



# Exclusion Policy

## WHY?

We are committed to following all statutory suspension and exclusion procedures to ensure that every child receives an education in an environment which is calm, safe and supportive in which pupils can learn and thrive.

A decision to suspend a child will be taken only:

- In response to serious or persistent breaches of the school's behaviour policy, **and**
- If allowing the child to remain in school would seriously harm the education or welfare of others.

A decision to suspend a child, either internally, for a fixed period or to permanently exclude is seen as a last resort by the school. The physical and emotional health of our children and staff is our primary concern, and we therefore accept, that in some serious situations, suspension/permanent exclusion may be necessary, if all other strategies have been exhausted.

## WHAT?

The identified child will not attend Paganel Primary School for the identified number of sessions. This will be reported to Birmingham Local Authority Exclusion Team and will also be recorded on the school management information system (SIMS). The decision regarding the number of sessions to be missed will be dependent on the seriousness of the incident (s).

**Suspension** A suspension is when a child is excluded from school and must remain home for a fixed amount of time. This should be for the shortest time necessary to ensure minimal disruption to the child's education, whilst mindful of the seriousness of the breach of policy (up to a maximum of 45 days in an academic year).

**Permanent exclusion** A permanent exclusion is when a child is permanently excluded from school and not allowed to return. This is a very serious decision and the Head teacher will consult with senior leaders, the Chair of the Governing Body and Birmingham LA Exclusion Team as soon as possible in such a case.

## HOW?

Before deciding whether to exclude a child, either permanently or to suspend for a fixed period, the head teacher will:

- Consider all the relevant facts and evidence, including whether the incident(s) leading to the suspension/exclusion were provoked.
- Allow the child to give their version of events.
- Consider if the child has special educational needs (SEN).

No exclusion will be initiated without first attempting other strategies or, in the case of a serious single incident, a proper investigation.

If the Head decides to suspend/permanently exclude a child he/she will:

- Ensure that there is sufficient recorded evidence to support the decision.
- Explain the decision to the child if the child is in the state of mind to listen to the decision (the child will be involved in all aspects of this process, their age and level of understanding will of course be considered).
- Contact the parents to notify them and explain the decision made, the head teacher will also ask that the child be collected.
- Send a letter to the parents confirming the reasons for the suspension/exclusion, whether it is a permanent exclusion or temporary suspension.
- The length of the suspension and any terms or conditions agreed for the child's return.
- In cases of more than a day's suspension, ensure that appropriate work is set and that arrangements are in place for it to be marked.
- Plan how to address the child's needs and integration back into their class on his/her return.

-Plan a reintegration meeting with parents and child on his/her return to be conducted by a suitable senior member of staff.

-Information about parents' right to make representations about the exclusion to the governing board and how the child may be involved in this.

-Where there is a legal requirement for the governing board to meet to consider the reinstatement of a child, and that parents have a right to attend a meeting, be represented at a meeting (at their own expense) and to bring a friend.

-The head teacher will also notify parents by the end of the afternoon session on the day their child is suspended/excluded that for the first 5 school days of a suspension/exclusion, or until the start date of any alternative provision where this is earlier, parents are legally required to ensure that their child is not present in a public place during school hours without a good reason. Parents may be given a fixed penalty notice or prosecuted if they fail to do this.

-If the child has an allocated social worker or is looked-after the head teacher will immediately inform the child's social worker and/or the Virtual School Head of the decision that has been made.

-The head teacher may cancel any suspension/exclusion that has already begun, but this will only be done if the decision has not been reviewed by the governing board.

**Re-integration after suspension** - the child and parent will be requested to attend a reintegration meeting with a senior member of staff. At this meeting the behaviour leading to exclusion will be discussed and targets will be set for improvement. Support around behaviour will be also be discussed. The meeting will be recorded on the school re-integration form and a copy retained by the parent, child and school. See appendix 8 of the Behavior Policy. The aim of the reintegration meeting is to give the child a fresh start, help them understand the impact of their behaviour on themselves and others, teaches them how to meet the high expectations of behaviour in line with school culture, foster a renewed sense of belonging within the school community and build engagement with learning.

**Sharing information with Governors** – the head teacher will report to governors on the use of suspensions and permanent exclusions to ensure they have the required information to review child characteristics and the level of child moves to ensure that these measures are only used when necessary, as a last resort.

**Use of alternative provision** – The use of alternative provision or the use of managed moves (preventative measures to exclusion) may be considered by the school if it is deemed to be appropriate, if it will support the child in improving their behaviour. These measures will only be considered if in-school intervention has been unsuccessful in improving the child's behaviour choices. The school will remain in close contact with alternative provision at all times to ensure there are plans in place in terms of time the child will spend in the provision and reviews planned to discuss progress being made (reviews will be attended by the school's, child, parents and any other agencies associated with the child). Placements will also be closely monitored and reviewed by the school's governing body.

## WHO?

Staff	Key Responsibilities
Head teacher or most senior member of staff on site	-Investigate the situation and make a decision regarding how long the suspension will last for. -Communicate with parents in person and in writing regarding the suspension/exclusion. -Ensure the Local Authority Exclusion Team is notified about the suspension/exclusion. -Attend the reintegration meeting for the child.
Class teachers	-To provide work for the child to complete during the course of the suspension period. -Attend the reintegration meeting for the child (if it is possible to release the class teacher to attend).
Office staff	-Complete the required paper work notifying parents about suspension/exclusion.

	-Support head teacher with notifying the Local Authority Exclusion Team of suspension/exclusion made.
Chair of Governors	-To be informed of the need for a permanent exclusion for a child at Paganel Primary School.

This policy was written using the DfE guidance: Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England (September 2022) – this document will continue to be used to support the use of this policy.

Policy revised: October 2022 (policy revised by V.Shuter)