

Annual Exclusion Figures 2021/22

This report includes a three-year comparison of data from September 2019 to July 2022

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 and we strive to develop and work in partnerships to achieve this and using data intelligently.

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.

A Note on Permanent Exclusions

Bradford provides education from day six of a pupil's permanent exclusion at either Park Aspire (Previously call Park Pupil Referral Unit (PRU)) 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 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. Permanent exclusions reduced during 2019/20 and 2020/21 possibly due to school closures or reduced onsite attendance related to the Covid-19 pandemic, and a continued commitment to inclusion and partnership working. Permanent exclusions have increased for 2021/22.



Notes on the Data and Approach Used in This Report

Schools emerged from the Covid 19 pandemic restrictions in the academic year 2021/22, thus comparing data to the previous two years needs to be viewed with caution as the past two years were unprecedented due to school closures and remote education.

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 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 have been in place since 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.

Update of the behind the Blade project

In the previous Annual Report, we discussed the commencement of 'Behind the Blade', a pilot project led by our Youth Justice Service (YJS) to support schools, help reduce the need for suspensions and exclusions, and support young people make safe choices connected to bladed articles or offensive weapons as this was identified as an area of high exclusions, as well as placing pupils at significantly increased risk of exploitation and further criminalisation. Individual referrals were offered a 1-2-1 knife crime awareness intervention programme, delivered over 3-6 weeks, to local pupils found to be carrying knives at school, or considered at risk of doing so, with participants also offered a certificated first aid training on completion. In response to requests from schools, the YJS also delivered assembly-based knife awareness sessions, in partnership with local police and health services. Both the 1-2-1 programme, and the school assembly sessions, have proved popular across the city. Data details a decline from 16 exclusions in 20/21 to 6 this year for bladed articles/offensive weapons. This

partnership with our Youth Justice Service, police, school and education led to a submission to the Kathy Biggar Award by our Youth Justice Service as an outstanding initiative for Weapons Awareness Violence Reduction which was won. This is in addition to winning the Service Excellence Award in the category of Collaboration and Partnership.

Permanent Exclusions

Please note that a school-level table of data related to Permanent Exclusions is provided in **Annex A** of this report. It is important to bear in mind that the data for 2019/20 will be incomplete due to Covid restrictions, and therefore any comparisons / trends should be considered with this in mind. Schools who did not issue any Permanent Exclusions in 2021/22 are listed in **Annex C** of this report.

Overall Numbers

- **Bradford has an increasing number of permanent exclusions**, from 55 (0.06%) in 2019/20 to 71 (0.07%) in 2021/22 (also expressed as a percentage of the school population). **Bradford's rate is slightly below the national, regional and statistical neighbour rates in 2020/21**, as shown in Table 1 and Chart 1.
- There were 71 permanent exclusions in 2021/22, a **45% increase from 2020/21**. 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 increased by 0.8% between January 2021 and January 2022.
- Permanent exclusions within the Primary phase increased by 167%, from 6 in 2020/21, to 16 in 2021/22. **The 2021/22 total has increased and is now higher than the 13 exclusions seen in 2018/19.**
- **Permanent exclusions within Secondary Schools have also increased**, from 32 in 2020/21 to 45 in 2021/22 (a **40.1% increase**). Exclusions made in All Through schools were made in the Secondary Year Groups, and these increased from 8 in 2020/21 to 10 in 2021/22 (a 25% increase). Therefore, **the overall percentage change of exclusions made in the Secondary phase represents a 37.5% increase, and the total number of 55 exclusions in the Secondary phase exceeds the 47 seen in 2018/19.**
- **Exclusions for pupils with no previous suspensions** (see annex A) has increased by 71% in 2021/22, from 7 in 2020/21 to 12. "Drug and Alcohol Related" was the most prevalent reason for a permanent exclusion where there had been no previous suspension in the year (3 out of the 12).
- **77.5% of Bradford schools (110) issued no Permanent Exclusions in 2020/21 (See Annex A).**

	2019/20				2020/21				2021/22			
	Autumn	Spring	Summer	Total	Autumn	Spring	Summer	Total	Autumn	Spring	Summer	Total
Primary	1	3		4	3	1	2	6	1	8	7	16
PRU	2	1		3	2	1		3				0
Secondary	24	16		40	18	5	9	32	13	20	12	45
All-Through	6	2		8	3	2	3	8	3	5	2	10
Total	33	22		55	26	9	14	49	17	33	21	71
<i>3yr Average</i>				<i>44</i>				<i>53</i>				<i>58</i>
Bradford - % of Number on Roll				0.06				0.04				0.07
Yorkshire & Humber - % of Number on Roll (NOR)				0.06				0.05				-
Statistical Neighbours - % of Number on Roll (NOR)				0.1				0.07				-
England - % of Number on Roll (NOR)				0.06				0.05				-

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



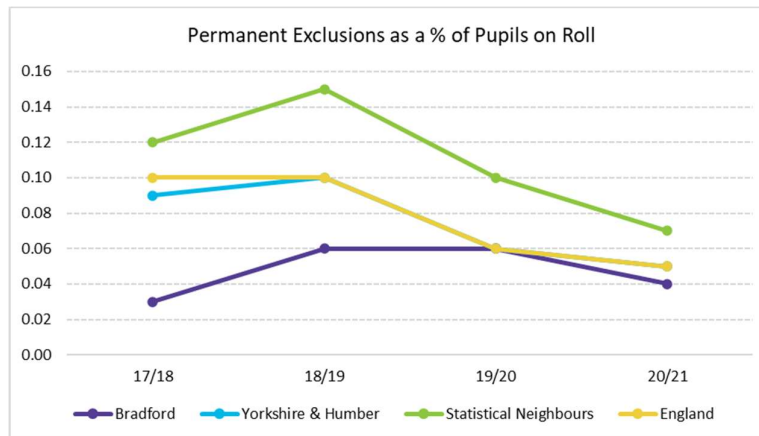


Chart 1: Permanent Exclusions as a % of Pupils on Roll – 2017/18 to 2020/21

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 is now possible.

- The top three reasons for permanent exclusion in 2021/22 (Table 2) are:
 - **Persistent Disruptive Behaviour** (17 instances across all phases);
 - Physical Assault against a Pupil (15);
 - Physical Assault against an Adult (13).
- The most common reason given nationally in 2020/21 was Persistent Disruptive Behaviour, accounting for 29.7% of all exclusions made. Bradford had a smaller proportion of exclusions using this reason in 2020/21 (20.3%), though this has increased slightly in 2021/22 (23.9%).
- 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 number of exclusions for Use/Threat of an Offensive Weapon has dropped from 16 in 2020/21 to 6 in 2021/22, reducing the rate to 8.5%.
- The rate of drug and alcohol related exclusions made in Bradford in 2021/22 has halved in comparison to 2020/21 (4.2% compared to 8.4% previously), which is also lower than the 2020/21 national rate of 7.9%.
- The rate of exclusions relating to the physical assault of an adult has fallen again and accounts for 18.3% of exclusions made in 2021/22, which is still higher than the national rate of 11% in 2020/21.

		Primary				PRU				Secondary				All Through			
		19/20	20/21	21/22	Total	19/20	20/21	21/22	Total	19/20	20/21	21/22	Total	19/20	20/21	21/22	Total
Damage	DM								2			1	3				0
Drug & Alcohol Related	DA					1	1		2	3	4	3	10	1			1
Inappropriate use of Social Media	MT										1		1				0
Other	OT					1			1	2			2	2			2
Persistent Disruptive Behaviour	DB	2	1	2	5					15	6	9	30		2	6	8
Physical Assault - Adult	PA	2	2	3	7	1	1		2	9	4	9	22		2	1	3
Physical Assault - Pupil	PP		2	1	3					4	4	12	20	3	1	2	6
Racist Abuse	RA			1	1					2			2	2			2
Use / Threat of an Offensive Weapon	OW	1	1	2			1		1		11	5	16		3		3
Verbal Abuse / Threats - Adult	VA			2	2					3	1	3	7				1
Verbal Abuse / Threats - Pupil	VP			2	2						1	1	2				0
Bullying	BU												1				0
Abuse against sexual orientation and gender identity	LG			1	1							1	1				0
Sexual misconduct	SM			3	3								0				0
Total		4	6	16	26	3	3	0	6	40	32	45	117	8	8	10	26

Table 2: Permanent exclusions by school phase and primary reason – 2019/20 – 2021/22

Permanent Exclusion Cohort

- The highest level of exclusions was seen for pupils in **Years 8 and 9** during 2021/22 (17 excluded in each year). Year 7 pupils followed as the third most excluded group in 2021/22 (Table 3).

	Female				Male				Total		
	19/20	20/21	21/22	Total	19/20	20/21	21/22	Total	19/20	20/21	21/22
R				0			1	1			1
1				0							
2						1	1	2		1	1
3				0			3	3			3
4				0	1	1	2	4	1	1	2
5				0	2	1	6	9	2	1	6
6 (Key Stage 2)				0	1	3	3	7	1	3	3
7		1	5	6	8	5	7	20	8	6	12
8		2	3	5	6	12	14	32	6	14	17
9	3	3	6	12	11	11	11	33	14	14	17
10	5	3		8	5	4	6	15	10	7	6
11 (Key Stage 4)		1	1	2	12	1	2	15	12	2	3
Total	8	10	15	33	46	39	56	141	54	49	71

Table 3: Permanent Exclusions by Year Group and Gender – 2019/20 to 2021/22

- The number of Year 11 pupils permanently excluded has seen a significant decline since 2019/20 (Table 3).
- For every 1 girl excluded, approximately 4 boys were excluded** in 2021/22, which is above the 2020/21 national rate of 1 girl to every 3 boys (Table 3).
- There were no Children in Care to the Local Authority or Special School permanent exclusions in 2021/22. 3 Children with a Child Protection Plan and 6 Children in Need were excluded within the same period.
- Pupils receiving **SEN Support in school account for under half of the permanent exclusion group** in 2021/22, whereas they have accounted for over half of the group in the previous 2 years (Table 4).

	2019/20				2020/21				2021/22			
	Autumn	Spring	Summer	Total	Autumn	Spring	Summer	Total	Autumn	Spring	Summer	Total
EHCP												
SEN Support	15	14		29	14	8	7	29	7	15	9	31
No SEN Support	18	8		26	12	1	7	20	10	18	12	40
Total	33	22	0	55	26	9	14	49	17	33	21	71

Table 4: Permanent Exclusions by SEND Status – 2019/20 to 2021/22

- In terms of ethnicity, pupils with **Mixed – White and Black African** heritage have a higher rate of exclusion as a proportion of their ethnicity groupings (Table 5).

Ethnic Group	Total Permanent Exclusions			As a % of Ethnic Group on Roll		
	19/20	20/21	21/22	19/20	20/21	21/22
Any other White background		3	6	0.07	0.14	
Irish						
Traveller of Irish Heritage						
Roma/Roma Gypsy	2	2	1	0.18	0.20	0.10
White Eastern European						
White British	32	24	43	0.08	0.06	0.11
WHITE	34	29	50			
Any other Mixed Background		2	2		0.1	0.09
White/Black African		1	1		0.22	0.22
White/Asian	6	1	4	0.25	0.04	0.16
White/Black Caribbean	2	2		0.16	0.16	
MIXED	8	6	7			
Any Other Asian Background						
Bangladeshi	1	1	2	0.03	0.03	0.06
Indian						
Pakistani	11	10	9	0.03	0.03	0.02
ASIAN	12	11	11			
African			1			0.07
Caribbean						
Any other Black background						
BLACK			1			
CHINESE						
OTHER		1	1		0.06	0.05
REFUSED / NOT OBTAINED	1	2	1	0.16	0.23	0.14
Total	55	49	71	0.06	0.05	0.07

Table 5: Permanent Exclusions by Ethnicity and % of No on Roll – 2019/20 to 2021/22

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 1.14 in 2021/22.

Permanent Exclusion Notifications Withdrawn

- The Exclusions Team, in partnership with our schools, parents and other education partners supported in the cases of 13 pupils who were permanently excluded then had it withdrawn by the head teacher as other support plans could be delivered.

Pupils Reinstated by the Governing Board

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

Independent Review Panels

- Two families requested an independent review of the governors' decision, one of which was quashed by the review for Governors to re-consider and the other upheld.

Vulnerable Group Support

- The Exclusions Team with wider partners worked 44 cases connected to vulnerable groups (those in care to the authority, with an education, health and Care (EHC) Plan or draft EHC Plan) at risk of exclusion to support.

Suspensions (fixed period exclusions)

Please note that a school-level table of data related to suspensions is provided in **Annex B** of this report. It is important to bear in mind that the data for 2019/20 will be incomplete due to Covid restrictions, and therefore any comparisons / trends should be considered with this in mind. Schools who did not issue any Suspensions in 2021/22 are listed in **Annex D** of this report.

Overall Numbers

- **The number of suspensions within Bradford increased significantly in 2021/22 in comparison to the previous 2 years.** There was a slight increase from 4913 in 2019/20 to 5326 in 2020/21 (8.4% increase), to 11236 in 2021/22 (111% increase) (Table 6). The number of suspensions in 2021/22 is 70.4% higher than 2018/19 when there were 6594 suspensions seen.
- When looking at the rate of suspensions in relation to the school population, **Bradford's suspension rate has increased in 2021/22 by 42.4%.** For comparison, the published data for 2020/21 shows Bradford's suspension rate increase by 7.6% from the previous year.
- 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, and grey for Summer Term 2019/20 which was when schools were closed to most pupils. For 2021/22, there was a higher proportion of suspensions in the Spring Term when compared to the 2 previous year's data.
- **The number of average days lost per pupil has increased** from 4 days in 2020/21, to 5 days in 2021/22.
- There is a continual decline in pupil's suspension durations of over 6 days being issues (see Annex B).

	2019/20				2020/21				2021/22			
	Autumn	Spring	Summer	Total	Autumn	Spring	Summer	Total	Autumn	Spring	Summer	Total
Days Lost	6571	4430.5	10.5	11012	5396.5	976.5	4716	11089	5593	8810	6913	21316
No of Pupils	1693	1331	7	2440	1672	751	1317	2887	1791	2557	2059	4381
No of Incidents	2943	1961	9	4913	2538	502	2286	5326	3030	4575	3631	11236
Average Days Lost per Pupil				5				4				5
Bradford - % of Number on Roll				4.76				5.12				7.29
Yorkshire & Humber - % of Number on Roll (NOR)				5.41				5.64				
Statistical Neighbours - % of Number on Roll (NOR)				4.13				4.62				
England - % of Number on Roll (NOR)				3.76				4.25				

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

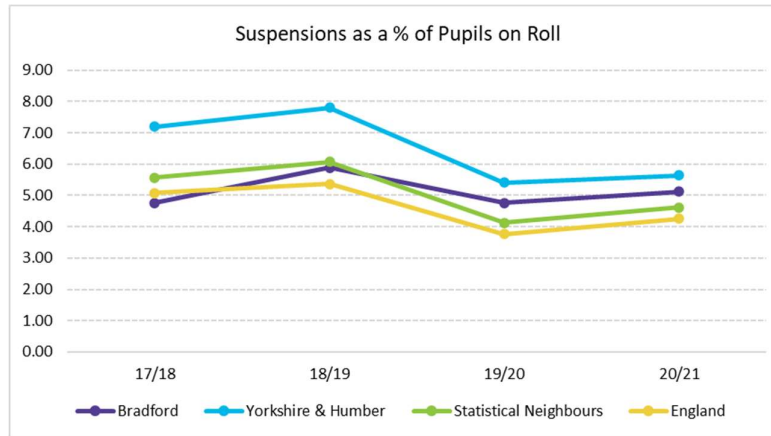


Chart 2: Suspensions as a % of Pupils on Roll – 2017/18 to 2020/21

Reasons for Suspension (Primary Reason: DfE Taxonomy)

- Overall, ‘**persistent disruptive behaviour**’ remains the most prevalent reason for a suspension, followed by ‘**physical assault against a pupil**’.
- Reasons for suspensions differ 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 and All Through settings (Table 7).
- All school groups, except for Special Schools saw an increase in the number of days lost to suspensions from 2020/21 to 2021/22 (Table 7).

	Primary				PRU				Secondary				All Through				Special			
	19/20	20/21	21/22	Total	19/20	20/21	21/22	Total	19/20	20/21	21/22	Total	19/20	20/21	21/22	Total	19/20	20/21	21/22	Total
Abuse relati DS	0	0	0	0	0	0	0	0	1	6.5	7.5	14.5	0	0	0	0	0	0	0	0
Abuse Vs sei LG	7	7	7	21	0	0	0	0	56	167.5	223.5	446.5	0.5	3	3.5	7	0	0	0	0
Bullying BU	6.5	5.5	9.5	21.5	2	0	0	2	41	112.5	122	275.5	1	9	9.5	19.5	0	0	0	0
Damage DM	35	28.5	31	94.5	24.5	0	5	29.5	239	225.5	464.5	929	11.5	66	47	124.5	20.5	8	28.5	56.5
Drug and alc DA	3	6	11	20	13	0	2	15	338.5	410.5	616.5	1365.5	60	98	86	244	19	19	19	57
Inapp use of MT	4	16.5	20.5	41	1	0	1	2	143.5	363	506.5	1013	18.5	12	30.5	61	0	0	0	0
Other OT	70.5	3	73.5	147	13	0	0	13	1434	363	506.5	1013	18.5	12	30.5	61	0	0	0	0
Persistent di DB	157	201	319.5	677.5	15.5	1	2	18.5	2499.5	2499	6971	11261.5	422	365.5	1244.5	1689	28.5	7.5	36	72
Phys assault PA	986	81.5	322.5	1390	1190	18	14.5	1222.5	368	307	711	1386	43.5	48.5	112	204	3	16.5	2.5	22
Phys assault PP	182.5	29	322.5	764	44	7	16	67	1349	2163.5	3152	6654.5	168.5	246.5	497	1032	6	49	28	78
Racist abuse RA	12	22	33.5	67.5	29	0	3	32	165	219.5	379	763.5	16.5	27	60	103.5	2	2	2	6
Sexual misc SM	1.5	23.5	25	50	6	0	3	9	37.5	99.5	185.5	322.5	8	6.5	36.5	51	2	2	2	6
Theft TH	2	2	2.5	6.5	0	0	2.5	5	44.5	17	152.5	214	2	21	2	25	0	0	0	0
Use/Threat c OW	18	40	58	116	4	1.5	5.5	11	425.5	562	987.5	1975	58.5	109.5	168	336	3	3	3	9
V/A/T behavior VA	132.5	61.5	178.5	372.5	7.5	3	8	18.5	2164.5	1643	3023.5	6831	109.5	136	316	561.5	11.5	7.5	19	38
V/A/T behavior VP	22.5	43	77	142.5	7	0	4	11	253.5	363.5	541	1158	11	64.5	45.5	121	9.5	9.5	9.5	28.5
Willful trans PH	6.5	6.5	6.5	19.5	0	0	4	4	243.5	20	263.5	527	114	1	115	230	0	0	0	0
Total	1019	939.5	1584	3542.5	274.5	32	67.5	374	8930	8616	17037.5	34583.5	773.5	1340	2578.5	4692	15	161.5	48.5	225

Table 7: Days Lost to Suspensions by school phase and primary reason – 2019/20 to 2021/22

Suspension Cohort

- **Children with SEN Support (at the time of suspension) in 2021/22 lost 5.3 days to suspension, compared to children with an EHCP losing 4.7, and children with no identified SEN losing 4.5 days (Table 8).**

		2019/20				2020/21				2021/22			
		Autumn	Spring	Summer	Total	Autumn	Spring	Summer	Total	Autumn	Spring	Summer	Total
EHCP - E	Days Lost	431	294.5		725.5	484.5	105	386	975.5	434	478	374.5	1286.5
	Incidents	222	144		366	224	56	184	464	230	265	204	699
	Pupils	115	89		157	129	58	106	206	133	160	117	271
SEN Support K	Days Lost	2698.5	1818	9.5	4526	1815	306.5	1592.5	3714	1976	2853	2198.5	7027.5
	Incidents	1227	754	8	1989	864	342	630	1836	1099	1556	1062	3717
	Pupils	632	480	6	890	533	248	422	921	583	780	630	1329
No SEN Support - N	Days Lost	3441.5	2318	1	5760.5	3096	561	2735	6392	3182	5479	4340	13001
	Incidents	1494	1063	1	2558	1449	275	1297	3021	1700	2843	2276	6819
	Pupils	978	797	1	1474	1037	452	801	1859	1092	1658	1339	2910

Table 8: Suspensions by SEND Status – 2019/20 to 2021/22

- While **boys** are approximately four times more likely than girls to be permanently excluded, this drops to **two 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
	19/20	20/21	21/22	Total	19/20	20/21	21/22	Total		
R			2	2	13	9	19	41	43	21
1	9	1	14	24	18	34	64	116	140	5
2	6	1	25	32	32	30	104	166	198	5
3	5	14	10	29	61	44	147	252	281	9
4	16	9	19	44	117	70	110	297	341	7
5	17	18	13	48	138	83	193	414	462	9
6 (Key Stage 2)	19	21	39	79	133	162	213	508	587	6
7	67	157	506	730	444	560	1223	2227	2957	3
8	222	314	789	1325	677	721	1226	2624	3949	2
9	322	396	883	1601	725	815	1425	2965	4566	2
10	338	357	949	1644	654	845	1705	3204	4848	2
11 (Key Stage 4)	265	157	493	915	613	508	1065	2186	3101	2
Total	1286	1445	3742	6473	3625	3881	7494	15000	21473	2

Table 9: Instances of Suspensions by Year Group and Gender – 2019/20 to 2021/22

- Suspensions **have increased in 2021/22 for vulnerable pupils known to children’s social care** across all three categories of vulnerability, particularly for the CIN 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 (Table 10).










		19/20	20/21	21/22	Trend
Children in Care - CiC	Days Lost	319.5	339.5	395	
	Incidents	165	184	192	
	Pupils	67	71	77	
Children with a Child Protection	Days Lost	427.5	353.5	464.5	
	Incidents	164	153	233	
	Pupils	72	82	102	
Children in Need - CiN	Days Lost	466.5	392.5	890.5	
	Incidents	219	188	465	
	Pupils	90	124	193	

Table 10: Suspensions by Vulnerability – 2019/20 to 2021/22

- 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		
	19/20	20/21	21/22	19/20	20/21	21/22
Any other White background	80	98	174	1.87	2.28	3.96
Irish	2	2	7	1.74	1.80	6.19
Traveller of Irish Heritage	1	1	2	3.57	2.94	5.41
Roma/Roma Gypsy	108	96	120	9.47	9.72	11.61
White British	1084	1217	1899	2.62	2.97	4.68
WHITE	1275	1414	2202			
Any other Mixed Background	47	58	89	2.33	2.80	3.94
White/Black African	7	13	26	1.61	2.89	5.68
White/Asian	99	128	195	4.08	5.12	7.66
White/Black Caribbean	53	52	99	4.22	4.13	7.65
MIXED	206	251	409			
Any Other Asian Background	17	34	40	1.41	2.80	3.32
Bangladeshi	52	40	76	1.57	1.24	2.41
Indian	11	16	28	0.55	0.83	1.42
Pakistani	740	967	1438	2.01	2.66	3.90
ASIAN	820	1057	1582			
African	24	44	43	1.82	3.31	2.84
Caribbean	9	13	9	3.57	5.96	4.19
Any other Black background	9	8	8	4.64	4.10	3.57
BLACK	42	65	60			
CHINESE		1			1.09	
OTHER	24	39	45	1.53	2.34	2.39
REFUSED / NOT OBTAINED	73	60	83	5.71	3.80	5.50
Total	2440	2887	4381	2.42	2.87	4.33

Table 11: Pupils with at least one Suspension by Ethnicity