

St Laurence Church Infant School

Exclusions and Suspensions Policy and Procedure



Approved By:

Full Governing Board

Last Reviewed on:

June 2025

Next review due by:

June 2026

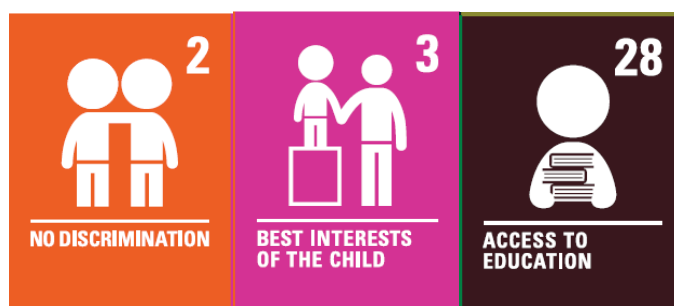
*"Do what is just, to show constant love,
and live in humble fellowship with our God."*

(Micah 6:8)

Aims

Our school aims to ensure that:

- As a church school our vision is to *Do all things with love (1 Corinthians 16:14) "Love of learning, life and one another."* We aim to live out our vision by applying the exclusions process fairly, consistently and compassionately.
- The exclusions process is understood by governors, staff, parents and pupils
- Pupils and staff in school flourish because they are safe and happy



The following articles from the UN Convention on the Rights of the Child are of particular relevance to this policy:

- *Article 2: (Non discrimination) The Convention applies to every child without discrimination, whatever their ethnicity, sex, religion, language, abilities or any other status, whatever they think or say, whatever their family background.*
- *Article 3: (best interests of the child) The best interests of the child must be a top priority in all decisions and actions that affect children.*
- *Article 28: (right to education) Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.*

"Do all things with love: love of learning, life and each other"

Legislation and statutory guidance

This policy is based on statutory guidance from the Department for Education: [Exclusion from maintained schools, academies and pupil referral units \(PRUs\) in England](#).

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

- Section 52 of the Education Act 2002, as amended by the Education Act 2011
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012

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 decision to exclude

Only the headteacher, or acting headteacher, can exclude a pupil from school. A permanent exclusion will be taken as a last resort.

Our school 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 are committed to following all statutory exclusions procedures to ensure that every child receives an education in a safe and caring environment.

Our Behaviour Regulation Policy states:

"If a child seriously or persistently breaches this behaviour policy, or if allowing the pupil to remain in school would seriously harm the education or welfare of others, the headteacher may decide to exclude the child.

A child may be suspended internally or from school for a fixed period. In the most serious cases, a child may be permanently excluded, although this step is a last resort and is extremely rare.

Exclusions are reported to the Governing Board and to the Local Authority.

Before deciding whether to exclude a pupil, permanently or for a fixed period suspension, the headteacher will consider all the relevant facts and documented evidence, including whether the incident(s) leading to the exclusion were provoked, allow the child to give their version of events, and consider the child's background, including any special educational needs (SEN) or social factors that may have contributed to their behaviour.

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Definition

For the purposes of exclusions, school day is defined as any day on which there is a school session. Therefore, INSET or staff training days do not count as a school day.

Roles and responsibilities

The headteacher

Informing parents

The headteacher will immediately provide the following information, in writing, to the parents of an excluded pupil:

- The reason(s) for the exclusion
- The length of a fixed-term exclusion or, for a permanent exclusion, the fact that it is permanent
- Information about parents' right to make representations about the exclusion to the governing board and how the pupil may be involved in this
- How any representations should be made
- Where there is a legal requirement for the governing board to meet to consider the reinstatement of a pupil, and that parents have a right to attend a meeting, be represented at a meeting (at their own expense) and to bring a friend

The headteacher will also notify parents by the end of the afternoon session on the day their child is excluded that for the first 5 school days of an exclusion, or until the start date of any alternative provision where this is earlier, parents are legally required to ensure that their child is not present in a public place during school hours without a good reason. Parents may be given a fixed penalty notice or prosecuted if they fail to do this.

If alternative provision is being arranged, the following information will be included when notifying parents of an exclusion:

- 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 required by the pupil to identify the person they should report to on the first day

Where this information on alternative provision is not reasonably ascertainable by the end of the afternoon session, it may be provided in a subsequent notice, but it will be provided no later than 48 hours before the provision is due to start. The only exception to this is where alternative provision is to be provided before the sixth day of an exclusion, in which case the information can be provided with less than 48 hours' notice with parents' consent.

Informing the governing board and local authority

The headteacher will immediately notify the governing board and the Local Authority of:

- A permanent exclusion, including when a fixed-period exclusion is followed by a decision to permanently exclude a pupil
- Exclusions which would result in the pupil being excluded for more than 5 school days (or more than 10 lunchtimes) in a term
- Exclusions which would result in the pupil missing a public examination

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

For all other exclusions, the headteacher will notify the governing board and Local Authority once a term.

The governing board

Responsibilities regarding exclusions are delegated to Governing Board consisting of at least 3 governors.

The Governing Board has a duty to consider the reinstatement of an excluded pupil (see section 6).

The Local Authority

For permanent exclusions, the Local Authority is responsible for arranging suitable full-time education to begin no later than the sixth day of the exclusion.

Considering the reinstatement of a pupil

The Governing Board will consider the reinstatement of an excluded pupil within 15 school days of receiving the notice of the exclusion if:

- The exclusion is permanent
- It is a fixed-term exclusion which would bring the pupil's total number of school days of exclusion to more than 15 in a term
- It would result in a pupil missing a national curriculum test

If requested to do so by parents, the Governing Board will consider the reinstatement of an excluded pupil within 50 school days of receiving notice of the exclusion if the pupil would be excluded from school for more than 5 school days, but less than 15, in a single term.

The Governing Board can either:

- Decline to reinstate the pupil, or
- Direct the reinstatement of the pupil immediately, or on a particular date

In reaching a decision, the Governing Board will consider whether the exclusion was lawful, reasonable and procedurally fair and whether the headteacher followed their legal duties. They will decide whether or not a fact is true 'on the balance of probabilities', which differs from the criminal standard of 'beyond reasonable doubt', as well as any evidence that was presented in relation to the decision to exclude.

Minutes will be taken of the meeting, and a record of evidence considered kept. The outcome will also be recorded on the pupil's educational record.

The Governing Board will notify, in writing, the headteacher, parents and the Local Authority of its decision, along with reasons for its decision, without delay.

Where an exclusion is permanent the Governing Board decision will also include the following:

- The fact that it is permanent
- Notice of parents' right to ask for the decision to be reviewed by an independent review panel, and:
 - The date by which an application for an independent review must be made
 - The name and address to whom an application for a review should be submitted
 - That any application should set out the grounds on which it is being made and that, where appropriate, reference to how the pupil's SEN are considered to be relevant to the exclusion
 - That, regardless of whether the excluded pupil has recognised SEN, parents have a right to require the Local Authority to appoint an SEN expert to attend the review
 - 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 exclusion has occurred as a result of 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. A 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

An independent review

If parents apply for an independent review, the Local Authority will arrange for an independent panel to review the decision of the governing board not to reinstate a permanently excluded pupil.

Applications for an independent review must be made within 15 school days of notice being given to the parents by the Governing Board of its decision to not reinstate a pupil.

A panel of 3 or 5 members will be constituted with representatives from each of the categories below. Where a 5-member panel is constituted, 2 members will come from the school governors category and 2 members will come from the headteacher category.

- A lay member to chair the panel who has not worked in any school in a paid capacity, disregarding any experience as a school governor or volunteer
- School governors who have served as a governor for at least 12 consecutive months in the last 5 years, provided they have not been teachers or headteachers during this time
- Headteachers or individuals who have been a headteacher within the last 5 years

A person may not serve as a member of a review panel if they:

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- Are a member of the LA or governing board of the excluding school
- Are the headteacher of the excluding school, or have held this position in the last 5 years
- Are an employee of the Local Authority or the governing board of the excluding school (unless they are employed as a headteacher at another school)
- Have, or at any time have had, any connection with the Local Authority, school, governing board, parents or pupil, or the incident leading to the exclusion, which might reasonably be taken to raise doubts about their impartiality
- Have not had the required training within the last 2 years (see appendix 1 for what training must cover)

A clerk will be appointed to the panel.

The independent panel will decide one of the following:

- Uphold the governing board's decision
- Recommend that the governing board reconsiders reinstatement
- Quash the governing board's decision and direct that they reconsider reinstatement (only when the decision is judged to be flawed)

The panel's decision can be decided by a majority vote. In the case of a tied decision, the chair has the casting vote.

School registers

A pupil's name will be removed from the school admissions register if:

- 15 school days have passed since the parents were notified of the exclusion panel'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

Where an application for an independent review has been made, the governing board will wait until that review has concluded before removing a pupil's name from the register.

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.

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

Returning from a fixed-term suspension

Following a fixed-term suspension, a re-integration meeting will be offered involving the pupil (where appropriate), parents, a member of senior staff and other staff (where appropriate).

Measures may be implemented when a pupil returns from a fixed-term suspension, such as agreeing a behaviour contract, seeking permission for referral to external agencies, creating a risk reduction plan, adapting provision or providing mentoring.

Reducing the risk of suspension

Emotional and mental wellbeing are aspects of safeguarding. Any child at risk of suspension should be discussed with the DSL to identify whether there are any Early Help needs which may require support. be a consider

The following checklist is helpful in reducing the risk of suspension or permanent exclusion:

- Check whether the behaviour policy has been followed - especially regarding support for pupils with additional needs. Has the appropriate support been offered in line with the policy and is there evidence of this?
- Review classroom strategies / environment changes / interventions written on the pupil's individual behaviour plan, One Page Profile or EHCP are in place and in active use. Check whether reasonable adjustments have been made.
- Check the graduated response has been followed? e.g. Stage 1, Stage 2, Stage 3 intervention plans used that address the child's underlying SEMH needs?
- Check whether the adults working with the child have been trained to use any strategies and concepts listed in the paperwork
- Check supporting evidence has been collated for the strategies and interventions and review effectiveness e.g. behaviour logs, charts, homeschool communication, social stories, attendance logs at intervention groups
- For children with an EHCP, consider if an emergency annual review should be called, to re-assess the child's needs and look at a possible change of placement? If this has not been
- Check whether there are any relevant supporting agencies which have not yet been involved who may be able to offer advice or support. Learning, family, social care and medical needs can all impact on a student's behaviour.
- Signpost families if there may be wider causes for their child's behaviour e.g. medical professionals / housing / family counselling / DV support / drug and alcohol support / parenting support etc. Offer Early Help where appropriate.
- Formally investigate any mitigating circumstances for a child's behavior, for example bullying and ensure parents and school have written records of this.
- Consider completing a risk assessment to manage and control unsafe behavior
- Consider moving the child to another class in school for a fresh start. Keep records of this consideration and decision and inform parents.
- Consider a temporary reduced timetable to allow a new intervention time to have impact? If the option has been ruled out, record why it's been considered inappropriate.

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- Explore the option of a *Managed Move*. Keep records of this consideration and decision, and of any schools approached and inform parents.
- Before moving to a permanent exclusion, consider a 5-day suspension to give the school and other professionals time and space to explore other support options

Monitoring arrangements

The DSL monitors the number of exclusions and suspensions every term and reports back to the headteacher and the governing board. They also liaise with the local authority to ensure suitable full-time education for excluded pupils.

Suspension and Exclusion data by pupil characteristics is reported to identify any trends and ensure it is effective in promoting a safe and inclusive environment.

This policy will be reviewed by headteacher annually or in response to any significant changes in legislation or school context to ensure ongoing compliance and relevance. At every review, the policy will be approved by the governing board.

Links with other policies

This exclusions policy is linked to our

- Behaviour Regulation policy
- SEND policy and information report
- Equality Scheme

Appendix 1: Independent review panel training

The Local Authority must ensure that all members of an independent review panel and clerks have received training within the 2 years prior to the date of the review.

Training must have covered:

- The requirements of the primary legislation, regulations and statutory guidance governing exclusions, which would include an understanding of how the principles applicable in an application for judicial review relate to the panel's decision making
- The need for the panel to observe procedural fairness and the rules of natural justice
- The role of the chair and the clerk of a review panel
- The duties of headteachers, governing boards and the panel under the Equality Act 2010
- The effect of section 6 of the Human Rights Act 1998 (acts of public authorities unlawful if not compatible with certain human rights) and the need to act in a manner compatible with human rights protected by that Act