

Policy: Exclusion and Suspension Policy
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Holy Trinity Church of England (VA) Primary School



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Exclusion and Suspension Policy

SCHOOL VISION

Our vision is for our pupils to flourish in an inclusive, inspirational place of learning where we are happy, respectful, kind and safe.

At Holy Trinity Church of England Primary School our Christian vision shapes all we do.

*"I know that there is nothing better for people than to be happy and to do good while they live."
Ecclesiastes 3:12.*

- we facilitate opportunities so every child can flourish in a place where they feel **safe, happy and confident**.
- staff **well-being** and professional development is valued and supported in order to fulfil their roles, **inspire** others and experience personal **fulfilment**.
- the school provides facilities that enables our pupils to reach their potential in an **optimum learning environment**.
- the **school plays a central role within our community** and enjoys strong **links with the church, local companies and other schools**.
- we create a culture of vigilance to **safeguard** all children.

'I know that there is nothing better for people than to be happy and to do good while they live.'
Ecclesiastes 3:12

This Policy has been written in conjunction with [DfE statutory guidance](#) and [Achieving for Children's Exclusion Handbook for RBWM](#). Information from RBWM can be found [here](#).

Suspension: for a fixed term

Exclusion: a permanent measure

The Decision to Suspend or Exclude

Before taking the decision to suspend or exclude a pupil, the staff will have followed the Behaviour Policy and taken into consideration the Anti Bullying Policy. The decision to suspend or exclude a pupil will not be taken lightly and will only be considered in the following instances:

- a) In response to a serious breach of the school's Behaviour Policy.
- b) If allowing the pupil to remain in school would seriously harm the education or welfare of other persons or endanger him/herself whilst in school.
- c) Persistent and repetitive disruption and behaviour breaches where improvement is minimal.

Exclusion or suspension are extreme sanctions and are only administered by the Headteacher (or Headteacher's Deputies in Headteacher's absence). Suspension for a fixed term or exclusion as a permanent measure may be used for any of the following, all of which constitute examples of unacceptable conduct, and are serious infringements of the schools Behaviour Policy:

- Persistent verbal abuse to staff and visitors
- Persistent verbal abuse to pupils
- Persistent racist, sexist or homophobic abuse
- Persistent bullying, including cyber bullying
- Physical abuse to/attack on staff
- Physical abuse to/attack on pupils
- Purposeful indecent exposure or behaviour
- Wilful damage to property
- Misuse of illegal drugs
- Misuse of other substances
- Theft
- Serious actual or threatened violence against another person
- Sexual abuse or assault
- Ongoing use of sexual language
- Supplying an illegal drug
- Carrying an offensive weapon into school
- Arson
- Continued defiance or rudeness towards a member of staff
- Unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the pupil's behaviour.

This is not an exhaustive list and there may be other situations where the Headteacher makes the judgement that suspension or exclusion are an appropriate sanction.

At times the Headteacher will decide not to use the extreme sanction of external exclusion but will decide that a Pastoral Support Plan (see Appendix A) should be drawn up to try to avoid the sanction of exclusion in the future. This might be accompanied by an internal isolation or a temporary removal from the class.

If the education of other children and their safety and well-being are continually affected then the ultimate sanction will be permanent exclusion. Before this process the Headteacher will seek advice from the Local Authority and Chair of the school Governing Board.

Suspension Procedure

Most suspensions are of a short, fixed term nature (usually between one and five days). The DfE regulations allow a Headteacher to suspend a pupil for one or more fixed periods not exceeding a total of 45 days in any one school year.

The Governors will review promptly all permanent exclusions from the school and all fixed term suspensions that would lead to a pupil being excluded for more than 15 days in a school term or missing a statutory examination.

The Governors will review fixed term suspensions which would lead to a pupil being excluded for more than 5 days but not more than 15 days where a parent has expressed a wish to make representation.

Following suspension, where possible, parents are contacted immediately. A letter will be provided giving details of the suspension and the date the suspension ends (for LA template letters [see here](#)). Parents have a right to make representation to the Governing Board and the Local Authority as directed in the letter. Suspensions do not require a set notice period for starting – the decision to suspend is based on the child not being able to remain on the school grounds due to their behaviour or impact on staff and/or pupils which results in a need for an immediate suspension.

Records relating to the suspensions will be stored confidentially.

Fixed Term Suspension:

This sanction will only be applied by the Headteacher. The main purpose is to apply a cooling off period and reflection time. This will be agreed with the parents and discussions will take place about the future conduct of their child. The minimum time will be half a day up to and including 45 days.

During the course of a fixed term suspension where the pupil is to be at home, parents are advised that the pupil is not allowed on the school premises, and that daytime supervision is their responsibility as parents/guardians.

After any fixed term suspension, the parents of the child will be invited into school to discuss the reintegration of the child into school or to look for other options for their child's continued education. The Local Authority will be kept informed via this [online submission](#), however it is ultimately and legally the decision of the Headteacher to suspend.

When a child returns after fixed term suspension, a personal support programme (PSP) may be drawn up, or reviewed if already in place, between the school and parents; this will ensure that the school's expectations for acceptable behaviour are clear to the pupil and parents.

Where our school has concerns about the behaviour of a pupil it will try to identify whether there are any causal factors and intervene early in order to reduce the need for a subsequent suspension. In this situation we will give consideration to a multi-agency assessment or support that goes beyond the pupil's educational needs. All agreed targets will be on the plan and shared with parents and necessary staff.

Permanent Exclusion

The decision to exclude a pupil permanently is an extremely serious one. There are two main types of situation in which permanent exclusion may be considered:

1. A formal and final step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, which have been used without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort. This could include persistent and defiant misbehaviour which continually disrupts the learning of their class or other children on purpose; and wilful ongoing rudeness to a staff member.

2. Exceptional circumstances where it is not appropriate to implement other strategies and where it could be appropriate to permanently exclude a pupil for a first or one-off offence, might include:
 - A serious, vexatious, physical and violent act against a pupil
 - Physical attack towards an adult be it a single strike or a sustained attack
 - Ignores the instructions by the Headteacher/senior staff resulting in them being in danger to themselves or others
 - Sexual abuse or assault
 - Supplying an illegal drug
 - Carrying a known offensive weapon (offensive weapons are defined in the Prevention of Crime Act 1953 as “any article made or adapted for causing injury to the person; or intended by the person having it with him/her for such use by him/her (or by another person).”
 - Arson
 - Behaviour which poses a significant risk to the child's own safety

We will inform the police for any relevant offences. These incidences are not exhaustive but indicate the severity of such offences and the fact that such behaviour seriously affects the discipline and well-being of the school.

General factors the school will consider before making a decision to exclude:

Permanent exclusion will not be imposed instantly unless there is an immediate threat to the safety of others in the school or the pupil concerned. Before deciding whether to exclude a pupil either permanently or for a fixed period the Headteacher will:

- Ensure appropriate investigations have been carried out, which includes allowing the pupil to give their version of events
- Consider a pupils' Special Educational Needs and how these may have been a factor
- Explore the wider context, taking into consideration how much the incident may have been provoked (for example by bullying, inciting, or by racial or sexual harassment)
- Consider all the evidence available to support the allegations taking into consideration the Behaviour Policy, Equality Policy, and Anti-bullying Policy
- Explore the possibility of a managed move. If a managed move cannot be agreed between schools, then the school is to use Fair Access to request a managed move following the procedure in the [AfC Handbook](#)
- Explore a placement through Fair Access to avoid exclusion where possible

If the Headteacher is satisfied that on the balance of probabilities, the pupil did what they are alleged to have done, then permanent exclusion may be the outcome.

In any decision made the overarching principle will follow DfE guidelines that state that:

- Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The government supports Headteachers in using suspension as a sanction where it is warranted. However, permanent exclusion should only be used as a last resort, in response to a serious breach, or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.
- The decision to exclude a pupil must be lawful, reasonable and fair. Schools have a statutory duty not to discriminate against pupils on the basis of protected characteristics, such as disability or race. Schools should give particular consideration to the fair treatment of pupils from groups who are vulnerable to exclusion.
- Disruptive behaviour can be an indication of unmet needs.

Children with SEND are not exempt from the school Behaviour Policy and can be suspended/excluded for all the reasons listed. However, the Headteacher has discretion to look at individual circumstances and to decide if the Behaviour Policy should be adapted for an individual child and make reasonable adjustments. Ultimately if the school cannot meet the needs of the child then the school may not be the right setting and alternative provision may have to be sought.

Procedures for Permanent Exclusion:

If the Headteacher permanently excludes a child, they will inform the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that there will be a Governing Panel hearing to be set within 15 school days of the exclusion being issued.

Where a permanent exclusion has been issued, the school must contact the Inclusion & Access Manager immediately. The [permanent exclusion form](#) must be completed as soon as the decision to permanently exclude a pupil has been made and sent to rosie.gossage@achievingforchildren.org.uk

The Headteacher informs the Governing Board about the permanent exclusion, and about any fixed term suspensions beyond five days in any one term. The Governing Board itself cannot either exclude a child or extend the exclusion period made by the Headteacher.

The Governing Board will convene a panel to attend the hearing which is made up of between three and five members (and includes the Clerk to minute the hearing).

The Clerk contacts the parents, the panel, the Headteacher and the LA representative to arrange a mutually suitable date on which to proceed with the panel hearing.

The panel, the parents and the LA representatives received case work papers from the Headteacher (via the Clerk) pertinent to the exclusion at least 5 days before the panel hearing.

The parents are invited to bring along a representative also.

The Exclusion Review Meeting

All parties enter the meeting room at the same time, so that no party gains the perception that one of the other parties has had a 'pre-meeting' with the panel.

The panel Chair will welcome all and then invite each party in turn to make their representations in the following order:

1. Headteacher
2. Parent
3. Local Authority representatives

Each of the parties will be invited to ask questions of the party making its case. The panel may also ask questions. Witnesses may be called at the appropriate time.

The Chair will sum up points made and ask each party in turn if they have any further additions. The parents/pupil will have the last word then all parties will leave the room at the same time.

The panel will reach their decision and will communicate this decision in writing without delay. The template for this letter can be found [here](#).

The notes from the (hearing part of the) meeting are held as a set of minutes and approved as a true record of the meeting by the panel members. These minutes are available to all parties on request. In addition, the Clerk records the discussion by Governors stating clearly how decisions for the outcome have been reached.

The Clerk should be present for this as an agreement of a true record should this record be required in an independent review.

The next steps will depend on the outcome of the meeting; ie the Governor's decision.

Outcome: the decision is to reinstate the pupil

If the panel has decided to reinstate the pupil, the parent will be notified via [letter](#), as above and the school will arrange for the pupil's reintegration. The exclusion will be removed from the pupil's educational record. The panel can choose to direct reinstatement to occur immediately, or on a particular date and will liaise with the school to communicate this.

Outcome: The decision is to decline to reinstate the pupil

The parents will be notified via [letter](#), as above; and this letter will contain the next steps including that the parents have the right to appeal to an Independent Review Panel. The letter will outline the process to follow if they wish to do this, including the statutory deadline for lodging their appeal and their right to require the school/trust to appoint a SEN Expert to advise the Independent Review Panel.

Governing Board's duty regarding the school roll:

Where a pupil has been permanently excluded and the Board has declined to reinstate the pupil, the Board does not immediately commission the school to remove the pupil's name from the attendance register. The following criteria must first be met:

- the application deadline for appeal to IRP has passed with no appeal forthcoming or
- the parents have notified in writing that they will not be applying for Independent Review or

if the parents do apply for an IRP

- the IRP has been (formally) abandoned or
- the IRP has been determined with no out-going recommendation or direction that the Governing Board reconsiders (ie the IRP upholds the Board's decision) or

if the IRP recommended or directed the Governing Board reconsider

- the Board has completed its reconsideration (must be inside 10 school days of the IRP's decision) and has upheld its original decision to decline to reinstate

The school must also complete a return to RBWM as soon as (and no later than) the grounds for deletion are met using this following [form](#).

Record Keeping

The statutory guidance says: the Governing Board should note the outcome of its consideration on the pupil's educational record, along with copies of relevant papers for future reference.

If there is an Independent Review, the documentation considered at the exclusion review meeting together with the minutes of the meeting will form the documentation pack for the review (together with any further submissions sent to the clerk to the IRP.)

The statutory guidance notes "Claims of discrimination to the First-tier Tribunal (Special Educational Needs and Disability), in relation to disability, or County Court, for all other forms of discrimination, can be made up to six months after the discrimination is alleged to have occurred. Where practicable, schools should retain records and evidence relating to an exclusion for at least six months in case such a claim is made.

This policy was adopted by Holy Trinity CE Primary School and agreed by the Standards, Achievements and Curriculum and ratified by the Full Governing Board.

Approved by.....on behalf of the School Governing Board.

Signature:.....

Date:.....

Holy Trinity CE Primary School



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Pastoral Support Plan (PSP)

What Is A Pastoral Support Plan (PSP)?

The aim of a Pastoral Support Plan (PSP) is to promote social inclusion and help to reduce the need for permanent exclusion. This programme is designed to support those pupils for whom the normal school based strategies have not been effective. The PSP is a school based programme which is put in place to help a child to improve their social, emotional and behavioural skills. The PSP will identify precise and specific targets for the child to work towards and should include the child and parents in the drafting process.

When a PSP is thought to be required a meeting is arranged. The lead person and the child's parents will consider whether the child should be present for the whole meeting or only part of it. At the end of the meeting everyone should be clear about what needs to be done, by whom and by when.

PSPs are usually reviewed every 4-6 weeks and usually run for about 16-18 weeks. If the child has other existing plans (such as an IEP) then the PSP should be integrated with the existing plans and not seen in isolation.

Who Needs A Pastoral Support Plan (PSP)?

A PSP may be necessary if a child's behaviour at school means that they have been excluded on more than one occasion or are "at risk" of permanent exclusion. "At risk" means that the child is not responding to the school's normal range of strategies and support and several short term exclusions may be indicative of this. A PSP will be needed in particular for those children whose behaviour is deteriorating rapidly.

What Is The Purpose Of A Pastoral Support Plan (PSP)?

The aim of a PSP is to promote the child's social inclusion and help reduce the possibility of the child's permanent exclusion. The PSP aims to involve the child in the challenge of improving their behaviour and social skills. As a result of a PSP, a child should be able to better manage their behaviour and/or improve their attendance at school.

What Is In A Pastoral Support Plan (PSP)?

A PSP will set out specific and realistic targets and how they will be measured. The targets should be broken down into smaller parts so that it is more manageable for the child. The PSP will need to identify the input and support from the school and parents that the child will need to help them reach their targets.

The PSP will also detail both the recognition and rewards that the child will receive if they demonstrate efforts to meet the targets as well as the consequences that will result if the child does not demonstrate sufficient efforts to meet the targets. Finally, the PSP should detail the time limit for the duration of the PSP including dates when the PSP will be reviewed.

What has been considered before initiating a PSP?

Before initiating a PSP, the following should have been considered and/or carried out:

- Changes to the learning environment
- Adaptations to unstructured times
- Deployment of additional support (1:1 or group work)
- Differentiation of the curriculum

- Adaptions for learning style
- Behaviour policy consistently applied
- Review of behaviour management strategies
- Discuss difficulties for student
- Discuss difficulties and concerns with parents
- Consult colleagues (ELSA, SENCo)
- Staff training
- Referral or school liaison with outside agencies
- Flexible curriculum/individualised timetable
- Internal exclusion
- ELSA support in school
- Managed move to another school for a set time

Personal Support Plan

Pupil View

Name:		Date:		
Class:		Year Group:		
Please help us by saying how you feel you are getting on in school. A grown up you trust can help as much as you want but they need to record your ideas and comments in your words.				
Activity				Comments
Reading				
Writing				
Maths				
PE				
Computing				
Science				
Art/Craft				
Instructions				
Working by yourself				
Working with a group				
Working with an adult				
Assembly				
Playtime				
Lunchtime				
Homework				
With friends				
With staff				

What things do you enjoy doing at school?
What things do you find tricky in school?
What would make school better for you?
What do you enjoy doing when you are not in school?

What do you think about your behaviour in:					
	Very Good	Quite Good	OK	Poor	Very Poor
Classroom					
Corridors					
Assembly					
Toilets					
Playtimes					
Lunch hall					
Outside school					
How do you feel you generally behave?					
5 Very Good	4	3 - Average	2	1 - Very Poor	
Do you think your behaviour needs to change?					
Yes			No		
How do you feel about changing your behaviour?					
5 Able to change	4	3 May be able to change	2	1 Unable to change	
Would you like some help to change your behaviour?					
Yes			No		
What would that help look like?					
Targets to be achieved:					

Personal Support Plan Staff View

Name:		Class:	
Attainment			
Speaking and listening		Reading	
Writing		Maths	
Any additional comments regarding their learning			
Please rate his/her behaviour this term			
5 Very Good	4	3 Average	2 1 Very poor
Please rate the behaviour of the class			
5 Very Good	4	3 Average	2 1 Very poor
Please rate the students' behaviour in each of these aspects:			
Positive to teacher	5	4	3 2 1 Negative to teacher
On task	5	4	3 2 1 Always off task
Self-contained	5	4	3 2 1 Attention seeking
Appropriate behaviour	5	4	3 2 1 Inappropriate behaviour
Positive to peers	5	4	3 2 1 Negative to peers
In their place	5	4	3 2 1 Out of their place
Appropriately equipped for learning	5	4	3 2 1 Inappropriately equipped
Work up to date	5	4	3 2 1 Work behind deadlines
Able to follow instructions	5	4	3 2 1 Ignores instructions
Puts up their hand in lessons	5	4	3 2 1 Calling out
Answers appropriately	5	4	3 2 1 Answering back
Homework always done	5	4	3 2 1 No homework done
Calm when others behave inappropriately	5	4	3 2 1 Reacts badly when other behave inappropriately
Things this pupil does well in school:			
What skills/strengths does the pupil demonstrate well in other areas?			

What specific behaviour shown by this pupil regularly cause concern?
Any other comments you wish to make?

Letter to parents informing of suspension

Dear ,

I am writing to inform you of my decision to suspend xxxxx for a fixed period of xxxx days. This means that xxxx will not be allowed in school for this period. The suspension begins on **XXXX** and xxxx can return to school on **XXXX**.

I realise that this suspension may well be upsetting for you and your family, but the decision to suspend xxxx has not been taken lightly. X has been suspended for e.g. *physically attacking another child repeatedly*.

You have a duty to ensure that your child is not present in a public place in school hours during the suspension period unless there is reasonable justification for this. I must advise you that you may be prosecuted or receive a penalty notice from the local authority if your child is present in a public place on the specified dates. It will be for you to show that there is reasonable justification.

You have the right to make representations about this decision to the Governing Board. If you wish to make representations, please contact Tim Fettes (Chair of Governors) via the office email address as soon as possible. Whilst the Governing Board has no power to direct reinstatement, they must consider any representations you make and may place a copy of their findings on your child's school record.

If you think this suspension relates to a disability your child has, and you think discrimination has occurred, you may raise the issue with the Governing Board.

If you think the suspension relates to discrimination (under the Equality Act 2010) you can also make a claim to the First-tier Tribunal (for disability discrimination) or a County Court (for other forms of discrimination). Such a claim should be lodged within six months of the date on which the discrimination is alleged to have taken place e.g. the date on which your child was suspended.

You may find the following sources of free and impartial advice and information useful:

- Coram Children's Legal Centre: www.childlawadvice.org.uk
- The Advisory Centre for Education (ACE). This independent national advice centre for parents of children in state schools offers information and support on state education in England and Wales including on suspension from school (<http://www.ace-ed.org.uk>) and their advice line service on 03000 115 142 (on Monday to Wednesday from 10 am to 1 pm during term time).
- A copy of the Government's guidance, 'Exclusion from maintained schools, Academies and Pupil Referral Units in England' can be downloaded from the Department for Education's website at: <https://www.gov.uk/government/publications/school-exclusion>

You may also wish to contact Rosie Gossage, Inclusion and Access Officer for Royal Borough of Windsor & Maidenhead, at rosie.gossage@achievingforchildren.org.uk who can also provide advice.

We expect xxxx to be back in school on xxxx at 8.45am

Yours sincerely,



Mrs J. Griffith

Headteacher

Risk Assessment

Holy Trinity CE Primary School

Behaviour Risk Assessment

Name of Child:

Name of Assessor:

Date of incident:

Position:

	Risk Findings			
What form did the inappropriate action take?				
What evidence is there?				
What do witnesses say happened?				
Is there any evidence of provocation?				
Are there previous incidences to take into consideration?				
How has the accused responded to their behaviour and actions?				
Other considerations				
How high is the assessed risk that this will be repeated or there will be retaliation at the school's action?		LOW	MEDIUM	HIGH