



**ST GREGORY'S**  
CATHOLIC PRIMARY  
SCHOOL

# Suspension and Permanent Exclusions Policy 2024-2025

Version:	1.0
Date created/updated:	2 <sup>nd</sup> July 2024
Ratified by:	St Gregory's LGB
Date ratified:	2 <sup>nd</sup> July 2024
Date issued:	2 <sup>nd</sup> July 2024
Policy Review Date:	July 2025
Post Holder Responsible for Review:	Mr K Brown



### Commitment to Equality:

We are committed to providing a positive working environment which is free from prejudice and unlawful discrimination and any form of harassment, bullying or victimisation. We have developed a number of key policies to ensure that the principles of Catholic Social Teaching in relation to human dignity and dignity in work become embedded into every aspect of school life and these policies are reviewed regularly in this regard.

This Attendance Policy has been approved and adopted by St Gregory Catholic Primary School on 2<sup>nd</sup> July 2024 and will be reviewed in July 2025.

Signed by the Chair of the Local Governing Body for St Gregory's Catholic Primary School:

*Shauna Byrne*

Signed by the Principal of St Gregory's Catholic Primary School

*Kevin Brown*

**Mr K. Brown**

### Mission Statement

*'Loving and Learning: We love all those with whom we come into contact as taught to us by Jesus through the Gospels.'*

*We learn to the best of our ability and serve others using our God-given talents.'*

St Gregory's Catholic Primary School operates a comprehensive inclusive system where all children are welcome regardless of their race, religion, culture, sex, ability or disability, social background etc. We hold a zero-tolerance approach to any form of child on child abuse.

At St Gregory's we aim to include and not suspend or exclude wherever possible. We approach all challenging behaviour in a positive, supportive way (see Behaviour Policy). We recognise that such behaviour can sometimes be symptomatic of a real, deeper need for our support and understanding. St Gregory's recognises that suspensions from the school community, whether fixed term or permanent, are damaging to a pupil's self-esteem. They can diminish the sense of belonging to the community. As such, they are used sparingly and only as part of an overall behaviour strategy which seeks to develop a culture of inclusion, ownership of and responsibility for one's own behaviour.

The school seeks to avoid permanent exclusions. These take place only for very serious incidents or when all other strategies have been tried and have failed over time.

Fixed term suspensions are used when other strategies and sanctions have not been effective over time or when there has been a single clear and serious breach of discipline. For example, physical assault against a pupil or an adult and persistent disruption to lessons come within this category. The physical and emotional health of our children and staff is our primary concern.

#### **Reasons for exclusion:**

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

Exclusion is an extreme sanction and is only administered by the Principal (or Vice Principal acting as the Principal in his absence).

It will generally be as a result of a serious outburst of aggression, physical assault, racist or abusive behaviour towards self, others or school property. However, there are cases when a child with specific behavioural needs has had a cumulative effect on the learning of others. In order to address these needs, and to ensure that the learning of the majority is protected, the school may have no other option but to exclude.

At times the Principal will decide not to use the extreme sanction of an exclusion but will decide that a Pastoral Support Plan should be drawn up to try avoid the sanction of an exclusion in the future. This might be accompanied by an internal suspension.

#### **Fixed term (Temporary) suspension:**

A fixed term suspension will be for the shortest time necessary.

#### **Persistent or cumulative problems:**

Suspension for a period of time from half a day to 5 days for persistent or cumulative problems would be imposed only when the school had already offered and implemented a range of support and behaviour management strategies. Advice from Sandwell's behaviour support team will be sought.

#### **Single incident:**

Temporary suspension (fixed term) may be used in response to a serious breach of school rules and policies or a disciplinary offence. In such cases the Principal will investigate the incident thoroughly and consider all evidence to support the allegation, taking account of the school's policies.

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

### **What happens about the child's education during this period?**

For the first 5 days of suspension, the school is responsible for setting and marking learning for the child to complete at home. It is the parents' responsibility to ensure work is completed at home and returned to the school.

It is during these first 5 days that the parent must ensure that a child is not in a public place, without reasonable justification, during school hours, or they can be prosecuted.

If the suspension is for longer than 5 days, the school should make provision for the child's full-time education from the 6th school day.

### **Extending a fixed term suspension:**

Sometimes, following further information coming to light, a fixed term exclusion can be extended. If this happens, a letter must be sent to the parents stating the reasons and stating the right to make representations to or request a meeting with the Academy committee. The Academy committee is a selection of governors who are appointed to represent the Local Governing Body (LGB).

### **Lunchtime Suspensions:**

A child can be suspended at lunchtimes. Lunchtime suspension is counted as a half day suspension. If the lunchtime suspensions are continuous, the parent can make representations to the Local Governing Body or request a meeting.

Lunchtime suspensions should not take place for longer than a week.

Children who are entitled to free school meals should still receive their entitlement, i.e. a packed lunch.

### **Permanent exclusion:**

A permanent exclusion is a very serious decision.

As with a temporary suspension, it will 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 such as:

- Serious actual or threatened violence against another pupil or a member of staff;
- Possession or use of an illegal drug on school premises;
- Persistent bullying;
- Persistent racial harassment.

### **The decision to suspend or exclude:**

If the Principal decides to suspend or exclude a pupil he/she will:

- ensure that there is sufficient recorded evidence to support the decision
- explain the decision to the pupil
- contact the parents, explain the decision and ask that the child be collected
- send a letter to the parents confirming the reasons for the suspension, whether it is a temporary suspension or permanent exclusion;
- the length of the suspension and any terms or conditions agreed for the pupil's return;
- in cases of more than a day's suspension, ensure that appropriate work is set and that arrangements are in place for it to be marked;
- plan how to address the pupil's needs and integration back into their class on his/her return;
- plan a meeting with parents and pupil on his/her return.

### **Safeguarding:**

A fixed term suspension or permanent exclusion will not be enforced if doing so may put the safety of the pupil at risk. In cases where parents 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 pupil off site.

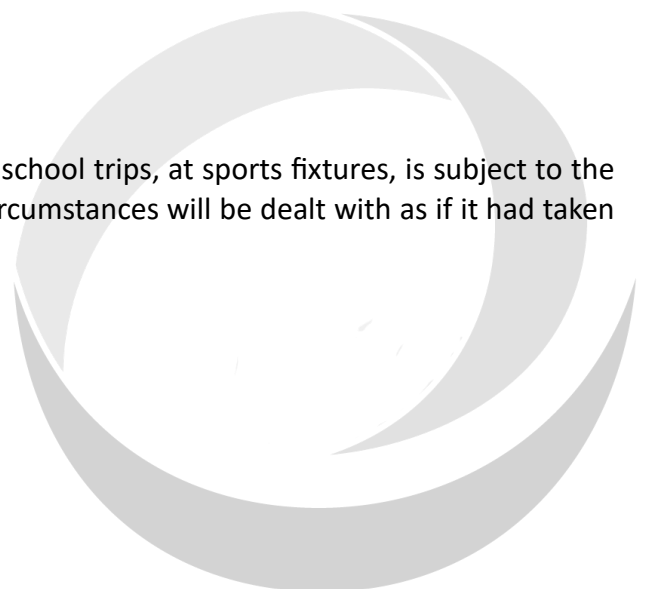
In circumstances where a pupil is suspended from school, all staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery. Advice for schools and colleges is provided in the [Home Office's Preventing youth violence and gang involvement](#) and its [Criminal exploitation of children and vulnerable adults: county lines guidance](#).

Safeguarding checks will be carried out by members of school staff in the event of a child being excluded from school. The frequency of these checks will depend on the length of exclusion and vulnerability of the young person.

### **Behaviour outside school**

Pupils' behaviour outside school, on school business e.g. on school trips, at sports fixtures, is subject to the school's behaviour policy. Unacceptable behaviour in such circumstances will be dealt with as if it had taken place in school.

### **Pupils with special educational needs and disabled pupils:**



The school must take account of any special educational needs when considering whether or not to suspend or exclude a pupil. We have a legal duty under the Equality Act 2010 not to discriminate against disabled pupils by excluding them from school for behaviour related to their disability.

The Principal should ensure that the school has taken reasonable steps to respond to a pupil's disability, so the pupil is not treated less favourably for reasons related to the disability.

### Marking attendance registers following suspensions:

When a pupil is suspended temporarily, he/she should be marked as absent using Code E.

### Removal from the school for other reasons:

The Principal may send a pupil home, after consultation with that pupil's parents and a health professional as appropriate, if the pupil poses an immediate and serious risk to the health and safety of other pupils 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.

### PROCEDURE OF APPEAL Fixed

#### Term suspension:

Parents have the right to make representations about the decision to the school's Local Governing Body. Parents who wish to make representations must contact the **Chair of the Local Governing Body** via the school office, as soon as possible. Whilst the Academy Committee has no power to direct re-instatement, they must consider any representations made and may place a copy of their findings on the child's school record.

Parents should note that if they think the exclusion relates to a disability the child has, and they think disability discrimination has occurred, they have the right to appeal, and/or make a claim, to the First Tier Tribunal <http://www.justice.gov.uk/guidance/courts-and-tribunals/tribunals/send/index.htm>.

Making a claim would not affect the parent's right to make representations to the Academy Committee.

#### Permanent Exclusion:

In the case of a permanent exclusion the Academy Committee must meet to consider it. At the review meeting parents may make representations to the Academy Committee if they wish and ask them to reinstate the child in school. The Academy Committee have the power to reinstate the child immediately or from a specified date, or, alternatively, they have the power to uphold the exclusion in which case parents may appeal against their decision to an **Independent Appeal Panel** – the Academy Committee must tell you how to do this. If following an independent appeal you remain dissatisfied the final body to appeal to is the Education Funding Agency

The governing body must consider the reinstatement of an excluded pupil within 15 school days of receiving notice of the exclusion if:

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

Parents should note that if they think the suspension or exclusion relates to a disability the child has, and they think disability discrimination has occurred, they have the right to appeal, and/or make a claim, to the First Tier Tribunal <http://www.justice.gov.uk/guidance/courtsandtribunals/tribunals/send/index.htm>.

Making a claim would not affect a parent's right to make representations to the academy committee.

Parents will, whether they choose to make representations or not, be notified by the Clerk to the academy committee of the time, date and location of the meeting which must be within 15 school days of receiving the notice of the exclusion.

Parents have the right to see and have a copy of their child's school record. For information the following sources of advice are available:

The Preventing Primary Exclusions Team (PPE Team) comprises six specialist practitioners who work within the school setting with children identified as displaying varied aspects of social, emotional and behavioural difficulties which puts them at risk of exclusion.

- The PPE Team works closely with school staff, parents, Behaviour Support Teachers and Educational Psychologists.
- The principal aim of the PPE Team is to provide positive, nurturing and consistent support for children. Telephone: 0121 569 2777

You may also find it useful to contact the Children's Legal Centre. They aim to provide free legal advice and information to parents on education matters. They can be contacted at <http://www.childrenslegalcentre.com>. The advice line is open from 8 am to 8 pm Monday to Friday, except Bank Holidays and 24th December to the 1st January.

