



Thurlstone Primary School

School Suspension/Permanent Exclusion

Date of Review: Autumn 2024

Review by: Autumn 2027

A. Introduction

This policy was created after a period of consultation with relevant stakeholders within school. It has been formally adopted by governors and reflects our approach at Thurlstone Primary School.

B. Aims and Principles

The policy is underpinned by the central aims of Thurlstone Primary and values held by the school community:

C. Aims of the school

- Thurlstone is committed to promoting high standards of academic achievement for all learners in all subjects.
- As a school we will continue to develop and instil key life skills and values in our pupils.
- We will encourage positive relationships and communications between home, our community and the wider world.

In particular, Thurlstone School has an inclusive approach to our provision. Our aim is always to involve all our children and stakeholders in all areas of the curriculum and school life. In accordance with our Disability Equality Scheme we recognise that this may mean making special adaptations or arrangements from time to time for children with specific disabilities. We welcome the involvement of disabled adults in all areas of school life.

D. School Suspension and Permanent Exclusion

i) The rationale of school suspension and permanent exclusion

All schools have it within their powers to suspend or exclude pupils on disciplinary grounds, either for a school suspension or a permanent exclusion, when their behaviour falls below acceptable standards.

Parents should be aware that Thurlstone Primary school is an inclusive school, committed in policy and practice to recognition of the equal value of each member of the community and to equality of opportunity for all. It follows that the school has a duty to ensure the safety of both staff and pupils where this is threatened by unacceptable behaviour. This policy is specifically on school suspension and permanent exclusion but it should be read in conjunction with the Behaviour Policy.

ii) Actions prior to school suspension or permanent exclusion

School suspension or permanent exclusion are used only sparingly as a last resort and only as part of an overall behaviour strategy which seeks to develop a culture of inclusion, ownership and responsibility for one's own behaviour.

Where a child's behaviour is giving rise to serious concerns, either because it might threaten the safety of themselves or others, or because it is creating an unacceptable level of disruption in school, we will aim to adapted provision or, in extreme circumstances, use reduced provision timetables where possible to support the child in question. We may also use a lunchtime exclusion/suspension system where a child's issues are confined to the lunch period and no improvement is seen over time despite significant support.

We are aware that when school suspension or permanent exclusion are used it can be very damaging to a student's self-esteem and diminish the sense of belonging to our community. We will communicate our concerns with parents throughout and meet to discuss any concerns around the situation in school.

iii) The school suspension and permanent exclusion process

The school will use its powers to suspend or exclude a pupil when it feels that it is the appropriate course of action when referring to the latest DfE guidance available. See here:

<https://www.gov.uk/government/publications/school-exclusion>

The school seeks to avoid school suspensions and, therefore, permanent exclusions at all costs. These take place only for very serious incidents or when all other strategies and external advice have been tried and have failed over time. School suspensions may be used when other strategies and sanctions have not been effective or when there has been a single clear and serious breach of discipline. Physical assault of staff or pupils by a pupil, other acts of violence, including severe verbal bullying and frequent high-level disruption to lessons come within this category. A school suspension can be for part of a school day, e.g. lunchtimes as noted above, or can be for a period up to 45 days. They are normal set for 1 or more days and then the period of suspension may grow depending on the behaviours demonstrated and the safety concerns or disruption encountered.

Where suspension or exclusion are deemed necessary, we will work with the family to ensure that they are safe and that meetings take place to consider the level of care provided to them in terms of learning and emotional support during the suspension or exclusion period.

A 'Managed Move' will be considered if suitable. Managed moves should be voluntary and agreed with all parties involved, and should only occur when it is in the pupil's best interests. Further considerations include:

- where a pupil has an EHC plan, the current school contemplating a managed move, it should contact the LA prior to the managed move.
- managed moves should be offered as part of a planned intervention and should be preceded by information sharing between the original school and the new school, including data on prior and current attainment, academic potential, a risk assessment and advice on effective risk management strategies;
- If a parent believes that they are being pressured into a managed move or is unhappy with a managed move, they can take up the issue through the school's formal complaints procedure.

In all cases where school suspension or permanent exclusion is under consideration the Headteacher will gather statements and views and take advice from members of staff who are working most closely with a child. The Headteacher may delegate some responsibility (in her absence) for school suspensions. The Headteacher alone makes the decision to proceed to permanent exclusion in consultation with the Chair of Governors and Barnsley Metropolitan Borough Council's Exclusions Officer.

The school's policy complies with the latest changes to guidance in 2022, which include:

- headteachers may cancel an exclusion that has not been reviewed by the governing board;
- when headteachers suspend or permanently exclude a pupil they must, **without delay**, notify parents. Any social worker or VSH **must** be informed;
- when headteachers suspend or permanently exclude a pupil, they **must** also notify the local authority, without delay.

If any child is not currently attending school or is attending alternative provision, especially if they have an EHCP, we will work with the Local Authority to:

- Ensure that we have regular FNM (Family Network Meeting) to consider the provision and safeguarding for the pupil and family involved
- Check that alternative providers have relevant and up-to-date training, qualifications and safeguarding checks
- Create action plans and timescales to ensure that the child(ren) have targeted support to return to the most suitable setting and provision as quickly as possible
- Work with the alternative provider to ensure that the provision in school is mapped out and shared with the new provider (including resources and contextual information)
- To visit or see the child at least weekly to complete a safe and well check