



EXCLUSIONS POLICY

This policy was introduced:	September, 2019.
This policy was updated:	June, 2026 (in line with DfE's Suspension and Permanent Exclusion guidance July 2026).
This policy will be reviewed:	September, 2026.
Statutory policy:	No.
Source:	School.

Our School Vision

Our school vision is based on the theme of '**Taking Care**'. We strive to encourage our children, staff and wider community to 'take care' of one another through the core Christian Values of:

Kindness, Hope, Courage and **Respect**.

Our vision is inspired by the words in Corinthians:

"Let love and kindness be the motivation behind all that you do."
(1 Corinthians 16.14)

Ravenshead C of E Primary School is committed to valuing diversity and to equality of opportunity. In biblical tradition, children in particular are seen to hold a special place in the priorities of God. Furthermore, we hold to the foundational belief that all people are created in God's image and are intrinsically valuable. Everyone should be treated as fundamentally precious, irrespective of behaviour, achievements or potential.

Therefore, we aim to create and promote an environment in which children, parents/carers and staff are treated fairly and with respect and feel able to contribute to the best of their abilities. The school's biblical foundation provides a model of Christian community described as the 'body of Christ', in which everyone has a part to play, and everyone without exception has God-given gifts which are to be used for the benefit of others.

Partnership with Parents/Carers

Parents/carers working in partnership with the school to consistently reinforce the school's expectations is an important factor in every child's success. At Ravenshead C of E Primary School, we will work in partnership with parents/carers to ensure that expectations are clear and parents/carers can reinforce them with their children. This includes ensuring that parents/carers are kept informed about decisions made in response to a child's misbehaviour so that we can work together in the best interests of children to ensure expectations for behaviour are made clear. Please refer to the Restorative and relationship-based behaviour policy.

The school is responsible for communicating to children, parents/carers and staff its expectations of standards of conduct. A range of policies and procedures are in place to promote good behaviour and appropriate conduct. These are:

- Restorative and relationship-based behaviour policy.
- Anti-Bullying Policy.
- Child on Child Abuse Policy.

Supporting Children to Succeed

We aim to include, not exclude, and we approach all challenging behaviour in a supportive

and positive way. We recognise that such behaviour can sometimes be symptomatic of a real, deeper need for our support and understanding. All children can go through times of inappropriate behaviour, and we strive to never “give up” easily on a child as we recognise that each person has a unique contribution to make to school life and we want to support them to achieve this.

We will use behaviour data to assess patterns of challenging behaviour in children. Where patterns emerge, we will systematically intervene, drawing up an action plan with the child, parent/carer and teacher. It is the class teacher's, parents/carers' and the child's responsibility to ensure the action plan is followed.

No suspension or permanent exclusion will be initiated without first attempting other strategies or, in the case of a serious single incident, a proper investigation.

Reasons for suspension or permanent exclusion:

- Serious breach of the school's rules or policies.
- Serious risk of harm to the education or welfare of the child or others in the school.

This can either be a very serious incident or the repetition of serious incidents. Please refer to Appendix 1.

Any suspension or permanent exclusion will be at the decision of the Headteacher, usually in consultation with other members of the senior leadership team (particularly if they were involved in investigating the incident).

Key Principles and Legal Framework

All suspension and permanent exclusion decisions must be lawful, reasonable, fair and proportionate, applying the balance of probabilities standard.

Only the Headteacher has the authority to suspend or permanently exclude a child on disciplinary grounds.

The term “suspension” replaces “fixed-term exclusion” throughout this policy in line with statutory guidance.

Types of Exclusion

Internal Exclusion (non-statutory)

Internal exclusion is when a child is excluded from the rest of the school and must work away from their class for a fixed amount of time. This will be in a designated area supervised by a member of staff. An internal exclusion is a discretionary measure, where a child's behaviour is escalating and is a measure that is intended to help them to avoid their behaviour escalating.

Suspension (formerly fixed-term exclusion)

A temporary removal from school for up to 45 school days in a single academic year.

If inappropriate behaviour at lunchtime continues to be an issue, children may be kept inside at lunchtime for a specific period of time. If after this, lunchtime behaviour remains an issue, parents/carers may be contacted and asked to collect their children for lunch each day. This would be for a fixed period of time and would be logged as a half-day suspension. In this instance, the formal process for suspension will be followed in line with this policy (a paper copy can be obtained from the Main Reception). After 10 lunchtime suspensions, governors and the Local Authority will be informed.

Permanent Exclusion

A permanent exclusion is where a child is no longer allowed to attend school and may only return if reinstated by the governing board.

The decision to exclude

Suspension or permanent exclusion will only be used as a last resort or in response to a serious breach of the behaviour policy. The physical and emotional health of our children and staff is our primary concern, and we therefore accept, that in some serious situations, suspension or permanent exclusion may be necessary, if all other strategies have been exhausted.

The Headteacher will consider all available evidence before making a decision. Wherever appropriate, the Headteacher will also seek and consider the views of the pupil, taking into account their age, understanding and individual needs. The pupil will be supported to express their views where necessary, and it will be explained how these have been considered as part of the decision-making process.

Reasonable adjustments will be made for children with SEND or disabilities before suspension or permanent exclusion is considered.

If the Headteacher decides to suspend or permanently exclude a child, he/she will:

- Ensure that there is sufficient recorded evidence to support the decision.
- Explain the decision to the child if the child is in the state of mind to listen to the decision.
- Contact the parents/carers, explain the decision and ask that the child be collected.
- Send a letter to the parents/carers confirming the reasons for the suspension or permanent exclusion. This letter will also include the duration of the suspension, rights of representative and arrangements for education and inform parents/carers of their legal duty to ensure the child is not present in a public place during school hours during the first five days of a suspension.
- Provide details about the length of the suspension and any terms or conditions agreed for the child's return.
- Plan how to address the child's needs and integration back into their class on his/her return.
- Plan a meeting with parents/carers and child on his/her return to be conducted by a suitable senior member of staff.
- Notify the governing board and the local authority without delay.

- Where applicable, notify the child's social worker and Virtual School Head without delay.

Reasons for Suspension or Permanent Exclusion

The decision to suspend or permanently exclude will usually follow a range of strategies and be seen as a last resort, or it will be in response to a very serious breach of school rules and policies or a disciplinary offence (please refer to Appendix 1) such as:

- Serious actual or threatened violence against another child or a member of staff.
- Persistent bullying.
- Persistent prejudice based harassment or hatred based acts.
- Persistent destruction of school property.

Suspension or permanent exclusion may be the result of persistently poor behaviour or a serious single incident. Please refer to the Restorative and Relationship-based Behaviour Policy for details. Persistent or cumulative problems which result in children being removed from class to work in another area and suspension, may be used in response to a persistent poor behaviour which breaches school rules and policies. In the most serious cases where the problem persists and there is no improvement, a permanent exclusion may be necessary. These would be imposed only when the school had already offered and implemented a range of support and management strategies. These could be joint action plans with parents/carers, child and school, target setting, home/school communication book, external behaviour support agencies etc.

The length of a suspension will depend upon a number of factors, such as the severity of the incident, and the likely impact on the child's learning and ability to succeed on returning to school. Such decisions will be made in the best interests of the child, whilst also mindful of the need to maintain order and reinforce the rules and expectations of the school in a clear and consistent way.

Single incident

Internal suspensions and fixed-term suspensions may be used in response to a very serious breach of school rules and policies or a disciplinary offence. In the most serious cases where the problem persists and there is no improvement, a permanent exclusion may be necessary. In such cases, the Headteacher or a designated senior leader will investigate the incident and consider all evidence to support the allegation, taking account of the school's policies.

The child will be encouraged to give his/her version of events and the Headteacher will check whether the incident may have been provoked, for example by bullying or racial harassment.

The Governing Body will be informed of all suspensions and permanent exclusions on a termly basis in addition to fulfilling all statutory duties to review exclusions within required timescales.

Safeguarding

A suspension will not be enforced if doing so may put the safety of the child at risk. In cases where parents/carers will not comply by, for example, refusing to collect the

child, the child's welfare is the priority. In this situation, depending on the reason for suspension, the school may consider an internal suspension until the end of the day, implementing the original suspension decision from the time the child is collected from school, or, in more severe circumstances the school may contact Social Services and/or the Police to safely take the child off site.

Where necessary, children may be prevented from attending school temporarily for safeguarding reasons. This is not a disciplinary suspension and must be clearly recorded.

Re-integration

After a suspension, child and parent/carer will be requested to attend a re-integration meeting with a senior member of staff. At this meeting, behaviour will be discussed and a plan created which will include targets set for improvement. Support around behaviour will also be discussed (this may include pastoral support) and monitoring and review periods will be established. The meeting will be recorded on the school's CPOMS system and parents/carers can request a copy of this.

Education During Suspension

During the first five school days of any suspension, the school will ensure that appropriate work is set, monitored and marked. Where a suspension exceeds five school days, the school will arrange suitable full-time alternative provision from the sixth school day. For vulnerable children, particularly those with a social worker or Education, Health and Care Plan, the school will seek to secure educational provision at the earliest possible point to minimise disruption and safeguard welfare.

Behaviour outside school

Children's behaviour **outside school on school business** e.g. on school trips, at sports events, is subject to the school's Restorative and Relationship-based Behaviour Policy. Unacceptable behaviour in such circumstances will be dealt with as if it had taken place in school; and additionally, this includes the any serious breach of policy which could 'bring the school into disrepute'.

Children with special educational needs and disabled children

The school must take account of any special educational needs and ensure that appropriate provision is in place when considering whether or not to suspend or permanently exclude a child. The Headteacher should ensure that reasonable steps, in line with the Disability Discrimination Act have been taken by the school to respond to a child's disability so the child is not treated less favourably for reasons related to the disability.

Managed move (a preventative measure)

In cases where the Headteacher and parents/carers agree that the progress of the child has been unsatisfactory and the child is unwilling or unable to profit from the educational opportunities offered, or if parents/carers failure to engage in strategies implemented by the school are resulting in a continuing pattern of poor behaviour or lack of improvement in behaviour, the Headteacher may consult with the Local Authority and propose a managed move to another school.

Managed moves will only take place where agreed by all parties, are in the child's best interests and are not used as an alternative to a lawful exclusion process.

Removal from the school for other reasons

The Headteacher may send a child home, after consultation with that child's parents/carers and a health professional as appropriate, if the child poses an immediate and serious risk to the health and safety of other children and staff, for example because of a diagnosed illness such as a notifiable disease. This is not a suspension and should be for the shortest possible time.

A child cannot be 'sent home' for other reasons, including poor behaviour. Any removal from school for disciplinary reasons will be recorded as a suspension. Informal or unofficial exclusions ("off-rolling") are not permitted.

Equal Opportunities

The Governing Body recognise that it is unlawful to take into account anyone's gender, marital status, colour, race, nationality, ethnic or national origin, disability, religious beliefs, age, or sexual orientation. Full consideration has been given to this during the formulation of this policy as it is the governors' aim that no-one at Ravenshead C of E Primary School should suffer discrimination, either directly or indirectly, or harassment on any of these grounds.

Role of the Governing Body and Procedure for appeal

The Governing Body must review suspensions and permanent exclusions totalling more than 15 days in a term within 15 school days and suspensions totalling more than 5 days (but not more than 15) within 50 school days where parents make representations.

If parents/carers wish to appeal the decision to exclude, the matter will be referred to the Governing Body and handled through the school and LA appeal procedure. Parents/carers may request that governing board meetings or reviews are held via remote access. Any such meeting will only take place where it is possible to ensure that all participants can engage fully and that the process remains fair, transparent and in line with statutory requirements.

The Governing Body will monitor and review data on suspensions, permanent exclusions and pupil movement, including patterns relating to pupils with SEND or other vulnerabilities, the use of repeated suspensions, and the use and impact of off-site provision. This analysis will be used to ensure exclusions are applied fairly, consistently and only where necessary as a last resort.

Cancellation of Suspension or Permanent Exclusion

The Headteacher may cancel a suspension or permanent exclusion before the governing body meets. Where a suspension or permanent exclusion is cancelled before the governing board has met, the Headteacher will notify parents/carers, the governing board, the local authority, and where applicable the pupil's social worker and Virtual School Head without delay. The notification will clearly set out the reason for the cancellation and confirm that the exclusion has been withdrawn.

Guidance on Suspensions and Permanent Exclusions

Informing Parents Of Exclusion At-A-Glance Guidelines

MUST	SHOULD
Notify parents/carers immediately- ideally by telephone • Letter within 1 school day specifying: ○ Precise period of suspension or effective date of permanent exclusion. ○ Reasons for the suspension or the permanent exclusion. ○ Inform parents/carers of their legal duty to ensure the child is not present in a public place during school hours during the first five days of a suspension. ○ Parents/carers right to make representations to the governing body. ○ Parents/carers right to see and have a copy of child's school record upon written request. ○ Details about arrangements for education.	○ Date and time when child should return from the suspension ○ Any relevant previous history. ○ Latest date by which governing body must meet. ○ Person whom the parents/carers should contact if they wish to make representations (usually the clerk to the governors). ○ Name and contact information for Head of Social Inclusion (LA Officer). ○ Information translated as necessary.

The Use Of Exclusion: At- Glance-Guidelines For Head Teachers

ILLEGAL/NO GROUNDS	REASONABLE GROUNDS	STRONG GROUNDS
<i>Minor incidents, for example:</i>	<i>Breach of the school's behaviour policy (see possible examples below):</i>	<i>Serious breach of the school's behaviour policy (see possible examples below)</i>
- Failure to do homework - Failure to bring dinner money.	Serious harm to the education or welfare of the children or others.	Bringing the school into disrepute through inappropriate or dangerous behaviour or seriously endangering the safety of others.
Poor academic performance.	Persistently leaving school premises without authorisation.	Carrying, threatening to use and or using an offensive weapon (including fireworks).
Lateness or truancy.	Bringing the school into disrepute at a public event.	Attempted arson on school grounds, destruction or serious damage of school property or buildings.
Breaches of school uniform or rules on appearance, for example: - wearing jewellery.	Persistent refusal to co-operate with school staff, verbal aggression towards staff, children or other members of the school community.	Repeated threats and highly offensive and abusive language towards school staff, children or other members of the school community.
Failing to meet the requirements of the Disability Discrimination Act by excluding disabled children without due regard to their disability or treating them less favourably than others because of their disability.	Bullying, racial, sexual or other harassment of staff, children or other members of the school community.	Repeated bullying, racial, sexual or other harassment of staff, children or other members of the school community.
Failing to meet the requirements of the Race Relations Act by excluding children or		

discriminating unfavourably on the grounds of
race.