



Suspension & Permanent Exclusion Policy

Date discussed with Staff:	Date discussed with Governors:
Date ratified by Governors:	
Date for review:	
Signed:	Headteacher
Signed:	Chair of Governors

Heygarth Primary School

Suspension & Permanent Exclusion Policy

Introduction

It is the policy of Heygarth Primary School to try to deal with all behavioural issues in an active, positive way, employing a wide range of strategies, including those specifically designed to avoid such issues reaching the point of suspension or permanent exclusion. (See Behaviour Management Policy).

Purpose of this policy

This policy is designed to briefly outline the school's approach to suspensions and permanent exclusions within the statutory framework as defined in the 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement guidance - September 2022'. It outlines only where the school applies its own additional guidance and policies, which complement and reinforce the statutory guidance, for purposes of clarity in the day-to-day operation of the school.

Principles

1) Suspension is a sanction used by the school only in cases deemed as serious breaches of the School Behaviour Policy. A pupil may be at risk of suspension from school for:

- Verbal or physical assault of a pupil or adult;
- Persistent and repetitive disruption of lessons and other pupils' learning;
- Extreme misbehaviour which is deemed outside the remit of the normal range of sanctions.

2) A suspension from the school can only be authorised by the Headteacher or one of the Deputy / Assistant Headteachers acting on her behalf. If none are available to authorise the exclusion a decision should be deferred until the opportunity for authorisation is available.

3) Special Educational Needs and Disabilities (SEND) will be a factor that will be considered before suspensions and permanent exclusions.

Heygarth Primary School will comply with our statutory duties in relation to pupils with Special Educational Need (SEN) when administering the exclusion process, including our 'best endeavours' to ensure the appropriate special educational provision is made for pupils with SEN and (for all settings) having regard to the Special Educational Need and Disability (SEND) Code of Practice

4) In the case of a Permanent Exclusion this can only be authorised by the Headteacher and must only be done after consulting the Chair of Governors of the

intention to impose this sanction, although the final decision rests with the Headteacher of the school.

5) The school seeks to reduce the number of incidents leading to suspension by promoting a positive atmosphere of mutual respect and discipline within the school.

6) The school regularly monitors the number of suspensions to ensure that no group of pupils is unfairly disadvantaged through their use and that any underlying needs of individuals are being fully met.

Notification of a Suspension

1) Parents will be notified as soon as possible of the decision to suspend a pupil and the reason for the suspension. This will be done on the day of the suspension being authorised by either direct phone contact or a face-to-face meeting. A written confirmation of the reason(s) for the suspension will be sent to parents the same day.

2) In the case of a Permanent Exclusion parents will be notified by the Headteacher in a face-to-face meeting.

3) A pupil who has been suspended will have the reason for his/her suspension explained to them by a member of staff so that they understand the nature of their misbehaviour.

4) The school will also work to put in place a programme for the pupil on his/her return. This will include input from staff at the school, parents, if appropriate, and any other appropriate bodies e.g. Learning Mentor or additional support from the Local Authority. Should it be decided for whatever reason that the matter needs to be put in the hands of another agency i.e. the incident leads to the discovery that there is a Child Protection issue, the school will continue to monitor the situation and work closely with that agency. It is hoped that in most cases following a suspension, the child will be able to return to school and that further input will promote in him/her a more positive attitude and a subsequent improvement in behaviour.

5) The Chair of Governors and relevant school staff will be notified of all suspensions the same day of the production of the exclusion letter.

Pupils Returning from a Suspension

All pupils returning from a suspension are required to attend a reintegration meeting, accompanied by a parent. This meeting will seek to establish practical ways in which further suspension can be avoided and behaviour modified to acceptable standards in partnership between pupil, parent and school.

Permanent Exclusions

A school will usually only permanently exclude a child as a last resort, after trying to improve the child's behaviour through other means. However, there are exceptional circumstances in which a Headteacher may decide to permanently exclude a pupil because of ongoing issues or even for a 'one-off' incident.

If your child has been permanently excluded, be aware that:

- The school's Governing Board is required to review the Headteacher's decision and you may meet with them to explain your views on the exclusion;
- If the Governing Board confirms the permanent exclusion, you can appeal to an independent appeal panel organised by the Local Authority;
- The school must explain in a letter how to lodge an appeal;
- The Local Authority must provide full-time education from the sixth day of a permanent exclusion.

Appeals

All correspondence regarding a suspension or permanent exclusion from the school will inform parents of their right to appeal to the Governing Board against the decision to suspend or permanently exclude. This procedure is clearly set out in the statutory guidance. The person who should be contacted to initiate an appeal is the Clerk to the Governors.

Relationship to other school policies

The Suspension & Permanent Exclusion Policy should be read in tandem with the school's Behaviour Policy as well as other relevant school policies, particularly the Special Educational Needs & Disability Policy and the Equality & Diversity Policy. It also has a close inter-relationship with the Anti-Bullying Policy and Attendance Policy.

Monitoring and Review

- 1) The impact of this policy will be reviewed by the Governors' Leadership & Management Committee.
- 2) The Headteacher will provide the Committee with regular monitoring reports which will help it to evaluate the effectiveness of the policy and procedures.
- 3) The policy and procedures will be reviewed and amended in the light of such evaluation and in consultation with representatives of all key stakeholders.

H. Beamish
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