



GOODYERS END PRIMARY SCHOOL

Suspension & Permanent Exclusion Policy

Adopted by the Governing Body:

Electronic Copy Signed by:

Mark Lovick, Chair of Governors

Claire Hall, Headteacher

Date: Spring 2024

Date of next review: Spring 2025

Introduction

This policy should be read and used in conjunction with the school's Restorative Approach to Behaviour Policy which outlines the expected behaviour of children at Goodyers End Primary School.

The Governors and Headteacher are committed to ensuring the well-being of the school community and to maintaining an appropriate educational environment in which all can learn and achieve. A decision to suspend or exclude a pupil is always seen as a last resort.

1 The Decision to Exclude

1.1 A decision will be made by the Headteacher to suspend or exclude:

- In response to serious breaches of the school's Restorative Approach to Behaviour Policy
- If allowing the pupil to remain in school will seriously harm the education or welfare of the pupil, other pupils or adults

1.2 Before reaching a decision, the Headteacher will:

- Consider all the relevant facts and firm evidence to allegations made
- Allow the pupil to give their version of events
- Consult others, if necessary

1.3 The Governors of Goodyers End School have agreed to follow the Warwickshire County Council Guidance on the suspension and exclusion of pupils from school.

2 Informing parents and carers about suspension or exclusion

2.1 If a pupil is to be suspended or excluded the school will:

- Establish that the pupil understands the events that have led to the suspension or exclusion and the sanctions and support that have already been used
- Notify parents/carers immediately by telephone and offer a review meeting
- Clearly identify the reason for the suspension or exclusion with the pupil and a parent/carer
- Advise parents/carers in writing of:
 - the period of suspension or exclusion
 - the reason for suspension or exclusion
 - an offer of an interview with the school
 - that representation can be made to the governing body
 - the time frame for representation to the governing body
 - how that representation can be made
 - work which the child should complete during the period of exclusion
 - the date the child should return to school.
- Advise the governing body in writing of the action taken

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3 Breaches of the Restorative Approach to Behaviour Policy

3.1 Serious Breaches:

- Refusal to co-operate with the class teacher and a member of the Senior Leadership Team
- Leaving the school premises without permission at any time of the school day
- Offensive behaviour towards adults or other children
- Persistent 'time out' in other classes
- Destructive behaviour towards school property or another child's property

1st incident: 1-day exclusion

2nd incident: 2-day exclusion

3rd incident: 3-day exclusion

4th incident: 4-day exclusion

5th incident: 5-day exclusion

6th incident: permanent exclusion

3.2 Very Serious Breaches:

- Physical violence towards an adult or another child
- Very abusive language towards an adult or another child, heard by an adult
- Behaviour endangering other children and/or adults
- Vandalism to school property
- Drug-related offences (cigarettes, alcohol, medicines)
- Bringing to school an offensive weapon

1st incident: 3-day exclusion

2nd incident: 4-day exclusion

3rd incident: 5-day exclusion

4th incident: permanent exclusion

4 Lunchtime Exclusions

4.1 Occasionally, it may be necessary to exclude a child from school at lunchtimes. The governing body views lunchtime exclusion as an appropriate disciplinary action, which the Headteacher can use. This sanction would not normally last longer than five days. Parents would be informed by letter of a lunchtime exclusion giving full details of the reasons for the exclusion. If a pupil is in receipt of free meals then the school will make arrangements for a meal to be provided.

5 Equal opportunities

5.1 All children at Goodyers End School must be given full access to the National Curriculum. Staff will endeavour to help all children to reach their full potential irrespective of race, gender, age or ability in accordance with the Equality Act 2010.

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