



Guardian Angels Catholic Primary School

Suspension & Exclusion Policy

Date Written	November 2023
Date Agreed	
Chair of Governors (Signature)	Mary Higgins
Head Teacher (Signature)	Helen Milligan
Date for review	November 2024

Guardian Angels Catholic Primary School is committed to valuing diversity and to equality of opportunity. We aim to create and promote an environment in which pupils, parents and staff are treated fairly and with respect, and feel able to contribute to the best of their abilities.

Partnership with Parents

At Guardian Angels, we will work in partnership with parents to ensure that expectations are clear and parents can reinforce them with their children. This includes ensuring that parents are kept informed about decisions made in response to a child's misbehaviour so that we can work together in the best interests of pupils to ensure expectations for behaviour are made clear.

The school is responsible for communicating to pupils, parents and staff its expectations of standards of conduct. A range of policies and procedures are in place to promote good behaviour and appropriate conduct. These are:

- Behaviour Policy;
- Anti-Bullying Policy;
- Home-School Agreement

Supporting Pupils to Succeed

We aim to include, not exclude, and we approach all challenging behaviour in a supportive and positive way. We recognise that such behaviour can sometimes be symptomatic of a real, deeper need for our support and understanding. All children can go through times of inappropriate behaviour, and we strive to never "give up" easily on a child as we recognise that each person has a unique contribution to make to school life and we want to support them to achieve this.

We will use behaviour data to assess patterns of challenging behaviour in pupils. Where patterns emerge we will systematically intervene, carrying out assessments such as the Boxall Profile and drawing up a support plan with the child, parent and teacher. It is class teacher's, parents' and the child's responsibility to ensure the support plan is followed.

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

Reasons for exclusion/suspension:

- Serious breach of the school's rules or policies;
- Serious risk of harm to the education or welfare of the pupil or others in the school.

This can either be a very serious incident or the repetition of incidents.

Any exclusion/suspension will be at the decision of the Head Teacher, usually in consultation with other members of the senior leadership team (particularly if they were involved in investigating the incident).

Types of Exclusion/Suspension

Internal Exclusion

Internal exclusion is when a pupil is excluded from the rest of the school and must work away from their class for a fixed amount of time. This will be in a different classroom or SLT office

An internal exclusion is a discretionary measure, where a pupil's behaviour is escalating and more serious measures need to be taken but there are not yet grounds for an external / fixed-term exclusion. Typically, a child receiving a consequence of this level should be receiving additional support for their behaviour, intended to help them to avoid their behaviour escalating to a point where a fixed term exclusion is necessary (examples: behaviour chart to address specific behaviours causing a problem; support from the behaviour support or pastoral lead etc)

Temporary / Fixed-Term Suspension

A temporary / fixed term suspension is when a child is suspended 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.

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 and Chair of the Local Governing Body as soon as possible in such a case.

Reasons for Exclusion/Suspension

A decision to exclude a pupil, either internally, for a fixed period or permanently 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, exclusion/suspension may be necessary, if all other strategies have been exhausted.

The decision to exclude will usually follow a range of strategies and be seen as a last resort, or it will be in response to a very serious breach of school rules and policies or a disciplinary offence such as:

- Serious actual or threatened violence against another pupil or a member of staff;
- Possession or use of an illegal drug on school premises;
- Persistent bullying;
- Persistent prejudice based harassment or hatred based acts

Exclusion/suspension may be the result of persistently poor behaviour or a serious single incident.

Persistent or cumulative problems

Internal and temporary/fixed-term exclusion/suspension may be used in response to a persistent poor behaviour which breaches school rules and policies. In the most serious cases where the problem persists and there is no improvement a permanent exclusion may be necessary. These would be imposed only when the school had already offered and implemented a range of support and management strategies. These could be joint action plans with parents, child and school, behaviour intervention with the Pastoral Lead, target setting, home/school communication book etc.

The length of an exclusion/suspension will depend upon a number of factors, such as the severity of the incident, and the likely impact on the child's learning and ability to succeed on returning to

school. Such decisions will be made in the best interests of the child, whilst also mindful of the need to maintain order and reinforce the rules and expectations of the school in a clear and consistent way.

Single incident

Internal exclusion and temporary/fixed-term suspension may be used in response to a very serious breach of school rules and policies or a disciplinary offence. In the most serious cases where the problem persists and there is no improvement a permanent exclusion may be necessary.

In such cases the Head Teacher or a designated senior leader will investigate the incident and consider all evidence to support the allegation, taking account of the school's policies. The pupil will be encouraged to give his/her version of events and the Head Teacher will check whether the incident may have been provoked, for example by bullying or racial harassment.

The Governing Body will be informed of all suspensions and exclusions on a termly basis; and additional consultation may also take place about key incidents with the Chair of Governors.

The decision to exclude

If the Head teacher decides to exclude a pupil he/she will:

- ensure that there is sufficient recorded evidence to support the decision;
- explain the decision to the pupil if the pupil is in the state of mind to listen to the decision
- contact the parents, explain the decision and 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 exclusion and any terms or conditions agreed for the pupil'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 pupil's needs and integration back into their class on his/her return;
- plan a meeting with parents and pupil on his/her return to be conducted by a suitable senior member of staff.

Safeguarding

An exclusion/suspension will not be enforced if doing so may put the safety of the pupil at risk. In cases where parents will not comply by, for example, refusing to collect the child, the child's welfare is the priority. In this situation, depending on the reason for exclusion/suspension, the school may consider an internal exclusion until the end of the day, implementing the original exclusion/suspension decision from the time the child is collected from school, or, in more severe circumstances the school may contact Social Services and/or the Police to safely take the pupil off site.

Re-integration

After fixed term suspension the pupil and parent will be requested to attend a reintegration meeting with a senior member of staff. At this meeting the behaviour leading to suspension will be discussed and targets will be set for improvement. Support around behaviour will be also be discussed.

Work Set

When a pupil is excluded for more than one day, work should be set by the school within a reasonable time-scale and this should be returned to the school when the suspension is over. If a child is excluded at the end of a school day, then it may not be possible to arrange for work to be set until the following morning.

Behaviour outside school

Pupils' behaviour outside school e.g. on school trips, at sports events, is subject to the school's behaviour policy. Unacceptable behaviour in such circumstances will be dealt with as if it had taken place in school; and additionally this includes the any serious breach of policy which could 'bring the school into disrepute'.

Pupils with special educational needs and disabled pupils

The school must take account of any special educational needs when considering whether or not to exclude a pupil. We have a legal duty under the Disability Discrimination Act not to discriminate against disabled pupils by excluding them from school for behaviour related to their disability. The Head Teacher should ensure that reasonable steps have been taken by the school to respond to a pupil's disability so the pupil is not treated less favourably for reasons related to the disability.

Managed move

In cases where the Head Teacher and parents agree that the progress of the pupil has been unsatisfactory and the pupil is unwilling or unable to profit from the educational opportunities offered, or if a parents failure to engage in strategies implemented by the school are resulting in a continuing pattern of poor behaviour or lack of improvement in behaviour, the Head Teacher may consult with the Local Authority and propose a managed move to another school. This is not exclusion and in such cases the Head Teacher may assist the parents in placing the pupil in another school.

Reintegration meeting

After every period of fixed term suspension the parent and child will be offered a reintegration meeting with a senior member of school's staff. At this meeting targets will be agreed for improving behaviour.

Procedure for appeal

If parents wish to appeal the decision to exclude, the matter will be referred to the Governing Body and handled through the school and LA appeal procedure.

Parents should note that if they think the exclusion relates to a disability the child has, and they think disability discrimination has occurred, they have the right to appeal, and/or make a claim, to the First Tier Tribunal

<http://www.justice.gov.uk/guidance/courts-and-tribunals/tribunals/send/index.htm>

The Use Of Exclusion: At- Glance-Guidelines For Head Teachers		
ILLEGAL/NO GROUNDS	REASONABLE GROUNDS	STRONG GROUNDS
<p>Minor incidents, for example:</p> <ul style="list-style-type: none"> ○ Failure to do homework ○ Failure to bring dinner money 	<p>Breach of the school's behaviour policy (see possible examples below):</p>	<p>Serious breach of the school's behaviour policy (see possible examples below)</p>
<ul style="list-style-type: none"> • Poor academic performance 	<ul style="list-style-type: none"> • Serious harm to the education or welfare of the pupil or others 	<ul style="list-style-type: none"> • Bringing the school into disrepute through inappropriate or dangerous behaviour or seriously endangering the safety of others
<ul style="list-style-type: none"> • Lateness or truancy 	<ul style="list-style-type: none"> • Persistently leaving school premises without authorisation 	<ul style="list-style-type: none"> • Supplying or using an illegal drug on school premises
<ul style="list-style-type: none"> • Pregnancy 	<ul style="list-style-type: none"> • Bringing adults or other young people onto school premises with malicious intent 	<ul style="list-style-type: none"> • Carrying, threatening to use and or using an offensive weapon (including fireworks)
<ul style="list-style-type: none"> • Breaches of school uniform or rules on appearance, for example: <ul style="list-style-type: none"> ○ wearing jewellery or displaying body-piercing 	<ul style="list-style-type: none"> • Bringing the school into disrepute at a public event 	<ul style="list-style-type: none"> • Attempted arson on school grounds, destruction or serious damage of school property or buildings
<ul style="list-style-type: none"> • Failing to meet the requirements of the Disability Discrimination Act by excluding disabled pupils without due regard to their disability or treating them less favourably than others because of their disability 	<ul style="list-style-type: none"> • Persistent refusal to co-operate with school staff, verbal aggression towards staff, pupils or other members of the school community 	<ul style="list-style-type: none"> • Repeated threats and highly offensive and abusive language towards school staff, pupils or other members of the school community
<ul style="list-style-type: none"> • Failing to meet the requirements of the Race Relations Act by excluding pupils or discriminating unfavourably on the grounds of race 	<ul style="list-style-type: none"> • Bullying, racial ,sexual or other harassment of staff, pupils or other members of the school community 	<ul style="list-style-type: none"> • Repeated bullying, racial, sexual or other harassment of staff ,pupils or other members of the school community