

Document OF Appendix 1

Annual Exclusion Figures 2020/21

This report includes a three-year comparison of data from September 2018 to July 2021

Exclusions Team / Information Management 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. We aim to achieve this through multi-agency partnerships, analysing data and evidence based approaches. This has resulted in our specialist teaching support team becoming part of the support package to excluded pupils returning to mainstream and developing wider connections to our Youth Justice Service colleagues to tackle the rising number of bladed article disciplinary breaches. The 'Behind the Blade' programme builds on this work and is due to roll out at the start of the 2021/22 academic year as a pilot project to support schools, help reduce the need for suspensions and exclusions and support young people make safe choices.

These partnerships have also developed guidance documents:

Local Authority Officer Support and Access to Education for Children and Young People Excluded from School; and a *Managed Move Best Practice Guidance*

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 for Academy schools, as appropriate;
- Attends Independent Review Panel Hearings.

These responsibilities are derived from: '*Exclusion from maintained schools, academies and pupil referral units in England: Statutory guidance for those with legal responsibilities in relation to exclusion*' (DfE September 2017).

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 calling 01274 439333 / 432446 / 435293 to speak to an Exclusions Officer.

Exclusions Overview & Review

The academic year 2020/21, like the previous year, saw the necessary action of remote education offers where physical learning in school could not take place for many of our children and young people.

In some situations, only Key Worker and our most vulnerable pupils were physically attending due to the impact of the Covid-19 pandemic. The move to remote learning from Tuesday 5th January 2021 had an impact on the Spring Term exclusion data, compared to previous years.

Where possible, and appropriate, data tables have been split across school terms to enable some level of comparison to be drawn. Where full year data is given, or compared by full academic years, readers are requested to keep in mind that due to lower pupil numbers in schools, exclusions were naturally reduced.

Remote education continued to add to concerns already raised about the negative impact on some pupils' mental health, such as depression, self-harm and risk taking behaviours. The Exclusions Team, alongside other teams within Childrens Services, have sought to support our schools and parents where behaviours that challenge may be connected to the impact of these changes on pupils daily lives and may be one of the underlying causes that needs consideration and support rather than sanctions. This approach has been through training at Governor Forums, in discussions with school leaders and parents, and in signposting to relevant research¹.

However, there have been some positives to come from the changes necessitated in our schools to keep students and staff safe within the Covid guidance. These have been referred to as '**Covid keeps**', through improved behaviour, thus less need to exclude. From reviewing the impact of the incredible work our schools have done over this challenging period, examples include:

- Different start, leave, and break times for students. This change has enabled more managed movement of students lessening conflict in busy areas;
- Corridors for set year groups, and allocation of key staff, has lessened 'on calls' and requirement of assistance from senior leaders. Staff have had increased contact with the same year groups and the consistency of the relationship has allowed a more key adult group support model;
- The increased presence of staff in corridors has resulted in less disruption during transitions
- Year 7 transition has been supported by the bubbles and one-way systems to navigate a necessary reduced access to school areas, which has enabled staff to identify those needing additional support following the previous summer school closures.

This year also saw the addition of new codes for reasons of exclusions: (PH) wilful transgression of protective measures – relates to Covid; (LG) abuse against sexual orientation and gender; (DS) abuse relating to disability; (OW) offensive weapon or prohibited item; and the removal of 'Other'. This expansion of coding and associated reason allows for a better understanding of the underlying causes and supports targeted interventions where appropriate.

Notes on the Data and Approach Used in This Report

¹ See Daniels et al 2020

The exclusions data available the 2019/20 school year is not directly comparable to more 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.

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 three School Census points in a given school year (using validated data returned from the DfE), used to monitor exclusions and suspensions throughout the school year. Regional, benchmark group, and national comparator data is taken from the *Local Authority Interactive Tool* (LAIT), published by the DfE throughout the year.

Finally, as mentioned in the Overview section, an expanded set of reason codes have been in place throughout 2020/21 to allow for an enhanced understanding of the reasons for exclusion, and to help support targeted interventions where appropriate: (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.

A Note on Permanent Exclusions

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 2015.

The Exclusions Team, together with our AP and PRU providers, ensure that all of our permanently excluded pupils have provision on or before the 6th day after the permanent exclusion.

Bradford, like other areas, had seen a rising trajectory in permanent exclusions over pre-pandemic years. The more recent reduction in permanent exclusions, it could be suggested, is due to school closures or reduced onsite attendance related to the Covid-19 pandemic, a continued commitment to inclusion and partnership working.

Bradford has sought to ensure there is sufficient high quality education places for excluded pupils within our PRU and AP Academy by increasing their capacity, from 50 to 65 places in the AP Academy, and from 50 places to 90 places in Park PRU.

Permanent Exclusions

Please note that a school-level table of data related to Permanent Exclusions is provided as **Annex A** of this report. It is important to bear in mind that only one ‘normal’ full year of data is available across the three years, and therefore any comparisons / trends should be considered with this in mind.

Overall Numbers

- **Bradford has decreasing numbers of permanent exclusions**, from 57 (0.06%) in 2018/19 to 49 (0.05%) in 2020/21 (also expressed as a percentage of the school population). **Bradford’s rate is on a par with the national and regional rates in 2019/20**, as shown in Table 1 and Chart 1, and **consistently below the aggregate exclusionary rate of our statistical neighbours**.
- There were 49 permanent exclusions in 2020/21, a **5.8% decrease from 2019/20**. Without the data for the 2019/20 summer term, it is likely that without the partial school closure the overall number for 2019/20 may have been considerably higher (Table 1). The school population decreased by 0.4% between January 2020 and January 2021.
- Permanent exclusions given in the Primary phase increased by 50%, from 4 in 2019/20, to 6 in 2020/21. **The 2020/21 total is still under half of the exclusions given in 2018/19**.
- **Permanent exclusions made in Secondary Schools have decreased**, from 42 in 2019/20 to 35 in 2020/21 (a **16.7% decrease**). However, exclusions made in All Through schools were all made in the Secondary Year Groups, and these increased from 6 in 2019/20 to 8 in 2020/21 (a 33.3% increase). Therefore, **the overall percentage change of exclusions made in the Secondary phase is a 10.4% decrease**.

	2018/19				2019/20				2020/21			
	Autumn	Spring	Summer	Total	Autumn	Spring	Summer	Total	Autumn	Spring	Summer	Total
Primary	1	6	6	13	4			4	3	1	2	6
PRU		2		2								
Secondary	16	9	12	37	16	26		42	20	6	9	35
All-Through	2	1	2	5	5	1		6	3	2	3	8
Total	19	18	20	57	21	31		52	26	9	14	49
<i>3yr Average</i>				39				44				53
Bradford - % of Number on Roll				0.06				0.06				0.05
Yorkshire & Humber - % of Number on Roll (NOR)				0.1				0.06				-
Statistical Neighbours - % of Number on Roll (NOR)				0.15				0.1				-
England - % of Number on Roll (NOR)				0.10				0.06				-

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

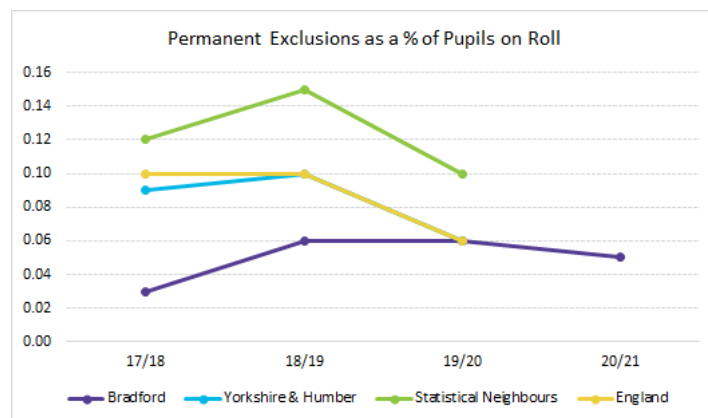


Chart 1: Permanent Exclusions as a % of Pupils on Roll – 2017/18 to 2020/21

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 should now be possible.

- The top three reasons for permanent exclusion in 2020/21 (Table 2) are:
 - **Use or threat of use of an offensive weapon or prohibited item** (16 instances across all phases);
 - Physical Assault against an Adult (10);
 - Persistent disruptive behaviour (9).
- The most common reason given nationally in 2019/20 was Persistent Disruptive Behaviour, accounting for 34% of all exclusions made. Bradford had a smaller proportion of exclusions given using this reason in 2019/20 (28.8%), and this has fallen even further in 2020/21 (18.4%).
- The rate of drug and alcohol related exclusions made in Bradford in 2020/21 is on a par with the 2019/20 national rate of 10%.
- The rate of exclusions relating to the physical assault of an adult has fallen and accounts for 20.4% of exclusions made in 2020/21, which is still higher than the national rate of 12% in 2019/20.
- The number of pupils who have been permanently excluded where they have had no past suspensions within the school year (see Annex A), has fallen back to a similar number as in 2018/19.

		18/19	19/20	20/21	Total	18/19	19/20	20/21	Total	18/19	19/20	20/21	Total	18/19	19/20	20/21	Total	
Damage	DM	1			1						2		2					
Drug & Alcohol Related	DA						3	3	5				11		1			1
Inappropriate use of Social Media	MT								1				1					
Other	OT		1		1		8	3					11	1	1			2
Persistent Disruptive Behaviour	DB	2	1	1	4		9	14	6		3		29			2		5
Physical Assault - Adult	PA	5	2	2	9	2	6	11	6				23			2		2
Physical Assault - Pupil	PP	3		2	5		2	3	4				9	1	3	1		5
Racist Abuse	RA							2					2		1			1
Use / Threat of an Offensive Weapon	OW			1	1				12				12			3		3
Verbal Abuse / Threats - Adult	VA	2			2		6	4	1				11					
Verbal Abuse / Threats - Pupil	VP										3		3					
Total		13	4	6	23	2	37	42	35	2	114	5	114	5	6	8	19	

Table 2: Permanent exclusions by school phase and primary reason – 2018/19 – 2020/21

Permanent Exclusion Cohort

- Pupils in **Years 8 and 9** were the most excluded year groups 2020/21 (14 excluded in each year). Year 10 pupils were the third most excluded group in 2020/21 (Table 3).

	Female				Male				Total		
	18/19	19/20	20/21	Total	18/19	19/20	20/21	Total	18/19	19/20	20/21
R				0	1			1	1	0	0
1				0	1			1	1	0	0
2				0	3		1	4	3	0	1
3				0	4			4	4	0	0
4				0		1	1	2	0	1	1
5				0	3	2	1	6	3	2	1
6 (Key Stage 2)	1			1	2	1	3	6	3	1	3
7			1	1	9	7	5	21	9	7	6
8		2		2	13	6	12	31	15	6	14
9	1	3	3	7	9	10	11	30	10	13	14
10	2	5	3	10	6	5	4	15	8	10	7
11 (Key Stage 4)			1	1		12	1	13	0	12	2
Total	6	8	10	24	51	44	39	134	57	52	49

Table 3: Permanent Exclusions by Year Group and Gender – 2018/19 to 2020/21

- The number of Year 11 pupils permanently excluded in 2019/20 has not been reflected in the numbers excluded in the same year group in 2020/21 (Table 3).
- **For every 1 girl excluded, approximately 4 boys were excluded** in 2020/21, which is above the 2019/20 national rate of 1 girl to every 3 boys (Table 3).
- There were no Children in Care to the Local Authority, Special School, or PRU permanent exclusions in 2020/21. 4 Children with a Child Protection Plan and 4 Children in Need were excluded.
- Pupils receiving **SEN Support (K) in school account for over half of the permanent exclusion group** each year (Table 4).

	2018/19				2019/20				2020/21			
	Autumn	Spring	Summer	Total	Autumn	Spring	Summer	Total	Autumn	Spring	Summer	Total
EHCP - E		2	2	4								
SEN Support - K	14	13	10	37	8	19		27	14	8	7	29
No SEN Support - N	5	3	8	16	13	12		25	12	1	7	20
Total	19	18	20	57	21	31	0	52	26	9	14	49

Table 4: Permanent Exclusions by SEND Status – 2018/19 to 2020/21

- In terms of ethnicity, pupils whose heritage is **Roma/Roma Gypsy and Mixed** have higher rates of exclusion as a proportion of their ethnicity groupings (Table 5).

Ethnic Group	Total Permanent Exclusions			As a % of Ethnic Group on Roll		
	18/19	19/20	20/21	18/19	19/20	20/21
Any other White background			2			0.16
Irish						
Traveller of Irish Heritage						
Roma/Roma Gypsy	5	2	2	0.38	0.18	0.20
White Eastern European						
White British	34	32	24	0.08	0.08	0.06
WHITE	39	34	28			
Any other Mixed Background	1		3	0.06		0.55
White/Black African			1			0.22
White/Asian	2	4	1	0.09	0.17	0.11
White/Black Caribbean		1	2		0.08	0.16
MIXED	3	5	6			
Any Other Asian Background	1	1		0.08	0.08	
Bangladeshi		1	1		0.03	0.03
Indian						
Pakistani	11	9	11	0.03	0.02	0.03
ASIAN	12	11	12			
African	1			0.08		
Caribbean						
Any other Black background	1			0.53		
BLACK	2					
CHINESE		2			0.17	
REFUSED / NOT OBTAINED	1		2	0.17		0.13
Total	57	52	48	0.06	0.06	0.05

Table 5: Permanent Exclusions by Ethnicity and % of No on Roll – 2018/19 to 2019/20

Permanent Exclusions in Schools

- Annex A shows the rate of permanent exclusions range from 0.05 (when expressed as a percentage of those on roll), to 0.80 in 2020/21.

- **At least a further 17 permanent exclusions were avoided** by the Exclusion Team working with schools and other teams to look at creative solutions and support.

Permanent Exclusion Notifications Withdrawn

- The Exclusions Team, in partnership with our schools, parents and other education partners supported in the case of six pupils who were permanently excluded initially, but this was withdrawn by the head teacher as other support plans were deemed more appropriate.

Pupils Reinstated by the Governing Board

- Two pupils were reinstated at the pupil disciplinary governor meeting.

Independent Reviews

- One family requested an independent review of the governors' decision which was upheld.

Suspensions (fixed period exclusions)

Please note that a school-level table of data related to suspensions is provided as **Annex B** of this report. It is important to bear in mind that only one ‘normal’ full year of data is available across the three years, and therefore any comparisons / trends should be judged with this in mind.

Overall Numbers

- **Bradford has a declining number of suspensions over the three-year period**, from 6594 in 2018/19 to 4896 in 2019/20 (25.8% decrease), to 4875 in 2020/21 (0.4% decrease) (Table 6).
- **Bradford’s suspension rate has increased in 2020/21 by 0.09%** when expressed as a percentage of the school population. The published data for 2019/20 shows Bradford’s suspension rate is down 1.13% to 4.76% however this rate is **above the 2019/20 national average of 3.76%**, which decreased by 1.6% from 2018/19 (Table 6).
- Reviewing suspensions from the Autumn and Spring terms in 2020/21 compared to the previous year’s data of the same period shows a decrease in Autumn Term suspensions and a decrease in the Spring Term (Table 6 – 2020/21 Spring column highlighted in red to indicate when physical attendance restrictions in schools may have had an impact on suspensions and grey for 2019/20 Summer term which was when schools were closed to most pupils).
- **The number of average days lost per pupil has decreased** from 5 days to 4 days in 2020/21. This could be due in part to the 53% reduction in the number of suspensions over 6 days in one suspension period (Annex B)

	2018/19				2019/20				2020/21			
	Autumn	Spring	Summer	Total	Autumn	Spring	Summer	Total	Autumn	Spring	Summer	Total
Days Lost	4617	5878	4293	14787	6633	4437		11070	5832	1811	2975	10168
No of Pupils	1282	1608	1219	2980	1695	1328		2442	1670	736	1028	2691
No of Incidents	2075	2618	1901	6594	2933	1963		4896	2538	957	1380	4875
<i>Average Days Lost per Pupil</i>				5				5				4
Bradford - % of Number on Roll				5.89				4.76				4.85
Yorkshire & Humber - % of Number on Roll (NOR)				7.81				5.41				
Statistical Neighbours - % of Number on Roll (NOR)				6.07				4.13				
England - % of Number on Roll (NOR)				5.36				3.76				

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

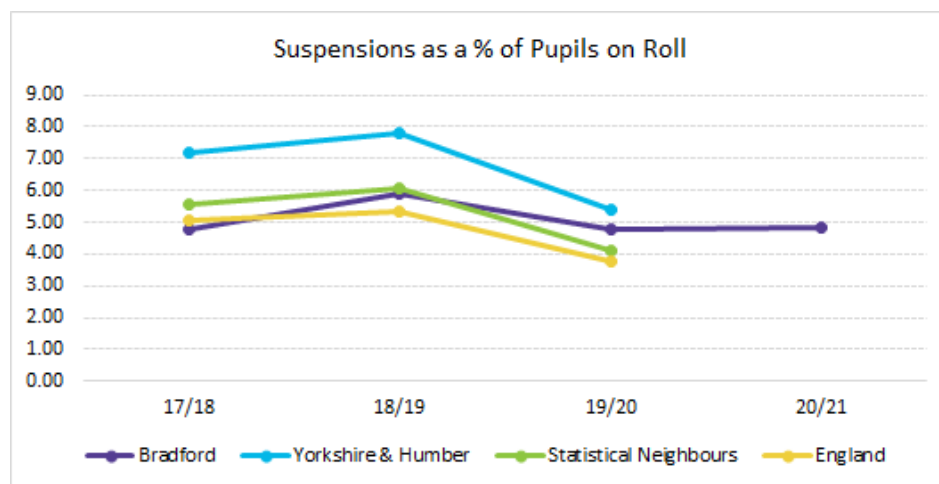


Chart 2: Suspensions as a % of Pupils on Roll – 2017/18 to 2020/21

Reasons for Suspension (Primary Reason: DfE Taxonomy)

- Overall, ‘**persistent disruptive behaviour**’ remains the most prevalent reason for a suspension, followed by ‘**verbal abuse/threatening behaviour against an adult**’.
- Reasons for suspension differs across the school groups with ‘physical assault against an adult’ most frequently seen in the Primary and PRU groups, and ‘persistent disruption’ given most frequently in the Secondary phase. ‘Physical assault against a pupil’ and ‘persistent disruption’ are the main reasons for suspension in All Through settings (Table 7).
- All school groups with the exception of All Through settings saw a decrease in the number of days lost to suspensions from 2019/20 to 2020/21 (Table 7). Again, this could be attributed to the impact of Covid-19 restrictions on physical attendance in schools.

		Primary				PRU				Secondary			All Through				
		18/19	19/20	20/21	Total	18/19	19/20	20/21	Total	18/19	19/20	20/21	Total	18/19	19/20	20/21	Total
Abuse relating to disability	DS				0				0			1	1				0
Abuse Vs sex orientation / GI	LG				0				0			56	56			1	1
Bullying	BU	11	6	4	21	2	2		4	79	41	112	232	20	1	9	30
Damage	DM	21	37	21	79	52	28		80	264	234	194	692	21	12	57	90
Drug and alcohol related	DA			4	4	13	3		16	438	349	350	1137	118	60	94	272
Inapp use of social media	MT			4	4			1	1			122	122			19	19
Other	OT	68	64		132	56	14		70	2090	1442		3532	281	216		497
Persistent disruption	DB	317	171	175	663	19	7	1	27	3135	2517	2016	7668	327	119	184	630
Phys assault against adult	PA	558	416	288	1262	207	68	14	289	380	411	293	1084	25	44	37	106
Phys assault against pupil	PP	268	192	258	718	36	26	7	69	1957	1366	2045	5368	204	168	303	675
Racist abuse	RA	12	13	23	48	18	35		53	154	180	207	541	4	17	27	48
Sexual misconduct	SM		2		2	3	8		11	63	35	100	198	4	2	7	13
Theft	TH	7			7	1	3		4	83	45	16	144	11	2	21	34
Use/Threat offen weapon/item	OW			14	14				0			385	385			37	37
VA/T behaviour against adult	VA	136	133	65	334	49	5	3	57	2639	2176	1542	6357	198	108	94	400
VA/T behaviour against pupil	VP	34	23	38	95	13	3		16	346	258	345	949	55	11	56	122
Wilful transgress pub health	PH			7	7				0			239	239			123	123
Total		1432	1057	901	3390	469	202	26	697	11628	9054	8023	28705	1268	760	1069	3097

Table 7: Days Lost to Suspensions by school phase and primary reason – 2018/19 to 2020/21

Suspension Cohort

- **Children with an EHCP (at the time of suspension) in 2020/21 lost approximately 5 days to suspension**, compared to children with SEN Support losing 4, and children with no identified SEN losing 3 days (Table 8).

		2018/19				2019/20				2020/21			
		Autumn	Spring	Summer	Total	Autumn	Spring	Summer	Total	Autumn	Spring	Summer	Total
EHCP - E	Days Lost	323	350	252	925	433	248		681	481	172	306	959
	Incidents	147	162	124	433	213	125		338	223	96	138	457
	Pupils	74	80	72	226	111	76		146	126	62	93	192
SEN Support - K	Days Lost	1749	1936	1481	5166	2417	1765		4182	1809	610	1046	3465
	Incidents	820	910	696	2426	1081	730		1811	865	339	495	1699
	Pupils	445	500	403	1348	560	445		836	516	233	334	804
No SEN Support - N	Days Lost	2546	3592	2560	8698	3783	2425		6208	3092	1030	1624	5746
	Incidents	1108	1546	1081	3735	1639	1108		2747	1450	522	747	2719
	Pupils	783	1035	749	2567	1034	826		1455	1028	441	601	1695

Table 8: Suspensions by SEND Status – 2018/19 to 2020/21

- While **boys** are approximately four times as likely than girls to be permanently excluded, this drops to **three times more likely for a suspension** (averaged across three years). 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
	18/19	19/20	20/21	Total	18/19	19/20	20/21	Total		
R	3			3	25	11	5	41	44	14
1	6	10	1	17	45	18	35	98	115	6
2	1	6	1	8	50	32	29	111	119	14
3	12	5	14	31	172	61	44	277	308	9
4	10	16	9	35	128	117	67	312	347	9
5	10	17	17	44	116	137	79	332	376	8
6 (Key Stage 2)	25	19	19	63	187	132	151	470	533	7
7	146	68	151	365	729	439	491	1659	2024	5
8	392	221	288	901	864	674	675	2213	3114	2
9	472	324	360	1156	864	718	714	2296	3452	2
10	405	339	332	1076	962	651	768	2381	3457	2
11 (Key Stage 4)	243	265	152	660	727	615	473	1815	2475	3
Total	1725	1290	1344	4359	4869	3605	3531	12005	16364	3

Table 9: Instances of Suspensions by Year Group and Gender – 2018/19 to 2020/21

- The number of pupils with **over 15 days of suspension in a term reduced by 70%** in 2020/21 compared to the previous year (from 43 pupils to 13).
- Suspensions **have reduced year on year for vulnerable pupils known to children’s social care** across all three categories of vulnerability. The number of days lost to suspension has reduced from 5 days in 2019/20 to 4 days in 2020/21 (Table 10).










		18/19	19/20	20/21	Trend
Children in Care - CIC	Days Lost	517	405	332	
	Incidents	237	202	179	
	Pupils	81	76	70	
Children with a Child Protection Plan - CPP	Days Lost		424	336	
	Incidents		162	144	
	Pupils		71	77	
Children in Need - CiN	Days Lost		462	373	
	Incidents		217	177	
	Pupils		89	116	

Table 10: Suspensions by Vulnerability – 2018/19 to 2020/21

- In terms of ethnicity, pupils whose heritage is **Roma/Roma Gypsy, Mixed, and Black Caribbean** have higher rates 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		
	18/19	19/20	20/21	18/19	19/20	20/21
Any other White background			92			2.14
Irish			2			1.80
Traveller of Irish Heritage			1			2.94
Roma/Roma Gypsy			85			8.61
White Eastern European						
White British			1189			2.90
WHITE			1369			
Any other Mixed Background			54			2.61
White/Black African			13			2.89
White/Asian			121			4.85
White/Black Caribbean			52			4.13
MIXED			240			
Any Other Asian Background			31			2.56
Bangladeshi			41			1.28
Indian			15			0.78
Pakistani			854			2.35
ASIAN			941			
African			42			3.16
Caribbean			13			5.96
Any other Black background			8			4.10
BLACK			63			
CHINESE			1			1.09
OTHER			30			1.80
REFUSED / NOT OBTAINED			47			3.00
Total			2691			2.68

Table 11: Pupils with at least one Suspension by Ethnicity – 2020/21 only