

# St. Margaret Mary's Catholic Junior School

Pilch Lane  
Liverpool  
L14 0JG



## Suspension and Exclusion Policy

|                                                   |                |
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| <b>Committee to approve/ratify policy</b>         | Full Governors |
| <b>Policy Coordinator</b>                         | M Brooks       |
| <b>Date of approval/ratification by Committee</b> | Autumn 2026    |
| <b>Date for renewal</b>                           | Autumn 2027    |
| <b>Signature of the Chair of the Committee</b>    | M Rawsthorne   |

### **Mission Statement:**

Loving, learning, growing together with Jesus

## **1. Statement of intent**

At St Margaret Mary's Catholic Junior School, we understand that correct behaviour for learning is essential for promoting a high-quality education. It is the mission of the whole school community to nurture a loving, safe, caring and supportive environment in which every individual can develop intellectually, spiritually, morally, socially and emotionally in an atmosphere of trust and mutual respect.

The school recognises that suspension or permanent exclusion may be necessary where there has been a serious breach, or consistent breaches, of the school's Behaviour Policy or Behaviour Contract. Suspension or permanent exclusion may also be required where allowing a pupil to remain in school would be damaging to the education and welfare of themselves or others. In all cases, exclusion will only be used as a measure of last resort.

This policy provides clarity on when the school's right to suspend or permanently exclude a pupil may be exercised and ensures that our procedures are fair and promote natural justice.

This policy should be read alongside:

- Behaviour Policy
- Behaviour Contract
- Anti-bullying Policy
- SEND Policy
- Social, Emotional and Mental Health (SEMH) Policy
- Child Protection and Safeguarding Policy
- Parent Contract

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## **2. Aims**

This policy aims to:

- ensure that suspensions and permanent exclusions are applied lawfully, fairly and consistently
- support pupils to understand the expectations of behaviour in school
- protect the safety, wellbeing and education of pupils and staff
- reduce the need for suspension and permanent exclusion by using graduated intervention and support
- ensure that all parties understand the roles, responsibilities and procedures involved
- promote reintegration and successful return to school following suspension

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## **3. Legal framework**

This policy has due regard to all relevant legislation and guidance including, but not limited to:

- Education Act 2002
- Education and Inspections Act 2006
- Education Act 1996
- The Education (Independent School Standards) Regulations 2014
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012
- Section 51A of the Education Act 2002, as amended
- Part 7, chapter 2 of the Education and Inspections Act 2006
- Section 579 of the Education Act 1996
- The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007, as amended
- The Equality Act 2010
- The Human Rights Act 1998
- Children and Families Act 2014
- SEND Code of Practice: 0 to 25 years
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement

- School suspensions and permanent exclusions - [GOV.UK](https://www.gov.uk)
  - Local authority guidance relating to exclusions
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#### **4. Definitions**

For the purposes of this policy:

- Suspension - when a pupil is removed from the school for a fixed period. This was previously referred to as a fixed-term exclusion.
  - Permanent exclusion - when a pupil is removed from the school permanently and taken off the school admission register.
  - Off-site direction - when a governing board of a maintained school, academy or PRU requires a pupil to attend another education setting temporarily to improve their behaviour.
  - Managed move - when a pupil is transferred to another school permanently. All parties, including parents/carers and the admission authority for the new school, should consent before a managed move occurs. Managed moves cannot be used on a trial basis.
  - Parent/carer - any person who has parental responsibility and any person who has care of the child.
  - Cancelled exclusion - an exclusion that has been cancelled before the governing board has met to consider whether the pupil should be reinstated.
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#### **5. Roles and responsibilities**

##### **5.1 The local authority**

The LA will:

- arrange suitable full-time education for any pupil of compulsory school age who is excluded permanently, in coordination with the school
- review and reassess pupils' needs in consultation with parents/carers where they have an EHC plan and are excluded permanently, with a view to identifying a new placement

##### **5.2 The governing board**

The governing board will:

- ensure that arrangements are in place to allow for a prompt review of all permanent exclusions, where necessary, in consultation with the Headteacher
- consider written representations from parents/carers about exclusions within seven working days of receiving notice
- consider whether an exclusion would result in a pupil missing an examination or test
- consider whether it would be appropriate for a pupil to be permitted onto the school premises to sit the examination or test
- review, challenge and evaluate data on suspensions, exclusions, off-site direction and managed moves
- ensure that exclusion and behaviour practices are lawful, fair and consistently applied

##### **5.3 The headteacher**

The headteacher will:

- apply the civil standard of proof when establishing the facts in relation to an exclusion
- comply with statutory duties in relation to pupils with SEND when administering the exclusion process
- consider any contributing factors identified after an incident of poor behaviour, such as bereavement, bullying or mental health need
- consider what extra support may be needed to identify and address the needs of individual pupils, particularly those:
  - with SEND
  - eligible for free school meals
  - who are looked after children
  - from certain ethnic groups
- engage effectively with parents/carers in supporting the behaviour of pupils with additional needs
- instigate a multi-agency assessment where necessary, in line with the school's SEMH Policy

- arrange and attend disciplinary meetings with pupils and their parents/carers
- determine whether a pupil will be excluded on disciplinary grounds
- ensure any decision to exclude is lawful, rational, reasonable, fair and proportionate
- comply with the requirements of the Equality Act 2010 when deciding whether to exclude a pupil
- ensure that the legal duty of care is considered when sending a pupil home following a suspension or exclusion
- notify parents/carers without delay where the decision is taken to suspend or exclude a pupil
- notify the LA within 24 hours of a decision to exclude a pupil where appropriate, as well as the pupil's home authority if required
- organise suitable work for suspended or excluded pupils where necessary
- consider safeguarding concerns that may be caused by a suspension or exclusion

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## **6. Grounds for suspension or exclusion**

Within Knowsley, there are a range of services available to support pupils who are at risk of exclusion. These include:

- Early Intervention Team
- Behaviour Support Service
- Educational Psychologists
- Attendance and Engagement Officers
- Counselling Service

The school expects that a range of measures will be employed before suspension or exclusion becomes necessary. No suspension or exclusion will be initiated without first exhausting other strategies or, in the case of a serious incident, undertaking a thorough investigation.

Where suspension or permanent exclusion may still be appropriate, the headteacher should investigate whether any contributing factors may have led to the incident of poor behaviour, such as bereavement, mental health issues or bullying.

The school has a range of resources available that can assist in the assessment and management of behavioural issues, including:

- Catch Me Being Good Card
- TAF meeting with appropriate staff
- Support from the Learning Mentor
- Pastoral Support Programme
- Educational Psychologist
- Counselling referral (Listening Ear)
- Pastoral Team Meetings
- Rainbows
- Mental Health Support Team
- Support from the SENCO
- Early intervention to address underlying causes of potentially disruptive behaviour
- Assessments of appropriate provision of support within the school

The school will only suspend or exclude a pupil where it is necessary, and where all other possible disciplinary sanctions, as detailed in the school's Behaviour Policy and Behaviour Contract, have failed to be successful.

Examples of behaviour that may underpin the school's decision to suspend or exclude a pupil include:

- physical assault with intent on a child or member of staff
- swearing at a member of staff
- damage to school property with intent, for example graffiti
- bringing inappropriate items into school, such as vapes, a weapon or drugs
- defiant behaviour that puts themselves or others at risk
- sexual abuse and harassment
- smoking or use of drugs
- persistently disruptive behaviour

When dealing with incidents of sexual abuse or sexual harassment, the school will seek the

appropriate advice, implement the AIMS toolkit and determine the correct sanction and support. This list is not exhaustive. It remains at the discretion of the headteacher to determine whether suspension or exclusion is an appropriate disciplinary action in response to an incident or series of incidents.

Pupils may be suspended on a fixed-period basis, up to 45 school days within an academic year, or permanently. A pupil may also be permanently excluded following a suspension where further evidence is presented.

The headteacher will decide whether an offence warrants police involvement where there is a belief that criminal activity may have taken place.

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## **7. Graduated response and behaviour support**

The school will use a graduated response to behaviour, with suspension and permanent exclusion used only as a last resort.

### **7.1 Low-level behaviour / classroom issue / playground issue**

The graduated response will typically follow these steps:

1. Attunement - positive framing
2. Reminders - whole-class or private reminder
3. 30-second script - private conversation and reset boundaries
4. Time-in a space to regulate, calm activity or a sensory box

If there is no improvement, or if behaviour escalates, the pupil may move to the next stage.

### **7.2 Further support**

Where low-level behaviour or more serious classroom/playground issues continue, the school may use:

- Reflection Room / restorative conversations
- lunchtime support
- parents/carers informed where concerns are serious or ongoing
- pastoral support or individual support
- Learning Mentor interventions
- Thrive
- SEMH programmes
- Catch Me Being Good charts
- Year Head check-ins
- formal meetings with Teacher, Year Head, SLT and parents/carers
- external advice such as Educational Psychology or Knowsley Behaviour Team

Following any further suspensions, there will be a reintegration meeting and pastoral support will continue.

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## **8. The headteacher's power to suspend and exclude**

Only the headteacher has the power to suspend or exclude a pupil from the school, and they will decide whether a suspension or exclusion is appropriate. The headteacher can suspend pupils from the premises where their behaviour is disruptive during lunchtime. All lunchtime suspensions will be counted as half of a school day. The headteacher can consider a pupil's disruptive behaviour outside the school premises as grounds for suspension or exclusion, in accordance with the school's Behaviour Policy. Any decision made to exclude a pupil will be lawful, proportionate and fair, with respect to the school's wider legal duties, including the ECHR. At all times, the headteacher will consider their legal duties under the Equality Act 2010 and the SEND Code of Practice, ensuring that they do not discriminate on any grounds, for example race, sex or disability, and will not increase the severity of a pupil's exclusion on these grounds.

When sending a pupil home following a suspension or exclusion, the headteacher will always exercise their duty of care and will inform the pupil's parents/carers without delay. The headteacher will apply the civil standard of proof when responding to the facts relating to a suspension or exclusion, that is,

on the balance of probabilities. The headteacher will not issue any informal or unofficial suspensions or exclusions, for example sending a pupil home to “cool off”, regardless of whether the parents/carers have agreed to this. The headteacher will not use the threat of suspension or exclusion as a means of instructing parents/carers to remove their child from the premises. All suspensions and exclusions will be formally recorded on the pupil information system.

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## **9. Factors to consider when excluding a pupil**

A suspension or exclusion will only be imposed instantly if there is believed to be an immediate threat to the safety of staff and pupils in the school or the pupil themselves.

When considering the suspension or exclusion of a pupil, the headteacher will:

- ensure an appropriate investigation and evidence-recording process is carried out
- allow the pupil the opportunity to present their case, accompanied by a member of staff or parent/carer if requested
- give adequate consideration to contributing factors identified after the incident, including SEND, wellbeing concerns or bullying
- consider what extra support may be available for vulnerable pupil groups, including pupils with SEND, whose suspension or exclusion rates may be higher
- give particular careful consideration to permanently excluding looked-after children, pupils with SEMH issues and pupils with an EHC plan

Where any member of staff has concerns about vulnerable pupil groups and their behaviour, they will report this to the headteacher, who will instigate a multi-agency assessment to determine whether the behavioural issues might be because of educational, mental health or other needs and vulnerabilities. The full assessment procedures are outlined in the school's SEMH Policy.

Where SEND or SEMH issues are identified, an individual behaviour plan, or Pastoral Support Programme, will be created. If the pupil continues to endanger the physical or emotional wellbeing of other pupils or staff, then suspension or exclusion may be considered.

In accordance with the Equality Act 2010, under no circumstances will a pupil with identified SEND or SEMH issues be excluded before the graduated response process has been completed. Where a pupil with SEND or SEMH issues is permanently excluded because of a SEND- or SEMH-related need that could not be met at the school, detailed records will be kept highlighting that these pupils are closely tracked and showing that the school has a close relationship with the pupil's next destination. The headteacher will work in conjunction with the parents/carers of any pupil with additional needs to establish the most effective support mechanisms.

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## **10. Duty to inform parents/carers**

The headteacher will inform the parents/carers of a pupil under investigation for an incident that may result in suspension or permanent exclusion as soon as is reasonably practical. When a decision is made to suspend or exclude a pupil, the headteacher will immediately inform the parents/carers, in person or by telephone, of the period of the suspension or the permanency of the exclusion and the reasons behind this.

The headteacher will inform the pupil's parents/carers in writing of:

- the reason or reasons for the suspension or exclusion
- the length of the suspension or the fact that the exclusion is permanent
- the arrangements to allow the pupil to work at home, where appropriate
- the pupil's rights to enter the school premises during the suspension or exclusion
- their right to raise representations to the governing board
- relevant sources of free, impartial information
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If the headteacher decides to suspend the pupil for a further fixed period following their original suspension, or to permanently exclude them, they will notify the pupil's parents/carers without delay

and issue a new exclusion notice.

If a pupil with SEND has been excluded, the headteacher will ensure that any alternative provision is arranged in consultation with the pupil's parents/carers, who can request preferences. When identifying alternative provision, any EHC plan will be reviewed or the pupil's needs reassessed, in consultation with the LA.

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### **11. Marking attendance registers following a suspension or exclusion**

When a pupil is excluded, they should be marked absent using Code E. Where alternative provision is made, and pupils attend it, they will be marked using either:

- Code B - education off site
- Code D - dual registration

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### **12. Disciplinary meeting**

The headteacher will decide if a disciplinary meeting is required to address breaches of the school's Behaviour Policy or Behaviour Contract where exclusion is considered necessary. The pupil and their parents/carers will be requested to attend the disciplinary meeting, and they will be given the opportunity to provide their views on the complaints made. A member of staff will be chosen by the pupil to accompany them in the meeting if requested.

At the meeting, the headteacher will ensure the following documents are available:

- a statement detailing the incident or incidents and complaints against the pupil
- any report compiled as part of the investigation
- any relevant correspondence, for example written statements
- relevant documents from the pupil's school file
- a copy of this policy
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The headteacher will not be required to share confidential information, or the identities of pupils or others who have provided information that has formed part of the evidence against a pupil, with parents/carers.

The headteacher will decide, based on the evidence presented at the meeting and representations made by and on behalf of the pupil, whether further investigation is needed, or whether the complaint has been proved or disproved on the balance of probabilities. If the complaint is proved, the headteacher will inform the pupil and their parents/carers of the possible disciplinary actions and a decision will be given within 24 hours. If the pupil's parents/carers request a review by the governing board, the pupil will remain suspended until the governing board has concluded the process.

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### **13. Review of suspensions and exclusions**

The governing board will consider any representations made by the pupil's parents/carers in writing within three working days of notification. Representations made after the deadline will be considered only at the discretion of the headteacher. The parents'/carers' representation will state the basis on which they are seeking a review and the resolution they want. The governing board will decide if a review is warranted based on the representation. A simple disagreement with the headteacher's decision will not typically be considered sufficient grounds for a review.

The headteacher will ensure appropriate arrangements are in place for the review if the pupil has SEND or the parents/carers have any disabilities that necessitate additional facilities or adjustments. When a review is granted, the governing board will select a three-member panel. The members of the panel will not have prior knowledge of the details of the case or be familiar with the pupil or their parents/carers. The pupil's parents/carers will be notified before the review of the chosen members for the panel, and the governing board will consider any objections raised. The review will take place within 10 working days of submission of the parents'/carers' representations during term time.

The chair of the panel will decide if new information provided by either side is allowed to be considered. The panel will examine the evidence provided by both sides and the representations

made and will decide if the original decision stands or whether the headteacher should reconsider their decision with recommendations made, for example to reduce the severity of the punishment. A review meeting is a private procedure and all those involved will keep the proceedings confidential, subject to law. In attendance at the review meeting will be the members of the panel, an appointed clerk, the headteacher, the pupil and their parents/carers and any relevant staff member requested by the pupil or their parents/carers and agreed upon by the headteacher. The procedures of the review meeting will be informal, fair and follow the requirements of natural justice.

### **Reaching a decision:**

The panel will consider how the decision was reached and, if the facts of the case were sufficiently proved, the civil standard of proof will apply. On reaching a decision on whether a pupil should be reinstated, the governing board should consider whether the decision to suspend or permanently exclude was lawful, reasonable and proportionately fair. This should consider the welfare and safeguarding of the pupil and their peers, the headteacher's legal duties and any evidence presented to the governing board in relation to the decision to exclude. The pupil and their parents/carers will be informed that, if they are unhappy with the procedure of the review, they should raise their concern to the chair of the panel at the time and ask the clerk to note their concern.

Once all issues have been considered, the panel will reach its decision and make its recommendations, which will be communicated in writing, with justifications, to the headteacher and the pupil's parents/carers by the chair of the panel within three working days of the meeting. The headteacher will respond to the recommendations within 24 hours of notification. This decision will be final. The headteacher will consult with the pupil's parents/carers before determining the leaving status of the excluded pupil, in line with the Parent Contract, and any additional arrangements, for example the form of reference which will be supplied for the pupil.

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## **14. Reintegration meetings and reintegration strategy**

### **14.1 Reintegration strategy**

Following a suspension, period of off-site direction, separation for safeguarding purposes, or cancelled suspension or exclusion, the school will put in place a strategy to help the pupil reintegrate successfully into school life and full-time education. Where necessary, the school will work with third-party organisations to identify whether the pupil has any unmet special educational and/or health needs.

The following measures may be implemented as part of the strategy:

- maintaining regular contact during the suspension or off-site direction and welcoming the pupil back to school
- daily contact in school with a designated pastoral professional
- mentoring by a trusted adult or local mentoring charity
- regular reviews with the pupil and parents/carers to praise progress and raise concerns early
- informing the pupil, parents/carers and staff of potential external support

Part-time timetables will not be used as a tool to manage behaviour and, if used, will be put in place for the minimum time necessary. The strategy will be regularly reviewed and adapted where necessary throughout the reintegration process in collaboration with the pupil, parents/carers and other relevant parties.

### **14.2 Reintegration meetings**

The reintegration meeting takes place after a fixed-term suspension and before the pupil returns to school. It is led by a senior leader and includes:

- review of the incident and suspension
- clear expectations for behaviour
- agreed support, reasonable adjustments and consequences

- an updated behaviour or support plan, if required
- communication of next steps to the pupil and parents/carers

The school will clearly explain the reintegration strategy to the pupil in a reintegration meeting before or on the pupil's return to school. During the meeting, the school will communicate that they are getting a fresh start and that they are a valued member of the school community.

The pupil, parents/carers, a member of senior staff and any other relevant staff will be invited to attend the meeting. The meeting can proceed without the parents/carers if they cannot or do not attend. Pupils who do not attend will not be prevented from returning to the classroom.

## **15. Informing the governing board, LA, social worker and VSH**

The headteacher will, without delay, notify the governing board of:

- any permanent exclusion, including when a suspension is followed by a decision to permanently exclude a pupil
- any suspension or permanent exclusion that would result in the pupil being suspended or permanently excluded for a total of more than 5 school days, or more than 10 lunchtimes, in a term
- any suspension or permanent exclusion that would result in the pupil missing a National Curriculum test or public exam
- any suspension or permanent exclusion that has been cancelled, including the reason for the cancellation

The headteacher will notify the LA of all suspensions and permanent exclusions without delay, regardless of the length of a suspension.

The notification will include:

- the reason or reasons for the suspension or permanent exclusion
- the length of the suspension or, for a permanent exclusion, the fact that it is permanent

For a permanent exclusion, if the pupil lives outside the LA in which the school is located, the headteacher will also, without delay, inform the pupil's home authority of the exclusion and the reasons for it.

If a pupil with a social worker is at risk of suspension or permanent exclusion, the headteacher will inform the social worker as early as possible.

If a pupil who is looked after is at risk of suspension or exclusion, the headteacher will inform the virtual school head as early as possible.

Where a looked-after child is at risk of suspension or permanent exclusion, the school will consider:

- how effectively the current personal education plan is being implemented
- whether an interim review of the personal education plan needs to take place
- how the school is using Pupil Premium Plus
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If the headteacher decides to suspend or permanently exclude a pupil with a social worker or a pupil who is looked after, they will inform the pupil's social worker or the VSH, as appropriate, without delay, that:

- they have decided to suspend or permanently exclude the pupil
- the reason or reasons for the decision
- the length of the suspension or, for a permanent exclusion, the fact that it is permanent
- the suspension or permanent exclusion affects the pupil's ability to sit a National Curriculum test or public exam, where relevant
- they have decided to cancel a suspension or permanent exclusion, and why, where relevant

The social worker or VSH will be invited to any meeting of the governing board about the suspension or permanent exclusion.

## **16. Cancelling suspensions and permanent exclusions**

The headteacher may cancel a suspension or permanent exclusion that has already begun, or one that has not yet begun, but only where it has not yet been reviewed by the governing board.

Where there is a cancellation:

- the parents/carers, governing board and LA will be notified without delay
- where relevant, any social worker and VSH will be notified without delay
- the notification must provide the reason for the cancellation
- the governing board's duty to hold a meeting and consider reinstatement ceases
- parents/carers will be offered the opportunity to meet with the headteacher to discuss the cancellation, arranged without delay
- the pupil will be allowed back in school without delay

Any days spent out of school as a result of any exclusion, prior to the cancellation, will count towards the maximum of 45 school days permitted in any school year.

A permanent exclusion cannot be cancelled if the pupil has already been excluded for more than 45 school days in a school year, or if they will have been by the time the cancellation takes effect.

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### **17. Providing education during the first 5 days of a suspension or exclusion**

If the pupil is not attending alternative provision, the headteacher will take steps to ensure that achievable and accessible work is set and marked for the pupil. Online pathways may be used for this. If the pupil has SEND, the headteacher will make sure that reasonable adjustments are made to the provision where necessary.

If the pupil is looked after or has a social worker, the school will work with the LA to arrange alternative provision from the first day following the suspension or permanent exclusion. Where this is not possible, the school will take reasonable steps to set and mark work for the pupil, including the use of online pathways.

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### **18. School registers**

A pupil's name will be removed from the school admission register if:

- 15 school days have passed since the parents/carers were notified of the governing board's decision not to reinstate the pupil and no application has been made for an independent review panel
- the parents/carers have stated in writing that they will not be applying for an independent review panel

Where an application for an independent review has been made within 15 school days, the governing board will wait until that review has concluded before removing a pupil's name from the register.

While the pupil's name remains on the school's admission register, the pupil's attendance will still be recorded appropriately.

Where alternative provision has been made for an excluded pupil and they attend it, Code B will be used on the attendance register.

During off-site direction to another school or education establishment, Code D will be used.

Where excluded pupils are not attending alternative provision, Code E will be used.

A pupil will be registered at one school only. Where a managed move is agreed, the pupil's name will be removed from the admission register when the move becomes permanent. Where a pupil attends off-site provision, the original school retains responsibility for the pupil's registration unless and until a permanent move is agreed.

Where a pupil's name is to be removed from the school admissions register because of a permanent exclusion, the school will make a return to the LA. This will include:

- the pupil's full name and address
- the full name and address of any parent/carer with whom the pupil normally resides
- at least one telephone number at which any parent/carer can be contacted in an emergency
- the grounds upon which their name is to be deleted from the admissions register
- details of the new school the pupil will attend, if known
- details of the pupil's new address, if known

This return must be made as soon as the grounds for removal are met and no later than the removal of the pupil's name.

## **19. Temporary removal from site for safeguarding reasons**

In exceptional circumstances, the headteacher may decide to temporarily prevent a pupil from attending the school site for safeguarding reasons. This is not an exclusion on disciplinary grounds. This measure will only be used when:

- it is necessary to separate pupils to ensure safety, and
- there is no reasonable alternative that would allow all pupils to remain on site

Decisions will be made on a case-by-case basis, led by the DSL and informed by multi-agency working where appropriate, for example children's social care or the police.

Where this measure is used, the school will:

- inform parents/carers without delay, including the reasons for the decision
- notify the governing board without delay
- provide work for the pupil to complete at home, or work with the LA to ensure suitable education is arranged
- support the pupil's reintegration as soon as it is safe to do so

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## **20. Remote access to meetings**

Parents/carers may request that a governing board meeting or independent review panel be held remotely. If parents/carers do not express a preference, the meeting will be held in person.

Requests for remote meetings may be refused where, following a risk assessment, it is considered that a remote format would not allow the meeting to be conducted fairly, transparently or with full participation due to safeguarding reasons.

In case of extraordinary or unforeseen circumstances which mean it is not reasonably practicable for the meeting to be held in person, the meeting will be held remotely.

Remotely accessed meetings are subject to the same procedural requirements as in-person meetings.

The governing board or LA should ensure that:

- all participants have access to technology that allows them to hear, speak, see and be seen
- all participants are able to participate fully
- the remote meeting can be held fairly and transparently

Social workers and the VSH always have the option of joining remotely, whether the meeting is being held in person or not, as long as they can meet the conditions for remote access listed above.

The meeting will be rearranged to an in-person meeting without delay if technical issues arise that cannot be reasonably resolved and:

- compromise the ability of participants to contribute effectively, or
- prevent the meeting from running fairly and transparently

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## **21. Monitoring and review**

The school will collect data on:

- attendance
- permanent exclusions and suspensions
- use of pupil referral units, off-site directions and managed moves
- anonymous surveys of staff, pupils, governors and other stakeholders on their perceptions and experiences

The data will be analysed every term by the nominated leader for behaviour and exclusions.

The school will analyse data from a variety of perspectives including:

- at school level
- by age group
- by time of day, week and term
- by protected characteristic

The school will use the results of this analysis to ensure it is meeting its duties under the Equality Act 2010. If any patterns or disparities between groups of pupils are identified, the school will review its policies in order to address them.

This policy will be reviewed annually, or in the event of changes to legislation or statutory guidance.

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## **22. Links with other policies**

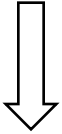
This policy is linked to:

- Behaviour Policy
- SEND Policy
- SEN Information Report
- Anti-bullying Policy
- Child Protection and Safeguarding Policy
- Social, Emotional and Mental Health (SEMH) Policy
- Parent Contract
- Behaviour Contract

## **Appendix 1**

### **Flow Chart 1: Graduated Response (Step-by-Step)**

Low-Level Behaviour / Classroom Issue / Playground Issue

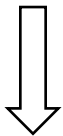


Step 1: Attunement (Positive Framing)

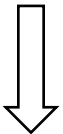
Step 2: Reminders (whole-class or private reminder)

Step 3: 30-Second Script (private conversation, reset boundaries)

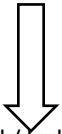
Step 4: Time-In / Wellbeing Space (Zones of Regulation, calm/sensory activity box)



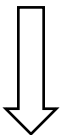
No Improvement in Low-Level Behaviour or More Serious Classroom or Playground Issue



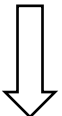
Reflection Room / Restorative Conversations – (lunchtime support, parents informed if this is a more serious or ongoing issue)



Pastoral / Individual Support (Learning Mentor Interventions, Thrive, SEMH programmes, CMBG charts, Year Head check-ins)



Formal Meeting (Pastoral Support Plan created: Teacher + Year Head + SLT + Parents)



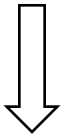
Seek External Advice (Ed Psych, Knowsley Behaviour Team)



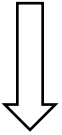
Following any more suspensions there will be a Reintegration Meeting and pastoral support will continue (see Flow Chart 2).

## Flow Chart 2: Suspension and Permanent Exclusion

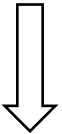
Serious / Dangerous Incident or Behaviour that does not improve after following the Graduated Approach



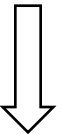
Immediate SLT / Headteacher Review / Decision



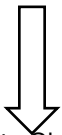
Internal or External Suspension (parents informed)



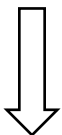
External Suspension



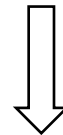
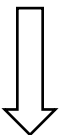
Reintegration Meeting (expectations, targets, pastoral support presented to child and parents)



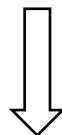
Return to Classroom / Pastoral Support Programme



Persistent High-Risk Behaviour / No Improvement **or** a Serious / Dangerous Behaviour Incident



Further Suspensions (Behaviour Review Panel with Governors, SLT, Parents, Pupil) **or** Permanent Exclusion



Persistent High-Risk Behaviour / No Improvement **or** a Serious / Dangerous Behaviour Incident may result in a Permanent Exclusion

## Appendix 2 Suspension Letter Template



# St. Margaret Mary's Catholic Junior School

Knowsley Metropolitan Borough Council • St. Margaret Mary's Catholic Junior School • Pilch Lane • Liverpool • L14 0JG

Telephone: 0151 477 8490

email: [stmargaret@knowsley.gov.uk](mailto:stmargaret@knowsley.gov.uk)

Headteacher Mr M Brooks

DATE

Dear \_\_\_\_\_,

I am writing to tell you about my decision to suspend \_\_\_\_\_ for a fixed period of \_\_\_\_\_ school days. This means that he will not be allowed in school for this period. The suspension will be \_\_\_\_\_. During this time \_\_\_\_\_ cannot come onto the school premises.

I realise that this suspension may well be upsetting for you and your family, but I haven't taken the decision to suspend ----- lightly, however \_\_\_\_\_ has been suspended because they have: -

**-Details to be added**

There are a number of important points about suspensions which you need to be aware of. Please refer to the attached leaflet from Knowsley Council (Leaflet 1). If you have any doubt about the procedures or have any questions, do not hesitate to contact the Local Authority via Education Improvement Team, Knowsley Borough Council, PO Box 21, Huyton Municipal Building, Archway Road, Huyton, Knowsley L36 9YU or call (0151) 443 3372. Alternatively, you can email the team on [schooladmissions@knowsley.gov.uk](mailto:schooladmissions@knowsley.gov.uk) who can clarify your responsibilities and your rights and also give you advice about his suspension.

Whilst \_\_\_\_\_ is suspended from school, we ask that he completes the work provided by their class teacher.

The school wants to work with you in helping \_\_\_\_\_ to enjoy and achieve well in school and to avoid future suspensions. A member of SLT will therefore meet with you at \_\_\_\_\_ on \_\_\_\_\_ for a reintegration meeting. Please confirm that you will be attending.

We expect \_\_\_\_\_ to be back in school at \_\_\_\_\_ on \_\_\_\_\_

Yours

sincerely,

R

Culley

(Headteacher)

Loving, learning, growing together with Jesus

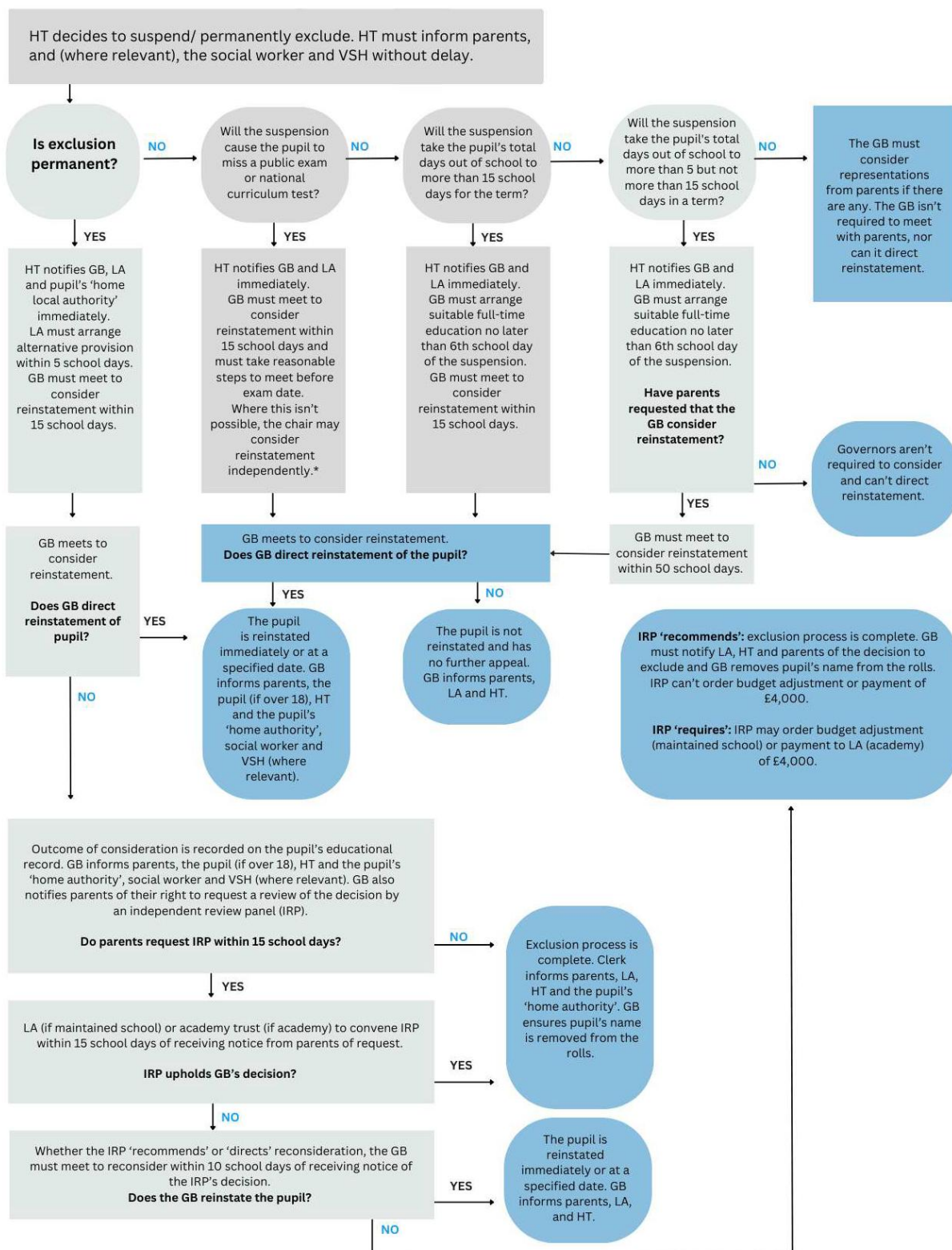
### **Appendix 3 Suspension Guidance (Small Letter)**

Dear \_\_\_\_\_

**These are important notes. Please ensure you read them carefully.**

- You have a duty to ensure that your child is not present in a public place in school hours during this suspension on \_\_\_\_\_ unless there is reasonable justification for this. I must advise you that you may receive a penalty notice from the local authority if your child is present in a public place during school hours on the specified dates. If so, it will be for you to show reasonable justification. Normally your child should remain at home or in another suitable place and complete the school work set.
- You have the right to make representations about this decision to the governing body/management committee. If you wish to make representations please contact the school's Clerk to Governors, Lee Pimblett ([lee.pimblett@knowsley.gov.uk](mailto:lee.pimblett@knowsley.gov.uk)) as soon as possible. You can bring a friend or representative. Whilst the governing body/management committee has no power to direct reinstatement, they must consider any representations you make and may place a copy of their findings on your child's school record.
- Your child may attend the governors meeting and express his/her views
- You should also be aware that if you think the exclusion relates to a disability your child has, and you think disability discrimination has occurred, you have the right to appeal, and/or make a claim, to the Special Educational Needs and Disability Tribunal, they can be contacted on 01325 289350 or on <https://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability>
- You may also find it useful to contact The Coram Children's Legal Centre. They aim to provide free legal advice and information to parents on education matters. <http://www.childrenslegalcentre.com> or ACE Education (<http://www.ace-ed.org.uk>) who offer an advice line service on 0300 0115 142 Monday to Wednesday from 10am to 1pm during term time.
- A copy of the national legal guidance on exclusion is available on the government website <https://www.gov.uk/government/publications/school-exclusion>
- You and \_\_\_\_\_ are requested to attend a reintegration interview – see details in the letter overleaf. If that is not convenient, please contact the school without delay.

# Exclusions process flowchart



\* The chair's power applies only to maintained schools. If you're an academy, check your articles of association.

HT = headteacher LA = local authority GB = governing board VSH = virtual school head