



Suspension Policy

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Headteacher: Miss F Mawson

Designated Safeguarding Lead: Mrs L Knowles

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Introduction

This policy outlines the procedures for internal, external, and permanent suspensions at The Grange Primary School, in accordance with the Department for Education (DfE) guidance. It aims to ensure a consistent and fair approach to managing serious behavioural issues while supporting the welfare and educational needs of all pupils.

This document serves as a comprehensive guide for staff, pupils, and parents/carers, detailing the criteria and processes for suspensions, legal considerations, and the steps taken to support pupils before, during, and after suspension.

Suspensions are used to maintain a safe and conducive learning environment. This policy emphasises the importance of a balanced approach that combines sanctions with individualised support, ensuring that pupils understand the consequences of their actions while also receiving the necessary guidance to improve their behaviour. In alignment with our relational behaviour policy, this suspension policy and all decisions are made with a thorough understanding of each pupil's individual needs and circumstances. Collaboration with external agencies ensures that additional resources and expertise are available to support the child effectively.

Parental involvement is a cornerstone of this policy. Engaging parents/carers throughout the suspension and reintegration process not only supports the pupil's return to school but also fosters a collaborative approach to addressing behavioural issues. By working closely with families, we can create a consistent support system that extends beyond the school environment, ensuring that pupils receive the guidance and encouragement they need both at school and at home.

The school is committed to reviewing and updating this policy regularly. Feedback from stakeholders will be considered to make necessary adjustments. This continuous improvement approach ensures that the policy remains relevant and effective, reflecting the evolving needs of the school community. By adhering to this policy, we aim to create a supportive and structured environment where pupils understand the consequences of their actions and are given the opportunity to improve and succeed. This commitment to fairness, consistency, and support underpins our approach to managing behaviour and ensuring the well-being of all our pupils.

Objectives

1. To clearly define the procedures and criteria for internal, external, and permanent suspensions.
2. To ensure compliance with DfE guidance and legal requirements.
3. To provide a framework for fair and consistent decision-making.
4. To support pupils' return to school and minimise the impact on their education.

Behaviour outside of school

Pupils may be subject to sanctions for misbehaviour outside of the school premises to such an extent that is reasonable and in line with this policy.

For the school to respond to any non criminal incidents or bullying outside of school or online, they must be witnessed by staff or reported to school with clear, irrefutable evidence.

Conduct outside of school that may result in a sanction imposed by the school includes behaviour:

- when taking part in a school organised or related activity;
- when travelling to and from school;
- when wearing school uniform or identifiable as a pupil at the school;
- that could impact the orderly running of the school;
- that poses a threat to another pupil; or

- that could adversely affect the reputation of the school.

Suspension Types

1. Internal Suspension

An internal suspension involves the temporary removal of a pupil from their regular classroom activities, but not from the school premises. This measure is used to address serious but less severe behavioural issues that do not warrant external suspension.

Criteria for Internal Suspension:

- Persistent disruptive behaviour
- Defiance or refusal to follow school rules
- Bullying or harassment

Procedure:

1. **Decision Making:** The decision for internal suspension is made by the Headteacher or a designated member of the Senior Leadership Team (SLT) after reviewing the incident.
2. **Notification:** Parents/carers are notified of the internal suspension by phone, explaining the reason and duration.
3. **Supervision:** The pupil is supervised in a designated area, completing schoolwork under the guidance of staff.
4. **Reintegration and Support:** During the suspension, efforts are made to address the underlying issues, through pastoral support or other interventions. Senior leaders meet with the pupil to discuss the incident, outcomes, and reintegration plan. Parents are to be informed of and involved in discussions regarding any specific plans moving forward to support the child. If required, parents will be contacted to put a specific behaviour plan in place for the pupil.
5. **Documentation:** The incident and internal suspension details are documented and recorded on CPOMs.

2. External Suspension

An external suspension involves temporarily removing a pupil from the school premises due to more severe behavioural issues.

Criteria for External Suspension:

- Physical violence or aggression
- Possession of prohibited items (e.g., weapons, drugs)
- Severe bullying or harassment
- Theft or vandalism
- Repeated failure to comply with school expectations following internal suspension

Procedure:

1. **Decision Making:** The Headteacher makes the decision for external suspension based on the incident and above criteria. Where a suspension that alone, or in conjunction with previous suspensions / exclusions, will take the pupil's total number of days out of school above 15 for a term, members of the governing body must convene a meeting to consider reinstatement within 15 school days of receiving notice of the suspension. This includes suspensions that exceed 15 school days by less than a whole day, e.g. one that totals 15.5 days. Only the headteacher of a school can suspend or permanently exclude a pupil on disciplinary grounds. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently excluded.

2. **Notification:** Parents/carers are informed immediately by phone and in writing, detailing the reason, duration, and date of return.
3. **Local Authority Notification:** External suspensions are reported to the Local Authority and a copy of the suspension letter is submitted.
4. **Work Provision:** The school provides work for the pupil to complete online during the suspension period.
5. **Supervision:** It is the responsibility of the parent/carer to make arrangements for appropriate supervision during the period of suspension. If the child is seen in public during school hours over the course of the suspension period, then the parent may be liable for a fine.
6. **Reintegration Meeting and Support:** A reintegration meeting is scheduled with the pupil, parents/carers, and relevant staff to discuss the incident, support needed, and plan for return.
7. **Documentation:** The incident and suspension details are documented and maintained in the pupil's record.

3. Permanent Exclusion

Permanent exclusion is the most serious sanction, involving the permanent removal of a pupil from the school. Following ongoing investigations during an external suspension, the decision may be made to convert the suspension to a permanent exclusion.

Criteria for Permanent Exclusion:

- Serious physical assault
- Use or possession of illegal substances
- Bringing a weapon to school
- Severe and repeated bullying or harassment
- Any behaviour posing a significant threat to the safety and welfare of the school community

Procedure:

1. **Decision Making:** The Headteacher makes the decision after thorough investigation and consideration of all factors, including the pupil's history and any special educational needs. Members of the governing body will also convene to discuss the case and reasons for permanent exclusion.
2. **Notification:** Parents/carers are notified immediately of the decision by phone and in writing, explaining the reasons and the right to appeal.
3. **Local Authority Notification:** The local authority is informed of the exclusion and provided with relevant documentation.
4. **Appeal Process:** Parents/carers are informed of their right to appeal to the governing body.
5. **Support and Transition:** The school works with the local authority to support transition processes for suitable alternative education and support for the pupil.

Reintegration and Support

1. **Reintegration Plans:** For all suspensions, tailored plans for supporting pupils' return to the classroom or to school, addressing any underlying issues, and preventing recurrence are put in place.
2. **Monitoring and Review:** Regular review of behaviour and progress are carried out to ensure the effectiveness of the reintegration plan.

Parental Involvement

Parental involvement is crucial in managing suspensions effectively and ensuring the successful reintegration of pupils.

Steps to Enhance Parental Involvement:

1. **Proactive Communication:** The Grange Primary engages with parents/carers early in the process, informing them as soon as behavioural issues arise and involve them in discussions about potential interventions before suspension becomes necessary. This early engagement helps build trust and collaboration.
2. **Clear Communication:** Parents/carers are informed promptly and clearly about the reasons for the suspension, the duration, and the expected outcomes.
3. **Involvement in Planning:** Parents/carers are involved in the development of reintegration plans and any support strategies to address underlying issues.
4. **Reintegration Meetings:** Schedule reintegration meetings that involve not only the pupil but also their parents/carers following an external suspension. These meetings focus on understanding the underlying issues, discussing support strategies, and setting clear expectations for behaviour moving forward. Parents are encouraged to share insights about their child's behaviour and any support they can provide at home.
5. **Parent Workshops:** If appropriate, Early Help, workshops and training sessions for parents/carers to equip them with strategies to support their child's behaviour and emotional regulation are offered.
6. **Feedback Mechanisms:** Feedback mechanisms are shared for external suspensions to allow parents/carers to share their views and concerns about the suspension process and the support provided.

External Agencies:

Suspension and permanent exclusion is always considered as a last resort.

The school collaborates with external agencies, including CAMHS, Behaviour Support, Educational Psychologists, as necessary to provide additional support. The school will also consider options such as temporary Alternative Provision or following Fair Access procedures to support transition to another provision.

Record Keeping

Detailed records of all suspensions, including reasons, duration, and actions taken, are maintained to ensure transparency and accountability. Suspension records are shared with governors on a termly basis.

Legal Considerations

In all cases of suspension, the school complies with the following legal frameworks:

- **Equality Act 2010:** Ensuring no substantial disadvantage to disabled pupils.
- **Children and Families Act 2014:** Using best endeavours to meet the needs of pupils with SEND.
- **Education Act 2002:** Adhering to the statutory guidance on suspensions and exclusions.