

# Annual Exclusion Figures 2022/23

This report includes a three-year comparison of data from September 2020 to July 2023

**Produced by Information Management Team and Exclusions Team**

*Education & 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](mailto: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 Pupil Referral Unit (PRU) or at Bradford Alternative Provision (AP) Academy. Park PRU was rated 'Good' by OfSTED in 2020, and Bradford AP Academy was deemed 'Outstanding' at their last OfSTED inspection in 2023.

Bradford, like other areas, had seen a rising trajectory in permanent exclusions over pre-pandemic years. Permanent exclusions increased in 2021/22 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 our PRU and AP Academy to meet a rising need for places across the District with 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

The exclusions data available for the 2019/20 school year is not directly comparable to recent or previous years, as there were no summer term 2019/20 permanent exclusions due to Covid-19 school attendance restrictions. Similarly, restrictions to attendance made in 2020/21 have impacted on exclusions made in the spring term, thus that data is also skewed.

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. Where full academic year data is used (both in the narrative and supporting visuals), readers are requested to keep in mind the above caveat.

A notable consequence of splitting the data into terms is that the adding the pupil numbers across terms will not balance with the total figure reported for the year. This is due to the fact that 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 Exclusions data used in this report is taken from 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. January school census data is used to calculate the number of pupils on roll for Annex A and B. Regional, benchmark group, and national comparator data is taken from the *Local Authority Interactive Tool* (LAIT), published by the DfE throughout the year.

An expanded set of reason codes were introduced in 2020/21 to allow for an enhanced understanding of the reasons for exclusion, and to help support targeted interventions where appropriate. These new codes were: (PH) wilful transgression of protective measures; (LG) abuse against sexual orientation and gender; (DS) abuse relating to disability; (OW) offensive weapon or prohibited item. The 'Other' code was removed.

## Permanent Exclusions

Please note that a school-level table of data related to Permanent Exclusions is provided in **Appendix A** of this report. It is important to bear in mind that the data for 2020/21 was impacted by Covid restrictions, and therefore any comparisons / trends should be considered with this in mind. Schools who did not issue any Permanent Exclusions in 2022/23 are listed in **Appendix C** of this report.

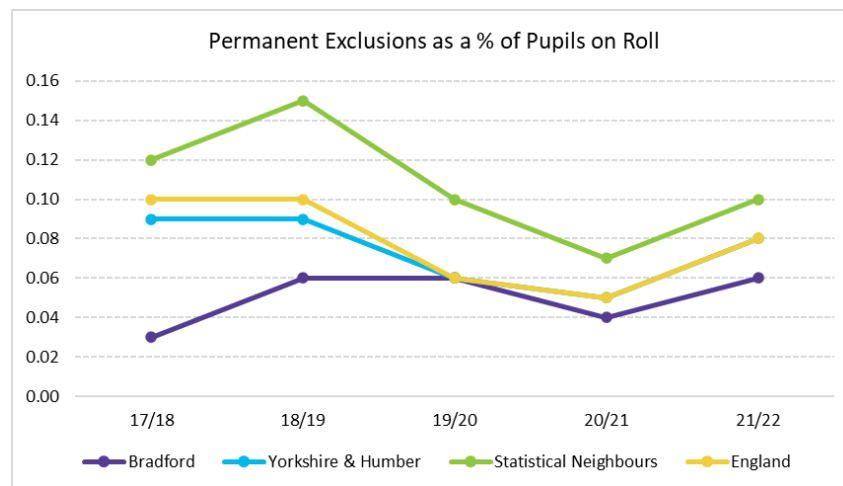
### Overall Numbers

- **Bradford has an increasing number of permanent exclusions**, from 71 (0.06%) in 2021/22 to 168 (0.16%) in 2022/23 (also expressed as a percentage of the school population).
- **Bradford's rate is slightly below the national, regional and statistical neighbour rates in 2021/22**, as shown in Table 1 and Chart 1.
- **There were 168 permanent exclusions in 2021/22, a 136.6% increase from 2020/21**. It is likely that without the school closures during the Spring Term of 2020/21, the overall numbers for 2020/21 may have been higher (Table 1). The school population decreased by 1.5% between January 2022 and October 2022.
- **Permanent exclusions within the Primary phase increased by 62.5%**, from 16 in 2021/22, to 26 in 2022/23.
- **Permanent exclusions within Secondary Schools have also increased**, from 45 in 2021/22 to 120 in 2022/23 (a **166.7% increase**). Exclusions made in All Through schools were made in the Secondary Year Groups, and these increased from 10 in 2021/22 to 22 in 2022/23 (a 120% increase). Therefore, **the overall percentage change of exclusions made in the Secondary phase represents a 118.5% increase, and the total number of 142 exclusions in the Secondary phase exceeds the 55 seen in 2020/21**.
- **Exclusions for pupils with no previous suspensions** (see annex A) has decreased by 16.7% in 2022/23, from 12 in 2021/22 to 10.

- 75.6% of Bradford schools (152) issued no Permanent Exclusions in 2022/23 (See Annex C).

	2020/21				2021/22				2022/23			
	Autumn	Spring	Summer	Total	Autumn	Spring	Summer	Total	Autumn	Spring	Summer	Total
Primary	3		3	6	1	7	8	16	7	12	7	26
Secondary	20	5	10	35	13	19	13	45	28	38	54	120
All-Through	3	1	4	8	3	5	2	10	4	10	8	22
<b>Total</b>	<b>26</b>	<b>6</b>	<b>17</b>	<b>49</b>	<b>17</b>	<b>31</b>	<b>23</b>	<b>71</b>	<b>39</b>	<b>60</b>	<b>69</b>	<b>168</b>
3yr Average				53				58				96
<b>Bradford</b> - % of Number on Roll				0.04				0.06				0.16
<b>Yorkshire &amp; Humber</b> - % of Number on Roll (NOR)				0.05				0.08				
<b>Statistical Neighbours</b> - % of Number on Roll (NOR)				0.07				0.10				
<b>England</b> - % of Number on Roll (NOR)				0.05				0.08				

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



**Chart 1: Permanent Exclusions as a % of Pupils on Roll – 2017/18 to 2021/22**

### 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 2022/23 (Table 2) remain the same as seen in 2021/22. These are:
  - Persistent Disruptive Behaviour** (47 instances across all phases).
  - Physical Assault against a Pupil (35).
  - Physical Assault against an Adult (35).
- The most common reason given nationally in 2021/22 was Persistent Disruptive Behaviour, accounting for 35.1% of all exclusions made. Bradford had a smaller proportion of exclusions using this reason in 2021/22 (23.9%), though this has increased slightly in 2022/23 (27.9%).
- In 2020/21, Use/Threat of an Offensive Weapon was the most prevalent reason for permanent exclusions in Bradford (a rate of 27.1% compared to 10.5% Nationally). The rate of exclusions for Use/Threat of an Offensive Weapon dropped to 8.5% in 2021/22, and further again to 8.3% in 2022/23.
- The rate of drug and alcohol related exclusions made in Bradford halved in 2021/22 in comparison to 2020/21 down to 4.2%. This has increased to 6.5% in 2022/23 which is just above the 2021/22 national rate of 5.2%.
- The rate of exclusions relating to physical assault of an adult have risen to 20.8% in 2022/23 after previously falling to 18.3%. This is higher than the 2021/22 national rate of 11.6%.

	Primary				Secondary				All Through			
	20/21	21/22	22/23	Total	20/21	21/22	22/23	Total	20/21	21/22	22/23	Total
Damage			1	1		1	1	2				0
Drug & Alcohol Related					5	3	8	16			3	3
Inappropriate use of Social Media					1			1				0
Other												0
Persistent Disruptive Behaviour	1	2	8	11	6	9	36	51	2	6	3	11
Physical Assault - Adult	2	3	9	14	5	9	23	37	2	1	3	6
Physical Assault - Pupil	2	1	4	7	4	12	23	39	1	2	8	11
Racist Abuse		1	1	2			2	2				0
Use / Threat of an Offensive Weapon	1	1		2	12	5	13	30	3		1	4
Verbal Abuse / Threats - Adult		2	1	3	1	3	10	14		1	4	5
Verbal Abuse / Threats - Pupil		2	2	4	1	1	3	5				0
Bullying						1		1				0
Abuse against sexual orientation and gender identity		1		1		1		1				0
Sexual misconduct		3		3			1	1				0
<b>Total</b>	<b>6</b>	<b>16</b>	<b>26</b>	<b>48</b>	<b>35</b>	<b>45</b>	<b>120</b>	<b>200</b>	<b>8</b>	<b>10</b>	<b>22</b>	<b>40</b>

Table 2: Permanent exclusions by school phase and primary reason – 2020/21 – 2022/23

### Permanent Exclusion Cohort

- The highest level of exclusions were seen for pupils in **Year 8** during 2022/23 (44 exclusions). This was followed by 34 exclusions in **Year 10** and 30 exclusions in **Year 9** (Table 3).

	Female				Male				Total		
	20/21	21/22	22/23	Total	20/21	21/22	22/23	Total	20/21	21/22	22/23
R				0		1		1	0	1	0
1				0			1	1	0	0	1
2			2	2	1	1	3	5	1	1	5
3			1	1		3	2	5	0	3	3
4				0	1	2	3	6	1	2	3
5				0	1	6	5	12	1	6	5
6 (Key Stage 2)			1	1	3	3	8	14	3	3	9
7	1	5	10	16	5	7	17	29	6	12	27
8	2	3	17	22	12	14	27	53	14	17	44
9	3	6	12	21	11	11	18	40	14	17	30
10	3		10	13	4	6	24	34	7	6	34
11 (Key Stage 4)	1	1		2	1	2	7	10	2	3	7
<b>Total</b>	<b>10</b>	<b>15</b>	<b>53</b>	<b>78</b>	<b>39</b>	<b>56</b>	<b>115</b>	<b>210</b>	<b>49</b>	<b>71</b>	<b>168</b>

Table 3: Permanent Exclusions by Year Group and Gender – 2020/21 to 2022/23

- The number of Year 10 pupils permanently excluded **has risen significantly in 2022/23**. 20.2% of all exclusions were within the Year 10 cohort, compared to 8.5% in 2021/22.
- For every 1 girl excluded, approximately 2 boys were excluded** in 2022/23. This ratio has reduced from 2021/22 when approximately 4 boys were excluded for each girl excluded. This change also brings Bradford more in line with the 2021/22 national rate where boys were 2 and a half 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 2022/23**. 7 Children with a Child Protection Plan and 9 Children in Need were excluded within the same period.
- 5 pupils with a EHCP were excluded in 2022/23** (3% of the exclusions cohort). No exclusions for this cohort were reported within the previous 2 years and the rate is below the national rate of 6.57% for 2021/22.
- Under half of the permanent exclusion group are pupils receiving SEN Support** in 2022/23 and 2021/22, whereas they have accounted for over half of the group in 2020/21 (Table 4).

	2020/21				2021/22				2022/23				
	Autumn	Spring	Summer	Total	Autumn	Spring	Summer	Total	Autumn	Spring	Summer	Total	
EHCP - E												5	5
SEN Support - K	14	5	10	29	7	13	11	31	14	37	30	81	81
No SEN Support - N	12	1	7	20	10	18	12	40	25	23	34	82	82
<b>Total</b>	<b>26</b>	<b>6</b>	<b>17</b>	<b>49</b>	<b>17</b>	<b>31</b>	<b>23</b>	<b>71</b>	<b>39</b>	<b>60</b>	<b>69</b>	<b>168</b>	<b>168</b>

Table 4: Permanent Exclusions by SEND Status – 2019/20 to 2022/23

- In 2022/23, pupils from a White – British background make up almost half of the exclusion cohort. Looking at exclusions as a proportion of ethnicity groupings within the Bradford school population, children from a Black – Caribbean background have a higher rate of exclusion, followed by Mixed – White and Asian, then White – Roma/Roma Gypsy. Care needs to be taken with these figures due to the low numbers in some cohorts (table 5).

Ethnic Group	Total Permanent Exclusions			As a % of Ethnic Group on Roll		
	20/21	21/22	22/23	20/21	21/22	22/23
Any other White background	3	6	6	0.07	0.14	0.13
Irish						
Traveller of Irish Heritage						
Roma/Roma Gypsy	2	1	3	0.2	0.10	0.31
White Eastern European						
White British	23	41	81	0.06	0.1	0.2
<b>WHITE</b>	<b>28</b>	<b>48</b>	<b>90</b>			
Any other Mixed Background	2	5	5	0.1	0.22	0.21
White/Black African	1	1	1	0.22	0.22	0.22
White/Asian	1	3	10	0.04	0.12	0.39
White/Black Caribbean	2		3	0.16		0.23
<b>MIXED</b>	<b>6</b>	<b>9</b>	<b>19</b>			
Any Other Asian Background						
Bangladeshi	1	1	3	0.03	0.03	0.1
Indian			1			0.05
Pakistani	10	10	34	0.03	0.03	0.09
<b>ASIAN</b>	<b>11</b>	<b>11</b>	<b>38</b>			
African		1	3		0.07	0.13
Caribbean			1			0.48
Any other Black background						
<b>BLACK</b>	<b>0</b>	<b>1</b>	<b>4</b>			
<b>CHINESE</b>						
<b>OTHER</b>	<b>1</b>	<b>1</b>		<b>0.06</b>	<b>0.05</b>	
<b>REFUSED / NOT OBTAINED</b>	<b>3</b>	<b>1</b>	<b>17</b>	<b>0.35</b>	<b>0.14</b>	<b>1.16</b>
<b>Total</b>	<b>49</b>	<b>71</b>	<b>168</b>	<b>0.05</b>	<b>0.07</b>	<b>0.17</b>

Table 5: Permanent Exclusions by Ethnicity and % of No on Roll – 2020/21 to 2022/23

### Permanent Exclusions in Schools

- Annex A shows the rate of permanent exclusions range from 0.06 (when expressed as a percentage of those on roll), to 2.99 in 2022/23.

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

- This year has seen an unprecedented number of exclusions made, including pupils with an Education, Health and Care Plan (EHCP). Bradford Exclusions Team, alongside wider partners, supported with advice and options that led to the cancelling of 23 Exclusions, 13 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 governors decision not to reinstate their child, requesting a special education needs expert attends. Five appeals were upheld and no pupils were reinstated by the Governors where they were requested (2 cases) to reconsider or directed (2 cases) to reconsider Vulnerable Group Support.

## Suspensions (fixed period exclusions)

Please note that a school-level table of data related to suspensions is provided in **Appendix B** of this report. It is important to bear in mind that the data for 2020/21 will be impacted by Covid restrictions, and therefore any comparisons / trends should be considered with this in mind. Schools who did not issue any Suspensions in 2022/23 are listed in **Appendix D** of this report.

## Overall Numbers

- **The number of suspensions within Bradford increased significantly in 2022/23 after a previous increase in 2021/22.** 2021/22 saw a 111% increase to 11236 from 5326 in 2020/21. 2022/23 sees a further 65% increase to 18514 suspensions (Table 6).
- When looking at the rate of suspensions in relation to the school population, Bradford's suspension rate doubled in 2021/22 to 10.32%. **2022/23 sees a further 77.03% increase to 18.27%.** Chart 2 shows how the suspension rate in Bradford increased in 2021/22 against regional, national and statistical neighbour comparators.
- Spring term 2020/21 is highlighted red in table 6 to indicate when physical attendance restrictions in schools may have had an impact on suspensions. 2021/22 and 2022/23 data indicates that there are a higher proportion of suspensions in the Spring Term.
- **The number of average days lost per pupil has increased year on year, from 4 days in 2020/21, to 5 days in 2021/22 and 6 days in 2022/23.**
- Suspension durations of over 6 days had previously been on the decline with a reduction from 47 in 2020/21 to 40 in 2021/22. 2022/23 sees these increase marginally to 49 (see Annex B).

	2020/21				2021/22				2022/23			
	Autumn	Spring	Summer	Total	Autumn	Spring	Summer	Total	Autumn	Spring	Summer	Total
Days Lost	5396.5	976.5	4728	11101	5593	8810.5	6914	21317.5	8785.5	11145.5	10993.5	30924.5
No of Pupils	1672	440	1538	2887	1791	2477	2164	4381	2405	3028	3003	5331
No of Incidents	2538	502	2286	5326	3030	4576	3630	11236	5334	6823	6357	18514
Average Days Lost per Pupil				4				5				6
Bradford - % of Number on Roll				5.12				10.32				18.27
Yorkshire & Humber - % of Number on Roll (NOR)				5.64				9.93				
Statistical Neighbours - % of Number on Roll (NOR)				4.62				7.71				
England - % of Number on Roll (NOR)				4.25				6.91				

Table 6: Suspensions - year & term by aggregate loss; comparison to regional and national rates per school pop





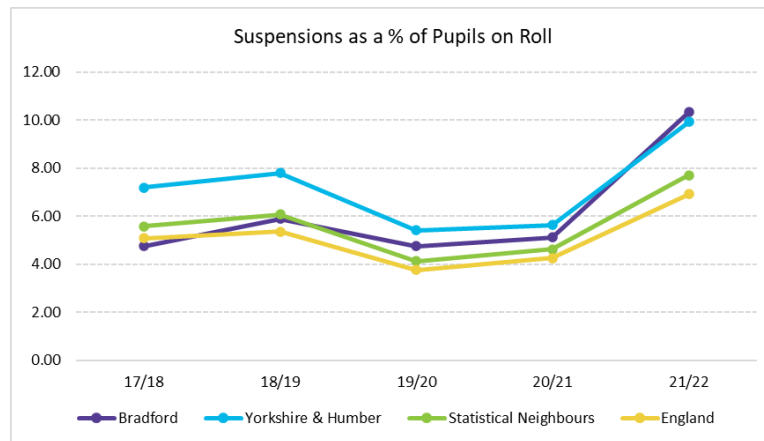


Chart 2: Suspensions as a % of Pupils on Roll – 2017/18 to 2021/22

### Reasons for Suspension (Primary Reason: DfE Taxonomy)

- Overall, ‘**persistent disruptive behaviour**’ remains the most prevalent reason for a suspension, followed by ‘**physical assault against a pupil**’.
- Reasons for suspensions differ across the school groups with ‘physical assault against a pupil’ more prevalent across Primary schools, ‘persistent disruption’ more prevalent across Secondary and All Through settings, and ‘physical assault against an adult’ most frequently seen in Special school settings (Table 7).
- All school groups saw an increase in the number of days lost to suspensions from 2021/22 to 2022/23 (Table 7).

	Primary				PRU				Secondary				All Through				Special			
	20/21	21/22	22/23	Total	20/21	21/22	22/23	Total	20/21	21/22	22/23	Total	20/21	21/22	22/23	Total	20/21	21/22	22/23	Total
Abuse relating to disability				0				0	1	6.5	6	13.5				0				0
Abuse Vs sex orientation / GI		7	9.5	16.5				0	56	167.5	109.5	333	0.5	3	3	6.5				0
Bullying	5.5	9.5	23.5	38.5				0	112.5	122	92.5	327	9	9.5	9.5	28			1	1
Damage	28.5	31	55.5	115		5	3	8	225.5	464.5	539.5	1229.5	66	47	41	154	20.5	8	9	37.5
Drug and alcohol related	6	11	13	30		2	2	4	411	616.5	702.5	1730	98.5	85	60.5	244	19			19
Inapp use of social media	4	16.5	17.5	38	1		1.5	2.5	144	363	223	730	18.5	12	22	52.5				0
Other	3			3				0				0				0				0
Persistent disruption	201.5	319.5	444	965	1	2	7.5	10.5	2195.5	6572.5	12844	21611.5	325.5	1242.5	1377	2945	28.5	7.5	5.5	41.5
Phys assault against adult	282	512.5	544	1338.5	16	19	36.5	71.5	307	710.5	839.5	1857	48.5	111.5	120.5	280.5	16.5	2.5	29	48
Phys assault against pupil	259	322.5	549.5	1131	7	16	24	47	2154.5	3152	4100	9406.5	351	497	663.5	1511.5	49	23	16	88
Racist abuse	22	33.5	57	112.5		3		3	219.5	379	412	1010.5	27	60	40.5	127.5	2			2
Sexual misconduct		23.5	9.5	33		3		3	99.5	185.5	93.5	378.5	6.5	36.5	16.5	59.5	2			2
Theft		2	5	7				0	17	152.5	141.5	311	21	2	6	29				0
Use/Threat offen weapon/item	18	40	27	85	4	1.5	2	7.5	426.5	562.5	489	1478	58.5	109.5	72	240	3			3
VA/T behaviour against adult	61.5	178.5	167.5	407.5	3	8	14	25	1644.5	3024	4300	8968.5	136	316	418.5	870.5	11.5	7.5	8.5	27.5
VA/T behaviour against pupil	43	77	84.5	204.5		4	1	5	364	541	867.5	1772.5	64.5	45.5	96	206	9.5		1	10.5
Wilful transgress pub health	6.5		37.5	44		4		4	244	20	11.5	275.5	114	1	1	116				0
<b>Total</b>	<b>940.5</b>	<b>1584</b>	<b>2044.5</b>	<b>4569</b>	<b>32</b>	<b>67.5</b>	<b>91.5</b>	<b>191</b>	<b>8622</b>	<b>17039.5</b>	<b>25771</b>	<b>51432.5</b>	<b>1345</b>	<b>2578</b>	<b>2947.5</b>	<b>6870.5</b>	<b>161.5</b>	<b>48.5</b>	<b>70</b>	<b>280</b>

Table 7: Days Lost to Suspensions by school phase and primary reason – 2020/21 to 2022/23

### Suspension Cohort

- **Children with SEN Support (at the time of suspension) in 2022/23 lost 6.5 days to suspension, compared to children with an EHCP losing 5.7, and children with no identified SEN losing 5.2 days (Table 8).**

	2020/21				2021/22				2022/23			
	Autumn	Spring	Summer	Total	Autumn	Spring	Summer	Total	Autumn	Spring	Summer	Total
EHCP - E	484.5	105	390.5	980	434	478.5	373.5	1286	621	617	675	1913
Days Lost	224	56	184	464	230	266	202	698	345	349	317	1011
Incidents	129	44	115	207	131	154	123	269	169	179	175	335
Pupils	1815	306.5	1598	3719.5	1976	2853	2216	7045	3081	3511.5	3547	10139.5
SEN	864	168	811	1843	1099	1467	1157	3723	1789	2141	1969	5899
Support - Incidents	530	134	497	918	582	754	664	1329	757	880	861	1550
K Pupils	3093	561	2737	6391	3182	5479	4318.5	12979.5	5075.5	7005.5	6765	18846
No SEN	1448	275	1290	3013	1700	2843	2268	6811	3193	4327	4068	11588
Support - Incidents	1034	260	949	1852	1090	1592	1402	2900	1509	1998	1988	3593
N Pupils												

Table 8: Suspensions by SEND Status – 2020/21 to 2022/23

- Boys were 1 and a half times more likely than girls to be suspended in 2022/23. When reviewed at primary and secondary level there is a much higher likelihood that boys will be suspended for a fixed period than girls within the primary school group when compared to secondary (Table 9).

	Female				Male				Overall	Male to Female Ratio (3 year average)
	20/21	21/22	22/23	Total	20/21	21/22	22/23	Total		
R		2	6	8	9	19	30	58	66	7
1	1	14	19	34	34	64	57	155	189	5
2	1	25	21	47	30	104	107	241	288	5
3	14	10	17	41	44	147	159	350	391	9
4	9	19	13	41	70	110	184	364	405	9
5	18	13	48	79	83	193	180	456	535	6
6 (Key Stage 2)	21	39	81	141	162	213	296	671	812	5
7	157	506	1181	1844	560	1223	1983	3766	5610	2
8	314	789	1623	2726	721	1226	2471	4418	7144	2
9	396	883	1979	3258	815	1425	2237	4477	7735	1
10	357	949	1490	2796	845	1705	2122	4672	7468	2
11 (Key Stage 4)	157	493	705	1355	508	1065	1505	3078	4433	2
<b>Total</b>	<b>1445</b>	<b>3742</b>	<b>7183</b>	<b>12370</b>	<b>3881</b>	<b>7494</b>	<b>11331</b>	<b>22706</b>	<b>35076</b>	<b>2</b>

Table 9: Instances of Suspensions by Year Group and Gender – 2020/21 to 2022/23

- Suspensions have increased in 2022/23 for vulnerable pupils known to children's social care across all three categories of vulnerability, particularly for the Child Protection cohort. The number of days lost to suspension for vulnerable children has increased from 4 days in 2020/21 to 5 days in 2021/22 then 6 days in 2022/23 (Table 10).










		20/21	21/22	22/23	Trend
Children in Care - CiC	Days Lost	339.5	395	559.5	
	Incidents	184	192	313	
	Pupils	71	77	89	
Children with a Child Protection Plan - CPP	Days Lost	353.5	465	974.5	
	Incidents	153	233	565	
	Pupils	82	102	142	
Children in Need - CiN	Days Lost	392.5	890.5	1106.5	
	Incidents	188	465	589	
	Pupils	124	193	201	

Table 10: Suspensions by Vulnerability – 2020/21 to 2022/23

- In terms of ethnicity, pupils with Roma/Roma Gypsy, Mixed White and Asian, and Mixed White and Black Caribbean heritage have a higher rate of suspension as a proportion of their ethnicity groupings (Table 11).

Ethnic Group	Pupils with at least one Suspension			As a % of Ethnic Group on Roll		
	20/21	21/22	22/23	20/21	21/22	22/23
Any other White background	98	168	260	2.28	3.82	5.63
Irish	2	8	3	1.80	7.08	2.65
Traveller of Irish Heritage	1	2	1	2.94	5.41	2.22
Roma/Roma Gypsy	96	124	177	9.72	11.99	18.12
White British	1218	1885	2146	2.97	4.64	5.42
<b>WHITE</b>	<b>1415</b>	<b>2187</b>	<b>2587</b>			
Any other Mixed Background	58	93	117	2.80	4.12	4.83
White/Black African	13	24	29	2.89	5.24	6.40
White/Asian	124	191	238	4.96	7.50	9.37
White/Black Caribbean	52	97	115	4.13	7.50	8.80
<b>MIXED</b>	<b>247</b>	<b>405</b>	<b>499</b>			
Any Other Asian Background	32	39	73	2.64	3.24	5.46
Bangladeshi	40	76	86	1.24	2.41	2.83
Indian	16	27	18	0.83	1.37	0.87
Pakistani	968	1433	1741	2.66	3.89	4.77
<b>ASIAN</b>	<b>1056</b>	<b>1575</b>	<b>1918</b>			
African	46	47	77	3.46	3.10	3.38
Caribbean	13	9	14	5.96	4.19	6.70
Any other Black background	6	7	20	3.08	3.13	8.55
<b>BLACK</b>	<b>65</b>	<b>63</b>	<b>111</b>			
<b>CHINESE</b>	<b>1</b>		<b>1</b>	<b>1.09</b>		<b>0.91</b>
<b>OTHER</b>	<b>37</b>	<b>40</b>	<b>80</b>	<b>2.22</b>	<b>2.12</b>	<b>3.97</b>
<b>REFUSED / NOT OBTAINED</b>	<b>66</b>	<b>111</b>	<b>135</b>	<b>4.18</b>	<b>7.36</b>	<b>9.20</b>
<b>Total</b>	<b>2887</b>	<b>4381</b>	<b>5331</b>	<b>2.87</b>	<b>4.33</b>	<b>5.26</b>

Table 11: Pupils with at least one Suspension by Ethnicity