

## Schools Data Team

Additional Notes - Exclusions

For: Primary, Secondary, all-through and PRU with appropriate age ranges

## What is being collected and when?

Primary, middle-deemed primary, middle-deemed secondary, secondary, all-through, special, PRU and AP schools need to send us this information.

Exclusions Key dates:

| Census      | Suspensions or permanent exclusions  |
|-------------|--|
| Autumn 2025 | All suspensions and permanent exclusions with start dates between 01/01/2025 and 31/07/2025. |

**Correct reporting of both suspensions and permanent exclusions within your School Census are important for district, county, and national data analysis and to inform future commissioning requirements and focussed interventions. Where schools/academies have incorrectly reported permanent exclusions, the Local Authority share this information with the Chairs of your District Inclusion Partnership and at our regular meeting with HMI.**

### Exclusions module (Not for Nursery schools)

This module contains information on the exclusion records of a pupil.

### Exclusion Review information

Exclusions that have been overturned by the governing body are not counted in national statistics, however, from the 2019 / 20 academic year, information regarding reviews of head teachers decisions to exclude (which includes the governing board's review and Independent Review Panels (IRPs)) that occurred in the previous term are to be reported via the School Census in the case of permanent exclusions **only**. This information is for both on and off roll pupils/students.

**No information about the governing board's review or IRP's should be returned for suspensions.**

The final result of the review of the decision to exclude must be returned. Please note: where the exclusion review has been undertaken by both the governing board and IRP, only the final outcome is to be recorded on the Census.

### **Exclusion review date (Not for Nursery schools)**

The exclusion review date reflects the date of the exclusion review (the date that the final outcome was decided).

### **Exclusion review result (Not for Nursery schools)**

Only the final outcome of the exclusion review should be returned to the DfE.

The following codes should be used to record the exclusion review result:

| <b>Code</b> | <b>Exclusion review result</b>   |
|-------------|--|
| A           | Exclusion upheld by initial governing board review (confirmed)   |
| B           | Exclusion upheld by governing board after independent review panel recommended governing board to reconsider reinstatement   |
| C           | Exclusion upheld by governing board after independent review panel directed governing board to reconsider reinstatement      |
| D           | Exclusion upheld by independent review panel (confirmed)   |
| E           | Pupil accepted reinstatement after initial governing board review  |
| F           | Pupil accepted offer of reinstatement after independent review panel recommended governing board to reconsider reinstatement |
| G           | Pupil accepted offer of reinstatement after independent review panel directed governing board to reconsider reinstatement    |
| H           | Pupil declined reinstatement after initial governing board review  |
| J           | Pupil declined offer of reinstatement after independent review panel recommended governing board to reconsider reinstatement |
| K           | Pupil declined offer of reinstatement after independent review panel directed governing board to reconsider reinstatement    |

### **Exclusion reinstatement date (Not for Nursery schools)**

The exclusion reinstatement date reflects the date the excluded pupil /student was reinstated at the school following the governing board or IRP's review of the decision to exclude.

### **SEN expert requested (Not for Nursery schools)**

For IRPs - further to the outcome of an exclusion review, schools must record if a SEN expert was requested during the review. This should be recorded as 'Y' if requested and 'N' if not requested.

### **Suspension and permanent exclusion start dates.**

We need this data for both on and off roll pupils.

The suspension or permanent exclusion start date reflects the date that the head teacher asked the pupil to leave the school. Only suspensions and permanent exclusions that have been upheld and the pupil has not been offered reinstatement should be included.

For off roll pupils, we would not normally expect the permanent exclusion start date to be the same as the pupil leaving date.

### **Actual number of sessions suspended.**

We need this data for both on and off roll pupils.

For each suspension, you should record the actual number of sessions for which the suspension is in effect.

For suspensions, each full school day counts as 2 sessions - a half school day counts as 1 session.

You should count suspensions that go across 2 census collection periods as 1 exclusion in the first collection period.

Suspension sessions only cover the number of sessions the pupil is expected to be at the school. A suspension can be discontinuous which means that there can be days between the start and finish dates of the suspension that are not included as part of the suspension.

Where a pupil is dual registered, suspension sessions are not recorded for the day(s) they are attending the other organisation.

Example: A pupil is suspended for 6 sessions starting on a Monday. However, the pupil is registered with another provider on the Wednesday – where no suspension is in place.

This means the pupil is suspended from the school for sessions on Monday, Tuesday and Thursday. The other provider would record the pupil's attendance on the Wednesday separately.

### **Suspension or permanent exclusion reason**

We need this data for both on and off roll pupils.

Up to 3 reasons can be recorded for each suspension or permanent exclusion (where applicable).

There is no requirement to order the reasons, which will be presented as unweighted counts in statistical outputs.

This table provides examples of reasons for suspensions or permanent exclusions to aid schools selecting the relevant reason. These examples are used as a guide and are not intended to act as a tick list.

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This table provides examples of reasons for suspensions or permanent exclusions to aid schools selecting the relevant reason. These examples are used as a guide and are not intended to act as a tick list.

Please see next page for list of reasons.

| <b>Reason</b>  | <b>Possible examples</b>   |
|--|--|
| Physical assault against a pupil   | fighting, obstruction and jostling, violent behaviour, wounding  |
| Physical assault against an adults   | Obstruction and jostling, violent behaviour, wounding  |
| Verbal abuse or threatening behaviour against a pupil                                      | Aggressive behaviour, swearing, threatened violence, verbal intimidation   |
| Verbal abuse or threatening behaviour against an adult                                     | aggressive behaviour, swearing, threatened violence, verbal intimidation   |
| Use or threat of use of an offensive weapon or prohibited item                             | carrying or bringing onto the school site an offensive weapon or prohibited item such as knives, sharp instruments and BB guns, carrying any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property, use of an offensive weapon                       |
| Bullying   | verbal, physical, cyber bullying or threatening behaviour online, racist bullying, sexual bullying, homophobic, biphobic and transphobic bullying, bullying related to disability  |
| Racist abuse   | derogatory racist statements, racist bullying, racist graffiti, racist taunting and harassment, swearing that can be attributed to racist characteristics  |
| Abuse against sexual orientation and gender identity (for example, LGBT+)                  | derogatory statements about sexual orientation (for example, heterosexual, lesbian, gay, bisexual) and gender identity (e.g. transgender), homophobic, biphobic and transphobic bullying, LGBT+ graffiti, LGBT+ taunting and harassment, swearing that can be attributed to LGBT+ characteristics              |
| Abuse relating to disability   | derogatory statements or swearing about a disability, bullying related to disability, disability related graffiti, disability related taunting and harassment  |
| Sexual misconduct  | lewd behaviour, sexual abuse, sexual assault, sexual bullying, sexual graffiti, sexual harassment  |
| Drug and alcohol related   | alcohol abuse, drug dealing, inappropriate use of prescribed drugs, possession of illegal drugs, smoking, substance abuse  |
| Damage to property   | damage includes damage to school or personal property belonging to any member of the school community, arson, graffiti, vandalism  |
| Theft  | selling and dealing in stolen property, stealing from local shops on a school outing, stealing personal property (from an adult or pupil), stealing school property  |
| Persistent or general disruptive behaviour   | challenging behaviour, disobedience, persistent violation of school rules, raising of fire alarms falsely  |
| Inappropriate use of social media or online technology                                     | sharing of inappropriate images (of adult or pupil), cyber bullying or threatening behaviour online, organising or facilitating criminal behaviour using social media  |
| Wilful and repeated transgression of protective measures in place to protect public health | Deliberate breaching of protective measures such as (but not limited to): non-compliance with social distancing, causing distress such as through purposefully coughing very near to other pupils or adults, or any other deliberate breach of public health protective measures which the school has adopted. |