

# St John's C of E VA First School

## SUSPENSION AND EXCLUSION POLICY



'Together we have roots to grow and the wings to fly.'

This policy should be taken as part of St. John's C. of E. First School's overall strategy and is implemented within the context of our vision of Government aims and our values as a Church of England School.

### Review

Review Cycle	Date of Current Policy	Author(s) of Current Policy	Review Date
Annual	July 2023	Headteacher	July 2024

### Ratification

Role	Name	Signature	Date
Chair of Governors	Claire Levene Plumb	CLAIRE LEVENE PLUMB	
Head Teacher	Teresa Gilbert	TERESA GILBERT	
DSL	Nicole Simenton	NICOLE SIMENTON	

### Details of Policy Updates

Date	Details

At St John's CEVA First School we are committed to maintaining a good standard of behaviour throughout the school. As indicated within the Relationship and Behaviour Policy a range of strategies are used to promote and sustain good behaviour. A relationship approach, support and guidance are used for all pupils. Where pupils have additional needs in relation to their social and emotional development, we recognise that this can be demonstrated through behaviour which isn't appropriate. We look to understand their needs further and to provide the support to help them with regulating their emotions and behaviour more effectively. A range of strategies are taught to the children for emotional regulation and mindfulness through the PSHRE curriculum (using Jigsaw) and other provision at school.

### **Suspension from school**

The decision to suspend a pupil must be lawful, reasonable and fair. The school has a statutory duty not to discriminate against pupils on the basis of protected characteristics, such as disability or race. Particular consideration to the fair treatment of pupils from groups who are vulnerable to suspension would be taken.

### **Strategies to prevent suspension**

If a child's behaviour is starting to cause concern that their actions may result in a suspension, a meeting will be held with their parents to complete a Pastoral Support Plan (PSP). The purpose of the PSP will be to;

- Identify the behaviours causing concern
- Agree actions to be taken to support the pupil and to prevent their behaviour leading to suspensions
- Set targets to work towards with the pupil in order to bring about a positive change in their behaviour
- Identify the level of support to be provided in school, by whom and when in order to bring about change in their behaviour
- Include the parent's views about their child's needs and how they need to be supported to avoid suspensions
- Set a date for the plan to be reviewed

If external agencies are working with the pupil they will be invited to the PSP meetings for their input to the support plan.

### **Steps to suspension**

The decision to suspend a child from the school will only be made by the Headteacher. If the Headteacher is not on the school site, they will be contacted by the Deputy Headteacher and informed of the situation. If the Headteacher agrees that a suspension is necessary, they will request that the Deputy Headteacher carries out that duty or will return to school to deal with the matter. If the Headteacher cannot be contacted the Deputy Headteacher would have delegated power to decide upon and give a suspension.

A suspension will be considered in the following cases;

- Physical assault against another pupil or adult in the school
- Verbal abuse or threatening behaviour towards members of staff
- Verbal abuse or threatening behaviour towards another pupil / pupils
- Bullying
- Racist abuse
- Behaviour which regularly disrupts the learning of others
- Possession of a weapon or an implement used / intended for use as a weapon
- Behaviour which puts the child's own safety at risk
- Damage to property
- Theft

- Any other incidents or behaviour deemed serious enough by the Head Teacher for suspension to be an option. (This can include the behaviour of pupils outside school).

A pupil whose behaviour at lunchtime is disruptive may be suspended from the school premises for the duration of the lunchtime period. Lunchtime suspensions are counted as half a school day for statistical purposes and in determining whether a governing body meeting is triggered.

### **Notifying parents**

Once the decision to suspend a child has been taken the Headteacher will notify the parent of the decision and the reason for it. Parents will be given the following information in writing;

- The reasons for the suspension.
- The period of a suspension or, for a permanent exclusion, the fact that it is permanent.
- Parents' right to make representations about the suspension to the Governing Body and how the pupil may be involved in this.
- How any representations should be made to the Governing Body.
- Where there is a legal requirement for the Governing Body to consider the suspension, that parents have a right to attend a meeting, be represented at this meeting (at their own expense) and to bring a friend or representative.
- For the first five school days of a suspension (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 reasonable justification, and that parents may be given a fixed penalty notice or prosecuted if they fail to do so.
- Work for the child to complete at home for suspensions up to five days.
- Notification of alternative provision to be made if the suspension is to last beyond five days.

### **Informing the Local Authority**

The school will follow the DfE guidance for suspension and exclusions and will notify the Local Authority (LA) of any suspension that has been given. This will be done by recoding the suspension on SIMS and following any other locally agreed process to inform the LA.

### **Reintegration meetings**

When a parent is informed of a suspension, they will be asked to attend a re-integration meeting with the child and Headteacher on the day that they return to school. This meeting will review the reasons which led to the suspension and clarify the expected behaviour to the pupil and parent. The support which is in place at the school for the pupil will be discussed and any changes to their support or provision will be discussed with the parent. A record of the re-integration meeting will be made and held on file with a copy of the suspension letter.

### **Pupils at risk of permanent exclusion**

Where there is concern over a child's behaviour which is leading to suspensions it is likely that the child will have some social and emotional difficulties or other additional needs. The Headteacher will ensure that a graduated response is applied and that appropriate support is gained. This will involve requesting support from other agencies such as;

- Frome Learning Partnership PEVP
- Education Psychologist
- Paediatrician

- Child and Adolescent Mental Health Service (CAMHS)
- Family Intervention Services
- Children's Social Care
- Occupational Therapist
- Speech and Language therapist
- Learning Support Service
- Social Communication and Autism team

Where there is concern that a pupil is at risk of permanent exclusion the Headteacher will communicate with the Panel for Excluded and Vulnerable Pupils to inform them of the concerns and to request support via the panel.

### **Decision to permanently exclude**

Permanent exclusion will only be used as a last resort, in response to a serious breach or persistent breaches of the school's behaviour policy. The decision will take into consideration whether allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

### **Notifying the Governing Body.**

The Headteacher will notify the governing body of any suspensions that have taken place since the previous meeting of the governing body. They will immediately notify the Governing Body of:

- A permanent exclusion
- Suspensions that would result in the pupil being excluded for more than five school days (or more than ten lunchtimes) in a term
- Suspensions which would result in the pupil missing a public examination or national curriculum test

The Governing Body will follow the guidance on suspensions and exclusions as set out by the DfE in the following document; '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).

A copy of this guidance will be stored within the Policy File kept on the school network.

If the pupil lives outside the Local Authority in which the school is located, the Headteacher must also advise the pupil's 'home authority' of the suspension or permanent exclusion without delay.

For all other suspensions the Headteacher will notify the Local Authority and Governing Body once a term. These notifications must include the reasons for the suspension and the duration of any fixed period suspension.

The Governing Body has the responsibility to provide to the Secretary of State and the local authority, within 14 days of a request, information about any suspensions and exclusions within the last 12 months.