

Annual Exclusion Figures 2023/24

This report includes a three-year comparison of data from September 2021 to July 2024

Produced by Information Management Team and Exclusions Team

Schools & Learning

Department of Children's Services

About the Bradford School Exclusions Team

The Exclusions Team is committed to supporting the inclusion of children and young people and preventing exclusion from school. This cannot be done in isolation; we strive to work in partnerships to achieve this and using data intelligently.

Monitoring systems for high pupil suspensions have been developed and data is shared with our SEN Integrated Assessment Team where pupils have an EHCP to ensure shared action and links to support.

Wider colleagues use the Exclusions Dashboard to allow further review and support to be directed. These include the Local Authority Specialist Teaching and Support Team (StaSS), Social, Communication, Interaction and Learning (SCIL) Team who invited schools to request a Specialist Teacher linked to their school to support inclusion, including those at risk of suspension and exclusion. This means whole school support and individual referrals can be made as appropriate for early intervention and support. Consequently, 97% of Bradford schools now have a specialist link teacher attached to their school.

The Virtual School have developed an Inclusion Collaboration Panel for individual children who have a social worker. This is a multiagency advisory meeting where education difficulties are discussed and reflected upon with their social worker and other partners to look at further support actions that could be taken where children are at risk of suspension and exclusion. The Virtual School also hold a less formal weekly drop in for all professionals who want advice and guidance around educational issues which may result in increased suspensions or exclusion. As part of the statutory duties of the Virtual School for Children in Care, suspensions for these children are monitored and reviewed on a bi-weekly basis. The Virtual School link teachers work closely and collaboratively with the Social Worker and school to support and reduce suspensions where they occur. If a Child in Care is at risk of permanent exclusion, the Virtual School provide support and advocacy alongside the Exclusions Team, school and the Social Worker to avoid a permanent exclusion being issued.

September 2023 saw the introduction of the updated exclusion guidance - Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England. The team updated guidance available, including for social workers and our virtual school colleagues who are now to be included in notification of suspension and exclusions, where they are involved, and should be invited to meetings.

Following a permanent exclusion an officer in the Exclusions Team will work with those involved to ensure that the statutory exclusion guidance is followed to minimise disruption to a pupil's education so that exclusion from school does not mean exclusion from education.

The Exclusions Team has the following responsibilities:

- Ensure that the Local Authority's statutory responsibilities relating to exclusion are met;
- Gives advice to schools, parents and carers and other professionals on statutory and non-statutory exclusion processes;
- Maintains an exclusions helpline 5 days per week;
- Provides statistical information to the DfE;
- Offers training to Governors and school staff on their statutory responsibilities connected to school exclusion;

- Offers advice to support schools in the use of alternatives to exclusion, such as a managed move, Pastoral Support Plan (PSP), phased reintegration and referrals to other supporting services;
- Reviews both suspensions and permanent exclusions;
- Advises and guides governors on all aspects of exclusion law;
- Attends permanent and over 15 days' suspensions Governing Board Meetings in maintained schools and where invited by parents for Academy schools, as appropriate; and
- Attends Independent Review Panel Hearings.

These responsibilities are derived from: 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England (DfE September 2023).

Officers dealing with pupil exclusions from school sit within Bradford's Children's Services and can be contacted for exclusion advice by emailing exclusionsteam@bradford.gov.uk or via contact details on [Pupil Exclusion and Suspension from School | Bradford Schools Online](#).

Permanent Exclusion Providers

Bradford provides education from day six of a pupil's permanent exclusion at either Park Aspire or at Bradford Alternative Provision (AP) Academy. Park Aspire was rated 'Good' by OfSTED in 2020, and Bradford AP Academy was deemed 'Outstanding' at their last OfSTED inspection in 2023. Park Aspire are registered to work with pupils in Key Stage 1, 2 & 3. Bradford AP Academy work with KS 3 & 4.

Bradford, like other areas, had seen a rising trajectory in permanent exclusions over pre-pandemic years. Permanent exclusions increased in 2022/23 and again this year.

The increase of exclusions this year brought stresses in being able to place pupils in education by day six of their exclusion. Bradford has sought to ensure there is sufficient high quality education places for excluded pupils within Park Aspire and AP Academy to meet a rising need for places across the District along with commissioning Prism Independent School, with additional out of authority placements at Craven Pupil Referral Service commissioned and Pivot Academy, home tuition was sourced for some cases, and a small number had to wait for an available place.

Notes on the Data and Approach Used in This Report

To try and provide a more granular level of consistency that may be masked by reporting only on annual figures, the report (where appropriate) shows the data split by term as well as by school year.

A notable consequence of splitting the data into terms is that when adding the pupil numbers across terms, it will not balance with the total figure reported for the year. This is because the same child could be counted up to three times (once per term). However, this approach does allow for a clearer understanding of the number of pupils affected in each term.

The source of the exclusions and suspensions data used in this report is the Council's core education system which is updated with daily extracts from school MIS systems across the Bradford district. Please note, using live data has impacted on previously reported numbers due to technical issues with

a small proportion of schools. October 2023 school census data is used to calculate the number of pupils on roll for the appendices. Regional, benchmark group, and national comparator data is taken from the *Local Authority Interactive Tool* (LAIT), published by the DfE throughout the year.

Permanent Exclusions

Overall Numbers

- **In 2023/24, there were 173 permanent exclusions**, marking a 3% rise from 168 in 2022/23. This suggests that the rate of increase has decelerated compared to the 136.6% increase observed between 2021/22 and 2022/23.
- **Bradford's rate was slightly above the national, regional, and statistical neighbour rates in 2022/23**, as shown in Table 1 and Chart 1, whereas previously the rate has been below these comparators. Bradford's rate rose from 0.06% (expressed as a percentage of the school population) in 2021/22 to 0.15% in 2022/23 and has increased further to 0.19% for 2023/24, though final validated data and benchmark comparators are yet to be published by the Department for Education (DfE).
- **Permanent exclusions within the Primary phase reduced by 23.1%**, from 26 in 2022/23, to 20 in 2023/24.
- **Permanent exclusions within Secondary Schools have increased**, from 120 in 2022/23 to 140 in 2023/24 (a **16.7% increase**). Exclusions made in All Through schools were made in the Secondary year groups, and these reduced from 22 in 2022/23 to 13 in 2023/24 (a 40.9% decrease). Therefore, **the overall percentage change of exclusions made in the Secondary phase represents a 7.7% increase with a total number of 153 exclusions in the Secondary phase in 2023/24 compared to 142 in 2022/23.**
- **Exclusions for pupils with no previous suspensions** (see appendix A) has increased to 16 pupils in 2023/24 from 10 in 2022/23.
- 77.5% of Bradford schools (158) **issued no Permanent Exclusions** in 2023/24 (see Appendix C).

	2021/22				2022/23				2023/24			
	Autumn	Spring	Summer	Total	Autumn	Spring	Summer	Total	Autumn	Spring	Summer	Total
Primary	1	7	8	16	7	12	7	26	8	6	6	20
Secondary	13	19	13	45	28	38	54	120	53	44	43	140
All-Through	3	5	2	10	4	10	8	22	5	2	6	13
Total	17	31	23	71	39	60	69	168	66	52	55	173
<i>3yr Average</i>				58				96				137
Bradford - % of Number on Roll				0.06				0.15				0.19
Yorkshire & Humber - % of Number on Roll (NOR)				0.08				0.12				
Statistical Neighbours - % of Number on Roll (NOR)				0.10				0.13				
England - % of Number on Roll (NOR)				0.08				0.11				

Table 1: Permanent Exclusions - year & term by school phase; comparison to regional and national rates per school population (School Census)

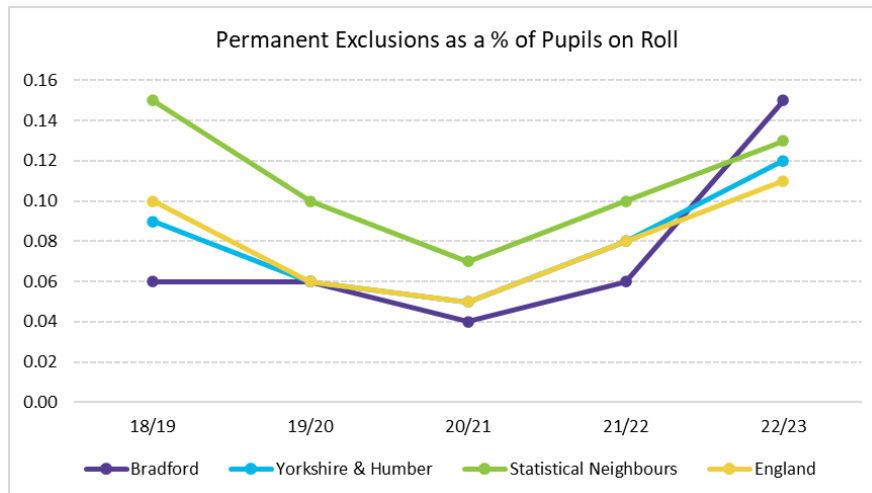


Chart 1: Permanent Exclusions as a % of Pupils on Roll – 2018/19 to 2022/23

Reasons for Permanent Exclusion (Primary Reason: DfE Taxonomy)

The withdrawal of the 'Other' code in 2020/21 means that a more accurate representation for the reason a pupil was excluded is now possible.

- The top three reasons for permanent exclusion in 2023/24 (Table 2) remain the same as seen in 2022/23. These are:
 - **Persistent Disruptive Behaviour** (54 instances across all phases).
 - Physical Assault against a Pupil (37).
 - Physical Assault against an Adult (35).
- The most common reason given nationally in 2022/23 was Persistent Disruptive Behaviour, accounting for 38.5% of all exclusions made. This has also been the most prevalent reason within Bradford for the last 3 years, though the proportions are lower in Bradford with 27.9% in 2022/23 and 31.2% in 2023/24.
- Permanent exclusions due to physical assault against both adults and pupils within Bradford remain high in comparison to the rates seen nationally.
- In 2022/23, 11.9% of permanent exclusions nationally were due to physical assault against an adult compared to 20.8% in Bradford. This has reduced slightly for Bradford in 2023/24 to 20.2%.
- In 2022/23, 15.3% of permanent exclusions nationally were due to physical assault against a pupil compared to 20.8% in Bradford. This has increased slightly in Bradford in 2023/24 to 21.4%.

		Primary				Secondary				All Through			
		21/22	22/23	23/24	Total	21/22	22/23	23/24	Total	21/22	22/23	23/24	Total
Damage	DM		1		1	1	1	1	3				0
Drug & Alcohol Related	DA					3	8	11	22		3		3
Inappropriate use of Social Media	MT								0				0
Other	OT												0
Persistent Disruptive Behaviour	DB	2	8	4	14	9	36	44	89	6	3	6	15
Physical Assault - Adult	PA	3	9	11	23	9	23	24	56	1	3		4
Physical Assault - Pupil	PP	1	4	3	8	12	23	32	67	2	8	2	12
Racist Abuse	RA	1	1		2		2		2				0
Use / Threat of an Offensive Weapon	OW	1			1	5	13	9	27		1	4	5
Verbal Abuse / Threats - Adult	VA	2	1	2	5	3	10	12	25	1	4		5
Verbal Abuse / Threats - Pupil	VP	2	2		4	1	3	4	8			1	1
Bullying	BU					1			1				0
Abuse against sexual orientation and gender identity	LG	1			1	1			1				0
Sexual misconduct	SM	3			3		1	3	4				0
Total		16	26	20	62	45	120	140	305	10	22	13	45

Table 2: Permanent exclusions by school phase and primary reason – 2021/22 – 2023/24

Permanent Exclusion Cohort

- The highest level of exclusions was seen for pupils in **Year 10** during 2023/24 (42 exclusions) with the majority of those (43%) occurring in the Spring Term. This was followed by 41 exclusions in **Year 9** and 30 exclusions in **Year 7** (Table 3).

	Female				Male				Total		
	21/22	22/23	23/24	Total	21/22	22/23	23/24	Total	21/22	22/23	23/24
R				0	1			1	1	0	0
1				0		1	2	3	0	1	2
2		2		2	1	3	1	5	1	5	1
3		1	2	3	3	2	3	8	3	3	5
4				0	2	3	5	10	2	3	5
5			1	1	6	5	4	15	6	5	5
6 (Key Stage 2)		1		1	3	8	2	13	3	9	2
7	5	10	7	22	7	17	23	47	12	27	30
8	3	17	8	28	14	27	16	57	17	44	24
9	6	12	13	31	11	18	28	57	17	30	41
10		10	6	16	6	24	36	66	6	34	42
11 (Key Stage 4)	1		3	4	2	7	13	22	3	7	16
Total	15	53	40	108	56	115	133	304	71	168	173

Table 3: Permanent Exclusions by Year Group and Gender – 2021/22 to 2023/24

- The number of Year 8 pupils permanently excluded **has reduced significantly in 2023/24**. During the previous year, 44 (26.2%) of pupils receiving a permanent exclusion were in Year 8, this has reduced to 24 (13.9%).
- For every 1 girl excluded, more than 3 boys were excluded** in 2023/24. This ratio has increased from 2022/23 when approximately 2 boys were excluded for each girl excluded. This is a higher ratio than the 2022/23 national rate where boys were just over 2 times more likely to be excluded than girls (Table 3).
- There were no Children in Care to the Local Authority or Special School permanent exclusions in 2023/24**. There were 10 Children with a Child Protection Plan and 12 Children in Need who were excluded within the same period.
- 12 pupils with a EHCP were excluded in 2023/24** (6.9% of the exclusions cohort). This has increased from 2022/23 when only 5 children with an EHCP received a permanent exclusion (3% of the exclusion cohort). No exclusions for this cohort were reported within the previous 2 years. The proportion of permanent exclusions which were awarded to children with an EHCP in Bradford in 2023/24 now more closely aligns with the national rate reported in 2022/23, which was 7.6%.
- For the last 3 years, **under half of the permanent exclusion group are pupils receiving SEN Support**. In 2023/24 this equates to 43.4%, which is comparable with 42.7% nationally in 2022/23.

	2021/22				2022/23				2023/24			
	Autumn	Spring	Summer	Total	Autumn	Spring	Summer	Total	Autumn	Spring	Summer	Total
EHCP - E							5	5	5	3	4	12
SEN Support - K	7	13	11	31	14	37	30	81	34	17	24	75
No SEN Support - N	10	18	12	40	25	23	34	82	27	32	27	86
Total	17	31	23	71	39	60	69	168	66	52	55	173

Table 4: Permanent Exclusions by SEND Status – 2021/22 to 2023/24

- **In 2023/24, pupils from a White – British background make up 45% of the exclusion cohort.** Looking at exclusions as a proportion of ethnicity groupings within the Bradford school population, children from a White – Roma/Roma Gypsy background have a higher rate of exclusions, followed by Black – Caribbean background then Mixed – White and Black Caribbean. Care needs to be taken with these figures due to the small numbers in some population cohorts (table 5).

Ethnic Group	Total Permanent Exclusions			As a % of Ethnic Group on Roll		
	21/22	22/23	23/24	21/22	22/23	23/24
Any other White background	6	4	8	0.14	0.09	0.19
Irish		1			0.88	
Traveller of Irish Heritage						
Roma/Roma Gypsy	1	3	6	0.10	0.31	0.70
White Eastern European						
White British	41	88	78	0.10	0.22	0.22
WHITE	48	96	92			
Any other Mixed Background	5	8	4	0.22	0.33	0.18
White/Black African	1		1	0.22		0.26
White/Asian	3	9	8	0.12	0.35	0.34
White/Black Caribbean		3	6		0.23	0.51
MIXED	9	20	19			
Any Other Asian Background						
Bangladeshi	1	3	3	0.03	0.10	0.12
Indian		1			0.05	
Pakistani	9	33	43	0.02	0.09	0.14
ASIAN	10	37	46			
African	1	3	2	0.07	0.13	0.08
Caribbean			1			0.53
Any other Black background		1			0.7	
BLACK	1	4	3			
CHINESE						
OTHER	1	3	3	0.05	0.15	0.16
REFUSED / NOT OBTAINED	2	8	10	0.28	0.54	0.68
Total	71	168	173	0.07	0.17	0.2

Table 5: Permanent Exclusions by Ethnicity and % of No on Roll – 2021/22 to 2023/24

Permanent Exclusions in Schools

- Appendix A shows the rate of permanent exclusions range from 0.06 (when expressed as a percentage of those on roll), to 1.78 in 2023/24.

Permanent Exclusion not included in this data – Cancelled Exclusions and reinstated pupils.

- This year has seen the number of exclusions remain consistent with the previous year, with the proportion of those being made to children with an Education, Health, and Care Plan (EHCP) increasing in 2023/24. Bradford Exclusions Team, alongside wider partners, supported with advice and options that led to the cancelling of 19 Exclusions, 12 of these had an EHCP.

Pupils Reinstated by the Governing Board

- Seven pupils were reinstated by the Governors.

Independent Review Panels

- Nine parents requested an independent review of the governor's decision not to reinstate their child, requesting a special education needs expert attend. Seven appeals were upheld, and two outcomes were quashed by the review, and was reinstated by the governing board, one was further upheld by the governing board.

Suspensions

Please note that a school-level table of data related to suspensions is provided in **Appendix B** of this report. Schools who did not issue any Suspensions in 2023/24 are listed in **Appendix D** of this report.

Overall Numbers

- **The number of suspensions continued to increase within Bradford in 2023/24.** 2022/23 saw a 64.8% increase to 18,515 from 11,236 in 2021/22. The increase was less significant between 2022/23 and 2023/24 when the number rose by 17.9% to 21,823 suspensions (Table 6).
- When looking at the rate of suspensions in relation to the school population, Bradford's suspension rate increased from 10.32% in 2021/22 to 18.45% in 2022/23. **A further increase to 24.13% is seen in 2023/24.** Chart 2 shows how the suspension rate in Bradford increased in 2022/23 against regional, national, and statistical neighbour comparators.
- **The number of average days lost per pupil has increased** year on year, from 5 days in 2021/22, to 6 days in 2022/23 and 7 days in 2023/24.
- The 21,823 suspensions for 2023/24 occurred **across 158 different schools.** Suspension durations of over 6 days saw an increase from 39 in 2021/22 to 49 in 2022/23. During 2023/24, these declined to 28 (see Appendix B).

	2021/22				2022/23				2023/24			
	Autumn	Spring	Summer	Total	Autumn	Spring	Summer	Total	Autumn	Spring	Summer	Total
Days Lost	5593.5	8812.5	6919	21325	8786	11145	11010	30941	14587	12612.5	11787	38986
No of Pupils	1791	2477	2164	4381	2405	3027	3005	5330	3239	3114	3062	5899
No of Incidents	3030	4576	3630	11236	5334	6823	6358	18515	8463	6466	6894	21823
Average Days Lost per Pupil				5				6				7
Bradford - % of Number on Roll				10.32				18.45				24.13
Yorkshire & Humber - % of Number on Roll (NOR)				9.93				13.54				
Statistical Neighbours - % of Number on Roll (NOR)				7.71				9.79				
England - % of Number on Roll (NOR)				6.91				9.33				

Table 6: Suspensions - year & term by aggregate loss; comparison to regional and national rates per school population (School Census)

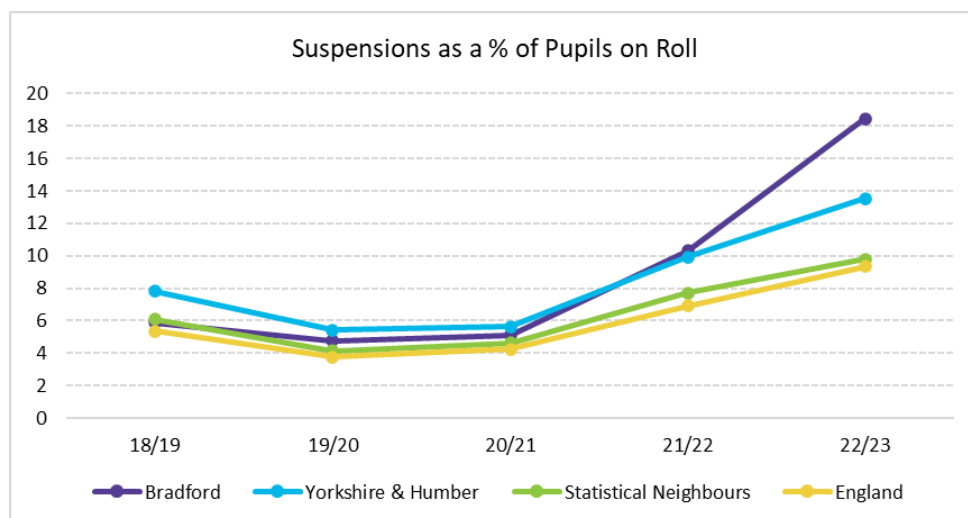


Chart 2: Suspensions as a % of Pupils on Roll – 2018/19 to 2022/23

Reasons for Suspension (Primary Reason: DfE Taxonomy)

- Overall, **Persistent Disruptive Behaviour** remains the most prevalent reason for days lost to suspension in 2023/24, followed by **Verbal Abuse or Threatening Behaviour Against an Adult**. The second most popular reason for days lost in the previous 2 years was Physical Assault against a Pupil.
- Reasons for suspensions differ across the school groups with Physical Assault against an Adult more prevalent across Primary schools, Special and PRU settings. Persistent Disruption is more prevalent across Secondary and All Through settings (Table 7).
- Primary, Secondary and All Through settings experienced an increase in the number of days lost to suspension between 2022/23 and 2023/24. Both PRU and the Special phase saw a reduction in days lost during the same period (Table 7).

	Primary			PRU			Secondary			All Through			Special				
	21/22	22/23	23/24	Total	21/22	22/23	23/24	Total	21/22	22/23	23/24	Total	21/22	22/23	23/24	Total	
Abuse relating to disability				0				0	6.5	6		12.5			1	1	0
Abuse Vs sex orientation / GI	7	9.5		16.5				0	167.5	109.5	77	354	3	3	10	16	0
Bullying	9.5	23.5	22.5	55.5				0	128	95.5	121	344.5	3.5	6.5	24.5	34.5	1
Damage	31	55.5	68.5	155	5	3	3.5	11.5	464.5	544	319	1327.5	47	36.5	46.5	130	8
Drug and alcohol related	11	13	11	35	2	2	3.5	7.5	616.5	702.5	496	1815	85	60.5	10	155.5	1.5
Inapp use of social media	16.5	17.5	15.5	49.5		1.5	2	3.5	367.5	223	131.5	722	7.5	22	39.5	69	0
Persistent disruption	320	445	508.5	1273.5	2	7.5	13	22.5	6639.5	12956	18174	37769.5	1176	1270.5	1328	3774.5	7.5
Phys assault against adult	514.5	548	769	1831.5	19	36.5	26.5	82	714	842.5	1006.5	2563	108	117.5	254	479.5	2.5
Phys assault against pupil	323	549.5	432.5	1305	16	24	8	48	3209	4170	4405	11784	440	589.5	965.5	1999	23
Racist abuse	33.5	57	43	133.5	3			3	394	417.5	391.5	1203	45	36.5	47	128.5	0
Sexual misconduct	23.5	9.5	4	37	3			3	185.5	96.5	135	417	36.5	13.5	11.5	61.5	0
Theft	2	5	7	14			1	1	152.5	141.5	90.5	384.5	2	6	10	18	0
Use/Threat offen weapon/item	40	29.5	22	91.5	1.5	2		3.5	562.5	490	545.5	1598	109.5	71	100.5	281	4
VA/T behaviour against adult	182	168	202	552	8	14	2.5	24.5	3031.5	4309	5624	12964.5	309	411.5	770.5	1491	7.5
VA/T behaviour against pupil	77	84.5	71.5	233	4	1	10	15	541	881.5	1270	2692.5	45.5	81	97.5	224	1
Willful transgress pub health		37.5	4	37.5	4			4	20	11.5	181.5	213	1	1		2	0
Total	1590.5	2052.5	2177	5820	67.5	91.5	70	229	17200	25996.5	32968	76164.5	2418.5	2730.5	3716	8865	48.5

Table 7: Days Lost to Suspensions by school phase and primary reason – 2021/22 to 2023/24.

Suspension Cohort

- **Children with SEN Support (at the time of suspension) in 2023/24 lost 6.9 days to suspension**, compared to children with an EHCP losing 6.3, and children with no identified SEN losing 6.3 days (Table 8).

		2021/22				2022/23				2023/24			
		Autumn	Spring	Summer	Total	Autumn	Spring	Summer	Total	Autumn	Spring	Summer	Total
EHCP - E	Days Lost	435.0	485.5	386.0	1306.5	627.0	628.5	694.5	1950.0	1022.0	959.5	898.0	2879.5
	Incidents	231	271	212	714	351	355	327	1033	521	487	502	1510
	Pupils	132	159	127	277	170	181	179	340	254	237	235	454
SEN Support - K	Days Lost	1978	2859	2236	7073	3098	3524.0	3557	10179	4633	3636.0	3653	11922.0
	Incidents	1100	1474	1166	3740	1801	2147	1973	5921	2697	1940	2172	6809
	Pupils	583	759	669	1335	764	883	862	1558	959	903	894	1729
No SEN Support - N	Days Lost	3180.5	5468.0	4297.0	12946	5061.0	6992.5	6759	18812.0	8932.0	8017.0	7235.5	24184.5
	Incidents	1699	2831	2252	6782	3182	4321	4058	11561	5245	4039	4220	13504
	Pupils	1089	1584	1394	2888	1501	1992	1985	3582	2055	1990	1950	3862

Table 8: Suspensions by SEND Status – 2021/22 to 2023/24

- Boys were over 1.5 times more likely than girls to be suspended in 2023/24. When reviewed at primary and secondary level there is a much higher likelihood that boys will be suspended than girls within the primary school group when compared to secondary (Table 9).

	Female				Male				Overall	Male to Female Ratio (3 year average)
	21/22	22/23	23/24	Total	21/22	22/23	23/24	Total		
R	2	6	4	12	19	30	18	67	79	6
1	14	19	12	45	64	60	61	185	230	4
2	25	21	14	60	104	106	98	308	368	5
3	10	17	32	59	147	159	240	546	605	9
4	19	13	25	57	110	184	222	516	573	9
5	13	48	47	108	193	180	290	663	771	6
6 (Key Stage 2)	39	81	119	239	213	296	209	718	957	3
7	506	1181	1212	2899	1223	1983	2109	5315	8214	2
8	789	1623	1997	4409	1226	2471	2848	6545	10954	1
9	883	1979	2010	4872	1425	2238	3251	6914	11786	1
10	949	1490	1773	4212	1705	2122	2741	6568	10780	2
11 (Key Stage 4)	493	703	931	2127	1065	1505	1560	4130	6257	2
Total	3742	7181	8176	19099	7494	11334	13647	32475	51574	2

Table 9: Instances of Suspensions by Year Group and Gender – 2021/22 to 2023/24

- Suspensions have increased in 2023/24 for vulnerable pupils known to children’s social care across all three categories of vulnerability, Children in Need experienced the steepest rise. The number of days lost to suspension for vulnerable children has increased from 5 days in 2021/22 to 6 days in 2022/23, this remained consistent at 6 days for 2023/24 also (Table 10).










		21/22	22/23	23/24	Trend
Children in Care - CiC	Days Lost	395	560	693	
	Incidents	192	314	333	
	Pupils	77	89	98	
Children with a Child Protection Plan - CPP	Days Lost	465.5	989.5	1058.5	
	Incidents	233	574	613	
	Pupils	102	143	149	
Children in Need - CiN	Days Lost	890.5	1087	1135.5	
	Incidents	465	581	640	
	Pupils	193	199	224	

Table 10: Suspensions by Vulnerability – 2021/22 to 2023/24

- Looking at suspensions as a proportion of ethnicity groupings within the Bradford school population, **children from a White – Roma/Roma Gypsy background have a higher rate of suspension**, followed by Mixed – White and Black Caribbean then Mixed – White and Asian. Care needs to be taken with these figures due to the small numbers in some population cohorts (Table 11).

Ethnic Group	Pupils with at least one Suspension			As a % of Ethnic Group on Roll		
	21/22	22/23	23/24	21/22	22/23	23/24
Any other White background	168	257	268	3.82	5.56	6.21
Irish	8	3	4	7.08	2.65	4.04
Traveller of Irish Heritage	2	2	2	5.41	4.44	4.00
Roma/Roma Gypsy	121	177	183	11.70	18.12	21.43
White British	1882	2122	2403	4.64	5.36	6.78
WHITE	2181	2561	2860			
Any other Mixed Background	98	120	134	4.34	4.96	5.96
White/Black African	23	27	28	5.02	5.96	7.14
White/Asian	188	228	214	7.39	8.98	9.06
White/Black Caribbean	95	112	119	7.34	8.57	10.12
MIXED	404	487	495			
Any Other Asian Background	39	73	89	3.24	5.38	6.33
Bangladeshi	76	87	103	2.41	2.86	4.03
Indian	26	15	28	1.32	0.72	1.48
Pakistani	1380	1691	1864	3.74	4.63	5.92
ASIAN	1521	1866	2084			
African	46	75	110	3.04	3.29	4.21
Caribbean	7	14	14	3.26	6.70	7.41
Any other Black background	8	18	16	3.57	7.69	6.93
BLACK	61	107	140			
CHINESE	1	2	2	1.03	1.82	2.06
OTHER	48	88	102	2.55	4.37	5.57
REFUSED / NOT OBTAINED	165	219	216	10.94	14.92	17.94
Total	4381	5330	5899	4.32	5.26	6.52

Table 11: Pupils with at least one Suspension by Ethnicity