



NORTHWOOD COMMUNITY PRIMARY SCHOOL

Exclusions Policy

Policy Status: Statutory

Date Implemented: 01/09/2025

Review Date: August 2026 (Annually)

1. Introduction and Purpose

- This policy outlines the procedures and principles governing the suspension and permanent exclusion of pupils from Northwood Community Primary School. It is written in accordance with the Department for Education's (DfE) statutory guidance, "Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement" (September 2023).
- Northwood Community Primary School is committed to providing a safe, supportive, and respectful learning environment for all pupils. Exclusion is a serious sanction and will only be used as a last resort, after all other appropriate strategies have been exhausted.
- This policy aims to:
 - Ensure fair, consistent, and lawful decision-making regarding exclusions.
 - Minimise the need for exclusions through proactive behaviour management strategies.
 - Support pupils who have been excluded to reintegrate into education as quickly and effectively as possible.
 - Clearly define the roles and responsibilities of all stakeholders in the exclusion process.
- This policy aims to ensure that all children and adults are treated with dignity and respect and clearly aligns with our school values and our emotional regulation policy.
- At Northwood Community Primary School (NCPS) we operate an emotional regulation approach to behaviour management. We believe in promoting positive relationships, reflecting with children about where harm has caused, what could have been done differently and how to repair harm and rebuild relationships. We use risk assessments, behaviour regulation plans and referrals to the LA outreach service to support behavioural needs of pupils. We also seek support from a wide range of professionals to support the behavioural needs of children such as, LSTs, Eps and Ots.

2. Principles

- **Best Interests of the Child:** All decisions regarding exclusion will prioritise the best interests of the pupil.
- **Fairness and Consistency:** Exclusion decisions will be made fairly, consistently, and without discrimination.

- **Right to Education:** Every pupil has the right to education. Exclusion will only be used when a pupil's behaviour seriously disrupts the learning or safety of others.
- **Last Resort:** Exclusion is a last resort, used only after all other reasonable strategies have been tried and have failed to improve the pupil's behaviour.
- **Partnership:** The school will work in partnership with parents/carers, the local authority, and other relevant agencies to support pupils at risk of exclusion.
- **Transparency:** The school will be transparent in its decision-making processes and will provide clear reasons for any exclusion decision.

3. Roles and Responsibilities

- **Headteacher:**
 - The Headteacher (or designated senior leader) is responsible for making the decision to suspend or permanently exclude a pupil.
 - Ensuring that all exclusions are carried out in accordance with this policy and statutory guidance.
 - Informing parents/carers, the governing board, and the local authority (LA) of any exclusion.
 - Managing the reintegration of pupils following a fixed-period suspension.
- **Governing Body:**
 - The Governing Body is responsible for reviewing exclusion decisions, particularly permanent exclusions and fixed-period exclusions exceeding a specified number of days (as defined in statutory guidance).
 - Ensuring that the school's exclusion policy is compliant with statutory guidance.
 - Considering the views of parents/carers and the pupil when reviewing an exclusion decision.
- **Teachers and School Staff:**
 - Implementing the school's behaviour policy consistently and fairly.
 - Identifying and supporting SEND needs of pupils as early and consistently as possible
 - Identifying and supporting pupils at risk of exclusion.
 - Providing evidence to support exclusion decisions, when necessary.
 - Maintaining accurate records of behaviour incidents.
- **Parents/Carers:**
 - Working in partnership with the school to support their child's behaviour.
 - Attending meetings with the school to discuss their child's behaviour.
 - Supporting their child to reintegrate into school following a suspension.
 - Exercising their right to appeal an exclusion decision.

- **Pupils:**
 - Following the school's behaviour policy.
 - Taking responsibility for their own behaviour.
 - Participating in interventions and support programmes designed to improve their behaviour.

- **Local Authority (LA):**
 - Providing advice and support to schools on exclusion matters.
 - Ensuring that excluded pupils have access to suitable alternative education provision from the sixth day of a fixed period exclusion or from the day of a permanent exclusion.
 - Participating in Independent Review Panels (IRPs) for permanent exclusions.

- The Deputy Headteacher is the designated senior leader responsible for exclusions in the absence of the Headteacher.
- This policy will be shared amongst all staff to ensure understanding and updates and consolidations will be communicated regularly.
- This policy will be stored on the website and parents/carers will be directed there. Paper copies are available from the school office and this will be communicated to parents.

4. Types of Exclusion

- **Suspension (Fixed-Period Exclusion):** A pupil is temporarily removed from the school premises for a set period of time.
- **Permanent Exclusion:** A pupil is permanently removed from the school roll.

5. Grounds for Exclusion

- Exclusion will only be used in response to serious breaches of the school's behaviour policy, including:
 - Serious actual or threatened violence against another pupil or a member of staff.
 - Serious verbal assault.
 - Possession of an illegal item (e.g., drugs, weapons).
 - Persistent disruptive behaviour that seriously disrupts the learning of others.
 - Bullying (including cyberbullying).
 - Theft.
 - Damage to property.
 - Serious breaches of school rules or any other incident deemed serious enough to warrant an exclusion.

When deciding whether to exclude a pupil, the Headteacher will consider all relevant factors, including:

- The pupil's age and maturity.
 - The pupil's special educational needs (SEN) or disabilities.
 - Any mitigating circumstances.
 - The impact of the pupil's behaviour on other pupils and staff.
 - Whether the pupil's behaviour was a result of unmet needs.
- All exclusion will be considered proportionately. We will always take into account the child's history, circumstances and level of maturity/need and previous incidents of similar behaviours and the schools response to them. Core SLT discuss exclusions with the headteacher to ensure a proportional approach.

6. Exclusion Procedures

Suspension (Fixed-Period Exclusion):

1. **Investigation:** The Headteacher (or designated senior leader) will conduct a thorough investigation of the incident.
2. **Decision:** The Headteacher will decide whether to suspend the pupil and ensure proportionately through discussion with Core SLT.
3. **Notification:** The parents/carers will be informed of the suspension as soon as possible, both verbally and in writing. The notification will include:
 - The reason for the suspension.
 - The length of the suspension.
 - The date on which the pupil is expected to return to school.
 - Information about the parents'/carers' right to make representations to the governing board (for suspensions exceeding a specified number of days).
4. **Work:** The school will provide work for the pupil to complete during the suspension.
5. **Reintegration Meeting:** A reintegration meeting will be held with the pupil and their parents/carers before the pupil returns to school. The purpose of the meeting is to:
 - Discuss the reasons for the suspension.
 - Agree on a plan to support the pupil's behaviour in the future.
 - Ensure that the pupil understands the consequences of further misbehaviour.

Permanent Exclusion:

6. **Investigation:** The Headteacher will conduct a thorough investigation of the incident.
7. **Decision:** The Headteacher will decide whether to permanently exclude the pupil, and ensure proportionately through discussion with Core SLT.
8. **Notification:** The parents/carers will be informed of the permanent exclusion as soon as possible, both verbally and in writing.

The notification will include:

- The reason for the permanent exclusion.
 - Information about the parents'/carers' right to request a review by the governing board.
 - Information about the parents'/carers' right to appeal to an Independent Review Panel (IRP).
 - Information about the local authority's responsibility to provide alternative education.
9. **Governing Board Review:** The governing board will review the Headteacher's decision to permanently exclude the pupil.
10. **Independent Review Panel (IRP):** If the governing board upholds the permanent exclusion, the parents/carers have the right to appeal to an IRP.
11. **Alternative Education:** The local authority will provide alternative education for the pupil from the sixth day of the exclusion.

7. Pupils with Special Educational Needs (SEN) and Disabilities

- The school recognises that pupils with SEN and disabilities may be more vulnerable to exclusion.
- When considering excluding a pupil with SEN or disabilities, the Headteacher will:
 - Consult with the SENCO (Special Educational Needs Coordinator).
 - Consider whether the pupil's behaviour is related to their SEN or disability.
 - Consider whether reasonable adjustments have been made to support the pupil's behaviour.
 - Consider whether an Education, Health and Care (EHC) plan review is necessary.
- The school will work in partnership with parents/carers and the local authority to ensure that pupils with SEN and disabilities receive appropriate support to prevent exclusion.

8. Managed Moves

- A managed move involves a pupil moving to a different school with the agreement of all parties involved (the pupil, their parents/carers, the current school, and the receiving school).
- Managed moves can be a useful alternative to exclusion for pupils who are struggling in their current school environment.
- The school will consider a managed move for a pupil if it is felt to be in the pupil's best interests and if it is likely to improve their behaviour and engagement with education.

9. Off-Site Direction

- In exceptional circumstances, a pupil may be directed off-site for a fixed period to receive alternative provision or support.
- This should only be used as a short-term measure to address specific behavioural issues.
- Parents/carers must be informed of the off-site direction, and the provision must be suitable for the pupil's needs.

10. Recording and Monitoring

- The school will maintain accurate records of all exclusions, including:
 - The pupil's name and date of birth.
 - The reason for the exclusion.
 - The type of exclusion (suspension or permanent exclusion).
 - The length of the exclusion.
 - The date of the exclusion.
 - Any mitigating circumstances.
 - Any actions taken to support the pupil.
- The school will monitor exclusion data to identify trends and patterns.
- The school will use exclusion data to inform its behaviour policy and to develop strategies to prevent exclusions.

11. Review of Policy

- This policy will be reviewed annually by the Headteacher and the Governing Board.
- The policy will be updated in light of any changes to statutory guidance or legislation.
- The views of pupils, parents/carers, and staff will be taken into account when reviewing the policy.

12. Communication

- This policy will be made available to all pupils, parents/carers, and staff.
- The policy will be published on the school website.
- The policy will be explained to pupils and parents/carers during induction.

13. Safeguarding

- This policy is written in line with the school's safeguarding policy.
- The school will ensure that all exclusions are carried out in a way that safeguards the welfare of the pupil.
- The school will report any concerns about a pupil's safety or welfare to the appropriate authorities.

Framework Note: This policy addresses key aspects of the OFSTED framework, including Safeguarding, Inclusion, and Behaviour and Attitudes. Regular review and monitoring of exclusion data will help the school to demonstrate its commitment to these areas.