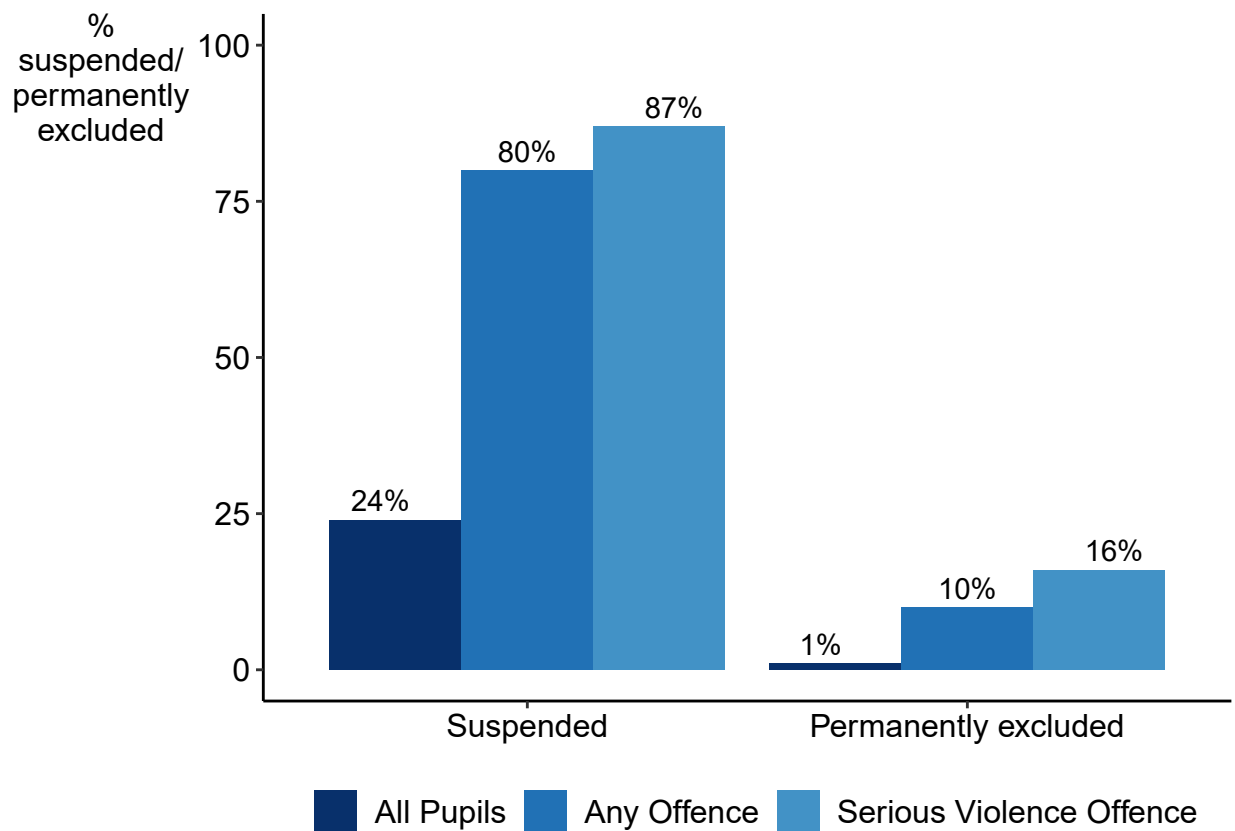
80% of all children who had been cautioned or sentenced for an offence and had attended school in Manchester had ever received a suspension (approximately 750 children), compared to 87% of children who had been cautioned or sentenced for a serious violence offence (approximately 230 children). This compares to 24% of the all-pupil cohort that had attended school in Manchester (approximately 3,090 children). For children who had been cautioned or sentenced for a serious violence offence, the difference between these results and the national figure was statistically significant.

Overall, 10% of children who had been cautioned or sentenced for an offence and had attended school in Manchester had been permanently excluded (approximately 90 children), compared with 16% of children who had been cautioned or sentenced for a serious violence offence and had attended school in Manchester (approximately 40 children). This compares to 1% of the all-pupil cohort that had attended school in Manchester (approximately 160 children). For children who had been cautioned or sentenced for a serious violence offence, the difference between these results and the national figure was not statistically significant.

²³Prior to 2019/20, suspensions were referred to as fixed term exclusions.

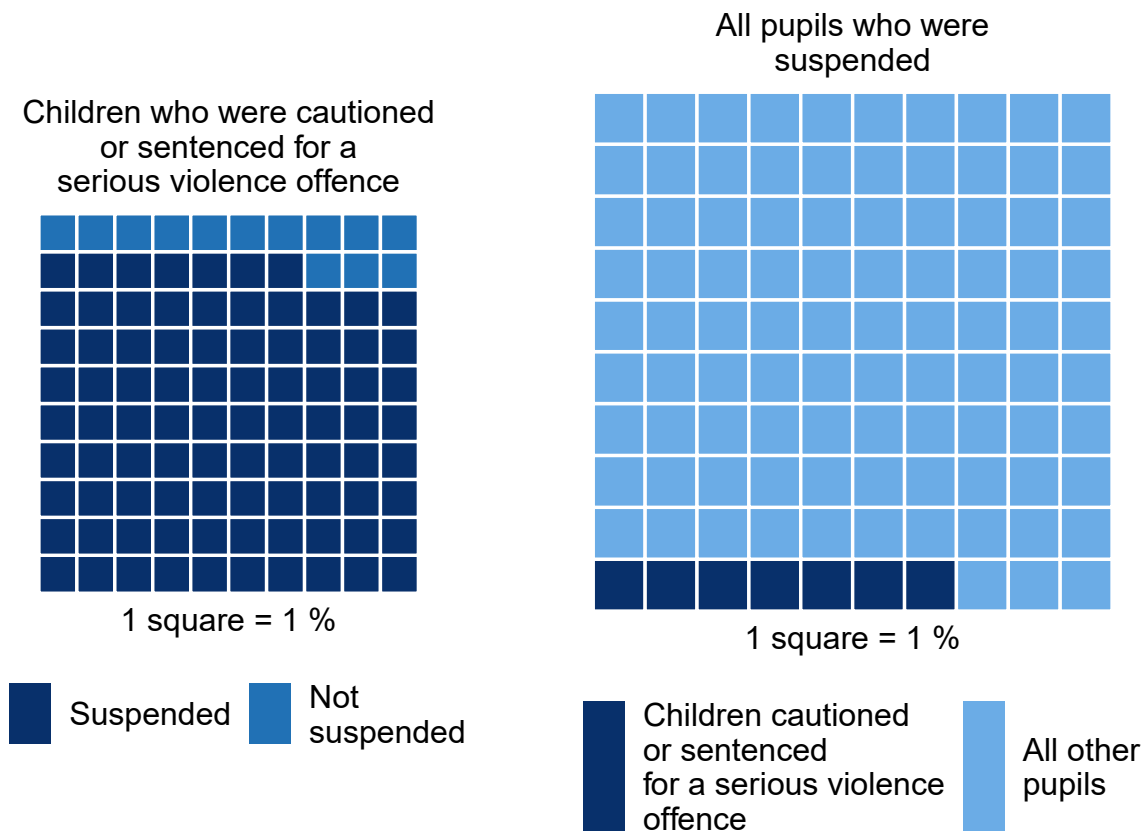
²⁴Note, suspensions data can include lunchtime suspensions, but suspensions during lunchtime have not been included in this analysis. Please see full definition here: [Pupil exclusion statistics: methodology](#)

Figure 14: The proportion of all pupils who had a record of being suspended or permanently excluded by offending and pupil group, for all pupils matched to KS4 academic years 2012/13, 2013/14 and 2014/15. [Source: DfE-MoJ data share, table 2.5.1]



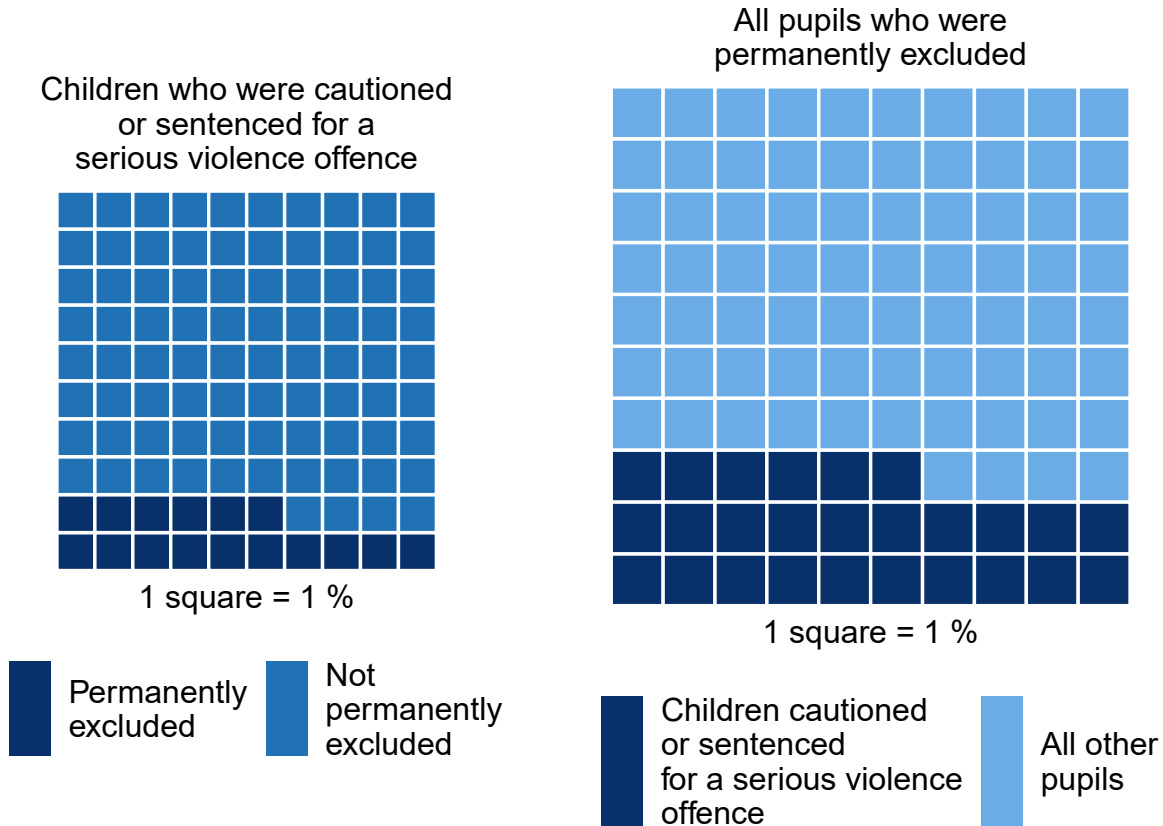
In comparison to the proportions seen above, 24% of suspended pupils that had attended school in Manchester had ever been cautioned or sentenced for an offence, compared to 7% who had been cautioned or sentenced for a serious violence offence. This shows us that, whilst the majority of children who had been cautioned or sentenced for a serious violence offence had also been suspended, it is not the case that most suspended pupils have been cautioned or sentenced for a serious violence offence.

Figure 15: The proportion of children who had been cautioned or sentenced for a serious violence offence and had ever been suspended, and all pupils who had ever been suspended, for pupils matched to KS4 academic years 2012/13, 2013/14 and 2014/15 [Source: DfE-MoJ data share, table 2.5.1]



When looking at all children that had ever been permanently excluded and had attended school in Manchester, 57% had ever been cautioned or sentenced for an offence, compared to 26% who had been cautioned or sentenced for a serious violence offence.

Figure 16: **The proportion of children who had been cautioned or sentenced for a serious violence offence and had ever been permanently excluded, and all pupils who had ever been permanently excluded, for pupils matched to KS4 academic years 2012/13, 2013/14 and 2014/15 [Source: DfE-MoJ data share, table 2.5.1]**



Timing of suspensions and permanent exclusions

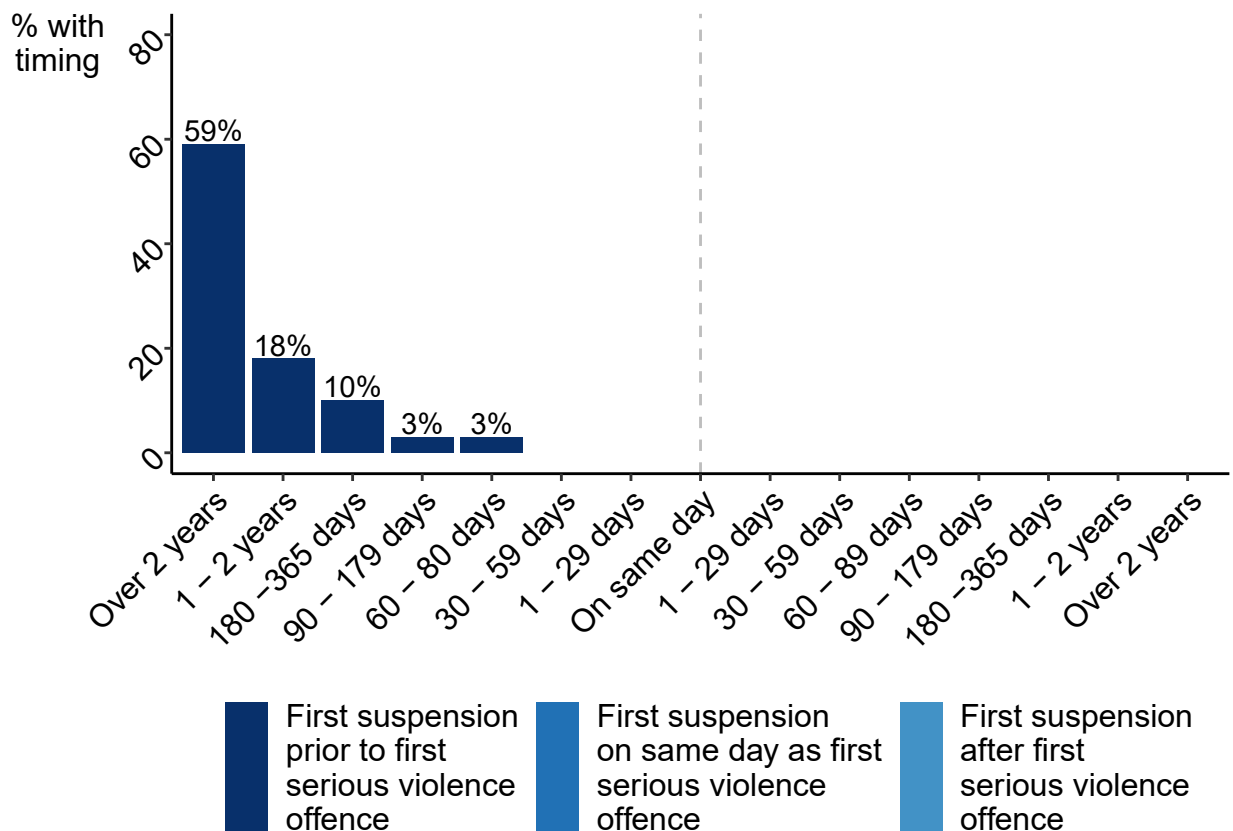
The following analysis first investigates the sequencing of suspensions and permanent exclusions with serious violence offences. It looks at both the child's first suspension or permanent exclusion and, in the case of multiple events, their closest suspension or permanent exclusion relative to their first serious violence offence.

Did first suspensions / permanent exclusions commonly precede or follow first serious violence offences?

Most children who had been cautioned or sentenced for a serious violence offence and had attended school in Manchester who had received a suspension, received their first suspension before their first serious violence offence.

Please note: gaps in the below chart indicate spaces where data has been suppressed due to small numbers

Figure 17: **Timing of children's first suspension relative to their first serious violence offence, for all pupils matched to KS4 academic years 2012/13, 2013/14, 2014/15. [Source: DfE-MoJ data share, table 2.6.3]**



Many children who had been cautioned or sentenced for a serious violence offence and had attended school in Manchester who had received a permanent exclusion, also received their first permanent exclusion before their first serious violence offence.

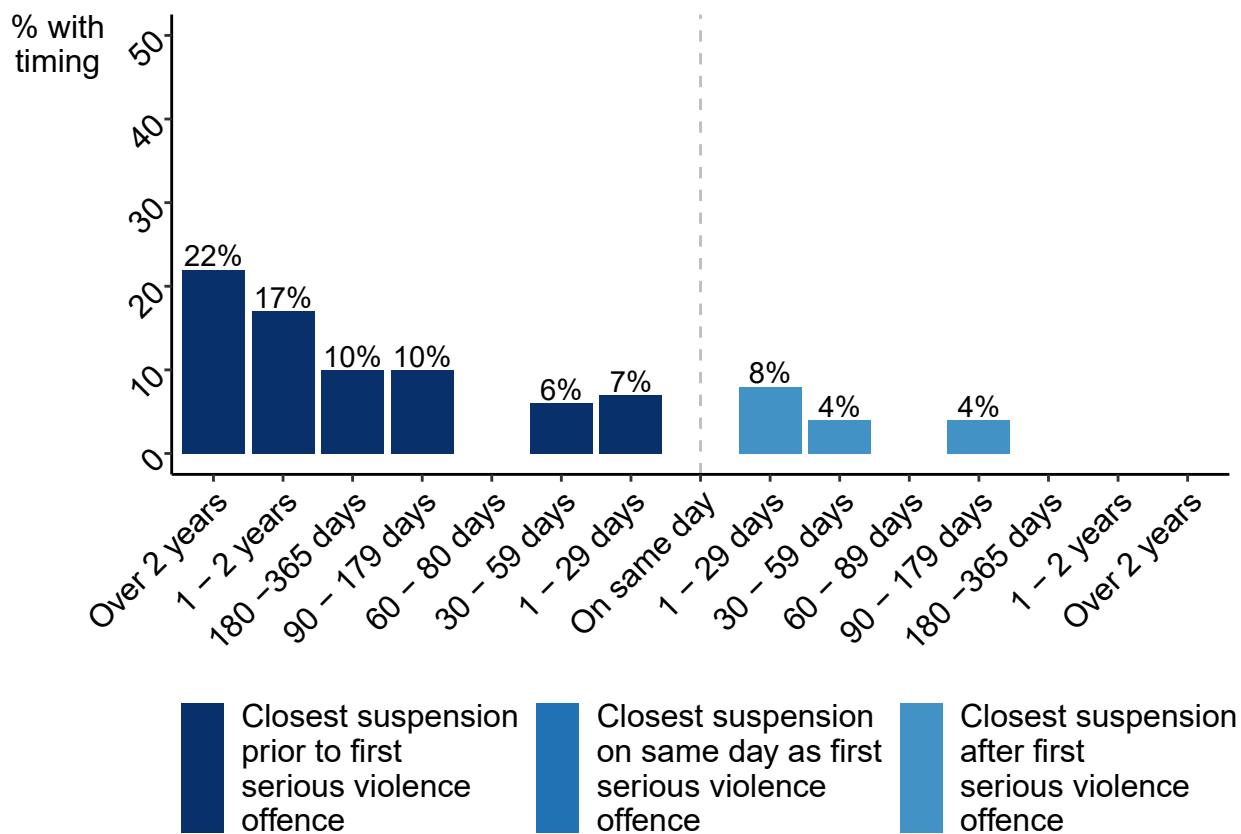
Chart has been suppressed due to small numbers.

Did the closest suspensions²⁵ / permanent exclusions commonly precede or follow serious violence offences?

Similar to the first suspension or permanent exclusion seen above, many children who had been cautioned or sentenced for a serious violence offence and had attended school in Manchester received their closest suspension or permanent exclusion before their first serious violence offence. There was also often a long period of time in between the closest suspension or permanent exclusion and the first serious violence offence²⁶.

Please note: gaps in the below chart indicate spaces where data has been suppressed due to small numbers

Figure 18: Timing of children’s closest suspension relative to their first serious violence offence, for all pupils matched to KS4 academic years 2012/13, 2013/14, 2014/15. [Source: DfE-MoJ data share, table 2.6.7]



²⁵Where children who had been cautioned or sentenced for an offence had received multiple suspensions/permanent exclusions, the analysis defined closest as the shortest amount of time between the start of the suspensions/permanent exclusions and the first serious violence offence date’

²⁶See accompanying tables for a full breakdown of the length of time between first/closest suspensions and permanent exclusions and the first serious violence offence.

Chart has been suppressed due to small numbers.

Alternative Provision

Alternative Provision (AP) is full or part-time education arranged by:

- a) local authorities, either directly or working with schools, for pupils who, because of permanent exclusion, illness or other reasons, would not otherwise receive suitable education.
- b) schools for pupils to improve their behaviour off-site, or during a suspension

The education often takes place at a pupil referral unit (PRU), AP academy or free school, known collectively as the 'state place-funded AP' sector.

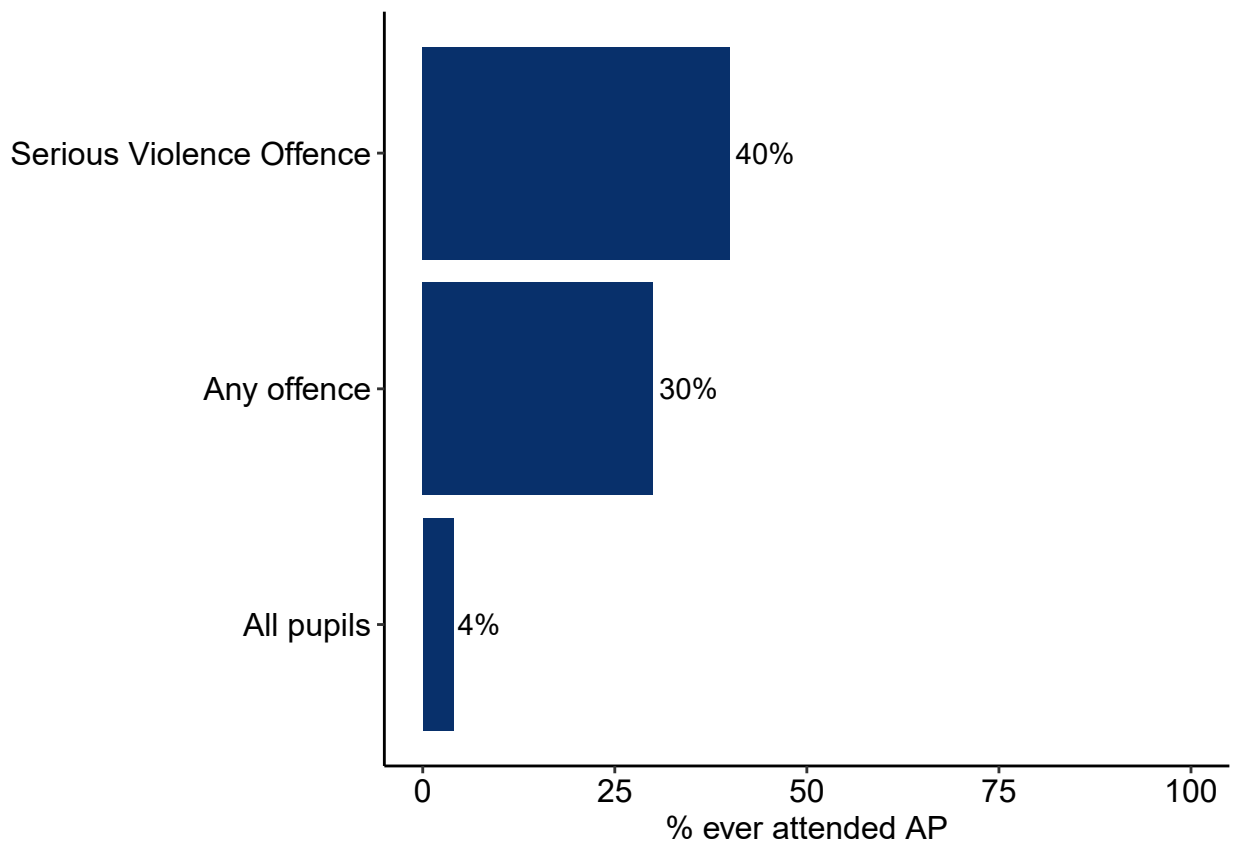
However, alternative provision placements can also be arranged in independent schools, Further Education colleges or unregistered education settings, known as the 'independent AP' sector. Some of the pupils identified in the data as attending independent and unregistered AP settings were registered in independent special schools named on their Education, Health and Care plans, some of which do not meet the Department for Education's (DfE) statutory definition of AP.

Children who had been cautioned or sentenced for an offence and had attended school in Manchester were more likely to have attended AP than the all-pupil cohort that had attended school in Manchester²⁷.

30% of all children who had been cautioned or sentenced for an offence and had attended school in Manchester had ever been registered at an AP setting (approximately 280 children), compared to 40% of children who had been cautioned or sentenced for a serious violence offence and had attended school in Manchester (approximately 100 children). This compares to only 4% of the all-pupil cohort in Manchester (approximately 570 children). For children who had been cautioned or sentenced for a serious violence offence, the difference between these results and the national figure was not statistically significant.

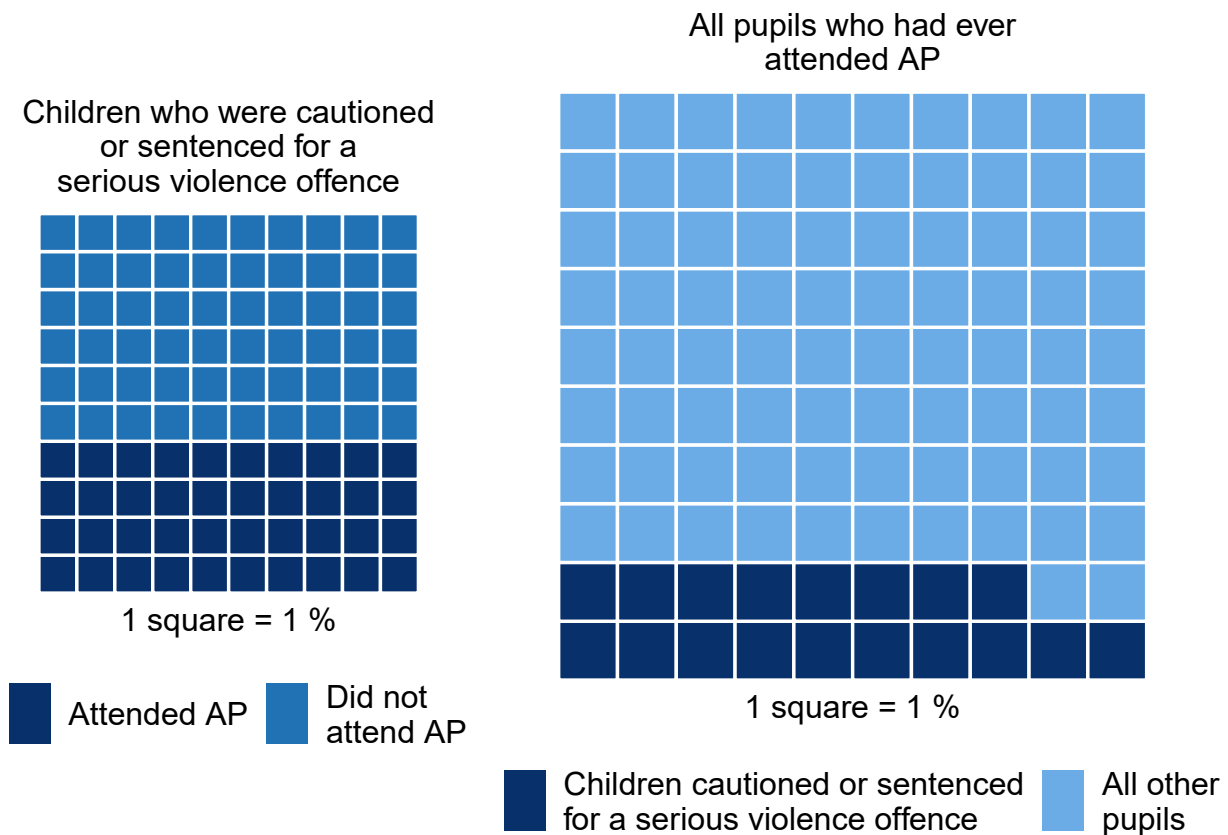
²⁷Please see here for more information on AP statutory guidance: [Alternative Provision Statutory Guidance](#)

Figure 19: The proportion of all pupils who had ever attended alternative provision by offending and pupil group, for pupils matched to KS4 academic years 2012/13, 2013/14 and 2014/15. [Source: DfE-MoJ data share, table 2.7.1]



Looking only at pupils that had ever been registered at an AP setting and had attended school in Manchester, 49% had ever been cautioned or sentenced for an offence. In addition, 18% of those that had ever been registered at an AP setting and had attended school in Manchester had ever been cautioned or sentenced for a serious violence offence.

Figure 20: The proportion of children who had been cautioned or sentenced for a serious violence offence and had ever attended alternative provision, and all pupils who had ever attended alternative provision, for pupils matched to KS4 academic years 2012/13, 2013/14 and 2014/15 [Source: DfE-MoJ data share, table 2.7.1]

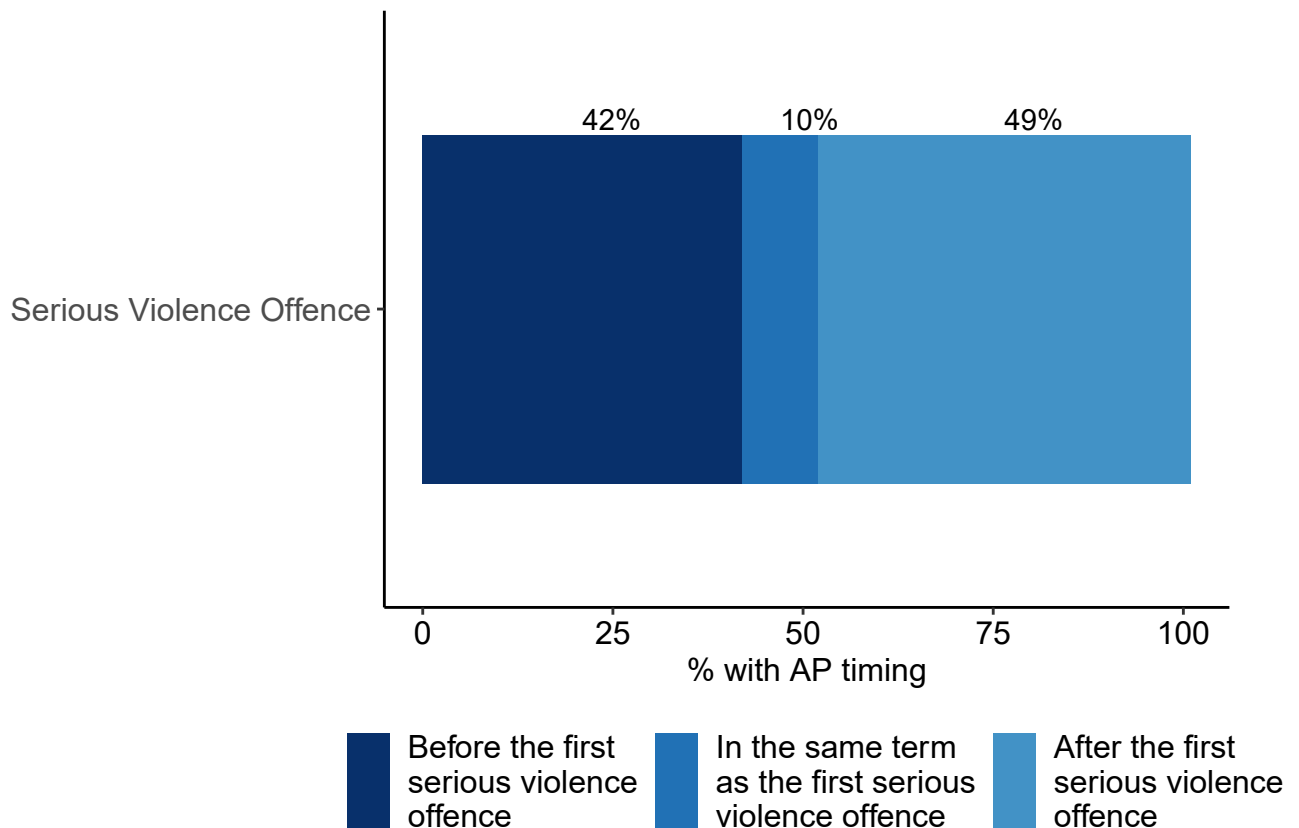


Timing of AP in relation to offence

Did the first term a child attended alternative provision (AP) commonly precede the first serious violence offence?

For children who had been cautioned or sentenced for a serious violence offence, attended school in Manchester, and had ever been registered at an AP setting, 42% first attended AP before their first serious violence offence and 49% first attended AP after their first serious violence offence, whilst 10% first attended AP in the same term as their first serious violence offence.

Figure 21: **The first term children attended alternative provision (AP) relative to the timing of their first offence, for all pupils matched to KS4 academic years 2012/13, 2013/14 and 2014/15.** [Source: DfE-MoJ data share, table 2.8.1]



Special Educational Needs

This analysis looks at the proportion of children who had been cautioned or sentenced for an offence and had attended school in Manchester who were ever recorded as having Special Educational Needs (SEN)²⁸.

A child or young person is classified as having SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

Most children with SEN will have their needs met by their education setting with no additional funding from the local authority ('SEN Support')²⁹, whilst others may undergo a formal assessment resulting in an Education, Health and Care plan (EHC plan)³⁰ if they are assessed as having a complex need that requires additional provision. It is important to note that this analysis only covers children who have identified SEN, and some children will have unidentified needs and therefore relevant support will not have been put in place.

Children who had been cautioned or sentenced for an offence or a serious violence offence and had attended school in Manchester were more likely to be recorded as having SEN (either with SEN Support or with an EHC plan) than the all-pupil cohort that had attended school in Manchester.

Of children who had been cautioned or sentenced for an offence and had attended school in Manchester, 82% had ever had SEN (approximately 770 children), compared

²⁸The Children and Families Act 2014 and the SEND Code of Practice (2015) covers children and young people with Special Educational Needs and Disabilities (SEND). A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. Children and young people have a disability if they have a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities. Children and young people with a disability do not necessarily have SEN, or vice-versa, but there is a significant overlap between disabled children and young people and those with SEN. Data collected and published by Department for Education only records children and young people identified with SEN.

²⁹Prior to 2014, this category was School Action or School Action Plus. The term 'SEN Support' describes the actions taken to support children in mainstream settings who have been identified as having Special Educational Needs (SEN), but who do not have an Education, Health and Care plan (EHC plan). These children receive support and provision from resources already available within the school (which could include advice or support from outside specialists). Should a child require additional resources that the existing school's SEN Support system does not include, then they can apply for a more detailed EHC plan, which outlines the educational, health and social needs of the individual and the specific provisions in place to support them.

³⁰From 2014 Education, Health and Care plans were introduced. Under previous legislation pupils could be eligible for Statements of SEN. The period for local authorities to transfer children and young people with Statements of SEN to EHC plans started in September 2014 and ended on 31 March 2018. For the purposes of this analysis, 'EHC plan' will be used to describe both Statements of SEN and EHC plans unless stated otherwise in the particular context.

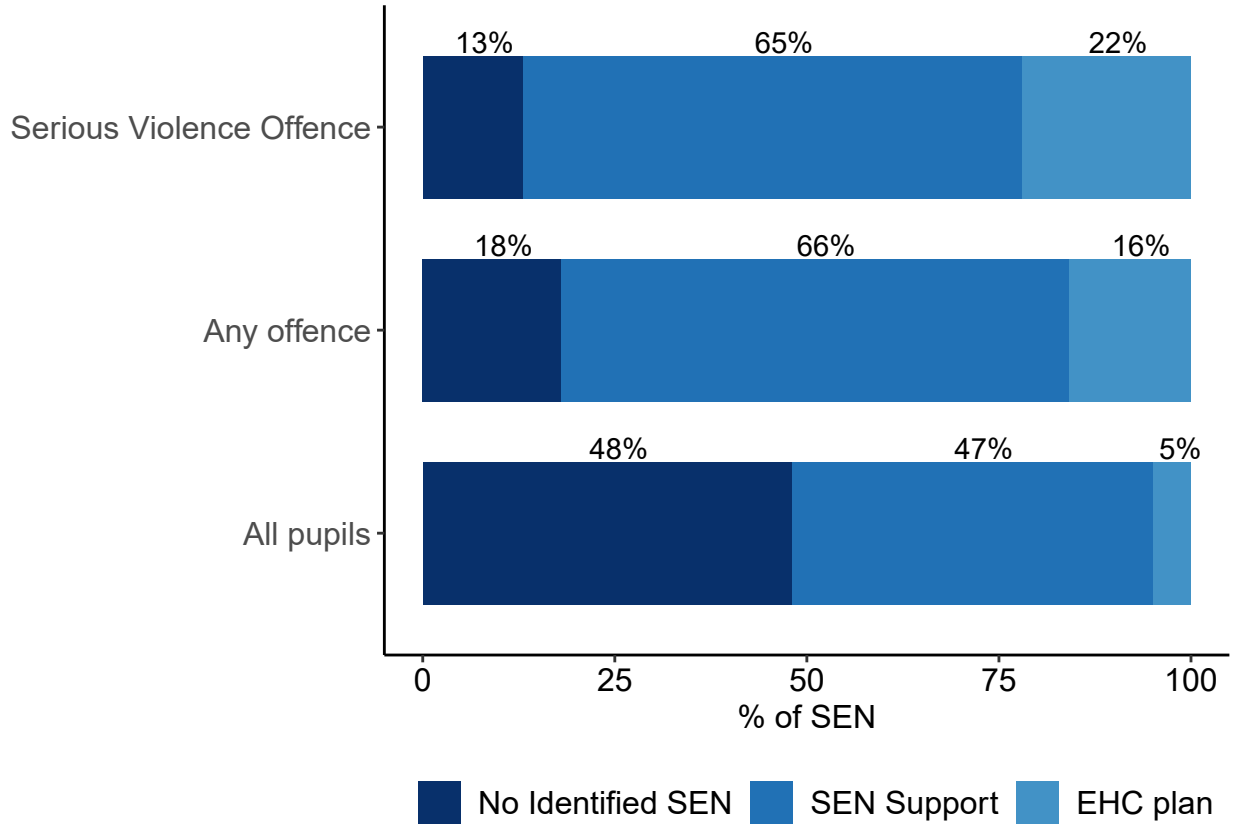
to 87% of children who had been cautioned or sentenced for a serious violence offence and had attended school in Manchester (approximately 230 children). The corresponding proportion is lower for the all-pupil cohort in Manchester, at 52%, which is approximately 6,680 children. For children who had been cautioned or sentenced for a serious violence offence, the difference between these results and the national figure was not statistically significant.

Of children who had been cautioned or sentenced for any offence and had attended school in Manchester, 16% had ever had an EHC plan (approximately 150 children), compared to 22% of children who had been cautioned or sentenced for a serious violence offence and had attended school in Manchester (approximately 60 children). The corresponding proportion of the all-pupil cohort that had attended school in Manchester with an EHC plan is lower at 5%, which is approximately 650 children. For children who had been cautioned or sentenced for a serious violence offence, the difference between these results and the national figure was not statistically significant.

Of children who had been cautioned or sentenced for any offence and had attended school in Manchester, 66% had ever had SEN Support³¹ (approximately 620 children), compared to 65% of children who had been cautioned or sentenced for a serious violence offence and had attended school in Manchester (approximately 170 children). The corresponding proportion of the all-pupil cohort that had attended school in Manchester with SEN Support is lower at 47%, which is approximately 6,030 children.

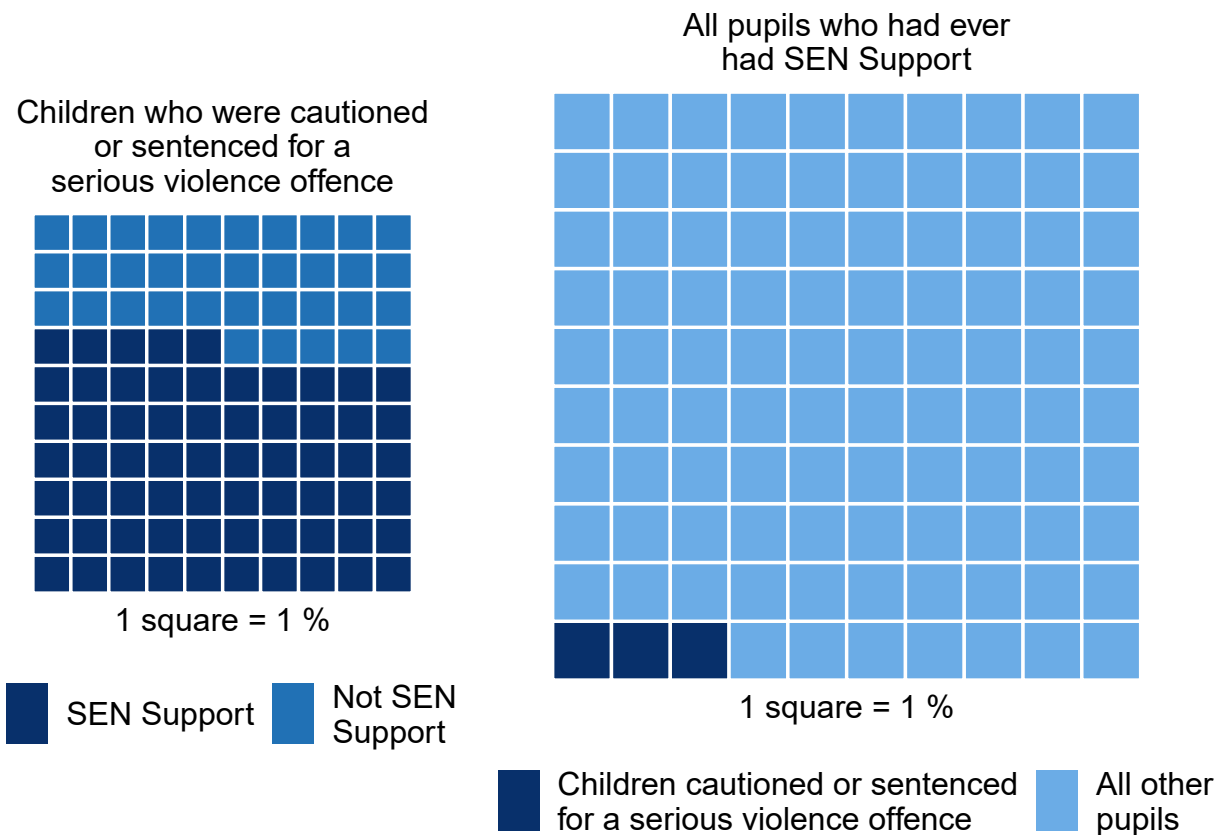
³¹The analysis throughout this publication refers to children with SEN Support as children that had ever been identified as having SEN, but never with an EHC plan.

Figure 22: **Special Educational Needs (SEN) of all pupils by offending and pupil group, for those that were ever recorded with SEN, for pupils matched to KS4 academic years 2012/13, 2013/14 and 2014/15. [Source: DfE-MoJ data share, table 2.9.1]**



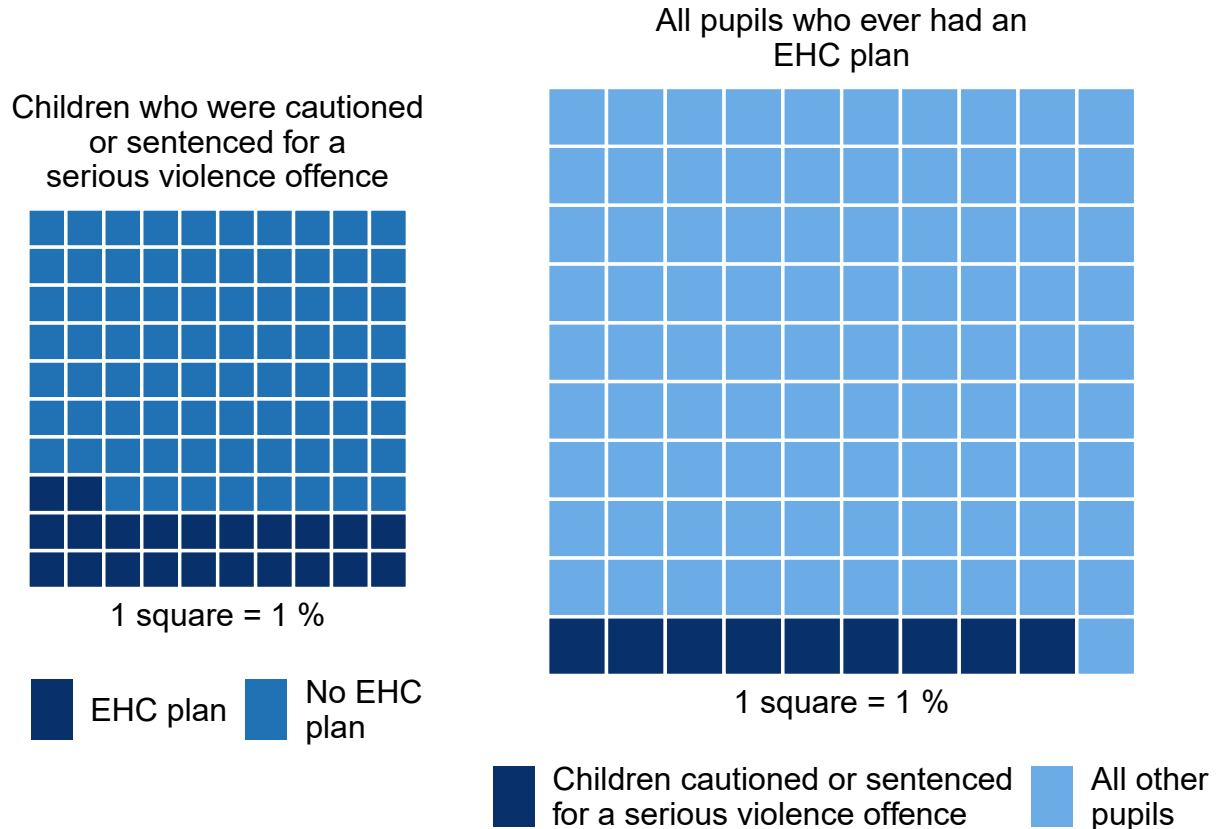
65% of children who had been cautioned or sentenced for a serious violence offence and had attended school in Manchester had ever had SEN Support (without an EHC plan), however only 3% of children who had ever had SEN Support and had attended school in Manchester were children who were cautioned or sentenced for a serious violence offence.

Figure 23: The proportion of children who had been cautioned or sentenced for a serious violence offence and had ever had SEN Support, and all pupils who had ever had SEN Support, for pupils matched to KS4 academic years 2012/13, 2013/14 and 2014/15 [Source: DfE-MoJ data share, table 2.9.1]



When looking at children who had ever had an EHC plan, 9% of those that had attended school in Manchester were children who were cautioned or sentenced for a serious violence offence.

Figure 24: The proportion of children who had been cautioned or sentenced for a serious violence offence and had ever had an EHC plan, and all pupils who had ever had an EHC plan, for pupils matched to KS4 academic years 2012/13, 2013/14 and 2014/15 [Source: DfE-MoJ data share, table 2.9.1]



Types of SEN

For this analysis, both primary and secondary SEN type have been considered when exploring types of SEN.

The most prevalent type of recorded SEN amongst children who had been cautioned or sentenced for an offence and went to school in Manchester was Social, Emotional and Mental Health needs (SEMH)³².

56% of children who had been cautioned or sentenced for an offence and had attended school in Manchester were recorded with SEMH, compared to 65% of children who had been cautioned or sentenced for a serious violence offence and had attended school in Manchester. The corresponding proportion for the all-pupil cohort in Manchester was 15%.

Another SEN type of interest is Speech, Language and Communication needs (SLCN). 8% of children who had been cautioned or sentenced for an offence and had attended school in Manchester were recorded with SLCN, compared to 10% of children who had been cautioned or sentenced for a serious violence offence and had attended school in Manchester. The corresponding proportion for the all-pupil cohort in Manchester was 6%.

Timing of the identification of SEN

Did a child being identified as SEN commonly precede the first serious violence offence?

For children who had been cautioned or sentenced for a serious violence offence, had attended school in Manchester, and also had an EHC plan, 79% first had an EHC plan before their first serious violence offence³³.

Chart has been suppressed due to small numbers.

³²There were changes to the classification of type of need in 2015 when the previous code of 'Behaviour, emotional and social difficulties (BESD)' was removed, and a new code 'Social, emotional and mental health (SEMH)' was introduced. However, those with a primary need of BESD in 2014 were not all expected to move to SEMH in 2015. The analysis combined results for the two SEN types, whilst understanding that SEMH was not intended to be a direct replacement for BESD. Results for types of SEN prior to 2015 will include BESD rather than SEMH.

³³This analysis aims to differentiate between children who had been cautioned or sentenced for an offence, or a serious violence offence, that have received different levels of support. As such, the analysis distinguishes between those that have had SEN Support, but have never had an EHC plan, and those that have had an EHC plan, and when they were first recorded as receiving that support. It is important to note that this does not necessarily equate to when the child was first identified as having SEN.

For children who had been cautioned or sentenced for a serious violence offence, attended school in Manchester, and had ever been recorded with SEN (either with or without an EHC plan), 95% were first recorded with SEN before their first serious violence offence.

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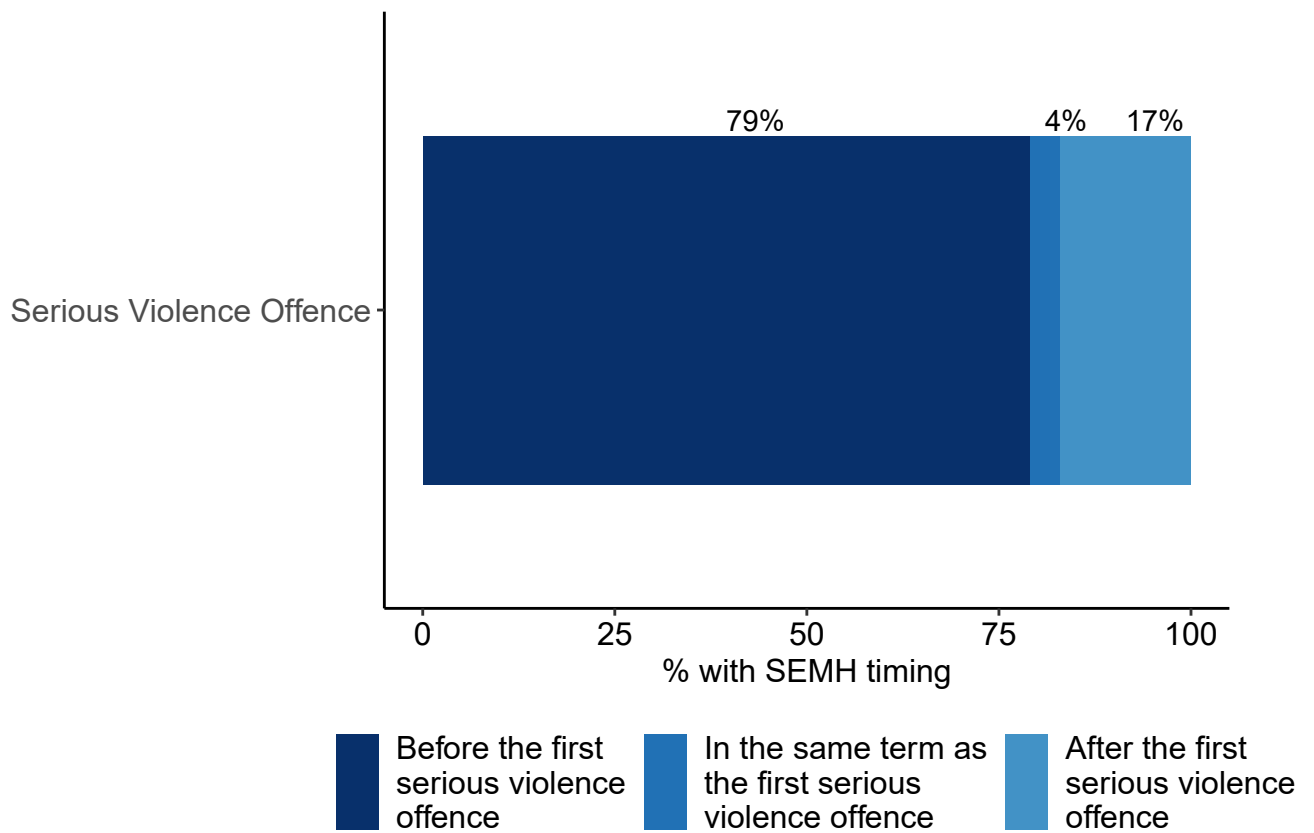
Timing of the identification of Social, Emotional and Mental Health (SEMH) needs

Did a child being identified as SEMH commonly precede the first serious violence offence?

As SEMH is consistently the most common recorded SEN type amongst children who had been cautioned or sentenced for an offence and had attended school in Manchester, further analysis has been carried out on the timing of the identification of SEMH.

For children who had been cautioned or sentenced for a serious violence offence, had attended school in Manchester and had ever been recorded with SEMH (either with or without an EHC plan), 79% were first recorded with SEMH before their first serious violence offence.

Figure 25: The first term children had SEMH, relative to the timing of their first serious violence offence, for pupils matched to KS4 academic years 2012/13, 2013/14 and 2014/15. [Source: DfE-MoJ data share, table 2.10.3]



Children with a Social Worker

The next set of findings look at the proportion of children who had been cautioned or sentenced for an offence that were recorded as being children in need (CIN) or children who are looked after (CLA) on 31st March in any given year, as defined by the Children Act 1989, between 2011/12 – 2017/18 for CIN, and 2005/06 - 2017/18 for CLA³⁴ ³⁵. CIN here refers to children who are designated under a number of different social care classifications: children on a child in need plan; children on a child protection plan³⁶; and children who are looked after³⁷. As such, CLA figures are included in the figures for CIN. Since the CIN and CLA data cover different time periods, and CIN includes CLA for some of the same period, comparisons of CIN to CLA should be made with caution. To maximise coverage of the CIN data and avoid skewed results, the analysis in this section is based on children matched to KS4 academic year 2014/15 only.

When reading the findings related to children looked after (CLA), it is important to note that the introduction of the Legal Aid, Sentencing and Punishment of Offenders Act 2012 (LASPOA) meant that, from 3rd December 2012, children up to the age of 18 who are remanded to youth detention accommodation as a result of being charged with or convicted of an offence will be 'looked after' by the designated local authority³⁸. Therefore, caution should be taken when considering the findings related to CLA and offending, as the child may have become CLA due to the offending.

Overall, children who had been cautioned or sentenced for an offence and had attended school in Manchester were more likely to have been both CIN and CLA than the all-pupil cohort in Manchester.

43% of children who had been cautioned or sentenced for an offence and had attended school in Manchester were children in need on the 31st March in any given year when

³⁴It is important to note on using this measure, the analysis takes no account of how long the children were in need, or in care, and does not count those who were in need, or looked after, during the period specified but were not in need, or looked after specifically on 31st March. As such, the figures stated will be an under-estimate of the true proportion of children in need and children who are looked after.

³⁵This diverges from the definition of Ever CIN used in the CIN Review, which looks at whether the child was recorded as so in the previous 6 years. Please see here for further details: [Children in need of help and protection: data and analysis](#)

³⁶Child Protection Plan (CPP) - support for a child where there is reasonable suspicion that child is suffering, or likely to suffer, significant harm.

³⁷Children who are looked after (CLA) – a child who is looked after by a local authority if they fall into one of the following: is provided with accommodation, for a continuous period of more than 24 hours (Children Act 1989, Section 20 and 21); is subject to a care order (Children Act 1989, Part IV), or is subject to a placement order. The analysis has not analysed children on a child in need plan (CINP) separately, but rather have looked at all children in need, and the two categories of highest intervention.

³⁸Please see here for more information: [Children looked after return 2020 to 2021](#)

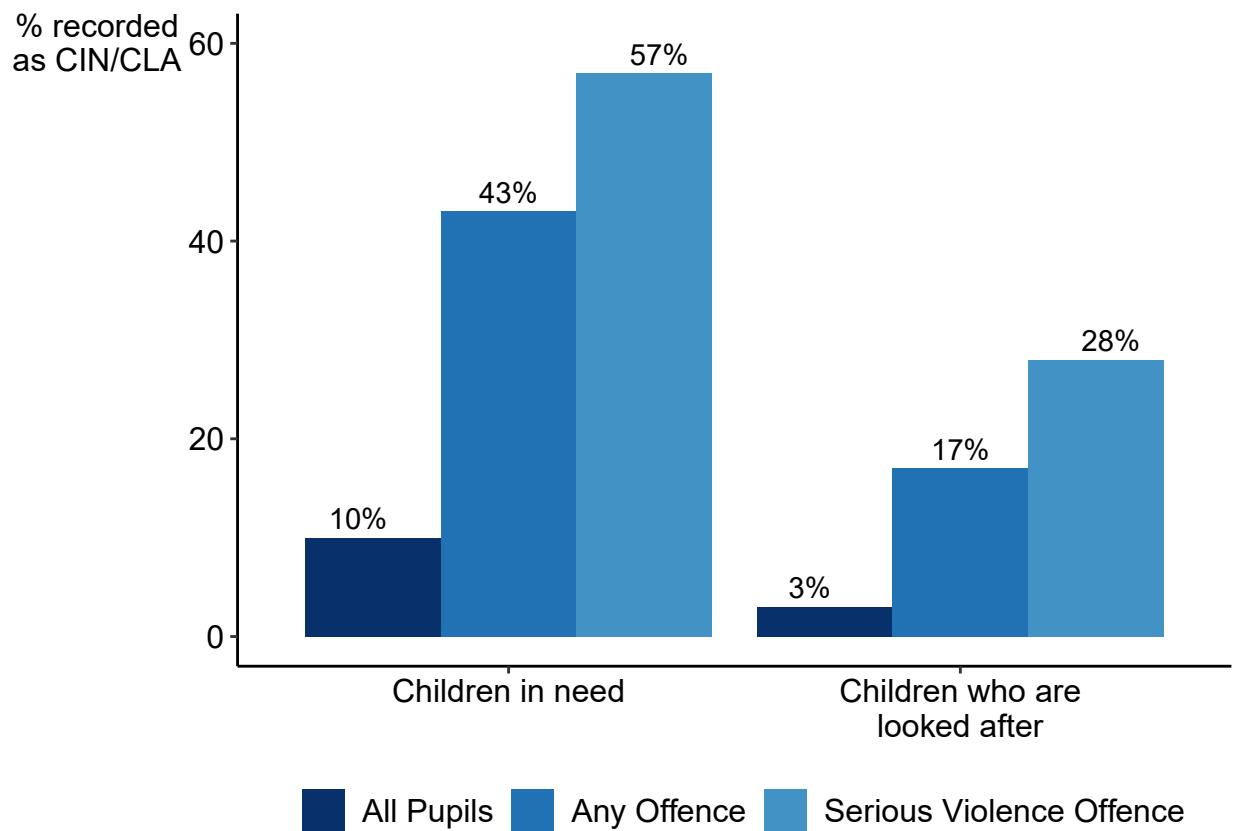
aged between 12 and 16³⁹ (approximately 110 children), compared with 57% of children who had been cautioned or sentenced for a serious violence offence and had attended school in Manchester (approximately 40 children) and 10% of the all-pupil cohort that had attended school in Manchester (approximately 420 children). For children who had been cautioned or sentenced for a serious violence offence, the difference between these results and the national figure was statistically significant.

17% of children who had been cautioned or sentenced for an offence and had attended school in Manchester were CLA on the 31st March in any given year when aged between 6 and 16⁴⁰ (approximately (number too small to report) children), compared with 28% of children who had been cautioned or sentenced for a serious violence offence and had attended school in Manchester (approximately (number too small to report) children). This compares to 3% of the all-pupil cohort that had attended school in Manchester (approximately 110 children). For children who had been cautioned or sentenced for a serious violence offence, the difference between these results and the national figure was statistically significant.

³⁹Full CIN data is available from 2011/12, term 3. Children are included in this CIN analysis if they had been recorded as a child in need on the 31st March in any period between the ages of 12 - 16. Those matched to earlier years in the KS4 attainment data will as a result have less coverage than those matched to later years. For example: those with KS4 academic year 2012/13 have coverage from age 14 and above.

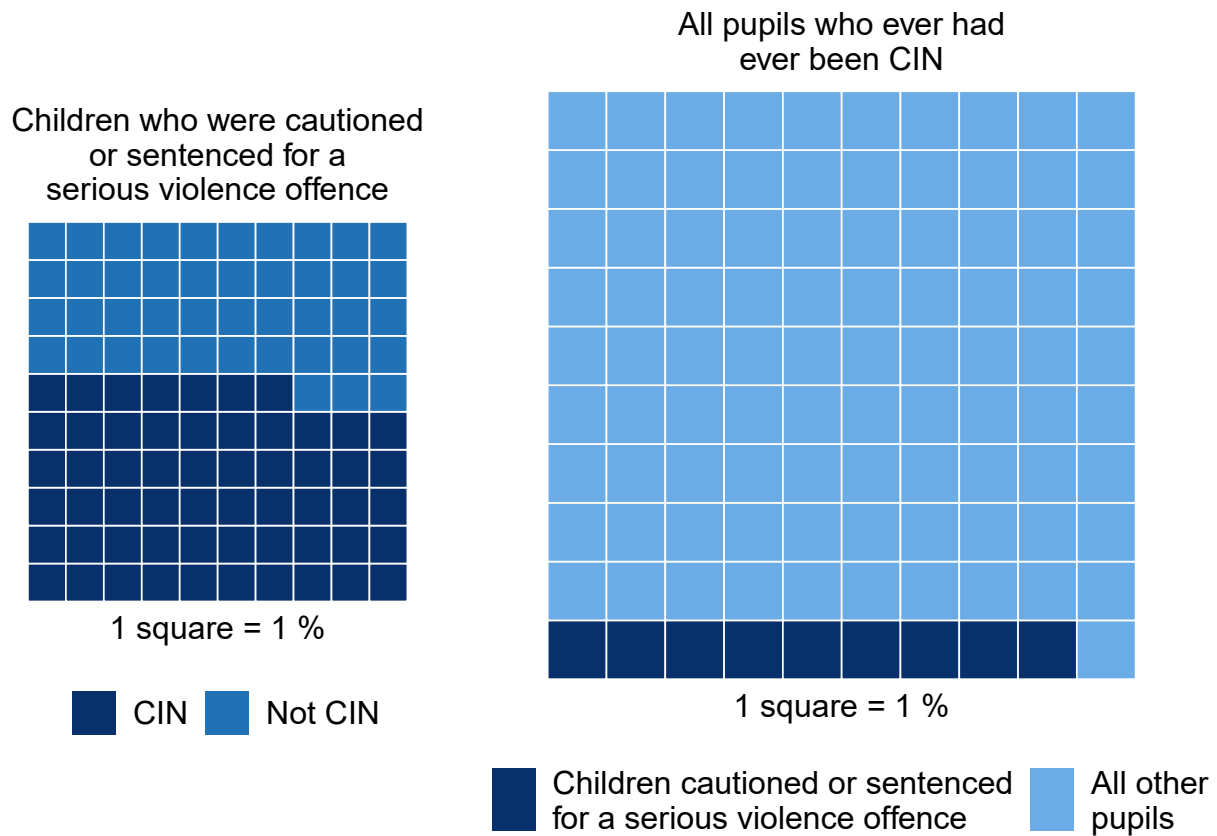
⁴⁰Children are included in this CLA analysis if they had been recorded as a child being looked after on the 31st March in any period between the ages of 6 - 16. Those matched to earlier years in the KS4 attainment data will as a result have less coverage than those matched to later years. For example: those with KS4 academic year 2012/13 have coverage from age 8 and above.

Figure 26: The proportion of children who had been recorded as being CIN/CLA on 31st March in any given year, by offending and pupil group, for pupils matched to KS4 academic year 2014/15 only. [Source: DfE-MoJ data share, table 2.11.1]



Looking at the CIN and CLA cohorts that had attended school in Manchester, 9% of those who were CIN and 17% of those who were CLA, on 31st March in any given year had ever also been cautioned or sentenced for a serious violence offence. Meaning that, although high proportions of children who had been cautioned or sentenced for a serious violence offence had ever been recorded as CIN or CLA, it is not the case that most children that were ever recorded as CIN or CLA were also cautioned or sentenced for a serious violence offence.

Figure 27: The proportion of children who had been cautioned or sentenced for a serious violence offence and had ever been CIN on 31st March in any given year, and all pupils who had ever been CIN on 31st March in any given year, for pupils matched to KS4 academic year 2014/15 only. [Source: DfE-MoJ data share, table 2.11.1]



Timing of record of CiN/CLA in relation to offence

Did the first record of a child being known to children’s social care commonly precede the first serious violence offence?

The focus of this analysis is to understand the sequencing of a child’s journey between different social care groups relative to the interaction(s) with the criminal justice system they may have had. It looks at children who had been cautioned or sentenced for a serious violence offence and whether their first record of being a child in need, a child on a child protection plan, and/or a child being looked after occurred before, after or during the same school term as their first serious violence offence (for those recorded as CIN, including CLA, as defined by the Children Act 1989, at any point in a given school term between 2011/12 – 2017/18 for CIN, and 2004/05 - 2017/18 for CLA).

The analysis presented here utilises a different dataset⁴¹ to that used in the previous section of this publication, enabling more granular examination of those recorded in the children’s social care system at any point during the year, not just on 31st March, and to look at changes in their social care group throughout the year.

Children who had been cautioned or sentenced for a serious violence offence have been classified here as being CIN, CPP or CLA in an academic term, if at any point in that term they have been recorded as CIN, CPP or CLA⁴².

62% of children who had been cautioned or sentenced for a serious violence offence, had attended school in Manchester and were also recorded as a child in need, were recorded as such before their first serious violence offence. For CPP and CLA, the percentages were 69% and 71% respectively.

⁴¹Termly CIN and CLA datasets were provided internally to enable us to complete this analysis. This data is not currently available within the MoJ-DfE data share.

⁴²A child can move between various stages of the social care system within and between terms, including into and out of need. Each child was assigned a termly activity label based on the following hierarchy: CLA – if a child has been looked after for at least one day in that term; CPP – if a child is not labelled as CLA and has been on a child protection plan for at least one day in that term; CIN – a child that falls into any of the two previous categories, or if they are CINP - if a child is not labelled as CLA or CPP and has been in need for at least one day in the term (child in need plan). The legal definition of children in need includes all disabled children. Unlike other children who must be assessed as in need, disabled children are classed as Children in Need by virtue of having a disability. Please see here for more information: [Children in need of help and protection: data and analysis](#)

Annex A: Glossary

Table 2

Item	Definition
Alternative Provision (AP)	Education arranged by local authorities for pupils who, because of permanent exclusion, illness or other reasons, would not otherwise receive suitable education; education arranged by schools for pupils on a suspension; and pupils being directed by schools to off-site provision to improve their behaviour.
Child Protection Plan (CPP)	Support for a child where there is reasonable suspicion that child is suffering, or likely to suffer, significant harm. CPP is a subset of CIN.
Children in need (CIN)	Child in need (CIN) is a broad definition spanning a wide range of children and adolescents, in need of varying types of support and intervention, for a variety of reasons. A child is defined as 'in need' under section 17 of the Children Act 1989 where: they are unlikely to achieve or maintain, or to have the opportunity of achieving or maintaining, a reasonable standard of health or development without the provision for them of services by a local authority; their health or development is likely to be significantly impaired, or further impaired, without the provision for them of such services; or they are disabled. CPP and CLA are subsets of CIN.
Children who are looked after (CLA)	Under the Children Act 1989, a child is looked after by a local authority if they fall into one of the following: is provided with accommodation, for a continuous period of more than 24 hours [Children Act 1989, Section 20 and 21]; is subject to a care order [Children Act 1989, Part IV]; is subject to a placement order. CLA is a subset of CIN.

Free school meals (FSM)	The metric used in this analysis is FSM eligibility. Children are eligible for FSM if a claim has been made by them or on their behalf and either: the relevant local authority / school has confirmed that they are entitled to free school meals; the relevant local authority / school has seen the necessary documentation (that confirms entitlement to free school meals) FSM are available to pupils in receipt of, or whose parents are in receipt of, one or more of the following benefits: Universal Credit (provided you have an annual net earned income of no more than £7,400, as assessed by earnings from up to three of your most recent assessment periods); Income Support; Income-based Jobseeker’s Allowance; Income-related Employment and Support Allowance; Support under Part VI of the Immigration and Asylum Act 1999; The guarantee element of Pension Credit; Child Tax Credit (provided you are not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190); Working Tax Credit run-on – paid for four weeks after you stop qualifying for Working Tax Credit
Permanent exclusion	A permanent exclusion is when a pupil is no longer allowed to attend a school.
Persistent absence	Persistent absence is when a pupil enrolment’s overall absence equates to 10 per cent or more of their possible sessions.
Persistent absence (unauthorised other)	Persistent absence (unauthorised other) is when a pupil enrolment’s absence due to ‘unauthorised other’ reasons equates to 10 per cent or more of their possible sessions.
Serious Violence	The definition of serious violence used in this paper is broadly based on the following categories of offence groups and offence types: indictable only ‘violence against the person’ offences, indictable only ‘robbery offences’, and triable either way or indictable only ‘possession of weapons offences’. A full list of offences included in the definition can be found in Annex B. Children who have committed a serious violence offence here therefore relate to young people cautioned or convicted for any of the offences in Annex B.

Special Educational Needs (SEN)	A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them i.e., educational or training provision that is additional to or different from that made generally for their peers. A pupil identified as having SEN will either: be receiving 'SEN Support'; in a minority of cases, have a statutory Education, Health and Care plan setting out their complex needs and how these will be met
Suspension	A suspension is where a pupil has been temporarily removed from the school (including during lunchtime). Prior to 2019/20, suspensions were referred to as a fixed period exclusion.

Annex B: Serious Violence definition - list of offences

Table 3: Police National Computer Offence Codes

Police National Computer Offence code	Offence description
00100	Violence against the person
00101	Murder of persons aged 1 year or over
00102	Murder of infants under 1 year of age
00200	Attempted murder
00301	Making threats to kill
00302	Conspiracy or soliciting, etc., to commit murder
00303	Assisting offender by impeding his apprehension or prosecution in a case of murder
00304	Intentionally encouraging or assisting commission of murder
00305	Encouraging or assisting in the commission of murder believing it will be committed
00306	Encouraging or assisting in the commission of one or more offences of murder believing one or more will be committed
00401	Manslaughter
00402	Infanticide
00403	Child destruction
00501	Wounding etc. with intent to do grievous bodily harm etc. or to resist apprehension
00504	Attempting to choke, suffocate etc. with intent to commit an indictable offence (garrotting)
00505	Using chloroform, etc., to commit or assist in committing an indictable offence
00506	Burning, maiming, etc. by explosion
00507	Causing, explosions or casting corrosive fluids with intent to do grievous bodily harm
00509	Placing, etc. explosives in or near ships or buildings with intent to do bodily harm, etc.
00510	Endangering life or causing harm by administering poison

00513	Possession etc. of explosives with intent to endanger life
00514	Possession of firearms etc., with intent to endanger life (Group I)
00515	Possession of firearms etc. with intent to endanger life (Group II)
00516	Possession of firearms etc. with intent to endanger life (Group III)
00517	Using etc. firearms or imitation firearms with intent to resist arrest etc. (Group I)
00518	Using etc. firearms or imitation firearms with intent to resist arrest etc. (Group II)
00519	Using etc. firearms or imitation firearms with intent to resist arrest etc. (Group III)
00520	Use etc. of chemical weapons
00521	Use of premises or equipment for producing chemical weapons
00522	Use, threat of use, production or possession of a nuclear weapon
00527	Torture
00802	Administering poison with intent to injure or annoy
00804	Causing bodily harm by furious driving
00805	Assaults on person preserving wreck
00806	Assaults occasioning actual bodily harm
00833	Racially aggravated wounding or inflicting grievous bodily harm (inflicting bodily injury with or without weapon)
00840	Religiously aggravated malicious wounding or grievous bodily harm
00846	Racially or religiously aggravated malicious wounding or grievous bodily harm (GBH)
00859	Racially or religiously aggravated wounding or grievous bodily harm
03401	Robbery
03402	Assault with intent to rob
03410	Robbery
02802	Burglary in a dwelling with intent to inflict grievous bodily harm - indictable only
05601	Arson endangering life
00803	Setting spring guns etc. to injure trespassers
00811	Possession of offensive weapons without lawful authority or reasonable excuse

00813	Possessing firearm or imitation firearm at time of committing or being arrested for an offence specified in Schedule 1 of the Act (Group I)
00814	Possessing firearm or imitation firearm at time of committing or being arrested for an offence specified in Schedule 1 of the Act (Group II)
00815	Possessing firearm or imitation firearm at time of committing or being arrested for an offence specified in Schedule 1 of the Act (Group III)
00816	Possessing firearm or imitation firearm with intent to commit an indictable offence or resist arrest etc (Group I)
00817	Possessing firearm or imitation firearm with intent to commit an indictable offence, or resist arrest etc (Group II)
00818	Possessing firearm or imitation firearm with intent to commit an indictable offence, or resist arrest etc (Group III)
00823	Possession of a firearm or imitation firearm, with intent to cause fear of violence (Group I)
00824	Possession of a firearm or imitation firearm, with intent to cause fear of violence (Group II)
00825	Possession of a firearm or imitation firearm with intent to cause fear of violence (Group III)
00826	Having an article with a blade or point in a public place
00827	Having an article with a blade or point on school premises
00828	Possession of offensive weapons without lawful authority or reasonable excuse on school premises
00853	Using another to look after, hide or transport a dangerous weapon - offensive weapon, knife or bladed weapon
00854	Using another to look after, hide or transport a dangerous weapon - a firearm
00861	Threaten with an offensive weapon in a public place
00862	Threaten with a blade or sharply pointed article on school premises
00863	Threaten with an offensive weapon on school premises
00864	Threaten with blade/sharply pointed article in a public place
08101	Possession of weapons
08103	Possessing etc. firearm or ammunition without firearm certificate (Group I)
08104	Possessing etc. shotgun without certificate (Group II)

08107	Trading in firearms without being registered as a firearms dealer (Group I)
08108	Trading in firearms without being registered as a firearms dealer
08109	Selling firearm to person without a certificate (Group I)
08110	Selling firearm to person without a certificate (Group II)
08111	Repairing, testing etc. firearm for person without a certificate (Group I)
08112	Repairing, testing etc. firearm for person without a certificate (Group II)
08113	Falsifying certificate etc. with a view to acquisition of firearm (Group I)
08114	Falsifying certificate etc. with a view to acquisition of firearm (Group II)
08115	Shortening a shotgun or other smooth bore gun (Group I)
08116	Conversion of firearms (Group I)
08117	Possessing or distributing prohibited weapons or ammunition (Group I)
08126	Carrying firearm in public place etc. (Group I)
08127	Carrying loaded firearm in public place etc. (Group II)
08129	Trespassing with firearm or imitation firearm in a building (Group I)
08130	Trespassing with firearm or imitation firearm in a building (Group II)
08135	Possession of firearms by persons previously convicted of crime (Group I)
08136	Possession of firearms by persons previously convicted of crime (Group II)
08137	Possession of firearms by persons previously convicted of crime (Group III)
08138	Supplying firearms to person denied them under Section 21 (Group I)
08139	Supplying firearms to person denied them under Section 21 (Group II)
08140	Supplying firearms to person denied them under Section 21 (Group III)
08142	Failure to transfer firearms or ammunition in person (Group I)

08143	Failure to give notice in writing to the Chief Officer of Police of transfers involving firearms (Group I)
08144	Failure by certificate holder to notify in writing Chief Officer of Police of deactivation, destruction or loss of firearms or ammunition (Group I)
08145	Failure by certificate holder to notify in writing Chief Officer of Police of events taking place outside Great Britain involving firearms and ammunition (sold or otherwise disposed of, lost etc) (Group I)
08169	Possession of weapons
08170	Possessing or distributing prohibited weapons designed for discharge of noxious liquid etc. (Group I)
08171	Possessing or distributing firearm disguised as other object (Group I)
08172	Possessing or distributing other prohibited weapons
08173	Offence in relation to the unlawful IMPORTATION of any weapon or ammunition of a kind mentioned in S.5(1)(a),(ab),(aba),(ac),(ad),(ae),(af) or (c) of the Firearms Act 1968
08174	Offence in relation to the unlawful EXPORTATION of any weapon or ammunition of a kind mentioned in S.5(1)(a)(ab),(aba),(ac),(ad),(ae), (af) or (c) of the Firearms Act 1968
08176	Selling or transferring an air weapon unlawfully
08177	Carrying a loaded or unloaded or imitation firearm or air weapon in public place
08178	Knowingly being concerned in activity prohibited by Parts 2, 3 or 4 of the Order with intent to evade the relevant prohibition
08179	Unship / unload prohibited weapon / ammunition with intent to evade prohibition / restriction
08180	Remove prohibited weapons / ammunition from their place of importation with intent to evade prohibition / restriction
08181	Import prohibited weapons / ammunition with intent to evade a prohibition / restriction
08182	Export prohibited weapon / ammunition with intent to evade prohibition / restriction
08183	Carry / remove / deposit etc. prohibited weapons / ammunition with intent to evade a prohibition / restriction

08184	Knowingly concerned in fraudulent evasion of prohibition / restriction on prohibited weapon / ammunition
08185	Manufacture weapon / ammunition specified in section 5(1) of the Firearms Act 1968
08186	Sell / transfer prohibited weapon / ammunition
08187	Possess prohibited weapon / ammunition for sale / transfer
08188	Purchase / acquire prohibited weapon / ammunition for sale / transfer
08189	Offences under Explosives Precursors Regulations 2014
08190	Manufacture an offensive weapon; Possess article for use in connection with conversion of imitation firearm
08191	Make / sell / give as gift defectively deactivated weapon - Police and Crime Act 2017
09001	Unlawful marketing of knives (selling or hiring)
09002	Unlawful marketing of knives (offering or exposing to sell or hire)
09003	Unlawful marketing of knives - having in possession for the purpose of sale or hire
09004	Publication of any written, pictorial or other material in connection with the marketing of any knife - the material suggesting or indicating knife suitable for combat
09005	Publication of any written, pictorial or other material in connection with the marketing of any knife - the material is otherwise likely to stimulate or encourage violent behaviour involving use of the knife as a weapon
05914	Manufacture, possession or control of explosives under suspicious circumstances
05915	Possessing or making an explosive substance, a noxious or dangerous thing, a machine, engine or instrument with intent to commit an offence under the Offences against the Person Act 1861
06906	Unauthorised possession in prison of knife or offensive weapon

Annex C: Data sources

Most of the DfE data used in the descriptive statistics analysis is taken from the school census, which is a pupil-level data collection from primary, secondary, special and state-funded alternative provision (AP) schools (pupil referral units, AP academies and AP free schools). The school census takes place three times a year; in the Autumn, Spring and Summer terms. Data from the Pupil Referral Unit (PRU) and the AP censuses is also included. The PRU census was a yearly Spring collection census of all state-funded AP settings which was incorporated into the school census in 2013/14. The AP census is also a yearly Spring census. Since the AP and PRU censuses are yearly, missing termly data for Autumn and Summer terms was inferred from the Spring data collection of the same academic year, where appropriate. Additionally, some data is collected in the school census that is not collected in the AP and PRU census. Where appropriate, this missing data has been filled in from the school census.

To be aware; in most cases, where pupils are registered in two schools, the pupil's main record from the school census was used to obtain information about the pupil. However, in some cases, existence of a dual-subsidary record was noted, and the student flagged as attending more than one educational setting. We have incorporated information from pupil's subsidiary records for school, Local Authority and SEN, in order to capture as much information as possible.

In addition to this, examination data was also included. This data was matched onto the school census base data at a pupil-level from the KS2 and KS4 examination data. Where duplicate results existed for students, the latest academic year was taken. If duplicates remained, the highest score was used.

Ethnicity data

Data on a child's ethnicity is taken from the School Census. As of 2011, information regarding ethnicity could only be provided by the child or their parent(s).

Table 4: Ethnic Group Major categories

Code	Ethnic group
AOEG	Any Other Ethnic Group
ASIA	Asian
BLAC	Black
CHIN	Chinese
MIXD	Mixed
UNCL	Unclassified
WHIT	White

Table 5: Ethnic Group Minor categories

Code	Ethnic group
ABAN	Bangladeshi
AIND	Indian
AOTH	Any Other Asian Background
APKN	Pakistani
BAFR	Black African
BCRB	Black Caribbean
BOTH	Any Other Black Background
CHNE	Chinese
MOTH	An Other Mixed Background
MWAS	White and Asian
MWBA	White and Black African
MWBC	White and Black Caribbean
NOBT	Information Not Yet Obtained
OOTH	Any Other Ethnic Group
REFU	Refused
WBRI	White British
WIRI	White Irish
WIRT	Traveller of Irish Heritage
WOTH	Any Other White Background
WROM	Gypsy/Roma

Children known to children’s social care data

Data from the children in need (CIN) census and children who are looked after (CLA) census was also included. In most of this publication, the CIN and CLA data used indicates whether a given pupil was CIN or CLA on the 31st March in a given year. This differs from the measures used in the annual publication ‘Children looked after in England including adoptions’, which looks at whether the child was recorded as being looked after on 31st March in the previous year; whether the child started being looked after during the previous year ending 31st March; and for offending specifically, whether the child had been looked after for at least 12 months in the year ending 31st March. When looking at the timing of CIN and CLA, termly CIN and CLA datasets were used

which were provided internally. This is the only piece of analysis that has used data that is not available for external users of the data share.

Special Educational Needs data

Pupils identified with Special Educational Needs (SEN) are classified as those that have an Education, Health and Care (EHC) plan (or, prior to reforms introduced in September 2014, a Statement of SEN) and those who are in the SEN Support category (or, prior to reforms introduced in September 2014, School Action or School Action Plus). The period for local authorities to transfer children and young people with Statements of SEN to EHC plans started in September 2014 and ended on 31 March 2018.

Primary type of need is collected through the school census for those pupils on SEN Support, or EHC plan (or the pre-2014 equivalents). The coverage for January 2015 onwards is different to previous years. Pupils who were on School Action were not required to have a primary type of need recorded. From 2015 pupils who were on School Action who have transferred to SEN Support will be recorded as having a primary type of need. This has led to an increase in the number of pupils recorded as having a primary type of need. There were changes to the classification of type of need in 2015: the previous code of 'Behaviour, Emotional and Social Difficulties (BESD)' was removed. A new code 'Social, Emotional and Mental Health (SEMH)' was introduced, although this was not intended to be a direct replacement.

Table 6: Special Educational Needs categories

Code	SEN primary need
ASD	Autistic spectrum disorder
HI	Hearing impairment
MLD	Moderate learning difficulty
MSI	Multi-sensory impairment
PD	Physical disability
PMLD	Profound & multiple learning difficulty
SEMH	Social, emotional & mental health
BESD	Behaviour, emotional & social difficulties
SLCN	Speech, language & communication
SLD	Severe learning difficulty

SPLD	Specific learning difficulty
VI	Visual impairment
OTH	Other difficulty/disability



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