



SUSPENSIONS AND EXCLUSIONS POLICY

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REVISIONS

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1.O		First approval	13.12.2021
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3.O	P2/1.O	Additional reference to community partnerships	30.04.2024
	P2/1.1	Add reference to exclusion being last resort	
	P3/2.2	Added link to PCC guidance	
	P5/4.9	Added bullet point – possibility of suspension becoming exclusion should further investigation warrant it.	
	P5/4.9	Additional links to guidance and support	
	P6/4.14	Added communication expectations and channels for central Trust.	
	P6/4.14	Added first 2 bullet points	
	P7/4.17 & 4.21	Reference to possibility of suspension becoming exclusion	
	P9/4.34	Additional reference to proactive measures	
	P15/9	Addition of whole of section 9	
	P17-34/APP	All Appendices updated	

Contents

1. Aims.....	2
2. Legislation and statutory guidance.....	3
3. Definitions	4
4. Roles and responsibilities.....	4
5. Considering the reinstatement of a pupil.....	9
6. An independent review	12
7. School registers	13
8. Returning from a suspension	14
9. Individual Support Plans	15
10. Monitoring arrangements	15
11. Links with other policies.....	16
Appendix 1 – Letter 1	17
Appendix 2 – Letter 2	19
Appendix 3 – Letter 3.....	21
Appendix 4 – Letter 4.....	24
Appendix 5 – Headteacher Checklist	26
Appendix 6 – Pastoral Support Plan	28
Appendix 7 – Individual Risk Management Plan.....	31

1. Aims

OWN Trust is committed to following all statutory suspensions and exclusions procedures to ensure that every child receives an education in a safe and caring environment. As part of our commitment to serving the community, we work in close partnership with Peterborough Local Authority, Local Schools and parents to achieve the best outcomes for our pupils.

1.1. All schools within OWN Trust aim to ensure that:

- The suspensions and exclusions process is applied fairly and consistently
- The suspensions and exclusions process is understood by Trustees, governor committee members, staff, parents and pupils
- Pupils in school are safe and happy
- All suspensions and permanent exclusions are carried out lawfully

- Our pastoral approach to supporting pupils' means that suspensions and exclusions are applied as a last resort

A note on off-rolling

Our Trust is aware that off-rolling is unlawful. Ofsted defines off-rolling as:

"The practice of removing a pupil from the school roll without a formal, permanent exclusion or by encouraging a parent to remove their child from the school roll, when the removal is primarily in the interests of the school rather than in the best interests of the pupil."

We will not suspend or exclude pupils unlawfully by directing them off site, or not allowing pupils to attend school:

- Without following the statutory procedure or formally recording the event, e.g. sending them home to 'cool off'
- Because they have special educational needs and/or a disability (SEND) that the school feels unable to support
- Due to poor academic performance
- Because they haven't met a specific condition, such as attending a reintegration meeting
- By exerting undue influence on a parent to encourage them to remove their child from the school

2. Legislation and statutory guidance

This policy is based on statutory guidance from the Department for Education: [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#).

2.1. It is based on the following legislation, which outline schools' powers to exclude pupils:

- Section 51a of the Education Act 2002, as amended by the Education Act 2011
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012

2.2. In addition, the policy is based on:

- Part 7, chapter 2 of the [Education and Inspections Act 2006](#), which looks at parental responsibility for excluded pupils
- Section 579 of the [Education Act 1996](#), which defines 'school day'
- The [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](#)
- [The Equality Act 2010](#)
- [Children and Families Act 2014](#)

- [Peterborough City Council Suspension and Permanent Exclusion Guidance, September 2023](#)

2.3. This policy complies with our funding agreement and articles of association.

3. Definitions

- 3.1. **Suspension** –when a pupil is removed from the school for a fixed period. This was previously referred to as a ‘fixed-term exclusion’.
- 3.2. **Permanent exclusion** – when a pupil is removed from the school permanently and taken off the school roll. This is sometimes referred to as an ‘exclusion’.
- 3.3. **Off-site direction** – when a governing board of a maintained school requires a pupil to attend another education setting temporarily, to improve their behaviour.
- 3.4. **Parent** – any person who has parental responsibility and any person who has care of the child.
- 3.5. **Managed move** – when a pupil is transferred to another school permanently. All parties, including parents and the admission authority for the new school, should consent before a managed move occurs.

4. Roles and responsibilities

The Headteacher

Deciding whether to suspend or exclude

- 4.1. Only the headteacher, acting headteacher or interim headteacher, can suspend or permanently exclude a pupil from school on disciplinary grounds. The decision can be made in respect of behaviour inside or outside the school. A permanent exclusion will be taken as a last resort.
- 4.2. A decision to exclude a pupil will be taken only:
 - In response to serious or persistent breaches of the school’s Behaviour Policy (a serious breach may be a ‘one-off’ incident that does not relate to any prior incidents), **and**
 - If allowing the pupil to remain in school would seriously harm the education or welfare of others
- 4.3. Before deciding whether to suspend or exclude a pupil, the headteacher will:
 - Consider all the relevant facts and evidence on the balance of probabilities, including whether the incident(s) leading to the suspension or exclusion were provoked
 - Allow the pupil to give their version of events
 - Consider if the pupil has special educational needs or disability (SEND)

- Consider whether the pupil is especially vulnerable (e.g. the pupil has a social worker, or is a looked-after child)
- Consider whether alternative solutions have been explored, such as off-site direction or managed moves
- Headteachers, acting Headteachers or interim headteachers will use the 'Headteacher Checklist' before reaching a decision (Appendix 5)

4.4. The headteacher will consider the views of the pupil, in light of their age and understanding, before deciding to suspend or exclude, unless it would not be appropriate to do so.

4.5. Pupils who need support to express their views will be allowed to have their views expressed through an advocate, such as a parent or social worker.

4.6. The headteacher will not reach their decision until they have heard from the pupil and will inform the pupil of how their views were taken into account when making the decision.

Informing parents

4.7. If a pupil is at risk of suspension or exclusion the headteacher will inform the parents as early as possible, in order to work together to consider what factors may be affecting the pupil's behaviour, and what further support can be put in place to improve the behaviour.

4.8. If the headteacher decides to suspend or exclude a pupil, the parents will be informed of the period of the suspension or exclusion and the reason(s) for it, without delay.

4.9. The parents will also be provided with the following information in writing, without delay, this will be sent by 1st class post or hand delivered.

- The reason(s) for the suspension or exclusion
- If a suspension in the first instance, could result in a permanent exclusion following further investigations
- The length of the suspension or, for a permanent exclusion, the fact that it is permanent
- Information about parents' right to make representations about the suspension or permanent exclusion to the Local Governance Committee and how the pupil may be involved in this
- How any representations should be made
- Where there is a legal requirement for the Local Governance Committee to hold a meeting to consider the reinstatement of a pupil, and that parents (or the pupil if they are 18 years old) have a right to attend the meeting, be represented at the meeting (at their own expense) and to bring a friend
- A link to the statutory guidance on exclusions
<https://www.gov.uk/government/publications/school-exclusion>
- Signposts to further support and impartial advice

4.10. The headteacher will also notify parents without delay and by the end of the afternoon session on the first day their child is suspended or permanently excluded, that:

- For the first 5 school days of an exclusion (or until the start date of any alternative provision or the end of the suspension, where this is earlier), the parents are legally required to ensure that their child is not present in a public place during school hours without a good reason. This will include specifying on which days this duty applies
- Parents may be given a fixed penalty notice or prosecuted if they fail to do this

4.11. If alternative provision is being arranged, the following information will be included, if possible:

- The start date for any provision of full-time education that has been arranged
- The start and finish times of any such provision, including the times for morning and afternoon sessions, where relevant
- The address at which the provision will take place
- Any information the pupil needs in order to identify the person they should report to on the first day

4.12. If the headteacher does not have all the information about the alternative provision arrangements by the end of the afternoon session on the first day of the suspension or permanent exclusion, they can provide the information at a later date, without delay and no later than 48 hours before the provision is due to start.

4.13. The only exception to this is where alternative provision is to be provided before the sixth day of a suspension or permanent exclusion, in which case the school reserves the right to provide the information with less than 48 hours' notice, with parents' consent.

Informing the Local Governance Committee and Trust Board

4.14. The headteacher will, without delay, notify the Local Governance Committee via the Governance & Compliance Manager and the Board of Trustees via the Chief Executive Officer of:

- A permanent exclusion
- A suspension where the Headteacher has indicated to parents that following further investigation it may be made permanent
- Any suspension or permanent exclusion which would result in the pupil being suspended or permanently excluded for a total of more than 5 school days (or more than 10 lunchtimes) in a term
- Any suspension or permanent exclusion which would result in the pupil missing a National Curriculum test or public exam

4.15. The headteacher will notify the Local Governance Committee and the Chief Executive Officer once per term of any other suspensions of which they have not previously been notified, and the number of suspensions and exclusions which have been cancelled, including the circumstances and reasons for the cancellation.

Informing the Local Authority

4.16. The headteacher will notify the LA of all suspensions and permanent exclusions without delay, regardless of the length of a suspension.

4.17. The notification will include:

- The reason(s) for the suspension or permanent exclusion
- The length of a suspension or, for a permanent exclusion, the fact that it is permanent
- The reason that a suspension has been followed by a permanent exclusion as a result of investigations that have found the incident to be more serious than originally thought.

4.18. For a permanent exclusion, if the pupil lives outside the LA in which the school is located, the headteacher will also, without delay, inform the pupil's 'home authority' of the exclusion and the reason(s) for it.

Informing the Pupil's Social worker and/or Virtual School Head (VSH)

4.19. If a:

- Pupil with a social worker is at risk of suspension or permanent exclusion, the headteacher will inform the social worker as early as possible
- Pupil who is a looked-after child (LAC) is at risk of suspension or exclusion, the headteacher will inform the VSH as early as possible

4.20. This is in order to work together to consider what factors may be affecting the pupil's behaviour, and what further support can be put in place to improve the behaviour.

4.21. If the headteacher decides to suspend or permanently exclude a pupil with a social worker / a pupil who is looked after, they will inform the pupil's social worker / the VSH, as appropriate, without delay, that:

- They have decided to suspend or permanently exclude the pupil
- The reason(s) for the decision
- The length of the suspension or, for a permanent exclusion, the fact that it is permanent
- If a suspension in the first instance, could result in a permanent exclusion following further investigations
- The suspension or permanent exclusion affects the pupil's ability to sit a National Curriculum test or public exam (where relevant)

4.22. The social worker / VSH will be invited to any meeting of the Local Governance Committee about the suspension or permanent exclusion. This is so they can provide advice on how the pupil's background and/or circumstances may have influenced the circumstances of their suspension or permanent exclusion. The social worker should also help ensure safeguarding needs and risks and the pupil's welfare are taken into account.

Cancelling Suspensions and Permanent Exclusions

4.23. The headteacher may cancel a suspension or permanent exclusion that has already begun, but this will only be done where it has not yet been reviewed by the Local Governance Committee. Where there is a cancellation:

- The parents, Local Governance Committee and LA will be notified without delay
- Where relevant, any social worker and VSH will be notified without delay
- Parents will be offered the opportunity to meet with the headteacher to discuss the cancellation
- As referred to above, the headteacher will report to the Local Governance Committee once per term on the number of cancellations
- The pupil will be allowed back in school

Providing education during the first 5 days of a suspension or permanent exclusion

4.24. During the first 5 days of a suspension, if the pupil is not attending alternative (AP) provision, the headteacher will take steps to ensure that achievable and accessible work is set and marked for the pupil. Online pathways such as Microsoft Teams or Oak Academy may be used for this. If the pupil has a special educational need or disability, the headteacher will make sure that reasonable adjustments are made to the provision where necessary.

4.25. If the pupil is looked after or if they have a social worker, the school will work with the LA to arrange AP from the first day following the suspension or permanent exclusion. Where this isn't possible, the school will take reasonable steps to set and mark work for the pupil, including the use of online pathways.

The Local Governance Committee

Considering suspensions and permanent exclusions

4.26. Responsibilities regarding exclusions are delegated to the Local Governance Committee.

4.27. The Local Governance Committee has a duty to consider parents' representations about a suspension or permanent exclusion. It has a duty to consider the reinstatement of a suspended or permanently excluded pupil (see sections 5 and 6) in certain circumstances.

4.28. Within 14 days of receiving a request, the Local Governance Committee will provide the secretary of state with information about any suspensions or exclusions within the last 12 months.

4.29. For any suspension of more than 5 school days, the Local Governance Committee will arrange suitable full-time education for the pupil. This provision will begin no later than the sixth day of the suspension.

Monitoring and analysing suspensions and exclusions data

4.30. The Local Governance Committee will challenge and evaluate the data on the school's use of suspension, exclusion, off-site direction to alternative provision and managed moves.

4.31. The Local Governance Committee will consider:

- How effectively and consistently the school's behaviour policy is being implemented
- The school register and absence codes
- Instances where pupils receive repeat suspensions
- Interventions in place to support pupils at risk of suspension or permanent exclusion
- Any variations in the rolling average of permanent exclusions, to understand why this is happening, and to make sure they are only used when necessary
- Timing of moves and permanent exclusions, and whether there are any patterns, including any indications which may highlight where policies or support are not working
- The characteristics of suspended and permanently excluded pupils, and why this is taking place
- Whether the placements of pupils directed off-site into alternative provision are reviewed at sufficient intervals to assure that the education is achieving its objectives and that pupils are benefiting from it
- The cost implications of directing pupils off-site

The local authority (LA)

4.32. For permanent exclusions, the LA will arrange suitable full-time education to begin no later than the sixth school day after the first day of the exclusion.

4.33. For pupils who are LAC or have social workers, the LA and the school will work together arrange suitable full-time education to begin from the first day of the exclusion.

4.34. For pupils in need of preventative measures to reduce the risk of permanent exclusion, access to both the Peterborough Behaviour Panel via Early Help and reference to the [Fair Access Protocol for children without a school place - Peterborough City Council](#), as detailed in the [Peterborough City Council Suspension and Permanent Exclusion Guidance, September 2023](#)

5. Considering the reinstatement of a pupil

5.1. Local Governance Committee will consider and decide on the reinstatement of a suspended or permanently excluded pupil within 15 school days of receiving the notice of the suspension or exclusion if:

- The exclusion is permanent

- It is a suspension which would bring the pupil's total number of days out of school to more than 15 in a term; or
- It would result in a pupil missing a public exam or National Curriculum test

5.2. Where the pupil has been suspended, and the suspension does not bring the pupil's total number of days of suspension to more than 5 in a term, Local Governance Committee must consider any representations made by parents. However, it is not required to arrange a meeting with parents, and it cannot direct the headteacher to reinstate the pupil.

5.3. Where the pupil has been suspended for more than 5 days, but less than 16 days, in a single term, and the parents make representations to the committee, the Local Governance Committee will consider and decide on the reinstatement of a suspended pupil within 50 school days of receiving notice of the suspension. If the parents do not make representations, the committee is not required to meet, and it cannot direct the headteacher to reinstate the pupil.

5.4. Where a suspension or permanent exclusion would result in a pupil missing a public exam or National Curriculum test, the Local Governance Committee will, as far as reasonably practicable, consider and decide on the reinstatement of the pupil before the date of the exam or test. If this is not practicable, the Local Governance Committee may consider the suspension or permanent exclusion and decide whether or not to reinstate the pupil.

5.5. The following parties will be invited to a meeting of the Local Governance Committee and allowed to make representations or share information:

- Parents, or the pupil if they are 18 or over (and, where requested, a representative or friend)
- The pupil, if they are aged 17 or younger and it would be appropriate to their age and understanding (and, where requested, a representative or friend)
- The headteacher
- The pupil's social worker, if they have one
- The VSH, if the pupil is looked after

5.6. The Local Governance Committee will try to arrange the meeting within the statutory time limits set out above and must try to have it at a time that suits all relevant parties. However, its decision will not be invalid simply on the grounds that it was not made within these time limits.

5.7. Local Governance Committee can either:

- Decline to reinstate the pupil, or
- Direct the reinstatement of the pupil immediately, or on a particular date (except in cases where the board cannot do this – see earlier in this section)

5.8. In reaching a decision, the Local Governance Committee will consider:

- Whether the decision to suspend or permanently exclude was lawful, reasonable, and procedurally fair

- Whether the headteacher followed their legal duties
- The welfare and safeguarding of the pupil and their peers
- Any evidence that was presented to the Local Governance Committee

5.9. They will decide whether or not a fact is true 'on the balance of probabilities.

5.10. Minutes will be taken of the meeting, and a record kept of the evidence that was considered. The outcome will also be recorded on the pupil's educational record, and copies of relevant papers will be kept with this record.

5.11. The Local Governance Committee will notify, in writing, the following stakeholders of its decision, along with reasons for its decision, without delay:

- The parents, or the pupil, if they are 18 or older
- The headteacher
- The pupil's social worker, if they have one
- The VSH, if the pupil is looked after
- The local authority
- The pupil's home authority, if it differs from the school's

5.12. Where an exclusion is permanent and the Local Governance Committee has decided not to reinstate the pupil, the notification of decision will also include the following:

- The fact that it is a permanent exclusion
- Notice of parents' right to ask for the decision to be reviewed by an independent review panel
- The date by which an application for an independent review must be made (15 school days from the date on which notice in writing of the Local Governance Committee's decision is given to parents)
- The name and address to which an application for a review and any written evidence should be submitted
- That any application should set out the grounds on which it is being made and that, where appropriate, it should include reference to how the pupil's special educational needs (SEN) are considered to be relevant to the permanent exclusion
- That, regardless of whether the excluded pupil has recognised SEN, parents have a right to require the Academy trust to appoint an SEN expert to advise the review panel
- Details of the role of the SEN expert and that there would be no cost to parents for this appointment
- That parents must make clear if they wish for an SEN expert to be appointed in any application for a review
- That parents may, at their own expense, appoint someone to make written and/or oral representations to the panel, and parents may also bring a friend to the review
- That, if parents believe that the permanent exclusion has occurred as a result of unlawful discrimination, they may make a claim under the Equality Act 2010 to the first-tier tribunal (special educational needs and disability), in the case of disability discrimination, or the county

court, in the case of other forms of discrimination. Also, that any claim of discrimination made under these routes should be lodged within 6 months of the date on which the discrimination is alleged to have taken place

6. An independent review

- 6.1. If parents apply for an independent review within the legal timeframe, the Academy trust will arrange for an independent panel to review the decision of the Local Governance Committee not to reinstate a permanently excluded pupil.
- 6.2. Applications for an independent review must be made within 15 school days of notice being given to the parents by the Local Governance Committee of its decision to not reinstate the pupil **or**, if after this time, within 15 school days of the final determination of a claim of discrimination under the Equality Act 2010 regarding the permanent exclusion.
- 6.3. The Academy Trust will use the Local Authority service for providing an Independent Review Panel and follow all statutory procedures, including representations and deadlines
- 6.4. Following its review, the independent panel will decide to do 1 of the following:
 - Uphold the Local Governance Committee's decision
 - Recommend that the Local Governance Committee reconsiders reinstatement
 - Quash the Local Governance Committee's decision and direct that they reconsider reinstatement (only if it judges that the decision was flawed)
- 6.5. New evidence may be presented, though the school cannot introduce new reasons for the permanent exclusion or the decision not to reinstate. The panel must disregard any new reasons that are introduced.
- 6.6. In deciding whether the decision was flawed, and therefore whether to quash the decision not to reinstate, the panel must only take account of the evidence that was available to the Local Governance Committee at the time of making its decision. This includes any evidence that the panel considers would, or should, have been available to the Local Governance Committee and that it ought to have considered if it had been acting reasonably.
- 6.7. If evidence is presented that the panel considers it is unreasonable to expect the Local Governance Committee to have been aware of at the time of its decision, the panel can take account of the evidence when deciding whether to recommend that the Local Governance Committee reconsider reinstatement.
- 6.8. The panel's decision can be decided by a majority vote. In the case of a tied decision, the chair has the casting vote.

6.9. Once the panel has reached its decision, the panel will notify all parties in writing without delay.

6.9.1. This notification will include:

- The panel's decision and the reasons for it
- Where relevant, details of any financial readjustment or payment to be made if the Local Governance Committee does not subsequently decide to offer to reinstate the pupil within 10 school days
- Any information that the panel has directed the Local Governance Committee to place on the pupil's educational record

7. School registers

7.1. A pupil's name will be removed from the school admission register if:

- 15 school days have passed since the parents were notified of Local Governance Committee's decision to not reinstate the pupil and no application has been made for an independent review panel, or
- The parents have stated in writing that they will not be applying for an independent review panel

7.2. Where an application for an independent review has been made within 15 school days, the Local Governance Committee will wait until that review has concluded before removing a pupil's name from the register.

7.3. While the pupil's name remains on the school's admission register, the pupil's attendance will still be recorded appropriately. Where alternative provision has been made for an excluded pupil and they attend it, code B (education off-site) or code D (dual registration) will be used on the attendance register.

7.4. Where excluded pupils are not attending alternative provision, code E (absent) will be used.

Making a return to the LA

7.5. Where a pupil's name is to be removed from the school admissions register because of a permanent exclusion, the school will make a return to the LA. The return will include:

- The pupil's full name
- The full name and address of any parent with whom the pupil normally resides
- At least 1 telephone number at which any parent with whom the pupil normally resides can be contacted in an emergency
- The grounds upon which their name is to be deleted from the admissions register (i.e., permanent exclusion)

- Details of the new school the pupil will attend, including the name of that school and the first date when the pupil attended or is due to attend there, if the parents have told the school the pupil is moving to another school
- Details of the pupil's new address, including the new address, the name of the parent(s) the pupil is going to live there with, and the date when the pupil is going to start living there, if the parents have informed the school that the pupil is moving house

7.6. This return must be made as soon as the ground for removal is met and no later than the removal of the pupil's name.

8. Returning from a suspension

8.1. Reintegration strategy

8.1.1. Following suspension, the school will put in place a strategy to help the pupil reintegrate successfully into school life and full-time education.

8.1.2. Where necessary, the school will work with third-party organisations to identify whether the pupil has any unmet special educational and/or health needs.

8.1.3. The following measures **may** be implemented, as part of the strategy, to ensure a successful reintegration into school life:

- Maintaining regular contact during the suspension or off-site direction and welcoming the pupil back to school
- Daily contact in school with a designated pastoral professional
- Mentoring by a trusted adult or a local mentoring charity
- Regular reviews with the pupil and parents to praise progress being made and raise and address any concerns at an early stage
- Informing the pupil, parents and staff of potential external support

8.1.4. Part-time timetables will not be used as a tool to manage behaviour and, if used, will be put in place for the minimum time necessary.

8.1.5. The strategy will be regularly reviewed and adapted where necessary throughout the reintegration process in collaboration with the pupil, parents, and other relevant parties.

8.2. Reintegration meetings

8.2.1. The school will explain the reintegration strategy to the pupil in a reintegration meeting before or on the pupil's return to school. During the meeting the school will communicate to the pupil

that they are getting a fresh start and that they are a valued member of the school community.

8.2.2. The pupil, parents, a member of senior staff, and any other relevant staff will be invited to attend the meeting.

8.2.3. The meeting can proceed without the parents in the event that they cannot or do not attend.

8.2.4. The school expects all returning pupils and their parents to attend their reintegration meeting, but pupils who do not attend will not be prevented from returning to the classroom.

9. Individual Support Plans

9.1.1. Individual support plans are put in place to support pupils at risk of being permanently excluded from school. They ensure that all adults involved in supporting a pupil understand their role and that the pupil knows what is expected of them and the targets they need to reach.

9.1.2. Individual plans are used when many strategies have been put into place already, such as the school's usual behaviour support systems. In most cases there may have been a number of fixed term exclusions already but in some cases, individual plans may follow one very serious incident.

9.1.3. Plans are drawn up jointly by the school, the parents and possibly any other professionals working with the young person. The child is encouraged to participate in the process at an age-appropriate level.

9.1.4. OWN Trust schools use either a pastoral support plan (Appendix 6) or an Individual Risk management Plan (Appendix 7)

9.1.5. Plans are reviewed frequently and aim to ensure that pupils are well supported to mitigate against the risk of permanent exclusion whilst maintaining a safe environment for all pupils and staff.

10. Monitoring arrangements

10.1. The school will collect data on the following:

- Attendance, permanent exclusions and suspensions
- Use of pupil referral units, off-site directions and managed moves
- Anonymous surveys of staff, pupils, governance committee members, trustees and other stakeholders on their perceptions and experiences

10.2. The data will be analysed annually by the Headteacher or delegated senior leader, who will report back to the Local Governance Committee.

10.3. The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- By time of day/week/term
- By protected characteristic

10.4. The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any patterns or disparities between groups of pupils are identified by this analysis, the school will review its policies in order to tackle it.

10.5. The multi-academy trust will work with its academies to consider this data, and to analyse whether there are patterns across the trust, recognising that numbers in any 1 academy may be too low to allow for meaningful statistical analysis.

11. Links with other policies

11.1. This Suspensions and Exclusions Policy is linked to policies relating to:

- Behaviour
- SEND
- Safeguarding and Child Protection

Appendix 1 – Letter 1

Use this for a suspension of 5 or fewer days in a term.

[Square bracket sections to be omitted/included as appropriate]

Dear Name,

Child's Name – date of birth

I am writing to inform you of my decision to suspend name for a fixed period of number days. He has been suspended for the following reasons:

- reason 1
- reason 2 (if applicable)
- add more as required

We have taken the following steps to try and avoid this suspension:

- Insert steps

This brings the total days suspended this term to number.

This suspension means that name should not attend school until date.

[We are aware of name's SEN. The following steps have been taken to make reasonable adjustments for this:]

I will arrange for name to have school work during his suspension and for this work to be marked. Please contact name regarding these arrangements.

[You are invited to a meeting to discuss how name will be supported on his return to school on date at time]

You can let the Local Governance Committee know your views

You have the right to let the committee know your views on the suspension and tell them any other information which you think is relevant. This is called 'making a representation'.

The committee has a duty to consider any representation you make. However, it can't direct the school to reinstate your child, and isn't required to meet with you.

You can make a representation by getting in touch with the Local Governance Committee, which you can do by contacting governance@own-trust.education and letting them know that you'd like to make a representation, along with any other details you feel are relevant at this stage.

[You should also be aware that if you think the suspension relates to your child's SEN or a disability your child has, and you think that discrimination has occurred, you have the right to appeal to the First-tier Tribunal (for disability discrimination), or to a County Court (for other forms of discrimination).]

I must further advise you that during the period for which your child is suspended you are responsible for ensuring he is not present in a public place during school hours. If your child is found in a public place at such

times without reasonable justification you may be liable to a fixed penalty notice of £50 issued by the Local Authority.

A Local Authority officer with responsibility for exclusions who can provide you with advice on the exclusions process is:

Anna Wahlandt – County Manager for Alternative Provision and Inclusion, Cambridgeshire and Peterborough
anna.wahlandt@cambridgeshire.gov.uk
07881426870

Jason Wing – Senior Exclusions Officer
jason.wing@peterborough.gov.uk
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The Department for Education statutory guidance on suspensions and permanent exclusions can be accessed via this link: <https://www.gov.uk/government/publications/school-exclusion>

Impartial advice for parents is also available from the following sources:

Coram Children's Legal Centre – www.childrenslegalcentre.com they can be contacted on 01206 714650 on Monday to Friday from 8am to 6pm

ACE Education - <http://www.ace-ed.org.uk> the advice line number is 03000 115 142 on Monday to Wednesday from 10 am to 1 pm during term time) (*please note, this is a limited service and doesn't always run*)

Yours sincerely

Head Teacher
cc Chair of Governors

Appendix 2 – Letter 2

Use this for a suspension of **more than 5 but fewer than 16 school days in a term**.

[Square bracket sections to be omitted/included as appropriate]

Dear **Name**,

Child's Name – date of birth

I am writing to inform you of my decision to suspend **name** for a fixed period of **number** days. **He** has been suspended for the following reasons:

- **reason 1**
- **reason 2 (if applicable)**
- **add more as required**

We have taken the following steps to try to avoid this suspension:

- **Insert steps**

This brings the total days suspended this term to **number**.

This suspension means that **name** should not attend school until **date**.

[We are aware of **name's** SEN. The following steps have been taken to make reasonable adjustments for this:]

I will arrange for **name** to have school work during the first 5 days of **his** suspension and for this work to be marked. Please contact **name** regarding these arrangements.

From the sixth day (**date**) until the end of this suspension (**date**), **Name** is required to attend (**insert details of location/venue**) at these times (**insert details of times**) in order that he might access the full-time education which is being provided whilst he is excluded.

[You are invited to a meeting to discuss how **name** will be supported on his return to school on **date** at **time**]

You can ask the Local Governance Committee to consider reinstating your child at school

You have the right to ask the Local Governance Committee to consider reinstating your child at school. You can do this by contacting governance@own-trust.education.

If you request this, the committee must hold a meeting to consider reinstating your child within 50 school days of being told about their suspension. The latest date at which the committee can meet is **date**.

If you don't request a meeting, the Local Governance Committee does not have to consider reinstating your child but may choose to do so anyway.

You may see your child's school records in advance of any meeting of the Local Governance Committee. If you do wish to view them, please contact the school office who will be able to make the necessary arrangements.

[You should also be aware that if you think the suspension relates to your child's SEN or a disability your child has, and you think that discrimination has occurred, you have the right to appeal to the First-tier Tribunal (for disability discrimination), or to a County Court (for other forms of discrimination.)]

I must further advise you that during the period for which your child is suspended you are responsible for ensuring that **he** is not present in a public place during school hours. If your child is found in a public place at such times without reasonable justification you may be liable to a fixed penalty notice of £50 issued by the Local Authority.

A Local Authority officer with responsibility for exclusions who can provide you with advice on the exclusions process is:

Anna Wahlandt – County Manager for Alternative Provision and Inclusion, Cambridgeshire and Peterborough
anna.wahlandt@cambridgeshire.gov.uk
07881426870

Jason Wing – Senior Exclusions Officer
jason.wing@peterborough.gov.uk
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Yours sincerely

Head Teacher
cc Chair of Governors

Appendix 3 – Letter 3

Use this for a suspension **in the first instance** pending further investigation/reflection (signals possibility that exclusion may become permanent)

[Square bracket sections to be omitted/included as appropriate]

Dear **Name**,

Child's Name – date of birth

I am writing to inform you that I am suspending **name** for a fixed period of **number** days, in the first instance, to give me an opportunity to investigate the incident fully and decide if **s/he** should be permanently excluded. I shall be writing to you again in the next few days, [following the completion of my investigations], to explain my decision on what the evidence has shown and outline next steps. I must inform you that should the evidence outline that the incident was more serious than first regarded, the suspension may be followed, immediately by a permanent exclusion. **Name of school** is an inclusive and supportive environment, and this suspension is focused on avoiding the immediate consequence of a permanent exclusion. The earliest that **name** should return to school is **date**.

Name has been suspended for the following reasons:

- **reason 1**
- **reason 2 (if applicable)**
- **add more as required**

We have taken the following steps to try and avoid this suspension:

- **Insert steps**

This brings the total days suspended this term to **number**.

[We are aware of **name's** SEN. The following steps have been taken to make reasonable adjustments for this:]

I will arrange for **name** to have school work during the first 5 days of **his** suspension and for this work to be marked. Please contact **name** regarding these arrangements.

From the sixth day (**date**) until the end of this suspension (**date**), **Name** is required to attend (**insert details of location/venue**) at these times (**insert details of times**) in order that he might access the full-time education which is being provided whilst he is excluded.

(Insert if suspension is 5 days or fewer)

You can let the Local Governance Committee know your views

You have the right to let the committee know what your views are on the suspension and to tell them any other information which you think is relevant. This is called 'making a representation'.

The committee has a duty to consider any representation you make. However, it can't direct our school to reinstate your child, and isn't required to meet with you.

You can make a representation by getting in touch with our Local Governance Committee, which you can do by contacting governance@own-trust.education and letting them know that you'd like to make a representation, along with any other details you feel are relevant at this stage.

(Insert if suspension is 6-15 days)

You can ask the Local Governance Committee to consider reinstating your child at school

You have the right to ask the Local Governance Committee to consider reinstating your child at school. You can do this by contacting governance@own-trust.education.

If you request this, the committee must hold a meeting to consider reinstating your child within 50 school days of being told about their suspension. The latest date at which the committee can meet is **date**. You can choose to attend the meeting and put forward your case or send a written statement.

If you don't request a meeting, the Local Governance Committee does not have to consider reinstating your child but may choose to do so anyway.

You may see your child's school records in advance of any meeting of the Local Governance Committee. If you do wish to view them, please contact the school office who will be able to make the necessary arrangements.

[You should also be aware that if you think the suspension relates to your child's SEN or a disability your child has, and you think that discrimination has occurred, you have the right to appeal to the First-tier Tribunal (for disability discrimination), or to a County Court (for other forms of discrimination).]

I must further advise you that during the period for which your child is suspended you are responsible for ensuring that **he** is not present in a public place during school hours. If your child is found in a public place at such times without reasonable justification you may be liable to a fixed penalty notice of £50 issued by the Local Authority.

A Local Authority officer with responsibility for exclusions who can provide you with advice on the exclusions process is:

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anna.wahlandt@cambridgeshire.gov.uk
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Yours sincerely

Head Teacher

cc Chair of Governors
 Anna Wahlandt
 Jason Wing

Appendix 4 – Letter 4

Use this letter for a permanent exclusion.

[Square bracket sections to be omitted/included as appropriate]

Dear Name,

Child's Name – date of birth

I am sorry to have to write informing you of my decision to exclude name permanently from this school.

You will appreciate this is not a decision taken lightly, but I believe it is necessary for the following reasons:

- reason 1
- reason 2 (if applicable)
- add more as required

We have taken the following steps to try and avoid this exclusion:

- Insert steps

[We are aware of name's SEN. The following steps have been taken to make reasonable adjustments for this:]

The exclusion comes into effect immediately and name should not return to school until the Local Governance Committee has met to consider the matter.

The Clerk to the Local Governance Committee will be arranging this meeting within the next 15 school days, and you will be invited to attend. You will have a right to make a statement to the Committee, either orally or in writing. I will also be providing a full report to the meeting which will be forwarded to you by the clerk to the Local Governance Committee. It is perfectly acceptable if you wish to be accompanied by a friend or be represented.

In the meantime, I am arranging for name to have school work to do at home for the first five days of this exclusion, and for this work to be marked. Please contact name who will discuss the practical details with you.

From the sixth day of this exclusion onwards (insert date) the Local Authority will provide full-time education for name. You will be contacted with details of this provision

[(where the pupil lives in a Local Authority other than the excluding school's Local Authority) I have also informed (name of officer) at (local authority) of your child's exclusion and he/she will be in touch with you about arrangements for name's education from the sixth day of exclusion.]

You have the right to see your child's school records. If you wish to pursue this in advance of any Local Governance Committee meeting, please contact the school office who will be able to make the necessary arrangements.

[You should also be aware that if you think the exclusion relates to your child's SEN or a disability your child has, and you think that discrimination has occurred, you have the right to appeal to the First-tier Tribunal (for disability discrimination), or to a County Court (for other forms of discrimination.)]

I must further advise you that during the first five days of the period for which your child is excluded you are responsible for ensuring that **he** is not present in a public place during school hours. If your child is found in a public place at such times without reasonable justification you may be liable to a fixed penalty notice of £50 issued by the local authority.

A Local Authority officer with responsibility for exclusions who can provide you with advice on the exclusions process is:

Anna Wahlandt – County Manager for Alternative Provision and Inclusion, Cambridgeshire and Peterborough
anna.wahlandt@cambridgeshire.gov.uk
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07786171619

The statutory guidance on exclusions can be accessed via this link:
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Yours sincerely

Head Teacher
cc Chair of Governors
Anna Wahlandt
Jason Wing

Appendix 5 – Headteacher Checklist

(Name) Primary School
Headteacher checklist
Child's Name:
Date:

It is important to give consideration to the following questions before deciding to exclude for any period of time.

	Yes	No
Did the pupil's behaviour directly result in the incident?		
Was the behaviour significantly out of line with the school's behaviour policy?		
Does the pupil's presence seriously harm the education/welfare of pupils/others?		
Is this as a last resort following a wide range of other strategies that have been unsuccessful? (or)		
Is this a serious first or 'one off' incident?		
Factors to consider:		
Has a decision been made in the heat of the moment?		
Has a thorough exploration of circumstances been carried out?		
Has the situation been considered in light of policies and discrimination?		
Has the pupil's perspective and account of events been encouraged / heard / recorded?		
Are there any mitigating circumstances or any provocation relevant (bullying, harassment etc.)?		
Has this pupil had multiple suspensions?		
If yes, have they proved an effective intervention?		
Has there been involvement from SEND Services (Primary)?		
Has a Pastoral Support Plan been implemented?		
Have alternatives to exclusion been considered (e.g., restorative approach, mediation, internal exclusion, alternative provision, managed move)?		
Standards of proof: On the balance of probabilities, did the pupil do it?		
Special Considerations (SEN/Disability/Vulnerable Groups)		
Has the pupil been treated less favourably?		
Have reasonable adjustments been made for this pupil?		
Has your school reviewed policies, practices and procedures?		
Does this pupil have Special Educational Needs / Disabilities?		

Have issues of SEN or a disability been taken into account and reasonable adjustments put in place? (Equality Act 2010)		
Does this pupil have an EHCP?		
If yes, have you contacted the SAT Casework Officer?		
Has an emergency annual review been called?		
Is this pupil a (LAC) looked after child?		
If yes, have you contacted the social worker and Virtual School to discuss?		
Is this pupil subject to a Safeguarding or a Child in Need Plan?		
If yes, have you spoken to the Social Worker?		
Is there an Early Help Assessment (EHA) for this young person?		
Is the EH District Team or SEND Services involved?		
Is the family's first language English?		
If no, have you taken steps to ensure that the process is fully understood?		

Do you believe a Fixed Term Suspension is warranted?		
If yes, has the length of suspension been considered and is it appropriate?		
If yes, is this for the shortest possible time?		
If yes, number of days		
If no, what action will be taken?		

Have parents been informed?		

Appendix 6 – Pastoral Support Plan

Pastoral Support Plan

School:	Date of Meeting:	Name of Student:	Gender:	
			M	F
Class:		Date of Birth:		
SEN Status:		Current hours of support:		
Number of FTE in past year:		Number of Internal exclusions in last year:		
Is the child looked after?	Y N	Ethnicity:	Interpreter: Y / N Language:	
EHA	Y N			
Lead Professional:		Parent/carer:		

Teacher Assessment Levels:

	FS	1	2	3	4	5	6
Reading							
Writing							
Math							

Other Assessment Information:

(E.g., Reading age, star reader, reading speed, phonics outcome, MTC score)

Other agencies involved:

	Name of contact:
Education Welfare Service	
Educational Psychologist	
Social Worker	
Youth Worker	
CAMHS	
Youth Offending Service	
Parent Support Advisor	

Behaviour Panel	
Inclusion Team	
NSPCC	
Barnardo's	
YMCA	

Student Strengths (school, parents/carers, student, peers, others)
Current concerns as identified by school:
Strategies used to date:

Plan:

Key targets for improvement: (maximum of 4) 1.
Support to be provided by the school:
Support to be provided by parent/carer:
This PSP is set up for _____ weeks. Review date:

Print name	Signature
School lead:	
Parent/carer:	
Student (if suitable):	
Education Inclusion Officer:	

Pastoral Support Plan Review:

Name of student:		Date of review:	
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Progress on targets:	Met	Working towards	Little or no progress
Target 1: Comment:			
Target 2: Comment:			
Target 3: Comment:			
Target 4: Comment:			

Current (or ongoing) issues:

New Targets:

Print name	Signature
School lead:	
Parent/carer:	
Student (if suitable):	
Education Inclusion Officer:	

Appendix 7 – Individual Risk Management Plan

Risk Assessment Calculator

Name		
DOB		
Date of Assessment		

Harm/Behaviour	Opinion Evidenced O/E	Conscious Sub-conscious C/S	Seriousness Of Harm A 1/2/3/4	Probability Of Harm B 1/2/3/4	Severity Risk Score A x B
Harm to self					
Harm to peers					
Harm to staff					
Damage to property					
Harm from disruption					
Criminal offence					
Harm from absconding					
Other harm					

Seriousness	
1	Foreseeable outcome is upset or disruption
2	Foreseeable outcome is harm requiring first aid, distress or minor damage
3	Foreseeable outcome is hospitalisation, significant distress, extensive damage
4	Foreseeable outcome is loss of life or permanent disability, emotional trauma requiring counselling or critical property damage
Probability	
1	There is evidence of historical risk, but the behaviour has been dormant for over 12 months and no identified triggers remain
2	The risk of harm has occurred within the last 12 months, the context has changed to make a reoccurrence unlikely
3	The risk of harm is more likely than not to occur again
4	The risk of harm is persistent and constant

Risks which score **6** or more (probability x seriousness) should have strategies listed on next page

Individual Risk Management Plan (Doc 1)

Name	DOB	Date	Review Date:
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Photo	
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Pro social / positive behaviour:	<p>Strategies to respond (These are example strategies)</p> <p>Positive affirmation of the behaviour using script. "I saw/heard how kind/polite/helpful you were to That's showing me.... It made very happy."(Also demonstrated when peers behave similarly to reinforce the expected "norm.")</p> <p>"That was really interesting You know such a lot about..." (and ask some questions)</p>
Anxiety / DIFFICULT behaviours	Strategies to respond

	<p>Use of de-escalation script. "I can see that you" That's not showing me..." and removal from room to place of safety/calm down room. When calm talk about how/why and when appropriate return to class.</p> <p>Use of distraction... "Oh look a" "What's this...?"</p> <p>Ignoring when behaviour is not disturbing others, or joining behaviour to attract attention, removal of other children to safety.</p> <p>Ignore and continue conversation about other activity.</p> <p>Mum informed either during day or at pick up. Possible exclusion if not responding and continuing difficult behaviour/non-compliance.</p> <p>Use of short, achievable tasks/timed breaks to pre-empt anxiety building in class.</p> <p>Adapted curriculum. Use of work/reward (now/next) cycle to enforce routine and expectation</p> <p>Access to "time out" safe space, additional snacks, headphones. Lunch in class with adult and friend.</p>
Crisis / DANGEROUS behaviours	Strategies to respond

		<p>Removal of to place of safety (tent)/calm down room. Use of de-escalation script.</p> <p>Use of de-escalation script. to later return room to tidy state as far as possible. Continue to work away from peers for the period. Return to class on work/reward cycle if calm. Not if not. Possible exclusion if not responding and continuing dangerous or difficult behaviour. Parents informed.</p>
Post incident recovery and debrief measures		
Date	Information/Update	Review/Outcome

Signature of Plan Co-Ordinator		Date	
Signature of Parent / Carer		Date	

Signature of Young Person		Date	
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