



JARROW SCHOOL



Excellence in
Education

Policy Title: Exclusion Policy

Leader: A McConway

Review Date: October 2026

Aims

Our school aims to ensure that:

- The exclusions process is applied fairly and consistently
- Help governors, staff, parents/carers and pupils understand the exclusions process
- The exclusions process is understood by governors, staff, parents and pupils
- Pupils in school are safe and happy
- Pupils do not become NEET (not in education, employment or training)

Legislation and statutory guidance

This policy is based on statutory guidance from the Department for Education: [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement. Guidance for maintained schools, academies, and pupil referral units in England August 2024.](#)

It is based on the following legislation, which outline schools' powers to exclude pupils:

- Section 52 of the [Education Act 2002](#), as amended by the [Education Act 2011](#)
- [The School Discipline \(Pupil Exclusions and Reviews\) \(England\) Regulations 2012](#)
- Sections 64-68 of the [School Standards and Framework Act 1998](#)

In addition, the policy is based on:

- Part 7, chapter 2 of the [Education and Inspections Act 2006](#), which looks at parental responsibility for excluded pupils
- Section 579 of the [Education Act 1996](#), which defines 'school day'
- The [Education \(Provision of Full-Time Education for Excluded Pupils\) \(England\) Regulations 2007](#), as amended by [The Education \(Provision of Full-Time Education for Excluded Pupils\) \(England\) \(Amendment\) Regulations 2014](#)

Promoting positive behaviour and early intervention

Introduction

Permanent exclusion will be the last resort after a range of measures have been tried to improve the student's behaviour and following a Pastoral Support Plan being offered. Where possible referral of students identified as at risk of permanent or fixed period suspension to alternative or additional provision to meet their individual needs, which could include working in partnership with other agencies will be explored. The school continues to be responsible for these students unless they are permanently excluded.

Managing behaviour in schools

At Jarrow there is a clear and open Behaviour for Learning Policy which identifies to staff, students, parents and governors the clear expectations of behaviour to allow all to achieve their potential. For those at risk, additional measures could include:

- The school engaging with parents
- A change of teaching set or class
- Curriculum alternatives at Key Stage 4, including attendance at a further education college or another form of alternative provision
- Implementation of a Pastoral Support Programme to support the individual needs of students with clearly defined targets
- Referral to the school referral panel in order to access appropriate targeted support
- Temporary placement in the school Learning Support Centre as part of a planned positive programme for students
- Temporary or part-time placement in with the Alternative Education Service where they are able to provide preventative programmes and where it is felt to be more appropriate for the student to be away from the school site for a while
- A managed move to another school, with the consent of all parties involved; this can be successful for students at risk of exclusion and as an alternative to permanent exclusion
- Consideration by the Special Educational Needs Co-ordinator (SENCO), with colleagues, of possible interventions within the school
- Assessment of Special Educational Needs, including a full statutory assessment where necessary in order to provide a possible placement in a special school
- Allocation of a key worker such as a Learning Mentor or another member of staff
- Referral to a specific support service, such as Services for Young People, Children's Services or the Child and Adolescent Mental Health Service
- Setting up an Early Help Plan to support the student and the family

Incidents at Jarrow are recorded via Bromcom. Where a fixed term suspension/inclusion of longer than ten days or a permanent exclusion is being considered then staff will be asked to provide a written, signed statement for any subsequent hearing. In other cases decisions by the Headteacher will adequately be made based using the information provided on Bromcom.

INTERNAL INCLUSIONS TO THE BEHAVIOUR SUPPORT CENTRE

Internal inclusions to the Behaviour Support Centre do not incur days towards the number of days suspended from school. They will be recorded on the student record as a separate event.

- Parents are informed of the reasons, length and nature of placement by phone or meeting
- Students should follow the rules of the Centre or repeat the day for which they are isolated
- Disruption to the centre on more than two occasions in a day or failure to comply with staff requests within the unit will result in consideration of a two to three day suspension
- A student should not without the consent of parents be placed in the centre for more than five consecutive days and for more than 40 days over the academic year
- Where parents or the student refuse the provision the Headteacher will need to consider whether the incident warrants a fixed term suspension and follow the procedures as above
- Inclusions will be shown on pastoral records presented at any subsequent hearings to Governors.

The decision to exclude/suspend

A decision to suspend a student for a fixed period will be taken, on a balance of probabilities, only in response to breaches of the school's behaviour policy, including persistent disruptive behaviour, where these are not serious enough to warrant permanent exclusion and lesser sanctions such as detention are considered inappropriate. Individual fixed period suspensions will be for the shortest time necessary, bearing in mind that suspensions of more than a day or two make it more difficult for the student to reintegrate into the school afterwards. Ofsted inspection evidence suggests that 1-3 days are often long enough to secure the benefits of suspension without adverse educational consequences and Jarrow School recognises this and the need for a clear and consistent approach to behaviour management. Incivility to staff will be dealt with within these terms however acts of violence and repeat offences will result in longer term suspensions. Parents will, where practicable, be informed by first class post on the day the decision to suspend/exclude is first reached.

Only the head teacher can suspend/exclude a student. Other suspension/exclusion-related activities do not have to be undertaken by the head teacher personally, but may be delegated.

A decision to exclude a student permanently will be taken only:

- a) in response to serious breaches of the school's behaviour policy; and
- b) if allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

A decision to exclude a child **permanently** is a serious one and will only be taken where the basic facts have been clearly established on the balance of probabilities. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the child and should normally be used as a last resort. There will, however, be exceptional circumstances where, in the head teacher's judgment, it is appropriate to permanently exclude a child for a first or 'one off' offence. These might include:

- a) serious actual or threatened violence against another student or a member of staff;
- b) sexual abuse or assault;
- c) supplying an illegal drug; or
- d) carrying an offensive weapon

NB These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the school community.

Taking this guidance into account at Jarrow School, the Health and Safety of all people on the site is paramount and permanent exclusions will be applied in the circumstances of:

- Any students who brings drugs or intoxicating liquor onto the site and supplies any other student with such substances
- Any student who brings drugs or intoxicating liquor onto the site for personal use on more than one occasion, having been excluded for the first event for a fixed term and formally warned of the outcome of a further transgression
- Any student that brings a bladed or offensive weapon onto the site intending to use them to harm another whether in an act of violence they instigate or for 'protection.' An offensive weapon is one made, intended or adapted to cause harm. Any student that uses or threatens another person with such a weapon and that weapon is seen to be present will be permanently excluded

- Any student who assaults a member of staff will be permanently excluded. An assault should be a deliberate, physical act intended to cause harm or intimidation to the member of staff. For the purposes of this policy an assault would include a push or shove however in these circumstances the Head Teacher must establish that the student had the ability to leave the area and was not being prevented in doing so by the member of staff involved
- Any student who threatens violence to a member of staff and that member of staff believes, by the actions of the student, that they are at risk of harm

Permanent exclusions will also be considered in relation to persistent bullying and persistent disruption to the school site or teaching and learning. In such cases it will be expected that a student will have been offered a range of support strategies. In the case of persistent bullying the victim should be approached to see if they wish to make written representations to any hearing.

Removing students from a school site

There are four sets of circumstances in which individual students may be required to leave the school site, namely where:

a) there is sufficient evidence that a student has committed a disciplinary offence and if allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school. In these circumstances the student may be suspended/excluded from school for a fixed period or permanently.

b) a student is accused of a serious criminal offence but the offence took place outside the school's jurisdiction. In these circumstances the head teacher may decide that it is in the interests of the individual concerned and of the school community as a whole for that student to be educated off site for a certain period, subject to review at regular intervals.

c) for medical reasons, a student's presence on the school site represents a serious risk to the health or safety of other students or school staff. In these circumstances a head teacher may send the student home after consultation with the student's parents. This is not a suspension/ exclusion and may only be done for medical reasons.

d) the student is given permission by the head teacher, or person authorised by the head teacher, to leave the school premises briefly to remedy breaches of the school's rules on appearance or uniform, where this can be done quickly and easily; this should be for no longer than is necessary to remedy the breach. This is not a suspension/exclusion but an authorised absence. However, if the student continues to breach uniform rules in such a way as to be sent home to avoid school, the student's absence may be counted as unauthorised absence. In all such cases the parent must be notified and the absence should be recorded. When making this decision, the child's age and vulnerability, and the parent's availability, will need to be considered.

Length of suspensions

Regulations allow head teachers to suspend a student for one or more fixed periods which, when aggregated, do not exceed a total of 45 school days in any one school year. The limit of 45 school days applies to the student and not to the institution. Therefore, any days of suspension served by the student in the school in the same school year will count towards the total. It is important therefore that, when a student transfers to a new school during the academic year, records of the suspensions a student has received and served so far during the current academic year are also transferred promptly to the new school. Suspensions may not be given for an unspecified period, for example until a meeting can be arranged. Such a practice amounts to an indefinite suspension for which no legal authority exists. A suspension does not have to be for a continuous period: for

example, a student may be normally attending school three days a week and a local further education college for the other two; so a five-day suspension from the school could be for three days in one week and two days in the next week.

Sixth Day procedures

For suspensions up to and including the fifth day work will be provided for the subject of the suspension to complete under parental supervision. For longer suspensions the school will request a student to attend an alternative provision in another school in the local authority. The school remains committed to exploring inclusive solutions for these young people

Procedures following a suspension

The school's obligation to provide education continues and must be met during a suspension. Parents are not responsible for making educational provision for their excluded child, but are expected to cooperate with schools in this regard. Where a student is given a suspension of a duration of six school days or longer, the school has a duty to arrange suitable full-time educational provision from and including the sixth school day of suspension. School will attempt to set up an alternative educational provision earlier than the sixth day if at all possible.

Reintegration interview

The Headteacher will arrange a reintegration interview with parents during or following the expiry of a suspension. An interview is not necessary where the student is leaving school within the period of the suspension for a reason unconnected with his or her behaviour or where the first day of suspension falls within the last ten school days in the school year. The student should normally attend all or part of the interview. The interview should be conducted by the headteacher or a senior member of staff. In some circumstances it may be helpful for another person to be present such as the designated teacher or governor for Looked After Children or SEN.

The purpose of the reintegration interview is to assist the reintegration of the student and promote the improvement of his or her behaviour. It provides an opportunity to:

- a) emphasise the importance of parents working with the school to take joint responsibility for their child's behaviour;
- b) discuss how behaviour problems can be addressed;
- c) explore wider issues and any circumstances that may be affecting the child's behaviour;
- d) reach agreement on how the child's education should continue, how best they can be reintegrated and what measures could be put in place to prevent further misbehaviour; and
- e) create a useful forum to consider with parents the possibility of a parenting contract

The interview will be held during the period beginning with the first school day to which the suspension relates and ending with the fifteenth school day following the day on which the student returns to school.

Procedures for review and appeal

Where governing bodies are notified of an exclusion, they must (whether or not the parent requests) review all permanent exclusions from their school, and all suspensions that would result in a student being suspended for more than **15 school days** in any one term, or missing a public examination. The governing body must decide whether or not to reinstate the student, if appropriate, or whether the head teacher's decision to exclude/suspend the student was justified. The governing body can delegate the function of reviewing exclusions to a committee consisting of at least three governors,

At all hearings relating to exclusions/suspensions, the following information will be presented to governors and other parties for consideration:

- The pastoral record of the student involved
- A list of the suspensions the student has incurred, (inclusion to Alternative Education or on site provision can for these purposes be classed as 'exclusion' though the difference between these two should clearly be reflected in the documentation)
- Statements from witnesses to the final event
- Written account of the subject's statement in relation to the final event, if this is not available then a written account from the member of staff who offered this opportunity
- A list of the support strategies used to try and integrate the student to school
- A copy of the letter informing parents of the permanent exclusion
- The Headteacher will verbally supply the reason for exclusion as part of the hearing

In the cases of a 'one off' event requiring the imposition of a permanent exclusion then some of these documents may not be available. In these cases paperwork submitted will be the personal details of the student, the account of the subject, the accounts of witnesses and a copy of the exclusion letter.

Procedures following permanent exclusion

In the case of a permanent exclusion the student remains on the roll of the school until any appeal is determined; until the time limit for the parents to lodge an appeal has expired without an appeal being brought; or the parent has informed the LA in writing that no appeal is to be brought. During the first five school days of a permanent exclusion the school should send work home for the student to complete.

The governing board

Responsibilities regarding suspensions/exclusions are delegated to the School Community Committee.