



SUSPENSIONS and EXCLUSIONS POLICY

This policy applies to Brook Infant School.

Rationale

We understand that all behaviour has a function and work hard to try and understand what a child's behaviour is communicating. We use a Therapeutic Approach to promote pro-social and reduce anti-social behaviours. Please see our behaviour policy to understand the strategies we put in place to avoid the need for suspension or exclusion. We engage proactively with parents and carers. We are aware of pupils with SEN, pupils eligible for free school meals, children who are looked after and pupils from certain ethnic groups and ensure the right support is in place for these groups to reduce their risk of suspension or exclusion. We seek outside professional support to help when needed.

Purpose of this Policy

This policy is designed to briefly outline Brook Infant School's approach to suspensions and exclusions for purposes of clarity in the day-to-day operation of the school.

We have used 'Exclusion from maintained schools, academies and pupil referral units in England' which is statutory guidance for those with legal responsibilities in relation to exclusion from September 2017 to inform this policy.

The principle related legislation is:

- the Education Act 2002, as amended by the Education Act 2011;
- the School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012;
- the Education and Inspections Act 2006;
- the Education Act 1996; and
- 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.

Principles

1. We understand that anti-social behaviour can be an indication of unmet needs. We try to identify any causal factors and intervene early in order to reduce the need for suspension or exclusion.
2. We seek multi-agency support as appropriate.
3. Suspensions and Exclusions are only authorised by the Headteacher or Deputy Headteacher, who would contact the Headteacher at the earliest opportunity.
4. Views and witness reports will be sought from all parties, including the pupil where possible, and recorded on CPOMs.
5. The school regularly monitors the number of Suspensions to ensure that no group of pupils is unfairly disadvantaged through their use and that any underlying needs of individuals are being fully met.
6. We understand that all 'Informal' or 'unofficial' suspensions, such as sending a pupil home 'to cool off', are unlawful, regardless of whether they occur with the agreement of parents or carers. Any suspension of a pupil, even for short periods of time, will be formally recorded.
7. The Headteacher will take account of any contributing factors that are identified after an incident of poor behaviour has occurred. For example, where it comes to light that the pupil has suffered bereavement, has mental health issues or has been subject to bullying.

Notification of Suspension or Exclusion

1. Parents will be notified as soon as possible of the decision to suspend or exclude a pupil and the reason for it. This will be done on the day by either direct phone contact or a face-to-face meeting so they can ask questions or raise concerns.
2. Written confirmation will be sent via email with parent's permission, hand delivered or posted directly home. We will aim to make this as clear as possible and will offer support to any parents who need help reading it for example English is not their first language.
3. The written confirmation will include: the reason(s) for the suspension or exclusion; the period of a suspension or, for a permanent exclusion, the fact that it is permanent; parents' right to make representations about the suspension or exclusion to the governing board (in line with the requirements set out in paragraphs 52 to 60) and how the pupil may be involved in this; how any representations should be made; and where there is a legal requirement for the governing board to consider the suspension or exclusion, that parents have a right to attend a meeting, to be represented at that meeting (at their own expense) and to bring a friend.
4. We will include a link to the statutory guidance: <https://www.gov.uk/government/publications/school-exclusion> and a link to sources of impartial advice for parents <http://www.ace-ed.org.uk/advice-about-education-for-parents/exclusion-from-school?175d41ea-9814-4536-bb72-17b0a5bcf30b>
5. Parents will also be notified of their duty to ensure the child is not present in a public place during school hours.
6. A pupil who has been suspended or excluded will have the reason explained to them by a trusted member of staff in age-appropriate language.
7. Age appropriate and achievable work will be sent home with them and this work will be explained to parent/carers and child.
8. The Chair of Governors, Local Authority and relevant school staff will be notified of all Suspensions the same day of the production of the suspension letter, which they will receive a copy of; it will clearly outline the reasons for the suspension.

Suspensions

- A suspension can be for parts of the school day. For example, if a child is not coping with lunchtime, this is when the anti-social behaviour occurs and we have been unable to find a protective consequence in school that works yet, they may be suspended for the duration of the lunchtime period. This would be considered a half day suspension.
- The governing body has a duty to arrange alternative provision from 6th consecutive day of suspension. We send achievable work home with the child the day they are suspended and ask to see it on their return.

Pupils Returning from a Suspension

When a pupil is given a suspension we look to see what we can do further to meet their needs in school and plan strategies to support them on their return.

As part of their planned reintegration, we will send an email home for parents/carers to read to the child letting them know what will be happening on their first day back and how much we are looking forward to seeing them. On their return we meet with parents and allow the child to start their day normally to decrease the risk of shame leading to a spiral of further negative behaviour.

Permanent Exclusions

Permanent exclusion can only be used as a last resort, 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 in the school.

We avoid permanent exclusion for all our children but are particularly aware of the needs of children with EHC Plans and CLA who would be particularly vulnerable to the impacts of exclusion.

If a child has been permanently excluded, parents must be made aware that:

- The school's governing body is required to review the Headteacher's decision and parents may meet with them to explain their views on the exclusion.

- If the governing body confirms the exclusion, parents can appeal to an independent appeal panel organised by the local authority.
- The school must explain in a letter how to lodge an appeal.
- The local authority must provide full-time education from the sixth day of a permanent exclusion.

Appeals

All correspondence regarding suspension or exclusion from the school will inform parents of their right to appeal to the Governing Body against the decision. This procedure is clearly set out in the statutory guidance. The person who should be contacted to initiate an appeal is the Clerk to the Governors at clerk@brookinfant.school.

Where parents dispute the decision of our governing board not to reinstate a permanently excluded pupil, they can ask for this decision to be reviewed by an independent review panel. Where there is an allegation of discrimination (under the Equality Act 2010) in relation to suspension or permanent exclusion, parents can also make a claim to the First-tier Tribunal (Special Educational Needs and Disability) for disability discrimination, or the County Court for other forms of discrimination.

Relationship to Other School Policies

The Suspension and Exclusion Policy should be read in conjunction with the school's Behaviour Policy as well as other relevant school policies including the SEND Policy, Use of Reasonable Force Policy and the Equality Policy, Anti-Bullying Policy and Attendance Policy.

Monitoring and Review

1. The impact of this policy will be reviewed by the Governors' Curriculum Committee.
2. The Headteacher will provide the Committee with regular monitoring reports which will help it to evaluate the effectiveness of the policy and procedures. This will include notification of any suspensions or exclusions through the Headteacher's Governor Report three times a year.
3. The policy and procedures will be reviewed and amended in the light of such evaluation and in consultation with representatives of all key stakeholders.

Reviewed and Adopted:	9 December 2021
Frequency of Review:	Annually
Committee Responsible for Review:	Full Governing Body
Date of Next Review:	Autumn 2022