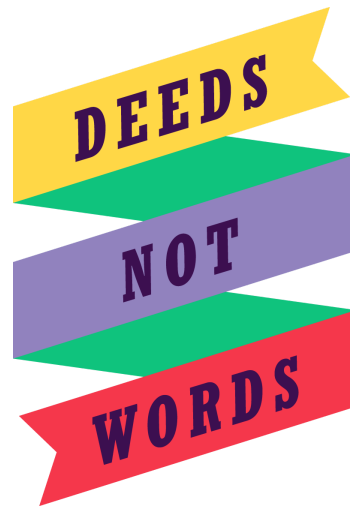


# EMILY DAVISON SCHOOL

## EXCLUSION AND SUSPENSION POLICY



DATE CREATED	FEBRUARY 2024
DATE OF REVIEW	FEBRUARY 2025
HEADTEACHER	MICK HUTCHISON
CHAIR OF GOVERNORS	DAVID HARRISON

## **Introduction**

Emily Wilding Davison School is an inclusive school which aims to promote equality in all aspects of school life. This policy is to be read alongside the schools Relational Policy and the DofE guidance 'suspension from maintained schools, Academies and pupil referral units in England' (DofE 2012). Where relevant this policy references other school policies but is not intended to provide detailed information, however the policies referenced can be found on the school website.

In this policy the word 'Term' pays reference to three terms in one year (Autumn, Spring or Summer).

Emily Wilding Davison School takes a positive approach to encouraging good behaviour, however recognises that discipline in the school is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports head teachers in using suspension as a sanction where it is warranted. Nevertheless, it is important to say that the suspension of a pupil, either for a fixed period or permanently, from Emily Wilding Davison School will only be used as a last resort. The school recognises that it is responsible for communicating to pupils, staff and parents, its' expectations for standards of behaviour. The school has a range of policies and procedures in place to promote good behaviour and appropriate conduct and strives to foster good parental engagement.

Within Northumberland, there are a range of services available to support pupils who are at risk of suspension.

Services available in Northumberland are:

- Early Help
- Behaviour Support Service
- Educational Psychologists
- Attendance and Engagement Officers
- CYPs

Our Local Authority (LA) has an expectation that schools will have employed a range of measures to prevent the need for suspension. It is the responsibility of all individuals working with pupils within the school to ensure that no suspension will be initiated without first exhausting other strategies or in the case of a serious incident, a thorough investigation. The Headteacher can exclude a student under extenuating circumstances.

Emily Davison School has encouraged a range of strategies to be employed within the school. Within the school environment there are a range of resources available that can assist in the assessment and management of behavioural issues some of which are listed below:

- Pupil/student behaviour risk assessments
- CPOMS

- Pupil Passports
- Arbour
- Solution Circles
- Pastoral Support Plans
- Positive Handling Policy
- Team Around the Family
- Early intervention to address underlying causes of potentially disruptive behaviour

#### Reasons for suspension

- A serious breach of the school's values, rules or policies.
- A risk of harm to the education or welfare of the pupil or others in the school.
- Physical or verbal assault against a pupil, member of staff or others in the school.
- Serious damage to school property
- Theft
- Going off Site
- Climbing on the school roof
- Weapons in school
- Persistent disruptive behaviour
- Persistent bullying
- Indecent behaviour
- Unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the student's behaviour.

A fixed term suspension will be for the shortest time necessary. An suspension for a period of time from half a day to 5 days for persistent or cumulative problems will be imposed only when the school has offered and implemented a range of support and management strategies. Examples of some of the strategies used are:

- Discussion with the pupil
- Support from the schools Family Liaison Officer or Learning Community Manager
- Discussions with parents
- Sanctions (consequences) in school
- Checking on any possible provocation
- Referral to outside support agencies

It is important to note that suspension will not be used for minor incidents such as academic performance or lateness.

A fixed term suspension may be used in response to a serious breach of school rules or policies. In such a case, the head teacher will investigate the incident thoroughly and consider all the evidence to support the allegation, taking account of all the school policies. The child will be encouraged to give their version of events and the head teacher will check whether the incident may have been provoked e.g. by bullying or racial harassment.

For fixed-term suspensions of more than 5 days, the school is responsible for arranging suitable alternative full-time education from the 6th day until the end of the suspension.

The school is also aware of its duty to provide a strategy for reintegrating pupils that return to school following fixed term suspension, and for managing their future behaviour. If a pupil has received numerous suspensions or is approaching the legal limit of 45 school days of fixed-period suspension in an academic year, the school has a duty to consider whether suspension is considered to be an effective sanction.

#### Procedure for Making a Fixed Term suspension

Head teacher takes the decision to exclude a pupil for a fixed period.

Contact the parent/carer ideally by telephone to arrange the collection and supervision of the pupil. The child's welfare must ALWAYS be the prime consideration.

The Head teacher must give written notice to the parents informing them of:

- o The precise period and the reasons for the suspension
- o The parents' duties during the first 5 days
- o The parents right to make a representation to the governing body
- o The person the parent should contact if they wish to make such representations
- o If relevant the school day on which they will be provided with full time education.
- o Details of the reintegration interview.

The Head teacher must inform the governing body and the Education Welfare Officer if a pupil is excluded for more than 15 days in any one term.

Children can be excluded for 1 or more fixed periods, up to a maximum of 45 school days in any one school year. A fixed period suspension does not have to be for a continuous period. A fixed period may be extended to or converted to a permanent suspension in exceptional cases, usually where further evidence has been uncovered.

#### Permanent suspensions

The school considers permanent suspension to be a very serious step and the head teacher will need to investigate the incident thoroughly before this decision is made. As with fixed term suspension, permanent suspension will follow a range of strategies set out by the school and detailed in the Relational Policy and will be seen as a last resort, or it will be in response to a very serious breach to school rules and policies such as:

- Serious actual or threatened violence against another pupil or a member of staff.
- Carrying an offensive weapon
- Persistent bullying
- Racial harassment

#### Procedure for Making a Permanent suspension

- Head teacher takes the decision to exclude a pupil permanently

- Contact the parent/carer immediately ideally by telephone.
- The head teacher must give written notice to the parents informing them of specific information
- found in the LA guidance (see LA template letter in appendix 5)
- The Head teacher must inform the governing body and LA within 1 day on the appropriate form.
- The school has a duty to arrange full time education from and including day 6 of the suspension.
- The school has a duty to provide full time education for a looked after child from day 1.
- On receiving notice of the suspension, the governing body must convene a meeting within 15 school days to review the suspension and to consider reinstatement. They must invite the parent, the head teacher and a LA Social Inclusion officer. Papers including written statements must be circulated at least 5 days before the meeting.
- The governing body may ask for advice from the LA officer, but must make the decision alone, asking other parties to withdraw. The clerk may remain.
- The governing body must inform the parent, Head teacher and LA officer of their decision in writing within 1 day of the hearing stating reasons.
- LA to contact parent within 3 working days indicating the latest date by which a review can be lodged.
- The child to be removed from the register only when the review process is complete.
- Where parents dispute the decision of a governing body not to reinstate an excluded pupil, they
- can ask for this decision to be reviewed by an independent review panel.
- It is the Chair of Governors responsibility to direct the governing body of the school to details of their responsibilities when considering suspensions. Details of Governor responsibilities regarding suspensions can be found in DoE suspensions from maintained schools, Academies and pupil referral units in England (2012).

## Behaviour Outside School

Pupils' behaviour outside school on school trips or at sports fixtures etc , is subject to the school's positive behaviour policy. Poor behaviour in such circumstances will be dealt with as if it has taken place in school. For behaviour outside school, not on school business, it is at the discretion of the head teacher whether or not to exclude a pupil if there is a clear link between that behaviour and maintaining good behaviour

and discipline among the pupils as a whole, or if it is deemed to be damaging to the reputation of the 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 exclude a pupil. We have a duty under the Equality Act 2010 not to discriminate against disabled pupils by excluding them from school for behaviour

related to their disability. Head teachers and the governing body must take into account their statutory duties in relation to SEN when administering the suspension process. This includes having regard to the SEN Code of Practice and a Duty of Care.

The Head teacher will take reasonable steps to ensure that the school responds to a pupil's disability so that the pupil is not treated less favourably, this includes a duty to make reasonable adjustments to policies and practices.

Reasonable steps could include:

- Differentiation in the school's behaviour policy
- Developing strategies to prevent the pupil's behaviour
- Requesting external support for the child
- Staff training

Emily Davison School recognises that it should engage proactively with parents in supporting the behaviour of its pupils with additional needs and is aware that whether or not a school recognises that a pupil has SEN, all parents have a right to request the presence of an SEN expert if their case is to be reviewed by an independent panel.

If the school has concerns about the behaviour, or risk of suspension, of a child with additional needs such as a pupil with an EHC plan or a looked after child, it is aware that it should consider what additional

support may be required. Where a pupil has an EHCP plan, schools should consider requesting an early annual review or interim/emergency review.

Temporary Reduced Timetable

Emily Wilding Davison has a Reduced Timetable Policy.