



Suspensions & Exclusions Policy



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Introduction

Bowlsh Infant School is committed to ensuring we provide a Safe, Calm environment for both children and staff.

Our Positive Behaviour Policy outlines how we work to support children and staff to meet the expectations required to enable this. We work fervently to, and are passionate about including all our children in our community and meeting their needs wherever possible.

There are times, when how a child behaves means that our available resources are either exhausted, or a level 3 offence has occurred. In these instances, a child may be suspended or excluded at the Headteacher's discretion. This is used as a last resort, is always taken seriously.

A key element to our ability to maintain a safe school environment, is staff knowledge and understanding that our children are still in their early years of social and emotional development; therefore, there are some behaviours which may be carefully considered and 'permitted'. Working together as a staff, with parents and children, we will always do all we can to keep children in school and ensure that all interventions taken are lawful, necessary and proportionate.

The government supports headteachers in using suspension and permanent exclusion as a sanction when warranted as part of creating calm, safe, and supportive environments where both pupils and staff can work in safety and are respected. To achieve this, suspension and permanent exclusion are sometimes a necessary part of a functioning system, where it is accepted that not all pupil behaviour can be amended or remedied by pastoral processes, or consequences. A suspension may be used to provide a clear signal of what is unacceptable behaviour as part of the school's behaviour policy and show a pupil that their current behaviour is putting them at risk of permanent exclusion.

Under the Education and Inspections Act 2006, headteachers must determine measures to be taken with a view to:

- promoting self-discipline and proper regard for authority among pupils.
- encouraging good behaviour and respect for others on the part of pupils and preventing all forms of bullying among pupils.
- securing that the standard of behaviour of pupils is acceptable.
- securing that pupils complete any tasks reasonably assigned to them in connection with their education.
- otherwise regulating the conduct of pupils.
- Permanent exclusions can be used to help achieve these aims when they are necessary, as a last resort.

This policy clearly advises all members of our school community about our practices and protocols regarding the use of suspensions and exclusions at Bowlsh Infant School.

Aims

Under the direction of the listed documentation, this policy has been developed with the aim of ensuring any use of suspension or exclusions at Bowlish Infant School are lawful, necessary, proportionate, and part of ensuring our safe, calm environment is not compromised.

Objectives

- For stakeholders to understand reasons, processes and responsibilities involved in any use of suspension or exclusion.
- For children, staff and parents to be fully informed about the school behaviour expectations and what behaviour warrants suspension or exclusion.
- For parents to know how they can seek support if their child is suspended or excluded.

Terminology

A **suspension** is when a pupil is not allowed to attend school for a fixed period of no more than 45 days in a single academic year.

A **permanent exclusion** is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated).

Alternative Provision is provision arranged by the school as an alternative to attending school. This is provided by an external agency.

Reasons a child may be suspended or excluded

Bowlish Infant School will exercise their legal duties in relation to their interventions. This includes:

- whether a statutory assessment should be considered in line with the principles of Children Act 1989,
- that decisions are made in an anti-discriminatory manner in line with the Equality Act 2010 (including having regard to the SEND Code of Practice)
- and takes into consideration the learner's rights under the Human Rights Act 1998.
- Interventions will be consistent with [Statutory DFE Guidance](#) and [Behaviour in School Advice](#).

Bowlish Infant School, considering the age, development and needs of the child, applies the following behaviour level system.

As children are learning to self-regulate and how to manage external regulations, they will naturally make mistakes and test boundaries. This is expected but, when a child's behaviour breaches this threshold, (Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.), the child may be suspended or excluded at the Headteacher's discretion.

"The government trusts headteachers to use their professional judgement based on the individual circumstances of the case when considering whether to exclude a pupil." DFE 2023

	Unwanted Behaviour Examples	Intervention
Level 1 Behaviour description	Mild disruption such as: interrupting, shouting out once or twice	In-class choices flowchart still in effect
	Not following instructions upon first request	
	Minor disrespectfulness	
Level 2 Behaviour description In-class choices flowchart may become exhausted Parents are always informed	Repeatedly refusing to follow instructions for a period of 1 lesson.	Flowchart still in motion. Time out, move to another room, loss of privileges, loss of playtime, parents informed. Other tools/strategies implemented (change of face, distraction, movement, calm time, reflection).
	Stopping others from learning using verbal or physical means.	
	Assaulting staff due to emotional crisis outburst and without notable injury e.g., a hit on the arm out of frustration.	
	Verbal abuse or threatening behaviour against a pupil without causing harm and followed by making amends.	
	Minor physical assault against a child e.g., an intended, annoyed hit during a game or an unintended injury during chosen rough play.	
	Damaging their own work.	
Level 3 Behaviour description (Serious breach or persistent breaches of the school's Behaviour Policy) Headteacher is involved Parents are always informed / involved	Deliberately assaulting a child, causing injury needing first aid.	Suspension or exclusion depending on seriousness and/or regularity of offence. At the Headteacher's discretion.
	Assaulting staff beyond an emotional outburst (chosen), without notable injury, persistently (more than twice).	
	Verbal abuse or threatening behaviour against a pupil causing 'harm'.	
	Verbal abuse or threatening behaviour against an adult which is deemed as having intent behind it.	
	Use, or threat of use, of an offensive weapon (incl scissors)	
	Bullying	
	Racist abuse	
	Abuse relating to disability	
	A child is injured or seriously threatened.	
	A member of staff is injured or seriously threatened.	
	Persistent, chosen disruptive behaviour (half a day will be tolerated in some instances, beyond that, a suspension will be issued).	
	Damaging school property or disrupting environments e.g., tipping up resources, ripping displays, throwing equipment, damaging the work of others.	
	Consistent refusal to follow instructions deeming them unsafe	
	Endangering themselves e.g., running away, climbing on furniture, banging doors and windows, trying to escape from school.	
	Displaying dangerous behaviours to self or others e.g., throwing chairs, disrupting furniture, using tools which can harm to threaten such as scissors or heavier objects.	

Processes

Only the Headteacher can suspend or exclude a child on disciplinary grounds.

After following our Positive Relationships and Behaviour Policy, a child's behaviour is Level 3 and triggers consideration for suspension or exclusion

Child is informed, in an age appropriate way, that their behaviour is unacceptable and that they are not able to remain in school.

Class Teacher is informed and relevant work to be sent home is organised.

Parents are informed by telephone, which is followed up in writing via email. (incl. reason, length of time, right to make representation, how work will be provided)

Child is collected and sent home with all appropriate work.

LA are informed via completing SIMs. Governors are informed of suspensions in Headteacher's report to parents and exclusions immediately by calling the chair of governors.

Reintegration: This may be a conversation with the child and / or parent.

Monitoring Suspensions and Exclusions

Bowlsh Infant School monitors all suspensions and exclusions in the following ways:

- Informing the LA and creating a record of the intervention by completing SIMs.
- Reporting suspensions and exclusions, including total sessions, to Governors in the Headteacher's Report.

The Governors are always informed without delay if:

- Any permanent exclusion (including where a suspension is followed by a decision to permanently exclude the pupil).
- Any suspension or permanent exclusion which would result in the pupil being suspended or permanently excluded for a total of more than five school days (or more than ten lunchtimes) in a term.

Wellbeing

Implementing suspensions and exclusions can cause stress to children, families, staff and the Headteacher. As a school we do all we can to ensure relationships with parents remain positive and supportive throughout the process. It is important to acknowledge that nobody is 'to blame', particularly with younger children; but, we can all take steps to make changes to practice and parenting as the child needs. When the child returns to school, we 'move on' and start each day with a new agenda.

Staff support each other through a de-briefing process as well as acknowledgement that the events may have been challenging or even upsetting. Staff are encouraged to reflect on the events but are supported to not blame themselves or feel responsible for a child's behaviour leading to a suspension or exclusion.

Equalities Statement

With regards to behaviour management and building positive relationships, we will consider our duties under the Equality Act 2010 and our general and specific duties under the Public Sector Equality Duty. General duties include:

1. Eliminating discrimination, harassment, victimisation, and other conduct that is prohibited by the Equality Act 2010.
2. Advancing equality of opportunity between people who share or don't share a protected characteristic.
3. Fostering good relations across all protected characteristics between people who share a protected characteristic and people who do not share it.

Details of our specific duties are published on our website [Equality Statement](#) and [Measurable Objectives](#).

Pupils with disabilities and Special Educational Needs (SEN) including those with Education, Health and Care plans (EHC plans)

- The Equality Act 2010 requires schools to make reasonable adjustments for disabled pupils. This duty can, in principle, apply both to the suspensions and permanent exclusions process and to the disciplinary sanctions imposed.
- Under the Children and Families Act 2014, governing boards of relevant settings must use their 'best endeavours' to ensure the appropriate special educational provision is made for pupils with SEN, which will include any support in relation to behaviour management that they need because of their SEN.
- Schools should engage proactively with parents in supporting the behaviour of pupils with additional needs.
- Where a school has concerns about the behaviour, or risk of suspension and permanent exclusion, of a pupil with SEN, a disability or an EHC plan it should, in partnership with others (including where relevant, the local authority), consider what additional support or alternative placement may be required. This should involve assessing the suitability of provision for a pupil's SEN or disability.
- Where a pupil has an EHC plan, schools should contact the local authority about any behavioural concerns at an early stage and consider requesting an early annual review.
- Timpson Review of School Exclusion (publishing.service.gov.uk).
- The duty under section 66 of the Children and Families Act 2014 applies to certain settings, including mainstream schools, maintained nursery schools, academies, alternative provision academies and pupil referral units. Prior to making the decision to suspend or permanently exclude. For those with SEN but without an EHC plan, the school should review, with external specialists as appropriate, whether the current support arrangements are appropriate and what changes may be required. This may provide a point for schools to request an EHC assessment or a review of the pupil's current package of support.

Responsibilities

Children

- Understand that behaviour has consequences and making serious, unsafe choices means they will not be able to remain in school.
- If they are suspended, before and on returning to school, reflect on how they can make the right choices.

Staff

- Follow the behaviour policy, using all possible strategies to diffuse situations.

- Support the Headteacher to keep the school environment, children and staff safe.
- Support children at every possible point to be safe and change unsafe behaviours as soon as possible.
- Provide an environment where children are and feel safe.

Parents

- Work with the school to guide their child in how to meet behaviour expectations.
- Collect their child if their child is suspended or excluded.
- Help their child to reflect on the occurrences that led to the suspension or exclusion.
- Communicate effectively with the school to ensure continued education for their child.

Headteacher

- To ensure the school is a safe place where staff and children are respected.
- Ensure staff use the Positive Relationships and Behaviour policy to help prevent a child from breaching the behaviour threshold and needing to be suspended or excluded.
- Follow this policy and understand their responsibilities regarding children and their parents.
- Ensure staff, parents and governors are aware of this policy and how it is used.
- Support children, parents and staff when a suspension or exclusion occurs.
- Ensure the school acts lawfully and proportionately.
- Keep governors informed and monitor suspensions and exclusions.
- Ensure all processes in relation to this policy are effective.

Governors

- Understand their responsibilities as stated in [Statutory DFE Guidance](#).
- Support the Headteacher in their endeavour to run a safe school for both children and staff.
- Review this policy annually.
- Ensure they do not compromise their ability to take part in parent representations.
- Know the processes involved in suspensions and permanent exclusions.
- Support the Headteacher to ensure the school are lawful and fair in their actions.

Legislation & Policies supporting this Document

Other School Documents	Legislative Guidance
<ul style="list-style-type: none"> ○ Positive Relationships and Behaviour Policy ○ Safeguarding & Child Protection Policy ○ Physical Contact Policy ○ Behaviour Principles ○ PSHE Policy ○ Curriculum Policy ○ Suspension & Exclusion Policy ○ Health and Safety Policy ○ Bullying Policy 	<p> Keeping Children Safe in Education 2023 DFE Suspension and Exclusions Statutory Guidance 2023 Equality Act 2010 Public Sector Equality Duty Behaviour and Discipline in Schools Guidance for Governing Bodies Behaviour in Schools advise for headteachers and school staff Education Act 2002, as amended by the Education Act 2011 School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012 Education Act 1996 Education and Inspections Act 2006 Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007, as amended by the Education (Provision of Full-Time Education for Excluded Pupils) (England) (Amendment) Regulations 2014 </p>