



Suspensions and Exclusions Policy

Policy updated by C Unsworth September 2022

Review September 2023

This policy has due regard to the related statutory legislation including, but not limited to, the following:

- The Education Act 2002
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012
- The Education and Inspections Act 2006
- The Education Act 1996
- The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007
- The European Convention on Human Rights (ECHR)
- The Equality Act 2010

This policy also has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE (2022) Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England.
- DfE (2022) 'Behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'

Intent

This policy outlines Westhoughton High School's use of exclusion. It is underpinned by the shared commitment of all members of the School community to achieve three important aims:

- 1) To ensure the safety and well-being of all members of the school community, and to maintain an appropriate educational environment in which all can learn and succeed.
- 2) To work towards reducing the need to use exclusion as a sanction.
- 3) To use exclusion only as a last resort or when alternative sanctions:
 - Would fail to recognise the severity of the action
 - Would fail to recognise the impact of the action on others
 - Have been used repeatedly and have failed to have impact/modify behaviour
 - Would potentially place the health, safety or wellbeing of other members of the school in jeopardy.

Preventing Exclusion

Westhoughton High School recognises its duty to provide students with an environment where they feel respected and accepted. It provides a supportive environment to encourage positive behaviours and attitudes with an emphasis on restorative practice from all students and staff.

We recognise that at times a student's conduct, manner and behaviour can be indicative of a broader situation which that student is dealing with. The school seeks to offer early intervention and family support through the process of the Early Help Assessment. Any student whose ongoing poor behaviour means that they are at risk of permanent exclusion will be offered early help support.

The school will take in to account those students who may have additional vulnerabilities which impact on their behaviour and therefore potentially put them at higher risk of exclusion e.g CLA, students with SEMH or other SEND. The school will work to find creative support solutions for these groups at an early intervention stage and may work with external agencies to find alternatives to permanent exclusion in these cases.

The Decision to Suspend or Exclude

The decision to suspend or exclude a student will be taken in the following circumstances:

- 1) In response to a serious breach of the school's policies regarding behaviour, bullying and drugs and alcohol.
- 2) If allowing the student to remain in school would seriously harm the education and welfare of the student or others in the school.

Suspension and exclusion are extreme sanctions and will only be administered by specified members of the senior leadership team (Headteacher/Deputy Headteacher).

Suspension or exclusion may be used for any of the following:

- Verbal abuse to staff and others
- Physical abuse to staff
- Physical abuse to students
- Fighting
- Indecent behaviour
- Deliberate damage to property

- Misuse of illegal drugs
- Misuse of other substances
- Smoking (cigarettes or e-cigarettes)
- Serious misuse of mobile phone
- Serious or persistent acts of bullying
- Theft
- Threatened violence against another student or a member of staff
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an offensive weapon
- Arson
- Continuing defiance to follow school routines and expectations
- Continuing defiance to staff

This is not an exhaustive list and there may be other situations where the Headteacher makes the judgement that exclusion is an appropriate sanction.

Procedures for suspension or exclusion – see also Appendices 1,2 and 3

Most suspensions are of a fixed term and short duration – between 0.5-5 days. The length of a suspension will be determined by the senior member of staff responsible for issuing the sanction. The severity of the incident will be taken into consideration alongside the previous behaviour record of the student involved.

If the decision is made to suspend a student for longer than 5 days then the school will provide work to complete at home after day 1 and will make alternative arrangements for educational provision from day 6.

The DfE regulations permit the Headteacher to suspend a student for one or more fixed periods not exceeding 45 days in any one school year. At the end of 45 days the school cannot put in place any further periods of fixed term suspension but do not have to permanently exclude at that time.

The governing body will meet to discuss any student who exceeds 15 days of fixed term suspension in any one school term.

The governing body will meet to review suspensions which would lead to a student being excluded for over 5 days but not over 15 days in a school term where a parent has expressed a wish to make representations.

Where a serious incident has occurred every effort will be made to contact parents/carers as soon as possible to inform them and to explain the investigation process for the incident. Following the decision to suspend/exclude contact will be made with parents/carers by telephone/School Synergy message/email. If a student has a

social worker they will also be informed without delay. If a student is CLA the virtual school will also be consulted/informed as appropriate. A letter will be sent out on the day of the decision giving full details of the suspension/exclusion and the date that it ends. Parents have a right to make representations to the Governing Body and the LA as directed in the letter.

A return to school meeting will be held following the expiry of the suspension. This will involve a member of the school's leadership team and/or a member of the student's pastoral support team as appropriate. At this meeting a decision will be taken as to whether a further period of monitoring or intervention is required. Students may also be required to undertake restorative work with the behaviour support team to reduce to the risk of further negative incidents.

For any period of suspension/exclusion of longer than 1 day the school will provide guidance on work that can be completed at home. Where a student is close to a period of external examinations the work set will be relevant to support them at this important time of their studies.

A suspension can at times take place in a school on an alternative site or an alternative provision in certain circumstances such as:

- When the suspended child's safety is at risk from them being at home
- When the suspended child is approaching external examinations and so the suspension would impact on their ability to succeed
- When the suspended child has specific SEND which would impact on their ability to access work independently.

Permanent Exclusion

The decision to exclude a student permanently is a serious one. There are two types of situation in which a permanent exclusion may be considered:

- 1) A final formal step in the process for dealing with disciplinary offences where a wide range of other strategies have already been employed without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort.
- 2) Where there are exceptional circumstances and it is not appropriate to implement other strategies. These situations may include:
 - Serious actual or threatened violence against another student or a member of staff
 - Sexual abuse or assault
 - Supplying or using an illegal drug
 - Carrying an offensive weapon
 - Arson

- Theft

The school will work with parents and where necessary the police and other external agencies when dealing with incidents identified by the above criteria.

These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour seriously affects the discipline within the school.

In the event of a permanent exclusion the school will inform the Local Authority on Day 1 and will send the permanent exclusion referral form (Appendix 4) to inclusion@bolton.gov.uk along with other information requested to enable the Local Authority to provide education from Day 6 (Appendix 5).

If the student being permanently excluded has an EHCP school must call an early Annual Review – the SENDAS manager and Re-engagement Team must be informed.

If the student being permanently excluded is CLA the designated teacher must inform the Virtual School Head immediately. Permanent exclusion for CLA students should be avoided wherever possible.

Factors to be consider when taking the decision to suspend/exclude

- The timing of the suspension/exclusion. Suspension/exclusion need not be imposed instantly unless there is an immediate threat to the safety of others or if the student concerned or the learning environment would be unsettled by allowing the student to remain on the school site. However, the school will implement the suspension/exclusion at the closest time possible to the incident occurring.
- The school will ensure that appropriate investigations have been carried out – including taking statements from the perpetrator, victim(s) and witnesses to the alleged incident(s).
- The school will consider all evidence available to support the allegations taking into account the Equalities policy.
- The school will fully consider any mitigating factors around the incident or the circumstances of the perpetrator.
- The school will consider the impact on the victim if the reason for the suspension/exclusion has been an assault of any type.

Further details on how these factors will be considered can be found in Appendix 1.

Exercise of Discretion

In reaching a decision the school will always look at each case on its own merits. A tariff system, fixing a standard penalty for a particular action, is both unfair and inappropriate.

In considering whether permanent exclusion is the most appropriate sanction the Headteacher will consider a) the gravity of the incident or series of incidents and whether it constitutes a serious breach of the school's discipline and b) the effect that the student remaining in school would have on the education and welfare of the other students and staff.

In the case of a student being found with an offensive weapon, whether it is their intention to use it or not, the school's default position is to permanently exclude. However, in the most exceptional of cases some leniency may be shown. Discretion in these matters will be shown if there is clear evidence that the student did not know that the weapon was in their possession or if the student has additional needs which would prevent an understanding of the seriousness of the act. Where there are reasonable grounds to believe that the student had intent to use the weapon then the school's policy is to permanently exclude.

In the cases of a student being found in possession of illegal drugs or alcohol the school's default position is to suspend. If there is strong evidence that the student intended to supply drugs or alcohol to others, or if the quantity of substance is significant, then the default position is to permanently exclude.

Governors Disciplinary Panels

In line with its statutory duty, these same two tests of appropriateness will form the basis of the deliberations of the Governors Student Disciplinary Committee, when it meets to consider the Headteacher's decision to suspend or exclude. The committee will require the Headteacher to explain the reasons for the decision and will look at appropriate evidence, such as the student's behaviour record, witness statement and the previous strategies used by the school to support the student prior to suspension or exclusion.

Alternatives to exclusion

Alternative strategies to exclusion are considered in all cases of one off serious incidents or in instances of on-going defiance to school procedures. The school will work closely with the Local Authority and other secondary schools to undertake managed moves where such a course of action would be of benefit to the student. It may also be appropriate to look at dual registration at an alternative provision to prevent

permanent exclusion. The threat of a permanent exclusion will never be used as a means to coerce parents to move their child to another school. Extensive behaviour support strategies will be put in place internally for any student who is at risk of exclusion. This may involve a modified curriculum for a fixed period of time to assist students in accessing school whilst working with the behaviour support team.

Behaviour Outside School

Students' behaviour outside school whilst connected to school activities (trips/events/fixtures etc.) or whilst on placement/work experience is governed by the school behaviour policy. Poor behaviour whilst away from the school premises in these circumstances will be treated in the same way as if it had taken place in school.

For behaviour which takes place outside of school but which is not directly governed/organised by school will still be covered by this policy if there is a clear link between that behaviour and maintaining good behaviour and discipline amongst the school community as a whole. If the poor behaviour occurs in the immediate vicinity of school, whilst travelling to/from school or whilst wearing school uniform, then the Headteacher may still take the decision to suspend or exclude.

Monitoring and Evaluation

The Headteacher will ensure that the numbers and details of suspensions and exclusions are presented to the school leadership team and the governing body on a regular basis – but at least annually.

The Governing body are responsible for ensuring that the school works effectively to prevent suspension and exclusion, to keep suspensions to a minimum and in any instances of Permanent exclusion ensure that due process is followed – see Appendix 3

Appendix 1 – Suspension and Exclusion Process at Westhoughton High School

Behaviour incident occurs

Immediate actions

Ensure the situation is safe and calm

Ensure students have received any first aid and/or emotional support needed

If required - conduct search of student/property in line with school policy. Confiscate and secure any prohibited items

Contact parents to inform of the incident occurrence and alert of the investigation taking place.

Stage 1

Statement to be written by student. Statement may be dictated to a member of staff if the student is unable to write. Statement should include full details of incident including date, time, exact location and any potential witnesses. Statement should be signed and dated. If the student has been injured/is not emotionally fit then their statement should be acquired as soon as they are able to complete it. **No final decision should be made on sanctions/actions until the student has been able to give their full account.**

Risk assessment to be completed - if required the student should remain supervised until further investigations have taken place/information gathered. It may be appropriate for this supervision to take place in Reflection until a clear outcome has been decided. Any time spent in reflection should be considered as part of the actions/sanctions.

Statements to be written by any other students involved/witnesses to the incident. Statements should include as much detail as possible and should be signed and dated by the student.

Statements to be written by any staff involved/witnesses to the incident. Statements should include as much detail as possible and should be signed and dated by the staff member.

CCTV footage to be extracted if available.

Student behaviour log to be reviewed for any contextual information (e.g. repeat incidents, ABC etc.)

Incident to be logged on School Synergy

If the investigating staff member feels that once the above information has been collated and reviewed that the incident potentially meets the threshold for suspension or exclusion it should be presented to the Headteacher (or Deputy Headteacher if the HT is unavailable). **No student should be sent home from school following a behaviour incident without the approval of the Headteacher/Deputy Headteacher unless they are required to receive urgent medical treatment.**

Stage 2 – Considering the decision to exclude

The Headteacher/Deputy Headteacher should ensure that the following '10 key questions' have been comprehensively addressed prior to making the decision to suspend/exclude a student:

- 1) Has the student had a fair opportunity to discuss the incident with a member of staff to explain what happened?
- 2) Do we have full and detailed written statements from those involved? Have any ambiguous statements or missing details been clarified? Have the statements been signed and dated?
- 3) Has any available CCTV footage been reviewed by two members of staff and a clear narrative of what it shows recorded?
- 4) Does the incident potentially meet the criteria for a suspension or exclusion (is it a serious breach of school behaviour policy or would allowing the student to remain in school seriously harm the education and welfare of others?)
- 5) Have the personal circumstances of the student been considered including previous behaviour record and any mitigating factors? Has the SSL/SPL team from the year group been consulted to ensure all relevant information has been taken into account?
- 6) Has the full impact of the incident been considered including the impact on others (other students/staff/wider community), safety (physical and emotional) of the student and others, reputation of the school?
- 7) Have alternative sanctions to suspension/exclusion been considered?
- 8) Is the child working with a social worker (CLA/CP/CIN) or do they have an EHCP? Has a discussion taken place with relevant agencies to discuss support/sanctions?
- 9) Has the school fulfilled its commitments to any support that should have been in place for the student?
- 10) Have staff acted in accordance with school policy and procedures in the lead up to/response to the incident?

If the decision is taken to suspend the Stage 3 Flow Chart in Appendix 2 should be followed. If the decision is taken to permanently exclude the Bolton Permanent Exclusion Flow Chart in Appendix 3 should be followed.

Appendix 2

Suspension Flowchart

Incident occurs. Checklist criteria (10 key questions) is met. Head teacher or Deputy Head teacher makes decision to suspend and determines length of suspension.



Staff member allocated to contact home to inform of suspension. Call/message logged on Synergy. Student supervised until paperwork completed unless it is unsafe for them to remain on site.



Purple suspension form completed and submitted to office. Letter/conditions document produced. SIMS updated. Staff member allocated for return to school meeting – diary commitment made for staff member. Check made for number of previous suspensions – if trigger point reached (15 days or 45 days) DHT to be alerted. If suspension is due to exceed 5 days arrangements should be made for Day 6 provision.



Student sent home/is collected from school with letter for parents/carers.



On date of return student meets with allocated staff member. Conditions of return discussed. Pastoral support plan completed.



Copy of return to school paperwork scanned and uploaded to CPOMS. Record of meeting made on Synergy. Any updates sent to relevant staff.

Permanent Exclusion Flowchart

Prior to the decision to permanently exclude

Please consult with Paula Andrews to discuss possible alternatives to permanent exclusion.

If the exclusion is for a serious one off offence – gather all evidence including witness statements and statement from the P Ex pupil.

LAC Pupils – please contact Paula Andrews and notify the social worker if a LAC pupil is at risk of permanent exclusion.

Day 1

Headteacher's decision to permanently exclude.

Inform local authority of permanent exclusion.

Send the Permanent Exclusion Referral Form to paula.andrews@bolton.gov.uk

Send Permanent Exclusion letter to parents.

Clearly indicate the reason for permanent exclusion.

The pupil must remain on the register until 15 school days have passed.

The pupil will be marked as D once they are dual roll with alternative provider.

School must set and mark work for the first 5 days of the exclusion.

Day 2

Complete and send relevant document to paula.andrews@bolton.gov.uk

- Primary aged pupil: Updated Early Help with details of the permanent exclusion and consent to share with The Forwards Centre
- Secondary aged pupil: Information Passport

**The LA has a statutory duty to provide education from Day 6.
This cannot be done if the relevant information is not received from schools.**

Convene Governors' Disciplinary Panel

This must be held within 15 days of informing parents of the exclusion.

At least 5 days prior to the meeting: Inform governors, parents and LA (maintained schools) of the date and time of the meeting. Ensure pack is sent to all of above parties 5 days prior to the meeting.

Once the Governors' Disciplinary Panel has been held –

Within 24 Hours: Inform parents of the outcome of the meeting, using relevant model letter.

Notify the local authority of the outcome of the meeting – alison.gregory@bolton.gov.uk

Appendix 4 - Notification of Permanent Exclusion



NOTIFICATION OF PERMANENT EXCLUSION

This form *must* be completed and sent to inclusion@bolton.gov.uk on the day that the decision has been made to permanently exclude, in order for the Local Authority to comply with statutory guidance.

Child Details			
Full name:			
Date of birth:		Year group:	
UPN:		ULN:	

Exclusion Details			
School:			
Key contact in school:			
1 st Day of exclusion:		Date of Governing Body meeting:	
DfE reason(s) for exclusion: <i>Please tick up to three reasons that you will be using on SIMS.</i>	<input type="checkbox"/> BU – Bullying	<input type="checkbox"/> DB – Persistent disruptive behaviour	<input type="checkbox"/> SM – Sexual misconduct
	<input type="checkbox"/> DM – Damage	<input type="checkbox"/> PP – Physical assault against a pupil	<input type="checkbox"/> TH – Theft
	<input type="checkbox"/> DA – Drug & alcohol related	<input type="checkbox"/> PA – Physical assault against an adult	<input type="checkbox"/> OW – Use of or threat of use of an offensive weapon or prohibited item
	<input type="checkbox"/> RA – Racist Abuse	<input type="checkbox"/> LG – Abuse against sexual orientation and gender identity	<input type="checkbox"/> VA – Verbal abuse/threatening behaviour against an adult
	<input type="checkbox"/> MT – Inappropriate use of social media or online technology	<input type="checkbox"/> DS – Abuse relating to disability	<input type="checkbox"/> VP – Verbal abuse/threatening behaviour against a pupil
	<input type="checkbox"/> PH – Wilful and repeated transgressions of protective measures in place to protect public health		

Summary of incident:			
No. of FTEs:		Total no. of sessions lost to FTE:	

Parent/Guardian Details			
Title:		Name:	
Relationship:		Parent/Guardian Email:	
Tel 1:		Tel 2:	
Address:			

Additional Details			
Live Early Help:	Yes / No	Attendance YTD:	
SEND:	N / K / E	Any additional SEND information:	
LAC: <input type="checkbox"/>	CP: <input type="checkbox"/>	PPG: <input type="checkbox"/>	FSM: <input type="checkbox"/>
Any risks for professionals:			

Please attach attendance certificate and attainment record for the last two years, including teacher assessed levels. This will enable the Local Authority to place the child appropriately.

Form Completed By	
Name:	
Signature:	
School / Provision:	
Date:	

Appendix 5 – Pupil Information for a Day 6 Placement



PUPIL INFORMATION FOR DAY 6 PLACEMENT – SECONDARY

Referrer	
Paula Andrews, Education Access Officer, Bolton Council, North Campus, Smithills Dean Road, Bolton, BL1 6JT – 01204 332250 – paula.andrews@bolton.gov.uk .	

Student Information			
Full name:			
Date of birth:		Age:	
Gender:	<input type="checkbox"/> Male	<input type="checkbox"/> Female	Year Group: <input style="width: 50px;" type="text"/>
Any previous name(s):			
Previous school:		Key contact:	
UPN:			
Main home address (including postcode):			
Who does student live with:			
Other home address (if applicable) & explanation:			
Ethnicity:		First language:	
Immigration Status:			
Child Protection register:	YES / NO	Contact details:	
Looked After:	YES / NO	Placement details:	

Permanent Exclusion Details

Permanently excluded:	YES / NO	Reason(s):		
	Day 6:		Date of Governing Body meeting:	

Please note you ***must*** attach the child's last academic report, behaviour report and attendance report.

Parent/Carer Details

Name:			
Order of Priority (for updates & in case of an emergency):	1st	2nd	3rd
Relationship to student:			
Address:			
Home telephone:			
Mobile:			
Work number:			
Place of work:			
Usual work hours:			
Email address:			
First language:			

Additional Needs

Medical:		
		Comments
Hearing:	<input type="checkbox"/>	
Vision:	<input type="checkbox"/>	
Speech & Language:	<input type="checkbox"/>	

Specific Learning Difficulties:	<input type="checkbox"/>		
Autistic Spectrum Disorder:	<input type="checkbox"/>		
ADHD:	<input type="checkbox"/>		
Other (please specify):	<input type="checkbox"/>		
SEN:	<input type="checkbox"/> EHCP	<input type="checkbox"/> School Support	<input type="checkbox"/> ILP / PEP
Free School Meal Eligibility:	<input type="checkbox"/> Yes <input type="checkbox"/> No		
Date of last SEN meeting:		Date of last review:	
Additional medical conditions & any medication or special provision required:			
GP name & address:			
Social:			
		Contact Details	
Early Intervention Team:	<input type="checkbox"/>		
CAMHS:	<input type="checkbox"/>		
Youth Offending Team:	<input type="checkbox"/>		
Project 360°:	<input type="checkbox"/>		
Behaviour Support Service:	<input type="checkbox"/>		
Youth Inclusion Team(s):	<input type="checkbox"/>		
Information & Advisory Service (Parent Partnership):	<input type="checkbox"/>		
Other:	<input type="checkbox"/>		
Is the student any of the following:	<input type="checkbox"/> Young offender	<input type="checkbox"/> Poor attendee	<input type="checkbox"/> Pregnant
	<input type="checkbox"/> Traveller	<input type="checkbox"/> Young parent	<input type="checkbox"/> Young carer

	<input type="checkbox"/> Learner with a disability	<input type="checkbox"/> At risk of exclusion
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Education Details

Academic attainment:

	Key Stage 2 SATs	Current Grade	Exam Board
English:			
Maths:			
Science:			

Curriculum options:

Subject	Qualification & Current Grade	Subject	Qualification & Current Grade

Learning Profile:

Preferred learning style:	<input type="checkbox"/> Auditory	<input type="checkbox"/> Kinaesthetic	<input type="checkbox"/> Visual
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Attendance % (year to date):	
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	Test Score	Date of Test	Test Used
Reading:			
Spelling:			
Comprehension:			
Verbal:			
Non-verbal:			
Quantitative:			

Main presenting issues for pupil:	
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Any particular interests or skills:	
Other experience:	
Any college course / work experience or alternative education (with contact names):	

Challenges

Support needs:		
Has there been a noted decrease in school attendance:	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Does the pupil have limited social skills:	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Does the pupil lack a commitment to learning:	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Does the pupil have low aspirations:	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Is there evidence of limited educational progress but not necessarily lacking educational ability:	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Does the pupil show signs of disaffection from formal school due to either academic or social reasons (or both):	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Are there any external factors that may limit achievement (please give details):	<input type="checkbox"/> Yes	<input type="checkbox"/> No

Risk Assessment:

Risk	High	Med	Low	Comment
Aggression to adults:				
Aggression to peers:				
Possession / use of a weapon:				
Drug / alcohol misuse:				
Bullying:				
Dangers of self-harm:				

Impulsive behaviour:				
Antisocial behaviour:				
Arson / vandalism:				
Parental issues:				
Known risk to staff:				
Theft:				
How does the pupil behave in school:				
Does the pupil exhibit any inappropriate behaviour:				
What behaviour strategies has school used:				
What other strategies has the school employed to try and keep the pupil in a mainstream setting:				
Risk to self or others (please attach Risk Assessment if appropriate):				
Ability to reflect on own behaviour:				
Self-esteem:				
Communication / co-operation skills:				
Any other issues:				

Form Completed By	
Name:	
Signature:	
School / Provision:	
Date:	

Signed Off By	
NB This <i>must</i> be signed off by the Head Teacher.	
Name:	
Signature:	
Date:	

Please return to: inclusion@bolton.gov.uk