



Headstart School Suspension and Exclusion Policy	
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Author	Executive Headteacher
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Approver	Governor Advisory Board
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Introduction

Headstart School believes that this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

<ul style="list-style-type: none"> • Education Act 2002 • Anti-social Behaviour Act 2003 • Education Act 2005 • Education and Inspections Act 2006 • Education (Pupil Exclusions and Appeals) (Miscellaneous Amendments) (England) Regulations 2006 • Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007 	<ul style="list-style-type: none"> • Apprenticeships, Skills, Children and Learning Act 2009 • Equality Act 2010 • Education Act 2011 • School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012 •
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The following documentation and website are also related to this policy:

- Exclusion from Maintained Schools, Academies and pupil Referral Units in England (DfE)
- Guidance on suspensions and exclusions (2023) (DfE)
- School suspensions and permanent exclusions 2022 (DfE)
- Special Educational Needs and Disability Code of Practice: 0 to 25 Years. Statutory Guidance for Organisations Who Work With and Support Children and Young People with Special Educational Needs and Disabilities (DfE) and (DoH)
- Equality Act 2010: Advice for Schools (DfE)
- Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)
- www.gov.uk/government/publications/school-exclusion

We strongly believe in good discipline as we feel it is essential to ensure that all pupils can benefit from the educational and social opportunities that the school offers. The exclusion of a pupil will only be 'used as a last resort in response to a serious breach or persistent breaches of the school's behaviour policy'.



We work hard not to exclude pupils, but to help to support them by constantly reviewing our behaviour management and working with them to help their behaviours. We have in place a behaviour management system that everybody is familiar with and know what they are doing.

We treat all pupils fairly with all decisions to exclude will be lawful, reasonable and fair. We will not discriminate against pupils on the basis of protected characteristics. All pupils who are vulnerable to exclusion will be treated fairly.

We believe that pupil exclusion is best defined as when a pupil is not allowed to attend school for either a fixed term or permanently. A fixed term exclusion is now known as a suspension. Pupil exclusion is a sanction that will be used only as a last resort, except when an immediate exclusion is the only appropriate action to take.

We acknowledge that a pupil will only be excluded following serious breaches of discipline or if the safety of pupils and school personnel would be harmed if the pupil remained in the school. Parents will be informed immediately in writing about a fixed period exclusion.

Before a pupil is excluded, a whole range of strategies such as early intervention and pupil support plans will be implemented in order to improve the behaviour of the pupil.

We believe that 'disruptive behaviour can be an indication of unmet needs' and we will do all that we can to identify the causes and if need be to 'give consideration to a multi-agency assessment that goes beyond the pupil's educational needs.'

All exclusions will follow the correct procedures as outlined in 'The Department for Education guidance: Exclusion from Maintained Schools, Academies and pupil Referral Units in England (2012)'. We are aware that is illegal to unofficially or informally exclude by just sending a pupil home for disciplinary reasons. At all times the correct procedures will be followed.

Aims of this policy

- To only use exclusion as a last resort except when an immediate exclusion is appropriate.
- To have in place systems to reinstate excluded pupils as soon as possible.
- To establish good working relations with parents of pupils who have been excluded.
- To ensure compliance with all relevant legislation connected to this policy.

Role of the Governing Body



- delegated powers and responsibilities to the headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- make effective use of relevant research and information to improve this policy;
- the responsibility of involving the school council in:
 - determining this policy with the governing body;
 - discussing improvements to this policy during the school year;
 - reviewing the effectiveness of this policy with the governing body.
- nominated a link governor to:
 - visit the school regularly;
 - work closely with the headteacher and the coordinator;
 - ensure this policy and other linked policies are up to date;
 - ensure that everyone connected with the school is aware of this policy;
 - attend training related to this policy;
 - report to the governing body every term;
 - annually report to the governing body on the success and development of this policy.
 - responsibility for the effective implementation, monitoring and evaluation of this policy.

Role of the Headteacher

The headteacher will:

- work in conjunction with the senior leadership team to ensure that all school personnel, pupils and parents are aware of and comply with this policy;
- ensure risk assessments are:
 - in place and cover all aspects of this policy;
 - accurate and suitable;
 - reviewed annually;
 - easily available for all school personnel.



endeavour to identify the causes of a pupil's disruptive behaviour and, if need be, will consider a multi-agency assessment;

- consider the following when making the decision to exclude a pupil;
- when making the decision to exclude a pupil the headteacher will:
 - undertake a thorough investigation into the alleged incident by looking at all the evidence that is available;
 - from the outset keep a written record of all the stages of the investigation plus signed witness statements;
 - listen to the pupil's version of what happened;
 - check whether the alleged incident was provoked by racial or sexual harassment and to take into account any breach of the school's equal opportunities policy;
- if they think it is necessary, the headteacher will consult with other relevant people other than those who might be later involved in reviewing this incident;
- comply with the Equality Act;
- look at alternatives other than exclusion such as:
 - internal exclusion by removal to another class;
 - restorative justice;
 - mediation;
 - a managed move.
 - decide on the length of the suspension;
 - inform parents immediately;
 - report the exclusion to;
 - The Local Authority.
 - Chair of governors.
 -
- once a suspension has ended, hold a reintegration meeting involving the pupil, parents/carers and the appropriate school personnel on the first day a pupil returns to school following a suspension. These meetings can be involved online, and the pupil must return to school if the meeting does not take place on that day;
- the reintegration meeting will plan:
 - how the pupil will manage their future behaviour;
 - what support is required;
 - how the pupil can succeed within the school;
 - how further suspensions can be avoided;
 - what both the school and the pupil can do to ensure success;
 - ensure conditions are not placed upon the pupil returning to school.



- organise a series of safeguarding and child protection workshops to ensure parents are aware of:
 - Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges;
 - Working Together to Safeguard Children: A Guide to Inter-agency Working to Safeguard and Promote the Welfare of Children;
 - the Safeguarding and Child Protection policy;
 - safeguarding procedures in place;
 - all safeguarding policies;
 - their role in safeguarding and child protection.

- work closely with the governors;
- provide leadership and vision in respect of equality;
- make effective use of relevant research and information to improve this policy;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy by speaking with pupils, school personnel, parents and governors;
- annually report to the governing body on the success and development of this policy.

Role of School Personnel

School personnel will:

- comply with all aspects of this policy;
- be aware of and support the pupil behaviour management policy;
- try to establish the reasons for a pupil demonstrating disruptive behaviour;
- report and deal with all incidents of discrimination;
- report all incidents of serious violence, assault, sexual abuse, the use of illegal drugs, possession of offensive weapons and bullying;
- implement the school's equalities policy and schemes;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community.

Role of Pupils



Suspended pupils will:

- be 'enabled and encouraged to participate at all stages of the exclusion process, taking into account their age and understanding';
- work hard to conform with the reintegration plan.

Pupils will:

- be aware of and comply with this policy;
- support the school code of conduct and guidance necessary to ensure the smooth running of the school;
- liaise with the school council;
- take part in questionnaires and surveys.

Role of Parents/Carers

Parents/carers will:

- be aware of and comply with this policy;
- be made aware of their rights of appeal against a suspension;
- support the school code of conduct and guidance necessary to ensure smooth running of the school.

Informing the Chair of Governors and the Local Authority

Within one school day the headteacher will inform the Chair of Governors and the LA of a pupil's suspension. This will include the Virtual School's Head when dealing with a Looked after Child.

The Role of the Chair of Governors

The Chair of Governors will:

- Review all suspensions and permanent exclusions.



- Consider any representations from parents.
- Take the following into account when making a decision about suspension:
 - special educational needs;
 - disabilities;
 - gender;
 - cultural differences.

Liaison with Parents

Every effort will be made to seek parental co-operation at all stages.

Reasons why a child will be suspended

The Department of Education has a standard list of reasons for suspension / permanent exclusion from school, but please bear in mind that not every behaviour on this list will automatically result in suspension / permanent exclusion. Other behaviour not covered in this list can also be a reason for suspension, but it is recommended this category is used sparingly. Only the head teacher has the power to suspend / permanently exclude a child. Possible reasons for suspension / permanent exclusion are:

- **Physical assault against another pupil or an adult**, which includes fighting, violent behaviour, wounding, obstruction and/or jostling
- **Verbal abuse and/or threatening behaviour against another pupil or an adult**, which includes threatened violence, aggressive behaviour, swearing, homophobic abuse and harassment, verbal intimidation, or carrying an offensive weapon
- **Bullying**, which can be verbal or physical, and this category includes homophobic and racist bullying
- **Racist abuse**, which includes racist taunting and harassment, derogatory racist statements, swearing that can be attributed to racist characteristics, racist bullying and racist graffiti.
- **Sexual misconduct**, which includes sexual abuse, assault and/or harassment, lewd behaviour, sexual bullying and sexual graffiti.
- **Drug and alcohol-related behaviour**, which includes possession of illegal drugs, inappropriate use of prescribed drugs, drug dealing, smoking, alcohol and/or other substance abuse
- **Damage**, which includes damage to school or personal property belonging to any member of the school community e.g. vandalism, arson, graffiti



- **Theft**, which includes stealing school property, stealing personal property from a fellow pupil or an adult, stealing from local shops on a school outing, and/or selling and dealing in stolen property.
- **Persistent disruptive behaviour**, which includes challenging behaviour, disobedience and/or persistent violation of school rules.

There are 2 types of exclusion ('Exclusion' means that a child is sent home or excluded from school because of unacceptable behaviour).

Suspension (Previously Fixed-Term Exclusions)

Is a short-term, temporary measure (from one day) and cannot last for more than 45 school days in the school year. Suspension is a measure the school takes very seriously and avoids at all costs. There are many other measures and strategies that we use before a suspension such as sanctions, loss of activities, and 1:1 support.

Suspension Procedure

The school will inform the parents/carers explaining the reasons for the suspension and how long it is to last.

Under the guidance of the Headteacher, the Suspension checklist (Appendix 1) must be followed and signed at specific stages during the suspension procedure.

For the first five days, the school should provide resources / activities for the pupil. If the suspension is for more than five days, the school (Governing Board) must make arrangements for alternative education for the pupil, as from the sixth day. Anytime spent out of school before a cancelled suspension starts will count towards the maximum of 45 school days a pupils can be suspended in a school year.

During the suspension, the pupil must not be in a public place during school hours and the parents are responsible for the whereabouts of the pupil. Parents may have a right to challenge the suspension through written representation to the Governing Body. Parents may at a later stage request a meeting with the Governing Body Representative. Members of the Governing Body may then decide whether or not to reinstate a pupil and if the Head's decision to exclude was justified based on the evidence.

The offence should be recorded in the pupil's file and on Behaviour Watch.

On returning to school, there will be a re-integration meeting (Appendix 2), in which all those concerned can discuss the best way forward for the pupil. Parents/carers will be expected to return the pupil to the school to meet with the head teacher or one of the school management team.

The Executive Headteacher can cancel suspensions that have not started yet. If a suspension last more than 15 days in a term, the governing body must meet to consider reinstatement.



Permanent Exclusion:

In the case of a permanent exclusion the same procedure must be followed. The head teacher will arrange a meeting between parents/carers, a member of the SEN team and the School Governing Advisory board.

All interested parties will be given details of such a meeting. Parents/ carers may put their case to the school team, in writing or in person. After such a meeting the panel will make a decision which will be final. All parties will also be informed in writing within seven days of the final decision to exclude. The Executive Headteacher can cancel an exclusion before it begins.

A pupil may be permanently excluded if:

- All other strategies have failed.
- The offence was a serious one-off offence such as:
- serious, actual or threatened, violence against a pupil or a member of the school personnel;
 - sexual abuse or assault;
 - supplying an illegal drug;
 - carrying an offensive weapon;
 - or any other serious offence.

Pupils over the age of 18:

If pupils are aged 18 or above, they will be involved in the process, with their parents / carers, and Local Authority being made aware.



Reporting

Annually, the headteacher will report the following to the governing body the:

- number of exclusions;
- type of exclusions;
- outcome of each exclusion;
- rates of exclusion from different groups such as SEND, free school meals, Looked after Children and ethnic groups.

Appeal

Fundamental to the fairness of any exclusion process is the right to appeal. Parents or guardians may apply for a review of the decision to exclude a pupil permanently from the School. This should occur within five school days.

Appeals should be in writing and addressed to

The Clerk to the Governors
Headstart School
Crouch Lane
Ninfield
East Sussex
TN33 9EG



Appendix 1: Headstart suspension checklist

On the day of the suspension

Name of pupil:		Name of SLT and Date complete.
Name of Guardian / Parent / Person with Parental Responsibility		
Date of suspension:		
Reason for suspension:		
By whom:		
Was the incident / suspension recorded on behaviour watch?		
Time parent was contacted:		
Suspension information sent:		
Incident notes and statements:		
Date and Time of Welfare check (Over 5 days)		
Date homework was sent:		
Date homework was returned:		
Please give date pupil is expected to return to school:		
Total number of sessions missed due to this suspension.		



Total number of days missed due to suspension.		
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How was the student sent home?:

Was the student collected by a taxi?		
Was the student collected by guardians?		
Was the student escorted home? Was there a physical handover? Has there been confirmation by SLT / Staff escorting home and Parent?		

Please give details of all other persons informed of this incident.

Name of carer/guardian – Date and time contacted.		
Name of Social Worker – Date and time contacted.		
Name of Foster Support – Date and time contacted.		
East Sussex Education dept – Date and time contacted.		
Taxi – Date and time contacted.		



**Appendix 2: HEADSTART SCHOOL
RETURN FROM SUSPENSION MEETING**

Name of Student	
Tutor Group	
Date of Meeting	
Present in the Meeting	
Dates of Exclusion	

Reason for Suspension	Length of Suspension



Meeting Notes	Further Action
Interventions and Support where appropriate	
Targets	



1	
2	
3	

Signed _____ (Parent/Carer)

Staff Member: