



ODST
Oxford Diocesan
Schools Trust

Bampton CE Primary School and Nursery

Learning together with Respect, Friendship and Perseverance



School Vision Statement

We endeavour to enable all individuals in our school community to learn together, grow in respect, tolerance and understanding of the world in which we live and embrace Christian values, to be the best that we can be.

Title of Policy	Exclusion Policy
Date Adopted by the Governing Body	September 2022
Review Date	September 2025
Signed by the Chair of Governors	

Our Christian vision for Bampton CE Primary School reflects a passionate commitment to learning and recognition of the uniqueness of individual learners. Guided by our Christian values, we are driven by our desire to offer the best possible education for all our pupils in partnership with parents, ODST, Burford Partnership of schools, the Church and the local community.

The governing body and the head teacher of this school are committed to the provision of a broad and balanced curriculum for all pupils. They are also responsible for promoting good behaviour and discipline on the part of the whole school community and for securing an orderly and safe environment for pupils and staff in order to ensure that the curriculum is delivered and pupils are able to realise their full potential.

The head teacher has the discretion to deal with pupils who are displaying challenging behaviour but will do so consistently in the context of the school's behaviour policy. That policy and other relevant documents include a number of different strategies designed to promote the continued inclusion of pupils into the school. Suspension and Exclusion are the most drastic steps that any school can take because it runs against the school's commitment to inclusion and is of necessity reserved for the most serious cases.

This policy deals with suspensions and permanent exclusions and has been developed in accordance with "Suspension and Permanent Exclusion from maintained school, academies and pupil referral units in England, including pupil movement" DfE July 2022

- A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently excluded.
- A pupil's behaviour outside school can be considered grounds for a suspension or permanent exclusion. Any decision of a headteacher, including suspension or permanent exclusion, must be made in line with the principles of administrative law, i.e., that it is: lawful (with respect to the legislation relating directly to suspensions and permanent exclusions and a school's wider legal duties); reasonable; fair; and proportionate.
- When establishing the facts in relation to a suspension or permanent exclusion decision the headteacher must apply the civil standard of proof, i.e., 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' This means that the headteacher should accept that something happened if it is more likely that it happened than that it did not happen. The headteacher must take account of their legal duty of care when sending a pupil home following an exclusion.

Suspension

A suspension, where a pupil is temporarily removed from the school, is an essential behaviour management tool that should be set out within a school's behaviour policy.

A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year).

A suspension does not have to be for a continuous period.

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.

Where suspensions are becoming a regular occurrence for a pupil, headteachers and schools should consider whether suspension alone is an effective sanction for the pupil and whether additional strategies need to be put in place to address behaviour.

It is important that during a suspension, pupils still receive their education. Headteachers should take steps to ensure that work is set and marked for pupils during the first five school days of a suspension.

A suspension can also be for parts of the school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be suspended from the school premises for the duration of the lunchtime period.

Permanent exclusion

A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to exclude a pupil permanently should only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- 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

Before considering suspension or exclusion

The school recognises that parents are profoundly affected by suspension or exclusion of their child. We will work with parents closely to ensure that only in very rare circumstances will exclusion come as a surprise. In most cases parents will have been working with the school to prevent their child from being suspended or excluded.

Pupils at risk of being excluded are likely to have had a history of disaffection and will have had a variety of support in place such as; Behaviour Action Plans, Behaviour Support Plans, Pastoral Support Plans. In formulating these plans a number of different agencies are likely to have helped the school, for example the Inclusion Team, the Educational Psychology Service or Behaviour Support Team. In all cases the involvement of these agencies will be shared with parents and in many instances they will have made direct contact with parents.

The headteacher will always consider how well the school have worked to prevent situations developing to a level where suspension or exclusion becomes necessary and a decision to suspend or exclude a child will never be made without full consideration of the facts and the impact of the behaviours and the consequences on those involved.

Pupils who have Special Educational Needs

In some cases, the involvement of agencies external to the school will mean that a pupil has been placed on the Register of pupils with Special Educational Needs. In those cases, where a pupil who has a Statement of Special Educational Needs is likely to be excluded, the school will try every practicable means to avoid the need for exclusion and, if appropriate, in liaison with the LEA, will initiate an 'interim' annual review.

Disabled pupils, travellers, pupils in Public Care and pupils from an ethnic minority

Particular care will also be given to pupils who are travellers, who are disabled or who are in Public Care or members of minority ethnic groups. Appropriate steps will be taken to seek to avoid their exclusion. Social Services will be involved at the earliest opportunity whenever a pupil in Public Care seems likely to be excluded. The school pays full regard to the Code of Practice issued by the Disability Rights Commission.

Pupils who are disabled or who are in Public Care have particular rights of appeal if they are excluded and the head teacher will take all necessary steps to make sure that these rights are respected and that appropriate information is shared with agencies, carers and parents.

In the run up to a possible suspension or exclusion

In those cases, where suspension/exclusion seems likely to occur, the school will:

- try to warn parents/carers in writing that the pupil is at risk of suspension/exclusion;

- if time allows, arrange a meeting with the parents to plan how to support the pupil and avoid the need for suspension/exclusion;
- take account of the views of the pupil;
- keep written notes of all verbal warnings to the pupil and advice to parents and carers;
- involve the Educational Psychology Service and/or the Local Community Support Services and/or Youth offending Team and/or other agencies such as Behaviour Support and Inclusion Teams.

When to consider exclusion

Suspension or Exclusion will be used sparingly in response to serious breaches of school policy or law but breaking the law will not automatically result in exclusion. Normally the decision to exclude a pupil will only be taken if:

- there have been serious breaches of the school's behaviour policy and there is a danger that allowing the pupil to remain in school will seriously harm the education or welfare / health and safety of the pupil or others and
- a range of alternative strategies has been tried before excluding the pupil.

However, a permanent exclusion may be given for a first / single offence, for example in the event of serious, actual or threatened violence or selling illegal substances.

Before reaching the decision to exclude a pupil, the head teacher will:

- consider all the relevant facts and such evidence as may be available to support the allegations made, taking into account the school's behaviour and equal opportunities policies and the need to apply those policies consistently;
- allow the pupil to give his or her own version of events;
- check whether the incident may have been provoked, for example, by racial or sexual harassment; consult others, if necessary, being careful not to involve anyone who may have a role in any statutory review of the decision to exclude, for example members of the governing body's Discipline Committee.

If the head teacher is satisfied, on the balance of probabilities, that the pupil did what he or she is alleged to have done and that suspension or exclusion is the appropriate sanction given the nature of the issue, the head teacher may suspend or exclude the pupil.

(Only the head teacher or, in his/her absence, a senior teacher acting with the head's authority, can exclude a pupil from school).

Once the decision is made the Headteacher will contact parents and inform them in writing of the decision made and the details related to the suspension or exclusions, including length of suspension and arrangements for continuing learning at home

The head teacher will aim to ensure that suspension or exclusion is dealt with consistently and that there is no discrimination against any minority group. There is no behaviour identified to lead to automatic exclusion and all cases will be dealt with individually, subject to the consistent application of all relevant policies, procedures and guidance.

Lunchtime suspension

Pupils whose behaviour at lunchtime is disruptive may, if other strategies fail, be suspended from the school premises for the duration of the lunchtime period.

Lunchtime suspension is treated in the same way as any other fixed period suspension:

- the head teacher will inform the parent of the period of exclusion and the reasons for it;
- the suspension will run for a fixed period;
- parents have the right to make representations about the exclusion to the discipline committee of the governors

Fixed term suspension

The head teacher is allowed to suspend a pupil for up to 45 days in any one school year.

However individual suspensions will be for the shortest time necessary, because any suspension makes it difficult for the pupil to reintegrate into the school.

The reasons for fixed term suspension are mainly:

- to make it clear to the pupil that a particular behaviour is unacceptable, because it affects not only the right of others to a safe and secure environment but also interferes with the opportunities for learning;
- to support school discipline and to act as a clear statement to all pupils that certain behaviour is unacceptable;
- to ensure that parents know of the behaviour and are involved in controlling it.

Permanent exclusion

Permanent exclusion is an extremely serious step to take. The head teacher will normally only consider such action if:

- the pupil presents a significant health and safety risk to him/herself and/or others or has been responsible for a single event that presents a serious threat to the health and safety of students and the school community; and
- the pupil has been offered a full range of services and strategies designed to maintain that pupil's inclusion in school; and
- there is evidence that previous plans and strategies have been consistently applied but brought about no significant improvement in the behaviour of the pupil;

Permanent exclusion is usually the final step in the process for dealing with disciplinary offences. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the pupil.

Only in the most exceptional circumstances will the head teacher exclude a pupil for a first or one-off offence. Such exceptional circumstances might include carrying an offensive weapon, supplying an illegal drug, sexual misconduct or serious actual/ threatened violence against another pupil or a member of staff.

When a pupil has been excluded

Once the head teacher excludes a pupil, the parents/carers will be notified immediately, by telephone if possible. Within one school day, a letter will follow that telephone call.

This letter will include details about:

- the reasons for the exclusion
- the nature and length of the exclusion
- the name and telephone number of a contact at the LEA who can provide advice on the exclusions process and the telephone number for the Advisory Centre for Education helpline
- details about how parents/carers can make representations about the exclusion to the Discipline Committee of the governors.

Education of excluded pupils

In all cases where a pupil is excluded for more than a day, work will be set and marked for the pupil concerned. If a pupil is excluded for more than 15 consecutive school days, the head teacher will plan:

- how the pupil's education will continue during the period of exclusion;
- how the time might be used to address the pupil's problems; and consider, with the LEA, what local arrangements will best help with the pupil's reintegration into school at the end of the exclusion.

Informing the governing body about an exclusion

The headteacher must, without delay, notify the governing board of:

- 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; and
- any suspension or permanent exclusion which would result in the pupil missing a public examination or national curriculum test

The headteacher must also inform the governing board once per term of any other suspensions of which they have not previously been notified.

For a suspension of more than five consecutive school days the governing body must arrange suitable full time education for any pupil of compulsory school age.

Informing the Local Authority about an exclusion

The local authority must be informed without delay of all school exclusions regardless of the length of the exclusion.

For a permanent exclusion, if the pupil lives outside the local authority area in which the school is located, the headteacher must also notify the pupil's 'home authority' of the permanent exclusion and the reason(s) for it without delay.

Notifications must include the reason(s) for the suspension or permanent exclusion and the duration of any suspension or, in the case of a permanent exclusion the fact that it is permanent.

Post suspension planning

The head teacher will convene a planning meeting to discuss and make plans for the reintegration of the pupil after the period of suspension. The meeting will make the necessary preparations for the pupil's return to school and will involve the parents and the pupil.

The meeting will consider all aspects of reintegrating the pupil, including any modifications to the timetable or the provision of additional support. Any previous plans will be revised and new targets agreed. If there were no plans prior to the suspension or exclusion one will be drawn up. All plans will include elements of a contract between the parties involved so that the pupil will know how to achieve success, the school will set realistic targets and review dates will be set. The meeting will also consider whether the pupil has special educational needs and whether enough is being done to support those needs.

Guidance for governing bodies considering an excluded pupil's reinstatement

Governing boards have a key responsibility in considering whether excluded pupils should be reinstated. This forms part of their wider role to hold executive leaders to account for the lawful use of exclusion, in line with the duties set out in law, including equalities duties.

The governing board must consider and decide on the reinstatement of a suspended or permanently excluded pupil within 15 school days of receiving notice of a suspension or permanent exclusion from the headteacher if:

- it is a permanent exclusion;
- it is a suspension which would bring the pupil's total number of school days out of school to more than 15 in a term; or
- it would result in the pupil missing a public examination or national curriculum test

(see p.38-42 DfE guidance)

If the decision is made not to reintegrate following a suspension or permanent exclusion the governing body will notify parents in sufficient details about the reasons the decision was made and inform parents that they have the right to ask for the decision to be reviewed by an Independent Review Panel.

Monitoring and evaluating this policy

This policy will be reviewed annually by the Senior Management Team in school. The relevant sub-committee of the Governors will monitor the outcomes from this review alongside an annual report on the patterns of exclusion. The full Governing Body will subsequently evaluate the policy.