

King's Court First School

Suspension and Permanent Exclusion Policy



King's Court First 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

Parents working in partnership with the school to consistently reinforce the school's expectations, is an important factor in every child's success. At King's Court First School, 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.

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

Reasons for suspension or permanent exclusion:

- 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 persistent or cumulative problems.

Any suspension or permanent exclusion will be at the decision of the Headteacher, usually in consultation with other members of the senior leadership team (particularly if they were involved in investigating the incident). Any suspension or permanent exclusion will be based on disciplinary grounds and will be lawful, reasonable, fair and proportionate.

Types of Sanctions

Internal Intervention

Internal intervention is when a pupil is removed from their classroom and must work away from their class for a fixed amount of time. This will be in a different classroom or supervised area.

An internal intervention 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 a suspension. 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 suspension is necessary (examples: behaviour chart to address specific behaviours causing a problem; support from the learning mentor etc)

Suspension

A suspension can involve a part of the school day and it does not have to be for a continuous period. A child may be suspended for one or more periods up to a maximum of 45 school days in a single academic year. This total includes suspensions from previous schools covered by the exclusion legislation.

A suspension is when a child is excluded from school and must remain home for a fixed amount of time. The Headteacher will notify parents of any suspension.

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, contributing factors and the child's views.

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 Headteacher will consult with senior leaders and Chair of the Governing Body as soon as possible in such a case. Parents will be notified in writing of the reasons for it. The Headteacher will inform the Local Authority and child's social worker where applicable.

Reasons for intervention, suspension or permanent exclusion

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

The decision to suspend or permanently 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;
- Violent behaviour or refusing to follow an adult's instruction to keep themselves or others safe
- Bringing unsuitable items on school premises, e.g. e-cigarette
- Persistent bullying;
- Persistent prejudice-based harassment or hatred-based acts

Suspension or permanent exclusion may be the result of persistently poor behaviour or a serious single incident.

Further information can be found in: The DfE statutory guidance for '[School suspensions and permanent exclusions](#)'

Persistent or cumulative problems

Internal intervention, suspension and permanent exclusion 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.

The length of an internal intervention or suspension will depend upon a number of factors, such as the severity of the problems, and the likely impact on the child's learning and ability to succeed on returning to class or 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 intervention, suspension and permanent exclusion may be used in response to a very serious breach of school rules and policies or a disciplinary offence. In the most serious cases a suspension or permanent exclusion may be necessary.

In such cases the Headteacher 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 Headteacher 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 permanent exclusions on a termly basis; and additional consultation may also take place about key incidents with the Chair of Governors.

The decision to suspend or permanently exclude

If the Headteacher decides to suspend or permanently exclude a child 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; whether it is a temporary suspension or permanent exclusion
- the length of the suspension 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.
- inform the Governing Body and Local Authority of any permanent exclusion

Safeguarding

A suspension or permanent exclusion 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 the suspension, the school may consider an internal intervention until the end of the day, implementing the original 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 a 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. The meeting will be recorded on the school re-integration form and a copy retained by the parent, child and school.

Work Set

When a pupil is suspended 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 suspended 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 will take account of any special educational needs when considering whether or not to exclude a pupil.

The Headteacher shall 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 Headteacher 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 parent's 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 Headteacher may consult with the Local Authority and propose a managed move to another school. This is not an exclusion and in such cases the Headteacher may assist the parents in placing the pupil in another school.

Removal from the school for other reasons

The Headteacher may send a pupil home, after consultation with that pupil's parents and a health professional as appropriate, if the pupil poses an immediate and serious risk to the health and safety of other pupils and staff, for example because of a diagnosed illness such as a notifiable disease. This is not a suspension and should be for the shortest possible time.

A pupil cannot be 'sent home' for other reasons, including poor behaviour.

Equal Opportunities

The Governing Body recognise that it is unlawful to take into account anyone's gender, marital status, colour, race, nationality, ethnic or national origin, disability, religious beliefs, age, or sexual orientation. Full consideration has been given to this during the formulation of this policy as it is the governors' aim that no-one at school should suffer discrimination, either directly or indirectly, or harassment on any of these grounds. Data will be reviewed termly on the characteristics of pupils who are suspended or excluded.

Reintegration meeting

After every period of 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 and a written agreement produced for all parties to sign.

Procedure for appeal

If parents wish to appeal the decision to suspend or permanently exclude a pupil the matter will be referred to the Governing Body and handled through the school and the LA exclusion review process. An exclusion review meeting will take place which will include the parents, headteacher, governors and Local Authority representative to review written and verbal submissions.

The role of governors

The Governing Body will review data on all suspensions on a termly basis. Governors will form a panel to review the headteacher's decision to exclude for:

- all permanent exclusions
- suspensions that bring the total number of school days suspended to more than 15 in a term
- suspensions which would result in the pupil missing a public exam or a national curriculum test.

An exclusion review meeting will take place within 15 school days of the Governors receiving notice of an exclusion or within 50 school days for suspension of between 5 and 15 days and if the parents make representation. The Chair of Governors, or a nominated Governor with no prior knowledge or involvement in the case, will form a panel with other governors and invite the parents (or those with parental responsibility for the pupil), Headteacher and senior leaders involved in the case, and Local Authority representative. The meeting will follow the process outlined in the Exclusion Handbook, Achieving for Children, RBWM, Version 2 amended and reviewed August 2022.

Guidance on Suspensions (Based on Local Authority Advice)	
Informing Parents of Suspensions, At-A-Glance Guidelines	
MUST	SHOULD
Notify parents/carers immediately- ideally by telephone Letter within 1 school day specifying: Precise period the suspension or effective date of permanent exclusion If permanent, that it is permanent Reasons for the suspension Parents right to make representations to the governing body Parents right to see and have a copy of child's school record upon written request	Date and time when child should return from a suspension Any relevant previous history Arrangements for continuing education, including the marking and setting of work Latest date by which governing body must meet Person whom the parent should contact if they wish to make representations (usually the clerk to the governors) Name and contact information for Head of Social Inclusion (LEA Officer) Information translated as necessary

The Use of Permanent Exclusion: At- Glance-Guidelines For Head Teachers		
ILLEGAL/NO GROUNDS	REASONABLE GROUNDS	STRONG GROUNDS
Minor incidents, for example: Failure to do homework	Breach of the school's behaviour policy	Serious breach of the school's behaviour policy
Poor academic performance	Serious harm to the education or welfare of the child or others such as staff or children in the school	Bringing the school into disrepute through inappropriate or dangerous behaviour or seriously endangering the safety of others
Lateness or truancy	Persistently leaving school premises without authorisation	Bringing unsuitable items on school premises, e.g. e-cigarette
Breaches of school uniform or rules on appearance, for example: wearing jewellery	Bringing the school into disrepute at a public event	Destruction or serious damage of school property or buildings
Failing to meet the requirements of the Disability Discrimination Act by excluding disabled children without due regard to their disability or treating them less favourably than others because of their disability	Persistent refusal to co-operate with school staff, verbal aggression towards staff, children or other members of the school community	Repeated threats and highly offensive and abusive language towards school staff, children or other members of the school community
Failing to meet the requirements of the Race Relations Act by excluding children or discriminating unfavourably on the grounds of race	Bullying, racial, sexual or other harassment of staff, children or other members of the school community	Repeated bullying, racial, sexual or other harassment of staff, children or other members of the school community