



Policy on Exclusions from School

Rationale

Archbishop Runcie First School is a Church of England First School. In harmony with the Christian ethos of our school our policy for the promotion of positive behaviour is rooted in the teachings of Jesus Christ. We respect the uniqueness of each child and encourage them to be a responsible and participating member of our cohesive school community. In so doing we believe that in taking a fair and consistent approach to promoting positive behaviour children must be treated in ways appropriate to their age, needs and circumstances.

We acknowledge that on rare occasions there are circumstances that prevail (eg serious breaches of the school's Behaviour Policy) which mean we may have to exclude a child from school in order to safeguard the well-being of that child, other children or staff.

Aim

This policy is designed to briefly outline the school's approach to exclusions. It outlines only where the school applies its own additional guidance and policies, which complement and reinforce the statutory guidance, for purposes of clarity in the day-to-day operation of the school.

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

It is based on the following legislation, which outlines 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
- In addition, the policy is based on:
- Part 7, chapter 2 of the [Education and Inspections Act 2006](#), which sets out 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](#)

We are committed to following all statutory exclusions procedures to make sure that every child receives an education in a safe and caring environment.

Our school aims to:

- Make sure that the exclusions process is applied fairly and consistently
- Help governors, staff, parents/carers and pupils understand the exclusions process
- Make sure that pupils in school are safe and happy
- Prevent pupils from becoming NEET (not in education, employment or training)
- Make sure all suspensions and permanent exclusions are carried out lawfully

Principles

Exclusion is a sanction used by the school only in cases deemed as serious breaches of the Behaviour Policy. Exclusion is used as an absolute last resort and only when all other options have been exhausted.

A student may be at risk of exclusion from school for:

- Verbal or physical assault of a student or adult;
- Persistent and repetitive disruption of lessons and other students' learning;

- Extreme misbehaviour which is deemed outside the remit of the normal range of sanctions.

There are 2 types of exclusion:

- suspension (sometimes referred to as fixed-term or fixed-period exclusion)
- permanent exclusion (sometimes called expulsion)

Suspension

A suspension is when a child is removed temporarily from school. They can only be removed for up to 45 school days in one school year (or 15 days in a term), even if they've changed schools. If a child has been suspended for a fixed period, schools should set and mark work for the first 5 school days of each suspension.

If the suspension is longer than 5 school days, the school must arrange suitable full-time education from the sixth school day, for example, at a pupil referral unit. A suspension from the school can only be authorised by the Headteacher or the Deputy Headteacher acting on their behalf. If none are available to authorise the exclusion a decision should be deferred until the opportunity for authorisation is available.

The LA must be informed without delay of all school exclusions, regardless of the length of the exclusion via SIMS. All suspensions must be recorded in the Exclusion module and the LA will then receive the details via the weekly data feed between SIMS and Capita One.

Permanent exclusion

Permanent exclusion means your child is no longer allowed to attend a school. Newcastle City Council must arrange full-time education from the sixth school day.

In the case of a Permanent Exclusion, this can only be authorised by the Headteacher and must only be done after consulting the Chair of Governors of the intention to impose this sanction, although the final decision rests with the Headteacher of the school.

The school seeks to reduce the number of incidents leading to exclusions by promoting a positive atmosphere of mutual respect and discipline within the school.

The school regularly monitors the number of exclusions to ensure that no group of students is unfairly disadvantaged through their use and that any underlying needs of individuals are being fully met.

Grounds for Exclusion

Exclusion from school is a serious step to take however this step is sometimes the only course of action available to the school. Actions for exclusion from the school day may be implemented, at the discretion of the Headteacher (or designated staff member acting in this capacity). The reasons below are examples of the types of circumstances that may warrant a suspension or permanent exclusion.

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability

Parents will be contacted immediately and invited to school to discuss the seriousness of their child's actions.

Deciding whether to suspend or exclude

Only the Headteacher, or acting 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 of school. The Headteacher will only use permanent exclusion as a last resort.

A decision to suspend a pupil will be taken only:

- In accordance with the school's behaviour policy
- To provide a clear signal of what is unacceptable behaviour

- To show a pupil that their current behaviour is putting them at risk of permanent exclusion

Where suspensions have become a regular occurrence, the headteacher will consider whether suspensions alone are an effective sanction and whether additional strategies need to be put in place to address behaviour issues.

A decision to exclude a pupil will be taken only:

- In response to serious or persistent breaches of the school's behaviour policy, and
- If allowing the pupil to remain in school would seriously harm the education or welfare of others

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 exclusion was/were provoked
- Allow the pupil to give their version of events
- Consider whether the pupil has special educational needs (SEN)
- Consider whether the pupil is especially vulnerable (e.g. the pupil has a social worker, or is a looked-after child (LAC))
- Consider whether all alternative solutions have been explored, such as:
 - o For suspensions: detentions or other sanctions provided for in the behaviour policy
 - o For exclusions: off-site direction or managed moves

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

Notification of Exclusion

If a pupil is at risk of suspension or exclusion, the headteacher will inform the parents/carers 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.

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

The parents/carers will also be provided with the following information in writing, without delay:

- The reason(s) for the suspension or permanent exclusion
- The length of the suspension or, for a permanent exclusion, the fact that it is permanent
- Information about the parents'/carers' right to make representations about the suspension or permanent exclusion to the governing board and, where the pupil is attending alongside parents/carers, how they may be involved in this
- How any representations should be made
- Where there is a legal requirement for the governing board to hold a meeting to consider the reinstatement of a pupil, and that parents/carers have a right to attend the meeting, be represented at the meeting (at their own expense) and bring a friend
- That parents/carers have the right to request that the meetings be held remotely, and how and to whom they should make this request

If the pupil is of compulsory school age, the headteacher will also notify parents/carers 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 the suspension or exclusion (or until the start date of any alternative provision or the end of the suspension, where this is earlier), the parents/carers 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/carers 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, 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

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.

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'/carers' consent.

If the headteacher cancels the suspension or permanent exclusion, they will notify the parents/carers without delay, and provide a reason for the cancellation. Parents will be notified as soon as possible of the decision to exclude a student and the reason for the exclusion. This will be done on the day of the exclusion being authorised by either direct phone contact or a face-to-face meeting. A written confirmation of the reason(s) for the exclusion will also be sent to the parents.

In the case of a Permanent Exclusion, parents will be notified by the Headteacher in a face-to-face meeting. A student who has been excluded will have the reason for his/her exclusion explained to them by a member of staff so that they understand the nature of their misbehaviour.

The Chair of Governors, Local Authority Officer and relevant school staff will be notified of all Exclusions on the day of the production of the exclusion letter, which they will receive a copy of; it will clearly outline the reasons for the exclusion. All exclusions will be recorded on SIMS.

Informing the governing body

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

- Any permanent exclusion, including when a suspension is followed by a decision to permanently exclude a pupil
- Any suspension or permanent exclusion that 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 that would result in the pupil missing a National Curriculum test or public exam
- Any suspension or permanent exclusion that has been cancelled, including the reason for the cancellation

Informing the pupil's social worker and/or virtual school head (VSH)

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

This is so they can 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.

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
- The suspension or permanent exclusion affects the pupil's ability to sit a National Curriculum test or public exam (where relevant)
- They have decided to cancel a suspension or permanent exclusion, and why (where relevant)

The social worker/VSH will be invited to any meeting of the governing board 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

The headteacher may cancel a suspension or permanent exclusion that has already begun, or one that has not yet begun, but only where it has not yet been reviewed by the governing board. Where there is a cancellation:

- The parents/carers (or the pupil if they are 18 or older), governing board and LA will be notified without delay
- Where relevant, any social worker and VSH will be notified without delay
- The notification must provide the reason for the cancellation
- The governing board's duty to hold a meeting and consider reinstatement ceases
- Parents/carers (or the pupil if they are 18 or older) will be offered the opportunity to meet with the headteacher to discuss the cancellation, which will be arranged without delay
- The pupil will be allowed back in school without delay

Any days spent out of school as a result of any exclusion, prior to the cancellation, will count towards the maximum of 45 school days permitted in any school year.

A permanent exclusion cannot be cancelled if the pupil has already been excluded for more than 45 school days in a school year or if they will have been so by the time the cancellation takes effect.

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

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 Oak Academy, IXL, TTRS, Spelling Shed 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.

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.

Students Returning from a Suspension

All students returning from a suspension are required to attend a reintegration meeting, accompanied by a parent. This meeting will seek to establish practical ways in which further exclusion can be avoided and behaviour modified to acceptable standards in partnership between student, parent and school.

Following suspension, or cancelled suspension or exclusion, the school will put in place a strategy to help the pupil reintegrate successfully into school life and full-time education. Where necessary, the school will work with third-party organisations to identify whether the pupil has any unmet special educational and/or health needs. The following measures may be implemented, as part of the strategy, to ensure a successful reintegration into school life for the pupil:

- Daily check-ins with a familiar member of staff
- Introduction of additional strategies, support or resources

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

Appeals

All correspondence regarding an exclusion from the school will inform parents of their right to appeal to the Governing Body against the decision to exclude. This procedure is clearly set out in the statutory guidance.

Relationship to other school policies

The Exclusion Policy should be read in tandem with the school's Relationships, Culture & Positive Behaviour Policy and Anti-Bullying Policy as well as other relevant school policies, particularly Special Educational Needs & Disabilities Policy and Equalities Policy.

Monitoring and Review

The governing board will review, challenge and evaluate the data on the school's use of suspension, exclusion, off-site direction to alternative provision, and managed moves.

The governing board 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
- The timing of moves and permanent exclusions, and whether there are any patterns, including any indications that may highlight where policies or support are not working
- The characteristics of suspended and permanently excluded pupils, and whether pupils who share any particular characteristic are suspended or excluded more than others
- Whether the placements of pupils directed off-site into alternative provision are reviewed at sufficient intervals to assure the school that the education is achieving its objectives and that pupils are benefiting from it
- The cost implications of directing pupils off-site

Appeal to Governors Committee

Responsibilities regarding suspensions and permanent exclusions are delegated to a committee of at least 3 governors. This committee has a duty to consider parents'/carers' 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.

Responsibilities regarding exclusions are delegated to [name of committee of the governing board – this can be smaller than 3 governors].

The [name of committee of the governing board] has a duty to consider parents'/carers' 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.

Within 14 days of receiving a request, the governing board will provide the secretary of state and the LA with information about any suspensions or exclusions within the last 12 months.

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

The deadline for applications for an independent review in relation to permanent exclusions is 15 school days from the date of the exclusion. Applications for an independent review must be made within 15 school days from the date on which notice of the governing board's decision is given in writing to parents.

Schools must allow 15 school days to pass without an application having been made before deleting the name of a permanently excluded pupil from their admissions register. This is in accordance with the Education (Pupil Registration) (England) Regulations 2006.

Independent Review

If parents/carers apply for an independent review within the legal timeframe, the LA will, at their own expense, 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/carers/pupil by the committee of the governing board 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. Any applications made outside of this timeframe will be rejected.

Independent reviews can be held remotely at the request of parents/carers/the pupil. See section 9 for more details on remote access to meetings.

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 governor category and 2 members will come from the headteacher category. At all times during the review process there must be the required representation on the panel.

- 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
- Current or former 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

The LA must make sure that all members of an independent review panel and clerks/governance professionals 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 suspensions and permanent exclusions on disciplinary grounds, 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/governance professional 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

Registers

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

- 15 school days have passed since the parents/carers were notified of the governing board committee's decision to not reinstate the pupil, and no application has been made for an independent review panel, or
- The parents/carers/pupil 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 within 15 school days, the governing board will wait until that review has concluded before removing a pupil's name from the register.

While the pupil's name remains on the school's admission register, the pupil's attendance will still be recorded appropriately. Where alternative provision (of an approved educational activity that does not involve the pupil being registered at any other school) has been made for an excluded pupil and they attend it, code B (education off-site) will be used on the attendance register. During off-site direction to another school or educational establishment, code D (dual registration) will be used.

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

Guidance

At Archbishop Runcie CE Voluntary Aided First School we aim to provide a well-ordered environment where self-discipline is promoted, mutual respect encouraged and pupils valued as individuals. The decision to exclude a pupil is not one undertaken easily or lightly and is only taken when all other avenues of support have been exhausted.

- All members of the school community must be aware of this policy;
- All members of the school community should accept responsibility for encouraging and maintaining positive behaviour;
- Staff and parents should liaise when a child's behaviour gives cause for concern;
- All adults should be sensitive to the individual needs and personal circumstances of the child;

In the event of exclusion being necessary the school will follow the Newcastle Local Authority procedures for exclusions from school. See Appendix 1

Monitoring of Policy

This policy will be reviewed annually or earlier if deemed necessary.

The school will collect data on the following:

- Attendance, permanent exclusions and suspensions
- Use of pupil referral units (PRUs), off-site directions and managed moves
- Anonymous surveys of staff, pupils, governors/trustees and other stakeholders on their perceptions and experiences

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

- By age group

- By time of day/week/term
- By protected characteristic

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.

Date	Reviewed / updated	Staff involved
June 2009	New policy	JRo / KM
December 2011	reviewed	Jro
June 2013	Reviewed	Jro
Date	Reviewed / updated	Staff involved
June 2018	Reviewed	KM
March 2020	Reviewed by TLA	KM, JB, TLA
January 2021	Reviewed by TLA	KM, JB, TLA
January 2022	Reviewed by TLA	KM, JB, TLA
January 2023	Reviewed by TLA	KM, JB, TLA
Jan 2024	TLA Cttee	TLA cttee
Updated in line with DfE guidance - Aug 2024 in conjunction with Alison Cairns (Clennell) https://assets.publishing.service.gov.uk/media/59bc0454-3265651ca5118a/Supervisors_and_permanent_exclusions_guidance.pdf		

Be courageous; be strong.
Do everything in love.
 1 Corinthians 16:13-14

APPENDIX 1

EXCLUSION PROCEDURES

Any suspension or Permanent Exclusion where the pupil will lose the opportunity to sit a statutory assessment	Suspensions (including lunchtime exclusions)			Permanent exclusions
	totalling 5 school days or less in a term	totalling 5.5 to 15 school days in a term	totalling more than 15 school days in a term	
<p>When the decision to exclude is made:</p> <p>Immediately:</p> <ul style="list-style-type: none"> Notify parent/carer, ideally by phone Inform the school governing body Inform the LA and send a copy of the exclusion letter to the Access and Inclusion Team For permanent exclusions only establish from LA arrangements for Day 6 provision <p>Within 1 school day Send written notice to parents to confirm the exclusion details and that the pupil will not be allowed to take their statutory assessments.</p>	<p>When the decision to exclude is made:</p> <p>Immediately:</p> <ul style="list-style-type: none"> notify parent/carer, ideally by phone or in person <p>Within 1 school day: Send written notice to parents to confirm the exclusion details.</p> <p>Notify the school governing body and send a copy of the exclusion letter to the Access & Inclusion Team at the LA</p> <p>Record the exclusion on SIMS</p>	<p>When the decision to exclude is made:</p> <p>Immediately:</p> <ul style="list-style-type: none"> notify parent/carer, ideally by phone or in person <p>Within 1 school day: Send written notice to parents to confirm the exclusion details.</p> <p>Notify the school governing body and send a copy of the exclusion letter to the Access & Inclusion Team at the LA</p> <p>Record the exclusion on SIMS</p>	<p>When the decision to exclude is made:</p> <p>Immediately:</p> <ul style="list-style-type: none"> notify parent/carer, ideally by phone or in person <p>Within 1 school day: Send written notice to parents to confirm the exclusion details.</p> <p>Notify the school governing body and send a copy of the exclusion letter to the Access & Inclusion Team at the LA</p> <p>Record the exclusion on SIMS</p> <p>Within 3 school days (for exclusions of more than 15 consecutive school days <u>only</u>):</p> <p>Send parents a completed Exclusion Form and supporting documentation</p> <p>Send copies to the LA Access & Inclusion Team</p>	<p>When the decision to exclude is made:</p> <p>Immediately: Consult with the Chair of Governors on the decision to exclude</p> <p>Notify parent / carer, ideally by phone or in person</p> <p>Inform the rest of the school governing body</p> <p>Inform the Local Authority and send a copy of the exclusion letter to the Access and Inclusion Team</p> <p>Establish arrangements for Day 6 provision with the Local Authority</p> <p>(or within 1 school day**) send written notice to parents to confirm the exclusion details and that the pupil will not be allowed to take their statutory assessment.</p> <p>Within 1 school day: Send written notice to parents to confirm the exclusion details</p> <p>Within 3 school</p>

				<p>days:</p> <ul style="list-style-type: none">• Send parents a completed Exclusion Form and supporting documentation• Send copies of these forms to the Local Authority / Access and Inclusion Team
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