

# Highfield CE Primary School Exclusion Policy 2025



**Highfield**  
C.E Primary School

**Approved by:** The Governing Body

**Date:** May 2025

**Last reviewed on:** May 2025

**Next review due by:** May 2025

## *Living life in all its fullness (John 10:10)*

At Highfield CE Primary School, we are committed to fostering an inclusive, respectful and nurturing learning environment where every pupil can flourish. We believe that all children have the right to feel safe, valued, and supported in their learning journey.

This policy outlines the procedures and principles surrounding the suspension and permanent exclusion of pupils. It ensures compliance with the Department for Education's guidance: *Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (2023)*.

### **Aims of the Policy**

- To ensure exclusions are lawful, reasonable and fair.
- To prevent exclusions through early intervention and supportive practices.
- To safeguard the welfare and education of all pupils.
- To ensure that pupils, parents/carers and staff understand the process and their rights.

### **Principles**

We believe that exclusion should only be used as a last resort, when other strategies and support have been exhausted, or in response to serious breaches of the school's behaviour policy.

We are committed to:

- Fostering positive relationships and restorative approaches.
- Identifying and addressing the needs of vulnerable pupils, including those with SEND.
- Ensuring that no pupil is unfairly disadvantaged or discriminated against due to race, gender, disability, religion, or background.
- Working in partnership with parents/carers and external agencies to support pupils at risk of exclusion.

### **Terminology**

- **Suspension:** When a pupil is temporarily removed from school for a fixed period. This used to be called a 'fixed-term exclusion'.
- **Permanent exclusion:** When a pupil is no longer allowed to attend the school unless the decision is overturned.
- **Internal exclusion:** When a pupil 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 different classroom or the Headteacher's office. An internal exclusion is a discretionary measure, where a pupil's behaviour is escalating and more serious measures need to be taken but there are not yet grounds for an external / fixed-term exclusion.

### **Legal Framework**

This policy is written in line with the following statutory and non-statutory guidance and legislation:

- Department for Education (2023): *Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement – Statutory guidance for those with legal responsibilities in relation to exclusion*
- DfE (2022): *Behaviour in Schools: Advice for headteachers and school staff*
- Education Act 2002 – Section 52 (regarding the Headteacher's power to exclude)
- Education and Inspections Act 2006
- School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012

- Education Act 1996 – including the duty to arrange education from day 6 of a suspension or exclusion
- Children and Families Act 2014 – including SEND duties
- The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007
- Children Act 1989 and 2004
- Keeping Children Safe in Education (KCSIE) – **Statutory guidance**
- Working Together to Safeguard Children – Statutory guidance
- The Equality Act 2010 – including the public sector equality duty and duties to make reasonable adjustments
- SEND Code of Practice 2015
- Human Rights Act 1998

This policy operates in conjunction with the following school policies:

- Behaviour Policy
- SEND Policy
- Safeguarding and Child Protection Policy.

## **Roles and Responsibilities**

The Headteacher decides whether to suspend or permanently exclude a pupil. They must:

- Follow the school's behaviour policy and the DfE statutory guidance.
- Consider all the circumstances and evidence.
- Notify parents/carers without delay and inform them in writing.
- Notify the local authority and the governing board.

The Governing Body will:

- Review exclusions as required by law.
- Consider representations from parents/carers.
- Provide impartial hearings for permanent exclusions or long suspensions.
- Ensure this policy is reviewed and updated.

Parents/Carers:

- Will be informed without delay if a suspension or exclusion is issued.
- Have the right to make representations to the governing board.
- May request a copy of their child's school record.
- Are encouraged to attend reintegration meetings and reviews.

## **Decision to Exclude**

A pupil may be suspended or permanently excluded for:

- A serious breach of the school's behaviour policy.
- Persistent disruptive behaviour that undermines the education of others.
- Physical assault or threats to staff or other pupils.
- Possession of prohibited items or substances.
- Deliberate acts that jeopardise the safety or dignity of others.
- Persistent bullying;
- Persistent prejudice-based harassment or hatred-based acts
- Online abuse
- Child on child abuse including sexual language, behaviour, physical, financial or coercive control
- Bringing dangerous items into school
- Bringing prohibited substances/weapons into school

The behaviour incident will usually have happened inside school, but pupils can also be excluded for behaviour outside school (e.g. when in uniform, or when the behaviour may bring the school into disrepute), if it's in line with the Behaviour Policy.

Before deciding, the Headteacher will:

- Consider the pupil's age, SEND, safeguarding needs, and any contributing factors.
- Review relevant evidence including statements and CCTV (if applicable).
- Ensure a thorough investigation is carried out.

## **Length of Exclusion**

The length of an exclusion 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.

A pupil can be excluded for one or more fixed periods, up to a maximum of 45 school days in a school year - it does not have to be a continuous period.

## **Procedures Following an Exclusion**

**For all exclusions:**

- Parents are informed by phone and letter on the same day.
- The letter includes the reason, duration (if a suspension), and appeal rights.
- Work is provided for the duration of the suspension.
- A reintegration meeting is arranged before return from a suspension.

**For suspensions over 5 school days:**

- Alternative provision will be arranged from the sixth day.
- This can take place at a pupil referral unit or alternative education centre.
- The school is responsible for making arrangements related to alternative provision and keeping parents informed of the details.

**For permanent exclusions:**

- The governing board will convene within 15 school days to review the decision.
- The pupil's case may be referred to an independent review panel if the governing board upholds the exclusion and parents' appeal.
- Alternative provision will be arranged from the sixth day, and is the responsibility of the Local Authority.

## **Vulnerable Pupils and Equality Duties**

The school will take extra care when considering the exclusion of:

- Pupils with SEND or an EHCP.
- Pupils with safeguarding vulnerabilities.
- Looked After Children (LAC) or previously looked after children (PLAC).
- Pupils with social workers.

We will consult with the SENCO, Designated Safeguarding Lead (DSL), Virtual School Head, and other professionals before making a decision. Reasonable adjustments will always be considered.

## **Reintegration Following a Suspension**

A reintegration meeting will take place with the pupil, parents/carers, and relevant staff. The purpose is to:

- Welcome the pupil back to school.
- Reflect on the incident and any underlying needs.

- Agree strategies and support to prevent recurrence.
- Set behaviour targets or a support plan, if appropriate.

## **Preventing Exclusion and Early Intervention**

The school actively seeks to avoid exclusion by:

- Using a graduated response and early intervention.
- Offering access to pastoral support and mentoring.
- Developing individual behaviour support plans (IBPs).
- Involving external agencies and making Early Help referrals.
- Exploring Managed Moves and part-time timetables (time-limited and reviewed regularly) when appropriate.

## **Monitoring and Evaluation**

- All exclusions are logged and monitored by SLT and governors.
- Exclusion data is reviewed to identify patterns, including those related to SEND, race, gender, or other protected characteristics.
- The policy is reviewed annually and in light of new guidance or changes in law.

## **Complaints and Appeals**

If a parent or carer is unhappy with the process or outcome of an exclusion, they may:

- Make representations to the governing board (if the exclusion is more than 5 days or permanent).
- Request an independent review panel (for permanent exclusions).
- Use the school's Complaints Procedure to raise further concerns.

## **Policy Review**

This policy is reviewed annually by the Headteacher and governing board, in consultation with staff and in line with legal and statutory changes.